



## **Dangerous Weapons and Disciplinary Incident**

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**Fiscal Year 2016**

**Report**

**To the**

**Legislature**

**As required by**

**Minnesota Statutes,**

**section 121A.06, Subdivision 3**

**COMMISSIONER:**

**Brenda Cassellius, Ed. D.**

**Dangerous Weapons and Disciplinary  
Incidents**

**January**

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**2016**

**Report to the Legislature**

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**section 121A.06, Subdivision 3**

## Cost of Report Preparation

The total cost for the Minnesota Department of Education (MDE) to prepare this report was approximately \$1,000. Most of these costs involved staff time in analyzing data from surveys and preparing the written report. Incidental costs include paper, copying and other office supplies.

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.

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## Introduction

Each year, Minnesota Local Education Agencies (LEAs) (school districts and charter schools) 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 2014-2015 school years, LEAs submitted reports electronically through MDE Disciplinary Incident Reporting System (DIRS), a Web-based reporting system. Slight revisions were made to the 2006-07 through 2011-12 versions of DIRS to make the process more user-friendly and to increase the accuracy of the data. Several districts submit their data electronically through a batching process, rather than directly through the Web-based reporting system.

DIRS 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 DIRS for federal reporting requirements, only the above items are included in this report.

## CAUTIONS ABOUT DATA

Disciplinary data are entered into DIRS by LEAs. The data are not verified or validated with individual LEAs. The data presented in this report are drawn directly from DIRS. Only minimal efforts are made to check or verify the data beyond the validation processes included in DIRS. The only incidents excluded for this report 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.

In school year 2010-2011, DIRS was upgraded with additional data validation checks related to students' race and ethnicity by validating the information entered in DIRS with the information that has been submitted with students' Minnesota Automated Reporting Student System (MARSS) numbers (individual student level tracking number). DIRS will continue to be used to provide data for subsequent reports required by Minnesota Statutes Section 121A.06, Subdivision 3.

Local Education Agencies (LEAs) submit disciplinary incidents using: [DIRS DATA SUBMISSION](#).

The unique total number is the unduplicated number of disciplinary **incidents**. Data reported as total number of **students or number of actions** may be larger than the unique incident 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 English Learners (EL).

For school year 2014-2015, the unique total of disciplinary incidents is 46,390. The number of students involved in incidents is 49,221. There were 49,516 actions taken by administrators.

## Legislative Charge

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 2014-2015 school year. Data for this report were obtained from MDE's Disciplinary Incident Report System (DIRS). The majority of disciplinary incidents in DIRS can be characterized in the following way:

### Type, hours and location

- The most common incident types are disruptive, disorderly conduct or insubordination (36.30 percent) and fighting (15.08 percent). They are followed by assault (8.23 percent), threat/intimidation (5.70 percent), verbal abuse (4.24 percent) and other (4.01 percent).
- The majority of all reported incidents occur during school hours (94.12 percent).
- Most incidents occur in the classroom (48.24 percent), followed by the hallway (21.06 percent) or other indoor areas (13.75 percent).

### Weapons, victims and cost

- Most incidents do NOT involve weapons. When a weapon (2.74 percent of all incidents) is involved, the most common weapon type is some form of a knife: pocket knife, less than two and a half inches (0.75 percent), knife (0.65 percent) or pocket knife two and a half inches or greater (0.50 percent).
- There were four counts of a hand gun (0.01 percent) and 20 counts of a long gun (0.04 percent). In contrast, there were 349 counts of a pocket knife, less than two and a half inches (0.75 percent).
- Seventy-four percent of incidents do not involve victims (73.84 percent).
- The vast majority of incidents (98.85 percent) did not report any associated cost. For those incidents with property damaged/loss, the majority estimated costs of less than \$500. (1.03 percent).

### Gender, grade, enrollment, EL and IEP status

- Male offenders commit three-quarters (75.20 percent) of the incidents.
- Most offenders (53.30 percent) are clustered in the following grades: seventh, eighth, ninth and tenth.
- Eight hundred six kindergarten students (1.64 percent of all kindergarten students) were involved in disciplinary incidents.
- With very few exceptions, most incidents are committed by youth who are students enrolled at the school of the incident (99.99 percent).
- Six and three quarter's percent of students suspended are English Learners (6.75 percent).
- Of reported offenders, over half (52.33 percent) have an Individual Education Program (IEP).

### Race and Disproportionality

- The majority of offenders are White, non-Hispanic (41.31 percent) or Black, non-Hispanic (38.82 percent). Nine and a half percent of offenders are Hispanic/Latino (9.50 percent), eight percent are American Indian (8.28 percent), and two percent are Asian/Pacific Islanders (2.09 percent).
- White, non-Hispanic students constitute 70.5 percent of the Minnesota student population; Black, non-Hispanic students constitute 11.5 percent; Hispanic students constitute 8.4 percent; Asian/Pacific Islanders constitute 7.2 percent; and American Indian constitutes 2.4 percent.
- The state data continue to show disproportionate minority representation in disciplinary incidents, for American Indian and Black students.

- Students with an Individual Education Program (IEP) constitute 14.9 percent of the total K-12 enrollment, but 52.33 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 DIRS result in out-of-school suspensions (85.57 percent).
- In-school suspensions, which are reported for Special Education students only, constituted 11.96 percent of the disciplinary actions taken.
- Almost two percent (1.64 percent) of students suspended were enrolled in kindergarten.
- The last five years has seen a trend downwards in the total number of days suspended out of school, from 129,829 in 2009-10, to 109,494.5 in 2012-13 100,608 for 2013-14 and 94,110 for 2014-15.

Expulsions decreased to 108, well below the 200 plus number of expulsions in previous years: 272 expulsions in 2008-09, 264 in 2009-10, 215 in 2010-11, 220 in 2011-12, 171 in 2012-13 and 134 in 2013-14. [More information on expulsions.](#)

**DANGEROUS WEAPONS, DISCIPLINARY INCIDENTS  
SCHOOL YEAR 2014-2015  
Report Tables and Graphs**

TYPE OF DISCIPLINARY INCIDENTS: SCHOOL YEAR 2014-15

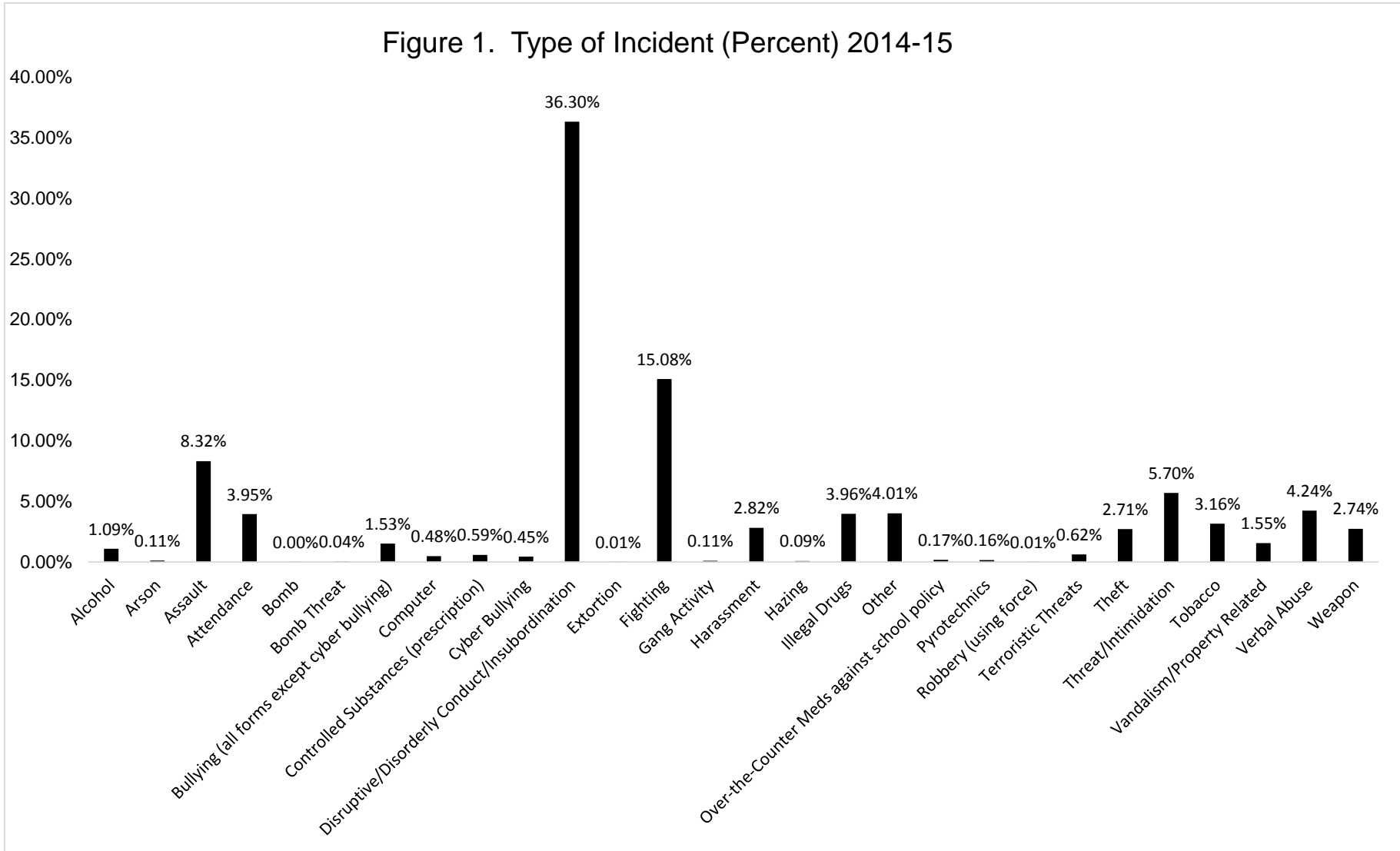
Disciplinary incidents are categorized into one of 28 different types. Included on the next page in Table 1 are the number and percentages of disciplinary incidents by type. Incidents of “disruptive/disorderly conduct/insubordination” (36.30 percent) and “fighting,” (15.08 percent) are the most common, followed by “assault” (8.23 percent), “threat/intimidation” (5.70 percent), verbal abuse (4.24 percent) and “other” (4.01 percent) incidents. Figure 1 represents a graphic illustration of Table 1, using percent of incidents.

**TABLE 1. Type of Incident.**

<b>Incidents</b>	<b>Number of Incidents</b>	<b>Percent</b>
Alcohol	507	1.09%
Arson	51	0.11%
Assault	3,866	8.32%
Attendance	1,833	3.95%
Bomb	1	0.00%
Bomb Threat	20	0.04%
Bullying (all forms except cyber bullying)	710	1.53%
Computer	223	0.48%
Controlled Substances (prescription)	274	0.59%
Cyber Bullying	207	0.45%
Disruptive/Disorderly Conduct/Insubordination	16,862	36.30%
Extortion	3	0.01%
Fighting	7,004	15.08%
Gang Activity	50	0.11%
Harassment	1,312	2.82%
Hazing	41	0.09%
Illegal Drugs	1,841	3.96%
Other	1,864	4.01%
Over-the-Counter Medications against school policy	80	0.17%
Pyrotechnics	75	0.16%
Robbery (using force)	4	0.01%
Terroristic Threats	289	0.62%
Theft	1,258	2.71%
Threat/Intimidation	2,647	5.70%
Tobacco	1,466	3.16%
Vandalism/Property Related	722	1.55%
Verbal Abuse	1,968	4.24%
Weapon	1,274	2.74%
Totals	*46,452	100%

\*This number is greater than the unduplicated number of disciplinary incidents due to some incidents being reported under multiple types.

TYPE OF DISCIPLINARY INCIDENTS: SCHOOL YEAR 2014-15





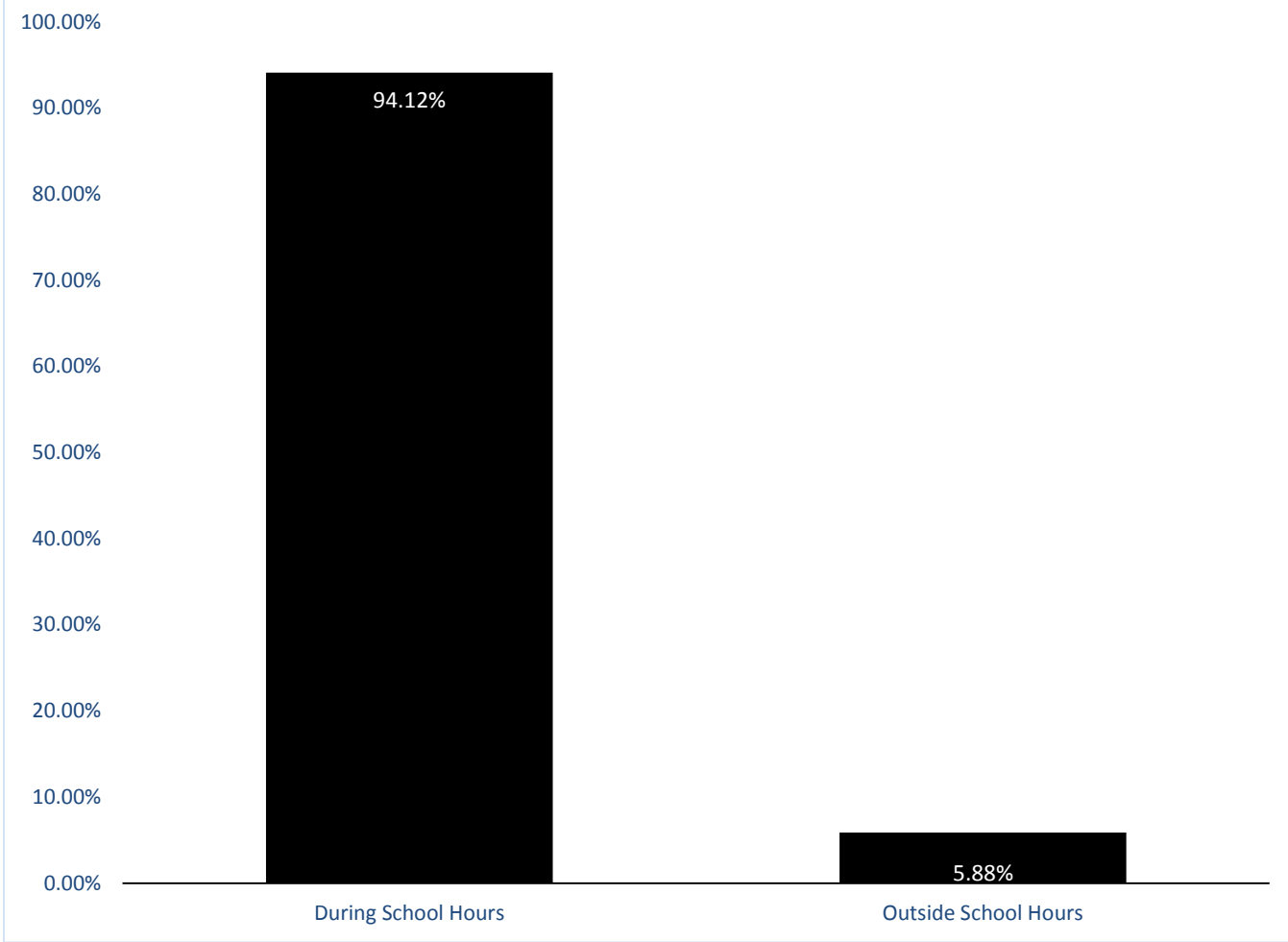
**TIME OF INCIDENTS: SCHOOL YEAR 2014-15**

Disciplinary incidents are categorized as occurring ‘during school hours’ or occurring ‘outside of school hours’. Incidents occurring “during school hours” (94.12 percent) represent the vast majority of disciplinary incidents reported by the school districts. Included below in Table 2 are the number 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.**

<b>Time of Incident</b>	<b>Number of Incidents</b>	<b>Percent</b>
During School Hours	43,663	94.12%
Outside of School Hours	2727	5.88%
Total	46,390	100%

**Figure 2: Time of Incident (Percent) 2014-15**



LOCATION OF INCIDENTS: SCHOOL YEAR 2014-15

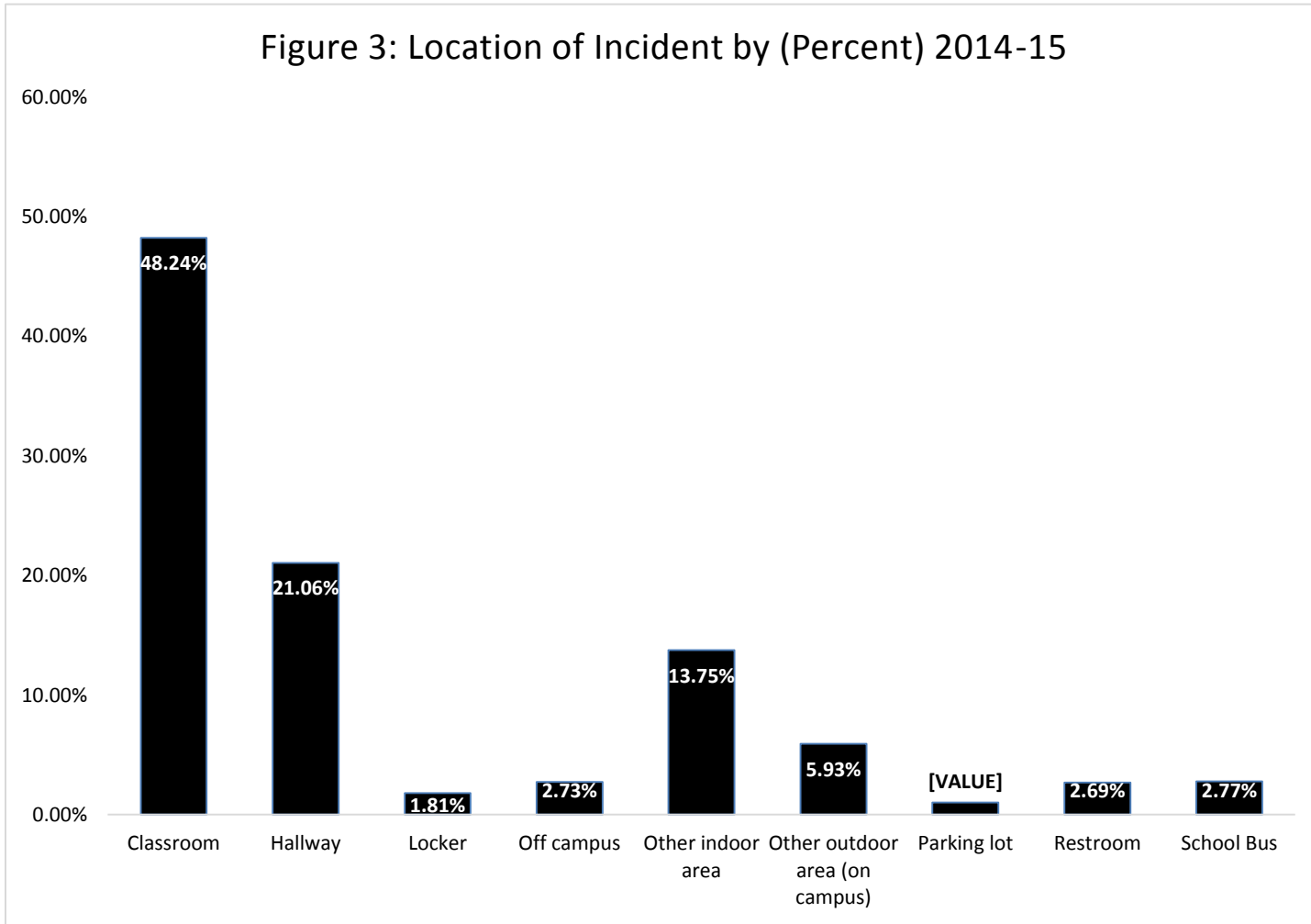
Disciplinary incidents are categorized into one of nine different locations where they occurred. Incidents occurring in the “classroom” (48.24 percent) and “hallway” (21.06 percent) are the most common, followed by “other indoor area” (13.75 percent). Included below in Table 3 are the number and percentage 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	22,912	48.24%
Hallway	10,004	21.06%
Locker	861	1.81%
Off campus	1,297	2.73%
Other indoor area	6,531	13.75%
Other outdoor area (on campus)	2,817	5.93%
Parking lot	479	1.01%
Restroom	1,278	2.69%
School Bus	1,315	2.77%
	*47,494	100%

\*This number is greater than the unduplicated number of disciplinary incidents due of some incidents being reported under multiple locations.

Figure 3: Location of Incident by (Percent) 2014-15



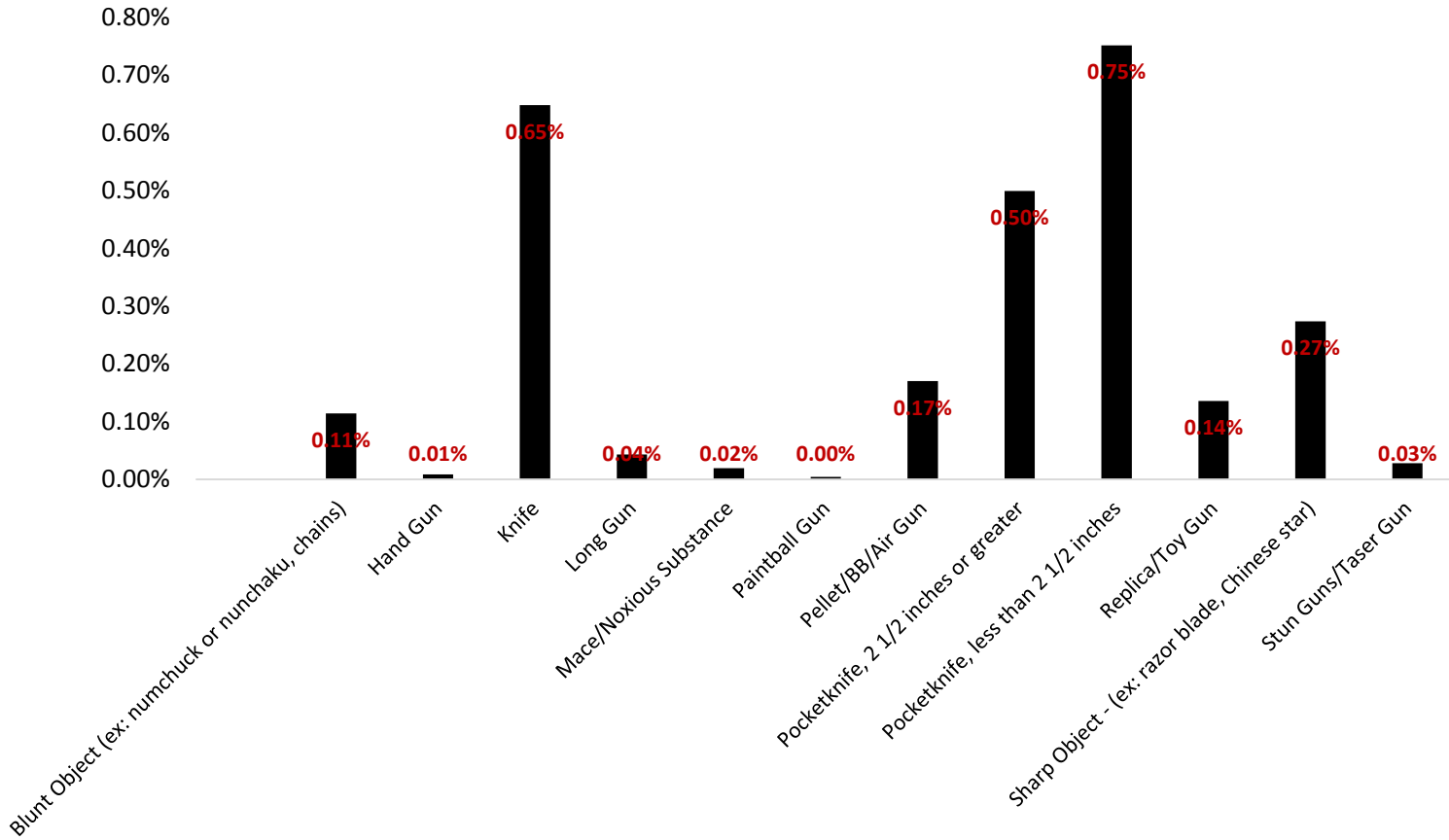
INVOLVEMENT OF WEAPONS IN DISCIPLINARY INCIDENTS: SCHOOL YEAR 2014-15

If disciplinary incidents involve weapons, the weapons are categorized into one of twelve different types. Although weapons are involved in only 2.74 percent of all incidents (see Table 1 and Figure 1), when weapons are involved, “pocketknife, less than 2 ½ inches (0.75 percent)” and “knife (0.65 percent)” are the most common, followed by “pocketknife, 2 ½ inches or greater (0.50 percent).” Included below in Table 4 are the number and percentages of incidents involving each type of weapon, out of incidents where weapons were used. Figure 4 represents a graphic illustration of Table 4, using a percentage of incidents involving each type of weapon.

**TABLE 4. Involvement of Weapon in Incident.**

Weapon Type	Incident Count	Percent
No weapon	45,181	97.30%
Blunt Object (ex: numchuck or nunchaku, chains)	53	0.11%
Hand Gun	4	0.01%
Knife	301	0.65%
Long Gun	20	0.04%
Mace/Noxious Substance	9	0.02%
Paintball Gun	2	0.00%
Pellet/BB/Air Gun	79	0.17%
Pocketknife, 2 1/2 inches or greater	232	0.50%
Pocketknife, less than 2 1/2 inches	349	0.75%
Replica/Toy Gun	63	0.14%
Sharp Object - not a knife or pocketknife (ex: razor blade, Chinese star)	127	0.27%
Stun Guns/Taser Gun	13	0.03%
Total:	46,433	100.00%

**Figure 4. Incident by Weapon Type (Percent) 2014-15**



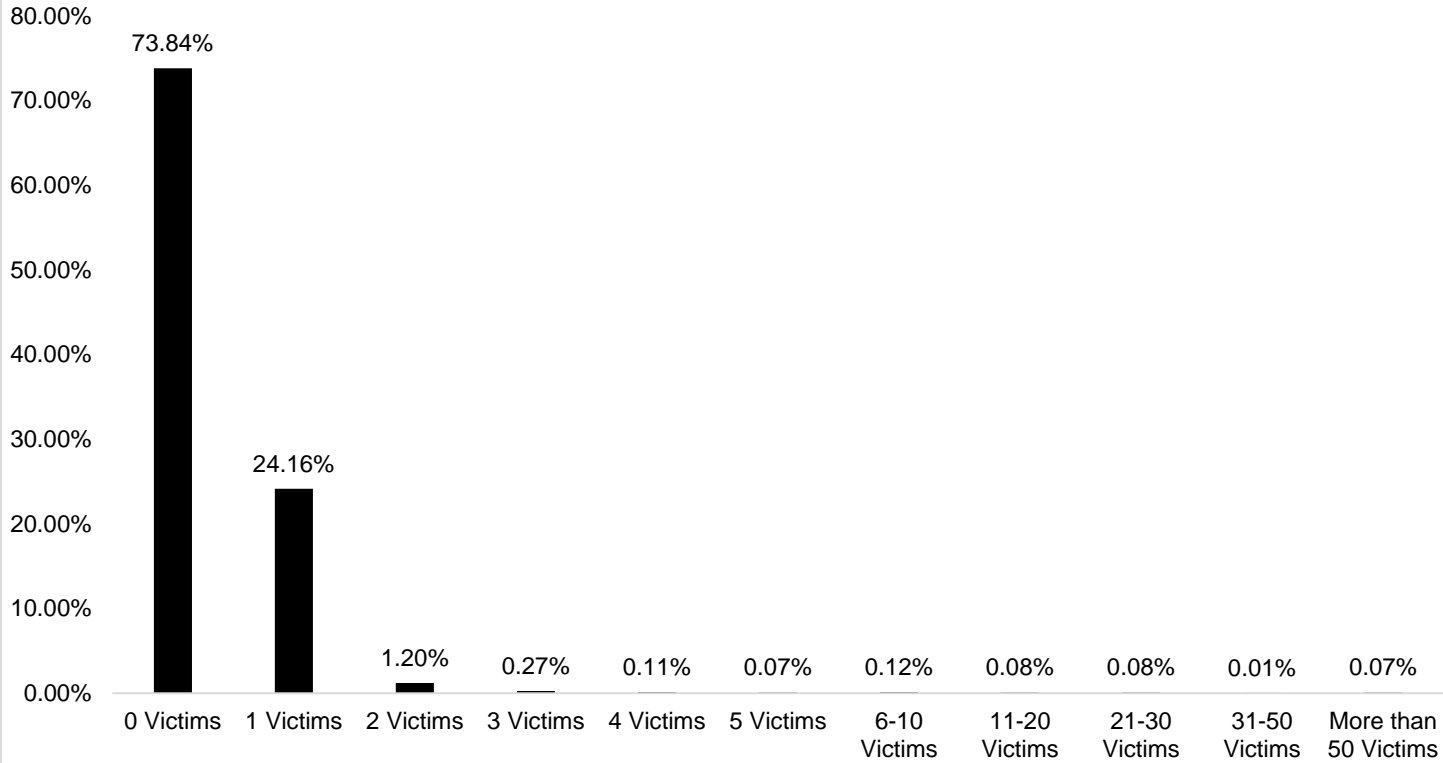
NUMBER OF VICTIMS INVOLVED: SCHOOL YEAR 2014-15

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. Almost three-quarters of incidents included in the DIRS dataset were reported as incidents where no victims were involved. Table 5, 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. Incident with Victims.**

Victim Count	Incident Count	Percent
0 Victims	34,256	73.84%
1 Victims	11,206	24.16%
2 Victims	555	1.20%
3 Victims	124	0.27%
4 Victims	51	0.11%
5 Victims	33	0.07%
6-10 Victims	54	0.12%
11-20 Victims	37	0.08%
21-30 Victims	37	0.08%
31-50 Victims	4	0.01%
More than 50 Victims	33	0.07%
Total	46,390	100%

**Figure 5. Number of Incidents with Victims (Percent) 2014-15**





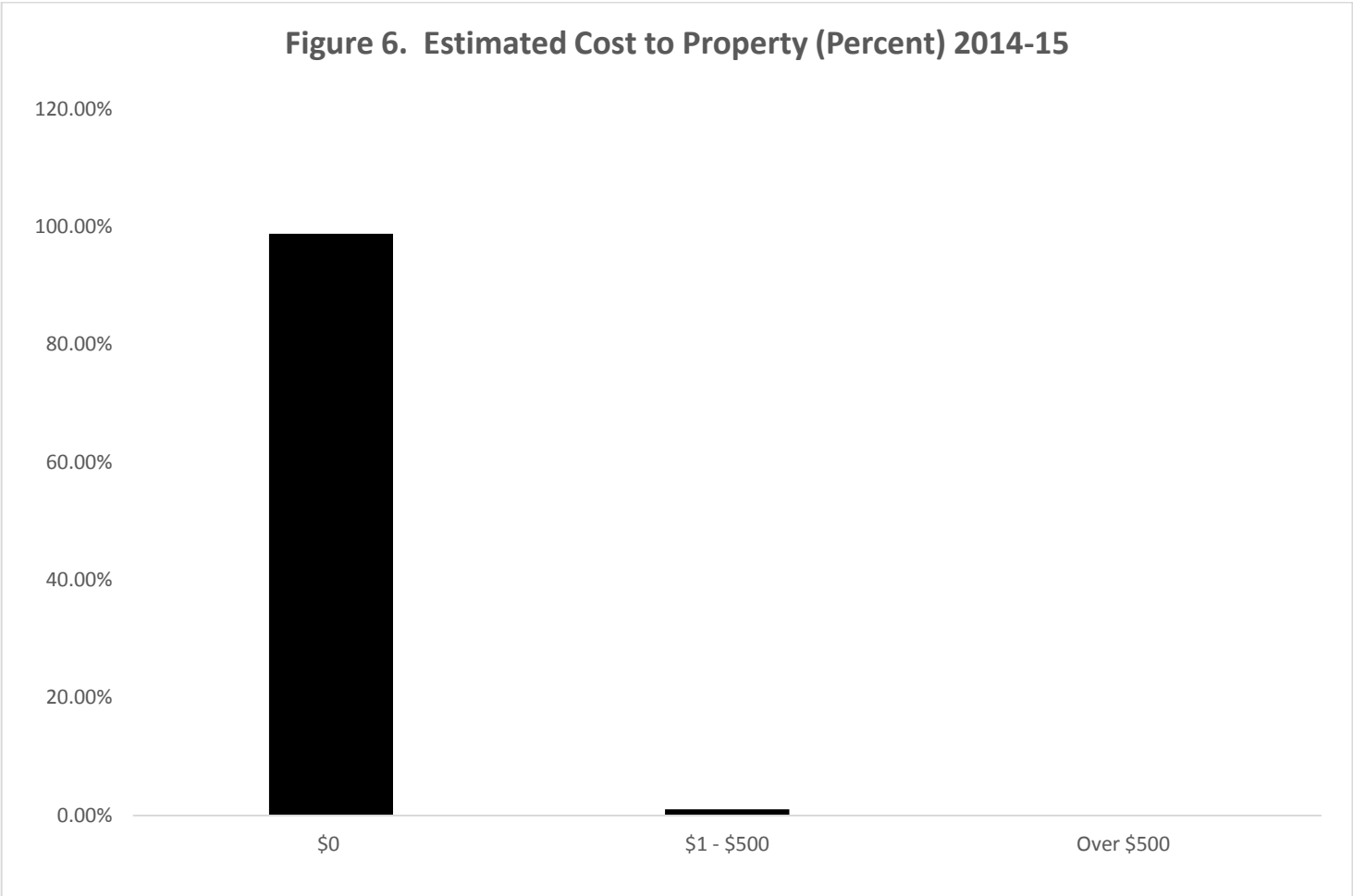
**ESTIMATED COST TO PROPERTY: SCHOOL YEAR 2014-15**

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 2014-15 school years, a little more than one percent of the incidents (1.15 percent) were cited for incurring a cost. Figure 6 represents graphic illustrations of Table 6, using percent of incidents.

**TABLE 6. Estimated Cost to Property.**

<b>Cost</b>	<b>Number of Incidents</b>	<b>Percent</b>
\$0	45,856	98.85%
\$1 - \$500	479	1.03%
Over \$500	55	0.12%
Total	46,390	100%

**Figure 6. Estimated Cost to Property (Percent) 2014-15**



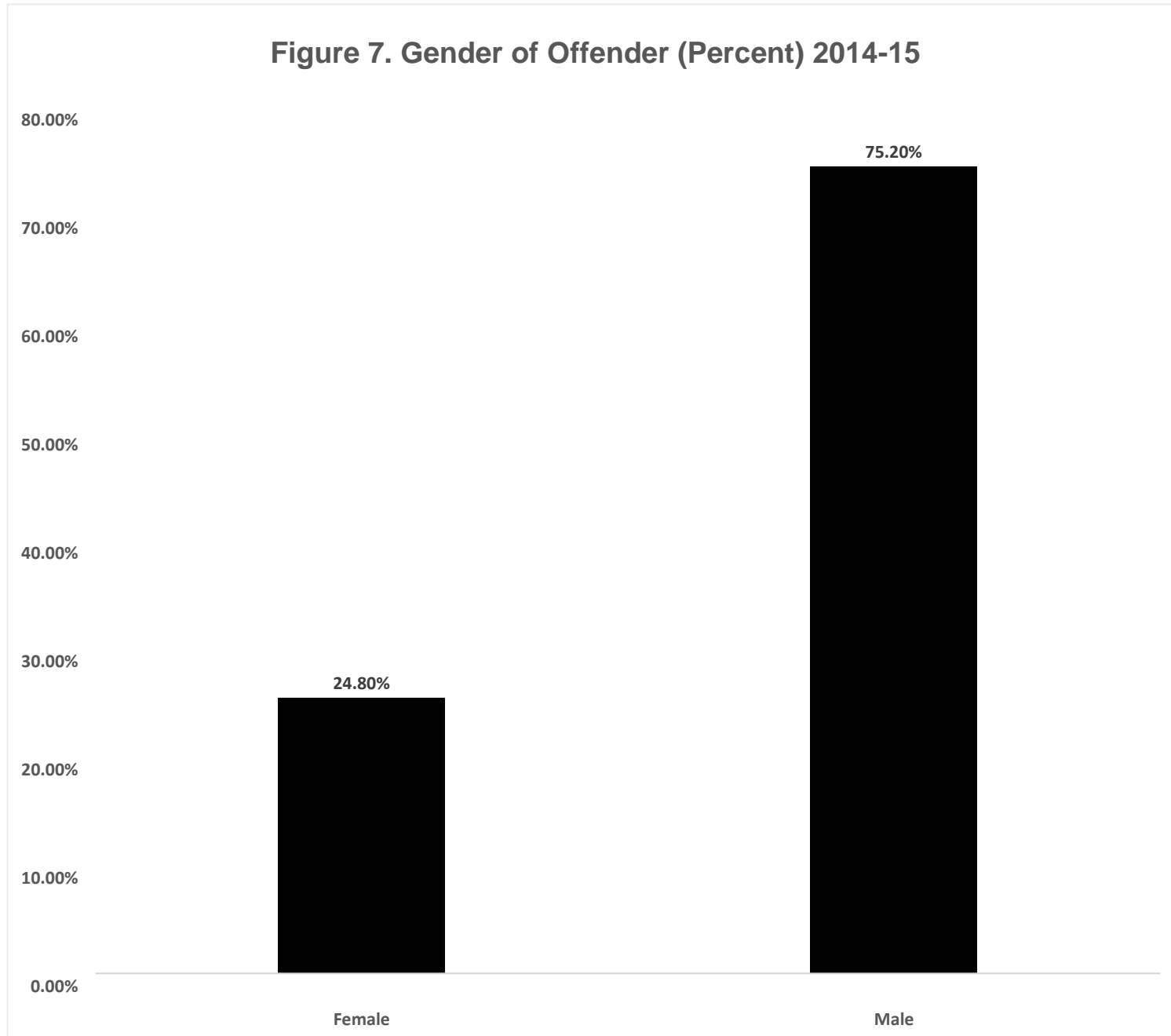
GENDER OF OFFENDERS: SCHOOL YEAR 2014-15

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

**TABLE 7. Gender of Offender.**

<b>Gender</b>	<b>Number of Offenders</b>	<b>Percent</b>
Female	12,205	24.80%
Male	37,016	75.20%
Total	49,221	100%

**Figure 7. Gender of Offender (Percent) 2014-15**



RACE/ETHNICITY OF OFFENDERS: SCHOOL YEAR 2014-15

The race/ethnicity of the offender is recorded for each disciplinary action. The majorities of offenders in the DIRS dataset are White, non-Hispanic; followed by Black, non-Hispanic.

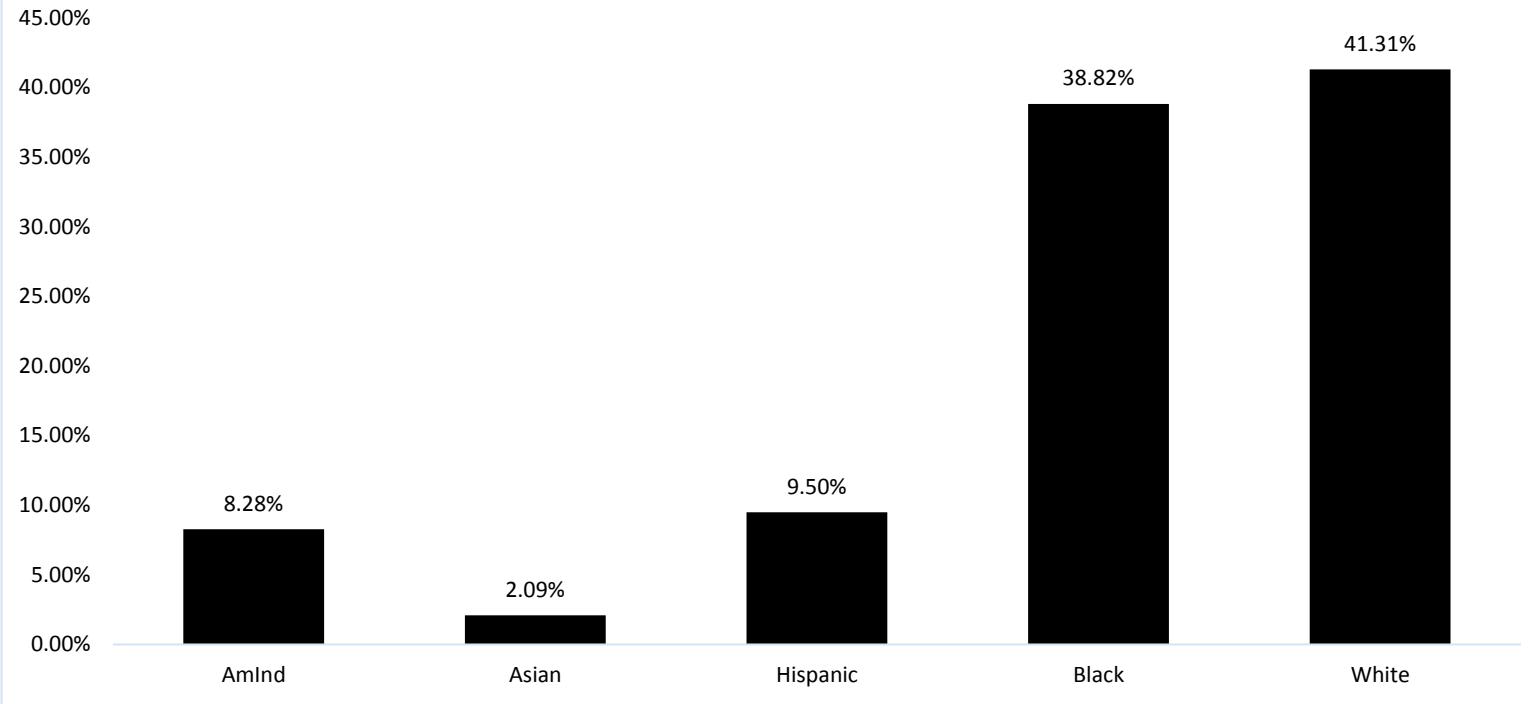
In 2014-2015, Minnesota K-12 student enrollment demographics were as follows: American Indian or Alaskan Native: 2.4 percent; Asian or Pacific Islander: 7.2 percent; Hispanic: 8.4 percent; Black, non-Hispanic: 11.5 percent; White, non-Hispanic: 70.5 percent. The total enrollment was 857,039 students.

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 offenders involved in disciplinary actions.

**TABLE 8. Race/Ethnicity of Offender.**

<b>Ethnicity</b>	<b>Number of offenders</b>	<b>Percent</b>
American Indian	4,075	8.28%
Asian	1,029	2.09%
Hispanic	4,674	9.50%
Black, non-Hispanic	19,108	38.82%
White, non-Hispanic	20,335	41.31%
Total	49,221	100%

**Figure 8. Race-Ethnicity of Offender (Percent) 2014-15**



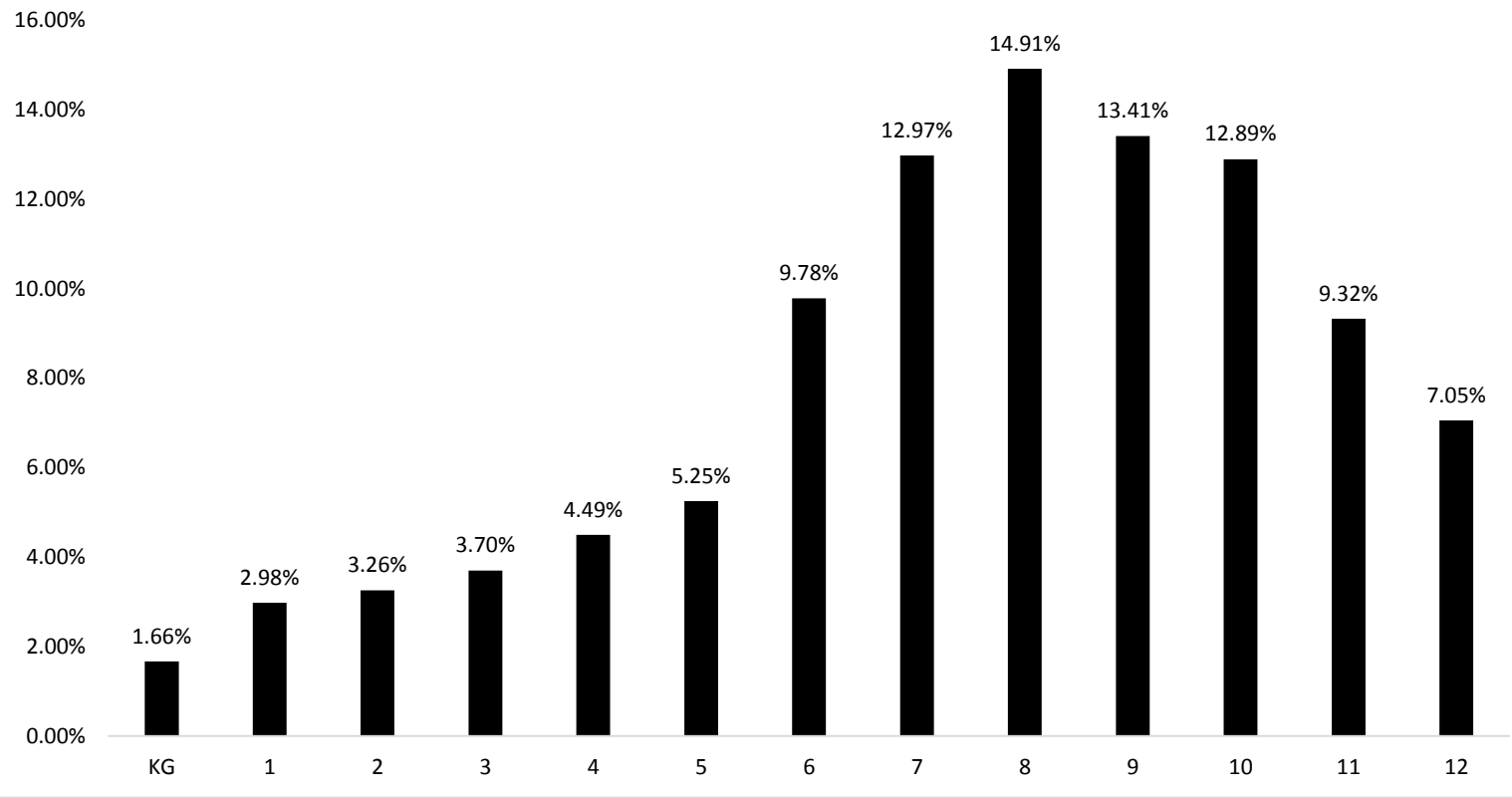
**GRADE OF OFFENDERS: SCHOOL YEAR 2014-15**

Grade of offender is recorded for each disciplinary action. The majority of offenders in DIRS are clustered around, seventh, eighth, ninth and tenth grades. Included below in Table 9 are the number of offenders and percentages by grade. Figure 9 represents a graphic illustration of Table 9, using percent of offenders.

**TABLE 9. Grade of Offenders.**

<b>Grade Level</b>	<b>Number of offenders</b>	<b>Percent</b>
KG	806	1.64%
1	1442	2.93%
2	1576	3.20%
3	1789	3.63%
4	2175	4.42%
5	2540	5.16%
6	4734	9.62%
7	6281	12.76%
8	7219	14.67%
9	6492	13.19%
10	6240	12.68%
11	4513	9.17%
12	3414	6.94%
Total	49,221	100%

**Figure 9. Grade of Offenders (Percent) 2014-15**





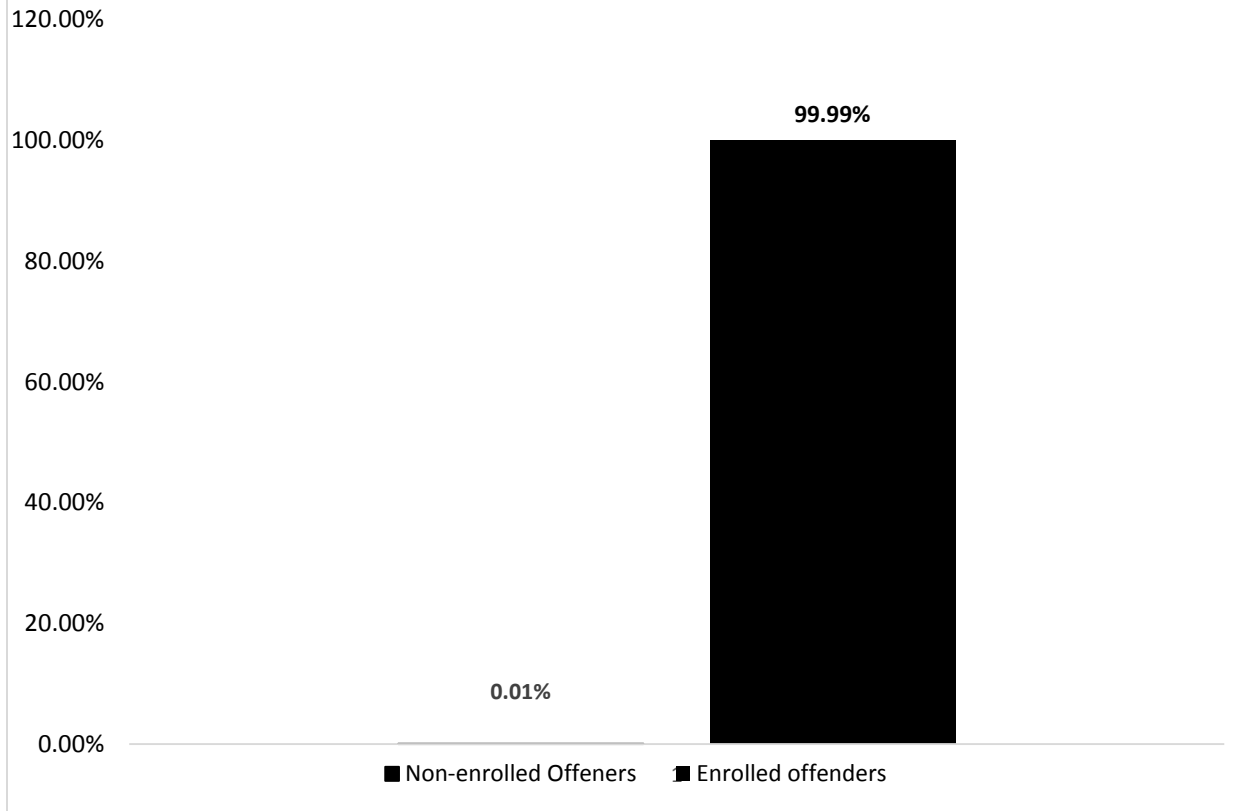
SCHOOL STATUS OF OFFENDERS: SCHOOL YEAR 2014-15

School status of the offender is recorded for each disciplinary incident. Almost all of the incidents in DIRS involve 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 Offenders.**

<b>Incidents with Offender Status</b>	<b>Number of Incidents</b>	<b>Percent</b>
Enrolled Offenders	46,385	99.99%
Non-enrolled Offenders	5	0.01%
Total	48,390	100%

**Figure 10. Enrollment of Offender (Percent) 2014-15**



**INDIVIDUAL EDUCATION PLAN (IEP): SCHOOL YEAR 2014-15**

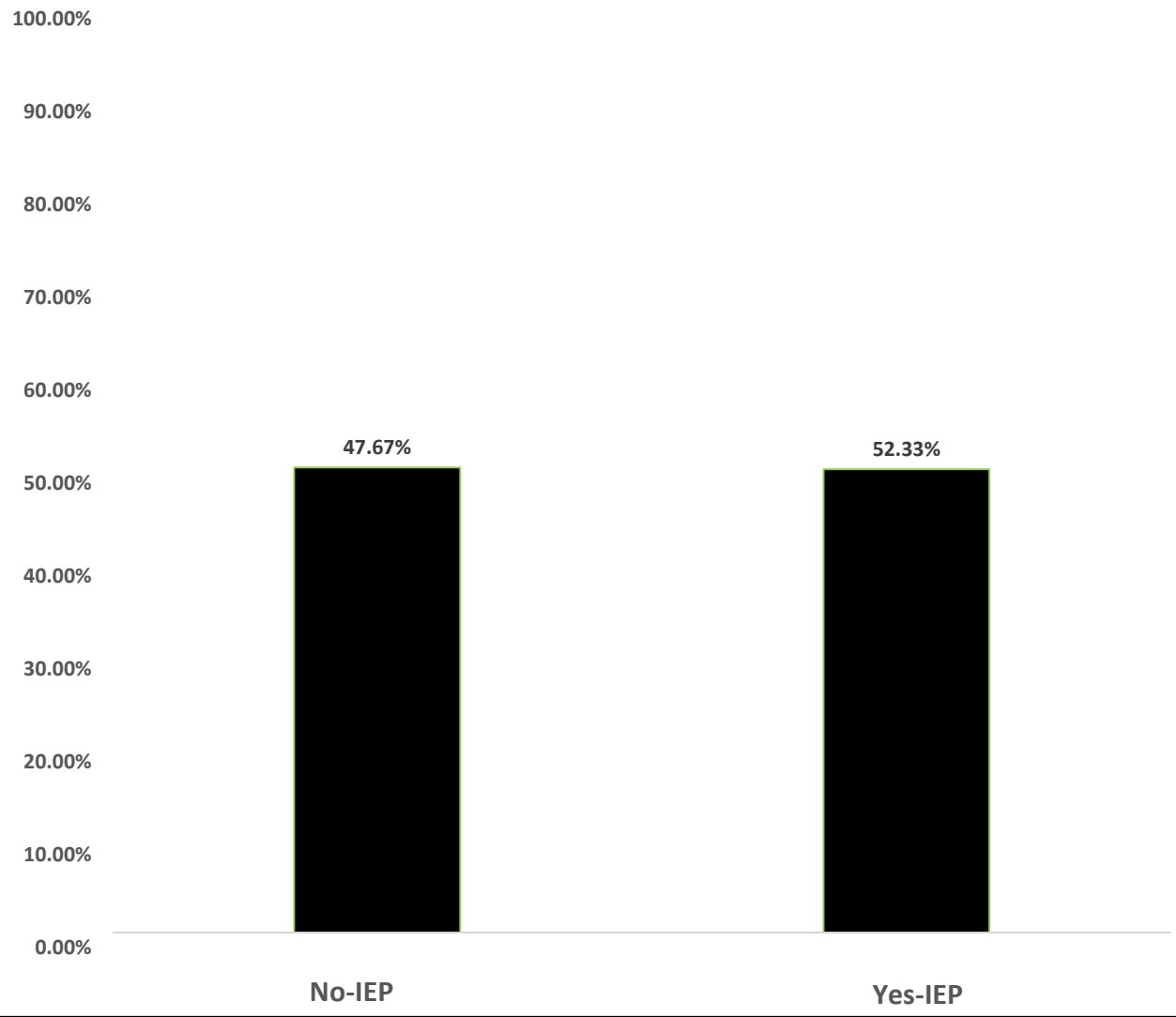
Individual Education Programs (IEP) for offenders is recorded for each disciplinary action. For federal reporting purposes, additional actions are reported for Special Education students that are not reported for general education students. For purposes of this chart, only actions that are reported for both general education and special education are listed. Of reported offenders, half (52.33 percent) have an IEP (compared with 14.9 percent of all students with an IEP enrolled in public schools in the 2014-2015 school year).

Included below in Table 11 are number and percentages of offenders by IEP status. Figure 10 is a graphic illustration of Table 11, using percent of offenders.

**TABLE 11. IEP Status of Offender.**

<b>IEP Status</b>	<b>Number of Offenders</b>	<b>Percent</b>
No IEP	23,463	47.67%
Yes IEP	25,758	52.33%
Total	49,221	100.00%

**Figure 11. IEP Status of Offender (Percent) 2014-15**



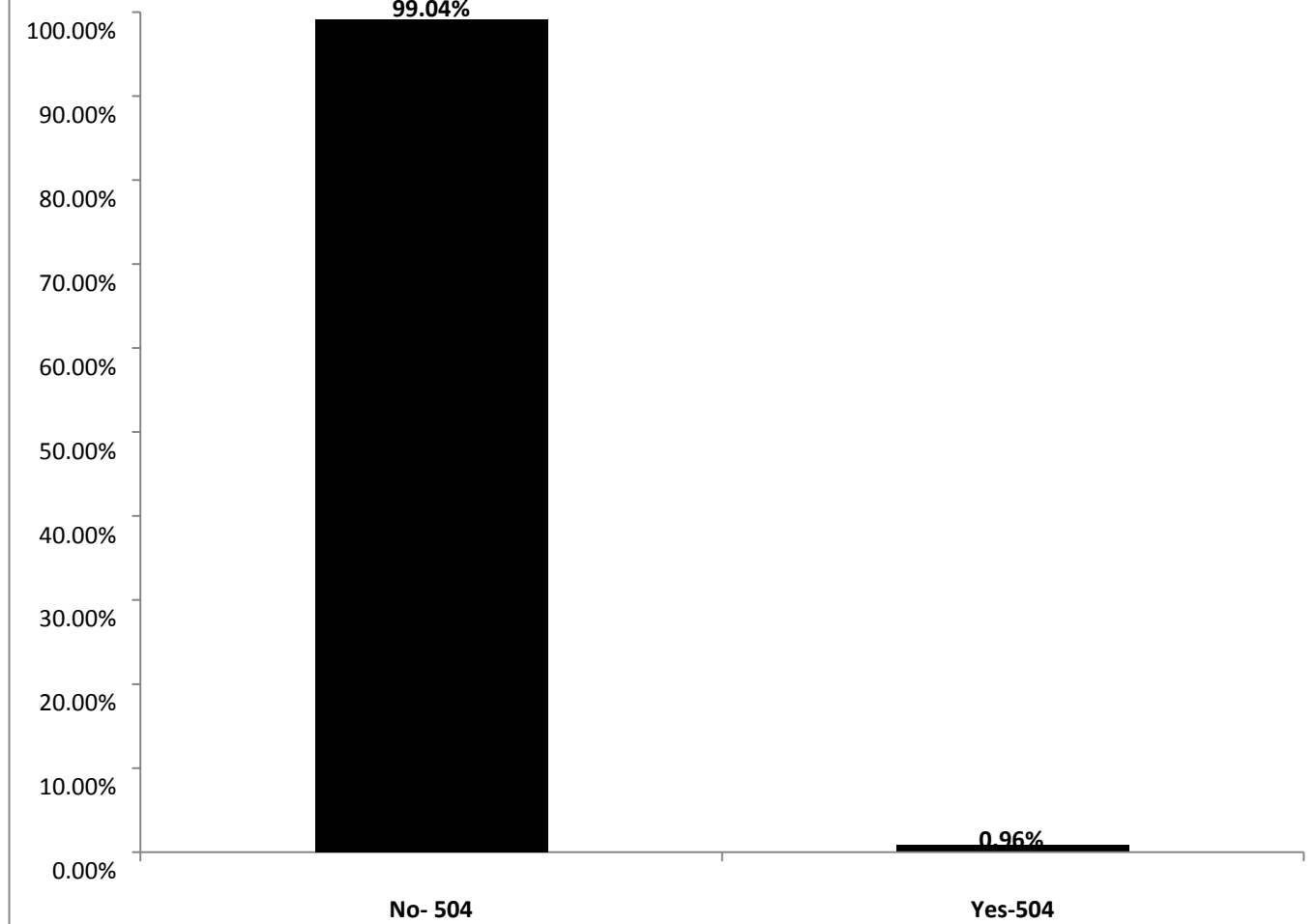
#### 504 STATUSES OF OFFENDERS: SCHOOL YEAR 2014-15

Table 12 shows the number of actions and percentages of offender, by 504 statuses, 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 offenders.

**TABLE 12. 504 status of offender.**

<b>Disability</b>	<b>Number of Offenders</b>	<b>Percent</b>
No 504	48,747	99.04%
Yes 504	474	0.96%
Total	49,221	100%

**Figure 12. 504 Status of Offender 2014-15**



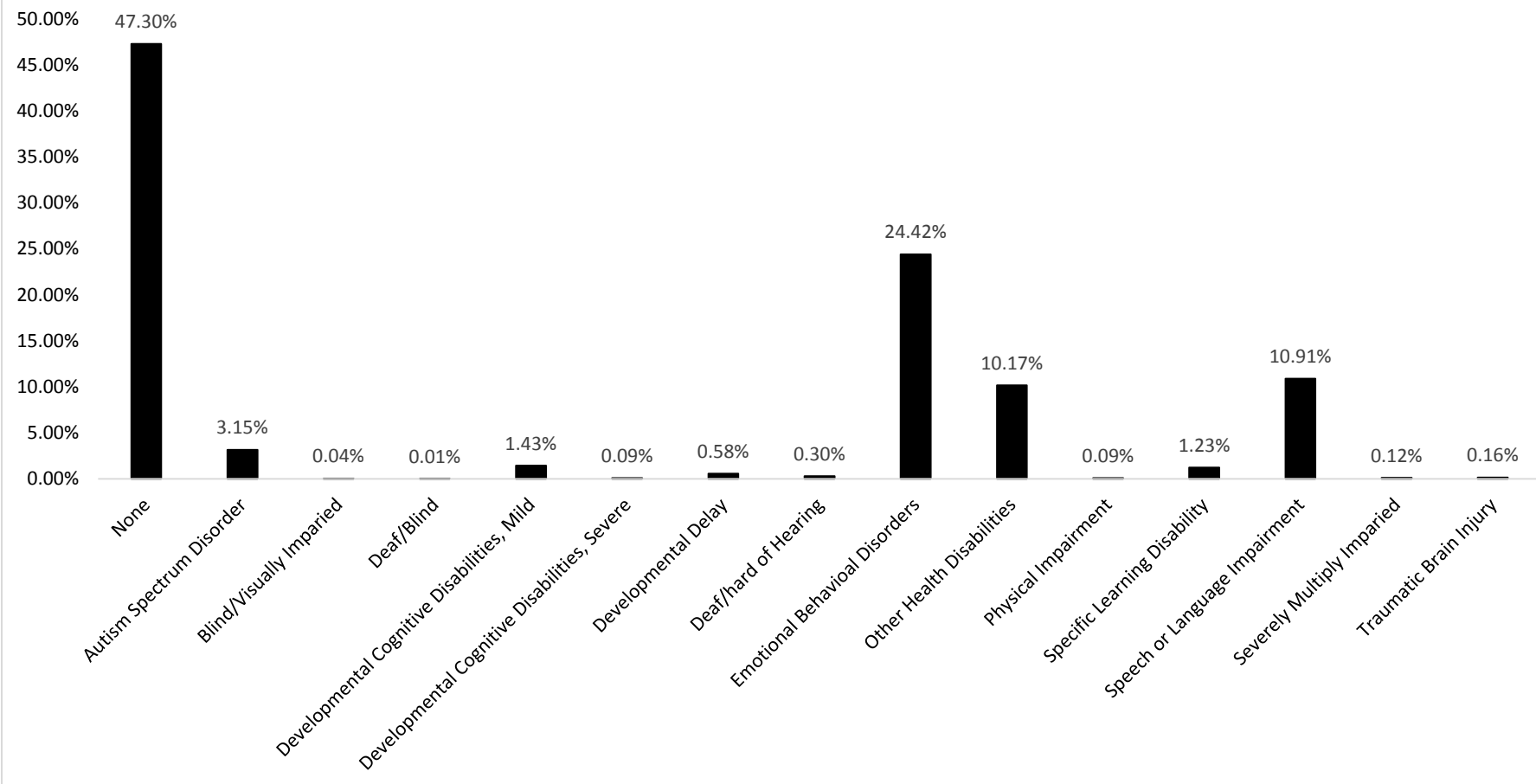
DISABILITY STATUS OF OFFENDERS: SCHOOL YEAR 2014-15

Disability status of the offender is recorded for each disciplinary action. Of those students with a disability “emotional/behavioral disorders” (24.42 percent) “speech or language impairment” (10.91 percent) and “other health disabilities (10.17 percent) are the most common disabilities. Included below in Table 13 are the number of offenders and percentages of the disability status of offenders. Figure 13 represents a graphic illustration of Table 13, using percent of offenders.

**TABLE 13. Disability of Offenders.**

<b>Disability</b>	<b>Number of Offenders</b>	<b>Percent</b>
None	23,280	47.30%
Autism Spectrum Disorder	1,551	3.15%
Blind/Visually Impaired	20	0.04%
Deaf/Blind	7	0.01%
Developmental Cognitive Disabilities, Mild	705	1.43%
Developmental Cognitive Disabilities, Severe	43	0.09%
Developmental Delay	285	0.58%
Deaf/Hard of Hearing	148	0.30%
Emotional Behavioral Disorders	12,021	24.42%
Other Health Disabilities	5,005	10.17%
Physical Impairment	45	0.09%
Specific Learning Disability	605	1.23%
Speech or Language Impairment	5,372	10.91%
Severely Multiply Impaired	57	0.12%
Traumatic Brain Injury	77	0.16%
Total	49,221	100.00%

**Figure 13. Disability of Offenders (Percent) 2014-15**





## ENGLISH LEARNER STATUS OF OFFENDERS: SCHOOL YEAR 2014-15

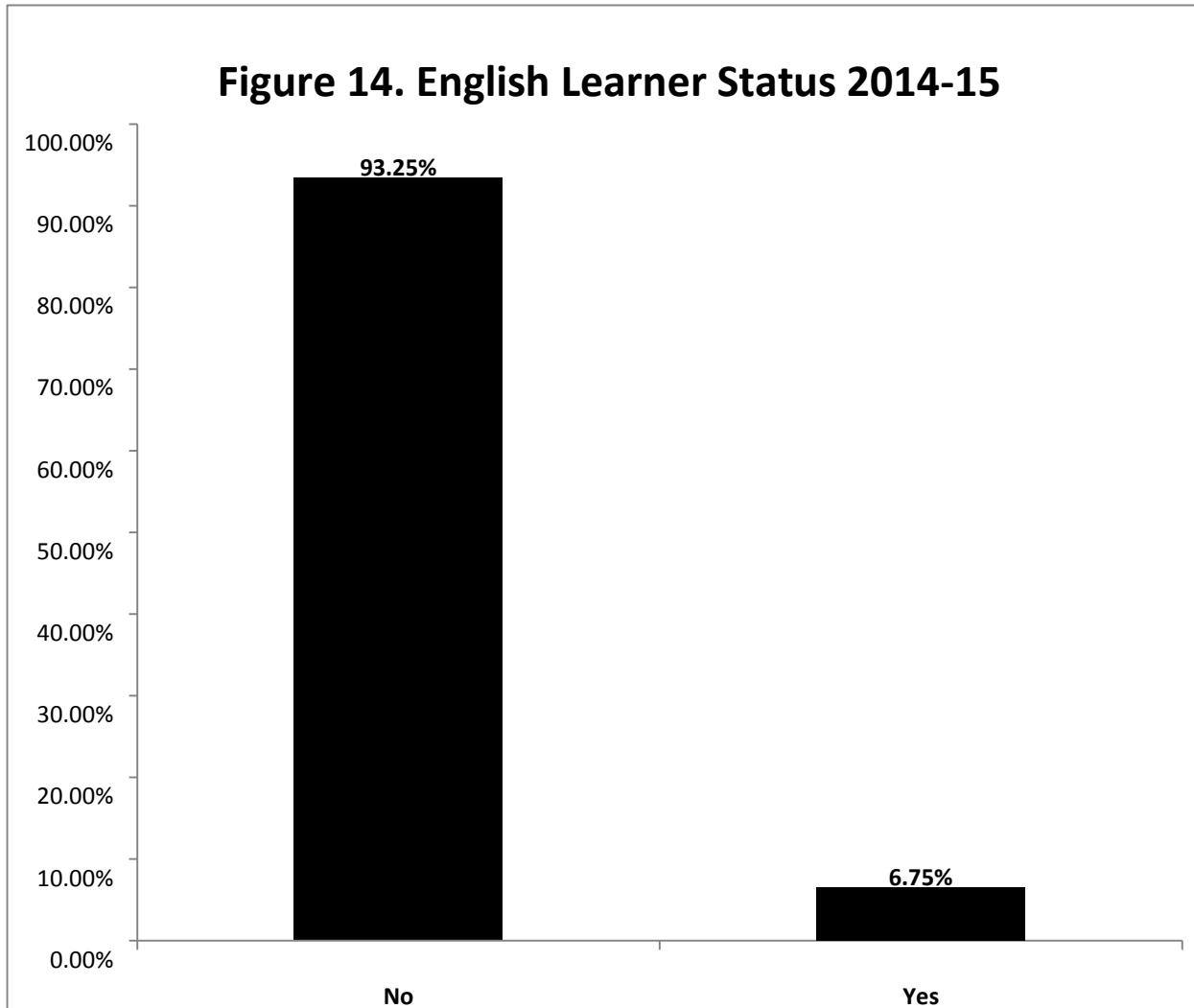
English Learner or EL status of the offender is recorded for each disciplinary action. Of the total number of offenders over six percent of offenders (6.75 percent) are identified as EL (compared with approximately eight percent of (8.3 percent) total state enrollment in the 2014-15 school years).

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

**TABLE 14. English Learner Status of Offenders.**

<b>EL Status</b>	<b>Number of Offenders</b>	<b>Percent</b>
No LEP	45,898	93.25%
Yes LEP	3,323	6.75%
Total	49,221	100%

**Figure 14. English Learner Status 2014-15**



**DISCIPLINARY ACTIONS TAKEN: SCHOOL YEAR 2014-15**

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 (85.57) percent of all disciplinary actions). Because this is an action count each student can be counted more than once if they had more than one disciplinary action in the same school year.

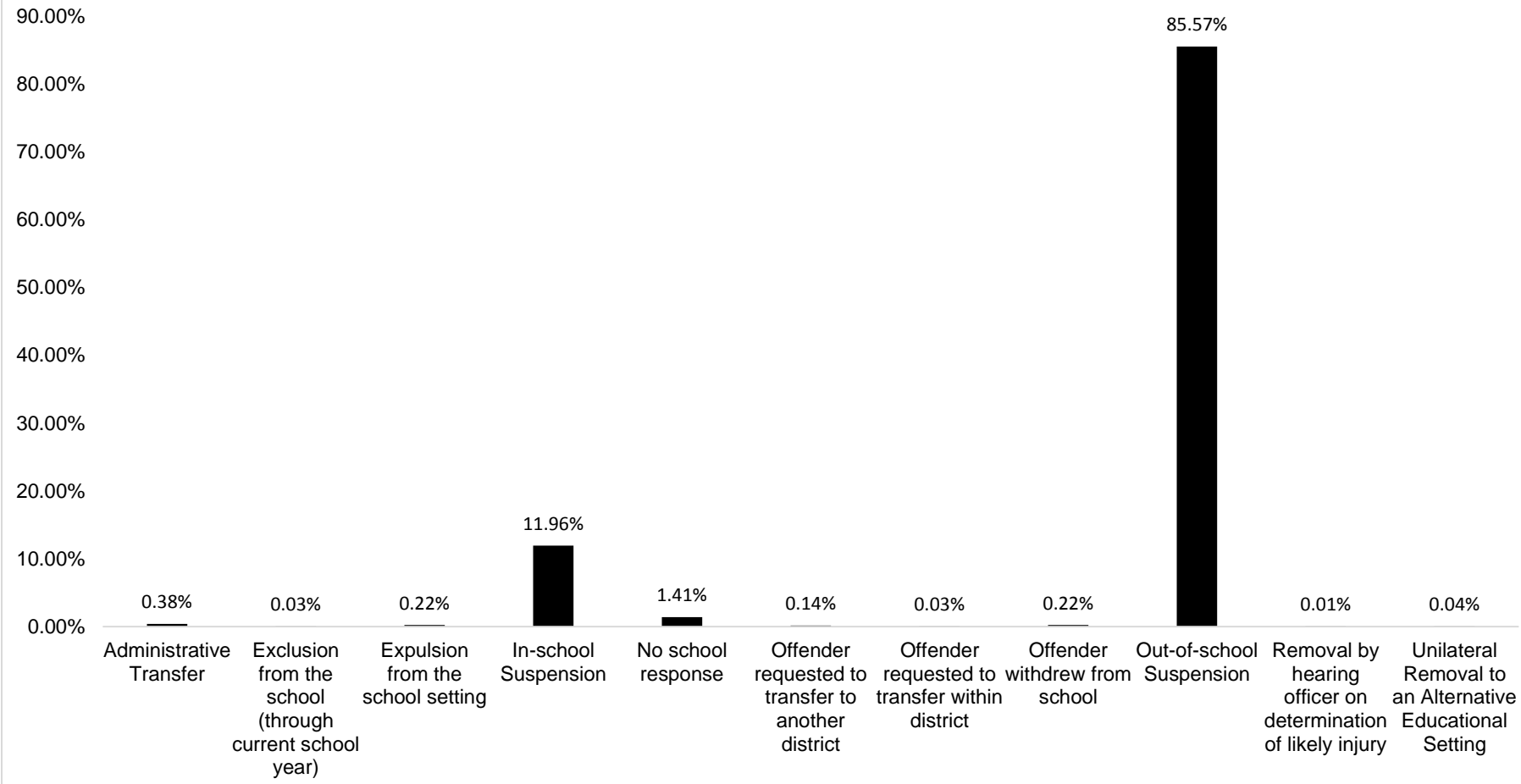
Included below in Table 15 are the number and percentages of disciplinary actions taken for each school year included in this report. Figure

15 represents a graphic illustration of Table 15, using percent of actions.

**TABLE 15. Disciplinary Actions Taken.**

Disciplinary Action	Number of Actions	Percent
Administrative Transfer	186	0.38%
Exclusion from the school (Exclusions can only extend through current school year)	15	0.03%
Expulsion from the school setting	108	0.22%
In-school Suspension	5,922	11.96%
No school response	696	1.41%
Offender requested to transfer to another district	70	0.14%
Offender requested to transfer within district	17	0.03%
Offender withdrew from school	109	0.22%
Out-of-school Suspension	42,370	85.57%
Removal by hearing officer on determination of likely injury	4	0.01%
Unilateral Removal to an Alternative Educational Setting	19	0.04%
Total	49,516	100.00%

**Figure 15. Disciplinary Actions Taken (Percent) 2014-15**



## 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).

Subdivision 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.

Subdivision 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 s1,2, 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 one day or less for students who have an Individual Education Program, and to report suspensions for a day or more for all students' education. Table 16 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 five years.

TABLE 16. Out of School Trends.

<b>Number of Days Suspended Out of School</b>	<b>Number of Days of Out of School Suspensions, all</b>	<b>Number of Days of Out of School Suspensions of a day or more</b>
2009-10	129,829	127,739
2010-11	126,791	124,608
2011-12	126,070	123,997
2012-13	109,495	108,844
2013-14	100,608	99,912
2014-15	94,486	94,110

APPENDIX C:

TOTAL NUMBER OF DAYS SUSPENDED/OUT OF SCHOOL: SCHOOL YEAR 2014-15

DIRS also includes information from districts about how many days students were suspended or out of school. Included below in Table 17 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 17. Number of Days Suspended/Out of School (OSS)**

Disciplinary Action OSS Number of Days	Count for all OSS	Count, Day or More
Mean	2.23	2.26
Median	2.83	3.1
Mode	1	1
Sum Total	94,486.14	94,109.94

APPENDIX D: Work Group  
Disciplinary Incident Work Group

<b>Name</b>	<b>Staff</b>	<b>Divisions</b>
Sheila Oehrlein	Supervisor	Youth Development and Health Promotion
Craig Wethington	Director School Climate	School Safety Technical Assistance Center
Nancy Riestenberg	School Climate Specialist	School Safety Technical Assistance Center
Ann Iweriebor	State Programs Specialist	Youth Development and Health Promotion
Lisa Burton	Results Measurement Specialist	Youth Development and Health Promotion