

## Chris Steller

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**Sent:** Tuesday, November 27, 2018 10:27 AM  
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**Cc:** Reissner, Nancy (DPS); Revisor of Statutes ([revisor@revisor.mn.gov](mailto:revisor@revisor.mn.gov)); Chris Steller  
**Subject:** Dangerous Weapons and Disciplinary Incidents Fiscal Year 2018  
**Attachments:** 2018 Dangerous Weapons and Disciplinary Incidents.pdf

On behalf of the Commissioner, I am providing you with the Dangerous Weapons and Disciplinary Incidents Fiscal Year 2018 Report.

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 2016-2017 school year. Data for this report were obtained from the department's Disciplinary Incident Reporting System (DIRS).

Please let me know if you have any questions.

Best,

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## **Dangerous Weapons and Disciplinary Incidents**

Report to the Legislature

As required by Minnesota Statutes, section 121A.06, subdivision 3

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As requested by Minnesota Statutes, section 3.197: This report cost approximately \$5,500 to prepare, including staff time, printing and mailing expenses.

*Upon request, this material will be made available in an alternative format such as large print, braille or audio recording. Printed on recycled paper.*

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## 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 2016-2017 school year. Data for this report were obtained from MDE's Disciplinary Incident Reporting System (DIRS).

MINNESOTA STATUTES, Section 121A.06

### 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.

## Executive Summary

Data for this report were obtained from the Minnesota Department of Education's (MDE) [Disciplinary Incident Reporting System \(DIRS\)](#). The majority of disciplinary incidents in DIRS can be characterized in the following way:

### Incident Type, hours and location

- The most common incident types are “disruptive, disorderly conduct or insubordination” (35.7 percent), “fighting” (17.7 percent), “assault” (7.9 percent), “threat/intimidation” (5.8 percent), “other” (4.7 percent) and “illegal drugs” (4.0 percent).
- The majority of all reported incidents occur during school hours (96.3 percent).
- The majority of incidents occur in the classroom (45.1 percent), second most in the hallway (22.2 percent), then other indoor areas (13.7 percent).

### Weapons, victims and cost

- Most incidents (97.5 percent) do not involve weapons. When a weapon is involved, the most common weapon type is some form of a knife: pocket knife, less than two and a half inches (0.7 percent), knife (0.6 percent), or pocket knife, two and a half inches or greater (0.4 percent).
- There were 13 incidents involving a hand gun (less than 0.0 percent) and nine incidents involving a long gun (less than 0.0 percent); in contrast, there were 308 counts of a knife, (0.6 percent).
- Almost 73 percent of incidents do not involve victims (72.9 percent).
- The vast majority of incidents (99.1 percent) did not report any associated cost. When incidents do result in damage or loss, the majority of the time those costs are less than \$500 (0.8 percent).

### Gender, grade, enrollment, and English learner status

- Nearly three-quarters of the students involved in discipline incidents (73.9 percent) were male students.
- More than half (61.6 percent) of the students involved in disciplinary incidents were in grades 6-10. Kindergarten students were involved in 1.7 percent of the disciplinary incidents.
- With very few exceptions, incidents are committed by students enrolled at the school of the incident (99.8 percent).
- Just over 8 percent of students who were disciplined are English learners (8.2 percent).

### Race and Disproportionality

- When considering all types of disciplinary actions, the majority of students disciplined (unduplicated count) were white (41.7 percent) followed by black (32.9 percent).

- The rates of disciplinary actions are disproportionate when compared to state race/ethnicity demographic percentages:
  - White students comprise 67.1 percent of all K-12 students enrolled and account for 41.7 percent of students disciplined, while non-white students make up 32.9 percent of all K-12 students enrolled but account for 58.3 percent of all disciplinary incidents.
  - The highest rates of racial/ethnic disproportionality appear to occur for students who are black (10.7 percent of all K-12 students enrolled and 32.9 percent of all disciplinary incidents) and American Indian or Alaskan Native students (1.6 percent of all K-12 students enrolled and 5.2 percent of all incidents).
  - While Asian students make up 6.7 percent of all enrolled K-12 students, Asian students were involved in 2.1 percent of disciplinary incidents.
- The discipline data also continue to show a disproportionality between state demographics and student's education type (general education, special education, 504 plan).
  - Half of the K-12 students disciplined (50.9 percent) are in general education (84.8 percent), whereas students in special education comprise 13.9 percent of K-12 enrollment but account for 47.6 percent of students disciplined. A relatively small number of students with 504 plans are involved in disciplinary incidents (1.5 percent) and make up 1.8 percent of K-12 enrollment.
  - Among students receiving special education services, students whose primary disability is reported as emotional or behavioral disorder account for 21.5 percent of disciplinary incidents.

## Disciplinary Actions Taken

- The majority of reported incidents result in out-of-school suspensions (88.4 percent). In-school suspensions, which are reported for only students receiving special education services, constitute 9.0 percent of the disciplinary actions taken.
- Administrators have the option to both use one of 12 disciplinary actions and may refer the student to law enforcement. A total of 5,885 referrals were made to law enforcement in 2016-17, the majority of which (92.1 percent) were made in addition to out-of-school suspensions. For every 100 disciplinary actions, 11 were referred to law enforcement.
- In 2016-17 there was a decrease in both the number of disciplinary incidents and the number of students suspended compared to 2015-16; however, the rate of disciplinary incidents and number of students suspended exceeds the rates observed in 2013-14 and 2014-15.
- There were 84 expulsions in 2016-17, down from 192 expulsions in 2015-16. [More information on expulsions.](#)



## Introduction

Each year, Minnesota local educational agencies (LEAs, school districts and charter schools) are required to report disciplinary incidents resulting in a student being out of school for one day or more for all students and a half-day or more for students in special education. LEAs are also required to report all incidents involving the use or possession of a dangerous weapon in school zones. During the 2016-2017 school year, 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 batch upload 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, special education status, 504 status, and disability status of the student disciplined; disciplinary action taken and number of days suspended or out of school.

In 2016 the Minnesota Legislature amended Minnesota Statutes, section 121A.53, to require LEAs to report each exclusion or expulsion and each physical assault of a district employee by a student within 30 calendar days of the effective date of the relevant dismissal action or the date of the assault. Among various requirements, the LEA report must include the reason, the effective date, and the duration of the exclusion or expulsion or other sanction, intervention, or resolution, as well as a statement of alternative educational services, or other sanction, intervention, or resolution given to the student in response to the assault. While there are some additional items collected in DIRS for federal reporting requirements, the items described above are those included in this report.

## Cautions about the Data

Local educational agencies (LEAs) enter and submit disciplinary incidents using the MDE Discipline Incident Reporting System (DIRS). 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 2010-11, DIRS was upgraded with additional data validation checks related to students’ race and ethnicity by validating the information entered in DIRS with each student’s unique state student number in Minnesota Automated Reporting Student System (MARSS). DIRS will continue to be used to provide data for subsequent reports required by Minnesota Statutes, section 121A.06, subdivision 3.

Data percentages are reported to the tenth of a percent throughout this report. Therefore, small numbers of disciplinary incidents or actions (typically counts equal to or less than 30) will be reported as “0.0 percent” if the actual percent is less than 0.1 percent. In addition, the unduplicated number of disciplinary incidents is a unique total number, while the data reported by category (e.g., race/ethnicity, special education status, English

learners, disciplinary action type) may total a number larger than the unique total incident number due to changes in student status throughout the school year.

For school year 2016-17, the unique total of disciplinary incidents reported is 50,270. The number of students involved in incidents is 52,985. There were 53,273 disciplinary actions taken by administrators.

## Analysis

### Type of Disciplinary Incidents

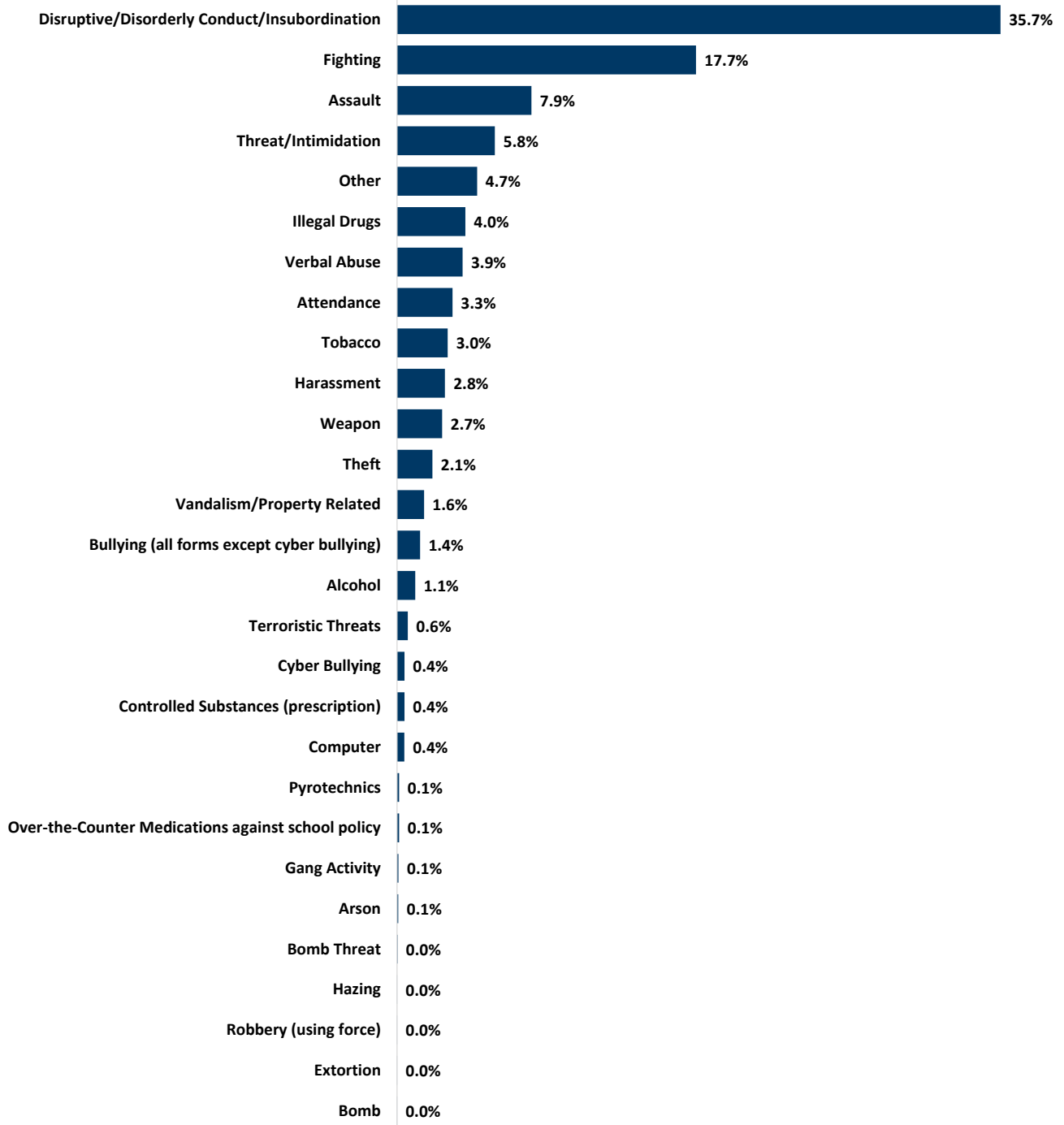
Disciplinary incidents are categorized into one of 28 different types. Included in Table 1 are the number and percentages of disciplinary incidents by type. Incidents of “disruptive/disorderly conduct/ insubordination” (35.7 percent) and “fighting,” (17.7 percent) are the most common, followed by “assault” (7.9 percent), “threat/intimidation” (5.8 percent), “other” (4.7 percent), illegal drugs (4.0 percent), and “verbal abuse” (3.9 percent). Figure 1 represents a graphic illustration of Table 1, using percent of incidents.

**Table 1. Disciplinary Incident type by frequency, 2016-17**

Incident Type	Number	Percent
Disruptive/Disorderly Conduct/Insubordination	17,924	35.7%
Fighting	8,880	17.7%
Assault	3,993	7.9%
Threat/Intimidation	2,906	5.8%
Other	2,379	4.7%
Illegal Drugs	2,032	4.0%
Verbal Abuse	1,948	3.9%
Attendance	1,647	3.3%
Tobacco	1,504	3.0%
Harassment	1,423	2.8%
Weapon	1,337	2.7%
Theft	1,050	2.1%
Vandalism/Property Related	803	1.6%
Bullying (all forms except cyber bullying)	683	1.4%
Alcohol	539	1.1%
Terroristic Threats	320	0.6%

<b>Incident Type</b>	<b>Number</b>	<b>Percent</b>
Cyber Bullying	224	0.4%
Controlled Substances (prescription)	223	0.4%
Computer	219	0.4%
Pyrotechnics	62	0.1%
Over-the-Counter Medications against school policy	61	0.1%
Gang Activity	44	0.1%
Arson	37	0.1%
Bomb Threat	15	0.0%
Hazing	7	0.0%
Extortion	4	0.0%
Robbery (using force)	4	0.0%
Bomb	2	0.0%
Totals	50,270	100.0%

**Figure 1. Type of Disciplinary Incidents Percent: School Year 2016-17 (in percent)**



## Time of Incidents

Disciplinary incidents are categorized as occurring “during school hours” or occurring “outside of school hours.” Incidents occurring “during school hours” (96.3 percent) represent the vast majority of disciplinary incidents reported by the school districts with “outside of school hours” comprising the remaining 3.7 percent of the incidents.

## Location of Incidents

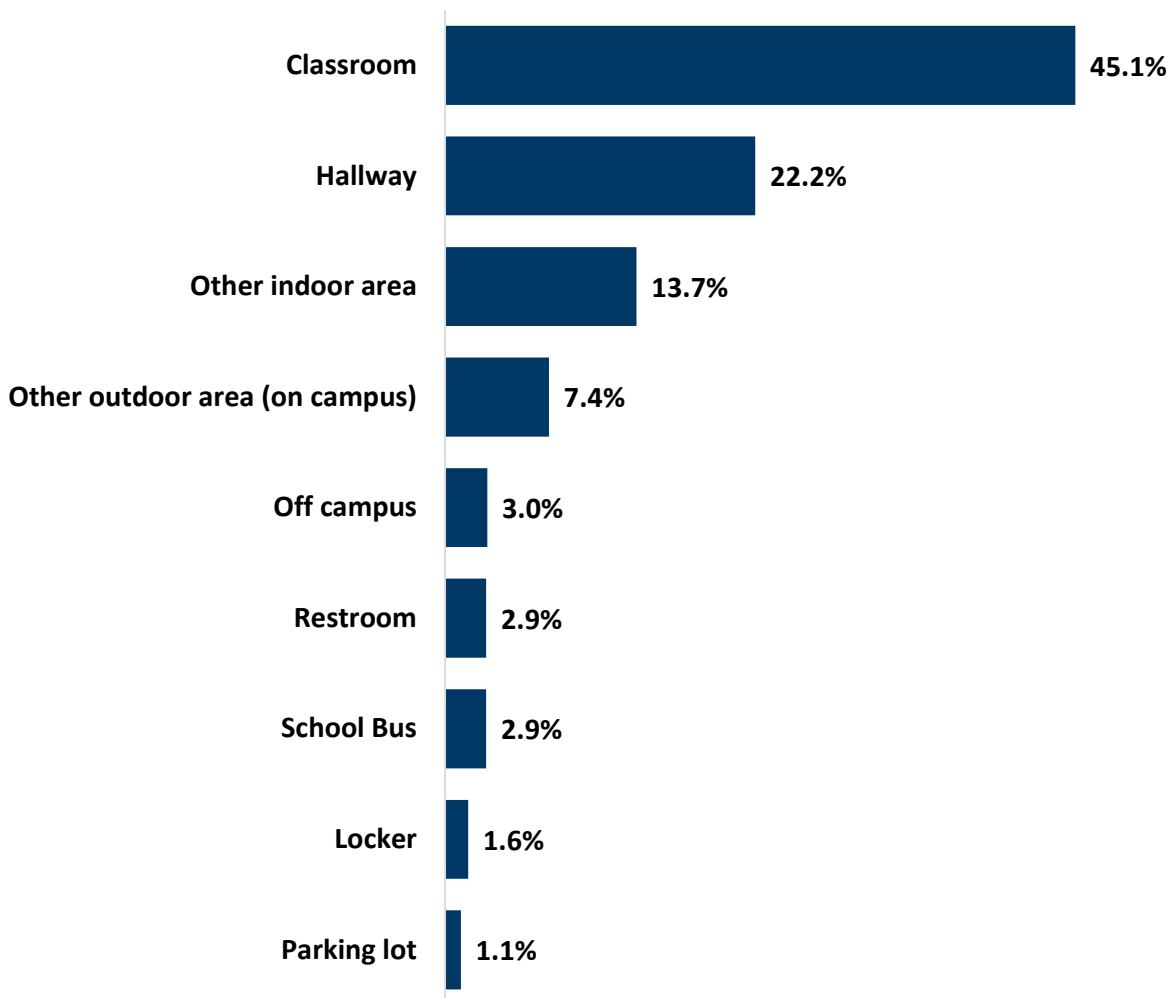
Disciplinary incidents are categorized into one of nine different locations where they occurred. Incidents occurring in the “classroom” (45.1 percent) and “hallway” (22.2 percent) are the most common, followed by “other indoor area” (13.7 percent). Included below in Table 2 are the number and percentage of disciplinary incidents by location. Please note, districts may count more than one location in reporting an incident. Figure 2 represents graphic illustrations of Table 2, using percent of incidents by location.

**Table 2. Location of Incident, 2016-17**

Location	Number of Incidents	Percent
Classroom	23,271	45.1%
Hallway	11,448	22.2%
Other indoor area	7,065	13.7%
Other outdoor area (on campus)	3,831	7.4%
Off campus	1,550	3.0%
Restroom	1,514	2.9%
School Bus	1,513	2.9%
Locker	846	1.6%
Parking lot	576	1.1%
Total	*51,614	100.0%

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

**Figure 2. Location of Disciplinary Incidents: School Year 2016-17 (in percent)**



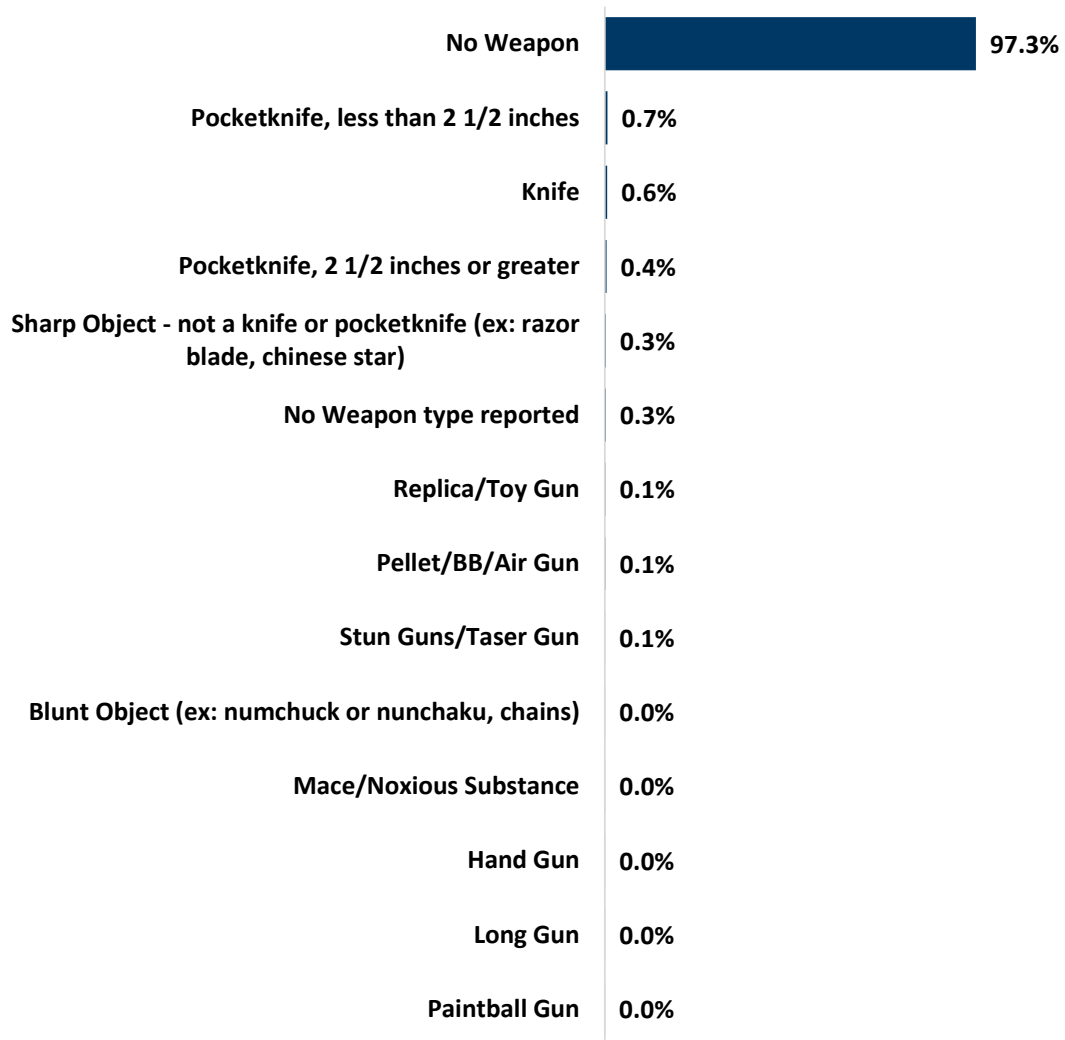
### **Involvement of Weapons in Disciplinary Incidents**

If disciplinary incidents involve weapons, the weapons are categorized into one of 12 different types. In some instances, districts reported a weapon incident but did not report the weapon type. In addition, districts may report more than one weapon type for each weapon incident; therefore, there is not a one-to-one match between counts of weapon incidents and counts of weapon type. Although weapons are involved in only 2.8 percent of all incidents (see Table 1 and Figure 1), when weapons are involved, the most commonly used weapons are: pocketknife, less than 2 ½ inches (0.7 percent), knife (0.6 percent), and pocketknife, 2 ½ inches or greater (0.4 percent). Included in Table 3 are the number and percentages of incidents involving each weapon type as well as when no weapon type was reported. Figure 3 represents a graphic illustration of Table 3 using a percentage of incidents involving each type of weapon.

**Table 3. Involvement of Weapon in Incident, 2016-17**

<b>Weapon Type</b>	<b>Incident Count</b>	<b>Percent</b>
No Weapon	48,872	97.3%
Pocketknife, less than 2 1/2 inches	342	0.7%
Knife	308	0.6%
Pocketknife, 2 1/2 inches or greater	208	0.4%
Sharp Object – not a knife or pocketknife (ex: razor blade, Chinese star)	133	0.3%
No Weapon Type Reported	132	0.3%
Replica/Toy Gun	73	0.1%
Pellet/BB/Air Gun	69	0.1%
Stun Guns/Taser Gun	43	0.1%
Blunt Object (e.g., numchuck or nunchaku, chains)	22	0.0%
Mace/Noxious Substance	21	0.0%
Hand Gun	13	0.0%
Long Gun	9	0.0%
Paintball Gun	2	0.0%
<b>Total</b>	<b>50,247</b>	<b>100.00%</b>

**Figure 3. Involvement of Weapon in Incident: School Year 2016-17 (in percent)**



### Number of Victims Involved

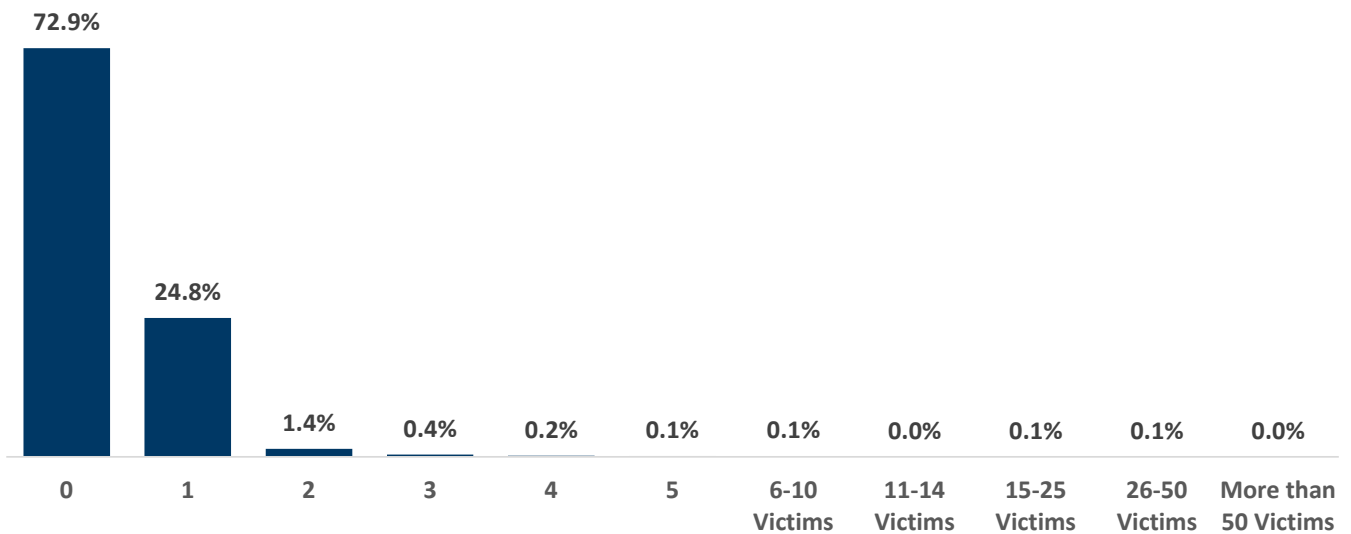
Disciplinary incidents are recorded with the number of victims involved and school districts may enter the exact number of victims. Because the number of reported incidents involving more than five victims is significantly fewer than victim counts of five or fewer, the numbers of victims are reported as ranges in increments of five, from six to 10 victims to more than 50 victims. Districts reported that no victims were involved for almost three-quarters of incidents reported. Table 4 documents the number of victims per incident reported and percentages of total incidents. Figure 4 represents a graphic illustration of Table 4, using percent of incidents.



**Table 4. Number of Victims Involved in Incident, 2016-17**

<b>Victim Count</b>	<b>Incident Count</b>	<b>Percent</b>
0	36,618	72.9%
1	12,429	24.8%
2	696	1.4%
3	193	0.4%
4	90	0.2%
5	54	0.1%
6-10 Victims	52	0.1%
11-14 Victims	10	0.0%
15-25 Victims	35	0.1%
26-50 Victims	26	0.1%
More than 50 Victims	6	0.0%
Total	50,209	100.00%

**Figure 4. Number of Victims involved in Incident: School Year 2016-17 (in percent)**



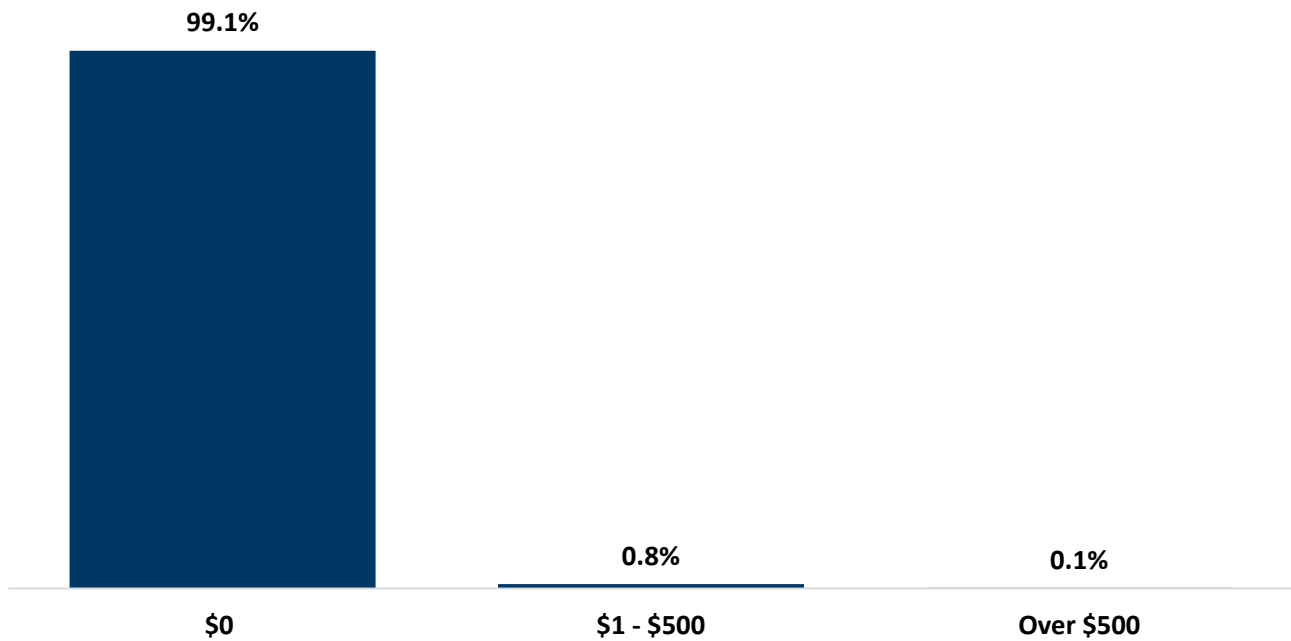
### Estimated Cost to Property

LEAs may also report estimated cost to school property. Districts are asked to select a range of the estimated damage. In the 2016-17 school year, less than 1 percent of the incidents (0.8 percent) were cited for incurring a cost to property. Table 5 documents the number of incidents with a reported estimated cost. Figure 5 represents graphic illustrations of Table 5, using percent of incidents.

**Table 5. Estimated Cost to Property, 2016-17**

Estimated Cost	Incident Count	Percent
\$0	49,756	99.1%
\$1-\$500	409	0.8%
Over \$500	44	0.1%
Total	50,209	100.0%

**Figure 5. Estimated Cost to Property: School Year 2016-17 (in percent)**



**Gender of Students Disciplined**

The gender of students is recorded for each disciplinary action. Table 6 shows duplicated number of students disciplined by gender and corresponding percentage of students disciplined as well as the number and percentage of unique students by gender. Nearly three-quarters of incidents reported are committed by male students; male students also make up nearly three-quarters of the unique students entered into DIRS.

**Table 6. Gender of Students Disciplined, 2016-17**

Student Gender	Duplicated Count of Students Disciplined	Duplicated Students Disciplined Percent	Unduplicated Count of Students Disciplined	Unduplicated Students Disciplined Percent
Female	13,848	26.1%	8,431	27.9%
Male	39,137	73.9%	21,758	72.1%
Total	52,985	100.0%	30,189	100.0%

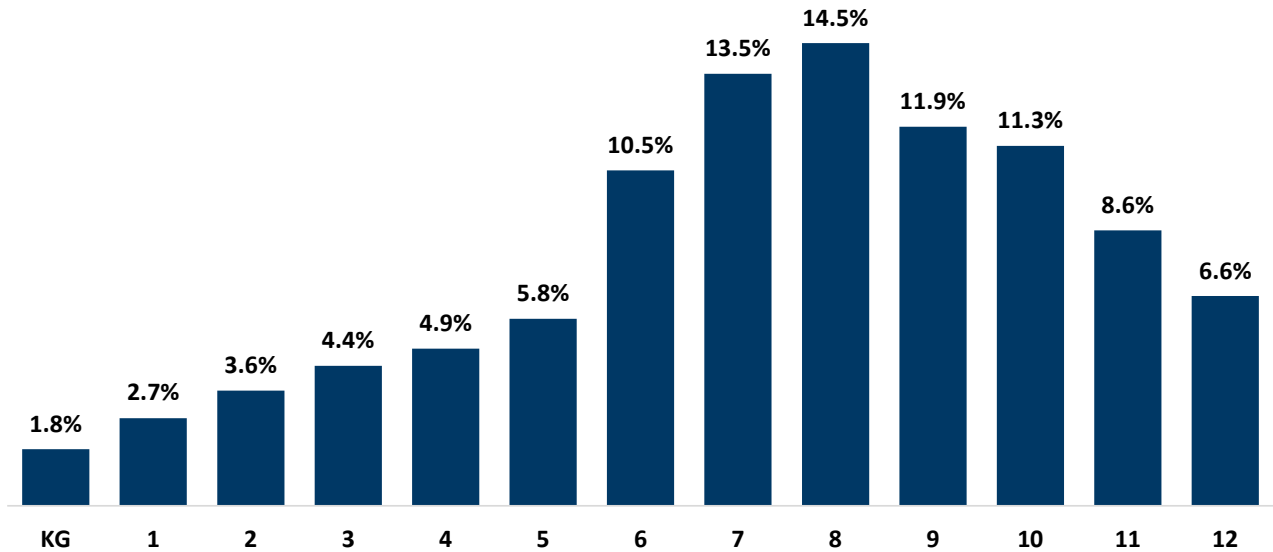
## Grade of Students Disciplined

The grade of students disciplined is recorded for each disciplinary action. The majority of duplicate counts of students disciplined are clustered in grades six through 10, while the majority of unique counts of students disciplined are clustered in grades seven through 11. Table 7 below shows the duplicated number and corresponding percentage of students disciplined, and the number and percentage of unique students by student grade. In addition, Figure 6 shows the distribution of student duplicate counts for each grade by percentage while Figure 7 shows the distribution of unique student counts for each grade by percentage.

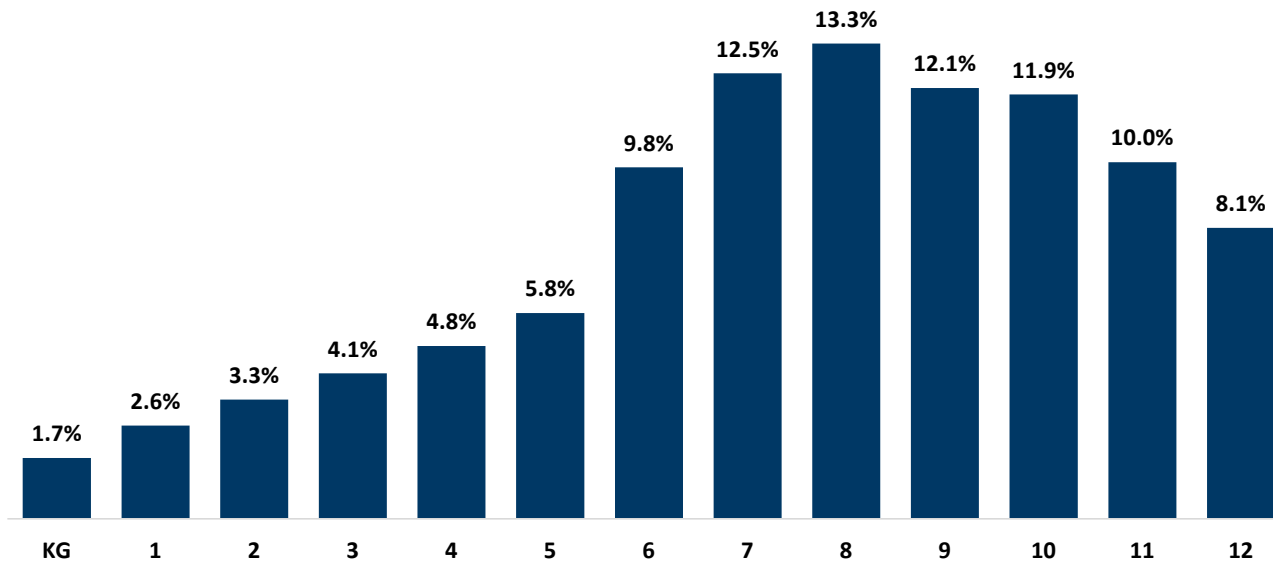
**Table 7. Grade of Students Disciplined, 2016-17**

Grade	Duplicated Count of Students Disciplined	Duplicated Students Disciplined Percent	Unduplicated Count of Students Disciplined	Unduplicated Students Disciplined Percent
Kindergarten	940	1.8%	515	1.7%
1	1,454	2.7%	789	2.6%
2	1,911	3.6%	1,009	3.3%
3	2,321	4.4%	1,231	4.1%
4	2,604	4.9%	1,462	4.8%
5	3,097	5.8%	1,740	5.8%
6	5,555	10.5%	2,973	9.8%
7	7,159	13.5%	3,769	12.5%
8	7,664	14.5%	4,021	13.3%
9	6,279	11.3%	3,645	12.1%
10	5,961	11.3%	3,591	11.9%
11	4,564	8.6%	3,017	10.0%
12	3,474	6.6%	2,462	8.1%
Total	52,985	100.0%	30,226	100.0%

**Figure 6. Percent of Students Disciplined: Duplicate Count by Grade, 2016-17**



**Figure 7. Percent of Students Disciplined: Unduplicated Count by Grade, 2016-17**



### **Enrollment Status of Students Disciplined**

School status of the students disciplined is recorded for each disciplinary incident. Almost all of the incidents reported (99.8 percent) involve students enrolled at the school of the incident. The remaining 0.2 percent of incidents are due to students not enrolled at the time of the incident.

## English Learner Status of Students Disciplined

The English learner (EL) status of disciplined students is recorded for each disciplinary action. Table 8 shows the duplicated number of students disciplined by EL status and corresponding percentage as well as the number and percentage of unique students by EL status. Overall, students identified as EL made up 8.2 percent of the state’s total enrollment in the 2016-17 school year and comprised 8.9 percent of the unique students who were disciplined in 2016-17.

**Table 8. English Learner Status of Students Disciplined, 2016-17**

English Learner Status	Duplicated Count of Students Disciplined	Duplicated Students Disciplined Percent	Unduplicated Count of Students Disciplined	Unduplicated Students Disciplined Percent
English Learner – No	48,666	91.8%	27,541	91.01%
English Learner – Yes	4,319	8.2%	2,704	8.9%
Total	52,985	100.0%	30,245	100.0%

## Race/Ethnicity of Students Disciplined

The race/ethnicity of the students disciplined is recorded for each disciplinary action. Data reported in this section is related to **all** types of disciplinary actions reported (one-half day or more), including in-school suspensions (district reporting required only for students in special education), out-of-school suspensions, expulsions, exclusions, administrative transfers, student transfer or withdrawal, no school response, etc. (See Table 12 for complete list). In addition, MDE has updated its reporting of race/ethnicity categories from the historical five (American Indian, Asian, black, Hispanic, white) to the federal seven race categories (American Indian, Asian, black, Hispanic, Native Hawaiian/Pacific Islander, two or more races, white). For example, a student who reports both black and white on a district enrollment form is now included in the two or more races race/ethnicity category, when in the past they may have been included in the black race/ethnicity category. It is important to note that any student who reports Hispanic as their race/ethnicity is always included in the Hispanic race/ethnicity group, regardless of whether they report additional race/ethnicity codes. This is based on the federal rules for identifying race and ethnicity. The changes to race/ethnicity reporting affect to which race/ethnicity group students are assigned and can be seen in the lower number of students across old race/ethnicity categories with the addition of two new race/ethnicity reporting categories.

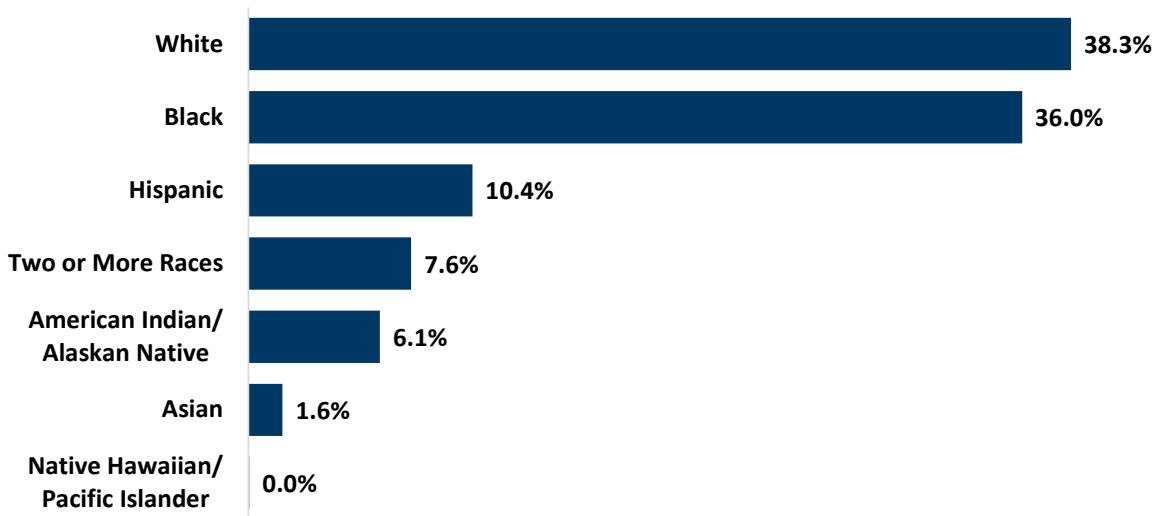
Minnesota K-12 student enrollment demographics in 2016-17 were as follows: American Indian, 1.6 percent; Asian, 6.7 percent; black, 10.7 percent; Hispanic, 9.0 percent; Native Hawaiian or Pacific Islander, 0.1 percent; two or more races, 4.4 percent, and white, 67.1 percent. The total K-12 enrollment was 855,867 students.

Included below in Table 9 are the number and percentages of students involved in a disciplinary action for all disciplinary action types, and the number and percentages of unique students involved by race/ethnicity of student disciplined. As shown in the table below, the majority of students disciplined (unduplicated count) in 2016-17 were white (41.7 percent) followed by black (32.9 percent). Figure 8 shows the duplicate count of students disciplined by racial/ethnic distribution by percent; Figure 9 shows the racial/ethnic distribution for the percent of unique students.

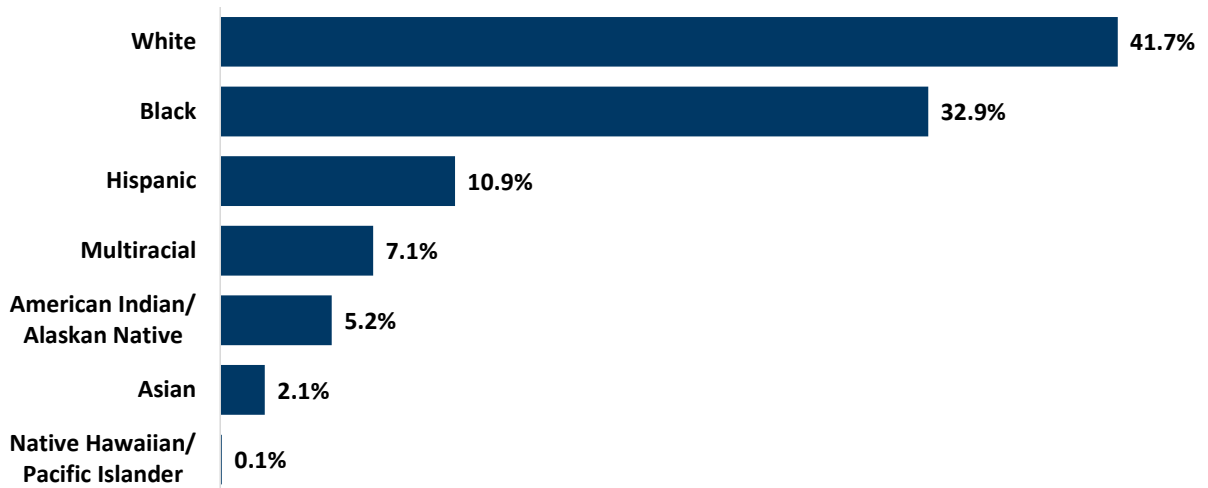
**Table 9. Race/Ethnicity of Students Disciplined, 2016-17**

<b>Student Race/Ethnicity</b>	<b>Percent Enrolled, K-12</b>	<b>Duplicated Count of Students Disciplined</b>	<b>Duplicated Students Disciplined Percent</b>	<b>Unduplicated Count of Students Disciplined</b>	<b>Unduplicated Students Disciplined Percent</b>
White	67.1%	20,273	38.3%	12,635	41.7%
Black	10.7%	19,070	36.0%	9,968	32.9%
Hispanic	9.0%	4,013	10.4%	3,305	10.9%
Two or More Races	4.4%	4,013	7.6%	2,151	7.1%
American Indian or Alaskan Native	1.6%	3,241	6.1%	1,567	5.2%
Asian	6.7%	839	1.6%	626	2.1%
Native Hawaiian or Pacific Islander	0.1%	24	0.0%	21	0.1%
Total	100.0%	52,985	100.0%	30,273	100.0%

**Figure 8. Percent of Students Disciplined: Duplicate Count by Race/Ethnicity, 2016-17**



**Figure 9. Percent of Students Disciplined: Unduplicated Count by Race/Ethnicity, 2016-17**



## Education Type of Students Disciplined

The student's education type (special education status, 504 plan) is recorded for each disciplinary action. As shown in Table 10, just under half of all students involved in disciplinary incidents (47.6 percent) were in special education while students in special education account for only 15.7 percent of all students in public schools. The percent of unique students in special education being disciplined is slightly lower, at 39.9 percent. Figure 10 shows the distribution in percent for duplicated counts of students disciplined by education type; Figure 11 shows the unique count of students disciplined by education type, by percent.



**Table 10. Education Type Status of Students Disciplined, 2016-17**

Education Type	Duplicated Count of Students Disciplined	Duplicated Students Disciplined Percent	Unduplicated Count of Students Disciplined	Unduplicated Students Disciplined Percent
General Education	26,958	50.9%	17,803	58.4%
Special Education	25,239	47.6%	12,155	39.9%
504 Plan	788	1.5%	535	1.8%
Total	52,985	100.00%	30,493	100.00%

**Figure 10. Percent of Students Disciplined: Duplicate Count by Education Type, 2016-17**



**Figure 11. Percent of Students Disciplined: Unduplicated Count by Education Type, 2016-17**



## Primary Disability Classification of Students who were Disciplined

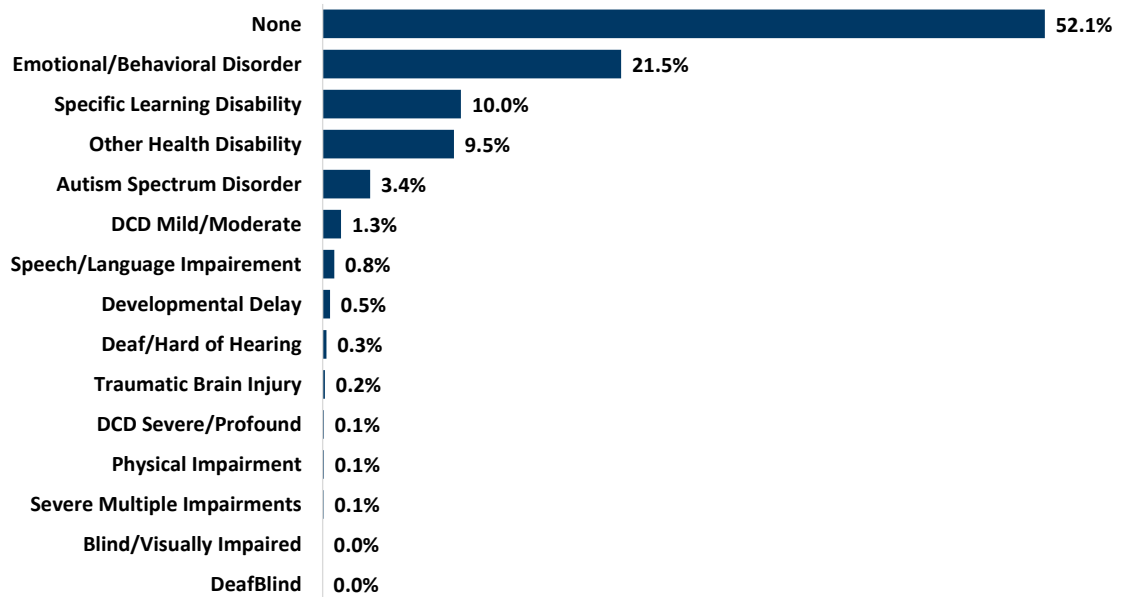
Disability status of the students disciplined is recorded for each disciplinary action. Of the students disciplined, 21.5 percent involved students identified with a primary disability of emotional or behavioral disorder, 10.0 percent for students with a primary disability of specific learning disability, and 9.5 percent for students identified with a with a primary disability of other health disability (see Table 11 and Figure 12). A similar distribution is found when the count and percent of unduplicated students is examined (see Table 11 and also Figure 13).

**Table 11. Primary Disability Classification of Students who were Disciplined, 2016-17**

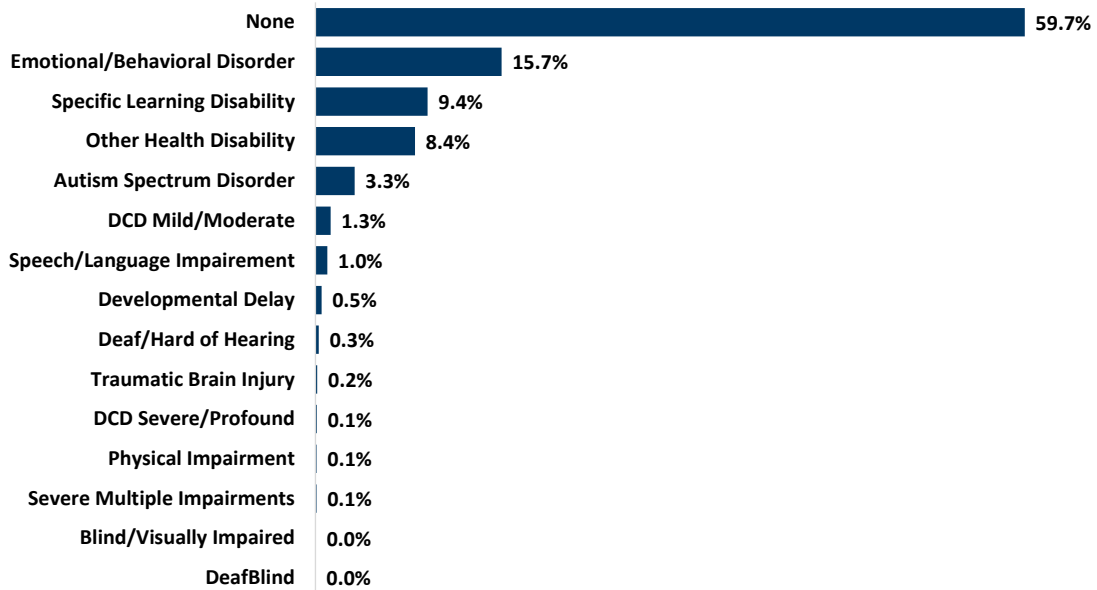
Disability	Duplicated Count of Students Disciplined	Duplicated Students Disciplined Percent	Unduplicated Count of Students Disciplined	Unduplicated Students Disciplined Percent
None	27,603	52.1%	18,246	59.7%
Emotional or Behavioral Disorder	11,411	21.5%	4,789	15.7%
Specific Learning Disability	5,290	10.0%	2,884	9.4%
Other Health Disability	5,021	9.5%	2,558	8.4%
Autism Spectrum Disorder	1,818	3.4%	1,008	3.3%
Developmental Cognitive Disability (DCD): Mild/Moderate	708	1.3%	390	1.3%
Speech or Language Impairment	448	0.8%	303	1.0%
Developmental Delay	284	0.5%	155	0.5%
Deaf or Hard of Hearing	148	0.3%	85	0.3%
Traumatic Brain Injury	93	0.2%	47	0.2%
Developmental Cognitive Disability (DCD): Severe/Profound	50	0.1%	34	0.1%
Physical Impairment	49	0.1%	30	0.1%
Severe Multiple Impairments	40	0.1%	26	0.1%

Disability	Duplicated Count of Students Disciplined	Duplicated Students Disciplined Percent	Unduplicated Count of Students Disciplined	Unduplicated Students Disciplined Percent
Blind or Visually Impaired	17	0.0%	10	0.0%
DeafBlind	5	0.0%	3	0.0%
Total	52,985	100.0%	30,568	100.0%

**Figure 12. Percent of Students Disciplined: Duplicate Count by Primary Disability Classification, 2016-17**



**Figure 13. Percent of Students Disciplined: Unduplicated Count by Primary Disability Classification, 2016-17**



## Disciplinary Actions Taken

Disciplinary actions are categorized by one of 12 different actions taken. The vast majority of incidents reported resulted in out-of-school (88.4 percent) or in-school (9.0 percent) suspensions. It is important to note that, because this is a disciplinary action count, students may receive more than one disciplinary action in a year, and each student may receive more than one disciplinary action for a particular incident (e.g., out-of-school suspension and a subsequent expulsion). Therefore, students may be counted multiple times if they incurred more than one disciplinary action in the school year.

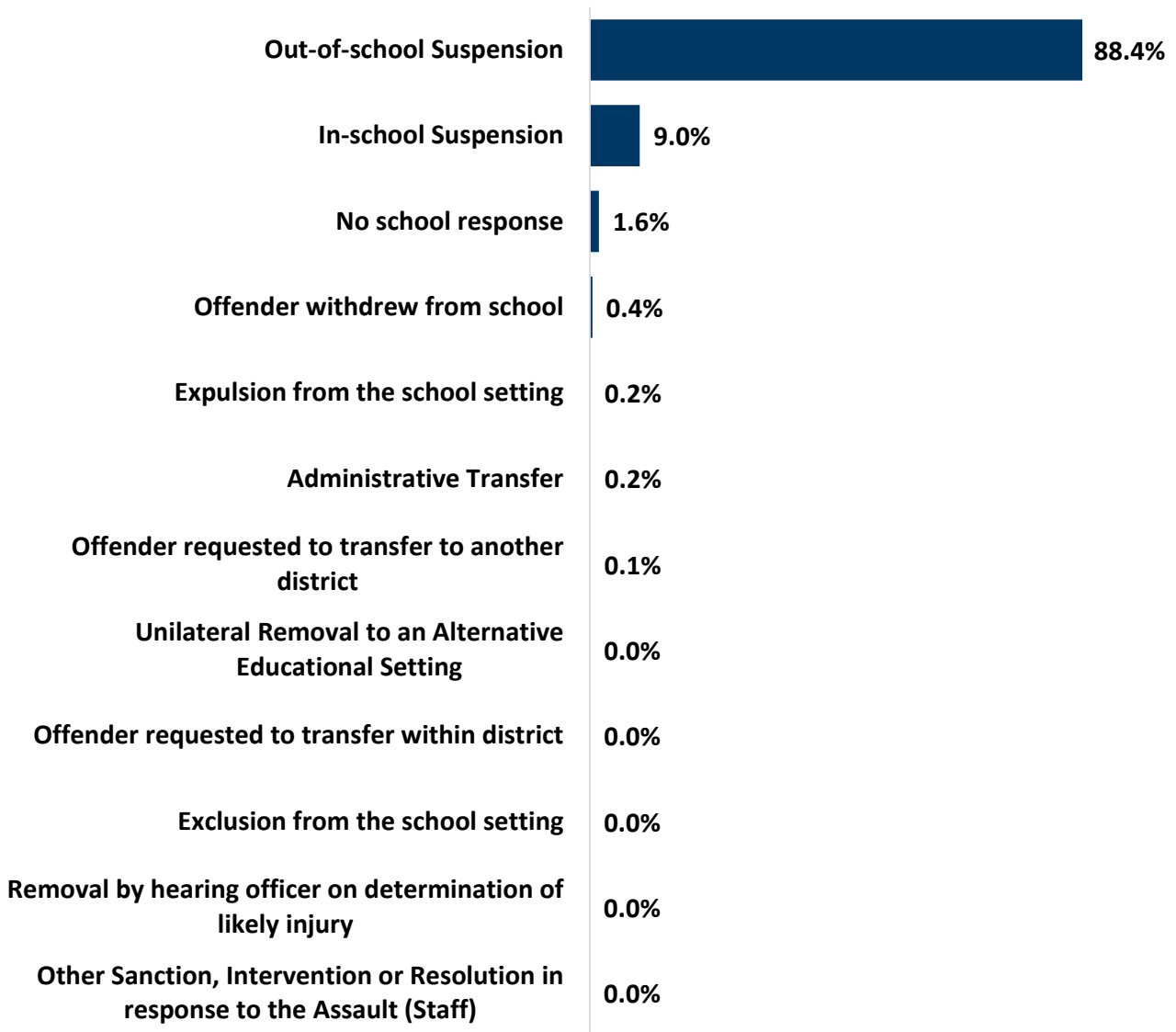
In addition, administrators have the option to refer a student to law enforcement. When a student is referred to a law enforcement officer, the officer has many possible responses. Some actions are formal such as taking the student into custody and referring them to the county attorney, giving the student a formal referral to juvenile court, or referring the student to a community program (e.g., youth services bureau for counseling and community service). Other responses are less formal; for example, 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 state reporting requirement regarding the actions taken by a law enforcement officer.

In the 2016-17 school year, there were 5,885 referrals to law enforcement. The large majority of the referrals to law enforcement (92.1 percent) were in addition to an out-of-school suspension. For every 100 disciplinary actions, 11 were referred to law enforcement. Included in Table 12 are the number and percentages of disciplinary actions reported in 2016-17. Figure 14 represents a graphic illustration of Table 12, using percent of disciplinary actions.

**Table 12. Disciplinary Actions Taken, 2016-17**

<b>Disciplinary Action Type</b>	<b>Number of Disciplinary Actions</b>	<b>Disciplinary Actions Percent</b>	<b>Number of Referrals to Law Enforcement</b>	<b>Referral to Law Enforcement Percent</b>
Out-of-school Suspension	47,110	88.4%	5,423	92.1%
In-school Suspension	4,779	9.0%	239	4.1%
No school response	864	1.6%	61	1.0%
Offender withdrew from school	239	0.4%	35	0.6%
Expulsion from the school setting	84	0.2%	37	0.6%
Administrative Transfer	83	0.2%	44	0.7%
Offender requested to transfer to another district	62	0.1%	20	0.3%
Unilateral Removal to an Alternative Educational Setting	16	0.0%	11	0.2%
Offender requested to transfer within district	15	0.0%	5	0.1%
Exclusion from the school setting (Exclusions can only extend through current school year)	12	0.0%	5	0.1%
Removal by hearing officer on determination of likely injury	5	0.0%	3	0.1%
Other Sanction, Intervention or Resolution in response to an Assault (Staff)	4	0.0%	2	0.0%
<b>Total</b>	<b>53,273</b>	<b>100.0%</b>	<b>5,885</b>	<b>100.0%</b>

**Figure 14. Disciplinary Actions Taken: School Year 2016-17 (in percent)**



**Total Days: Out of School Suspensions**

DIRS also includes information from districts about the total number of days students received out-of-school suspensions (OSS). Included in Table 13 are the mean (average) number of days for an out-of-school suspension, the median number of days, the mode number of days (i.e., the most frequent number of days), and total number of out-of-school suspension days for the 2016-17 school year.

**Table 13. Out of School Suspensions (OSS), Number of Days, 2016-17**

Disciplinary Action OSS Number of Days	Count for all OSS	Count for OSS >= 1 day or More
Mean	2.2	2.2
Median	2.7	2.7
Mode	1	1
Total	104,075.3	103,624.8

### Out of School Suspension Trends

Overall, Minnesota has been in a downward trend in reported student disciplinary incidents and resulting disciplinary actions. There was an increase in the number of incidents and days of out-of-school suspensions from 2014-15 to 2015-16, with both those numbers falling in 2016-17. Table 14 shows a six-year trend for the number of disciplinary incidents and number of students who were suspended. Table 15 shows the total number of days for out-of-school suspensions that were a half-day or more and out-of-school suspensions that were one day or more. Numbers reported in these tables were rounded to the nearest whole day for reporting. It is important to note that districts are required to report out-of-school suspensions of a half-day or more for only students receiving special education services. In both Table 14 and Table 15, the data show that there was a decrease in incidents and days of suspension from 2015-16 to 2016-17, but the 2016-17 rates exceed those observed for the 2012-13 to 2014-15 school years.

**Table 14. Out of School and Number of Days Suspended, 2012-2017**

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	51,681	54,664
2016-17	50,270	52,985

**Table 15. Out-of-School and Number of Days Suspended, 2010-2017**

<b>School Year</b>	<b>Number of Days Out of School Suspensions, All</b>	<b>Number of Days Out of School Suspensions for One 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
2015-16	107,604	107,193
2016-17	104,075	103,625