

Maryvale Elementary School

*Cougar*  
*Code*



# ***Cougar Code for Recess and Lunch***

## **EXPECTATIONS**

### **I. STUDENTS**

#### **a. At Recess**

- i. When the whistle blows – freeze – and wait for instruction
  1. Follow Recess Aides instructions the first time they are issued
    - a. When all whistles blow together recess is over
      - i. Place the equipment you are playing with in the bin
      - ii. Quickly line up by class
- ii. Keep hands and feet to self
- iii. Use good sportsmanship
  1. No fighting
  2. No foul language
  3. No exclusions of other students
  4. No saving places
  5. When in doubt all players vote
  6. Accept mistakes – no “do-overs”
  7. Respect school property and equipment
  8. All games end at the sound of the whistles
- iv. Do not leave the recess area without permission and a hall pass
  1. Use restroom and water fountains before recess and lunch, no trips inside; except emergencies
- v. No card games or electronic games permitted – sports equipment only

#### **b. At Lunch**

- i. Keep your hands and feet to yourself
- ii. Eat your own food, do not play with food
- iii. Raise your hand if you need help with your meal
- iv. Stay seated until it is time to collect trash
- v. Use normal conversation volume
- vi. When the lights flash, stop conversation to listen for instructions
- vii. Dispose of all trash properly before leaving the cafeteria

#### **c. Learn the Cougar Code And Use It To Help Everyone Enjoy Recess**

## II. TEACHERS

### a. Appoint Class Leader For Everyday

- i. Leads class line
- ii. Collects lunch trash
- iii. Carries PBIS clipboard

### b. Give All Students Access To the Restrooms And Water Fountains Before Recess/Lunch

- i. Lunch and Recess Aides will only allow **very** limited access to use the facilities

### c. Deliver Class To Recess/Lunch On Time

- i. With PBIS clipboard

### d. Pick Up Class On Time From Lunch/Recess

- i. Quiet class as they enter the hallway or building

### e. Review Cougar Code Immediately Before Lunch/Recess

- i. During first week – 5 minutes per day
- ii. Once a week thereafter
  1. \*\* See Cougar Code poster

## III. PARENTS

### a. Review The Cougar Code

- i. Sign and return the agreement to Lunch/Recess Aides and administration's enforcement of the Cougar Code of conduct
- ii. Sign student's PBIS forms daily and return
- iii. Discuss any Recess/Lunch issues with Ms. Kimber or Cothorne promptly and directly

### b. Come Visit Your Children As Often As Possible At Recess/Lunch

## **IV. RECESS & LUNCH AIDES**

### **a. Be Prepared**

- i. Recess and Lunch Aide vest
- ii. Red & Green lanyards
- iii. Whistle
- iv. Walkie-talkie
  1. For recess Aide Supervisor
  2. Connected with the Front Office
- v. 8 Cougar Paws
- vi. 1 Class reward

### **b. Build Trust Between Students And Aides**

- i. Listen to student's problems or whatever they want to share with you
- ii. Make it a priority to "catch" students exhibiting good behavior
  1. Follow through on all rewards, as promised, on the same day
- iii. Reward good individual and class behavior in a consistent prescribed manner
  1. Issue all positive reinforcement awards daily
    - a. Each aide issues (a minimum of) 8 Cougar Paw awards and 1 class award daily for good behavior, during the 4 lunch/recess sessions
- iv. Be consistent when issuing discipline

### **c. Address Unacceptable Behavior In A Consistent Prescribed Manner**

- i. Quickly and simply address all issues so student can return to play as quickly as possible
- ii. Go to the student/group of students
- iii. Lower yourself to his/her eye level
- iv. Use normal conversation tone
  1. Clearly state the rule that was broken and how to correct the behavior
  2. Explain the consequences
  3. Enforce the prescribed consequences in a calm manner
- v. Only apply negative consequences to an individual or a small group
  1. Never apply negative consequences of a few students bad behavior to a whole class
    - a. Group punishments discourage students who are behaving well

#### **d. Address Student Injuries**

- i. Minor injury **without** visible bodily fluids
  1. Wait with the student until he/she feels like returning to play/eating
  2. If pain does not dissipate quickly, send student to nurse (see below)
- ii. Minor injury **with** bodily fluids visible
  1. Send injured student and 1 student chaperone to the nurse with the Green Card hall pass
  2. Injured student and chaperone return to recess/lunch with the Green Card and report to the Recess or Lunch Aide who sent them
- iii. Serious playground/cafeteria injury
  1. Verbally alert another Recess or Lunch Aide
    - a. Instruct them to contact front office via walkie-talkie (if at recess)
  2. Recess or Lunch Aide personally conduct/carry student to nurse's office

#### **e. Recess Procedures**

- i. Bring out recess equipment bin before first session begins
- ii. Observe zones to maximize supervision coverage of playground
  1. \*\*\*See chart
- iii. Collect clipboards from class leaders as classes enter playground
  1. Done by one aide
  2. When completed can assume zone position
- iv. Use positive verbal reinforcement as students enter playground
  1. Welcome them to recess!!
  2. Encourage students to have a fun, safe recess by following the Cougar Code!
  3. As recess ends, thank students for good behavior, sighting specifics instances as much as possible
- v. Conversational volume is encouraged throughout the 30 minute recess period
  1. Address unacceptable behavior individually as noted above
  2. Never punish students by class as this discourages the students who are behaving well
  3. At no time does recess need to be silent, this is the students only break in their 6 hour day
- vi. Issue all Cougar Paws (~16 per period) for adherence to the Recess Cougar Code and other good behaviors such as:
  1. Solving conflicts without adult intervention
  2. Accepting his/her own mistake in a game
  3. Including lonely students in their play
  4. Coming in quickly when recess is over

- vii. **Classes going from Recess to Lunch**
  - 1. Blow all whistles simultaneously at 2 minutes before the end of recess period
  - 2. Students line up behind 1 Recess Aide (holding PBIS clipboards) who immediately leads them to the cafeteria
    - a. No waiting is necessary
    - b. No need to line up by class
    - c. All students walk to lunch in the order they line-up
    - d. Conversation volume talking is encouraged
      - i. Exception: Remind students no talking in the building until they enter the cafeteria
    - e. The remaining Recess Aides encourages equipment pickup and then walks with the students to the cafeteria
    - f. 1 - Recess Aide remains behind to walk the perimeter of the play area to insure all equipment is returned to the bin and follows the last student into the cafeteria
  
- viii. **Classes going from Recess to the Classroom**
  - 1. Blow all whistles simultaneously at 2 minutes before the end of recess
  - 2. Students stand in line by class to wait for class teacher
    - a. Line is headed by class leader
  - 3. Conversation volume talking is encouraged
    - a. Class teachers quiet class as they re-enter the school building
  - 4. Recess Aides stand near the lines
    - a. Use this time to encourage students, ask them what they enjoyed about recess today!
  - 5. 1 - Recess Aide remains behind to walk perimeter of the play area to insure all equipment is returned to the bin and follows the last student to the class line

## **f. Lunch Procedures**

- i. Close hall doors of cafeteria before students arrive
  1. Doors remain closed to prevent classroom disruption
  
- ii. Use positive verbal reinforcement as students enter cafeteria
  1. Welcome them to lunch!!
  2. Encourage students to make healthy food choices, and to enjoy their break time by following the Cougar Code!
    - a. Converse table by table with students, with encouraging words, and reminders or quizzes about the Cougar Code
  3. As lunch ends, thank students for good behavior, sighting specifics instances as much as possible
  
- iii. Conversational volume talking is encouraged throughout the 30 minute lunch
  1. Address yelling and other unacceptable behavior individually as noted above
  2. Never punish students by class as this discourages the students who are behaving well
  3. At no time does the cafeteria need to be silent, this is the students only break in their 6 hour day
  
- iv. Issue all behavior awards daily for good behavior during lunch
  1. Cougar Paws (approx. 16)
  2. Cougar Class Awards – 2 issued for each lunch period
  3. Base awards on adherence to Cafeteria Cougar Code and other good behavior such as:
    - a. Solving conflicts without adult intervention
    - b. Including lonely students in conversations
    - c. Depositing trash quickly and returning to their seats
    - d. Maintaining a normal conversation volume
    - e. Attempting to quiet a classmate that is too loud
    - f. Any other excellence you witness!
  4. No need to silence the cafeteria to determine or issue awards

- v. **Classes going from Lunch to Recess**
  - 1. Classes enter cafeteria and immediately line up to order food, or are seated
  - 2. Flash all cafeteria lights at 5 minutes before the end of lunch period
    - a. This signals class leaders to pass trash cans to their table
    - b. Cougar Class Award receiving classes collect trash first and are the first to exit for recess
  - 3. Conversational volume talking is encouraged throughout the lunch period
    - a. No need to quiet before exiting for recess
    - b. While exiting for recess, Aides thank students for good behavior and cite specific examples when possible
  - 4. Lunch Aides signal the 2 awarded classes to exit first to recess, then remaining classes as they complete trash depositing and are seated
    - a. Released classes follow one Lunch Aide, who immediately leads students to playground
  
- vi. **Classes going from Lunch to the Classroom**
  - 1. Students remain seated after trash collection
  - 2. Conversation volume talking is encouraged
    - a. While awaiting class teachers arrival, Aides thank the students for good behavior and cite specific examples when possible
  - 3. Class teachers come to the table to lead classes out of cafeteria
    - a. Aides relinquish PBIS clipboards to teachers as they arrive
    - b. Class teachers quiet students as they enter the hallway



# **BEHAVIOR REINFORCEMENT**

## **V. POSITIVE REINFORCEMENT**

### **a. Students**

- i. Verbally welcome the students to each lunch and recess
- ii. Verbally encourage students as often as possible, being as specific as possible, using examples
  1. For good behavior
  2. For participation in activities that are new to them
- iii. Ask students what they enjoyed at recess and lunch
- iv. Listen to students problems, even if there is nothing you can do to solve it
  1. Sometimes students simply need to be heard
- v. Issue 64 PBIS Cougar Paws to individual students daily (during lunch and recess)
  1. Issue 8 awards per aide, per day
    - a. Issue approximately 16 per half hour period
  2. Announce award to individual and explain reason
  3. Attach to class PBIS clipboard
- vi. Issue 8 Cougar Class Awards daily (lunch only)
  1. All Lunch Aides issue 1 award per day
    - a. 2 - awards issued during each lunch session
  2. Announce award to the class table and explain reason
  3. Attach to class PBIS clipboard

## **VI. LUNCH AND RECESS AIDES**

### **a. Incentives**

- i. Principal or Assistant Principal draw weekly PBIS teacher/staff/aide awards
  1. Additional monthly award to be announced

## VII. NEGATIVE REINFORCEMENTS

### a. Students

- i. Serious offense – Defined As: Behavior that endangers self or others, or for repeated offences (see below iii)
  1. Aide personally conducts student to principal's office
  2. Aide and student explain reason for visit to principal
    - a. Aide returns to recess/lunch
  3. Principal elevates tier level according to PBIS
    - a. Student returns PBIS chart to principal the next day after it is signed by parent/guardian
  4. Principal records details of incident in PBIS Focus Room Referral Form
  5. Student completes Focus Room Student Response Form
  6. Principal applies any additional appropriate consequence:
    - a. Loss of recess privileges
    - b. In school suspension
    - c. Expulsion from Maryvale ES
  7. Principal contacts parents of offending student by phone
  8. Principal contact any other parents whose children were directly and adversely affected by incident, by phone
- ii. Non-serious offense
  1. First Offense
    - a. Verbally addressed
      - i. Enforce apology and/or restitution to offended party
      - b. Elevate the student's PBIS tier by 1 level
  2. Second Offense
    - a. Verbally addressed
      - i. Enforce apology and/or restitution to offended party
    - b. Enforce prescribed consequence
      - i. Recess
        1. Enforce temporary loss of equipment/area usage for the remainder of the recess period
        2. Issue "Red Card"
          - a. Student must sit on "the fence" for 5 minutes, then return the Red Card to the Aide when discipline is complete
        3. Elevate the student's PBIS tier by a second level
      - ii. Lunch
        1. Require students to stand on "the wall" for 2 minutes
        2. Elevate student's PBIS tier by 1 level
  3. Third Offense
    - a. Personally conduct student to principal's office (see above)

# **STUDENT EQUIPMENT**

## **VIII. EQUIPMENT BIN**

### **a. Standard Inventory Listed On Bin Label**

- i. 6 - Balls
  1. 1 – Football
  2. 1 – Soccer ball
  3. 1 – Basketball
  4. 3 – Playground balls
- ii. 6 – Jump Ropes
  1. 2 – Long
  2. 2 – Short (individual)
- iii. 4 – Skip Its
- iv. 1- Case of sidewalk chalk
- v. 1 – Parachute
  1. Brought out weekly, or more often as a reward for good behavior
  2. Primarily for K-2

### **b. If Equipment Needs Repair/Replacement See Name And Number On Bin**

- i. Please, call Diana Caisse, PTA

## Prioritized Long Term Goals

## Goal Date

Transform the tennis courts into ball fields for football, soccer, kickball, etc.	2007
Asphalt game stenciling (i.e. Peaceful Playground)	2007
Student conflict resolution plan that included peer mediation	2007
Install a "5 and under" enclosed playground behind Maryvale to be used for all classes under first grade (6 years)	2008
Relocate current pre-school playsystem to new "5 and under" playground	2008
Begin plantings for a playground landscaping plan	2008
Install new large playsystem (~\$30,000) for students grades 1-5	2009