WHAT IS PE (PHYSICAL EDUCATION)
• Physical education is a class, like social studies or math. I expect your behavior to be the same in PE as it is in other classrooms.
  • PE is not free play or recess.
  • PE is not an athletic competition
  • PE is organized instruction to help improve the fitness and skills of ALL STUDENTS.
  • Most of all, it’s active and fun! HOWEVER THERE ARE RULES AND CONSEQUENCES FOR INAPPROPRIATE BEHAVIOR AND/OR INTERFERING WITH THE LEARNING, CLASS TIME, AND FUN OF OTHER STUDENTS! (SEE BELOW)
  • PE goals are movement, improvement, and having fun, not scoring more points, being the best of out of everyone (just trying your best) or “winning” a game.
  • A TYPICAL 30 MINUTE PE LESSON INCLUDES: GRADES 3-5 PAGES 1-2

PHYSICAL EDUCATION CLASS EXPECTATIONS
• PE EXPECTATIONS
  • When we meet for PE, you need to be ready.
  • Wear comfortable clothes and athletic shoes.
  • If unable to participate, you must bring a note from home.
  • The pacer test will be done once a MONTH

CONSEQUENCES FOR INAPPROPRIATE BEHAVIORS AND/OR INTERFERING WITH THE LEARNING, CLASS TIME, AND FUN OF OTHER STUDENTS
• Behaviors demonstrating that you are not following DIRECTIONS or that you are demonstrating INAPPROPRIATE BEHAVIORS AND/OR INTERFERING WITH THE LEARNING, CLASS TIME, AND FUN OF OTHER STUDENTS include but are not limited to the following:
  • not sitting in your gym home properly (students come in and sit Criss Cross apple sauce at their assigned gym home (no lying down, spinning in circles, voices MUST be off, eyes on teacher READY to start class
  • name calling or being rude
  • Unsupportive behavior or language
  • Lack of sportsmanship
  • Failure at attempting to resolve conflict or arguments using Rock Paper Scissors with peaceful discussions
  • not listening to the instructor/ teacher
  • using equipment incorrectly
  • not DOING the warm-ups as asked (goofing of or repeatedly being off-task while classmates are doing the warm-ups activities as asked and demonstrated)
• Being rude, not complying with reasonable requests, or failing to follow instructions of the teacher.
• disrupting your learning and/or the learning of your peers.
• AND OTHER INAPPROPRIATE OR DISRUPTIVE BEHAVIORS

ALL OF THE BEHAVIORS ABOVE WILL RESULT IN A REMINDER/REDIRECTION FIRST, THEN A WARNING/REDIRECTION, FOLLOWED BY RETEACHING, TIME-OUT FOR FIVE MINUTES WITH WRITING, AND AS A LAST RESORT WRITING (COPYING) WHAT K-2 GRADES ARE DOING IN PHYSICAL EDUCATION WITH ALLIE FRANZ AT HOLT FOR STUDENTS IN GRADES K-2 AND/OR FOR 3-5 TH GRADES WRITING (COPYING) OF UNIT PACKETS (WHAT WE ARE LEARNING IN CLASS) DURING THE REMAINDER OR ONE PE CLASS PER EACH OCCURRENCE OF DISRUPTIVE, INAPPROPRIATE BEHAVIOR AND/OR INTERFERING WITH THE LEARNING, CLASS TIME, AND FUN OF OTHER STUDENTS

• During each class students come in with a fresh start. During class if inappropriate or disruptive behavior occurs, a reminder/redirection, warning/redirection, and a time-out for five-ten minutes (depending on age) with writing will be given. If the inappropriate or disruptive behavior continues during that same class the student will then be asked to write for the remainder of the class as a last resort consequence. While writing (and as the students peers are engaged in the days activity) the student and I will brainstorm solutions to avoid having to write in the future (ways they could change the inappropriate or disruptive behavior). However, if the problem behavior occurred at the end of class and warrants a time-out with writing or writing for the entire PE class the student will do so the following PE class (unless it is a PACER TEST day, then the student will write the following PE class).

• Writing is a effective consequence designed to help reduce repeated problem behavior, and create a safe and positive classroom environment. Further, writing for an entire PE class is VERY RARE AND A LAST RESORT CONSEQUENCE that decreases the interference of the learning/class time/and fun of other students, and ensure a smooth running physical education class.

• PACKTS THAT STUDENTS COPY FROM, YELLOW NOTE PAD PAPER PAPER TABLETS, AND PENS CAN BE FOUND IN THE BLACK TUB WITH A LID ON MY CART.
Positive Behavior Intervention System

Along with our PBIS program we support students in other ways. We use Second Step social skills training. Second Step is a nationally recognized problem-solving program. It uses large photographs of situations and discussion prompts to explore options for problem solving, ways of controlling impulses, how to be empathetic to others, and also ways of managing anger. We teach Second Step at all grade levels.

**Kelso’s choice**

- K-2 will complete all of the “K-3 Core Lessons” every year. They will review the previous grades focuses and teach the focus choices:
  - Kinder Focus - Tell them to stop, walk away, go to another game
  - First Grade Focus - Ignore it, apologize, wait and cool off
  - Second grade focus - Talk it out, make a deal, share and take turns
- K-2 Extension lessons by grade
  - Kinder lessons 9 and 10
  - 1st grade lessons 11 and 12
  - 2nd grade lessons 13, 14 and 15
  - Consider using lesson 16 as a school wide buddy activity after review of the lesson content
- 3-4 will complete “4-5 Core Lessons” every year.
  - 3rd grade will complete all
  - 4th and 5th will re-teach/review all parts but at a faster pace than 3rd grade
- 3-5 Extension lessons
  - 3rd grade will use lesson 5
  - 4th and 5th will use lessons 4, 6 and 7

**PBIS Team**

- One member representing each grade, classified staff and specialists in some way.
- PBIS Team Leader
- Administrator attends as possible

**Roles of team members**
• Facilitator
• Data Analysis
• Minute taker
• Time Keeper
• Incentives Coordinator

Physically removing/moving/restraining (NEVER ALLOWED)

• Physically removing/moving/restraining a student is **never allowed unless there is an imminent threat to a person.** Should be a trained staff member except in extreme situations.

Referrals/Tickets/Awards

• Behavior
  o Definition for Referrals (Posters are located in Staffroom)
  o Oops forms are available to use to teach appropriate behavior not yet rising to the level of Major or Minor infractions
  o Parent contact will be made by the teacher when needed but is not required for minor referrals. (Parents are contacted by administrators for major referrals)

Positive Acknowledgements

• Bolt awards
• Thumbs up
• Spinner
• Golden ticket
• Instant winners
• Class thumbs up (Orange Ticket Wall)
• Guest Teacher Awards
• Attendance awards

School Rules/ Bertha Holt Behavior Expectations

• School Wide quiet signal - One finger over lips in quiet sign and other arm above head copying the quiet sign.
• See “Discipline Referral Matrix” in Team Folder
• See “Holt Decision Sheet” to Holt decisions
Behavior Policy and Expectations
Holt Behavioral Expectations
Holt works with students to be Responsible, Respectful, Safe & Kind. We teach behavioral expectations both in the classroom and during whole-school expectation days. Our goal is to teach expected behaviors and reward students for demonstrating those behaviors throughout the day.

Students sometimes engage in misbehavior, despite teaching and reinforcement of what we want to see. The attached grid, Minor Referral, Major Referral, Holt Bolt Award, and Guest Teacher Positive Referral are included on this page to help outline the difference between minor and major infractions, as well as to help families know what positive behaviors we are looking for. The behavioral grid should be used as a guide. It is not inclusive and several behaviors might fall into one or more categories.

Holt Staff will always attempt to contact parents/guardians when their child has received a Major Incident Report/Referral. All Major Referrals are mailed home. Minor Referrals are often handled by the reporting staff member and the student involved. Minor Incident Report/Referrals are mailed home to help keep you informed as to what happened. Holt Bolt Awards are also mailed home. Guest Teacher Positive Referrals will be rewarded at school. These may come home in your student’s backpack.

Holt is a progressive discipline school. That means that consequences for misbehavior are determined both by the severity of the infraction and a student’s previous behavior. Therefore, a behavior falling in the Verbal Reminder or Minor Column that is repeated over time may be treated as a Major Behavioral Infraction. We consider a student’s age, developmental history, time in school, and previous behavior when considering our response to behavioral infractions. Please contact the Principal, Dan Sterling, if you have any questions about our expectations or response (Sterling_d@4j.lane.edu).
## Discipline Referral Matrix

<table>
<thead>
<tr>
<th>Redirct/ Reteach</th>
<th>Minor</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher handled, no formal ODR, teacher discretion for responses and data</td>
<td>Teacher response (including consequences) per classroom, grade-level or building systems</td>
<td>Administrator response (with teacher input); administrative communication</td>
</tr>
</tbody>
</table>

### Disrespect/ Noncompliance

*Use caution and check bias here*

- Passive refusal to participate
- Very slow in response to request (within the student's skills/ control)
- Testing the limit

### Disrespect Defiance

- Ignoring reasonable requests/ redirections
- Overt, prolonged refusal to participate

### Major Disrespect

- Repeated refusal, “defiance” that leads to substantial & ongoing disruption and/or to an unsafe situation

### Disruption

- Noise making
- Talk-outs
- Attention-getting behaviors (silly answers/ blurting)

### Disruption

- Repeated, intentional pattern of disruptive behaviors that do not respond or escalate in response to redirection

### Major Disruption

- Substantial disruption to learning in class
- Intentional repetition of behavior following redirection
<table>
<thead>
<tr>
<th><strong>Inappropriate Language</strong></th>
<th><strong>Inappropriate Language</strong></th>
<th><strong>Inappropriate Language/Gesture</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Casual remarks or gestures that are offensive or sexual</td>
<td>Patterns of offensive or language after reteach</td>
<td>Swearing used to harass, intimidate, show defiance</td>
</tr>
<tr>
<td>Subtle or casual put-downs</td>
<td>Put-downs or language that are directed toward others</td>
<td>Language that creates an unsafe climate</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Fighting/Aggression</strong></th>
<th><strong>Physical Contact</strong></th>
<th><strong>Physical Aggression</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Rough play</td>
<td>• Ongoing pushing/bumping into others</td>
<td>• Hitting, kicking, or other act meant to cause harm</td>
</tr>
<tr>
<td>• Minor pushing/bumping into others</td>
<td>• Mutual pushing or wrestling</td>
<td><strong>Fighting</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Aggression</strong></td>
<td>• Mutual aggression with intent to harm others</td>
</tr>
<tr>
<td></td>
<td>• Aggression that is isolated or short in duration</td>
<td><strong>Use of Weapon</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Teasing/Harassment</strong></th>
<th><strong>Ongoing put-downs or teasing</strong></th>
<th><strong>Discrimination Harassment Intimidation/Retaliation</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• “Put-downs””</td>
<td></td>
<td>• Threat/extortion;</td>
</tr>
<tr>
<td>• Play based teasing</td>
<td></td>
<td>• Racist/socioeconomic status/sexual orientation/cultural/disability – based</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Cyberbullying</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Discrimination Harassment Intimidation/Retaliation</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Threat/extortion; Racist/socioeconomic status/sexual orientation/cultural/disability – based</td>
</tr>
<tr>
<td>Property Damage</td>
</tr>
<tr>
<td>-----------------</td>
</tr>
</tbody>
</table>
| ● Breaking a pencil  
● Ripping their own paper  
● Inappropriate use of objects or fidgets | ● Repeatedly breaking or misusing classroom materials  
● Low level property damage (scribbling on a desk, pulls a poster from the wall, etc.) | ● Damaging technology  
● Significant property damage (large financial or emotional value)  
● Graffiti  
● Across multiple settings, widespread damage, or prolonged incident |
| Lying/Cheating/Theft | Borrowing without asking | Taking another’s property (minor value)  
● Refusing to return a borrowed item  
● Substituting someone else's work for your own | Lying/Cheating |
| |  | ● Taking another’s property (significant sentimental or monetary value)  
● Not telling the truth when it involves someone’s personal safety or property damage |
<table>
<thead>
<tr>
<th>Possession of controlled items</th>
<th>Drug and alcohol references</th>
<th>Repeated or ongoing drug and alcohol references</th>
<th>Use of dangerous substance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Under the influence, possession, distribution, Paraphernalia of drugs or possession</td>
</tr>
<tr>
<td>Other</td>
<td>Dress Code Violation</td>
<td>Technology Violation</td>
<td>Possession of weapons</td>
</tr>
</tbody>
</table>
**Common Guidelines for “Minor” versus “Major”**

**MINOR:**
- Teachers have the authority to manage problem behavior in class, with their teaching team, and in conjunction with existing school-wide and individual plans.
- For students who have ongoing minor behavior that is frequent/low-level, disability-related or addressed in a BSP/504/IEP.
- Respond according to individual plans and document these using pre-established data collection systems.
- Multiple Minors may not be the best way to collect this data.
- Consider documenting one “minor” per period and referencing other data collection system for a series of behaviors within an instructional period.

**MAJOR:**
- Primarily for behaviors that are unsafe or substantially interrupt the instructional environment.
- Intensity and/or duration are high and unresponsive to correction/ intervention.
- Document each incident (for multiple similar incidents, consider referencing other majors for “narrative” section).

<table>
<thead>
<tr>
<th>Verbal Reminders</th>
<th>Minor Referral or Staff Response</th>
<th>Major Referrals</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Hallway:</td>
<td>Yelling</td>
<td>Writing on Walls</td>
</tr>
<tr>
<td></td>
<td>Running</td>
<td>Destruction of Property</td>
</tr>
<tr>
<td></td>
<td>Skipping</td>
<td>Theft/Vandalism of Classroom</td>
</tr>
<tr>
<td></td>
<td>Touching Walls/Door Jams</td>
<td>Leaving Building Without Permission</td>
</tr>
<tr>
<td></td>
<td>Square Jumping</td>
<td>Writing on Walls</td>
</tr>
<tr>
<td></td>
<td>Squeaking/Shuffling Feet</td>
<td>Destruction of Property</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Theft/Vandalism of Classroom</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Leaving Building Without Permission</td>
</tr>
<tr>
<td>In Classroom:</td>
<td>Leaving Seat</td>
<td>Using School Items As Weapons</td>
</tr>
<tr>
<td></td>
<td>Disrupting Lesson</td>
<td>Technology Violations/ Misuse</td>
</tr>
<tr>
<td></td>
<td>Distracting Peers</td>
<td>Serious Disruptions of Learning</td>
</tr>
<tr>
<td></td>
<td>Making Faces</td>
<td>Throwing Objects</td>
</tr>
<tr>
<td></td>
<td>Talking Out</td>
<td>Making Weapons</td>
</tr>
<tr>
<td></td>
<td>Non Participation</td>
<td>Leaving Classroom Without Permission</td>
</tr>
<tr>
<td></td>
<td>Rolling Eyes</td>
<td>Throwing Rocks</td>
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<tr>
<td>On Playground:</td>
<td>Tag</td>
<td>Jumping Fences</td>
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<tr>
<td></td>
<td>Toys</td>
<td>Out of Access Area</td>
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<tr>
<td></td>
<td>Food/Candy</td>
<td>Making Weapons</td>
</tr>
<tr>
<td></td>
<td>Not Following Game Rules</td>
<td>Making Weapons</td>
</tr>
<tr>
<td></td>
<td>Using Equipment Inappropriately</td>
<td>Making Weapons</td>
</tr>
<tr>
<td></td>
<td>Excluding Others</td>
<td>Making Weapons</td>
</tr>
<tr>
<td></td>
<td>Throwing Rocks</td>
<td>Making Weapons</td>
</tr>
<tr>
<td>Across Settings:</td>
<td>Violating Personal Space</td>
<td>Kicking/Hitting/Hurting Others</td>
</tr>
<tr>
<td></td>
<td>Not Following Directions</td>
<td>Threats of Violence</td>
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<tr>
<td></td>
<td>Keeping Hands to Self</td>
<td>Harassment due to Race/Gender/ Sexual Orientation/ Disability</td>
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<tr>
<td></td>
<td>Being Dishonest</td>
<td>Discrimination</td>
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<td></td>
<td>Using Hurtful Words</td>
<td>Weapons/Combustible</td>
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<tr>
<td></td>
<td>Minuing Supplies</td>
<td>Harsh Name Calling/Teasing</td>
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<tr>
<td></td>
<td>Gum</td>
<td>Inappropriate Physical Contact</td>
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<tr>
<td></td>
<td></td>
<td>Biting</td>
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<td>Spitting</td>
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<td></td>
<td></td>
<td>Cheating</td>
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<td></td>
<td></td>
<td>Stealing Items from Staff or Students</td>
</tr>
</tbody>
</table>

- Repeated Verbal Warning Infractions
- Chewing
- Inappropriate Hand Gestures
- Physical Contact (Minor Only)
- Inappropriate Language/Name Calling
- Riding From Staff
- Leaving Area Without Permission
- Defiance (Minor)
- Violent Talk
- Disrespect/ignoring (Minor)
- Kissing
- Kicking/Hitting/Hurting Others
- Threats of Violence
- Harassment due to Race/Gender/Sexual Orientation/ Disability
- Discrimination
- Weapons/Combustible
- Harsh Name Calling/Teasing
- Inappropriate Physical Contact
- Biting
- Spitting
- Cheating
- Stealing Items from Staff or Students