

Lunch / Recess Handbook



Carderock Springs Elementary
7401 Persimmon Tree Lane
Bethesda, MD 20817

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We welcome your assistance at Carderock Springs Elementary School (CSES). We are fortunate at CSES to have a cadre of parent volunteers for lunch and recess. The goal of the lunch and recess volunteer program is to provide a higher adult to student ratio both inside for lunch and outside for recess. Just as important, our active volunteer program benefits the children by reinforcing the partnership between the children's individual homes as well as the community at large and school. In order to ensure a successful volunteer program, each volunteer must understand the responsibilities inherent in working with the children of CSES.

Positive Encouragement

As an adult your behavior toward the children and adults will set the tone for the children and will directly impact their view of school and confidence in themselves. Interaction that is firm but gentle, along with plenty of positive reinforcement, is the order of the day.

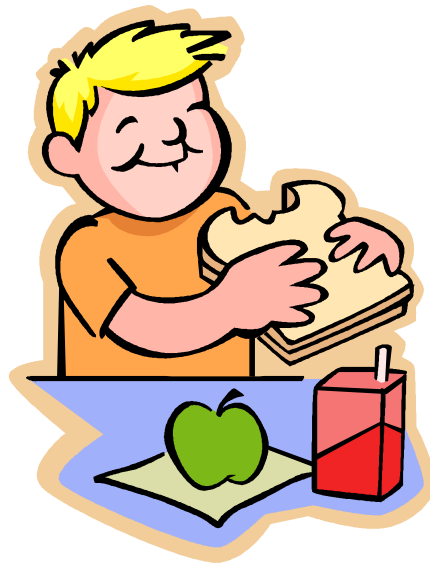
Important Points:

Lastly, we would like to highlight some of the specific important points:

- *Confidentiality* – You must respect the confidentiality of your relationship with the school. Your knowledge of CSES students is privileged information and may only be shared with responsible staff at CSES.
- *Safety* – If a child shares anything that involves concerns about personal safety; please see a teacher or administrator at once.
- *Discipline* – You may not discipline. If needed, get assistance from a staff member. If you cannot leave the situation, ask a nearby child to bring a staff member to you.
- *Fairness* – You are here for all of the students and must treat them all equally.
- *Follow the Rules Yourself* – e.g. if it is quiet time, please do not talk.
- *Injuries* – If a child falls and is lying on the ground, do not move him! Get help from a staff member.

Thank you!!! We thank you for your participation. Parents are a valuable asset to CSES, and we appreciate your assistance and support! We look forward to seeing you often.

LUNCH



Recess/Lunch Schedules

Recess/Lunch

Grade 1/3	11:30 – 12:00	12:05 – 12:30
Grade K/5	12:00 – 12:30	12:35– 1:00
Grades 2/4	12:30 – 1:00	1:05 – 1:30

Early Dismissal Recess/Lunch

Group	Lunch	Recess
Grade 1/3	11:15 - 11:40	none
Grades K/5	11:45 – 12:10	none
Grades 2/4	12:15 – 12:40	none

Two Hour Late Opening

Group	Lunch	Recess
Grade 1/3	11:30 - 12:00	none
Grades K/5	12:05 – 12:35	none
Grades 2/4	12:40 – 1:10	none

Cafeteria Guidelines

How you can help in the Cafeteria

- Assist students with condiments, utensils, and napkins as they exit the lunch line.
- Circulate throughout the cafeteria to assist students who raise their hands for help. Also, your proximity to students encourages them to make good choices.
- Encourage students to raise their hands if they need assistance. Students are to remain seated unless they receive permission to leave their seats.
- Remind children to pick up any trash that falls on the floor.
- Encourage students to keep eating.
- When staff members indicate it is time, assist the students in throwing their trash away in the large cans, recycling their milk bottles, and stacking the trays near the trash cans.

Restroom Use

- It is the expectation that students use the bathroom prior to arriving at lunch. If a student has an emergency and needs to use the bathroom, by all means use your discretion. When a student needs to use the restroom, they must raise their hand and ask for permission to leave their table. Mrs. Tucker will have the passes, 3 boy and 3 girl.
- The child should be directed to Mrs. Tucker who will have the restroom passes 3 girl and 3 boy. If all passes are in use, students must wait for another student to return.
- Please reinforce to students that they should return to the All-Purpose Room as quickly as possible.

Appropriate Strategies to Get Students Attention

- Lights Off
 - Students quiet and directions are given to clean up or line up
- Hand in the air
 - Quiet right away, directions to be given
- Clapping
 - Clap a rhythm and students should repeat
- Counting in a speaking voice while using the microphone

Nut-free Table

Nut-Free Lunch Table Q and A

1. Why do we have a table labeled "Nut-Free Lunch"?

We have several students at our school who have varying degrees of nut allergies. We take every precaution in order to ensure the safety of everyone. This table is clearly marked with a sign that reads "Nut-Free Table."

2. Who is allowed to sit at the table marked "Nut-Free Table"?

The students who have a nut allergy are offered the option of sitting at the table marked "Nut-Free Table". They may choose to sit there or not. If they choose to sit there, they may invite two students (from any class) who do not have nut products in their lunch to sit at the table with them.

Staff members are primarily responsible for monitoring the Nut-Free table. They will ask students who have been invited to this table, "What do you have in your lunch?" and look for items that have nuts in them. Many children don't always know what items contain nuts. If you ask, "Do you have nuts in your lunch?" many children say "no" because they don't realize it. **Lunches from the school cafeteria are nut-free, except for Chips Ole, which has peanut oil as one of its ingredients.**

3. How should the volunteers monitor the Nut-Free table?

Again, staff members are primarily responsible for monitoring the Nut-Free table. Feel free to provide assistance to students sitting at the nut-free table who raise their hands for help (all students are to raise their hand before leaving their seats). If it appears that someone has nut products, please bring this to the attention of one of the staff members. The staff member may ask the student to move to a different table and wipe the table with a disposable wipe.

Between grade level classes, the nut-free table must be wiped down with disposable wipes (these are kept on the microphone cart). At the end of the lunch period, as each table (the nut-free table is treated as its own table)

demonstrates that they are ready to go to recess (students are quiet and table/area is clear of garbage), they are released to go to recess.

If you are concerned that a student is having an allergic reaction (see following description), DO NOT leave the student unattended. If you cannot get the attention of a staff member, send another student to get a staff member for you. Staff members are trained in the emergency procedures that are in place to respond to allergic reactions (see "Steps to Take"). The staff has access to the students' names, pictures, and allergy information.

Signs of an Allergic Reaction (Anaphylaxis / Severe Allergic Reaction)

Definition:

Anaphylaxis is an acute, systemic reaction which can occur in a person who has a hypersensitivity to insect venom, nuts or other allergens. This reaction may occur within seconds after a previously sensitized person is exposed to the allergen. However, onset of symptoms may also be delayed for more than an hour after exposure.

THIS IS A LIFE THREATENING EVENT

Signs/Symptoms of anaphylaxis

Symptoms may appear and progress rapidly:

- Generalized tingling / itching
- Apprehension
- Rapid Pulse
- Facial Flush
- Hives
- Acute Coughing / Sneezing
- Throbbing in Ears
- Difficulty Breathing / Wheezing
- Lightheaded / Dizzy
- Swelling of Lips / Eyelids
- Vomiting

Information obtained from the Montgomery County Health Department 12/04

Anaphylaxis Reaction - Steps to Take

1. Stay with the student.
2. Alert the recess/lunch aide on duty that a possible allergic reaction is occurring (**immediate attention is vital**). If you cannot get the attention of a staff member, send another student to get the staff member. The staff member will alert the health room of the situation.
3. Monitor the other students and help them remain calm as the staff member alerts the office that there is a possible allergic reaction. The staff member will escort the student to the health room.
4. Office staff will notify health tech, administrator, and classroom teacher and follow the appropriate emergency procedures.

Key Points to Remember When Working With Students

What you focus on, you get more of

- Tell children what you want them to do instead of what you don't want them to do.
- Example: Student keeps getting up from cafeteria table - "Please sit at the table."

Allow children the chance to solve their own problems

- Have children identify what making a good choice "looks like."
- Example: "Show me what sitting appropriately at lunch looks like."

Conflict is an opportunity to teach

- Teach children how to handle conflicts. And re-teach, and re-teach some more!
- Example: Have students work through conflict with the Debug strategy with your guidance.

Remain Positive and Calm

- When you address an issue with students in a calm manner, they are more likely to hear your message rather than react to your emotionality.

Consistency and Predictability are critically important

- Children often look for the "loopholes" in the rules.
- Inconsistent consequences and enforcement of the rules creates such loopholes.
- Make sure you follow through with consequences.

The Pillars of Ethics Character Education Program

The Pillars of Ethics serves as the foundation of Carderock Springs' character education program. The program is a comprehensive program in which students learn about responsibility, caring, cooperation, respect, moral courage, honesty, and fairness. Encourage students to use the Pillars of Ethics during lunch and recess.

DEBUG

Problem solving strategies for Conflict Resolution

The students are encouraged to follow the steps below in order to solve their own problems. They come for adult help after the first three steps have not worked.

1. IGNORE
2. MOVE AWAY
3. "I" MESSAGE - Use your words
4. Get ADULT Help

When a student comes to you with a concern during lunch or recess, walk them through the DEBUG steps:

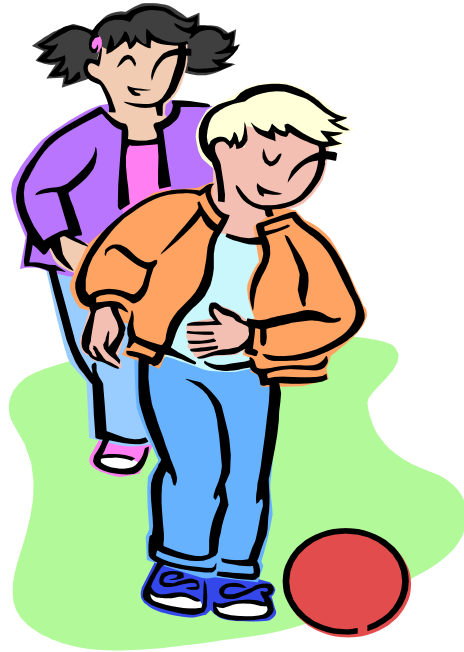
"Did you ignore?"

"Did you move away?"

"Did you give "I" messages?"

"Thank you for coming to me for help."

Recess



How you can help on the playground

- Monitor recess for safe play. While supervising recess, think of your role as a "lifeguard." Keep alert at all times - attempt to anticipate potential issues (see attached Appropriate Recess Play).
- Encourage and coach conflict resolution steps when students disagree (see Debug and Pillars of Ethics).
- Refer to a recess staff member when a student will not follow your directions.
- Help staff members gather students when it is time for them to line up at the end of recess.
- With Primary Grades - Please lead students to play age appropriate games (e.g. Duck-Duck-Goose and Snake in the Grass). Many students at this age find it difficult to initiate games on their own and do not know the rules of many games. Your support will enhance their playtime!
- With ball games (primarily older students) - It is extremely helpful to have a volunteer serve as a referee for ball games such as, soccer, basketball, and kickball. Our students can become quite competitive and also have difficulty interpreting the set rules in a fair manner. Students often need to be reminded to use an appropriate level of competitive spirit which is consistent with recess. This is a time for fun and play!

Recess Responsibilities

For Students

1. Remain outside the entire recess, unless permission is given to come inside.
2. Students will use the equipment properly. Rocks, sticks, dirt, snowballs and other objects are not equipment and should be left off the ground.
3. Students will exhibit courteous, cooperative, and safe behavior. (e.g., staying out of the boundaries of other students' games, using appropriate language, practicing inclusive play, etc.)
4. Students will return to the building only with a pass from the recess aides.
5. Students will pick up all playground equipment.
6. Students will line up immediately when the whistle blows.

For Staff

1. Monitor recess for safe play. While supervising recess, think of your role as a "lifeguard." Keep alert at all times - attempt to anticipate potential issues (see attached Appropriate Recess Play).
2. Encourage and coach conflict resolution steps when students disagree. (see Debug and Win-Win strategies)
3. Encourage students to ask help from a Peace Mediator if students cannot resolve conflict by using their Debug or Win-Win strategies.
4. Collaborate with parent volunteers to ensure that all zones are supervised
5. Be aware of the time. With our rolling schedule, it is critical that we are mindful of the time. Blow your whistle when it is time to call students to the lower blacktop for dismissal from recess.

Restroom Use

- Students should use the restrooms near the All-Purpose Room during recess.
- Encourage students to return to the playground as quickly as possible and remind them of the expectations for restroom use

Injuries

- Bring all matters of injury to a staff member. Staff members can provide band-aids. More significant first aid must be delivered in the Health Room.
- If a student cannot get up by themselves, stay with the student and send another student to get a staff member for you. DO NOT move the student yourself.

Appropriate Recess Play

Appropriate Play	Inappropriate Play
Blacktop games - individual or small groups Four Square, Hopscotch, Jump rope, Walking relay races	Running with ropes around someone else's waist
Children must have a grip when climbing on the bars	Standing at the top of the jungle gym without holding onto part of it
Games on the field Soccer, Kickball, Capture the Flag, Relay Races	Wrestling / play fighting
Slide down slide - feet first, on bottom on slide	Walking or running up or down slide; going down slide head first

Basketball	Tackle football with any kind of ball
Reading, talking with friends on benches or in outdoor classroom space	Playing with sharp objects

**LUNCH/RECESS
FREQUENTLY ASKED QUESTIONS AND ANSWERS**

Q: What should a volunteer know before going in for lunch and recess duty?

1. Sign in at the office upon arrival.
2. At lunch, assist any child needing help with opening food items (children will raise their hands).
3. Help children follow cafeteria rules.
4. Observe the nut-free table and report any contamination to a lunch/recess assistant.
5. Work with the lunch/recess staff for your recess location.
6. Watch all children in your area and monitor for safe play.
7. Encourage children to resolve their own conflicts, but step in immediately if the encounter is physical.
8. Use your judgment to limit bathroom and water fountain visits.
9. Seek guidance from staff if questions arise.

Q: When volunteering for lunch and recess, where should volunteers go first, should they check in with the aides, is there a way to help children get more involved in playing with other children, etc. How will these questions get answered?

A: Volunteers should first sign in at the office when arriving at school. Next, they should go to the playground or cafeteria. Volunteers should introduce themselves to at least one of the aides and ask what type of help is needed. For recess, if a volunteer wants to be with his/her child, let the aides know where the child will be playing. If the child moves, tell the aide that you are moving locations so the aides are able to ensure monitoring in all areas.

Many answers are provided in the Lunch and Recess Handbook. Volunteers should review the Handbook before coming to volunteer. It's a great resource.

Q: There seems to be an unending need for parent volunteers to help cover lunch and recess. Why aren't teachers available to watch the children, at least during recess?

A: MCPS teachers belong to a union and, under the union rules, are not required to provide coverage for lunch and recess, so it is up to the parents to provide the extra coverage for lunch and recess. By volunteering, parents provide additional adult supervision of the children, which is particularly helpful during recess when the children tend to go all over the fields and play areas. By reducing the adult to child ratio, we can ensure that the children are receiving the adult supervision they need.

Q: How many volunteers are needed for each grade? Do we have enough volunteers providing coverage?

A: The goal is to have three parent volunteers every day for each grade, with more if possible for Kindergarten. Some grades meet this goal on most days; other grades rarely meet this goal. With fewer volunteers, the ratio of children to adults increases and results in each adult being responsible for more children.

Q: During indoor recess, are there certain rules the students must follow (e.g., computer time is permitted; the children are not allowed to write on the White Board, etc.)?

A: Every teacher will develop/revisit a list of Indoor Recess Class Rules that applies to their particular classroom. The rules should be displayed in the classroom. If you cannot locate the list in your room, feel free to ask the teacher where it is.

Q: Are there specific rules about bathroom usage, such as how many students may go at one time?

A: The children are encouraged to use the bathroom before the lunch and recess break. No more than three children per gender should be permitted to use the restroom at the same time. When a child asks to use the bathroom, the child should be directed to the recess aide who has the restroom passes 3 girls and 3 boys. This way, in the case of an emergency and the children.

Q: What should a volunteer do if he/she witnesses inappropriate behavior by a student during lunch or recess?

A: Depending on the circumstances and the severity of the situation, the volunteer should consider reporting the incident to a staff member. Lunch/recess aides have a form that they can complete to convey important information to teachers about their students' behavior at lunch/recess – please contact a lunch/recess aide if you would like something conveyed to a student's teacher.

Q: What should a volunteer do if students have forgotten their coats for recess and it is cold outside or their lunchboxes?

A: The lunch and recess period goes by quickly. While a volunteer or a staff member may take children back to their lockers to retrieve their coats and/or lunchboxes, students should be reminded to bring what they need to lunch or recess in the future.

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