



Dangerous Weapons and Disciplinary Incidents

Fiscal Year 2017

Report to the Legislature

As required by Minnesota Statutes,

Section 121A.06, Subdivision 3

COMMISSIONER:

Brenda Cassellius, Ed. D.

FOR MORE INFORMATION, CONTACT:

Nancy Riestenberg

**School Safety Technical Assistance
Center**

651-582-8433

nancy.riestenberg@state.mn.us

Cost of Report Preparation

The total cost for the Minnesota Department of Education to prepare this report was approximately \$4,664. 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 2015, section 3.197, which requires that at the beginning of a report to the Legislature, the cost of preparing the report must be provided.

Legislative Charge

Minnesota Statutes Section 121A.06, Subdivision 3, requires the department to annually report on disciplinary incidents and incidents involving dangerous weapons that occur in Minnesota public schools. The current report covers the 2015-2016 school year. Data for this report were obtained from the department's Disciplinary Incident Reporting System (DIRS).

Definitions

DIRS data can be counted in several different ways.

- **Incident count:** a time limited event that could include one student (for example, vandalizing the bathroom done by a single student) or it could include multiple students that result in multiple actions (for example, a school fight).
- **Action count:** the action is the consequence – an out-of-school suspension, expulsion, administrative transfer, etc.–for all students or an in-school-suspension for students with disabilities.
- **Student Disciplined count:** this is the number of students involved in incidents. Because one student can be involved in more than one incident (insubordination one week, a fight during another week) this number is represented as **duplicated** and **unduplicated**. Unduplicated means the count is of unique students regardless of the number of incidents in which the student was involved.

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

Type, Time and Location of Incidents

- The most common incident types are disruptive, disorderly conduct or insubordination (36.79 percent) and fighting (17.77 percent). They are followed by assault (7.81 percent), threat/intimidation (5.52 percent), other (4.50 percent) and verbal abuse (4.04 percent).
- The majority of all reported incidents occur during school hours (96.29 percent).
- Most incidents occur in the classroom (45.46 percent), followed by the hallway (22.27 percent) or other indoor areas (14.16 percent).

Weapons, Victims and Cost

- Most incidents **do not** involve weapons. When a weapon (2.60 percent of all incidents) is involved, the most common weapon used is some form of a knife: pocket knife, less than two and a half inches (0.60 percent), knife (0.64 percent) or pocket knife two and a half inches or greater (0.47 percent).
- There were 13 counts of a handgun (0.03 percent) and 14 counts of a long gun (0.03 percent). In contrast, there were 332 counts of a knife (0.64 percent).
- Seventy-three percent of incidents do not involve victims (73.47 percent).

- The vast majority of incidents (99.26 percent) did not report any associated cost to property. For those incidents with property damage/loss, the majority estimated costs of less than \$500 (0.66 percent).

Gender, Grade, Enrollment, English Learner (EL), Individualized Education Program (IEP) Status and 504 Status

- Male students disciplined account for nearly three-quarters (73.80 percent) of the incidents.
- Most students disciplined (61.16 percent) are clustered in the following grades: sixth, seventh, eighth, ninth and 10th.
- Nine hundred-ninety kindergarten students (1.81 percent) were involved in disciplinary incidents.
- With very few exceptions, most incidents involve students who are students enrolled at the school of the incident (99.99 percent).
- Fewer than 10 percent of students suspended are English learners (EL) (7.35 percent).
- Of reported students disciplined, half (49.23 percent) have an IEP.
- A little more than one percent of students disciplined have a 504 status (1.15 percent).

Race and Disproportionality

- The majority of students disciplined are black/African American, non-Hispanic (42.29 percent) or white, non-Hispanic (38.10 percent). Nine percent are Hispanic/Latino (9.32 percent), 8 percent are American Indian (8.32 percent), and 2 percent are Asian/Pacific Islanders (1.96 percent). White, non-Hispanic students constitute 68.6 percent of the Minnesota student population. Black/African American, non-Hispanic students constitute 10.3 percent. Hispanic students constitute 8.8 percent. Asian/Pacific Islanders constitute 6.5 percent and American Indian students constitute 1.7 percent.
- The state data continue to show disproportionate minority representation in disciplinary incidents, especially for American Indian and black/African American students. While black/African American students only make up 10.3 percent of the student population enrolled in K-12 schools, the majority of students disciplined (42.29 percent) are black/African American, non-Hispanic. While American Indians only make up 1.7 percent of the student, 7 percent of students disciplined are American Indians. White, non-Hispanic students make up 68.6 percent of the student population and account for 38.10 percent of students disciplined.
- Students with an IEP constitute 13.1 percent of the total K-12 enrollment, but 49.23 percent of the students involved in a suspension, expulsion or exclusion. For federal reporting purposes, additional actions are reported for students receiving special education services, which are not reported for general education students.

Disciplinary Actions Taken

- The majority of incidents in DIRS result in out-of-school suspensions (87.67 percent). In-school suspensions, which are reported for students receiving special education services only, constituted 9.98 percent of the disciplinary actions taken.
- Administrators have the option to both use one of 10 disciplinary actions and also may refer the student to law enforcement. When a student is referred to a law enforcement officer, the officer has many

possible responses. Some actions are formal, including taking the student into custody and referring them to the county attorney or giving the student a formal referral to juvenile court. The officer may refer the student to a community program like a youth services bureau for counseling and community service. Other responses are less formal. The officer may meet with the student and their family, the student and school staff, or with the student alone. The officer may agree to mentor the student, develop an informal agreement with the student, or facilitate a restorative justice conference with all the people affected by identified harm. There is no reporting requirement to the state of the actions that an officer takes.

- Last year, there were 6,303 referrals to law enforcement. Ninety-two (91.9 percent) of the referrals to law enforcement were in addition to an out-of-school suspension.
- Almost 2 percent (1.81 percent) of students suspended were enrolled in kindergarten.
- This is the first increase in suspensions in six years. There were 47,572 disciplinary actions of one day or more in 2015-16 compared to 44,743 disciplinary actions of one day or more in 2014-15.
- The number of days where students were suspended out of school increased. There were 107,604 days of out-of-school suspension in 2015-16, compared to 94,110 days of out-of-school suspension in 2014-15.
- Expulsions also increased to 129, still 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; 134 in 2013-14 and 108 in 2014-15. [More information on expulsions.](#)

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 2015-2016 school years, LEAs submitted reports electronically through the department 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 type of disciplinary incident; time and 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 status; school status; Individualized Education Plan (IEP) status; 504 status; disability status of the student disciplined; disciplinary action taken and number of days suspended or out of school as a result of the incident. 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 department does not further verify or validate the data with individual LEAs. The data presented in this report are drawn directly from DIRS. The only incidents excluded from this report were those incidents that had no "incident type" recorded.

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.

LEAs submit disciplinary incidents using the [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, Individualized Education Programs (IEP) and English learners (EL).

For school year 2015-2016, the unique total of disciplinary incidents is 51,634.

The number of unduplicated students involved in incidents is 29,487.

Accounting for students with multiple disciplinary actions, the student total is 51,681.

There were 47,572 disciplinary actions taken by administrators.

When in-school-suspension, removal by hearing officers and unilateral removals for students with disabilities is included, the number of actions taken is 55,040.

DANGEROUS WEAPONS, DISCIPLINARY INCIDENTS

SCHOOL YEAR 2015-2016

Type of Disciplinary Incidents for the School Year 2015-16

Disciplinary incidents are categorized into one of 28 different types. Included in Table 1 are the number and percentages of disciplinary incidents by type. Incidents of disruptive/disorderly conduct/insubordination (36.79 percent) and fighting, (17.77 percent) are the most common, followed by assault (7.81 percent), threat/intimidation (5.52 percent), other (4.50 percent) and verbal abuse (4.04 percent).

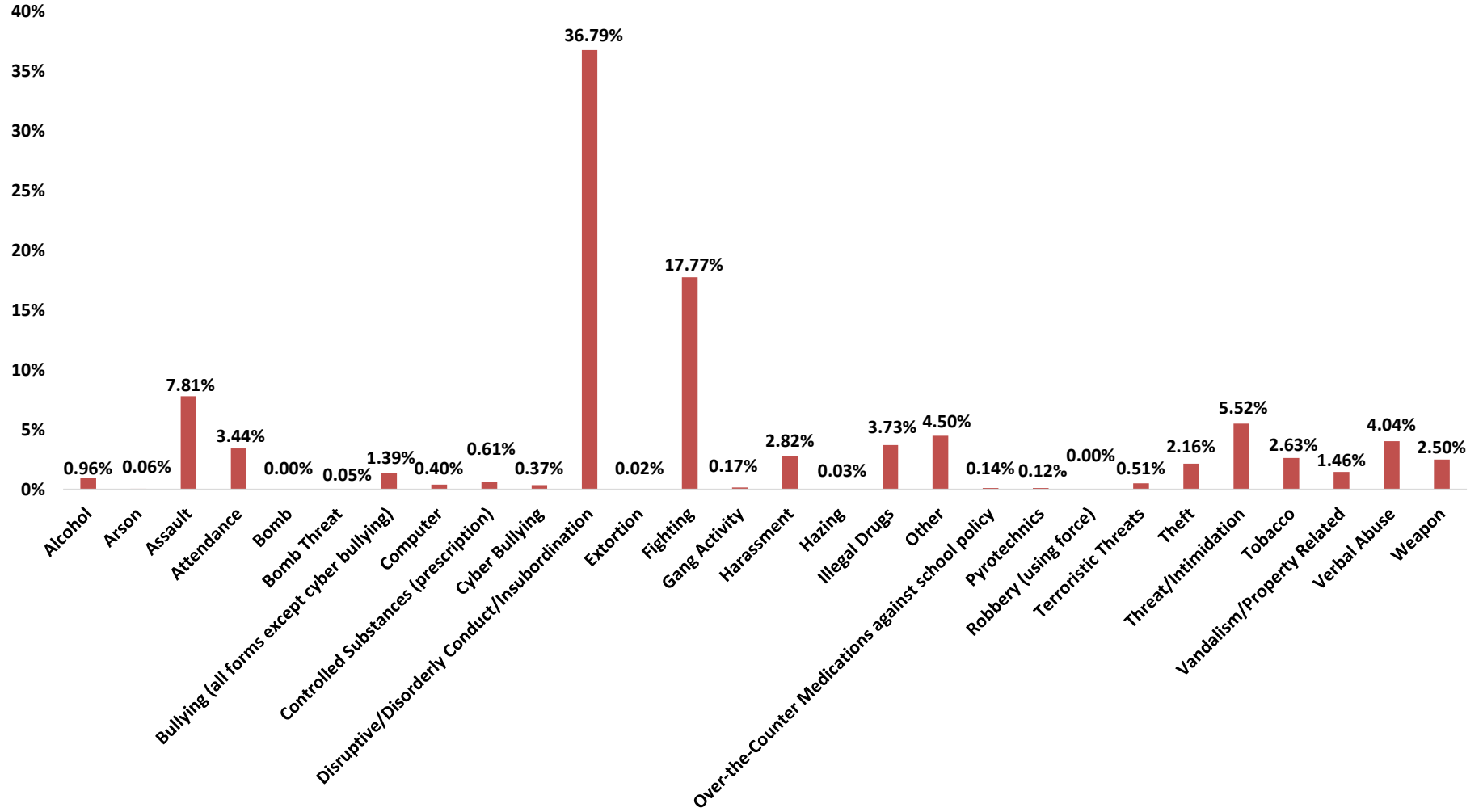
TABLE 1. Type of Incidents

Type of Incidents	Number of Incidents	Percent
Alcohol	495	0.96%
Arson	32	0.06%
Assault	4,036	7.81%
Attendance	1,778	3.44%
Bomb	2	0.00%
Bomb Threat	24	0.05%
Bullying (all forms except cyber bullying)	720	1.39%
Computer	207	0.40%
Controlled Substances (prescription)	313	0.61%
Cyber Bullying	191	0.37%
Disruptive/Disorderly Conduct/Insubordination	19,014	36.79%
Extortion	8	0.02%
Fighting	9,185	17.77%
Gang Activity	86	0.17%
Harassment	1,458	2.82%
Hazing	13	0.03%
Illegal Drugs	1,927	3.73%
Other	2,328	4.50%
Over-the-Counter Medications against school policy	70	0.14%
Pyrotechnics	63	0.12%
Robbery (using force)	2	0.00%
Terroristic Threats	266	0.51%
Theft	1,116	2.16%
Threat/Intimidation	2,854	5.52%
Tobacco	1,360	2.63%
Vandalism/Property Related	756	1.46%

Verbal Abuse	2,086	4.04%
Weapon	1,291	2.50%
Totals	51,681	100.00%

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

Figure 1. Type of Disciplinary Incidents: School Year 2015-16



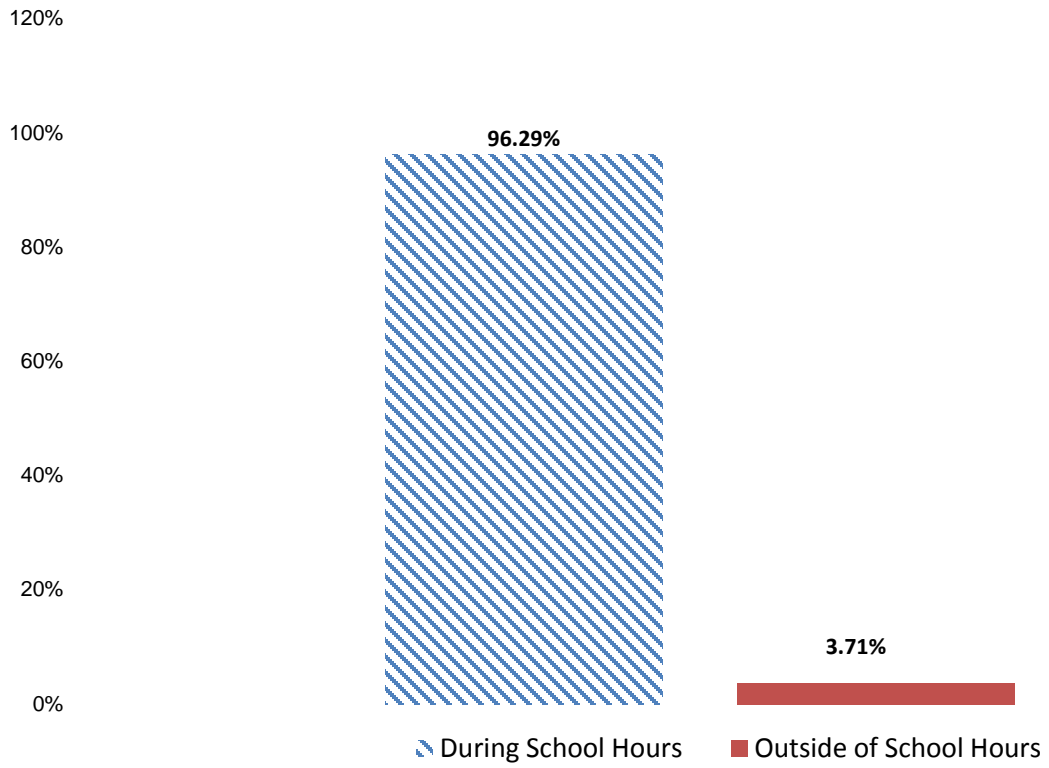
Time of Incidents: School Year 2015-16

Disciplinary incidents are categorized as occurring during school hours or occurring outside of school hours. Incidents occurring during school hours (96.29 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.

TABLE 2. Time of Incidents

Time of Incidents	Number of Incidents	Percent
During School Hours	49,718	96.29%
Outside of School Hours	1,916	3.71%
Total	51,634	100%

Figure 2. Time of Incident by Percent 2015-16



Location of Incidents: School Year 2015-16

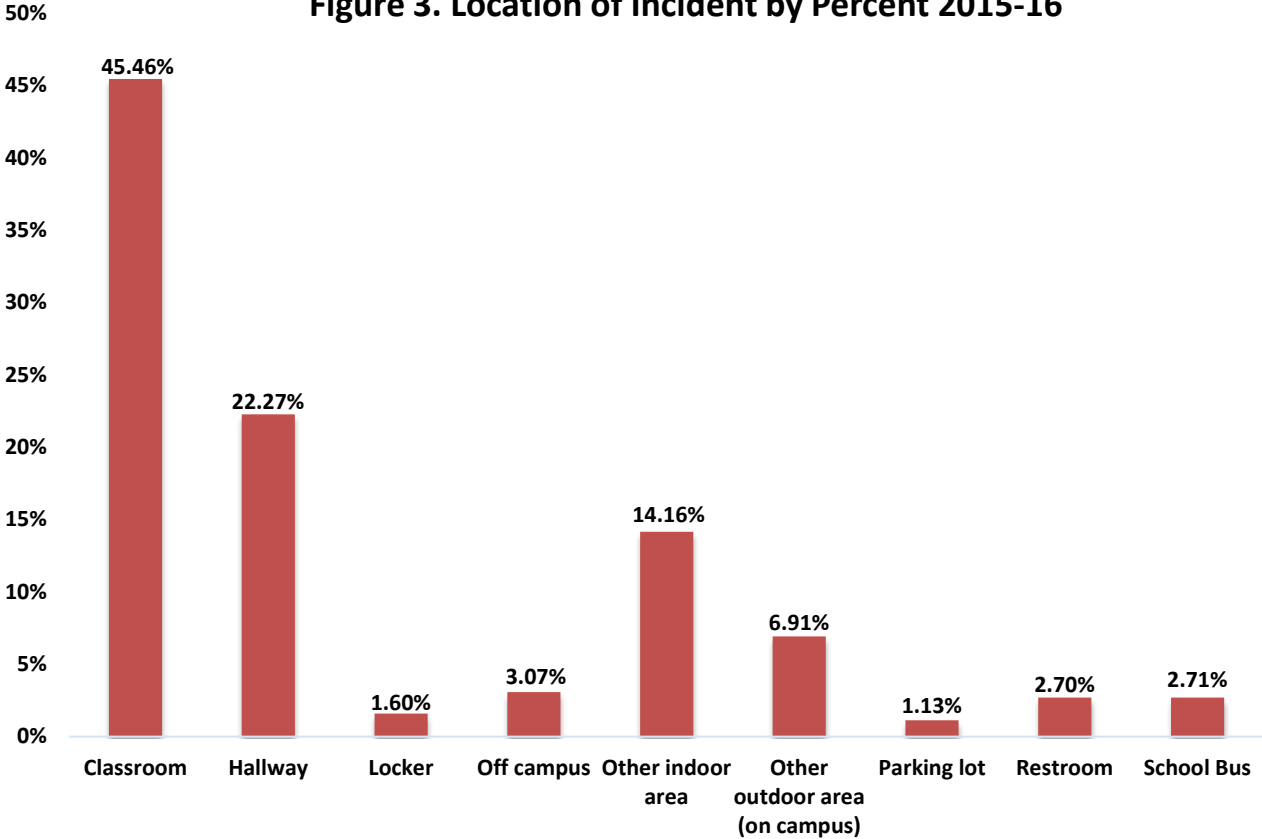
Disciplinary incidents are categorized into one of nine different locations where they occurred. Incidents occurring in the classroom (45.46 percent) and hallway (22.27 percent) are the most common, followed by other indoor area (14.16 percent). Included below in Table 3 are the number and percentage of disciplinary incidents by location. *Please note: Districts may count more than one location in reporting an incident.*

TABLE 3. Location of Incidents

Location	Number of Incidents	Percent
Classroom	24,038	45.46%
Hallway	11,773	22.27%
Locker	847	1.60%
Off campus	1,622	3.07%
Other indoor area	7,485	14.16%
Other outdoor area (on campus)	3,656	6.91%
Parking lot	595	1.13%
Restroom	1,427	2.70%
School bus	1,432	2.71%
Total	*52,875	100%

**Number is greater than unduplicated number of disciplinary incidents because some incidents are reported under multiple locations.*

Figure 3. Location of Incident by Percent 2015-16



Involvement of Weapons in Disciplinary Incidents: School Year 2015-16

If disciplinary incidents involve weapons, the weapons are categorized into one of 12 different types. Although weapons are involved in only 2.50 percent of all incidents (see Table 1), when weapons involved, pocketknife, less than 2½ inches (0.60 percent) and knife (0.64 percent) are the most common, followed by pocketknife, 2½ inches or greater (0.47 percent). Included in Table 4 are the number and percentages of incidents involving each type of weapon out of incidents where weapons were used.

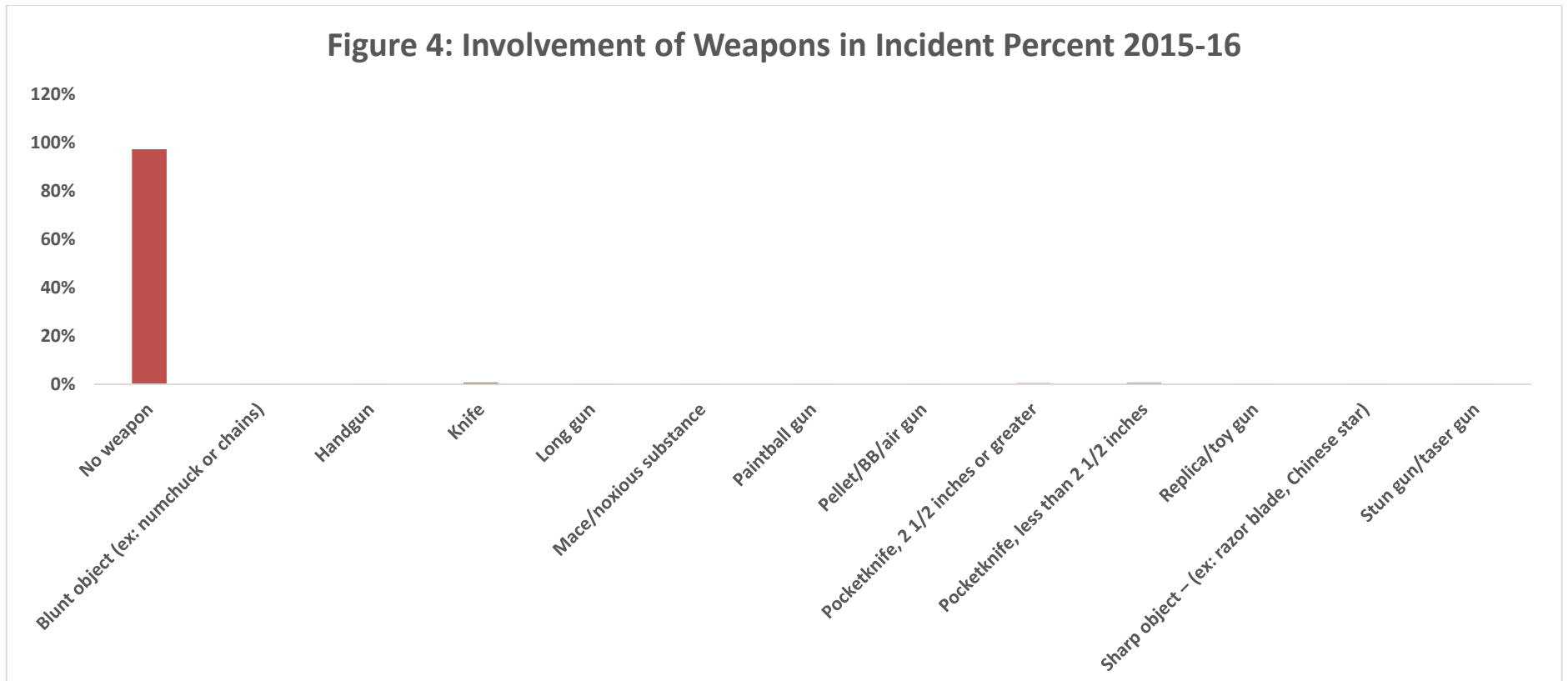
Please note: There can be more than one weapon per incident.

TABLE 4. Involvement of Weapon in Incident

Weapon Type	Incident Count	Percentage
No weapon	50,343	97.40%
Blunt object (ex: numchuck or chains)	57	0.11%
Handgun	13	0.03%
Knife	332	0.64%
Long gun	14	0.03%
Mace/noxious substance	23	0.04%
Paintball gun	4	0.01%
Pellet/BB/air gun	66	0.13%
Pocketknife, 2 1/2 inches or greater	243	0.47%
Pocketknife, less than 2 1/2 inches	308	0.60%
Replica/toy gun	86	0.17%
Sharp object – (ex: razor blade, Chinese star)	145	0.28%
Stun gun/taser gun	53	0.10%
Total	51,687*	100.00%

**This number is greater than the unduplicated number of disciplinary incidents because some incidents involved multiple weapons.*

Figure 4: Involvement of Weapons in Incident Percent 2015-16



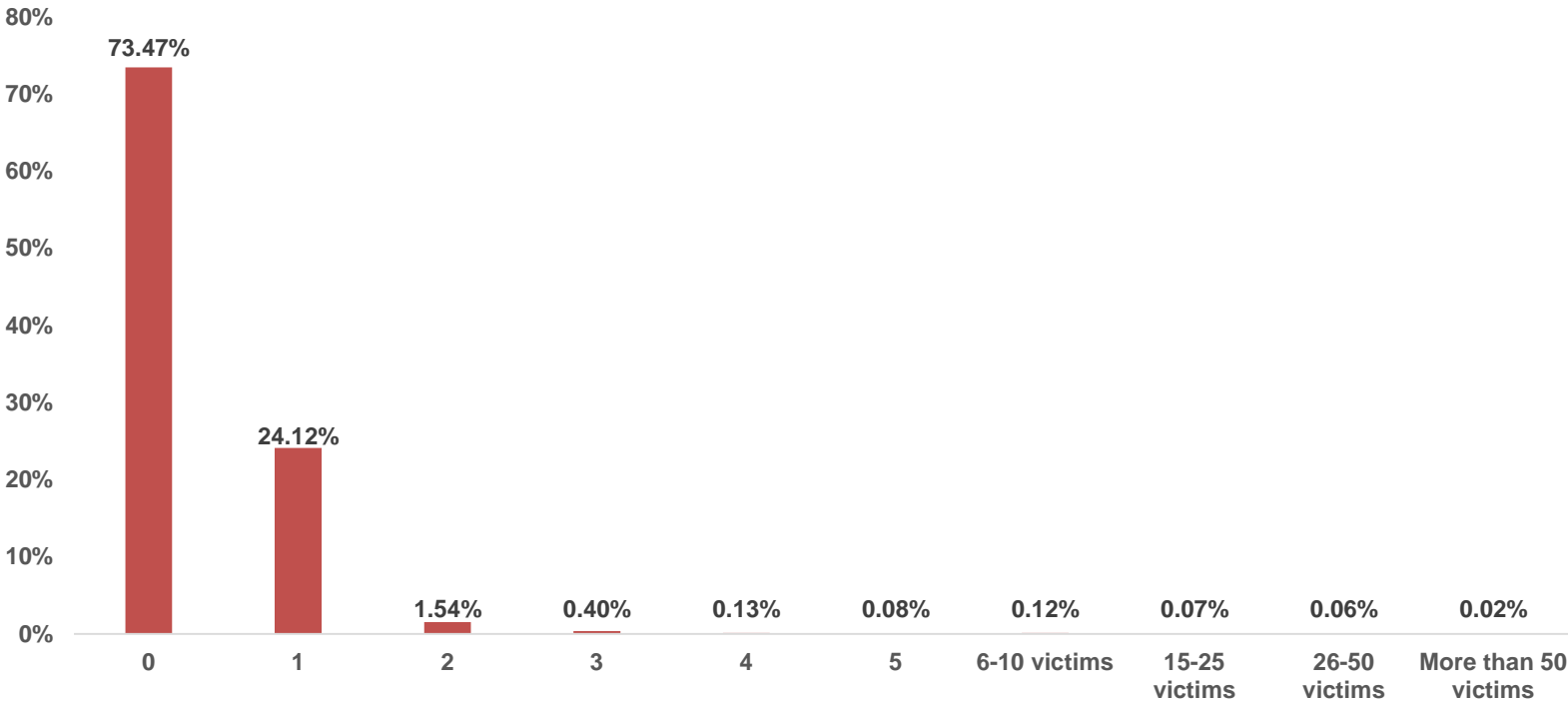
Number of Victims Involved: School Year 2015-16

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 is 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.

TABLE 5. Incident with Victims

Victim Count	Incident Count	Percent
0	37,936	73.47%
1	12,456	24.12%
2	793	1.54%
3	206	0.40%
4	65	0.13%
5	39	0.08%
6-10 victims	64	0.12%
15-25 victims	34	0.07%
26-50 victims	29	0.06%
More than 50 victims	12	0.02%
Total	51,634	100.00%

Figure 5. Incident with Victims Present 2015-16



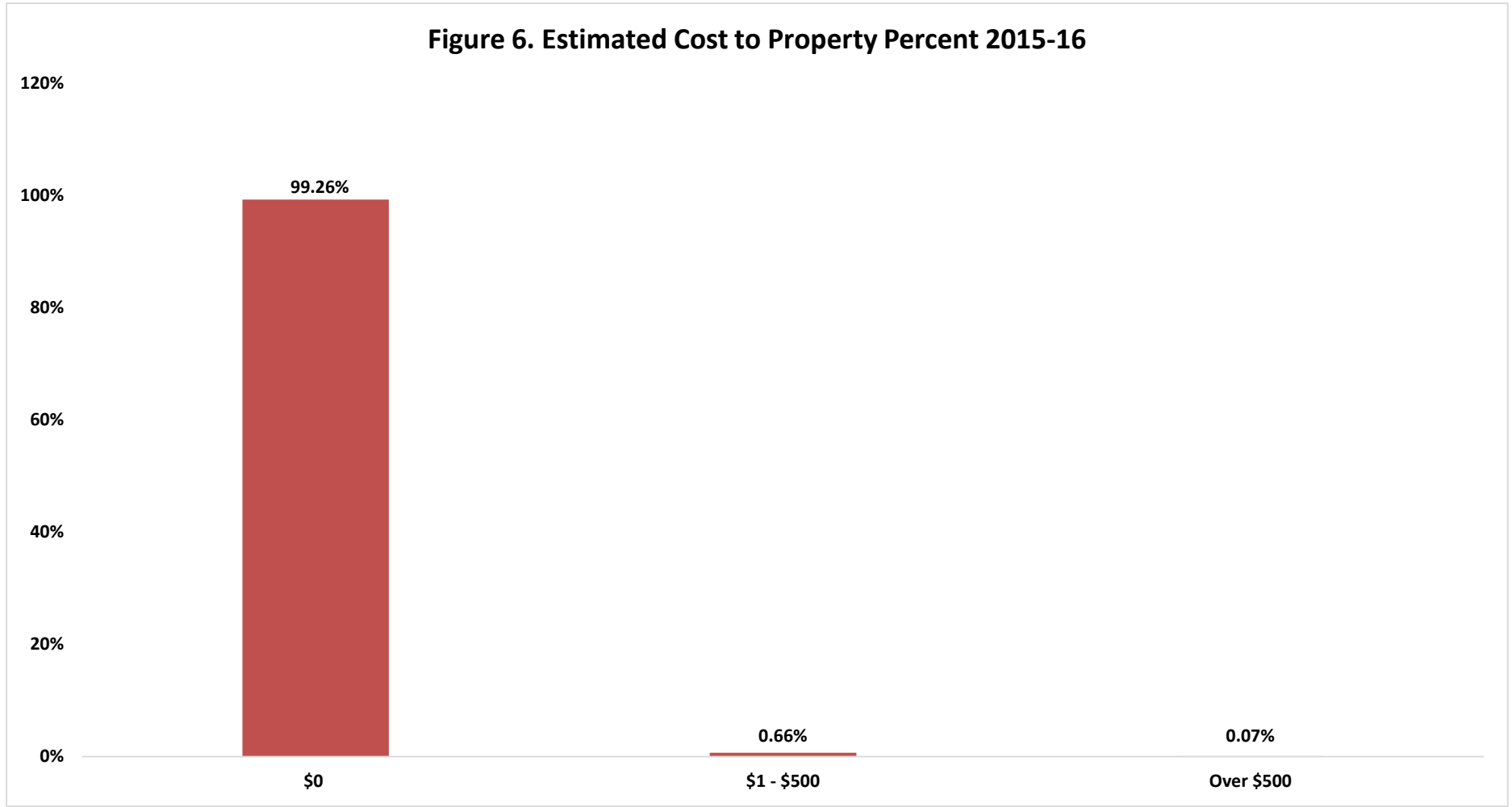
Estimated Cost to Property: School Year 2015-16

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 2015-16 school year, less than one percent of the incidents (0.73 percent) were cited for incurring a cost.

TABLE 6. Estimated Cost to Property

Cost to Property	Number of Incidents	Percent
\$0	51,254	99.26%
\$1 - \$500	342	0.66%
Over \$500	38	00.07%
Total	51,634	100%

Figure 6. Estimated Cost to Property Percent 2015-16



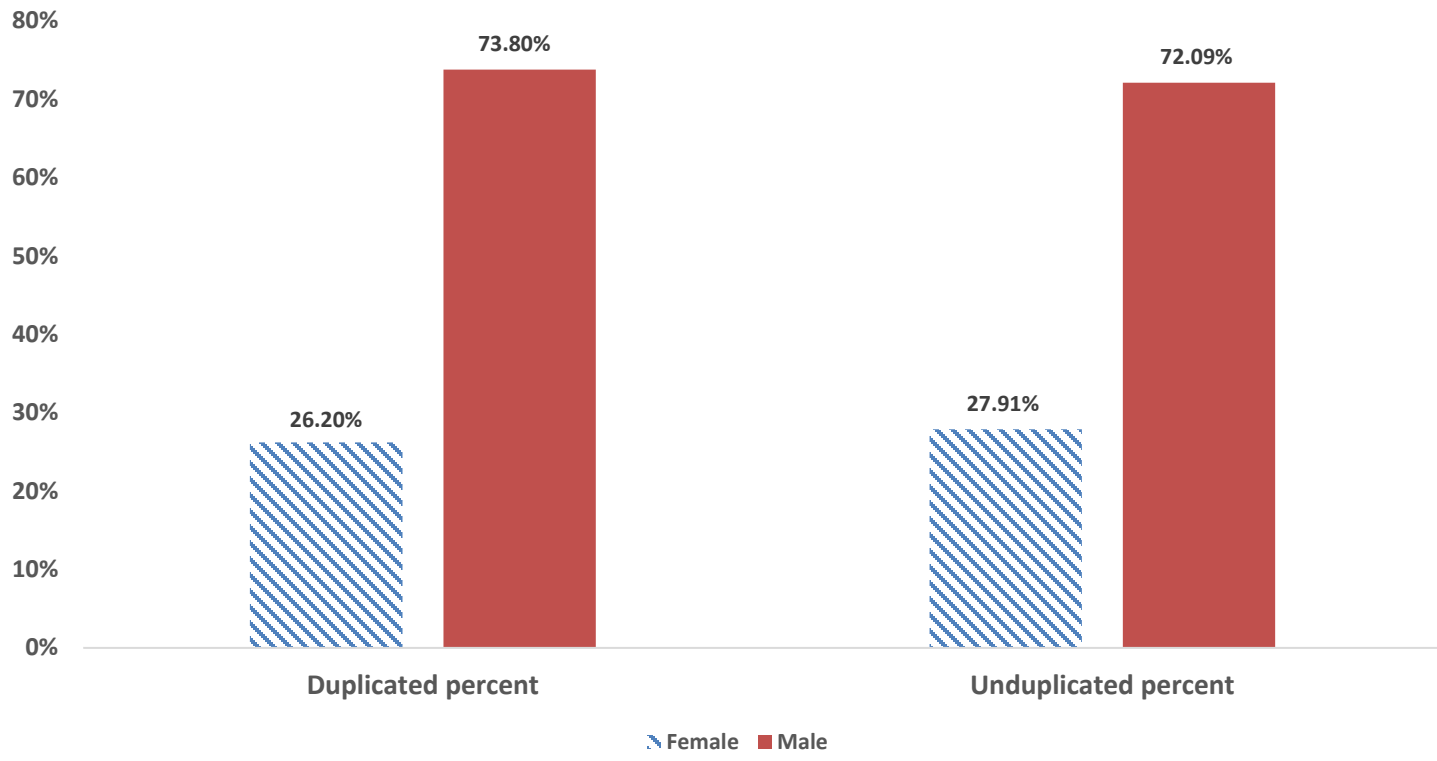
Gender of Students Disciplined: School Year 2015-16

The gender of students disciplined is recorded for each disciplinary action. Included below in Table 7 are the number of students disciplined, duplicated and unduplicated, and percentages reported in DIRS by gender. Nearly three-quarters of students disciplined in DIRS are male.

TABLE 7. Gender of Students Disciplined

Gender of Students	Total Duplicated Students Disciplined Count	Duplicated Percent	Total Unduplicated Students Disciplined Count	Unduplicated Percent
Female	14,321	26.20%	8,230	27.91%
Male	40,343	73.80%	21,259	72.09%
Total	54,664	100.00%	29,489	100.00%

Figure 7. Gender of Students Disciplined by Percent 15-16



Race/Ethnicity of Students Disciplined: School Year 2015-16

The race/ethnicity of the students disciplined is recorded for each disciplinary action. The majority of students disciplined in the DIRS dataset are black/African American (42.29 percent) followed by white, non-Hispanic (38.10 percent).

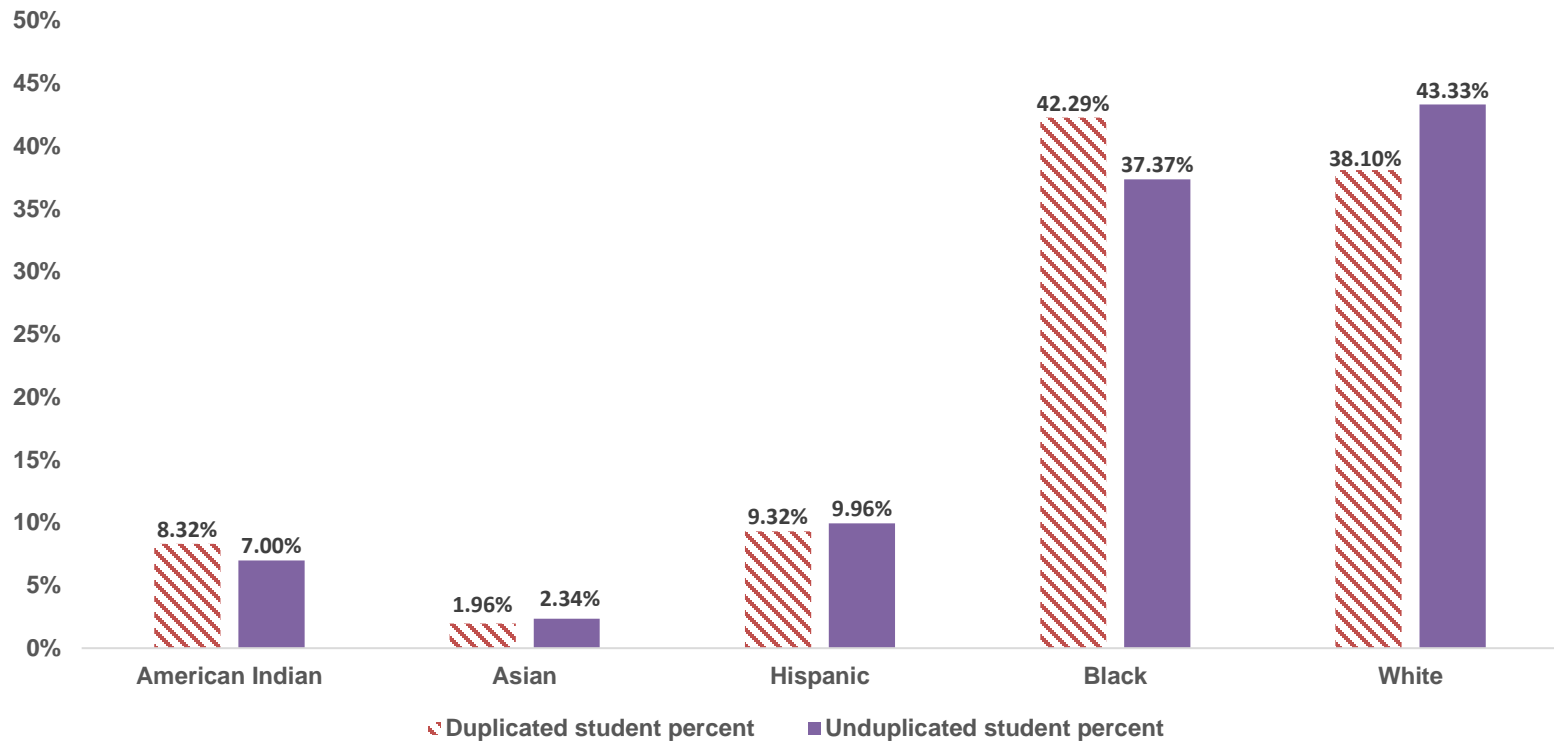
In 2015-2016, Minnesota K-12 student enrollment demographics were as follows: American Indian or Alaskan Native – 1.7 percent; Asian or Pacific Islander – 6.5 percent; Hispanic/Latino – 8.8 percent; black/African American, non-Hispanic – 10.3 percent; white, non-Hispanic – 68.6 percent. The total enrollment was 864,185 students.

Included below in Table 8 are the duplicated and unduplicated number and percentages of students involved in a disciplinary action by the race/ethnicity of the student disciplined.

TABLE 8. Race/Ethnicity of Students Disciplined

Race/Ethnicity	Duplicated Student Count	Duplicated Student Percent	Unduplicated Student Count	Unduplicated Student Percent
American Indian	4,548	8.32%	2,067	7.00%
Asian	1,074	1.96%	692	2.34%
Hispanic	5,097	9.32%	2,944	9.96%
Black	23,117	42.29%	11,041	37.37%
White	20,828	38.10%	12,804	43.33%
Total	54,664	100.00%	29,548	100.00%

Figure 8. Race-Ethnicity of Student Disciplined Percent 2015-16



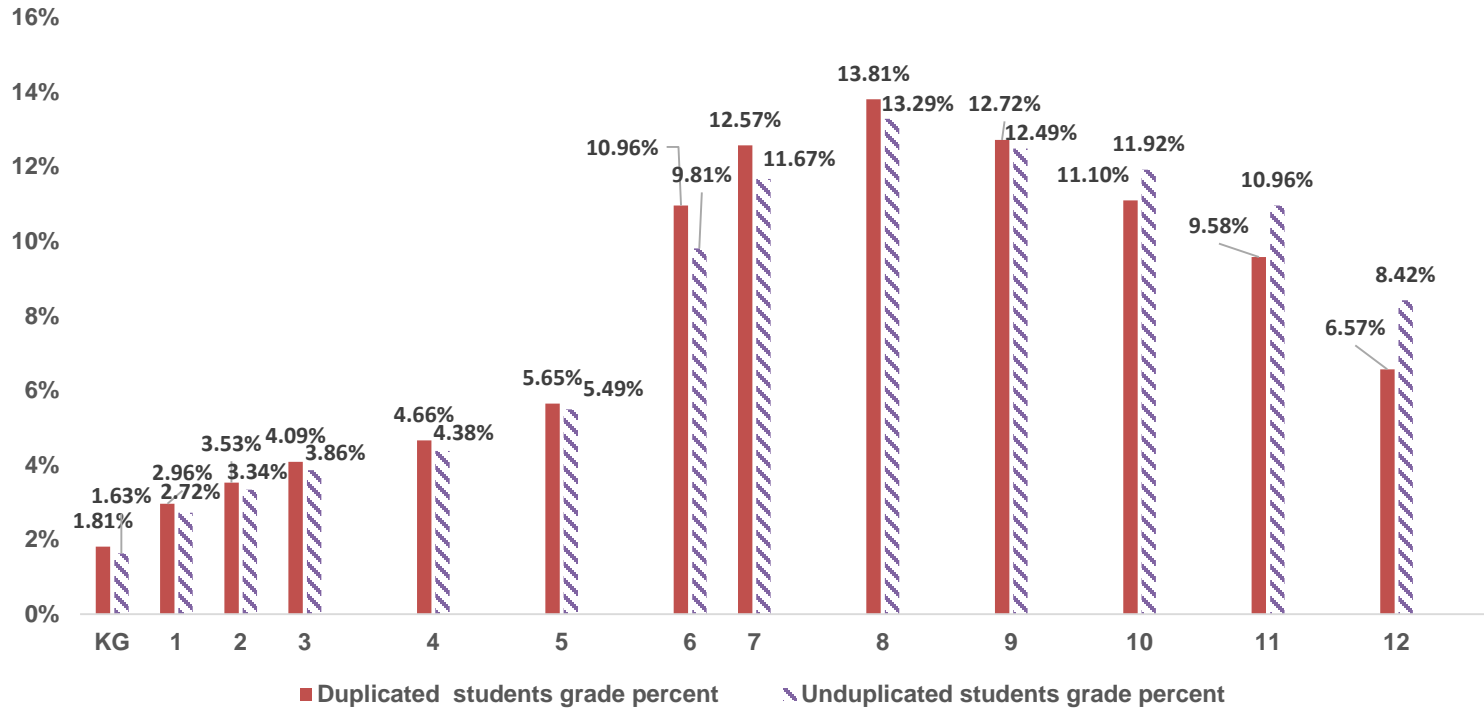
Grade of Students Disciplined: School Year 2015-16

Grade of students disciplined is recorded for each disciplinary action. The majority of students disciplined in DIRS are clustered around sixth through 10th grades. Included below in Table 9 are the duplicated and unduplicated number of students disciplined and percentages by grade.

TABLE 9. Grade of Students Disciplined

Grade	Duplicated Students Disciplined Grade Count	Duplicated Students Grade Percent	Unduplicated Students Disciplined Grade Count	Unduplicated Students Grade Percent
KG	990	1.81%	481	1.63%
1	1,618	2.96%	804	2.72%
2	1,930	3.53%	986	3.34%
3	2,237	4.09%	1,139	3.86%
4	2,549	4.66%	1,293	4.38%
5	3,086	5.65%	1,622	5.49%
6	5,989	10.96%	2,897	9.81%
7	6,872	12.57%	3,445	11.67%
8	7,547	13.81%	3,924	13.29%
9	6,953	12.72%	3,688	12.49%
10	6,069	11.10%	3,519	11.92%
11	5,235	9.58%	3,236	10.96%
12	3,589	6.57%	2,485	8.42%
Total	54,664	98.19%	29,519	98.37%

Figure 9. Duplicated/Unduplicated Percent of Students Disciplined by Grade 2015-16



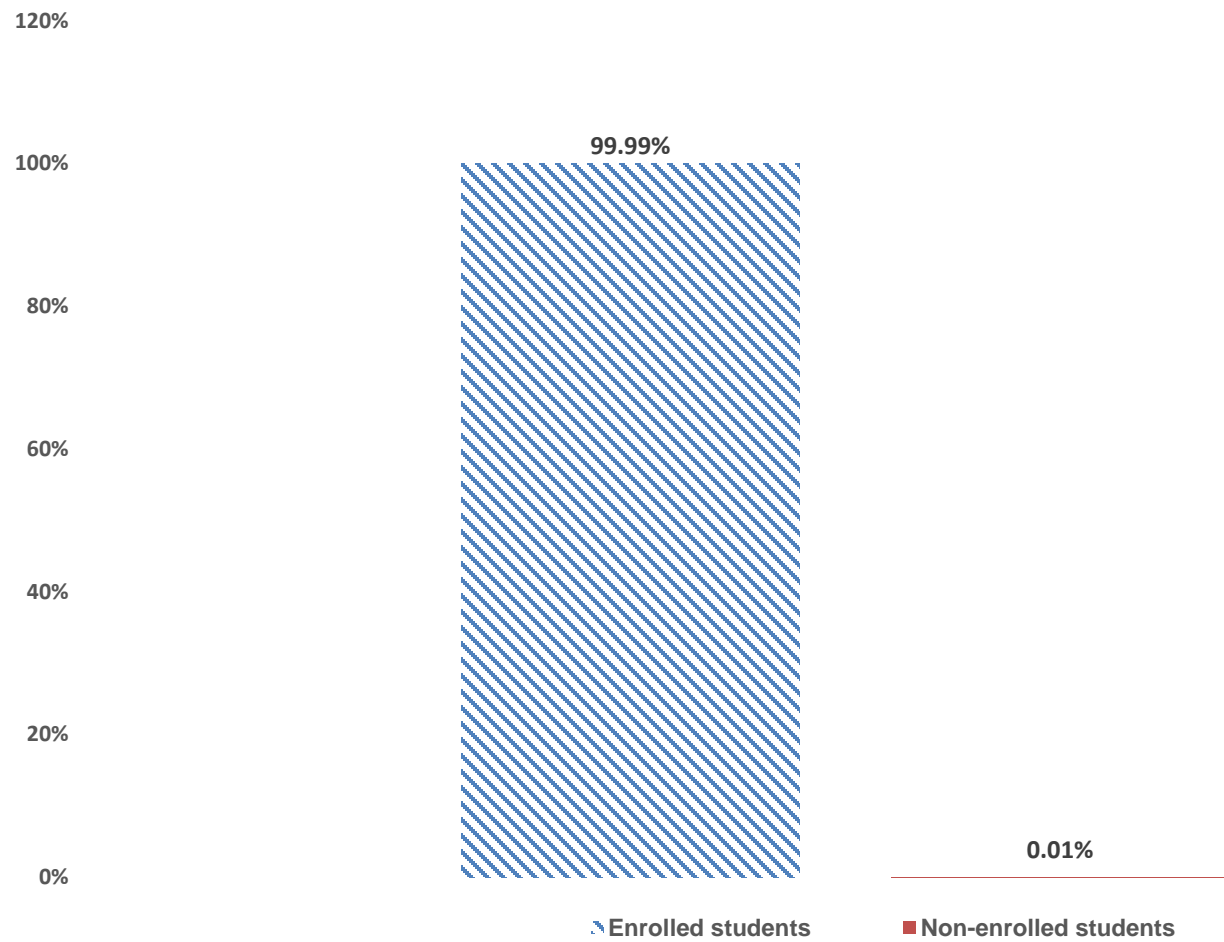
School Status of Students Disciplined: School Year 2015-16

School status of the students disciplined is recorded for each disciplinary incident. Almost all of the incidents in DIRS involve students enrolled at the school of the incident. Included in Table 10 are the number of incidents and percentages of disciplinary incidents by school status of students disciplined.

TABLE 10. School Status of Students Disciplined

Status of Students Disciplined	Number of Incidents	Percent
Enrolled students	51,630	99.99%
Non-enrolled students	4	0.01%
Total	51,634	100%

Figure 10. School Status of Students Disciplined Percent 2015-16



Individualized Education Program (IEP): School Year 2015-16

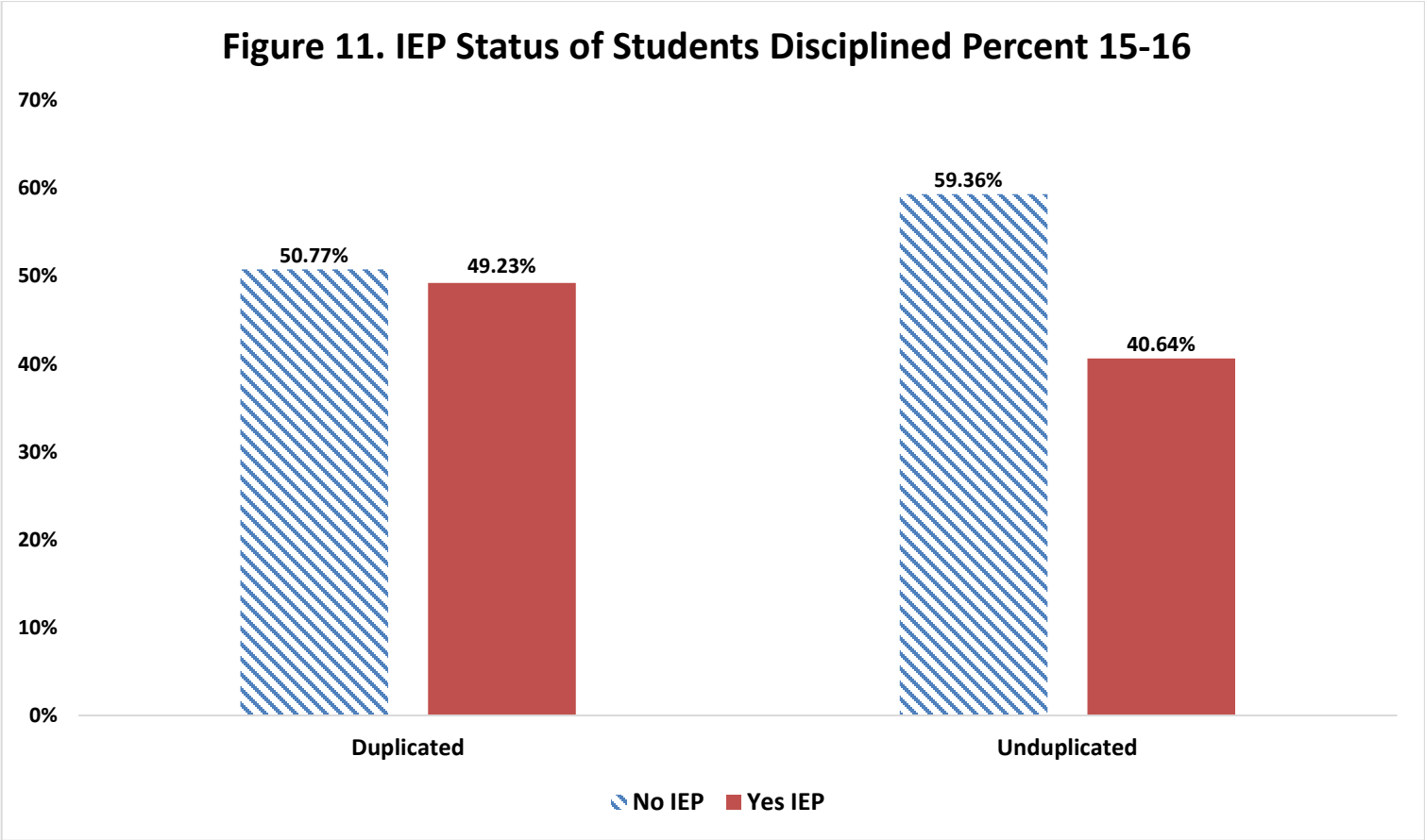
Individualized Education Programs (IEP) for students disciplined is recorded for each disciplinary action. For federal reporting purposes, additional actions are reported for students receiving special education services that are not reported for general education students. For purposes of this chart, only actions that are reported for both students receiving general education and students receiving special education are listed. Of reported students disciplined, half (49.23 percent) have an IEP (compared with 13.1 percent of all students with an IEP enrolled in public schools in the 2015-2016 school year).

Included in Table 11 are the duplicated and unduplicated number and percentages of students disciplined by IEP status.

TABLE 11. IEP Status of Students Disciplined

IEP Status	Duplicated Number of Students Disciplined	Percent	Unduplicated Number of Students Disciplined	Percent
No IEP	27,754	50.77%	17,682	59.36%
Yes IEP	26,910	49.23%	12,108	40.64%
Total	54,664	100.00%	29,790	100.00%

Figure 11. IEP Status of Students Disciplined Percent 15-16



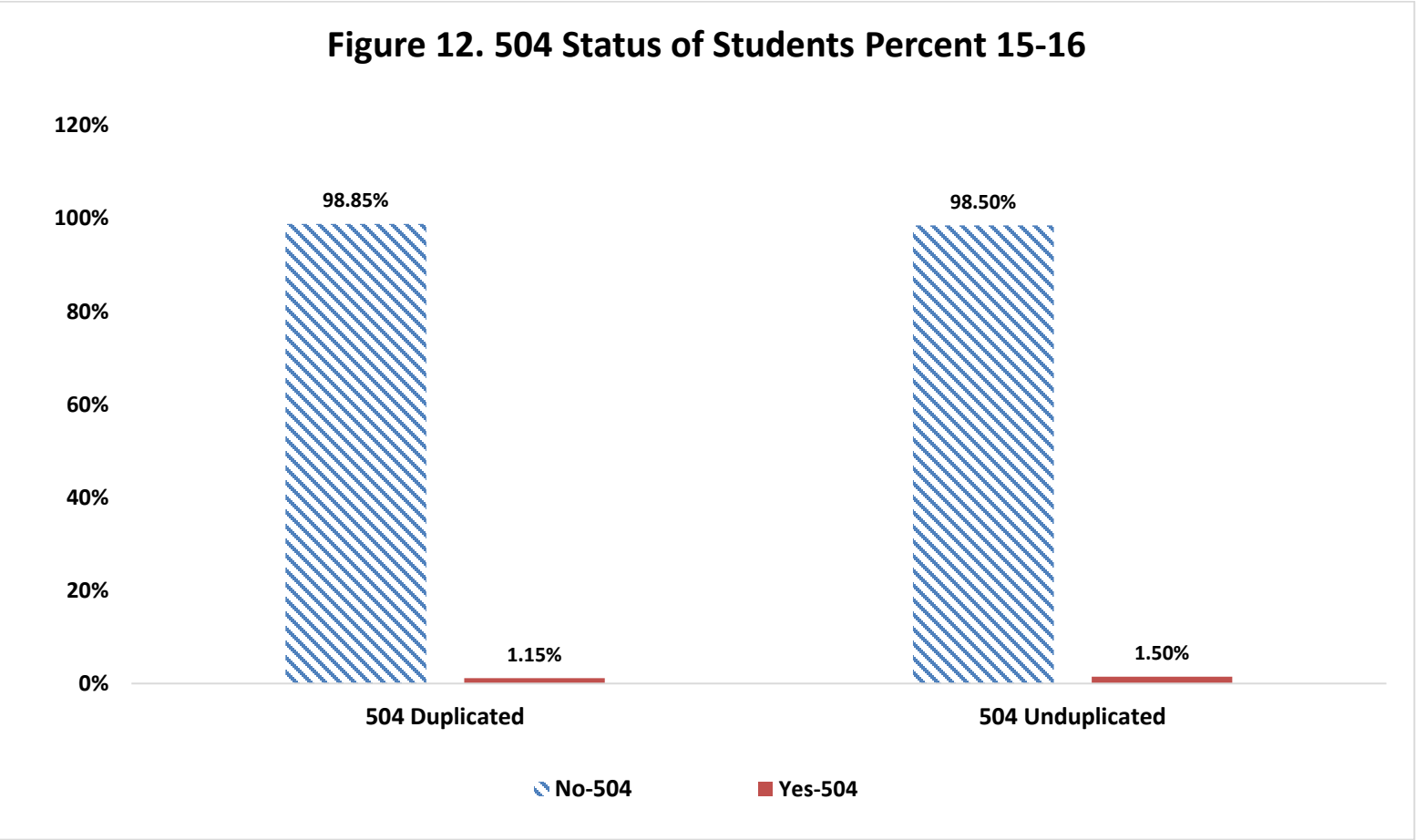
504 Status of Students Disciplined: School Year 2015-16

Table 12 shows the duplicated and unduplicated number of actions and percentages of students disciplined by 504 status for this school year. A little more than 1 percent of students disciplined 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.

TABLE 12. 504 Status of Students Disciplined

Status 504	Duplicated Students Count	Duplicated Students Percent	Unduplicated Students Count	Unduplicated Students Percent
No 504	54,038	98.85%	29,070	98.50%
Yes 504	626	1.15%	444	1.50%
	54,664	100.00%	29,514	100.00%

Figure 12. 504 Status of Students Percent 15-16



Disability Status of Students Disciplined: School Year 2015-16

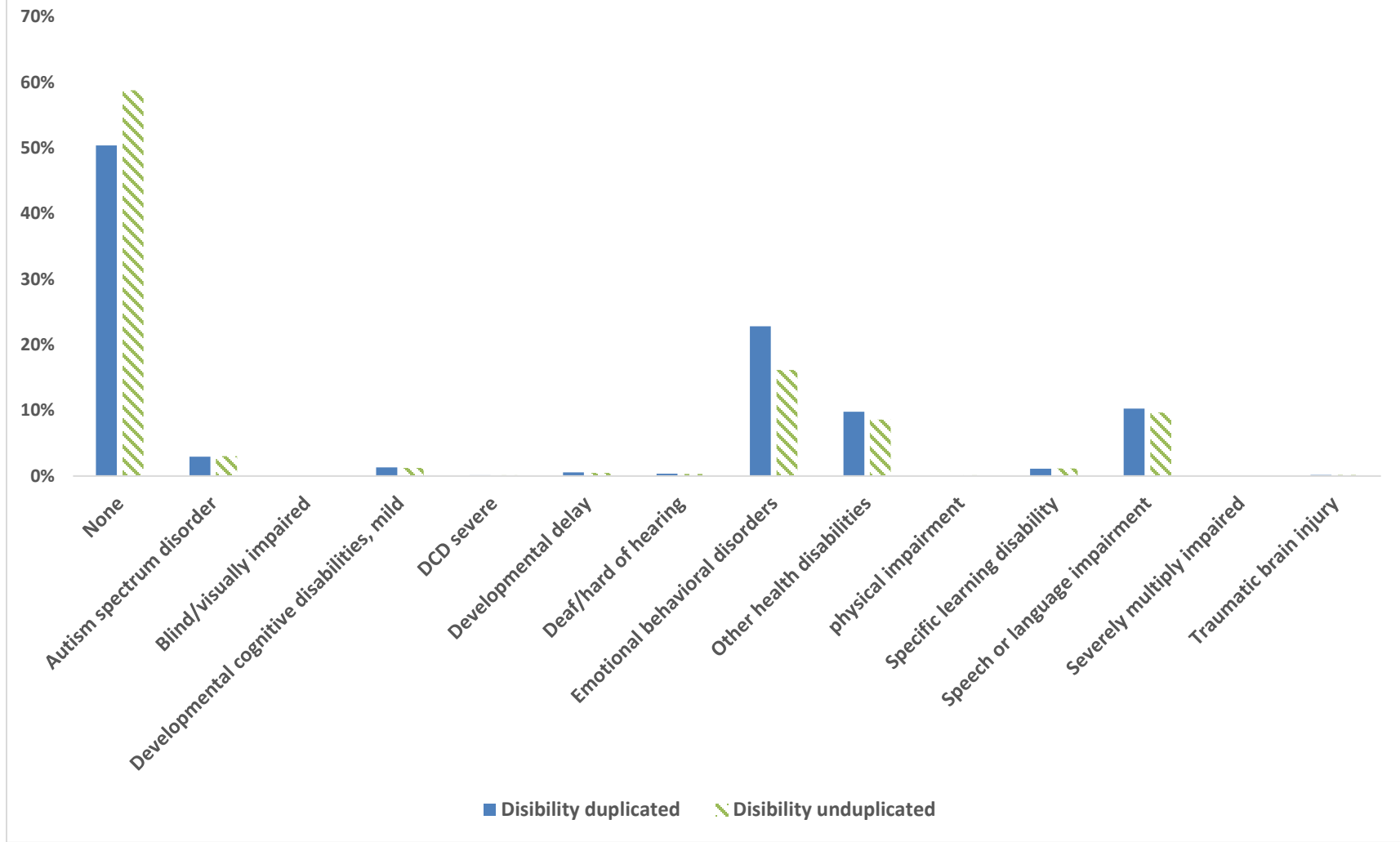
Disability status of the students disciplined is recorded for each disciplinary action. Of those students with a disability, “emotional/behavioral disorders” (22.78 percent), “speech or language impairment” (10.26 percent) and “other health disabilities” (19.78 percent) are the most common disabilities. Included in Table 13 are the duplicated and unduplicated number of students disciplined and percentages of the disability status of students disciplined.

Note: The total number is higher than the unduplicated number because a student’s disability may change over time; the student may be counted in multiple disability categories if disciplined more than once.

TABLE 13. Disability of Students Disciplined

Disability	Duplicated Students Disciplined Count		Unduplicated Students Disciplined Count	
	Count	Percentage	Count	Percentage
None	27,540	50.38%	17,571	58.82%
Autism spectrum disorder	1,614	2.95%	908	3.04%
Blind/visually impaired	11	0.02%	8	0.03%
Developmental cognitive disabilities, mild	713	1.30%	364	1.22%
DCD severe	64	0.12%	34	0.11%
Developmental delay	312	0.57%	144	0.48%
Deaf/hard of hearing	195	0.36%	99	0.33%
Emotional behavioral disorders	12,468	22.81%	4,831	16.17%
Other health disabilities	5,352	9.79%	2,575	8.62%
physical impairment	43	0.08%	29	0.10%
Specific learning disability	604	1.10%	346	1.16%
Speech or language impairment	5,614	10.27%	2,891	9.68%
Severely multiply impaired	43	0.08%	28	0.09%
Traumatic brain injury	91	0.17%	44	0.15%
Total	54,664	100.00%	29,872	100.00%

Figure 13. Disability of Students Disciplined Percent 2015-16



English Learner Status of Students Disciplined: School Year 2015-16

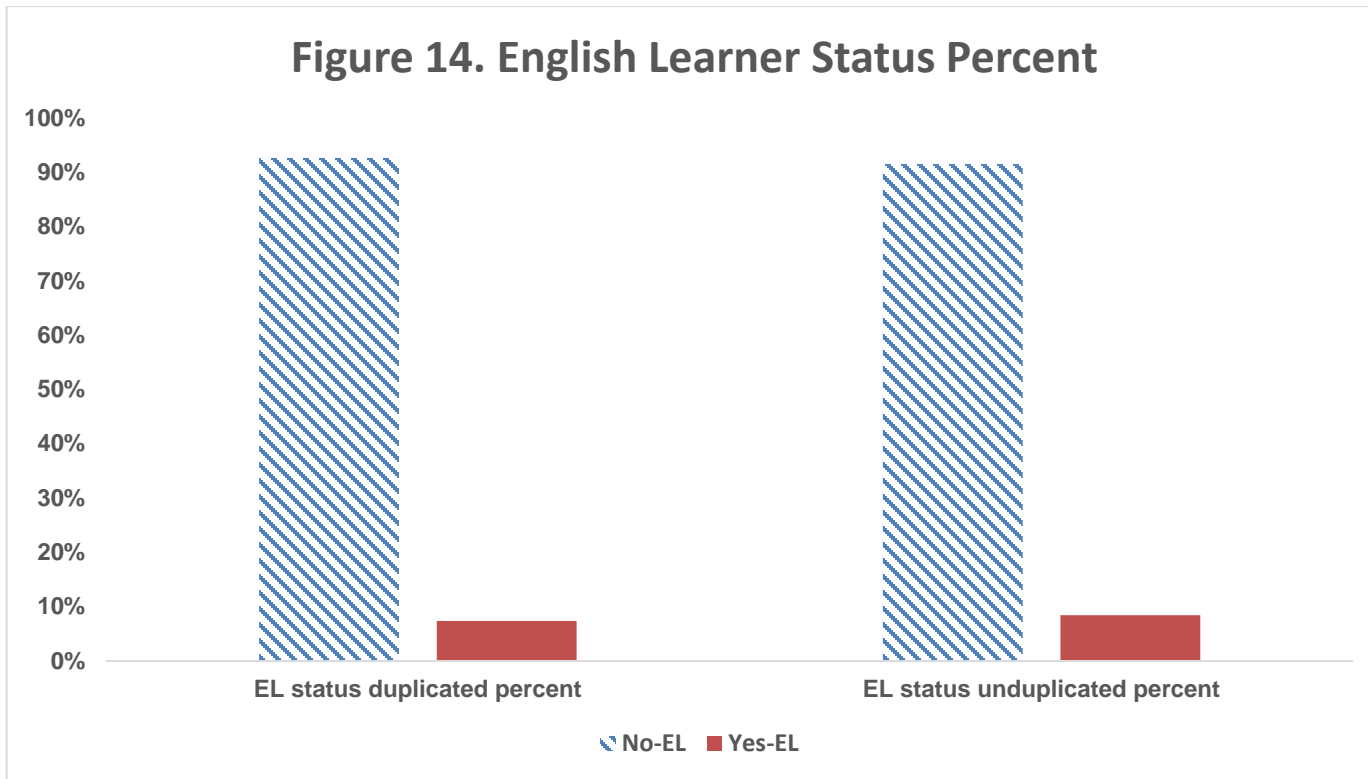
English learner (EL) status of the students disciplined is recorded for each disciplinary action. Of the total number of students disciplined, more than 7 percent of students disciplined (7.35 percent) are identified as EL (compared with approximately 8 percent of (8.3 percent) total state enrollment in the 2015-16 school years).

Included in Table 14 are the duplicated and unduplicated number and percentages of students disciplined based on their English learners status.

TABLE 14. English Learner Status of Students Disciplined

English Learner Status	English Learners Count	English Learners Percent	Unduplicated English Learners Count	Unduplicated English Learners Count
No-EL	50,645	92.65%	27,066	91.56%
Yes-EL	4,019	7.35%	2,495	8.44%
	54,664	100.00%	29,561	100.00%

Figure 14. English Learner Status Percent



Disciplinary Actions Taken: School Year 2015-16

Disciplinary incidents are categorized by one of 10 different disciplinary actions taken. The vast majority of incidents in the DIRS dataset result in removals or out of school suspensions (87.67 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.

In addition, administrators have the option to use one of 10 disciplinary actions and also refer the student to law enforcement. When a student is referred to a law enforcement officer, the officer has many possible responses. Some actions are formal. The officer takes the student into custody and refers them to the county attorney or gives the student a formal referral to juvenile court. The officer may refer the student to a community program like a youth services bureau for counseling and community service. Other responses are less formal. The officer may meet with the student and their family, the student and school staff, or with the student alone. The officer may agree to mentor the student, or develop an informal agreement with the student, or facilitate a restorative justice conference with all the people affected by identified harm. There is no reporting requirement to the state of the actions that an officer takes.

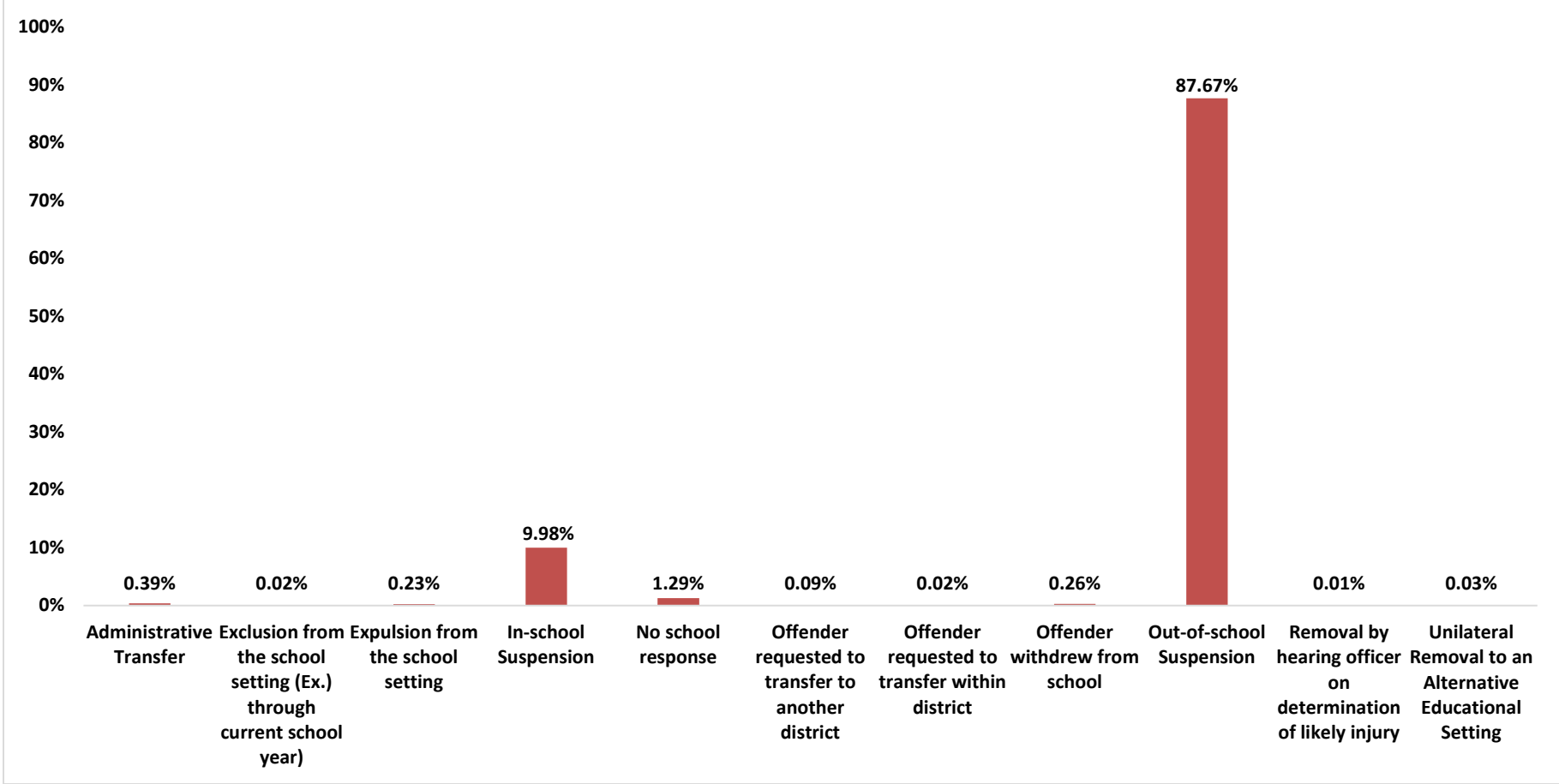
Last year, there were 6,303 referrals to law enforcement. Ninety-two (91.9 percent) of the referrals to law enforcement were in addition to an out of school suspension.

Included in Table 15 are the number and percentages of disciplinary actions taken. Referral to law enforcement is not included, as they are duplicated in the throughout the 10 actions list.

TABLE 15. Disciplinary Actions Taken

Disciplinary Action	Number of Actions	Percent
Administrative transfer	212	0.39%
Exclusion from the school (exclusions can only extend through current school year)	10	0.02%
Expulsion from the school setting	129	0.23%
In-school suspension	5,493	9.98%
No school response	708	1.29%
Student disciplined requested to transfer to another district	52	0.09%
Student disciplined requested to transfer within district	12	0.02%
Student disciplined withdrew from school	145	0.26%
Out-of-school suspension	48,256	87.67%
Removal by hearing officer on determination of likely injury	8	0.01%
Unilateral removal to an alternative educational setting	15	0.03%
Total	55,040	100.00%

Figure 15. Disciplinary Actions Taken Percent 2015-16



Total Number of Days Suspended/Out of School: School Year 2015-16

DIRS also includes information from districts about how many days students were suspended or out of school. Included 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 students disciplined 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 for all OSS	Count, Day or More
Mean	2.23	2.26
Median	2.81	2.85
Mode	1	1
Sum Total	107,604	107,193

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 Student disciplined, other than the Student disciplined name, including the Student disciplined age; whether the Student disciplined was a student and, if so, where the Student disciplined attended school; and whether the Student disciplined 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.

Copyright © 2006 by the Office of Revisor of Statutes, State of Minnesota

Appendix B: Trend Reports: Number of Incidents, Students Suspended and Days Out of School

It is helpful to put the data into a context of years. Following are trend reports from the 2011-12 to 2015-16 school years. Table 17 shows the trends for the total number of disciplinary incidents and the total number of students suspended. After trending downward for four years, disciplinary incidents increased by 5,229 disciplinary incidents over the previous year and the number of students suspended increased by 5,443.

TABLE 17. Number of Disciplinary Incidents and Number of Students Suspended Trend Report

School Year	Number of Disciplinary Incidents	Number of Students Suspended
2011-12	60,060	62,461
2012-13	51,460	54,312
2013-14	48,660	51,330
2014-15	46,452	49,221
2015-16	51,634	54,664

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 18 shows the trends for "Number of Days - Out-of-School Suspensions, All Actions" and "Number of Days of Out-of-School Suspensions of a day or more."

TABLE 18. Out of School Trends.

Number of Days Suspended Out of School	Number of Days Out-of-School Suspensions, all	Number of Days Out-of-School Suspensions for a Day or More
2011-12	126,070	123,997
2012-13	109,495	108,844
2013-14	100,608	99,912
2014-15	94,486.14	94,109.94
2015-16	107,604	107,193

APPENDIX C: Work Group

Disciplinary Incident Work Group

Name	Staff	Divisions
Craig Wethington	Director	School Safety Technical Assistance Center
Nancy Riestenberg	Restoratives Practices Specialist	School Safety Technical Assistance Center
Ann Iweriebor	State Programs Coordinator	Youth Development and Health Promotion