



**Implicit Bias in Manifestation Determination Reviews (MDRs):  
Disrupting the School-to-Prison Pipeline and  
a Call for Independent MDR Educational Advocates**  
September 2023

**EXECUTIVE SUMMARY**

**FINDING 1: Suspension “Penalty” for Hispanic<sup>1</sup> Students Without an Advocate**

Hispanic students with disabilities had a positive manifestation rate of just **17.7%** (53 out of 299 MDRs), ending a long-term suspension immediately, when attending without an educational advocate. By contrast, Hispanic students had a much stronger **28.1%** positive manifestation rate (55 out of 196 MDRs) when attending with one.

**FINDING 2: “Benefit of Doubt” for White Students**

Even *without* an advocate, white students still fared better at MDRs than Black and Hispanic students who attended *with* an advocate. White students without an advocate had a positive manifestation rate of **38.7%** (17 out of 44 MDRs). By contrast, as noted, Hispanic students *with* an advocate had a manifestation rate of **28.1%** (55 out of 196 MDRs). Black students with an advocate had an even lower manifestation rate of just **22.3%** (72 out of 322 MDRs).

**FINDING 3: Overrepresentation of Black Students with Disabilities in Suspensions**

During 2021-2022, Black students constituted **24.4%** of the DOE student body, but they represented **51.9%** of students with MDRs (720 out of 1,386 MDRs).

**INTRODUCTION**

A manifestation determination review (MDR) is an important part of disrupting the school-to-prison pipeline. An MDR is a legally required school meeting for students with disabilities who are removed or excluded from their classroom for 11 or more school days (i.e. more than two weeks) due to a behavioral incident.<sup>1</sup> At these meetings, a school must decide whether the behavior that gave rise to the disciplinary removal is a “manifestation” of the student’s disability to ensure students with disabilities are not given long-term suspensions for behaviors that are caused by their disabilities. For example, a student with an emotional disability who is involved

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<sup>1</sup> MDRs can also take place in certain other limited circumstances, such as when a student has been repeatedly suspended for shorter intervals of time, due to a pattern of similar behavior.

in a fight likely cannot be suspended more than ten school days if the fight was triggered by a stressor noted in the student’s individualized education program (IEP).

Mobilization for Justice recently submitted a Freedom of Information Law (FOIL) request regarding New York City Department of Education (DOE) MDRs for the 2021-2022 and 2022-2023 school years. This brief report summarizes the key findings of the FOIL request, which encompassed a total of 1,386 MDRs during 2021-2022 and 439 MDRs during 2022-2023 (through March 20, 2023). (The complete FOIL dataset is included as an Appendix.)

In practice, implicit bias—against Black and Latino students—appears to play a large role in these proceedings. Students appear to have significantly different outcomes when a family attends an MDR with or without an educational advocate. (An MDR educational advocate may be an attorney, social worker, or other person trained in special education law.) Currently, families appear without an independent MDR educational advocate most of the time. In 2021-2022, only 42.4% of MDRs (589 out of 1,386 MDRs) included an educational advocate.<sup>2</sup> In 2022-2023, through March 20, 2023, only 45.8% of MDRs (200 out of 439 MDRs) included one.

## KEY FINDINGS

### **FINDING 1: Suspension “Penalty” for Hispanic<sup>3</sup> Students Without an Advocate**

Suspensions for Hispanic students with disabilities appear to be far more likely to be considered manifestations of disability when a family attends an MDR with an educational advocate. A positive finding of manifestation during 2021-2022 occurred just 17.7% of the time (53 out of 299 MDRs) when families of Hispanic students attended without an educational advocate. A positive finding occurred during the same school year 28.1% of the time (55 out of 196 MDRs)—or nearly twice as often—when a family attended with an MDR educational advocate. For 2022-2023, while data is only available through March 20, 2023, these trends appear to have continued or even gotten worse. A positive finding of manifestation occurred just 8.5% of the time (7 out of 82 MDRs) when parents of Hispanic students attended an MDR without an independent educational advocate. In other words, more than 90% of the time, a suspension for a Hispanic student with a disability was permitted to continue past 10 days. By contrast, a positive finding occurred 24.6% of the time (17 out of 69 MDRs), nearly three times as often, when parents of Hispanic students attended with an advocate.

### **FINDING 2: “Benefit of Doubt” for White Students**

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<sup>2</sup> Due to ambiguity in the FOIL reporting, it is possible the rate of MDR educational advocate attendance is even lower. The DOE appeared to deem *any* “social worker” in attendance as an independent advocate present at an MDR to support the parent/family. In practice, it is possible that the school had a DOE-aligned social worker attend instead. Even accepting this lack of clarity, the rate of advocate attendance varies widely across boroughs. In Brooklyn, only 29.7% of MDRs during 2021-22 included a parent advocate (118 of 397 MDRs). In the Bronx, only 35.8% of MDRs during 2021-22 included a parent advocate (78 of 218 MDRs).

<sup>3</sup> The DOE uses the term “Hispanic” rather than “Latino,” “Latina,” “Latine,” or “Latinx.”

Overall, as of the 2021-2022 school year, white students appear to be significantly more likely to receive a positive “manifestation” finding (31.3%; 26 out of 83 MDRs) than Black (21.8%; 157 out of 720 MDRs) or Hispanic (21.8%; 108 out of 495 MDRs) students. For 2022-2023, while white students still have the highest “positive manifestation” rate compared to Black and Hispanic students, the disparity between MDR outcomes for white and Black students appears to have narrowed. However, the enormous gap between MDR outcomes for white and Hispanic students appears to remain. White students had a positive manifestation rate of 21.9% (7 out of 32 MDRs) during 2022-2023 through March 20, 2023. By contrast, Black students had a positive manifestation rate of 21.6% (48 out of 222 MDRs). Hispanic students had a significantly lower positive manifestation rate of 15.9% (24 out of 151 MDRs).

**In fact, white students appearing without an educational advocate had higher positive manifestation rates than Black and Hispanic students appearing with an advocate.**

Without an educational advocate, during 2021-2022, white students had a positive manifestation rate of 38.7% (17 out of 44 MDRs).<sup>4</sup> By contrast, Hispanic students during 2021-2022 *with* an educational advocate had a positive manifestation rate of only 28.1% (55 out of 196 MDRs). Finally, Black students during 2021-2022 *with* an educational advocate had a positive manifestation rate of just 22.3% (72 out of 322 MDRs).<sup>5</sup>

**FINDING 3: Overrepresentation of Black Students with Disabilities in Suspensions**

During 2021-2022, Black students constituted 24.4% of the DOE student body, but they represented 51.9% of students with MDRs (720 out of 1,386 MDRs). These trends appear to have remained roughly the same for 2022-2023. During 2022-2023, Black students constituted 23.7% of the DOE student body,<sup>6</sup> but 50.6% of MDRs (222 out of 439 MDRs) were for Black students, through March 20, 2023.

**Given these findings, MFJ urges the DOE to provide parents immediately with independent MDR educational advocates—not employed by the school or the DOE—at MDR meetings to make sure all students with disabilities receive fair and appropriate reviews.**

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<sup>4</sup> Perhaps notably, unlike both Black and Hispanic students, white students who appeared with an advocate had a *lower* positive manifestation rate during 2021-2022 than white students who appeared without an advocate. During 2021-2022, as noted above, white students who appeared without an advocate had a positive manifestation rate of 38.7% (17 out of 44 MDRs). However, white students who appeared *with* an advocate had a positive manifestation rate of 23.1% (9 out of 39 MDRs). As noted, for both Black and Hispanic students, the opposite was true: Black and Hispanic students during 2021-2022 had higher positive manifestation rates when attending with advocates than without.

<sup>5</sup> For 2022-2023, the sample size of white students who received a positive manifestation finding while appearing with an advocate was too small to be reported in the FOIL report. (Responses of 5 or fewer are suppressed, marked with “s,” in FOIL requests.) As such, it was not possible to make these comparisons for the 2022-2023 data.

<sup>6</sup> New York City Department of Education, “DOE Data at a Glance,” <https://www.schools.nyc.gov/about-us/reports/doe-data-at-a-glance> (last accessed Sept. 7, 2023).

## A CALL FOR INDEPENDENT MDR EDUCATIONAL ADVOCATES

Independent MDR educational advocates play a role in ensuring that the DOE provides all students with a fair and appropriate MDR. These educational advocates would be independent social workers not employed by the DOE, law students, counselors, trained special education lawyers, or others. They would help schools undertake a comprehensive review of the student’s disabling conditions and review key special education documents that may be overlooked. They would help ensure that parents from marginalized backgrounds or with language issues can have their voices heard. These educational advocates would also help families after an MDR by looking more closely at special education issues that may have been missed for years—leading to the behavior in the incident in question.

Providing students with an independent MDR educational advocate would also help disrupt the school-to-prison pipeline. The DOE data from the FOIL request indicates that Black and Hispanic students are more likely to have a long-term suspension upheld at an MDR when an independent educational advocate does *not* attend than when an MDR advocate *attends*. In the DOE, in other words, a student with a disability without an MDR educational advocate might be suspended for 20 school days. A student with a disability in the same circumstances with an MDR educational advocate might be suspended for 10 school days less—a difference of two weeks. By having a suspension upheld, students without an MDR educational advocate likely face a greater risk of being arrested, failing to advance to the next grade, and failing to graduate.<sup>7</sup>

Unfortunately, previous attempts at ensuring that the DOE holds fair and appropriate MDRs have not been fully successful. While the DOE had MDR monitors in place from 2015 to 2018 as a

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<sup>7</sup> See, e.g., U.S. Department of Justice, National Institute of Justice, “Student Suspensions Have Negative Consequences, According to NYC Study,” <https://nij.ojp.gov/topics/articles/student-suspensions-have-negative-consequences-according-nyc-study#:~:text=An%20initial%20school%20suspension%20increased.disciplinary%20responses%20such%20as%20a%20suspension:> “An initial school suspension increased the likelihood of subsequent arrest as well as failure to advance academically to the next grade, or to graduate.”) (referencing Center for Court Innovation, “School Discipline, Safety, and Climate: A Comprehensive Study in New York City,” <https://www.ojp.gov/pdffiles1/nij/grants/254578.pdf> (Sept. 2019); National Bureau of Economic Research, “The School to Prison Pipeline: Long-Run Impacts of School Suspensions on Adult Crime,” <https://www.nber.org/papers/w26257#:~:text=Students%20assigned%20to%20a%20school.largest%20for%20males%20and%20minorities> (Sept. 2019): “Students assigned to a school that has one standard deviation higher suspension rate are 15 to 20 percent more likely to be arrested and incarcerated as adults. We also find negative impacts on educational attainment. The negative impacts of attending a high suspension school are largest for males and minorities;” *Education Next*, “Proving the School-to-Prison Pipeline,” <https://www.educationnext.org/proving-school-to-prison-pipeline-strict-middle-schools-raise-risk-of-adult-arrests/> (Fall 2021): “Stricter middle schools raise the risk of adult arrests;” National Council on Disability, “Breaking the School-to-Prison Pipeline for Students with Disabilities,” [https://www.ncd.gov/sites/default/files/Documents/NCD\\_School-to-PrisonReport\\_508-PDF.pdf](https://www.ncd.gov/sites/default/files/Documents/NCD_School-to-PrisonReport_508-PDF.pdf) (June 2015); Joseph B. Tulman and Douglas M. Weck, *New York Law School Review*, “Shutting Off the School-to-Prison Pipeline for Status Offenders with Education-Related Disabilities,” [https://digitalcommons.nyls.edu/cgi/viewcontent.cgi?article=1575&context=nyls\\_law\\_review](https://digitalcommons.nyls.edu/cgi/viewcontent.cgi?article=1575&context=nyls_law_review): “Special education law can be instrumental in shutting down the pipeline in two ways. To begin, children who receive appropriate special education services can avoid the sorts of behaviors—like unruliness in school and ungovernability at home—that lead to status offense charges.”

result of the *E.B. v. New York City Department of Education* lawsuit, this FOIL data illustrates that issues with respect to disproportionality remain.

MFJ urges the DOE to take immediate action to address the implicit bias, anti-Black harm, and anti-Hispanic harm that appears to be present in many MDRs. In particular, MFJ urges the DOE to consider creating a system to ensure every child with a disability receives an independent MDR educational advocate. Given the disparities noted above, providing all students with an independent MDR educational advocate would help achieve racial equity. It would also help ensure that struggling students with disabilities receive the special education services and other supports they need to become successful at school.

**Appendix: FOIL Data Set from New York City Department of Education**

Liz Vladeck  
General Counsel

June 9, 2023

**VIA EMAIL**

Andrew Gerst  
Staff Attorney  
Warren Sinsheimer Children's Rights Project  
Mobilization for Justice, Inc.  
[agerst@mfjlegal.org](mailto:agerst@mfjlegal.org)

**RE: #F20,996**  
MDR Data

Dear Mr. Gerst:

This letter is in final response to the above-referenced Freedom of Information Law (FOIL) request. In your request, you ask for:

1. Data from September 1, 2021 to present, compiling DOE-wide data and disaggregated by borough, (wherever possible) by race, and (wherever possible) by gender:
  - a. The total number of MDRs conducted during the 2021-2022 and 2022-2023 school years, as of December 31, 2022;
  - b. The number of MDRs with a finding of "Manifestation" during the 2021-2022 and 2022-2023 school years, as of December 31, 2022;
  - c. The number of MDRs with a finding of "No Manifestation" during the 2021-2022 and 2022-2023 school years, as of December 31, 2022;
  - d. The number of MDRs in which the parent/guardian was present during the 2021-2022 and 2022-2023 school years, as of December 31, 2022;
  - e. The number of MDRs in which the parent/guardian was absent during the 2021-2022 and 2022-2023 school years, as of December 31, 2022;
  - f. The number of MDRs in which the parent/guardian was absent and the MDR finding was "Manifestation" during the 2021-2022 and 2022-2023 school years, as of December 31, 2022;
  - g. The number of MDRs in which the parent/guardian was absent and the MDR finding was "No Manifestation" during the 2021-2022 and 2022-2023 school years, as of December 31, 2022;
  - h. The number of MDRs in which a parent representative (e.g. attorney, socialworker) was present during the 2021-2022 and 2022-2023 school years, as of December 31, 2022;
  - i. The number of MDRs in which a parent representative (e.g. attorney, socialworker) was present and the MDR finding was "Manifestation" during the 2021-2022 and 2022-2023 school years, as of December 31, 2022;
  - j. The number of MDRs in which a parent representative (e.g. attorney, socialworker) was present and the MDR finding was "No Manifestation" during the 2021-2022 and 2022-2023 school years, as of December 31, 2022;

Office of the General Counsel • 52 Chambers Street • Room 308 • New York, NY 10007

Telephone: 212-374-6888 Fax: 212-374-5596

A diligent search was conducted, and records were located. Enclosed, please find records responsive to your request. Please note that the enclosed dataset was suppressed and values of 5 and below were redacted for the following reasons. Public Officers Law §87(2)(a) permits an agency to deny access to records or portions thereof that are specifically exempted from disclosure by state or federal statute. The Family Educational Rights and Privacy Act, 20 U.S.C. §1232g (together with its implementing regulations, 34 C.F.R. Part 99, FERPA) prohibits disclosure of personally identifiable information constituting or derived from education records, absent consent of the parent or eligible student, or the existence of a specifically enumerated exception in FERPA that would permit non-consensual disclosure. See 34 C.F.R. §99.3, §99.30 and §99.31. Personally identifiable information includes not only direct and indirect identifiers such as student and family names, addresses and dates of birth, but also “other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty.” 34 C.F.R. §99.3. Because the data you have requested falls within this definition given the number of data elements you have requested on a student-by-student level, access to student values of 5 or below is denied pursuant to FERPA and to Public Officers Law (POL) §87(2)(a). POL §87(2)(b) permits an agency to deny access to records or portions thereof that if disclosed would constitute an unwarranted invasion of personal privacy under POL § 89(2). Disclosure of data of students in counts of 5 or below could, if disclosed, be used to identify individual parents or students, and reveal other information that is private. Such a violation of privacy is unwarranted, and consequently, access to the referenced data is denied.

This concludes the Records Access Unit’s response, and your request will be marked as “closed” in the Unit’s database as of the date of this letter.

Any person denied access to a record may appeal the decision in writing within thirty days. Please state a specific ground for appeal and include copies of the initial request and the denial. Appeals should be sent to: Liz Vladeck, General Counsel, c/o Office of Legal Services, New York City Department of Education, 52 Chambers Street – Room 308, NY, NY 10007, [FOIL@schools.nyc.gov](mailto:FOIL@schools.nyc.gov).

Sincerely,

*Milena Schatzle /s/*

Milena Schatzle  
Deputy Records Access Officer  
[FOIL@schools.nyc.gov](mailto:FOIL@schools.nyc.gov)

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Data disaggregated by borough, race, and gender for the following:

- a. The total number of MDRs conducted during the 2021-2022 and 2022-2023 school years, as of December 31, 2022;
- b. The number of MDRs with a finding of "Manifestation" during the 2021-2022 and 2022-2023 school years, as of December 31, 2022;
- c. The number of MDRs with a finding of "No Manifestation" during the 2021-2022 and 2022-2023 school years, as of December 31, 2022;
- d. The number of MDRs in which the parent/guardian was present during the 2021-2022 and 2022-2023 school years, as of December 31, 2022;
- e. The number of MDRs in which the parent/guardian was absent during the 2021-2022 and 2022-2023 school years, as of December 31, 2022;
- f. The number of MDRs in which the parent/guardian was absent and the MDR finding was "Manifestation" during the 2021-2022 and 2022-2023 school years, as of December 31, 2022;
- g. The number of MDRs in which the parent/guardian was absent and the MDR finding was "No Manifestation" during the 2021-2022 and 2022-2023 school years, as of December 31, 2022;
- h. The number of MDRs in which a parent representative (e.g. attorney, social worker) was present during the 2021-2022 and 2022-2023 school years, as of December 31, 2022;
- i. The number of MDRs in which a parent representative (e.g. attorney, social worker) was present and the MDR finding was "Manifestation" during the 2021-2022 and 2022-2023 school years, as of December 31, 2022;
- j. The number of MDRs in which a parent representative (e.g. attorney, social worker) was present and the MDR finding was "No Manifestation" during the 2021-2022 and 2022-2023 school years, as of December 31, 2022;

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Parent representative includes "social worker", "advocate" or "other Individual brought by parent" MDR participants.

Borough code is based on the suspending school.

### A, B, and C- 2021-2022 MDRS and Assessment

2021-2022 MDR Assessment by Borough	K
Misconduct is Manifestation of Disability	96
Misconduct is Not Manifestation of Disability	301
<b>Grand Total</b>	<b>397</b>

2021-2022 MDR Assessment by Race/Ethnicity	American Indian/Alaskan Native
Misconduct is Manifestation of Disability	s
Misconduct is Not Manifestation of Disability	17
<b>Grand Total</b>	<b>s</b>

2021-2022 MDR Assessment by Gender	Female
Misconduct is Manifestation of Disability	85
Misconduct is Not Manifestation of Disability	285
<b>Grand Total</b>	<b>370</b>

### D and E- 2021-2022 Parent Attendance at MDR

2021-2022 Parent Attendance at MDR by Borough	K
No	96
Yes	301
<b>Grand Total</b>	<b>397</b>

2021-2022 Parent Attendance at MDR by Race/Ethnicity	American Indian/Alaskan Native
No	6
Yes	14
<b>Grand Total</b>	<b>20</b>

2021-2022 Parent Attendance at MDR by Gender	Female
No	89
Yes	281
<b>Grand Total</b>	<b>370</b>

### F and G- 2021-2022 MDRs where Parent Absent

2021-2022 MDRs where Parent Absent by Borough	K
Misconduct is Manifestation of Disability	17
Misconduct is Not Manifestation of Disability	79
<b>Grand Total</b>	<b>96</b>

2021-2022 MDRs where Parent Absent by Race/Ethnicity	American Indian/Alaskan Native
Misconduct is Manifestation of Disability	s
Misconduct is Not Manifestation of Disability	6
<b>Grand Total</b>	<b>s</b>

<b>2021-2022 MDRs where Parent Absent by Gender</b>	<b>Female</b>
Misconduct is Manifestation of Disability	24
Misconduct is Not Manifestation of Disability	65
<b>Grand Total</b>	<b>89</b>

**H, I and J- 2021-2022 MDRs with Parent Representatives**

<b>2021-2022 MDRs with Parent Representatives by Borough</b>	<b>K</b>
Misconduct is Manifestation of Disability	43
Misconduct is Not Manifestation of Disability	75
<b>Grand Total</b>	<b>118</b>

<b>2021-2022 MDRs with Parent Representatives by Race/Ethnicity</b>	<b>American Indian/Alaskan Native</b>
Misconduct is Manifestation of Disability	5
Misconduct is Not Manifestation of Disability	8
<b>Grand Total</b>	<b>13</b>

<b>2021-2022 MDRs with Parent Representatives by Gender</b>	<b>Female</b>
Misconduct is Manifestation of Disability	43
Misconduct is Not Manifestation of Disability	134
<b>Grand Total</b>	<b>177</b>

M	O	Q	R
69	s	67	40
172	s	206	216
<b>241</b>	<b>s</b>	<b>273</b>	<b>256</b>
Asian	Black	Hispanic	Multi-Racial
6	157	108	s
28	563	387	17
<b>34</b>	<b>720</b>	<b>495</b>	<b>s</b>

Male	Grand Total
227	312
789	1074
<b>1016</b>	<b>1386</b>

M	O	Q	R
33	s	64	73
208	s	209	183
<b>241</b>	<b>s</b>	<b>273</b>	<b>256</b>

Asian	Black	Hispanic	Multi-Racial
9	191	113	s
25	529	382	20
<b>34</b>	<b>720</b>	<b>495</b>	<b>s</b>

Male	Grand Total
247	336
769	1050
<b>1016</b>	<b>1386</b>

M	Q	R	X
12	17	13	12
21	47	60	58
<b>33</b>	<b>64</b>	<b>73</b>	<b>70</b>

Asian	Black	Hispanic	Multi-Racial
s	44	20	s
8	147	93	s
<b>s</b>	<b>191</b>	<b>113</b>	<b>s</b>

Male	Grand Total
47	71
200	265
<b>247</b>	<b>336</b>

M	Q	R	X
31	36	13	20
77	106	130	58
<b>108</b>	<b>142</b>	<b>143</b>	<b>78</b>

Asian	Black	Hispanic	Multi-Racial
s	72	55	s
11	250	141	s
<b>s</b>	<b>322</b>	<b>196</b>	<b>7</b>

Male	Grand Total
100	143
312	446
<b>412</b>	<b>589</b>

X	Grand Total
40	s
178	s
<b>218</b>	<b>s</b>

White	White, Not of Hispanic Origin	Unknown	Grand Total
26	s	7	312
57	s	s	1074
<b>83</b>	<b>s</b>	<b>s</b>	<b>1386</b>

X	Grand Total
70	s
148	s
<b>218</b>	<b>s</b>

White	Unknown	Grand Total
15	s	336
72	8	1050
<b>87</b>	<b>s</b>	<b>1386</b>

Grand Total
71
265
<b>336</b>

White	Grand Total
6	71
9	265
<b>15</b>	<b>336</b>

Grand Total
143
446
<b>589</b>

White	Unknown	Grand Total
9	s	143
30	s	446
<b>39</b>	<b>s</b>	<b>589</b>

**A, B, and C- YTD 2022-2023 MDRS and Assessment**

<b>YTD 2022-2023 MDR Assessment by Borough</b>	<b>K</b>
Misconduct is Manifestation of Disability	25
Misconduct is Not Manifestation of Disability	99
<b>Grand Total</b>	<b>124</b>

<b>YTD 2022-2023 MDR Assessment by Race/Ethnicity</b>	<b>American Indian/Alaskan Native</b>
Misconduct is Manifestation of Disability	s
Misconduct is Not Manifestation of Disability	s
<b>Grand Total</b>	<b>s</b>

<b>YTD 2022-2023 MDR Assessment by Gender</b>	<b>Female</b>
Misconduct is Manifestation of Disability	18
Misconduct is Not Manifestation of Disability	93
<b>Grand Total</b>	<b>111</b>

**D and E- YTD 2022-2023 Parent Attendance at MDR**

<b>YTD 2022-2023 Parent Attendance at MDR by Borough</b>	<b>K</b>
No	35
Yes	89
<b>Grand Total</b>	<b>124</b>

<b>YTD 2022-2023 Parent Attendance at MDR by Race/Ethnicity</b>	<b>American Indian/Alaskan Native</b>
No	s
Yes	s
<b>Grand Total</b>	<b>s</b>

<b>YTD 2022-2023 Parent Attendance at MDR by Gender</b>	<b>Female</b>
No	25
Yes	86
<b>Grand Total</b>	<b>111</b>

**F and G- YTD 2022-2023 MDRs where Parent Absent**

<b>YTD 2022-2023 MDRs where Parent Absent by Borough</b>	<b>K</b>
Misconduct is Manifestation of Disability	9
Misconduct is Not Manifestation of Disability	26
<b>Grand Total</b>	<b>35</b>

<b>YTD 2022-2023 MDRs where Parent Absent by Race/Ethnicity</b>	<b>Asian</b>
Misconduct is Manifestation of Disability	s
Misconduct is Not Manifestation of Disability	s
<b>Grand Total</b>	<b>s</b>



<b>YTD 2022-2023 MDRs where Parent Absent by Gender</b>	<b>Female</b>
Misconduct is Manifestation of Disability	5
Misconduct is Not Manifestation of Disability	20
<b>Grand Total</b>	<b>25</b>

**H, I and J- YTD 2022-2023 MDRs with Parent Representatives**

<b>YTD 2022-2023 MDRs with Parent Representatives by Borough</b>	<b>K</b>
Misconduct is Manifestation of Disability	10
Misconduct is Not Manifestation of Disability	37
<b>Grand Total</b>	<b>47</b>

<b>YTD 2022-2023 MDRs with Parent Representatives by Race/Ethnicity</b>	<b>American Indian/Alaskan Native</b>
Misconduct is Manifestation of Disability	5
Misconduct is Not Manifestation of Disability	5
<b>Grand Total</b>	<b>10</b>

<b>YTD 2022-2023 MDRs with Parent Representatives by Gender</b>	<b>Female</b>
Misconduct is Manifestation of Disability	12
Misconduct is Not Manifestation of Disability	39
<b>Grand Total</b>	<b>51</b>

M	O	Q
15	s	21
62	s	70
<b>77</b>	<b>s</b>	<b>91</b>

Asian	Black	Hispanic
s	48	24
11	174	127
<b>s</b>	<b>222</b>	<b>151</b>

Male	Grand Total
68	86
260	353
<b>328</b>	<b>439</b>

M	O	Q
12	s	21
65	s	70
<b>77</b>	<b>s</b>	<b>91</b>

Asian	Black	Hispanic
s	54	40
9	168	111
<b>s</b>	<b>222</b>	<b>151</b>

Male	Grand Total
82	107
246	332
<b>328</b>	<b>439</b>

M	O	Q
s	s	s
10	s	18
<b>s</b>	<b>s</b>	<b>s</b>

Black	Hispanic	White
13	s	s
41	35	s
<b>54</b>	<b>40</b>	<b>s</b>

Male	Grand Total
15	s
67	87
<b>82</b>	<b>s</b>

M	O	Q
7	s	15
34	s	28
<b>41</b>	<b>s</b>	<b>43</b>

Asian	Black	Hispanic
s	26	17
s	82	52
<b>s</b>	<b>108</b>	<b>69</b>

Male	Grand Total
34	46
116	155
<b>150</b>	<b>201</b>

R	X
16	9
72	49
<b>88</b>	<b>58</b>

Multi-Racial	White
s	7
s	25
<b>s</b>	<b>32</b>

R	X
19	19
69	39
<b>88</b>	<b>58</b>

Multi-Racial	White
s	s
s	27
<b>s</b>	<b>s</b>

R	X
s	s
15	17
<b>s</b>	<b>s</b>

Unknown	Grand Total
s	20
s	87
<b>s</b>	<b>107</b>

<b>R</b>	<b>X</b>
7	7
42	13
<b>49</b>	<b>20</b>

<b>Multi-Racial</b>	<b>White</b>
s	s
s	9
<b>s</b>	<b>s</b>

Grand Total
s
s
s

Unknown	Grand Total
s	86
7	353
s	439

Grand Total
s
s
s

Unknown	Grand Total
s	107
7	332
s	439

Grand Total
s
s
s

Grand Total
s
s
s

Unknown	Grand Total
s	46
6	155
s	201