

EXHIBIT M

- 1. RFI #2767 - Could you send me your have sent the section in the DAR related to discipline, including relevant appendices?**

See attachment, 2018-19 DAR Discipline Section and Appendices

- 2. RFI #2768 - Did you break out the data with respect to students with IEPs?**

No.

- 3. RFI #2769 - Is there a common approach to counseling with respect to alcohol and fighting and drugs?**

Yes, there is a common approach to the drug/alcohol workshops, and the fighting mediations.

Drug/Alcohol Workshops

Social Workers follow a specific program that is consistent across schools:

First Offense: students participate in a three-session workshop. Sessions are aligned to the school schedule, but durations generally range between 50-55 minutes. Over these three sessions, social workers cover the following topics with students: Your Brain and Body; Stages of Use; and Coping Skills.

Second Offense: students participate in a more intense, six-session workshop – also for approximately 50-55 minutes per session. Over these sessions, social workers dialogue with students over a wider range of topics including: pros/cons of use; why teens use; ways to prevent use; self-care; self-regulation skills; communication/social skills; personal values/beliefs, and healthy ways to meet needs.

Fighting Mediations

Fighting mediations are conducted by school counselors or, where needed, other trained staff. Fighting mediations are equivalent to restorative conferences, where students engage in dialogue – mediated by a trained adult – about the source of the conflict, the event(s) that caused the

violation, and healthy ways to resolve the conflict and restore both (or all) students back into the school community.

This approach can be differentiated based on the circumstance. Although it generally occurs in a small group setting between the students that fought, it can sometimes also include anger management support for one or more students involved, or more intense support to address the source(s) of the conflict (particularly in cases where a student is participating for the second or third time).

4. RFI #2770 - would it differ by race?

No.

5. RFI #2771 - Is counseling provided to individuals or to small groups?

For fighting, counseling involves a restorative conference by a trained and certified counselor between the students involved in the fight, utilizing a restorative practice approach. It may include individual counseling for anger management, where appropriate.

For drugs/alcohol, counseling takes the form of a workshop in small groups of students, led by a trained and certified social worker.

6. RFI #2772 - In the last couple of years has the in-school suspension situations been staffed by certified teachers?

Yes. ISI Teachers also are given additional training by the Student Relations Department and they meet quarterly to discuss best practices. In addition, classroom visitations are conducted once a semester from the SR department.

7. RFI #2773 - I have asked for data about recidivism and I would appreciate that that be broken out by race if possible.

Drug/Alcohol (D/A)

Among students who commit an initial drug or alcohol offense, only 15.7% overall commit a second such offense (a very low recidivism rate). This recidivism rate does not vary much by race/ethnicity: White – 17.4%; Hispanic – 15.1%; and African American – 14.4%.

Among students who commit an initial drug or alcohol offense, and then participate in a workshop, only 12.6% overall commit a subsequent such offense. This represents a 20% improvement as compared to the overall recidivism rate. Again, the recidivism rate for this group does not vary much by race/ethnicity: White – 14.6%; Hispanic – 12.0%; and African American – 11.3%.

Fighting

Among students who commit an initial fighting offense, only 16.3% overall commit a second such offense. This recidivism rate by race/ethnicity is: White – 17.8%; Hispanic – 13.8%; and African American – 20.5%.

Among students who commit an initial fighting offense, and then participate in a mediation, only 9.7% overall commit a subsequent such offense. This represents a 40% improvement as compared to the overall recidivism rate. The recidivism rate by race/ethnicity is: White – 11%; Hispanic – 7.2%; and African American – 13.8%.

Goals of Workshops and Mediations

The key purposes of workshops and mediation are to (a) reduce the days students are suspended out of school, and (b) reduce recidivism, by working with students on the root cause of their violation. The strategy appears to be working both to reduce exclusionary discipline, and also to improve recidivism significantly.