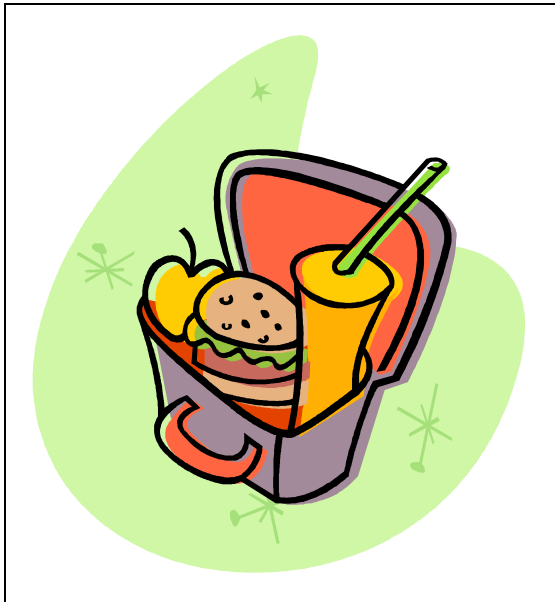


# Lunch / Recess Handbook



Wood Acres Elementary  
5800 Cromwell Drive  
Bethesda, MD 20816

2009-2010

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We welcome your assistance at Wood Acres ES (WAES). We are fortunate at WAES to have such an interested, committed and involved parent community. Our active volunteer program not only provides valuable hands-on assistance throughout many areas of the school, but also benefits the children by reinforcing ties between the children's individual homes as well as the community at large, and the school. In order to ensure a successful volunteer program, each volunteer must understand the responsibilities inherent in working with the children of WAES.

### **Positive Encouragement**

As an adult on the premises of WAES, 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.

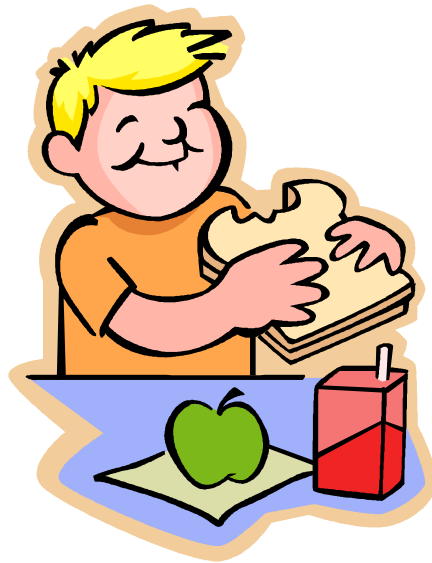
### **Important Points:**

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 WAES students is privileged information and may only be shared with responsible staff at WAES.
- *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.
- *Injury* — 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 WAES and we appreciate your assistance and support! We look forward to seeing you often.

# LUNCH



# Lunch/Recess Schedules

## Regular Lunch/Recess Schedule

Grade	Lunch Time	Recess Time
Kindergarten	11 - 11:30 a.m.	11:30 - 12 p.m.
Gr. 3	11:30 - 12 p.m.	12 - 12:30 p.m.
Gr. 4	11:45 - 12:15 p.m.	12:15 - 12:45 p.m.
Gr. 5	12 - 12:30 p.m.	12:30 - 1:00 p.m.
Gr. 2	12:15 - 12:45 p.m.	12:45 - 1:15 p.m.
Gr. 1	12:30 - 1 p.m.	1 - 1:30 p.m.

## Delayed Opening Lunch Schedule - **NO RECESS**

Grade	Time
Kindergarten	11 - 11:30 a.m.
Gr. 3	11:30 - 12 p.m.
Gr. 4	11:45 - 12:15 p.m.
Gr. 5	12 - 12:30 p.m.
Gr. 2	12:15 - 12:45 p.m.
Gr. 1	12:30 - 1 p.m.

## Early Dismissal Lunch Schedule - **NO RECESS**

Grade	Time
Kindergarten	10:25 - 10:45 a.m.
Gr. 3	10:50 - 11:10 a.m.
Gr. 4	11:15 - 11:35 a.m.
Gr. 5	11:40 - 12:00 p.m.
Gr. 2	12:00 - 12:20 p.m.
Gr. 1	12:05 - 12:25 p.m.

## Code of Conduct for All Wood Acres Students

The Wood Acres expectations for all students' behavior during lunch/recess are posted in the All-Purpose Room. All students are to follow these 4 expectations:

- We will use our inside voices
- We will stay in our seats unless we have permission to leave them
- We will listen and follow directions given by all adults in the cafeteria
- We will respect our school. We will keep our cafeteria and bathrooms clean

Classes that follow these expectations at each lunch will receive a Peace Paw and it will be recorded each day. At the end of the week, if a class has earned a Peace Paw every day, they will be acknowledged for their efforts (an announcement will be made during morning announcements and class names will be placed on cafeteria bulletin board).



## **Lunchroom Guidelines**

- Assist students with condiments, utensils, and napkins as they exit the lunch line. 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
- Gr. 2 - 5: During the last 5 minutes of lunch, identify the lunchbox helpers from each class, help them get the lunchboxes into the buckets and send them to deliver them to their classrooms.
- 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 yellow 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. 3 "girl" and 3 "boy" restroom passes have been created. When a student needs to use the restroom, they must raise their hand and ask for permission to leave their table. Direct the student to the volunteer/staff member who is stationed at the main doors of the All-Purpose Room; this adult will give the student a pass.
- 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 Lunch"?

The students who have a nut allergy are offered the option of sitting at the table marked "Nut-Free Lunch". 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 obviously have nuts in them. Many children don't always know what items contain nuts. If they 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.
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.

#### Discipline

- Please facilitate problem resolution, encourage and model constructive and respectful behavior. Model and remind students of the 4 Lunchroom Expectations.
- Be firm, but kind and friendly at all times. Please refrain from disciplining students. This includes grabbing or restraining. Inform a staff member of the issue, and they will take the appropriate steps. If you need help with a student, get assistance from a staff member. If the student will not walk on his or her own to a staff member, ask a child to get a staff member for you.

## Key Points to Remember When Working With Students

*What you focus on, you get more of*

- So, tell children what you want them to do - NOT what you don't want them to do
- Example: Student keeps getting up from cafeteria table - "Please sit at the table."

*The only person you can MAKE change is yourself*

- So, help children be more successful instead of attempting to make or get them to behave
- Example: Instead of asking yourself, "How am I going to get these children to act appropriately during lunch?" ask yourself, "How am I going to help these children to more likely to make the right choices?"

*Allow children the chance to solve their own problems*

- So, have children identify what making a good choice "looks like"
- Example: "Show me what sitting appropriately at lunch looks like"
- A new addition to our program this year is Peer Mediation. Selected students have been trained by Mrs. King as "peace mediators," and they should be supporting conflict resolution between students.

*Conflict is an opportunity to teach*

- So, teach children how to handle conflicts. And re-teach, and re-teach some more!
- Example: Have students work through conflict with Win-Win or Debug strategies with your guidance

*Remain Positive and Calm*

*Consistency and Predictability are critically important*

## WAVE Character Education Program - Wood Acres Values for Everyone

- The WAVE program serves as the foundation of Wood Acres character education program. This program is a comprehensive program in which Students learn that character counts through the character education program that focuses on 9 character values: RESPECT, RESPONSIBILITY, CARING, FAIRNESS, HONESTY, MORAL COURAGE, PRIDE, PERSEVERANCE. AND SELF -CONTROL.
- Encourage the students to use the 9 character values during recess. When students do not demonstrate the values, use the language so that they can correct their own behavior.
- Bullying and intimidation are not acceptable behaviors and should be addressed. As part of the character education program at Wood Acres, students understand that "Put Downs" are not appropriate. As part of the "No Put Down" program, students learn:  
If someone gives someone a put-down, they can:
  1. Think About Why
  2. Stay Cool

3. Shield Myself
  4. Choose a Response
  5. Build Up
- As part of the over-arching WAVE program, students are taught conflict resolution skills. Primary students are taught DEBUG.

## **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 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."

- Talk to the other student about responding to someone else using their WAVE steps

In addition to using the Debug strategies, students in grades 3-5 are taught to utilize the Win-Win conflict resolution strategies.

## **WIN/WIN GUIDELINES**

1. Cool Off
2. "I Message"
3. Brainstorm solutions
4. Affirm, forgive and/or thank

## **PEER MEDIATION**

- Provides another opportunity in which students can work out their conflicts if Debug or Win-Win strategies have not been successful.
- Encourages students to think of realistic solutions that will enable them to react differently and prevent the situation from occurring again.
- Procedure involves five ground rules which Peace Mediators and students will agree to follow:
  - Be willing to solve the problem.

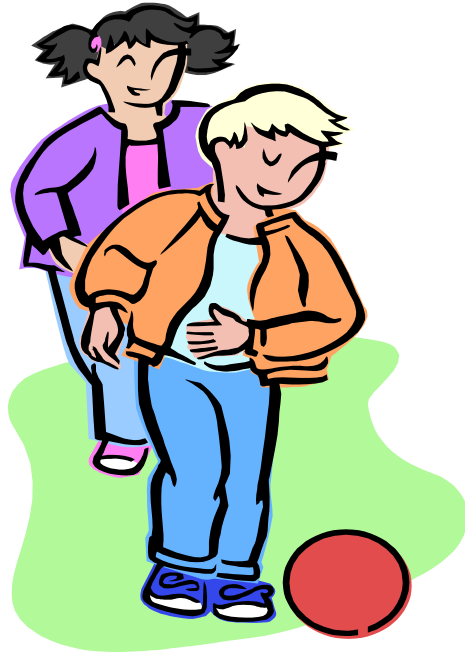
- Listen without interrupting
- Tell the truth.
- Be respectful: no put-downs!
- Take responsibility for carrying out your agreement.
- Mrs. King will assist Peace Mediators and students with the mediation process.

### Dismissal to recess

Classes will be dismissed to recess when they demonstrate that they are ready to exit the All-Purpose Room

- Students are quiet
- Tables/floor has been cleaned of all trash and other items (classes will be prompted to throw trash away and recycle milk/water bottles 5-10 minutes before exiting for recess)
- When dismissed students must walk to door, following class in front of them, and walk out to recess

# Recess



A map has been created that indicates 7 zones or stations that need to be supervised during recess (see attached). Collaborate with staff and other volunteers to ensure that these areas are supervised during recess.

### 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!

### Restroom Use

- All students must use the restrooms that are on the first floor near the Kiss and Go entrance - students are not allowed to use the restrooms near the All-Purpose Room during recess
- The adult who is supervising Zone 1 will be in charge of handing out the 3 "girl" and 3 "boy" passes for restroom use. If all passes are in use, students must wait for another student to return
- 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.

### Recess Responsibilities

#### *For Students*

1. Remain outside the entire recess, unless permission is given to come inside.
2. Use WAVE values during recess.
3. Use conflict resolution steps to resolve disagreements (see Debug and Win-Win strategies). Utilize peer mediators for support with conflict resolution.
4. Ask for help from a Peace Mediator when a conflict can not be resolved by using Debug or Win-Win strategies.
5. Follow adult directions the first time.
6. Use all equipment for the intended purpose.
7. Promptly move towards the lower blacktop when a staff members blows her whistle for line up and put away any equipment that was used.

#### *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 can not 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.
6. When students are lining up for dismissal, monitor students as they descend stairs towards lower blacktop.

*For Volunteers*

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. Refer to a recess staff member when a student will not follow your directions.
4. Help staff members gather students when it is time for them to line up for dismissal from recess.

### 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	Walking or running up or down slide; going down slide head first
	Football with any kind of ball

	Pencils/writing utensils outside during recess
	Playing on the hill adjacent to the butterfly garden

## LUNCH/RECESS QUESTIONS AND ANSWERS

The following Q&A was developed by the PTA in cooperation with Wood Acres' administration as a result of our meeting with volunteers on November 2, 2006. Please contact either Pan Holden at [sally@novosoftsolutions.com](mailto:sally@novosoftsolutions.com) or ? at [veronica@luzuriaga.com](mailto:veronica@luzuriaga.com) with any other questions. Thank you for your participation and interest.

*[The type in italics was added to ensure that the answers reflect the new procedures in place for lunch/recess]*

**Q: What are the “Top Ten” things a volunteer should know before going in for lunch and recess duty?**

1. Sign in at the office upon arrival.
2. If you can't make it on your assigned day, please do your best to find a replacement and call Maggie London at (301) 320-6502.
3. At lunch, assist any child needing help with opening food items (children will raise their hands).
4. Help children follow lunchroom rules.
5. Observe the nut-free table and report any contamination to a staff aide.
6. Confer with the aide for your recess location.
7. Watch all children in that area and monitor for safe play.
8. Encourage children to resolve their own conflicts, but step in immediately if the encounter is physical.
9. Use your judgment to limit bathroom and water fountain visits.
10. Seek guidance from staff if questions arise.

**Q: Some children seem unable to find something fun to do during recess. Are there games or activities volunteers can suggest to those children looking for something to do?**

**A:** Mr. Hogan is teaching each grade appropriate recess games. Also, the PTA is working on obtaining descriptions and rules of well-known children's games. These descriptions will be made available for volunteers when they sign in. Volunteers may use these ideas to help children think of things to do on the playground.

**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 cafeteria. Volunteers should introduce themselves to at least one of the aides and ask what type of help the aides need. 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 school. It's a great resource. Additionally, the school has begun a training program for the lunch and recess aides in order to better inform them of ways to deal with issues that arise in the cafeteria and on the playground.

**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.

Nevertheless, when additional coverage is needed (particularly during indoor recess when every class needs one staff member), teachers are willing to give up their free time to stay in the classrooms with the children.

**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. This can be particularly challenging during recess when the children from one grade are permitted to play on the upper and lower playgrounds.

**Q: What should a volunteer do if he/she cannot make their appointed time for lunch/recess coverage and cannot find another parent to cover for them?**

**A:** Call Mrs. London in the school office and let her know that you cannot make it. We are in the process of developing a list of volunteers who are able to come in on short notice. Mrs. London will attempt to find a replacement parent.

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

**A:** Every teacher was asked to develop a list of Indoor Recess Class Rules that will apply to that particular classroom. Each class has now completed its list of rules. The rules will be prominently displayed in the classroom. In some classes they are permanently posted; in others, the teacher will put them up on indoor recess days. 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 children 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 volunteer who has the restroom passes.* This way, in the case of an emergency and the children need to be assembled, it will be easier to locate unaccounted for children. *During recess, students must enter the building through the doors on the lower blacktop to use the bathroom. The adult who is supervising Zone 1 will give passes to the students (3 girls and 3 boys).*

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

**A:** Depending on the circumstances and the severity of the situation, the volunteer should consider reporting the incident to the child's teacher. Children are concerned about their teacher's opinion, and the teacher is in the best position to decide how to deal with the problem. *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 a child (or several children) have forgotten their coats for recess and it is cold outside?**

**A:** If a child, or several children, have forgotten their coats, a volunteer may take a group of children back to their lockers to retrieve their coats.

PLAYGROUND DIAGRAM – “Zones”  
PLAYGROUND DIAGRAM  
AUGUST 2008

