



#26-212

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WHEREAS: Cambridge Public Schools policy states that K–8 students will have daily recess periods with opportunities for active play; and

WHEREAS: Recess provides students with important opportunities for physical activity, social connection, unstructured play, and a break from the academic demands of the school day; and

WHEREAS: The quality of a student's recess experience depends not only on the amount of time provided, but also on access to appropriate spaces, equipment, activities, and opportunities for both active and less-active recreation; and

WHEREAS: Recess environments and opportunities currently vary substantially among Cambridge's upper schools, with students at some schools having access to playgrounds, fields, recreational equipment, games, and multiple activity choices, while students at other schools have significantly fewer options; and

WHEREAS: These differences can result from building and site design, shared-campus arrangements, rules governing the use of existing outdoor spaces, available equipment, staffing, or other operational considerations; and

WHEREAS: A student's access to meaningful opportunities for movement, play, social connection, and restoration during the school day should not depend on which Cambridge upper school they attend; now therefore be it

RESOLVED: That the Superintendent conduct a review of recess opportunities at each Cambridge upper school across the fall and early winter months of December and January and report to the School Committee on the following:

- The amount of recess time provided to students at each school
- The indoor and outdoor spaces available to students during recess, including any spaces located on school campuses that students are not currently permitted to use and the reasons for those restrictions
- The equipment and structured or unstructured recreational opportunities available to students at each school
- Staffing coverage for recess periods at each school
- Any significant disparities among schools in students' access to physical activity, play, and recreational choices during recess
- Practical steps that could be taken during the 2026–2027 school year to provide a more equitable range of recess opportunities across the upper schools, including changes to space-use rules,

increased access to existing facilities, the purchase of recreational equipment, programming, or other relatively low-cost improvements; and be it further

RESOLVED: That the Superintendent develop recommended minimum expectations for the quality of the recess experience at Cambridge upper schools so that all students have access to meaningful choices for movement, play, social interaction, and restoration, regardless of the physical campus they attend; and be it further

RESOLVED: That the findings and recommendations be presented to the School Committee in February 2027.