



## David Douglas School District

*Learn · Grow · Thrive*

EARL BOYLES ELEMENTARY SCHOOL

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The intent of this communication is to share our belief statements around behavior and some of our systems in place to support your child's academic and social emotional wellbeing. Your child's well being is very important to us. We consider both academic and social emotional supports when considering your child's needs. Staff works diligently to create a safe learning environment for all of our students. This is accomplished several ways. A few supports we have in place are:

- Strong academic systems in place to support your child in their academic needs.
- District and school discipline and safety protocols.
- Monthly safety drills such as fire and earthquake drills and quarterly lock-in/out drills.
- Positive Behavior Support Team that looks at our discipline data monthly and helps to create systems such as our BARK Expectations, Student of the Month and Spirit Assemblies all which provides positive recognition of our wonderful students.

Our behavior belief statements were created through a process in which staff shared our philosophical beliefs around discipline and behavior. Our belief statements below echo our everyday actions and beliefs.

- We will be consistent in teaching and practicing expectations.
- We will make a difference for ALL students.
- We believe all children want to do the right thing. We believe unexpected behavior communicates a need.
- We believe consistent reinforcement of expectations promotes positive behavior.
- We believe our actions impact behavior for others and ourselves.

In addition to positively recognizing students we also have systems in place for students who may need reminders or additional consequences. We may write a minor or referral if the behavior warrants the documentation. We take the safety of your child very seriously. As mentioned we have systems in place for times when a child may exhibit unsafe behaviors in the classroom. If a student is becoming disruptive to the point where the education of the other students is compromised, we may remove other students from the immediate environment. This is called a "room clear." During a room clear we will ask the class to leave the classroom, while support staff work with the upset child. A "room clear" is only used if the situation is escalated to a point that the children feel unsafe. Staff will take the children to another location in the building so learning can continue. Upon returning to class, students have an opportunity to discuss what happened and voice any concerns.

In some cases, we may need to assign an "In-school Suspension" to the disruptive student. "In-school Suspension" means that a child will be at school, but not be in their classroom or with their class for the time they are suspended. In rare cases, the room clear may result in an "Out of School Suspension". Due to Senate Bill 553, students in grades preschool- grade 5 cannot be suspended out of school except under very specific guidelines because of exclusionary practices. The law is very clear in it's language. It states,

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“For a student who is fifth grade or lower, the district must limit the use of out-of-school suspension or expulsion to the following circumstances:

- (A) For non-accidental conduct causing serious physical harm to a student or school employee;
- (B) When a school administrator determines, based upon the administrator’s observation or upon a report from a school employee, that the student’s conduct poses a direct threat to the health or safety of students or school employees; or
- (C) When the suspension or expulsion is required by law.

If you have additional questions regarding any system, either academic or behavioral, we at Earl Boyles welcome your questions and input. Your partnership and communication is key to the educational journey of your child. Thank you for helping us provide a safe and productive learning environment for your child.

Warmly,  
Ericka Guynes  
Earl Boyles