



Park Hill School District

Building Successful Futures • Each Student • Every Day

**CERTIFIED RECESS SUPERVISOR
AND
LUNCHROOM/PLAYGROUND
SUPERVISOR**

HANDBOOK

2017-18

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Welcome!

As a Lunchroom/Playground Supervisor or Certified Recess Supervisor, you play an important role to your school. Building positive student relationships and helping students enjoy a short break from the rigors of classwork are two key components of this job. Please read through this booklet for a basic orientation to your position.

Each school has a Certified Recess Supervisor who serves as the primary supervisor of the playground area and playground staff. The Certified Recess Supervisor is a useful resource person for questions about game rules, playground rules, and appropriate interventions with students. In the absence of a Certified Recess Supervisor, a building administrator is also an important support person.

General Expectations

- Be nice and build positive student/adult relationships. Students use lunch and recess periods to take a break from school work, relax, and enjoy their friends. Help make those times pleasant for them.
- Treat students with respect and dignity at all times.
- Maintain a safe and enjoyable environment for students through active monitoring.
- Remain positive and calm, even when dealing with problematic behaviors.
- Keep in mind that some student behavior may be the result of an impairment or disability, such as autism. Avoid making judgments and focus on safety.
- Work closely with your team to ensure consistency when working with students. Communicate or ask questions to determine best practices.
- Refrain from using your cell phone, MP3 player or other electronic devices while on duty.
- Spread out on the playground and in the lunchroom. Do not congregate with other adults in groups.
- Reflect on your work – how can you improve? What could you have done better in a particular situation? How do others handle certain scenarios? Seek out information or use other school personnel as resources.

Active Monitoring

Active monitoring is a key component of being effective as a Lunchroom/Playground Supervisor or Certified Recess Supervisor. Active monitoring is similar to that of a lifeguard at a swimming pool and consists of:

- Positioning yourself in an appropriate location so that you can see the maximum amount of the cafeteria or playground.
- Moving your position frequently to cover blind spots.
- Scanning all areas within your field of vision every 15-20 seconds.
- Observing, predicting, and preventing unsafe behavior or conditions.
- Communicating with co-workers so that not only is full coverage of the playground or lunchroom achieved, but there is overlap monitoring.

Attendance and Substitutes

While working as a Lunchroom/Playground Supervisor or a Certified Recess Supervisor is considered part-time employment, every individual is essential for our schools to have a smooth, successful day. Students need and appreciate the consistency of seeing you when school is in session. For the 178 days that school is in session, please make your attendance a priority.

Substitutes are available for necessary absences such as an unexpected illness or medical procedure. In cases where an absence is necessary, please put your absence in the SMARTFIND system (Park Hill's online substitute management system) as well as inform the Certified Recess Supervisor. As the Certified Recess Supervisor, please work with the front office staff to advise them of a substitute coming to cover so they can direct the substitute to the correct location in the building.

Training

On your first day, report to the school office and introduce yourself to the Administrative Assistants behind the front desk. One of them will show you where to put your things, how to time in and out through the Kronos terminals, where to go next, and help you locate your new co-workers.

The Certified Recess Supervisor is the person responsible for training new Lunchroom/Playground Supervisors. Such training would include a school tour, information on playground equipment, and

procedures. Additional training will be provided both online and through support staff professional development sessions.

Appropriate Attire

- Check the weather. If your duties include working on the playground, be prepared to be outside unless it is extremely cold, extremely hot, or there is rain/sleet/snow. We do not deny students the opportunity to go outside unless absolutely necessary.
- Wear appropriate clothing. Employees should present a positive image to students, be clean and well groomed. Short shorts or spaghetti strap tops are not permitted. Clothing should cover appropriate areas of the body and all parts of your undergarments. Clothing should be free from inappropriate logos, tears, frays, or stains.
- Wear appropriate shoes. You will be on your feet and walking around during the entirety of your work shift. A full shoe must be worn, preferably a sturdy tennis or athletic shoe. Sandals or “flip-flops” are not permitted.

Inside Recess

If it has been determined that weather does not permit students from playing outside during recess, activities and games will be set up inside the school. Conditions such as the availability of shade or wind conditions vary by school, so inside recess decisions will also vary by school.

Duties In the Lunchroom

- Spread out across the lunchroom rather than ~~congregate~~ congregating with other lunchroom staff. Monitor students as they enter and exit the food service area.
- Walk through the lunchroom area while supervising. Assist younger students with opening milk cartons, opening ketchup packets, or with other difficult tasks if needed.
- Maintain a safe lunchroom environment. This includes requiring students to remain seated during the lunch period, cleaning up minor spills, and alerting the custodial staff of major spills.
- Encourage students to use a calm, “inside voice” in the lunchroom. Speak quietly or privately to students who need re-direction. Please do not yell “Quiet!” to the entire

lunchroom in order to get students to be quiet. Make sure your own voice is a model for students to follow.

- Dismiss students to “dump” trays prior to the end of each period. Remind students to scrape the food off of their trays, throw away their trash, and make sure eating utensils stay out of the trash.
- Line students up for recess or to return to class at scheduled time.
- Wipe tables after each lunch period so they are clean and ready for the next group of students.
- Assist custodian with cleaning up cafeteria area after final lunch period.
- Accommodate other requests by building administrators as needed.

Duties On the Playground

- Put out playground equipment before the start of the first recess period.
- Put away playground equipment after the final recess period.
- Monitor students as they enter and exit playground area. In some schools, this may require walking students to or from a designated point in the building.
- Make sure students remain in areas where they can be seen by adults at all times.
- Spread out across the playground rather than congregate with other playground staff so that all areas of play are appropriately supervised. Continually walk your assigned area so that you are visible and available to all students.
- Allow students to run, play, climb, and blow off steam. Make sure students are using equipment safely and properly, and they are not interfering with another student’s fun or safety.
- Keep in mind that the nature of play tends to change as students get older. Younger students tend to play on equipment more often while older students play more organized games. Supervision on the playground should reflect where students are located and what they are doing.
- Intervene when you see instances of bullying, mean spiritedness, unsportsmanlike conduct, disrespect, foul language, or fighting.
- Assist students with organizing or forming teams for games.

- Clarify rules of games when necessary.
- Assure that all students are engaged during recess.
- Discuss with school administrator or Certified Recess Supervisor the steps to take in effectively handling cases of student misbehavior. Options may include: talking privately with the student, a “time out” for a specified period of time, a Think Sheet, or referral to a Recovery Room. Whenever possible, playground issues should be resolved on the playground.
- Report any needed equipment repairs or safety concerns to the Certified Recess Supervisor or office staff.
- Line students up at the end of recess so they can be picked up by their classroom teacher.

Survival Tips and Pointers In the Lunchroom

- Focus on building positive student relationships.
- Give positive reinforcement to tables or groups who exhibit appropriate lunchroom behavior. This may include a note to the teacher, verbal praise, or allowing the table to line up first for recess.
- Manage the cafeteria by walking around. Continually move throughout the area to monitor students.
- With administrative approval, play soft classical music during lunch.

Survival Tips and Pointers On the Playground

- Focus on building positive student relationships.
- Wear layers - weather conditions may change throughout the day.
- Bring or borrow a whistle to be used to line students up at the end of recess.
- Ask the physical education teacher or co-workers about rules for playground games.
- Give positive reinforcement to groups, classes, or grade levels that exhibit exemplary recess behavior. This may include verbal praise, a “good news” announcement, a compliment to the teacher, or five minutes extra recess with administrator approval.

If Student Misconduct Occurs

Lunch and recess are designed to be an enjoyable break in a student's day. However, that does not mean it will always be free from conflict. In the event of student misconduct, avoid escalating the situation further or getting into a power struggle with a student. ~~That~~ This will only make the situation worse, both for you and for the student. Below are some important de-escalating techniques that are successful in working with students.

Use the following phrases to talk with the student:

| | |
|---------------------|--------------------------------------|
| "I see | ...that something is wrong." |
| | ...that you are upset." |
| | ...that you are having a hard time." |
| | |
| "Can you | ...let me tell you what to do." |
| | ...sit in your seat?" |
| | ...be quiet?" |
| | ...follow the rules?" |
| | |
| "...even though you | ...are angry and upset?" |
| | ...don't want to?" |

If the student answers "yes" and is compliant, the conflict is over. Reinforce the student's positive behavior.

If the student answers "no," respond using these phrases:

"You're doing a good job of letting me know."
"This will not be a safe place for you to stay. You will only get in trouble. You will need to go to (insert the safe place here) until you can follow directions, be quiet, etc."

If the student answers "yes" but does not comply, ~~listen to~~ observe the student's behavior as if he/she answered "no."

Each school has a process for dealing with student misconduct that may include a discipline

referral, a “Think Sheet” or simply a “time-out” from recess play. There are personnel at each school that will review with you the specific steps of how, and when to apply various levels of discipline. ~~how, and when~~. If you are uncertain, do not hesitate to ask.

Tips For De-Escalating an Angry Student:

Begin with intent to lower anxiety:

“I don’t want you to be in trouble.”

Continue with:

“Are you okay?”

“You are not in trouble.”

“I just want to make sure everyone is safe.”

Reinforce calm behavior:

“You are doing a great job of speaking quietly.”

“You are doing a great job of sitting in one place.”

“You are doing a great job of listening to me.”

Ask questions to encourage thinking:

“Am I the right person to help you?”

“Is somebody else better?”

“Is this the best place for you right now?”

“Is another place better?”

Identify emotions and validate feelings:

“I am sure you have a lot of great reasons to be angry.”

“If I thought that was done to me, I would feel angry, too.”

“We will talk about it when you are feeling better.”

Begin planning and give hope:

“I have reasons to be angry, too, and had to learn self-control. You are not alone. I bet this is hard.”

“What would help – to draw, a walk, be alone, get a drink of water?”

Things To Do When Talking With Students About Behavior:

- Stay ~~relaxed~~ calm
- Place yourself at or below the student’s eye level

- Speak privately with the student
- Keep your voice calm, low, and unemotional
- Stay out of student's personal space

Things To Avoid When Talking With Students About Behavior:

- Eye rolling
- Sarcasm
- Giving answers – ask questions instead
- Lecturing
- Escalating your behavior – stay in control and be respectful

(Source: Ozanam BIST, 2002)

Student Injuries or Medical Emergencies

Should a substantial injury or medical emergency occur, whether on the playground or in the cafeteria, immediately contact the school health room staff and building administration.

In the case of a substantial injury or any suspected trauma to the neck or back, do not move injured children as doing so could cause additional injuries. For minor injuries such as scraped knees or jammed fingers, send the student to the health room with an adult or student escort.

CPR and AED training are offered free of charge to all Park Hill School District employees. Basic First Aid training is also available either through the district or through the Platte County Health Department. First Aid sessions are usually offered for a small fee. While obtaining CPR/AED or First Aid certification is optional for Lunchroom/Playground Supervisors, the classes provide valuable information for incidents that may occur both on and off the job. Dates of training sessions are typically communicated to staff via email.

Visitors to the Playground or Lunchroom

Parents and guardians are welcome to come join their child(ren) for recess and/or lunch. All visitors should follow Park Hill procedures to sign in and gain a visitor's badge from the front office before joining students in any location of the building. Visitors should follow all of the Parent/Student Handbook guidelines for lunch regarding sharing food. Please direct families to where you would like them to sit in the cafeteria so that it doesn't interfere with normal lunch processes.