

**U.S. Department of Education**  
Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS**  
**UNDER THE**

**Application for New Grants Under the Elementary and Secondary School Counseling Program**

**CFDA # 84.215E**

**PR/Award # S215E140571**

**Grants.gov Tracking#: GRANT11638753**

OMB No. 1894-0006, Expiration Date: 11/30/2014

Closing Date: Apr 28, 2014

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

**Application for Federal Assistance SF-424**

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
--	--	--

* 3. Date Received: <input type="text" value="04/28/2014"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

**State Use Only:**

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

**8. APPLICANT INFORMATION:**

\* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="386019629"/>	* c. Organizational DUNS: <input type="text" value="0763408430000"/>
---	---

**d. Address:**

* Street1:	<input type="text" value="3011 W. Grand Blvd."/>
Street2:	<input type="text" value="Fisher Bldg, Ste. 450"/>
* City:	<input type="text" value="Detroit"/>
County/Parish:	<input type="text" value="Wayne"/>
* State:	<input type="text" value="MI: Michigan"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="48202-3045"/>

**e. Organizational Unit:**

Department Name: <input type="text" value="State &amp; Federal Programs"/>	Division Name: <input type="text" value="Office of Development"/>
---	--

**f. Name and contact information of person to be contacted on matters involving this application:**

Prefix: <input type="text"/>	* First Name: <input type="text" value="Angela"/>
Middle Name: <input type="text" value="H."/>	
* Last Name: <input type="text" value="Montgomery"/>	
Suffix: <input type="text"/>	
Title: <input type="text"/>	

Organizational Affiliation:

* Telephone Number: <input type="text" value="313-870-3600"/>	Fax Number: <input type="text"/>
---	----------------------------------

\* Email:

**Application for Federal Assistance SF-424**

**\* 9. Type of Applicant 1: Select Applicant Type:**

C: City or Township Government

Type of Applicant 2: Select Applicant Type:

N: Nonprofit without 501C3 IRS Status (Other than Institution of Higher Education)

Type of Applicant 3: Select Applicant Type:

X: Other (specify)

\* Other (specify):

Local Education Agency

**\* 10. Name of Federal Agency:**

U.S. Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.215

CFDA Title:

Fund for the Improvement of Education

**\* 12. Funding Opportunity Number:**

ED-GRANTS-031214-001

\* Title:

Office of Elementary and Secondary Education (OESE): Elementary and Secondary School Counseling (ESSC) Program CFDA Number 84.215E

**13. Competition Identification Number:**

84-215E2014-1

Title:

**14. Areas Affected by Project (Cities, Counties, States, etc.):**

Add Attachment

Delete Attachment

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**\* 15. Descriptive Title of Applicant's Project:**

Detroit Public Schools Character Awareness Responsibility & Engagement

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

\* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

**18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="1,113,588.00"/>
* b. Applicant	<input type="text" value="(b)(4)"/>
* c. State	
* d. Local	
* e. Other	
* f. Program Income	
* g. TOTAL	

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- a. This application was made available to the State under the Executive Order 12372 Process for review on .
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes  No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

\*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix:  \* First Name:   
Middle Name:   
\* Last Name:   
Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

\* Signature of Authorized Representative:  \* Date Signed:

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Angela Hoston</p>	<p>TITLE</p> <p>Executive Director</p>
<p>APPLICANT ORGANIZATION</p> <p>School District of the City of Detroit</p>	<p>DATE SUBMITTED</p> <p>04/28/2014</p>

Standard Form 424B (Rev. 7-97) Back

# DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB  
0348-0046

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
<b>4. Name and Address of Reporting Entity:</b> <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: School District of the City of Detroit * Street 1: 3011 W. Grand Blvd.    * Street 2: Fisher Bldg., Ste 450 * City: Detroit    * State: MI: Michigan    * Zip: 48202 Congressional District, if known: _____		
<b>5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:</b> 		
<b>6. * Federal Department/Agency:</b> Department of Education	<b>7. * Federal Program Name/Description:</b> Fund for the Improvement of Education CFDA Number, if applicable: 84.215	
<b>8. Federal Action Number, if known:</b> 	<b>9. Award Amount, if known:</b> \$ _____	
<b>10. a. Name and Address of Lobbying Registrant:</b> Prefix _____ * First Name: none    Middle Name _____ * Last Name: none    Suffix _____ * Street 1 _____    * Street 2 _____ * City _____    * State _____    * Zip _____		
<b>b. Individual Performing Services</b> (including address if different from No. 10a) Prefix _____ * First Name: none    Middle Name _____ * Last Name: none    Suffix _____ * Street 1 _____    * Street 2 _____ * City _____    * State _____    * Zip _____		
<b>11.</b> Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. <b>* Signature:</b> Angela Boston <b>* Name:</b> Prefix _____ * First Name: Linda    Middle Name _____ * Last Name: Blanton    Suffix _____ <b>Title:</b> _____ <b>Telephone No.:</b> _____ <b>Date:</b> 04/28/2014		
<b>Federal Use Only:</b>		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S215E140571

## NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

### To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

### What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

### What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

### Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

**Optional - You may attach 1 file to this page.**

Add Attachment

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## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

**\* APPLICANT'S ORGANIZATION**

School District of the City of Detroit

**\* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE**

Prefix:  \* First Name:  Middle Name:

\* Last Name:  Suffix:

\* Title:

\* SIGNATURE:

\* DATE:

## Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

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## You may now Close the Form

**You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.**

\* Attachment:

**Name of Applicant:** School District of the City of Detroit (Detroit Public Schools)

**Project Name:** DPS C.A.R.E.

**Absolute Priority:** Establish or expand counseling programs in all elementary and secondary schools.

**Competitive Priority:** Preference 1 – (a) improving the school environment, by improving the school setting related to student learning, safety, and health; (b) improving school safety, including decreasing the incidences of harassment, bullying, violence, and substance abuse.

**Summary:**

DPS' project C.A.R.E. (Character, Awareness, Responsibility, and Engagement) addresses both student-centered learning environment and professional and community resource linkage through implementing two complementary social-emotional intervention programs – Restorative Practices and Calm Classroom. Creating a safe and positive learning environment is priority; therefore, the entire student and teacher student population will be targeted for this program. To increase school safety, positively impact school culture, and aid in supporting student learning, all schools will have one or both programs. By June 2017, Restorative Practices will be implemented in all 92 DPS schools and Calm Classroom will be implemented in 30 K-8 schools servicing the entire student population of 48,730 students.

The goal of the project is to increase academic achievement by providing a safer and student-centered learning environment through alternative disciplinary strategies. The proposed project outcomes are to decrease the number of incidents, suspensions, and expulsions by 15%; increase student achievement by 3%; increase graduation rate by 5%; and decrease the drop-out rate by 5%.

## Project Narrative File(s)

---

\* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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To add more Project Narrative File attachments, please use the attachment buttons below.

[Add Optional Project Narrative File](#)

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**DETROIT PUBLIC SCHOOLS - C.A.R.E.S.**

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## DETROIT PUBLIC SCHOOLS - C.A.R.E.S.

### Need

*“Ensuring that our educational system is a doorway to opportunity – and not a point of entry to our criminal justice system – is a critical and achievable goal,” Attorney General Holder said in a statement last summer. By bringing together government, law enforcement, academic, and community leaders, I’m confident that we can make certain that school discipline policies are enforced fairly and do not become obstacles to future growth, progress, and achievement. (Arnie Duncan, U.S. Department of Education Secretary 2011)*

Michigan State University Professor, Dr. Chris Dunbar aptly summarized the massive issue facing Detroit Public Schools in his 2013 response to Secretary Duncan’s statement.

“Suspensions and expulsions have left a trail of tattered lives of children placed into alternative schools that simply serve as ‘holding tanks’ until their inevitable trek to youth detention centers and eventually adult incarceration facilities.” (Dunbar, 2013)

Public schools have "disciplined", students who commit serious violations of school rules or pose a threat to school safety, by temporarily suspending or permanently expelling them from school. In the late 1980s "zero-tolerance" policy were adopted by many states, including Michigan, in response to an increase in school shootings. Zero tolerance became federal policy in the mid-1990s. Initially, zero-tolerance policies excluded students from school for offenses such as bringing weapons or drugs to school or fighting. In many schools, these policies have established more severe punishments such as suspensions and expulsions for minor infractions, such as: insubordination, truancy, use of electronic devices, and disorderly conduct.

Zero-tolerance policies are proven ineffective and are related to a number of negative consequences, including increased rates of school dropout and discriminatory effect of school discipline practices.

Although exclusionary school discipline policies are intended to ensure overall productive learning environments, those students who are removed suffer as their learning opportunity is consistently disrupted. Additionally, there is little scientific evidence which suggests exclusionary discipline is effective in reducing school violence or increasing school safety. There is evidence though, which shows exclusionary discipline leads to the following: delinquency, substance abuse, and increased school drop-out (National Expulsion and Suspension data retrieved from the U.S. Department of education, office of Civil rights 2002).

In 2002-2003, more than 3 million students across the nation were suspended and another 89,000 were expelled from school. Of those numbers, African American students represented 17% of public school enrollment, yet 33% of out of school suspensions. Caucasian students made up 63% of the public school population and represent 53% of out of school suspensions. Three of the basic violations which led to suspension were tardiness, truancy, and physical conflicts. Further research indicates African American students were referred and suspended more for non-violent conduct such as, "disrespect of authority," "defiance," and "disobedience." (Civil Rights Project, Harvard University; Skiba, R.2000).

A study conducted by "The National Center for Educational Statistics report", Violence and Discipline Problems in U.S. Public Schools (Heaviside, Rowand, Williams, and Farris, 1998) a defining correlation emerged between minor school disruptions and serious acts of violence in schools. This concern is brought to light by statistics showing some minority groups are over represented in this area. More importantly, progressing research indicates these punitive responses are not likely to change negative behaviors of the students involved, nor do they deter other students from following the same behaviors.

Detroit Public Schools aims to change this paradigm and restore education equality and social balance to all students.

Detroit Public Schools (DPS) is Michigan's largest school district, educating 48,730 students in 92 schools throughout the City of Detroit. African Americans represent 84% of the student population, while Hispanics are the second largest ethnic group representing 12% of the student population.

DPS aims to create Centers of Excellence in Every School for Every Student in Every Neighborhood. The district's primary mission is educating students to perform at high academic levels. The school systems' administration, teachers and staff have a laser-like focus on creating learning opportunities to prepare children for the 21<sup>st</sup> Century and ensure they can compete in a global economy. This aggressive strategy is not without its challenges.

With a student population of 81% economically disadvantaged students, Detroit Public Schools must concern itself not only with a student's academic success, but also the social and emotional issues that can stem from poverty. Parental unemployment, violence in the home and surrounding community, easy access to illegal drugs, and students being bullied in school seem to drain self-esteem and are contributing factors to behavior problems, abuse, neglect, larceny, and other behaviors that negatively impact psychosocial adjustment in school, creating academic failure, behavior problems and high dropout rates.

In the first semester (September – January) of the 2010-2011, over 3,308 students received some form of exclusionary discipline from Detroit Public Schools. Of those 3,308 students, 1,943 cases were for non-violent and non-criminal behaviors. This alarming suspension and expulsion rate directly contributes to the number of days a student is absent, increasing the likelihood of falling behind academically. Reducing the factors contributing to the 23%

drop-out rate and implementing strategies to increase graduation rate from 65% have become the focus of DPS. The need for behavioral interventions and counseling programs that truly address underlying issues of students that hamper academic growth has never been more paramount.

Under the Elementary-Secondary School Counseling Programs funding, Detroit Public Schools will expand the Restorative Justice program from 3 high schools to district-wide and also establish Calm Classroom in 30 schools as a complementary program. Implementation of both of these models also address the competitive preference of improving school engagement, school environment, school safety, and improving family and community engagement.

### Gaps

For several years, Detroit's schools have struggled to move in new directions for student support. Efforts have flowed, and ebbed with the District's survival problems. In the late 1990s, the rationale and framework for change was laid out in: *A Framework for Change: The Resource Coordinating Team (An Integrated Learner Support System)*. Any successful school reform should ensure that **all** students succeed. Such reforms must include students who are motivationally ready for learning as well as those who are experiencing external and internal barriers that interfere with their ability to benefit from high standards and improved instruction. Failure to address the barriers to learning in a comprehensive way accounts for most learning, behavioral, health, and emotional problems seen in our schools today.

School reform initiatives have typically focused on managerial or governance constructs, instructional strategies, or community engagement efforts. While these areas are important to school transformation; they do not address the specific needs of students and those obstacles or barriers to their success. The missing link in educational reform is the establishment of a

supportive, student-centered learning environment where professional school and community resources are identified and linked to address barriers to learning that confront urban students.

DPS' model C.A.R.E. (Character, Awareness, Responsibility, and Engagement) addresses both student-centered learning environment and professional and community resource linkage through implementing two complementary social-emotional intervention programs – Restorative Practices and Calm Classroom.

## Quality of Project Design

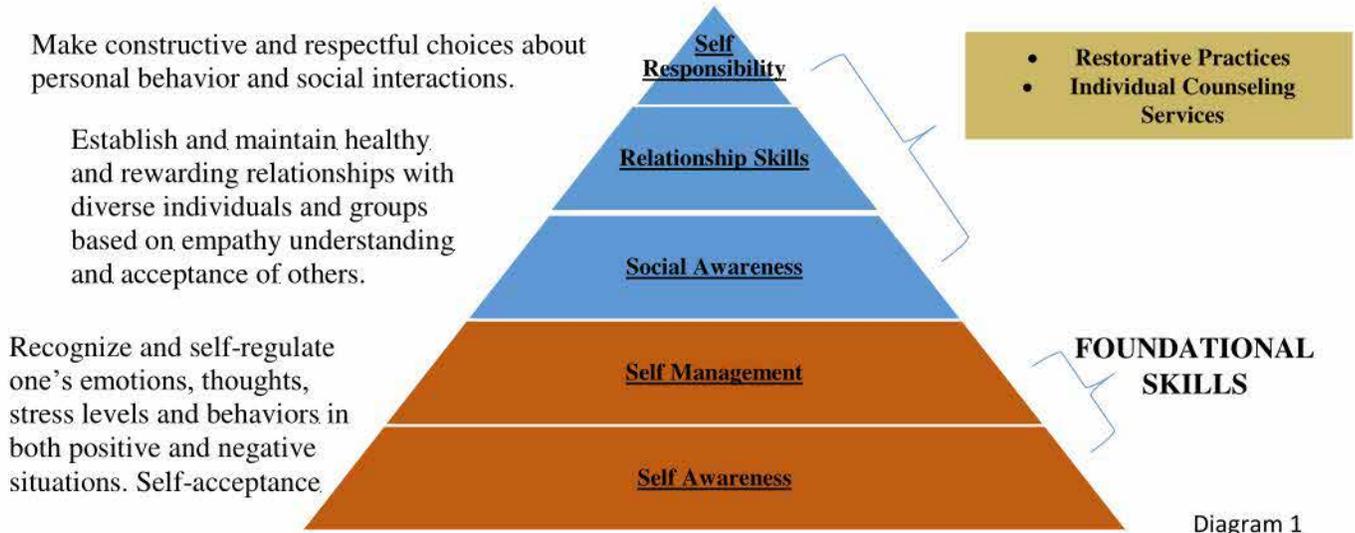
### C.A.R.E. Overview

Detroit Public Schools has a network of counselors, social workers, and psychologists who regularly meet with students. The Michigan Department of Human Services also has social service workers permanently located within each DPS school. Additionally, schools have Resource Coordination Teams (RCT) who assist in developing an integrated learner support system by connecting students with resources. These resources are necessary and will continue to be an integral part of each individual school structure. However, these mechanisms have a commonality in that they are referral based and do not address the entire school population nor significantly impact school culture – environment, safety, or engagement. Additionally, the current interventions are not empowering to the student, but contribute to the authoritative paradigm instead of fostering a more collaborative and cooperative nature.

C.A.R.E. introduces behavioral intervention programs that are student-centered by focusing on the student's self-awareness (character and awareness), how their actions affect themselves and others (responsibility), and engaging in positive behavior to benefit their immediate community (engagement). C.A.R.E. also calls for a proactive approach to deter

behavior, but also a reactive approach by exploring corrective actions. C.A.R.E. consists of two programs, Restorative Practices and Calm Classroom. The purpose of combining Calm Classroom with a purely Restorative Justice Program is that Calm Classroom provides a curriculum that is primarily focused on students internal skill development in the area of self-awareness and emotional self-management whereas Restorative Justice is primarily focused on the development of outer external management skills through developing awareness of other people in social situations, enhancing relationship skills and encouraging self-responsibility in relationship to other people. The foundation of intrinsic self-observation or mindfulness and emotional self-management makes it possible to develop successful management skill levels around external behavioral interactions, and the development of attitudes of kindness and self-respect toward other people that is crucial for life success. (See Diagram 1) This sense of self-awareness is especially being developed in the K-8 grade levels.

Creating a safe and positive learning environment is priority; therefore, the entire student and teacher student population will be targeted for this program. To increase school safety, positively impact school culture, and aid in supporting student learning, all schools will have one or both programs. By June 2017, Restorative Practices will be implemented in all 92 DPS schools and Calm Classroom will be implemented in 30 K-8 schools.



Goals

Program Goal: Increase academic achievement by providing a safer and student-centered learning environment through alternative disciplinary strategies.

Goals	Timeline
Reduce the number of suspensions, expulsions, and behavioral referrals by 15%	Year 1 – 3% Year 2 – 5% Year 3 – 7%
Increase the graduation rate by 5%	Year 1 – 1% Year 2 – 2% Year 3 – 2%
Decrease the drop-out rate by 5%	Year 1 – 1% Year 2 – 2% Year 3 – 2%
Increase student achievement by 3%	Year 1 – 1% Year 2 – 1% Year 3 – 1%

Restorative Practices Overview

Restorative Practices is based on the philosophical framework of Restorative Justice.

Restorative Justice emphasizes the way a crime or behavior harms relationships. Restorative

justice requires the actor to assume responsibility, recognized who was harmed because of the act, and develop ways to repair the harm inflicted.

The National Institute of Justice noted the guiding principles of restorative justice are:

1. Crime is an offense against human relationships.
2. Victims and the community are central to justice processes.
3. The first priority of justice processes is to assist victims.
4. The second priority is to restore the community, to the degree possible.
5. The offender has personal responsibility to victims and to the community for crimes committed.
6. Stakeholders share responsibilities for restorative justice through partnerships for action.
7. The offender will develop improved competency and understanding as a result of the restorative justice experience.

Restorative practices was inspired by this concept. The hypothesis being that “human beings are happier, more cooperative and productive, and more likely to make positive changes in their behavior when those in positions of authority do things with them, rather than to or for them” (Wachtel, O’Connell, & Wachtel, 2010, p.156). In a school environment restorative practices engages students in supportive processes where they can take responsibility for their behavior while proactively building relationships and a sense of community, eventually preventing wrongdoing. (Costello, Wachtel, & Wachtel, 2009).

Similar to Whole-School Change (WSC) programs implemented in Philadelphia and New York, DPS’ C.A.R.E. will train everyone in the school community, both instructional and non-educational staff, in restorative practices. A fuller description of WSC can be reviewed in Appendix A. All staff are instructed in the 11 Essential Elements of Whole-School Change. (See Table 1.1)

Affective statements are the pivot point of affecting the entire school culture. Since affective statements are “personal expressions of feeling in response to positive or negative behaviors of others” (IIRP, 2010, p.6), students and teachers enhance communication, foster mutual respect, and build more positive relationships.

Open dialogue is a natural occurrence and not a scheduled event. In short, being able to deal with each other via effective communication should reduce the number of negative incidences and reduce frustration if and when discipline is required. Additionally, affective statements are not just reserved for student-teacher interaction, but should also be modeled via staff-staff interaction.

The more formal aspect of restorative practice are the restorative conference or circles. Students who have engaged in serious incidents or a cumulation of of less serious incidents participate in circles. Circles are facilitated by a neutral party (someone not involved in the

Table 1.1 11 Essential Elements of Whole-School Change	
<b>School-wide Elements:</b> Used by all staff members who interact with children.	
1)	Affective statements
2)	Restorative questions
3)	Small impromptu conferences
4)	Restorative staff community
5)	Fair process
6)	Reintegrative management of shame
7)	Fundamental hypothesis understanding
<b>Broad-based Elements:</b> Implemented by instructional and administrative staff members	
8)	Proactive circles
9)	Responsive circles
10)	Restorative approach with families
<b>Targeted Element:</b> Implemented by a selected multidisciplinary team	
11)	Restorative conferences

incident) and participants include those who have committed the wrongdoing, those affected, and supporters of both parties. The facilitator begins with a series of scripted questions to reflect on the incident, recognize who was affected, how they were affected, and a way to repair the situation.

Conferences contribute to whole-school culture change by developing empathy through understanding and recognition of another's perspective. Furthermore, the developing ways to repair the harm done fosters a connection with the student's environment, engaging them in the community. As an additional component to establish empathy for others and the community, participants in conferences are given options of community service events or activities in which they must participate as part of their restoration process.

Detroit Public Schools currently uses Restorative Practices in 3 of its high schools. Supported by community organizations such as Black Family Development and Don Bosco Hall, the Detroit Police Department, and the entire school staff, students are not only developing socially, but progressing academically. Since being implemented four years ago, as part of a school turnaround model, the number of incidences decreased by over 30%. Last year, the three schools averaged a 77.24% graduation rate and a 8.8% drop-out rate. Expanding the program to address the needs of all DPS students and end the disruptive, non-effective, suspension cycle is a natural progression.

#### Expansion within DPS C.A.R.E.S.

All schools within DPS will adopt Restorative Practices. Implementation begins with the required two-day training for all high school and K-5 staff in August 2014. Training for the remaining schools, grade levels K-8, will occur in March 2015. The International Institute for

Restorative Practices (IIRP) and an authorized local training organization, Black Family Development (BFD), conduct the training. Restorative Practices fall training is part the professional development week scheduled a week before school starting and spring training is part of the mandatory District professional development days. These already scheduled and dedicated professional development blocks ensure full staff participation.

Implementation of any reform requires more than training, but additional assistance to ensure fidelity and therefore success in achieving goals. Schools with the highest number of behavior referrals, suspensions, or expulsions for the previous school year are assigned an Intervention Specialist. Intervention Specialists will be assigned up to 10 schools. The Intervention Specialist assists in conducting conferences, quickly connecting students to other resources, Additionally, the Intervention Specialist facilitates connecting the school with community service organizations and notifying them of upcoming community service activities as a part of the restoration process. This additional support in high incident schools contributes to a quicker whole-school culture change by proactively giving additional resources to identify and resolve issues.

BFD will continue to be engaged during the implementation process for technical assistance and additional coaching when necessary. Due to K-8 schools being trained in March, the Restorative Practice model will only be able to be used a portion of the school year. In August 2015 a truncated refresher course will be given to all K-8 and the full training will be again offered for all new staff.

### *Calm Classroom Overview*

Calm Classroom is a set of 40 techniques that emphasize breathing, concentration, relaxation, and stretching and which are conducted in K-12 classrooms. Each of these techniques lasts between 30 seconds and two minutes, and are expected to be used at least 3 times during the day, primarily during periods of transition (e.g., prior to the start of the first class, before or after lunch). These techniques are learned by classroom teachers and led by them initially. Over time, students are also asked to take additional supporting and leadership roles. Calm Classroom activities are also actively led by school the school disciplinary staff and is used more informally by a range of other school staff throughout the school day.

Calm Classroom activities are designed with several outcomes in mind, including increasing student attention spans and decreasing “anxiety, emotional instability, disruptive and violent behavior, stress-related illness....(Luster Learning Institute, 2009).

The Calm Classroom curriculum has been implemented in 110 schools since 2007, including K-8 schools, special education schools, pre-schools, charter schools, and two of the Noble network Charter high schools. Most of these implementations have been in Chicago Public Schools, though the curriculum has also been used in suburban school districts in Illinois and schools in New York City.

The Calm Classroom program combines a behaviorally reactive tier two and three intervention delivered by school counselors, disciplinary staff and the assigned Intervention Specialist in individual and small group settings with a pro-active preventive tier one universal intervention delivered 3 times per day for two to three minute durations by teacher in the classroom. All three levels of interventions have teachers and students facilitating very simple fully scripted short mindfulness techniques (intentionally focusing of one’s attention on the

internal and external experience occurring at the present moment in a nonjudgmental and accepting way) that are embedded in the Calm Classroom curriculum.

Implementation within DPS C.A.R.E.S.

Calm Classroom begins only within the K-8 schools due to the social and mental development of the age group. Students begin becoming self-aware and framing who they wish to become; therefore, proactively influencing student behavior and social- emotional health for subsequent years. By the end of the grant cycle, thirty K-8 schools will have fully implemented Calm Classroom. Implementation begins in August 2014 with ten K-8 schools. Schools with the highest number of incidences, suspensions, or expulsions from the previous school year will be given the opportunity to participate in year one. Principals must agree to fully implement the Calm Classroom curriculum in all classes. Training will be provided by the Luster Learning Institute (LLI) to the Intervention Specialist and then to each of the ten schools based on grade level or curriculum cluster. Ten schools receive training per academic year. The Intervention Specialist will monitor and provide additional support for those school previously trained. Small-scale roll-out and the provision of additional support ensures the principles are truly adopted and builds capacity within each building.

The Luster Learning Institute also supports Calm Classroom implementation through providing administrative organizational services at both the district and local school level, professional development for school counselors, disciplinary staff, restorative justice intervention specialists, teachers and school security personnel. In addition they collect data and provide analysis of specific measurement survey designed to measure the specific outcome that are occurring within students and teachers. These surveys combined with Detroit district statistics on suspension, detentions, and disciplinary referrals will provide a strong method of evaluation of program fidelity and success. Long term support services include:

Continuing training for restorative justice specialist who are responsible for on-site support for two schools each on a daily basis. LLI will also conduct review meetings with school principals through coordination at their localized assistant superintendent offices.

*Linkages with other agencies and organizations providing services to the target population*

Detroit Public Schools (DPS) has strong partnerships with the Detroit Wayne Mental Health Authority, Wayne County Health and Human Services, Wayne Metro Community Action Agency, Henry Ford Health Systems, St. John-Providence Health Systems, and numerous social services agencies. These organizations have been pivotal in supporting efforts to improve the mental health, physical health, and developmental needs of students. However, the gap is not the provision of services or number of direct mental health care workers, but getting students identified and quickly referred for additional resources and changing student behavior by addressing core issues.

DPS' commitment to providing quality education, safe learning environments, and pathways to social success has resulted in partnerships with the Wayne County Prosecutors Office, the Detroit Police Department (DPD), and numerous community development organizations. One such alliance is the partnership Invested Youth, Societies Dividend (IYSD) which helps to implement strategies for students who are "at-risk" based on past disciplinary actions, involvement in the juvenile justice system, or attendance irregularities.

Additionally, the Wayne County Prosecutors Office (WCPO) implemented the Talented Youth Safety Program for juveniles who have been referred to juvenile court system. It is community based with referrals for intervention, summer work programs and more.

Aware of the number of youth who have had involvement with the juvenile justice system or at at-risk, DPS as part of the C.A.R.E. model engaged recently retired DPD community liaison, Monica Evans, to be the liaison between DPS and alternative discipline programs such as Talented Youth Safety.

*Appropriately addresses needs of target population or other identified needs*

A study conducted by "The National Center for Educational Statistics report", Violence and Discipline Problems in U.S. Public Schools (Heaviside, Rowand, Williams, and Farris, 1998) a defining correlation emerged between minor school disruptions and serious acts of violence in schools. This concern is brought to light by statistics showing some minority groups are over represented in this area. More importantly, progressing research indicates these punitive responses are not likely to change negative behaviors of the students involved, nor do they deter other students from following the same behaviors.

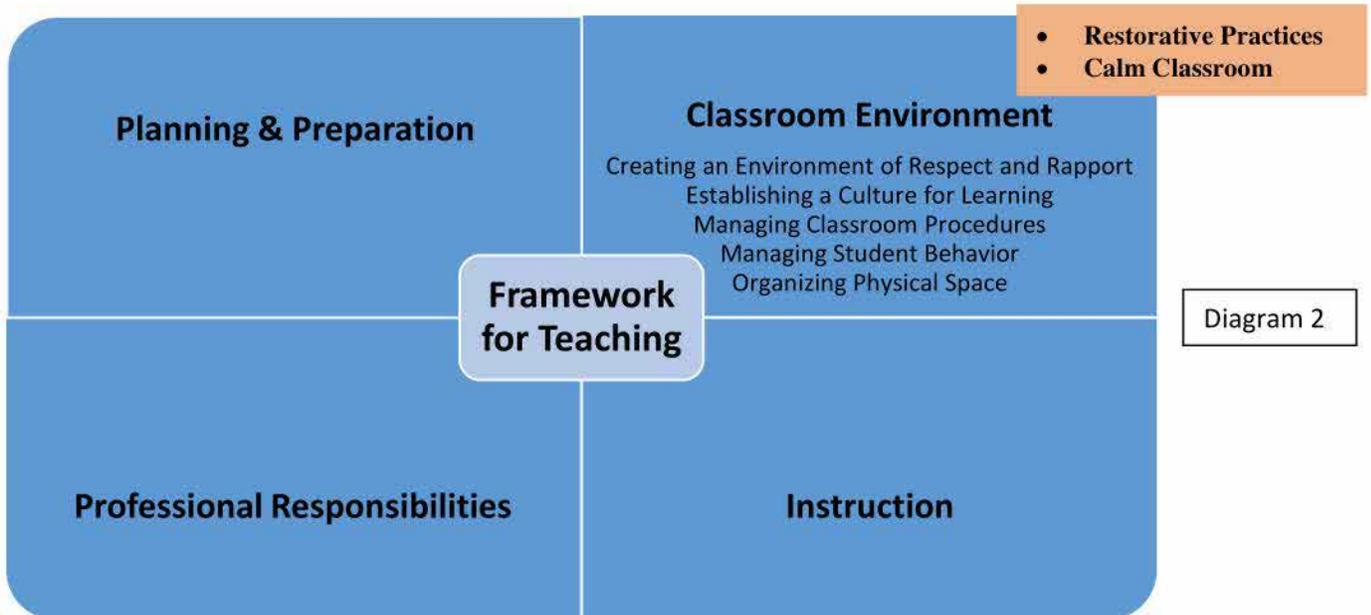
These behaviors can lead to what is known as the "School to Prison Pipeline". Zero tolerance has indirectly created an assembly line, pushing students from the classroom to the criminal justice system. Often time, school policies that involve law enforcement for minor incidents, lead to arrests, juvenile detentions and incarceration. The system disproportionately affects young African Americans and youth with disabilities.

Alternatives to suspensions requires more than staffing to counsel students on a one-to-one or small group basis, it requires a shift in school culture. C.A.R.E.S. addresses that need by providing two research-based tools to positively influence the classroom environment and create a safer, friendlier environment for learning and academic success. (See Diagram 2 below)

By focusing on the classroom and school environment, DPS will reduce the number of behavioral incidences and in turn improving instruction to achieve higher graduation rates and lower the drop-out rates. Students no longer sit at home or on the street missing valuable classroom instruction, but learn self-control, emotional management, empathy for others, and responsibility for their own actions. These skills influence their behavior outside of school as well, as they interact with law enforcement, employers, and their community.

Design of project reflects up-to-date knowledge from research and effective practice

Overwhelming evidence now exists on both biological and behavioral levels that



productive learning in school results only when children make the successful, normative transition to effortful regulation of their emotions, behavior, and thought processes (Diamond, 2010; Ivrendi, 2011; McClelland & Cameron, 2011; Pelco & Reid-Victor, 2007). Critically, this research has demonstrated that self-regulation skills predict academic success as much or more than intelligence or domain-specific knowledge (e.g., Blair & Razza, 2007; McClelland et al., 2007). At the same time, there is a trend for the youngest children to come to school with

increasingly severe emotional and behavioral challenges (Morris et al., 2013). Acting out, non-disruptive but equally debilitating lack of ability to focus, or both, often result from the toxic stress associated with undue adversity, chronic poverty, or otherwise unpredictable home environments (Shonkoff et al., 2012). Thus, evidence is converging on the absolute necessity of self-regulation for academic success, while the ecological realities in which children find themselves are increasingly less conducive to this outcome.

Boldly DPS changes its approach to addressing discipline. Not only is the focus quicker intervention either at the school site or via referral, but also a shift in discipline practices in an effort to improve school culture. Instead of zero tolerance and authoritarian punishment, the implementation of Restorative Practices and Calm Classrooms provides high levels of both control and support to encourage appropriate behavior, and places responsibility on students themselves, using a collaborative response to wrongdoing. In another urban district in Michigan, Lansing School District, a pilot project introduced Restorative Practices to manage disciplinary issues. The results of that project showed that restorative practices:

- Supported a 15 percent drop in suspensions, while suspension rates at the district's other middle schools increased.
- Averted expulsions.
- Resolved conflicts effectively. Ninety-three percent of 292 students participating reported using restorative methods to resolve their conflicts.
- Taught students new skills. Nearly 90 percent of participating students reported learning new skills in their restorative experiences, and 86 percent reported using those skills to peacefully resolve or avert conflicts after their restorative interventions.

The Calm Classroom curriculum is based most fundamentally upon Herbert Benson’s observation of a “relaxation response,” a physical response the opposite of the stress response associated with “fight or flight.” Benson, a Harvard cardiologist, is credited with seminal insights within the United States medical field regarding the relationship between mind states and physical health. In addition to examining the relationship between intentional relaxation responses and health outcomes such as blood pressure, Benson also explored its connection to non-health outcomes. In studies of structured relaxation response interventions in a high school in upstate New York (1994) and a middle school in Los Angeles (2000), Benson and colleagues searched for effects in areas such as self-esteem and locus of control among high school and middle school students and attendance and grades. Both of these studies employed research designs that limit their internal validity, including the self-selection of teachers into the intervention and comparison groups and indirect proxies for how often the intervention was used with students, but together suggest the promise of mindful relaxation response practices for affecting social and academic outcomes.

### Quality of Management Plan

While the C.A.R.E.S. project is an expansion and implementation of counseling programs, because it focuses on school-wide culture change, the project will be a part of the Office of Academics. Proper implementation and facilitation of both models directly affects the classroom environment and student academic outcomes. Teachers currently have classroom management as part of their evaluations and these models give them another tool to advance their competencies. The principal evaluation tool is currently under development, but does consider the culture of the school – including safety and student-centered learning.

Under the Office of Academics, the grant program consists of a lead administrator, a program supervisor, and five Intervention Specialist. Following is a brief description of each position.

- Lead Administrator - The lead administrator for C.A.R.E.S. will be Lamont Satchel, Chief Innovation Officer. Mr. Satchel will modify the program based outcomes, reallocate district resources to support the program when needed, and serve as the direct connection between the Superintendent of Academics.
- Program Supervisor - A program supervisor will be hired for the project. This position supervises the five Intervention Specialist, Community Liaison; assists in collecting and analyzing evaluation data; monitors overall program goals, timelines, and activities; and coordinates the training.
- Intervention Specialists – The intervention specialists monitor and assist in at least ten schools. Intervention Specialist assists in conducting conferences; quickly connecting students to other resources; facilitating connections between the school and community service organizations and notifying them of upcoming community service activities as a part of the restoration process.

Finally, the management of DPS C.A.R.E.S will also include the Office of Professional Development. The Office of Professional Development provides and promotes opportunities for new and veteran teachers, new and veteran principals and other stakeholders who want to build and strengthen skills and develop cutting edge practices to impact student achievement. Participants learn and share best practices with colleagues. Professional Development opportunities include 1) a principal pipeline program that includes a principals' training academy and ongoing mentorship of new and veteran principals; 2) introduction to and participation in the

development of an educator management system that seeks to retain the best educators and leaders for district schools; 3) a multi-path career ladder for teachers that focuses on skills needed inside and outside of the classroom; 4) in-service sessions that provide skill development in the high-need areas identified by teachers. Professional development activities include video collaboration; guided observation protocols and interaction with master teachers. The Office of Professional Development will incorporate the Restorative Practices and Calm Classroom training into the regular course offerings for their fall Back to School institute. This allows for new teachers and staff to receive the training. Additional courses related to either Restorative Practices or Calm Classroom will also be added to the course catalog when available.

**Program Goal: Increase academic achievement by providing alternative disciplinary strategies**

Deliverable	Activities/Timeline	Responsible Parties
Implement Restorative Practices in all schools	<ul style="list-style-type: none"> <li>• August 2014: Training of Intervention Specialists</li> <li>• August 2014: Training of all high schools and select K-5 schools in Restorative Practices</li> <li>• March 2015: Training of all K-8 schools and remaining K-5 schools.</li> <li>• Mid-academic year: Assessment of implementation and effectiveness</li> <li>• Annually: Receive information from evaluation work on effectiveness of investments and productivity implications of approaches.</li> <li>• Annually: Conduct review of expenditures and investments, identifying on-going vs. non-recurring.</li> </ul>	<p>Office of Academics – Program Management Team</p> <p>Black Family Development</p> <p>Community Liaison</p> <p>Office of Professional Development</p>
Implement Calm Classroom in 30 K-8 schools	<ul style="list-style-type: none"> <li>• August 2014: Training of Intervention Specialists</li> <li>• August Annually: Training of ten K-8 schools in Calm Classroom Curriculum</li> <li>• Mid-academic year: LLI assessment of implementation and effectiveness</li> <li>• Annually: Receive information from evaluation work on effectiveness of investments and productivity implications of approaches.</li> <li>• Annually: Conduct review of expenditures and investments, identifying on-going vs. non-recurring.</li> </ul>	<p>Office of Academics – Program Management Team</p> <p>Luster Learning Institute</p> <p>Office of Professional Development</p> <p>Evaluation Work Group</p>

<b>Program Goal: Increase academic achievement by providing alternative disciplinary strategies</b>		
<b>Deliverable</b>	<b>Activities/Timeline</b>	<b>Responsible Parties</b>
Reduce the number of suspensions, expulsions, and behavioral referrals by 15%	<ul style="list-style-type: none"> <li>Monthly: Collect referral, suspension, and expulsion data for schools</li> <li>Annually: Collect referral, suspension, and expulsion data by incident type for district</li> </ul>	Office of Academics School Principals Evaluation Work Group
Increase student achievement 1% annually	<ul style="list-style-type: none"> <li>Monthly: Student attendance records of students missing 10 or more consecutive days of school.</li> <li>Annually: Collect MAP and MEAP school building student achievement data</li> </ul>	Evaluation Work Group
Increase the graduation rate by 5%	<ul style="list-style-type: none"> <li>Annually: Collect student graduation rate based on 4-year cohort</li> </ul>	Office of Academics School Principals Evaluation Work Group
Decrease the drop-out rate by 5%	<ul style="list-style-type: none"> <li>Annually: Collect student drop-out rate</li> </ul>	Office of Academics School Principals Evaluation Work Group

## Quality of Project Evaluation

A key component of continuous improvement is rigorously evaluating investments in an effort to assess effectiveness, and support decisions to either maintain or modify strategies and tactics. The DPS C.A.R.E.S evaluation will be designed to measure the effectiveness of the program resources, instruction and activities in increasing student performance and achieving the

specified outcomes of reduced incidents, suspensions, and expulsions. The evaluation will have both short-cycle formative and longer-cycle summative components. This will allow the evaluation work to produce useful actionable feedback quickly that can then roll up into a broader evaluation perspectives on a longer term basis.

### Methodological Considerations

DPS recognizes the challenges of assessing the impact of each strategy within all of its schools. Schools will implement strategies in combination with other programs or incentives, making it difficult to gauge the relative impact that each strategy might have. This means that the evaluation approach will take a more holistic view and look at the totality of implementation on a building basis.

The district envisions a mixed-method evaluation approach that uses both quantitative and qualitative data. Quantitative data will include the various data elements collected by the district for student achievement such as the MAP test, an adaptive web-based test given three times a year to measure student progression, and the MEAP test, the State of Michigan's standardized test used to determine core curriculum proficiency. Quantitative data will include information gathered from self-assessments and surveys, including the teacher practices survey and student experiences surveys. A sample survey and sample study are shown in Appendix B and C respectively.

To guide the work, DPS will create an Evaluation Working Group consisting of the districts Executive Director of the Office of Research, Evaluation, Assessment and Accountability (or her designee), the consultant from LLI, the consultant from BFD, and the external evaluator. This Working Group will be responsible for oversight of the evaluation work. DPS will engage the services of an external evaluator. Due to the procurement process, the external evaluator cannot be definitely named prior to a competitive bid for services being

released. However, Michigan State University, Department of Education (MSU) will be recommended due to their current relationship with DPS. MSU is currently collaborating with DPS on alternative methods to suspension. Regardless of the named organization selected, the external evaluation will support two strategies as follows:

- **Short-Cycle Monitoring and Measurement (Formative):** The purpose of this strategy is to answer the questions, “What is working and what is not?” DPS recognizes that it must have its own internal capacity to monitor and measure the effectiveness of investments made as part of the DPS C.A.R.E.S. plan. In several places in this proposal the district has suggested approaches that can help it perform this type of monitoring activity. However, in order to ensure that these processes are well established from the outset, the district will seek the services of an evaluation consultant to help it establish meaningful strategies for monitoring and measuring progress in implementation and the impact on student achievement. It is expected that evaluation cycles done as part of this formative component could be as short as 120 days and will result in the delivery of actionable “issue briefs” that speak to particular strategies and activities.

- **Longer Term Evaluation (Summative):** The purpose of the longer-term evaluation will be to answer the question “Is the implementation of the DPS C.A.R.E.S. program resulting in changes that are transforming schools and teaching practices resulting in improved student outcomes?” It will help determine the effectiveness of C.A.R.E.S., its impact on participants and the extent to which the project vision, goals and expectations were met. An external evaluator will be hired to conduct the formal C.A.R.E.S. process and outcome evaluation to determine if the program projects and components are producing the intended effects.

Another aspect of the longer term evaluation will be to examine successful strategies or approaches with a view toward their impact on the productive use of resources. Indications of

productivity improvement will have implications for the sustainability of implemented strategies as well as the further expansion and implementation of those strategies.

The evaluator will also be involved in regular implementation discussions in order to ensure that evaluation related issues are addressed in the course of implementation.

The district is proposing that grant funds in the amount of \$120,000.00 be used to support Project Management – Evaluation. This project would include the cost of contracted services for the duration of the grant period to design, develop and implement an appropriate evaluation tools and plan.

GPR1: Closing the gap between DPS’ student/mental health professional ratios and student/mental health professional ratios recommended by statute – Baseline Data

Schools participating	Students enrolled (2012-13)	Number of Child-adolescent psychiatrist (2012-13)	Number of School Psychologists (2012-13)	Number of School Counselors (2012-13)	Number of School Social Workers (2012-13)	Number of other qualified mental health professionals (2012-13)
92	50,172	0	60	105	115	0

GPR2: Average number of referrals for disciplinary reasons for participating schools (See Appendix D)

GPR2(a) – Suspensions 2012-13 (See Appendix E)

GPR2(b) – Expulsions by School 2012-13 (See Appendix F)

## Other Attachment File(s)

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\* Mandatory Other Attachment Filename:

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To add more "Other Attachment" attachments, please use the attachment buttons below.

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**Michigan Department of Education  
Local District Indirect Cost Rates for School Year 2013-2014  
Based on 2011-2012 Costs  
R0418 Rate Summary Report**

District Code	District Name	* Restricted Rate	* Unrestricted Rate	** Medicaid Rate
80160	Paw Paw Public School District	3.25	14.77	13.97
80240	Bangor Township S/D #8	0.00	15.24	15.24
81000	Washtenaw ISD	11.20	18.11	18.11
81010	Ann Arbor Public Schools	2.90	13.43	13.43
81020	School District of Ypsilanti	6.13	15.00	14.76
81040	Chelsea School District	2.87	14.40	13.34
81050	Dexter Community School District	1.39	10.34	10.34
81070	Lincoln Consolidated School District	2.14	5.71	5.71
81080	Manchester Community Schools	6.51	16.05	16.74
81100	Milan Area Schools	2.14	12.62	12.64
81120	Saline Area Schools	1.67	9.34	9.34
81140	Whitmore Lake Public School District	3.81	14.71	13.04
81150	Willow Run Community Schools	5.82	16.74	16.61
81901	Honey Creek Community School	2.90	8.88	8.88
81902	Central Academy	9.10	40.06	40.06
81903	Washtenaw Technical Middle College	10.11	16.65	14.92
81904	Ann Arbor Learning Community	1.60	42.79	42.79
81905	South Arbor Charter Academy	5.91	39.90	39.90
81906	Fortis Academy	0.00	35.46	35.46
81908	Multicultural Academy	1.20	28.74	28.74
81909	Arbor Preparatory High School	3.98	101.68	101.68
81910	East Arbor Charter Academy	4.70	47.73	47.73
82000	Wayne RESA	39.95	48.66	48.66
82010	Detroit City School District	4.47	14.87	8.69
82020	Allen Park Public Schools	1.13	8.03	8.08
82030	Dearborn City School District	1.06	14.33	13.05
82040	Dearborn Heights School District #7	3.43	13.24	13.24
82045	Melvindale-North Allen Park Schools	2.70	14.03	10.93
82050	Garden City Public Schools	3.72	10.13	10.13
82055	Grosse Pointe Public Schools	3.57	14.98	14.80
82060	Hamtramck, School District of the City of	3.68	13.41	12.98
82070	Highland Park City Schools	12.47	28.48	28.48
82080	School District of the City of Inkster	3.66	12.67	12.16
82090	Lincoln Park, School District of the City of	2.34	12.85	10.23
82095	Livonia Public Schools School District	1.95	11.41	11.41
82100	Plymouth-Canton Community Schools	1.64	11.32	11.29
82110	Redford Union Schools, District No. 1	4.30	14.73	14.14
82120	River Rouge, School District of the City of	2.44	20.06	15.97
82130	Romulus Community Schools	2.58	14.98	11.21
82140	South Redford School District	3.47	13.97	13.93
82150	Taylor School District	3.47	17.62	14.65

\* If Rate Exceeds 15.00% Limit, Use 15%

\*\* If Rate Exceeds 25.00% Limit, Use 25%

PR/Award # S215E140571

# SaferSanerSchools™

## WHOLE-SCHOOL CHANGE *Through Restorative Practices*

**The Whole-School Change program achieves 100% staff participation and reliably produces the following positive outcomes, which start to occur at the very outset of implementation.**

### REDUCED

- › Misbehavior
- › Violence & bullying
- › Suspensions & expulsions
- › Teacher & student absenteeism

### INCREASED

- › Instructional time
- › Safety

### IMPROVED RELATIONSHIPS & ATTITUDES AMONG

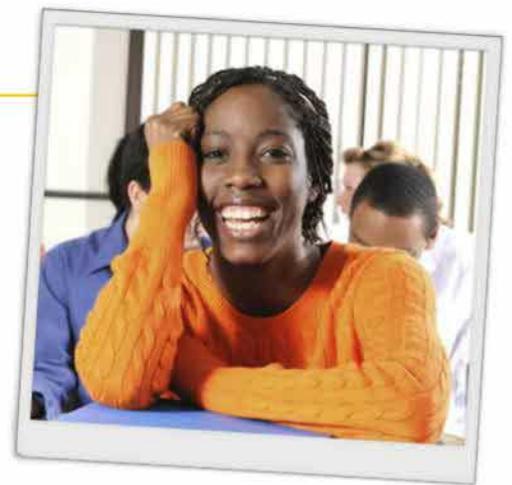
- › Students
- › Staff
- › Administrators
- › Parents

## Program Overview

Whole-School Change is a program of the International Institute for Restorative Practices (IIRP), a graduate school based in Bethlehem, Pennsylvania. Since 1999 the IIRP Continuing Education Division has helped even the most challenging schools improve their teaching and learning environment through “restorative practices,” a proactive approach to whole-school climate change based on communication and responsibility.

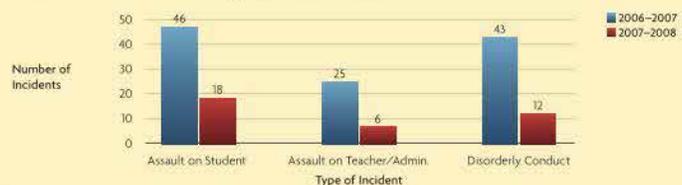
The IIRP’s SaferSanerSchools™ Whole-School Change program is a cost-effective way to achieve lasting change that enhances and builds relationships between students, staff and parents, improves student behavior, reduces violence and bullying and creates a sense of community.

IIRP provides a comprehensive two-year school implementation program, unlike piecemeal efforts using varied approaches that lack an explicit focus. IIRP helps the school leadership and staff develop a customized plan based on its own needs and goals, organizes staff “professional learning groups” and regular follow-up phone meetings, delivers onsite professional development and assists with evaluation. Everyone on the school staff has a say and a role in implementation. Several staff are selected and trained as professional development instructors to ensure program sustainability.



### West Philadelphia High School (Large Inner-City High School)

Serious Behavioral Incidents by Type in 2 School Years



Evidence-based. See page 4.

## Contact Us



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[usa@safersanerschools.org](mailto:usa@safersanerschools.org)

PR/Award # S215E140571  
610-807-9221  
Page e42



Restoring Community in a Disconnected World



### Distance Preparatory Activities

- Schedule initial professional development days and implementation start-up session.
- Provide phone consultation with school leadership.
- Create customized online web space to support staff implementation and learning activities.
- Collect baseline data from school discipline records and other relevant information.

### Four Days of Onsite Professional Development for Staff

*Must be held prior to implementation start-up session (explained below).*

- Introduction to Restorative Practices — Basic restorative concepts and skills.

*Recommended for early part of year 1:*

- Using Circles Effectively — How to use circles for a broad range of behavioral and academic purposes.

*Can be held during year 1 or year 2:*

- Facilitating Restorative Conferences — How to facilitate structured meetings that effectively respond to wrongdoing.
- Family Engagement — How to effectively engage and empower families using restorative practices.

### Implementation Startup Session

- Provide 3-hour session with all staff held early during year 1 (after Introduction to Restorative Practices professional development day).
- Engage school in developing an explicit plan for two years of implementation.
- Staff members form professional learning groups (PLGs).
- IIRP trains staff to hold their own PLGs.
- PLGs provide ongoing collaboration between the administration and staff in achieving effective implementation.



### Follow-up Activities

- Hold monthly in-depth phone calls with leadership, also with staff groups as needed.
- Schedule onsite consulting days in consultation with school.
- Provide ongoing assistance with evaluation of implementation progress and impact on discipline data.

### Resources Provided

- Speakerphone for conference calls
- Restorative question cards and posters
- Four books for each staff member for the four professional development events
- IIRP globe “talking piece”
- IIRP restorative practices video and book library



### Continuing Calls with Leadership and Staff Groups

- Scheduled as needed to sustain implementation momentum.
- Will focus on deepening implementation of restorative practices to 100% of staff.

### Onsite Professional Development and Consulting Days

- Schedule the remainder of the four professional development days not completed in first year.
- Focus on skills refinement, increased sustainability and self-management.
- Use ongoing evaluation to update criteria and inform consultation.

### Sustainability Plan

- Support explicit planning for sustained implementation.
- Institutionalize and embed restorative practices as part of school staff's vocabulary and daily life.

### Training of Trainers

- Select staff to be trained to provide restorative practices professional development for new hires.
- License and train those staff to utilize IIRP's proprietary materials, presentations, "scripts" and videos.

### Supplemental Opportunities

- Optional graduate online courses available for staff.
- School-centered restorative zone coordinated with local government and private agencies.
- Restorative management and supervision professional development.



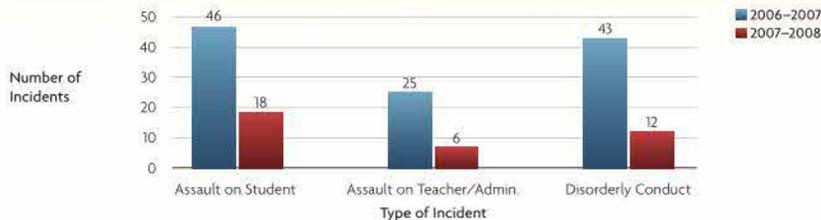
# SaferSanerSchools™

## WHOLE-SCHOOL CHANGE PROGRAM

### Restorative Practices Research

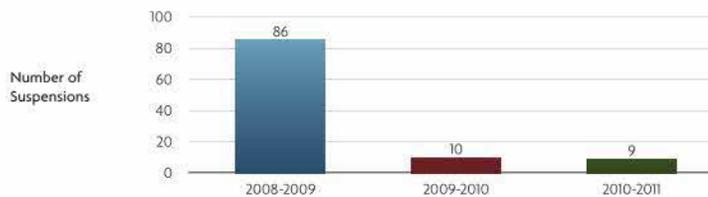
#### West Philadelphia High School (Large Inner-City High School)

Serious Behavioral Incidents by Type in 2 School Years



#### City Springs Elementary/Middle School, (Large Inner-City Elementary/Middle School, Baltimore, Maryland.)

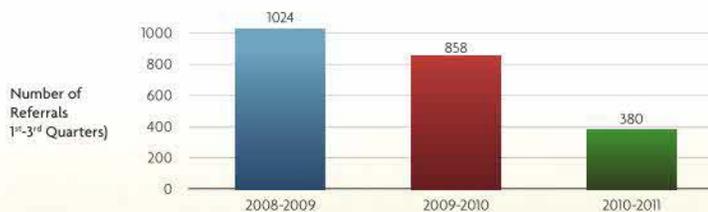
Suspensions in 3 School Years



#### Koskiusko Middle School

(Large, Diverse Inner-City Middle School, Hamtramck, Michigan.)

Disciplinary Referrals to Student Office in 3 School Years



### What Educators Have to Say

“To accomplish everything a school needs — mainly academic goals — becoming a school with a restorative climate and culture is essential. My students are now in better shape — both academically and behaviorally — than they’ve ever been. If you’re serious about becoming a restorative school, the best way to get there is with the Whole-School Change Program.”

*Rhonda Richetta, Principal, City Springs Elementary/Middle School, Baltimore, Md.*

“Restorative practices builds relationships. Teachers are taking charge of discipline in the classroom. There has been a decrease in students sent to the principal’s office from 100 a month to two or three a month since implementing restorative practices. The most effective thing about the Whole-School Change program is that each and every person in the school has bought in. They all think about: ‘What are you doing for the whole school?’ It’s a beautiful thing.”

*Sadie Silver, Principal, Warren Prep Elementary School, Brooklyn, NY*

“When we were using a traditional punitive discipline approach, certain kids were spending more time out of school than in, and student achievement was very low. With restorative practices, discipline referrals have been cut in half; suspensions, expulsions and office referrals all are much improved and the amount of recurring offenders and fights has been greatly reduced. The processes are so powerful in helping kids reflect on their decisions and behavior and how they affect others.”

*Sharalene Charns, Director of Federal Programs, K-12 Instruction and Bilingual Education, Hamtramck, MI, School District*

<b>Element</b>	<b>Scope of Proficiency</b>
1. <b>Affective Statements</b>	School-wide
2. <b>Restorative Questions</b>	School-wide
3. <b>Small Impromptu Conference</b>	School-wide
4. <b>Proactive Circles</b>	Broad-based
5. <b>Responsive Circles</b>	Broad-based
6. <b>Restorative Conferences</b>	Targeted
7. <b>Fair Process</b>	School-wide
8. <b>Reintegrative Management of Shame</b>	School-wide
9. <b>Restorative Staff Community</b>	School-wide
10. <b>Restorative Approach with Families</b>	Broad-based
11. <b>Fundamental Hypothesis Understandings</b>	School-wide

These are the essential elements necessary for successful whole-school implementation of restorative practices. Although all of the school's staff should be aware of them and understand what they are, proficiency in doing the elements will be defined as follows:

- » School-wide includes all staff who interact with children.
- » Broad-based includes administrators, teachers and other professional staff, such as counselors and social workers, but not non-instructional staff.
- » Targeted will be those who are selected to carry out a specific element — facilitating Restorative Conferences.

The following pages will describe and define each element and the characteristics of high quality.

### Essential Element #1 Affective Statements

#### Scope of Proficiency

#### School-wide

#### Description and Purpose

#### Affective Statements:

- › Are central to all of the more formal restorative practices.
- › Are personal expressions of feeling in response to specific positive or negative behaviors of others.
- › Provide feedback on the impact and scope of intended or unintended harm resulting from negative behaviors.
- › Provide information that can be used to restore a good feeling between people when harm has been done to their relationship.
- › Humanize the person making them, immediately changing the dynamic between the people involved. This sharing of emotions or “getting real” is what makes it possible to improve relationships in a school community.
- › Have a significant and cumulative impact in a school community.
- › Are the most informal type of response on the restorative practices continuum.

#### Characteristics of High Quality

#### High-Quality Affective Statements:

- › Are “I” statements that express a feeling.
- › Make students aware of either the positive or negative impact of their behavior.
- › Provide a precise description of a student’s behaviors and the specific impact of those behaviors.
- › Do NOT protect students from the consequences of their behavior.
- › Are strategically delivered in a time frame, place and manner most likely to maximize impact.
- › Are delivered in a personalized manner directly to the student who impacted others.
- › Focus on behavior, not on the intrinsic worth of the person (separate the deed from the doer).
- › Are respectful in tone.
- › Encourage students to express feelings.

## Essential Element #2 Restorative Questions

### Scope of Proficiency

### School-wide

#### Description and Purpose

#### Restorative Questions:

- › Like Affective Statements, are central to all of the more formal restorative practices.
- › Are responses to negative behavior and conflict.
- › Are selected or adapted from two sets of standard questions designed to challenge the negative behavior of the wrongdoer and to engage those who were harmed.
- › Address inappropriate behavior in a way that places the responsibility for making things right and restoring relationships on those involved in the situation.
- › Ask the wrongdoer to think about his/her behavior and how it impacted others.
- › Provides those harmed with an opportunity to be heard by those who harmed them and to have a direct say in what needs to happen to make things right.
- › Are an informal type of response on the restorative practices continuum.

#### Characteristics of High Quality

#### High-Quality Restorative Questions:

- › Are selected or adapted from the two sets of standard questions.
- › Always ask the wrongdoer to identify who has been harmed, what harm was done, and what needs to be done to make things right.
- › Always ask the person harmed to express their feelings by using Affective Statements to describe the harm done and to identify what needs to be done to make things right.
- › Require a response, whether it be verbal or written.
- › Are asked in a non-judgemental way that communicates a genuine desire for understanding.
- › Are used in the appropriate public/private setting.

## Essential Element #3 Small Impromptu Conferences

### Scope of Proficiency

### School-wide

#### Description and Purpose

#### Small Impromptu Conferences:

- › Are questioning exercises that quickly resolve lower-level incidents involving two or more people.
- › Ask both the wrongdoer and those harmed to answer a series of Restorative Questions in front of one another.
- › Model a healthy approach to conflict resolution and break the pattern of lower-level incidents escalating or accumulating over time.
- › Encourage people involved in the incident to talk to each other, express their feelings and think about the impact of their behavior.
- › Are a response to behavior midway on the restorative practices continuum.

#### Characteristics of High Quality

#### High-Quality Small Impromptu Conferences:

- › Are confined to structured conversations based on a set of Restorative Questions.
- › Are consistently used whenever lower-level incidents occur.
- › Take place as soon as possible once an incident has been noticed.
- › Are conducted in a respectful tone.
- › Prompt students to use Affective Statements in response to the Restorative Questions.
- › Ask students to take specific actions that will repair harm resulting from the incident.

### Essential Element #4 Proactive Circles

#### Scope of Proficiency

#### Broad-based

#### Description and Purpose

#### Circles:

- › Are meetings with participants seated in a circle, with no physical barriers.
- › Are often a sequential go-around, with a talking piece to encourage equity and efficient use of time.
- › Can be used with any group of students who meet on a regular basis.
- › Are designed so students increase ownership for facilitating circles and generating topics over time.
- › Are a distinctive, flexible type of restorative practice at a moderately formal place on the continuum.

#### Proactive Circles:

- › Are NOT held in response to an incident or problem.
- › Ideally should account for no less than 80 percent of all circles a student experiences.
- › Are based on topics intentionally selected and sequenced to increase risk-taking over time.
- › Build the social capital necessary to support successful Responsive Circles.
- › Provide opportunities for students to share feelings, ideas and experiences in order to build trust, mutual understanding, shared values and shared behaviors.
- › Are used to set class norms at the beginning of a year, semester or whenever necessary.
- › Are used to set up behavioral expectations prior to events that occur outside the regular classroom.
- › Can be used to help students with academic goal setting and planning.
- › Can be used to set ground rules for projects and activities.
- › Can be used to build or monitor understanding of academic content.

## Essential Element #4 Proactive Circles

### Characteristics of High Quality

### During High-Quality Circles:

- › Only one person talks at a time and often uses a talking piece to support this norm. The facilitator can interact with the student speaker for clarification when absolutely necessary.
- › Students remain focused on the explicit topic/goals introduced by the facilitator.
- › The facilitator sets a positive tone.
- › The facilitator models desired responses and behavior.
- › Participants, including the facilitator, sit in a configuration as close to a circle as possible, with no barriers.
- › The facilitator is prepared to respond to “I don’t know” or “Can I pass?”

### During High-Quality Proactive Circles:

- › Topics are intentionally selected to increase risk-taking over time.

## Essential Element #5 Responsive Circles

### Scope of Proficiency

### Broad-based

#### Description and Purpose

#### Circles:

- › Are meetings with participants seated in a circle, with no physical barriers.
- › Are often a sequential go-around, with a talking piece to encourage equity and efficient use of time.
- › Can be used with any group of students who meet on a regular basis.
- › Are designed so students increase ownership for facilitating circles and generating topics over time.
- › Are a distinctive, flexible type of restorative practice at a moderately formal place on the continuum.

#### Responsive Circles:

- › Are a vehicle for using peer pressure to get positive change in behavior.
- › Should ideally account for no more than 20 percent of the total circles a student experiences.
- › Engage students in the management of conflict and tension by repairing harm and restoring relationships in response to a moderately serious incident or pattern of behavior affecting a group of students or an entire class.
- › Require the appropriate level of safety and community to handle high-risk sharing.
- › Address who has been harmed and what needs to happen to make things right.
- › Make it possible to air feelings, repair harm, solve problems and plan changes for the future.
- › Require all people involved in wrongdoing to play an active role in making things right.

### Essential Element #5 Responsive Circles

#### Characteristics of High Quality

#### During High-Quality Circles:

- › Only one person talks at a time and often uses a talking piece to support this norm. The facilitator can interact with the student speaker for clarification when absolutely necessary.
- › Students remain focused on the explicit topic/goals introduced by the facilitator.
- › The facilitator sets a positive tone.
- › The facilitator models desired responses and behavior.
- › Participants, including the facilitator, sit in a configuration as close to a circle as possible, with no barriers.
- › The facilitator is prepared to respond to “I don’t know” or “Can I pass?”

#### During High-Quality Responsive Circles:

- › Disapproval of the inappropriate behavior is voiced by more people than just the facilitator.
- › Students take responsibility for their personal behavior and collective responsibility for the group’s behavior.
- › Reintegrative aspects are intentionally inserted. The facilitator always looks for ways to reintegrate identified offenders and allow them to reclaim their good name in the group.

### Essential Element #6 Restorative Conferences

#### Scope of Proficiency

#### Targeted

#### Description and Purpose

#### Restorative Conferences:

- › Are a structured protocol used in response to serious incidents or a cumulative pattern of less serious incidents.
- › Are meetings where all of those involved in an incident (often including friends and family of all parties) come together with a trained facilitator who was not involved in the incident.
- › Are consistent with the belief that deterrence must be linked to relationships, personal accountability and repairing harm rather than on punishment and blame.
- › Help develop empathy through understanding of each participant's experience and perspective.
- › Are structured using a strategic, scripted approach that includes: facilitator introduction, initial offender phase, initial victim phase, victim supporter phase, offender supporter phase, offender response phase, agreement phase, facilitator closure to conference, and breaking of bread.
- › Use a series of Restorative Questions (Socratic engagement) to prompt the responses of participants in each phase of the conference. These questions are designed to help all participants develop their own capacity to make sense and meaning of what has happened, who was affected, and what is needed to make things right.
- › Limit the role of the facilitator to following the script, keeping the conference on track, and avoiding the tendency to interfere in the discussion or the decisions made by the participants.
- › Are NOT a routine class process.
- › Are the most formal type of restorative practice on the continuum.

## Essential Element #6 Restorative Conferences

### Characteristics of High Quality

### High-Quality Restorative Conferences:

- › Consistently follow the script, sequence and norms of the protocol.
- › Acknowledge and disapprove of harmful behavior, value all involved and avoid arbitrary punishments.
- › Do not reflect the views of the facilitator in the outcomes of the conference.
- › Allow people to express their negative feelings and transition to more positive affects while developing their own solutions to the harm resulting from an incident.
- › Effectively reintegrate the wrongdoer into the community.

### Essential Element #7 Fair Process

#### Scope of Proficiency

#### Broad-based

#### Description and Purpose

#### Fair Process:

- › Is an approach to decision making that is an application of the “with” concept from the Social Discipline and Organizational Change windows.
- › Means people are treated respectfully throughout a decision-making process and they perceive that process to be fair, regardless of the outcome.
- › Outlines a set of transparent practices designed to create open lines of communication, assure people that their feelings and ideas have been taken into account, and foster a healthy community.
- › Is based on the central idea that individuals are most likely to trust and cooperate freely with systems — whether they themselves win or lose by those systems — when Fair Process is observed.
- › Is an essential ingredient of any successful behavioral or organizational change.
- › Is used with students, staff and parents when participatory decisions are appropriate.
- › Does NOT mean every decision is made by a vote or by consensus.

#### Characteristics of High Quality

#### High-Quality Fair Process :

- › Engages students affected by the decision by giving them the opportunity to provide input and reason to believe their opinion will be considered.
- › Explains the reasoning behind the decision when students are affected.
- › Clarifies expectations so students understand the implications of the decision, specific expectations for carrying out the decision, and the consequences for not meeting those expectations.

## Essential Element #8 Reintegrative Management of Shame

### Scope of Proficiency

### Broad-based

#### Description and Purpose

#### Reintegrative Management of Shame:

- › Is informed by the Psychology of Affect and the Compass of Shame.
- › Recognizes shame as a critical regulator of human social behavior.
- › Anticipates the shame response when positive affect is interrupted.
- › Relates to both wrongdoers and those impacted by wrongdoing.
- › Does not try to avoid the natural occurrence of shame when confronting negative behavior.
- › Anticipates the shame response in every situation where people are confronted with the consequences of misbehavior.
- › Helps people transform and move beyond shame.

#### Characteristics of High Quality

#### High Quality Reintegrative Management of Shame involves:

- › Listening actively to what the shamed person has to say.
- › Acknowledging the feelings of the shamed person.
- › Encouraging the shamed person to express his/her feelings and to talk about the experience that brought about the shame response.
- › Acknowledging the worth of the person while rejecting the unacceptable behavior (separating the deed from the doer).
- › Avoiding labels that stigmatize the person experiencing shame.
- › Discouraging dwelling on shame.
- › Self-examining and monitoring one's own shame response.

## Essential Element #9 Restorative Staff Community

### Scope of Proficiency

### School-wide

#### Description and Purpose

#### A Restorative Staff Community:

- › Models and consistently uses restorative practices with each other to build and maintain healthy staff relationships.

#### Characteristics of High Quality

#### A High-Quality Restorative Staff Community:

- › Is led by an administration that models restorative practices.
- › Uses Affective Statements with each other.
- › Uses Restorative Questions to resolve staff conflicts and repair harm done to staff relationships.
- › Uses Proactive Circles regularly to build a healthy staff community.
- › Uses Responsive Circles to address conflicts that arise among staff members.
- › Uses Fair Process in all situations where participatory decision making is appropriate.
- › Is made up of individuals who each have a deep understanding of the Fundamental Hypothesis and how it relates to the other essential elements.

### Essential Element #10 Restorative Approach with Families

#### Scope of Proficiency

#### Broad-based

#### Description and Purpose

#### A Restorative Approach with Families:

- › Consistently uses restorative practices in interactions with students' family members.
- › Values the contributions, knowledge and expertise of family members.
- › Views all interactions with family members as opportunities to build relationships.
- › Establishes genuine rather than token engagement of family members.

#### Characteristics of High Quality

#### A High-Quality Restorative Approach with Families:

- › Uses Affective Statements in interactions with students' family members.
- › Uses Proactive Circles regularly to build healthy relationships with students' family members.
- › Uses Responsive Circles to resolve problems between students' family members and the school.
- › Uses Fair Process in all situations where participatory decision making is appropriate.
- › Actively engages family members in learning about restorative practices.
- › Anticipates a shame response from family members when inappropriate behavior of their relative is reported to them.
- › Uses Reintegrative Management of Shame when interacting with family members.
- › Engages families in "real" and substantive consultations regarding behavioral and academic concerns.
- › Requires intentional and strategic communication of positive student behavior and academic achievement.

### Essential Element #11 Fundamental Hypothesis Understandings

#### Scope of Proficiency

#### School-wide

- › **The Fundamental Hypothesis:** Human beings are the happiest, healthiest and most likely to make positive changes in their behavior when those in authority do things *with* them rather than *to* them or *for* them.

#### Description and Purpose

#### The Fundamental Hypothesis:

- › Is the cornerstone of all of the Restorative Practices Essential Elements.
- › Is based on the interplay of control/pressure and support.
- › Is represented inside the “with” domain of the Social Discipline Window and the Organizational Change Window.
- › Provides a framework to examine daily interactions and to become intentionally restorative on a consistent basis.

#### Characteristics of High Quality

#### High-Quality interactions are consistent with the Fundamental Hypothesis when they:

- › Maintain high expectations for appropriate behavior.
- › Do not ignore inappropriate behavior.
- › Use the appropriate mix of control/pressure and support.
- › Minimize the role of the facilitator and maximize the participation of the people directly involved.
- › Minimize the times that the facilitator operates outside of the “with” domain.

A. How does the implementation process address the knowledge and skills necessary for whole-school implementation?

- » The process identifies 11 essential elements of restorative practices and the knowledge and skills associated with the proficient use of each of those elements.
- » The goal of the implementation process is to achieve high levels of staff proficiency in all of these elements throughout your school.

B. What are the 11 essential elements and who needs to understand and use each element to change the culture of the school?

- » All staff members use 5 of the 11 essential elements. These 5 elements are referred to as “school-wide” elements:
  - › Affective Statements
  - › Restorative Questions
  - › Small Impromptu Conferences
  - › Restorative Staff Community
  - › Fundamental Hypothesis
- » Instructional and administrative staff members use 5 more of the 11 essential elements. These elements are referred to as “broad-based” elements:
  - › Proactive Circles
  - › Responsive Circles
  - › Fair Process
  - › Reintegrative Management of Shame
  - › Restorative Approach with Families
- » Members of a multidisciplinary team become proficient with the last essential element. This element is referred to as a “targeted element”:
  - › Restorative Conferences
- » All staff members need to understand the purpose and function of all 11 essential elements.



### C. How does the implementation process address pacing and sequencing of implementation?

- » The Whole-School Change Program encourages immediate use of all practices introduced in IIRP training to realize initial positive changes in the school culture. Thereafter, schools will choose specific elements as areas of intensive focus at any one time during implementation.
- » When school staff and leadership feel they have become highly proficient in the use of that element they will choose other elements as the next area of intensive focus. In this way staff will gain high levels of proficiency in all 11 essential elements.
- » The pace of this process is flexible. An IIRP instructor will assist your school in planning an implementation pace that will best meet your needs.

### D. How will all staff participate in the implementation process?

- » Everyone on the school staff has a say and a role in implementation, thereby forging program sustainability.
- » Throughout the implementation process, all staff will participate in Professional Learning Groups (PLGs), which consist of approximately 8-12 staff members. PLGs are participatory learning groups that encourage staff to take active responsibility for implementing and developing high levels of proficiency in the 11 essential elements.
- » An IIRP instructor will help school leadership organize all staff into PLG groups that can realistically meet for at least 40 minutes twice per month — for example, staff who work in the same department or share free periods. Group membership is flexible and can change to accommodate school schedules, staff turnover and new hires.
- » Non-instructional staff also join PLGs when practical, but are typically grouped together since they will not be responsible for developing proficiency in as many essential elements as instructional staff.
- » In each PLG certain staff will volunteer to be “specialists” in one or more of the 11 essential elements. These specialists will organize educational activities for their PLG when their chosen essential element is an area of intensive focus for their school.
- » The IIRP will facilitate an “Implementation Start-Up” session with all staff at program outset to introduce staff to the PLG process and ensure they can facilitate their own ongoing meetings. The IIRP will also provide meeting protocols, educational resources and online tools to assist these groups in their ongoing learning and development.

### E. How is progress documented and monitored?

- » As one measure of proficiency, the IIRP provides staff self-assessment surveys that cover all of the 11 essential elements. These surveys ask simple reflective questions related to behaviors and practices associated with each element. Staff members then score themselves on a five-point Likert scale.
- » Each PLG group should periodically administer the portion of this self-assessment survey related to the essential element under intensive focus. School leadership will often coordinate this activity so that all PLGs are self-assessing the same element simultaneously, but this useful tool is always available to all staff. PLGs report the results of their self-assessments to the school community.
- » At the request of the school, the IIRP can also provide an online version of this survey for all staff as well as a comprehensive results report.
- » When all or most staff members are assessing themselves as highly proficient in a particular element the school can begin to focus intensively on other essential elements. IIRP instructors assist school leadership in determining a common standard for “high proficiency.”

### F. What external support does the IIRP offer during the implementation process?

- » The IIRP supports the development of proficiency with the essential elements through multiple days of onsite consultation, phone consultation with leadership and PLGs as needed, along with ongoing educational opportunities offered by the IIRP Graduate School such as online graduate study and symposia.
- » In addition to the books distributed for each professional development day, the school will also receive a comprehensive library of restorative practices books, videos and other resources to aid the PLGs in crafting learning activities and implementing the elements.

### There are 4 phases to each meeting of the PLG:

(it is the facilitator's responsibility to move the PLG from one phase to the next)

1. **Opening Go-around (storytelling)** – The opening go-around is a brief storytelling exercise during which all staff members share one experience they have had implementing restorative practices. This is a sequential go-around in which everyone participates.
2. **Learning Activity** – This phase of the PLG meeting is guided by the specialist assigned to the essential element currently under intensive focus. The activity is designed to provide a deeper understanding of the essential element and to move staff toward proficiency.
3. **Restorative Problem Solving (brainstorming)** – During this phase the facilitator leads the group through an experience called “restorative problem-solving”, this exercise has 3 parts:
  - ♦ First, one member of the PLG is selected to share an issue or problem they are currently experiencing and for which they would like to receive some help. Once this person shares all the pertinent information about their situation with the group, they must listen to all restorative brainstorms without question or comment.
  - ♦ The group then offers restorative suggestions or brainstorms. It is best for these brainstorms to be in the form of direct suggestions, not questions.
  - ♦ Finally, at the end of a specified amount of time, the person receiving the suggestions shares with the group something they would like to try from the brainstorms.
4. **Closing Go-around (commitments)** – During the final go-around each member of the PLG states one thing they will do related to implementing restorative practices before the next PLG meeting. This is a sequential go-around in which everyone participates.

*Facilitator then ensures that meeting minutes are submitted to the online group space.*

*This can be done by the facilitator or another designated group member.*

## **Calm Classroom Teacher & Counseling Staff Surveys**

### **School Counselors and Disciplinary Staff Survey**

1. What percentage of time are you using Calm Classroom techniques with students during restorative justice protocols, small group or private discipline reviews or counseling sessions?
2. What changes are you noticing from using Calm Classroom as part of your one-on-one work with students?
  - a. Students are able to more calmly discuss the conflicts.
  - b. Students are transitioning better back to class after our counselling sessions.
  - c. Students who we tend to see more regularly are coming in less frequently.

### **Teachers Survey**

3. What grade level are you primarily working with?
4. How often do you practice a 'Calm Classroom technique of the week' at your weekly staff meetings?
5. On average, how many times per day do you lead or participate in Calm Classroom techniques?
6. How often do you lead a Calm Classroom technique before tests and quizzes?
7. How often do your students lead their peers in Calm Classroom techniques in your classroom?
8. During peer led Calm Classroom activities, how often do you participate alongside your students?
9. How confident are you in your peer leaders' abilities to lead Calm Classroom?
10. Please carefully read and rate the following statements.
  - a. My students enjoy doing Calm Classroom techniques.
  - b. My students are more focused and ready to learn in class after we practice Calm Classroom.
  - c. My students seem calmer and more peaceful after we practice Calm Classroom.
  - d. My students understand that practicing Calm Classroom helps them remain relaxed and better able to solve stressful problems.
11. How confident are you in your ability to lead Calm Classroom techniques?
12. How would you rate the overall success of Calm Classroom in your classroom?
13. Carefully read and rate the following statements about the impact the Calm Classroom program has had on you, personally.

- a. I feel more in control of my classroom since beginning to teach Calm Classroom.
- b. When I get nervous, frustrated or angry, practicing Calm Classroom techniques can help me calm down and relax.
- c. I am less stressed in my classroom since beginning to teach Calm Classroom.
- d. Calm Classroom is a very satisfying part of my job.
- e. I use Calm Classroom techniques outside of school to help me relax.

### **Middle School Student Surveys**

1. How would you rate the overall success of Calm Classroom in your classroom?
2. On average, how many times per day do you participate in Calm Classroom techniques?
3. Carefully read and rate the following statements about the impact the Calm Classroom program has had on you, personally and in your school.
  - a. When I am at school, I feel more in control of my reactions and am able to more quickly calm down from upsetting/bad situations.
  - b. Calm Classroom is a great part of my school day.
  - c. Calm Classroom can help me remain more relaxed during testing.
  - d. When I am not at school, I feel more in control of my reactions and am able to more quickly calm down from upsetting/bad situations at home.
  - e. My teachers seem calmer and more peaceful after we practice Calm Classroom techniques.
  - f. I feel more focused and ready to learn in class after we practice Calm Classroom techniques.
  - g. When I am not at school: I feel more in control of my reactions and able to more quickly calm down to upsetting/bad situations with my friends.
  - h. Our school feels safer since beginning to practice Calm Classroom techniques.
  - i. I feel calmer and more peaceful after we practice Calm Classroom.
  - j. If given the opportunity, I would feel confident in my ability to lead Calm Classroom techniques from the manual.
  - k. When we practice Calm Classroom techniques at school, I actively participate.
  - l. Hallway transitions seem quieter and more peaceful.

# CALM CLASSROOM SCHOOL-WIDE SURVEY REPORT

OCTOBER-NOVEMBER 2013

13 CHICAGO PUBLIC SCHOOLS AND 6863 STUDENTS

Schools:

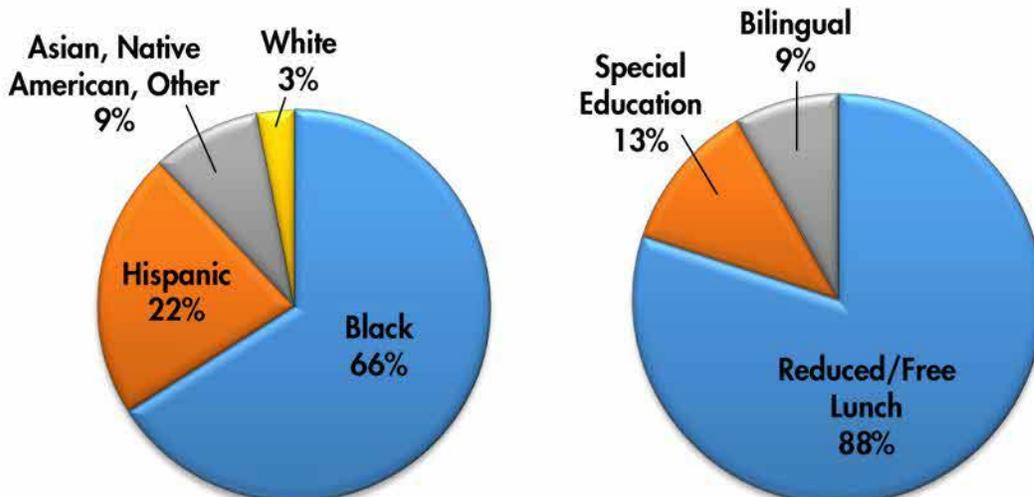
- Charles W Earle Elementary
- Edward K Ellington Elementary
- George Leland Elementary
- Irvin C Mollison Elementary
- James B McPherson Elementary
- John B Drake Elementary
- Perkins Bass Elementary
- Mount Vernon Elementary
- Suder Montessori Magnet ES
- Frazier Prospective IB Magnet ES
- James Shields Middle School
- Carroll-Rosenwald Specialty Elementary
- Jordan Elementary

## RESPONDENTS GRADE LEVEL RESPONSIBILITIES

264 TEACHERS – 30 DISCIPLINARY/SOCIAL WORKERS 6863 STUDENTS

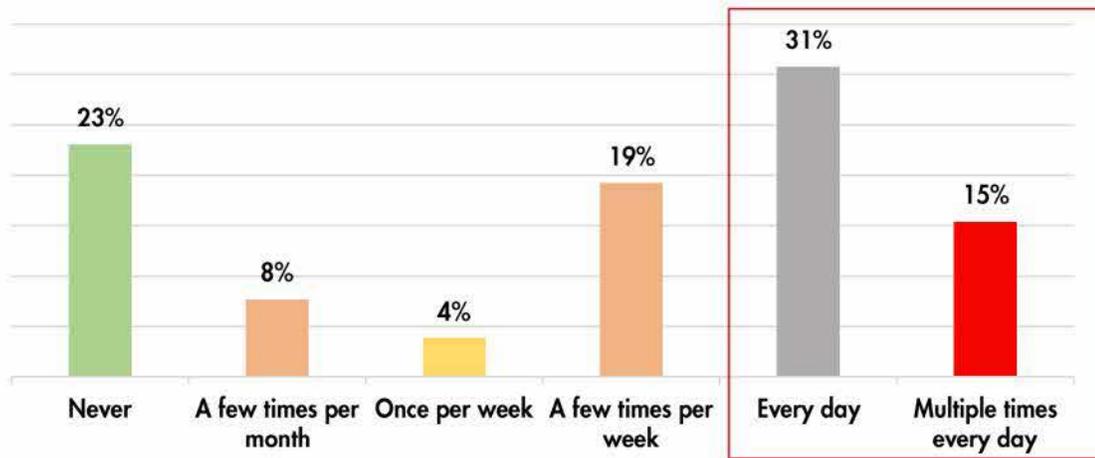


## STUDENT DEMOGRAPHICS

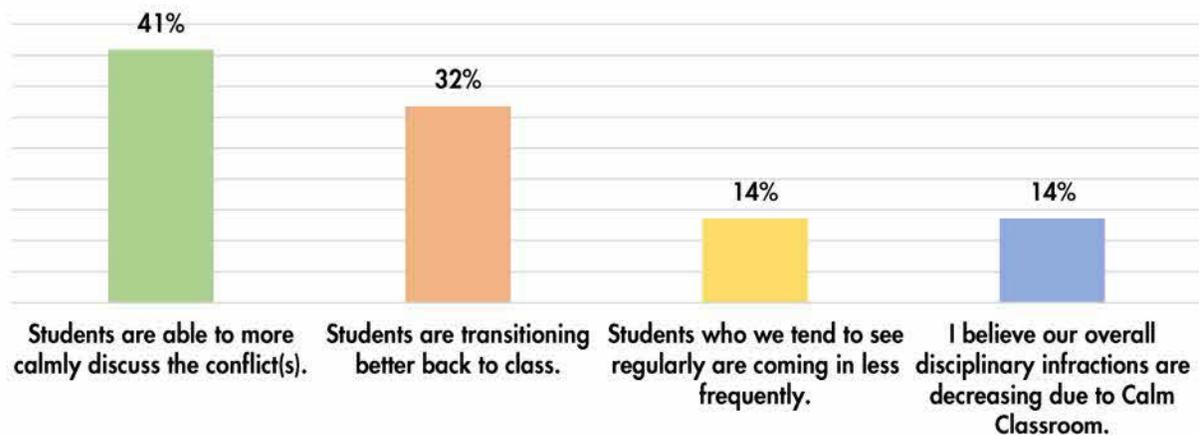


**COUNSELING STAFF**  
**PROVIDING PRIVATE DISCIPLINARY & RESTORATIVE JUSTICE SERVICES**  
 13 CHICAGO PUBLIC SCHOOLS - N=30 (COUNSELORS)

**HOW OFTEN DO YOU LEAD YOUR STUDENTS ONE-ON-ONE IN A CALM CLASSROOM TECHNIQUE WHEN THEY COME IN FOR DISCIPLINE?**

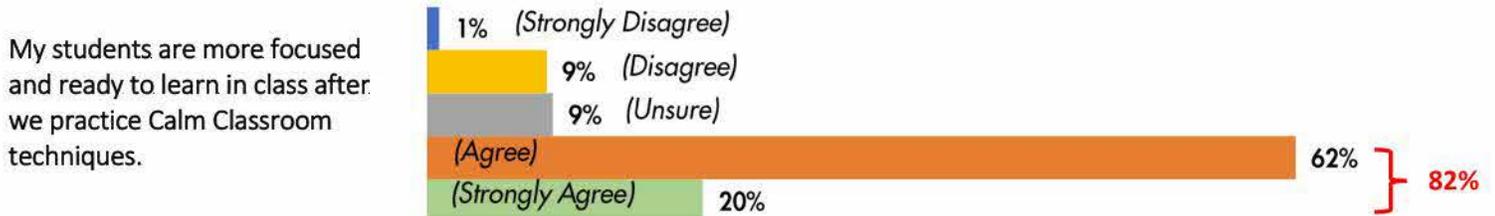
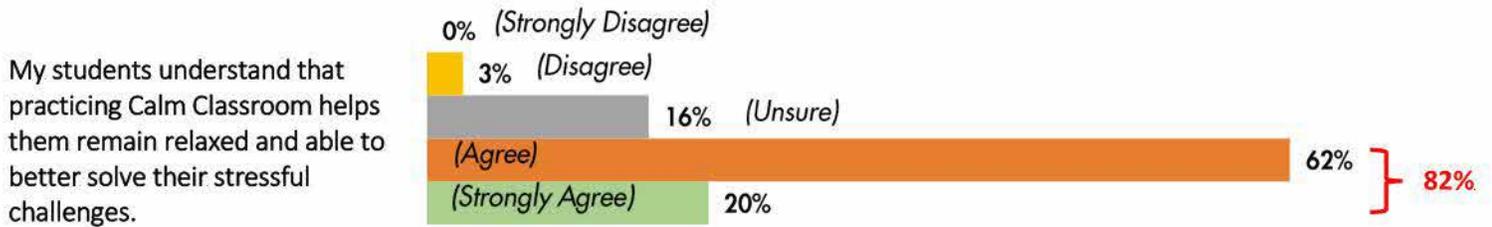
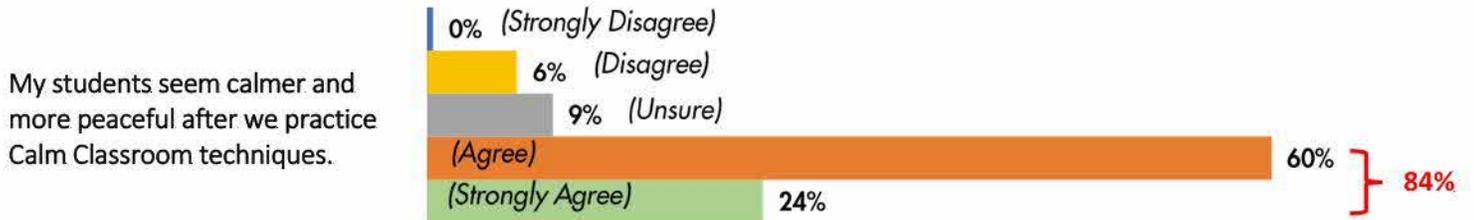
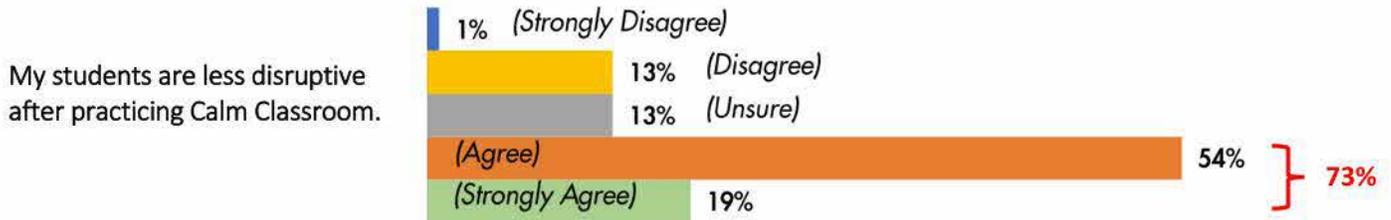
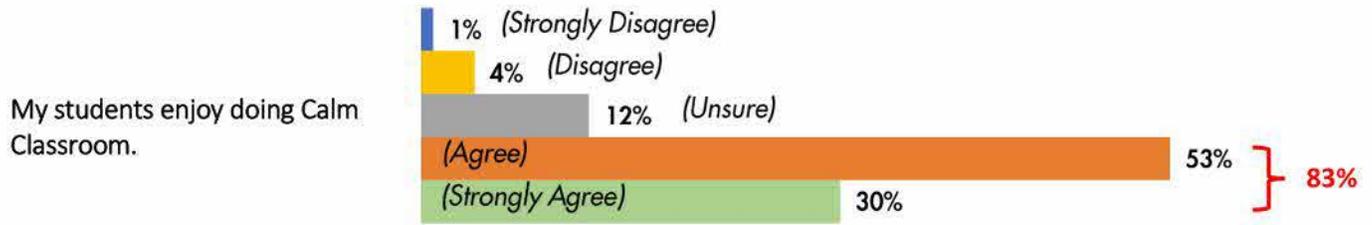


**WHAT CHANGES ARE YOU NOTICING FROM YOUR ONE-ON-ONE WORK WITH STUDENTS? (SELECT ALL THAT APPLY)**



# CALM CLASSROOM SURVEY - 13 CHICAGO PUBLIC SCHOOLS

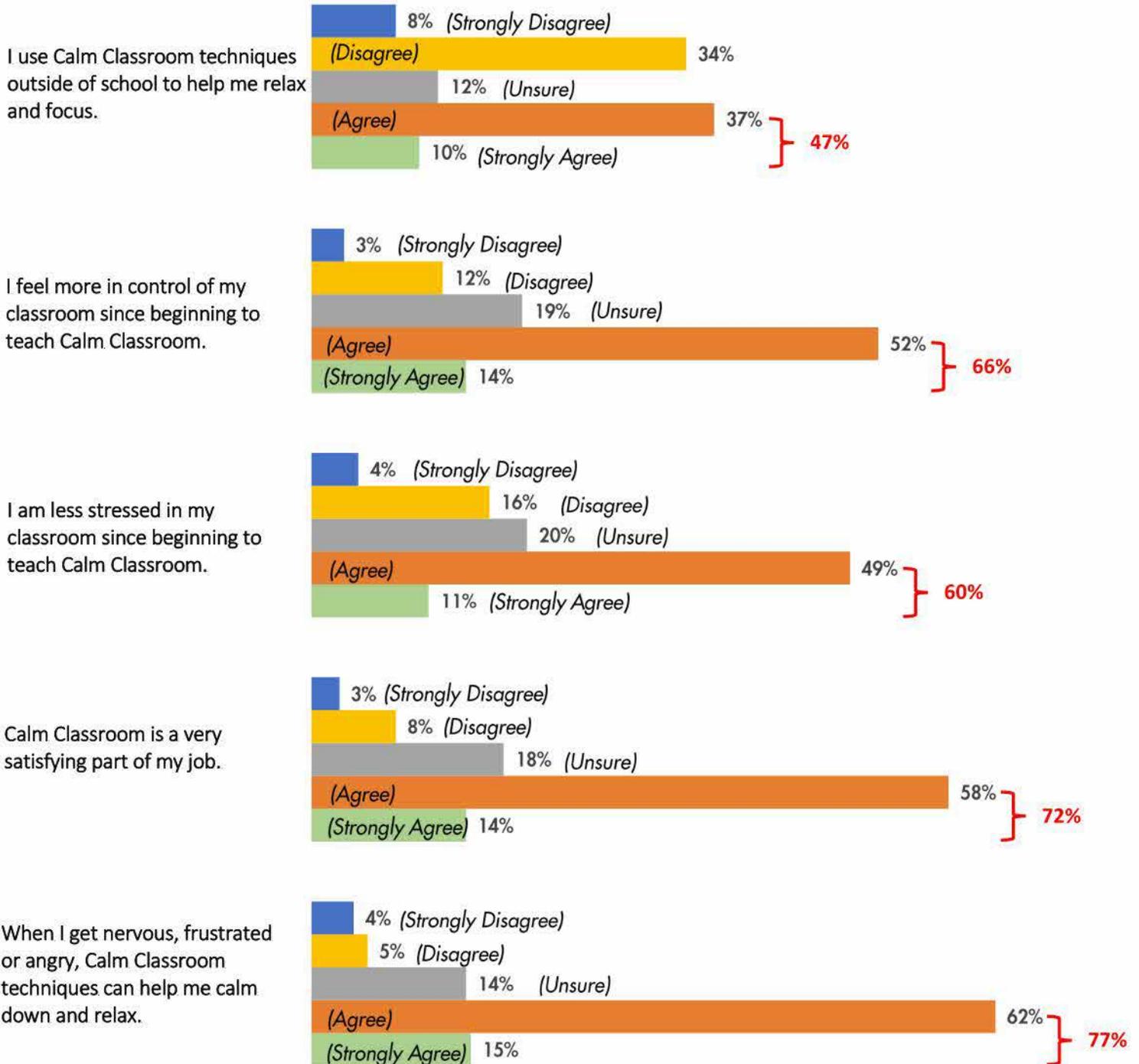
264 CLASSROOM TEACHERS AND 30 DISCIPLINARY STAFF RATE 6863 CPS STUDENTS



\* N=264 Teachers/30 Social Workers - October-November survey 2013 - Classroom teachers averaging 30 students per classroom in the following 13 Kindergarten through 8<sup>th</sup> Grade CPS schools: Duke Ellington, Shields, McPherson, Mollison, Drake, Suder, Earle, Leland, Fraizer, Bass, Jordan, Mt. Vernon, and Carroll-Rosenwald.

# CALM CLASSROOM SURVEY - 13 CHICAGO PUBLIC SCHOOLS

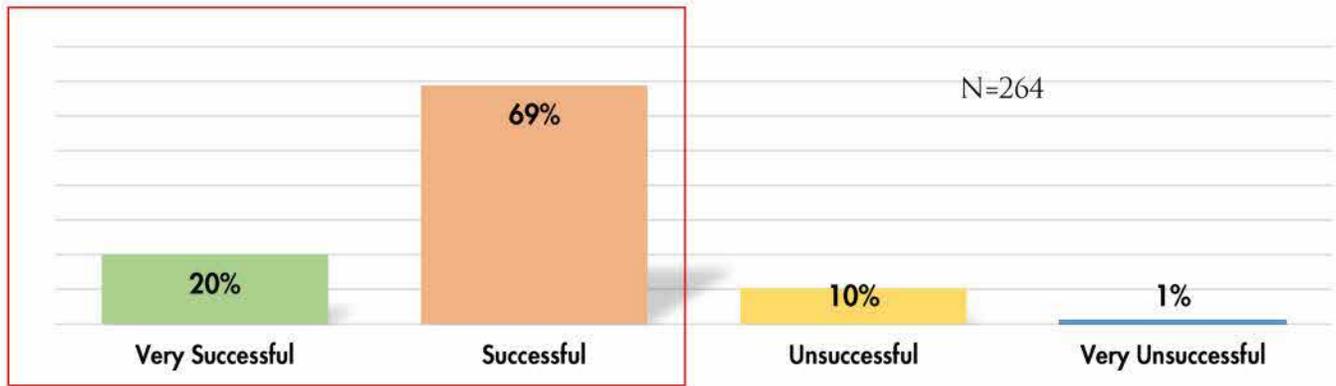
## 264 CLASSROOM TEACHERS RATE THEMSELVES



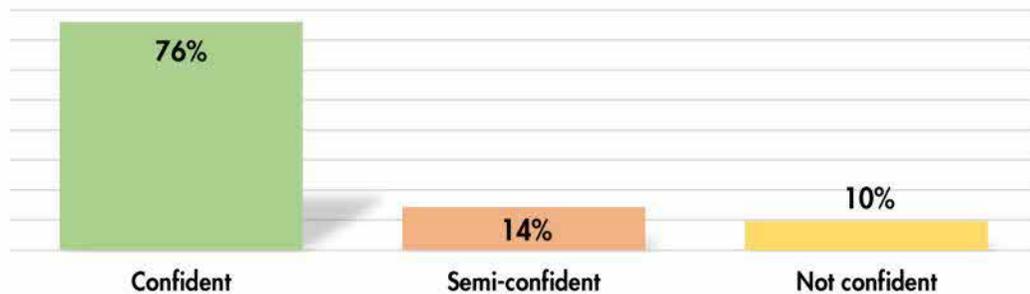
\* N=264 Teachers - October Survey 2013 - Classroom teachers from the following 13 Kindergarten through 8<sup>th</sup> Grade CPS schools: Duke Ellington, Shields, McPherson, Mollison, Drake, Suder, Earle, Leland, Fraizer, Bass, Jordan, Mt. Vernon, and Carroll-Rosenwald.

## PROGRAM FIDELITY TEACHERS

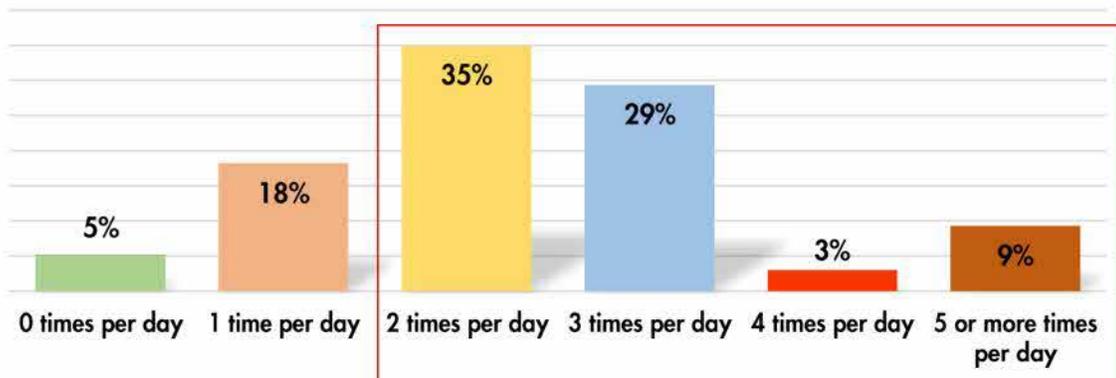
HOW WOULD YOU RATE THE OVERALL SUCCESS OF CALM CLASSROOM IN YOUR CLASSROOM?



HOW CONFIDENT ARE YOU IN YOUR ABILITY TO LEAD CALM CLASSROOM TECHNIQUES?  
N=264



ON AVERAGE, HOW MANY TIMES PER DAY DO YOU LEAD OR PARTICIPATE IN CALM CLASSROOM TECHNIQUES?  
N= 264



Detroit Public Schools Suspensions 2012-13									
Incident Type	cur_outcm	Academy of The Americas	Ann Arbor Trail Magnet	Bagley Elem/Middle	Barton Elementary	Bates Academy	Beckham Academy	Bennett Elementary School	Bethune PK (FFEL)
A01-Insubordination				4	32	5	9		60
	Administrative Transfer Completed								
	Recommend Expulsion								
	Return to Same School								
A01-Insubordination.Total				4	32	5	9		60
A02-Refusal to Identify Self									
A02-Refusal to Identify Self Total									
A03-Student Demonstrations					3				
A03-Student Demonstrations Total					3				
A04-Truancy			1	2	6	1	3		23
	Completed								
A04-Truancy.Total			1	2	6	1	3		23
A05-Use of Electronic Devices						4			
	Completed								
A05-Use of Electronic Devices Total						4			
A06-Unauth. use of Sch Equipmnt									
A06-Unauth use of Sch Equipmnt Total									
A07-Cheating/Academic Misconduct									
A07-Cheating/Academic Misconduct Total									
A08-Disorderly Conduct		1	3	5	29	10	5		18
	Adjust to New School								
	Administrative Transfer Completed								
	Expelled								
	Return to Same School								
A08-Disorderly Conduct Total		1	3	5	29	10	5		18

Detroit Public Schools Suspensions 2012-13									
Incident Type	cur_outcm	Academy of The Americas	Ann Arbor Trail Magnet	Bagley Elem/Middle	Barton Elementary	Bates Academy	Beckham Academy	Bennett Elementary School	Bethune PK (FFEL)
A09-Inapprop. Displ of Affection	Completed								
A09-Inapprop. Displ of Affection Total									
A10-Leaving Sch. w/o Permission	Completed								2
A10-Leaving Sch. w/o Permission Total									2
A11-Trespassing	Completed							1	
A11-Trespassing Total								1	
B01-Threats of Violence/Coercion	Completed Recommend Expulsion Return to Same School	1			2	6	2	2	5
B01-Threats of Violence/Coercion Total		1			2	6	2	2	5
B02-Possess other Dangerous Obj.	Completed				1				
B02-Possess other Dangerous Obj. Total					1				
B03-Use or Possess Contr. Sub.	Administrative Transfer Completed Expelled			1					1
B03-Use or Possess Contr. Sub. Total				1					1
B04-Burglary, Theft, Robbery etc	Completed						2	1	1
B04-Burglary, Theft, Robbery etc Total							2	1	1
B05-Loitering or Trespassing	Completed						1		
B05-Loitering or Trespassing Total							1		
B06-Extort/Coercion or Blackmail	Completed								

Detroit Public Schools Suspensions 2012-13									
Incident Type	cur_outcm	Academy of The Americas	Ann Arbor Trail Magnet	Bagley Elem/Middle	Barton Elementary	Bates Academy	Beckham Academy	Bennett Elementary School	Bethune PK (FFEL)
B06-Extort/Coercion or Blackmail Total									
B07-Defacement of Property			3		2	2	1	2	1
	Completed								
B07-Defacement of Property Total			3		2	2	1	2	1
B08-Intim/Intefer of Sch Persnl						2	4		
	Administrative Transfer								
	Completed								
B08-Intim/Intefer of Sch Persnl Total						2	4		
B09-Interference w/ Pupil Mvmnt									1
	Completed								
B09-Interference w/ Pupil Mvmnt Total									1
B10-Harassment		1			4	3	6		2
	Administrative Transfer								
	Completed								
	Return to Same School								
B10-Harassment Total		1			4	3	6		2
B11-Gambling									
	Completed								
B11-Gambling Total									
B12-Admit of Unauth Stu into Sch						1			
B12-Admit of Unauth Stu into Sch Total						1			
B13-Verbal Abuse					5	2	4		5
	Administrative Transfer								
	Completed								
	Return to Same School								
B13-Verbal Abuse Total					5	2	4		5
B14-Bullying/Intimidation				1	6		4		1

Detroit Public Schools Suspensions 2012-13									
Incident Type	cur_outcm	Academy of The Americas	Ann Arbor Trail Magnet	Bagley Elem/Middle	Barton Elementary	Bates Academy	Beckham Academy	Bennett Elementary School	Bethune PK (FFEL)
B14-Bullying/Intimidation	Administrative Transfer Completed Return to Same School								
B14-Bullying/Intimidation Total			4	1	6		4		1
B15-Forgery/Giving False Info.	Completed								
B15-Forgery/Giving False Info. Total									
B16-Abuse of Technology									1
B16-Abuse of Technology Total									1
B17-Fighting (No Injury)	Adjust to New School Administrative Transfer Completed Expelled Return to Same School	1	1	3	24	26	30		41
B17-Fighting (No Injury) Total		1	1	3	24	26	30		41
B18-Hazing									
B18-Hazing Total									
B19-Other Prohibited Conduct	Adjust to New School Administrative Transfer Completed Return to Same School						4	10	6
B19-Other Prohibited Conduct Total							4	10	6
C01-Possession of a Firearm						2			

Detroit Public Schools Suspensions 2012-13									
Incident Type	cur_outcm	Academy of The Americas	Ann Arbor Trail Magnet	Bagley Elem/Middle	Barton Elementary	Bates Academy	Beckham Academy	Bennett Elementary School	Bethune PK (FFEL)
C01-Possession of a Firearm	Adjust to New School								
	Completed								
	Expelled								
C01-Possession of a Firearm Total						2			
C02-Possession of a Knife	Completed		1						1
	Expelled								
	Recommend								
	Expulsion								
	Return to Same School								
C02-Possession of a Knife Total			1						1
C03-Possess othr Dangerous Weapo	Adjust to New School								
	Completed								
	Expelled								
C03-Possess othr Dangerous Weapo Total									
C04-Use of Weapon or Obj as Weap	Adjust to New School					3			
	Completed								
	Expelled								
	Recommend								
	Expulsion								
	Return to Same School								
C04-Use of Weapon or Obj as Weap Total						3			
C05-Physical Assault of Staff	Adjust to New School					1	2	1	
	Completed								
	Expelled								

PR/Award # S215E140571

Detroit Public Schools Suspensions 2012-13									
Incident Type	cur_outcm	Academy of The Americas	Ann Arbor Trail Magnet	Bagley Elem/Middle	Barton Elementary	Bates Academy	Beckham Academy	Bennett Elementary School	Bethune PK (FFEL)
C05-Physical Assault of Staff	Expelled								
	Recommend								
	Expulsion								
	Return to Same School						1		
<b>C05-Physical Assault of Staff Total</b>					1	3	1		
C06-Destruction of Property	Adjust to New School		1						
	Completed								
	Expelled								
	Recommend								
	Expulsion								
	Return to Same School								
<b>C06-Destruction of Property Total</b>		1							
C07-Theft/Possess Stolen Prop.	Adjust to New School								
	Completed								
	Expelled								
	Recommend								
	Expulsion								
	Return to Same School								
<b>C07-Theft/Possess Stolen Prop. Total</b>									
C08-Arson	Adjust to New School								
	Completed								
	Expelled								
	Recommend								
	Expulsion								

PR/Award # S215E140571

Detroit Public Schools Suspensions 2012-13									
Incident Type	cur_outcm	Academy of The Americas	Ann Arbor Trail Magnet	Bagley Elem/Middle	Barton Elementary	Bates Academy	Beckham Academy	Bennett Elementary School	Bethune PK (FFEL)
C08-Arson	Return to Same School								
C08-Arson Total									
C09-Distribute Controlled Subst.	Adjust to New School								
	Completed			1					
	Expelled								
	Recommend Expulsion								
	Return to Same School								
C09-Distribute Controlled Subst. Total									
C10-Physical Assault of Student	Adjust to New School							1	
	Completed								
	Expelled			2				1	
	Recommend Expulsion								
	Return to Same School								
C10-Physical Assault of Student Total									
C11-Criminal Sexual Conduct	Adjust to New School								
	Completed								
	Expelled								
	Return to Same School								
C11-Criminal Sexual Conduct Total									
C12-Consensual Sexual Misconduct									

Detroit Public Schools Suspensions 2012-13									
Incident Type	cur_outcm	Academy of The Americas	Ann Arbor Trail Magnet	Bagley Elem/Middle	Barton Elementary	Bates Academy	Beckham Academy	Bennett Elementary School	Bethune PK (FFEL)
C12-Consensual Sexual Misconduct	Adjust to New School								
	Completed								
	Expelled								
	Return to Same School								
C12-Consensual Sexual Misconduct Total									
C13-Forgery/Fraud	Completed								
C13-Forgery/Fraud Total									
C14-Terroristic Activity	Adjust to New School								
	Completed								1
	Expelled								
C14-Terroristic Activity Total									
C15-False Alarm	Adjust to New School								
	Expelled								
	Return to Same School								
	Completed								
C15-False Alarm Total									
C16-Other Illegal Conduct	Adjust to New School								
	Completed								
	Expelled								
	Recommend Expulsion								
	Return to Same School								
	Completed								
C16-Other Illegal Conduct Total									

Detroit Public Schools Suspensions 2012-13									
Incident Type	cur_outcm	Academy of The Americas	Ann Arbor Trail Magnet	Bagley Elem/Middle	Barton Elementary	Bates Academy	Beckham Academy	Bennett Elementary School	Bethune PK (FFEL)
Grand Total		5	17	18	123	68	83	2	170

Detroit Public Schools Suspensions 2012-13										
Incident Type	Blackwell Institute	Bow Elem/Middle	Brenda Scott PK (FFEL)	Brewer Elem/Middle	Brown Academy	Bunche Elem/Middle	Burns PK (FFEL)	Burt Elementary School	Burton International	Campbell Elementary School
A01-Insubordination	57	100	67	55	12	21	162			11
		1	2							
A01-Insubordination Total	57	101	69	55	12	21	162			11
A02-Refusal to Identify Self		3	1							
A02-Refusal to Identify Self Total		3	1							
A03-Student Demonstrations			18							
A03-Student Demonstrations Total			18							
A04-Truancy	36	48	162	35		14	60			3
A04-Truancy Total	36	48	162	35		14	60			3
A05-Use of Electronic Devices	1	4	5				6			
A05-Use of Electronic Devices Total	1	4	5				6			
A06-Unauth use of Sch Equipmnt	1		1				2			
A06-Unauth use of Sch Equipmnt Total	1		1				2			
A07-Cheating/Academic Misconduct								1		1
A07-Cheating/Academic Misconduct Total								1		1
A08-Disorderly Conduct	122	126	306	9	18	40	163			14
			1			3				1
A08-Disorderly Conduct Total	122	126	306	9	18	43	163			15

Detroit Public Schools Suspensions 2012-13										
Incident Type	Blackwell Institute	Bow Elem/Middle	Brenda Scott PK (FFEL)	Brewer Elem/Middle	Brown Academy	Bunche Elem/Middle	Burns PK (FFEL)	Burt Elementary School	Burton International	Campbell Elementary School
A09-Inapprop. Displ of Affection	7		2					1		
	1		1							
A09-Inapprop. Displ of Affection Total	8		3					1		
A10-Leaving Sch. w/o Permission								2		
A10-Leaving Sch. w/o Permission Total								2		
A11-Trespassing			1	1	3	1		2		
A11-Trespassing Total			1	1	3	1		2		
B01-Threats of Violence/Coercion	8	8	26	25	6	2	22	1	4	
			1							
B01-Threats of Violence/Coercion Total	8	8	27	25	6	2	22	1	4	
B02-Possess other Dangerous Obj.	4		2		1					
B02-Possess other Dangerous Obj. Total	4		2		1					
B03-Use or Possess Contr. Sub.			1				5	1		
							1			
B03-Use or Possess Contr. Sub. Total			1				6	1		
B04-Burglary, Theft, Robbery etc	1	1	1	7				7		
B04-Burglary, Theft, Robbery etc Total	1	1	1	7				7		
B05-Loitering or Trespassing	1	1								
B05-Loitering or Trespassing Total	1	1					1			
B06-Extort/Coercion or Blackmail					2					
					1					

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Detroit Public Schools Suspensions 2012-13										
Incident Type	Blackwell Institute	Bow Elem/Middle	Brenda Scott PK (FFEL)	Brewer Elem/Middle	Brown Academy	Bunche Elem/Middle	Burns PK (FFEL)	Burt Elementary School	Burton International	Campbell Elementary School
B06-Extort/Coercion or Blackmail Total					3					
B07-Defacement of Property			10	4		4	6			1
B07-Defacement of Property Total			10	4		4	6			1
B08-Intim/Intefer. of Sch Persnl	4	3	14	19	4		6			
							1			
B08-Intim/Intefer of Sch Persnl Total	4	3	14	19	4		7			
B09-Interference w/ Pupil Mvmnt				9			1			2
				1						
B09-Interference w/ Pupil Mvmnt Total				10			1			2
B10-Harassment	3		17	13	2		4	1		2
			2							
B10-Harassment Total	3		19	13	2		4	1		2
B11-Gambling	1	2	6	9						
B11-Gambling Total	1	2	6	9						
B12-Admit of Unauth.Stu into Sch										
B12-Admit of Unauth Stu into Sch Total										
B13-Verbal Abuse	12	40	88	62	1	1	24			2
			1							
B13-Verbal Abuse Total	12	40	89	62	1	1	24			2
B14-Bullying/Intimidation	9	14	24	61	5	1	22			3

Detroit Public Schools Suspensions 2012-13										
Incident Type	Blackwell Institute	Bow Elem/Middle	Brenda Scott PK (FFEL)	Brewer Elem/Middle	Brown Academy	Bunche Elem/Middle	Burns PK (FFEL)	Burt Elementary School	Burton International	Campbell Elementary School
B14-Bullying/Intimidation										1
<b>B14-Bullying/Intimidation Total</b>	9	14	34	61	5	1	22			4
B15-Forgery/Giving False Info.	2				1					
<b>B15-Forgery/Giving False Info. Total</b>	2				1					
B16-Abuse of Technology	2				4					
<b>B16-Abuse of Technology Total</b>	2				4					
B17-Fighting (No Injury)	55	249	129	349	30	32	136	2	13	
				2	5		2			
<b>B17-Fighting (No Injury) Total</b>	55	249	131	354	30	34	136	2	13	
B18-Hazing			1	2	1					
<b>B18-Hazing Total</b>			1	2	1					
B19-Other Prohibited Conduct	21	29	13	572	3	3	15	1	1	
				4						
<b>B19-Other Prohibited Conduct Total</b>	21	29	13	576	3	3	15	1	1	
C01-Possession of a Firearm	1						3			1
										1

Detroit Public Schools Suspensions 2012-13										
Incident Type	Blackwell Institute	Bow Elem/Middle	Brenda Scott PK (FFEL)	Brewer Elem/Middle	Brown Academy	Bunche Elem/Middle	Burns.PK (FFEL)	Burt Elementary School	Burton International	Campbell Elementary School
C01-Possession of a Firearm										
C01-Possession of a Firearm Total	1	2	1				3			1
C02-Possession of a Knife			1	3						
		1							1	
C02-Possession of a Knife Total		1	1	3						1
C03-Possess othr Dangerous Weapo						1				
C03-Possess othr Dangerous Weapo Total						1				
C04-Use of Weapon or Obj as Weap			1				1			
C04-Use of Weapon or Obj as Weap Total			1				1			
C05-Physical Assault of Staff		3	4	3			4		1	
			1				2			
			PR/Award # S215E140571	2						

Detroit Public Schools Suspensions 2012-13										
Incident Type	Blackwell Institute	Bow Elem/Middle	Brenda Scott PK (FFEL)	Brewer Elem/Middle	Brown Academy	Bunche Elem/Middle	Burns PK (FFEL)	Burt Elementary School	Burton International	Campbell Elementary School
C05-Physical Assault of Staff				2			1	4		1
								2		
								1		
C05-Physical Assault of Staff Total			4	6	7		3	11		2
C06-Destruction of Property							1	1		
										1
C06-Destruction of Property Total							1	1		1
C07-Theft/Possess Stolen Prop.										1
C07-Theft/Possess Stolen Prop. Total										1
C08-Arson								1		

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Detroit Public Schools Suspensions 2012-13										
Incident Type	Blackwell Institute	Bow Elem/Middle	Brenda Scott PK (FFEL)	Brewer Elem/Middle	Brown Academy	Bunche Elem/Middle	Burns PK (FFEL)	Burt Elementary School	Burton International	Campbell Elementary School
C08-Arson										
C08-Arson Total							1			
C09-Distribute Controlled Subst.			1	1						
							1	1		
C09-Distribute Controlled Subst. Total			1	1			1	2		
C10-Physical Assault of Student	2	1	12	15	2		26			
			1				2			
				3						
	1			8			1		1	
C10-Physical Assault of Student Total	3	1	13	26	2		27			1
C11-Criminal Sexual Conduct	2		1				1			
C11-Criminal Sexual Conduct Total	2		1				1			
C12-Consensual Sexual Misconduct										

Detroit Public Schools Suspensions 2012-13										
Incident Type	Blackwell Institute	Bow Elem/Middle	Brenda Scott PK (FFEL)	Brewer Elem/Middle	Brown Academy	Bunche Elem/Middle	Burns PK (FFEL)	Burt Elementary School	Burton International	Campbell Elementary School
C12-Consensual Sexual Misconduct										
C12-Consensual Sexual Misconduct Total			1							
C13-Forgery/Fraud							1			
C13-Forgery/Fraud Total							1			
C14-Terroristic Activity										
C14-Terroristic Activity Total										
C15-False Alarm			2							
C15-False Alarm Total			2							
C16-Other Illegal Conduct	6		1		8					
C16-Other Illegal Conduct Total	6		1		8					

Detroit Public Schools Suspensions 2012-13										
	Blackwell Institute	Bow Elem/Middle	Brenda Scott PK (FFEL)	Brewer Elem/Middle	Brown Academy	Bunche Elem/Middle	Burns PK (FFEL)	Burt Elementary School	Burton International	Campbell Elementary School
Incident Type										
Grand Total	360	640	943	1296	86	138	692	5	65	1

Detroit Public Schools Suspensions 2012-13										
Incident Type	Carleton Elementary	Carson High School	Carstens Elem/Middle	Carver Elem/Middle	Cass Tech High School	Central Collegiate Academy	Clark Elementary	Clemente Academy	Clippert Academy	Cody Institute of Tech
A01-Insubordination	114	56	28	44	14	4	26	2	23	21
A01-Insubordination Total	114	56	28	44	14	4	26	2	23	21
A02-Refusal to Identify Self					1					1
A02-Refusal to Identify Self Total					1					1
A03-Student Demonstrations										
A03-Student Demonstrations Total										
A04-Truancy	14	9	19	34	22	2	31		4	5
A04-Truancy Total	14	9	19	34	22	2	31		4	7
A05-Use of Electronic Devices				4	6	2			3	
A05-Use of Electronic Devices Total				4	6	2			3	
A06-Unauth use of Sch Equipmnt				1						
A06-Unauth use of Sch Equipmnt Total				1						
A07-Cheating/Academic Misconduct		5			3					
A07-Cheating/Academic Misconduct Total		5			3					
A08-Disorderly Conduct	58	43	21	29	37	4	49	3	28	26
A08-Disorderly Conduct Total	58	43	21	29	37	4	49	3	28	26

Detroit Public Schools Suspensions 2012-13											
Incident Type	Carleton Elementary	Carson High School	Carstens Elem/Middle	Carver Elem/Middle	Cass Tech High School	Central Collegiate Academy	Clark Elementary	Clemente Academy	Clippert Academy	Cody Institute of Tech	
A09-Inapprop. Displ of Affection			1		10					9	1
A09-Inapprop. Displ of Affection Total			1		10					9	1
A10-Leaving Sch. w/o Permission	1		1	3	9						3
A10-Leaving Sch. w/o Permission Total	1		1	3	9						3
A11-Trespassing											
A11-Trespassing Total											
B01-Threats of Violence/Coercion	10	6	4	5			15	1		1	
B01-Threats of Violence/Coercion Total	10	6	4	5			15	1		1	
B02-Possess other Dangerous Obj.				2				1		2	1
B02-Possess other Dangerous Obj. Total				2				1		2	1
B03-Use or Possess Contr. Sub.		1	2	1	11		1				10
B03-Use or Possess Contr. Sub. Total		1	2	2	11		1				10
B04-Burglary, Theft, Robbery etc			1	6	1					2	1
B04-Burglary, Theft, Robbery etc Total			1	6	1					2	1
B05-Loitering or Trespassing							2				
B05-Loitering or Trespassing Total							2				
B06-Extort/Coercion or Blackmail											

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Detroit Public Schools Suspensions 2012-13										
Incident Type	Carleton Elementary	Carson High School	Carstens Elem/Middle	Carver Elem/Middle	Cass Tech High School	Central Collegiate Academy	Clark Elementary	Clemente Academy	Clippert Academy	Cody Institute of Tech
B06-Extort/Coercion or Blackmail Total										
B07-Defacement of Property		1		4	1		2	3	3	
B07-Defacement of Property Total		1		4	1		2	3	3	
B08-Intim/Intefer. of Sch Persnl				8	1	1	3		1	3
B08-Intim/Intefer of Sch Persnl Total				8	1	1	3		1	4
B09-Interference w/ Pupil Mvmnt				1			1			
B09-Interference w/ Pupil Mvmnt Total				1			1			
B10-Harassment	1			6	3	2	1		9	1
B10-Harassment Total	1			6	3	2	1		9	1
B11-Gambling			2		10					8
B11-Gambling Total			2		10					8
B12-Admit of Unauth. Stu into Sch	2			2	3					
B12-Admit of Unauth Stu into Sch Total	2			2	3					
B13-Verbal Abuse	1	6	4	16	9		8	1	5	3
B13-Verbal Abuse Total	1	6	4	17	9		8	1	5	3
B14-Bullying/Intimidation	6	1	7	18	2		2	4	13	1

Detroit Public Schools Suspensions 2012-13										
Incident Type	Carleton Elementary	Carson High School	Carstens Elem/Middle	Carver Elem/Middle	Cass Tech High School	Central Collegiate Academy	Clark Elementary	Clemente Academy	Clippert Academy	Cody Institute of Tech
B14-Bullying/Intimidation										
B14-Bullying/Intimidation Total	6	1	7	18	2		2	4	13	1
B15-Forgery/Giving False Info.					4					
B15-Forgery/Giving False Info. Total					4					
B16-Abuse of Technology							3			1
B16-Abuse of Technology Total							3			1
B17-Fighting (No Injury)	95	14	41	86	13	2	36	15	18	34
				1						
		2	1							11
				1						
B17-Fighting (No Injury) Total	95	16	42	88	13	2	36	15	18	45
B18-Hazing										
B18-Hazing Total										
B19-Other Prohibited Conduct			8	50	17	3	10	1	21	18
				3						1
B19-Other Prohibited Conduct Total			8	53	17	3	10	1	21	19
C01-Possession of a Firearm										

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Detroit Public Schools Suspensions 2012-13										
Incident Type	Carleton Elementary	Carson High School	Carstens Elem/Middle	Carver Elem/Middle	Cass Tech High School	Central Collegiate Academy	Clark Elementary	Clemente Academy	Clippert Academy	Cody Institute of Tech
C08-Arson			2	1						
C08-Arson Total			2	3				1		
C09-Distribute Controlled Subst.					1					2
					1					
					2					
C09-Distribute Controlled Subst. Total					4					2
C10-Physical Assault of Student	3				3	2	1	6		1
					2					1
					2					2
					1					
C10-Physical Assault of Student Total	3				8	2	1	6		1
C11-Criminal Sexual Conduct			2							
				2						
C11-Criminal Sexual Conduct Total			2	2						
C12-Consensual Sexual Misconduct						2				

Detroit Public Schools Suspensions 2012-13										
Incident Type	Carleton Elementary	Carson High School	Carstens Elem/Middle	Carver Elem/Middle	Cass Tech High School	Central Collegiate Academy	Clark Elementary	Clemente Academy	Clippert Academy	Cody Institute of Tech
C12-Consensual Sexual Misconduct						5				
C12-Consensual Sexual Misconduct Total		1				7				
C13-Forgery/Fraud										
C13-Forgery/Fraud Total										
C14-Terroristic Activity										
C14-Terroristic Activity Total						1				
C15-False Alarm										
C15-False Alarm Total										
C16-Other Illegal Conduct					3	5		1		1
										1
		1								
					1					
C16-Other Illegal Conduct Total					4	5		1		2

Detroit Public Schools Suspensions 2012-13										
	Carleton Elementary	Carson High School	Carstens Elem/Middle	Carver Elem/Middle	Cass Tech High School	Central Collegiate Academy	Clark Elementary	Clemente Academy	Clippert Academy	Cody, Institute of Tech
Incident Type										
Grand Total	305	151	147	353	200	21	203	32	150	162

Detroit Public Schools Suspensions 2012-13										
Incident Type	Cody Medicine/Comm Hlth.	Cody Public Leadership	Cody Teaching and Learning	Cody-Acad.-Critical Thinkers	Coffey Elementary-Middle School	Communication & Media Arts HS	Cooke Elem/Middle	Cooley High School	Crary Elementary School	Crockett High School
A01-Insubordination	12	33	12	6	7	4	3	11	1	13
			1	1						
A01-Insubordination Total	12	33	13	7	7	4	3	11	1	13
A02-Refusal to Identify Self	1		1					15		1
A02-Refusal to Identify Self Total	1		1					15		1
A03-Student Demonstrations								1		
A03-Student Demonstrations Total								1		
A04-Truancy	4	45	16	10	14	3	1	81	1	11
				4						
A04-Truancy Total	4	45	16	14	14	3	1	81	1	11
A05-Use of Electronic Devices				1		4		1		
A05-Use of Electronic Devices Total				1		4		1		
A06-Unauth use of Sch Equipmnt	1									
A06-Unauth use of Sch Equipmnt Total	1									
A07-Cheating/Academic Misconduct										4
A07-Cheating/Academic Misconduct Total										4
A08-Disorderly Conduct	35	112	7	27	15	12	4	15	9	18
			1	2						
A08-Disorderly Conduct Total	35	112	7	27	15	12	4	15	9	18

Detroit Public Schools Suspensions 2012-13										
Incident Type	Cody Medicine/Co mm Hlth.	Cody Public Leadership	Cody Teaching and Learning	Cody-Acad.- Critical Thinkers	Coffey Elementary- Middle School	Communicati on & Media Arts HS	Cooke Elem/Middle	Coolley High School	Crary Elementary School	Crockett High School
A09-Inapprop. Displ of Affection	2	2					1			
A09-Inapprop. Displ of Affection Total	2	2					1			
A10-Leaving Sch. w/o Permission	2	21	2	7				2		1
A10-Leaving Sch. w/o Permission Total	2	21	2	7				2		1
A11-Trespassing		11	2							1
A11-Trespassing Total		11	2							1
B01-Threats of Violence/Coercion	3	27	4	2	3	1	1	2		6
B01-Threats of Violence/Coercion Total	3	27	4	2	3	1	1	2		6
B02-Possess. other. Dangerous Obj.		5								
B02-Possess other Dangerous Obj. Total		5								
B03-Use or Possess Contr. Sub.	3	18	4	6				7		1
B03-Use or Possess Contr. Sub. Total	3	19	4	6				7		1
B04-Burglary, Theft, Robbery etc	2	3	5	4				1	3	
B04-Burglary, Theft, Robbery etc Total	2	3	5	4				1	3	
B05-Loitering or Trespassing		2		3						1
B05-Loitering or Trespassing Total		2		3						1
B06-Extort/Coercion or Blackmail										

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Detroit Public Schools Suspensions 2012-13										
Incident Type	Cody Medicine/Comm Hlth.	Cody Public Leadership	Cody Teaching and Learning	Cody-Acad.-Critical Thinkers	Coffey Elementary-Middle School	Communication & Media Arts HS	Cooke Elem/Middle	Cooley High School	Crary Elementary School	Crockett High School
B06-Extort/Coercion or Blackmail Total										
B07-Defacement of Property		2	1		2	1			1	
B07-Defacement of Property Total		2	1		2	1			1	
B08-Intim/Intefer.of Sch Persnl	3	18	1	3	3			2		2
B08-Intim/Intefer of Sch Persnl Total	3	19	1	4	3			2		2
B09-Interference w/ Pupil Mvmnt			1							
B09-Interference w/ Pupil Mvmnt Total			1							
B10-Harassment		6	3	1	2			1	1	
B10-Harassment Total		6	3	1	2			1	1	
B11-Gambling	2	18								2
B11-Gambling Total	2	18								2
B12-Admit of Unauth.Stu into Sch										1
B12-Admit of Unauth Stu into Sch Total										1
B13-Verbal Abuse	11	20	3	14	2	2	6	9	1	1
B13-Verbal Abuse Total	11	21	3	14	2	2	6	9	1	1
B14-Bullying/Intimidation	1	14	6	10	1		6	2		

Detroit Public Schools Suspensions 2012-13										
Incident Type	Cody Medicine/Co mm Hlth.	Cody Public Leadership	Cody Teaching and Learning	Cody-Acad. . Critical Thinkers	Coffey Elementary- Middle School	Communicati on & Media Arts HS	Cooke Elem/Middle	Cooley High School	Crary Elementary School	Crockett High School
B14-Bullying/Intimidation							1			
<b>B14-Bullying/Intimidation Total</b>	<b>1</b>	<b>14</b>	<b>6</b>	<b>10</b>	<b>1</b>	<b>1</b>	<b>6</b>	<b>2</b>		
B15-Forgery/Giving False Info.							1		2	
<b>B15-Forgery/Giving False Info. Total</b>							<b>1</b>		<b>2</b>	
B16-Abuse of Technology						1				
<b>B16-Abuse of Technology Total</b>						<b>1</b>				
B17-Fighting (No Injury)	60	180	10	29	45	5	11	20	20	25
		10								
<b>B17-Fighting (No Injury) Total</b>	<b>60</b>	<b>190</b>	<b>10</b>	<b>29</b>	<b>45</b>	<b>5</b>	<b>11</b>	<b>20</b>	<b>20</b>	<b>25</b>
B18-Hazing										
<b>B18-Hazing Total</b>										
B19-Other Prohibited Conduct	15	28	1	13	2	7		7	2	7
				4						
	1					1				
<b>B19-Other Prohibited Conduct Total</b>	<b>16</b>	<b>28</b>	<b>1</b>	<b>17</b>	<b>2</b>	<b>8</b>		<b>7</b>	<b>2</b>	<b>7</b>
C01-Possession of a Firearm				1	2					

Detroit Public Schools Suspensions 2012-13										
Incident Type	Cody Medicine/Co mm Hlth.	Cody Public Leadership	Cody Teaching and Learning	Cody-Acad. - Critical Thinkers	Coffey Elementary- Middle School	Communicati on & Media Arts HS	Cooke Elem/Middle	Coolley High School	Crary Elementary School	Crockett High School
C01-Possession of a Firearm										
C01-Possession of a Firearm Total			1	1	2					
C02-Possession of a Knife			1		3			2		2
						1				
C02-Possession of a Knife Total			1		3	1		2		2
C03-Possess othr Dangerous Weapo					1					
		1								
C03-Possess othr Dangerous Weapo Total		1			1					
C04-Use of Weapon or Obj as Weap					1		2			1
C04-Use of Weapon or Obj as Weap Total					1		2			1
C05-Physical Assault of Staff	1	2		2	1			4	6	

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Detroit Public Schools Suspensions 2012-13										
Incident Type	Cody Medicine/Co mm Hlth.	Cody Public Leadership	Cody Teaching and Learning	Cody-Acad. - Critical Thinkers	Coffey Elementary- Middle School	Communicati on & Media Arts HS	Cooke Elem/Middle	Cooley High School	Crary Elementary School	Crockett High School
C08-Arson										
C08-Arson Total	1									
C09-Distribute Controlled Subst.							2			
C09-Distribute Controlled Subst. Total							2			
C10-Physical Assault of Student	2	1	3			1	2	1	6	
	1					12				
		1				3				3
				1						
						1				
C10-Physical Assault of Student Total	3	2	3	1		17	2	1	6	3
C11-Criminal Sexual Conduct		1						1		
		1								
C11-Criminal Sexual Conduct Total		2						1		
C12-Consensual Sexual Misconduct						2		2		

Detroit Public Schools Suspensions 2012-13										
Incident Type	Cody Medicine/Co mm.Hlth.	Cody Public Leadership	Cody Teaching and Learning	Cody-Acad.- Critical Thinkers	Coffey Elementary- Middle School	Communicati on & Media Arts HS	Cooke Elem/Middle	Cooley High School	Crary Elementary School	Crockett High School
C12-Consensual Sexual Misconduct										
C12-Consensual Sexual Misconduct Total		1								
C13-Forgery/Fraud										
C13-Forgery/Fraud Total										
C14-Terroristic Activity										
C14-Terroristic Activity Total										
C15-False Alarm					1					
C15-False Alarm Total					1					
C16-Other Illegal Conduct	1	1			1					
C16-Other Illegal Conduct Total	1	1	1							

Detroit Public Schools Suspensions 2012-13										
Incident Type	Cody Medicine/Co mm Hlth.	Cody Public Leadership	Cody Teaching and Learning	Cody-Acad.- Critical Thinkers	Coffey Elementary- Middle School	Communicati on & Media Arts HS	Cooke Elem/Middle	Cooley High School	Crary Elementary School	Crockett High School
Grand Total	165	591	86	154	105	64	37	190	53	100

Detroit Public Schools Suspensions 2012-13										
Incident Type	Crosman Alternative High School	Davis Aerospace High School	Davison Elem/Middle	Denby High School	Detroit Academy for Young Women	Detroit City High School	Detroit College Prep @ NWstern	Detroit Day School	Detroit Lions Alt. School	Detroit Public Schools
A01-Insubordination	2	28		70	79	34	24		25	6
							1			
A01-Insubordination Total	2	28		70	79	34	25		25	6
A02-Refusal to Identify Self		2		1	33					1
A02-Refusal to Identify Self Total		2		1	33					1
A03-Student Demonstrations		1		1			1			
A03-Student Demonstrations Total		1		1			1			
A04-Truancy	1	5		141	59	40	7		8	3
				1						
A04-Truancy Total	1	5		142	59	40	7		8	3
A05-Use of Electronic Devices	1	1	1	26	28	1				
A05-Use of Electronic Devices Total	1	1	1	26	28	1				
A06-Unauth use of Sch Equipmnt				1						
A06-Unauth use of Sch Equipmnt Total				1						
A07-Cheating/Academic Misconduct					2					
A07-Cheating/Academic Misconduct Total					2					
A08-Disorderly Conduct	1	21		55	75	12	13	7	12	3
A08-Disorderly Conduct Total	1	21		55	75	12	13	7	12	3



Detroit Public Schools Suspensions 2012-13										
Incident Type	Crosman Alternative High School	Davis Aerospace High School	Davison Elem/Middle	Denby High School	Detroit Academy for Young Women	Detroit City High School	Detroit College Prep @ NWstern	Detroit Day School	Detroit Lions Alt. School	Detroit Public Schools
B06-Extort/Coercion or Blackmail Total										
B07-Defacement of Property		2		2	1		1		3	
B07-Defacement of Property Total		2		2	1		1		3	
B08-Intim/Intefer.of Sch Persnl				8	3	2	2		8	
B08-Intim/Intefer of Sch Persnl Total			1	8	3	2	2		8	
B09-Interference w/ Pupil Mvmnt				4	1				1	
B09-Interference w/ Pupil Mvmnt Total				4	1				1	
B10-Harassment				1	3		5		4	
B10-Harassment Total				1	3		5		4	
B11-Gambling	1			8		1			9	
B11-Gambling Total	1			8		1			9	
B12-Admit of Unauth.Stu into Sch	1			3						
B12-Admit of Unauth Stu into Sch Total	1			3						
B13-Verbal Abuse	1	3		22	49	7	2	1	49	2
B13-Verbal Abuse Total	1	3		22	49	7	2	1	49	2
B14-Bullying/Intimidation	1			2	4	2			7	

Detroit Public Schools Suspensions 2012-13										
Incident Type	Crosman Alternative High School	Davis Aerospace High School	Davison Elem/Middle	Denby High School	Detroit Academy for Young Women	Detroit City High School	Detroit College Prep @ NWstern	Detroit Day School	Detroit Lions Alt. School	Detroit Public Schools
B14-Bullying/Intimidation										
B14-Bullying/Intimidation Total	1			2	4	2				7
B15-Forgery/Giving False Info.					5	4				
B15-Forgery/Giving False Info. Total					5	4				
B16-Abuse of Technology					1		1			1
B16-Abuse of Technology Total					1		1			1
B17-Fighting (No Injury)		15		1	45	91	8	30	9	65
					2	3				
B17-Fighting (No Injury) Total		15		1	47	94	8	30	9	65
B18-Hazing						1				
B18-Hazing Total						1				
B19-Other Prohibited Conduct		10			19	20	1	4	3	14
					1	1				
B19-Other Prohibited Conduct Total		10			20	21	1	4	3	14
C01-Possession of a Firearm										
					PR/Award # S215E140571	2				





Detroit Public Schools Suspensions 2012-13										
Incident Type	Crosman Alternative High School	Davis Aerospace High School	Davison Elem/Middle	Denby High School	Detroit Academy for Young Women	Detroit City High School	Detroit College Prep @ NWstern	Detroit Day School	Detroit Lions Alt. School	Detroit Public Schools
C08-Arson										
C08-Arson Total										
C09-Distribute Controlled Subst.									1	
									1	
C09-Distribute Controlled Subst. Total									2	
C10-Physical Assault of Student			1	24	2	2	4		1	2
			1			1	1			
			2	2		1		1		9
				1						
C10-Physical Assault of Student Total			4	29	2	4	6		11	2
C11-Criminal Sexual Conduct										
C11-Criminal Sexual Conduct Total										
C12-Consensual Sexual Misconduct										

Detroit Public Schools Suspensions 2012-13										
Incident Type	Crosman Alternative High School	Davis Aerospace High School	Davison Elem/Middle	Denby High School	Detroit Academy for Young Women	Detroit City High School	Detroit College Prep @.NWstern	Detroit Day School	Detroit Lions Alt. School	Detroit Public Schools
C12-Consensual Sexual Misconduct										
C12-Consensual Sexual Misconduct Total					3					
C13-Forgery/Fraud										
C13-Forgery/Fraud Total										
C14-Terroristic Activity					1	3				
C14-Terroristic Activity Total					1	3				
C15-False Alarm										
C15-False Alarm Total										
C16-Other Illegal Conduct				10	1				1	
				2		1				
C16-Other Illegal Conduct Total				13		1	1		1	

Detroit Public Schools Suspensions 2012-13										
Incident Type	Crosman Alternative High School	Davis Aerospace High School	Davison Elem/Middle	Denby High School	Detroit Academy for Young Women	Detroit City. High School	Detroit College Prep @ NWstern	Detroit Day School	Detroit Lions Alt. School	Detroit Public Schools
Grand Total	11	98	12	517	485	143	107	21	236	31

Detroit Public Schools Suspensions 2012-13										
Incident Type	Detroit School of the Arts	Diann Banks-Williamson Ed Ctr	Dixon Elem/Middle	Dossin Elem/Middle	Douglass Academy for Young Men	Drew Elementary - Middle School	Duffield Elementary School	Duke Ellington @ Beckham	Durfee Elem/Middle	Earhart Elem/ Middle
A01-Insubordination	105		8	126	72	4	4	158	32	5
A01-Insubordination Total	105		8	126	72	4	4	158	32	5
A02-Refusal to Identify Self	4			2	1			1	1	
A02-Refusal to Identify Self Total	4			2	1			1	1	
A03-Student Demonstrations	7									
A03-Student Demonstrations Total	7									
A04-Truancy	220	1	1	61	48	2	1	44	90	23
A04-Truancy Total	220	1	1	61	48	2	1	44	90	23
A05-Use of Electronic Devices	18			12	1	1		1	1	6
A05-Use of Electronic Devices Total	18			12	1	1		1	1	6
A06-Unauth use of Sch Equipmnt	20							2		
A06-Unauth use of Sch Equipmnt Total	20							2		
A07-Cheating/Academic Misconduct	14				1					
A07-Cheating/Academic Misconduct Total	14				1					
A08-Disorderly Conduct	73	7	7	189	32	10	16	47	85	19
A08-Disorderly Conduct Total	73	7	7	189	32	10	16	47	85	19

Detroit Public Schools Suspensions 2012-13										
Incident Type	Detroit School of the Arts	Diann Banks-Williamson Ed Ctr	Dixon Elem/Middle	Dossin Elem/Middle	Douglass Academy for Young Men	Drew Elementary - Middle School	Duffield Elementary School	Duke Ellington @ Beckham	Durfee Elem/Middle	Earhart Elem/ Middle
A09-Inapprop. Displ of Affection	17				3			1	7	
A09-Inapprop. Displ of Affection Total	17				3			1	7	
A10-Leaving Sch. w/o Permission	16			1	2	13				14
A10-Leaving Sch. w/o Permission Total	16			1	2	13				14
A11-Trespassing							2		1	1
A11-Trespassing Total							2		2	1
B01-Threats of Violence/Coercion	13	8	3	8	8	3	2	10	4	3
B01-Threats of Violence/Coercion Total	13	8	3	8	8	3	2	11	4	3
B02-Possess other Dangerous Obj.				2	1					
B02-Possess other Dangerous Obj. Total				2	1					
B03-Use or Possess Contr. Sub.	15	1	1	5	10			11	9	11
B03-Use or Possess Contr. Sub. Total	15	1	1	6	10			11	9	11
B04-Burglary, Theft, Robbery etc	4			2	7	1		3	6	1
B04-Burglary, Theft, Robbery etc Total	4			2	7	1		4	6	1
B05-Loitering or Trespassing	1		2			2		6	4	1
B05-Loitering or Trespassing Total	1		2			2		6	4	1
B06-Extort/Coercion or Blackmail										

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Detroit Public Schools Suspensions 2012-13										
Incident Type	Detroit School of the Arts	Diann Banks-Williamson Ed Ctnr	Dixon Elem/Middle	Dossin Elem/Middle	Douglass Academy for Young Men	Drew Elementary-Middle School	Duffield Elementary School	Duke Ellington @ Beckham	Durfee Elem/Middle	Earhart Elem/ Middle
B06-Extort/Coercion or Blackmail Total										
B07-Defacement of Property	9		1	1	3			2	1	1
B07-Defacement of Property Total	9		1	1	3			2	1	1
B08-Intim/Intefer. of Sch Persnl	10	4	1	11	9	1		3	18	
B08-Intim/Intefer of Sch Persnl Total	10	4	1	11	9	1		3	18	
B09-Interference w/ Pupil Mvmnt	1								2	
B09-Interference w/ Pupil Mvmnt Total	1								2	
B10-Harassment	5	3	1	13		1		3	2	2
B10-Harassment Total	5	3	1	13		1		3	2	2
B11-Gambling					7					
B11-Gambling Total					7					
B12-Admit of Unauth. Stu into Sch	6									
B12-Admit of Unauth Stu into Sch Total	6									
B13-Verbal Abuse	62			13	23	4		8	47	7
B13-Verbal Abuse Total	62			13	23	4		8	47	7
B14-Bullying/Intimidation	5	8	1	5	7	1	1	9	28	14

Detroit Public Schools Suspensions 2012-13										
Incident Type	Detroit School of the Arts	Diann Banks-Williamson Ed Ctr	Dixon Elem/Middle	Dossin, Elem/Middle	Douglass Academy for Young Men	Drew Elementary - Middle School	Duffield Elementary School	Duke Ellington @ Beckham	Durfee Elem/Middle	Earhart Elem/ Middle
B14-Bullying/Intimidation										
B14-Bullying/Intimidation Total	5	8	1	5	7	1	1	9	28	14
B15-Forgery/Giving False Info.	8				3	1				1
B15-Forgery/Giving False Info. Total	8				3	1				1
B16-Abuse of Technology	2							3		1
B16-Abuse of Technology Total	2							3		1
B17-Fighting (No Injury)	55	13	27	148	47	6	14	127	135	3
					1					
					1			1		1
B17-Fighting (No Injury) Total	55	13	27	150	48	6	14	128	135	4
B18-Hazing					1					1
B18-Hazing Total					1					1
B19-Other Prohibited Conduct	51	2	5	47	25	2		27	57	4
				1	2					
B19-Other Prohibited Conduct Total	51	2	5	48	27	2		27	57	4
C01-Possession of a Firearm										2

Detroit Public Schools Suspensions 2012-13										
Incident Type	Detroit School of the Arts	Diann Banks-Williamson Ed Ctr	Dixon Elem/Middle	Dossin Elem/Middle	Douglass Academy for Young Men	Drew Elementary - Middle School	Duffield Elementary School	Duke Ellington @ Beckham	Durfee Elem/Middle	Earhart Elem/ Middle
C01-Possession of a Firearm										1
C01-Possession of a Firearm Total										1 2
C02-Possession of a Knife	2	1		4				1		1
C02-Possession of a Knife Total	2	1		4				1 2		1
C03-Possess othr Dangerous Weapo				1						
C03-Possess othr Dangerous Weapo Total				1						
C04-Use of Weapon or Obj as Weap				1			1			
C04-Use of Weapon or Obj as Weap Total				1			1		1	
C05-Physical Assault of Staff		6		3		2		1	1	8 1
										2

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Detroit Public Schools Suspensions 2012-13										
Incident Type	Detroit School of the Arts	Diann Banks-Williamson Ed Ctr	Dixon Elem/Middle	Dossin Elem/Middle	Douglass Academy for Young Men	Drew Elementary - Middle School	Duffield Elementary School	Duke Ellington @ Beckham	Durfee Elem/Middle	Earhart Elem/ Middle
C05-Physical Assault of Staff										2
C05-Physical Assault of Staff Total		6			3		2		1	12
C06-Destruction of Property	1	1				1	2			5
C06-Destruction of Property Total	1	1				1	2			5
C07-Theft/Possess Stolen Prop.	2				1	2				3
					1	1		1		1
	1									
C07-Theft/Possess Stolen Prop. Total	3				2	3			1	3
C08-Arson									2	

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Detroit Public Schools Suspensions 2012-13										
Incident Type	Detroit School of the Arts	Diann Banks-Williamson Ed Ctr	Dixon Elem/Middle	Dossin Elem/Middle	Douglass Academy for Young Men	Drew Elementary - Middle School	Duffield Elementary School	Duke Ellington @ Beckham	Durfee Elem/Middle	Earhart Elem/ Middle
C08-Arson										
C08-Arson Total								2		
C09-Distribute Controlled Subst.			1	1				1		4
				1						
	1									
C09-Distribute Controlled Subst. Total	1		1	2				1		4
C10-Physical Assault of Student	2	1	6	14	4	7		2	42	2
					2			1	2	1
								2		
	1		1		1				5	1
						1				
C10-Physical Assault of Student Total	3	1	7	14	8	7		5	49	4
C11-Criminal Sexual Conduct		2					1			1
	2									
C11-Criminal Sexual Conduct Total	2	2					1			1
C12-Consensual Sexual Misconduct	5					2				

Detroit Public Schools Suspensions 2012-13										
Incident Type	Detroit School of the Arts	Diann Banks-Williamson Ed Ctr	Dixon Elem/Middle	Dossin Elem/Middle	Douglass Academy for Young Men	Drew Elementary - Middle School	Duffield Elementary School	Duke Ellington @ Beckham	Durfee Elem/Middle	Earhart Elem/ Middle
C12-Consensual Sexual Misconduct	1									
C12-Consensual Sexual Misconduct Total	6					2				
C13-Forgery/Fraud										
C13-Forgery/Fraud Total										
C14-Terroristic Activity	1									
C14-Terroristic Activity Total	1									
C15-False Alarm	1									2
C15-False Alarm Total	1									2
C16-Other Illegal Conduct	1		1	1	6		1	2	3	1
					3					
			1							
C16-Other Illegal Conduct Total	1		1	1	9		1	2	3	1

Detroit Public Schools Suspensions 2012-13										
	Detroit School of the Arts	Diann Banks-Williamson Ed Ctr	Dixon Elem/Middle	Dossin Elem/Middle	Douglass Academy for Young Men	Drew Elementary ; Middle School	Durfield Elementary School	Duke Ellington @ Beckham	Durfee Elem/Middle	Earhart Elem/ Middle
Incident Type										
Grand Total	762	58	69	686	342	52	42	491	617	115

Detroit Public Schools Suspensions 2012-13										
Incident Type	East English Prep. Academy	Edison Elementary	Edmonson PK (FFEL)	Emerson Elem/Middle	Farwell Elem/Middle	Ferguson Academy for Young Women	Finney High School	Fisher Lower Academy	Fisher Upper Academy	Fitzgerald Elementary School
A01-Insubordination	95		8	117	48		60	3	103	6
A01-Insubordination Total	95		8	117	48		60	3	103	6
A02-Refusal to Identify Self	4			4						
A02-Refusal to Identify Self Total	4			4						
A03-Student Demonstrations						1	5			
A03-Student Demonstrations Total						1	5			
A04-Truancy	491		17	184	119	1	147	1	161	17
A04-Truancy Total	491		17	184	120	1	147	1	161	17
A05-Use of Electronic Devices	5			1	1		2		1	
A05-Use of Electronic Devices Total	5			1	1		2		1	
A06-Unauth use of Sch Equipmnt	1			1						
A06-Unauth use of Sch Equipmnt Total	1			1						
A07-Cheating/Academic Misconduct										
A07-Cheating/Academic Misconduct Total										
A08-Disorderly Conduct	144		8	236	100		134	15	269	61
A08-Disorderly Conduct Total	145		8	236	100		134	15	269	61

Detroit Public Schools Suspensions 2012-13										
Incident Type	East English Prep. Academy	Edison Elementary	Edmonson PK (FFEL)	Emerson Elem/Middle	Farwell Elem/Middle	Ferguson Academy for Young Women	Finney High School	Fisher Lower Academy	Fisher Upper Academy	Fitzgerald Elementary School
A09-Inapprop. Displ of Affection	4		2				10			2
A09-Inapprop. Displ of Affection Total	4		2				10			2
A10-Leaving Sch. w/o Permission	11					18				2
A10-Leaving Sch. w/o Permission Total	11					18				2
A11-Trespassing							14		1	
A11-Trespassing Total							14		1	
B01-Threats of Violence/Coercion	45		1	46		1	3		82	
				1						
B01-Threats of Violence/Coercion Total	45		1	47		1	3		82	
B02-Possess other Dangerous Obj.	1								8	
B02-Possess other Dangerous Obj. Total	1								8	
B03-Use or Possess Contr. Sub.	22			2	5		9		7	2
B03-Use or Possess Contr. Sub. Total	22			2	5		9		7	2
B04-Burglary, Theft, Robbery etc	1			5			3		4	3
B04-Burglary, Theft, Robbery etc Total	1			5			3		4	3
B05-Loitering or Trespassing				1					1	
B05-Loitering or Trespassing Total				1					1	
B06-Extort/Coercion or Blackmail									1	
									1	

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Detroit Public Schools Suspensions 2012-13										
Incident Type	East English Prep. Academy	Edison Elementary	Edmonson PK (FFEL)	Emerson Elem/Middle	Farwell Elem/Middle	Ferguson Academy, for Young Women	Finney High School	Fisher Lower Academy	Fisher Upper Academy	Fitzgerald Elementary School
B06-Extort/Coercion or Blackmail Total										1
B07-Defacement of Property	5			5	3		4		9	1
B07-Defacement of Property Total	5			5	3		4		9	1
B08-Intim/Intefer. of Sch Persnl	27		1	16	13		3		8	1
B08-Intim/Intefer of Sch Persnl Total	28		1	16	13		3		8	1
B09-Interference w/ Pupil Mvmnt				3	2		3		20	
B09-Interference w/ Pupil Mvmnt Total				3	2		3		20	
B10-Harassment	1			13	6				17	4
B10-Harassment Total	1			14	6				17	4
B11-Gambling	17						8			
B11-Gambling Total	17						9			
B12-Admit of Unauth. Stu into Sch	7			1			2			
B12-Admit of Unauth Stu into Sch Total	7			1			2			
B13-Verbal Abuse	23			59	14		9		75	5
B13-Verbal Abuse Total	24			61	14		9		75	5
B14-Bullying/Intimidation	4			2	6		10	1	38	

Detroit Public Schools Suspensions 2012-13										
Incident Type	East English Prep. Academy	Edison Elementary	Edmonson PK (FFEL)	Emerson Elem/Middle	Farwell Elem/Middle	Ferguson Academy for Young Women	Finney High School	Fisher Lower Academy	Fisher Upper Academy	Fitzgerald Elementary School
B14-Bullying/Intimidation	2									
<b>B14-Bullying/Intimidation Total</b>	<b>6</b>				<b>2</b>	<b>6</b>	<b>10</b>	<b>1</b>	<b>38</b>	
B15-Forgery/Giving False Info.	6				1					
<b>B15-Forgery/Giving False Info. Total</b>	<b>6</b>				<b>1</b>					
B16-Abuse of Technology					2				5	1
<b>B16-Abuse of Technology Total</b>					<b>2</b>				<b>5</b>	<b>1</b>
B17-Fighting (No Injury)	155	6	20	210	99		105	11	394	56
				1						
	1			1						
<b>B17-Fighting (No Injury) Total</b>	<b>156</b>	<b>6</b>	<b>20</b>	<b>212</b>	<b>99</b>		<b>105</b>	<b>11</b>	<b>394</b>	<b>56</b>
B18-Hazing										2
<b>B18-Hazing Total</b>										<b>2</b>
B19-Other Prohibited Conduct	47	1	1	195	30		17	4	34	15
				1						
	2									
<b>B19-Other Prohibited Conduct Total</b>	<b>49</b>	<b>1</b>	<b>1</b>	<b>196</b>	<b>30</b>		<b>17</b>	<b>4</b>	<b>34</b>	<b>15</b>
C01-Possession of a Firearm										

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Detroit Public Schools Suspensions 2012-13										
Incident Type	East English Prep. Academy	Edison Elementary	Edmonson PK (FFEL)	Emerson Elem/Middle	Farwell Elem/Middle	Ferguson Academy for Young Women	Finney High School	Fisher Lower Academy	Fisher Upper Academy	Fitzgerald Elementary School
C01-Possession of a Firearm										
C01-Possession of a Firearm Total										
C02-Possession of a Knife					1			1	1	1
C02-Possession of a Knife Total					1			1	1	1
C03-Possess othr Dangerous Weapo						1				
C03-Possess othr Dangerous Weapo Total						1				
C04-Use of Weapon or Obj as Weap	1			1						
C04-Use of Weapon or Obj as Weap Total	1			2						
C05-Physical Assault of Staff	3			3	4		1		3	1
						1			1	
	1								1	1



Detroit Public Schools Suspensions 2012-13										
Incident Type	East English Prep. Academy	Edison Elementary	Edmonson PK (FFEL)	Emerson Elem/Middle	Farwell Elem/Middle	Ferguson Academy for Young Women	Finney High School	Fisher Lower Academy	Fisher Upper Academy	Fitzgerald Elementary School
C08-Arson										
C08-Arson Total	1			2	1		1			
C09-Distribute Controlled Subst.							1			
				1						
				1						
C09-Distribute Controlled Subst. Total				2			1			
C10-Physical Assault of Student	35		2	7	16				8	1
	1			6					2	
	1			2					1	
C10-Physical Assault of Student Total	37		2	15	16				11	1
C11-Criminal Sexual Conduct				1			2			
									2	
C11-Criminal Sexual Conduct Total				1			2		2	
C12-Consensual Sexual Misconduct					1					

Detroit Public Schools Suspensions 2012-13										
Incident Type	East English Prep. Academy	Edison Elementary	Edmonson PK (FFEL)	Emerson Elem/Middle	Farwell Elem/Middle	Ferguson Academy for Young Women	Finney High School	Fisher Lower Academy	Fisher Upper Academy	Fitzgerald Elementary School
C12-Consensual Sexual Misconduct										
C12-Consensual Sexual Misconduct Total					1					
C13-Forgery/Fraud										
C13-Forgery/Fraud Total										
C14-Terroristic Activity					1		2			
C14-Terroristic Activity Total					1		2			
C15-False Alarm					1					
						1				
C15-False Alarm Total					1	1				
C16-Other Illegal Conduct	1			14	5					1
				4						
				2						
				2						
C16-Other Illegal Conduct Total	1			22	5					1

Detroit Public Schools Suspensions 2012-13										
	East English Prep. Academy	Edison Elementary	Edmonson PK (FFEL)	Emerson Elem/Middle	Farwell Elem/Middle	Ferguson Academy for Young Women	Finney High School	Fisher Lower Academy	Fisher Upper Academy	Fitzgerald Elementary School
Incident Type										
Grand Total	1173	7	60	1175	498	1	557	36	1261	179

Detroit Public Schools Suspensions 2012-13										
Incident Type	Fleming Elementary School	FLICS	Ford High School	Gardner Elementary	Garvey Academy	Glazer PK (FFEL)	Golightly Education Center	Gompers Elem/Middle	Greenfield Union Elem/Middle	Hally Magnet Middle School
A01-Insubordination		16	51	3	153	6	72	41	9	4
A01-Insubordination Total		16	51	3	153	6	72	41	9	4
A02-Refusal to Identify Self			4							
A02-Refusal to Identify Self Total			4							
A03-Student Demonstrations										
A03-Student Demonstrations Total										
A04-Truancy		4	160		67		59	26	13	
A04-Truancy Total		4	160		67		59	27	13	
A05-Use of Electronic Devices			6		1		3			
A05-Use of Electronic Devices Total			6		1		3			
A06-Unauth use of Sch Equipmnt										
A06-Unauth use of Sch Equipmnt Total										
A07-Cheating/Academic Misconduct		4				1				
A07-Cheating/Academic Misconduct Total		4				1				
A08-Disorderly Conduct		10	69	1	221	11	116	33	34	2
A08-Disorderly Conduct Total		10	69	1	221	11	116	33	34	2
A08-Disorderly Conduct Total		10	69	1	221	11	116	33	34	2

Detroit Public Schools Suspensions 2012-13										
Incident Type	Fleming Elementary School	FLICS	Ford High School	Gardner Elementary	Garvey Academy	Glazer PK (FFEL)	Golightly Education Center	Gompers Elem/Middle	Greenfield Union Elem/Middle	Hally Magnet Middle School
A09-Inapprop. Displ of Affection				1						
A09-Inapprop. Displ of Affection Total				1						
A10-Leaving Sch. w/o Permission			1	4						1
A10-Leaving Sch. w/o Permission Total			1	5						1
A11-Trespassing				2		16		7		
A11-Trespassing Total				2		16		7		
B01-Threats of Violence/Coercion	1			7		20		12	4	1
B01-Threats of Violence/Coercion Total	1			7		20		12	4	1
B02-Possess other Dangerous Obj.			1				1	2	3	1
B02-Possess other Dangerous Obj. Total			1				1	2	3	1
B03-Use or Possess Contr. Sub.				7				7	2	
B03-Use or Possess Contr. Sub. Total				7				7	2	
B04-Burglary, Theft, Robbery etc				4		2		2	2	
B04-Burglary, Theft, Robbery etc Total				4		2		2	2	
B05-Loitering or Trespassing										
B05-Loitering or Trespassing Total										
B06-Extort/Coercion or Blackmail										

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Detroit Public Schools Suspensions 2012-13										
Incident Type	Fleming Elementary School	FLICS	Ford High School	Gardner Elementary	Garvey Academy	Glazer PK (FFEL)	Golightly Education Center	Gompers Elem/Middle	Greenfield Union Elem/Middle	Hally Magnet Middle School
B06-Extort/Coercion or Blackmail Total										
B07-Defacement of Property		4	2			2		7	1	1
B07-Defacement of Property Total		4	2			2		7	1	1
B08-Intim/Intefer. of Sch Persnl			6			10	2	2	4	4
B08-Intim/Intefer of Sch Persnl Total			6			10	2	2	4	4
B09-Interference w/ Pupil Mvmnt			1							1
B09-Interference w/ Pupil Mvmnt Total			1							1
B10-Harassment		1	1			16		3	2	
B10-Harassment Total		1	1			16		3	2	
B11-Gambling				12						
B11-Gambling Total				12						
B12-Admit of Unauth. Stu into Sch				3						
B12-Admit of Unauth Stu into Sch Total				3						
B13-Verbal Abuse		3	8	2		27	1	4	18	6
						1				
B13-Verbal Abuse Total		3	8	2		28	1	4	18	6
B14-Bullying/Intimidation			6	1		35	2	17	6	4

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Detroit Public Schools Suspensions 2012-13										
Incident Type	Fleming Elementary School	FLICS	Ford High School	Gardner Elementary	Garvey Academy	Glazer PK (FFEL)	Golightly Education Center	Gompers Elem/Middle	Greenfield Union Elem/Middle	Hally, Magnet Middle School
B14-Bullying/Intimidation										
<b>B14-Bullying/Intimidation Total</b>			6	1	35	2	17	6	4	1
B15-Forgery/Giving False Info.					2					
<b>B15-Forgery/Giving False Info. Total</b>					2					
B16-Abuse of Technology										
<b>B16-Abuse of Technology Total</b>										
B17-Fighting (No Injury)		30	84	8	150	13	110	48	13	5
<b>B17-Fighting (No Injury) Total</b>		30	84	8	150	13	110	48	13	5
B18-Hazing					1			4	1	1
<b>B18-Hazing Total</b>					1			4	1	1
B19-Other Prohibited Conduct		5	10	1	11	1	24	16	11	
								1		
<b>B19-Other Prohibited Conduct Total</b>		5	10	1	11	1	24	17	11	
C01-Possession of a Firearm										

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Detroit Public Schools Suspensions 2012-13										
Incident Type	Fleming Elementary School	FLICS	Ford High. School	Gardner. Elementary	Garvey Academy	Glazer PK (FFEL)	Golightly Education Center	Gompers Elem/Middle	Greenfield Union. Elem/Middle	Hally Magnet Middle School
C01-Possession of a Firearm										
C01-Possession of a Firearm Total			1							
C02-Possession of a Knife			1					2		
C02-Possession of a Knife Total		1	1					2		
C03-Possess othr Dangerous Weapo										
C03-Possess othr Dangerous Weapo Total								2		
C04-Use of Weapon or Obj as Weap								1		
								1		
C04-Use of Weapon or Obj as Weap Total			1					2	3	
C05-Physical Assault of Staff		1	5		2		2			1

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Detroit Public Schools Suspensions 2012-13										
Incident Type	Fleming Elementary School	FLICS	Ford High School	Gardner Elementary	Garvey Academy	Glazer PK (FFEL)	Golightly Education Center	Gompers Elem/Middle	Greenfield Union Elem/Middle	Hally Magnet Middle School
C12-Consensual Sexual Misconduct						1				
C12-Consensual Sexual Misconduct Total			1			1				
C13-Forgery/Fraud										
C13-Forgery/Fraud Total										
C14-Terroristic Activity									1	
C14-Terroristic Activity Total							1	1		
C15-False Alarm										1
C15-False Alarm Total										1
C16-Other Illegal Conduct							1	5		2
							1	1		
								1		
C16-Other Illegal Conduct Total							2	7		2

Detroit Public Schools Suspensions 2012-13										
	Fleming Elementary School	FLICS	Ford High School	Gardner Elementary	Garvey Academy	Glazer PK (FFEL)	Golightly Education Center	Gompers Elem/Middle	Greenfield Union Elem/Middle	Hally Magnet Middle School
Incident Type										
Grand Total	1	83	478	16	763	37	460	242	108	16

Detroit Public Schools Suspensions 2012-13										
Incident Type	Hamilton Elem-Middle School	Hanstein Elementary School	Harding Elementary School	Harms Elementary	Henderson Academy	Holcomb Elementary School	Holmes, A.L. Elem/Middle	Holmes, O.W. Elem/Middle	Howe Elementary School	Hutchins Elementary School
A01-Insubordination	1	2			128	28	47	3		1
							1			
A01-Insubordination Total	1	2			128	28	48	3		1
A02-Refusal to Identify Self										
A02-Refusal to Identify Self Total										
A03-Student Demonstrations					1					
A03-Student Demonstrations Total					1					
A04-Truancy					137		23	3		1
A04-Truancy Total					137		23	3		1
A05-Use of Electronic Devices					7					
A05-Use of Electronic Devices Total					7					
A06-Unauth use of Sch Equipmnt					2					
A06-Unauth use of Sch Equipmnt Total					2					
A07-Cheating/Academic Misconduct					35					
A07-Cheating/Academic Misconduct Total					35					
A08-Disorderly Conduct	4	2		1	77	2	47			
A08-Disorderly Conduct Total	4	2		1	77	2	47			

Detroit Public Schools Suspensions 2012-13										
Incident Type	Hamilton Elem-Middle School	Hanstein Elementary School	Harding Elementary School	Harms Elementary	Henderson Academy	Holcomb Elementary School	Holmes, A.L. Elem/Middle	Holmes, O.W. Elem/Middle	Howe Elementary School	Hutchins Elementary School
A09-Inapprop. Displ of Affection						5	2			
A09-Inapprop. Displ of Affection Total						5	2			
A10-Leaving Sch. w/o Permission						1		1		
A10-Leaving Sch. w/o Permission Total						1		1		
A11-Trespassing										
A11-Trespassing Total										
B01-Threats of Violence/Coercion	1					13	17	8		
B01-Threats of Violence/Coercion Total	1					13	17	8		
B02-Possess. other. Dangerous Obj.						3	1			
B02-Possess other Dangerous Obj. Total	1					3	1			
B03-Use or Possess Contr. Sub.						5	1	1		
B03-Use or Possess Contr. Sub. Total						5	1	1		
B04-Burglary, Theft, Robbery etc						1	4			
B04-Burglary, Theft, Robbery etc Total						1	4			
B05-Loitering or Trespassing							1			
B05-Loitering or Trespassing Total							1			
B06-Extort/Coercion or Blackmail										

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Detroit Public Schools Suspensions 2012-13										
Incident Type	Hamilton Elem-Middle School	Hanstein Elementary School	Harding Elementary School	Harms Elementary	Henderson Academy	Holcomb Elementary School	Holmes, A.L. Elem/Middle	Holmes, O.W. Elem/Middle School	Howe Elementary School	Hutchins Elementary School
B06-Extort/Coercion or Blackmail Total										
B07-Defacement of Property					2	1	2	6		1
B07-Defacement of Property Total					2	1	2	6		1
B08-Intim/Intefer.of Sch Persnl	1					5	2	3		
B08-Intim/Intefer of Sch Persnl Total	1					5	2	3		
B09-Interference w/ Pupil Mvmnt					18			2		
B09-Interference w/ Pupil Mvmnt Total					18			2		
B10-Harassment					4		7	10		
B10-Harassment Total					4		7	10		
B11-Gambling										
B11-Gambling Total										
B12-Admit of Unauth.Stu into Sch										
B12-Admit of Unauth Stu into Sch Total										
B13-Verbal Abuse	2					29		26		
B13-Verbal Abuse Total	2					29		26		
B14-Bullying/Intimidation						24	1	24		

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Detroit Public Schools Suspensions 2012-13										
Incident Type	Hamilton Elem-Middle School	Hanstein Elementary School	Harding Elementary School	Harms Elementary	Henderson Academy	Holcomb Elementary School	Holmes, A.L. Elem/Middle	Holmes, O.W. Elem/Middle	Howe Elementary School	Hutchins Elementary School
B14-Bullying/Intimidation										
B14-Bullying/Intimidation Total					1	24	1	24		
B15-Forgery/Giving False Info.										
B15-Forgery/Giving False Info. Total										
B16-Abuse of Technology						2		4		
B16-Abuse of Technology Total						2		4		
B17-Fighting (No Injury)	2	3	4	3	95	10	138	1		
					1					
B17-Fighting (No Injury) Total	2	3	4	3	96	10	138	1		
B18-Hazing								1		
B18-Hazing Total								1		
B19-Other Prohibited Conduct		1			19		48	4		
								1		
B19-Other Prohibited Conduct Total		1			19		49	4		
C01-Possession of a Firearm										

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Detroit Public Schools Suspensions 2012-13										
Incident Type	Hamilton Elem-Middle School	Hanstein Elementary School	Harding Elementary School	Harms Elementary	Henderson Academy	Holcomb Elementary School	Holmes, A.L. Elem/Middle	Holmes, O.W. Elem/Middle	Howe Elementary School	Hutchins Elementary School
C01-Possession of a Firearm										
C01-Possession of a Firearm Total										
C02-Possession of a Knife						1				
C02-Possession of a Knife Total						1				
C03-Possess othr Dangerous Weapo							1			
C03-Possess othr Dangerous Weapo Total							1			
C04-Use of Weapon or Obj as Weap					1					
C04-Use of Weapon or Obj as Weap Total					1					
C05-Physical Assault of Staff			1		2		2		1	
							1			
							1			

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Detroit Public Schools Suspensions 2012-13										
Incident Type	Hamilton Elem-Middle School	Hanstein Elementary School	Harding Elementary School	Harms Elementary	Henderson Academy	Holcomb Elementary School	Holmes, A.L. Elem/Middle	Holmes, O.W. Elem/Middle	Howe Elementary School	Hutchins Elementary School
C08-Arson										
C08-Arson Total			1					1		
C09-Distribute Controlled Subst.					2					
							1			
					1					
C09-Distribute Controlled Subst. Total					3		1			
C10-Physical Assault of Student					3		8	3		2
					1		1			
							1			
					1		1			
C10-Physical Assault of Student Total					5		14	3		2
C11-Criminal Sexual Conduct							2	1		
C11-Criminal Sexual Conduct Total							2	1		
C12-Consensual Sexual Misconduct										

Detroit Public Schools Suspensions 2012-13										
Incident Type	Hamilton Elem-Middle School	Hanstein Elementary School	Harding Elementary School	Harms Elementary	Henderson Academy	Holcomb Elementary School	Holmes, A.L. Elem/Middle	Holmes, O.W. Elem/Middle	Howe Elementary School	Hutchins Elementary School
C12-Consensual Sexual Misconduct										
C12-Consensual Sexual Misconduct Total										
C13-Forgery/Fraud										
C13-Forgery/Fraud Total										
C14-Terroristic Activity										
C14-Terroristic Activity Total										
C15-False Alarm										
C15-False Alarm Total										
C16-Other Illegal Conduct							1			
							2			
							2			
C16-Other Illegal Conduct Total							1			
							6			

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Detroit Public Schools Suspensions 2012-13										
	Hamilton Elem-Middle School	Hanstein Elementary School	Harding Elementary School	Harms Elementary	Henderson Academy	Holcomb Elementary School	Holmes, A.L. Elem/Middle	Holmes, O.W. Elem/Middle	Howe Elementary School	Hutchins Elementary School
Incident Type										
Grand Total	12	8	6	7	626	70	429	18	2	6

Detroit Public Schools Suspensions 2012-13										
Incident Type	Hutchinson Elem/Middle	Jamieson Elementary School	Jemison School of Choice	Johnson H. McKinney Day Center	Keidan Center	Kettering High School	King Academy Perf. Arts	King High School	Langston Hughes Academy	Law PK (FFEL)
A01-Insubordination	66	19	50	4		63	2	101	16	16
								1		
A01-Insubordination Total	66	19	50	4		63	2	102	16	16
A02-Refusal to Identify Self						6		1		
A02-Refusal to Identify Self Total						6		1		
A03-Student Demonstrations										
A03-Student Demonstrations Total										
A04-Truancy	21	11	24	2		153		120	35	3
A04-Truancy Total	21	11	24	2		153		120	35	3
A05-Use of Electronic Devices			1			9		5	4	
A05-Use of Electronic Devices Total			1			9		5	4	
A06-Unauth use of Sch Equipmnt	3							1		2
A06-Unauth use of Sch Equipmnt Total	3							1		2
A07-Cheating/Academic Misconduct		1						1		
A07-Cheating/Academic Misconduct Total		1						1		
A08-Disorderly Conduct	121	49	49			52	1	186	131	13
									1	
A08-Disorderly Conduct Total	121	49	49			52	1	186	132	13

Detroit Public Schools Suspensions 2012-13										
Incident Type	Hutchinson Elem/Middle	Jamieson Elementary School	Jemison School of Choice	Johnson H. McKinney Day Center	Keidan Center	Kettering High School	King Academy Perf. Arts	King High School	Langston Hughes Academy	Law PK (FFEL)
A09-Inapprop. Displ of Affection	2					2			1	1
A09-Inapprop. Displ of Affection Total	2					2			1	1
A10-Leaving Sch. w/o Permission				2					58	
A10-Leaving Sch. w/o Permission Total				2					58	
A11-Trespassing									13	
A11-Trespassing Total									13	
B01-Threats of Violence/Coercion	4	5	3	6			25		9	43
B01-Threats of Violence/Coercion Total	4	5	3	6			25		9	43
B02-Possess other Dangerous Obj.	2	3	1						5	1
B02-Possess other Dangerous Obj. Total	2	3	1						5	1
B03-Use or Possess Contr. Sub.	6		1	1			7		19	7
B03-Use or Possess Contr. Sub. Total	6		1	1			7		19	7
B04-Burglary, Theft, Robbery etc	3			1			1	1	5	5
B04-Burglary, Theft, Robbery etc Total	3			1			1	1	5	5
B05-Loitering or Trespassing							3		23	
B05-Loitering or Trespassing Total							3		23	
B06-Extort/Coercion or Blackmail										

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Detroit Public Schools Suspensions 2012-13										
Incident Type	Hutchinson Elem/Middle	Jamieson Elementary School	Jemison School of Choice	Johnson.H. McKinney Day Center	Keidan Center	Kettering High School	King Academy Perf. Arts	King High School	Langston Hughes Academy	Law PK (FFEL)
B06-Extort/Coercion or Blackmail Total										
B07-Defacement of Property	1	6				1		5	3	
B07-Defacement of Property Total	1	6				1		6	3	
B08-Intim/Intefer.of Sch Persnl	5		4	2	2	3		23	2	1
B08-Intim/Intefer of Sch Persnl Total	5		4	2	2	5		24	2	1
B09-Interference w/ Pupil Mvmnt		2		3	1			1	2	
B09-Interference w/ Pupil Mvmnt Total		2		3	1			1	2	
B10-Harassment	2	2		1		2	1	8	8	3
B10-Harassment Total	2	2		1		2	1	8	8	4
B11-Gambling			1			2		4		
B11-Gambling Total			1			2		4		
B12-Admit of Unauth.Stu into Sch			1			1		3	1	
B12-Admit of Unauth Stu into Sch Total			1			1		3	1	
B13-Verbal Abuse	7	3	14	2		11		23	45	1
B13-Verbal Abuse Total	7	3	14	2		12		23	45	1
B14-Bullying/Intimidation	7	3	11			1	2	19	14	2

Detroit Public Schools Suspensions 2012-13										
Incident Type	Hutchinson Elem/Middle	Jamieson Elementary School	Jemison School of Choice	Johnson H. McKinney Day Center	Keidan Center	Kettering High School	King Academy Perf. Arts	King High School	Langston Hughes Academy	Law.PK (FFEL)
B14-Bullying/Intimidation										
B14-Bullying/Intimidation Total	7	3	11				1	2	19	14
B15-Forgery/Giving False Info.			1	2			1		7	1
B15-Forgery/Giving False Info. Total			1	2			1		7	1
B16-Abuse of Technology									2	
B16-Abuse of Technology Total									2	
B17-Fighting (No Injury)	21	36	67	2		58	3	148	94	24
									1	
								7		
									1	
B17-Fighting (No Injury) Total	21	36	67	2		58	3	155	96	24
B18-Hazing									4	
B18-Hazing Total									4	
B19-Other Prohibited Conduct	2		8			1	27	1	65	25
									2	
						1			2	
B19-Other Prohibited Conduct Total	2		8			1	28	1	67	25
C01-Possession of a Firearm										

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Detroit Public Schools Suspensions 2012-13										
Incident Type	Hutchinson Elem/Middle	Jamieson Elementary School	Jemison School of Choice	Johnson H. McKinney Day Center	Keidan. Center	Kettering High School	King Academy Perf. Arts	King High. School	Langston Hughes Academy	Law PK (FFEL)
C01-Possession of a Firearm										
C01-Possession of a Firearm Total										
C02-Possession of a Knife			3	2					1	
C02-Possession of a Knife Total			3	2					1	
C03-Possess othr Dangerous Weapo										
C03-Possess othr Dangerous Weapo Total										
C04-Use of Weapon or Obj as Weap								1		1
C04-Use of Weapon or Obj as Weap Total								1		1
C05-Physical Assault of Staff			9	2		2		5	2	
								2	2	

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Detroit Public Schools Suspensions 2012-13										
Incident Type	Hutchinson Elem/Middle	Jamieson Elementary School	Jemison School of Choice	Johnson H. McKinney Day Center	Keidan Center	Kettering High School	King Academy Perf. Arts	King High School	Langston Hughes Academy	Law PK (FFEL)
C08-Arson										
C08-Arson Total			1					1		
C09-Distribute Controlled Subst.										
C09-Distribute Controlled Subst. Total								1		
C10-Physical Assault of Student	15		9			6	1	17	5	1
							1	4	4	1
	1		1					5		
							1	3	6	
								2	3	
C10-Physical Assault of Student Total	16		10			6	3	31	18	2
C11-Criminal Sexual Conduct			2					1	1	
									1	
C11-Criminal Sexual Conduct Total			2					1	2	
C12-Consensual Sexual Misconduct										1

Detroit Public Schools Suspensions 2012-13										
Incident Type	Hutchinson Elem/Middle	Jamieson Elementary School	Jemison School of Choice	Johnson H. McKinney Day Center	Keidan Center	Kettering High School	King Academy Perf. Arts	King High School	Langston Hughes Academy	Law.PK (FFEL)
C12-Consensual Sexual Misconduct										
C12-Consensual Sexual Misconduct Total										1
C13-Forgery/Fraud										
C13-Forgery/Fraud Total										
C14-Terroristic Activity								1	1	
C14-Terroristic Activity Total								1	1	
C15-False Alarm							1			1
C15-False Alarm Total							1			1
C16-Other Illegal Conduct			3			1		2		
							1	1		
			1							
C16-Other Illegal Conduct Total			PR/Award # S215E140571			1	1	3		

Detroit Public Schools Suspensions 2012-13										
	Hutchinson Elem/Middle	Jamieson Elementary School	Jemison School of Choice	Johnson H. McKinney Day Center	Keidan Center	Kettering High School	King Academy Perf. Arts	King High School	Langston Hughes Academy	Law PK (FFEL)
Incident Type										
Grand Total	291	141	271	27	6	439	16	926	471	74

Detroit Public Schools Suspensions 2012-13										
Incident Type	Lessenger Elementary- Middle Sch	Logan Elementary	Loving PK (FFEL)	Ludington Magnet	MacDowell PK (FFEL)	Mackenzie Elem/Middle	Malcolm X Academy	Mann Elementary	Mark Twain Elem/Middle	Marquette Elem/Middle
A01-Insubordination	45	5		96	7	101	7	28	52	22
A01-Insubordination Total	45	5		96	7	101	7	28	52	22
A02-Refusal to Identify Self						1			1	
A02-Refusal to Identify Self Total						1			1	
A03-Student Demonstrations	1									
A03-Student Demonstrations Total	1									
A04-Truancy	22			85	10	101	7	3	12	8
A04-Truancy Total	22			85	10	101	7	3	12	8
A05-Use of Electronic Devices				7	1					
A05-Use of Electronic Devices Total				7	1					
A06-Unauth use of Sch Equipmnt						1				
A06-Unauth use of Sch Equipmnt Total						1				
A07-Cheating/Academic Misconduct				1	2					
A07-Cheating/Academic Misconduct Total				1	2					
A08-Disorderly Conduct	41	4	11	212	52	107	5	18	60	36
A08-Disorderly Conduct Total	41	4	11	212	52	107	5	18	60	36

Detroit Public Schools Suspensions 2012-13										
Incident Type	Lessenger Elementary-Middle Sch	Logan Elementary	Loving PK (FFEL)	Ludington Magnet	MacDowell PK (FFEL)	Mackenzie Elem/Middle	Malcolm X Academy	Mann Elementary	Mark Twain Elem/Middle	Marquette Elem/Middle
A09-Inapprop. Displ of Affection					1					
A09-Inapprop. Displ of Affection Total					1					
A10-Leaving Sch. w/o Permission					1		2			
A10-Leaving Sch. w/o Permission Total					1		2			
A11-Trespassing							1			
A11-Trespassing Total							1			
B01-Threats of Violence/Coercion	19	3		9			11	5	30	10
B01-Threats of Violence/Coercion Total	19	3		9			11	5	30	10
B02-Possess other Dangerous Obj.					1			1	1	
B02-Possess other Dangerous Obj. Total					1			1	1	
B03-Use or Possess Contr. Sub.	1					1	3	2		
B03-Use or Possess Contr. Sub. Total	1					1	3	2		
B04-Burglary, Theft, Robbery etc			1		2	7	1		1	1
B04-Burglary, Theft, Robbery etc Total			1		2	7	1		1	1
B05-Loitering or Trespassing							5			
B05-Loitering or Trespassing Total							5			
B06-Extort/Coercion or Blackmail										1
										PR/Award # S215E140571

Detroit Public Schools Suspensions 2012-13										
Incident Type	Lessenger Elementary- Middle Sch	Logan Elementary	Loving PK (FFEL)	Ludington Magnet	MacDowell PK (FFEL)	Mackenzie Elem/Middle	Malcolm X Academy	Mann Elementary	Mark Twain Elem/Middle	Marquette Elem/Middle
B06-Extort/Coercion or Blackmail Total										1
B07-Defacement of Property	1	1		6	4	2			4	3
B07-Defacement of Property Total	1	1		6	4	2			4	3
B08-Intim/Intefer. of Sch Persnl	2			2		2	2		6	5
B08-Intim/Intefer of Sch Persnl Total	2			2		2	2		6	5
B09-Interference w/ Pupil Mvmnt				3		5				2
B09-Interference w/ Pupil Mvmnt Total				3		5				2
B10-Harassment	3	5		8	1	1	2	2	3	2
B10-Harassment Total	3	5		8	1	1	2	2	3	2
B11-Gambling					4					
B11-Gambling Total					4					
B12-Admit of Unauth. Stu into Sch										
B12-Admit of Unauth Stu into Sch Total										
B13-Verbal Abuse	21			60	3	3	3	1	17	4
B13-Verbal Abuse Total	21			60	3	3	3	1	18	4
B14-Bullying/Intimidation	2		2	5	7	9	1	3	8	9

Detroit Public Schools Suspensions 2012-13										
Incident Type	Lessenger Elementary- Middle Sch	Logan Elementary	Loving PK (FFEL)	Ludington Magnet	MacDowell PK (FFEL)	Mackenzie Elem/Middle	Malcolm X Academy	Mann Elementary	Mark Twain Elem/Middle	Marquette Elem/Middle
B14-Bullying/Intimidation										
B14-Bullying/Intimidation Total	2		2	5	7	9	1	3	8	9
B15-Forgery/Giving False Info.						2				
B15-Forgery/Giving False Info. Total						2				
B16-Abuse of Technology			1		2					1
B16-Abuse of Technology Total			1		2					1
B17-Fighting (No Injury)	55	2	8	176	55	95	11	56	94	35
									1	1
						1				
B17-Fighting (No Injury) Total	55	2	8	176	55	96	11	56	95	36
B18-Hazing						1				
B18-Hazing Total						1				
B19-Other Prohibited Conduct	9	3		12	22	46	1	4	22	6
						1				1
									1	
B19-Other Prohibited Conduct Total	9	3		12	22	47	1	4	23	7
C01-Possession of a Firearm								1	2	

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Detroit Public Schools Suspensions 2012-13										
Incident Type	Lessenger Elementary- Middle Sch	Logan Elementary	Loving PK (FFEL)	Ludington Magnet	MacDowell PK (FFEL)	Mackenzie Elem/Middle	Malcolm X Academy	Mann Elementary	Mark Twain Elem/Middle	Marquette Elem/Middle
C01-Possession of a Firearm										1
C01-Possession of a Firearm Total								1	2	1
C02-Possession of a Knife						2		1		3
									2	1
C02-Possession of a Knife Total						2		1	2	4
C03-Possess othr Dangerous Weapo										
C03-Possess othr Dangerous Weapo Total										
C04-Use of Weapon or Obj as Weap								1		
C04-Use of Weapon or Obj as Weap Total								1		
C05-Physical Assault of Staff	3					1		2	3	1
					1					

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Detroit Public Schools Suspensions 2012-13										
Incident Type	Lessenger Elementary- Middle.Sch	Logan Elementary	Loving PK (FFEL)	Ludington Magnet	MacDowell PK (FFEL)	Mackenzie Elem/Middle	Malcolm X Academy	Mann Elementary	Mark Twain Elem/Middle	Marquette Elem/Middle
C05-Physical Assault of Staff				1					1	
C05-Physical Assault of Staff Total	3			2	1			2	4	1
C06-Destruction of Property								2	3	4
C06-Destruction of Property Total								2	3	4
C07-Theft/Possess Stolen Prop.	2						2		1	1
				1					1	
C07-Theft/Possess Stolen Prop. Total	2			1			2		2	1
C08-Arson						1	1			
										1
				1						1

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Detroit Public Schools Suspensions 2012-13										
Incident Type	Lessenger Elementary- Middle Sch	Logan Elementary	Loving PK (FFEL)	Ludington Magnet	MacDowell PK (FFEL)	Mackenzie Elem/Middle	Malcolm X Academy	Mann Elementary	Mark Twain Elem/Middle	Marquette Elem/Middle
C08-Arson										
C08-Arson Total				1		1	1			2
C09-Distribute Controlled Subst.										
										1
C09-Distribute Controlled Subst. Total										1
C10-Physical Assault of Student	2	4				2	2		11	2
				1						3
						2			1	1
						1				1
C10-Physical Assault of Student Total	2	4		1		5	2		12	7
C11-Criminal Sexual Conduct										4
										2
C11-Criminal Sexual Conduct Total										6
C12-Consensual Sexual Misconduct										1

Detroit Public Schools Suspensions 2012-13										
Incident Type	Lessenger Elementary- Middle.Sch	Logan Elementary	Loving PK (FFEL)	Ludington Magnet	MacDowell PK (FFEL)	Mackenzie Elem/Middle	Malcolm X Academy	Mann Elementary	Mark Twain Elem/Middle	Marquette Elem/Middle
C12-Consensual Sexual Misconduct					1					
C12-Consensual Sexual Misconduct Total					1					1
C13-Forgery/Fraud										
C13-Forgery/Fraud Total										
C14-Terroristic Activity										
C14-Terroristic Activity Total										
C15-False Alarm										
C15-False Alarm Total										
C16-Other Illegal Conduct	1	1		1					1	
				1					1	
					1					
C16-Other Illegal Conduct Total	1				3				2	

Detroit Public Schools Suspensions 2012-13										
Incident Type	Lessenger Elementary- Middle Sch	Logan Elementary	Loving PK (FFEL)	Ludington Magnet	MacDowell PK (FFEL)	Mackenzie Elem/Middle	Malcolm X Academy	Mann Elementary	Mark Twain Elem/Middle	Marquette Elem/Middle
Grand Total	230	30	21	697	180	508	53	153	321	167

Detroit Public Schools Suspensions 2012-13										
Incident Type	Marshall Elementary	Mason Elementary	Maybury Elementary	McFarlane Elementary School	McKenny Elementary School	Moses Field	Mumford High School	Munger Elem/Middle	Murphy PK (FFEL)	Neinas Elementary
A01-Insubordination	42	170	4	3	1	1	3	10	8	1
A01-Insubordination Total	42	170	4	3	1	1	3	10	8	1
A02-Refusal to Identify Self								1		
A02-Refusal to Identify Self Total								1		
A03-Student Demonstrations										
A03-Student Demonstrations Total										
A04-Truancy		187		8			5	81	7	2
A04-Truancy Total		187		8			5	81	7	2
A05-Use of Electronic Devices	3	2						1	1	
A05-Use of Electronic Devices Total	3	2						1	1	
A06-Unauth use of Sch Equipmnt	1					1				
A06-Unauth use of Sch Equipmnt Total	1					1				
A07-Cheating/Academic Misconduct		1								1
A07-Cheating/Academic Misconduct Total		1								1
A08-Disorderly Conduct	18	103	1	30			2	65		4
A08-Disorderly Conduct Total	18	103	1	30			2	65		4

Detroit Public Schools Suspensions 2012-13										
Incident Type	Marshall Elementary	Mason Elementary	Maybury Elementary	McFarlane Elementary School	McKenny Elementary School	Moses Field	Mumford High School	Munger Elem/Middle	Murphy PK (FFEL)	Neinas Elementary
A09-Inapprop. Displ of Affection		1						1		
A09-Inapprop. Displ of Affection Total		1						1		
A10-Leaving Sch. w/o Permission						1				
A10-Leaving Sch. w/o Permission Total						1				
A11-Trespassing								1		
A11-Trespassing Total								1		
B01-Threats of Violence/Coercion	6	7		3			1	4	1	
B01-Threats of Violence/Coercion Total	6	7		3			1	5	1	
B02-Possess other Dangerous Obj.	2	3						2		2
B02-Possess other Dangerous Obj. Total	2	3						2		2
B03-Use or Possess Contr. Sub.		9					1	12		
B03-Use or Possess Contr. Sub. Total		9					1	13		
B04-Burglary, Theft, Robbery etc	1	2		1						2
B04-Burglary, Theft, Robbery etc Total	1	2		1						2
B05-Loitering or Trespassing			1			1				
B05-Loitering or Trespassing Total			1			1				
B06-Extort/Coercion or Blackmail										
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Detroit Public Schools Suspensions 2012-13										
Incident Type	Marshall Elementary	Mason Elementary	Maybury Elementary	McFarlane, Elementary School	McKenny, Elementary School	Moses Field	Mumford High School	Munger Elem/Middle	Murphy PK (FFEL)	Neinas Elementary
B06-Extort/Coercion or Blackmail Total										
B07-Defacement of Property	3	7						6	1	
B07-Defacement of Property Total	3	7						6	1	
B08-Intim/Intefer. of Sch Persnl	4	2						11		
B08-Intim/Intefer of Sch Persnl Total	4	2						11		
B09-Interference w/ Pupil Mvmnt	2							1		
B09-Interference w/ Pupil Mvmnt Total	2							1		
B10-Harassment	3	21		1				2	1	1
B10-Harassment Total	3	21		1				2	1	1
B11-Gambling							2			
B11-Gambling Total							2			
B12-Admit of Unauth.Stu into Sch			1						1	
B12-Admit of Unauth Stu into Sch Total			1						1	
B13-Verbal Abuse	5	33		2			4	4	4	1
B13-Verbal Abuse Total	5	34		2			4	4	4	1
B14-Bullying/Intimidation					3			1	12	

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Detroit Public Schools Suspensions 2012-13										
Incident Type	Marshall Elementary	Mason Elementary	Maybury Elementary	McFarlane Elementary School	McKenny Elementary School	Moses Field	Mumford High School	Munger Elem/Middle	Murphy PK (FFEL)	Neinas Elementary
B14-Bullying/Intimidation										
B14-Bullying/Intimidation Total			9		3			1	12	
B15-Forgery/Giving False Info.			1							
B15-Forgery/Giving False Info. Total			1							
B16-Abuse of Technology			2							
B16-Abuse of Technology Total			3							
B17-Fighting (No Injury)	39	222	4	8	7		7	59	1	2
		1						1		
		1					6			
B17-Fighting (No Injury) Total	39	224	4	8	7		13	60	1	2
B18-Hazing		5								
B18-Hazing Total		5								
B19-Other Prohibited Conduct	8	55	1	3	3		1	20	2	
		1								
		1								
B19-Other Prohibited Conduct Total	8	57	1	3	3		1	20	2	
C01-Possession of a Firearm	1									

Detroit Public Schools Suspensions 2012-13										
Incident Type	Marshall Elementary	Mason Elementary	Maybury Elementary	McFarlane Elementary School	McKenny Elementary School	Moses Field	Mumford High School	Munger Elem/Middle	Murphy.PK (FFEL)	Neinas Elementary
C01-Possession of a Firearm										
C01-Possession of a Firearm Total	1	1								
C02-Possession of a Knife		1								
								1		
C02-Possession of a Knife Total		1						1		
C03-Possess othr Dangerous Weapo			2							
C03-Possess othr Dangerous Weapo Total			2							
C04-Use of Weapon or Obj as Weap				1						
C04-Use of Weapon or Obj as Weap Total				1						
C05-Physical Assault of Staff	1	4				1			3	
		2								
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Detroit Public Schools Suspensions 2012-13										
Incident Type	Marshall Elementary	Mason Elementary	Maybury Elementary	McFarlane Elementary School	McKenny Elementary School	Moses Field High School	Mumford High School	Munger Elem/Middle	Murphy PK (FFEL)	Neinas Elementary
C08-Arson										
C08-Arson Total		2								
C09-Distribute Controlled Subst.		2						1		
C09-Distribute Controlled Subst. Total		2						1		
C10-Physical Assault of Student		15		6			2	1	1	
		4						3		
		4						1		
		2						1		
								1		
		1								
C10-Physical Assault of Student Total		26		6			2	6	1	
C11-Criminal Sexual Conduct								1		
		1								
C11-Criminal Sexual Conduct Total		1						1		
C12-Consensual Sexual Misconduct								2		

Detroit Public Schools Suspensions 2012-13										
Incident Type	Marshall Elementary	Mason Elementary	Maybury Elementary	McFarlane Elementary School	McKenny Elementary School	Moses Field	Mumford High School	Munger Elem/Middle	Murphy PK (FFEL)	Neinas Elementary
C12-Consensual Sexual Misconduct		2								
C12-Consensual Sexual Misconduct Total		2							2	
C13-Forgery/Fraud										
C13-Forgery/Fraud Total										
C14-Terroristic Activity					1					
C14-Terroristic Activity Total					1					
C15-False Alarm										
C15-False Alarm Total										
C16-Other Illegal Conduct		5					3		5	
		2								
		3								
		3					2		1	
		1								
C16-Other Illegal Conduct Total		16					5		6	

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Detroit Public Schools Suspensions 2012-13										
Incident Type	Marshall Elementary	Mason Elementary	Maybury Elementary	McFarlane Elementary School	McKenny Elementary School	Moses Field	Mumford High School	Munger Elem/Middle	Murphy PK (FFEL)	Neinas Elementary
Grand Total	141	917	10	69	13	5	41	316	35	12

Detroit Public Schools Suspensions 2012-13										
Incident Type	Nichols Elem/Middle	Noble Elem/Middle	Nolan PK (FFEL)	Northwest n High School	Northwest n South Wing	Oakman Elementary	Osborn Academy of Mathematics	Osborn College Prep.	Osborn Evergreen	Osborn Upper
A01-Insubordination		60	70	110			1		1	5
		2								
		1	1	1						
A01-Insubordination Total		63	71	111			1		1	5
A02-Refusal to Identify Self				6						1
A02-Refusal to Identify Self Total				6						1
A03-Student Demonstrations										
A03-Student Demonstrations Total										
A04-Truancy		104	66	482					1	3
				6						
A04-Truancy Total		104	66	488					1	3
A05-Use of Electronic Devices		1		12						
A05-Use of Electronic Devices Total		1		12						
A06-Unauth use of Sch Equipmnt		1								
A06-Unauth use of Sch Equipmnt Total		1								
A07-Cheating/Academic Misconduct			1	6						
A07-Cheating/Academic Misconduct Total			1	6						
A08-Disorderly Conduct	1	178	44	155		4	1	1	1	
				7						
A08-Disorderly Conduct Total	1	178	44	162		4	1	1	1	

Detroit Public Schools Suspensions 2012-13										
Incident Type	Nichols Elem/Middle	Noble Elem/Middle	Nolan PK (FFEL)	Northwest n High School	Northwest n South Wing	Oakman Elementary	Osborn Academy of Mathematics	Osborn College Prep.	Osborn Evergreen	Osborn Upper
A09-Inapprop. Displ of Affection		1	1	1						
A09-Inapprop. Displ of Affection Total		1	1	1						
A10-Leaving Sch. w/o Permission		1		34						1
A10-Leaving Sch. w/o Permission Total		1		35						1
A11-Trespassing				4						
A11-Trespassing Total				4						
B01-Threats of Violence/Coercion		39	8	18			1			2
B01-Threats of Violence/Coercion Total		40	8	23			1			2
B02-Possess other Dangerous Obj.			5							1
B02-Possess other Dangerous Obj. Total			5							1
B03-Use or Possess Contr. Sub.			2	35			1	1		3
B03-Use or Possess Contr. Sub. Total		1	2	37			1	1		3
B04-Burglary, Theft, Robbery etc		1	2	6						1
B04-Burglary, Theft, Robbery etc Total		1	2	9						1
B05-Loitering or Trespassing		1	1	14						3
B05-Loitering or Trespassing Total		1	1	14						3
B06-Extort/Coercion or Blackmail										3

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Detroit Public Schools Suspensions 2012-13										
Incident Type	Nichols Elem/Middle	Noble Elem/Middle	Nolan PK (FFEL)	Northwest n High School	Northwest n South Wing	Oakman Elementary	Osborn Academy of Mathematics	Osborn College Prep.	Osborn Evergreen	Osborn Upper
B06-Extort/Coercion or Blackmail Total										3
B07-Defacement of Property		6	2	5						
B07-Defacement of Property Total		6	2	5						
B08-Intim/Intefer.of Sch Persnl		11	5	10		1				3
B08-Intim/Intefer of Sch Persnl Total		2								1
B09-Interference w/ Pupil Mvmnt		13	5	10		1				4
B09-Interference w/ Pupil Mvmnt Total		1	1	3						
B10-Harassment		1	1	3						
B10-Harassment		10	2	19			1			
B10-Harassment Total		10	2	19			1			
B11-Gambling				11						1
B11-Gambling Total				11						1
B12-Admit of Unauth.Stu into Sch				4						
B12-Admit of Unauth Stu into Sch Total				4						
B13-Verbal Abuse	1	52	13	97						4
B13-Verbal Abuse				3						
B13-Verbal Abuse Total	1	52	13	100						4
B14-Bullying/Intimidation	1	18	25	8						

Detroit Public Schools Suspensions 2012-13										
Incident Type	Nichols Elem/Middle	Noble Elem/Middle	Nolan PK (FFEL)	Northwest n High School	Northwest n South Wing	Oakman Elementary	Osborn Academy of Mathematics	Osborn College Prep.	Osborn Evergreen	Osborn Upper
B14-Bullying/Intimidation										1
B14-Bullying/Intimidation Total	1	18	25	8						1
B15-Forgery/Giving False Info.		1	2	4						
B15-Forgery/Giving False Info. Total		1	2	4						
B16-Abuse of Technology		2	1							
B16-Abuse of Technology Total		2	1							
B17-Fighting (No Injury)	14	170	98	219			1	5	1	6
		2		12			1			
		1								
B17-Fighting (No Injury) Total	14	173	98	231			1	6	1	6
B18-Hazing	1									
B18-Hazing Total	1									
B19-Other Prohibited Conduct		47	33	89						2
				9						
B19-Other Prohibited Conduct Total		47	33	98						2
C01-Possession of a Firearm	1									

Detroit Public Schools Suspensions 2012-13											
Incident Type	Nichols Elem/Middle	Noble Elem/Middle	Nolan PK (FFEL)	Northwester n High School	Northwester n South Wing	Oakman Elementary	Osborn Academy of Mathematics	Osborn College Prep.	Osborn Evergreen	Osborn, Upper	
C01-Possession of a Firearm				1						1	
C01-Possession of a Firearm Total	1			1						1	
C02-Possession of a Knife			1								
C02-Possession of a Knife Total			1								
C03-Possess othr Dangerous Weapo										1	
C03-Possess othr Dangerous Weapo Total										1	
C04-Use of Weapon or Obj as Weap					1						
C04-Use of Weapon or Obj as Weap Total					1					2	
C05-Physical Assault of Staff			5	3	1						
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Detroit Public Schools Suspensions 2012-13										
Incident Type	Nichols Elem/Middle	Noble Elem/Middle	Nolan PK (FFEL)	Northwest n High School	Northwest n South Wing	Oakman Elementary	Osborn Academy of Mathematics	Osborn College Prep.	Osborn Evergreen	Osborn Upper
C05-Physical Assault of Staff										
C05-Physical Assault of Staff Total		6	3	1						1
C06-Destruction of Property		3		1						1
C06-Destruction of Property Total		3		1						1
C07-Theft/Possess Stolen Prop.		1	2	1	1					
				1						
				3						
		1								
C07-Theft/Possess Stolen Prop. Total		2	2	5	1					
C08-Arson			1							1

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Detroit Public Schools Suspensions 2012-13										
Incident Type	Nichols Elem/Middle	Noble Elem/Middle	Nolan PK (FFEL)	Northwest n High School	Northwest n South Wing	Oakman Elementary	Osborn Academy of Mathematics	Osborn College Prep.	Osborn Evergreen	Osborn Upper
C08-Arson										
C08-Arson Total			1							1
C09-Distribute Controlled Subst.							1			
				1						
C09-Distribute Controlled Subst. Total				1			1			
C10-Physical Assault of Student	1	10	16	6						1
		2		4				1		
				3				1		
		8		4						1
		3		1						
C10-Physical Assault of Student Total	1	23	16	18				2		2
C11-Criminal Sexual Conduct	2			1						
					1					
C11-Criminal Sexual Conduct Total	2			2						
C12-Consensual Sexual Misconduct										

Detroit Public Schools Suspensions 2012-13										
Incident Type	Nichols Elem/Middle	Noble Elem/Middle	Nolan PK (FFEL)	Northwest n High School	Northwest n South Wing	Oakman Elementary	Osborn Academy of Mathematics	Osborn College Prep.	Osborn Evergreen	Osborn Upper
C12-Consensual Sexual Misconduct		1								
C12-Consensual Sexual Misconduct Total		1								
C13-Forgery/Fraud					1					
C13-Forgery/Fraud Total					1					
C14-Terroristic Activity										
C14-Terroristic Activity Total										
C15-False Alarm										
C15-False Alarm Total										
C16-Other Illegal Conduct		1			2					1
		1			1					
					3					
					1					1
C16-Other Illegal Conduct Total										2

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Detroit Public Schools Suspensions 2012-13										
Incident Type	Nichols Elem/Middle	Noble Elem/Middle	Nolan PK (FFEL)	Northwestern High School	Northwestern South Wing	Oakman Elementary	Osborn Academy of Mathematics	Osborn College Prep.	Osborn Evergreen	Osborn Upper
Grand Total	22	752	407	1439	1	6	12	5	44	10

Detroit Public Schools Suspensions 2012-13											
Incident Type	Owen Academy	Palmer Park Academy	Parker Elem/Middle	Pasteur Elem/Middle	Pershing High School	Phoenix PK (FFEL)	Priest Elem/Middle	Pulaski Elem/Middle	Renaissance High School	Robeson Academy	
A01-Insubordination	5	18	43	19	14	3	67	24	30	21	
					1						
A01-Insubordination Total	5	18	43	19	15	3	67	24	30	21	
A02-Refusal to Identify Self			1					1			
A02-Refusal to Identify Self Total			1					1			
A03-Student Demonstrations							1				
A03-Student Demonstrations Total							1				
A04-Truancy	4	7	94	2	23	6	41	22	25	12	
					2						
A04-Truancy Total	4	7	94	2	25	6	41	22	25	12	
A05-Use of Electronic Devices	1	2	1		2		7	3	2	2	
A05-Use of Electronic Devices Total	1	2	1		2		7	3	2	2	
A06-Unauth use of Sch Equipmnt									1	2	
A06-Unauth use of Sch Equipmnt Total									1	2	
A07-Cheating/Academic Misconduct			2				1		4		
A07-Cheating/Academic Misconduct Total			2				1		4		
A08-Disorderly Conduct	2	6	145	6	12	5	50	14	10	41	
				2						1	
								4			
A08-Disorderly Conduct Total	2	6	145	6	12	5	50	18	10	42	

Detroit Public Schools Suspensions 2012-13											
Incident Type	Owen Academy	Palmer.Park Academy	Parker Elem/Middle	Pasteur Elem/Middle	Pershing High School	Phoenix PK (FFEL)	Priest Elem/Middle	Pulaski Elem/Middle	Renaissance High School	Robeson Academy	
A09-Inapprop. Displ of Affection			1			1		1		3	1
A09-Inapprop. Displ of Affection Total			1			1		1		3	1
A10-Leaving Sch. w/o Permission						2	3	29			
A10-Leaving Sch. w/o Permission Total						2	3	29			
A11-Trespassing			1			3					
A11-Trespassing Total			1			5					
B01-Threats of Violence/Coercion		1		11	2	5	2	3	6	1	7
B01-Threats of Violence/Coercion Total		1		11	2	6	2	3	6	1	8
B02-Possess other Dangerous Obj.		1		2						1	
B02-Possess other Dangerous Obj. Total		1		2						1	
B03-Use or Possess Contr. Sub.				4		3	7		1	2	1
B03-Use or Possess Contr. Sub. Total				4		6	7		1	2	1
B04-Burglary, Theft, Robbery etc				1	1		3	6		6	1
B04-Burglary, Theft, Robbery etc Total				1	1		3	6		6	1
B05-Loitering or Trespassing									1	2	6
B05-Loitering or Trespassing Total									1	2	6
B06-Extort/Coercion or Blackmail											

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Detroit Public Schools Suspensions 2012-13										
Incident Type	Owen Academy	Palmer Park Academy	Parker Elem/Middle	Pasteur Elem/Middle	Pershing High School	Phoenix PK (FFEL)	Priest Elem/Middle	Pulaski Elem/Middle	Renaissance High School	Robeson Academy
B06-Extort/Coercion or Blackmail Total										
B07-Defacement of Property	1	1					1	8	2	1
B07-Defacement of Property Total	1	1				1	1	8	2	1
B08-Intim/Intefer. of Sch Persnl	1	1	2					13	3	2
B08-Intim/Intefer of Sch Persnl Total	1	1	3			1		13	3	2
B09-Interference w/ Pupil Mvmnt								1		
B09-Interference w/ Pupil Mvmnt Total								1		1
B10-Harassment	1		5		1	1		7	2	1
B10-Harassment Total	1		5		1	1		7	2	1
B11-Gambling										
B11-Gambling Total										
B12-Admit of Unauth. Stu into Sch						1			1	
B12-Admit of Unauth Stu into Sch Total						1			1	
B13-Verbal Abuse		2	18	2	6	5	13	6	1	15
B13-Verbal Abuse Total		2	18	2	6	5	14	6	1	15
B14-Bullying/Intimidation		2	14	1	1	1	6	1		6

Detroit Public Schools Suspensions 2012-13										
Incident Type	Owen Academy	Palmer Park Academy	Parker Elem/Middle	Pasteur Elem/Middle	Pershing High School	Phoenix PK (FFEL)	Priest Elem/Middle	Pulaski Elem/Middle	Renaissance High School	Robeson Academy
B14-Bullying/Intimidation						1		1		
B14-Bullying/Intimidation Total		2	14	1	2	1	7	1		6
B15-Forgery/Giving False Info.										2
B15-Forgery/Giving False Info. Total										2
B16-Abuse of Technology								2		
B16-Abuse of Technology Total								2		
B17-Fighting (No Injury)	9	11	164	25	15	19	110	20	7	74
B17-Fighting (No Injury) Total	9	11	164	25	15	19	113	20	7	74
B18-Hazing										
B18-Hazing Total										
B19-Other Prohibited Conduct	3		34		3	10	36	1	14	21
B19-Other Prohibited Conduct Total	3		34	1	4	10	39	1	18	21
C01-Possession of a Firearm										

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Detroit Public Schools Suspensions 2012-13										
Incident Type	Owen Academy	Palmer Park Academy	Parker Elem/Middle	Pasteur Elem/Middle	Pershing High School	Phoenix PK (FFEL)	Priest Elem/Middle	Pulaski Elem/Middle	Renaissance High School	Robeson Academy
C01-Possession of a Firearm							1			
C01-Possession of a Firearm Total						1				
C02-Possession of a Knife			2		1	2		1		2
C02-Possession of a Knife Total			2		1	2		1		2
C03-Possess othr Dangerous Weapo								1		
C03-Possess othr Dangerous Weapo Total						1		1	1	
C04-Use of Weapon or Obj as Weap								1		
C04-Use of Weapon or Obj as Weap Total							1	1		
C05-Physical Assault of Staff	1	3	1	1		3		3		1
								1		
					2	1				

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Detroit Public Schools Suspensions 2012-13										
Incident Type	Owen Academy	Palmer Park Academy	Parker Elem/Middle	Pasteur Elem/Middle	Pershing High School	Phoenix PK (FFEL)	Priest Elem/Middle	Pulaski Elem/Middle	Renaissance High School	Robeson Academy
C08-Arson										
C08-Arson Total					1	1				
C09-Distribute Controlled Subst.										
C09-Distribute Controlled Subst. Total										
C10-Physical Assault of Student		1	19	2	1			3		5
								1		
					3			1		
								1		
C10-Physical Assault of Student Total		1	19	2	4			6		5
C11-Criminal Sexual Conduct			2		1	1		1		
C11-Criminal Sexual Conduct Total			2		1	1		1		
C12-Consensual Sexual Misconduct										

Detroit Public Schools Suspensions 2012-13										
Incident Type	Owen Academy	Palmer Park Academy	Parker Elem/Middle	Pasteur Elem/Middle	Pershing High School	Phoenix PK (FFEL)	Priest Elem/Middle	Pulaski Elem/Middle	Renaissance High School	Robeson Academy
C12-Consensual Sexual Misconduct									1	
C12-Consensual Sexual Misconduct Total		2							1	
C13-Forgery/Fraud										
C13-Forgery/Fraud Total										
C14-Terroristic Activity						1			1	1
C14-Terroristic Activity Total						1			1	1
C15-False Alarm										
C15-False Alarm Total										
C16-Other Illegal Conduct			2			1		1		
						3		2		
					1	2				
C16-Other Illegal Conduct Total					1	6		3		

Detroit Public Schools Suspensions 2012-13										
	Owen Academy	Palmer Park Academy	Parker Elem/Middle	Pasteur Elem/Middle	Pershing High School	Phoenix PK (FFEL)	Priest Elem/Middle	Pulaski Elem/Middle	Renaissance High School	Robeson Academy
Incident Type										
Grand Total	31	57	571	63	117	83	413	132	120	233

Detroit Public Schools Suspensions 2012-13											
Incident Type	Robinson Middle School	Rutherford PK (FFEL)	Sampson Academy	SC @ East English Village	SC @ King HS	SC @ Western	SC @ Westside	Schulze Elem/Middle	Sherrill Elementary School	Southeastern High School	
A01-Insubordination	58	5	117					1	36	66	11
											1
A01-Insubordination Total	58	5	117					1	36	66	12
A02-Refusal to Identify Self			4								
A02-Refusal to Identify Self Total			4								
A03-Student Demonstrations											5
A03-Student Demonstrations Total											5
A04-Truancy	27		104					1	23	21	22
			5								
A04-Truancy Total	27		109					1	23	21	22
A05-Use of Electronic Devices	1		4							4	1
A05-Use of Electronic Devices Total	1		4							4	1
A06-Unauth use of Sch Equipmnt			2						3		
A06-Unauth use of Sch Equipmnt Total			2						3		
A07-Cheating/Academic Misconduct			1								1
A07-Cheating/Academic Misconduct Total			1								1
A08-Disorderly Conduct	51	5	199						43	17	15
											1
A08-Disorderly Conduct Total	51	5	199						43	17	15

Detroit Public Schools Suspensions 2012-13										
Incident Type	Robinson Middle School	Rutherford PK (FFEL)	Sampson Academy	SC @ East English Village	SC @ King HS	SC @ Western	SC @ Westside	Schulze Elem/Middle	Sherrill Elementary School	Southeastern High School
A09-Inapprop. Displ of Affection	3		2							
A09-Inapprop. Displ of Affection Total	3		2							
A10-Leaving Sch. w/o Permission			1					7	2	1
A10-Leaving Sch. w/o Permission Total			1					7	2	1
A11-Trespassing	1		1					1		
A11-Trespassing Total	1		1					1		
B01-Threats of Violence/Coercion	27	1	41				2	3	4	2
B01-Threats of Violence/Coercion Total	27	1	41				2	3	4	2
B02-Possess other Dangerous Obj.			2					1	1	
B02-Possess other Dangerous Obj. Total			2					1	1	
B03-Use or Possess Contr. Sub.	1		8			1		2	4	4
B03-Use or Possess Contr. Sub. Total	1		8			1		2	4	4
B04-Burglary, Theft, Robbery etc	3	1	13						2	1
B04-Burglary, Theft, Robbery etc Total	3	1	13						2	1
B05-Loitering or Trespassing	3		23							3
B05-Loitering or Trespassing Total	3		23							3
B06-Extort/Coercion or Blackmail										

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Detroit Public Schools Suspensions 2012-13										
Incident Type	Robinson Middle School	Rutherford PK (FFEL)	Sampson Academy	SC @ East English Village	SC @ King HS	SC @ Western	SC @ Westside	Schulze Elem/Middle	Sherrill Elementary School	Southeastern High School
B06-Extort/Coercion or Blackmail Total										
B07-Defacement of Property	4		10							
B07-Defacement of Property Total	4		10							
B08-Intim/Intefer. of Sch Persnl	7	1	19					5		4
B08-Intim/Intefer of Sch Persnl Total	7	1	19					5		4
B09-Interference w/ Pupil Mvmnt	7		13							
B09-Interference w/ Pupil Mvmnt Total	7		13							
B10-Harassment	11		31					9	1	
			1							
			1							
B10-Harassment Total	11		33					9	1	
B11-Gambling										3
B11-Gambling Total										3
B12-Admit of Unauth. Stu into Sch	1					1				
B12-Admit of Unauth Stu into Sch Total	1					1				
B13-Verbal Abuse	23	1	92					13	2	8
B13-Verbal Abuse Total	23	1	92					13	2	8
B14-Bullying/Intimidation	21	2	29					6	1	1

Detroit Public Schools Suspensions 2012-13										
Incident Type	Robinson Middle School	Rutherford PK (FFEL)	Sampson Academy	SC @ East English Village	SC @ King HS	SC @ Western	SC @ Westside	Schulze Elem/Middle	Sherrill Elementary School	Southeastern High School
B14-Bullying/Intimidation				2						
B14-Bullying/Intimidation Total	21	2	41					6	1	1
B15-Forgery/Giving False Info.	1		5					2		1
B15-Forgery/Giving False Info. Total	1		5					2		1
B16-Abuse of Technology			11					1		
B16-Abuse of Technology Total			11					1		
B17-Fighting (No Injury)	84	21	270	1			1	58	67	22
										1
										2
B17-Fighting (No Injury) Total	84	21	270	1			1	58	67	25
B18-Hazing										1
B18-Hazing Total										1
B19-Other Prohibited Conduct	23		46					18	3	15
			1							
			1							
B19-Other Prohibited Conduct Total	23		48					18	3	15
C01-Possession of a Firearm										

Detroit Public Schools Suspensions 2012-13										
Incident Type	Robinson Middle School	Rutherford PK (FFEL)	Sampson Academy	SC @ East English Village	SC @ King HS	SC @ Western	SC @ Westside	Schulze Elem/Middle	Sherrill Elementary School	Southeastern High School
C01-Possession of a Firearm				1						
C01-Possession of a Firearm Total				4						
C02-Possession of a Knife			1					1		2
C02-Possession of a Knife Total			1					1		2
C03-Possess othr Dangerous Weapo										
C03-Possess othr Dangerous Weapo Total										
C04-Use of Weapon or Obj as Weap									1	
C04-Use of Weapon or Obj as Weap Total				1						1
C05-Physical Assault of Staff			10					2		
							1			1

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Detroit Public Schools Suspensions 2012-13										
Incident Type	Robinson Middle School	Rutherford PK (FFEL)	Sampson Academy	SC @ East English Village	SC @ King HS	SC @ Western	SC @ Westside	Schulze Elem/Middle	Sherrill Elementary School	Southeastern High School
C08-Arson										
C08-Arson Total										1
C09-Distribute Controlled Subst.			1							
			2							
C09-Distribute Controlled Subst. Total			3							
C10-Physical Assault of Student	2		16					1	4	1
			3							1
			2							
C10-Physical Assault of Student Total	2		21					1	4	2
C11-Criminal Sexual Conduct			2							
C11-Criminal Sexual Conduct Total			2							
C12-Consensual Sexual Misconduct										

Detroit Public Schools Suspensions 2012-13										
Incident Type	Robinson Middle School	Rutherford PK (FFEL)	Sampson Academy	SC @ East English Village	SC @ King HS	SC @ Western	SC @ Westside	Schulze Elem/Middle	Sherrill Elementary School	Southeastern High School
C12-Consensual Sexual Misconduct										
C12-Consensual Sexual Misconduct Total										
C13-Forgery/Fraud										
C13-Forgery/Fraud Total										
C14-Terroristic Activity										1
C14-Terroristic Activity Total								1		1
C15-False Alarm										
C15-False Alarm Total										
C16-Other Illegal Conduct			2				1			
C16-Other Illegal Conduct			1			1				
C16-Other Illegal Conduct Total			PR/Award # S215E140571			1	1			

Detroit Public Schools Suspensions 2012-13										
Incident Type	Robinson Middle School	Rutherford PK (FFEL)	Sampson Academy	SC @ East English Village	SC @ King HS	SC @ Western	SC @ Westside	Schulze Elem/Middle	Sherrill Elementary School	Southeastern High School
Grand Total	359	37	1118	1	1	3	7	235	204	128

Detroit Public Schools Suspensions 2012-13										
Incident Type	Southwestern High School	Spain Elem/Middle	Stewart Elem/Middle	Taft Middle School	Thirkell Elementary	Trix Elem/Middle	Trombly Alternative High School	Turning Point Academy	Van Zile Elementary School	Vernor Elem/Middle
A01-Insubordination	43	146	4	10		64	19	178	14	1
			1				1			
A01-Insubordination Total	43	146	5	10		64	20	178	14	1
A02-Refusal to Identify Self	23	1								
A02-Refusal to Identify Self Total	23	1								
A03-Student Demonstrations		2								
A03-Student Demonstrations Total		2								
A04-Truancy	118	68	1	20		26	10	80	2	
	1	1						1		
A04-Truancy Total	119	69	1	20		26	10	81	2	
A05-Use of Electronic Devices	6	5				2		1		
A05-Use of Electronic Devices Total	6	5				2		1		
A06-Unauth use of Sch Equipmnt	2	1		1				1		
A06-Unauth use of Sch Equipmnt Total	2	1		1				1		
A07-Cheating/Academic Misconduct	1	7								
A07-Cheating/Academic Misconduct Total	1	7								
A08-Disorderly Conduct	41	156	4	23	1	86	5	4	18	
A08-Disorderly Conduct Total	41	156	4	23	1	86	5	4	18	

Detroit Public Schools Suspensions 2012-13										
Incident Type	Southwestern High School	Spain Elem/Middle	Stewart Elem/Middle	Taft Middle School	Thirkell Elementary	Trix Elem/Middle	Trombly Alternative High School	Turning Point Academy	Van Zile Elementary School	Vernor Elem/Middle
A09-Inapprop. Displ of Affection	3						2			
A09-Inapprop. Displ of Affection Total	3						2			
A10-Leaving Sch. w/o Permission	5	6	1				1			
A10-Leaving Sch. w/o Permission Total	5	6	1				1			
A11-Trespassing	4	3	2							
A11-Trespassing Total	4	3	2							
B01-Threats of Violence/Coercion	5	9	2	10			7	17	3	
	2									
B01-Threats of Violence/Coercion Total	7	9	2	10			7	17	3	
B02-Possess other Dangerous Obj.	1	5						1	2	
B02-Possess other Dangerous Obj. Total	1	5						1	2	
B03-Use or Possess Contr. Sub.	14	2	1				2	2	11	
B03-Use or Possess Contr. Sub. Total	14	2	1				2	2	11	
B04-Burglary, Theft, Robbery etc	1	6		1				6	1	
B04-Burglary, Theft, Robbery etc Total	1	6		1				6	1	
B05-Loitering or Trespassing										
B05-Loitering or Trespassing Total										
B06-Extort/Coercion or Blackmail										1

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Detroit Public Schools Suspensions 2012-13										
Incident Type	Southwestern High School	Spain Elem/Middle	Stewart Elem/Middle	Taft Middle School	Thirkell Elementary	Trix Elem/Middle	Trombly Alternative High School	Turning Point Academy	Van Zile Elementary School	Vernor Elem/Middle
B06-Extort/Coercion or Blackmail Total										1
B07-Defacement of Property	2	8	1			4		13		
B07-Defacement of Property Total	2	8	1			4		13		
B08-Intim/Intefer. of Sch Persnl	2	2	1	1		1	1	39	2	
B08-Intim/Intefer of Sch Persnl Total	2	3	1	1		1	1	39	2	
B09-Interference w/ Pupil Mvmnt		1				1		6		
B09-Interference w/ Pupil Mvmnt Total		1				1		6		
B10-Harassment	1	9		3		1		10	3	
B10-Harassment Total	1	9		3		1		10	3	
B11-Gambling	1			1		1	4			
B11-Gambling Total	1			1		1	4			
B12-Admit of Unauth. Stu into Sch	1									
B12-Admit of Unauth Stu into Sch Total	1									
B13-Verbal Abuse	17	31		6		3		1	5	
B13-Verbal Abuse Total	18	31		6		3		1	5	
B14-Bullying/Intimidation	6	24		4		6		22	2	

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Detroit Public Schools Suspensions 2012-13										
Incident Type	Southwestern High School	Spain Elem/Middle	Stewart Elem/Middle	Taft Middle School	Thirkell Elementary	Trix Elem/Middle	Trombly Alternative High School	Turning Point Academy	Van Zile Elementary School	Vernor Elem/Middle
B14-Bullying/Intimidation										
B14-Bullying/Intimidation Total	6	24		4			6		22	2
B15-Forgery/Giving False Info.	1	1								
B15-Forgery/Giving False Info. Total	1	1								
B16-Abuse of Technology				1					3	
B16-Abuse of Technology Total				1					3	
B17-Fighting (No Injury)	22	139	4	24	1	46	13	127	37	
	3									
B17-Fighting (No Injury) Total	25	139	4	24	1	46	13	127	37	
B18-Hazing	1									
B18-Hazing Total	1									
B19-Other Prohibited Conduct	34	32	2	75		8	1	24	6	1
	2									
B19-Other Prohibited Conduct Total	36	32	2	75		8	1	24	6	1
C01-Possession of a Firearm								1		

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Detroit Public Schools Suspensions 2012-13										
Incident Type	Southwestern High School	Spain Elem/Middle	Stewart Elem/Middle	Taft Middle School	Thirkell Elementary	Trix Elem/Middle	Trombly Alternative High School	Turning Point Academy	Van Zile Elementary School	Vernor Elem/Middle
C08-Arson										
C08-Arson Total								1		1
C09-Distribute Controlled Subst.								1		
	1							1		
	1									
C09-Distribute Controlled Subst. Total	2							2		
C10-Physical Assault of Student	5	23		3		3	2	6	8	
	3					2				
	6							1		
	1					1				
C10-Physical Assault of Student Total	15	23		3		6	2	7	8	
C11-Criminal Sexual Conduct		1						1		
	1									
C11-Criminal Sexual Conduct Total	1	1						1		
C12-Consensual Sexual Misconduct								1	3	

Detroit Public Schools Suspensions 2012-13										
Incident Type	Southwestern High School	Spain Elem/Middle	Stewart Elem/Middle	Taft Middle School	Thirkell Elementary	Trix Elem/Middle	Trombly Alternative High School	Turning Point Academy	Van Zile Elementary School	Vernor Elem/Middle
C12-Consensual Sexual Misconduct		3								
C12-Consensual Sexual Misconduct Total		3					1	3		
C13-Forgery/Fraud		1								
C13-Forgery/Fraud Total		1								
C14-Terroristic Activity				1						
C14-Terroristic Activity Total				1						
C15-False Alarm		1								
C15-False Alarm Total		2								
C16-Other Illegal Conduct			2							
C16-Other Illegal Conduct		1						1		
C16-Other Illegal Conduct Total		1						1		
									2	

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Detroit Public Schools Suspensions 2012-13										
Incident Type	Southwestern High School	Spain Elem/Middle	Stewart Elem/Middle	Taft Middle School	Thirkell Elementary	Trix Elem/Middle	Trombly Alternative High School	Turning Point Academy	Van Zile, Elementary School	Vernor Elem/Middle
Grand Total	398	705	24	187	2	272	59	591	105	3

Detroit Public Schools Suspensions 2012-13										
Incident Type	Vetal Elementary School	Wayne Elementary	West Side Academy	Western High School	Westside Multicultural Academy	White PK (FFEL)	White, J.L. Center High School	Wilkins Elem/Middle	Wright Elementary	Young Elementary
A01-Insubordination	45	3	148	7	9	125		67	7	11
			1							
A01-Insubordination Total	45	3	149	7	9	125		67	7	11
A02-Refusal to Identify Self	3		2	1						
A02-Refusal to Identify Self Total	3		2	1						
A03-Student Demonstrations			46							
A03-Student Demonstrations Total			46							
A04-Truancy	35	1	176	86	6	57	1	62		1
				2						
A04-Truancy Total	35	1	176	88	6	57	1	62		1
A05-Use of Electronic Devices	1		22	5		6				
A05-Use of Electronic Devices Total	1		22	5		6				
A06-Unauth use of Sch Equipmnt			1							
A06-Unauth use of Sch Equipmnt Total			1							
A07-Cheating/Academic Misconduct										
A07-Cheating/Academic Misconduct Total										
A08-Disorderly Conduct	64	12	42	14	5	73	2	145	4	90
				2		1				
				1						
A08-Disorderly Conduct Total	64	12	42	17	5	74	2	145	4	90

Detroit Public Schools Suspensions 2012-13										
Incident Type	Vetal Elementary School	Wayne Elementary	West Side Academy	Western High School	Westside Multicultural Academy	White PK (FFEL)	White, J.L. Center High School	Wilkins Elem/Middle	Wright Elementary	Young Elementary
A09-Inapprop. Displ of Affection		1	5			1		1		
A09-Inapprop. Displ of Affection Total		1	5			1		1		
A10-Leaving Sch. w/o Permission	3		14	1						
A10-Leaving Sch. w/o Permission Total	3		14	1						
A11-Trespassing			3							
A11-Trespassing Total			3							
B01-Threats of Violence/Coercion	7	2	101	4		1	1	15	3	7
B01-Threats of Violence/Coercion Total	7	2	101	4		1	1	15	3	7
B02-Possess other Dangerous Obj.	2		3			1			2	2
B02-Possess other Dangerous Obj. Total	2		3			1			2	2
B03-Use or Possess Contr. Sub.	2		27	15						
B03-Use or Possess Contr. Sub. Total	2		27	15						
B04-Burglary, Theft, Robbery etc	1	1	9	3	1	1		1	4	
B04-Burglary, Theft, Robbery etc Total	1	1	9	3	1	1		1	4	
B05-Loitering or Trespassing			8	2		1				
B05-Loitering or Trespassing Total			8	2		1				
B06-Extort/Coercion or Blackmail										

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Detroit Public Schools Suspensions 2012-13										
Incident Type	Vetal Elementary School	Wayne Elementary	West Side Academy	Western High School	Westside Multicultural Academy	White PK (FFEL)	White, J.L. Center High School	Wilkins Elem/Middle	Wright Elementary	Young Elementary
B06-Extort/Coercion or Blackmail Total										
B07-Defacement of Property				3	4		3			1
B07-Defacement of Property Total				3	4		3			1
B08-Intim/Intefer.of Sch Persnl	10		68	3		2	6	2		
B08-Intim/Intefer of Sch Persnl Total	10		70	3		2	6	2		
B09-Interference w/ Pupil Mvmnt	1		6				1			
B09-Interference w/ Pupil Mvmnt Total	1		7				1			
B10-Harassment	2		10	2	1	5	3	23	4	2
B10-Harassment Total	2		10	3	1	5	3	23	4	2
B11-Gambling	1		17		1					
B11-Gambling Total	1		17		1					
B12-Admit of Unauth.Stu into Sch			4		8					
B12-Admit of Unauth Stu into Sch Total			4		8					
B13-Verbal Abuse	13		96	7	12	4		19	3	6
B13-Verbal Abuse Total	13		97	7	12	4		19	3	6
B14-Bullying/Intimidation	9	1	24	7	2	10	2	7	1	4

Detroit Public Schools Suspensions 2012-13										
Incident Type	Vetal Elementary School	Wayne Elementary	West Side Academy	Western High School	Westside Multicultural Academy	White PK (FFEL)	White, J.L. Center High School	Wilkins Elem/Middle	Wright Elementary	Young Elementary
B14-Bullying/Intimidation										
B14-Bullying/Intimidation Total	9	1	25	7	2	10	2	7	1	4
B15-Forgery/Giving False Info.			1	2		2				
B15-Forgery/Giving False Info. Total			1	2		2				
B16-Abuse of Technology			2							4
B16-Abuse of Technology Total			2							4
B17-Fighting (No Injury)	52	3	124	44	34	63	8	79	15	65
B17-Fighting (No Injury) Total	52	3	124	47	34	63	8	79	15	65
B18-Hazing			2							
B18-Hazing Total			2							
B19-Other Prohibited Conduct	11		48	39	1	47	1	19	1	17
B19-Other Prohibited Conduct Total	11		50	41	1	47	1	19	1	17
C01-Possession of a Firearm					1					2

Detroit Public Schools Suspensions 2012-13										
Incident Type	Vetal Elementary School	Wayne Elementary	West Side Academy	Western High School	Westside Multicultural Academy	White PK (FFEL)	White, J.L. Center.High School	Wilkins Elem/Middle	Wright Elementary	Young Elementary
C01-Possession of a Firearm			1	1						
C01-Possession of a Firearm Total		1	1	1						2
C02-Possession of a Knife					1					2
C02-Possession of a Knife Total			2		2					2
C03-Possess othr Dangerous Weapo				2	4					
C03-Possess othr Dangerous Weapo Total				2	4					
C04-Use of Weapon or Obj as Weap					1					1
C04-Use of Weapon or Obj as Weap Total	1		1	2	1					1
C05-Physical Assault of Staff			7	1		1	3	2		2
			2	2				2		
					1			1		

PR/Award # S215E140571

Detroit Public Schools Suspensions 2012-13										
Incident Type	Vetal Elementary School	Wayne Elementary	West Side Academy	Western High School	Westside Multicultural Academy	White PK (FFEL)	White, J.L. Center High School	Wilkins Elem/Middle	Wright Elementary	Young Elementary
C05-Physical Assault of Staff			2	1	1				2	
C05-Physical Assault of Staff Total			11	6		1	3	7		2
C06-Destruction of Property			1	1		1				
			1							
				1						
				3						
C06-Destruction of Property Total			2	5		1				
C07-Theft/Possess Stolen Prop.				1						
				2						
				1						
			2	1						
				1						
C07-Theft/Possess Stolen Prop. Total			2	6						
C08-Arson	1									

PR/Award # S215E140571

Detroit Public Schools Suspensions 2012-13										
Incident Type	Vetal Elementary School	Wayne Elementary	West Side Academy	Western High School	Westside Multicultural Academy	White PK (FFEL)	White, J.L. Center High School	Wilkins Elem/Middle	Wright Elementary	Young Elementary
C08-Arson										
C08-Arson Total	1									
C09-Distribute Controlled Subst.					2					
					1					
					1					
C09-Distribute Controlled Subst. Total					4					
C10-Physical Assault of Student	3		24	9		3	2			9
			8	5				2		
	2			2				3		
			9	1						
			3	4					1	
C10-Physical Assault of Student Total	5		44	21		3	2		6	9
C11-Criminal Sexual Conduct			4							
				2						
C11-Criminal Sexual Conduct Total			4	2						
C12-Consensual Sexual Misconduct										

Detroit Public Schools Suspensions 2012-13										
Incident Type	Vetal Elementary School	Wayne Elementary	West Side Academy	Western High School	Westside Multicultural Academy	White PK (FFEL)	White, J.L. Center High School	Wilkins Elem/Middle	Wright Elementary	Young Elementary
C12-Consensual Sexual Misconduct				3						
				1						
C12-Consensual Sexual Misconduct Total				1	4					
C13-Forgery/Fraud										
C13-Forgery/Fraud Total										
C14-Terroristic Activity			1							
C14-Terroristic Activity Total				1						
C15-False Alarm			1							
			1							
C15-False Alarm Total				2					1	
C16-Other Illegal Conduct			8	3					2	
			3	1					2	
			2	1					2	
			1							
C16-Other Illegal Conduct Total				1	6				6	

Detroit Public Schools Suspensions 2012-13										
	Vetal Elementary School	Wayne Elementary	West Side Academy	Western High School	Westside Multicultural Academy	White PK (FFEL)	White, J.L. Center High School	Wilkins Elem/Middle	Wright Elementary	Young Elementary
Incident Type										
Grand Total	269	25	1107	329	71	408	30	460	45	225

Detroit Public Schools Suspensions 2012-13	
Incident Type	Grand Total
A01-Insubordination	5445
	2
	14
	1
	1
A01-Insubordination Total	5463
A02-Refusal to Identify Self	135
A02-Refusal to Identify Self Total	135
A03-Student Demonstrations	94
A03-Student Demonstrations Total	94
A04-Truancy	5853
	27
A04-Truancy Total	5880
A05-Use of Electronic Devices	291
	1
A05-Use of Electronic Devices Total	292
A06-Unauth use of Sch Equipmnt	57
A06-Unauth use of Sch Equipmnt Total	57
A07-Cheating/Academic Misconduct	102
A07-Cheating/Academic Misconduct Total	102
A08-Disorderly Conduct	6868
	1
	1
	25
	4
	1
A08-Disorderly Conduct Total	6900

Detroit Public Schools Suspensions 2012-13	
Incident Type	Grand Total
A09-Inapprop. Displ of Affection	133
	2
A09-Inapprop. Displ of Affection Total	135
A10-Leaving Sch. w/o Permission	346
	2
A10-Leaving Sch. w/o Permission Total	348
A11-Trespassing	106
	3
A11-Trespassing Total	109
B01-Threats of Violence/Coercion	1178
	12
	1
	2
B01-Threats of Violence/Coercion Total	1193
B02-Possess other Dangerous Obj.	107
	1
B02-Possess other Dangerous Obj. Total	108
B03-Use or Possess Contr. Sub.	442
	2
	8
	1
B03-Use or Possess Contr. Sub. Total	453
B04-Burglary, Theft, Robbery etc	231
	5
B04-Burglary, Theft, Robbery etc Total	236
B05-Loitering or Trespassing	138
	4
B05-Loitering or Trespassing Total	142
B06-Extort/Coercion or Blackmail	8
PR/Award # S215E140571	1

Detroit Public Schools Suspensions 2012-13	
Incident Type	Grand Total
B06-Extort/Coercion or Blackmail Total	9
B07-Defacement of Property	277
	3
B07-Defacement of Property Total	280
B08-Intim/Intefer. of Sch Persnl	601
	3
	14
B08-Intim/Intefer. of Sch Persnl Total	618
B09-Interference w/ Pupil Mvmnt	140
	2
B09-Interference w/ Pupil Mvmnt Total	142
B10-Harassment	487
	1
	5
	1
B10-Harassment Total	494
B11-Gambling	177
	1
B11-Gambling Total	178
B12-Admit of Unauth Stu into Sch	61
B12-Admit of Unauth Stu into Sch Total	61
B13-Verbal Abuse	1847
	2
	12
	2
B13-Verbal Abuse Total	1863
B14-Bullying/Intimidation	952

Detroit Public Schools Suspensions 2012-13	
Incident Type	Grand Total
B14-Bullying/Intimidation	1
	8
	1
B14-Bullying/Intimidation Total	962
B15-Forgery/Giving False Info.	81
	1
B15-Forgery/Giving False Info. Total	82
B16-Abuse of Technology	71
B16-Abuse of Technology Total	71
B17-Fighting (No Injury)	8279
	7
	1
	84
	1
	5
B17-Fighting (No Injury) Total	8377
B18-Hazing	32
B18-Hazing Total	32
B19-Other Prohibited Conduct	2792
	8
	1
	41
	8
B19-Other Prohibited Conduct Total	2850
C01-Possession of a Firearm	33

Detroit Public Schools Suspensions 2012-13	
Incident Type	Grand Total
C01-Possession of a Firearm	2
	2
	7
<b>C01-Possession of a Firearm Total</b>	<b>44</b>
C02-Possession of a Knife	58
	7
	14
	3
	4
<b>C02-Possession of a Knife Total</b>	<b>86</b>
C03-Possess othr Dangerous Weapo	10
	3
	3
	2
<b>C03-Possess othr Dangerous Weapo Total</b>	<b>18</b>
C04-Use of Weapon or Obj as Weap	32
	2
	3
	6
	2
	3
<b>C04-Use of Weapon or Obj as Weap Total</b>	<b>48</b>
C05-Physical Assault of Staff	204
	28
	22
PR/Award # S215E140571	

Detroit Public Schools Suspensions 2012-13	
Incident Type	Grand Total
C05-Physical Assault of Staff	40
	6
	5
<b>C05-Physical Assault of Staff Total</b>	<b>305</b>
C06-Destruction of Property	63
	6
	6
	4
	1
	4
<b>C06-Destruction of Property Total</b>	<b>84</b>
C07-Theft/Possess Stolen Prop.	64
	10
	8
	17
	2
	1
<b>C07-Theft/Possess Stolen Prop. Total</b>	<b>102</b>
C08-Arson	20
	2
	5
	3
<b>PR/Award # S215E140571</b>	<b>2</b>

Detroit Public Schools Suspensions 2012-13	
Incident Type	Grand Total
C08-Arson	3
C08-Arson Total	35
C09-Distribute Controlled Subst.	27
	6
	4
	9
	1
	6
C09-Distribute Controlled Subst. Total	53
C10-Physical Assault of Student	631
	97
	52
	94
	4
	28
C10-Physical Assault of Student Total	906
C11-Criminal Sexual Conduct	48
	10
	2
	3
	2
C11-Criminal Sexual Conduct Total	65
C12-Consensual Sexual Misconduct	31

Detroit Public Schools Suspensions 2012-13	
Incident Type	Grand Total
C12-Consensual Sexual Misconduct	14
	4
	1
	1
C12-Consensual Sexual Misconduct Total	51
C13-Forgery/Fraud	2
	1
C13-Forgery/Fraud Total	3
C14-Terroristic Activity	18
	1
	1
	2
C14-Terroristic Activity Total	22
C15-False Alarm	10
	4
	1
	1
C15-False Alarm Total	16
C16-Other Illegal Conduct	135
	30
	20
	17
	4
	8
C16-Other Illegal Conduct Total	214

Detroit Public Schools Suspensions 2012-13	
Incident Type	Grand Total
Grand Total	39718

**Detroit Public Schools Suspensions 2012-13**

Incident Type	Grand Total
A01-Insubordination	5445
	2
	14
	1
	1
A01-Insubordination Total	5463
A02-Refusal to Identify Self	135
A02-Refusal to Identify Self Total	135
A03-Student Demonstrations	94
A03-Student Demonstrations Total	94
A04-Truancy	5853
	27
A04-Truancy Total	5880
A05-Use of Electronic Devices	291
	1
A05-Use of Electronic Devices Total	292
A06-Unauth use of Sch Equipmnt	57
A06-Unauth use of Sch Equipmnt Total	57
A07-Cheating/Academic Misconduct	102
A07-Cheating/Academic Misconduct Total	102
A08-Disorderly Conduct	6868
	1
	1
	25
	4
	1
A08-Disorderly Conduct Total	6900
A09-Inapprop. Displ of Affection	133
	2
A09-Inapprop. Displ of Affection Total	135
A10-Leaving Sch. w/o Permission	346
	2
A10-Leaving Sch. w/o Permission Total	348
A11-Trespassing	106
	3
A11-Trespassing Total	109
B01-Threats of Violence/Coercion	1178
	12
	1
	2
B01-Threats of Violence/Coercion Total	1193
B02-Possess other Dangerous Obj.	107
	1
B02-Possess other Dangerous Obj. Total	108
B03-Use or Possess Contr. Sub.	442
	2
	8

B03-Use or Possess Contr. Sub.	1
B03-Use or Possess Contr. Sub. Total	453
B04-Burglary, Theft, Robbery etc	231
	5
B04-Burglary, Theft, Robbery etc Total	236
B05-Loitering or Trespassing	138
	4
B05-Loitering or Trespassing Total	142
B06-Extort/Coercion or Blackmail	8
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B06-Extort/Coercion or Blackmail Total	9
B07-Defacement of Property	277
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B07-Defacement of Property Total	280
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B09-Interference w/ Pupil Mvmnt Total	142
B10-Harassment	487
	1
	5
	1
B10-Harassment Total	494
B11-Gambling	177
	1
B11-Gambling Total	178
B12-Admit of Unauth Stu into Sch	61
B12-Admit of Unauth Stu into Sch Total	61
B13-Verbal Abuse	1847
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	12
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B13-Verbal Abuse Total	1863
B14-Bullying/Intimidation	952
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B15-Forgery/Giving False Info.	81
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B16-Abuse of Technology	71
B16-Abuse of Technology Total	71
B17-Fighting (No Injury)	8279
	7
	1
	84

B17-Fighting (No Injury)	1
	5
B17-Fighting (No Injury) Total	8377
B18-Hazing	32
B18-Hazing Total	32
B19-Other Prohibited Conduct	2792
	8
	1
	41
	8
B19-Other Prohibited Conduct Total	2850
C01-Possession of a Firearm	33
	2
	2
	7
C01-Possession of a Firearm Total	44
C02-Possession of a Knife	58
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	3
	2
C03-Possess othr Dangerous Weapo Total	18
C04-Use of Weapon or Obj as Weap	32
	2
	3
	6
	2
	3
C04-Use of Weapon or Obj as Weap Total	48
C05-Physical Assault of Staff	204
	28
	22
	40
	6
	5
C05-Physical Assault of Staff Total	305
C06-Destruction of Property	63
	6
	6
	4
	1
	4
C06-Destruction of Property Total	84
C07-Theft/Possess Stolen Prop.	64
	10

C07-Theft/Possess Stolen Prop.	8
	17
	2
	1
C07-Theft/Possess Stolen Prop. Total	102
C08-Arson	20
	2
	5
	3
	2
	3
C08-Arson Total	35
C09-Distribute Controlled Subst.	27
	6
	4
	9
	1
	6
C09-Distribute Controlled Subst. Total	53
C10-Physical Assault of Student	631
	97
	52
	94
	4
	28
C10-Physical Assault of Student Total	906
C11-Criminal Sexual Conduct	48
	10
	2
	3
	2
C11-Criminal Sexual Conduct Total	65
C12-Consensual Sexual Misconduct	31
	14
	4
	1
	1
C12-Consensual Sexual Misconduct Total	51
C13-Forgery/Fraud	2
	1
C13-Forgery/Fraud Total	3
C14-Terroristic Activity	18
	1
	1
	2
C14-Terroristic Activity Total	22
C15-False Alarm	10
	4
	1
	1

C15-False Alarm Total	16
C16-Other Illegal Conduct	135
	30
	20
	17
	4
	8
C16-Other Illegal Conduct Total	214
Grand Total	39718

**Detroit Public Schools  
Expulsions for 2012-13**

School Name	Total
Ann Arbor Trail Magnet	1
Beckham Academy	1
Brewer Elem/Middle	5
Brown Academy	1
Burton International	1
Carleton Elementary	1
Carson High School	3
Carver Elem/Middle	2
Cass Tech High School	3
Communication & Media Arts HS	2
Davison Elem/Middle	5
Detroit College Prep @ NWstern	2
Detroit Lions Alt. School	6
Detroit School of the Arts	1
Dixon Elem/Middle	1
Dossin Elem/Middle	1
Douglass Academy for Young Men	1
Drew Transition Center	1
Duke Ellington @ Beckham	2
Durfee Elem/Middle	9
Earhart Elem/ Middle	1
Emerson Elem/Middle	7
Fisher Lower Academy	1
Fisher Upper Academy	1
Garvey Academy	1
Golightly Education Center	4
Gompers Elem/Middle	1
Henderson Academy	1
Holmes, A.L. Elem/Middle	3
King High School	8
Ludington Magnet	3
Mackenzie Elem/Middle	1
Mann Elementary	2
Mark Twain Elem/Middle	4
Marquette Elem/Middle	1
Mason Elementary	21
Munger Elem/Middle	9
Noble Elem/Middle	8
Northwestern High School	3
Osborn Evergreen	4
Pulaski Elem/Middle	6
Sampson Academy	6
Schulze Elem/Middle	1
Spain Elem/Middle	1

Turning Point Academy	1
West Side Academy	16
Western High School	5
Wilkins Elem/Middle	3
Grand Total	172

## **Luster Learning Institute, NFP (LLI)**

### **Scope of Contractual Services**

#### Year 1 LLI Services and Curriculum

LLI will provide the district with:

1. Input in the initial hiring process of the 5 new (IS) personnel to make sure of their interest, capabilities and enthusiasm for including Calm Classroom support services.
2. Professional development training and certification in Calm Classroom for the “Intervention Specialists” (IS).
  - IS personal are taught how to conduct the following activities in their schools:
    - Disciplinary and security staff and school counselors Check-In’s - (IS) staff meet with the discipline and counseling staff conducting private counseling with the students. This meeting is only 5 minutes each week. They introduce and lead the new technique for the following week and have the counselor model the technique back to them.
    - Classroom teacher observations - Classroom observations are conducted in each classroom by (IS) during the first 2-3 weeks following the initial professional development training. Teachers are observed leading their students in a technique and written feedback is provided.
    - Staff Meeting Check-In’s - (IS) staff attends weekly staff meetings at their schools (Full staff or grade level meetings). They introduce and lead the new technique for the following week and observe a staff member leading the technique to their peers. If any classroom challenges arise the IS leader facilitates the teachers in helping each other to solve the disciplinary problems that may be occurring and to answer implementation questions. If they cannot attend the meeting because of logistical difficulties the IS works with the local school administrator before the meetings to prepare them to teach the new activity and lead the staff meeting.
    - Support the collection of data for individual counselors, teachers, school administrators and themselves at their local school.
  - The (IS) certification training program consist of:
    - A full day on-site initial training
      - Becoming fully prepared to conduct classroom observations, staff meeting and individual counselor check in’s and the process for collection of data within the various sectors of the school. The beginning level of learning to lead full staff development training is also started during this full day training.
    - Weekly check in teleconference calls to document and process existing challenges at their respective schools and review the support functions that they will be conducting in their schools with teachers, and school counselors and students during the following week. This may be individual calls to each of the 5 IS or may be organized as a group conference call (If logistics permit) for the five IS

that are part of this 10 school cohort. The team will have a chance to discuss challenges and work together to help each other solve implementation problems.

- Creation of activity reports on each (IS) by LLI to be provided to Sheryl Jones. A Monthly teleconference call with Ms. Jones will be scheduled to manage the effective delivery of Calm Classroom support functions by the (IS) to the teachers and counseling staff at the school.

3. LLI will provide a centralized organizational planning meeting for the perspective 10 new schools. The principals and their associated assistant superintendents, Sheryl Jones, and pertinent central office staff will be included. During this meeting principals will learn about the program, actively decide to participate (or not) and develop a realistic organizational and support expectation with their assistant superintendent for themselves and their school staff.

4. LLI staff will conduct a full staff professional development training for each of the 10 schools. The (IS) will assist at each of their home schools. This training is attended by teachers, administrators, social workers and support staff members. This training is offered in a two hour format. Calm Classroom trainers use lecture, small and large group interaction, and video presentations to ensure that participants are qualified and feel confident to introduce and begin teaching the first two Calm Classroom techniques to their students in their classrooms and during individual counseling sessions.

5. LLI coordinates surveys and data analysis -Data is collected two times per year from the IS staff, teachers and school discipline staff and Middle school students complete a third survey at the end of the school year. The school-based communications coordinator manages the collection process and the Luster Learning Institute produces reports for school administrators. These evaluations measure program fidelity, as well as teacher and student perceived changes in behavior, coping skills, focus, stress management and school climate.

6. On-site review meetings with district leaders, assistant superintendents and IS personnel. This is done three times per school year.

### Year 2 LLI Services and Curriculum

At 10 new additional year two schools LLI will provide the district with:

1. Professional development training and certification in Calm Classroom for new the “Intervention Specialists” (IS).

- New IS personal are taught how to conduct the following activities in the new schools:
  - Disciplinary and security staff and school counselors Check-In’s - (IS) staff meet with the discipline and counseling staff conducting private counseling with the students. This meeting is only 5 minutes each week. They introduce and lead the new technique for the following week and have the counselor model the technique back to them.

- Classroom teacher observations - Classroom observations are conducted in each classroom by (IS) during the first 2-3 weeks following the initial professional development training. Teachers are observed leading their students in a technique and written feedback is provided.
- Staff Meeting Check-In's - (IS) staff attends weekly staff meetings at their schools (Full staff or grade level meetings). They introduce and lead the new technique for the following week and observe a staff member leading the technique to their peers. If any classroom challenges arise the IS leader facilitates the teachers in helping each other to solve the disciplinary problems that may be occurring and to answer implementation questions. If they cannot attend the meeting because of logistical difficulties the IS works with the local school administrator before the meetings to prepare them to teach the new activity and lead the staff meeting.
- Support the collection of data for individual counselors, teachers, school administrators and themselves at their local school.
- Existing (IS) personnel are taught how to lead a full staff professional development training for each of the new 10 year-two schools.
- The (IS) certification training program consist of:
  - A full day on-site initial training
    - Becoming fully prepared to conduct classroom observations, staff meeting and individual counselor check in's and the process for collection of data within the various sectors of the school. The beginning level of learning to lead full staff development training is also started during this full day training.
  - Weekly check in teleconference calls to document and process existing challenges at their respective schools and review the support functions that they will be conducting in their schools with teachers, and school counselors and students during the following week. This may be individual calls to each of the 5 IS or may be organized as a group conference call (If logistics permit) for the five IS that are part of this 10 school cohort. The team will have a chance to discuss challenges and work together to help each other solve implementation problems.
  - Creation of activity reports on each (IS) by LLI to be provided to Sheryl Jones. A Monthly teleconference call with Ms. Jones will be scheduled to manage the effective delivery of Calm Classroom support functions by the (IS) to the teachers and counseling staff at the school.

4. LLI staff will conduct a full staff professional development training for each of the 10 year-two schools. The (IS) will co-lead at each of their new 10 year-two schools. This training is attended by teachers, administrators, social workers and support staff members. This training is offered in a two hour format. Calm Classroom trainers use lecture, small and large group interaction, and video presentations to ensure that participants are qualified and feel confident to introduce and begin teaching the first two Calm Classroom techniques to their students in their classrooms and during individual counseling sessions.

5. LLI coordinates surveys and data analysis-Data is collected at the 10 year-two schools two times per year from the IS staff, teachers and school discipline staff and Middle school students

complete a third survey at the end of the school year. The school-based communications coordinator manages the collection process and the Luster Learning Institute produces reports for school administrators. These evaluations measure program fidelity, as well as teacher and student perceived changes in behavior, coping skills, focus, stress management and school climate.

6. On-site review meetings regarding the new 10 year-two schools with district leaders, assistant superintendents and IS personnel. This is done three times per school year.

### Year 3 LLI Services

At 10 new additional year two schools LLI will provide the district with:

1. Professional development training and certification in Calm Classroom for new the “Intervention Specialists” (IS).

- New IS personal are taught how to conduct the following activities in the new schools:
  - Disciplinary and security staff and school counselors Check-In’s - (IS) staff meet with the discipline and counseling staff conducting private counseling with the students. This meeting is only 5 minutes each week. They introduce and lead the new technique for the following week and have the counselor model the technique back to them.
  - Classroom teacher observations - Classroom observations are conducted in each classroom by (IS) during the first 2-3 weeks following the initial professional development training. Teachers are observed leading their students in a technique and written feedback is provided.
  - Staff Meeting Check-In’s - (IS) staff attends weekly staff meetings at their schools (Full staff or grade level meetings). They introduce and lead the new technique for the following week and observe a staff member leading the technique to their peers. If any classroom challenges arise the IS leader facilitates the teachers in helping each other to solve the disciplinary problems that may be occurring and to answer implementation questions. If they cannot attend the meeting because of logistical difficulties the IS works with the local school administrator before the meetings to prepare them to teach the new activity and lead the staff meeting.
  - Support the collection of data for individual counselors, teachers, school administrators and themselves at their local school.
- Existing (IS) personnel are taught how to lead a full staff professional development training for each of the new 10 year-three schools.
- The (IS) certification training program consist of:
  - A full day on-site initial training
    - Becoming fully prepared to conduct classroom observations, staff meeting and individual counselor check in’s and the process for collection of data within the various sectors of the school. The beginning level of learning to lead full staff development training is also started during this full day training.

- Weekly check in teleconference calls to document and process existing challenges at their respective schools and review the support functions that they will be conducting in their schools with teachers, and school counselors and students during the following week. This may be individual calls to each of the 5 IS or may be organized as a group conference call (If logistics permit) for the five IS that are part of this 10 school cohort. The team will have a chance to discuss challenges and work together to help each other solve implementation problems.
- Creation of activity reports on each (IS) by LLI to be provided to Sheryl Jones. A Monthly teleconference call with Ms. Jones will be scheduled to manage the effective delivery of Calm Classroom support functions by the (IS) to the teachers and counseling staff at the school.

4. LLI staff will conduct a full staff professional development training for each of the 10 year-three schools. The (IS) will co-lead at each of their new 10 year-three schools. This training is attended by teachers, administrators, social workers and support staff members. This training is offered in a two hour format. Calm Classroom trainers use lecture, small and large group interaction, and video presentations to ensure that participants are qualified and feel confident to introduce and begin teaching the first two Calm Classroom techniques to their students in their classrooms and during individual counseling sessions.

5. LLI coordinates surveys and data analysis-Data is collected at the 10 year-three schools two times per year from the IS staff, teachers and school discipline staff and Middle school students complete a third survey at the end of the school year. The school-based communications coordinator manages the collection process and the Luster Learning Institute produces reports for school administrators. These evaluations measure program fidelity, as well as teacher and student perceived changes in behavior, coping skills, focus, stress management and school climate.

6. On-site review meetings regarding the new 10 year-three schools with district leaders, assistant superintendents and IS personnel. This is done three times per school year.

**Provide the cost per contractor.**

The cost is \$300,000 to implement and support rollout, training, data collection and analysis and support services in 10 Detroit schools over a three year period.

**Provide the amount of time that the project will be working with the contractor(s).**

LLI will be supporting the new school implementation for 3 years.

## Program Specific Assurances

If you are submitting an electronic application, you must print out the form below, complete, and either upload all signed forms to the Other Attachments Form or fax it (along with the ED 424 and other forms) to the Office of Safe and Healthy Students at 202-453-6742 within 3 working days of submitting your electronic application. You must indicate your PR/Award number in the upper right corner of the form.

**As the duly authorized representative of the applicant, I certify that the applicant shall assure that:**

1. the funds made available for any fiscal year will be used to supplement, and not supplant, any other Federal, State, or local funds used for providing school-based counseling and mental health services to students;
2. the applicant will appoint an advisory board composed of interested parties, including parents, teachers, school administrators, and counseling service providers, and community leaders to advise the local educational agency on the design and implementation of the counseling program; and
3. Federal funds will be used to establish or expand mental health services by hiring qualified school counselors, school social workers, school psychologists, other qualified psychologists, or child and adolescent psychiatrists and these professionals will spend a majority of their time counseling students or in other activities directly related to the counseling process as outlined in the program statute.

(b)(6)

\_\_\_\_\_  
**Signature of Authorized Certifying Official**

Executive Director, Dept. of State and  
Federal Programs

\_\_\_\_\_  
**Title**

School District of the City of Detroit (Detroit Public Schools)

\_\_\_\_\_  
**Applicant Organization**

April 28, 2014

\_\_\_\_\_  
**Date Submitted**

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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To add more Budget Narrative attachments, please use the attachment buttons below.

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

**DETROIT PUBLIC SCHOOLS – C.A.R.E.S.**  
**BUDGET NARRATIVE**

The total requested grant budget is \$355,313.00. The following provides a brief summary of the budget by object of expense for each grant year:

1. **Personnel:**

- a. Program Supervisor (1 FTE) - \$82,000
  - i. Re-occurring cost for all three years to support the implementation, monitoring, evaluation, and coordination of program services

2. **Fringe Benefits:**

- a. Costs for Program Supervisor (1 FTE) - \$42,313
- b. Fringe benefits include the following annual rates:
  - i. Health, Dental Life, and Vision - \$13,678, Pension – 24.67%, FICA – 7.65%, Worker’s Compensation – 1.3%, Unemployment – 1.3%

3. **Travel:** Travel is funded at \$36,000 per year. Costs are allocated at \$6,000 per person with 6 program management staff participating. This is primarily in support of travel requirements for the project management team professional development and includes the mandatory two conferences in Washington, D.C. as well as one training at the International Institute for Restorative Practices in Bethlehem, PA.

4. **Equipment:** None requested

5. **Supplies:** Supplies are funded at \$1,500 per year. Supplies include are general office supplies for the project management team

6. **Contractual:** Contracted services are funded at \$170,000 per year.

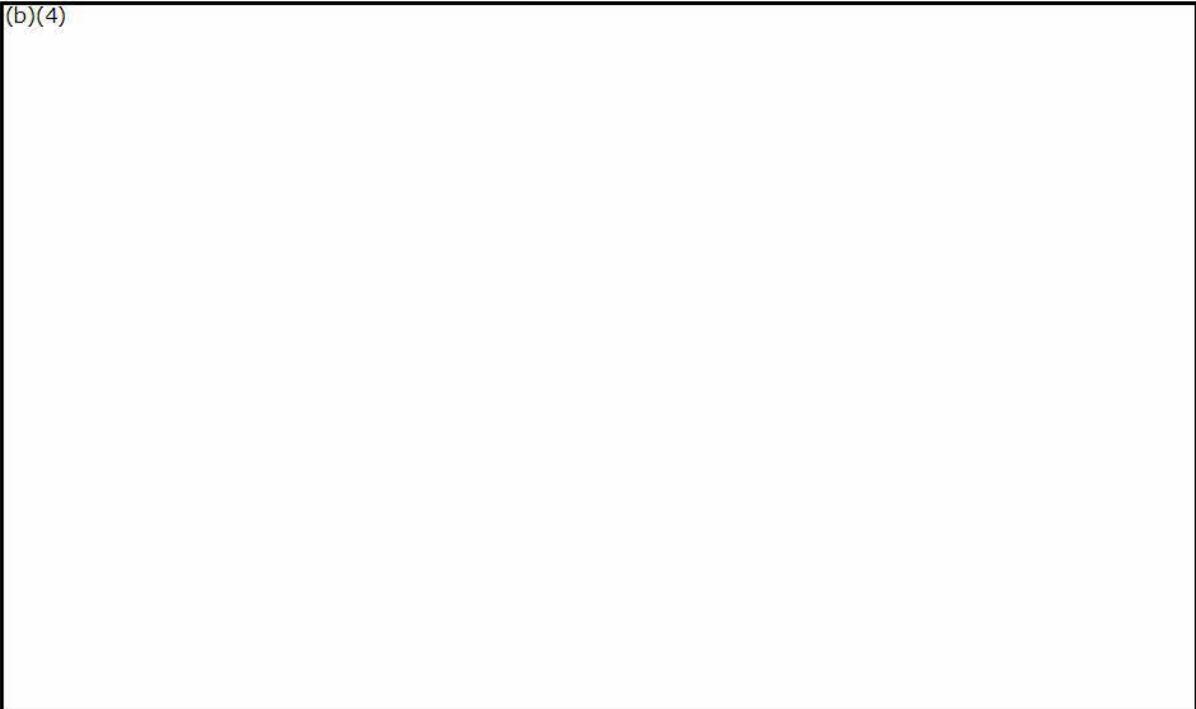
- a. Luster Learning Institute - \$100,000 for training and implementation support of Calm Classroom curriculum. Please see Appendix G for scope of services.
- b. Restorative Practices Community Liaison - \$30,000 (\$50 per hour for 600 hours annually)
- c. External Evaluation - \$40,000 for development, evaluation, collaboration and reporting of program performance. External evaluation contract is subject to bid per the procurement regulations.

7. **Construction:** Not Applicable

8. **Other:** Other total costs is \$23,500 and includes student incentive supplies, materials needed for implementation such as information booklets for parents, community partners, etc.
- a. Student incentives: This is projected at \$22,500 per year to be used for field trip/event admissions, awards, and other materials that schools and program staff could use to encourage progress. Allocation will be given as a \$250 per school incentive fund with 90 schools participating.
  - b. Printing/Materials: This cost is projected at \$1,000 per year and is to be used for program informational for parents, community organizations, community partners, and other stakeholders.
9. **Total Direct Costs:** \$355,313
10. **Indirect:** Indirect costs per year is \$15,883. This is based on the DPS approved indirect cost rate of 4.47% applied to appropriate expense categories up to specified limitations as defined in U.S. Department of Education indirect cost regulations and grant requirements.
11. **Training Stipends:** None requested
12. **Total Costs:**
- a. Annual cost: \$371,196.00
  - b. Total program cost (3 years): \$1,113,588.00

**Program Costs – Other Fund Sources**

(b)(4)



**U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008  
Expiration Date: 04/30/2014

Name of Institution/Organization

School District of the City of Detroit

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY  
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	82,000.00	82,000.00	82,000.00			246,000.00
2. Fringe Benefits	42,313.00	42,313.00	42,313.00			126,939.00
3. Travel	36,000.00	36,000.00	36,000.00			108,000.00
4. Equipment	0.00	0.00	0.00			0.00
5. Supplies	1,500.00	1,500.00	1,500.00			4,500.00
6. Contractual	170,000.00	170,000.00	170,000.00			510,000.00
7. Construction	0.00	0.00	0.00			0.00
8. Other	23,500.00	23,500.00	23,500.00			70,500.00
9. Total Direct Costs (lines 1-8)	355,313.00	355,313.00	355,313.00			1,065,939.00
10. Indirect Costs*	15,883.00	15,883.00	15,883.00			47,649.00
11. Training Stipends	0.00	0.00	0.00			0.00
12. Total Costs (lines 9-11)	371,196.00	371,196.00	371,196.00			1,113,588.00

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government?  Yes  No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 01/01/2014 To: 12/31/2015 (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify):

The Indirect Cost Rate is 4.47 %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or,  Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

Name of Institution/Organization School District of the City of Detroit	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	(b)(4)					
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

**SECTION C - BUDGET NARRATIVE (see instructions)**

U.S. DEPARTMENT OF EDUCATION  
SUPPLEMENTAL INFORMATION  
FOR THE SF-424

**1. Project Director:**

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Lamont		Satchel	

Address:

Street1:	3011 W. Grand Blvd.
Street2:	Fisher Bldg., 9th Floor
City:	Detroit
County:	
State:	MI: Michigan
Zip Code:	48202
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
313-873-7671	

Email Address:

lamont.satchel@detroitk12.org
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**2. Novice Applicant:**

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

- Yes  No  Not applicable to this program

**3. Human Subjects Research:**

a. Are any research activities involving human subjects planned at any time during the proposed project Period?

- Yes  No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #: 

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No Provide Assurance #, if available: 

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c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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