



**Dangerous Weapons
and
Disciplinary
Incidents**

School Year 2005-06

February 2007

**FY 2007
Report
To the
Legislature**

**As required by
Minnesota Statute
Section 121A.06
Subdivision 3**

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Upon request, this report can be made available in alternative formats.

ESTIMATED COST OF PREPARING THIS REPORT

This report provides information that is maintained and published as Minnesota Rules by the Office of Revisor of Statutes as a part of its normal business functions. Therefore, the cost information reported below does not include the cost of gathering the data but rather is limited to the estimated cost of actually analyzing the data, determining recommendations, and preparing this report document.

Special funding was not appropriated for the costs of preparing this report.

The estimated cost incurred by the Minnesota Department of Education in preparing this report is \$946.14.

EXECUTIVE SUMMARY

Minnesota Statute 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 2005-2006 school year. Data for this report were 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:

- The most common incident types are: disruptive, disorderly conduct or insubordination, and fighting, followed by assault, other major offenses, and verbal abuse.
- Almost all reported incidents occur during school hours.
- Most incidents occur in the other indoor area or the classroom, followed by the hallway.
- Although most incidents do NOT involve weapons, when a weapon is involved, the most common weapon type is a knife, followed by other weapons
- Most incidents do not involve victims.
- Male offenders commit just over 70% of incidents.
- The majority of offenders are White, Non-Hispanic, followed by Black, Non-Hispanic.
- 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.
- Students with an IEP commit approximately 40% of the disciplinary incidents.
- The majority of incidents in the DIRS dataset result in out-of-school suspensions.

As a result of new 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 new web-based reporting system for disciplinary incidents—the Disciplinary Incident Reporting System (DIRS). This new system was implemented in 2004-2005 school year and was in use for the 2005-2006 school year with minor revisions to the process. DIRS will continue to be used to provide data for subsequent reports required by Minnesota Statute Section 121A.06, Subdivision 3. Local Education Agencies (LEAs) may submit disciplinary incidents using:

<https://education.state.mn.us/DisciplinaryIncident/>

INTRODUCTION

Each year Minnesota LEAs 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 2005-2006 school year, LEAs 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 2005-06 version of DIRS to make the process more user-friendly and to increase the accuracy of the data. *Note that especially 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 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 LEAs. The data presented in this report are drawn directly from the DIRS system. Only minimal efforts are made to check or verify the data. The only incidents excluded from 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.

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 not provided 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 provided through the electronic system and through information provided by MDE staff to constituent groups such as Special Education and Safe and Drug-Free Schools Coordinators at regional trainings sessions and meetings.

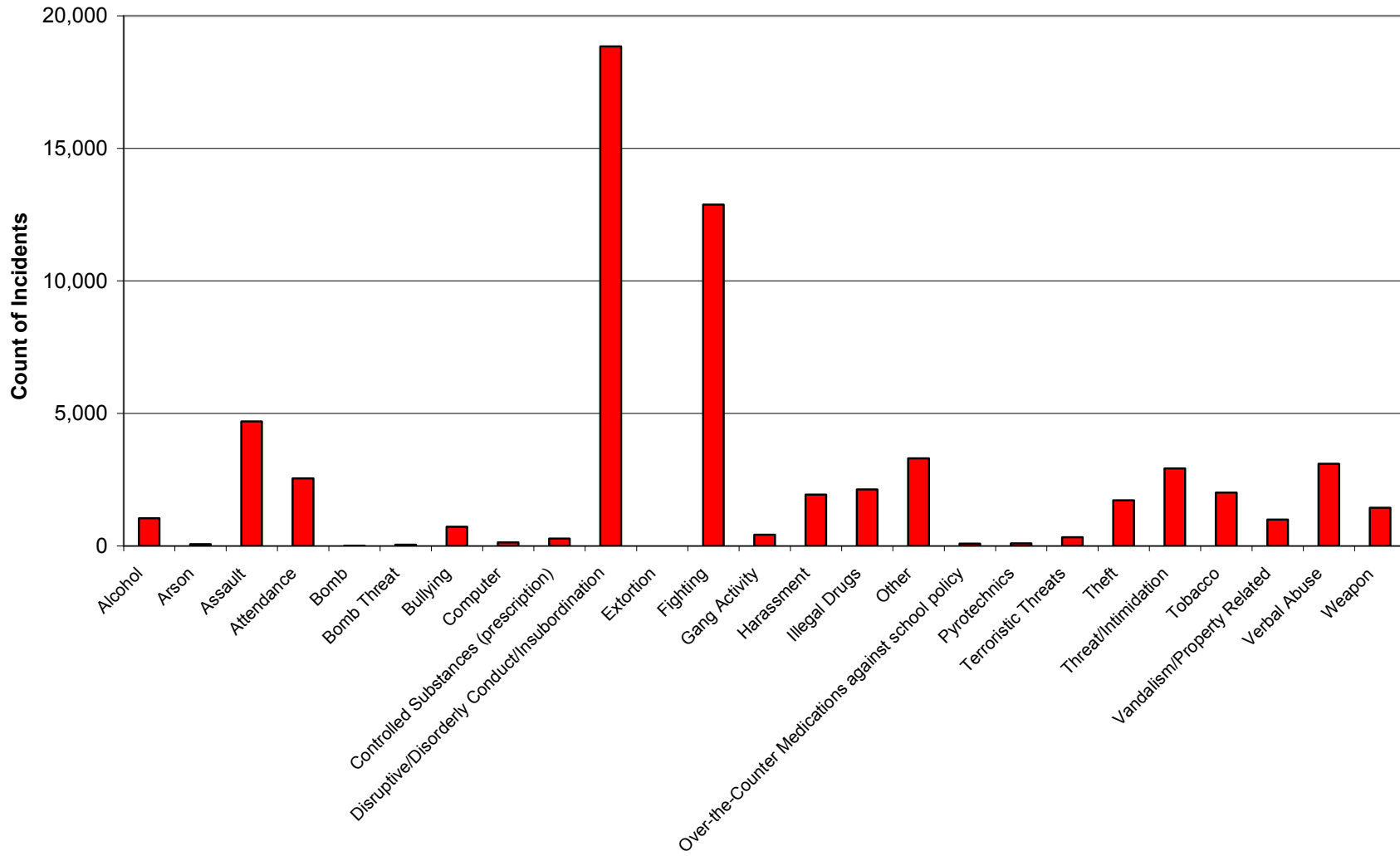
TYPE OF DISCIPLINARY INCIDENTS: SCHOOL YEAR 2005-2006

Disciplinary incidents are categorized into one of 25 different types. Included below in Table 1 are the frequencies and percentages of disciplinary incidents by type. Incidents of “disruptive, disorderly conduct or insubordination” and “fighting,” are the most common, followed by “assault,” “other major offenses,” and “verbal abuse” incidents. Figures 1 and 2 represent graphic illustrations of Table 1, using frequency of incidents and percent of incidents, respectively.

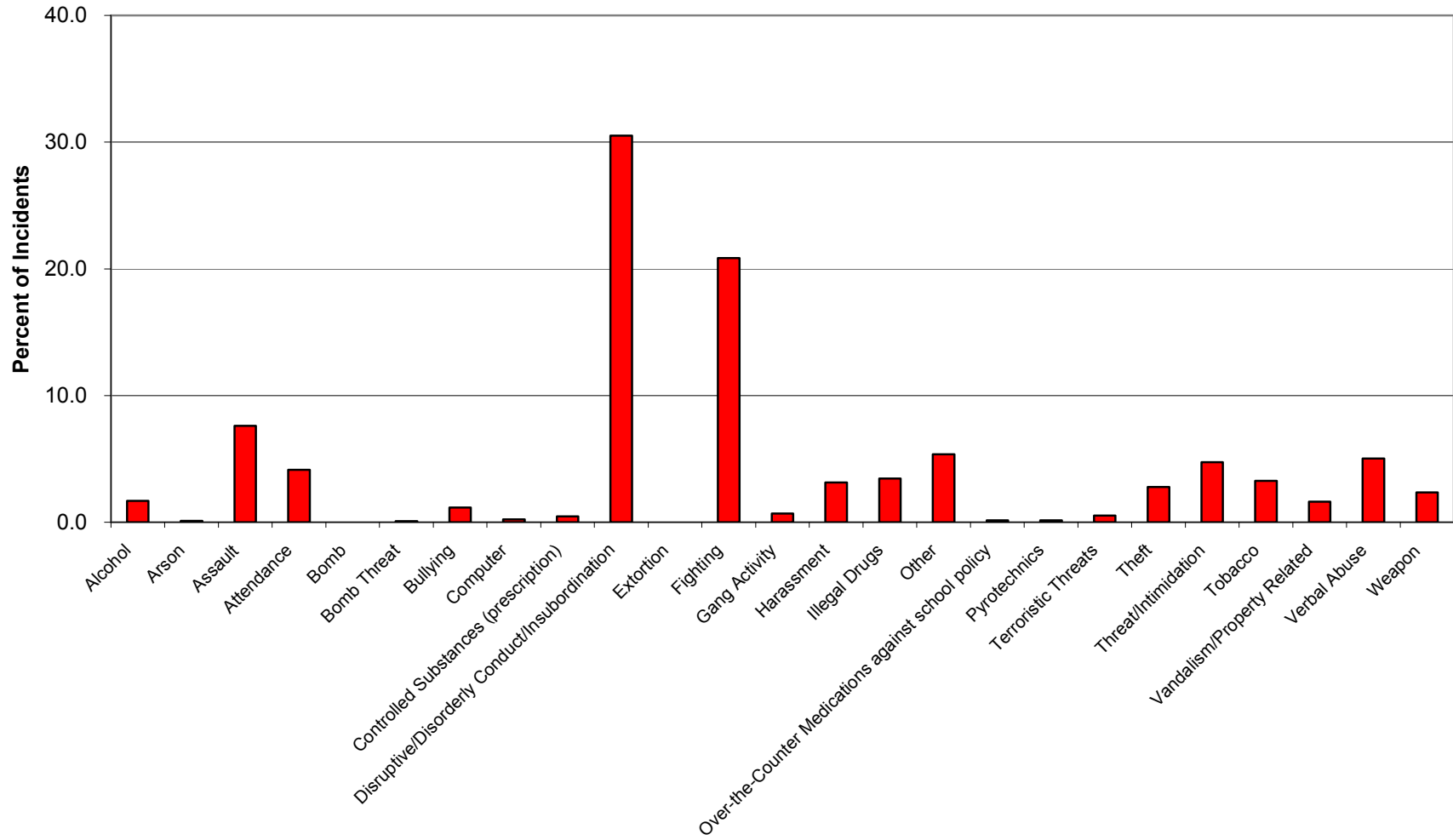
TABLE 1. Type of Disciplinary Incident

Incident Category	Frequency	Percent
Alcohol	1,046	1.7
Arson	67	0.1
Assault	4,700	7.6
Attendance	2,549	4.1
Bomb	6	0.0
Bomb Threat	46	0.1
Bullying	725	1.2
Computer	137	0.2
Controlled Substances (prescription)	284	0.5
Disruptive/Disorderly Conduct/Insubordination	18,845	30.5
Extortion	2	0.0
Fighting	12,881	20.8
Gang Activity	423	0.7
Harassment	1,936	3.1
Illegal Drugs	2,134	3.5
Other	3,307	5.4
Over-the-Counter Medications against school policy	85	0.1
Pyrotechnics	96	0.2
Terroristic Threats	326	0.5
Theft	1,720	2.8
Threat/Intimidation	2,923	4.7
Tobacco	2,015	3.3
Vandalism/Property Related	996	1.6
Verbal Abuse	3,104	5.0
Weapon	1,445	2.3
TOTAL	65,680	100%

**Figure 1. Type of Disciplinary Incidents (Number)
2005-06 School Year**



**Figure 2. Types of Disciplinary Incident (Percent)
2005-2006 School Year**



TIME OF DISCIPLINARY INCIDENTS: SCHOOL YEAR 2005-2006

Disciplinary incidents are categorized into one of two different incident times when they occurred. Included below in Table 2 are the frequencies and percentages of the times of disciplinary incidents. Incidents occurring “during school hours” represent the majority of disciplinary incidents reported by LEAs. Figures 3 and 4 represent graphic illustrations of Table 2, using frequency of incidents and percent of incidents, respectively.

TABLE 2. Time of Incident

Time of Incident	Frequency	Percent
During School Hours	59,602	94.6%
Outside of School Hours	3,395	5.4%
TOTAL	62,997	100%

**Figure 3. Time of Incidents (Number)
2005-06 School Year**

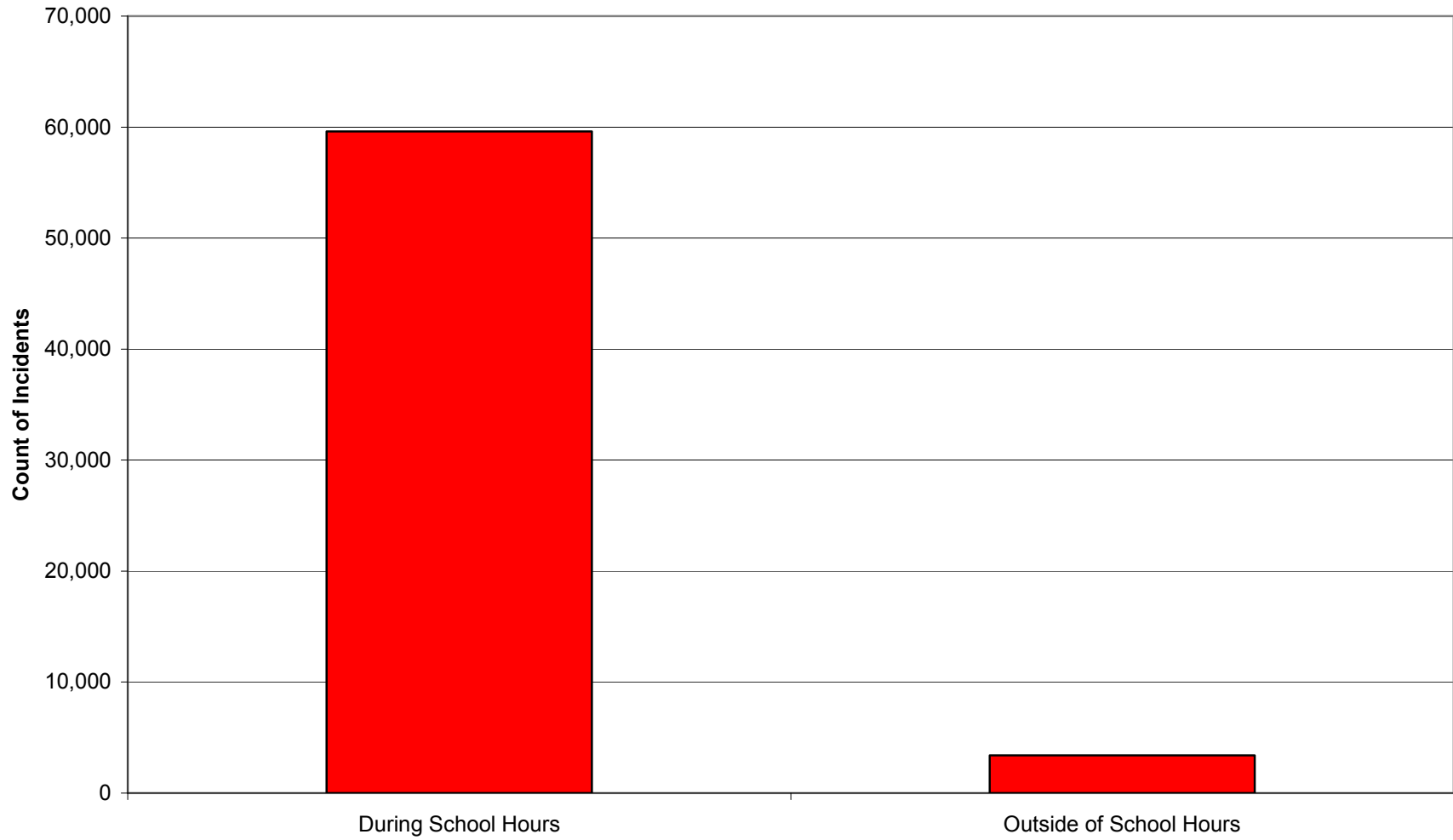
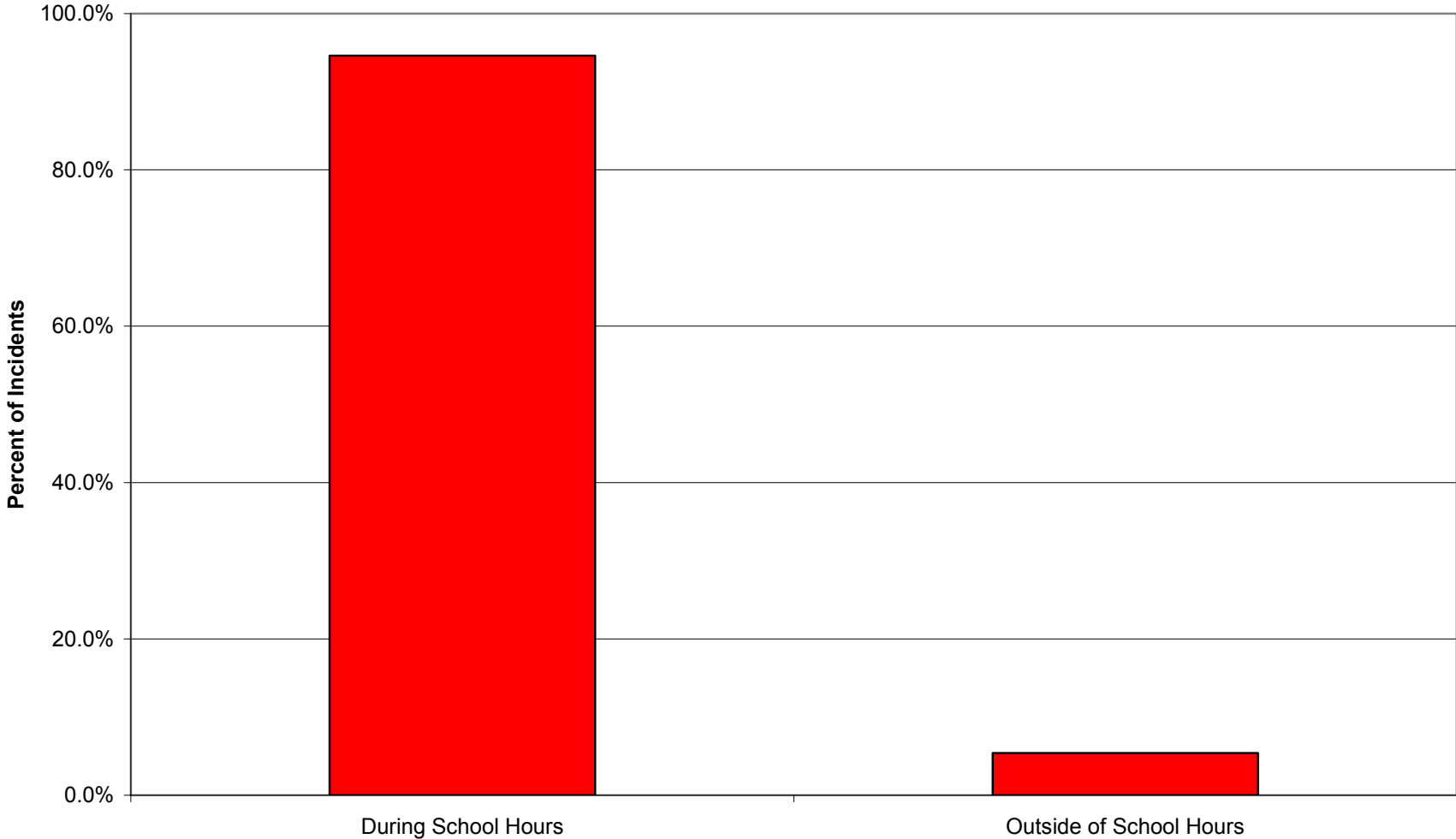


Figure 4. Time of Incident (Percent)
2005-2006 School Year



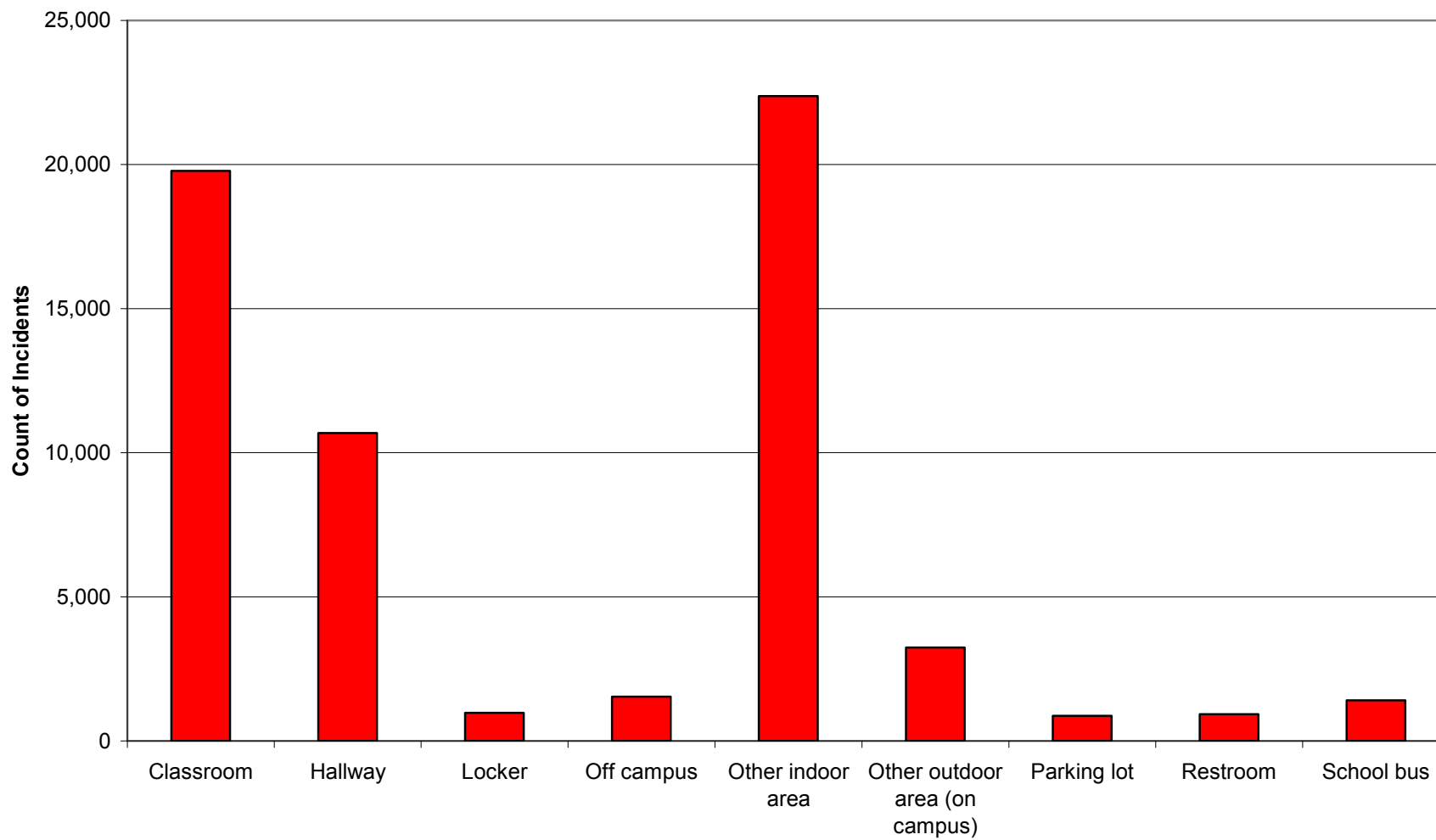
LOCATION OF DISCIPLINARY INCIDENTS: SCHOOL YEAR 2005-2006

Disciplinary incidents are categorized into one of nine different locations where they occurred. Included below in Table 1 are the frequencies and percentages of disciplinary incidents by location for each school year included in this report. Incidents occurring in the “other indoor areas” and “classrooms” are the most common, followed by “hallway.” Figures 5 and 6 represent graphic illustrations of Table 3, using frequency of incidents and percent of incidents, respectively.

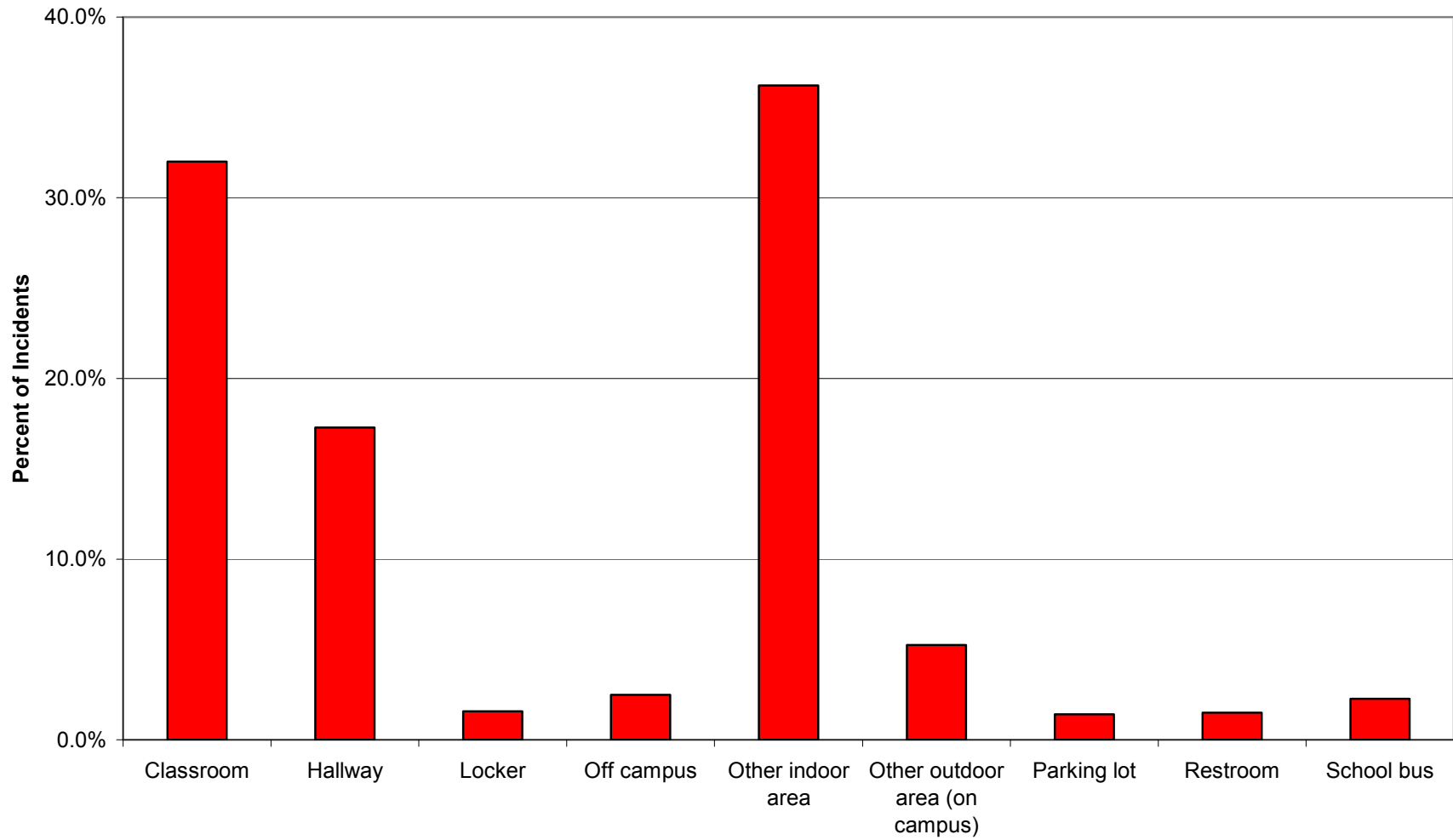
TABLE 3. Location of Incident

Location	Frequency	Percent
Classroom	19,778	32.0%
Hallway	10,680	17.3%
Locker	970	1.6%
Off campus	1,538	2.5%
Other indoor area	22,378	36.2%
Other outdoor area (on campus)	3,243	5.2%
Parking lot	876	1.4%
Restroom	927	1.5%
School bus	1,408	2.3%
TOTAL	65,680	100%

**Figure 5. Location of Incidents (Number)
2005-2005 Schoo Year**



**Figure 6. Location of Incidents (Percent)
2005-2006 School Year**



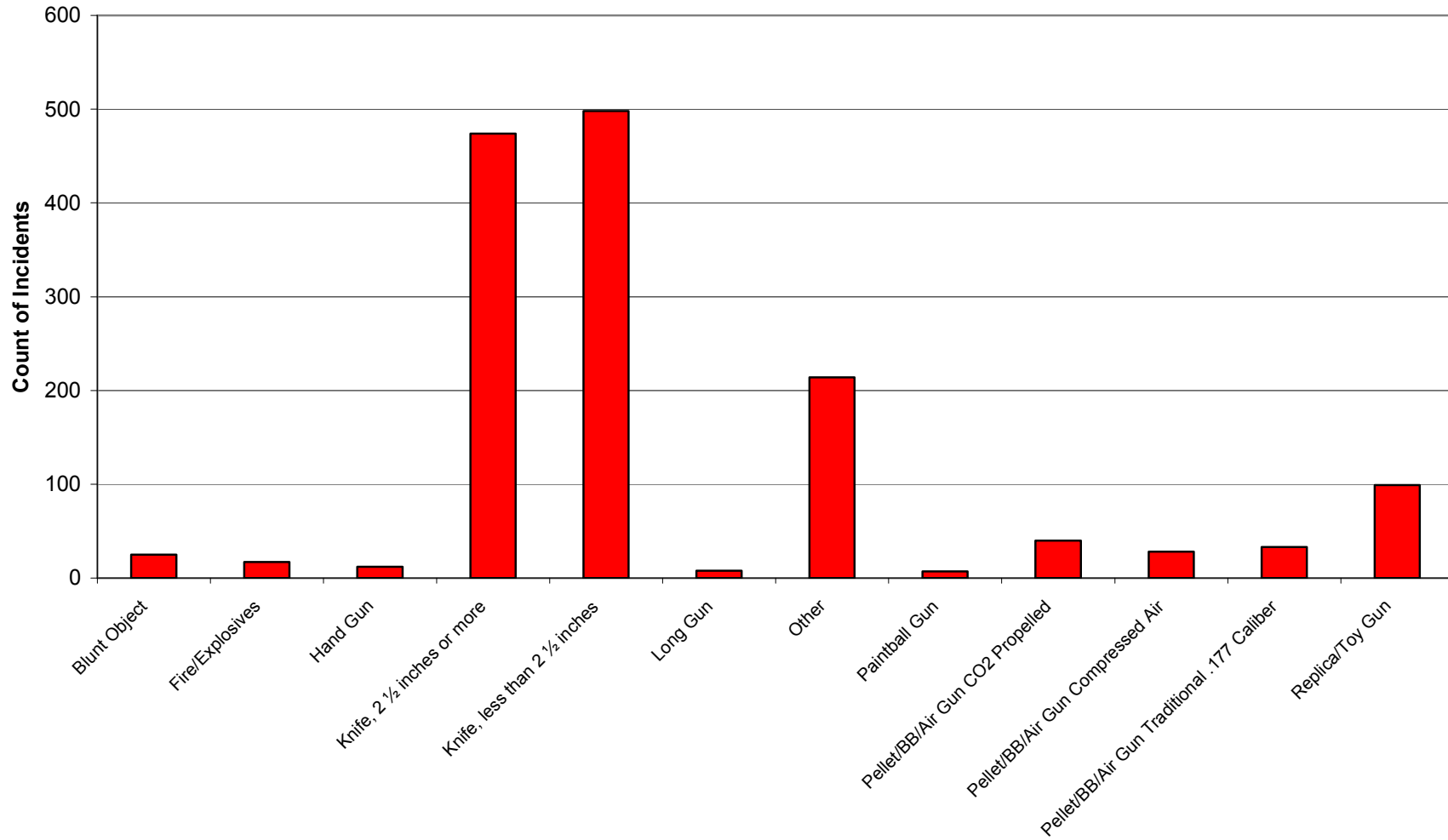
INVOLVEMENT OF WEAPONS IN DISCIPLINARY INCIDENTS: SCHOOL YEAR 2005-2006

If disciplinary incidents involve weapons, the weapons are categorized into one of twelve different types. Included below in Table 4 are the frequencies and percentages of incidents where weapons were involved for each school year included in this report. Although weapons are involved in only 2.3% of all incidents (see Table 1 and Figures 1 and 2), when weapons are involved, “knives, less than 2 ½ inches” and “knives, 2 ½ inches or more” are the most common, followed by “other weapons” and “replica/toy gun.” Figures 7 and 8 represent graphic illustrations of Table 4, using frequency of incidents and percent of incidents, respectively.

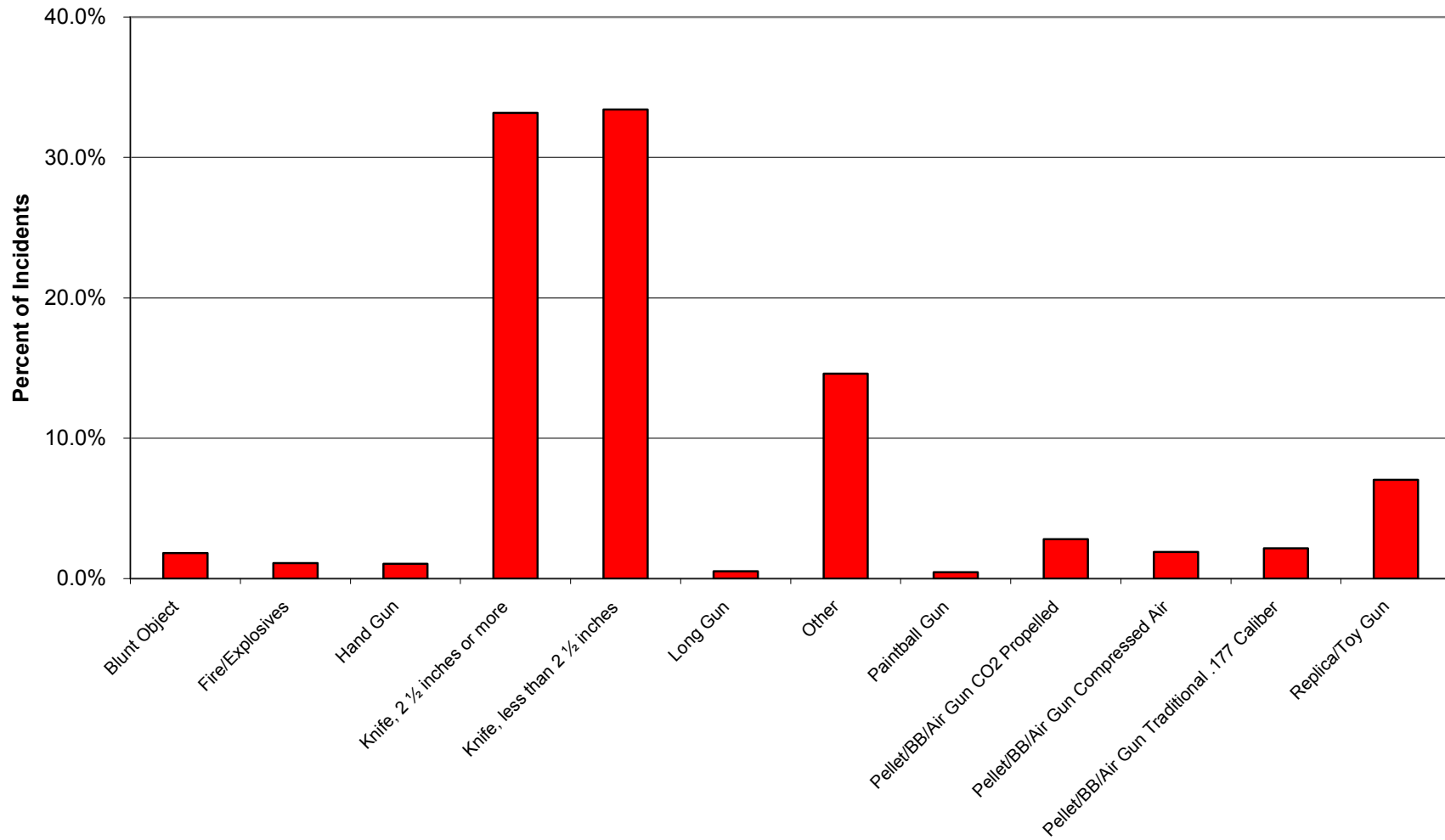
TABLE 4. Involvement of Weapon in Incident

Type of Weapon	Frequency	Percent
Blunt Object	25	1.8%
Fire/Explosives	17	1.1%
Hand Gun	12	1.0%
Knife, 2 ½ inches or more	474	33.2%
Knife, less than 2 ½ inches	498	33.4%
Long Gun	8	0.5%
Other	214	14.6%
Paintball Gun	7	0.5%
Pellet/BB/Air Gun CO2 Propelled	40	2.8%
Pellet/BB/Air Gun Compressed Air	28	1.9%
Pellet/BB/Air Gun Traditional .177 Caliber	33	2.1%
Replica/Toy Gun	99	7.0%
TOTAL	1,535	100%

**Figure 7. Involvement of Weapons (Number)
2005-2006 School Year**



**Figure 8. Involvement of Weapon (Weapon)
2005-2006 School Year**



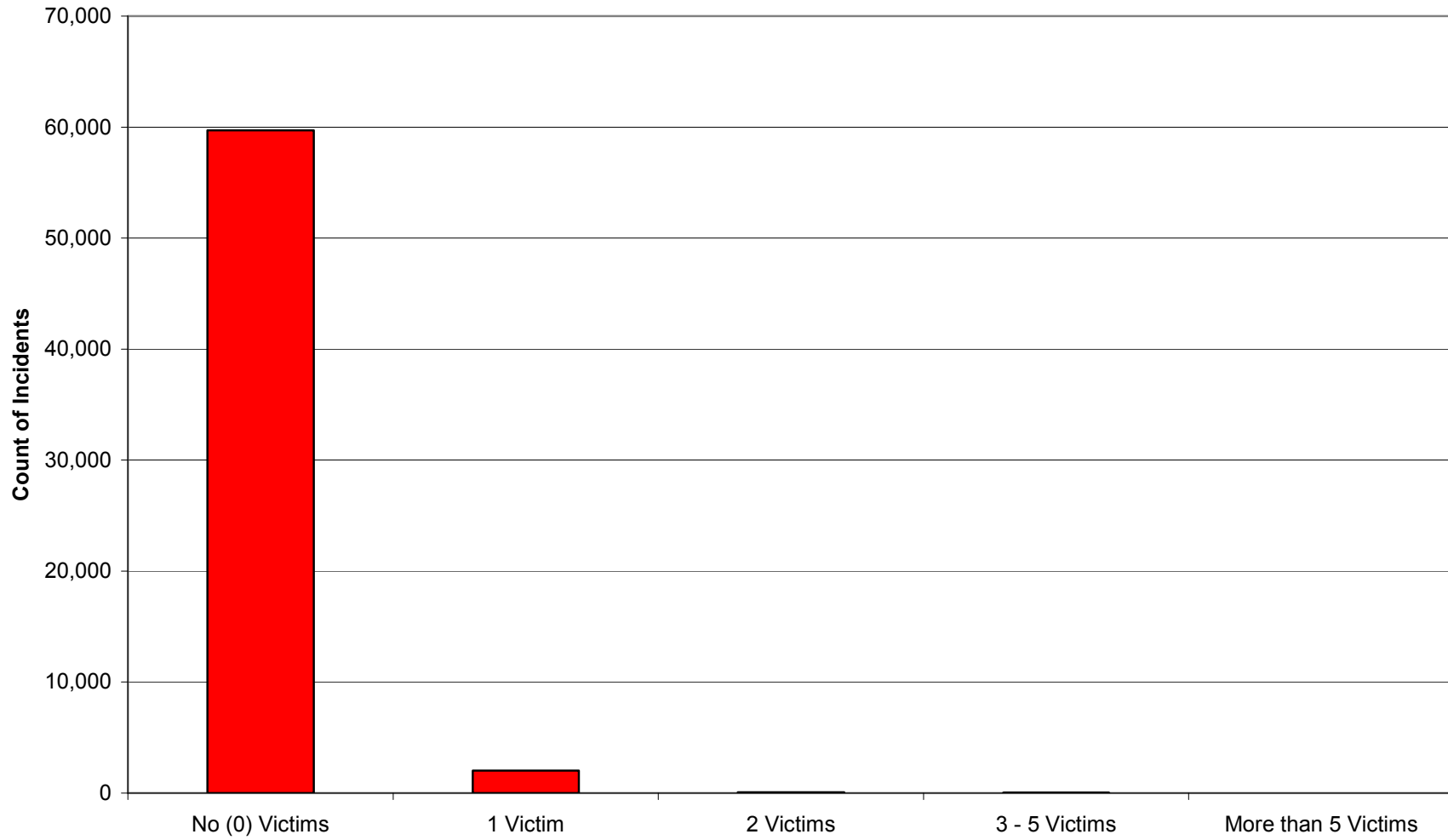
NUMBER OF VICTIMS INVOLVED IN INCIDENTS: SCHOOL YEAR 2005-2006

Disciplinary incidents are recorded with the number of victims involved. Although LEAs can enter any number of victims, for the purposes of this report, the number of victims has been categorized into five options. Included below in Table 5 are the frequencies and percentages of disciplinary incidents by number of victims involved for each school year included in this report. Most incidents included in the DIRS dataset were reported as incidents where no victims were involved. Figures 9 and 10 represent graphic illustrations of Table 5, using frequency of incidents and percent of incidents, respectively.

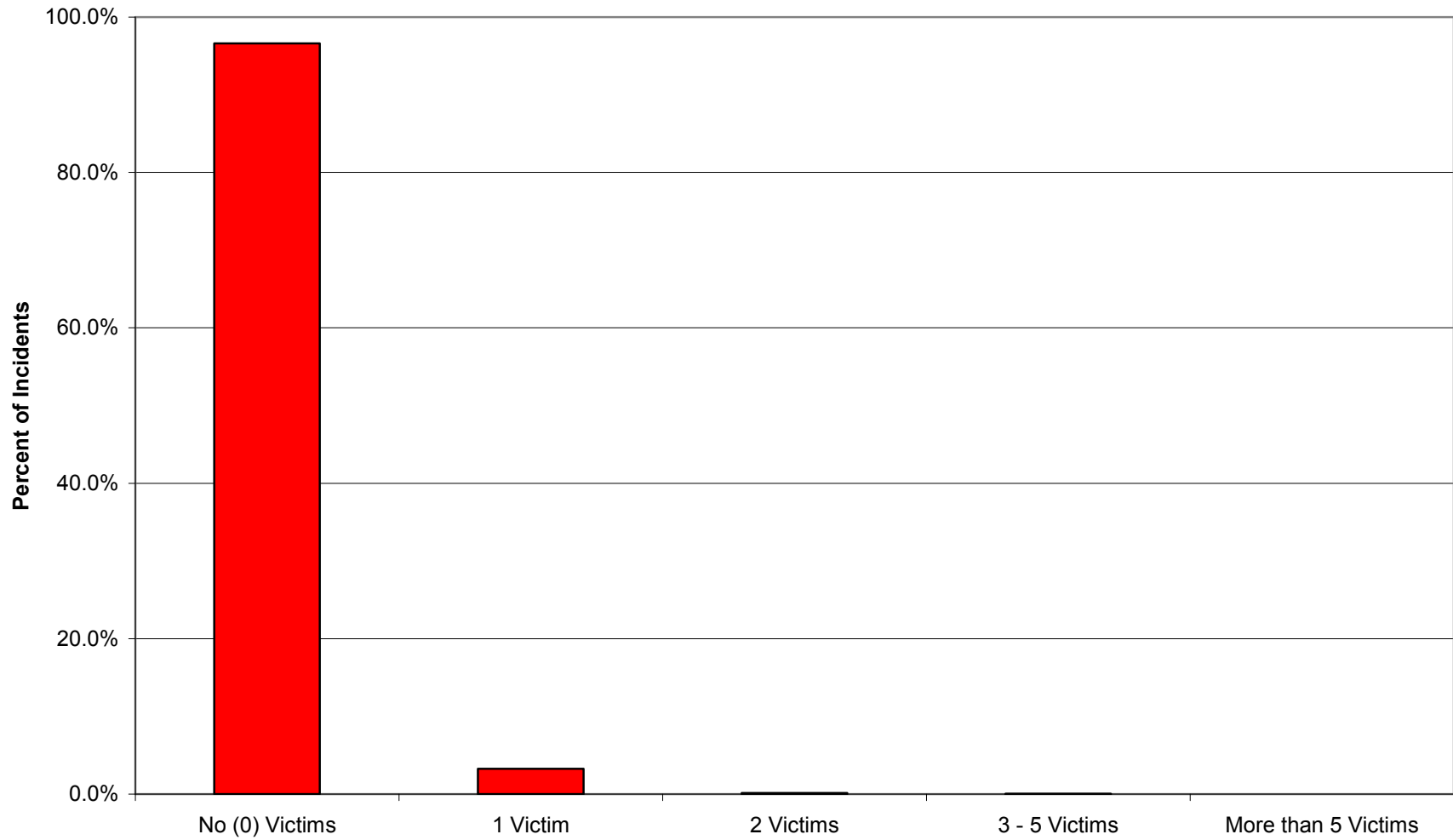
TABLE 5. Number of Victims Involved

Number of Victims	Frequency	Percent
No (0) Victims	59,698	96.6%
1 Victim	2,007	3.2%
2 Victims	79	0.1%
3 - 5 Victims	12	0.0%
More than 5 Victims	2	0.0%
TOTAL	61,798	100%

**Figure 9. Number of Victims (Number)
2005-2006 School Year**



**Figure 10. Number of Victims (Percent)
2005-2006 School Year**



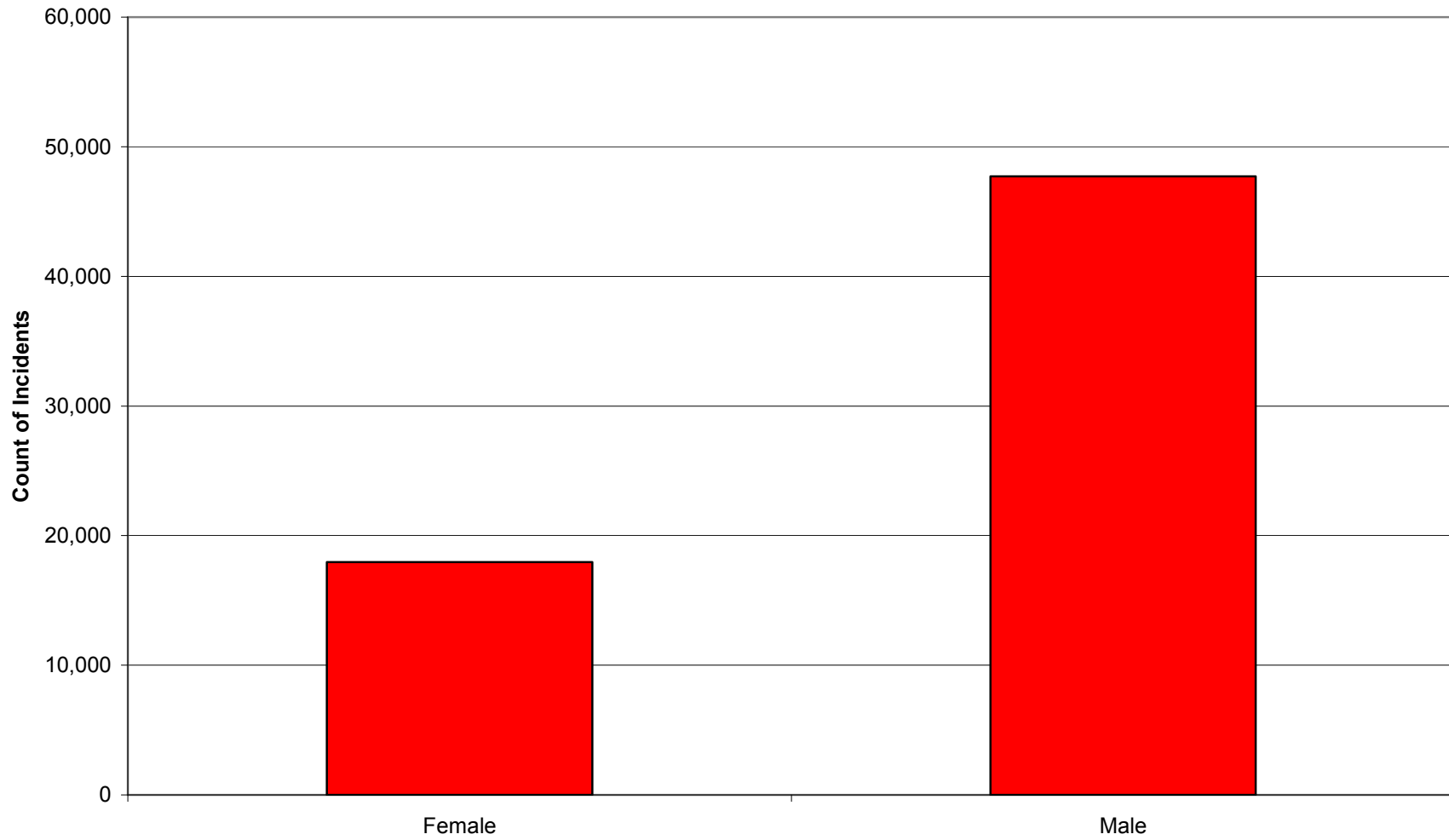
GENDER OF OFFENDERS: SCHOOL YEAR 2005-2006

Gender of offender is recorded for each disciplinary incident. Included below in Table 6 are the frequencies and percentages of disciplinary incidents by gender of offender. The majority of offenders in the DIRS dataset are males. Figures 11 and 12 represent graphic illustrations of Table 6, using frequency of incidents and percent of incidents, respectively.

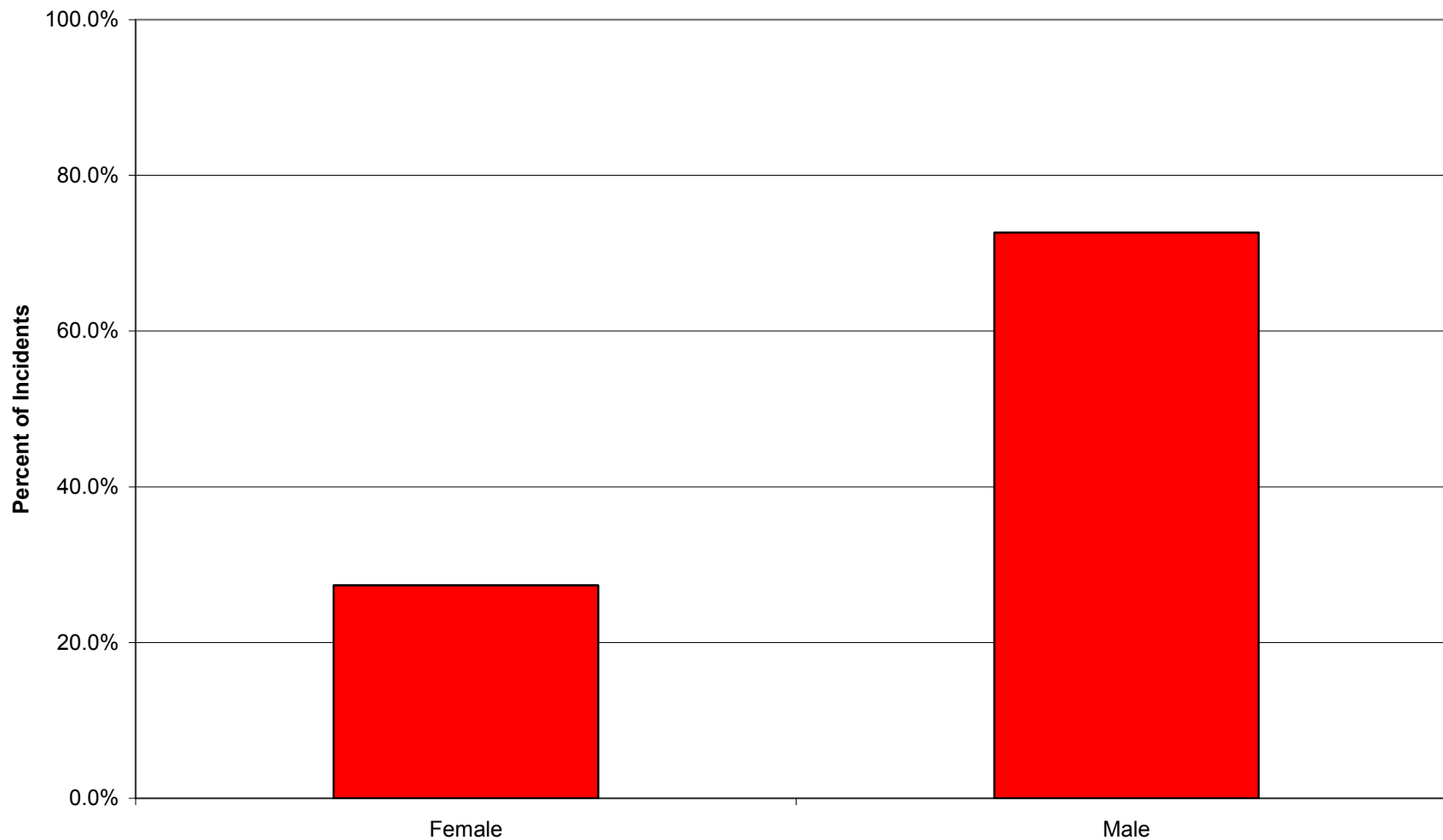
TABLE 6. Gender of Offender

Gender	Frequency	Percent
Female	17,959	27.3%
Male	47,721	72.7%
TOTAL	65,680	100%

Figure 11. Gender of the Offender (Number)
2005-2006 School Year



**Figure 12. Gender of Offenders (Percent)
2005-2006 School Year**



RACE/ETHNICITY OF OFFENDERS: SCHOOL YEAR 2005-2006

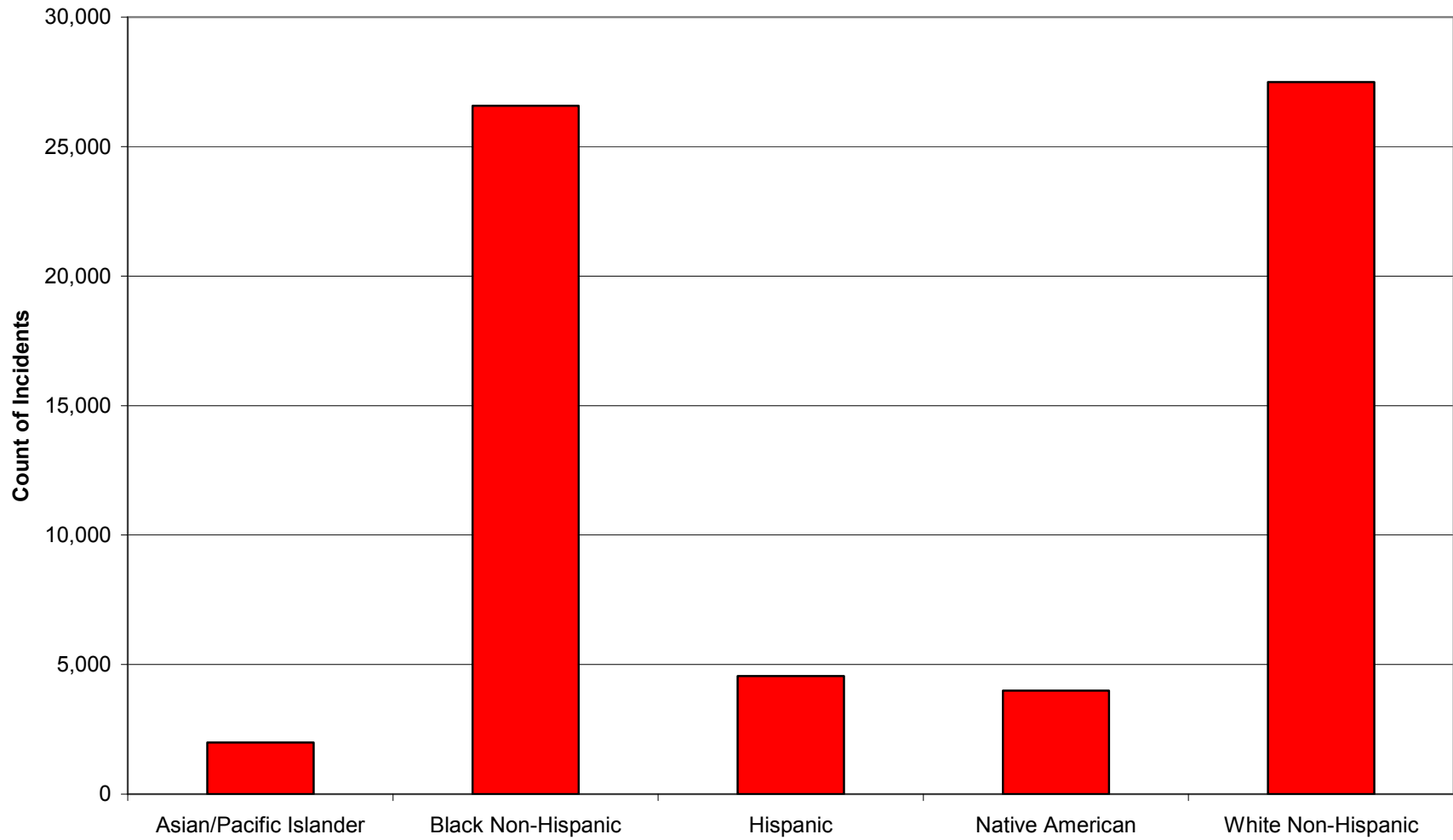
The race/ethnicity of the offender is recorded for each disciplinary incident. Included below in Table 7 are the frequencies and percentages of disciplinary incidents by race/ethnicity of offender for each school year included in this report. Note that school personnel enter DIRS data and these personnel may or may not verify the race/ethnicity of students directly with students themselves. The majority of offenders in the DIRS dataset is White, Non-Hispanic; followed by Black, Non-Hispanic. Figures 13 and 14 represent graphic illustrations of Table 7, using frequency of incidents and percent of incidents.

In 2005-2006, Minnesota student demographics, as cited by the MDE website, were as follows: American Indian or Alaskan Native: 2.1%; Asian or Pacific Islander: 5.7%; Hispanic: 5.4%; Black, Non-Hispanic: 8.6%; White, Non-Hispanic: 78.3%.

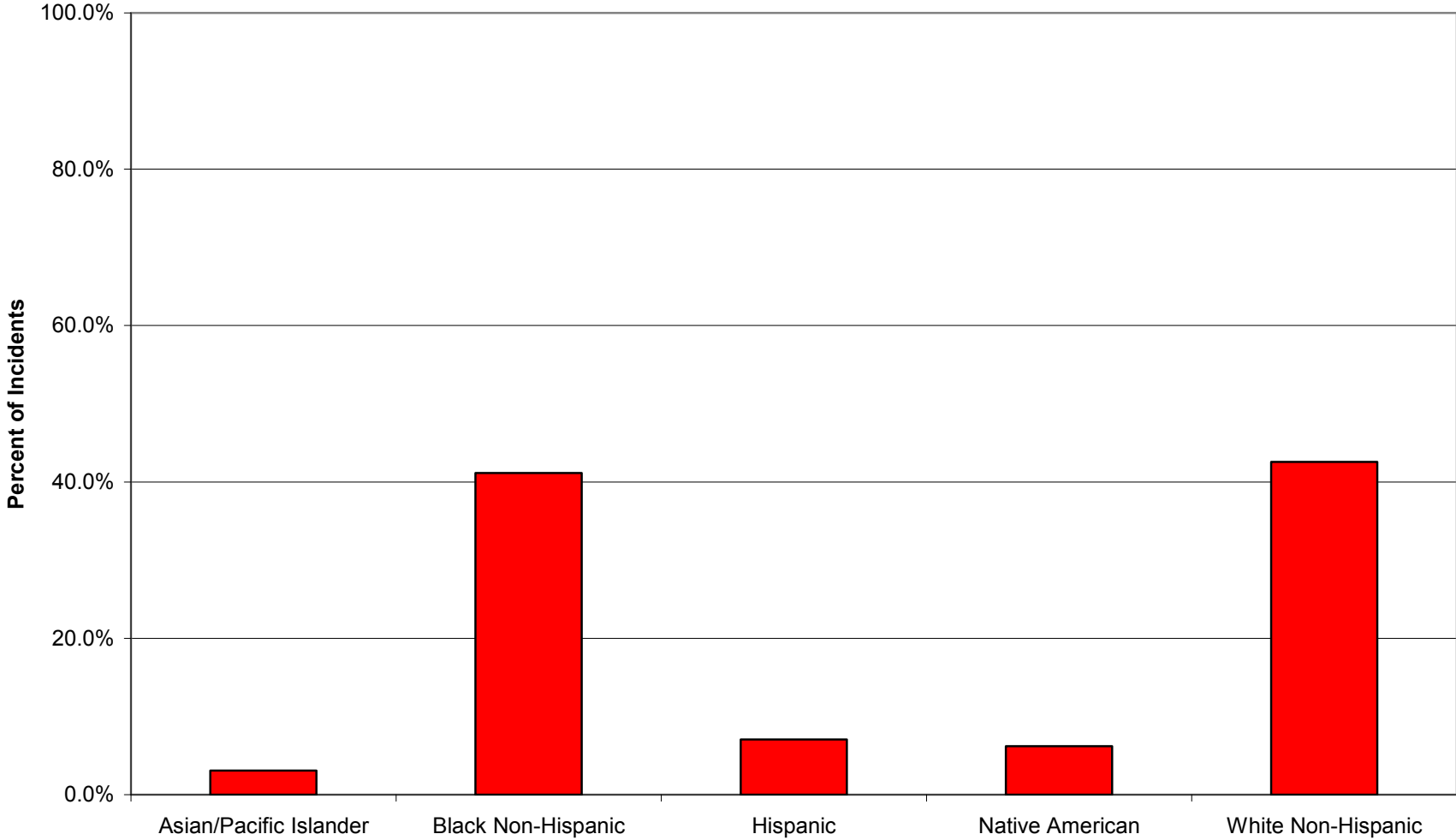
TABLE 7. Race/Ethnicity of Offender

Race/Ethnicity	Frequency	Percent
Asian/Pacific Islander	1,989	3.4
Black Non-Hispanic	26,573	40.6
Hispanic	4,557	7.1
Native American	3,998	5.8
White Non-Hispanic	27,493	43.1
TOTAL	64,610	100%

Figure 13. Race and Ethnicity of Offender (Number)
2005-2006 School Year



**Figure 14. Race and Ethnicity of the Offender (Percent)
2005-2006 School Year**



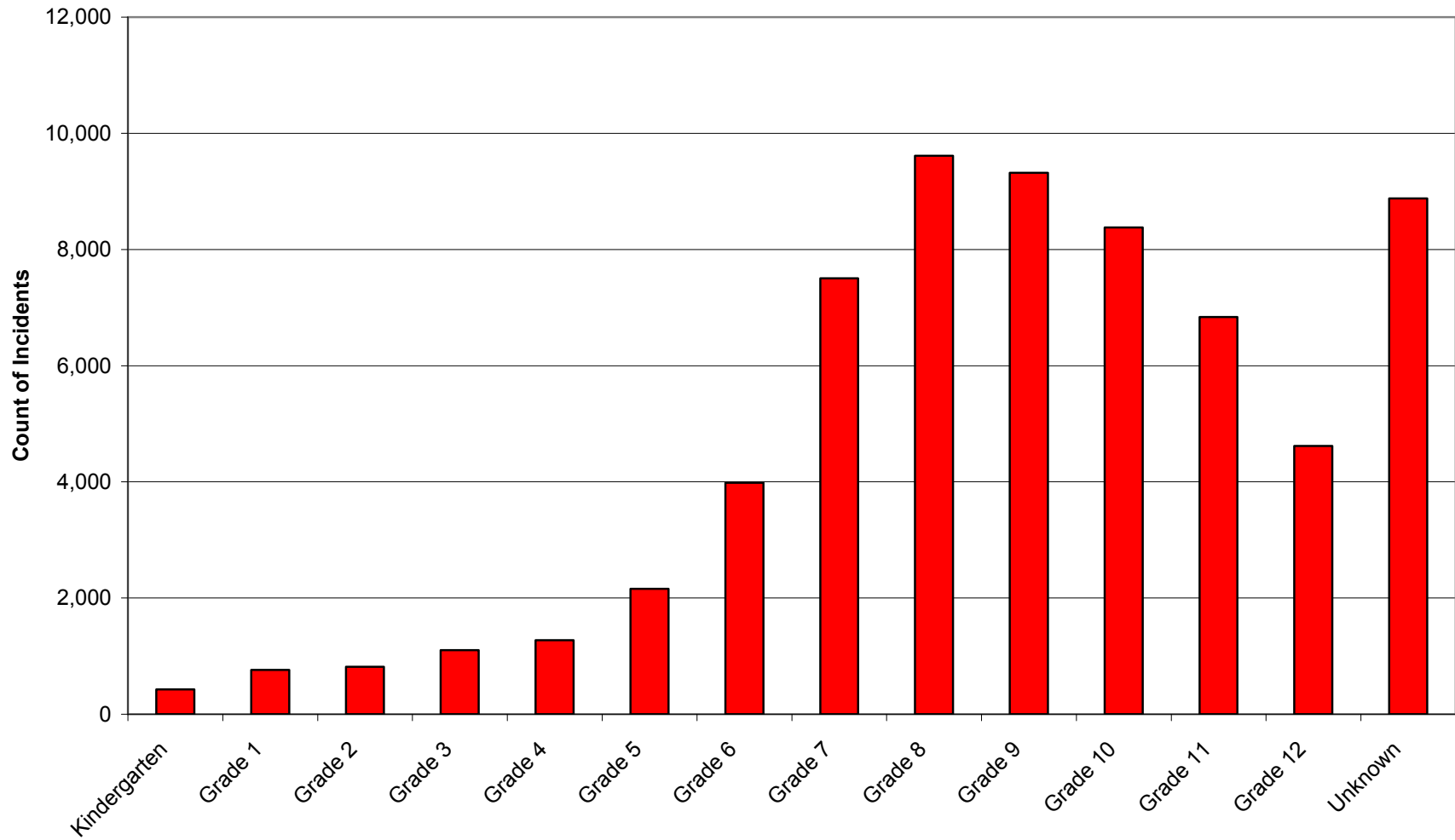
GRADE OF OFFENDERS: SCHOOL YEAR 2005-2006

Grade of offender is recorded for each disciplinary incident. Included below in Table 8 are the frequencies and percentages of disciplinary incidents by grade of offender for each school year included in this report. The majority of offenders in the DIRS dataset are clustered around seventh, eighth, ninth, tenth and eleventh grades. Figures 15 and 16 represent graphic illustrations of Table 8, using frequency of incidents and percent of incidents, respectively.

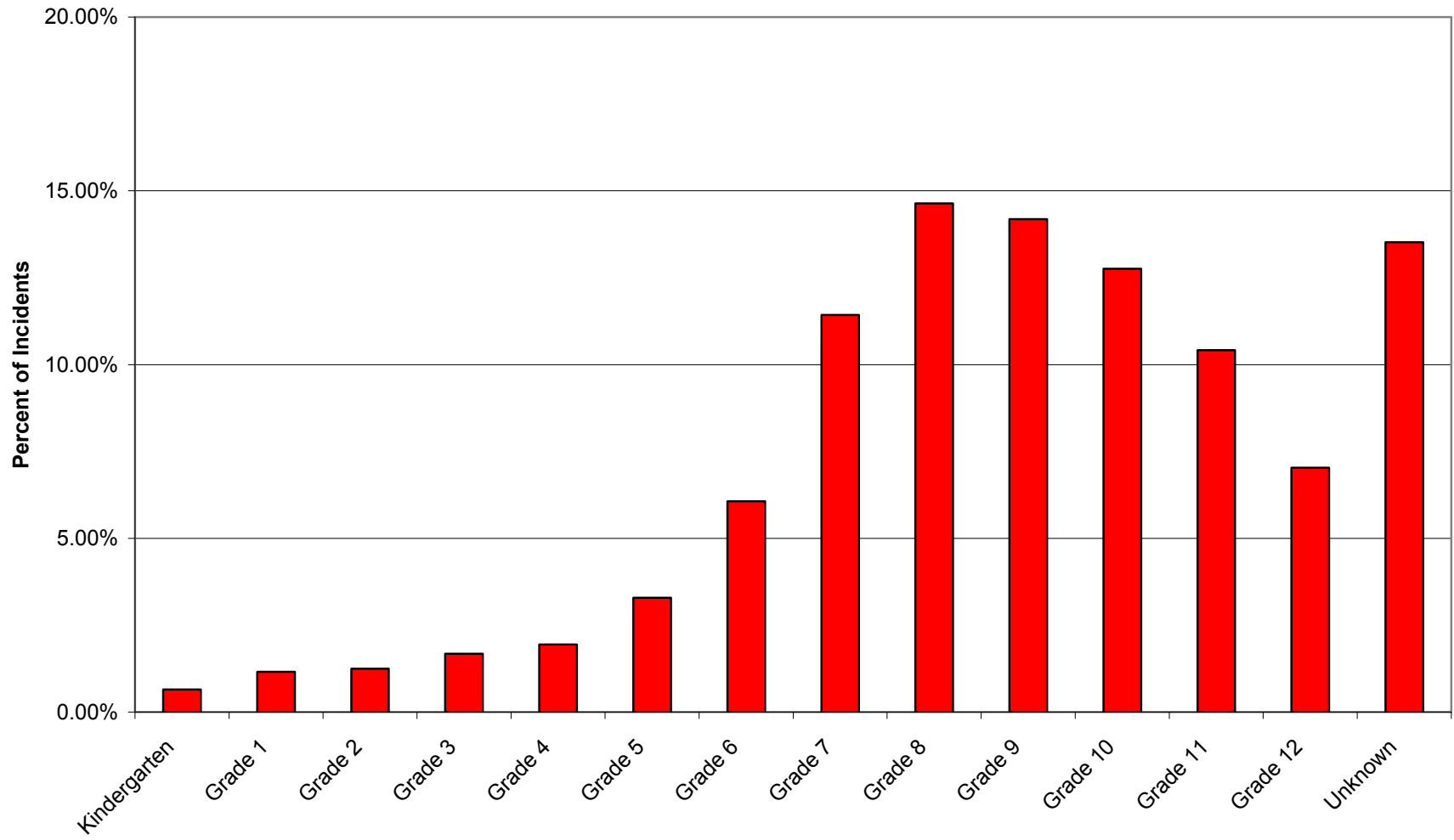
TABLE 8. Grade of Offender

Grade	Frequency	Percent
Kindergarten	427	0.7%
Grade 1	762	1.2%
Grade 2	818	1.2%
Grade 3	1,102	1.7%
Grade 4	1,276	1.9%
Grade 5	2,158	3.3%
Grade 6	3,984	6.1%
Grade 7	7,506	11.4%
Grade 8	9,614	14.6%
Grade 9	9,317	14.2%
Grade 10	8,379	12.8%
Grade 11	6,839	10.4%
Grade 12	4,618	7.0%
Unknown	8,880	13.5%
TOTAL	65,680	100%

Figure 15. Grade of Offender (Number)
2005-2006 School Year



**Figure 16. Grade of Offender (Percent)
2005-2006 School Year**



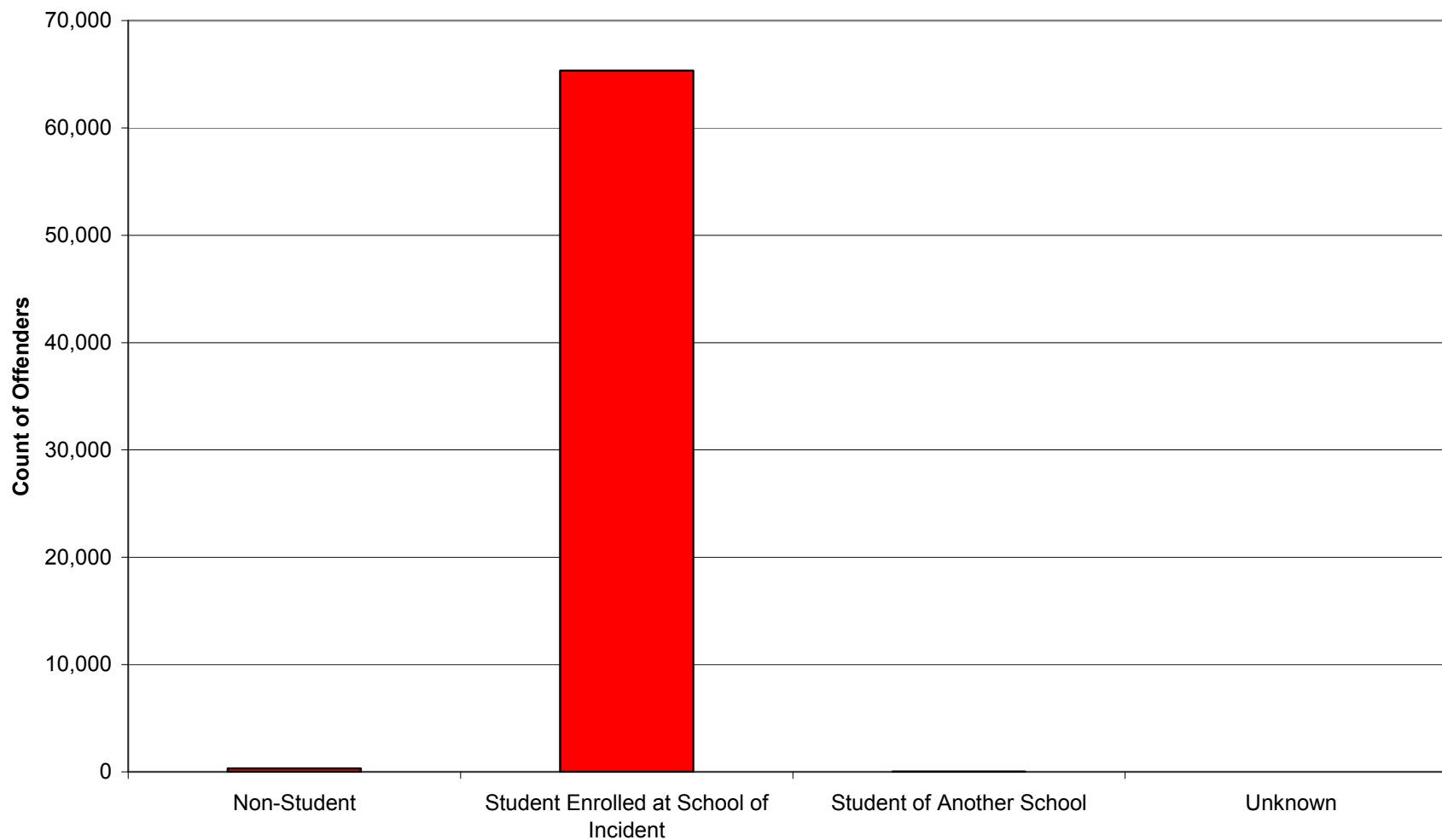
SCHOOL STATUS OF OFFENDERS: SCHOOL YEAR 2005-2006

School status of the offender is recorded for each disciplinary incident. Included below in Table 9 are the frequencies and percentages of disciplinary incidents by school status of offender for each school year included in this report. The majority of offenders in the DIRS dataset are students enrolled at the school of the incident. Figures 17 and 18 represent graphic illustrations of Table 9, using frequency of incidents and percent of incidents.

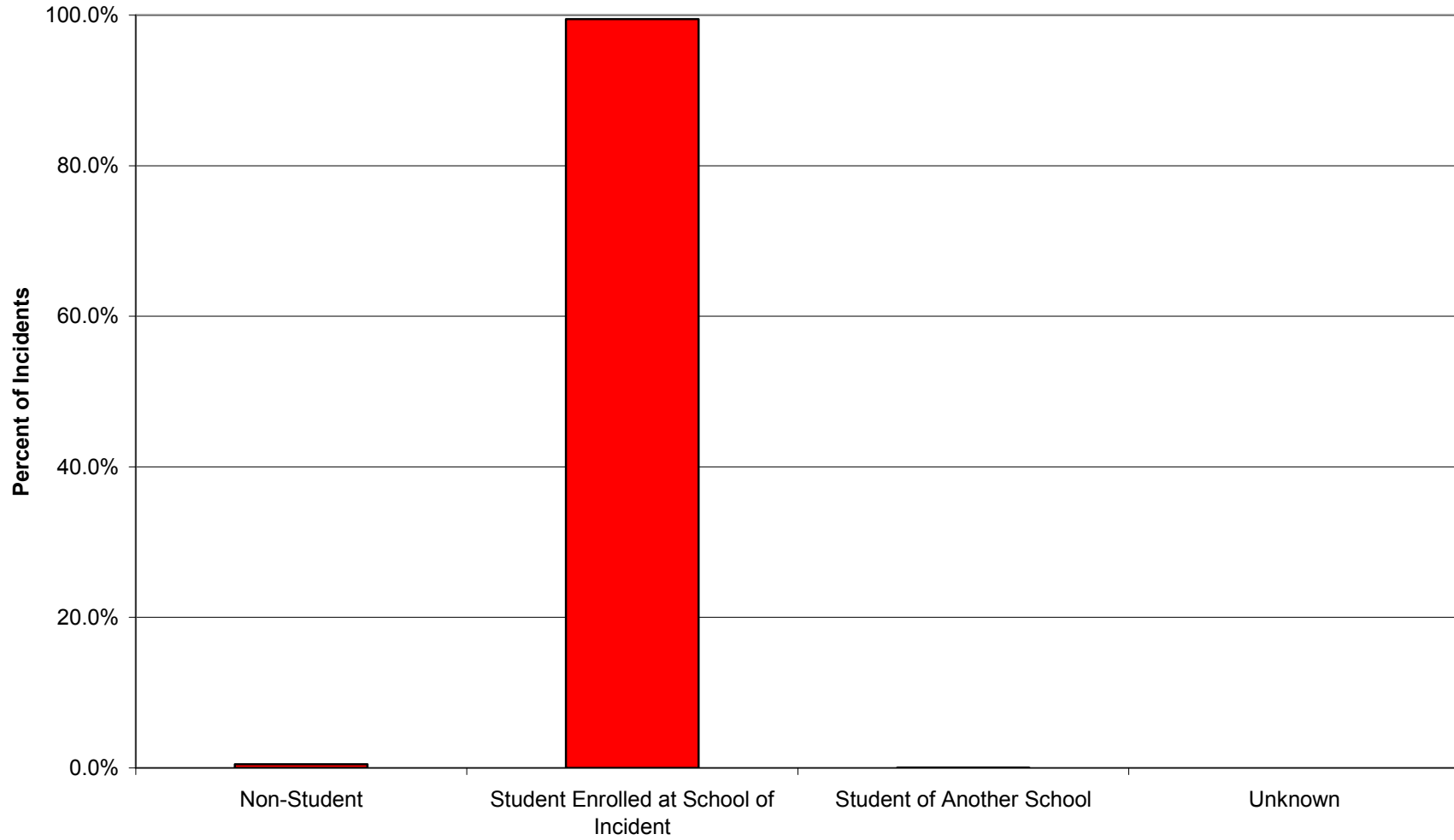
TABLE 9. School Status of Offender

School Status	Frequency	Percent
Non-Student	316	0.5%
Student Enrolled at School of Incident	65,326	99.5%
Student of Another School	31	0.0%
Unknown	7	0.0%
TOTAL	65,680	100%

**Figure 17. School Status of Offender (Number)
2005-2006 School Year**



**Figure 18. School Status of Offender (Percent)
2005-2006 School Year**



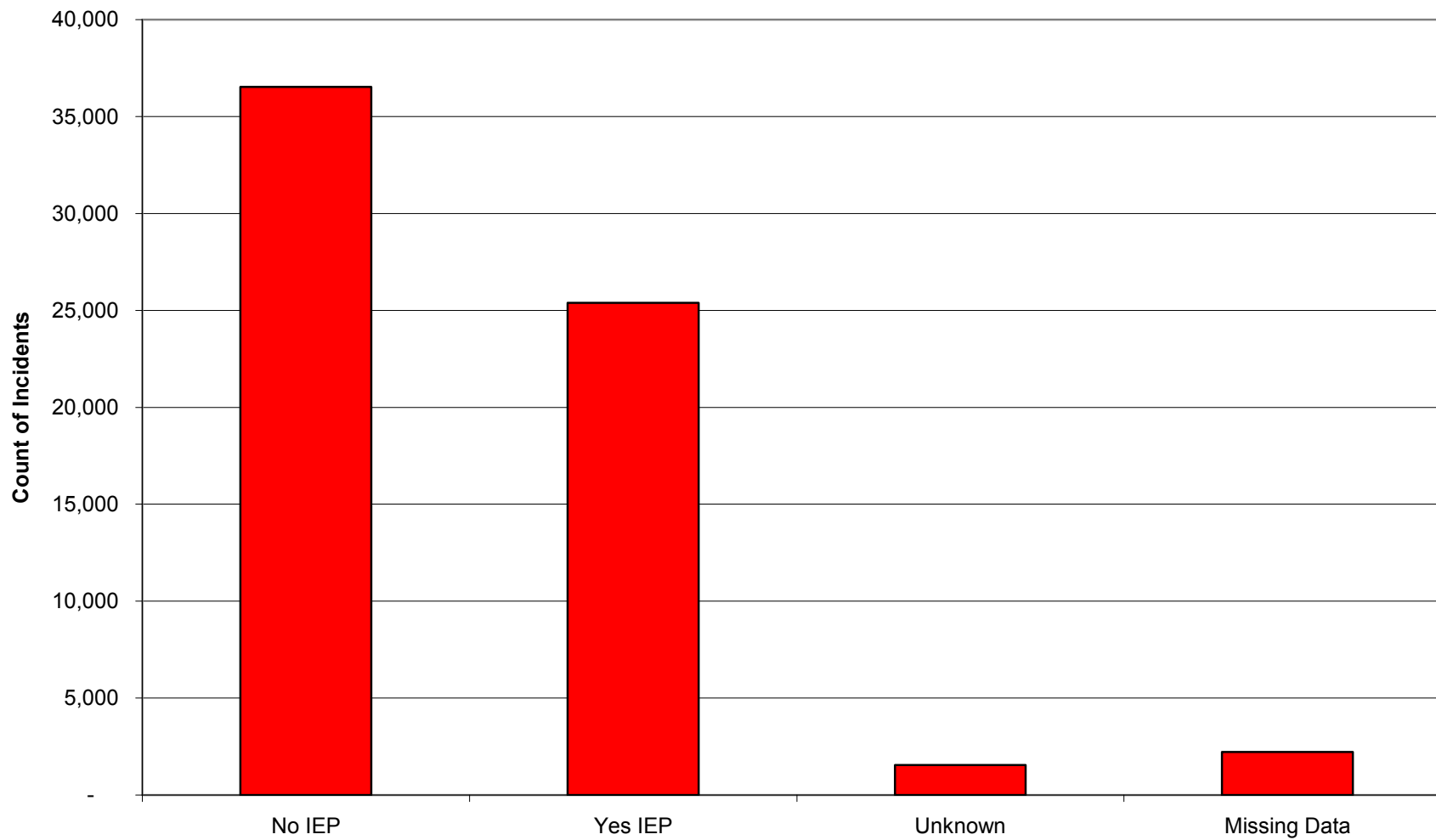
IEP (INDIVIDUAL EDUCATION PLAN) AND 504 STATUS OF OFFENDERS: SCHOOL YEAR 2005-2006

IEP and 504 status of the offender are recorded for each disciplinary incident. Included below in Table 10 are the frequencies and percentages of disciplinary incidents by IEP status of offender for each school year included in this report. Approximately 40% of the offenders in the DIRS dataset have an IEP (compared with approximately 12.6% of all students enrolled in public schools in the 2005-2006 school year). Figures 19 and 20 represent graphic illustrations of Table 10, using frequency of incidents and percent of incidents, respectively.

TABLE 10. IEP Status of Offender

IEP Status	Frequency	Percent
No IEP	36,529	55.6
Yes IEP	25,387	38.7
Unknown	1,547	2.4
<i>Missing Data</i>	2,217	3.4
TOTAL	65,680	100%

**Figure 19. IEP Status of Offender (Number)
2005-2006 School Year**



**Figure 20. IEP Status of Offender (Percent)
2005-2006 School Year**

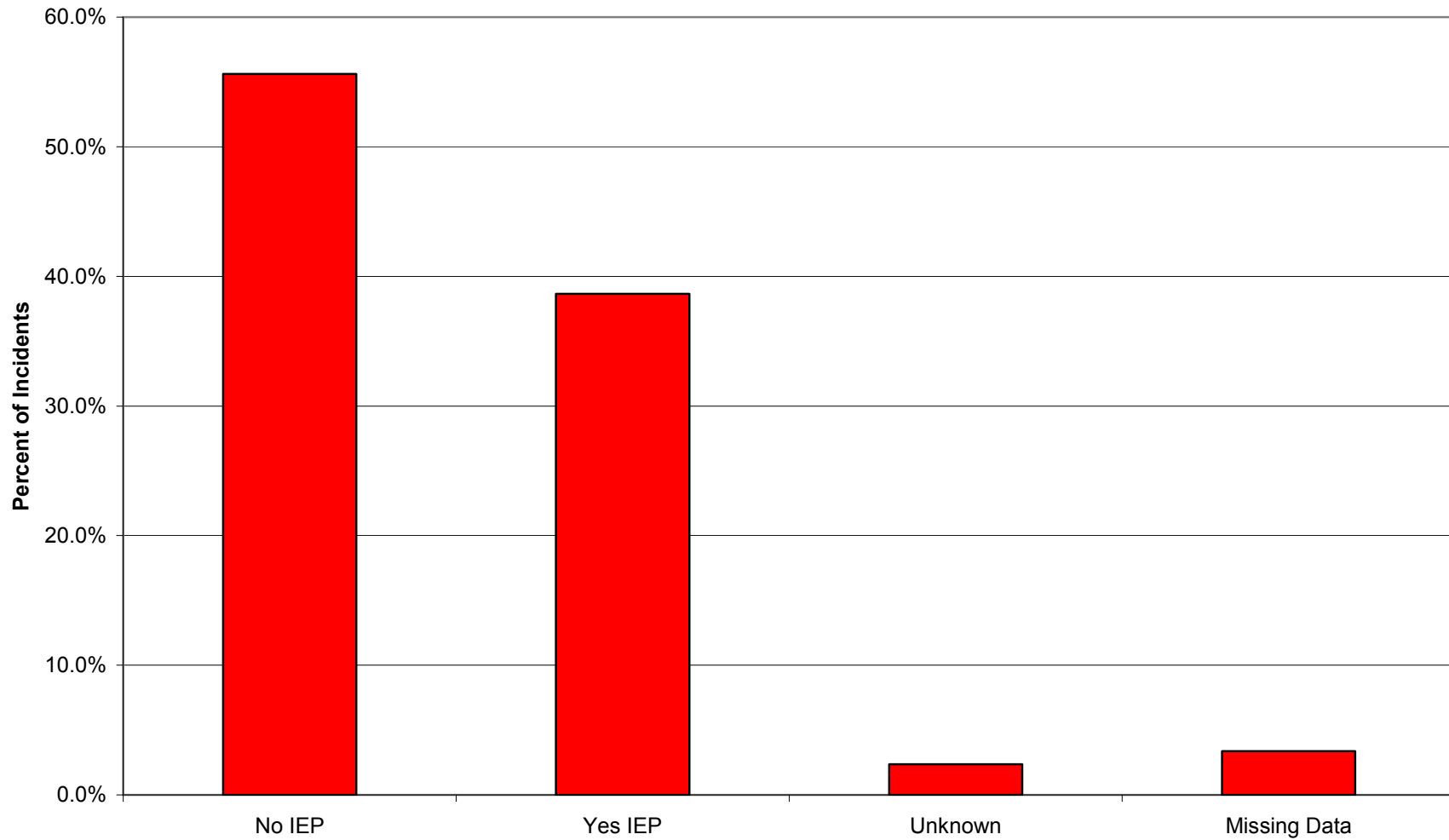
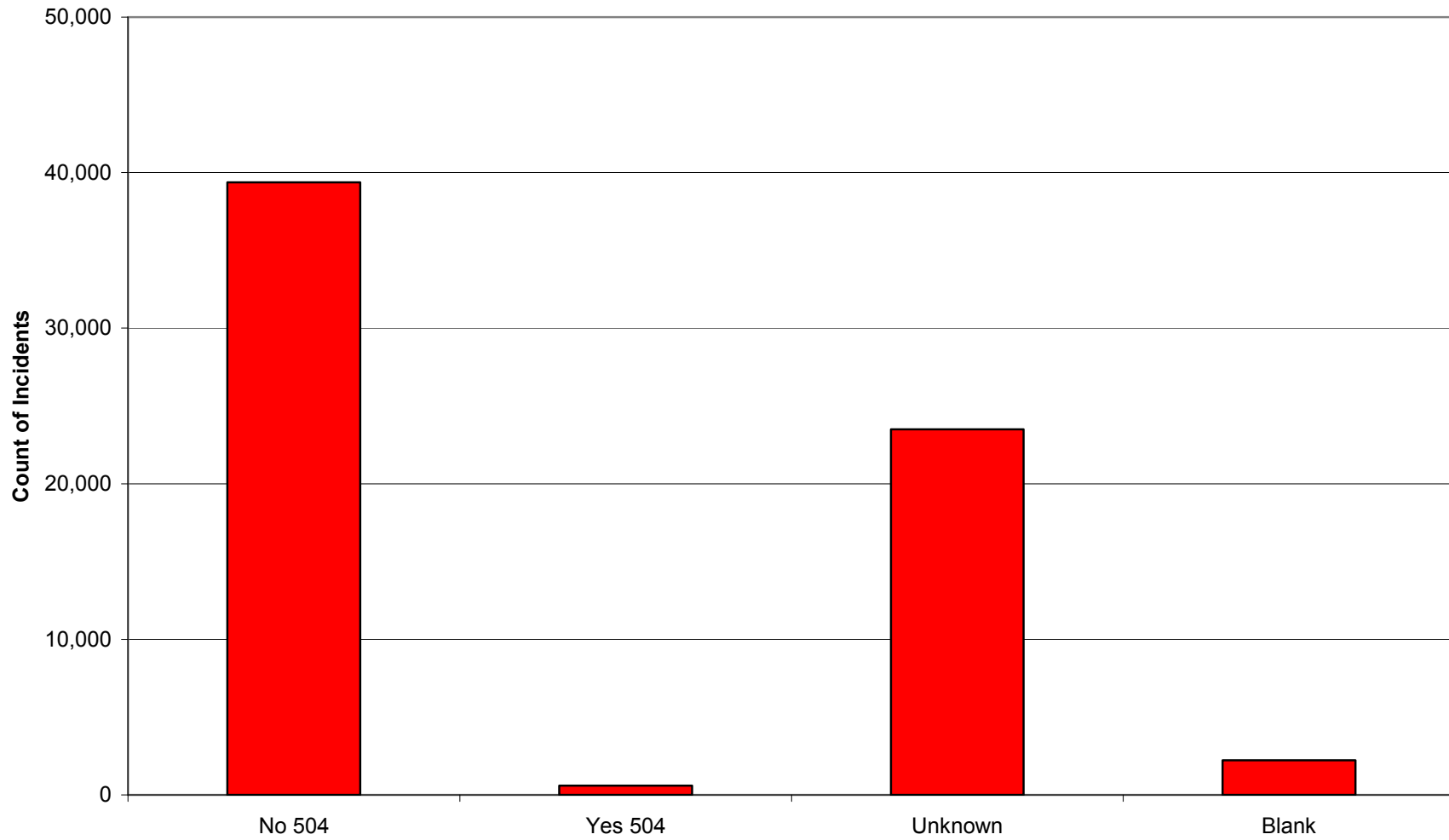


Table 11 shows the frequencies and percentages of disciplinary incidents by 504 status of offender for each school year included in this report. Approximately 1% of offenders in the DIRS dataset have a 504 Status. Figures 21 and 22 represent graphic illustrations of Table 11, using frequency of incidents and percent of incidents. In the 2005-2006 version of DIRS, some school districts did not enter a 504 status for the offender (Missing Data). In future years, the electronic system will require this information.

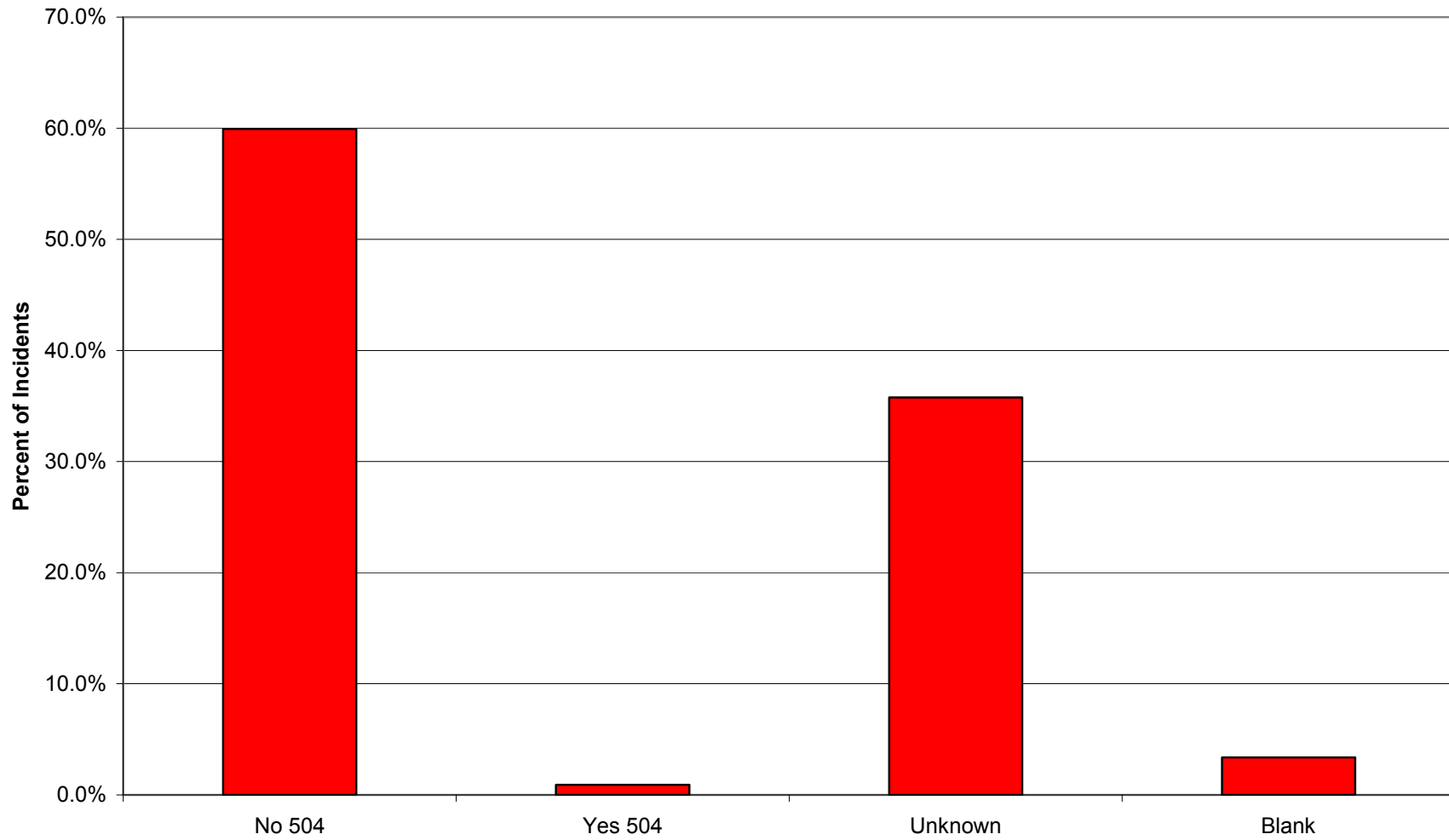
TABLE 11. 504 Status of Offender

504 Status	Frequency	Percent
No 504	39,374	59.9
Yes 504	594	0.9
Unknown	23,495	35.8
<i>Missing Data</i>	2,217	3.4
TOTAL	58,912	100%

**Figure 21. 504 Status of Offender (Number)
2005-2006 School Year**



**Figure 22. 504 Status of Offender (Percent)
2005-2006 School Year**



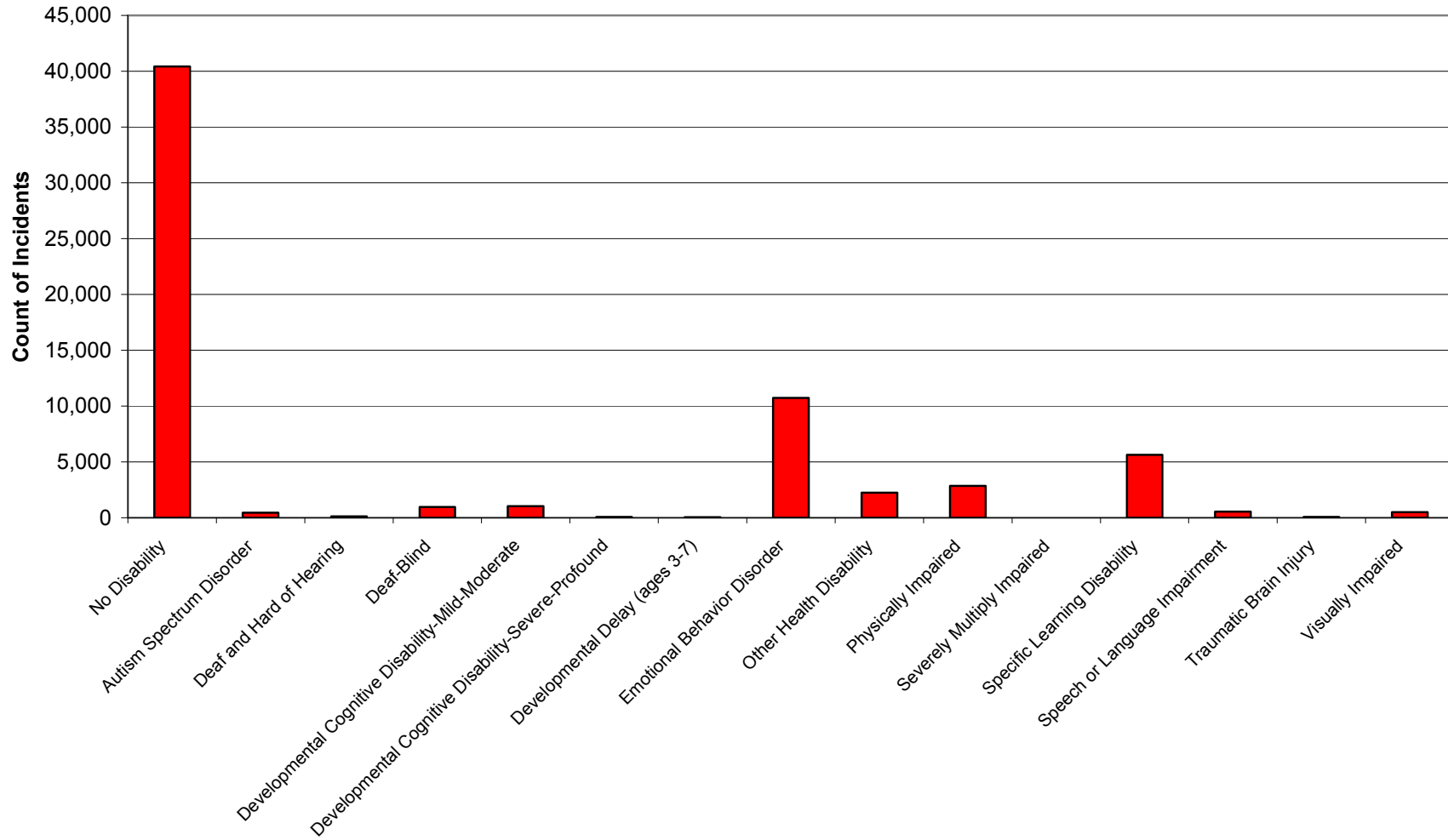
DISABILITY STATUS OF OFFENDERS: SCHOOL YEAR 2005-2006

Disability status of the offender is recorded for each disciplinary incident. Included below in Table 12 are the frequencies and percentages of disciplinary incidents by disability status of offender for each school year included in this report. 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. Figures 23 and 24 represent graphic illustrations of Table 10, using frequency of incidents and percent of incidents.

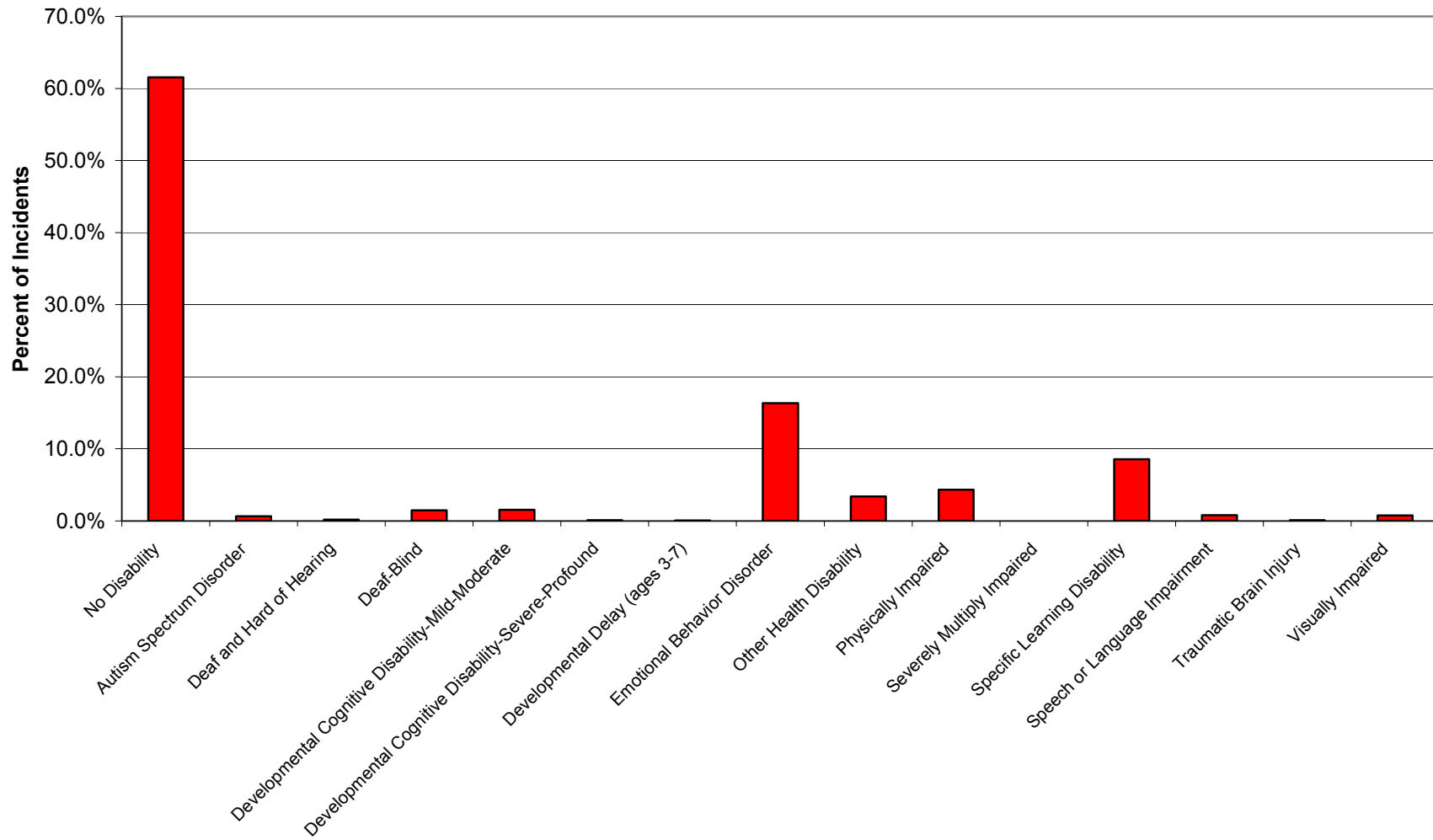
TABLE 12. Disability of Offender

Disability	Frequency	Percent
Autism Spectrum Disorder	439	0.7%
Deaf and Hard of Hearing	125	0.2%
Deaf-Blind	972	1.5%
Developmental Cognitive Disability-Mild-Moderate	1,032	1.6%
Developmental Cognitive Disability-Severe-Profound	70	0.1%
Developmental Delay (ages 3-7)	36	0.1%
Emotional Behavior Disorder	10,736	16.3%
Other Health Disability	2,233	3.4%
Physically Impaired	2,852	4.3%
Severely Multiply Impaired	4	0.0%
Specific Learning Disability	5,638	8.6%
Speech or Language Impairment	531	0.8%
Traumatic Brain Injury	79	0.1%
Visually Impaired	507	0.8%
No Disability	40,426	61.5%
TOTAL	65,680	100%

**Figure 23. Disability of Offender (Number)
2005-2006 School Year**



**Figure 24. Disability of Offender (Percent)
2005-2006 School Year**



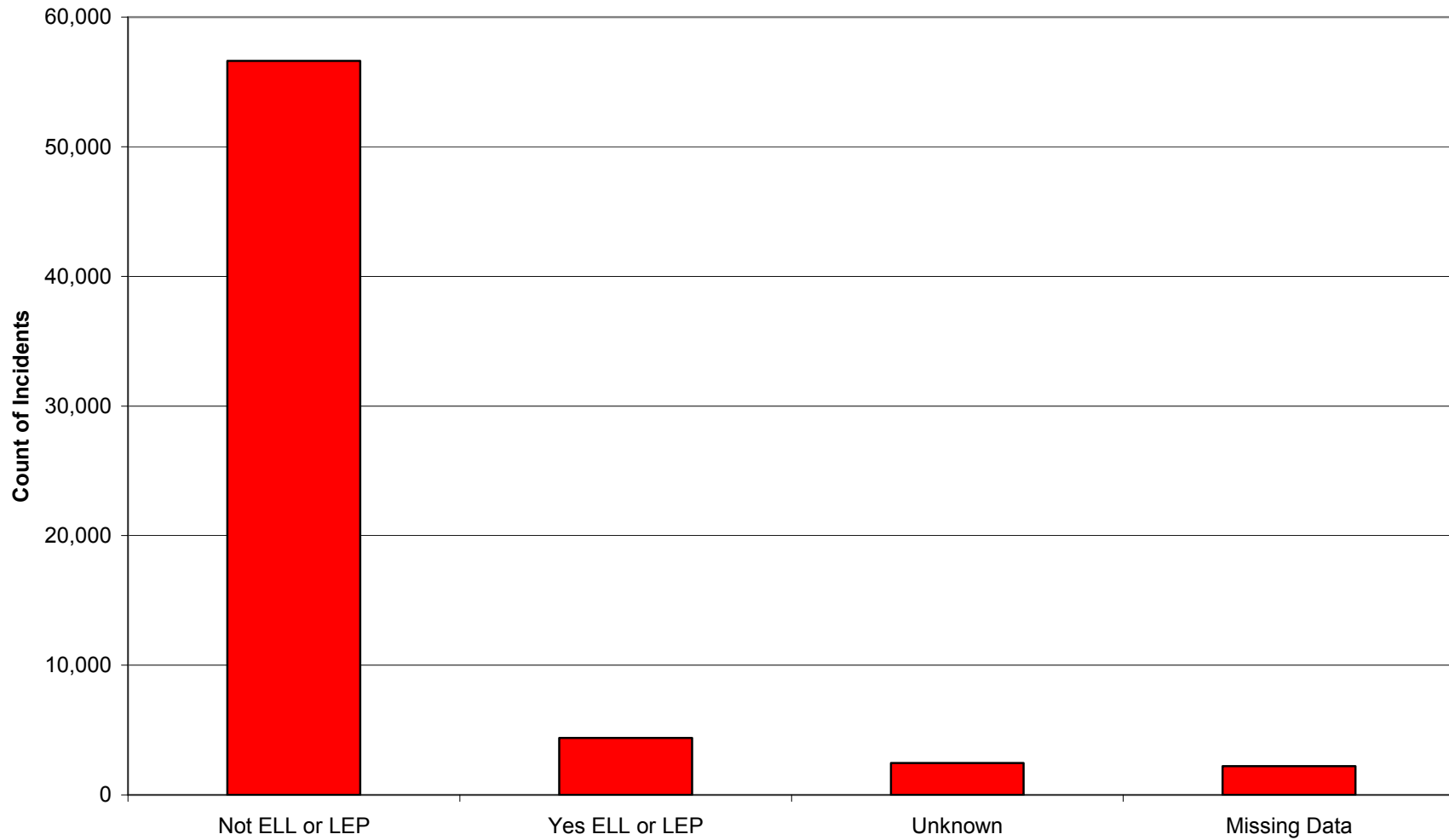
LEP (LIMITED ENGLISH PROFICIENCY) STATUS OF OFFENDERS: SCHOOL YEAR 2005-2006

LEP status of the offender is recorded for each disciplinary incident. Included below in Table 13 are the frequencies and percentages of disciplinary incidents by LEP status of offender for each school year included in this report. Of the total number of offenders, 6.7% of offenders as LEP (compared with approximately 7.0% of all students in the 2005-2006 school year). Figures 25 and 26 represent graphic illustrations of Table 13, using frequency of incidents and percent of incidents.

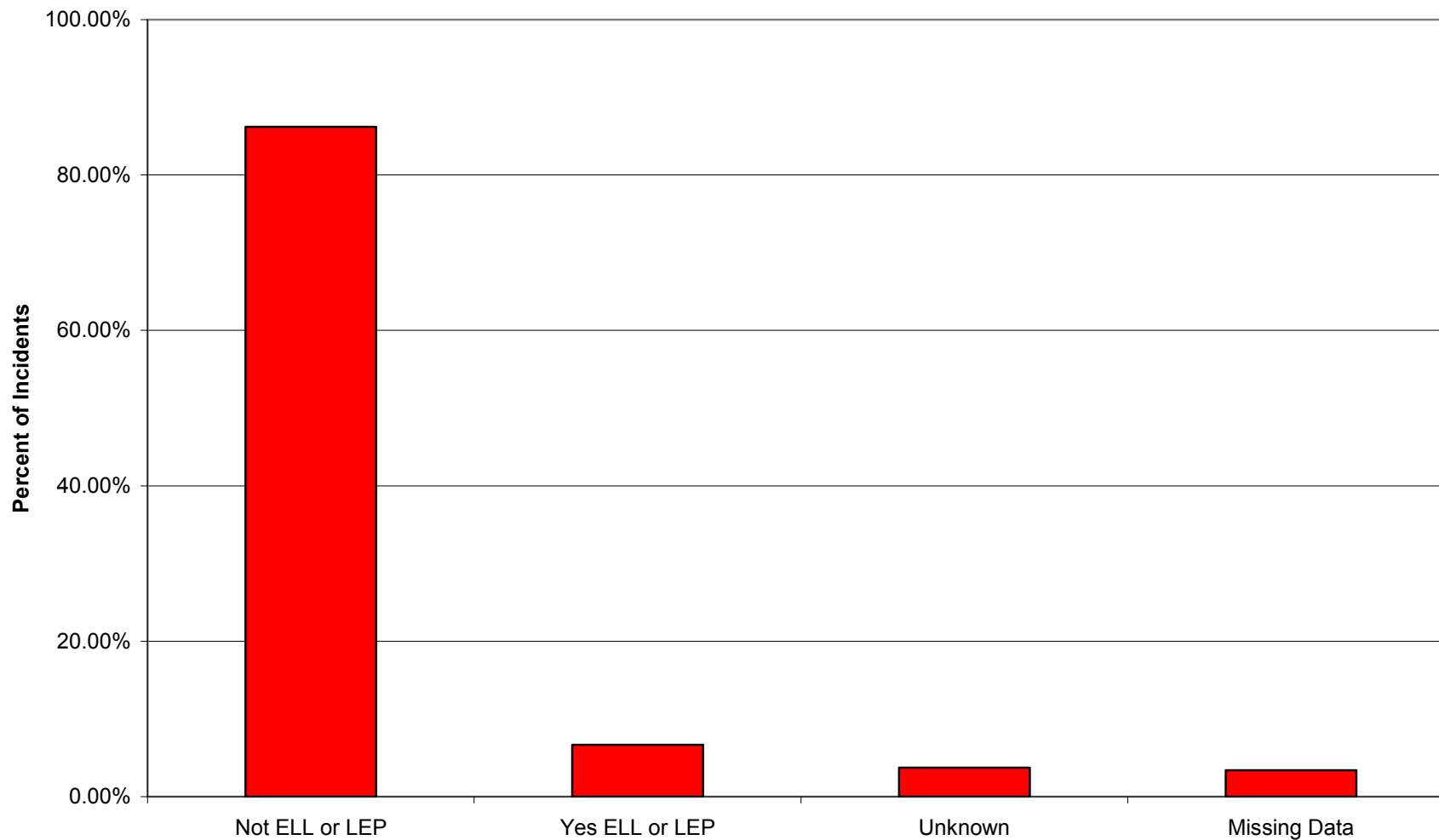
TABLE 13. LEP Status of Offender

LEP Status	Frequency	Percent
Not LEP	56,624	86.2
Yes LEP	4,382	6.7
Unknown	2,456	3.7
TOTAL	65,680	100%
<i>Missing Data</i>	2,218	3.4

**Figure 25. ELL / LEP Status of Offender (Number)
2005-2006 School Year**



**Figure 26. ELL / LEP Status of Offender (Percent)
2005-2006 School Year**



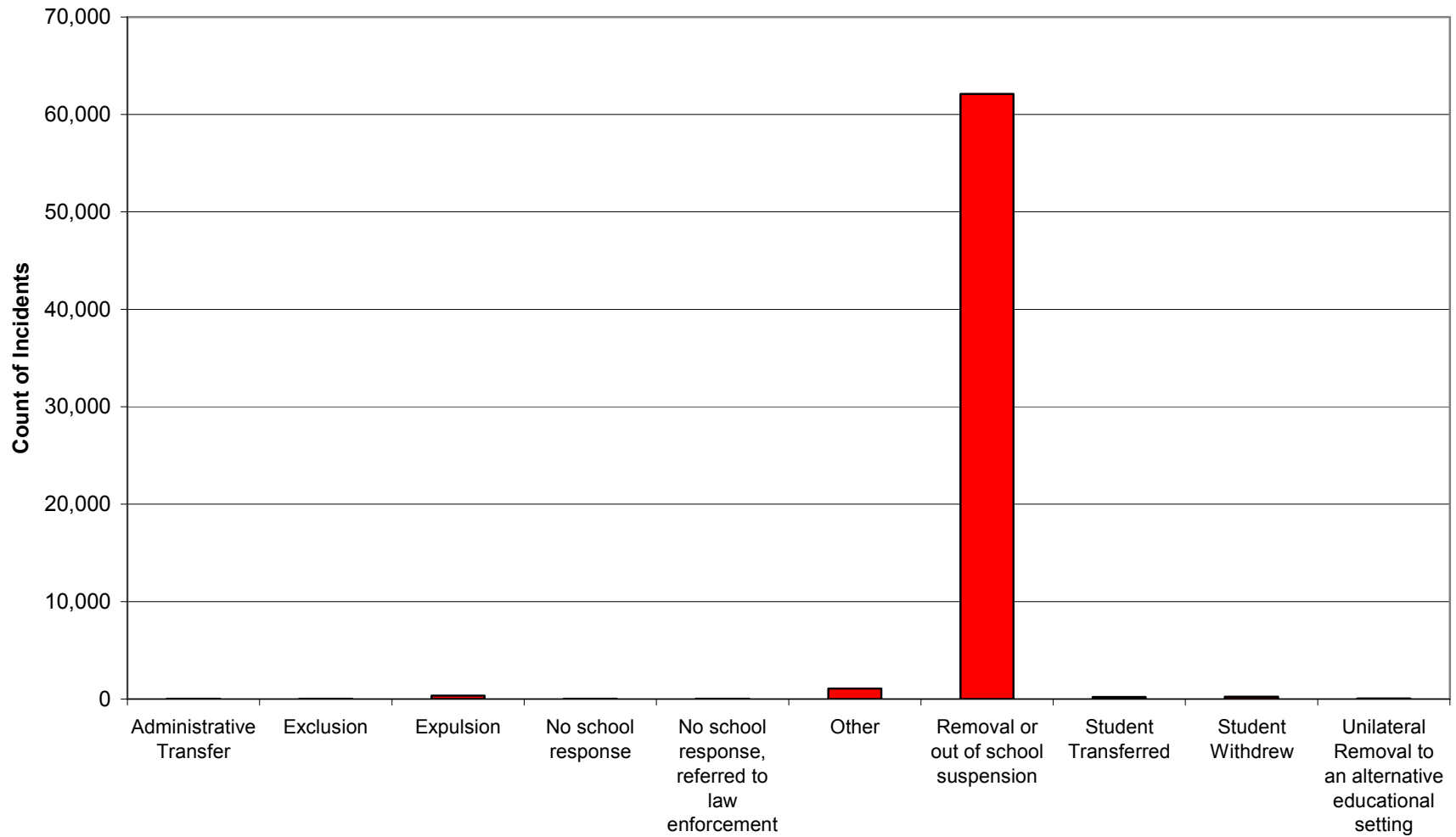
DISCIPLINARY ACTIONS TAKEN: SCHOOL YEAR 2005-2006

Disciplinary incidents are categorized by one of ten different disciplinary actions taken. Included below in Table 14 are the frequencies and percentages of disciplinary incidents by action taken for each school year included in this report. The vast majority of incidents in the DIRS dataset result in out-of-school suspensions (approximately 97% of all disciplinary actions). Figures 27 and 28 represent graphic illustrations of Table 14, using frequency of incidents and percent of incidents

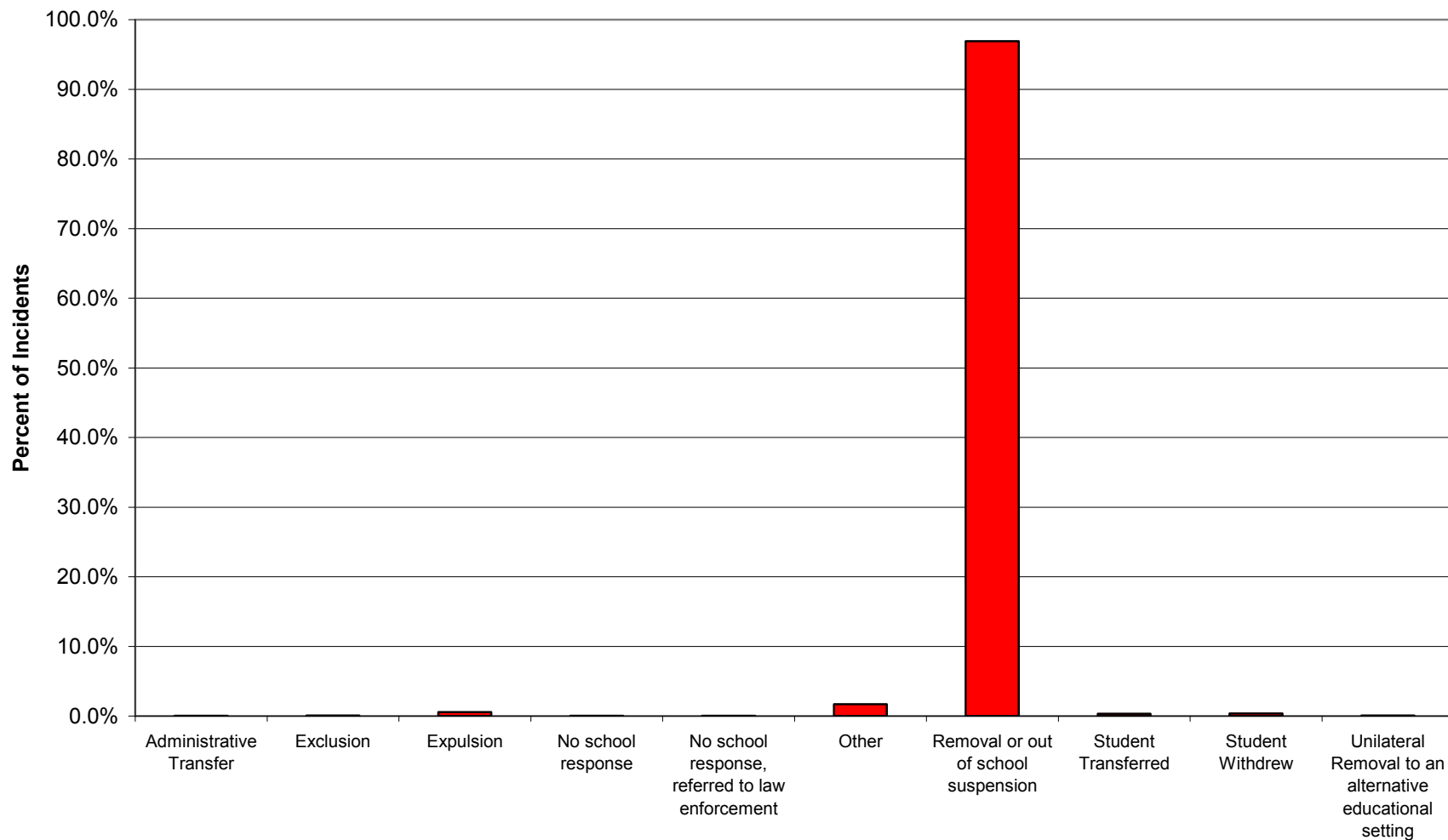
TABLE 14. Disciplinary Actions Taken

Disciplinary Action	Frequency	Percent
Administrative Transfer	34	0.1%
Exclusion	39	0.1%
Expulsion	363	0.6%
No school response	23	0.0%
No school response, referred to law enforcement	31	0.0%
Removal or out of school suspension	62,106	96.9%
Student Transferred	222	0.3%
Student Withdrew	246	0.4%
Unilateral Removal to an alternative educational setting	55	0.1%
Other	1,090	1.7%
TOTAL	64,209	100%

**Figure 27. Disciplinary Action Taken (Number)
2005-2006 School Year**



**Figure 28. Disciplinary Action Taken (Percent)
2005-2006 School Year**



TOTAL NUMBER OF DAYS SUSPENDED/OUT OF SCHOOL: SCHOOL YEAR 2005-2006

The DIRS dataset also includes information from LEAs about how many days students were suspended or out of school. Included below in Table 15 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 15. Number of Days Suspended/Out of School

Statistics	Number
Mean	0.95
Median	1.00
Mode	1.00
Total Number of Days	164,549.5

APPENDIX A: MINNESOTA STATUTE 121A.06

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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 [120A.22, subdivision 4](#); and
- (3) "school zone" has the meaning given it in section [152.01, subdivision 14a](#), clauses (1) and (3).

Subd. 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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