

BOARD OF EDUCATION

Portland Public Schools
STUDY SESSION
February 10, 2015

Board Auditorium

Blanchard Education Service Center
501 N. Dixon Street
Portland, Oregon 97227

Note: Those wishing to speak before the School Board should sign the public comment sheet prior to the start of the meeting. No additional speakers will be accepted after the sign-in sheet is removed, but testifiers are welcome to sign up for the next meeting. While the School Board wants to hear from the public, comments must be limited to three minutes. All those testifying must abide by the Board's Rules of Conduct for Board meetings.

Public comment related to an action item on the agenda will be heard immediately following staff presentation on that issue. Public comment on all other matters will be heard during the "Public Comment" time.

This meeting may be taped and televised by the media.

AGENDA

1. **PUBLIC COMMENT** 6:00 pm
2. **QUARTERLY UPDATE: BOND ACCOUNTABILITY COMMITTEE** 6:20 pm
3. **QUARTERLY UPDATE: CAPITAL IMPROVEMENT BOND** 6:45 pm
4. **SUPERINTENDENT'S PLAN FOR ADDITIONAL INVESTMENT IN IMPROVED OUTCOMES FOR PPS STUDENTS, TO BE REFLECTED IN 2014-15 BUDGET AMENDMENT No. 3** - *action item* 7:00 pm
5. **UPDATE: ELIMINATING DISPROPORTIONATE DISCIPLINE RATE** 7:45 pm
6. **SECOND READING: ANTI-HARASSMENT POLICY** 8:15 pm
action item
7. **ADJOURN** 9:00 pm

Portland Public Schools Nondiscrimination Statement

Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles in society. The District is committed to equal opportunity and nondiscrimination based on race; national or ethnic origin; color; sex; religion; age; sexual orientation; gender expression or identity; pregnancy; marital status; familial status; economic status or source of income; mental or physical disability or perceived disability; or military service.

MEMORANDUM

Date: February 10, 2015

To: Members of the Board of Education

From: Bond Accountability Committee (BAC)

Subject: 8th BAC Report to the Board

Background

In the November 2012 election, voters approved a \$482M capital improvement bond for Portland Public Schools. The PPS Board appointed a Citizen Bond Accountability Committee to monitor the planning and progress of the bond program relative to voter-approved work scope, schedule and budget objectives.

Recent Activities

The BAC met on January 21 at Grant High School, and we were pleased to be joined by Directors Belisle, Buel and Koehler. As is the case with all meetings, it was publicly noticed and open to the public. No public comment was received. OSM staff continues to be very helpful and supportive of the process, and demonstrates a consistent commitment to transparency and clarity in all dealings with the BAC.

At the outset, BAC members were appointed for staggered terms, with Willy Paul and Tom Peterson serving initial two-year terms. We are delighted that both Willy and Tom were willing to serve longer, and that the Board has appointed them both to fresh terms. Their long experience at Kaiser Permanente and the Port of Portland respectively has proven invaluable to the Committee.

At the meeting, the Committee received updates from staff that included the Balanced Scorecard report with supporting data on budget and other metrics, each of the bond projects, and the status of last year's performance audit recommendations. We also heard reports on bond work that related to the historic significance of our school buildings, and an update on capital partnerships that have been developed.

The projects at Roosevelt and Franklin High Schools are at a critical point. Negotiations are underway with both CM/GC firms on establishing a Guaranteed Maximum Price for the construction work, which represents a significant transfer of risk from the District to the contractors. We were pleased to hear that the State has awarded a \$1.3 million Seismic Rehabilitation Grant to Franklin to augment

the planned seismic improvements, so that sum will be added to the project budget.

A Project Director has been appointed for the Grant High School project, and she will be moving promptly to a selection of a design team, with Master Planning scheduled to start mid-year. The design of Faubion PK-8 School Replacement is underway again, and construction is expected to start this Fall.

The elevator work associated with the IP14 program is moving ahead, with completion expected this month at James John and Hosford. Design work for IP15 is on track for an earlier Notices to Proceed on seven construction contracts this summer, the result of the lessons learned program from prior years. The improvement work at Marshall is coming to a close, and we're pleased that open houses are scheduled for the Franklin and Grant communities in the near future.

An additional project, roof replacement at Maplewood Elementary, has been added to this summer's project list. We understand that PPS's maintenance staff recognized an immediate need, and we are pleased that OSM was flexible enough to accommodate. This work would have been included as a future IP project, so the funds were brought forward to cover the cost.

Following the meeting, the Committee was given access to the District's financial audit, which includes the bond program. We were pleased to learn that the auditors raised no questions concerning the implementation of the program.

Current Issues

Schedules. Staff has continued to provide detail and transparency on each of the project schedules, and the format used has proved to be very helpful to us. Again, we appreciate staff's responsiveness to our requests in this regard.

Both Roosevelt and Franklin designs remain behind the Baseline Schedule, as reflected by the "red" report at design levels in staff's Balanced Scorecard (although overall they are both "yellow"). These delays have many causes, including changes in school capacity requirements, the extensive public outreach and involvement processes, and discussions over the "additional criteria".

The completion of construction documents at both schools has been phased, along with the building permit approvals. This can often work well, and we understand that the City is fully cooperative, but it can also create problems so we will be watching that process closely. It's also difficult to move forward too aggressively on construction documents while the Guaranteed Maximum Price remains unsettled, so those negotiations are definitely on the critical path. We

expect that issue to be resolved before our next meeting, so we will all have a much clearer understanding of the schedules.

Both IP13 and IP14 managed their incredibly tight schedules superbly. The challenge for IP15 is no less significant with 65 calendar days available. Managing seven construction contracts within that timeframe will be a challenge, which staff have to date managed to meet.

Following a break in the design process to allow Concordia University to develop its fundraising program, the team seems ramped up to complete a construction package for bid in the third quarter.

Budget. Staff has continued to provide budget information to us in a transparent format.

The total program budget remains at \$522 million, including the \$15 million estimated commitment from Concordia. The Development and Disposition Agreement remains incomplete, but we are hoping it will be signed shortly.

We will all know a great deal more about the budget next time we meet. We had hoped that the Guaranteed Maximum Price (GMP) for Franklin would have been resolved, but we expect that it, along with Roosevelt, will complete very soon.

The Committee does have concerns about market conditions causing price increases. All of the escalation reserve has been distributed to the projects so there is no remaining pot to draw from in the event of increased prices. Committee members have observed some significant recent price pressure in the industry. However, the District's project contingencies on the IP work have held up very well through construction so far, and will return some savings to the program. How this translates to the high schools is yet to be seen.

Equity. Staff reports on student involvement remain encouraging. The new reporting metric for student involvement in the Balanced Scorecard makes more sense to the Committee. Instead of trying to report by project, it will now report by year since many activities are not directly project-based. 2013 was a learning experience with significant improvement in 2014, and we are hoping that momentum can carry forward into this year and beyond. We will continue to monitor and encourage student involvement.

The employment of apprentices through the Workforce Hiring program exceeded expectations on IP14 and the work at Marshall. Again, we hope the trend continues.

The use of MWESBs to date continues to be a challenge. However, in sum, the program has reported payments to date to MWESB firms in an amount that exceeds \$3.7 million, representing 9% of total payments. Contractors still lag behind, a result of the fact that all work to date has been awarded on a low bid basis with only aspirational goals applied. We continue to expect this percentage to increase as the high school work gets under way.

In total, consultants are meeting the District's 18% goal, which is certainly impressive. However, a drill-down shows that there is certainly room for further improvement. All of the IP work has exceeded the goal, but the other individual projects are falling short at this point. We will continue to remind staff that each of those consultant teams were evaluated and partly selected on their commitment to meeting the goals, so we expect improved performance.

Stakeholder Perspective. Feedback from the various stakeholder groups has been generally very positive, with the exception of the Roosevelt Design Advisory Group (DAG), which reports "yellow" on the Balanced Scorecard. There was not a large sample, so this could be skewed but we should pay attention in any event. Staff reported that OSM will carry lessons learned into the formation and implementation of the DAG for Grant High School. There will be a clearer statement of purpose, PPS staff members other than the School Principal will be excluded (with other avenues open for their input) and a chairperson will be asked to direct the process. We agree that changes are necessary and these seem appropriate.

Performance Audit. Staff has been working hard on last year's recommendations, and we were provided with copies of a report to the auditors. Our Committee chair met with the auditors as they developed their work plan for the current year, and we look forward to seeing their report this spring.

Other. During the almost two years into the bond program, the BAC has worked hard to report on areas that have seemed to be most important to the Board. Inevitably, those have largely been focused on work scope, schedule, and budget objectives.

We now also ask staff to include reports on other criteria that were established during the bond development period. During this meeting, we heard reports on historic preservation efforts within the bond program, and capital partnership development. In addition to these reports at our meetings, we recommend that the District post updates on the Bond website.

Summary

It has been another solid quarter for the bond program. Of course, we remain vigilant on management of future schedule, budget, scope and quality impacts from the high school program delays to date, and we will be looking to staff to continue its reporting on these at our next meeting.

We remain impressed by the quality and professionalism of OSM staff as well as the design and construction teams, and thank the Board for this opportunity to serve and play a part in what we still expect will be a very successful bond program.



Board of Education Informational Report

MEMORANDUM

Date: February 10, 2015

To: Members of the Board of Education

From: Jim Owens, Senior Director, Office of School Modernization

Subject: Bond Program Status – January 2015

In the November 2012 election, the voters approved a \$482M capital improvement bond for Portland Public Schools. The District's Office of School Modernization Staff has developed a set of performance measures to provide management information for the staff and reporting tools for the Bond Accountability Committee and the Board's oversight role. Performance metrics for the 2012 bond program are based on the Balanced Scorecard (BSC).

Attached is the BSC for the month of January 2015.

Attachment 1: Balanced Scorecard Report – January 2015

Attachment 2: Project Management Cost Report – January 2015

Narrative Comments:

1. Staff is continuing discussions with appropriate stakeholders for master plan development at Lincoln, Madison and Benson High Schools. Milestones and project schedules in progress.
2. Franklin High School project continues to reconcile construction budget against draft Guaranteed Maximum Price (GMP) amendment.
3. Roosevelt High School continues in the design development phase. Construction phasing plans will be presented to Board under separate memorandum.
4. Faubion School replacement expects to complete schematic design in late January. Budget depicts expected Concordia contribution.

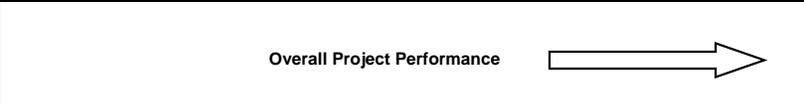
Color Key	
	Good
	Concerns
	Difficulty



Perspective	Perform
Budget	
Schedule	
Stakeholders	
Equity	
Average	

2012 Bond Projects

Improvements 2013	Roosevelt HS	Faubion K8	Improvements 2014	Franklin HS	Improvements 2015	Improvements 2015-SCI	Grant HS	Marshall Campus	Improvements 2015-Maple		Program Contingency	Program Mgmt



Narrative Comments:

1. Franklin is progressing thru construction documents phase. Although design completion will be late relative to original baseline, expect to makeup time during construction phase.

2. Roosevelt is finalizing design development phase. Although design completion will be late relative to original baseline, expect to makeup time during construction phase.

3. Improvement Project 2014 is on track for early completion of elevators at James John, Hosford and Beach.

4. Improvement Project 2015 and 2015-SCI design work efforts are several weeks behind schedule. Expect to makeup time during construction document phase.

Color Key	
	Good
	Concerns
	Difficulty



Strategic Obj.	Perform
A	
B	
C	
D	
Average	

Strategic Objectives	Performance Measures	Performance Targets
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2012 Bond Projects

Improvements 2013	Roosevelt HS	Faubion K8	Improvements 2014	Franklin HS	Improvements 2015	Improvements 2015-SCI	Grant HS	Marshall Campus	Improvements 2015-Maple			
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Objective A Establish Schedule Target & Strategy	1	Occupancy Date Goal Established	
	2	Project Execution Strategy Developed	
	3	Overall Project Schedule Established	

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Objective B Planning, Permitting & Design Phases on Schedule	4	Design Contract Award	Green = < 0 weeks impact on scheduled design completion date. Yellow = 0 - 4 weeks Red > 4 weeks
	5	Schematic Design Completed	
	6	Design Development Completed	
	7	Land Use Permit Approved	
	8	Construction Contract Documents	
9	Building Permit Approved		

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Objective C Construction on Schedule	10	Prime Contract Notice to Proceed	Green = < 0 weeks impact on scheduled construction completion date. Yellow = 0 - 4 weeks; Red > 4 weeks
	11	Construction Started	
	12	Substantial Completion Date	

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Objective D Meet Occupancy / Completion Schedule Target	13	FF&E Ordered	Same as Objective C
	14	FF&E Delivered and Installed	
	15	Projected Occupancy Date	

09/13	09/17	09/17	09/14	09/17	09/15	09/15	09/19	12/14				

Projected Occupancy Dates

Narrative Comments:

1. OSM has changed to a web-based survey system to request data and comments. This appears to help encourage responses. To date, received comments have been largely very positive.

Color Key	
	Good
	Concerns
	Difficulty

Stakeholder Perspective

Strategic Obj.	Perform
A	
B	
C	
Average	

2012 Bond Projects

Improvements 2013	Roosevelt HS	Faubion K8	Improvements 2014	Franklin HS	Improvements 2015	Improvements 2015-SCI	Grant HS	Marshall Campus	Improvements 2015-Maple			
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Strategic Objectives	Performance Measures	Performance Targets
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Objective A Meets Educational Needs	ID	Measure	Target
	1	Project Scope Meets Educational Needs	Green: Rating of ≥ 4.0 (1 - 5 scale)
	2	Design Meets Educational Needs	Yellow: 3.0 - 4.0
	3	Construction Meets Educational Needs	Red: < 3.0

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Objective B Meets Maintenance / Facility Needs	ID	Measure	Target
	4	Project Scope Meets Maint. / Facility Needs	Green: Rating of ≥ 4.0 (1 - 5 scale)
	5	Design Meets Maint. / Facility Needs	Yellow: 3.0 - 4.0
	6	Construction Meets Maint. / Facility Needs	Red: < 3.0

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Objective C Design Advisory Group (DAG) Needs	ID	Measure	Target
	7	Master Planning: Scope Meets DAG Needs	Green: Rating of ≥ 4.0 (1 - 5 scale)
	8	Design Meets DAG Needs	Yellow: 3.0 - 4.0;
	9	Construction Meets DAG Needs	Red: < 3.0

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Narrative Comments:

1. An additional \$500k has been added to the bond budget to reflect the total anticipated partnership with Concordia University.
2. The State has announced Franklin HS will receive a \$1.3M Seismic Rehab Grant. These funds will be added to the Franklin Modernization budget later this month.
3. High School and summer Improvement Projects continue to track on budget during the design phases.
4. Adding budgets for two new projects - Tubman improvements relating to use as a swing site for Faubion and Maplewood for roof replacement.

Color Key	
	Good
	Concerns
	Difficulty



Strategic Obj.	Perform
A	
B	
C	
D	
Average	

2012 Bond Projects

Improvements 2013	Roosevelt HS	Faubion K8	Improvements 2014	Franklin HS	Improvements 2015	Improvements 2015-SCI	Grant HS	Marshall Campus	Improvements 2015-Maple		Program Contingency	Program Mgmt
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Strategic Objectives	Performance Measures	Performance Targets
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Objective A Project Budget and Scope Aligned	1	Initial Cost Estimate of Approved Scope	≥ 10% Contingency Available
	2	Master Plan	Within Budgeted Amount

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Objective B Planning & Design Costs within Budget	3	Projected Total P & D Costs	Within Budgeted Amount
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Objective C Construction Costs within Budget	4	Construction Cost Award Price or GMP	Within Budgeted Amount
	5	Construction Cost Current Estimate thru 50% complete	>5% project level contingency

Objective D Project within Budget	6	Total Project Costs Within Budgeted Amount	Within Budgeted Amount
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Narrative Comments:

1. Minimal changes to the equity measures in December. MWESB remains just below 10% for the program.

2. No student engagement activities took place in December, but OSM met all career learning goals for 2014; we now will be reporting for 2015.

Color Key	
	Good
	Concerns
	Difficulty

Equity Perspective

Strategic Obj.	Perform
A	
B	
C	
Average	

2012 Bond Projects

Improvements 2013	Roosevelt HS	Faubion K8	Improvements 2014	Franklin HS	Improvements 2015	Improvements 2015-SCI	Grant HS	Marshall Campus	Improvements 2015-Maple			Program Mgmt
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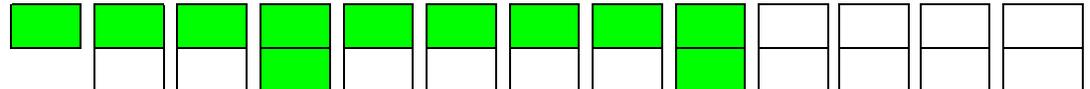


Strategic Objectives	Performance Measures	Performance Targets
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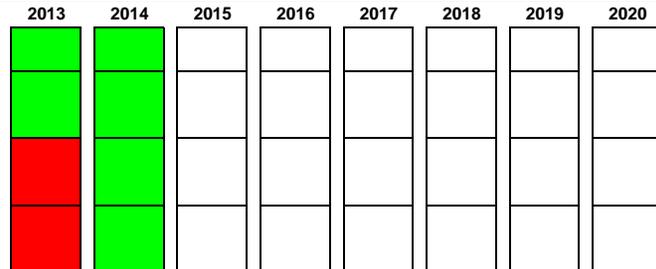
Objective A Meets Aspirational MWESB	1	Project objectives established	Green: MWESB >18% Yellow: MWESB >10% Red: MWESB <10%
	2	Consultants - % of payments made to MWESB owned	
	3	Contractors - % of payments made to MWESB owned	



Objective B apprenticable trade participation	4	Project objectives established >\$200k contracts	Green: participation >20% Yellow: participation >10% Red: participation <10%
	5	Contractors % of labor hours/apprenticable trade	



Objective C Meets student participation	6	Project objectives established >\$100k contracts	Per AD Green: students > 500 Yellow: students > 100 Red: students < 100 Green: students > 50 Yellow: students > 20 Red: students < 20 Green: students > 10 Yellow: students > 5 Red: students < 5
	7	Tier 1 - Group Activities EG: career fairs, guest speakers	
	8	Tier 2 - 1-on-1, Short-Term Activities EG: job shadows, mock interviews	
	9	Tier 3 - 1-on-1, Long-Term Activities EG: internships	



Project Management Cost Report

Project Cost Summary Report for 2012 Capital Improvement Bond Program

Capital Program Start Date: Nov 2012
 Capital Program End Date: Nov 2020

Report Run Date: 01.01.2015

Project Name	Original Project Budget	Project Budget Changes	Current Budget	Project Estimate At Completion	Forecasted Over/(Under)	Invoices Approved
Franklin HS Modernization	81,585,655	22,879,603	104,465,258	94,018,732	(10,446,526)	3,138,935
Grant HS Modernization	88,336,829	5,188,081	93,524,910	84,184,593	(9,340,317)	12,251
Roosevelt HS Modernization	68,418,695	23,778,586	92,197,281	82,977,281	(9,220,000)	2,735,984
Faubion Replacement	27,035,537	17,689,669	44,725,206	40,252,685	(4,472,521)	1,181,581
Improvement Project 2013	9,467,471	2,501,829	11,969,300	11,969,300	-	11,963,139
Improvement Project 2014	13,620,121	4,486,678	18,106,799	17,778,338	(328,461)	16,049,642
Improvement Project 2015	13,521,066	(983,607)	12,537,459	11,316,527	(1,220,932)	619,015
Improvement Project 2015 - SCI	-	2,542,153	2,542,153	2,228,435	(313,718)	36,208
Improvement Project 2015 - Maplewood	-	1,122,050	1,122,050	953,743	(168,308)	-
Improvement Project 2016	15,274,437	(2,955,183)	12,319,254	10,471,366	(1,847,888)	-
Improvement Project 2017	6,796,707	2,273,599	9,070,306	7,709,760	(1,360,546)	-
Improvement Project 2018	9,062,119	(8,533,237)	528,882	449,550	(79,332)	-
Improvement Project 2019	-	663,638	663,638	564,092	(99,546)	-
Master Planning - Benson HS	191,667	131,667	323,334	323,334	-	-
Master Planning - Cleveland HS	191,667	(191,667)	-	-	-	-
Master Planning - Jefferson HS	191,667	(191,667)	-	-	-	-
Master Planning - Lincoln HS	191,667	131,667	323,334	323,334	-	-
Master Planning - Madison HS	191,667	131,667	323,334	323,334	-	-
Master Planning - Wilson HS	191,667	(191,667)	-	-	-	-
Marshall Swing Site - Bond 2012	-	4,000,000	4,000,000	3,764,211	(235,789)	2,167,270
Swing Sites & Transportation	9,550,000	(4,656,000)	4,894,000	4,894,000	-	-
Educational Specification	-	300,000	300,000	287,733	(12,267)	270,784
Debt Repayment	45,000,000	-	45,000,000	45,000,000	-	45,000,000
2012 Bond Program	93,181,361	(29,386,067)	63,800,846	39,348,478	(24,452,368)	8,471,437
	482,000,000	40,731,792	522,737,344	459,138,827	(63,598,517)	91,646,246

	Budget Change Footnotes	To / From	Amt
a	Turf and 8th lane at Stadium Field	Cont COO	1,300,000
	Escalation (applied to current budget)	Cont Esc	5,858,911
	Traffic Engineering Services	Program Budget	(30,000)
	Transfer Admin budget from Projects to Program	Program Budget	(2,958,859)
	Increase Target Capacity to 1700	BOE Reserve	5,045,084
	Escalation (applied to BOE transfer)	Cont Esc	362,367
	Schematic Design Approval	Cont Esc	8,297,804
	Additional Criteria Financing	new source	4,984,796
	ETO Energy Modeling Assistance	new source	17,000
	ETO Design Assistance	new source	2,500
			22,879,603
b	Traffic Engineering Services	Program Budget	(30,000)
	Transfer Admin budget from Projects to Program	Program Budget	(3,197,104)
	Increase Target Capacity to 1700	BOE Reserve	(6,001,949)
	Escalation	Cont Esc	10,143,276
	Schematic Design Approval	Cont Esc	4,273,858
			5,188,081
c	Escalation (applied to current budget)	Cont Esc	4,625,345
	Traffic Engineering Services	Program Budget	(30,000)
	Transfer Admin budget from Projects to Program	Program Budget	(2,469,033)
	Increase Target Capacity to 1700	BOE Reserve	10,956,865
	Escalation (applied to BOE transfer)	Cont Esc	740,882
	Schematic Design Approval	Cont Esc	7,954,266
	Additional Criteria Financing	new source	2,000,261
			23,778,586
d	Traffic Engineering Services	Program Budget	(30,000)
	Transfer Admin budget from Projects to Program	Program Budget	(979,657)
	Swing Site Funding (portable classrooms)	Swing & Trans	620,000
	Concordia University (design contract)	new source	114,738
	Escalation	Cont Esc	2,418,588
	Swing Site Evaluation	Swing & Trans	36,000
	Concordia University contribution estimate	new source	15,000,000
	Concordia University contribution estimate	new source	510,000
			17,689,669

Budget Change Footnotes	To / From	Amt
e State Rehabilitation Grant Program (SRGP)	Fund 438	1,500,000
SRGP PPS contribution	Fund 405	85,068
Budget adjustment (Contingency - COO)	Cont COO	2,223,190
FAM Capital Funds	Fund 438	4,010
FAM Capital Funds	Fund 438	448
Add Fund 405 Funds	Fund 405	546,441
Offset Fund 405 Funds via "roof" fund source	Cont COO	(546,441)
Increase scope (Ockley Green SL)	Cont COO	115,278
Energy Conservation (SB1149)	Fund 435	21,000
Solar roof study	Cont COO	32,350
Transfer Admin budget from Projects to Program	Program Budget	(385,977)
Fund 405 reconciliation	Cont COO	62,560
Fund 405 reconciliation	out of program	(62,560)
Transfer budget savings	Cont COO	(1,000,000)
Transfer budget savings	Cont COO	(93,538)
		2,501,829
f Reallocation of IP scope of work	Cont COO	(13,558,581)
Reallocation of IP scope of work	Cont COO	14,938,982
Solar roof study	Cont COO	67,135
Escalation allocation	Cont Escalation	493,462
Transfer Admin budget from Projects to Program	Program Budget	(604,195)
Add SB1149 funds	new resources	780,810
Add Beach elevator scope	Cont COO	411,036
Escalation	Cont Esc	58,029
Construction bids	Cont COO	3,000,000
Transfer budget savings	Cont COO	(1,100,000)
		4,486,678
g Reallocation of IP scope of work	Cont COO	(13,521,066)
Reallocation of IP scope of work	Cont COO	13,887,403
Transfer Admin budget from Projects to Program	Program Budget	(559,361)
Remove Beach elevator scope	Cont COO	(411,036)
Reallocation of IP scope of work	Cont COO	(12,917,006)
Reallocation of IP scope of work	Cont COO	11,803,551
Escalation	Cont Esc	733,908
		(983,607)

	Budget Change Footnotes	To / From	Amt
h	Reallocation of IP scope of work	Cont COO	2,048,500
	Reallocation of IP scope of work	Cont COO	382,134
	Escalation	Cont Esc	151,129
	Remove Holiday Annex scope	Cont COO	(39,610)
			2,542,153
i	Initial project set up	Cont COO	1,122,050
			1,122,050
j	Reduced scope (Ockley Green SL)	Science Labs	(115,278)
	Reallocation of IP scope of work	Cont COO	(15,159,159)
	Reallocation of IP scope of work	Cont COO	7,483,385
	Transfer Admin budget from Projects to Program	Program Budget	(301,418)
	Reallocation of IP scope of work	Cont COO	(7,181,967)
	Reallocation of IP scope of work	Cont COO	12,319,254
			(2,955,183)
k	Reallocation of IP scope of work	Cont COO	(6,796,708)
	Reallocation of IP scope of work	Cont COO	13,782,466
	Transfer Admin budget from Projects to Program	Program Budget	(555,134)
	Reallocation of IP scope of work	Cont COO	(13,227,332)
	Reallocation of IP scope of work	Cont COO	10,192,356
	Transfer Maplewood roof scope	Cont COO	(1,122,050)
			2,273,598
l	Reallocation of IP scope of work	Cont COO	(9,062,120)
	Reallocation of IP scope of work	Cont COO	8,005,396
	Transfer Admin budget from Projects to Program	Program Budget	(322,444)
	Reallocation of IP scope of work	Cont COO	(7,682,952)
	Reallocation of IP scope of work	Cont COO	2,314,069
	Reduce scope of work	Cont COO	(1,785,187)
			(8,533,238)
m	Reallocation of IP scope of work	Cont COO	1,949,393
	Reduce scope of work	Cont COO	(1,285,755)
			663,638
n	Traffic Engineering Services	Program Budget	(30,000)
	Additional planning funds	Cont COO	161,667
			131,667

	Budget Change Footnotes	To / From	Amt
o	Traffic Engineering Services	Program Budget	(30,000)
	Remove planning funds	Cont COO	(161,667)
			<u><u>(191,667)</u></u>
p	Allocate budget to project (Marshall)	Swing & Trans	4,000,000
	Reduce budget to remove field improvements	Swing & Trans	(1,500,000)
	Allocate budget to project (Marshall)	Swing & Trans	1,500,000
			<u><u>4,000,000</u></u>
q	Allocate budget to project (Marshall)	Marshall	(4,000,000)
	Reduce budget to remove field improvements	Marshall	1,500,000
	Swing Site Funding (portable classrooms)	Faubion	(620,000)
	Allocate budget to project (Marshall)	Marshall	(1,500,000)
	Swing Site Evaluation	Faubion	(36,000)
			<u><u>(4,656,000)</u></u>
r	Educational Specification	Fund 405	300,000
			<u><u>300,000</u></u>
s	see 2012 Bond Program Budget Detail on next page		(29,386,067)
			<u><u>(29,386,067)</u></u>



Board of Education Informational Report

MEMORANDUM

Date: 2/6/15

To: Members of the Board of Education

From: Carole Smith

Subject: Superintendent's Plan for Additional Investment in Improved Outcomes for PPS Students

As part of the approval for Budget Amendment #2, the Board of Education ("Board") directed me to develop a plan to spend down the 2014-15 budget after fall balancing increased the uncommitted/unassigned contingency to 7%.

During the conversations at the January 20th and 27th meetings, Board members identified a number of one-time expenses to include for possible funding. At the request of Board members, we sent a survey out to all school staff. Despite the quick turnaround time required, we received a 40% response rate. The results of that survey are attached to this memo.

There remain some unknowns for the 2015-16 budget that we have discussed at previous Board meetings:

- 1) the difference between the co-chairs budget and current service level (\$10,400,00) which includes gaps in funding for full-day kindergarten.
- 2) the estimate of the 2014-15 year end adjustment (\$3,500,000)

I have created two potential spending plans for the rest of the 2014-15 school year based on the feedback received.

Plan A spends down the 2014-15 budget by \$12.125 million, leaving 4.5% in unspent contingency. If all of the unknowns mentioned above come to fruition, this would leave a 1.78% contingency, below the 3% that is the goal in Board policy.

Plan B spends down the 2014-15 budget by \$7.2 million, leaving 5.5% in unspent contingency. If all of the unknowns mentioned above come to fruition, this would leave a 2.73% contingency, also below the Board policy goal.

Recommendations for Spending (amounts vary depending on the spending plan):

High School Lab and Library Computer Upgrades: Previous investments are putting mobile labs into a number of our schools serving grades K-8 (elementary, K-8 and middle). This investment would refresh outdated labs and library computers at all district high schools.

Technology Bundles (Wave 3): refresh classroom technology bundles deployed in first wave (October 2010-February 2012) that is out of date.

Technology Support for Virtual Scholars: would provide 12 mobile computer labs to service Virtual Scholars, Summer Scholars and Portland Evening Scholar students.

School Safety Improvements: to address deficiencies in playground equipment, gym floors, lead paint, asbestos abatement and stage equipment.

Summer School/Credit Recovery Expansion: expands virtual scholars to provide two eight-week sessions in second semester to identified students who need 6-10 credits to graduate and a three week essential skills course over the summer.

Library Books: Purge and update library collections at schools with books reflecting the cultural diversity of our students.

Musical Instruments: provide 242 musical instruments at 49 schools serving students in grades PK-12.

Physical Education Equipment: provide schools with resources to purchase equipment based on national PE teacher association standards.

K-3 Literacy/Response to Intervention (RTI) for Focus and Priority Schools: this recommendation is not one-time funding, but would commit resources for three years to sustain the work of a teacher and educational assistant in four focus and priority schools (2014-15) and five additional focus and priority schools (2015-16) to work with teachers and students to support planning, professional development, progress monitoring, support differentiation of instruction and implementation of RTI model.

Career Technical Education Expansion: funds for equipment/materials at all high schools to support expanded CTE class offerings, support for curriculum development, and discretionary funds.

Beyond Diversity Training: Add two more BD training sessions after the end of the school year for new teachers that were hired this year and could not be accommodated in the currently scheduled training sessions that are already at capacity.

AVID Training: Nike School Innovation Fund and Miller Foundation have provided our high schools and middle schools with the generous and exciting opportunity to implement AVID by covering training for school staff and some implementation costs. This investment would cover a portion of PPS's costs for expansion, which include teacher time for summer training, school tutors, family nights, and some professional development costs.

Dyslexia Training: professional development costs for multi-day professional learning about dyslexia. Will include job-specific sessions for certified and classified staff.

Other Budget Requests:

Increase to Consolidated Budgets for Schools: last week, the Workload Committee developed a proposal to provide resources to each consolidated budget based on the number of PAT members.

Ongoing Staffing Costs: additional teachers, educational assistants, substitutes, etc. are a high priority for our school staff. Recommendations around school staffing are an ongoing cost that will be part of the school staffing discussion for 2015-16.

1. Which best describes your role?

#	Answer	Response	%
1	Principal/VP/AP	112	6%
2	Teacher	1,288	64%
3	Educational Assistant	64	3%
4	Para educator	78	4%
5	School/Principal's Secretary	101	5%
6	Custodian	53	3%
7	Counselor	74	4%
8	Speech Language Pathologist	55	3%
9	Food Service Assistant	4	0%
10	Other	187	9%
	Total	2,016	100%

2. Below is a menu of potential one-time investments that the Superintendent is considering recommending to the Board. For each one-time investment, please indicate the level of importance:

#	Question	Not at all Important	Very Unimportant	Somewhat Unimportant	Somewhat Important	Very Important	Extremely Important	Total Responses	Mean
2	Technology upgrades	2.15%	2.10%	5.30%	21.47%	32.49%	36.48%	1,905	4.90
9	School safety improvements (to remove/abate lead paint/asbestos, stage rigging repairs, playground repairs and gym floor repairs)	2.66%	3.19%	8.46%	26.48%	31.44%	27.78%	1,915	4.64
4	Increase schools discretionary budgets (for things like supplies, field trips and extended responsibility pay)	2.25%	2.72%	8.99%	28.21%	33.02%	24.82%	1,914	4.61
10	Summer programming for students	4.49%	3.81%	9.94%	30.92%	30.55%	20.30%	1,892	4.40
11	Other one-time investment that	15.40%	4.09%	8.90%	12.64%	13.00%	37.18%	758	4.26

	can be allocated before June 30, 2015:								
1	Library books	3.98%	3.76%	12.36%	38.85%	29.02%	12.04%	1,861	4.21
8	Musical instruments	5.37%	6.48%	15.36%	37.78%	24.12%	10.89%	1,882	4.01
5	Substitute coverage for assessments	6.84%	6.89%	17.44%	31.00%	23.21%	14.63%	1,887	4.01
7	Career learning, career technical supplies, and career curriculum	6.69%	8.03%	18.25%	32.82%	22.91%	11.30%	1,868	3.91
6	School security improvements (such as putting visitor/volunteer software management in all schools not currently equipped and access control at schools not currently in the bond program)	7.70%	8.77%	21.22%	30.68%	19.72%	11.92%	1,871	3.82
3	Professional development in June (after school gets out)	14.02%	10.35%	20.59%	31.43%	15.53%	8.09%	1,855	3.48

Other one-time investment that can be allocated before June 30, 2015:

Reading Support in Elementary Classrooms

Don't know

Invest in PLTW programs in PPS

IB Training

Technology, Technology, Technology!

Reserves for possible arbitration finding on workload in favor of PAT.

more teachers for smaller class sizes

Reduce class sizes and provide additional EAs

new mac books for teachers that have ones more than 5 years old

Para educators

RTI interventions!

Increase availability of graphing calculators in middle schools

early childhood readers

air-conditioning since we're starting earlier in Aug.

fence off play fields

Research of Common Core curriculum options for secondary math

new calculators

fully staffing special education and increasing paraeducators

Chromebooks to implement 1:1 programs

Access academy school. Tag students who have 98percentile can apply for next school year.

classroom teachers

Playgroun/Field Improvements at k-8/ k-5 schools

Special education fixes

outdoor school

Multi-cultural classroom libraries, process for supporting teacher created culturally relevant

elementary social studies units, parent/family involvement and training

behavioral support staff

Reading Intervention Curriculum

More computers for Jefferson Art class...8 computers for 35 kids to learn photoshop on.

funding for hiring educational assistants to work in classrooms

appropriate curriculum for SPED students needing specially designed instruction.

Anti Bullying Curriculum

Additional consolidated funds. PD funds for collaboration after school hours. campus monitor substitute(s)

increased staffing (paras, EAs) to support student outcomes

social workers

High Interest lower reading level novel/book sets for Middle School libraries

More Custodians

Playground upgrades/Improvements

More staffing, particularly paras.

Bringing in artists-in-residency for our poorest, Focus schools

substitute custodians. My room is a pigsty because whenever a custodian is out, the room isn't swept. With a muddy field, even with students sweeping daily, it is disgusting.

Pay your teachers

subs for department collaboration planning time during the day

roving tech personal in all schools for any tech repair needs

CCSS curriculum

More drops in the school

Lower class size

Send staff that already have Avid at their site to Summer Institute in Teams instead of individuals only.

Pay for subs for Library Assistants!

a covered playground for RWH

texts and books for immersion, especially spanish and programs that teach to more students who make up the gap. More library books in Spanish at schools with spanish speaking families.

Why is my daughter bringing home book after book in English.

support for sped

Beyond Diversity for all staff who have not had it

new equipment for cleaning schools

more support staff in schools

Fixed projectors in all HS classrooms

Relief Custodians

Earthquake upgrades

Academic Support FTE for struggling 9th graders

one-to-one chromebooks for all hs students would address technology/equity issue

Library books for Immersion Schools in the target language!!

1:1 devices for students

EA and paras

New DRA kits for k-2

HIRE MORE SLPS

After school tutoring programs

LIBRARIANS!!!!!!!!!!!!!!

Kiln replacements and kiln safety

materials for sped ed teachers

handicapped accessibility

See DonorsChoose project requests for ideas!

was at da vinci middle school, what a dirty dumpy building. please spend \$100,000 for a top to bottom deep clean and fresh paint everywhere. we can treat our students with a more respectful learning environment.

Building maintenance

Para's for SPED kids or ED who are taking learning away from other students. OR other placements for these students who are taking all of my time and not allowing me to teach.

Getting rid of B rooms is not the answer for these kids and we are doing a dis-service to all students by not providing them with the resources they need. Counselors would be great to address our mental health issues that are over running our schools, one counselor for 800 students is not going to cut it in a high needs school. Taking a look at our high needs school and providing some equity among all of our schools is something that needs to be addressed.

More PD for staff throughout the spring. Elementary options filled quickly for enhancements and the CCSS/SF training

more teachers

workload issues

remediation strategies for struggling students

PE and Art supplies

Vocational classes

Long-term investments most important: more staff!

Music Curriculum and Textbooks

Educational Assistants

money for curricula

k-5 social studies nonfiction

Refresh of PE equipment

math support curriculum

SMALLER CLASS SIZES!!!

ESL Summer School for K-5!

Repair leaks

District visit to observe IEP students/ extra para year long

reduction in class size

Band uniforms, transportation, sheet music, etc.

Teachers to help struggling students and/or truancy officers.

clean buildings

More technology!

More Para Educators in CB Classrooms.

substitutes period!

Increased FTE student supervision

Truancy Officers so we're not at the bottom of the graduation rate scale

Class Book Sets

Auditorium Upgrades and safety issues

Idea	Spending Plan A	Spending Plan B	Lead Manager	Summary
Technology Support for Virtual Scholars	\$ 400,000	\$ 400,000	Josh Klein/Korinna Wolfe	<ul style="list-style-type: none"> Would provide 12 mobile computer labs for Virtual Scholars as needed to serve Virtual Scholars, Summer Scholars and Portland Evening scholars students enrolled in Learning And Credit Options year round.
High School Lab and Library Computer Upgrades	\$ 900,000	\$ 900,000	Josh Klein	<ul style="list-style-type: none"> Refresh outdated and end-of-life computer labs and library computers at all district high schools. Replace old equipment with new energy efficient equipment that reduces electricity and maintenance costs. Replace non-functional or minimally functional computer labs with modern labs with a 4 year expected life span.
Technology Bundles (Wave 3)	\$ 2,900,000	\$ 2,000,000	Josh Klein	<ul style="list-style-type: none"> Refresh of classroom technology bundles deployed to 34 schools in the first wave (October 2010 – February 2012). This equipment has a five year useful life and is due for replacement during the 2015-16 school year. Funding this initiative now allows for continuous deployment of technology bundles when Phase 2 completes in June 2015. A project team and supply chain is currently in full operational mode and should be leveraged. A delay in funding the next phase creates a risk of losing momentum and needing to relaunch the project at significant additional cost in terms of time and resources.
School safety improvements	\$ 770,000	\$ 770,000	Tony Magliano	<ul style="list-style-type: none"> To address deficiencies in playground equipment, gym floors, lead paint, asbestos abatement and stage equipment
Summer School/Credit Recovery Expansion	\$ 750,000	\$ 750,000	Antonio Lopez	<ul style="list-style-type: none"> Expansion of virtual scholars to provide two eight-week sessions in second semester to identified students who need 6-10 credits to graduate. Three week essential skills course in summer.
Library books	\$ 350,000	\$ 350,000	Melissa Goff	<ul style="list-style-type: none"> Purge and update library collections at schools. Prioritization would be given to schools with the most out-of-date collections and focus will be on building library catalogs reflecting the cultural diversity of our students.
Musical Instruments	\$ 925,000	\$ 925,000	Melissa Goff	<ul style="list-style-type: none"> Provide 242 instruments at 49 schools serving students in grades PK-12 to support existing and new programming, including expansion in music access resulting from the City arts income tax staffing additions.
PE equipment	\$ 100,000	\$ 100,000	Melissa Goff	<ul style="list-style-type: none"> To provide schools, including those in Multiple Pathways to Graduation, with resources to purchase equipment based on national PE teacher association standards. Resources allocated based on weighted per pupil ratio of 0.5 per HS student and 1 per K-8 student.
K-3 Literacy/RTI Support for Focus/Priority Schools	\$ 3,700,000	\$ -	Antonio Lopez	<ul style="list-style-type: none"> Targeted intervention in schools with urgent need to improve outcomes for students Funding over three years to sustain the work (2014/15 – 2016/17). Funds assigned for 2015/17. Adding one teacher and one EA to each of four schools in 2014/15 (King, Rigler, Scott, George) Adding two positions to oversee and coordinate the work Adding five more schools in 2015/16 (Chavez, Rosa Parks, Lent, Faubion, Boise Eliot Humboldt). Focus on working directly with teachers and students to support planning, professional development, progress monitoring, support differentiation of instruction and implementation of RTI model.
CTE expansion	\$ 700,000	\$ 375,000	Antonio Lopez	<ul style="list-style-type: none"> Funds for equipment/materials adds at all high schools to support expanded CTE class offerings next year. Half-year cost of support staff to support curriculum development. PD time, discretionary funds, computers and information systems.
Beyond Diversity training	\$ 160,000	\$ 160,000	Lorenzo Poe	<ul style="list-style-type: none"> Add 2 more BD training sessions for new teachers that were hired this year (and not in the 12 schools we covered already with additional funding from the Exclusionary Discipline Priority funds)
AVID training	\$ 420,000	\$ 420,000	Harriet Adair	<ul style="list-style-type: none"> Expansion of AVID to more high schools, middle schools and elementary schools. Funds also provided by Nike School Innovation Fund and Miller Foundation. Funds pay for teacher time at summer training and site team meetings, tutors, family nights and PD.
Dyslexia training	\$ 50,000	\$ 50,000	Melissa Goff	<ul style="list-style-type: none"> Professional development costs, including cost of presenters and for reimbursement of staff, for late June multi-day professional learning about dyslexia. PD will include job-specific sessions for certified and classified staff.
Total	\$ 12,125,000	\$ 7,200,000		

Spending Plan A	\$12,125,000	Spending Plan B	\$7,200,000	Uncommitted/unassigned contingency
Technology Support for Teachers and Students \$4,200,000		Technology Support for Teachers and Students \$3,300,000		\$33.1 million 6.5%
School Safety Improvements \$770,000 Credit Recovery/Summer School \$750,000		School Safety Improvements \$770,000 Credit Recovery/Summer School \$750,000 Library Books/Musical Instruments/PE Equipment \$1,375,000		\$30.7 million 6.0%
Library Books/Musical Instruments/PE Equipment \$1,375,000		Training and Professional Development \$630,000 CTE Expansion \$375,000		\$28.3 million 5.5%
Training and Professional Development \$630,000 CTE Expansion \$700,000		Difference Between Co-Chairs Budget and Current Service Level \$10,400,000		\$25.8 million 5.0%
Support for Focus & Priority Schools \$3,700,000			\$23.4 million 4.5%	
Difference Between Co-Chairs Budget and Current Service Level \$10,400,000				
		Estimate of 2014/14 Year End Adjustment \$3,500,000		\$15.8 million 3.0%
				\$14.4 million 2.73%
Estimate of 2014/14 Year End Adjustment \$3,500,000				
				\$9.5 million 1.78%



Board of Education Informational Report

MEMORANDUM

Date: February 10, 2015
To: Members of the Board of Education
From: Lorenzo Poe, Chief Equity & Diversity Officer and Partnership Director
Subject: Update on Reducing Disproportionate Discipline

This Memorandum provides an informational update on our commitment to the Superintendent's Priority to reduce exclusionary discipline throughout the District with a focus on reducing disproportionate discipline for our students of color.

2013-2014 Progress

Enclosed are a series of reports that provide an overview of our 2013-2014 discipline data:

- 1) **2013-2014 School-level PPS Major* Discipline Incidents by Action Type**
- 2) **2013-2014 PPS Major* Discipline Incidents by Race**
- 3) **PPS Major Discipline Incidents by Year and Race - Three Years - With Relative Rate Index**

**Major Discipline Incidents include expulsions and out-of-school suspensions.*

Also enclosed is a **Data Overview** which highlights exclusionary discipline trends over time.

Goals to Reduce Exclusionary Discipline

Superintendent Smith has established the following goals to reduce levels of exclusionary discipline and increase instructional time for students in Portland Public Schools:

- (1) Reduce both *disproportionality in exclusionary discipline* and *overall exclusionary discipline* by 50% by June 2016 system-wide.
- (2) In Year 1 (2014-2015), we will focus on the following twelve schools*: Franklin HS, Jefferson HS, Madison HS, Roosevelt HS, Beaumont MS, George MS, Boise-Elliott/Humboldt K-8, Chief Joseph/Ockley Green K-8, Harrison Park K-8, Lee K-8, Vernon K-8, Vestal K-8.

*These twelve schools were chosen based on the large numbers of historically underserved students they serve, their current stage of implementation of restorative justice practices, and existing infrastructure for wrap-around supports.

Measurement will focus on both (a) unique students experiencing in-school and out-of-school suspensions and expulsions and (b) number of incidents of in-school and out-of-school suspensions.

Disproportionality is defined as the difference between the magnitude of exclusionary discipline experienced by historically underserved students—those who identify as Black, Latino/Hispanic and/or Native American—and that experienced by those not historically underserved.

Identification of District-wide & School-based Targets

In order to reach the 50/50 goals, both district-wide and school-specific targets were identified. District-wide in 2012-2013, 1159 historically underserved students and 986 non-historically underserved students experienced exclusionary discipline. The 2015-2016 district-wide goal is to reduce the number of students experiencing exclusionary discipline to 470 and 596 respectively.

Enclosed is a list of the 2-year targets for each school.

Board Presentation

Our Board presentation will feature the key strategies being implemented, a brief progress update and staff from Boise-Eliot/Humboldt sharing their challenges and successes while reducing exclusionary discipline for their students.

Our key strategies:

Culturally Responsive Positive Behavior Interventions and Supports (CR-PBIS). CR-PBIS engages students, families, and staff in establishing an organized framework of culturally responsive, effective school climate practices. The following article provides an overview of CR-PBIS. http://www.equityallianceatasu.org/sites/default/files/CRPBIS_Matters.pdf

Restorative Justice. Restorative Justice (RJ) emerged as an alternative discipline model to reduce exclusions, as well as decrease police and juvenile justice involvement. RJ includes a variety of proactive and reactive processes such as restorative inquiry, mediation, conferencing, dialogue, etc. There are three fundamental underpinnings found in restorative practices: understanding the impact and repairing the harm, engaging community and empowering all involved.

Collaborative Action Research for Equity (CARE). Racially conscious teacher leaders engage in collaborative classroom research to **discover, develop, document, deliver, and disseminate culturally relevant learning and teaching practices.** CARE Teams accelerate responsiveness to the learning needs of students who are historically in the lowest performing student groups: our African American, Latino, American Indian, Alaska Native, Pacific Islander and Southeast Asian students. In collaboration with their school administrator, CARE Teams explicitly and intentionally design, plan and deliver culturally relevant pedagogical practices that improve engagement and achievement for underserved students of color.

School-level PPS Major Discipline Incidents by Action Type, 2013-14

Group	School	Type	Year	Overall		Expulsion		Out-of-School Suspension		In-School Suspension		Removal per Special Education		Enrollment	
				#	%	#	%	#	%	#	%	#	%		
1	Abernethy	Students	2011-2012	3	0.7%			3	0.7%					455	
			2012-2013	1	0.2%			1	0.2%					505	
			2013-2014	4	0.8%			3	0.6%	2	0.4%			528	
		Incidents	2011-2012	8	1.8%			8	1.8%						
			2012-2013	1	0.2%			1	0.2%						
			2013-2014	13	2.5%			11	2.1%	2	0.4%				
	Ainsworth	Students	2011-2012								1	0.2%			568
			2012-2013	1	0.2%									569	
			2013-2014	3	0.5%			3	0.5%					576	
		Incidents	2011-2012												
			2012-2013	1	0.2%						1	0.2%			
			2013-2014	3	0.5%			3	0.5%						
	Alameda	Students	2011-2012	18	2.3%			11	1.4%	10	1.3%				782
			2012-2013	16	2.1%			12	1.6%	5	0.7%				769
			2013-2014	19	2.5%			12	1.6%	8	1.0%				773
		Incidents	2011-2012	33	4.2%			22	2.8%	11	1.4%				
			2012-2013	28	3.6%			21	2.7%	7	0.9%				
			2013-2014	29	3.8%			21	2.7%	8	1.0%				
Arleta	Students	2011-2012	47	11.1%			45	10.7%	5	1.2%				422	
		2012-2013	56	12.1%			56	12.1%	3	0.6%				462	
		2013-2014	42	8.8%			40	8.4%	5	1.1%				476	
	Incidents	2011-2012	94	22.3%			89	21.1%	5	1.2%					
		2012-2013	107	23.2%			104	22.5%	3	0.6%					
		2013-2014	79	16.6%			74	15.5%	5	1.1%					
Astor	Students	2011-2012	35	7.3%			34	7.1%	1	0.2%				482	
		2012-2013	26	5.4%			26	5.4%	4	0.8%				478	
		2013-2014	20	4.0%	1	0.2%	19	3.8%	1	0.2%				500	
	Incidents	2011-2012	49	10.2%			48	10.0%	1	0.2%					
		2012-2013	44	9.2%			39	8.2%	5	1.0%					
		2013-2014	28	5.6%	1	0.2%	26	5.2%	1	0.2%					
Atkinson	Students	2011-2012	22	4.9%			21	4.7%	2	0.4%				447	
		2012-2013	10	2.3%			10	2.3%	1	0.2%				440	
		2013-2014												441	
	Incidents	2011-2012	41	9.2%			38	8.5%	3	0.7%					
		2012-2013	22	5.0%			19	4.3%	3	0.7%					
		2013-2014													
Beach	Students	2011-2012	18	3.1%	1	0.2%	12	2.1%	6	1.0%				582	
		2012-2013	23	3.8%			21	3.4%	6	1.0%				613	
		2013-2014	20	3.2%	1	0.2%	18	2.9%	3	0.5%				620	
	Incidents	2011-2012	25	4.3%	1	0.2%	17	2.9%	7	1.2%					
		2012-2013	45	7.3%			37	6.0%	8	1.3%					
		2013-2014	33	5.3%	1	0.2%	29	4.7%	3	0.5%					

School-level PPS Major Discipline Incidents by Action Type, 2013-14

Group	School	Type	Year	Overall		Expulsion		Out-of-School Suspension		In-School Suspension		Removal per Special Education		Enrollment
				#	%	#	%	#	%	#	%	#	%	
1	Beverly Cleary	Students	2011-2012	16	2.4%			15	2.2%	4	0.6%			674
			2012-2013	22	3.0%			21	2.9%	2	0.3%			730
			2013-2014	7	0.9%			7	0.9%	1	0.1%			814
		Incidents	2011-2012	24	3.6%			18	2.7%	6	0.9%			
			2012-2013	38	5.2%			34	4.7%	4	0.5%			
			2013-2014	10	1.2%			8	1.0%	2	0.2%			
	Boise-Eliot	Students	2011-2012	60	15.4%	2	0.5%	56	14.4%	14	3.6%			389
			2012-2013											
			2013-2014											
	Incidents	2011-2012	121	31.1%	2	0.5%	104	26.7%	15	3.9%				
		2012-2013												
		2013-2014												
	Humboldt	Students	2011-2012	31	14.2%			31	14.2%	3	1.4%			219
			2012-2013											
			2013-2014											
	Incidents	2011-2012	64	29.2%			60	27.4%	4	1.8%				
		2012-2013												
		2013-2014												
Boise-Eliot/Humboldt	Students	2011-2012												
		2012-2013	86	16.1%			80	15.0%	9	1.7%			535	
		2013-2014	37	7.3%			37	7.3%	1	0.2%			506	
	Incidents	2011-2012												
		2012-2013	166	31.0%			157	29.3%	9	1.7%				
		2013-2014	58	11.5%			57	11.3%	1	0.2%				
Bridger	Students	2011-2012	33	8.3%			28	7.1%	9	2.3%			396	
		2012-2013	37	9.1%			35	8.6%	5	1.2%			405	
		2013-2014	30	6.9%			30	6.9%	1	0.2%			435	
	Incidents	2011-2012	46	11.6%			37	9.3%	9	2.3%				
		2012-2013	56	13.8%			51	12.6%	5	1.2%				
		2013-2014	51	11.7%			50	11.5%	1	0.2%				
Bridlemile	Students	2011-2012	7	1.5%			4	0.8%	4	0.8%			472	
		2012-2013	4	0.9%			4	0.9%					457	
		2013-2014											450	
	Incidents	2011-2012	11	2.3%			7	1.5%	4	0.8%				
		2012-2013	4	0.9%			4	0.9%						
		2013-2014												
Buckman	Students	2011-2012	24	4.9%			24	4.9%					488	
		2012-2013	24	5.2%			24	5.2%					460	
		2013-2014	28	6.2%			28	6.2%					452	
	Incidents	2011-2012	61	12.5%			61	12.5%						
		2012-2013	55	12.0%			55	12.0%						
		2013-2014	73	16.2%			73	16.2%						
Capitol Hill	Students	2011-2012	11	3.0%			7	1.9%	4	1.1%			371	
		2012-2013	12	3.0%			12	3.0%	1	0.2%			403	
		2013-2014	6	1.5%			5	1.2%	1	0.2%			405	
	Incidents	2011-2012	17	4.6%			13	3.5%	4	1.1%				
		2012-2013	19	4.7%			18	4.5%	1	0.2%				
		2013-2014	9	2.2%			8	2.0%	1	0.2%				

School-level PPS Major Discipline Incidents by Action Type, 2013-14

Group	School	Type	Year	Overall		Expulsion		Out-of-School Suspension		In-School Suspension		Removal per Special Education		Enrollment
				#	%	#	%	#	%	#	%	#	%	
1	César Chávez	Students	2011-2012	57	12.6%			42	9.3%	24	5.3%			453
			2012-2013	53	11.2%	1	0.2%	48	10.1%	13	2.7%			473
			2013-2014	20	4.1%	1	0.2%	19	3.9%	2	0.4%			483
		Incidents	2011-2012	85	18.8%			56	12.4%	29	6.4%			
			2012-2013	106	22.4%	1	0.2%	90	19.0%	15	3.2%			
			2013-2014	35	7.2%	1	0.2%	32	6.6%	2	0.4%			
	Chapman	Students	2011-2012	21	3.7%			17	3.0%	9	1.6%			562
			2012-2013	18	3.0%			10	1.7%	14	2.4%			592
			2013-2014	16	2.5%			13	2.0%	5	0.8%			646
		Incidents	2011-2012	55	9.8%			39	6.9%	16	2.8%			
			2012-2013	50	8.4%			24	4.1%	26	4.4%			
			2013-2014	23	3.6%			18	2.8%	5	0.8%			
	Chief Joseph	Students	2011-2012	9	1.9%			6	1.2%	3	0.6%			481
			2012-2013	5	1.1%			4	0.9%	1	0.2%			459
			2013-2014											
		Incidents	2011-2012	11	2.3%			7	1.5%	4	0.8%			
			2012-2013	5	1.1%			4	0.9%	1	0.2%			
			2013-2014											
	Ockley Green	Students	2011-2012	106	39.4%			105	39.0%	6	2.2%			269
			2012-2013	56	23.0%			56	23.0%	3	1.2%			243
			2013-2014											
		Incidents	2011-2012	319	118.6%			313	116.4%	6	2.2%			
			2012-2013	148	60.9%			145	59.7%	3	1.2%			
			2013-2014											
Chief Joseph/Ockley Green	Students	2011-2012												
		2012-2013												
		2013-2014	37	5.8%	1	0.2%	33	5.1%	9	1.4%			642	
	Incidents	2011-2012												
		2012-2013												
		2013-2014	77	12.0%	1	0.2%	66	10.3%	10	1.6%				
Creative Science	Students	2011-2012	12	3.4%			8	2.2%	4	1.1%			356	
		2012-2013	9	2.3%			6	1.5%	6	1.5%			388	
		2013-2014	6	1.4%			5	1.2%	3	0.7%			425	
	Incidents	2011-2012	16	4.5%			12	3.4%	4	1.1%				
		2012-2013	13	3.4%			6	1.5%	7	1.8%				
		2013-2014	11	2.6%			8	1.9%	3	0.7%				
Creston	Students	2011-2012	12	3.2%			7	1.8%	6	1.6%			380	
		2012-2013	12	3.5%			11	3.2%	1	0.3%			345	
		2013-2014	17	4.9%			17	4.9%	1	0.3%			350	
	Incidents	2011-2012	14	3.7%			8	2.1%	6	1.6%				
		2012-2013	12	3.5%			11	3.2%	1	0.3%				
		2013-2014	33	9.4%			32	9.1%	1	0.3%				
Duniway	Students	2011-2012											425	
		2012-2013											423	
		2013-2014	1	0.2%			1	0.2%					437	
	Incidents	2011-2012												
		2012-2013												
		2013-2014	2	0.5%			2	0.5%						

School-level PPS Major Discipline Incidents by Action Type, 2013-14

Group	School	Type	Year	Overall		Expulsion		Out-of-School Suspension		In-School Suspension		Removal per Special Education		Enrollment
				#	%	#	%	#	%	#	%	#	%	
1	Faubion	Students	2011-2012	42	9.7%	1	0.2%	41	9.4%					434
			2012-2013	32	7.0%			32	7.0%					454
			2013-2014	42	8.6%			42	8.6%					487
		Incidents	2011-2012	76	17.5%	1	0.2%	75	17.3%					
			2012-2013	65	14.3%			65	14.3%					
			2013-2014	79	16.2%			79	16.2%					
	Forest Park	Students	2011-2012	6	1.2%			4	0.8%	3	0.6%			491
			2012-2013	2	0.4%					2	0.4%			502
			2013-2014	1	0.2%			1	0.2%					490
		Incidents	2011-2012	8	1.6%			5	1.0%	3	0.6%			
			2012-2013	2	0.4%					2	0.4%			
			2013-2014	1	0.2%			1	0.2%					
	Glencoe	Students	2011-2012	12	2.6%			8	1.8%	5	1.1%			453
			2012-2013	5	1.1%			5	1.1%					472
			2013-2014	4	0.8%			4	0.8%					502
		Incidents	2011-2012	16	3.5%			10	2.2%	6	1.3%			
			2012-2013	11	2.3%			11	2.3%					
			2013-2014	11	2.2%			11	2.2%					
	Grout	Students	2011-2012	4	1.1%			4	1.1%					359
			2012-2013	1	0.3%			1	0.3%					371
			2013-2014	5	1.3%			5	1.3%					377
		Incidents	2011-2012	8	2.2%			8	2.2%					
			2012-2013	1	0.3%			1	0.3%					
			2013-2014	10	2.7%			10	2.7%					
Harrison Park	Students	2011-2012	69	9.2%			51	6.8%	32	4.3%			751	
		2012-2013	106	14.0%	1	0.1%	86	11.4%	55	7.3%			757	
		2013-2014	64	8.6%			56	7.5%	22	3.0%			742	
	Incidents	2011-2012	148	19.7%			112	14.9%	36	4.8%				
		2012-2013	321	42.4%	1	0.1%	237	31.3%	83	11.0%				
		2013-2014	144	19.4%			117	15.8%	27	3.6%				
Hayhurst	Students	2011-2012	5	1.2%			5	1.2%					420	
		2012-2013	4	1.0%			4	1.0%					412	
		2013-2014	1	0.2%			1	0.2%					415	
	Incidents	2011-2012	9	2.1%			9	2.1%						
		2012-2013	4	1.0%			4	1.0%						
		2013-2014	1	0.2%			1	0.2%						
Irvington	Students	2011-2012	16	3.3%			16	3.3%	2	0.4%			483	
		2012-2013	7	1.5%			7	1.5%					460	
		2013-2014	7	1.5%			7	1.5%					478	
	Incidents	2011-2012	21	4.3%			19	3.9%	2	0.4%				
		2012-2013	12	2.6%			12	2.6%						
		2013-2014	11	2.3%			11	2.3%						

School-level PPS Major Discipline Incidents by Action Type, 2013-14

Group	School	Type	Year	Overall		Expulsion		Out-of-School Suspension		In-School Suspension		Removal per Special Education		Enrollment
				#	%	#	%	#	%	#	%	#	%	
1	James John	Students	2011-2012	23	5.7%	1	0.2%	17	4.2%	8	2.0%			402
			2012-2013	26	5.9%			26	5.9%	7	1.6%			439
			2013-2014	18	3.9%	1	0.2%	14	3.0%	5	1.1%			461
		Incidents	2011-2012	40	10.0%	1	0.2%	29	7.2%	10	2.5%			
			2012-2013	70	15.9%			60	13.7%	10	2.3%			
			2013-2014	58	12.6%	1	0.2%	50	10.8%	7	1.5%			
	Kelly	Students	2011-2012	52	9.1%			50	8.8%	4	0.7%			570
			2012-2013	35	5.6%			35	5.6%					626
			2013-2014	30	4.8%			30	4.8%	1	0.2%			622
		Incidents	2011-2012	79	13.9%			75	13.2%	4	0.7%			
			2012-2013	44	7.0%			44	7.0%					
			2013-2014	63	10.1%			62	10.0%	1	0.2%			
	King	Students	2011-2012	26	8.9%			26	8.9%	4	1.4%	1	0.3%	292
			2012-2013	35	11.2%			33	10.6%	7	2.2%			312
			2013-2014	24	7.3%			20	6.0%	5	1.5%			331
		Incidents	2011-2012	46	15.8%			41	14.0%	4	1.4%	1	0.3%	
			2012-2013	57	18.3%			50	16.0%	7	2.2%			
			2013-2014	29	8.8%			24	7.3%	5	1.5%			
Laurelhurst	Students	2011-2012	10	1.5%			7	1.0%	3	0.4%			684	
		2012-2013	2	0.3%			1	0.2%	1	0.2%			665	
		2013-2014	1	0.1%			1	0.1%					673	
	Incidents	2011-2012	11	1.6%			7	1.0%	4	0.6%				
		2012-2013	2	0.3%			1	0.2%	1	0.2%				
		2013-2014	1	0.1%			1	0.1%						
Lee	Students	2011-2012	32	7.0%			21	4.6%	18	3.9%			459	
		2012-2013	61	12.3%			43	8.7%	32	6.4%			497	
		2013-2014	56	11.4%			48	9.7%	23	4.7%			493	
	Incidents	2011-2012	78	17.0%			43	9.4%	35	7.6%				
		2012-2013	128	25.8%			72	14.5%	56	11.3%				
		2013-2014	150	30.4%			106	21.5%	44	8.9%				
Lent	Students	2011-2012	68	11.8%			55	9.5%	22	3.8%			577	
		2012-2013	59	10.3%	1	0.2%	51	8.9%	21	3.7%			573	
		2013-2014	29	4.8%			26	4.3%	8	1.3%			604	
	Incidents	2011-2012	124	21.5%			98	17.0%	26	4.5%				
		2012-2013	119	20.8%	1	0.2%	93	16.2%	25	4.4%				
		2013-2014	61	10.1%			52	8.6%	9	1.5%				
Lewis	Students	2011-2012	14	3.6%			9	2.3%	6	1.5%			393	
		2012-2013	17	4.3%			10	2.5%	9	2.3%			400	
		2013-2014	11	2.7%			9	2.2%	4	1.0%			414	
	Incidents	2011-2012	17	4.3%			11	2.8%	6	1.5%				
		2012-2013	20	5.0%			11	2.8%	9	2.3%				
		2013-2014	22	5.3%			18	4.3%	4	1.0%				
Llewellyn	Students	2011-2012	7	1.3%			7	1.3%					543	
		2012-2013	14	2.4%			14	2.4%					583	
		2013-2014	2	0.4%			2	0.4%					570	
	Incidents	2011-2012	9	1.7%			9	1.7%						
		2012-2013	22	3.8%			22	3.8%						
		2013-2014	2	0.4%			2	0.4%						

School-level PPS Major Discipline Incidents by Action Type, 2013-14

Group	School	Type	Year	Overall		Expulsion		Out-of-School Suspension		In-School Suspension		Removal per Special Education		Enrollment
				#	%	#	%	#	%	#	%	#	%	
1	Maplewood	Students	2011-2012	8	2.4%			4	1.2%	5	1.5%			335
			2012-2013	8	2.4%			3	0.9%	5	1.5%			327
			2013-2014	12	3.6%			7	2.1%	7	2.1%			333
		Incidents	2011-2012	10	3.0%			4	1.2%	6	1.8%			
			2012-2013	9	2.8%			4	1.2%	5	1.5%			
			2013-2014	22	6.6%			13	3.9%	9	2.7%			
	Markham	Students	2011-2012	16	4.2%			16	4.2%	3	0.8%			384
			2012-2013	12	3.1%			11	2.9%	1	0.3%			383
			2013-2014	7	1.8%			7	1.8%					393
		Incidents	2011-2012	28	7.3%			25	6.5%	3	0.8%			
			2012-2013	26	6.8%			25	6.5%	1	0.3%			
			2013-2014	7	1.8%			7	1.8%					
	Marysville	Students	2011-2012	23	6.3%			16	4.4%	10	2.8%			363
			2012-2013	34	9.7%	1	0.3%	26	7.4%	11	3.1%			352
			2013-2014	41	9.9%			35	8.4%	12	2.9%			416
		Incidents	2011-2012	45	12.4%			34	9.4%	11	3.0%			
			2012-2013	56	15.9%	1	0.3%	43	12.2%	12	3.4%			
			2013-2014	78	18.8%			63	15.1%	15	3.6%			
	Peninsula	Students	2011-2012	31	8.7%			24	6.7%	12	3.4%			358
			2012-2013	29	7.9%			27	7.3%	10	2.7%			368
			2013-2014	22	5.9%			21	5.6%	1	0.3%			376
		Incidents	2011-2012	42	11.7%			29	8.1%	13	3.6%			
			2012-2013	61	16.6%			45	12.2%	16	4.3%			
			2013-2014	27	7.2%			26	6.9%	1	0.3%			
Richmond	Students	2011-2012	5	0.8%			5	0.8%					662	
		2012-2013	5	0.8%			5	0.8%					662	
		2013-2014	6	0.9%			5	0.7%	1	0.1%			687	
	Incidents	2011-2012	15	2.3%			15	2.3%						
		2012-2013	7	1.1%			7	1.1%						
		2013-2014	6	0.9%			5	0.7%	1	0.1%				
Rieke	Students	2011-2012	2	0.5%			2	0.5%					416	
		2012-2013											388	
		2013-2014											388	
	Incidents	2011-2012	2	0.5%			2	0.5%						
		2012-2013												
		2013-2014												
Rigler	Students	2011-2012	44	8.4%			41	7.8%	4	0.8%			524	
		2012-2013	33	7.3%			33	7.3%					449	
		2013-2014	12	2.6%			11	2.4%	2	0.4%			463	
	Incidents	2011-2012	106	20.2%			102	19.5%	4	0.8%				
		2012-2013	75	16.7%			75	16.7%						
		2013-2014	24	5.2%			21	4.5%	3	0.6%				
Rosa Parks	Students	2011-2012	26	6.4%			26	6.4%					407	
		2012-2013	5	1.2%			5	1.2%					405	
		2013-2014	11	2.7%			11	2.7%	1	0.2%			405	
	Incidents	2011-2012	35	8.6%			35	8.6%						
		2012-2013	5	1.2%			5	1.2%						
		2013-2014	12	3.0%			11	2.7%	1	0.2%				

School-level PPS Major Discipline Incidents by Action Type, 2013-14

Group	School	Type	Year	Overall		Expulsion		Out-of-School Suspension		In-School Suspension		Removal per Special Education		Enrollment
				#	%	#	%	#	%	#	%	#	%	
1	Roseway Heights	Students	2011-2012	24	4.1%			19	3.2%	10	1.7%			589
			2012-2013	32	5.2%			25	4.1%	15	2.4%			616
			2013-2014	37	6.1%			23	3.8%	21	3.5%			606
		Incidents	2011-2012	48	8.1%			33	5.6%	15	2.5%			
			2012-2013	56	9.1%			39	6.3%	17	2.8%			
			2013-2014	61	10.1%			37	6.1%	24	4.0%			
	Sabin	Students	2011-2012	35	8.9%			28	7.1%	23	5.9%			392
			2012-2013	40	9.5%			13	3.1%	32	7.6%			420
			2013-2014	23	4.7%			15	3.1%	15	3.1%			485
		Incidents	2011-2012	95	24.2%			57	14.5%	38	9.7%			
			2012-2013	88	21.0%			32	7.6%	56	13.3%			
			2013-2014	53	10.9%			33	6.8%	20	4.1%			
	Scott	Students	2011-2012	41	7.9%	1	0.2%	33	6.3%	15	2.9%			521
			2012-2013	12	2.4%			9	1.8%	4	0.8%			504
			2013-2014	19	3.7%	1	0.2%	16	3.2%	5	1.0%			507
		Incidents	2011-2012	73	14.0%	1	0.2%	45	8.6%	27	5.2%			
			2012-2013	19	3.8%			15	3.0%	4	0.8%			
			2013-2014	31	6.1%	1	0.2%	25	4.9%	5	1.0%			
	Sitton	Students	2011-2012	29	8.7%			22	6.6%	15	4.5%			333
			2012-2013	18	5.1%			13	3.7%	11	3.1%			356
			2013-2014	21	5.6%			15	4.0%	9	2.4%			376
		Incidents	2011-2012	62	18.6%			43	12.9%	19	5.7%			
			2012-2013	37	10.4%			25	7.0%	12	3.4%			
			2013-2014	36	9.6%			25	6.6%	11	2.9%			
Skyline	Students	2011-2012	7	2.5%			6	2.2%	2	0.7%			276	
		2012-2013	7	2.6%			7	2.6%					273	
		2013-2014	2	0.8%			2	0.8%					265	
	Incidents	2011-2012	9	3.3%			7	2.5%	2	0.7%				
		2012-2013	8	2.9%			8	2.9%						
		2013-2014	3	1.1%			3	1.1%						
Stephenson	Students	2011-2012	7	2.1%			3	0.9%	5	1.5%			335	
		2012-2013	4	1.2%			4	1.2%	3	0.9%			329	
		2013-2014	1	0.3%			1	0.3%					320	
	Incidents	2011-2012	16	4.8%			9	2.7%	7	2.1%				
		2012-2013	16	4.9%			10	3.0%	6	1.8%				
		2013-2014	11	3.4%			11	3.4%						
Sunnyside Environ	Students	2011-2012	11	1.8%			8	1.3%	4	0.7%			608	
		2012-2013	4	0.7%			4	0.7%	1	0.2%			605	
		2013-2014	6	1.0%			6	1.0%	1	0.2%			587	
	Incidents	2011-2012	15	2.5%			11	1.8%	4	0.7%				
		2012-2013	10	1.7%			9	1.5%	1	0.2%				
		2013-2014	10	1.7%			7	1.2%	3	0.5%				
Vernon	Students	2011-2012	38	7.6%	1	0.2%	24	4.8%	22	4.4%			500	
		2012-2013	43	9.8%			34	7.7%	25	5.7%			440	
		2013-2014	35	8.9%			28	7.1%	13	3.3%			394	
	Incidents	2011-2012	75	15.0%	1	0.2%	35	7.0%	39	7.8%				
		2012-2013	117	26.6%			83	18.9%	34	7.7%				
		2013-2014	65	16.5%			50	12.7%	15	3.8%				

School-level PPS Major Discipline Incidents by Action Type, 2013-14

Group	School	Type	Year	Overall		Expulsion		Out-of-School Suspension		In-School Suspension		Removal per Special Education		Enrollment #
				#	%	#	%	#	%	#	%	#	%	
1	Vestal	Students	2011-2012	34	8.1%	1	0.2%	30	7.1%	5	1.2%			420
			2012-2013	26	6.6%			15	3.8%	17	4.3%			395
			2013-2014	35	8.7%			31	7.7%	12	3.0%			402
		Incidents	2011-2012	57	13.6%	1	0.2%	50	11.9%	6	1.4%			
			2012-2013	47	11.9%			27	6.8%	20	5.1%			
			2013-2014	58	14.4%			43	10.7%	15	3.7%			
	Whitman	Students	2011-2012	29	8.0%			24	6.6%	12	3.3%			361
			2012-2013	12	3.4%			6	1.7%	7	2.0%			351
			2013-2014	13	3.7%			10	2.9%	5	1.4%			349
		Incidents	2011-2012	61	16.9%			43	11.9%	18	5.0%			
			2012-2013	15	4.3%			7	2.0%	8	2.3%			
			2013-2014	22	6.3%			12	3.4%	10	2.9%			
	Winterhaven	Students	2011-2012	9	2.6%			3	0.9%	7	2.0%			346
			2012-2013	3	0.9%					3	0.9%			352
			2013-2014	2	0.6%			1	0.3%	1	0.3%			356
		Incidents	2011-2012	11	3.2%			3	0.9%	8	2.3%			
			2012-2013	3	0.9%					3	0.9%			
			2013-2014	2	0.6%			1	0.3%	1	0.3%			
	Woodlawn	Students	2011-2012	59	13.3%	1	0.2%	59	13.3%	5	1.1%			443
			2012-2013	58	13.2%			56	12.8%	5	1.1%			439
			2013-2014	25	5.6%			25	5.6%					449
		Incidents	2011-2012	138	31.2%	1	0.2%	131	29.6%	6	1.4%			
			2012-2013	119	27.1%			113	25.7%	6	1.4%			
			2013-2014	48	10.7%			48	10.7%					
Woodmere	Students	2011-2012	36	9.1%			25	6.3%	19	4.8%			397	
		2012-2013	19	5.0%			17	4.4%	4	1.0%			383	
		2013-2014	29	7.8%			27	7.3%	6	1.6%			371	
	Incidents	2011-2012	76	19.1%			52	13.1%	24	6.0%				
		2012-2013	34	8.9%			29	7.6%	5	1.3%				
		2013-2014	42	11.3%			35	9.4%	7	1.9%				
Woodstock	Students	2011-2012	22	4.5%			7	1.4%	19	3.9%			491	
		2012-2013	14	2.8%			9	1.8%	7	1.4%			508	
		2013-2014	8	1.6%			6	1.2%	2	0.4%			505	
	Incidents	2011-2012	31	6.3%			11	2.2%	20	4.1%				
		2012-2013	21	4.1%			10	2.0%	11	2.2%				
		2013-2014	8	1.6%			6	1.2%	2	0.4%				
2	Beaumont	Students	2011-2012	37	7.7%	1	0.2%	29	6.0%	18	3.7%			481
			2012-2013	57	9.8%			36	6.2%	34	5.8%			583
			2013-2014	32	5.5%			17	2.9%	18	3.1%			584
		Incidents	2011-2012	72	15.0%	1	0.2%	39	8.1%	32	6.7%			
			2012-2013	100	17.2%			61	10.5%	39	6.7%			
			2013-2014	44	7.5%			22	3.8%	22	3.8%			
	da Vinci	Students	2011-2012	12	2.6%	1	0.2%	12	2.6%					462
			2012-2013	22	4.7%			22	4.7%	1	0.2%			470
			2013-2014	2	0.4%			1	0.2%	1	0.2%			468
		Incidents	2011-2012	19	4.1%	1	0.2%	18	3.9%					
			2012-2013	32	6.8%			31	6.6%	1	0.2%			
			2013-2014	2	0.4%			1	0.2%	1	0.2%			

School-level PPS Major Discipline Incidents by Action Type, 2013-14

Group	School	Type	Year	Overall		Expulsion		Out-of-School Suspension		In-School Suspension		Removal per Special Education		Enrollment
				#	%	#	%	#	%	#	%	#	%	
2	George	Students	2011-2012	79	21.9%			64	17.8%	32	8.9%			360
			2012-2013	106	27.5%			99	25.7%	33	8.6%			385
			2013-2014	43	11.5%	1	0.3%	37	9.9%	25	6.7%			373
		Incidents	2011-2012	162	45.0%			118	32.8%	44	12.2%			
			2012-2013	250	64.9%			196	50.9%	54	14.0%			
			2013-2014	106	28.4%	1	0.3%	63	16.9%	42	11.3%			
	Gray	Students	2011-2012	22	5.2%			22	5.2%	1	0.2%			422
			2012-2013	19	4.5%	1	0.2%	18	4.3%					422
			2013-2014	18	3.9%			16	3.4%	4	0.9%			464
		Incidents	2011-2012	35	8.3%			34	8.1%	1	0.2%			
			2012-2013	26	6.2%	1	0.2%	25	5.9%					
			2013-2014	35	7.5%			30	6.5%	5	1.1%			
	Hosford	Students	2011-2012	47	8.8%			35	6.6%	22	4.1%			534
			2012-2013	43	8.0%			42	7.8%	14	2.6%			538
			2013-2014	20	3.5%			17	3.0%	6	1.0%			576
		Incidents	2011-2012	119	22.3%			91	17.0%	28	5.2%			
			2012-2013	99	18.4%			82	15.2%	17	3.2%			
			2013-2014	35	6.1%			28	4.9%	7	1.2%			
	Jackson	Students	2011-2012	16	3.0%			11	2.1%	6	1.1%			533
			2012-2013	29	5.5%			11	2.1%	21	3.9%			532
			2013-2014	18	3.4%			10	1.9%	8	1.5%			533
		Incidents	2011-2012	20	3.8%			14	2.6%	6	1.1%			
			2012-2013	41	7.7%			13	2.4%	28	5.3%			
			2013-2014	22	4.1%			13	2.4%	9	1.7%			
Lane	Students	2011-2012	86	19.5%	5	1.1%	83	18.8%					441	
		2012-2013	70	14.4%	1	0.2%	70	14.4%					486	
		2013-2014	50	9.9%			46	9.1%	7	1.4%			505	
	Incidents	2011-2012	143	32.4%	5	1.1%	138	31.3%						
		2012-2013	129	26.5%	1	0.2%	128	26.3%						
		2013-2014	83	16.4%			74	14.7%	9	1.8%				
Mt Tabor	Students	2011-2012	27	4.6%			22	3.7%	7	1.2%			593	
		2012-2013	24	4.0%			21	3.5%	4	0.7%			606	
		2013-2014	3	0.5%			3	0.5%					628	
	Incidents	2011-2012	39	6.6%			30	5.1%	9	1.5%				
		2012-2013	27	4.5%			21	3.5%	6	1.0%				
		2013-2014	3	0.5%			3	0.5%						
Sellwood	Students	2011-2012	44	9.1%			41	8.4%	8	1.6%			486	
		2012-2013	17	3.7%			17	3.7%					455	
		2013-2014	17	3.5%			17	3.5%	2	0.4%			483	
	Incidents	2011-2012	71	14.6%			62	12.8%	9	1.9%				
		2012-2013	27	5.9%			27	5.9%						
		2013-2014	21	4.3%			19	3.9%	2	0.4%				
West Sylvan	Students	2011-2012	38	4.5%			24	2.8%	18	2.1%			848	
		2012-2013	16	1.8%			7	0.8%	13	1.5%			888	
		2013-2014	23	2.4%			6	0.6%	19	2.0%			945	
	Incidents	2011-2012	50	5.9%			29	3.4%	21	2.5%				
		2012-2013	26	2.9%			13	1.5%	13	1.5%				
		2013-2014	28	3.0%			7	0.7%	21	2.2%				

School-level PPS Major Discipline Incidents by Action Type, 2013-14

Group	School	Type	Year	Overall		Expulsion		Out-of-School Suspension		In-School Suspension		Removal per Special Education		Enrollment #
				#	%	#	%	#	%	#	%	#	%	
3	Benson	Students	2011-2012	62	7.0%	3	0.3%	51	5.7%	12	1.3%			889
			2012-2013	79	8.9%	9	1.0%	64	7.2%	18	2.0%			889
			2013-2014	39	4.7%	3	0.4%	34	4.1%	5	0.6%			830
		Incidents	2011-2012	78	8.8%	3	0.3%	63	7.1%	12	1.3%			
			2012-2013	114	12.8%	9	1.0%	85	9.6%	20	2.2%			
			2013-2014	56	6.7%	3	0.4%	48	5.8%	5	0.6%			
	Cleveland	Students	2011-2012	36	2.4%	1	0.1%	35	2.3%	2	0.1%			1,520
			2012-2013	31	2.0%	2	0.1%	28	1.8%	3	0.2%			1,532
			2013-2014	47	3.1%	1	0.1%	47	3.1%					1,523
		Incidents	2011-2012	47	3.1%	1	0.1%	44	2.9%	2	0.1%			
			2012-2013	37	2.4%	2	0.1%	32	2.1%	3	0.2%			
			2013-2014	50	3.3%	1	0.1%	49	3.2%					
	Franklin	Students	2011-2012	131	8.9%	9	0.6%	59	4.0%	76	5.1%			1,480
			2012-2013	168	11.4%	3	0.2%	22	1.5%	158	10.8%			1,469
			2013-2014	93	6.4%	8	0.5%	27	1.8%	71	4.9%			1,460
		Incidents	2011-2012	161	10.9%	9	0.6%	70	4.7%	82	5.5%			
			2012-2013	243	16.5%	3	0.2%	32	2.2%	208	14.2%			
			2013-2014	144	9.9%	8	0.5%	30	2.1%	106	7.3%			
	Grant	Students	2011-2012	39	2.5%	4	0.3%	36	2.3%	1	0.1%			1,565
			2012-2013	38	2.5%	4	0.3%	34	2.2%	1	0.1%			1,536
			2013-2014	25	1.7%			22	1.5%	3	0.2%			1,486
		Incidents	2011-2012	46	2.9%	4	0.3%	41	2.6%	1	0.1%			
			2012-2013	50	3.3%	4	0.3%	45	2.9%	1	0.1%			
			2013-2014	31	2.1%			28	1.9%	3	0.2%			
Jefferson	Students	2011-2012	91	15.6%	3	0.5%	90	15.4%					584	
		2012-2013	65	14.7%	2	0.5%	62	14.1%	2	0.5%			441	
		2013-2014	78	15.3%	3	0.6%	77	15.1%					511	
	Incidents	2011-2012	135	23.1%	3	0.5%	132	22.6%						
		2012-2013	95	21.5%	2	0.5%	91	20.6%	2	0.5%				
		2013-2014	133	26.0%	3	0.6%	130	25.4%						
Lincoln	Students	2011-2012	29	2.0%	1	0.1%	24	1.6%	6	0.4%			1,476	
		2012-2013	22	1.5%			21	1.4%	3	0.2%			1,513	
		2013-2014	36	2.3%	1	0.1%	34	2.2%	2	0.1%			1,565	
	Incidents	2011-2012	35	2.4%	1	0.1%	28	1.9%	6	0.4%				
		2012-2013	25	1.7%			22	1.5%	3	0.2%				
		2013-2014	40	2.6%	1	0.1%	37	2.4%	2	0.1%				
Madison	Students	2011-2012	138	11.9%	8	0.7%	120	10.3%	39	3.4%			1,161	
		2012-2013	91	8.2%	3	0.3%	74	6.7%	27	2.4%			1,107	
		2013-2014	40	3.8%	2	0.2%	39	3.7%					1,066	
	Incidents	2011-2012	256	22.0%	8	0.7%	201	17.3%	47	4.0%				
		2012-2013	135	12.2%	3	0.3%	102	9.2%	30	2.7%				
		2013-2014	53	5.0%	2	0.2%	51	4.8%						
Roosevelt	Students	2011-2012	123	16.4%	14	1.9%	88	11.8%	50	6.7%			748	
		2012-2013	161	19.4%	6	0.7%	100	12.1%	89	10.7%			828	
		2013-2014	51	5.6%	3	0.3%	31	3.4%	23	2.5%			914	
	Incidents	2011-2012	206	27.5%	16	2.1%	127	17.0%	63	8.4%				
		2012-2013	266	32.1%	6	0.7%	146	17.6%	114	13.8%				
		2013-2014	79	8.6%	3	0.3%	44	4.8%	32	3.5%				

School-level PPS Major Discipline Incidents by Action Type, 2013-14

Group	School	Type	Year	Overall		Expulsion		Out-of-School Suspension		In-School Suspension		Removal per Special Education		Enrollment
				#	%	#	%	#	%	#	%	#	%	
3	Wilson	Students	2011-2012	86	6.2%	8	0.6%	81	5.8%	2	0.1%	1	0.1%	1,387
			2012-2013	61	4.9%	3	0.2%	59	4.8%	1	0.1%			1,236
			2013-2014	41	3.3%	2	0.2%	41	3.3%					1,230
		Incidents	2011-2012	115	8.3%	8	0.6%	104	7.5%	2	0.1%	1	0.1%	
			2012-2013	100	8.1%	3	0.2%	96	7.8%	1	0.1%			
			2013-2014	75	6.1%	2	0.2%	73	5.9%					
4	ACCESS	Students	2011-2012	7	3.5%			7	3.5%	1	0.5%			198
			2012-2013	19	8.7%			10	4.6%	11	5.0%			219
			2013-2014	10	4.2%			10	4.2%					236
		Incidents	2011-2012	12	6.1%			11	5.6%	1	0.5%			
			2012-2013	27	12.3%			14	6.4%	13	5.9%			
			2013-2014	22	9.3%			22	9.3%					
	Alliance **	Students	2011-2012	23	9.9%	5	2.1%	18	7.7%	1	0.4%			233
			2012-2013	25	11.3%	5	2.3%	21	9.5%	3	1.4%			222
			2013-2014	18	9.8%	1	0.5%	17	9.3%	1	0.5%			183
		Incidents	2011-2012	27	11.6%	5	2.1%	21	9.0%	1	0.4%			
			2012-2013	36	16.2%	5	2.3%	28	12.6%	3	1.4%			
			2013-2014	31	16.9%	1	0.5%	29	15.8%	1	0.5%			
	Metro. Learning C	Students	2011-2012	7	1.6%			7	1.6%					447
			2012-2013	8	1.8%			8	1.8%					455
			2013-2014	5	1.1%	1	0.2%	4	0.9%	2	0.5%			440
Incidents		2011-2012	10	2.2%			10	2.2%						
		2012-2013	8	1.8%			8	1.8%						
		2013-2014	8	1.8%	1	0.2%	5	1.1%	2	0.5%				

School-level PPS Major Discipline Incidents by Action Type, 2013-14

Group	School	Type	Year	Overall		Expulsion		Out-of-School Suspension		In-School Suspension		Removal per Special Education		Enrollment #
				#	%	#	%	#	%	#	%	#	%	
6	CTC **	Students	2011-2012											170
			2012-2013	4	2.7%			4	2.7%					150
			2013-2014											
	PPS Pioneer Progr	Students	2011-2012	78	53.4%			76	52.1%	5	3.4%			146
			2012-2013	61	45.2%			61	45.2%					135
			2013-2014	57	47.1%			57	47.1%					121
PPS Pioneer Progr	Incidents	2011-2012	136	93.2%			131	89.7%	5	3.4%				
		2012-2013	132	97.8%			132	97.8%						
		2013-2014	125	103.3%			125	103.3%						
7	Arthur Academy	Students	2011-2012	19	11.9%			19	11.9%					159
			2012-2013	14	8.8%			14	8.8%					159
			2013-2014	6	3.9%			6	3.9%					153
		Incidents	2011-2012	29	18.2%			29	18.2%					
			2012-2013	18	11.3%			18	11.3%					
			2013-2014	7	4.6%			7	4.6%					
	Cm2 Opal School	Students	2011-2012											88
			2012-2013											88
			2013-2014	1	1.1%			1	1.1%					87
	Cm2 Opal School	Incidents	2011-2012											
			2012-2013											
			2013-2014	1	1.1%			1	1.1%					
	Emerson School	Students	2011-2012											139
			2012-2013	1	0.7%			1	0.7%					144
		Incidents	2011-2012											144
			2012-2013	1	0.7%			1	0.7%					
	Le Monde	Students	2011-2012											95
			2012-2013	1	1.1%			1	1.1%	1	1.1%			144
2013-2014			2	1.4%			2	1.4%						
Incidents		2011-2012												
		2012-2013	7	7.4%			5	5.3%	2	2.1%				
		2013-2014	5	3.5%			5	3.5%						
LEP Charter H.S.	Students	2011-2012	72	21.8%	14	4.2%	69	20.9%					330	
		2012-2013	74	27.1%	10	3.7%	65	23.8%	10	3.7%			273	
		2013-2014	31	11.4%	1	0.4%	24	8.9%	9	3.3%			271	
	Incidents	2011-2012	123	37.3%	15	4.5%	108	32.7%						
		2012-2013	137	50.2%	10	3.7%	116	42.5%	11	4.0%				
		2013-2014	35	12.9%	1	0.4%	25	9.2%	9	3.3%				
Portland Village Sc	Students	2011-2012	13	3.7%			11	3.1%	3	0.9%			352	
		2012-2013	7	1.8%			5	1.3%	2	0.5%			386	
		2013-2014	5	1.3%			3	0.8%	3	0.8%			394	
	Incidents	2011-2012	19	5.4%			14	4.0%	5	1.4%				
		2012-2013	8	2.1%			6	1.6%	2	0.5%				
		2013-2014	6	1.5%			3	0.8%	3	0.8%				

School-level PPS Major Discipline Incidents by Action Type, 2013-14

Group	School	Type	Year	Overall		Expulsion		Out-of-School Suspension		In-School Suspension		Removal per Special Education		Enrollment #		
				#	%	#	%	#	%	#	%	#	%			
7	Self Enhancement	Students	2011-2012	26	22.0%			26	22.0%	1	0.8%			118		
			2012-2013	36	27.1%			36	27.1%	1	0.8%			133		
			2013-2014	15	11.7%			15	11.7%					128		
		Incidents	2011-2012	29	24.6%			28	23.7%	1	0.8%					
			2012-2013	50	37.6%			49	36.8%	1	0.8%					
			2013-2014	22	17.2%			22	17.2%							
	Trillium	Students	2011-2012												346	
			2012-2013	14	4.0%			14	4.0%						349	
			2013-2014	14	4.1%			10	2.9%	6	1.7%				343	
		Incidents	2011-2012													
			2012-2013	24	6.9%			24	6.9%							
			2013-2014	36	10.5%			28	8.2%	8	2.3%					

All percentages are of October Enrollment.

Counts of students are unduplicated within a school and action. For example if a student at a school received two out-of-school suspensions and one expulsion, that student will be counted once in the Expulsion column, once in the Out-of-School Suspension column and once in the Overall column. In this example, three incidents would be shown for that student in the Incidents row.

Caution should be exercised when comparing discipline data across schools and years. Although District policies and regulations increase consistency in addressing and reporting student discipline incidents, corrective action is based on an understanding of the individual student and ultimately determined by the best professional judgment of the administrator.

** For most of the schools and programs reported here, October enrollments are representative of the total number of students served throughout the school year, and thus a reasonable basis for calculating suspension and expulsion rates. However, for Alliance HS, an alternative high school serving 16- to 21-year olds previously unsuccessful in traditional high school programs, the total number of students served during the school year may be as many as 2 to 3 times greater than October enrollments. Consequently, suspension and expulsion rates reported for Alliance HS should be viewed with caution. Pioneer Programs, similarly take students throughout the school year, therefore October Enrollment is not a good representation of the total students served.

PPS Major Discipline Incidents (expulsions and out-of-school suspensions) by Race, 2013-14

			Overall		White		African American		Hispanic		Native American		Asian		Pacific Islander		Multiple Races		
Group	School	Type	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
District	Total	Students	1524	3.3%	597	2.3%	505	10.5%	208	2.9%	31	7.4%	36	1.0%	18	4.4%	130	3.8%	
		Incidents	2600	5.7%	1013	3.9%	869	18.0%	324	4.5%	71	17.0%	53	1.5%	25	6.1%	245	7.2%	
ES	Abernethy	Students	3	0.6%	3	0.7%													
		Incidents	11	2.1%	11	2.4%													
	Ainsworth	Students	3	0.5%	3	0.7%													
		Incidents	3	0.5%	3	0.7%													
	Alameda	Students	12	1.6%	10	1.5%			1	4.2%								1	2.2%
		Incidents	21	2.7%	19	2.8%			1	4.2%								1	2.2%
	Arleta	Students	40	8.4%	25	10.0%	6	24.0%	4	4.4%	1	6.7%	2	3.2%				3	8.8%
		Incidents	74	15.5%	41	16.5%	8	32.0%	10	11.1%	7	46.7%	5	7.9%				3	8.8%
	Astor	Students	19	3.8%	6	2.0%	6	17.6%	5	5.1%					1	11.1%		1	2.1%
		Incidents	27	5.4%	8	2.7%	8	23.5%	9	9.1%					1	11.1%		1	2.1%
	Atkinson	Students																	
		Incidents																	
	Beach	Students	18	2.9%	7	2.9%	5	5.7%	5	2.4%								1	2.0%
		Incidents	30	4.8%	10	4.1%	11	12.6%	8	3.8%								1	2.0%
	Beverly Cleary	Students	7	0.9%	5	0.8%	2	7.4%											
		Incidents	8	1.0%	5	0.8%	3	11.1%											
	Boise-Eliot/Humboldt	Students	37	7.3%	2	3.6%	27	9.2%	3	4.1%								5	8.2%
		Incidents	57	11.3%	2	3.6%	39	13.3%	4	5.5%								12	19.7%
	Bridger	Students	30	6.9%	10	5.5%	5	20.8%	8	5.6%			1	2.6%	2	16.7%		4	12.5%
		Incidents	50	11.5%	21	11.5%	6	25.0%	11	7.7%			1	2.6%	2	16.7%		9	28.1%
	Bridlemile	Students																	
		Incidents																	
	Buckman	Students	28	6.2%	22	7.0%	1	5.3%										5	8.9%
		Incidents	73	16.2%	54	17.1%	3	15.8%										16	28.6%
	Capitol Hill	Students	5	1.2%	3	0.9%												2	7.4%
		Incidents	8	2.0%	5	1.5%												3	11.1%
	César Chávez	Students	19	3.9%	4	5.4%	6	7.6%	6	2.2%	1	16.7%						2	7.4%
		Incidents	33	6.8%	8	10.8%	14	17.7%	7	2.6%	1	16.7%						3	11.1%
	Chapman	Students	13	2.0%	8	1.7%	3	14.3%	1	2.1%								1	1.6%
		Incidents	18	2.8%	13	2.8%	3	14.3%	1	2.1%								1	1.6%
	Creative Science	Students	5	1.2%	5	1.5%													
		Incidents	8	1.9%	8	2.4%													
	Creston	Students	17	4.9%	10	5.1%	1	3.2%	3	5.2%			1	2.4%				2	14.3%
		Incidents	32	9.1%	22	11.3%	1	3.2%	6	10.3%			1	2.4%				2	14.3%

PPS Major Discipline Incidents (expulsions and out-of-school suspensions) by Race, 2013-14

Group	School	Type	Overall		White		African American		Hispanic		Native American		Asian		Pacific Islander		Multiple Races		
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
ES	Duniway	Students	1	0.2%	1	0.3%													
		Incidents	2	0.5%	2	0.5%													
	Faubion	Students	42	8.6%	18	12.9%	16	10.7%	4	3.1%					*	*	3	6.4%	
		Incidents	79	16.2%	36	25.9%	25	16.7%	12	9.2%					*	*	5	10.6%	
	Forest Park	Students	1	0.2%	1	0.3%													
		Incidents	1	0.2%	1	0.3%													
	Glencoe	Students	4	0.8%	2	0.5%												2	4.7%
		Incidents	11	2.2%	4	1.0%												7	16.3%
	Grout	Students	5	1.3%	1	0.5%	2	4.1%	1	2.2%								1	2.4%
		Incidents	10	2.7%	1	0.5%	2	4.1%	1	2.2%								6	14.6%
	Harrison Park	Students	56	7.5%	14	6.9%	24	18.9%	7	4.7%	*	*	2	0.9%	2	18.2%	6	17.6%	
		Incidents	117	15.8%	22	10.9%	59	46.5%	17	11.3%	*	*	3	1.4%	5	45.5%	9	26.5%	
	Hayhurst	Students	1	0.2%	1	0.3%													
		Incidents	1	0.2%	1	0.3%													
	Irvington	Students	7	1.5%	3	1.1%	3	3.0%										1	2.6%
		Incidents	11	2.3%	7	2.5%	3	3.0%										1	2.6%
	James John	Students	15	3.3%	5	3.3%	5	11.4%	2	1.0%	2	33.3%						1	3.8%
		Incidents	51	11.1%	14	9.3%	12	27.3%	2	1.0%	22	366.7%						1	3.8%
	Kelly	Students	30	4.8%	11	3.2%	5	17.2%	9	7.0%	2	22.2%						3	10.3%
		Incidents	62	10.0%	28	8.2%	10	34.5%	14	10.9%	3	33.3%						7	24.1%
	King	Students	20	6.0%	2	6.9%	15	9.7%	2	1.8%								1	4.0%
		Incidents	24	7.3%	2	6.9%	16	10.3%	4	3.5%								2	8.0%
	Laurelhurst	Students	1	0.1%														1	2.0%
		Incidents	1	0.1%														1	2.0%
	Lee	Students	48	9.7%	11	8.8%	16	17.8%	8	9.4%			5	4.1%				8	13.8%
		Incidents	106	21.5%	30	24.0%	30	33.3%	15	17.6%			6	5.0%				25	43.1%
	Lent	Students	26	4.3%	10	6.2%	7	11.5%	3	1.2%	*	*						4	13.8%
		Incidents	52	8.6%	20	12.4%	14	23.0%	3	1.2%	*	*						13	44.8%
	Lewis	Students	9	2.2%	8	2.6%			1	2.0%									
		Incidents	18	4.3%	12	4.0%			6	12.0%									
	Llewellyn	Students	2	0.4%	2	0.4%													
		Incidents	2	0.4%	2	0.4%													
	Maplewood	Students	7	2.1%	3	1.2%	*	*										3	7.9%
		Incidents	13	3.9%	4	1.5%	*	*										8	21.1%
	Markham	Students	7	1.8%	6	2.6%	1	1.3%											
		Incidents	7	1.8%	6	2.6%	1	1.3%											

PPS Major Discipline Incidents (expulsions and out-of-school suspensions) by Race, 2013-14

Group	School	Type	Overall		White		African American		Hispanic		Native American		Asian		Pacific Islander		Multiple Races	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
ES	Marysville	Students	35	8.4%	10	6.7%	5	11.4%	9	10.8%	*	*	4	4.5%	1	6.3%	5	16.1%
		Incidents	63	15.1%	14	9.4%	8	18.2%	17	20.5%	*	*	10	11.2%	1	6.3%	11	35.5%
	Peninsula	Students	21	5.6%	3	2.3%	9	15.5%	5	4.1%	1	9.1%	1	5.9%			2	6.7%
		Incidents	26	6.9%	3	2.3%	14	24.1%	5	4.1%	1	9.1%	1	5.9%			2	6.7%
	Richmond	Students	5	0.7%	2	0.5%							1	1.8%			2	1.1%
		Incidents	5	0.7%	2	0.5%							1	1.8%			2	1.1%
	Rieke	Students																
		Incidents																
	Rigler	Students	11	2.4%	4	4.0%	5	8.3%	1	0.4%							1	3.1%
		Incidents	21	4.5%	7	6.9%	11	18.3%	2	0.8%							1	3.1%
	Rosa Parks	Students	11	2.7%	2	3.6%	7	3.6%	1	1.0%							1	3.7%
		Incidents	11	2.7%	2	3.6%	7	3.6%	1	1.0%							1	3.7%
	Roseway Heights	Students	23	3.8%	11	2.7%	6	13.0%	3	6.8%			2	3.0%			1	2.9%
		Incidents	37	6.1%	15	3.7%	14	30.4%	5	11.4%			2	3.0%			1	2.9%
	Sabin	Students	15	3.1%	2	0.7%	11	11.7%			*	*					1	2.1%
		Incidents	33	6.8%	4	1.4%	22	23.4%			*	*					1	2.1%
	Scott	Students	16	3.2%	1	1.1%	7	10.4%	8	2.8%								
		Incidents	26	5.1%	1	1.1%	14	20.9%	11	3.9%								
	Sitton	Students	15	4.0%	7	6.2%	1	1.8%	6	4.1%							1	2.9%
		Incidents	25	6.6%	17	15.0%	1	1.8%	6	4.1%							1	2.9%
	Skyline	Students	2	0.8%	2	0.9%												
		Incidents	3	1.1%	3	1.4%												
	Stephenson	Students	1	0.3%	1	0.4%												
		Incidents	11	3.4%	11	4.3%												
	Sunnyside Environ	Students	6	1.0%	3	0.6%			3	7.5%								
		Incidents	7	1.2%	3	0.6%			4	10.0%								
	Vernon	Students	28	7.1%	4	2.6%	19	14.1%	2	3.3%			1	14.3%			2	5.6%
		Incidents	50	12.7%	4	2.6%	33	24.4%	6	9.8%			1	14.3%			6	16.7%
	Vestal	Students	31	7.7%	5	3.4%	16	27.1%	6	8.2%	1	14.3%	1	1.4%			2	5.9%
		Incidents	43	10.7%	11	7.5%	20	33.9%	8	11.0%	1	14.3%	1	1.4%			2	5.9%
	Whitman	Students	10	2.9%	3	2.1%	3	11.5%	3	3.0%	1	12.5%						
		Incidents	12	3.4%	3	2.1%	3	11.5%	3	3.0%	3	37.5%						
	Winterhaven	Students	1	0.3%	1	0.3%												
		Incidents	1	0.3%	1	0.3%												
	Woodlawn	Students	25	5.6%	8	11.8%	13	5.6%	2	2.1%							2	9.1%
		Incidents	48	10.7%	16	23.5%	25	10.8%	2	2.1%							5	22.7%

PPS Major Discipline Incidents (expulsions and out-of-school suspensions) by Race, 2013-14

Group	School	Type	Overall		White		African American		Hispanic		Native American		Asian		Pacific Islander		Multiple Races		
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
ES	Woodmere	Students	27	7.3%	16	11.3%	4	13.8%	3	3.5%	*	*						2	7.1%
		Incidents	35	9.4%	21	14.8%	4	13.8%	5	5.9%	*	*						3	10.7%
	Woodstock	Students	6	1.2%	3	1.2%							2	1.3%	*	*			
		Incidents	6	1.2%	3	1.2%							2	1.3%	*	*			
	Chief Joseph/Ockl	Students	33	5.1%	13	3.8%	12	10.8%	6	7.1%	1	10.0%	1	2.9%					
		Incidents	67	10.4%	26	7.6%	27	24.3%	12	14.3%	1	10.0%	1	2.9%					
	Total	Students	848	3.1%	317	2.1%	273	9.5%	131	2.8%	17	7.4%	24	1.2%	8	3.1%	79	3.6%	
		Incidents	1551	5.7%	589	4.0%	472	16.4%	218	4.7%	53	22.9%	35	1.7%	11	4.3%	173	8.0%	
	MS	Beaumont	Students	17	2.9%	3	1.0%	7	9.9%	6	5.5%			1	5.0%				
			Incidents	22	3.8%	3	1.0%	10	14.1%	8	7.3%			1	5.0%				
da Vinci		Students	1	0.2%														1	4.0%
		Incidents	1	0.2%														1	4.0%
George		Students	37	9.9%	9	11.0%	15	15.5%	10	7.4%	*	*			1	11.1%	1	4.2%	
		Incidents	64	17.2%	16	19.5%	31	32.0%	13	9.6%	*	*			2	22.2%	1	4.2%	
Gray		Students	16	3.4%	10	2.7%	1	8.3%	2	5.3%					*	*	2	7.1%	
		Incidents	30	6.5%	18	4.9%	1	8.3%	5	13.2%					*	*	3	10.7%	
Hosford		Students	17	3.0%	6	1.8%	7	21.2%	2	4.7%								2	4.0%
		Incidents	28	4.9%	14	4.1%	10	30.3%	2	4.7%								2	4.0%
Jackson		Students	10	1.9%	1	0.3%	3	11.1%	4	6.5%								2	6.5%
		Incidents	13	2.4%	1	0.3%	3	11.1%	6	9.7%								3	9.7%
Lane		Students	46	9.1%	19	9.3%	8	15.7%	9	7.0%	2	22.2%	4	4.8%				4	16.0%
		Incidents	74	14.7%	37	18.1%	9	17.6%	12	9.3%	3	33.3%	7	8.3%				6	24.0%
Mt Tabor		Students	3	0.5%	3	0.8%													
		Incidents	3	0.5%	3	0.8%													
Sellwood		Students	17	3.5%	14	3.7%	2	22.2%										1	3.3%
		Incidents	19	3.9%	15	3.9%	3	33.3%										1	3.3%
West Sylvan	Students	6	0.6%	4	0.6%	1	5.9%										1	1.4%	
	Incidents	7	0.7%	4	0.6%	1	5.9%										2	2.8%	
Total	Students	170	3.1%	69	2.0%	44	12.4%	33	4.4%	3	6.1%	5	1.2%	2	7.1%	14	3.3%		
	Incidents	261	4.7%	111	3.1%	68	19.2%	46	6.1%	4	8.2%	8	1.9%	5	17.9%	19	4.4%		
HS	Benson	Students	35	4.2%	10	4.2%	17	9.7%	5	2.1%	*	*	1	0.8%			1	2.9%	
		Incidents	51	6.1%	17	7.2%	23	13.1%	7	2.9%	*	*	1	0.8%			2	5.7%	
	Cleveland	Students	47	3.1%	27	2.6%	5	6.5%	2	1.4%	4	18.2%	2	1.4%	2	18.2%	5	6.7%	
		Incidents	50	3.3%	28	2.7%	5	6.5%	2	1.4%	5	22.7%	2	1.4%	2	18.2%	6	8.0%	
	Franklin	Students	35	2.4%	14	1.9%	11	13.3%	4	1.6%	1	6.3%			4	22.2%	1	1.4%	
		Incidents	38	2.6%	15	2.0%	13	15.7%	4	1.6%	1	6.3%			4	22.2%	1	1.4%	

PPS Major Discipline Incidents (expulsions and out-of-school suspensions) by Race, 2013-14

Group	School	Type	Overall		White		African American		Hispanic		Native American		Asian		Pacific Islander		Multiple Races			
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%		
HS	Grant	Students	22	1.5%	11	1.1%	9	4.2%										2	1.9%	
		Incidents	28	1.9%	11	1.1%	15	7.0%										2	1.9%	
	Jefferson	Students	78	15.3%	6	6.9%	60	20.6%	4	6.2%	*	*	1	14.3%				6	15.8%	
		Incidents	133	26.0%	8	9.2%	108	37.1%	4	6.2%	*	*	3	42.9%				8	21.1%	
	Lincoln	Students	35	2.2%	29	2.5%	2	4.3%	2	1.8%	2	33.3%								
		Incidents	38	2.4%	32	2.8%	2	4.3%	2	1.8%	2	33.3%								
	Madison	Students	40	3.8%	11	3.0%	22	11.9%	2	0.9%	1	4.0%						4	6.3%	
		Incidents	53	5.0%	13	3.6%	31	16.8%	2	0.9%	2	8.0%						5	7.8%	
	Roosevelt	Students	33	3.6%	10	3.6%	7	3.6%	8	2.5%					1	7.1%		7	14.6%	
		Incidents	47	5.1%	10	3.6%	14	7.2%	9	2.8%					2	14.3%		12	25.0%	
	Wilson	Students	41	3.3%	21	2.2%	11	17.7%	5	5.6%			2	3.8%	1	16.7%		1	1.4%	
		Incidents	75	6.1%	47	5.0%	14	22.6%	10	11.1%			2	3.8%	1	16.7%		1	1.4%	
	Total	Students	366	3.5%	139	2.4%	144	10.8%	32	2.1%	10	8.9%	6	0.6%	8	7.0%	27	4.6%		
		Incidents	513	4.8%	181	3.1%	225	16.9%	40	2.6%	13	11.6%	8	0.8%	9	7.9%	37	6.3%		
Alt.	ACCESS	Students	10	4.2%	9	5.6%												1	4.0%	
		Incidents	22	9.3%	20	12.4%												2	8.0%	
	Alliance **	Students	18	9.8%	7	7.3%	7	26.9%	2	5.6%								2	13.3%	
		Incidents	30	16.4%	11	11.5%	13	50.0%	4	11.1%								2	13.3%	
	Metro. Learning C	Students	5	1.1%	4	1.1%	1	9.1%												
		Incidents	6	1.4%	5	1.4%	1	9.1%												
	Total	Students	33	3.8%	20	3.3%	8	18.6%	2	2.6%								3	4.9%	
		Incidents	58	6.8%	36	5.9%	14	32.6%	4	5.1%								4	6.6%	
Sp.Ed.	PPS Pioneer Progr	Students	57	47.1%	25	43.9%	24	68.6%	4	18.2%	*	*	*	*				2	33.3%	
		Incidents	125	103.3%	51	89.5%	59	168.6%	8	36.4%	*	*	*	*				4	66.7%	
	Total	Students	57	47.1%	25	43.9%	24	68.6%	4	18.2%	*	*	*	*				2	33.3%	
		Incidents	125	103.3%	51	89.5%	59	168.6%	8	36.4%	*	*	*	*				4	66.7%	
Charter	Arthur Academy	Students	6	3.9%	4	4.4%												2	8.3%	
		Incidents	7	4.6%	5	5.5%												2	8.3%	
	Cm2 Opal School	Students	1	1.1%	1	1.5%														
		Incidents	1	1.1%	1	1.5%														
	Emerson School	Students																		
		Incidents																		
	Le Monde	Students	2	1.4%	1	0.9%													1	5.9%
		Incidents	5	3.5%	1	0.9%													4	23.5%
	LEP Charter H.S.	Students	25	9.2%	15	10.9%	3	9.7%	5	6.9%									2	9.5%
		Incidents	26	9.6%	16	11.6%	3	9.7%	5	6.9%									2	9.5%

PPS Major Discipline Incidents (expulsions and out-of-school suspensions) by Race, 2013-14

			Overall		White		African American		Hispanic		Native American		Asian		Pacific Islander		Multiple Races	
Group	School	Type	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Charter	Portland Village School	Students	3	0.8%	1	0.3%	1	6.7%	1	2.8%								
		Incidents	3	0.8%	1	0.3%	1	6.7%	1	2.8%								
	Self Enhancement	Students	15	11.7%			15	14.0%										
		Incidents	22	17.2%			22	20.6%										
	Trillium	Students	10	2.9%	7	2.5%	2	18.2%	1	6.7%								
		Incidents	28	8.2%	21	7.6%	5	45.5%	2	13.3%								

All percentages are of October Enrollment. Ethnicity percentages shown are students and incidents of that ethnicity divided by the count of students enrolled in October of that subgroup.

* Discipline counts and rates are suppressed where enrollment falls below 6 students. Percents based on a small number of students are not statistically sound and do NOT support comparison.

Major Discipline Referrals are out-of-school suspension (exclusion from school for at least one but not more than 10 days) and expulsion.

Counts of students referred are unduplicated within a school. For example if a student at one school received two out-of-school suspensions and one expulsion, that student will be counted once in the student row, with three major incidents being included for that student in the total incidents row for that school.

Caution should be exercised when comparing discipline data across schools and years. Although District policies and regulations increase consistency in addressing and reporting student discipline incidents, corrective action is based on an understanding of the individual student and ultimately determined by the best professional judgment of the administrator.

** For most of the schools and programs reported here, October enrollments are representative of the total number of students served throughout the school year, and thus a reasonable basis for calculating suspension and expulsion rates. However, for Alliance HS, an alternative high school serving 16- to 21-year olds previously unsuccessful in traditional high school programs, the total number of students served during the school year may be as many as 2 to 3 times greater than October enrollments. Consequently, suspension and expulsion rates reported for Alliance HS should be viewed with caution. Similarly, Pioneer Programs take students throughout the school year. Therefore October Enrollment is not a good representation of

PPS Major Discipline Incidents by Year and Race - Three Years - With Relative Rate Index

School Type	School	Year	Distinct Students Expelled or Suspended out of School								Relative Rate of Racial Group to White						
			Overall	White	African American	Hispanic	Native American	Asian	Pacific Islander	Multiple Races	African American	Hispanic	Native American	Asian	Pacific Islander	Multiple Races	
District	Total	2011-2012	5.3%	3.6%	15.7%	5.5%	8.3%	1.6%	6.7%	4.9%	4.4	1.5	2.3	0.4	1.9	1.4	
		2012-2013	4.7%	3.0%	14.8%	5.1%	8.4%	1.5%	3.0%	5.0%	4.9	1.7	2.8	0.5	1.0	1.6	
		2013-2014	3.3%	2.3%	10.5%	2.9%	7.4%	1.0%	4.4%	3.8%	4.6	1.3	3.2	0.4	1.9	1.7	
1	Abernethy	2011-2012	0.7%	0.8%													
		2012-2013	0.2%	0.2%													
		2013-2014	0.6%	0.7%													
	Ainsworth	2011-2012															
		2012-2013															
		2013-2014	0.5%	0.7%													
	Alameda	2011-2012	1.4%	1.5%		3.0%						2.0					
		2012-2013	1.6%	1.3%		8.0%				2.0%		5.9				1.5	
		2013-2014	1.6%	1.5%		4.2%				2.2%		2.8				1.5	
	Arleta	2011-2012	10.7%	12.3%	25.0%	10.3%	12.5%	1.5%		8.7%	2.0	0.8	1.0	0.1		0.7	
		2012-2013	12.1%	10.9%	33.3%	12.0%		7.6%		18.2%	3.1	1.1		0.7		1.7	
		2013-2014	8.4%	10.0%	24.0%	4.4%	6.7%	3.2%		8.8%	2.4	0.4	0.7	0.3		0.9	
	Astor	2011-2012	7.1%	5.1%	12.8%	4.5%	*			33.3%	14.3%	2.5	0.9			6.5	2.8
		2012-2013	5.4%	4.7%	8.3%	5.9%					9.8%	1.8	1.3				2.1
		2013-2014	3.8%	2.0%	17.6%	5.1%				11.1%	2.1%	8.6	2.5			5.4	1.0
	Atkinson	2011-2012	4.7%	5.1%	10.0%	4.1%		2.6%			5.9%	2.0	0.8		0.5		1.2
		2012-2013	2.3%	3.5%		0.8%							0.2				
		2013-2014															
	Beach	2011-2012	2.2%	1.0%	3.2%	2.0%	16.7%			12.5%	4.8%	3.3	2.0	17.0		12.7	4.9
		2012-2013	3.4%	2.2%	8.3%	2.9%	14.3%				2.4%	3.8	1.3	6.6			1.1
		2013-2014	2.9%	2.9%	5.7%	2.4%					2.0%	2.0	0.8				0.7
Beverly Cleary	2011-2012	2.2%	1.7%	15.4%	3.0%	7.7%					9.3	1.8	4.6				
	2012-2013	2.9%	2.3%	18.5%		12.5%				3.4%	8.0		5.4			1.5	
	2013-2014	0.9%	0.8%	7.4%							9.8						
Boise-Eliot	2011-2012	14.4%	7.5%	16.0%	14.0%		8.3%		18.5%	2.1	1.9		1.1			2.5	
Humboldt	2011-2012	14.2%	5.3%	20.5%	8.9%					3.9	1.7						
Boise-Eliot/Humboldt	2012-2013	15.0%	13.6%	15.9%	15.7%					16.7%	1.2	1.2				1.2	
	2013-2014	7.3%	3.6%	9.2%	4.1%					8.2%	2.6	1.2				2.3	

PPS Major Discipline Incidents by Year and Race - Three Years - With Relative Rate Index

School Type	School	Year	Distinct Students Expelled or Suspended out of School								Relative Rate of Racial Group to White					
			Overall	White	African American	Hispanic	Native American	Asian	Pacific Islander	Multiple Races	African American	Hispanic	Native American	Asian	Pacific Islander	Multiple Races
1	Bridger	2011-2012	7.1%	8.0%	7.4%	4.3%		4.8%	9.1%	18.2%	0.9	0.5		0.6	1.1	2.3
		2012-2013	8.6%	12.0%	5.6%	3.1%		13.9%		10.7%	0.5	0.3		1.2		0.9
		2013-2014	6.9%	5.5%	20.8%	5.6%		2.6%	16.7%	12.5%	3.8	1.0		0.5	3.0	2.3
	Bridlemile	2011-2012	0.8%	0.3%		2.7%				7.1%		10.0				26.4
		2012-2013	0.9%	1.1%												
		2013-2014														
	Buckman	2011-2012	4.9%	3.4%	23.8%	9.1%				5.6%	7.0	2.7				1.6
		2012-2013	5.2%	5.2%	11.8%	4.8%				5.5%	2.3	0.9				1.0
		2013-2014	6.2%	7.0%	5.3%					8.9%	0.8					1.3
	Capitol Hill	2011-2012	1.9%	2.0%	10.0%						5.0					
		2012-2013	3.0%	3.7%												
		2013-2014	1.2%	0.9%						7.4%						8.1
	César Chávez	2011-2012	9.3%	11.1%	19.4%	7.2%				10.5%	1.7	0.6				0.9
		2012-2013	10.1%	9.0%	18.4%	8.7%				15.4%	2.1	1.0				1.7
		2013-2014	3.9%	5.4%	7.6%	2.2%	16.7%			7.4%	1.4	0.4	3.1			1.4
	Chapman	2011-2012	3.0%	2.8%	16.7%	1.9%	12.5%			1.9%	6.0	0.7	4.5			0.7
		2012-2013	1.7%	1.7%		5.8%						3.5				
		2013-2014	2.0%	1.7%	14.3%	2.1%				1.6%	8.2	1.2				0.9
	Chief Joseph	2011-2012	1.2%	1.0%	2.2%	1.9%					3.3%	2.2	1.9			3.4
		2012-2013	0.9%	1.0%		2.0%						2.0				
	Chief Joseph/Ockley Gr	2013-2014	5.1%	3.8%	10.8%	7.1%	10.0%	2.9%				2.8	1.9	2.6	0.8	
	Ockley Green	2011-2012	39.0%	30.4%	51.4%	34.9%	*	7.7%	28.6%	30.8%	1.7	1.1		0.3	0.9	1.0
		2012-2013	23.0%	17.2%	34.3%	15.6%	*	6.7%	12.5%	14.3%	2.0	0.9		0.4	0.7	0.8
	Creative Science	2011-2012	2.2%	2.5%							5.3%					2.1
2012-2013		1.5%	1.9%													
2013-2014		1.2%	1.5%													
Creston	2011-2012	1.8%	1.6%	2.4%	3.0%					5.9%	1.5	1.9			3.7	
	2012-2013	3.2%	3.0%	12.0%	1.4%	*				4.3%	4.0	0.5			1.4	
	2013-2014	4.9%	5.1%	3.2%	5.2%		2.4%			14.3%	0.6	1.0		0.5	2.8	

PPS Major Discipline Incidents by Year and Race - Three Years - With Relative Rate Index

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			Overall	White	African American	Hispanic	Native American	Asian	Pacific Islander	Multiple Races	African American	Hispanic	Native American	Asian	Pacific Islander	Multiple Races
1	Duniway	2011-2012														
		2012-2013														
		2013-2014	0.2%	0.3%												
	Faubion	2011-2012	9.7%	8.5%	14.0%	2.2%				33.3%	17.1%	1.7	0.3		3.9	2.0
		2012-2013	7.0%	11.4%	6.7%	5.5%					2.3%	0.6	0.5			0.2
		2013-2014	8.6%	12.9%	10.7%	3.1%				*	6.4%	0.8	0.2			0.5
	Forest Park	2011-2012	0.8%	0.6%		5.0%					2.0%		8.0			3.2
		2012-2013														
		2013-2014	0.2%	0.3%												
	Glencoe	2011-2012	1.8%	1.4%		4.0%				*	4.0%		2.9			2.9
		2012-2013	1.1%	0.3%		2.9%				*	6.9%		10.9			25.4
		2013-2014	0.8%	0.5%							4.7%					9.0
	Grout	2011-2012	1.1%	1.1%	2.0%	2.2%							1.9	2.0		
		2012-2013	0.3%			1.9%										
		2013-2014	1.3%	0.5%	4.1%	2.2%					2.4%		7.8	4.1		4.6
	Harrison Park	2011-2012	6.8%	6.9%	13.2%	4.0%	11.1%	2.0%	14.3%	23.1%	1.9	0.6	1.6	0.3	2.1	3.3
		2012-2013	11.4%	8.2%	26.8%	10.1%	20.0%	3.3%	8.3%	15.8%	3.2	1.2	2.4	0.4	1.0	1.9
		2013-2014	7.5%	6.9%	18.9%	4.7%	*	0.9%	18.2%	17.6%	2.7	0.7		0.1	2.6	2.5
	Hayhurst	2011-2012	1.2%	1.5%												
		2012-2013	1.0%	0.6%		4.3%	*						7.5			
		2013-2014	0.2%	0.3%												
	Irvington	2011-2012	3.3%		9.4%	3.4%					8.5%					
		2012-2013	1.5%	0.8%	5.4%							6.9				
		2013-2014	1.5%	1.1%	3.0%						2.6%	2.8				2.5
	James John	2011-2012	4.5%	8.5%	8.5%	1.7%						1.0	0.2			
		2012-2013	5.9%	6.2%	14.9%	3.3%	14.3%				13.6%	2.4	0.5	2.3		2.2
		2013-2014	3.3%	3.3%	11.4%	1.0%	33.3%				3.8%	3.4	0.3	10.1		1.2
Kelly	2011-2012	8.8%	9.2%	12.8%	11.8%		1.2%			12.5%	1.4	1.3		0.1	1.4	
	2012-2013	5.6%	4.3%	21.4%	3.8%		1.2%			17.1%	4.9	0.9		0.3	3.9	
	2013-2014	4.8%	3.2%	17.2%	7.0%	22.2%				10.3%	5.3	2.2	6.9		3.2	

PPS Major Discipline Incidents by Year and Race - Three Years - With Relative Rate Index

School Type	School	Year	Distinct Students Expelled or Suspended out of School								Relative Rate of Racial Group to White					
			Overall	White	African American	Hispanic	Native American	Asian	Pacific Islander	Multiple Races	African American	Hispanic	Native American	Asian	Pacific Islander	Multiple Races
1	King	2011-2012	8.9%	15.6%	12.7%		*			7.7%	0.8					0.5
		2012-2013	10.6%	17.2%	13.1%	5.0%	*			5.9%	0.8	0.3				0.3
		2013-2014	6.0%	6.9%	9.7%	1.8%				4.0%	1.4	0.3				0.6
	Laurelhurst	2011-2012	1.0%	0.9%		4.4%						4.8				
		2012-2013	0.2%		11.1%											
		2013-2014	0.1%							2.0%						
	Lee	2011-2012	4.6%	4.0%	8.9%	2.5%	11.1%	2.7%		6.0%	2.2	0.6	2.8	0.7		1.5
		2012-2013	8.7%	6.3%	18.3%	10.7%		1.7%		11.8%	2.9	1.7		0.3		1.9
		2013-2014	9.7%	8.8%	17.8%	9.4%		4.1%		13.8%	2.0	1.1		0.5		1.6
	Lent	2011-2012	9.5%	13.4%	18.6%	6.1%	*			25.9%	1.4	0.5				1.9
		2012-2013	8.9%	8.7%	28.3%	5.9%	16.7%	1.1%		18.5%	3.2	0.7	1.9	0.1		2.1
		2013-2014	4.3%	6.2%	11.5%	1.2%	*			13.8%	1.8	0.2				2.2
	Lewis	2011-2012	2.3%	1.4%	7.7%	6.0%				3.7%	5.4	4.2				2.6
		2012-2013	2.5%	2.9%		2.0%				3.2%		0.7				1.1
		2013-2014	2.2%	2.6%		2.0%						0.8				
	Llewellyn	2011-2012	1.3%	0.7%	16.7%	6.7%					24.0	9.6				
		2012-2013	2.4%	2.2%	*	2.0%				3.8%		0.9				1.8
		2013-2014	0.4%	0.4%												
	Maplewood	2011-2012	1.2%	1.1%						3.8%						3.5
		2012-2013	0.9%	0.8%						3.3%						4.3
		2013-2014	2.1%	1.2%	*					7.9%						6.8
	Markham	2011-2012	4.2%	3.6%	4.4%	5.9%		10.0%		5.0%	1.2	1.6		2.8		1.4
		2012-2013	2.9%	3.0%	1.4%	2.1%	*	8.3%			0.5	0.7		2.7		
		2013-2014	1.8%	2.6%	1.3%						0.5					
	Marysville	2011-2012	4.4%	4.3%	5.3%	1.5%		3.9%	5.9%	13.0%	1.2	0.4		0.9	1.4	3.0
		2012-2013	7.4%	6.1%	5.4%	13.4%	14.3%	2.7%		20.0%	0.9	2.2	2.3	0.4		3.3
		2013-2014	8.4%	6.7%	11.4%	10.8%	*	4.5%	6.3%	16.1%	1.7	1.6		0.7	0.9	2.4
Peninsula	2011-2012	6.7%	6.9%	16.7%	1.4%			14.3%	16.7%	2.4	0.2			2.1	2.4	
	2012-2013	7.3%	5.0%	14.3%	6.6%	16.7%			6.7%	2.9	1.3	3.3			1.3	
	2013-2014	5.6%	2.3%	15.5%	4.1%	9.1%	5.9%		6.7%	6.7	1.8	3.9	2.5		2.9	

PPS Major Discipline Incidents by Year and Race - Three Years - With Relative Rate Index

School Type	School	Year	Distinct Students Expelled or Suspended out of School								Relative Rate of Racial Group to White					
			Overall	White	African American	Hispanic	Native American	Asian	Pacific Islander	Multiple Races	African American	Hispanic	Native American	Asian	Pacific Islander	Multiple Races
1	Richmond	2011-2012	0.8%	0.5%		3.8%	9.1%			0.6%		7.6	17.9			1.1
		2012-2013	0.8%	0.8%					1.9%	0.6%				2.4		0.7
		2013-2014	0.7%	0.5%					1.8%	1.1%				3.7		2.2
	Rieke	2011-2012	0.5%	0.6%												
		2012-2013														
		2013-2014														
	Rigler	2011-2012	7.8%	10.8%	18.3%	2.5%	14.3%	3.8%		5.9%	1.7	0.2	1.3	0.4		0.5
		2012-2013	7.3%	10.7%	17.4%	3.0%	*			4.0%	1.6	0.3				0.4
		2013-2014	2.4%	4.0%	8.3%	0.4%				3.1%	2.1	0.1				0.8
	Rosa Parks	2011-2012	6.4%	7.0%	11.0%	0.8%				14.3%	1.6	0.1			2.0	
		2012-2013	1.2%	1.9%	2.1%						1.1					
		2013-2014	2.7%	3.6%	3.6%	1.0%				3.7%	1.0	0.3				1.0
	Roseway Heights	2011-2012	3.2%	3.0%	11.4%	2.2%					3.8%	3.7	0.7			1.3
		2012-2013	4.1%	3.7%	7.0%	10.2%					5.7%	1.9	2.8			1.6
		2013-2014	3.8%	2.7%	13.0%	6.8%		3.0%			2.9%	4.8	2.5	1.1		1.1
	Sabin	2011-2012	7.1%	3.6%	15.9%	12.8%					3.2%	4.4	3.6			0.9
		2012-2013	3.1%	1.6%	7.3%	5.1%					2.9%	4.6	3.2			1.8
		2013-2014	3.1%	0.7%	11.7%		*				2.1%	16.8				3.0
	Scott	2011-2012	6.5%	6.6%	12.1%	6.2%	12.5%	2.4%				1.8	0.9	1.9	0.4	
		2012-2013	1.8%			2.8%	12.5%									
		2013-2014	3.2%	1.1%	10.4%	2.8%						9.1	2.5			
	Sitton	2011-2012	6.6%	8.6%	16.0%	3.5%					4.2%	1.9	0.4			0.5
		2012-2013	3.7%	4.7%	7.3%	2.1%	*					1.6	0.4			
		2013-2014	4.0%	6.2%	1.8%	4.1%					2.9%	0.3	0.7			0.5
	Skyline	2011-2012	2.2%	2.7%												
		2012-2013	2.6%	2.7%							5.9%					2.2
		2013-2014	0.8%	0.9%												
	Stephenson	2011-2012	0.9%	1.1%												
		2012-2013	1.2%	1.1%		7.7%						6.7				
		2013-2014	0.3%	0.4%												

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School Type	School	Year	Distinct Students Expelled or Suspended out of School								Relative Rate of Racial Group to White						
			Overall	White	African American	Hispanic	Native American	Asian	Pacific Islander	Multiple Races	African American	Hispanic	Native American	Asian	Pacific Islander	Multiple Races	
1	Sunnyside Environment	2011-2012	1.3%	0.8%		8.8%				2.2%		11.0					2.7
		2012-2013	0.7%	0.8%													
		2013-2014	1.0%	0.6%		7.5%						11.9					
	Vernon	2011-2012	5.0%	3.6%	6.8%	4.4%				*	2.7%	1.9	1.2				0.8
		2012-2013	7.7%		15.5%	4.9%					10.0%						
		2013-2014	7.1%	2.6%	14.1%	3.3%		14.3%			5.6%	5.4	1.3		5.5		2.1
	Vestal	2011-2012	7.4%	10.7%	14.9%	5.4%	15.4%				5.1%	1.4	0.5	1.4			0.5
		2012-2013	3.8%	3.0%	11.4%	5.6%	14.3%				2.8%	3.8	1.9	4.8			0.9
		2013-2014	7.7%	3.4%	27.1%	8.2%	14.3%	1.4%			5.9%	7.9	2.4	4.2	0.4		1.7
	Whitman	2011-2012	6.6%	6.6%	14.6%	2.7%		6.0%			15.0%	2.2	0.4		0.9		2.3
		2012-2013	1.7%	1.5%	6.1%	1.9%						4.1	1.3				
		2013-2014	2.9%	2.1%	11.5%	3.0%	12.5%					5.5	1.4	5.9			
	Winterhaven	2011-2012	0.9%	0.7%		7.7%						10.7					
		2012-2013															
		2013-2014	0.3%	0.3%													
	Woodlawn	2011-2012	13.3%	8.1%	20.1%	5.0%	14.3%	28.6%	5.0%	7.7%		2.5	0.6	1.8	3.5	0.6	1.0
		2012-2013	12.8%	15.9%	16.0%	2.0%	*	14.3%	6.3%	33.3%		1.0	0.1		0.9	0.4	2.1
		2013-2014	5.6%	11.8%	5.6%	2.1%					9.1%	0.5	0.2				0.8
	Woodmere	2011-2012	6.3%	9.8%	12.0%	4.7%					8.3%	1.2	0.5				0.9
		2012-2013	4.4%	6.7%	12.0%	1.1%		1.4%			6.7%	1.8	0.2		0.2		1.0
		2013-2014	7.3%	11.3%	13.8%	3.5%	*				7.1%	1.2	0.3				0.6
	Woodstock	2011-2012	1.4%	1.8%		7.4%					*		4.2				
		2012-2013	1.8%	2.4%		3.7%		0.6%			1.8%		1.6		0.3		0.8
		2013-2014	1.2%	1.2%				1.3%			*				1.1		
	Total	2011-2012	4.6%	3.1%	13.6%	4.5%	6.7%	1.2%	6.5%	4.8%		4.4	1.5	2.2	0.4	2.1	1.6
		2012-2013	4.1%	2.6%	12.6%	4.4%	7.1%	1.3%	1.6%	4.4%		4.8	1.7	2.7	0.5	0.6	1.7
		2013-2014	3.1%	2.1%	9.5%	2.8%	7.4%	1.2%	3.1%	3.6%		4.4	1.3	3.5	0.5	1.5	1.7

PPS Major Discipline Incidents by Year and Race - Three Years - With Relative Rate Index

School Type	School	Year	Distinct Students Expelled or Suspended out of School								Relative Rate of Racial Group to White					
			Overall	White	African American	Hispanic	Native American	Asian	Pacific Islander	Multiple Races	African American	Hispanic	Native American	Asian	Pacific Islander	Multiple Races
2	Beaumont	2011-2012	6.0%	1.7%	21.3%	8.8%				4.1%	12.3	5.1				2.4
		2012-2013	6.2%	2.3%	20.0%	7.1%		7.4%		5.4%	8.9	3.2		3.3		2.4
		2013-2014	2.9%	1.0%	9.9%	5.5%		5.0%			10.3	5.7		5.2		
	da Vinci	2011-2012	2.6%	2.2%	3.7%	7.7%				3.8%	1.7	3.5				1.8
		2012-2013	4.7%	4.2%	9.1%	7.4%				7.7%	2.2	1.8				1.8
		2013-2014	0.2%							4.0%						
	George	2011-2012	17.8%	16.0%	34.0%	10.0%	20.0%	3.7%	12.5%	20.0%	2.1	0.6	1.2	0.2	0.8	1.2
		2012-2013	25.7%	23.9%	45.7%	14.8%	33.3%	9.1%	11.1%	6.3%	1.9	0.6	1.4	0.4	0.5	0.3
		2013-2014	9.9%	11.0%	15.5%	7.4%	*		11.1%	4.2%	1.4	0.7			1.0	0.4
	Gray	2011-2012	5.2%	4.2%	6.3%	5.9%	*	7.1%		13.0%	1.5	1.4		1.7		3.1
		2012-2013	4.5%	3.6%	30.0%	5.1%				9.1%	8.3	1.4				2.5
		2013-2014	3.4%	2.7%	8.3%	5.3%			*	7.1%	3.0	1.9				2.6
	Hosford	2011-2012	6.6%	5.6%	22.7%	7.9%				6.3%	4.1	1.4				1.1
		2012-2013	7.8%	5.9%	36.1%	4.4%		4.5%	*	9.1%	6.2	0.8		0.8		1.6
		2013-2014	3.0%	1.8%	21.2%	4.7%				4.0%	12.1	2.7				2.3
	Jackson	2011-2012	2.1%	1.0%	12.1%	3.8%		4.8%			11.8	3.8		4.7		
		2012-2013	2.1%	1.0%	10.0%	5.3%				2.8%	9.7	5.1				2.7
		2013-2014	1.9%	0.3%	11.1%	6.5%				6.5%	43.4	25.2				25.2
	Lane	2011-2012	19.5%	21.4%	31.0%	20.1%	14.3%	5.6%	*	27.8%	1.4	0.9	0.7	0.3		1.3
		2012-2013	14.4%	14.2%	25.9%	14.6%	33.3%		33.3%	24.0%	1.8	1.0	2.3		2.3	1.7
		2013-2014	9.1%	9.3%	15.7%	7.0%	22.2%	4.8%		16.0%	1.7	0.7	2.4	0.5		1.7
	Mt Tabor	2011-2012	3.7%	3.8%	10.0%	2.9%		3.9%		1.8%	2.6	0.8		1.0		0.5
		2012-2013	3.5%	2.7%	11.8%	5.6%	25.0%	4.3%			4.3	2.1	9.1	1.6		
		2013-2014	0.5%	0.8%												
Sellwood	2011-2012	8.4%	8.0%	12.5%	11.6%	16.7%	8.3%		5.0%	1.6	1.4	2.1	1.0		0.6	
	2012-2013	3.7%	3.7%	6.7%	4.8%				3.7%	1.8	1.3				1.0	
	2013-2014	3.5%	3.7%	22.2%					3.3%	6.1					0.9	

PPS Major Discipline Incidents by Year and Race - Three Years - With Relative Rate Index

School Type	School	Year	Distinct Students Expelled or Suspended out of School								Relative Rate of Racial Group to White					
			Overall	White	African American	Hispanic	Native American	Asian	Pacific Islander	Multiple Races	African American	Hispanic	Native American	Asian	Pacific Islander	Multiple Races
2	West Sylvan	2011-2012	2.8%	3.3%	3.8%	1.5%				3.1%	1.2	0.5				1.0
		2012-2013	0.8%	0.8%	4.0%	1.2%					5.2	1.6				
		2013-2014	0.6%	0.6%	5.9%					1.4%	10.4					2.5
	Total	2011-2012	6.6%	4.8%	20.4%	9.7%	10.9%	2.8%	5.6%	6.2%	4.3	2.0	2.3	0.6	1.2	1.3
		2012-2013	6.3%	3.9%	26.3%	8.2%	16.3%	2.6%	11.1%	5.2%	6.8	2.1	4.2	0.7	2.9	1.3
		2013-2014	3.1%	2.0%	12.4%	4.4%	6.1%	1.2%	7.1%	3.3%	6.4	2.2	3.1	0.6	3.7	1.7
3	Benson	2011-2012	6.0%	4.6%	12.2%	5.6%	14.3%	0.7%		5.1%	2.6	1.2	3.1	0.2		1.1
		2012-2013	7.8%	9.4%	16.4%	2.4%	16.7%	0.7%		14.0%	1.7	0.3	1.8	0.1		1.5
		2013-2014	4.2%	4.2%	9.7%	2.1%	*	0.8%		2.9%	2.3	0.5		0.2		0.7
	Cleveland	2011-2012	2.3%	2.4%	1.4%	3.4%	4.0%	2.4%			0.6	1.5	1.7	1.0		
		2012-2013	1.9%	1.4%	9.3%	0.7%	10.0%			4.9%	6.5	0.5	7.0			3.5
		2013-2014	3.1%	2.6%	6.5%	1.4%	18.2%	1.4%	18.2%	6.7%	2.5	0.5	7.0	0.5	7.0	2.6
	Franklin	2011-2012	4.5%	4.5%	15.2%	2.9%	8.7%	1.6%	20.0%	3.2%	3.4	0.7	1.9	0.4	4.5	0.7
		2012-2013	1.6%	0.8%	8.0%	3.3%	5.6%	0.7%			9.6	4.0	6.7	0.8		
		2013-2014	2.4%	1.9%	13.3%	1.6%	6.3%		22.2%	1.4%	7.0	0.8	3.3		11.8	0.8
	Grant	2011-2012	2.5%	1.0%	8.6%	2.7%				4.0%	8.9	2.8				4.1
		2012-2013	2.4%	1.0%	8.7%	3.3%	9.1%	1.4%		0.9%	8.7	3.3	9.2	1.4		1.0
		2013-2014	1.5%	1.1%	4.2%					1.9%	3.7					1.7
	Jefferson	2011-2012	15.6%	6.4%	22.1%	11.0%	37.5%	5.0%	13.3%	10.0%	3.4	1.7	5.8	0.8	2.1	1.6
		2012-2013	14.5%	4.0%	16.4%	18.9%		16.7%		25.0%	4.1	4.7		4.2		6.3
		2013-2014	15.3%	6.9%	20.6%	6.2%	*	14.3%		15.8%	3.0	0.9		2.1		2.3
	Lincoln	2011-2012	1.6%	1.7%	5.6%	1.8%					3.2	1.0				
		2012-2013	1.4%	1.2%	2.4%	0.9%		1.7%	16.7%	1.2%	1.9	0.7		1.4	13.6	1.0
		2013-2014	2.2%	2.5%	4.3%	1.8%	33.3%				1.7	0.7	13.3			
	Madison	2011-2012	10.8%	9.1%	27.1%	6.8%	17.9%	1.6%	3.4%	9.8%	3.0	0.7	2.0	0.2	0.4	1.1
		2012-2013	6.9%	6.0%	14.8%	4.3%	8.3%	1.7%		19.6%	2.5	0.7	1.4	0.3		3.3
		2013-2014	3.8%	3.0%	11.9%	0.9%	4.0%			6.3%	4.0	0.3	1.3			2.1
	Roosevelt	2011-2012	12.7%	8.1%	26.0%	6.0%	17.2%	11.1%	14.3%	16.7%	3.2	0.7	2.1	1.4	1.8	2.1
		2012-2013	12.7%	11.4%	19.3%	10.0%	13.8%	5.0%	12.5%	12.1%	1.7	0.9	1.2	0.4	1.1	1.1
		2013-2014	3.6%	3.6%	3.6%	2.5%			7.1%	14.6%	1.0	0.7			2.0	4.1

PPS Major Discipline Incidents by Year and Race - Three Years - With Relative Rate Index

School Type	School	Year	Distinct Students Expelled or Suspended out of School								Relative Rate of Racial Group to White					
			Overall	White	African American	Hispanic	Native American	Asian	Pacific Islander	Multiple Races	African American	Hispanic	Native American	Asian	Pacific Islander	Multiple Races
3	Wilson	2011-2012	6.1%	4.5%	23.7%	12.9%		3.1%		3.7%	5.3	2.9		0.7		0.8
		2012-2013	4.9%	4.4%	20.7%	6.3%				2.1%	4.7	1.4				0.5
		2013-2014	3.3%	2.2%	17.7%	5.6%			3.8%	16.7%	1.4%	7.9	2.5		1.7	7.4
	Total	2011-2012	5.7%	3.5%	17.4%	5.6%	11.2%	1.9%	7.0%	4.0%	5.0	1.6	3.2	0.5	2.0	1.1
		2012-2013	4.6%	2.9%	13.8%	4.7%	8.9%	1.1%	3.8%	6.1%	4.9	1.6	3.1	0.4	1.3	2.1
		2013-2014	3.5%	2.4%	10.8%	2.1%	8.9%	0.6%	7.0%	4.6%	4.5	0.9	3.7	0.2	2.9	1.9
4	ACCESS	2011-2012	3.5%	5.1%												
		2012-2013	4.6%	5.5%				5.3%						1.0		
		2013-2014	4.2%	5.6%						4.0%						0.7
	Alliance **	2011-2012	9.4%	12.5%	11.3%	2.4%				11.1%	0.9	0.2				0.9
		2012-2013	10.8%	10.0%	20.0%	4.3%	*			8.3%	2.0	0.4				0.8
		2013-2014	9.8%	7.3%	26.9%	5.6%				13.3%	3.7	0.8				1.8
	Metro. Learning Center	2011-2012	1.6%	1.6%		3.7%						2.3				
		2012-2013	1.8%	1.4%	7.7%	3.0%				5.3%	5.7	2.2				3.9
		2013-2014	1.1%	1.1%	9.1%						8.0					
	Total	2011-2012	4.1%	4.3%	9.7%	2.6%				2.1%	2.3	0.6				0.5
		2012-2013	4.7%	3.8%	16.4%	3.4%	16.7%	3.3%		3.7%	4.3	0.9	4.3	0.9		1.0
		2013-2014	3.8%	3.3%	18.6%	2.6%				4.9%	5.6	0.8				1.5
6	CTC **	2011-2012														
		2012-2013	2.7%	3.3%		5.6%						1.7				
	PPS Pioneer Programs *	2011-2012	52.1%	42.9%	82.1%	53.3%	*	*	*	30.0%	1.9	1.2				0.7
		2012-2013	45.2%	30.5%	96.4%	46.2%	*	*		*	3.2	1.5				
		2013-2014	47.1%	43.9%	68.6%	18.2%	*	*		33.3%	1.6	0.4				0.8
	Total	2011-2012	24.1%	19.5%	36.5%	22.2%	16.7%	27.3%	*	21.4%	1.9	1.1	0.9	1.4		1.1
		2012-2013	22.8%	16.1%	50.0%	22.6%	14.3%	12.5%		11.1%	3.1	1.4	0.9	0.8		0.7
		2013-2014	47.1%	43.9%	68.6%	18.2%	*	*		33.3%	1.6	0.4				0.8
	7	Arthur Academy	2011-2012	11.9%	12.7%	8.3%	12.5%	16.7%			16.7%	0.7	1.0	1.3		
2012-2013			8.8%	8.6%	25.0%	6.3%				12.0%	2.9	0.7				1.4
2013-2014			3.9%	4.4%						8.3%						1.9

PPS Major Discipline Incidents by Year and Race - Three Years - With Relative Rate Index

School Type	School	Year	Distinct Students Expelled or Suspended out of School								Relative Rate of Racial Group to White					
			Overall	White	African American	Hispanic	Native American	Asian	Pacific Islander	Multiple Races	African American	Hispanic	Native American	Asian	Pacific Islander	Multiple Races
7	Cm2 Opal School	2011-2012														
		2012-2013														
		2013-2014	1.1%	1.5%												
	Emerson School	2011-2012														
		2012-2013	0.7%	1.1%												
		2013-2014														
	Le Monde	2012-2013	1.1%	1.5%												
		2013-2014	1.4%	0.9%							5.9%					6.3
	LEP Charter H.S.	2011-2012	21.8%	15.3%	42.9%	20.5%			12.5%		11.1%	2.8	1.3		0.8	0.7
		2012-2013	24.9%	24.6%	32.1%	22.0%			*		23.1%	1.3	0.9			0.9
		2013-2014	9.2%	10.9%	9.7%	6.9%					9.5%	0.9	0.6			0.9
	Portland Village School	2011-2012	3.1%	3.1%		4.0%					9.1%		1.3			3.0
		2012-2013	1.3%	0.9%	7.7%	3.1%						8.1	3.3			
		2013-2014	0.8%	0.3%	6.7%	2.8%						21.3	8.9			
	Self Enhancement Inc.	2011-2012	22.0%		22.4%						*					
		2012-2013	27.1%		27.4%	37.5%					16.7%					
		2013-2014	11.7%		14.0%											
	Trillium	2011-2012														
		2012-2013	4.0%	3.5%	16.7%	5.6%					5.9%	4.7	1.6			1.7
		2013-2014	2.9%	2.5%	18.2%	6.7%						7.1	2.6			
	Total	2011-2012	8.4%	4.5%	24.3%	12.0%	5.6%	2.4%			7.8%	5.4	2.7	1.2	0.5	1.7
2012-2013		8.5%	5.1%	25.1%	12.0%		2.4%			8.6%	4.9	2.4		0.5	1.7	
2013-2014		3.7%	2.7%	11.4%	4.0%					3.1%	4.2	1.5			1.2	

PPS Major Discipline Incidents by Year and Race - Three Years - With Relative Rate Index

School Type	School	Year	Distinct Students Expelled or Suspended out of School							Relative Rate of Racial Group to White					
			Overall	White	African American	Hispanic	Native American	Asian	Pacific Islander	Multiple Races	African American	Hispanic	Native American	Asian	Pacific Islander

All percentages are of October Enrollment. Ethnicity percentages shown are students and incidents of that ethnicity divided by the count of students enrolled in October of that subgroup.

*Discipline counts and rates are suppressed where enrollment falls below 6 students. Percents based on a small number of students are not statistically sound and do NOT support comparison.

Major Discipline Referrals are out-of-school suspension (exclusion from school for at least one but not more than 10 days) and expulsion.

Counts of students referred are unduplicated within a school. For example if a student at one school received two out-of-school suspensions and one expulsion, that student will be counted once in the student row, with three major incidents being included for that student in the total incidents row for that school.

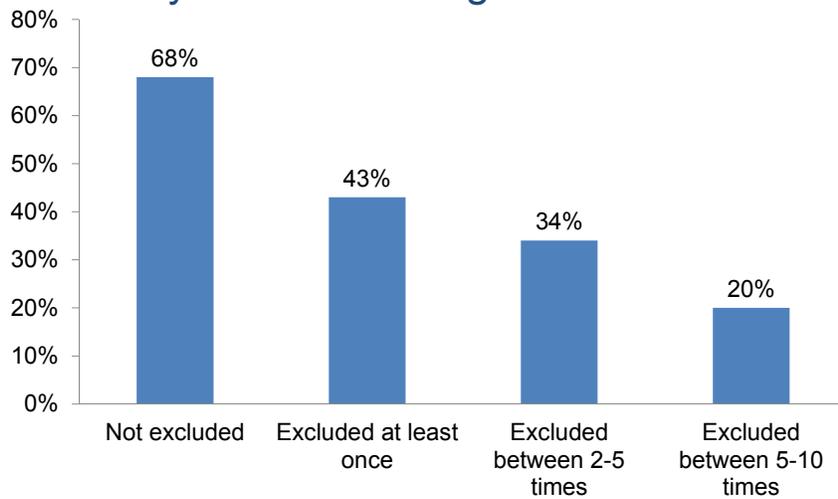
Relative Rate Index (RRI) provides a single index number that indicates the extent to which the volume of contact or activity differs for minority youth and white youth. RRI is calculated as the percent of activity involving minority youth divided by the percent of activity involving majority (White) youth. This is the methodology recommended by the USDOJ Office of Juvenile Justice and Delinquency Prevention to address the question of disparity. RRI may better be explained by an example. If 1 student of a minority group is excluded and there are 10 minority students of that group at that school, the percent shows as 10%. If there were 3 White students excluded and there were 300 White students in that school the percentage shown would be 1%. The relative rate for this would be calculated as 10, which is 10% divided by 1%. If either group has less than 6 total students in the school, the RRI is not calculated.

** For most of the schools and programs reported here, October enrollments are representative of the total number of students served throughout the school year, and thus a reasonable basis for calculating suspension and expulsion rates. However, for Alliance HS, an alternative high school serving 16- to 21-year olds previously unsuccessful in traditional high school programs, the total number of students served during the school year may be as many as 2 to 3 times greater than October enrollments. Consequently, suspension and expulsion rates reported for Alliance HS should be viewed with caution. Similarly, Pioneer Programs take students throughout the school year. Therefore October

DISCIPLINE DATA - OVERVIEW

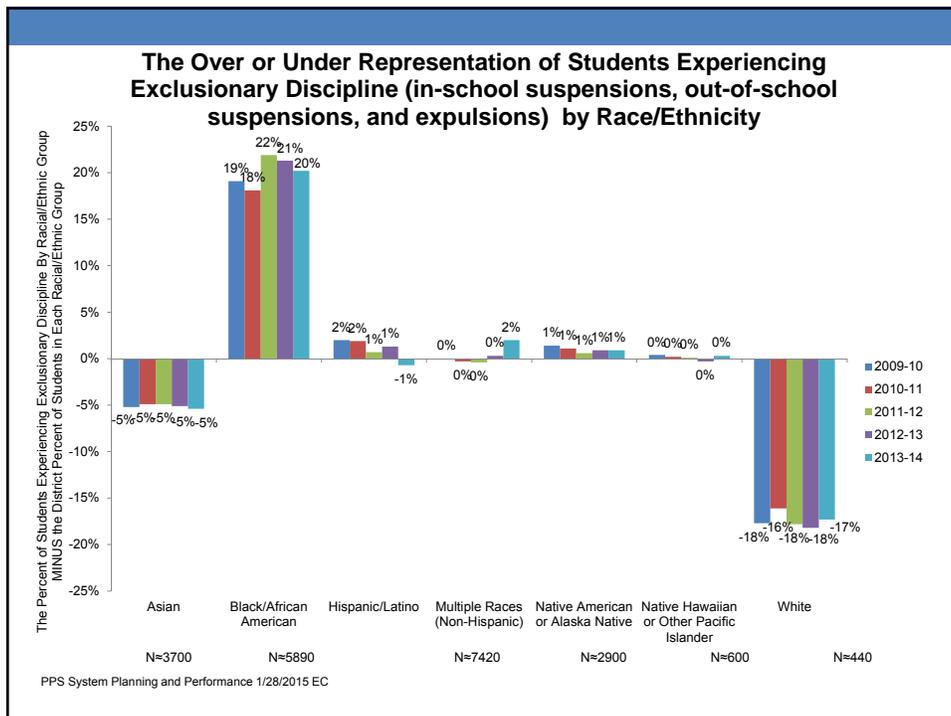
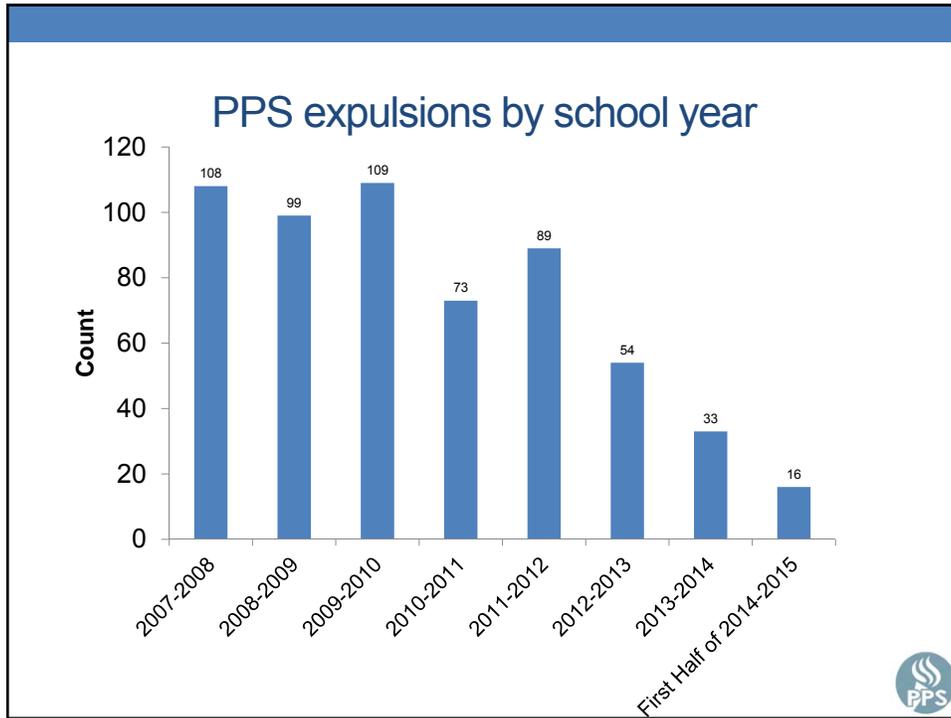
February 10, 2015

Discipline rates & 4-year cohort PPS graduation rate

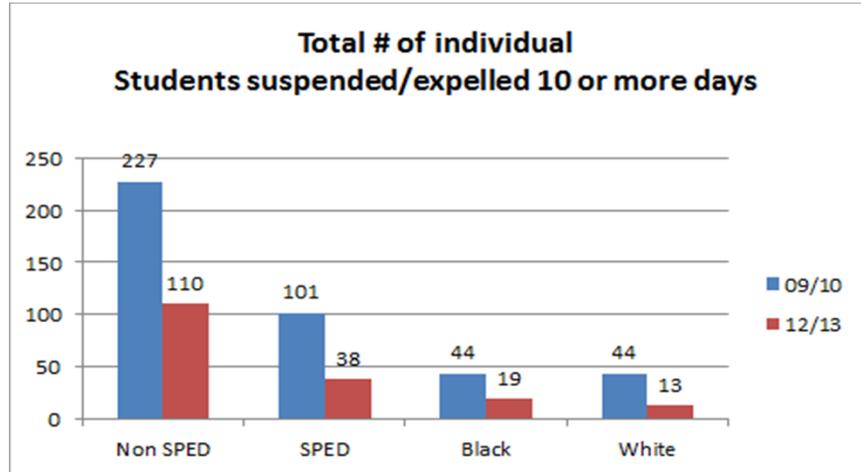


4-year grad rate by presence or absence of exclusions during high school:
2010-11, 2011-12, and 2012-13 grad cohorts

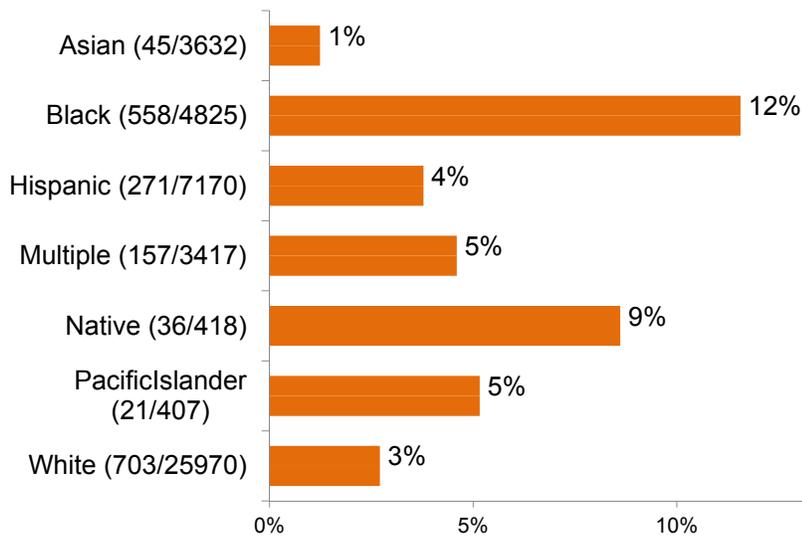


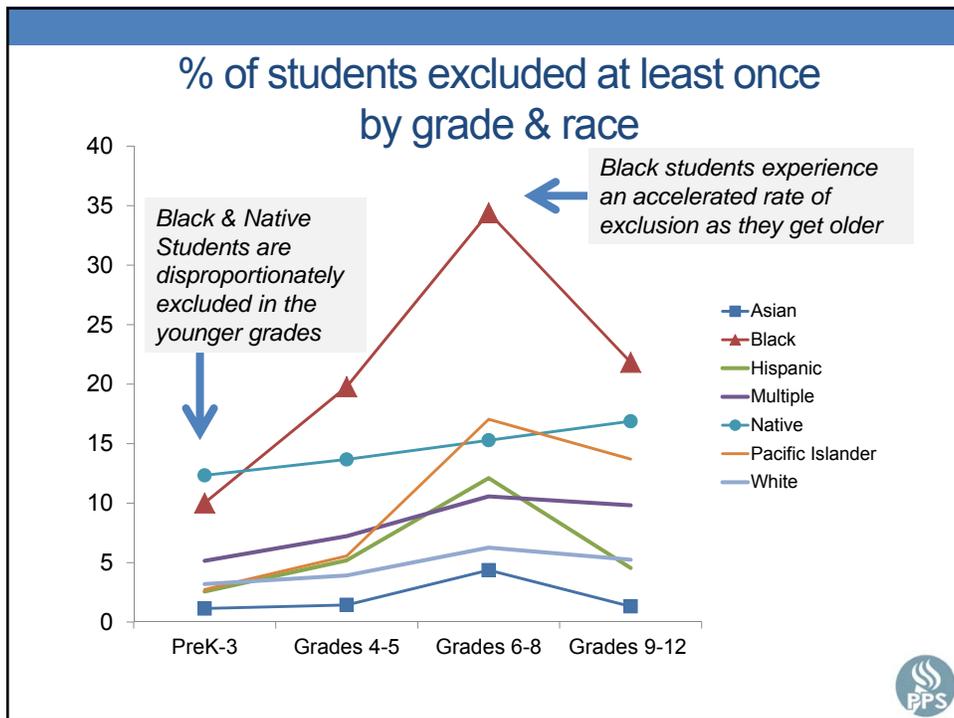
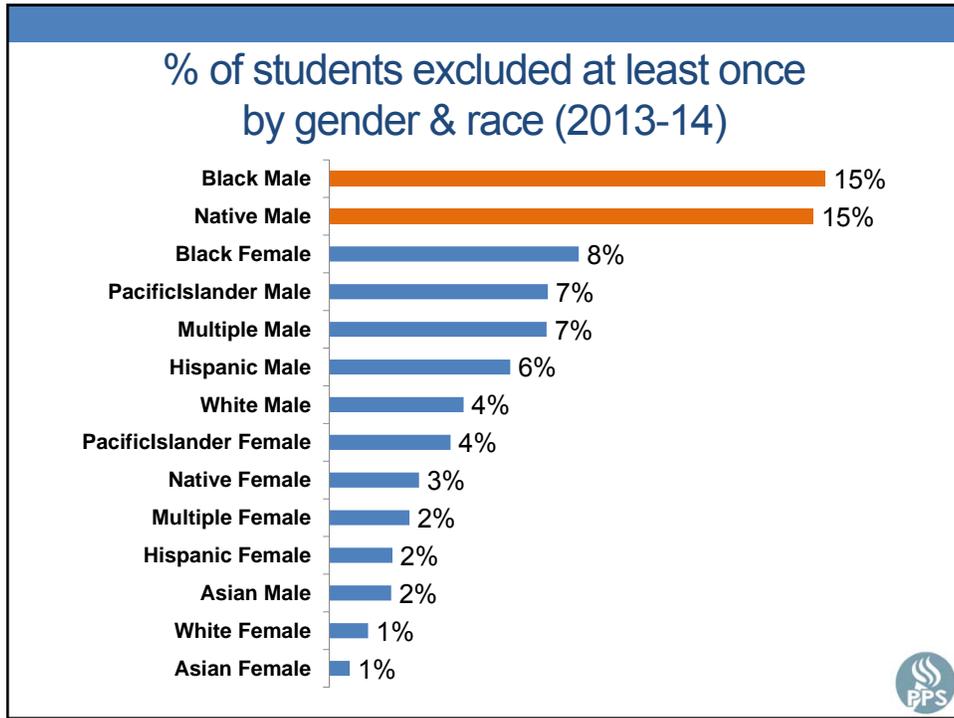


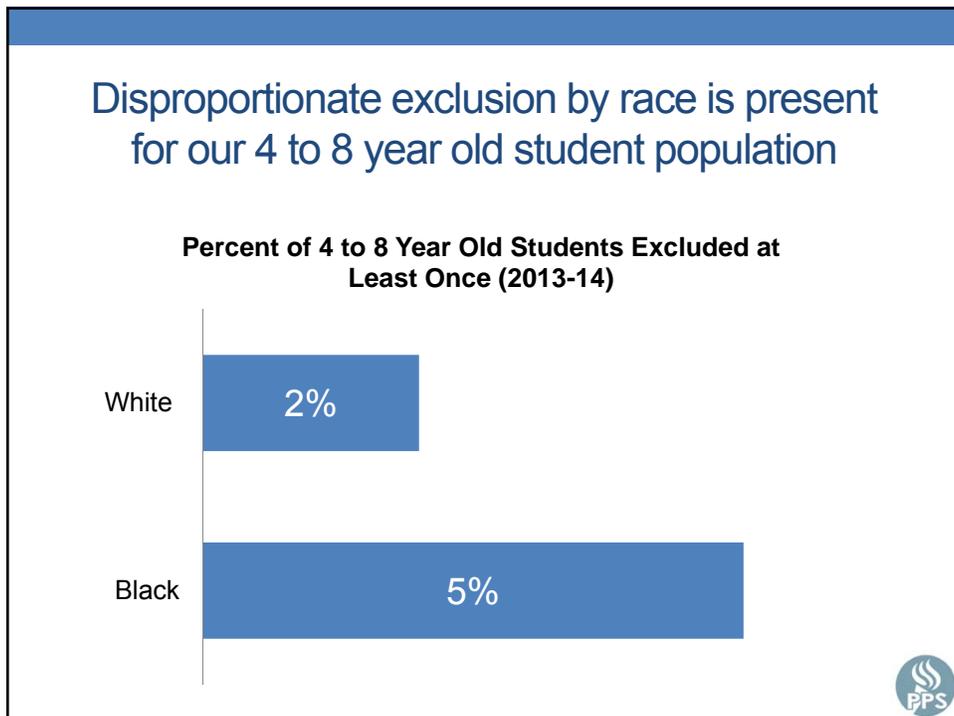
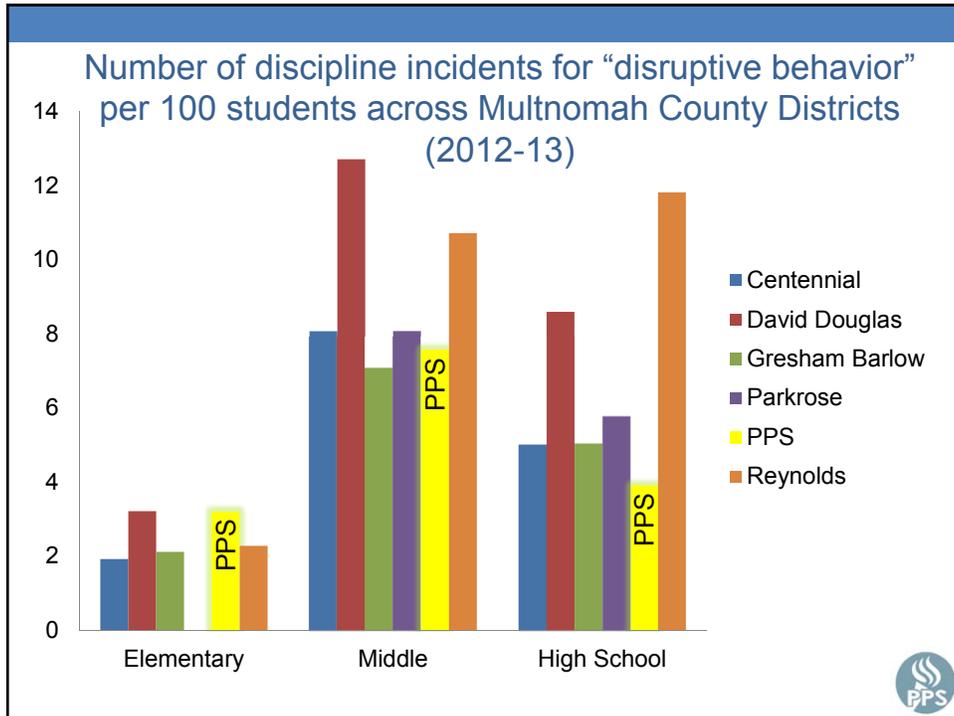
of students excluded for 10 or more days (2009-2013)



Percent of Students Excluded at least once (including in-school suspensions, out of school suspensions and expulsions)







Key Findings

- Exclusionary incidents have been decreasing since 2007
- Black students, followed by Native students, experience the greatest percentage of exclusionary incidents
- African American and Native males are excluded at the highest rates
- Exclusionary incidents have been decreasing for Black students since 2007
- However, the relative rate of exclusionary incidents between African American and white students has not improved over time
- Disproportionate exclusionary discipline begins at a very young age



Disproportionate Discipline - School Target Reductions

DRAFT

2015-16 School Targets using 2012-13 Discipline Data

School	Number of Historically Underserved (HU) Students Excluded at least once (includes Out-of-School Suspension or Expulsion)			Number of All Students Excluded at least once (includes Out-of-School Suspension or Expulsion)			Number of Incidents for Historically Underserved Students (includes Out-of-School Suspension or Expulsion)			Number of Incidents for All Students (includes Out-of-School Suspension or Expulsion)		
	(2012-13)	(2013-14)	2015-16 Target	(2012-13)	(2013-14)	2015-16 Target	(2012-13)	(2013-14)	2015-16 Target	2012-13	(2013-14)	2015-16 Target
Total	1171	762	480	2162	1525	1085	2136	1289	876	3820	2600	1920
Abernethy	0	0	0	1	3	1	0	0	0	1	11	1
ACCESS	0	0	0	10	10	6	0	0	0	14	22	9
Ainsworth	0	0	0	0	3	0	0	0	0	0	3	0
Alameda	2	1	1	12	12	7	2	1	1	21	21	13
Alliance	12	9	5	24	18	12	16	17	7	33	30	17
Arleta	20	11	8	56	41	30	34	25	14	104	74	57
Arthur Academy	3	0	1	14	6	8	4	0	2	18	7	10
Astor	9	12	4	26	19	14	19	18	8	39	27	20
Atkinson	1	0	0	10	0	6	1	0	0	19	0	12
Beach	15	10	6	21	18	10	23	19	9	37	30	18
Beaumont	24	13	10	36	17	17	42	18	17	61	22	29
Benson	38	23	16	69	35	34	61	31	25	94	51	45
Beverly Cleary	6	2	2	21	7	12	12	3	5	34	8	19
Boise-Eliot/Humboldt	64	30	26	80	37	36	129	43	53	157	57	70
Bridger	5	15	2	35	30	20	7	19	3	51	50	30
Bridlemile	0	0	0	4	0	2	0	0	0	4	0	2
Buckman	4	1	2	24	28	14	15	3	6	55	73	31
Capitol Hill	0	0	0	12	5	7	0	0	0	18	8	11
César Chávez	38	13	16	48	19	22	73	22	30	91	33	41
Chapman	3	4	1	10	13	6	11	4	5	24	18	13
Chief Joseph/Ockley Greer	44	19	18	60	33	28	112	40	46	149	67	69
Cleveland	10	13	4	29	47	16	11	14	5	34	50	19
Cm2 Opal School	0	0	0	0	1	0	0	0	0	0	1	0
Creative Science	0	0	0	6	5	4	0	0	0	6	8	4
Creston	5	4	2	11	17	6	5	7	2	11	32	6
CTC	1		0	4	0	2	1		0	4	0	2

Disproportionate Discipline - School Target Reductions

DRAFT

2015-16 School Targets using 2012-13 Discipline Data

School	Number of Historically Underserved (HU) Students Excluded at least once (includes Out-of-School Suspension or Expulsion)			Number of All Students Excluded at least once (includes Out-of-School Suspension or Expulsion)			Number of Incidents for Historically Underserved Students (includes Out-of-School Suspension or Expulsion)			Number of Incidents for All Students (includes Out-of-School Suspension or Expulsion)		
	(2012-13)	(2013-14)	2015-16 Target	(2012-13)	(2013-14)	2015-16 Target	(2012-13)	(2013-14)	2015-16 Target	2012-13	(2013-14)	2015-16 Target
da Vinci	4	0	2	22	1	13	5	0	2	31	1	18
Duniway	0	0	0	0	1	0	0	0	0	0	2	0
Emerson School	0	0	0	1	0	1	0	0	0	1	0	1
Faubion	16	21	7	32	42	16	29	38	12	65	79	34
Forest Park	0	0	0	0	1	0	0	0	0	0	1	0
Franklin	16	20	7	24	35	11	26	22	11	35	38	16
George	75	27	31	99	37	45	148	47	61	196	64	90
Glencoe	2	0	1	5	4	3	7	0	3	11	11	5
Grant	25	9	10	37	22	18	34	15	14	49	28	23
Gray	5	4	2	19	16	11	6	9	2	26	30	15
Grout	1	3	0	1	5	0	1	3	0	1	10	0
Harrison Park	60	34	25	86	56	40	170	83	70	238	117	112
Hayhurst	2	0	1	4	1	2	2	0	1	4	1	2
Hosford	17	9	7	42	17	22	28	12	11	82	28	45
Irvington	5	3	2	7	7	3	9	3	4	12	11	6
Jackson	6	7	2	11	10	6	6	9	2	13	13	7
James John	14	9	6	26	15	13	33	36	14	60	51	30
Jefferson	53	65	22	64	78	28	78	114	32	93	133	41
Kelly	14	16	6	35	30	19	20	27	8	44	62	23
King	27	17	11	33	20	15	36	20	15	50	24	23
Lane	40	19	16	70	46	35	71	24	29	129	74	65
Laurelhurst	1	0	0	1	1	0	1	0	0	1	1	0
Le Monde	0	0	0	1	2	1	0	0	0	5	5	3
Lee	26	24	11	43	48	21	43	45	18	72	106	36
Lent	32	12	13	51	26	25	51	19	21	94	52	48
LEP Charter H.S.	31	8	13	68	25	35	71	8	29	126	26	63
Lewis	1	1	0	10	9	6	1	6	0	11	18	7
Lincoln	4	6	2	21	35	12	4	6	2	22	38	13

Disproportionate Discipline - School Target Reductions

DRAFT

2015-16 School Targets using 2012-13 Discipline Data

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	(2012-13)	(2013-14)	2015-16 Target	(2012-13)	(2013-14)	2015-16 Target	(2012-13)	(2013-14)	2015-16 Target	2012-13	(2013-14)	2015-16 Target
Llewellyn	2	0	1	14	2	8	2	0	1	22	2	13
Madison	39	25	16	76	40	39	59	35	24	105	53	53
Maplewood	0	1	0	3	7	2	0	1	0	4	13	2
Markham	3	1	1	11	7	6	6	1	2	25	7	14
Marysville	12	16	5	26	35	13	16	28	7	44	63	24
Metro. Learning Center	2	1	1	8	5	4	2	1	1	8	6	5
Mt Tabor	8	0	3	21	3	11	8	0	3	21	3	11
Peninsula	20	15	8	27	21	12	33	20	14	45	26	21
Portland Village School	2	2	1	5	3	3	2	2	1	6	3	3
PPS Pioneer Programs	34	29	14	61	57	30	67	68	27	132	125	68
Richmond	0	0	0	5	5	3	0	0	0	7	5	4
Rieke	0	0	0	0	0	0	0	0	0	0	0	0
Rigler	23	6	9	33	11	16	52	13	21	75	21	36
Roosevelt	70	16	29	105	33	50	94	25	39	152	47	75
Rosa Parks	4	8	2	5	11	2	4	8	2	5	11	2
Roseway Heights	8	9	3	25	23	14	12	19	5	39	37	22
Sabin	8	12	3	13	15	6	22	28	9	32	33	15
Scott	9	15	4	9	16	4	15	25	6	15	26	6
Self Enhancement Inc.	34	15	14	36	15	15	47	22	19	49	22	21
Sellwood	3	2	1	17	17	10	3	3	1	27	19	16
Sitton	8	7	3	13	15	6	14	7	6	25	25	13
Skyline	0	0	0	7	2	4	0	0	0	8	3	5
Stephenson	1	0	0	4	1	2	1	0	0	10	11	6
Sunnyside Environmental	0	3	0	4	6	2	0	4	0	9	7	6
Trillium	3	3	1	14	10	8	7	7	3	24	28	13
Vernon	30	21	12	34	28	15	71	39	29	83	50	37
Vestal	10	23	4	15	31	7	19	29	8	27	43	13
West Sylvan	2	1	1	7	6	4	2	1	1	13	7	8

Disproportionate Discipline - School Target Reductions

DRAFT

2015-16 School Targets using 2012-13 Discipline Data

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	(2012-13)	(2013-14)	2015-16 Target	(2012-13)	(2013-14)	2015-16 Target	(2012-13)	(2013-14)	2015-16 Target	2012-13	(2013-14)	2015-16 Target
Whitman	4	7	2	6	10	3	5	9	2	7	12	3
Wilson	18	17	7	61	41	34	23	25	9	99	75	57
Winterhaven	0	0	0	0	1	0	0	0	0	0	1	0
Woodlawn	42	15	17	56	25	26	86	27	35	113	48	52
Woodmere	4	9	2	17	27	10	5	11	2	29	35	17
Woodstock	1	1	0	9	6	5	1	1	0	10	6	6

Disproportionate Discipline - School Target Reductions

DRAFT

2015-16 School Targets using 2012-13 Discipline Data

School	Number of Historically Underserved (HU) Students Excluded at least once (includes Out-of-School Suspension or Expulsion)			Number of All Students Excluded at least once (includes Out-of-School Suspension or Expulsion)			Number of Incidents for Historically Underserved Students (includes Out-of-School Suspension or Expulsion)			Number of Incidents for All Students (includes Out-of-School Suspension or Expulsion)		
	(2012-13)	(2013-14)	2015-16 Target	(2012-13)	(2013-14)	2015-16 Target	(2012-13)	(2013-14)	2015-16 Target	2012-13	(2013-14)	2015-16 Target

Counts of students excluded are unduplicated. For example if a student at one school received two out-of-school suspensions and one expulsion, that student will be counted once in the student column, with three major incidents being included for that student in the total incidents column for that school. Because **Expulsion, Out-of-School Suspension** student counts are unduplicated, it is possible that the Overall count of students will be smaller than the sum of students by school -- this is due to some students being excluded from more than one school.

Assumptions of how School Targets were determined:

- Each school should target a reduction percent similar to district. These percentages applied to 12-13 discipline data.
- Similar student demographics will be in schools during the next two years as 12-13, as reductions applied to 12-13 HU and non-HU counts.

Target percentages and target values by school are integer values which accounts for a slight (approximately 0.5%) rounding error.



Board of Education Informational Report

MEMORANDUM

Date: 2/5/15
To: Members of the Board of Education
From: Jollee Patterson and Amanda Whalen
Subject: Second Reading of the Anti-Harassment Policy – 4.30.060

Attached please find a revised Anti-Harassment policy for second reading. Staff made two technical changes to provide clarity to the policy based on the feedback from Director Buel.

If you have any questions, please let us know.



BOARD POLICY

Anti-Harassment

4.30.060-P

I. Overview and Scope

- A. Portland Public Schools is committed to providing a safe, positive, and productive learning and working environment. Harassment, including intimidation or bullying, acts of cyberbullying, and sexual harassment are strictly prohibited and shall not be tolerated in the District.
- B. This directive applies:
 - 1. To student behavior on school grounds, at any school-sponsored activity, on school-provided transportation, at any official school bus stop, and in all instances that student discipline applies as provided in Student Discipline Procedures 4.30.020-AD.
 - 2. To conduct by all district employees that is between adults, or between adults and students when the student is the victim.
- C. Retaliation against any person who in good faith reports, is thought to have reported, files a complaint, or otherwise participates in an investigation of harassment is strictly prohibited. This prohibition is independent of whether a complaint is substantiated. False reports shall be regarded as a serious offense and will result in disciplinary action or other appropriate sanctions. The good faith initiation of any complaint of harassment by an employee shall not adversely affect any terms or conditions of employment or work environment of the staff complainant. The good faith initiation of any complaint of harassment by a student will not adversely affect a student's school placement or educational learning environment.
- D. The district shall investigate all complaints of harassment and retaliation.
- E. Instances of harassment may also be referred to law enforcement.

II. Definitions

- A. "Harassment" means all forms of harassment, intimidation or bullying, acts of cyberbullying, and sexual harassment.
 - 1. Harassment, intimidation, or bullying of students is any act that substantially interferes with a student's educational benefits, opportunities or performance and has the effect of physically harming a student or damaging a student's property, knowingly placing a student in reasonable fear of physical harm to the student or damage to the student's property, or creating a hostile educational environment, including interfering with the psychological well-being of a student and may be based on, but not limited to, the protected class



BOARD POLICY

Anti-Harassment

4.30.060-P

status of a person.

2. Harassment, intimidation, or bullying of staff is conduct that has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.
 3. Cyberbullying is the use of any electronic communication device to harass, intimidate, or bully.
 4. Sexual harassment of students includes a demand for sexual favors in exchange for benefits or unwelcome conduct of a sexual nature that has the purpose or effect of unreasonably interfering with a student's educational performance or that creates an intimidating, offensive or hostile educational environment.
 5. Sexual harassment of employees includes a demand for sexual favors in exchange for benefits or unwelcome conduct of a sexual nature that has the purpose or effect of unreasonably interfering with an employee's performance or that creates and an intimidating, hostile, or offensive work environment.
- B. "Protected class" means a group of persons distinguished, or perceived to be distinguished, by race, color, religion, sex, sexual orientation, gender identity, national origin, marital status, familial status, source of income, or disability.
- C. "Retaliation" means experiencing an adverse impact after making or supporting a claim of harassment if the impact would deter a reasonable person from making such a claim.
- D. "Sexual orientation" means an individual's actual or perceived heterosexuality, homosexuality, bisexuality, or gender identity.
- E. "Gender identity" means a person's sense of being male or female regardless of whether the individual's appearance, expression, or behavior differs from that traditionally associated with the individual's sex at birth.

III. All schools shall use evidenced-based strategies to maintain school-wide and classroom environments that are safe, promote learning and free of harassment.

- A. Notice: Signs, in age appropriate language, explaining the prohibition against harassment, intimidation or bullying, acts of cyberbullying, and retaliation shall be posted in all schools below grade 6. Signs posted in all grade 6 through 12 schools shall include the



BOARD POLICY

Anti-Harassment

4.30.060-P

prohibition against sexual harassment on a sign at least 8.5 by 11 inches in size. It shall also be included annually in the *Guide*, readily available from the district office, and posted on the district website.

- B. School-Wide Student Notification: Students shall be informed of the definition of, consequences for, and obligation to report harassment and retaliation. This can be accomplished in the form of class discussion or activity.
- C. Students who believe they have been subjected to harassment or retaliation are encouraged to immediately inform a teacher, counselor, administrator, or other district employee.
 - 1. ~~District employees, or students~~ Students who witness or have reliable knowledge of harassment or retaliation against any student ~~shall immediately~~ should report their concerns to a teacher, counselor, administrator, or -the appropriate designated school district official as soon as possible.. other district-employee.
 - 2. Any district employee who witnesses or has reliable knowledge of harassment against any student or who receives such a report shall immediately report the conduct to the principal or designee.

IV. Consequences

- A. Students who are found in violation of this directive are subject to disciplinary action ranging from a Level One conference to a Level Four expulsion/delayed expulsion/reassignment or referral. Disciplinary action depends on the number of occurrences and the severity of the offense and as provided in the *Guide to Procedures on Student Responsibilities, Rights and Discipline (Guide)*.
- B. District employees found in violation of this directive are subject to discipline, up to and including dismissal. Licensed employees shall be reported to the Teacher Standards and Practices Commission as provided in OAR 584-020-0041.

V. Procedures

- A. If a student is the alleged perpetrator of the harassment, the following procedures shall apply:
 - 1. The principal or designee is responsible for investigating claims of student harassment.

	<p>BOARD POLICY</p> <p>Anti-Harassment</p>	<p>4.30.060-P</p>
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2. Upon a report, or knowledge of, an incident of harassment or retaliation, the principal or designee shall assure it is promptly investigated.



BOARD POLICY

Anti-Harassment

4.30.060-P

3. A student may report harassment anonymously; however, corroborating evidence is required for any disciplinary action or other consequences.
 4. Complainants not satisfied with the decision at the school level may request a review of the decision by following the appropriate step in the Complaint Procedure in 4.50.030-P and 4.50.031-AD
 5. If the complaint involves sexual harassment of a student, the District shall notify both the student who initiated the complaint and the student's parents when the investigation is concluded.
- B. District employees who have reliable knowledge of prohibited conduct by an adult against any student, or other employee shall immediately report their concerns to the appropriate designated school district official. Reports of conduct violating this directive may be made anonymously; however, corroborating evidence is required for any disciplinary action or other consequences.
- C. If a district employee is the perpetrator of the alleged harassment, the complaint will be resolved through the appropriate Complaint Procedure. Employees not satisfied with the decision regarding their complaint, or employees receiving disciplinary or other consequences may request review through the grievance procedure otherwise generally applicable.

VI. Confidentiality

- A. Confidentiality of complainant: All complaints shall be handled so that the identity of the complainant and any information obtained as part of the investigation shall be kept confidential to the extent that confidentiality is compatible with a thorough investigation of the complaint and is permitted under the law. This protects the identity of the person who files a complaint, encourages the reporting of any violations under this directive, and protects the privacy of all employees.
- B. Confidentiality of student records: Any disciplinary action taken against a student shall be kept confidential to comply with federal requirements for confidentiality of student records.

History: Replaces Harassment & Bulling Policy (4.30.060-P) and Anti-Harassment (4.30.061-AD) Amended 12/10;



BOARD POLICY

Anti-Harassment

4.30.060-P

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- D. The district shall investigate all complaints of harassment and retaliation.
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BOARD POLICY

Anti-Harassment

4.30.060-P

environment, including interfering with the psychological well-being of a student and may be based on, but not limited to, the protected class status of a person.

2. Harassment, intimidation, or bullying of staff is conduct that has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.
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	<p>BOARD POLICY</p> <p>Anti-Harassment</p>	<p>4.30.060-P</p>
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III. All schools shall use evidenced-based strategies to maintain school-wide and classroom environments that are safe, promote learning and free of harassment.

- A. Notice: Signs, in age appropriate language, explaining the prohibition against harassment, intimidation or bullying, acts of cyberbullying, and retaliation shall be posted in all schools below grade 6. Signs posted in all grade 6 through 12 schools shall include the prohibition against sexual harassment on a sign at least 8.5 by 11 inches in size. It shall also be included annually in the *Guide*, readily available from the district office, and posted on the district website.
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 - 2. Any district employee who witnesses or has reliable knowledge of harassment against any student or who receives such a report shall immediately report the conduct to the principal or designee.

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BOARD POLICY

Anti-Harassment

4.30.060-P

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	<p>BOARD POLICY</p> <p>Anti-Harassment</p>	<p>4.30.060-P</p>
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- B. Confidentiality of student records: Any disciplinary action taken against a student shall be kept confidential to comply with federal requirements for confidentiality of student records.

History: Replaces Harassment & Bulling Policy (4.30.060-P) and Anti-Harassment (4.30.061-AD) Amended 12/10; Amended 2/15

BOARD OF EDUCATION
SCHOOL DISTRICT NO. 1J, MULTNOMAH COUNTY, OREGON

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February 10, 2015

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5019	Resolution to Adopt Revised Anti-Harassment Policy 4.30.060-P	5

Other Items Requiring Board Action

The Superintendent RECOMMENDS adoption of the following items:

Numbers 5018 and 5019

RESOLUTION No. 5018

Plans for Additional Expenditures in the 2014/15 Budget for School District No. 1J, Multnomah County, Oregon

RECITALS

- A. On June 23, 2014 the Board of Education ("Board"), by way of Resolution No. 4934, voted to adopt an annual budget for the Fiscal Year 2014/15 as required under Local Budget Law.
- B. On September 23, 2014 the Board, by way of Resolution No. 4961 directed the superintendent to use the higher than budgeted beginning fund balance to increase school staffing and support by \$3.5 million immediately, to develop plans for additional investment in support of the District's strategic priorities, and to increase uncommitted contingency to 4.5%. All of which changes were to be detailed in a budget amendment to be presented to the Board in January 2015 after completion of the audit of the FY 2013/14 financial statements of the District.
- C. As follow up action, on October 14, 2014 the Board, by way of Resolution No. 4970, directed the superintendent to implement plans that included \$3.5 million in ongoing commitments and \$2.85 million in one-time investments in support of the three priorities:
- a) Ensuring all students are reading at benchmark by the end of third grade;
 - b) Improving high school graduation and completion rates; and,
 - c) Eliminating disproportionality in out of school discipline between white students and students of color, and reducing out of school discipline for all students by 50 percent.
- The plans also included \$3.15 million in additional strategic one-time investments to improve outcomes for PPS students and effective operations.
- D. On November 25, 2014 the Board, by way of Resolution No. 4991, voted to approve Amendment #1 to the annual budget for the Fiscal Year 2014/15. Amendment No. 1 increased the amount transferred from Fund 101 – the General Fund - to Fund 438 – the Facilities Capital Project Fund - by \$1,775,000, and appropriated those funds for Facilities Acquisition and Construction. This increase was part of the \$3.15 million in additional strategic one-time investments to improve outcomes for PPS students and effective operations in the October 14 plans. The transfer was required prior to the full January budget amendment in order for facilities work to begin as soon as possible.
- E. On January 27, 2015 the Board, by way of Resolution No. 5013, voted to approve Amendment No.2 to the annual budget for the Fiscal Year 2014/15. Amendment No. 2 formally effected the actions outlined in Resolutions Nos. 4961 and 4970 where the Board directed the Superintendent to include the changes outlined in those resolutions in an amendment to the 2014/15 budget in January 2015.
- F. Amendment No.2 revised beginning fund balances to reflect the FY 2013/14 financial statements of the District; increased general fund revenues based upon information about actual property tax rates and values; and reduced some budgeted general fund expenditures after "fall balancing" to reflect information not available at the time of the adopted budget, e.g. actual teacher salaries and renewal rates for employees' health care benefit plans.
- G. After Amendment No. 2 uncommitted/unassigned contingency is budgeted at \$35.5 million, which is 7% of total expenditures. The Board noted that its policy includes a goal of maintaining a minimum 3% level and includes an aspirational goal of 5%.

- H. The Board directed the Superintendent to develop a plan by February 10, 2015 that assess the immediate urgent unfunded needs in our schools and commits the surplus contingency to support school programs. The Board further requested that the Superintendent communicate with principals and teachers to solicit ideas.
- I. The Superintendent surveyed staff as to priorities and responses were received from 2,029 people, - a response rate of 40%. The highest value was placed on technology upgrades, school safety improvements, schools discretionary budgets, summer programming, and library books and musical instruments.
- J. The Superintendent has develop two funding proposals which reflect the values expressed in the survey – one that spends \$7.2 million and takes uncommitted/unassigned contingency to 5.5% of total expenditures, and the other that spends \$12.125 million and takes uncommitted/unassigned contingency to 4.5% of total expenditures, which is the level referred to in Resolution No. 4970 in October, 2014.
- K. The superintendent recommends approval of this resolution.

RESOLUTION

1. The Board directs the Superintendent to implement the plan to use \$12.125 million on programs and services.
2. The Board acknowledges that these increased investments will result in uncommitted/unassigned contingency at 4.5% of total expenditures after these increases.
3. The Board directs the Superintendent to include the full details of these changes in a subsequent budget amendment to the 2014/15 budget, which is likely to be presented to the Board for approval in May 2015 after the completion of the second issuance of bonds under the \$485 million capital bond authorization approved by voters in November 2012.

D. Wynde / Y. Awwad

RESOLUTION No. 5019

Resolution to Adopt Revised Anti-Harassment Policy 4.30.060-P

RECITALS

On January 20, 2015, staff presented the first reading to the Board of the revised Anti-Harassment Policy. Per District Policy, the public comment period was open for 21 days.

RESOLUTION

The Board of Education hereby adopts the revised Anti-Harassment Policy, Policy 4.30.060-P.

J. Patterson