



Dangerous Weapons and Disciplinary Incidents

Fiscal Year 2013

Report to

the

Legislature

As required by

Minnesota Statutes,

section 212A.06, Subdivision 3

COMMISSIONER:

Brenda Cassellius, Ed. D.

Dangerous Weapons and Disciplinary

Incidents

February 2013

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FY 2013

Report to the Legislature

As required by

Minnesota

Statutes

Section 212A.06, Subdivision 3

Cost of Report Preparation

The total cost for the Minnesota Department of Education (MDE) to prepare this report was approximately \$600.00. This report provides information that MDE already collects as part of its normal business functions. The cost information does not include the cost of gathering and analyzing the data, but rather is limited to the estimated cost of actually preparing the report document.

Estimated costs are provided in accordance with Minnesota Statutes 2011, Section 3.197, which requires that at the beginning of a report to the legislature, the cost of preparing the report must be provided.

Executive Summary

Minnesota Statutes Section 121A.06, Subdivision 3, requires the Minnesota Department of Education (MDE) to annually report on disciplinary incidents, and incidents involving dangerous weapons, that occur in Minnesota public schools. The current report covers the 2011-2012 school years. Data for this report was obtained from MDE's Disciplinary Incident Report System (DIRS).

The majority of disciplinary incidents in the DIRS dataset can be characterized in the following way:

Type, hours and location

- The most common incident types are disruptive, disorderly conduct or insubordination (38.48 percent), and fighting (13.30 percent). They are followed by assault (5.86 percent), threat/intimidation (5.69 percent), other (5.66 percent) and verbal abuse (5.43 percent).
- The majority of all reported incidents occur during school hours (96.14 percent).
- Most incidents occur in the classroom (41.35 percent) or other indoor areas (25.8 percent), followed by the hallway (16.38 percent).

Weapons, victims and cost

- Although most incidents do NOT involve weapons (.02 percent of all incidents), when a weapon is involved, the most common weapon type is some form of a knife: pocket knife, less than 2 and half inches (29.59 percent), knife (22.45 percent) or pocket knife 2 and half inches or greater (16.87 percent).
- Seventy-six and a half percent of incidents do not involve victims (76.52 percent).
- The vast majority of incidents (98.98 percent) did not report any associated cost. For those incidents with property damaged/loss, the majority had estimated costs of less than \$500.00.

Gender, grade, enrollment, LEP and IEP status

- Male offenders commit three-quarters (73.62 percent) of the incidents.
- Most offenders are clustered in the following grades: seventh, eighth, ninth, tenth and eleventh.
- With a very few exceptions, most incidents are committed by youth who are students enrolled at the school of the incident.
- Six percent of students suspended are Limited English Proficient.
- Students with an Individual Education Program commit 50.18 percent of the disciplinary incidents.
 - Eight hundred twenty-four kindergarten students were involved in disciplinary incidents or 1.3 percent. Research indicates that early suspension can be predictive of educational difficulties, disconnection from learning and dropping out of school.

Race and Disproportionality

- The majority of offenders are White, Non-Hispanic (41.37 percent) or Black, Non-Hispanic (41.54 percent). Almost eight percent of offenders are Hispanic/Latino (7.9 percent), six percent are American Indian (6.93 percent), and two percent are Asian/Pacific Islanders (2.25 percent).
- White, Non-Hispanic students constitute 73.8 percent of the student population, Black, Non-Hispanic students constitute 10.2 percent, Hispanic students constitute 7.1 percent, Asian/Pacific Islanders 6.7 percent and American Indian 2.2 percent of the Minnesota student population.
- The state data continues to show a disproportionate minority representation in suspensions. Black, Non-Hispanic students are seven times more likely to be suspended than their White counterparts are; American Indian students are five times more likely to be suspended, and Hispanic students are twice as likely to be suspended as White students are.
 - Students with an Individual Education Program constitute 13.4 percent of the total K-12 enrollment, but 39.1 percent of the students involved in a suspension, expulsion or exclusion. For Federal reporting purposes, additional actions are reported for Special Education students, which are not reported for general education students.

Disciplinary Actions Taken

- The majority of incidents in the DIRS dataset result in out-of-school suspensions.

The last four years has seen a trend downwards in the total number of days suspended out of school, from 129,829 in 2008-09, to 126,070 in 2011-12. There was a slight uptick in expulsions after a three-year trend down, with 272 expulsions in 2008-09, 264 in 2009-10, 215 in 2010-11 and 220 in 2011-12.

See Appendix B for trend graph.

As a result of reporting requirements, a desire for additional local validation of disciplinary data, and the need for a broad variety of users to access disciplinary incident data, MDE developed a Web-based reporting system for disciplinary incidents-the Disciplinary Incident Reporting System (DIRS). This system was implemented in 2004-2005 school year and was in use for the 2005-2006 through the 2010-2011 school years with minor revisions each year to the process. DIRS will continue to be used to provide data for subsequent reports required by Minnesota Statutes Section 121A.06, Subdivision 3.

Local Education Agencies (LEA's) may submit disciplinary incidents using:

[MDE Data Submissions](#)

INTRODUCTION

Each year, Minnesota school districts and charter schools (LEA's—Local Education Agencies) are required to report all disciplinary incidents resulting in a student being out of school for more than one day, as well as all incidents involving the use or possession of a dangerous weapon in school zones. During the 2010-2011 school year, LEA's submitted reports electronically through the Minnesota Department of Education's Disciplinary Incident Reporting System (DIRS), a Web-based reporting system. Slight revisions were made to the 2006-07, 2007-08, 2008-09, 2009-10 and 2010-2011 versions of DIRS to make the process more user-friendly and to increase the accuracy of the data. Note that several large districts submit their data electronically through a batching process, rather than directly through the Web-based reporting system.

The DIRS system gathers a variety of information about disciplinary incidents, including the following items: type of disciplinary incident; time of incident; location of incident; whether a weapon was involved in the incident; the number of victims involved in the incident; the estimated property cost of an incident; the gender, race/ethnicity, grade, school status, Individual Education Plan (IEP) status, 504 status, and disability status of the offender; disciplinary action taken and number of days suspended or out of school. Although a few additional items are collected as part of the DIRS system for federal reporting requirements, only the above items are included in this report.

CAUTIONS ABOUT DATA

The data captured by the DIRS system are not verified or validated with individual LEA's. The data presented in this report are drawn directly from the DIRS system. Only minimal efforts are made to check or verify the data beyond the validation processes included in the DIRS system. The only incidents excluded for the DIRS system were those incidents that had no "incident type" recorded. Aside from incident type, where other data elements are missing from the system, a separate category for missing data is presented in the data tables for each variable.

Note that in School Year 2010-2011, the DIRS system included additional data validation checks related to a student's race and ethnicity by validating the information entered in DIRS with the information that has been submitted with a student's Minnesota Automated Reporting Student System (MARSS) number (an individual student level tracking number).

The unique (unduplicated) total number is the unique total number of disciplinary *incidents*. Data reported as total number of *students or number of actions* may have a total number that is larger than the Incident unique number, because of duplicate counting across categories. This can be seen on charts such as the data on race and ethnicity, actions, Individual Education Programs (IEP) and the Limited English Proficiency (LEP).

The reader is cautioned not to draw conclusions by comparing DIRS data across years. Incidents in the DIRS system are a reflection of many factors, including the quality of data entered, training and capacity of staff to enter data, as well as individual disciplinary policies of and enforcement of policies by each district. To date, MDE has provided minimal on-going, consistent technical assistance or training to districts to support entry of data into the DIRS system. MDE has provided guidance to districts regarding uniformity of data through the HELP assistance available through the electronic system.

TYPE OF DISCIPLINARY INCIDENTS: SCHOOL YEAR 2011-2012

Disciplinary incidents are categorized into one of 26 different types. Included below in Table 1 are the number and percentages of disciplinary incidents by type. Incidents of “disruptive, disorderly conduct or insubordination” (38.48 percent) and “fighting,” (13.30 percent) are the most common, followed by “assault,” “threat/intimidation” “other”, and “verbal abuse” incidents. Figure 1 represents a graphic illustration of Table 1, using percent of incidents.

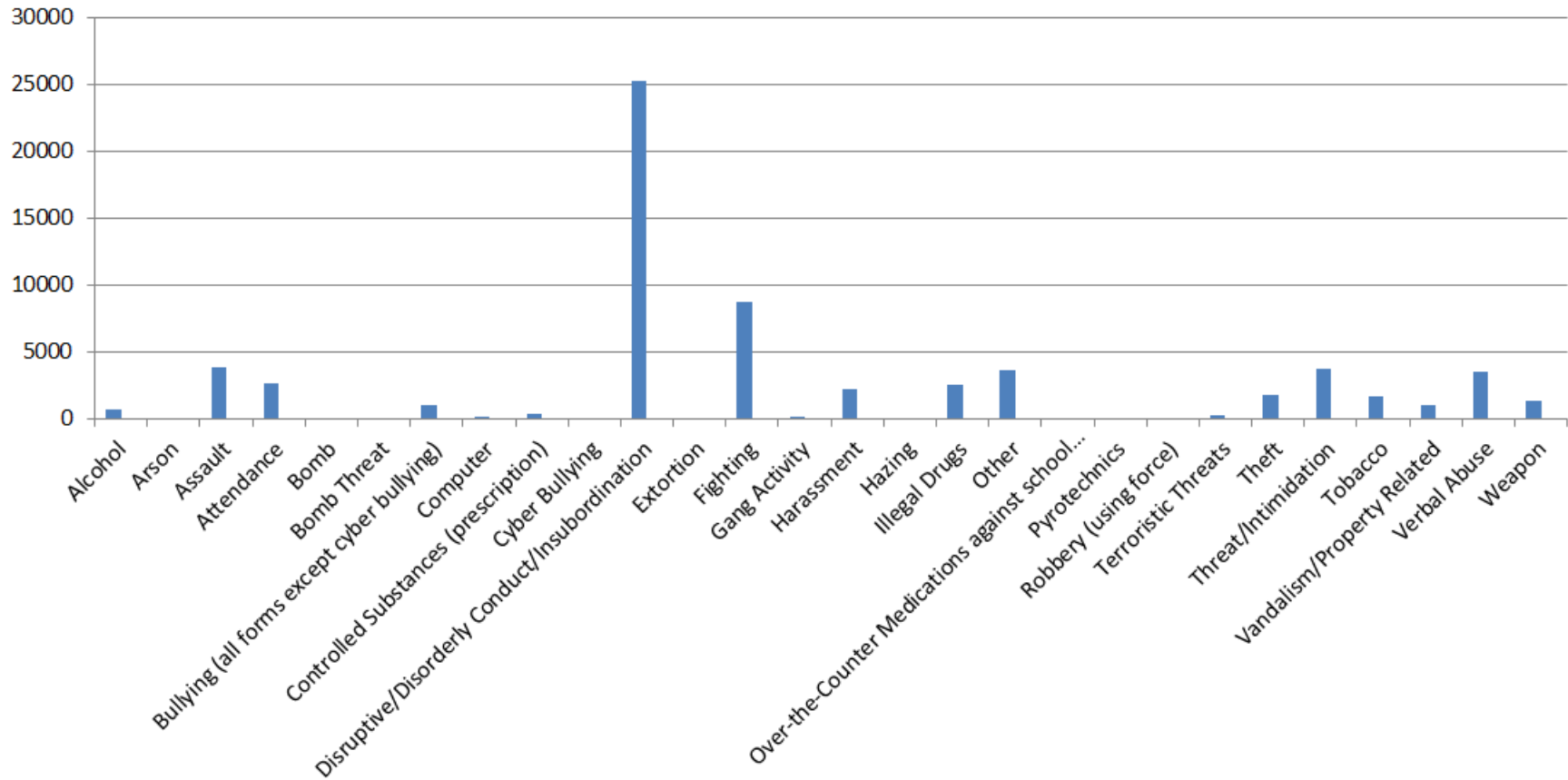
Table 1: Type of Incident

	Number	Percent
Alcohol	684	1.04%
Arson	54	0.08%
Assault	3839	5.86%
Attendance	2638	4.03%
Bomb	4	0.01%
Bomb Threat	36	0.05%
Bullying (all forms except cyber bullying)	1096	1.67%
Computer	178	0.27%
Controlled Substances (prescription)	447	0.68%
Cyber Bullying	110	0.17%
Disruptive/Disorderly Conduct/Insubordination	25206	38.48%
Extortion	7	0.01%
Fighting	8712	13.30%
Gang Activity	201	0.31%
Harassment	2194	3.35%
Hazing	20	0.03%
Illegal Drugs	2563	3.91%
Other	3705	5.66%
Over-the-Counter Medications against school policy	106	0.16%
Pyrotechnics	77	0.12%
Robbery (using force)	10	0.02%
Terroristic Threats	330	0.50%
Theft	1838	2.81%
Threat/Intimidation	3725	5.69%
Tobacco	1743	2.66%
Vandalism/Property Related	999	1.53%

Verbal Abuse	3554	5.43%
Weapon	1422	2.17%
Grand Total	65498	100.00%

unique incident count: 60036

Figure 1. Type of Incident (Percent) 2011-12

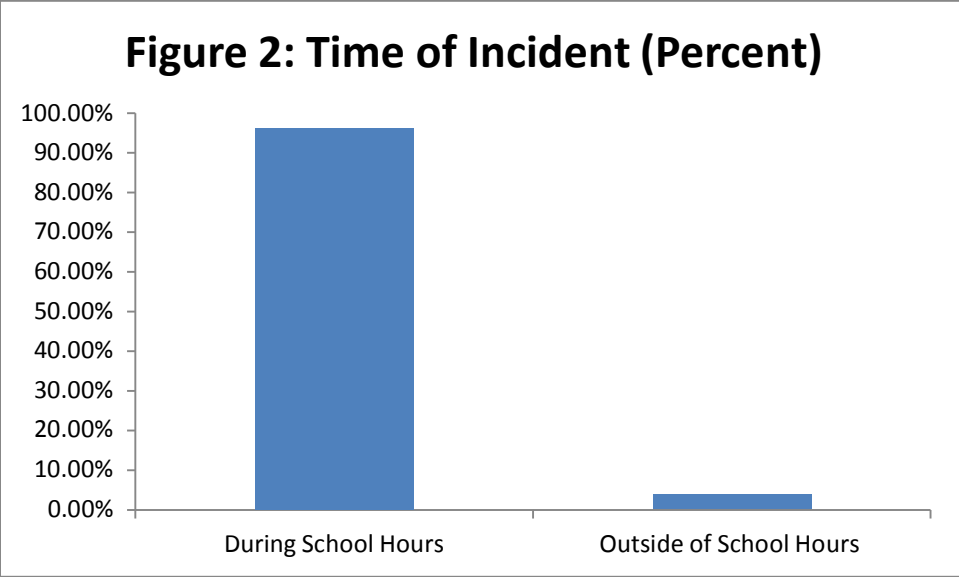


TIME OF DISCIPLINARY INCIDENTS: SCHOOL YEAR 2011-12

Disciplinary incidents are categorized into one of two different incident times when they occurred. Incidents occurring “during school hours” represent the majority of disciplinary incidents reported by the school districts. Included below in Table 2 are the frequencies and percentages of the times of disciplinary incidents. Figure 2 represents a graphic illustration of Table 2, using percent of incidents.

TABLE 2. Time of Incident

Time of Incident	Number of Incidents	Percent
During School Hours	57720	96.14%
Outside of School Hours	2316	3.86%
Grand Total	60036	100.00%



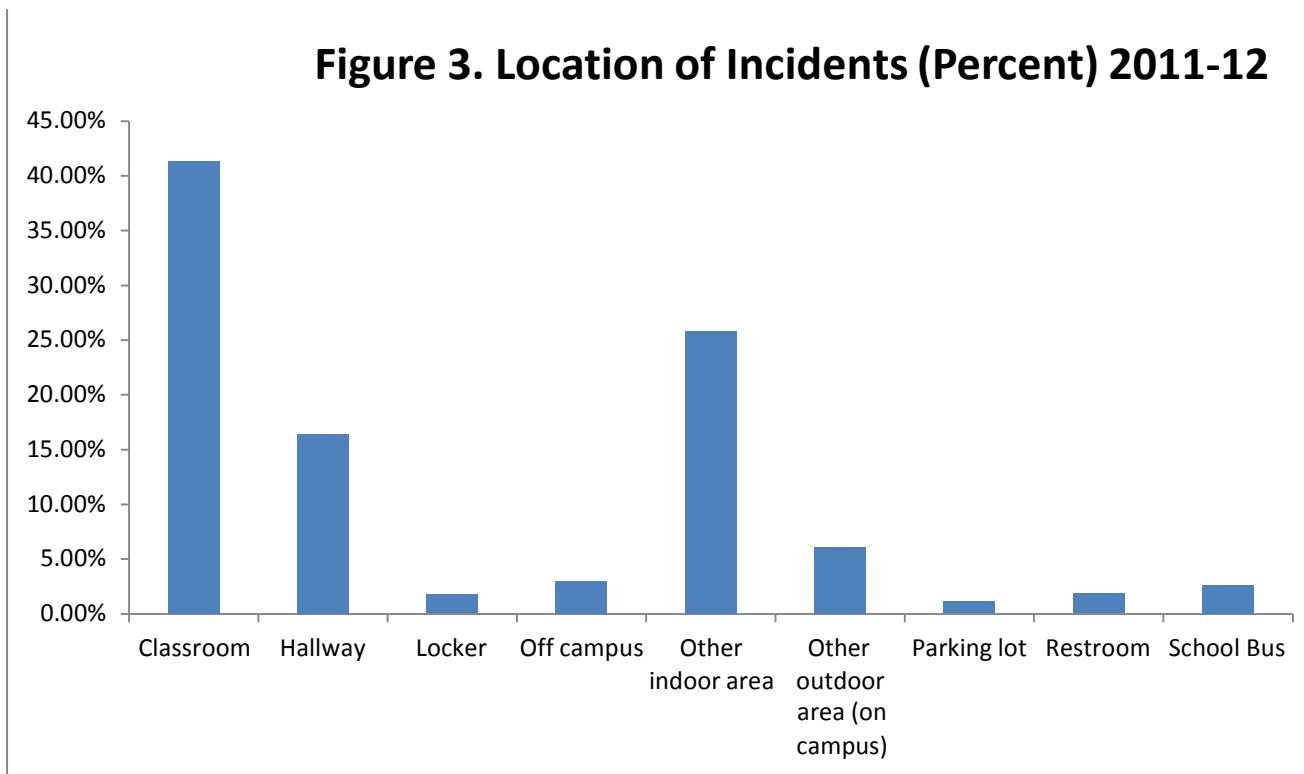
LOCATION OF INCIDENTS: SCHOOL YEAR 2011-12

Disciplinary incidents are categorized into one of nine different locations where they occurred. Incidents occurring in the “classroom” and “other indoor area” are the most common, followed by “hallway.” Included below in Table 3 are the number and percentages of disciplinary incidents by location. *Please note*, districts may count more than one location in reporting an incident. Figure 3 represents graphic illustrations of Table 3, using percent of incidents.

TABLE 3. Location of Incident

Location	Number of Incidents	Percent
Classroom	25378	41.35%
Hallway	10052	16.38%
Locker	1067	1.74%
Off campus	1837	2.99%
Other indoor area	15832	25.80%
Other outdoor area (on campus)	3760	6.13%
Parking lot	701	1.14%
Restroom	1148	1.87%
School Bus	1596	2.60%
Grand Total	61371	100.00%

Figure 3. Location of Incidents (Percent) 2011-12



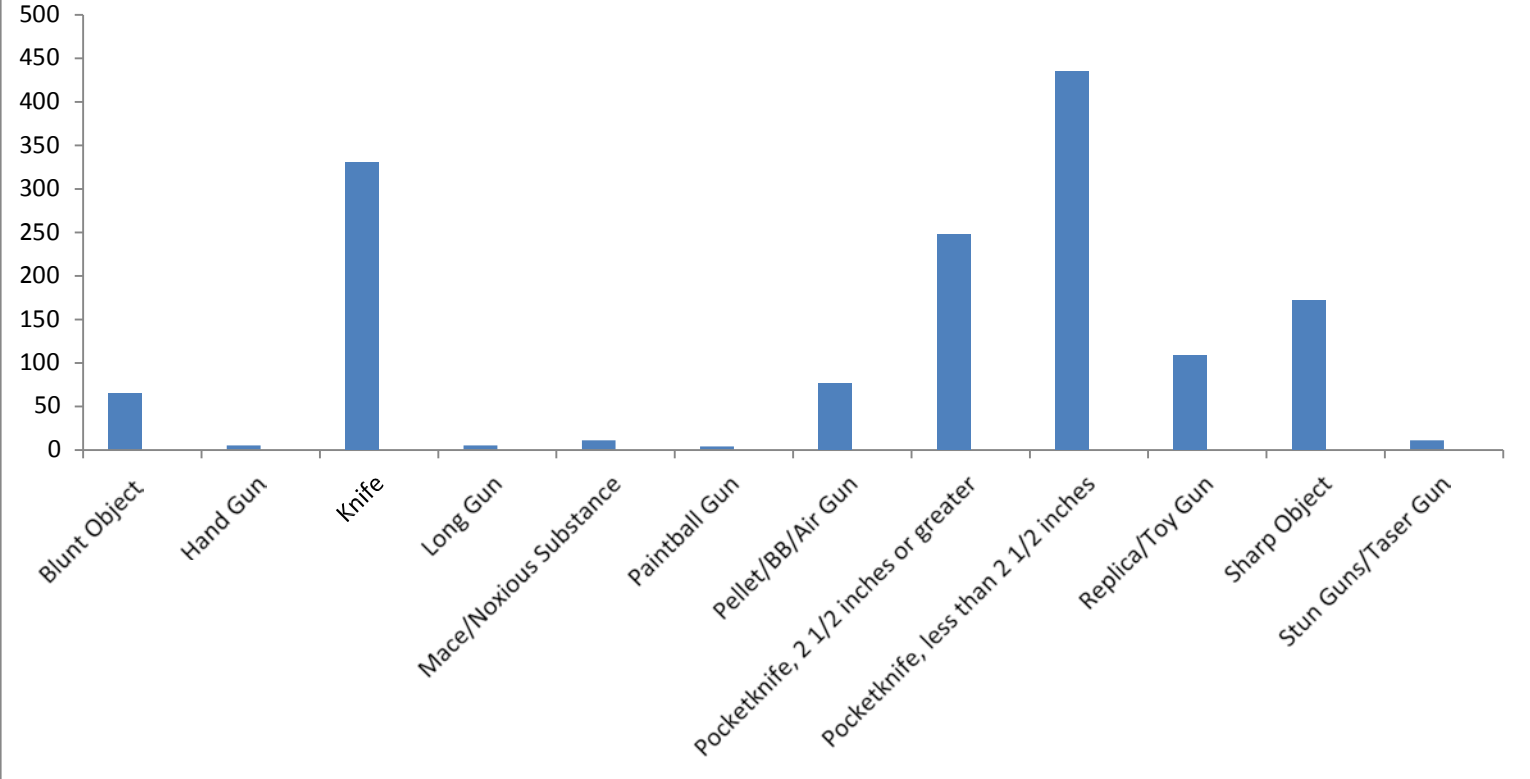
INVOLVEMENT OF WEAPONS IN DISCIPLINARY INCIDENTS: SCHOOL YEAR 2011-12

If disciplinary incidents involve weapons, the weapons are categorized into one of twelve different types. Although weapons are involved in only 2.17 percent of all incidents (see Table 1 and Figures 1), when weapons are involved, “pocketknife, less than 2 ½ inches” and “knife” are the most common, followed by “pocketknife, 2 ½ inches or greater.” Included below in Table 4 are the numbers and percentages weapons reported. Figure 4 represents a graphic illustration of Table 4, using a percentage of the number of weapons reported.

TABLE 4. Involvement of Weapon in Incident

Weapon Type	Number of Weapons	Percentage
Blunt Object (ex: numchuck or nunchaku, chains)	65	4.42%
Hand Gun	5	0.34%
Knife	330	22.45%
Long Gun	5	0.34%
Mace/Noxious Substance	11	0.75%
Paintball Gun	4	0.27%
Pellet/BB/Air Gun	76	5.17%
Pocketknife, 2 1/2 inches or greater	248	16.87%
Pocketknife, less than 2 1/2 inches	435	29.59%
Replica/Toy Gun	109	7.41%
Sharp Object - not a knife or pocketknife (ex: razor blade, Chinese star)	171	11.63%
Stun Guns/Taser Gun	11	0.75%
Grand Total	1470	100.00%

Figure 4. Incident by Weapon Type (Percent) 2011-12



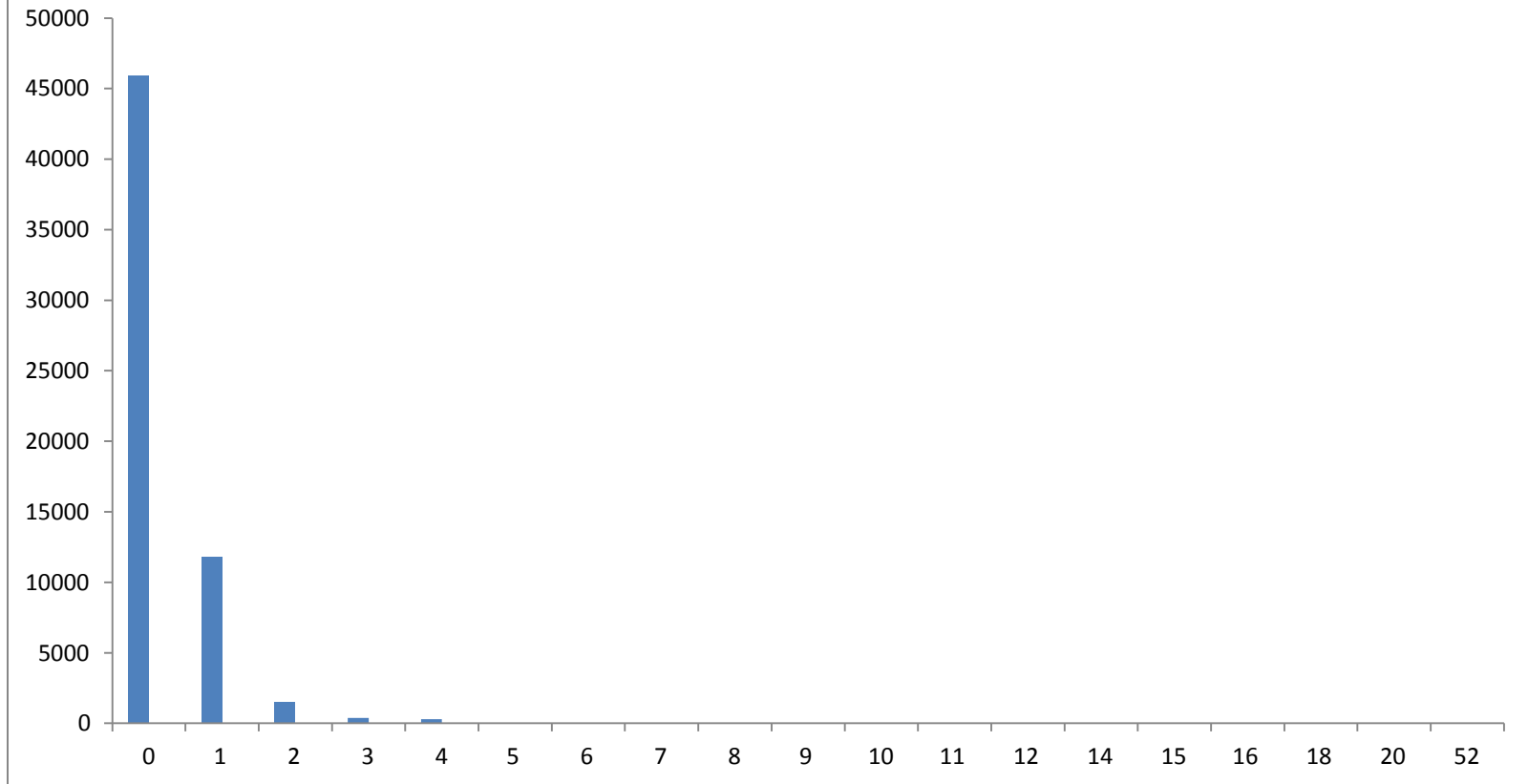
NUMBER OF VICTIMS INVOLVED: SCHOOL YEAR 2011-12

Disciplinary incidents are recorded with the number of victims involved. Although school districts can enter any number of victims, for the purposes of this report, the number of victims has been collapsed. Three-quarters of incidents included in the DIRS dataset were reported as incidents where no victims were involved. Table 5, below, documents the number of victims per incidents reported and percentages of those incidents. Figure 5 represents a graphic illustration of Table 5, using percent of incidents.

TABLE 5. Number of Incidents with Victims Involved

Number of Victims	Number of Incidents	Percent
0	45938	76.52%
1	11785	19.63%
2	1476	2.46%
3	376	0.63%
4	299	0.50%
5	19	0.03%
6	80	0.13%
7	4	0.01%
8	24	0.04%
9	12	0.02%
10-20	22	0.03%
52	1	0.00%
Grand Total	60036	100.00%

Figure 5. Number of incidents with Victims (Percent) 2011-12



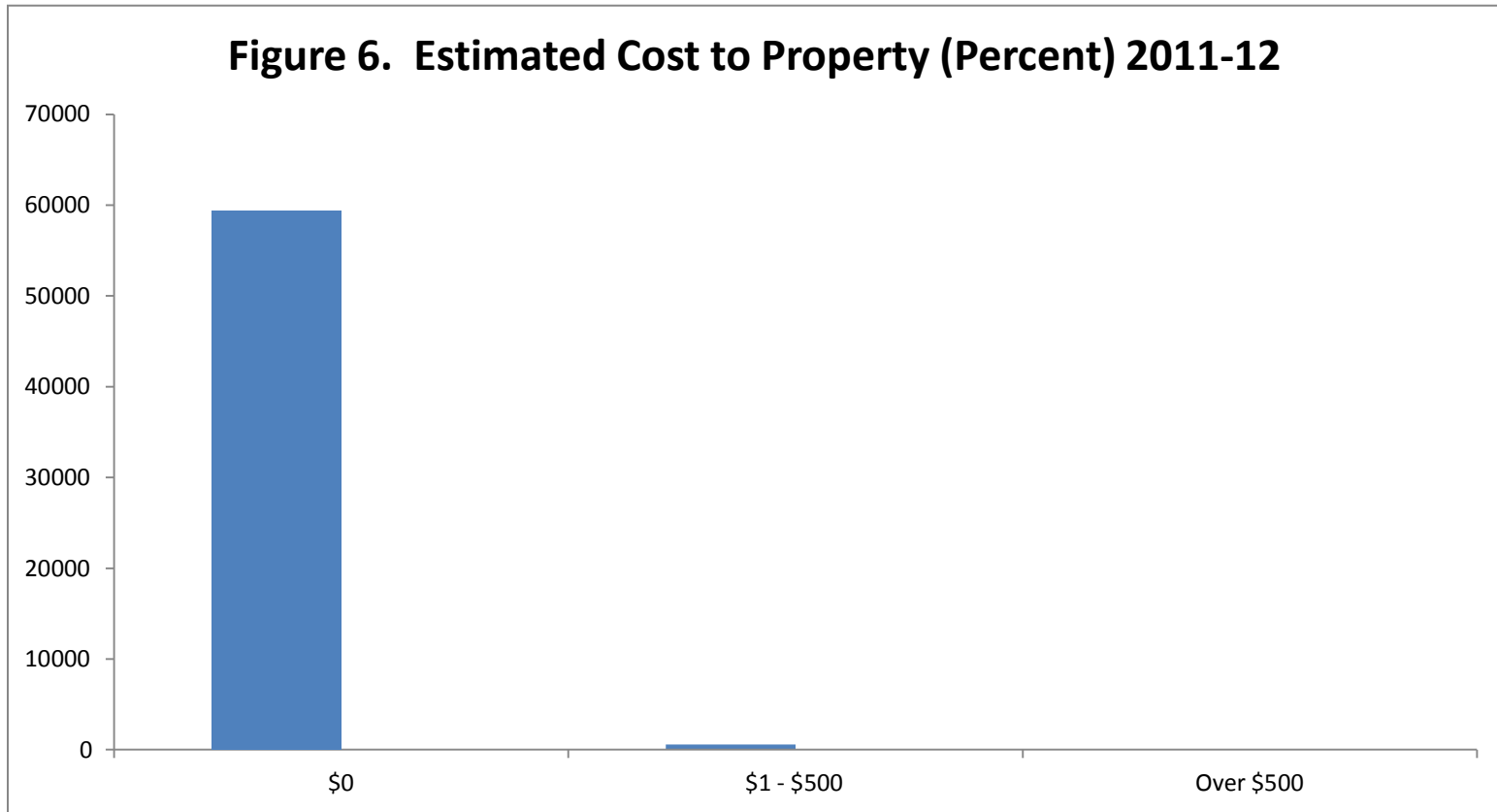
ESTIMATED COST TO PROPERTY: SCHOOL YEAR 2011-12

A disciplinary incident where a victim has been reported also asks for the estimated damage to property. Districts are asked to select a range of the estimated damage. In the 2011-2012 school years, one percent of the incidents were cited for incurring a cost. Most incidents had no cost to property as set forth in Table 6 below. Figure 6 represents graphic illustrations of Table 6, using percent of incidents.

TABLE 6. Estimated Cost to Property

TABLE 6. Estimated Cost to Property		
Cost	Number of Incidents	Percent
\$0	59421	98.98%
\$1 - \$500	556	0.93%
Over \$500	59	0.10%
Grand Total	60036	100.00%

Figure 6. Estimated Cost to Property (Percent) 2011-12



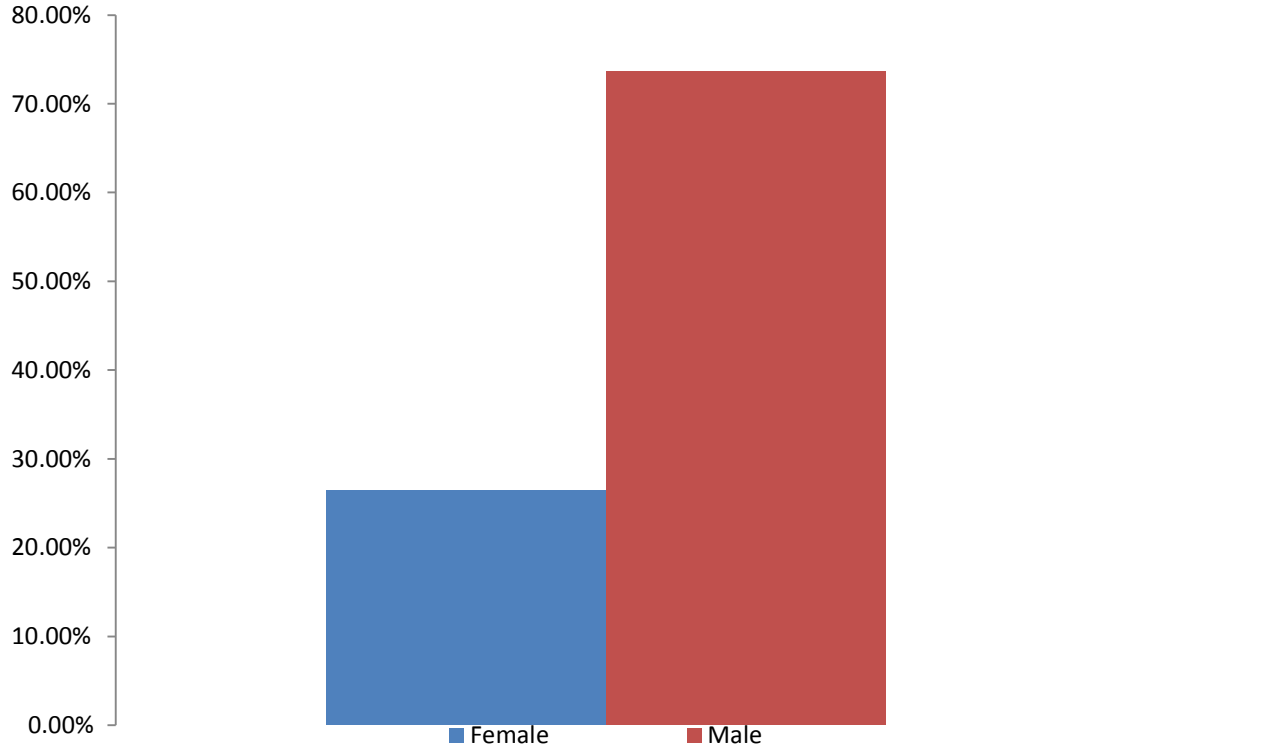
GENDER OF OFFENDERS: SCHOOL YEAR 2011-12

Gender of offender is recorded for each disciplinary action. Included below in Table 7 are the number of actions and percentages reported in DIRS by gender of offender. The majority of offenders in the DIRS dataset are males. Figure 7 represents graphic illustrations of Table 7, using the percent of the actions.

Because this is an action count, each student can be counted more than once if the student had more than one disciplinary action in the same school year. See table 15 for a list of disciplinary actions.

Gender	Number of Actions	Percent
Female	16474	26.38%
Male	45977	73.62%
Total	62,451	100.0%

Figure 7. Gender of Offender (Percent) 2011-12



RACE/ETHNICITY OF OFFENDERS: SCHOOL YEAR 2011-12

The race/ethnicity of the offender is recorded for each disciplinary action. The majority of offenders in the DIRS dataset is White, Non-Hispanic; followed by Black, Non-Hispanic. Because this is an action count, each student can be counted more than once if the student had more than one disciplinary action in the same school year. See table 15 for a list of disciplinary actions.

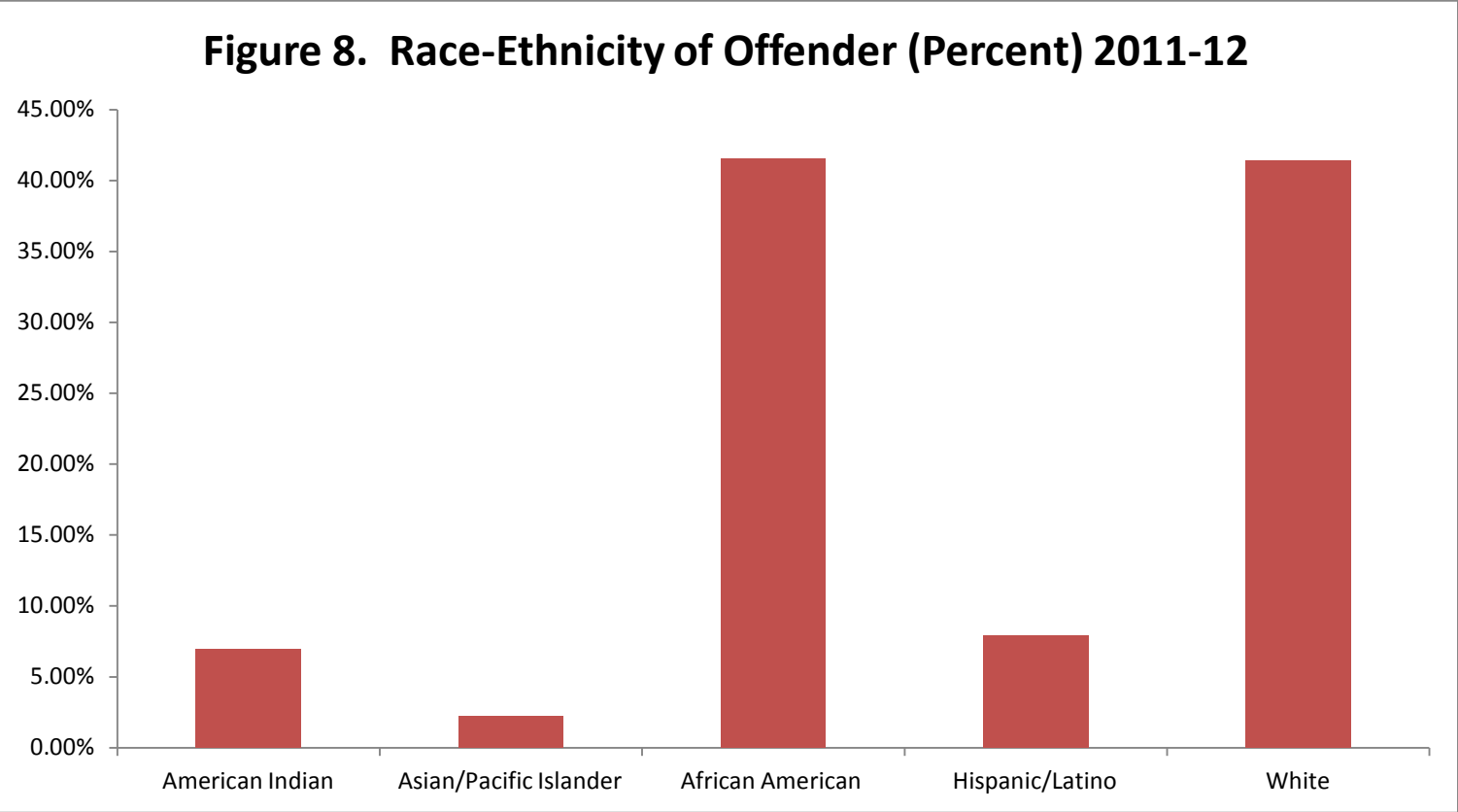
In 2011-2012, Minnesota student demographics, as cited by the Minnesota Department of Education Website, were as follows: American Indian or Alaskan Native: 2.2 percent; Asian or Pacific Islander: 6.7 percent; Hispanic: 7.1 percent; Black, Non-Hispanic: 10.2 percent; White, Non-Hispanic: 73.8 percent. The total enrollment was 839,426 students.

Included below in Table 8 are the number and percentages of students involved in a disciplinary action by race/ethnicity of offender. Figure 8 represents a graphic illustration of Table 8, using percent of students involved in disciplinary actions.

TABLE 8. Race/Ethnicity of Offender

Race/Ethnicity	Number of Actions	Percent
American Indian	4,325	6.93%
Asian/Pacific Islander	1,405	2.25%
Black, Non-Hispanic	25,942	41.54%
Hispanic	4,941	7.91%
White	25,838	41.37%
Total	62,451	100.00%

Figure 8. Race-Ethnicity of Offender (Percent) 2011-12



GRADE OF OFFENDERS: SCHOOL YEAR 2011-12

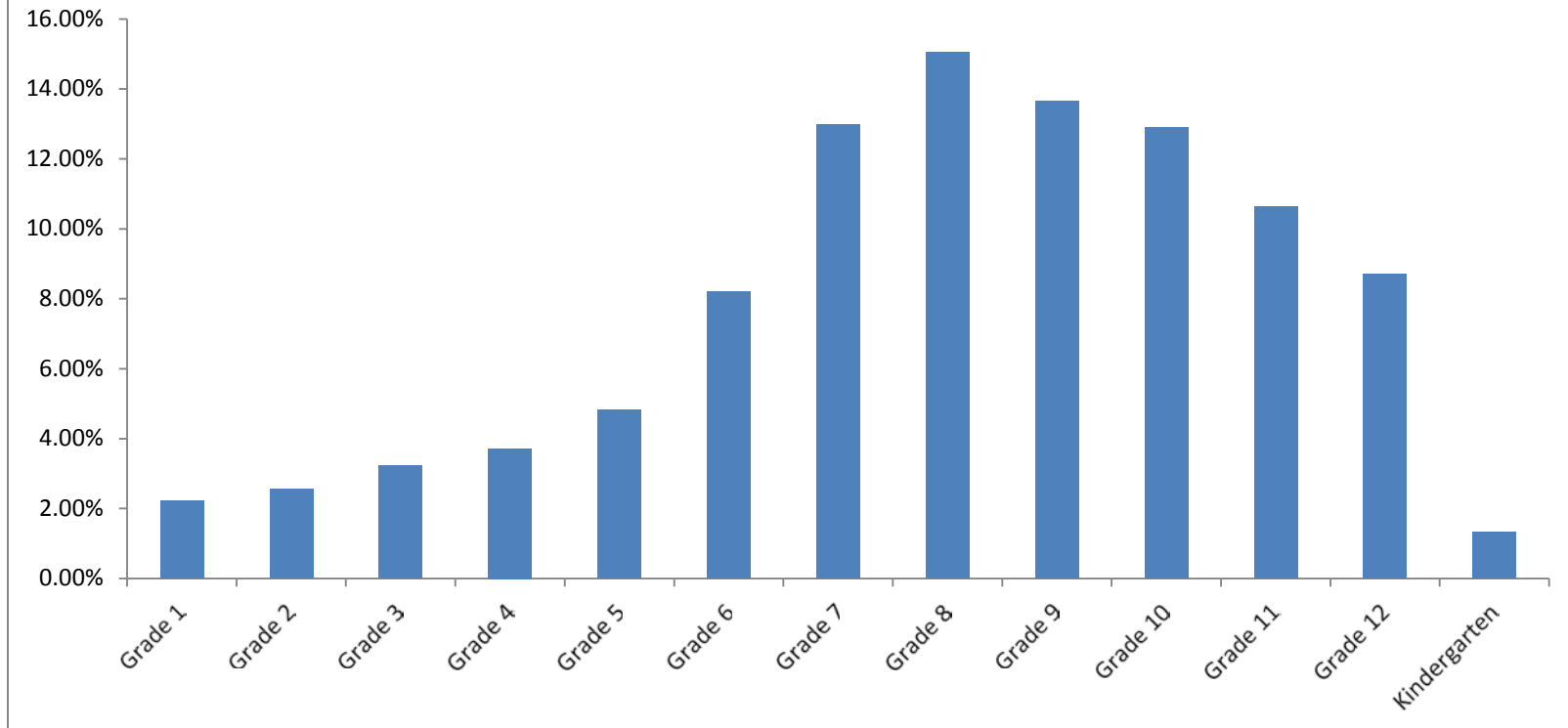
Grade of offender is recorded for each disciplinary action. The majority of offenders in the DIRS dataset is clustered around seventh, eighth, ninth, tenth and eleventh grades.

Included below in Table 9 are the numbers of actions and percentages by grade of offender. Figure 9 represents a graphic illustration of Table 9, using percent of actions. Because this is an action count, each student can be counted more than once if the student had more than one disciplinary action in the same school year. See table 15 for a list of disciplinary actions.

TABLE 9. Grade of Offenders

Grade	Number of Actions	Percent
Grade 1	1394	2.23%
Grade 2	1592	2.55%
Grade 3	2022	3.24%
Grade 4	2322	3.72%
Grade 5	3005	4.81%
Grade 6	5127	8.21%
Grade 7	8113	12.99%
Grade 8	9404	15.06%
Grade 9	8525	13.65%
Grade 10	8048	12.89%
Grade 11	6638	10.63%
Grade 12	5437	8.71%
Kindergarten	824	1.32%
Total	62451	100.00%

Figure 9. Grade of Offender (Percent) 2011-12



SCHOOL STATUS OF OFFENDERS: SCHOOL YEAR 2011-12

School status of the offender is recorded for each disciplinary incident. Almost all of the offenders in the DIRS data set are students enrolled at the school of the incident.

Included below in Table 10 are the number of incidents and percentages of disciplinary incidents by school status of offender.

TABLE 10. School Status of Offender

School Status	Number of Incidents	Percent
Involving Enrolled Offenders	60023	99.98%
Involving Non-Enrolled Offenders	13	0.02%
Total	60036	100.00%
Unique incident count: 60036		

INDIVIDUAL EDUCATION PLAN (IEP): SCHOOL YEAR 2011-12

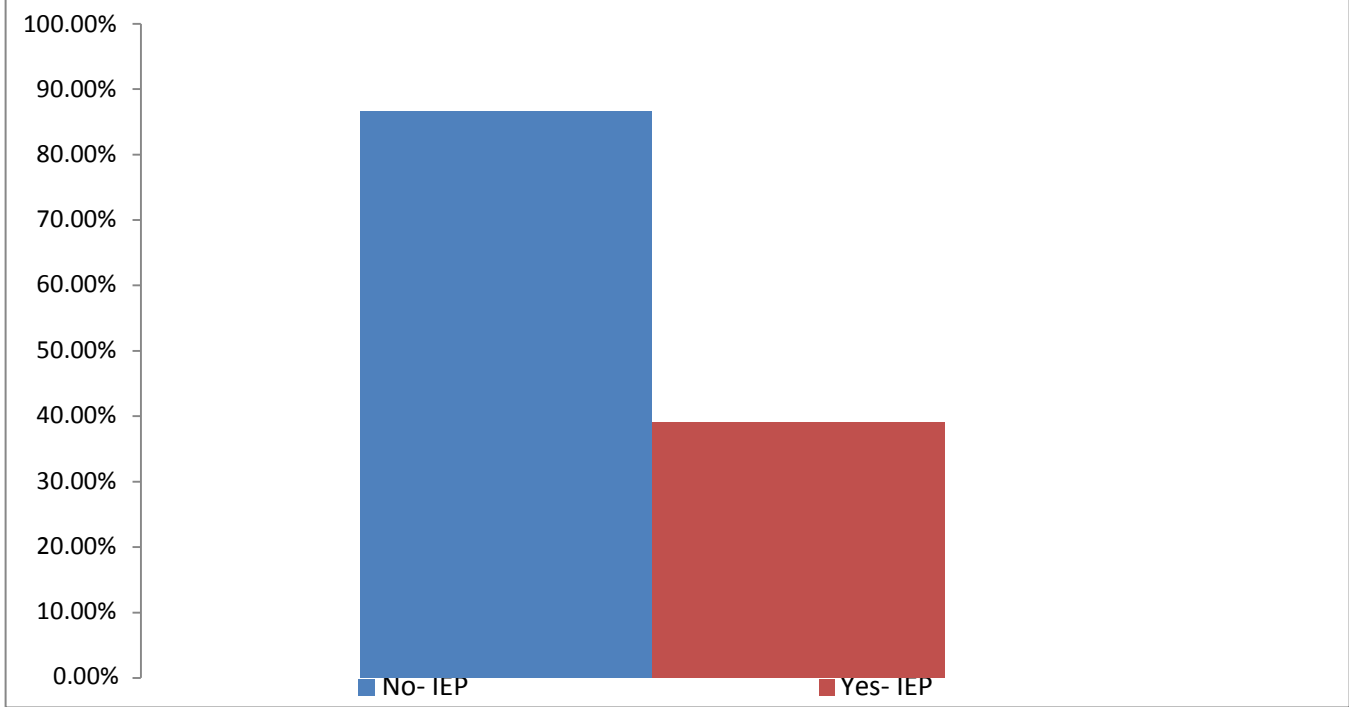
Individual Education Programs (IEP) for offenders is recorded for each disciplinary action. For Federal reporting purposes, additional actions are reported for Special Education students that are not reported for general education students. For purposes of this chart, only actions that are reported for both general education and special education are listed. Thirty-nine percent of the offenders in the DIRS dataset have an IEP (compared with 13.9 percent of all students with an IEP enrolled in public schools in the 2011-2012 school year).

Included below in Table 11 are percentages of IEP status of offender. Figure 10 is a graphic illustration of Table 11, using percent of actions.

TABLE 11. IEP Status of Offender

IEP STATUS	Number of Actions by Disability	Percent
No- IEP	30,203	60.9%
Yes- IEP	19,406	39.1%
Total	49,609	100.00%

Figure 10. IEP Status of Offender (Percent) 2011-12



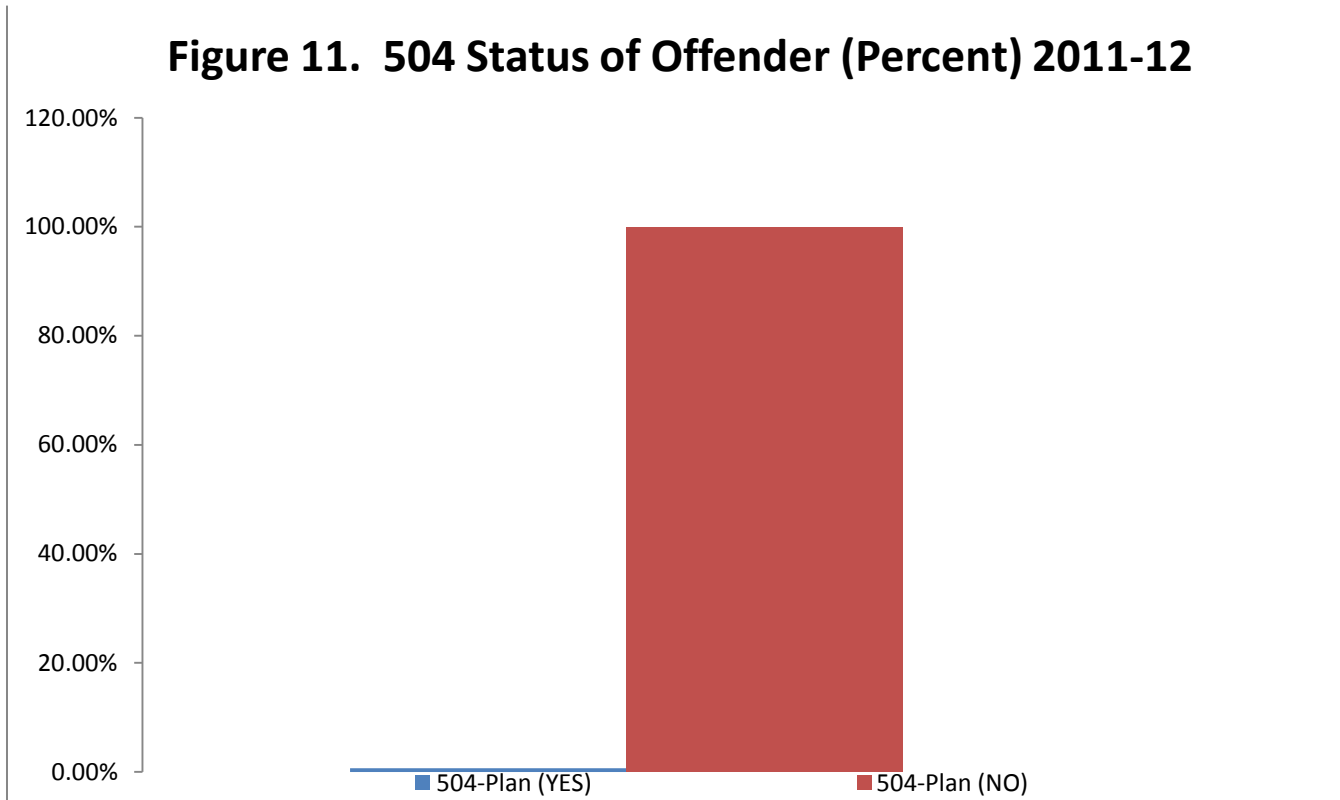
504 STATUSES OF OFFENDERS: SCHOOL YEAR 2011-12

Table 12 shows the number of actions and percentages of 504 status of offender for this school year. Less than one percent of offenders in the DIRS dataset have a 504 Status. The 504 status of a student may change during a school year, so a student may be counted more than once. Figure 11 represents a graphic illustration of Table 12, using percent of actions.

TABLE 12. 504 Status of Offender

Disability		
504-Plan (YES)	394	0.63%
504-Plan (NO)	62,451	99.9%
Total	62,845	100.00%

Figure 11. 504 Status of Offender (Percent) 2011-12



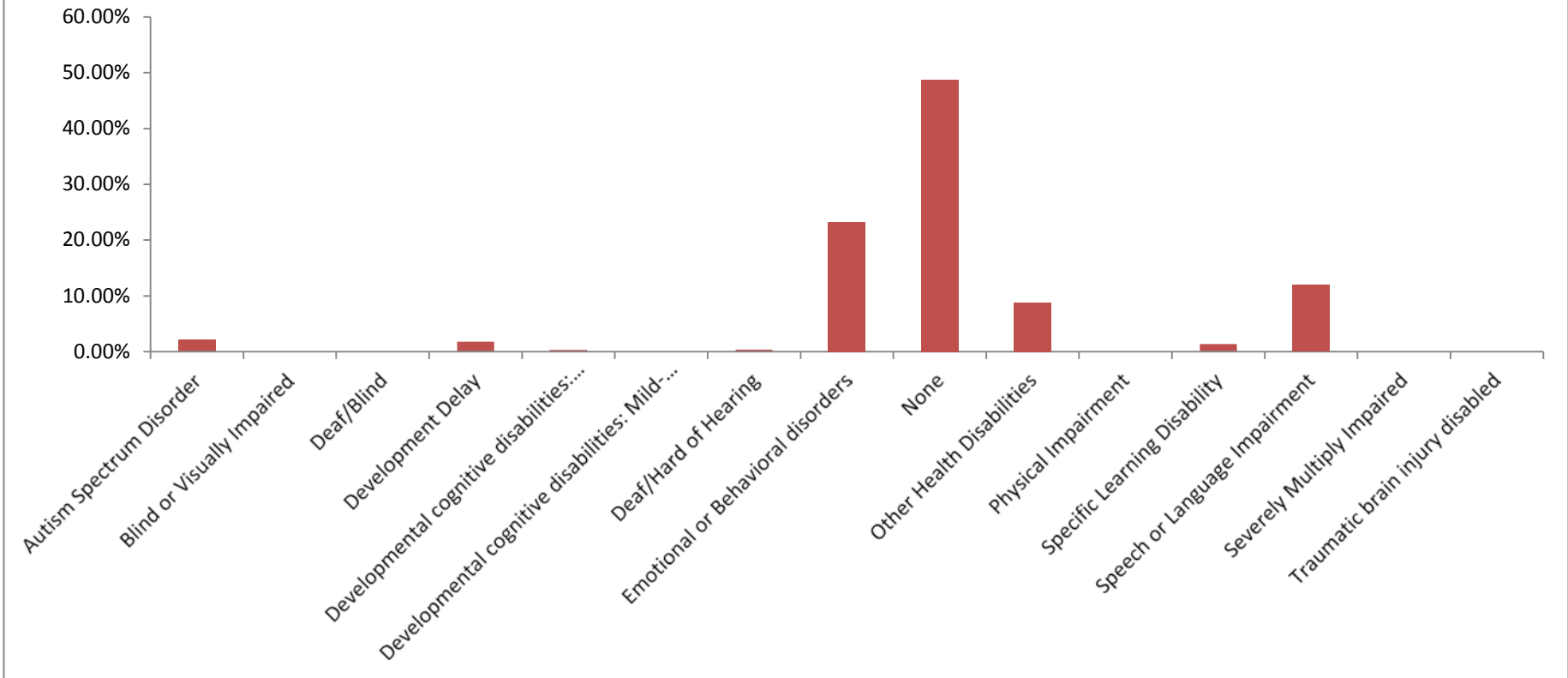
DISABILITY STATUS OF OFFENDERS: SCHOOL YEAR 2011-12

Disability status of the offender is recorded for each disciplinary action. The majority of offenders do not have a disability. Of those students with a disability, “emotional/behavioral disorders” and “specific learning disability” are the most common disabilities. Included below in Table 13 are the number of actions and percentages of the disability status of offenders. Figure 12 represents a graphic illustration of Table 13, using percent of actions.

TABLE 13. Disability of Offenders

Disability	Number of Actions	Percent
Autism Spectrum Disorder	1370	2.19%
Blind or Visually Impaired	19	0.03%
Deaf/Blind	3	0.00%
Development Delay	1113	1.78%
Developmental cognitive disabilities: Severe-profound	188	0.30%
Developmental cognitive disabilities: Mild-moderate	83	0.13%
Deaf/Hard of Hearing	235	0.38%
Emotional or Behavioral disorders	14543	23.29%
None	30840	48.75%
Other Health Disabilities	5520	8.84%
Physical Impairment	62	0.10%
Specific Learning Disability	832	1.33%
Speech or Language Impairment	7497	12.00%
Severely Multiply Impaired	48	0.08%
Traumatic brain injury disabled	98	0.16%
Grand Total	62451	100.00%

Figure 12. Disability of Offenders (Percent) 2011-12



LIMITED ENGLISH PROFICIENCY (LEP) STATUS OF OFFENDERS: SCHOOL YEAR 2011-12

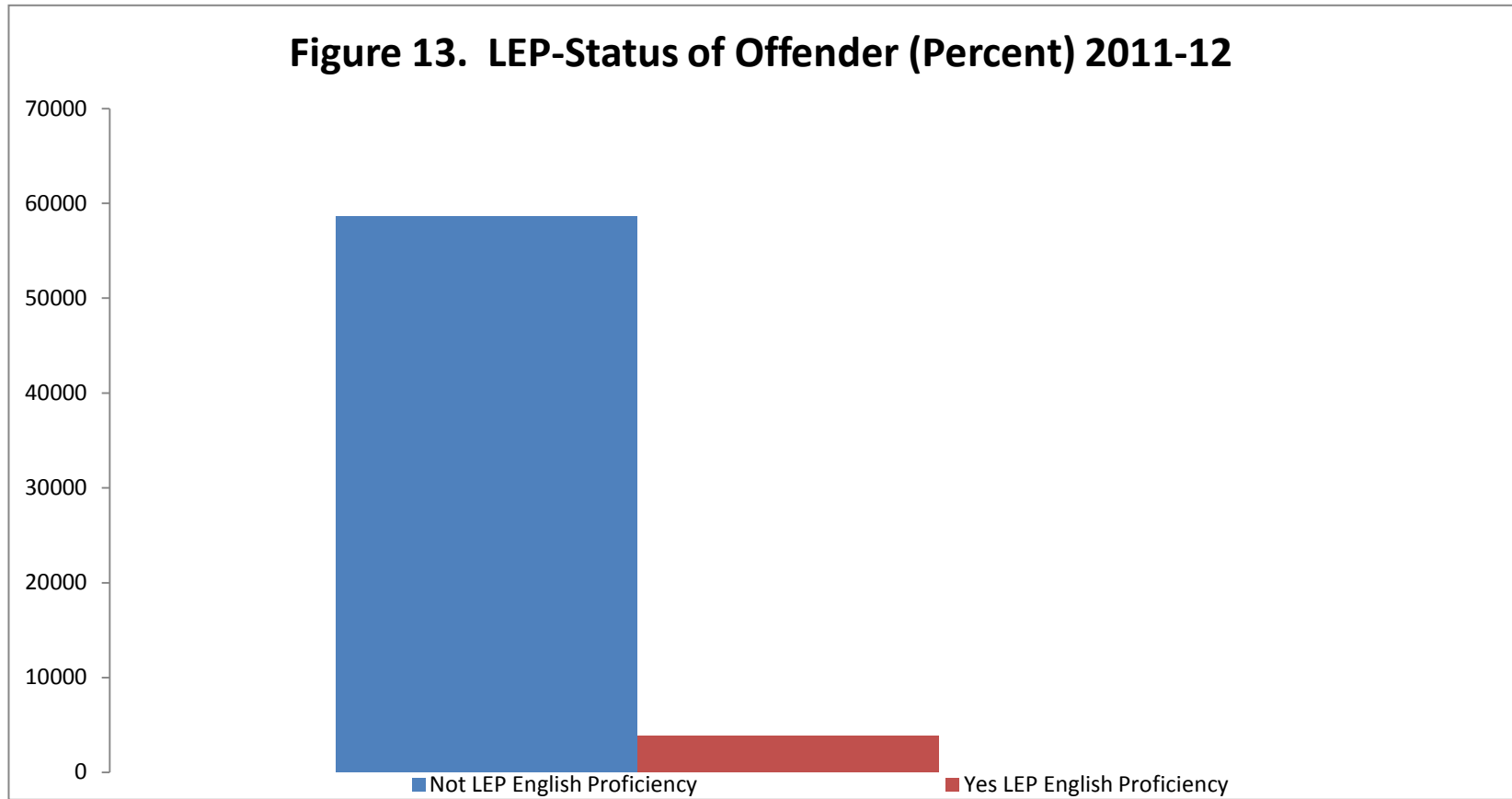
Limited English Proficiency or LEP status of the offender is recorded for each disciplinary action. Of the total number of offenders, 6 percent of offenders are identified as LEP (compared with approximately eight percent of all students in the 2011-12 school years).

Included below in Table 14 are the frequencies and percentages of disciplinary actions by LEP status of offender. Figure 13 represents a graphic illustration of Table 14, using percent of actions.

TABLE 14. LEP Status of Offenders

LEP Status	Number of Actions	Percent
Not LEP English Proficiency	58607	93.84%
Yes LEP English Proficiency	3844	6.16%
Grand Total	62451	100.00%

Figure 13. LEP-Status of Offender (Percent) 2011-12



DISCIPLINARY ACTIONS TAKEN: SCHOOL YEAR 2011-12

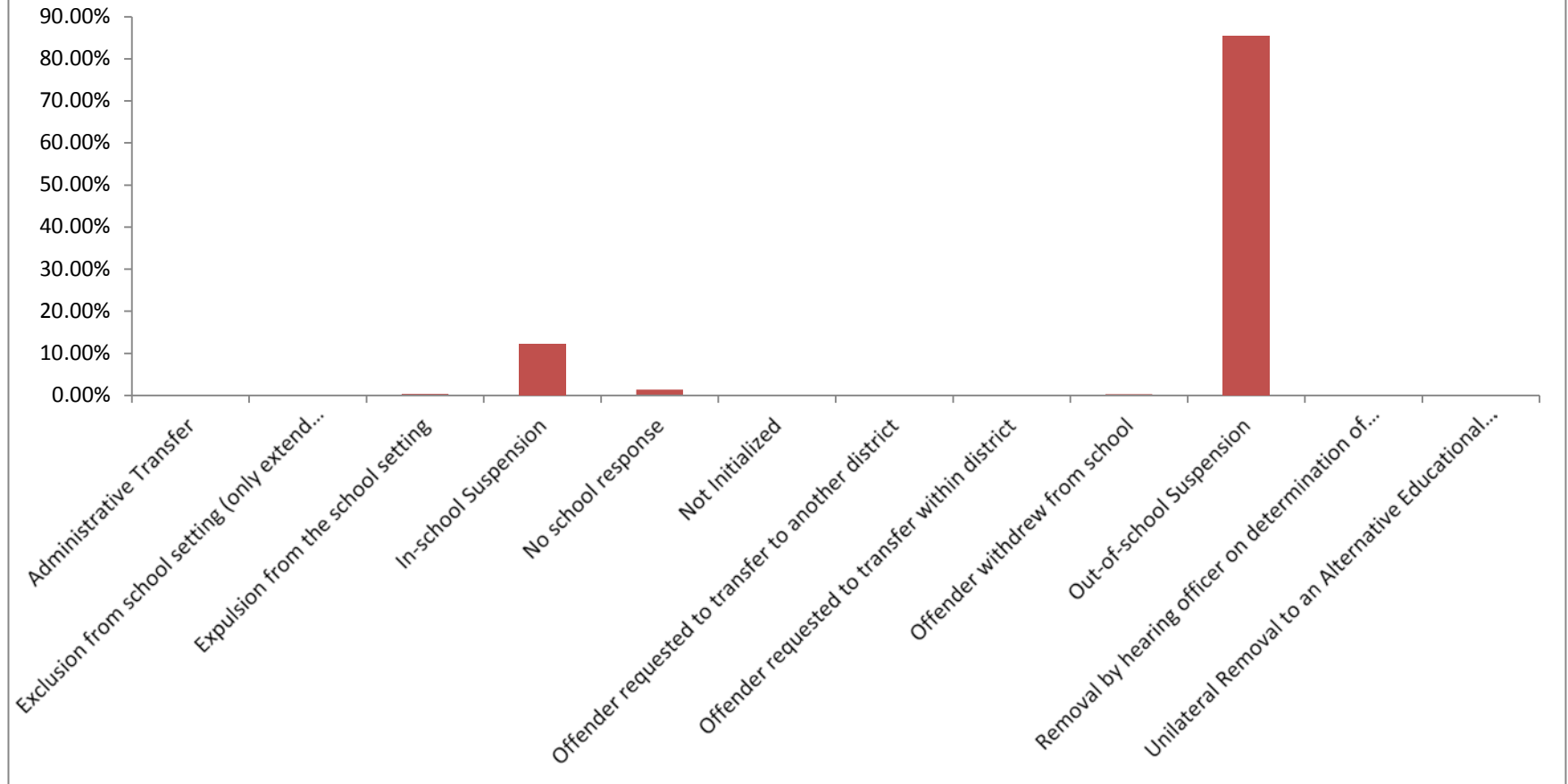
Disciplinary incidents are categorized by one of ten different disciplinary actions taken. The vast majority of incidents in the DIRS dataset result in removals or out-of-school suspensions (85.36 percent of all disciplinary actions). Because this is an action count, each student can be counted more than once if the student had more than one disciplinary action in the same school year

Included below in Table 15 are the numbers and percentages of disciplinary actions taken for each school year included in this report. Figure 14 represents a graphic illustration of Table 15, using percent of actions.

TABLE 15. Disciplinary Actions Taken

Disciplinary Action	Number	Percent
Administrative Transfer	111	0.18%
Exclusion from school setting (can only extend through current school year)	28	0.04%
Expulsion from the school setting	220	0.35%
In-school Suspension (reported for Special Education students only)	7719	12.31%
No school response	841	1.34%
Not Initialized	9	0.01%
Offender requested to transfer to another district	42	0.07%
Offender requested to transfer within district	18	0.03%
Offender withdrew from school	181	0.29%
Out-of-school Suspension	53539	85.36%
Removal by hearing officer on determination of likely injury	4	0.01%
Unilateral Removal to an Alternative Educational Setting	13	0.02%
Grand Total	62725	100.00%

Figure 14. Disciplinary Actions Taken (Percent) 2011-12



TOTAL NUMBER OF DAYS SUSPENDED/OUT OF SCHOOL: SCHOOL YEAR 2011-12

The DIRS dataset also includes information from districts' about how many days students were suspended or out of school. Included below in Table 16 are the mean number of days out of school, median number of days out of school, mode number of days (or the most frequent number of days) and total (i.e., sum) number of days offenders were out of school as a result of disciplinary incidents.

TABLE 16. Number of Days Suspended/Out of School (OSS)

Disciplinary Action OSS Number of Days	Count
Mean (Average)	2.5
Median	2
Mode	1
Sum Total	123,997

APPENDIX A: Minnesota Statutes Section 121A.06

View: [Minnesota Statutes 2004, Table of Chapters](#)

View: [table of contents for Chapter 121A](#)

121A.06 REPORTS OF DANGEROUS WEAPON INCIDENTS IN SCHOOL ZONES

Subdivision 1. Definitions. As used in this section: (1) “dangerous weapon” has the meaning given it in section 609.02, subdivision 6; (2) “school” has the meaning given it in section 102A. 22, subdivision 4; and (3) “school zone” has the meaning given it in section 152.01, subdivision 14a, clauses (1) and (3).

Sub. 2. Reports; content. School districts must electronically report to the commissioner of education incidents involving the use or possession of a dangerous weapon in school zones. The form must include the following information:

(1) a description of each incident, including a description of the dangerous weapon involved in the incident;

(2) where, at what time, and under what circumstances the incident occurred;

(3) information about the offender, other than the offender's name, including the offender's age; whether the offender was a student and, if so, where the offender attended school; and whether the offender was under school expulsion or suspension at the time of the incident;

(4) information about the victim other than the victim's name, if any, including the victim's age; whether the victim was a student and, if so, where the victim attended school; and if the victim was not a student, whether the victim was employed at the school;

(5) the cost of the incident to the school and to the victim; and

(6) the action taken by the school administration to respond to the incident. The commissioner shall provide an electronic reporting format that allows school districts to provide aggregate data.

Subd. 3. Reports; filing requirements. By July 31 of each year, each public school shall report incidents involving the use or possession of a dangerous weapon in school zones to the commissioner. The reports must be submitted using the electronic reporting system developed by the commissioner under subdivision 2. The commissioner shall compile the information it receives from the schools and report it annually to the commissioner of public safety and the legislature.

History: 1993 c 326 art 1 s 1; 1Sp1995 c 3 art 9 s 7,8; art 16 s 13; 1998 c 397 art 9 s 1, 2, 26; art 11 s 3; 1Sp2005 c 5 art 2 s 26, 27.

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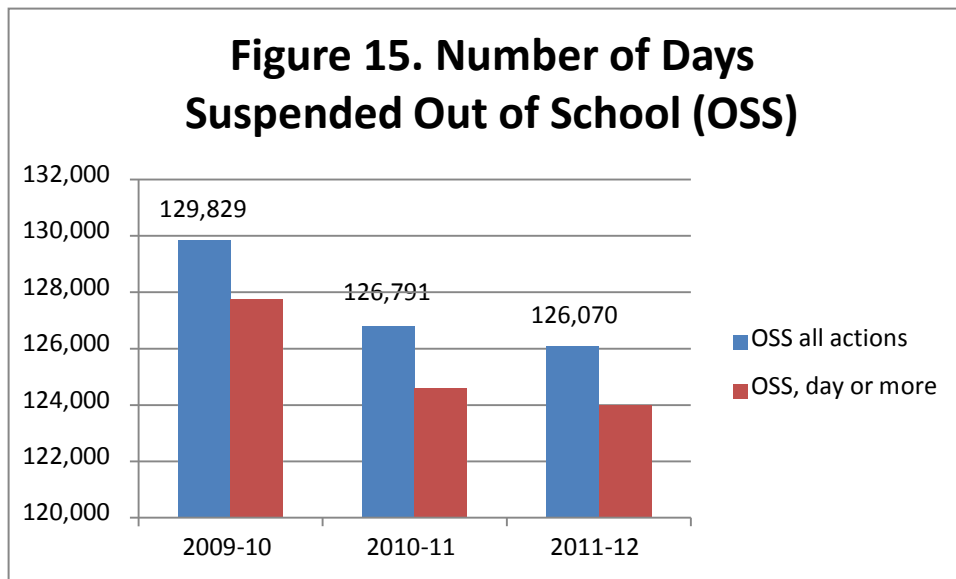
APPENDIX B: Trend Report

Out of School Suspension Trends

Districts are required to report all suspensions of a day or less for students who have an Individual Education Program, and to report suspensions for a day or more for regular education students. Table 17 shows the trends for “Number of Days of Out of School Suspensions, all actions” and “Number of Days of Out of School Suspensions of a day or more.” In both instances, the numbers of suspensions have been decreasing over the last three years. Figure 15 is a graphic representation of these numbers.

TABLE 17. Trend Report on Number of Days Suspended Out of School, 2009-10 to 2011-12

	Number of Days of Out of School Suspensions, all actions	Number of Days of Out of School Suspensions of a day or more
2009-10	129,829	127,739
2010-11	126,791	124,608
2011-12	126,070	123,997



APPENDIX C: Work Group

Disciplinary Incident Work Group Staff

Name	Title	Organization
Staff		
Karen Carlson	Supervisor, Safety, Health & Nutrition	MN Department of Education
Ann Iweriebor	Administrative Specialist	MN Department of Education
Nancy Riestenberg	School Climate Specialist	MN Department of Education
Diane Bertsch	Project Management Office	MN Department of Education
Linda Alberg	Special Education Results & Improvement	MN Department of Education
Marikay Litzau	Due Process and Student Discipline, Supervisor	MN Department of Education
Nancy Larson	Results & Improvement, Supervisor	MN Department of Education