

PLAYGROUND

Supervision & Safety



REVISED JULY 2021

Lancaster School District
Pupil Safety & Attendance
661-723-0351 x 461



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SPECIAL THANKS TO CAMPUS SUPERVISORS MIKE COLE, JACKIE DUGGINS, SHERYL HUTNICK, AND MICHELLEE RAMIREZ FOR THEIR INSIGHT AND ASSISTANCE WITH THE REVISION PROCESS.

Introduction to Playground Supervision

The primary job of a supervision aide is to be concerned about the safety and welfare of the children that are in your care. How you choose to do your job may impact not only their safety but the value of their play. Through play, children grow and develop valuable skills that will carry them into the adult world. The work of a supervision aide is to enhance play opportunities and restrict behaviors that prevent children from productive, safe play experiences.

The Value of Play

Simply put, play is a child's way of learning. An understanding of why children play and why play is important will help you improve the play environment by making it safe, fun, and a quality learning experience. Good quality play opportunities have a significant impact on child development. The children on the swing aren't simply swinging — they are learning about their physical abilities and limitations. They are learning social skills, how to get along with others, and teamwork. They are learning decision making skills and are developing motor skills. They are engaged in fantasy play or "make believe". At the same time, the children should be safe and having FUN.



Play is a child's way of learning.

You are Important!

Your job is Important! Some children are swinging, some are playing tetherball, and others are engaged in a game of chase. They range in age from 4 to 12 years old. All have different personalities, backgrounds, and abilities (both physical and social). Your job is to ensure the children play safely. The safety of children in the classroom and on the playground is an essential element of the quality of the learning environment. You are an important part of providing that safe learning environment!

You Are a Role Model!

Because you play an important role in our students' lives, it is also important to understand that you are a role model for our students. Students are always watching and learning from adults how to treat each other and interact appropriately with the adults in their lives. Therefore, your demeanor as a supervision aide should be calm, non-confrontational, and respectful. Listening to students' concerns and forming positive relationships is the foundation for a safe and positive school climate. Lead by example!

Are Playgrounds Hazardous?

YES!



Playground equipment must be supervised at all times when children are playing as there are a number of ways that children may be injured.

There are more student injuries on playgrounds than anywhere else at schools. One million playground accidents occur each year in the United States. Playground injuries most commonly occur on climbers, swings, and slides. The following are the most common causes of accidents:

1. Falls from higher levels to lower levels,
2. Running into equipment,

3. Being hit by moving equipment, and
4. Getting pinched, stuck, or cut on equipment.

The age of a child and the likelihood of the child being injured on the playground are statistically related. 44% of children injured on playgrounds are ages 8 to 9, 38% are ages 5 to 7, and 18% are ages 10 to 12. Younger children are more likely to be injured on playgrounds than older children.

Hazard vs. Challenge

A **challenge** is something a child can see, recognizes the consequences of failure, but chooses to attempt. The child can make the decision to attempt a challenge. A challenge stimulates or excites. A **hazard** is the unforeseen consequence of a child's inability to handle a challenge. A hazard is a hidden or unexpected source of danger.

Challenge	Hazard
Difficulty in an undertaking that is stimulating to the one engaged in it	An unforeseen consequence of a child's inability to handle a challenge
An opportunity for learning and growth	A hidden or unexpected source of danger
May need guidance in selection of appropriate challenges on the playground	A behavior or action that may cause harm to self or others

Hazards can result from any of the following:

1. A poorly designed equipment feature, such as inadequate guardrails, equipment installed too close together, and inadequate fall cushioning material under the equipment.
2. Poor maintenance, such as worn metal slide bed may cut a child or a worn swing chain that can break and cause a serious injury.
3. Poor supervision, such as having too many children playing on the same piece of equipment, children not following playground rules, or children playing on equipment that is inappropriate for their age.

Without taking risks, children cannot learn to their full potential. Play equipment must challenge them to take risks without being hazardous. Play equipment and play activities should offer challenges and opportunities. It should provide for risk-taking.

Children will use equipment and parts of the environment in all possible ways, regardless of the design intentions. Since the idea of play is to explore the potential of the play environment, children will test the equipment beyond the limits of their abilities. The testing should present a challenge, not a hazard. This "testing" can sometimes put children in situations that compromise their safety. **It is your job to help guide children away from unsafe situations.** Play equipment should NOT be hazardous and should NOT have unforeseen consequences.

Playground Supervision Aide: Your Duties and Responsibilities

Knowing what your duties and responsibilities are and how to perform them effectively is critical to the safety of the students you are supervising and your success as a supervision aide.

Inspect Playground Equipment and Grounds

For the safety of the students, be sure to do the following daily:

- Check all playground equipment for broken pieces, sharp edges, worn parts, etc.
- Monitor the temperature of all metal, rubberized metal, or plastic surfaces located in direct sunlight when the outdoor temperature is 85°F or higher at each recess. A contactless thermometer has been provided to every school for measuring the temperature of the equipment. Be sure to use the surface temperature setting and follow the manufacturer's directions for obtaining the most accurate temperature possible. If the equipment is too hot for adults to touch, then children must not be allowed to play on the equipment.
- Check wooden equipment for splinters, rotten wood and cracks.
- Check the grounds for large holes, broken glass, and other foreign objects that may injure a child.

It is especially important to look for safety hazards after weekends and holidays. After school use of playgrounds can result in damaged and vandalized equipment. It can also lead to foreign objects being left on the grounds.

Immediately report unsafe equipment or grounds!

Don't let children use unsafe equipment!

If you can correct a safety hazard, do so. Otherwise, know to whom you should report safety hazards (usually the campus supervisor, administrator, or custodian). Report all safety hazards no matter how minor they may seem. A minor hazard can cause a painful injury. A minor hazard today can become a serious hazard tomorrow.

Control Student Activities and Behavior

One of the primary responsibilities of the supervision aide's job is to control student activities and behavior. There are several strategies and techniques that supervision aides can use to do so. The Lancaster School District uses a variety of strategies and techniques to ensure the safety of all students whether they are in the classroom, playground, or other areas of campus.

Use Your School's PBIS Framework

Positive Behavior Interventions and Supports (PBIS) is a three-tiered system of behavior support with an emphasis on proactive strategies for defining, teaching, and supporting appropriate student

behaviors to create positive school environments. The purpose of school-wide PBIS is to establish a climate in which appropriate behavior is the norm. As part of your school's community, it is important that you understand, support, and participate in your school's PBIS universal framework for preventing student misbehavior. Universal supports are provided by ALL staff to ALL students in ALL settings of the school.

Punishment-based strategies including reprimands, loss of privileges, office referrals, suspensions, and expulsions, are ineffective when used alone. Teaching behavioral expectations and rewarding students for following them is a much more effective, positive approach than waiting for misbehavior to occur before responding.



The following are critical PBIS concepts you must become familiar with in order to foster a positive school climate:

- Know the playground behavior expectations and safety rules the children are to follow at your school.
- Support your school's PBIS expectations by handing out tickets (positive reinforcement) when children choose to behave appropriately. Be sure to tell the student why he/she has earned the ticket. Provide only ONE ticket for the behavior you are rewarding.

- Teach (and reteach and teach again) the behaviors expected on the playground—be firm, fair, and consistent.
- Use the children's names. Children respond better to your instructions when you develop a positive relationship first. If you don't know a child's name, ask for it and learn it.
- Provide 5:1 feedback: For every consequence you give, strive to provide 5 reinforcements. You will always find what you are looking for: if you look for positive behavior, and you will find it.
- Use the whistle sparingly. Constantly blowing the whistle decreases its effectiveness.
- Check restrooms and areas that cannot be seen (hidden areas) frequently to be sure children do not congregate and/or engage in inappropriate behavior there.

Use Active Supervision Strategies

Active supervision requires focused attention and intentional observation of children at all times. Staff position themselves so that they can observe all of the children: watching, counting, and listening at all times. They also use their knowledge of children's development and abilities to anticipate what they will do, then get involved and redirect them when necessary. This constant vigilance helps children learn and play safely. Active supervision utilizes the following seven features:

1. **Movement:** Movement in your assigned area should be constant and at a high rate. Movement should be randomized; students look for patterns of movement to engage in inappropriate behaviors. Visit known problem areas, such as restrooms or basketball courts (depending on your school) more frequently.
2. **Scanning:** Visually scan your assigned area constantly to ensure that students are demonstrating appropriate behavior and following the established rules for the playground equipment and games. Keep student activities as your focus at all times while on duty. Use the perimeter of your assigned area to observe children. You can watch more children from the perimeter than any other place on the playground. Listen closely for specific sounds (or the absence of them) that may indicate a reason for concern, such as escalating voices, screaming, etc.
3. **Positive Contact:** Positive contact develops positive relationships with students and should be friendly, helpful, proactive, and non-contingent on student behavior. Complimenting a student's outfit, asking about a recent event or hobby, or greeting students during arrival are examples of positive contact.
4. **Positive Reinforcement:** Positive reinforcement is used to change student behavior. Reinforcements should be provided immediately, consistently, and at high rates upon student demonstration of expected behaviors. Positive reinforcement works best when the adult explains why the student is receiving the reinforcement. Reinforcements may be tangible, such as the school currency or ticket, or intangible, such as verbal praise, high-five, or other meaningful action.

5. **Instructional Responses for Minor Misbehavior:** Students will not always make good choices or behave appropriately. When students make a behavioral mistake, it is important to provide an immediate instructional response that is specific to the behavior exhibited and teaches the student the correct behavior. Instructional responses are most effective when they are non-confrontational, consistent among staff and across behaviors, and systematic. A systematic instructional response includes all of the following:
- a. Pre-Correction: Reminding and prompting students about expected behaviors *before misbehavior occurs*. Example: “Remember that we stay **safe** by **walking** on the asphalt.” Safe is the expectation, walking is the behavior.
 - b. Correction: Defining and/or reteaching the expected behavior. Example: “I saw you running on the asphalt. You must walk to stay safe.”
 - c. Modeling: Demonstrating the expected behavior. Example: “Now let’s walk together.”
 - d. Practicing: Requesting that they show you the expected behavior. Example: “Now show mw what you are supposed to do on the asphalt.”
 - e. Testing: Watch for the expected behavior the next time the student is in a similar situation and provide positive reinforcement for following the expectation. “Next time, I need you to show me you know how to walk on the asphalt.”
 - f. Reteaching (if necessary): Just like in math or reading, some students will require more than one exposure to the skill.
6. **Immediate and Contingent Delivery of Consequences for Major Misbehavior:** Sometimes students will engage in behavior that requires immediate consequences because of the severity and/or excessive repetition of the misbehavior. The consequences should be delivered in a neutral, business-like demeanor and must be fair and non-arbitrary. This means that all students should receive the same consequence for the same severity and situation. When delivering a consequence, the most effective process is as follows:
- a. **Take the student aside.** Removing the audience will keep the student from having to “save face” and prevent escalating the situation.
 - b. **Review what you saw.** Use a non-critical, non-judgmental tone. Review the facts only.
 - c. **Ask the student to state the expected behavior.** Avoid power struggles by providing it if the student does not know or will not answer.
 - d. **Give the student choices for correcting the behavior.** The choices should be equal. Do not try to persuade the student to behave appropriately by making one choice more severe than another.
 - e. **Explain the school-prescribed consequence.** Consult with your campus supervisor to determine the consequences for the various types of misbehavior at your school.
 - f. **Apply the consequence immediately or as soon as possible.**

- g. **Data-based decision making.** Your school collects behavioral data using the School-Wide Information System (SWIS). It is important to periodically review data related to the playground and cafeteria to determine if rules or procedures need to be adjusted.

Use Conflict Management Strategies

A conflict can occur when the interests of two people seem to be mutually exclusive. Small conflicts will often evolve into larger problems when they are left unresolved. Ignoring the problem or lashing out in anger will only make the problem worse. Conflict, on its own, is neither good nor bad; it's the way we deal with the conflict that can positively or negatively affect the outcome.

Students often lack the skills necessary to resolve conflicts. Common conflicts for students include disagreements, miscommunication, or having different goals. Unresolved conflicts will damage relationships between the students, disrupt the educational process, and prevent student learning. In general, students who manage conflict poorly:

- Have not developed strong relationship skills;
- Lack communication skills;
- Find it difficult to see someone else's perspective;
- Tend to see conflict in black and white terms only, e.g. "I'm right and you're wrong"; and
- See only one way to deal with conflict.

There are four basic strategies to help students manage their conflicts:

1. **Negotiation:** Both students work together to find a resolution that is mutually beneficial. Both students must be willing participants for negotiation to be successful. Younger students may lack the maturity to negotiate on their own.
2. **Mediation:** An impartial third party, such as a supervision aide, helps the students work together to resolve the issue. This strategy helps to uncover the issues between the students and allows the development of several options to resolve the problem. This strategy requires the availability of a trusted third party and may reduce the students' self-reliance for solving problems if used too often. To be a good mediator you must stay neutral (not take sides), work with the students to find a solution, check to see if the issue remains resolved, and adjust the plan when necessary.

Mediation should NOT be used for the following situations:

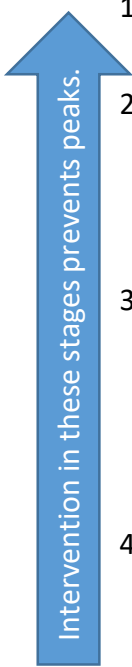
- a. Bullying
- b. Threats of harm or violence
- c. Sexual harassment
- d. Discrimination

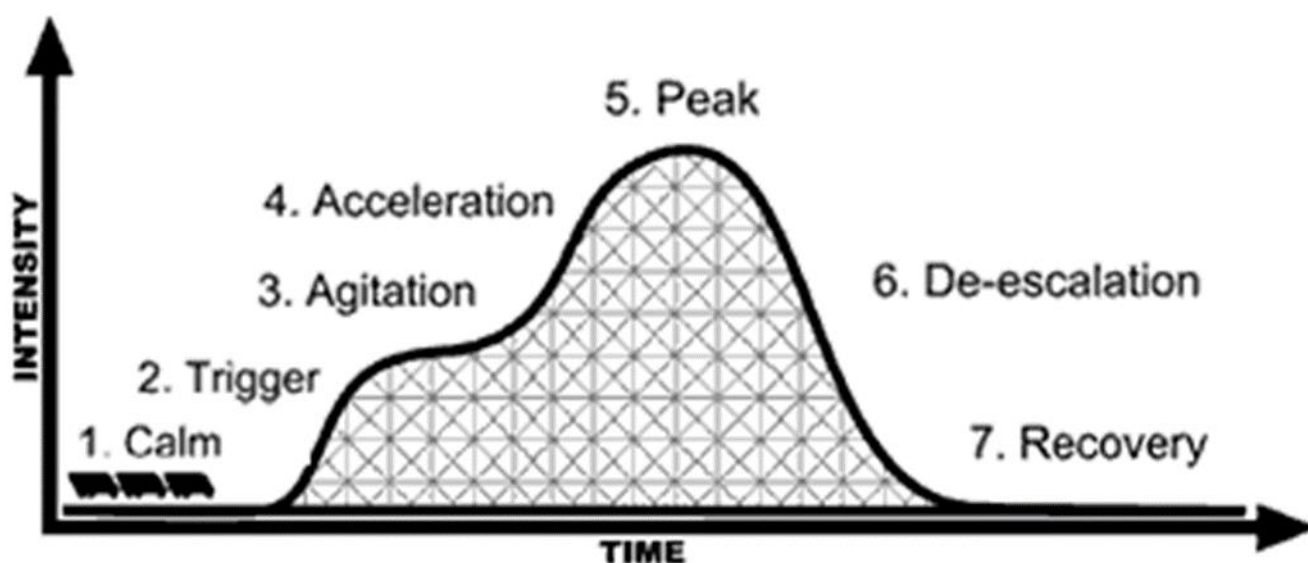
e. Violations of school rules

3. **Arbitration:** The disputing students agree to allow an arbitrator to decide what should be done. This strategy is effective when time is short, the issue could not be resolved with negotiation or mediation, the students have confidence that the decision will be reasonable and fair, and a joint commitment to follow the resolution is made between the students. Students may rely on adults to arbitrate all conflicts if this strategy is used too often.
4. **Adjudication:** A third party makes a decision on how to resolve the issue, usually based on school or district policy or law. Adjudication should only be used as a last resort and must be used when the conflict has led to school rules being violated, such as occurs during physical aggression or fighting, bullying, threats of harms or violence, sexual harassment, or discrimination. Generally, the underlying conflict will not be resolved as an adult is dictating a resolution based on prescribed consequence for violating school rules.

Understand the Acting Out Cycle and Use De-Escalation Techniques

Children act out for a variety of reasons and they do not “just snap”. When it seems like a student snaps, we as adults have missed the cues that he or she is struggling. As human beings, we go through several stages before we act out. The key to preventing students from acting out is to intervene before reaching the peak of the cycle. The following stages characterize the Acting Out Cycle:

- 
1. **Calm:** Student is goal-directed, compliant, and cooperative and responds well to adult praise.
 2. **Trigger:** A trigger is defined as a stimulus that often leads to inappropriate behavior. Common examples include an argument with a peer, a negative adult interaction, change in daily schedule, confusion about an assignment, hunger, lack of sleep, medical problems, and stressful home situations.
 3. **Anxiety or Agitation:** A long phase where behavior is unfocused and may be characterized by darting eyes, tapping or wringing of the hands, moving from group to group or activity to activity seemingly in search of an outlet for the extra surge of energy being felt. Some students may disengage from groups, stare off into space, or decrease activity. This stage is primarily characterized by a change in behavior.
 4. **Acceleration:** Behavior in this stage focuses on engaging adults/staff. Behaviors include questioning, arguing, refusal to follow directions, minor property destruction, outbursts, etc. This stage is generally the stage where staff recognizes there is a problem.
 5. **Peak:** Behavior in this short stage is out of control and prevention is not possible. This stage is characterized by an intense release of energy that may result in hurting self or others, crying hysterically, and destruction of property.



The Acting Out Cycle is like a roller coaster. The key to managing student behavior is to recognize the signs of escalating behavior BEFORE they reach the peak.

6. **De-escalation:** Once the peak has passed, students will rapidly de-escalate. He or she may be confused, disoriented, and not remember what happened. Many students will withdraw deny responsibility or involvement, attempt to blame others, or try to reconcile with those harmed. Most students are responsive to adult direction at this point, but many will not want to discuss the incident.
7. **Recovery:** The student is usually subdued and may express remorse for actions that occurred during the peak.

De-escalation Strategies for Each Stage of the Acting Out Cycle

Each stage of the Acting Out Cycle can be managed with de-escalation strategies. The following table provides suggestions for intervening at each stage of the cycle.

Stage	Strategies to Try
Calm	<ul style="list-style-type: none"> • Positive contact • Positive reinforcement
Trigger	<ul style="list-style-type: none"> • Help students identify triggers • Use pre-correction to remind students to avoid their known triggers
Agitation or Anxiety	<ul style="list-style-type: none"> • Use non-confrontational, calm tone of voice • “How can I help you?” • Redirect other students away to facilitate private conversation • Provide options to help the student manage stress/energy
Acceleration	<ul style="list-style-type: none"> • Avoid sarcasm • Acknowledge there is a problem and redirect to another activity

	<ul style="list-style-type: none"> • Partial compliance is OK – as long as they do not continue on the path to peak
Peak	<ul style="list-style-type: none"> • Ensure safety of anyone around the acting out student • Protect yourself and others • Do not touch the child or interfere • Monitor the situation but do not intervene – doing so may result in injury to you or the student
De-escalation	<ul style="list-style-type: none"> • Provide an independent activity away from other students • Remove attention from the student by getting others back to an activity
Recovery	<ul style="list-style-type: none"> • Debrief with the student as soon as possible (may be completed by campus supervisor or administrator) but you should follow up if possible using a calm demeanor • Not speaking with the student about the incident may reinforce the behavior

Prevent Bullying and Intervene When It Occurs

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical, or social behavior that intends to cause physical, social, or psychological harm. It can involve an individual or group misusing their perceived power over one or more persons and can occur in person or online. Bullying of any form is not tolerated in the Lancaster School District; failure to intervene in bullying can have serious consequences for school employees.

Bullying is NOT a single incident of social rejection, dislike, teasing, or name-calling, random acts of aggression or intimidation, or mutual arguments, disagreements, or fights. Bullying is comprised of three characteristics:

- **Aggression:** Physical (punching, hitting), verbal (name-calling, teasing), or social (rumors, shunning)
- **Dominance:** An imbalance of perceived power (could be physical, intellectual, appearance-based, etc.)
- **Persistence:** Repeated over time

Use the Bully Assessment Flow Chart on the next page to help you identify when a student is being bullied.

Bullying Assessment Flow Chart

Interview all students involved in the incident.

What happened between you two? How did it start? Did you tell him/her to stop? Is there anything you did that might have contributed to this happening?

Was this possibly a crime?

Was there physical contact or injury, use of a weapon, serious threat of injury, stalking, kidnapping or detainment, loss of property, or damage to property?

Yes

Contact the police.

Let them investigate and decide whether a crime has occurred.

Notify parents.

Let parents of the targeted student know that you have contacted the police.

Was there aggression?

Physical aggression such as hitting, shoving or threatening injury; verbal aggression such as teasing or name-calling; social aggression such as spreading rumors and shunning.

No

Not bullying

Consider another infraction.

Was there dominance?

Was the aggressor stronger or dominant over the other? Was one side outnumbered?

No

Not bullying

Could be a fight or some other infraction.

Was there persistence?

Was there more than one incident or did the aggressor fail to stop when asked?

No

Not bullying

Consider another infraction. Would be bullying if behavior continues.

Respond to bullying.

1. Discipline aggressor for bullying, based on the seriousness and persistence of the behavior.
2. Educate and counsel all students, including bystanders, about bullying.
3. Encourage the aggressor to apologize and promise not to do it again.
4. Ask all students, "What could you do that would keep this from happening again?"
5. Ask all students, "Would you let me know if anything like this happens again?"
6. Monitor and follow-up to make sure that bullying does not recur.

When you see bullying, intervene immediately to stop it! Separate the students involved, make sure everyone is safe, provide for any medical (for physical bullying) and mental health needs. Stay calm and reassure any students involved, including bystanders. Model respectful behavior when you intervene.

Bullying can have many long-term effects for both the targets of the bullying and the bystanders. Avoid these common mistakes when intervening in bullying:

- Don't ignore it.
- Don't think that kids can work out differences without adult help.
- Don't force bystanders to say what they saw publicly – this may create trauma for the bystanders.
- Don't question the children involved in front of other students.
- Don't talk to the bully and target together – only separately.
- Don't make the students involved apologize or patch up relations on the spot – this often creates a worse situation for the target later.
- Don't tell the target to ignore the bully or being bullied. Bullying behavior should never be tolerated or experienced by anyone.
- Don't blame the student for being bullied.

Support the students who are targeted by bullies by:

- Listening and learning from the target what has been going on and show that you want to help.
- Assure the student that bullying is not their fault.
- Know that kids who are bullied may struggle to talk about it. Consider referring the student to the school counselor.
- Give advice about what to do the next time it happens. Role-play and think through with the student how to react if bullying occurs again. Remind the child that violence and fighting are never good ways to solve a problem.
- Ask the student what would make him/her feel safe at school.
- Commit to following up with the student to ensure the bullying does not resume.

Address the aggressor's bullying behavior by:

- Teaching the aggressor which behaviors are considered bully behaviors and that they cause harm.
- Showing all kids that bully behavior is taken seriously. Model respectful behavior toward the aggressor and calmly tell the student that bullying is not tolerated.
- Helping the aggressor understand that what they say and do affects other people.

Help bystanders be upstanders by:

- Being a friend to the target.
- Telling a trusted adult when they see someone is being bullied.
- Helping the target get away from the bully.
- Setting a good example by not using bully behaviors.
- Walking away from bullies so they don't have an audience.

If you have confirmed that bullying has occurred, be sure to ALWAYS refer the situation to the campus supervisor, administrator, and/or counselor.

Supervise Students in the Cafeteria

Students should be able to consume their meal in a pleasant and orderly atmosphere. Use active supervision strategies to ensure that students are following the cafeteria rules. Encourage children to use good table manners. Students should use quiet voices and stay seated throughout the meal to reduce the risk of choking on food while eating. Allow students enough time in the cafeteria to consume the meal, preferably 20-25 minutes. Students should be dismissed from the table and/or cafeteria by a supervision aide; students should raise their hands to signal that they need assistance or are ready to be excused from the table. If a student suddenly develops hives or has swelling of the face, tongue, or throat, contact the front office immediately as the student may have an unknown allergic reaction to a new food; an epi-pen for emergency use is located in the health office.

Support Student Arrival and Dismissal

Depending on the time of your shift, you may support student arrival or dismissal. Pay careful attention as students exit vehicles and be prepared to assist them when necessary. Never approach a vehicle that is moving to open or close doors; you may only approach vehicles that have come to a complete stop. Allow the student or other passenger to open the door; you may assist with opening the door wider if necessary.

Monitor Hallways, Restrooms, and Other Areas on Campus

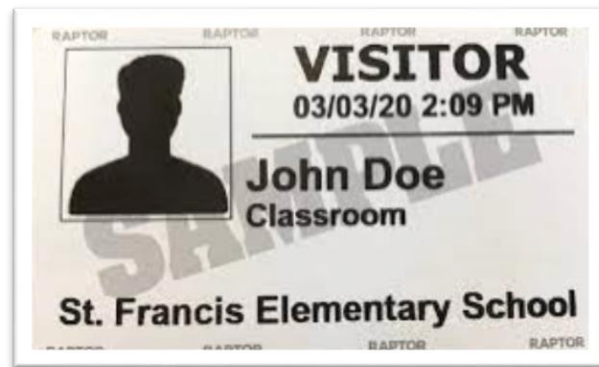
When students are not playing at recess or eating a meal, you may be assigned to monitor various locations on campus. Remember to use active supervision strategies to ensure that all school occupants are safe. Your presence in any location often deters students from making poor choices. Consult with your campus supervisor to determine which locations you will monitor during each shift.

Respond to Emergencies and Accidents

The school site has a plan and procedures for responding to emergencies and accidents. **FOLLOW THE PLAN AND USE THE PROCEDURES!** Be alert at all times. Act promptly and decisively. CPR and first aid

training may be offered periodically by the school district; take advantage of this opportunity to learn life-saving skills.

An **intruder** on the playground is ANYONE you don't recognize and ANYONE not authorized to be on the campus. All staff members are required to wear a district badge with photo, and visitors must wear a CURRENT Raptor visitor pass. Raptor visitor pass will include the name of the person, the date and time of entry, and the destination. All visitors must be escorted to their destination while school is in session.



Report intruders immediately! A visitor or parent may be an intruder if they have not registered at the office and obtained a Raptor visitor pass. A person adjacent to the play area who doesn't appear to have business in the area may become an intruder. Be alert to the surroundings!

Lancaster School District Policies and Procedures

Reporting for Work

When you arrive at school, immediately report to the school office and sign in. Follow the established procedure at your site for logging into Kronos and tracking your time. Allow yourself enough time to arrive at your duty station before the first child arrives. Always wear your district identification badge and vest.

When you arrive at your duty station, inspect the area to see that all is ready for the arrival of the children. Should you be assigned to playground duty, check the grounds and equipment for safety hazards. Any piece of equipment which appears to be faulty or dangerous must be reported to the campus supervisor and/or principal immediately. Do not allow children to use faulty or damaged equipment.

In the event that you will be unable to report for your assigned duty, enter your absence into Aesop as soon as possible and notify the school office no later than 7:00 a.m. in order for arrangements to be made for a substitute. A day's notice is preferable.

Upon completion of your duty, report to the school office. Place equipment in the designated area before leaving the school. Be sure to complete the timekeeping process in Kronos.

Rainy day schedules and duties may vary. School administrators may alter your assignment on those days.

Personal Electronic Devices

The use of personal electronic devices while supervising students is prohibited. Supervision aides and crossing guards may not use cell phones for personal communication, including texting, checking and posting on social media accounts, listening to music with or without headphones, earbuds, etc., while on duty. Earpieces that are provided by the school for the purpose of monitoring school radio communications are exempt from this policy.

Pets and Strays

Pets may not be brought to school except by special permission received in advance from a teacher. Any stray animals should be reported immediately to a campus supervisor, custodian, or administrator. Children should not handle them.

Weapons and Suspicious Situations

Explosives: Any explosives or fireworks at school are expressly prohibited. Leave the explosives where they were found, clear the area of all children and employees, and notify an administrator immediately. The administrator will notify the appropriate authorities.

Firearms: A firearm is defined by the State of California as “a device, designed to be used as a weapon, from which is expelled through a barrel, a projectile by the force of an explosion or other form of combustion.” Notify an administrator immediately if you see a firearm on campus or you reasonably suspect a student, visitor, or employee may be carrying a firearm. The administrator will notify the appropriate authorities. Law enforcement officers in uniform are exempt from this provision.

Bladed Weapons: Knives, ice picks, or other dangerous implements should be turned over to an administrator immediately.

Illegal Drugs and Drug Paraphernalia, Cigarettes, Vaping Devices, Lighters or Matches: Notify your campus supervisor or an administrator if a student has in their possession illegal drugs, cigarettes, or a vaping device. Do not confiscate the item without approval from your campus supervisor or administrator.

Loiterers: Report any suspected loiterer, a person who seems to have no apparent purpose in being at or near the school, to the administrator without calling too much attention to the situation.

Accident Procedures and Reports

All accidents involving possible sprains or fractures, suspected injuries to head, eyes, nose, mouth, should be referred to the Health Office and to an administrator. This procedure applies to accidents involving teachers, supervision aides or other school employees, as well as to students. Be familiar with the school procedures.

In case of serious injury or illness, do not attempt to move the patient. Follow good first-aid practices, remain with the patient, and radio or send someone to the office for help.

When an accident occurs on campus, an administrator or designee must file an accident report form. (For more information see the school secretary.) It will be the supervision aide’s responsibility to supply the information regarding where and how the accident occurred, what was done for the injured person, and who witnessed the accident. In no case should the supervision aide divulge information regarding an accident to anyone other than the school nurse, health clerk, administrator, or school secretary. Information should be given immediately after the accident, using the approved district forms.

General Rules for Play

What follows are general rules and procedures commonly in effect in the schools. Each school, however, will have specific policies and rules, and it will be necessary for you to become familiar with the standards of the particular school where you work. Here are some general rules that all schools follow:

- Run on the blacktop only when playing an organized game, such as basketball.
- Never throw or bounce balls against a building unless it is permitted in the school rules.
- Never throw rocks, sticks, sand, or other similar objects.
- Walk to rooms or to the lineup area at the end of the recess period.

Softball

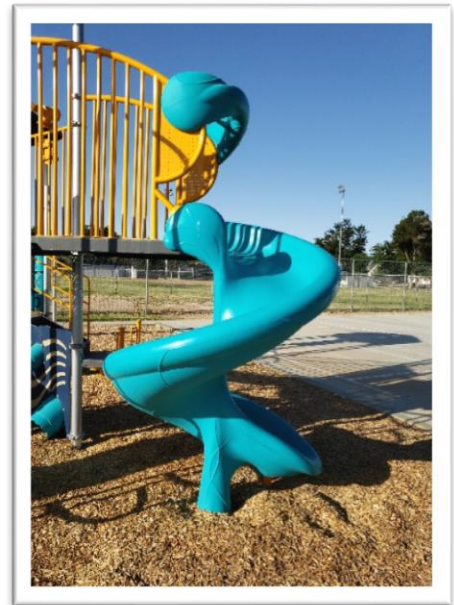
1. A catcher's mask must be used when catching behind the batter.
2. Bats must be swung only by the batter at home plate and never on the way to and from the play area. Batters must wear a helmet.
3. Only balls and bats supplied by the School shall be used. Hard baseballs are not permitted on the school playgrounds.
4. Bat handles should be taped to preventing slipping out of hands while swinging.

Swings

1. Sit on the swings at all times and swing forward and backward.
2. Standing on swings is never allowed.
3. Stop the swing before getting off.
4. Watch when leaving the swing area not to cross in front of another swing.
5. Never swing from side to side or twist on the swing.
6. Never climb on swing posts.
7. Never change the height of swings, if applicable.

Slides

1. Face the steps when climbing the ladder.
2. Use the guard rail until ready to slide.
3. Only one child on a step at one time.
4. Sit, facing down the slide, and slide with feet first. Slides are not meant for stunts.
5. Get out of the way quickly after sliding.
6. Do not walk up the chute or climb up the chute from the bottom.
7. Be sure the person in front of you has reached the bottom and moved away from the slide before sliding.
8. Do not stop mid-way down the slide.



Jump Rope

1. Use the rope only for jumping.

2. Jump ropes must not be used for high jumping or swinging by one end for other children to jump over.
3. Never tie or hit anyone with the ropes.
4. Use jump ropes only in designated areas away from high-traffic pathways.

Climbing Equipment

1. Hands must stay well behind the person in front of you. Beware of swinging feet as you climb.
2. Never reach for bars or ropes that are too far away.
3. When you drop from the bars or ropes make sure you have enough room to not hit the equipment and hurt yourself. Bend your knees, land on both feet, and don't touch others.
4. Don't overcrowd the equipment. Everyone must start from one side and move in the same direction. When climbing down watch out for those climbing up.
5. Always stay in line, take turns, and never push or try to touch others.



Monkey Bars

1. No walking on top of bars.
2. Everyone must start from one side and move in the same direction.

3. If you are not using the ladder to climb down, bend your knees and land on both feet. Be careful not to land on others.
4. Do not skip bars when crossing.
5. No flips are allowed from the monkey bars.

Bicycles (Riding a Bicycle to and from School)

1. Bicycles are permitted to be used during the school day.
2. Bicycles must be parked and locked in designated areas only.
3. Children must never be permitted to play near bicycle area.
4. Bicycles must never be ridden in any manner on the playground or anywhere on campus. Children must dismount before entering campus and walk their bicycles to the bicycle parking area.
5. An appropriate bicycle helmet must be worn at all times while on the bicycle.

Introduction to Crossing Guard Supervision

The Role of the Crossing Guard

Crossing guards are critical for ensuring the safety of students who must cross the street on the way to and from school. In addition, crossing guards are important to:

- Serve as a positive adult role model to children
- Teach children safe crossing procedures
- Discourage children from behaving unsafely near traffic
- Use existing gaps in traffic to help children cross safely
- Alert motorists that pedestrians are in the process of using the school crossing
- Observe and report any incidents or conditions that present a potential safety hazard to the children or guard

The Job and Responsibilities

Crossing guard supervision is a vital part of our school day. The position of crossing guard requires understanding, patience and sound judgment. The basic goal of the crossing guard is to ensure the safety of students on their way to school and to their homes. The crossing guard is not allowed to direct traffic—the families crossing the street are your priority. Contact the school administrator with concerns and problems that you may have. He/she will help you solve issues or problems.

Apparel While On Duty

You should wear apparel that is appropriate for street wear and allows freedom of movement.

HEADPHONES AND EARBUDS ARE NOT ALLOWED TO BE WORN WHILE ON DUTY. In addition, no personal use of cell phones is allowed while on duty. Personal use includes texting, checking social media, or any other act that would take the focus away from the important task of watching over the students. The school will provide you with a reflective vest that you must wear at all times while working.

Reporting for Work

When you arrive at school, immediately report to the school office and sign in. Follow the established procedure at the site for logging hours into Kronos. Allow yourself enough time to arrive at your duty station before the first child arrives.

In the event that you will be unable to report for your assigned duty, please enter your absence into Aesop and notify the school office as soon as possible so that arrangements can be made for a substitute. A day's notice is preferable.

Upon completion of your duty, report to the school office. Be sure to complete the timekeeping process before leaving the school site.

City of Lancaster Crossing Guard Guidelines

1. Always stand between the children and the roadway on the side of the street to which the children approach.
2. Cross the children as soon as traffic conditions permit; do not wait for stragglers or permit children to run into or across the street.
3. Instruct the children to wait for you to return if they arrive while you are engaged in crossing other children.
4. Anyone riding a bicycle is required to dismount and walk with the bicycle across the street.
5. For unsignaled crossings (stop sign or mid-block crossing), wait for an appropriate gap in traffic flow. If no vehicles are approaching, raise the STOP sign above your head and escort the children across the street, waiting midway to bring up the rear of the group.
6. If a normal gap in traffic does not occur within one to two minutes, check for a decrease in traffic volume and slowly enter the street with the STOP sign paddle raised above the head. Use extreme caution and instruct the children to wait on the curb for your direction. Stand in the middle of the street; when traffic has stopped or is clearly coming to a stop, signal the waiting children to cross. Remain in the center of the street until the last child has passed you; then follow the group to the curb.
7. If children are approaching the crossing while you are engaged in crossing others, instruct them to wait until you return.
8. Look alternately in each direction the entire time you are in the street.
9. After you have seen the children safely across the street, take advantage of the next traffic gap to re-cross the street to your station with your sign lowered.
10. Do not attempt to direct traffic or signal waiting traffic. As many of the same motorists will pass your crossing at the same times daily, their cooperation can be promoted by the manner in which you operate at your crossing.
11. Do not use the whistle except when absolutely necessary to attract a child's attention.
12. Where crossing guards are assigned to school crossings controlled by stop signs or traffic signals, refer to the next section.
13. Be friendly but firm and businesslike in your contacts with the children. Instruct them in good traffic safety habits, both by your work and your example. Do not permit superfluous conversation to distract you from concentrating on your traffic safety responsibilities.
14. Do not park your vehicle where it will interfere with approaching visibility at the crossing.
15. Always wear the designated uniform items, such as reflective vest.
16. Never leave your crossing during assigned hours.
17. Always post yourself outside of your automobile and on your approach corner when school age children are approaching or are in your immediate crosswalk area.

18. Should there be any questions or doubts concerning school closings due to inclement weather, always refer to the local radio station for information. If there is still doubt, contact the school.
19. Policy dictates that you should allow yourself sufficient time in order to be at your assigned position at the time specified.
20. Always return equipment signed out to you upon resigning or leaving crossing guard employment.

If your location has a traffic signal, the school crossing guard should always utilize the traffic control signal. The following specific instructions apply:

1. Always have the student pedestrians use the pushbutton control.
2. Start crossing only on the “Walk” pedestrian signal indication. Do not permit pedestrians to leave the curb on the “Don’t Walk” indication.
3. Train the children in the proper usage of a traffic signal explaining to them how it works.
4. Set a good example by always obeying the signal indications yourself.
5. Use the STOP paddle in conjunction with the “Walk” indicator.

Crossing Procedures

Crossing Students at an Unsignalized Crosswalk

1. **Curbside Assembly:** Stand on curb or behind edge of roadway on the side of the street where students approach. Keep students at least one step back from the curb or roadway edge.
2. **Select an Opportune Time:** As children collect, wait for an opportune time to create a sufficient gap in traffic. Make a final scan for traffic before entering the roadway. Remind students to wait for your verbal direction before crossing.



3. **Enter Crosswalk, Stopping Near-Side Traffic:** Face the closest oncoming traffic and make eye contact with the approaching drivers.



4. **Stop Far-Side Traffic:** Walk to the center of street with the STOP paddle held high. Where there are more than two lanes, enter the street and alert the traffic one lane at a time. Face opposite approaching traffic and make eye contact with those drivers. Check that the Stop paddle is clearly visible to that approach as well.



5. **Take Position:** Stand on the crosswalk line close to the center of the street and make sure that all traffic has stopped, including any turning vehicles. Face the intersection. Verbally instruct the children to cross and tell them to look left-right-left while crossing and proceed across the street within the marked crosswalk.



6. **Maintain Position:** Children should cross behind you. Remain in the center of the street until the last child reaches the opposite side of the street.



7. **Return to the Starting Curb:** Walk to the curb or edge of the street with the STOP paddle and/or stop-arm held high the entire way. When back at the curb or edge of the street, lower the STOP paddle or hand(s) and allow traffic to flow again. Remain near the curb or edge of the street for the next group of children to assemble.

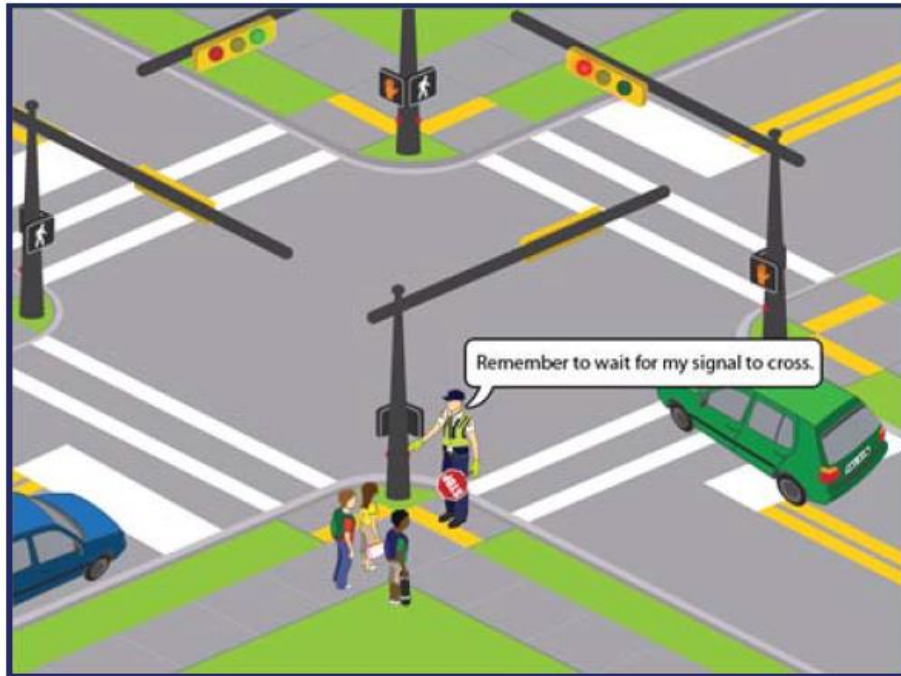


Crossing Students at a Signalized Crosswalk

1. **Curbside Assembly:** Stand on curb or behind edge of roadway on the side of the street where students approach. Keep students at least one step back from the curb or roadway edge. Enter the street only with a WALK signal, and the STOP paddle held high. Stand on the crosswalk line closest to the intersection.



2. **Wait for Walk Indication:** As children collect, press pedestrian pushbutton, if needed to signal a pedestrian crossing. Remind children to wait for your signal before starting to cross. When a fresh walking person symbol (or “walk” message) is displayed (or when the appropriate green is illuminated if there is no pedestrian signal), make a final scan for traffic.



3. **Enter Crosswalk, Stopping Near-Side Traffic:** Raise and display the STOP paddle as you walk to the middle of the roadway. Face oncoming traffic and make eye contact with drivers who are attempting to turn.



4. **Alert Far-side Traffic:** Walk toward the middle of the street, alerting traffic on all approaches (including those that might make left or right turns onto the crosswalk); hold stop paddle high.
5. **Take Position:** Take position in the middle of the street, just outside the crosswalk on the side closest to the intersection and face traffic on that side, continuing to display the stop paddle to both approaches (keep both arms extended horizontally to your sides). Make a final check that traffic on both approaches has stopped.



6. **Initiate Crossing:** Verbally instruct the students to begin their search (left, right, left and over their shoulders, for turning traffic) and cross when safe. The children should cross behind you. Tell the students to continue walking if the signal changes to flashing “DON’T WALK”, but do not allow children to start crossing at this time. Help students learn that a flashing “DON’T WALK” signal means DON’T START. Wait for children to reach the opposite side of the street. See image on the next page.



7. **Return to the Starting Curb:** Return to the curb or edge of the street with your STOP paddle or stop-arm held high. After reaching the curb or edge of the street, a guard must not lower his or her paddle or hand(s) until he or she is on curb.



When an Accident Occurs

In the case of an emergency, a guard must stay at his or her post, keep control of the situation, and use the following basic procedures to ensure the children's safety:

1. Stop crossing the children.
2. Group the children away from the street to maintain control.
3. Remain at your assigned location with the children.
4. Ask bystanders to call 911. If there are no bystanders and you have a cell phone, call 911.
5. Do not move the victim, unless the victim is in serious and immediate danger of being struck by another vehicle.
6. Use a vehicle to block the crash victim from traffic, if necessary. The vehicle should be positioned a distance away from the victim to provide protection from other vehicles but, if struck, would not endanger the victim or rescue workers.
7. Always notify the school administrator as soon as possible of any emergency that occurred.

Keep children a safe distance away from the crossing until emergency vehicles have passed. Notify a school administrator as soon as possible.

Supervision Best Practices

Supervision Equipment

The following items are required for all supervision staff while on duty:

- District issued identification badge
- Reflective safety vest
- Stop paddle (for crossing guards)
- School radio, if available
- Note pad and pencil
- Whistle

The following items are highly recommended and encouraged for supervision staff to bring:

- Comfortable, close-toed shoes that are flat with good arch support
- Hat
- Sunscreen
- UV-protective sunglasses
- Bottled water

Heat Illness Prevention for Supervision Staff and Students

High temperatures occur frequently in the Antelope Valley. It is important to avoid prolonged exposure to high temperatures and high relative humidity, as symptoms of heat-related illness can quickly escalate into an emergency. Muscle cramping, heat exhaustion, and heat stroke are conditions caused by overexposure to heat. Drink plenty of water, wear loose clothing, and avoid strenuous activities involving direct sun-exposure to minimize the risk.

Muscle Cramping

Muscle spasms as a result of heat overexposure are most common in the legs and abdomen. Lightly stretching or walking can sometimes ease the spasm.

Heat Exhaustion

This condition is due to excessive fluid loss. The most common cause of excessive fluid loss is exertion with lack of fluid intake in hot weather. Even mild to moderate fluid loss can have a noticeable effect on overall body energy and mental alertness. Preventing excessive fluid loss prevents a medical emergency.

Preventing mild to moderate fluid loss in students improves their ability to be engaged in school tasks. Any person losing energy in hot weather should be presumed to have lowered fluid levels.

Preventive Strategies

- Drink a minimum of 2-4 ounces of water every hour. This should be a school-wide goal whenever the temperature is over 90°F.
- Wear a hat when in direct sun for 20 minutes or more.
- Dampen the inside of a hat with cool water.
- Dampen the face and hair with cool water.
- Wear a bandana/cloth soaked in cool water around the neck.
- Shorten periods of strenuous exertion in hot weather (see Outdoor Activity Weather Guidelines).

Warning Signs: Heat exhaustion that is becoming a medical emergency will have the following warning signs:

- Generalized weakness, faintness, and fatigue
- Pale, grayish, clammy skin
- Slow pulse
- Nausea (in some people)

Immediate Actions

1. Lay the person down.
2. Give a small amount of cool, slightly salty fluid by mouth every few minutes.
3. If there is no improvement in 15 minutes, call 9-1-1!

Heat Stroke

Strenuous exertion in hot environment causes the core temperature of the body to rise. Exertion in direct sun or with heavy clothing increases the vulnerability to heat stroke.

Preventive Strategies

- Wear light clothing during exercise in a hot environment.
- Cover the head with a hat, especially a wet hat or wet cloth.
- Shorten periods of exertion under hot sun (see Outdoor Activity Weather Guidelines).

Warning Signs

Heat stroke can develop very quickly. The indicators to look for in distinguishing the more normal flushing condition from heat stroke are:

- Weakness
- Dizziness
- Headache
- Highly flushed and very dry skin

Immediate Actions

1. Lay the person down inside or in a shady area. Create shade if necessary.
2. Call 9-1-1.
3. Cover the forehead and the top of the head with a cool, wet cloth or ice pack.

Lancaster School District Outdoor Activity Weather Guidelines

Temperatures	Asphalt	Exercise	Activities
33°-40°F	No restrictions	No restrictions	All activities allowed; indoor activities preferred below 32°
90°-94°F	Limited time; not sitting or standing for prolonged periods	Limited strenuous exercise; limited running; no running on asphalt	Light activity
95°-99°F	No activities on asphalt	Stretching on grass or in shaded area	Non-strenuous team sports or individual skill building
100°+	No asphalt use	No exercise unless in air conditioned room	Quiet activities in shade or indoors; alternative classroom activities

Begin monitoring the temperature of playground equipment surfaces at 85°F. Surfaces in direct sunlight accumulate heat quickly!