



Dangerous Weapons and Disciplinary Incidents

Report to the Legislature

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

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Table of Contents

Legislative Charge4

Executive Summary5

 Disciplinary Outcomes5

 Disciplinary Incident Type.....5

 Time and Location5

 Victims5

 Offender Demographics6

 Weapons Incidents6

Introduction.....7

 Data Overview7

Analysis..... 10

 Disciplinary Outcomes 10

 Disciplinary Action Trends 14

 Days Removed 17

 Disciplinary Incident Type..... 20

 Time and Location 22

 Cost of Incidents 24

 Victims 26

 Offender Demographics 28

 Physical Assault of a District Employee by a Student..... 42

 Weapons Incidents 45

Conclusion 50

Appendix – 2017-18 Disciplinary Action Type Definitions and Reporting Requirements 51

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 2017-18 school year. Data for this report were obtained from MDE's Disciplinary Incident Reporting System (DIRS).

Minnesota Statutes, Section 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

[Minnesota Statutes, section 121A.06, subdivision 2](#) requires all Minnesota public school districts and charter schools (LEAs) to report incidents involving dangerous weapons to the Minnesota Department of Education (MDE). The Discipline Incident Reporting System (DIRS), created and maintained by MDE, allows LEAs and MDE to meet a variety of state and federal reporting requirements, including dangerous weapons reporting.

Disciplinary Outcomes

- During the 2017-18 school year, a total of 55,139 unique incidents were reported in DIRS, resulting in 57,928 disciplinary actions for 32,241 unique students in kindergarten through grades 12 (K–12).¹
- The majority of disciplinary outcomes for incidents reported in 2017-18 were out-of-school (88.6 percent) or in-school (9.3 percent) suspensions.
- A total of 5,905 referrals to law enforcement were made throughout the year for 4,927 unique students.
- Total disciplinary actions are down since the 2013-14 school year (61,871), but have been increasing since 2013-14 (48,820).²
- Just over 9 percent (9.2) of K–12 special education students received at least one out-of-school suspension and missed an average of 3.8 days during the 2017-18 school year; 2.6 percent of general education K–12 students missed school a total of 67,588 days due to out-of-school suspension.

Disciplinary Incident Type

- The three most frequently reported incident types are:
 - Disruptive/Disorderly Conduct/Insubordination (31.8 percent)
 - Fighting (21.6 percent)
 - Assault (9.1 percent)

Time and Location

- The majority of incidents occur during school hours (96.0 percent), with the most common locations for incidents occurring during school hours being the classroom, hallway, or other indoor area.
- The most common locations for incidents occurring outside of school hours are the school bus and off campus.

Victims

- Just over 70 percent of incidents reported in DIRS do not include a person who was harmed. Of the 16,237 incidents that involved a victim, 87.2 percent involved only one victim.

¹ The total disciplinary actions, 57,928, does not include “No school response.” The total number of students disciplined, 32,241, does not include students whose only reported disciplinary outcome during the school year was “No school response.”

² These totals do not include “No school response.”

Offender Demographics

- Nearly three-quarters of reported disciplinary actions (73.0 percent) are for male students.
- Elementary school students, grades K–5, received 23.8 percent of all disciplinary actions; middle school students, grades 6–8 received 40.0 percent of all disciplinary actions; and high school students received 36.2 percent of all disciplinary actions.
- Students in the Black/African American, Hispanic, and two or more races race/ethnicity categories received a greater proportion of disciplinary actions than the proportion of total statewide K–12 enrollment than they account for. In contrast, students identified in the other four race/ethnicity categories, American Indian/Alaska Native, Asian, Pacific Islander/Native Hawaiian, and White, receive a lower proportion of the total disciplinary actions than the proportion of enrollment they account for.

Weapons Incidents

- Just over 2 percent of all incidents reported in DIRS during the 2017-18 school year involved a weapon, resulting in 1,379 disciplinary actions.
- Of those incidents involving a weapon, the most common weapon types are:
 - Pocketknife, less than 2 ½ inches (24.3 percent)
 - Knife (19.5 percent)
 - Pocketknife, 2 ½ inches or greater (16.1 percent).

Introduction

Each year, Minnesota local educational agencies (LEAs), including public school districts and charter schools, are required to report specific behavior and student disciplinary incidents to the Minnesota Department of Education (MDE) via the Disciplinary Incident Reporting System (DIRS). DIRS, a web-based reporting system, allows MDE and LEAs to comply with multiple state and federal reporting requirements, including the school climate and safety measures on the [MDE Report Card](#), student discipline, special education, physical assault of a district employee by a student, and dangerous weapons.

DIRS has evolved since it was launched in the 2004-05 school year to collect cross-agency data. The system was overhauled in 2008-09 school year to make the process more user-friendly and improve data integrity. In addition to system improvements, data elements have been added or modified over time in order to meet changing reporting obligations. In 2016, Minnesota Statutes, section 121A.53 were amended to require LEAs to report each physical assault of a district employee. Data collected for this reporting requirement is also included in this report.

LEAs report a variety of information about disciplinary incidents, including: student activity leading to disciplinary action; time and location of incident; whether a weapon was involved; number of victims; estimated cost to school property; estimated cost to victim; student demographic data, including gender, race/ethnicity, grade, school status, special education status, and disability status of the student disciplined; disciplinary action taken and the number of days the student was removed from the classroom. While there are some additional data elements collected in DIRS for federal reporting requirements, the items described above are those included in this report.

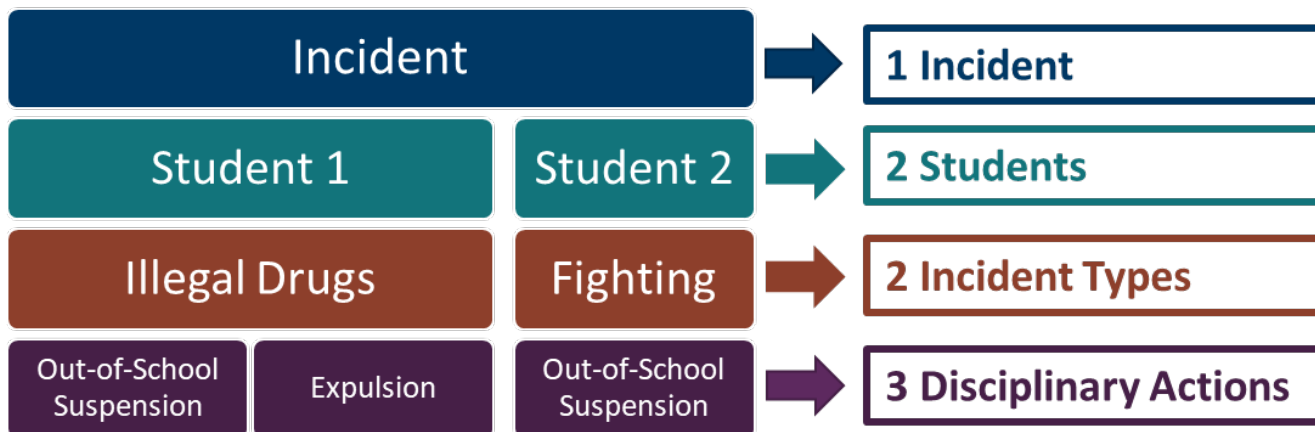
Data Overview

Prior to reviewing data presented in this report, it is important to note several key aspects of DIRS data, including the structure of data elements, reporting guidance, and the discipline process. First, multiple students, disciplinary actions, or victims can be involved in each single incident reported in DIRS. Therefore, there is not a direct, one-to-one correspondence between the number of disciplinary incidents reported, the number of students disciplined (and their demographic characteristics) and the number of victims (if any). The unique count of these categories may total a number larger than the unique incident count, particularly student demographic categories, which can change during the school year.

Next, LEAs must also report the activity each involved student was engaged in, also referred to as the “incident type” in DIRS. Each of the 29 possible incident types in DIRS is assigned a severity ranking, with one being the highest (see Table 8 on p. 21 for the severity rankings). Although each student involved in an incident may have engaged in multiple activities, LEAs report only one activity per student per incident, and are instructed to report the incident type with the highest severity ranking. Consequently, one incident may be associated with multiple incident types, but DIRS does not always capture all of the activities for which a student may be disciplined.

Finally, it is possible for a student to receive more than one disciplinary action for a single incident. Although it is not common, it is most likely to occur in cases when a student is ultimately expelled, excluded, transfers, or withdraws. In these cases, the student is typically suspended while the LEA makes its final determination.

Figure 1. DIRS Data Structure – Example Incident



To illustrate, if one incident involved a fight between two students and one of the students also possessed illegal drugs, the LEA should report illegal drugs (severity ranking 8) for the student who possessed the drugs and fighting (severity ranking 12) for the student who did not have drugs. The student who possessed illegal drugs may have also been suspended and later expelled, while the other student only received an out-of-school suspension.

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.

Data Privacy

MDE must balance transparency in reporting information about student outcomes, including discipline, with the need to protect individual student privacy. State and federal data privacy laws protect educational data about individual students, and the Family Education Rights and Privacy Act (FERPA) prevents MDE from releasing personally identifiable information (PII) about students. Under FERPA, PII includes not only a student’s name or student identifier number but also personal characteristics like unique combinations of demographic information, such as gender, age, and race or ethnicity that could identify a specific student to a reasonable person in the community.

When there is a small number of students in a given group, it increases the likelihood that student identity can be revealed. To protect student privacy in those instances, small counts of students are typically suppressed. Under MDE’s current student privacy protection rules, all cells with a value of less than 10 are suppressed, as well as any corresponding statistics that may reveal the cell count, such as percentages. Throughout the report, the acronyms below represent cells that were suppressed to protect student privacy:

- **<10** – indicates that the cell was suppressed because the value is less than 10
- **NR** – stands for “not reported,” indicating that a statistic was not reported because the corresponding cell count is less than 10.

Data Limitations

The data presented in this report comes directly from DIRS as entered by the LEAs. LEAs are expected to review and verify all data for the school year prior to final certification, however, only minimal efforts are made by MDE to check or verify the data beyond validation processes built into DIRS due to capacity limitations. In some cases, values for some data elements are missing. A separate category for missing data is presented in the data tables when applicable. Beginning in the 2018-19 school year, MDE dedicated additional resources to DIRS, including efforts to improve coordination and developing additional data validation checks.

DIRS works in conjunction with MDE's Minnesota Automated Reporting Student System (MARSS) to automatically pull student demographic data using each student's unique identification number. Demographic data is transferred into DIRS based on the current MARSS information in the student's record for the date the incident occurred. Therefore, incidents occurring on different days of the school year may result in different demographic information for that student because some student information (e.g., federal race/ethnic identification) can change throughout the course of the school year. In contrast, enrollment data presented in this report is based on the official October 1 enrollment numbers, which are published annually on MDE's [Data Reports and Analytics](#) website.

Reporting requirements for specific types of incidents and disciplinary actions come from both federal and state regulations, and vary depending on a student's educational status (general education or special education). In some cases, federal and state regulations provide clear definitions for data elements and the corresponding values that may be reported. However, in other cases, districts or schools have the discretion to create their own definitions. Additionally, the complexity of reporting requirements has also led to varying state and federal definitions and unclear reporting requirements for some incident and disciplinary action types. Therefore, it is possible DIRS data may under count some types of incidents and disciplinary actions occurring in public schools and over count others. Definitions and references for the disciplinary action types included in DIRS can be found in Appendix – 2017-18 Disciplinary Action Type Definitions and Reporting Requirements and includes whether each disciplinary action type is required to be reported for general and special education students.

Finally, the data presented in this report will not match the public discipline data reports on MDE's website. As of the report date, the public reports only include out-of-school suspensions of one day or more, expulsions, and exclusions. None of the other disciplinary action types included in this report are included in the public discipline reports.

Analysis

For the 2017-18 school year, the total statewide October 1 enrollment for students in kindergarten through grade 12 (K–12) was 862,252. During that same time, LEAs reported 55,139 incidents in DIRS, resulting in a total of 57,928 disciplinary actions taken by administrators for 32,241 unique K–12 students, or 3.7 percent of K–12 students enrolled.³

The following sections start by providing a broad overview of the number of incidents and disciplinary actions reported. Proceeding sections examine more specific elements of reported incidents to better describe the disciplinary context in which incidents involving weapons occur. The final section focuses on incidents involving weapons, including the type of weapons, disciplinary actions taken, and student demographics.

Disciplinary Outcomes

For each incident reported in DIRS, LEAs must report the disciplinary outcome for each student involved. LEAs can choose from one of 12 disciplinary action types in DIRS, including “No school response.” The “No school response” option may be used when a student was involved in an incident but administrators determined no disciplinary action was warranted, or the student was referred to law enforcement in lieu of disciplinary action.

Table 1 shows the 12 disciplinary action types that LEAs can report, including “No school response,” and how many times each was reported. The vast majority of disciplinary outcomes reported in the 2017-18 school year were out-of-school (88.6 percent) or in-school (9.3 percent) suspensions. As previously mentioned, although it is uncommon, a student may receive more than one disciplinary action for one unique incident. In 2017-18, students received more than one disciplinary action for one incident in 291 unique incidents, or 0.5 percent of all incidents.

Table 1. 2017-18 Total Statewide Disciplinary Outcomes by DIRS Disciplinary Action Type

Disciplinary Action Type	Disciplinary Actions	% of Total Disciplinary Actions
Out-of-school suspension	52,136	88.9%
In-school suspension	5,283	9.0%
No school response	744	1.3%
Offender withdrew from school	187	0.3%
Offender requested to transfer to another district	105	0.2%
Administrative transfer	89	0.2%
Expulsion from the school setting	72	0.1%
Offender requested to transfer within district	16	0.0%
Unilateral removal to an alternative educational setting	14	0.0%
Exclusion from the school setting	11	0.0%
Other sanction or intervention in response to assault	10	0.0%
Removal by hearing officer on determination of likely injury	<10	NR
Total	58,672	100%

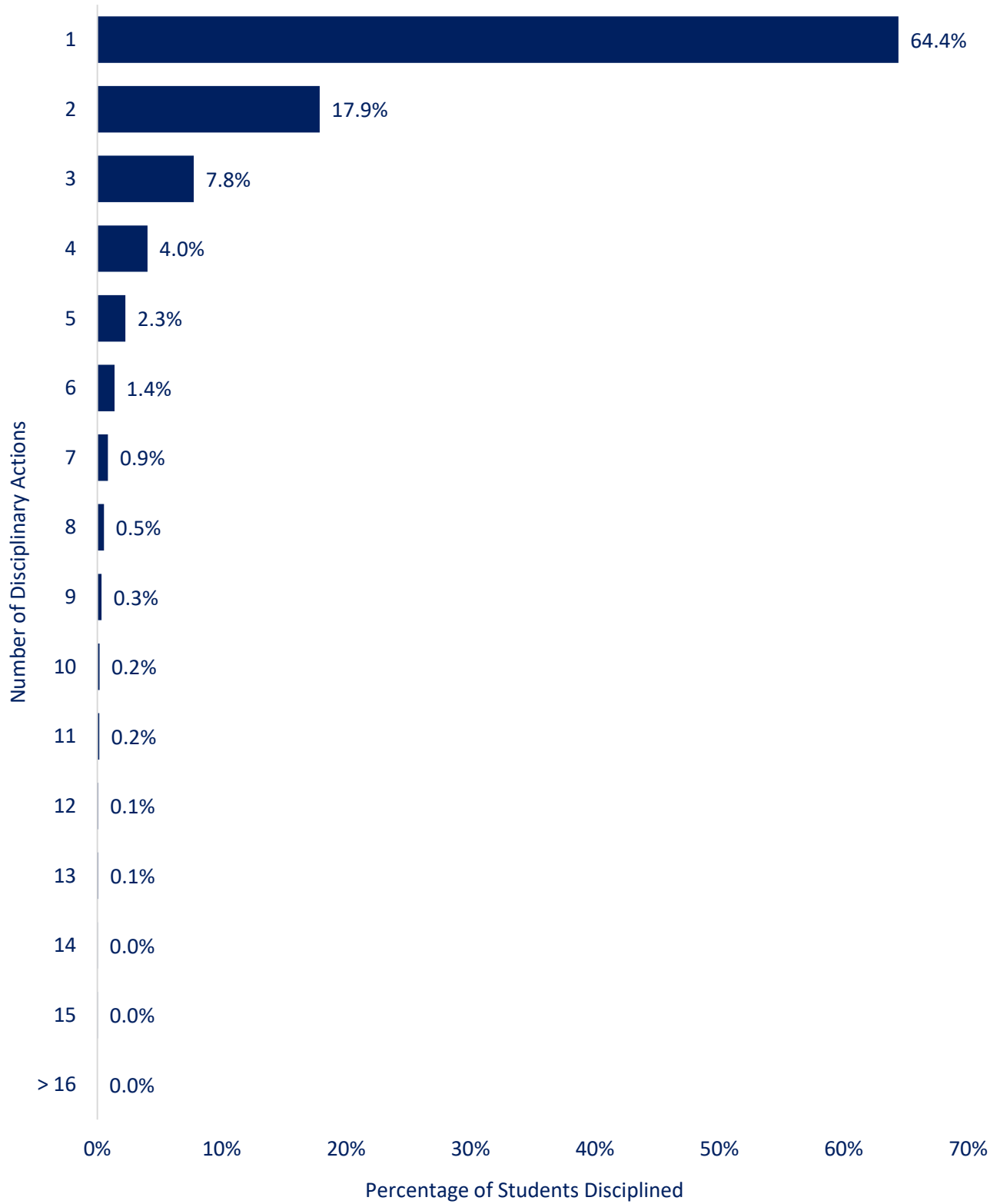
³ The total disciplinary actions, 57,928, does not include “No school response.” The total number of students disciplined, 32,241, does not include students whose only reported disciplinary outcome during the school year was “No school response.”

A majority of students who were disciplined, 64.4 percent, were disciplined only once during the school year. Table 2 shows how many students received one or more disciplinary actions during the school year, ranging from 2 to more than 20 disciplinary actions. Figure 2 is a visual representation of the percentage of students who received one or more disciplinary actions during the school year.

Table 2. 2017-18 Number of Reported Disciplinary Actions per Student Disciplined

Number of Disciplinary Actions Received	Students	% of Total Students Disciplined
1	20,762	64.4%
2	5,762	17.9%
3	2,499	7.8%
4	1,299	4.0%
5	726	2.3%
6	443	1.4%
7	276	0.9%
8	171	0.5%
9	107	0.3%
10	57	0.2%
11	52	0.2%
12	22	0.1%
13	23	0.1%
14	12	0.0%
15	10	0.0%
> 16	20	0.0%
Total	32,241	100.0%

Figure 2. 2017-18 Number of Reported Disciplinary Actions per Student Disciplined



Referrals to Law Enforcement

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.

During the 2017-18 school year, 5,515 incidents, 10.0 percent of all incidents reported in DIRS, involved at least one referral to law enforcement. A total of 5,905 referrals to law enforcement were made throughout the year for 4,927 unique students. The large majority of the referrals to law enforcement (91.8 percent) were in addition to an out-of-school suspension.

Disciplinary Action Trends

Overall, the total number of reported disciplinary incidents and disciplinary actions each school year has increased since the 2013-14 school year. Table 3 shows the total number of incidents reported each year since 2013-14, the total number of disciplinary actions taken by administrators (excluding the “No school response” option), and the unique count of students disciplined each year (excluding students whose only reported disciplinary outcome was “No school response”). Figure 3 shows that there was an increase in both the number of incidents and disciplinary actions in two of the last three years, 2015-16 and 2017-18.

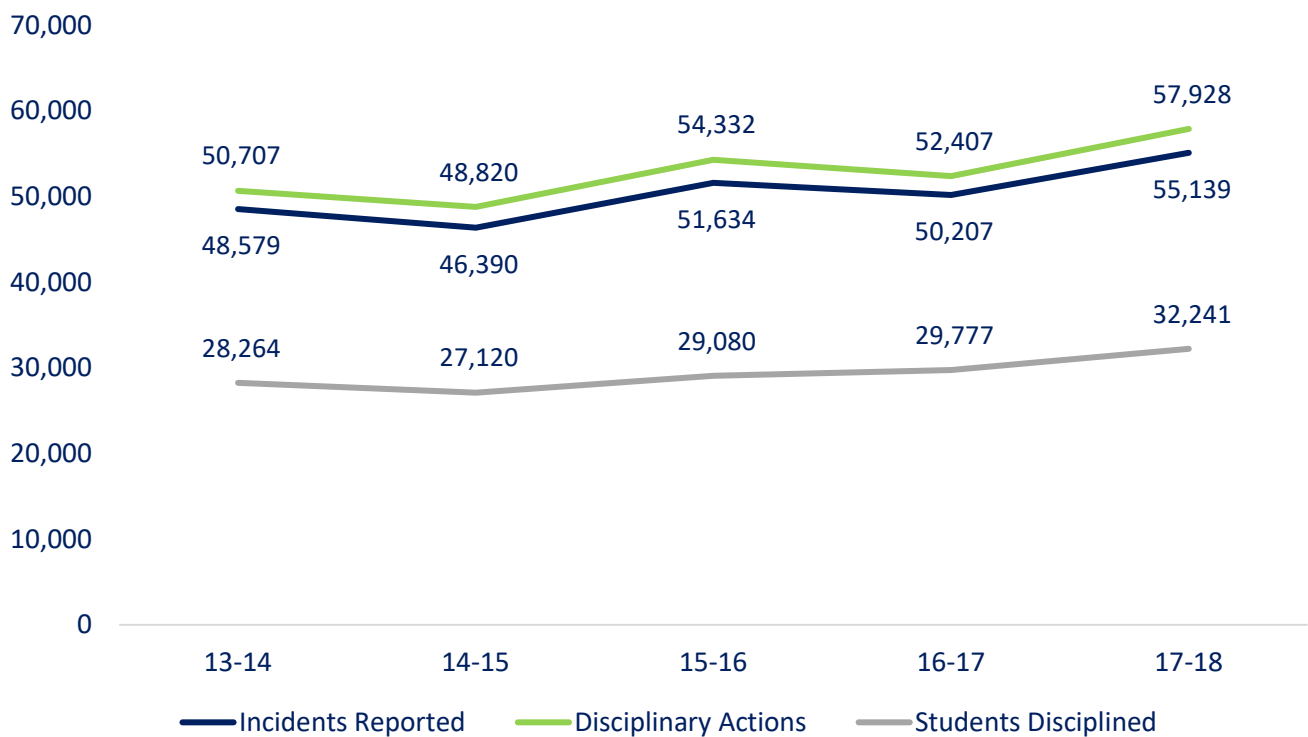
Table 3. Reported Disciplinary Incidents, Actions, and Students Disciplined, 2013-14 through 2017-18

	13-14	14-15	15-16	16-17	17-18
Oct 1 Total K–12 Enrollment	836,315	842,146	848,833	855,955	862,252
Incidents Reported	48,579	46,390	51,634	50,207	55,139
Disciplinary Actions*	50,707	48,820	54,332	52,407	57,928
Students Disciplined**	28,264	27,120	29,080	29,777	32,241

Notes:

*Does not include “No school response.”

** Does not include students whose only disciplinary outcome was “No school response.”



By Disciplinary Action Type

Disaggregating the data by disciplinary action type reveals different trends for each disciplinary action type. Table 4 shows the total number of reported disciplinary action types for the last five school years, from 2013-14 through 2017-18. The graphs in Figure 4 show the trends of disciplinary action types, grouped with similar action types and graphed separately to more clearly display the trends.

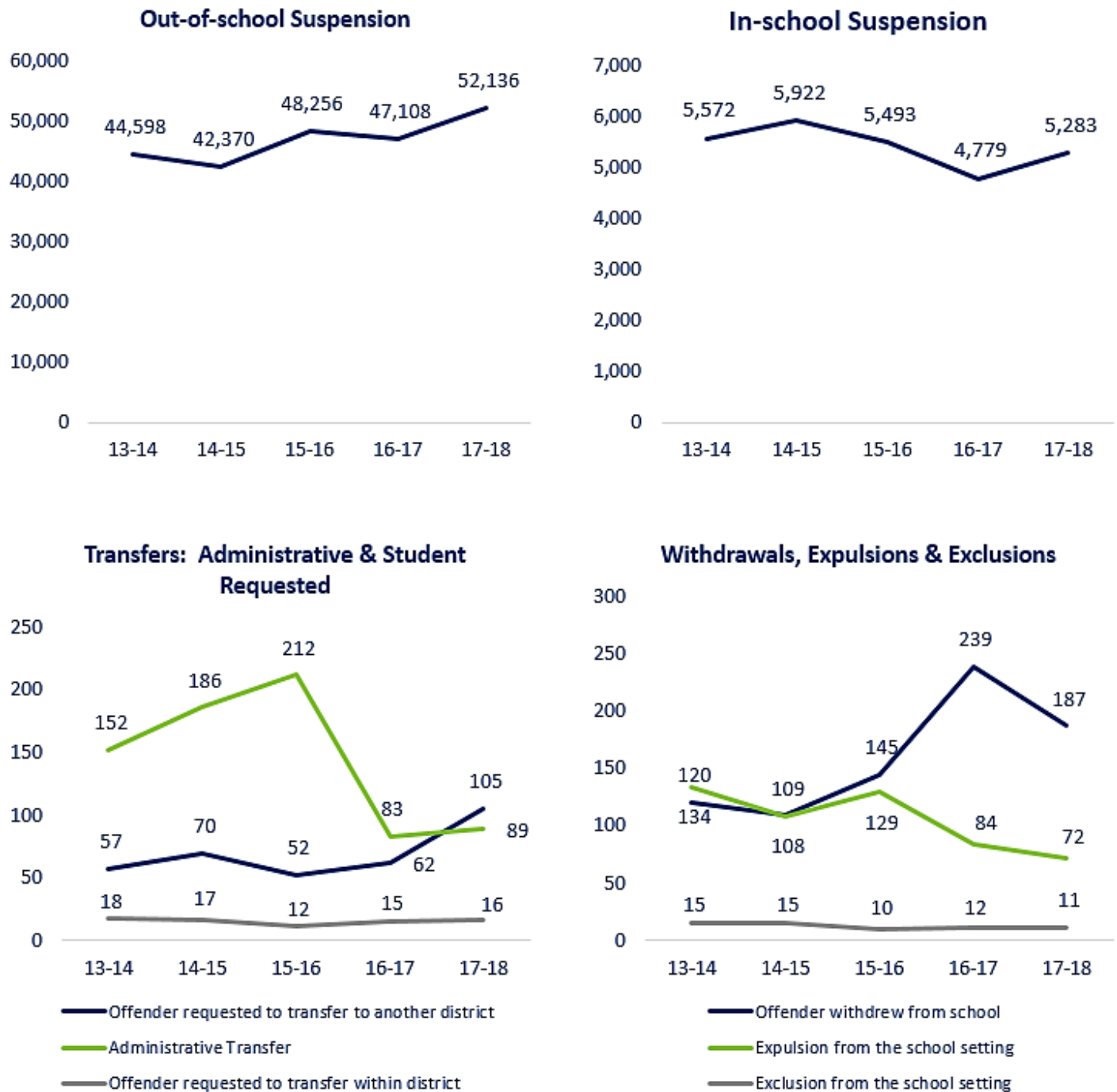
Table 4. Reported Disciplinary Outcomes by DIRS Disciplinary Action Type, 2013-14 through 2017-18

Disciplinary Action Types	13-14	14-15	15-16	16-17	17-18
Out-of-school suspension	44,598	42,370	48,256	47,108	52,136
In-school suspension	5,572	5,922	5,493	4,779	5,283
No school response	867	696	708	864	744
Offender withdrew from school	120	109	145	239	187
Offender requested to transfer to another district	57	70	52	62	105
Administrative transfer	152	186	212	83	89
Expulsion from the school setting	134	108	129	84	72
Offender requested to transfer within district	18	17	12	15	16
Unilateral removal to an alternative educational setting	33	19	15	16	14
Exclusion from the school setting	15	15	10	12	11
Other sanction or intervention in response to assault				<10	10
Removal by hearing officer on determination of likely injury	<10	<10	<10	<10	<10

Note:

N/A indicates that the disciplinary action type was not an option for the specified school years.

Figure 1. Reported Disciplinary Outcomes by DIRS Disciplinary Action Types, 2013-14 through 2017-18



Days Removed

Out-of-School Suspensions

In addition to reporting the type of disciplinary action a student receives, LEAs must report the duration of the disciplinary action, or the total number of school days missed. In Minnesota, out-of-school suspension reporting requirements are based on the definition of out-of-school suspension in [Minnesota Statutes, section 121A.41, subdivision 10](#), which differentiates between students receiving special education services and students who are not receiving special education services. For students receiving special education services, an out-of-school suspension is defined as a dismissal from school of one half school day or more. For students in general education, or those not receiving special education services, an out-of-school suspension is defined as a dismissal from school of more than one school day. However, each school district's school board adopts a student discipline policy. Based upon a review of some of those policies, some districts define an out-of-school suspension as one half-day or one school day. Due to the different definitions and reporting requirements, out-of-school suspension data for students in special education and general education are reported separately.

General Education

In the 2017-18 school year, 19,437 K–12 students in the general education setting, or 2.6 percent of all K–12 general education students, were reported as being removed from school a total of 65,501 days due to out-of-school suspension. From 2013-14 to 2017-18, the total K–12 general education enrollment and the total number of general education students who received at least one out-of-school suspension per year increased (see Table 5). During that time, K–12 general education enrollment increased by 2.2 percent (from 723,972 in 2013-14 to 739,929 in 2017-18) and the number of K–12 general education students who received at least one out-of-school suspension per year increased by 17.4 percent (from 16,562 in 2013-14 to 19,437 in 2017-18). However, as Table 5 shows, the average number of total days each student was removed and the average number of days per suspension for general education students slightly decreased from 2013-14 to 2017-18.

Table 5. General Education Out-of-School Suspensions: Reported Number of Total Students Suspended, Days Removed, and Average Number of Suspensions and Days Removed, 2013-14 through 2017-18

	13-14	14-15	15-16	16-17	17-18
K–12 General Education Enrollment	723,972	728,970	733,568	737,552	739,929
Total Days Removed	61,069	55,357	64,702	63,727	65,501
Total Students Suspended	16,562	15,610	17,119	17,731	19,437
Average Suspensions per Student	1.5	1.5	1.6	1.5	1.5
Average Total Days Removed per Student	3.7	3.5	3.8	3.6	3.4
Average Days per Suspension	2.5	2.5	2.4	2.4	2.2

Special Education

Total K–12 special education enrollment increased by 8.9 percent since the 2013-14 school year, from 112,343 in 2013-14 to 122,323 in 2017-18. The total number of students receiving special education services who received at least one out-of-school suspension during the school year increased by 10.8 percent during the same time, from 9,926 students in 2013-14 to 10,998 students in 2017-18 (see Table 6). During the same five years, the average number of suspensions per student, days each student was removed, and days per suspension remained nearly constant.

Table 6. Special Education Out-of-School Suspensions: Reported Number of Total Students Suspended, Days Removed, and Average Number of Suspensions and Days Removed, 2013-14 through 2017-18

	13-14	14-15	15-16	16-17	17-18
K–12 Special Education Enrollment	112,343	113,176	115,265	118,403	122,323
Total Days Removed	39,539	39,129	42,902	40,345	42,031
Total Students Suspended	9,926	9,790	10,208	10,293	10,998
Average Suspensions per Student	2.0	2.0	2.1	2.0	2.0
Average Total Days Removed per Student	4.0	4.0	4.2	3.9	3.8
Average Days per Suspension	2.1	2.1	2.1	2.0	2.0

Note: Guidance for reporting the number of days removed due to out-of-school suspensions for special education students most likely resulted in an over count for the totals presented for these students. See Appendix – 2017-18 Disciplinary Action Type Definitions and Reporting Requirements for more details.

In-School Suspensions

From the 2013-14 through the 2017-18 school years, LEAs were required to report only in-school suspensions of one half-day or more for students receiving special education services. Therefore, MDE does not have data regarding the number of in-school suspension students in general education received. During an in-school suspension, students are removed from their regular classroom, but remain in school and under the supervision of school staff. For in-school suspensions, days removed refers to the amount of days students are removed from their regular classroom, not removed from school. Table 7 shows that 3,094 K–12 students receiving special education services, 2.5 percent of total K–12 special education enrollment, received at least one in-school suspension during the 2017-18 school year. The total number of special education students reported as receiving at least one in-school suspension per year and the total number of days removed has fluctuated since 2013-14, with the total number of days removed from class down to 5,561 in the 2017-18 school year.

Table 7. Special Education In-School Suspensions: Reported number of Total Students Suspended, Days Removed, and Average Number of Suspensions and Days Removed, 2013-14 through 2017-18

	13-14	14-15	15-16	16-17	17-18
K–12 Special Education Enrollment	112,343	113,176	115,265	118,403	122,323
Total Days Removed	6,195	6,244	5,966	4,933	5,561
Students Suspended	3,058	3,029	3,126	2,917	3,094
Average Suspensions per Student	1.8	2.0	1.8	1.6	1.7
Average Total Days Removed	2.0	2.1	1.9	1.7	1.8
Average Days Removed per Suspension	1.1	1.1	1.1	1.1	1.1

Disciplinary Incident Type

For each incident, LEAs are required to report the activity in which each student was engaged, which is referred to as the “incident type” in DIRS (see Data Overview for details about incident types and the impacts to DIRS data). Table 8 shows the number of incidents, disciplinary actions, and students disciplined reported for each incident type during the 2017-18 school year. Disruptive/Disorderly Conduct/Insubordination and Fighting, respectively, are the incident types with the highest number of incidents, disciplinary actions, and students disciplined. Together, these two incident types accounted for more than half of all disciplinary actions, with Disruptive/Disorderly Conduct/Insubordination accounting for 31.8 percent and Fighting accounting for 21.6 percent. The third most prevalent incident type, Assault, accounted for 9.1 percent of all disciplinary actions.

Table 8. 2017-18 Reported Incidents, Disciplinary Actions, and Students Disciplined by Incident Type

Severity Rank	Incident Type	Incidents*	Disciplinary Actions**	Students Disciplined***
19	Disruptive/Disorderly Conduct/Insubordination	18,181	18,420	11,191
12	Fighting	10,845	12,514	9,927
5	Assault	5,226	5,280	3,838
18	Threat/Intimidation	3,431	3,523	2,902
21	Tobacco	2,355	2,518	2,239
16	Verbal Abuse	2,210	2,222	1,787
8	Illegal Drugs	2,121	2,287	2,039
29	Other	2,103	2,141	1,773
15	Harassment	1,587	1,606	1,442
28	Attendance	1,459	1,447	1,023
2	Weapon	1,269	1,308	1,240
23	Theft	954	977	896
24	Vandalism/Property Related	877	903	827
13	Bullying (all forms except cyber bullying)	740	753	687
20	Alcohol	573	652	631
11	Terroristic Threats	435	452	415
27	Computer	242	244	240
14	Cyber Bullying	217	221	220
9	Controlled Substances (prescription)	198	215	205
4	Arson	58	65	63
22	Over-the-Counter Medications Against School Policy	50	62	61
26	Pyrotechnics	38	48	46
25	Gang Activity	19	26	26
10	Bomb Threat	18	18	18
6	Hazing	11	13	13
3	Bomb	<10	<10	<10
17	Extortion	<10	<10	<10
7	Robbery (using force)	<10	<10	<10
1	Homicide	<10	<10	<10

Notes:

*Distinct count of incidents per incident type. Summing the values for each incident type duplicates incidents involving multiple incident types.

**Distinct disciplinary action count. Does not include "No school response."

***Distinct count of students disciplined for each incident type. Summing the values will duplicate students who were disciplined for more than one incident type during the school year.

Time and Location

When reporting an incident in DIRS, LEA staff choose from “during school hours” or “outside of school hours.” To report incident location, LEAs can select all applicable options from a list of nine location categories (see Table 9).

Incidents occurring “during school hours” (96.0 percent) represent the vast majority of disciplinary incidents reported by LEAs, with “outside of school hours” comprising the remaining 4.0 percent of incidents. Table 9 lists all nine location categories in DIRS, and shows the count and percentage of incidents that occurred in each location type both during and outside school hours. During school hours, the three most common locations for incidents are the classroom, hallway, or other indoor area. Outside of school hours, the three most common locations for an incident are the school bus, off campus, and other outdoor area (on campus). Figure 5 displays the percentage of total incidents reported, regardless of the time, as shown in the last column in Table 8.

Table 9. 2017-18 Count and Percentage of Reported Incidents by Time and Location

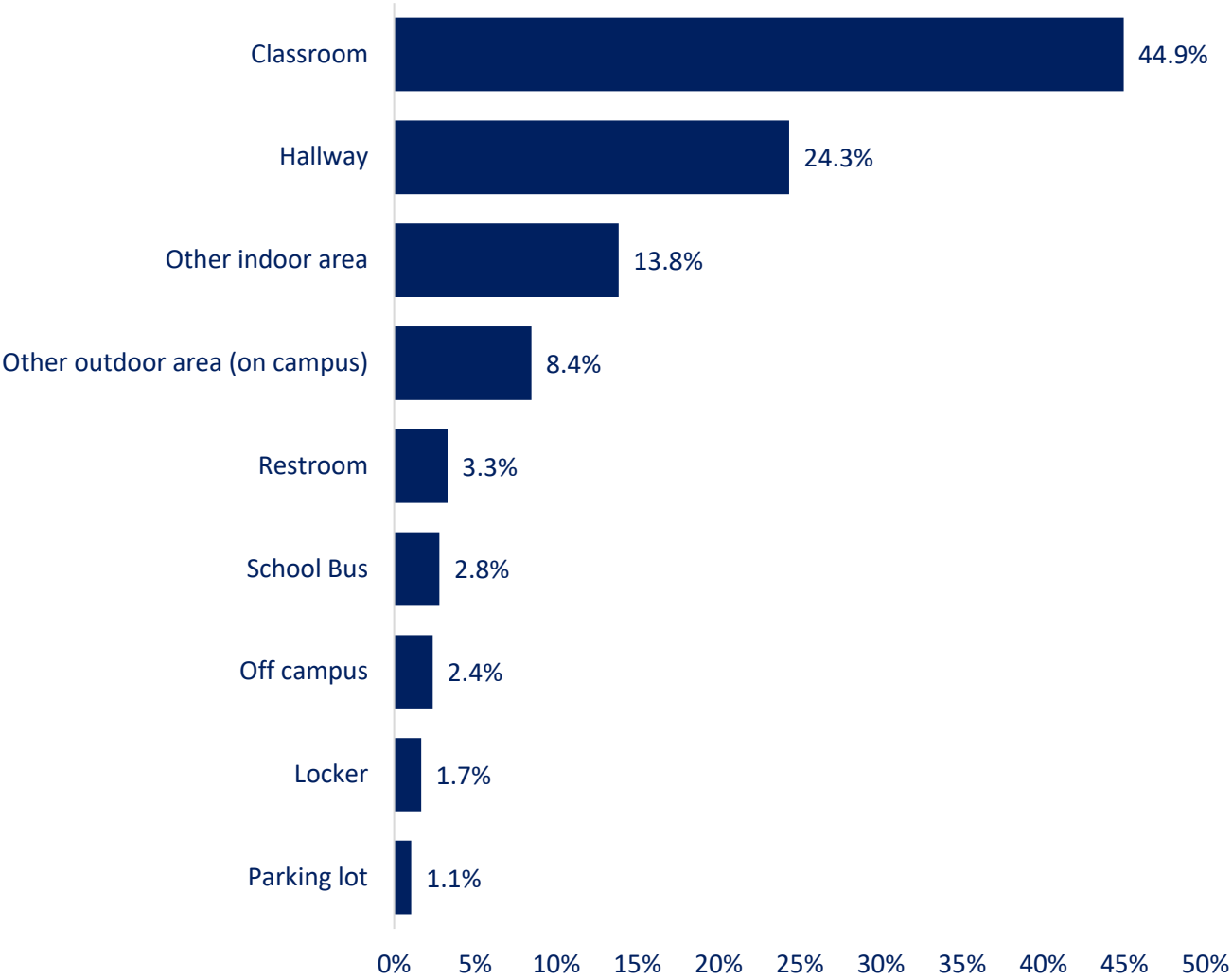
Location	During School Hours*	% During School Hours**	Outside School Hours*	% Outside School Hours**	Total*	% Total**
Classroom	24,582	46.4%	199	9.1%	24,781	44.9%
Hallway	13,070	24.7%	345	15.8%	13,415	24.3%
Other indoor area	7,310	13.8%	315	14.4%	7,625	13.8%
Other outdoor area (on campus)	4,288	8.1%	369	16.9%	4,657	8.4%
Restroom	1,784	3.4%	30	1.4%	1,814	3.3%
School Bus	1,081	2.0%	458	21.0%	1,539	2.8%
Off campus	905	1.7%	404	18.5%	1,309	2.4%
Locker	899	1.7%	21	1.0%	920	1.7%
Parking lot	515	1.0%	68	3.1%	583	1.1%

Notes:

*Unique count of incidents for each location type. Summing the values in this column will duplicate incidents with multiple locations.

**Percentages based on total unique incident count, 55,139.

Figure 2. 2017-18 Location of Reported Incident by DIRS Location Category



Cost of Incidents

For all incidents reported in DIRS, LEAs must report the estimated the cost of damage to school property as well as any medical expenses incurred by a victim. Estimated costs for both school property and medical expenses are reported in one of three categories in DIRS: \$0, \$1 - \$500, or over \$500.

School Property Costs

During the 2017-18 school year, LEAs reported that less than 1 percent of all incidents resulted in costs to the school due to property damage. Table 10 shows the types of students in which students were engaged and property damage was reported. Vandalism/Property Related (0.5 percent of all incidents) and Disruptive/Disorderly Conduct/Insubordination (0.2 percent of all incidents) were the two most common activities that involved property damage.

Table 10. 2017-18 Reported Incidents Resulting in Property Damage by Range of Estimated Cost

Incident Type	\$1 - \$500 Property Damage	Over \$500 Property Damage
Vandalism/Property Related	240	32
Disruptive/Disorderly Conduct/Insubordination	102	<10
Theft	55	<10
Threat/Intimidation	21	<10
Assault	16	<10
Arson	10	<10
Weapon	<10	<10
Other	<10	<10
Fighting	<10	<10
Verbal Abuse	<10	<10
Pyrotechnics	<10	<10
Terroristic Threats	<10	<10
Tobacco	<10	<10

Victim Medical Expense Costs

A total of 177 unique incidents reported in the 2017-18 school year (0.3 percent of all reported incidents) resulted in medical costs incurred by a victim. Below, Table 11 shows the types of activities in which students were engaged and medical costs for a victim were reported. The most common activities for which victim medical expenses were reported were Assault (0.1 percent of all reported incidents) and Fighting (0.0 percent of all reported incidents).

Table 11. 2017-18 Reported Incidents Resulting in Victim Medical Expenses by Estimated Cost

Incident Type	\$1 - \$500 Medical Expenses	Over \$500 Medical Expenses
Assault	55	26
Fighting	47	<10
Disruptive/Disorderly Conduct/Insubordination	13	<10
Controlled Substances (prescription)	<10	<10
Weapon	<10	<10
Bullying (all forms except cyber bullying)	<10	<10
Cyber Bullying	<10	<10
Harassment	<10	<10
Threat/Intimidation	<10	<10
Theft	<10	<10
Other	<10	<10
Vandalism/Property Related	<10	<10

Victims

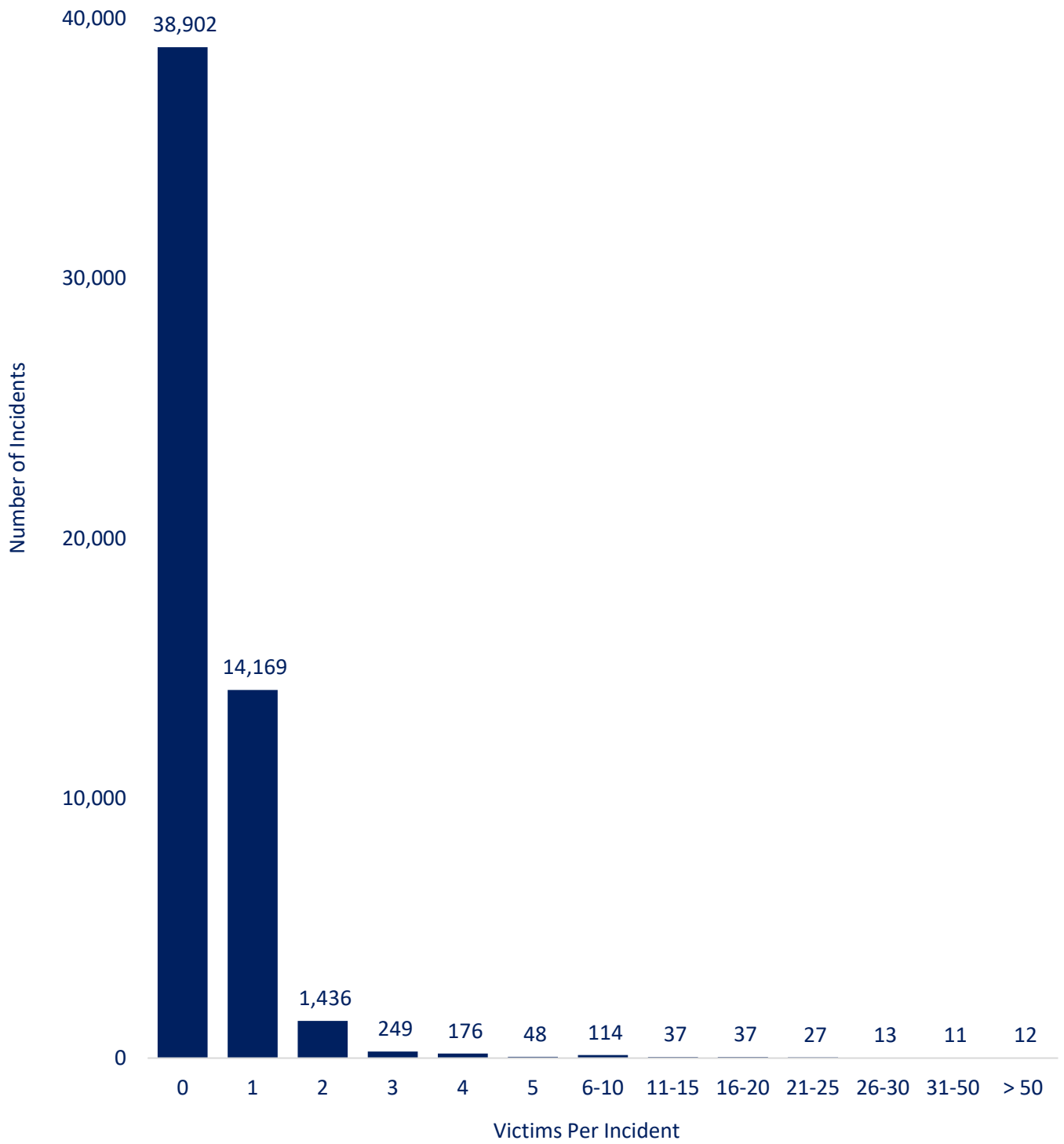
Incidents reported in DIRS may or may not involve victims. LEAs are instructed to report whether an incident resulted in someone being harmed, as well as the total number victims and type of victim for each incident. However, reporting a victim is required only when reporting incidents involving assault, bullying, harassment, hazing, robbery, and homicide.

LEAs did not report victims for 70.5 percent of incidents in DIRS. As Table 12 and Figure 6 show, the majority of incidents that involved a victim involved only one victim, 14,169 or 25.6 percent of all incidents. 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.

Table 12. 2017-18 Reported Number of Victims for DIRS Incidents

Number of Victims	Incidents
0	38,902
1	14,169
2	1,436
3	249
4	176
5	48
6-10	114
11-15	37
16-20	37
21-25	27
26-30	13
31-50	11
More than 50	12

Figure 3. 2017-18 Reported Number of Victims for DIRS Incidents



Offender Demographics

When LEAs enter incidents into DIRS, specific demographic and academic characteristics of all involved students who were enrolled in the reporting LEA are automatically recorded from the MARSS system (see the Data Overview section for more information about student demographic data and how it impacts DIRS data). The following sections describe the students who were entered as offenders in DIRS, according to their gender, grade, English learner status, race and ethnicity, education status (special education or general education), and primary disability type.

Gender

Table 13 shows the 2017-18 percentage of total enrollment by gender, as well as the number and percent of students disciplined and disciplinary actions by gender. Nearly three-quarters of reported disciplinary actions (73.0 percent) are for male students who also make up nearly three-quarters (71.6 percent) of total unique students who were disciplined during the school year. As shown in Table 14 and Figure 7, males received more than half of all disciplinary actions, regardless of the type. Male students received 72.2 percent of all out-of-school suspensions and 82.3 percent of all in-school suspensions. However, the proportion of males and females who withdrew or transferred, either administratively or by request, were more evenly split.

Table 13. 2017-18 Gender of Reported Students Disciplined and Disciplinary Actions

Gender	% Total K-12 Enrollment	Students Disciplined*	% Total Students Disciplined	Disciplinary Actions**	% Total Disciplinary Actions
Female	48.8%	9,161	28.4%	15,642	27.0%
Male	51.2%	23,080	71.6%	42,286	73.0%
Total	100%	32,241	100%	57,928	100%

Notes:

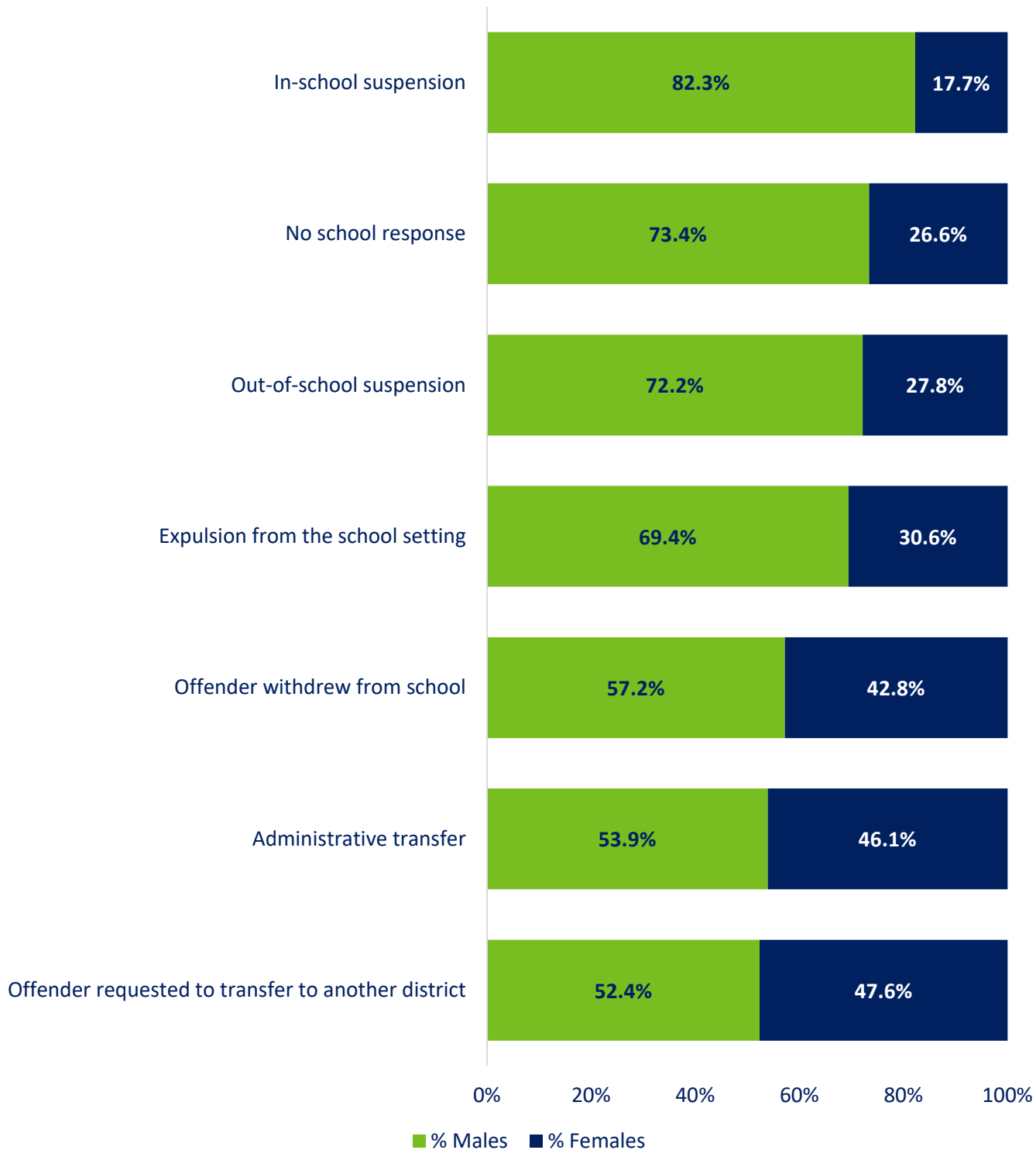
*Does not include students whose only reported disciplinary outcome during the school year was "No school response."

**Does not include "No school response."

Table 14. 2017-18 Reported Disciplinary Outcomes by DIRS Disciplinary Action Type and Gender

Disciplinary Outcome	Females	% Females	Males	% Males
Out-of-school Suspension	14,499	27.8%	37,637	72.2%
In-school Suspension	937	17.7%	4,346	82.3%
No school response	198	26.6%	546	73.4%
Offender withdrew from school	80	42.8%	107	57.2%
Offender requested to transfer to another district	50	47.6%	55	52.4%
Administrative Transfer	41	46.1%	48	53.9%
Expulsion from the school setting	22	30.6%	50	69.4%
Offender requested to transfer within district	<10	NR	13	81.3%
Unilateral Removal to an Alternative Educational Setting	<10	NR	12	85.7%
Removal by hearing officer on determination of likely injury	<10	NR	<10	NR
Exclusion from the school setting	<10	NR	<10	NR
Other sanction or intervention in response to assault	<10	NR	<10	NR

Figure 4. 2017-18 Percentage of Reported Disciplinary Outcomes by Gender



Grade

Below, Table 15 shows the unique count of students disciplined and disciplinary actions taken during the school year by grade, as well as the corresponding percentage. Elementary school students, grades kindergarten through five, received 23.8 percent of all disciplinary actions; middle school students, grades six through eight, received 40.0 percent of all disciplinary actions; and high school students received 36.2 percent of all disciplinary actions. Figure 8 shows the distribution of students disciplined and disciplinary actions by grade by percentage.

Table 15. 2017-18 Reported Students Disciplined and Disciplinary Actions by Grade

Grade	% Total K-12 Enrollment	Students Disciplined*	% Total Students Disciplined**	Disciplinary Actions***	% Total Disciplinary Actions
K	7.4%	630	2.0%	1,219	2.1%
1	7.4%	806	2.5%	1,558	2.7%
2	7.5%	1,105	3.4%	2,186	3.8%
3	7.6%	1,292	4.0%	2,507	4.3%
4	7.8%	1,565	4.9%	2,828	4.9%
5	7.9%	2,008	6.2%	3,514	6.1%
6	7.7%	3,371	10.5%	6,968	12.0%
7	7.7%	3,993	12.4%	7,466	12.9%
8	7.7%	4,514	14.0%	8,719	15.1%
9	7.8%	3,880	12.0%	6,958	12.0%
10	7.7%	3,613	11.2%	5,955	10.3%
11	7.7%	3,115	9.7%	4,779	8.2%
12	8.2%	2,371	7.4%	3,271	5.6%

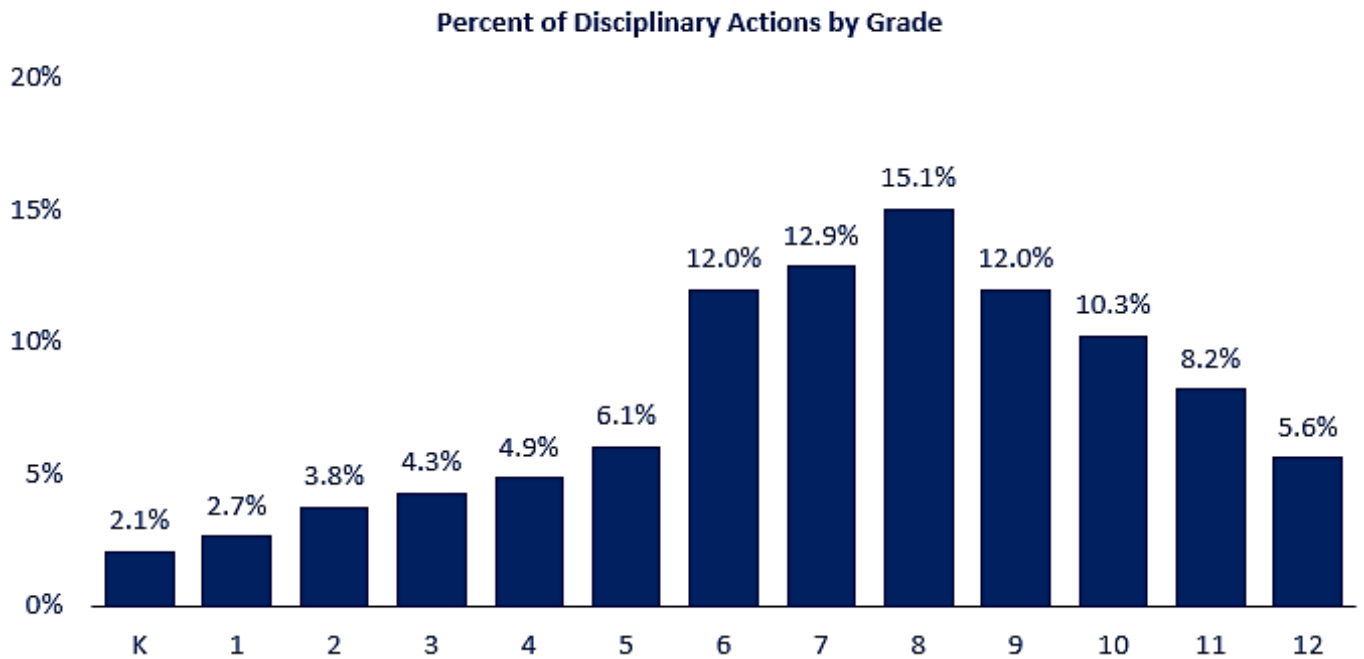
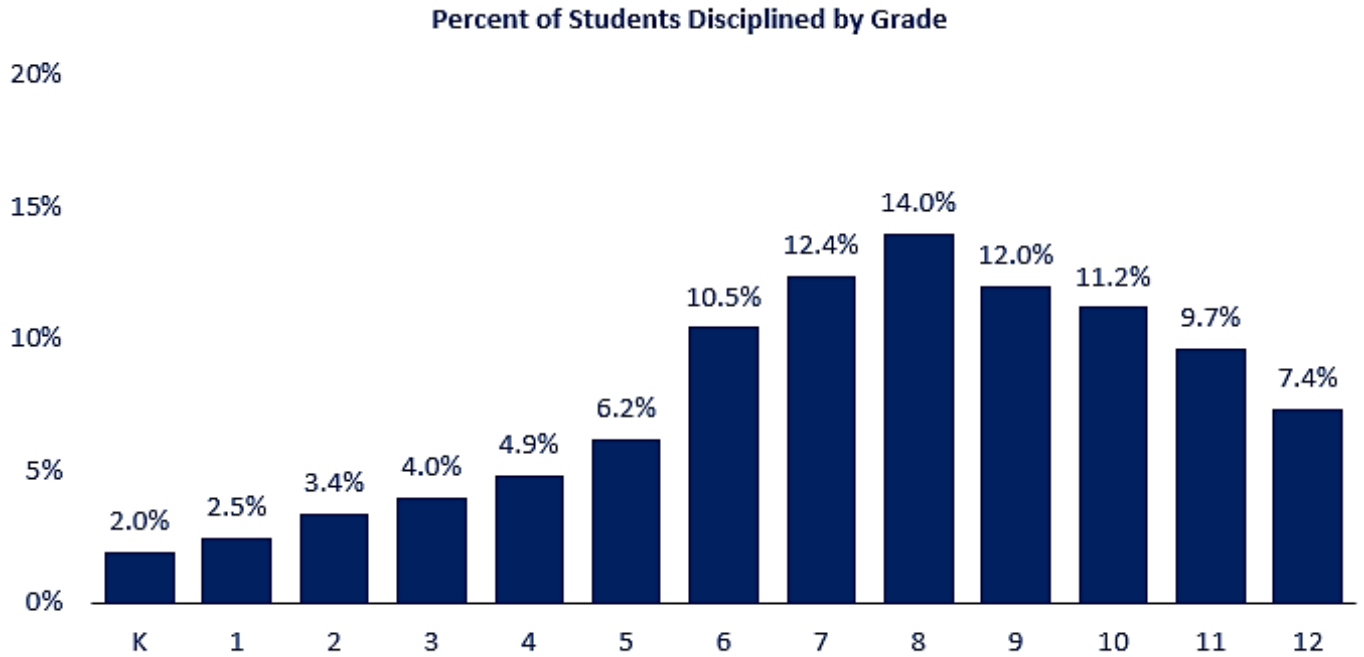
Notes:

*Unique count of students by grade does not include students whose only reported disciplinary outcome was "No school response." The sum of these rows duplicates students who were enrolled in more than one grade during the school year.

**Percentage based on total unique count of students disciplined, 32,241.

***Does not include the disciplinary action type "No school response."

Figure 5. 2017-18 Reported Students Disciplined and Disciplinary Actions by Grade



English Learner Status

[Minnesota Statutes, section 124D.59, subdivision 2](#) defines students who are English learners (EL) as those who live in a home where the primary language spoken is other than English and, based on an assessment, is determined to lack the necessary English skills to fully participate in classes taught in English. A total of 73,129 students were identified as EL in the 2017-18 school year, or 8.5 percent of the total K–12 enrollment. Table 16 shows the unique count of students who were disciplined and reported disciplinary actions during the 2017-18 school year and the corresponding percentages. Figure 9 visually shows that EL students received 8.7 percent of all disciplinary actions taken and accounted for 9.8 percent of all students disciplined during the 2017-18 school year.

Table 16. 2017-18 Reported Students Disciplined and Disciplinary Actions by English Learner Status

	% Total K–12 Enrollment	Students Disciplined*	% Total Students Disciplined**	Disciplinary Actions***	% Total Disciplinary Actions
Not English Learner	91.5%	29,145	90.4%	52,912	91.3%
English Learner	8.5%	3,157	9.8%	5,016	8.7%

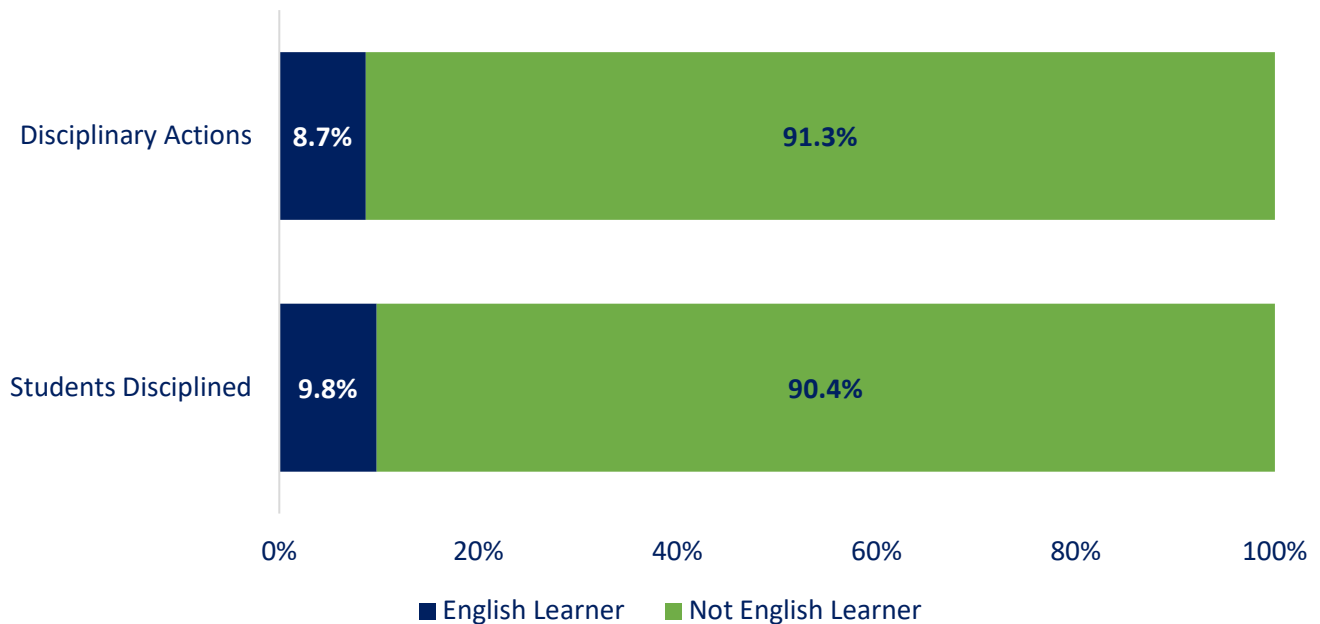
Notes:

*Unique count of students by grade does not include students whose only reported disciplinary outcome was “No school response.” The sum of these rows duplicates students whose English learner status changed during the school year.

**Percentage based on total unique count of students disciplined, 32,241.

***Does not include the disciplinary action type “No school response.”

Figure 6. 2017-18 Reported Students Disciplined and Disciplinary Actions by English Learner Status



Race/Ethnicity

Starting in 2016-17, MDE began reporting race/ethnicity in publicly available reports according to the federal seven race categories (American Indian, Asian, Black/African American, Hispanic, Native Hawaiian/Pacific Islander, two or more races, white), rather than the five categories MDE historically used (American Indian, Asian, black, Hispanic, white). 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 any additional races or ethnicities. This practice follows federal rules for identifying race and ethnicity. The addition of two new race/ethnicity categories affects the race/ethnicity groups to which students are assigned and results in lower counts of students across previous race/ethnicity categories.

Below, Table 17 and Figure 10 show the proportion of 2017-18 total K–12 enrollment by race/ethnicity, as well as the number and percentage of students disciplined and disciplinary actions by race/ethnicity. White students comprise the greatest proportion of total K–12 enrollment, 66.6 percent, the second largest race/ethnicity group is Asian students (11.0 percent) and Black/African American students are the third largest group (9.2 percent). Students identified in the, Black/African American, Hispanic, and two or more races race/ethnicity categories have higher discipline rates than enrollment rates. The race/ethnicity group with the highest disciplinary action rate is Black/African American students, who receive 37.3 percent of all disciplinary actions, while the disciplinary action rates for Hispanic students is 10.8 percent and students identified as two or more races receive 8.0 percent of all disciplinary actions. In contrast, White and Asian students have lower disciplinary action rates than enrollment rates, 37.0 percent and 1.5 percent, respectively.

Table 17. 2017-18 Enrollment, Reported Students Disciplined, and Disciplinary Actions by Race/Ethnicity

Race/Ethnicity	% Total K–12 Enrollment	Students Disciplined*	% Total Students Disciplined**	Disciplinary Actions***	% Total Disciplinary Actions
Black/African American	9.2%	10,871	33.7%	21,616	37.3%
White	66.6%	13,210	41.0%	21,462	37.0%
Hispanic	4.7%	3,626	11.2%	6,241	10.8%
Two or More Races	1.6%	2,429	7.5%	4,610	8.0%
American Indian/ Alaska Native	6.8%	1,500	4.7%	3,097	5.3%
Asian	11.0%	665	2.1%	861	1.5%
Pacific Islander/ Native Hawaiian	0.1%	22	0.1%	41	0.1%

Notes:

*Unique count of students by race/ethnicity does not include students whose only reported disciplinary outcome was “No school response.” The sum of these rows duplicates students whose race/ethnicity changed during the school year.

**Percentage based on total unique count of students disciplined, 32,241.

***Does not include the disciplinary action type “No school response.”

Figure 7. 2017-18 Percentage of Enrollment, Reported Students Disciplined, and Disciplinary Actions by Race/Ethnicity

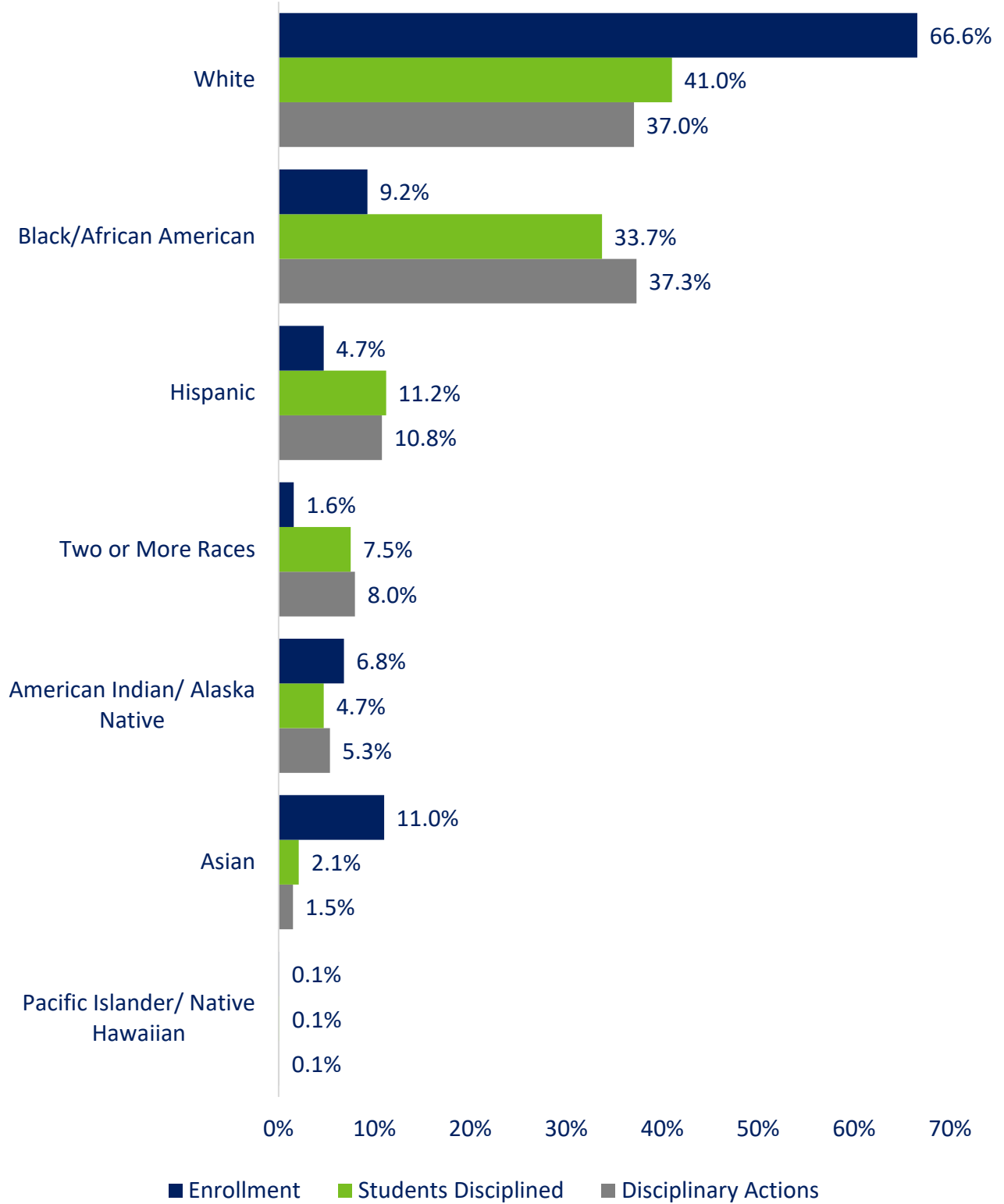
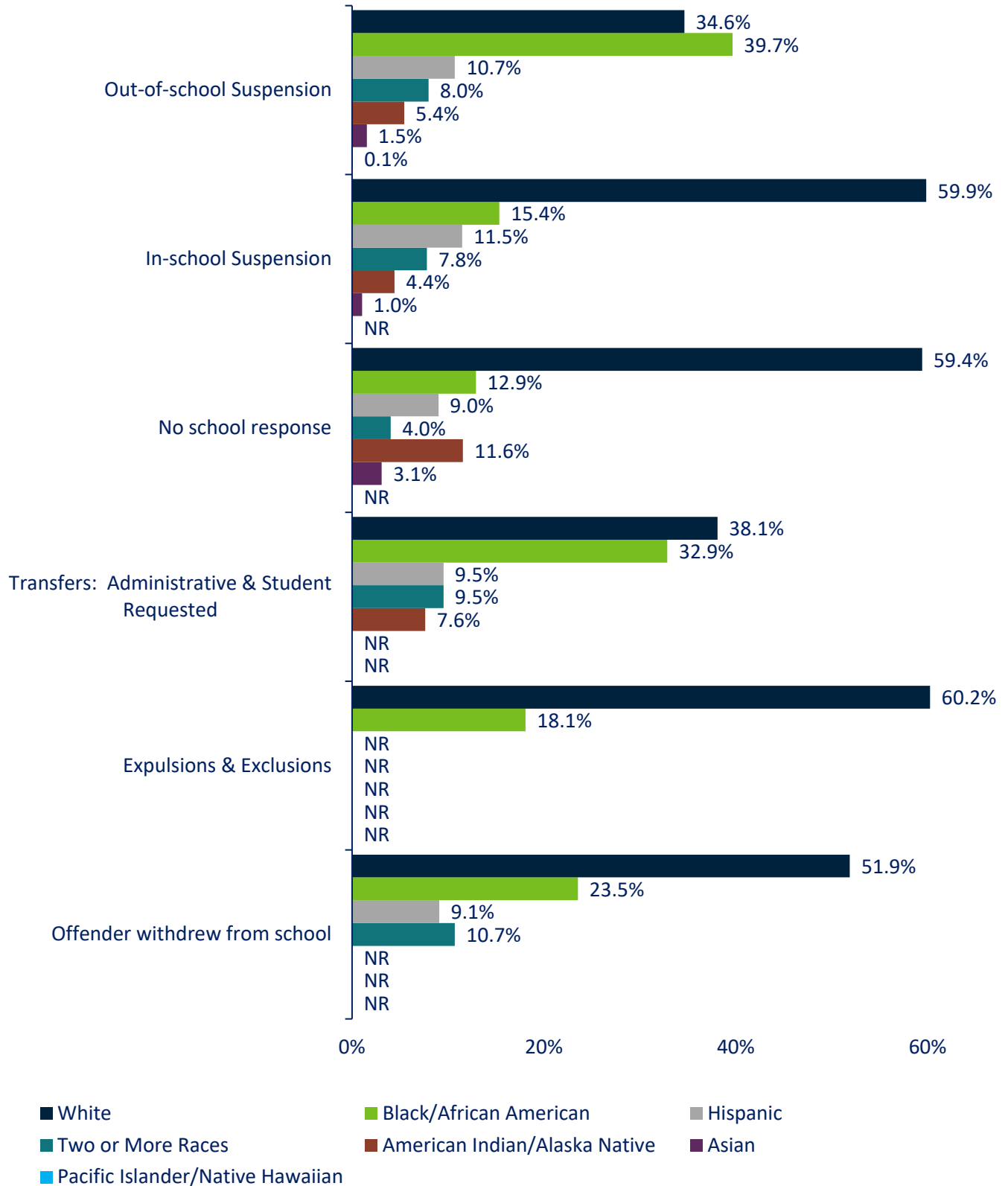


Table 18 and Figure 11 further break down the data to show the distribution of the most commonly reported disciplinary outcomes by race/ethnicity, with several similar disciplinary outcomes grouped into categories. Similar to the overall discipline patterns shown above, students identified as Black/African American, Hispanic, and in the two or more races category receive a greater proportion of all of the categories of disciplinary outcomes than they account for in total K–12 enrollment. The disciplinary outcomes with the least amount of disproportionality are those that are less severe, including in-school suspension and no school response.

Table 18. 2017-18 Count and Percentage of Reported Disciplinary Action Types by Race/Ethnicity

Race/Ethnicity	In-school Suspension	Out-of-school Suspension	Transfers: Administrative & Student Requested	Offender withdrew from school	Expulsions & Exclusions	No school response
Black/African American	15.4%	39.7%	32.9%	23.5%	18.1%	12.9%
White	59.9%	34.6%	38.1%	51.9%	60.2%	59.4%
Hispanic	11.5%	10.7%	9.5%	9.1%	NR	9.0%
Two or More Races	7.8%	8.0%	9.5%	10.7%	NR	4.0%
American Indian/Alaska Native	4.4%	5.4%	7.6%	NR	NR	11.6%
Asian	1.0%	1.5%	NR	NR	NR	3.1%
Pacific Islander/Native Hawaiian	NR	0.1%	NR	NR	NR	NR

Figure 8. 2017-18 Proportion of Reported Disciplinary Outcomes by Race/Ethnicity



Education Status

As previously mentioned, reporting requirements differ for students in general education and those receiving special education services. In addition to different state-level definitions and reporting requirements for out-of-school suspensions, several disciplinary actions can be used only when the disciplined student(s) receive special education services. For this reason, the disciplinary outcomes for students in general and special education are presented separately. A comparison of the reporting requirements for general education and special education students can be found in Appendix – 2017-18 Disciplinary Action Type Definitions and Reporting Requirements.

General Education

During the 2017-18 school year, 739,929 students, or 85.8 percent of all K–12 students, were considered general education students. Within the general education student population, 20,029 students (2.7 percent of all K–12 general education students) were reported as receiving a total of 30,886 disciplinary actions.⁴ Table 19 shows that the most commonly reported disciplinary actions for general education students during the 2017-18 school year were out-of-school suspension and the student withdrawing from school, which constituted 96.8 percent and 0.5 percent of all disciplinary actions for general education students, respectively.

Table 19. 2017-18 Reported Disciplinary Actions for General Education Students

Disciplinary Action Type	Students Disciplined	Disciplinary Actions
Out-of-school suspension	19,437	29,890
Offender withdrew from school	159	166
Offender requested to transfer to another district	75	77
Expulsion from the school setting	63	66
Administrative transfer	58	59
Offender requested to transfer within district	10	10
Other sanction, intervention or resolution in response to assault	<10	<10
Exclusion from the school setting	<10	<10
In-school Suspension	<10	<10

Special Education

A total of 122,323 K–12 students, or 14.2 percent of all enrolled K–12 students, received special education services during the 2017-18 school year. LEAs reported a total of 27,786 disciplinary actions for 12,969 students receiving special education services (10.6 percent of all K–12 special education students) during the 2017-18 school year.⁵ Below, Table 20 shows the total number of reported disciplinary actions and special education students who received each type of disciplinary action during the 2017-18 school year. The most commonly reported disciplinary actions for students receiving special education services were out-of-school suspensions

⁴ The total number of general education students disciplined, 20,029, does not include students whose only reported disciplinary outcome during the school year was “No school response.” The total disciplinary actions, 30,886, does not include “No school response.”

⁵ The total number of special education students disciplined, 12,969, does not include students whose only reported disciplinary outcome during the school year was “No school response.” The total disciplinary actions, 27,786, does not include “No school response.”

and in-school suspensions, which accounted for 99.0 percent of all disciplinary actions for students in special education.

Table 20. Reported Disciplinary Actions for Special Education Students

Disciplinary Action Type	Students Disciplined	Disciplinary Actions
Out-of-school suspension	10,998	22,246
In-school suspension	3,094	5,279
Administrative transfer	29	30
Offender requested to transfer to another district	28	28
Offender withdrew from school	20	21
Unilateral Removal to an alternative educational setting	14	14
Expulsions and exclusions	10	11
Offender requested to transfer within district	<10	<10
Removal by hearing officer on determination of likely injury	<10	<10
Other sanction or intervention in response to assault	<10	<10

Primary Disability Category

The primary disability category for all students reported as involved in a reported incident is automatically extracted from MARSS data. For reporting purposes, disabilities are categorized into 15 primary disability types in DIRS, including no reported disability. Although only 14.2 percent of all enrolled K–12 students have a reported disability, students with a disability account for 60.7 percent of all students who were disciplined and received 51.9 percent of all disciplinary actions during the 2017-18 school year. Below, Table 21 shows that 20.9 percent of all disciplinary actions went to students identified as having an emotional or behavioral disorder, 10.5 percent were for students with a specific learning disability, and 10.1 percent were for students with other health disabilities. In contrast, enrollment for students with each of these disability types was much lower, 1.8 percent of all enrolled K–12 students reported an emotional or behavioral disorder, 3.7 percent had a specific learning disability, and 2.3 percent had other health disabilities. Figure 12 shows the distribution of enrollment and total disciplinary actions across the primary disability categories.

Table 21. 2017-18 Enrollment, Reported Students Disciplined and Disciplinary Actions by Primary Disability Category

Disability Category	% Total K–12 Enrollment	Unique Students Disciplined*	% Total Students Disciplined**	Total Disciplinary Actions***	% Total Disciplinary Actions
No Disability	85.8%	19,574	60.7%	30,082	51.9%
Emotional or Behavioral Disorders	1.8%	4,964	15.4%	12,113	20.9%
Specific Learning Disability	3.7%	3,117	9.7%	6,077	10.5%
Other Health Disabilities	2.3%	2,872	8.9%	5,854	10.1%
Autism Spectrum Disorders	2.1%	1,008	3.1%	1,656	2.9%
DCD – Mild/Moderate	0.6%	430	1.3%	826	1.4%
Speech or Language Impaired	2.1%	310	1.0%	537	0.9%
Developmental Delay	0.7%	176	0.5%	360	0.6%
Deaf or Hard of Hearing	0.2%	92	0.3%	159	0.3%
Traumatic Brain Injury Disabled	0.0%	48	0.1%	97	0.2%
DCD – Severe/Profound	0.2%	40	0.1%	65	0.1%
Physically Impaired	0.2%	28	0.1%	45	0.1%
Severely Multiply Impaired	0.2%	18	0.1%	35	0.1%
Blind or Visually Impaired	0.0%	14	0.0%	18	0.0%
DeafBlind	0.0%	<10	NR	<10	NR

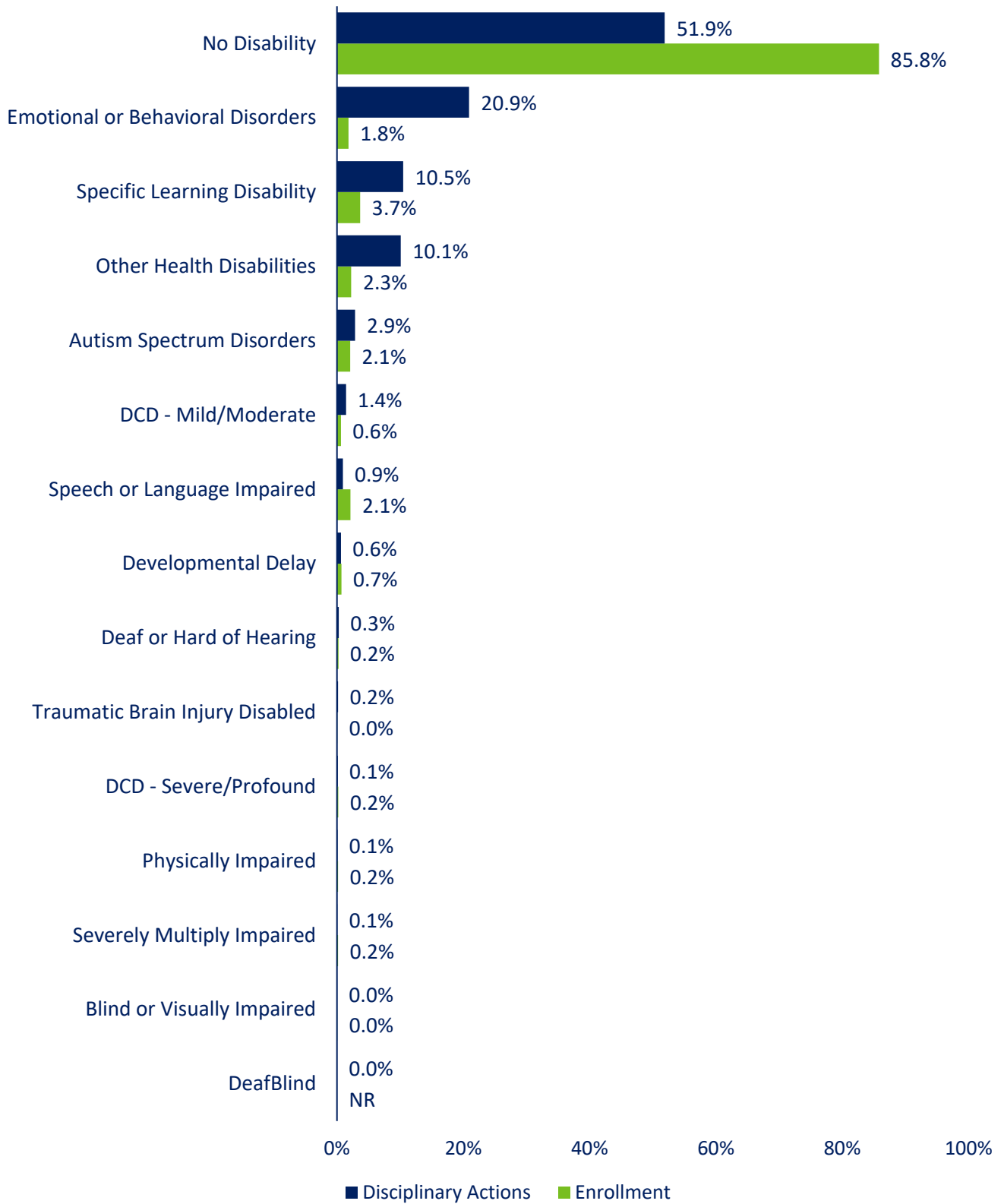
Notes:

*Unique count of students by primary disability does not include students whose only reported disciplinary outcome was “No school response.” The sum of these values duplicates students whose primary disability category changed during the school year.

**Percentage based on total unique count of students disciplined, 32,241.

***Does not include the disciplinary action type “No school response.”

Figure 9. 2017-18 Distribution of Enrollment and Reported Disciplinary Actions by Primary Disability Category



Physical Assault of a District Employee by a Student

Beginning in the 2016-17 school year, [Minnesota Statutes, section 212A.53, subdivision 1](#) requires LEAs to report “each physical assault of a district employee by a student.” Minnesota statute does not define physical assault in this context, therefore, LEAs are directed to report according to the definition of physical assault in their policies. The 2016-17 school year was the first year this data was collected, and there were difficulties in implementing the process by the required timeline that year. Therefore, only data from the 2017-18 school year is included in this report.

During the 2017-18 school year, LEAs reported 1,204 incidents, or 2.3 percent of all reported incidents, involving physical assault of a district employee by a student.

Victims

When reporting physical assault of a district employee by a student, LEAs must indicate whether the victim(s) was a “Teacher” or “District Employee,” though no specific identifying information is required. Because no identifying information is included for LEA staff, it is impossible to determine whether any teachers or district employees were harmed in multiple incidents. In addition, an LEA may report multiple persons harmed as the result of a single incident, so there may be multiple types of injury outcomes associated with a single incident.

As shown in Table 22, 1,405 victims were reported in relation to these incidents, with no injuries reported for 1,156 (82.3 percent) of them. One (1.0) percent of all incidents of physical assault of a district employee resulted in serious injury.

Table 22. 2017-18 Types of Injuries Reported for Incidents of Physical Assault of a District Employee by a Student

Type of Injury	Physical Assault of a District Employee - Victim Count	Physical Assault of a District Employee - % of Victims
No Injury	1,156	82.3%
Injury - Not Serious	235	16.7%
Injury - Serious	14	1.0%
Total	1,405	100%

Students

A total of 882 unique students were reported as being involved in incidents of physical assault of a district employee during the 2017-18 school year. The majority of involved students, 66.6 percent, were receiving special education services on the date of the incident (see Table 23).

Table 23. 2017-18 Education Status of Students Involved in Reported Incidents of Physical Assault of a District Employee

Education Status	Student Count*	% Total Students Involved in Physical Assault of a District Employee**
General Education	306	34.80%
Special Education	586	66.60%

Notes:

*Summing the values in this column duplicates students whose education status changed during the school year.

**Percentages in this column are based on the unique count of students involved in physical assault of a district employee, 882.

Table 24 shows the number and percentage of students who were involved in multiple incidents of physical assault of a district employee during the 2017-18 school year. Of those students involved in physical assault of a district employee in 2017-18, the majority, 78.1 percent, were involved in only one incident, with 21.9 percent involved in two or more incidents.

Table 24. 2017-18 Frequency of Student Involvement in Reported Incidents of Physical Assault of a District Employee

Frequency of Incidents	Student Count	% Total Students Involved in Physical Assault of a District Employee
Students with 1 incident	689	78.1%
Students with 2 or more incidents	193	21.9%
Total	882	100%

Disciplinary Outcomes and Referrals to Law Enforcement

Of the 57,928 total disciplinary actions reported during the 2017-18 school year, 1,185 (2.0 percent) were related to incidents of physical assault of a district employee.⁶ Below, Table 25 shows the disciplinary outcomes reported by LEAs for all incidents of physical assault of a district employee, including “No school response,” as well as the number of students who experienced each outcome. The most commonly reported disciplinary outcome for incidents of physical assault of a district employee by a student is out-of-school suspension, which accounts for 99 percent of all disciplinary outcomes for these incidents.

Table 25. 2017-18 Reported Disciplinary Outcomes Related to Incidents of Physical Assault of a District Employee by a Student

Disciplinary Outcome	Students	Disciplinary Actions
Out-of-school suspension	854	1,172
In-school suspension	27	27
No school response	<10	<10
Other sanction or intervention in response to assault	<10	<10
Administrative Transfer	<10	<10
Exclusion from the school setting	<10	<10
Expulsion from the school setting	<10	<10
Offender withdrew from school	<10	<10

As previously mentioned, administrators have the option to refer a student to law enforcement. As shown in Table 26, LEAs made 109 referrals to law enforcement for 108 (9.0 percent) of all reported incidents of physical assault of a district employee during the 2017-18 school year. Referrals were made for a total of 99 students during the school year, indicating that some students were referred to law enforcement for physical assault of a district employee more than once during the school year.

Table 26. 2017-18 Reported Referrals to Law Enforcement and Students Referred for Incidents of Physical Assault of a District Employee by a Student

	Incidents	Referrals	Students
Student not referred to law enforcement	1,096	1,098	798
Student referred to law enforcement	108	109	99

⁶ The total disciplinary actions, 57,928, does not include “No school response.” The total number of disciplinary actions related to physical assault of a district employee, 1,185, does not include “No school response.”

Weapons Incidents

To comply with [Minnesota Statutes, section 121A.06, subdivision 2](#), LEAs must report all “incidents involving the use or possession of a dangerous weapon in school zones.” When reporting weapons incidents in DIRS, LEAs can select from three different incident types: Arson, Bomb, or Weapon. If “Weapon” is selected, LEAs must then report the weapon(s) involved by selecting from 12 different weapon type options. Although it is not possible to report more than one bomb or fire for “Bomb” or “Arson” incidents, LEAs can report more than one weapon type for “Weapon” incidents, leading to a greater number of weapons reported than weapons incidents.

A total of 1,332 unique incidents reported in DIRS during the 2017-18 school year involved a weapon, or 2.3 percent of all reported incidents. Table 27 and Figure 13 show the total number of reported weapons incidents and resulting disciplinary actions over time. The number of weapons incidents decreased in 2017-18, following an upward trend in the previous four years.

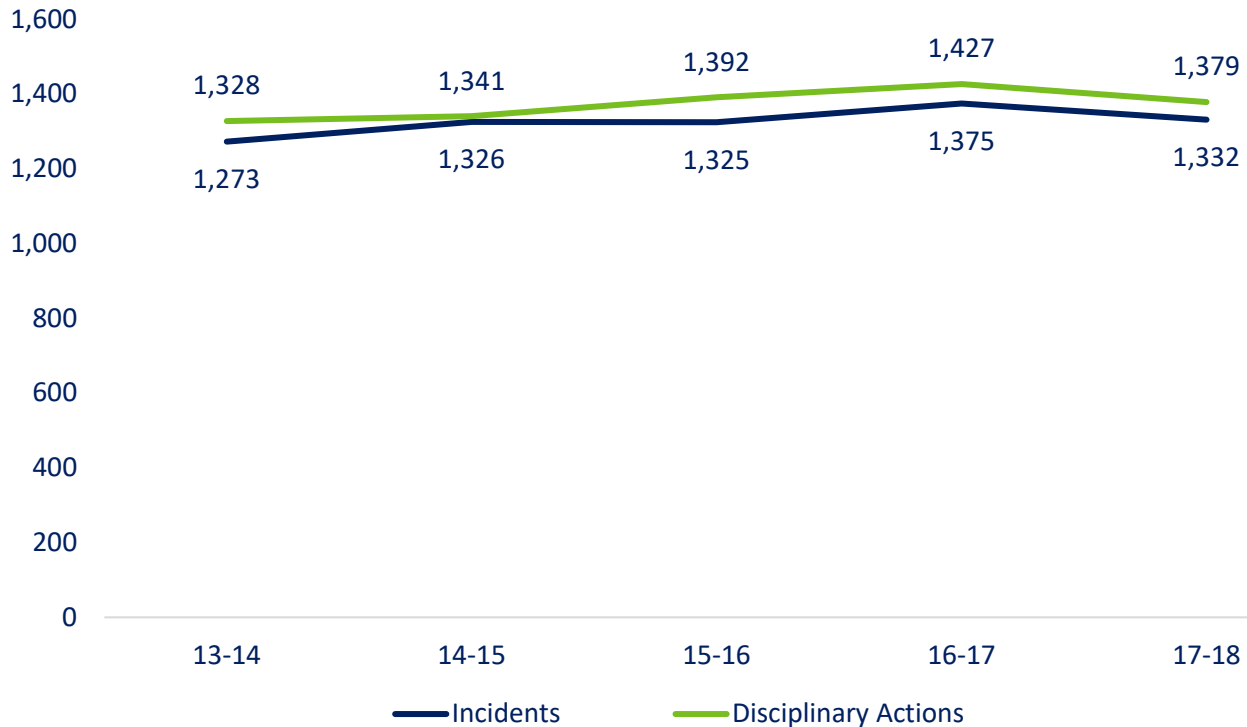
Table 27. Reported Weapons Incidents and Disciplinary Actions, 2013-14 through 2017-18

	2013-14	2014-15	2015-16	2016-17	2017-18
Weapons Incidents	1,273	1,326	1,325	1,375	1,332
Disciplinary Actions*	1,328	1,341	1,392	1,427	1,379

Notes:

*Does not include “No school response.”

Figure 10. Reported Weapons Incidents and Disciplinary Actions, 2013-14 through 2017-18



Weapon Types

Among incidents involving weapons, the most common weapon types are: pocketknife, less than 2 ½ inches (24.3 percent), knife (19.5 percent), and pocketknife, 2 ½ inches or greater (16.1 percent). Included in Table 28 are the number and percentage of weapons incidents involving each weapon type in DIRS. Figure 14 represents a graphic illustration of Table 28 using a percentage of incidents involving each type of weapon.

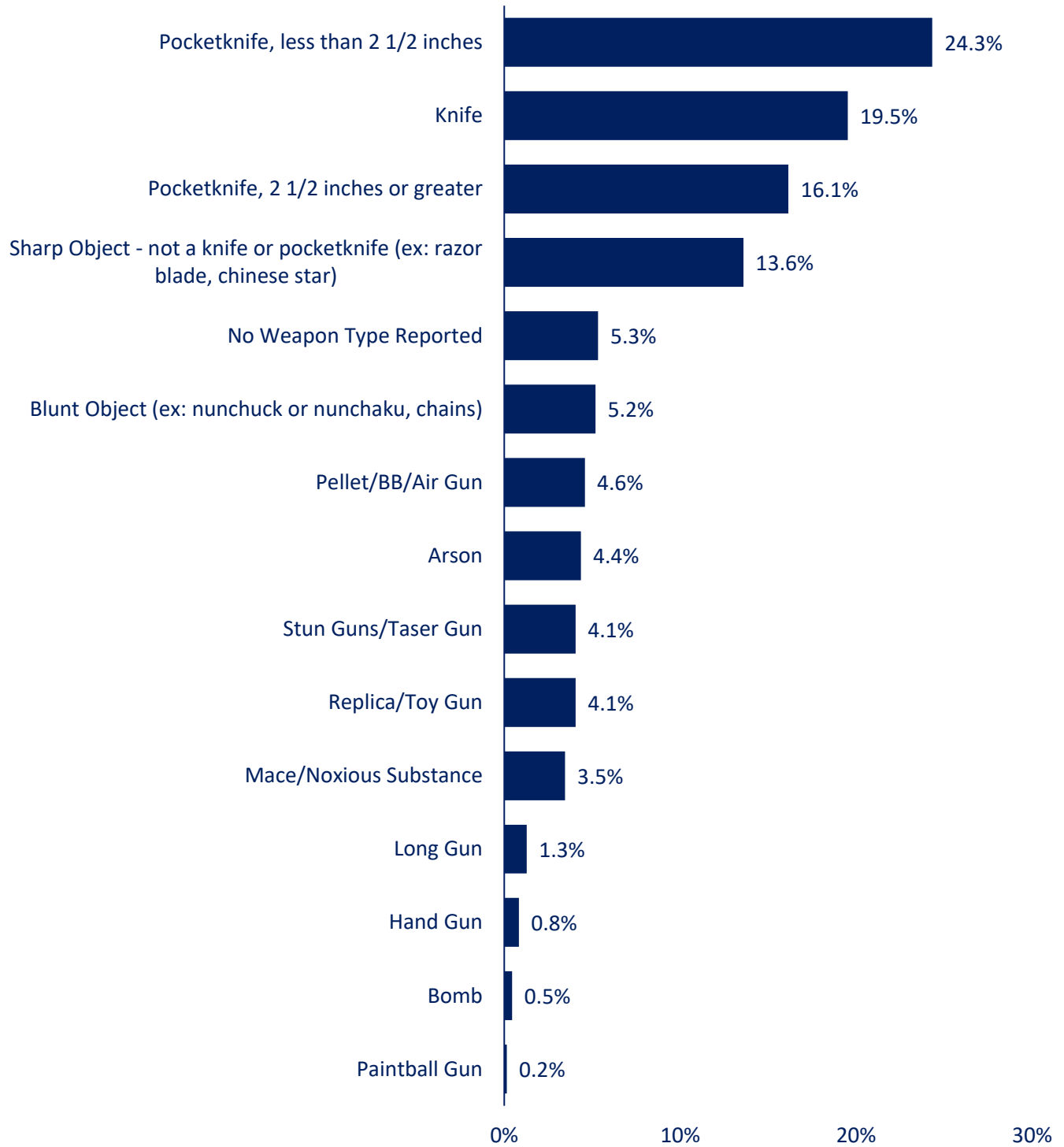
Table 28. 2017-18 Reported Weapons Incidents by Type of Weapon Involved

Weapon Type	% Total Weapons	
	Incidents*	Incidents
Pocketknife, less than 2 1/2 inches	324	24.3%
Knife	260	19.5%
Pocketknife, 2 1/2 inches or greater	215	16.1%
Sharp Object - not a knife or pocketknife (ex: razor blade, Chinese star)	181	13.6%
No Weapon Type Reported	71	5.3%
Blunt Object (ex: nunchuck or nunchaku, chains)	69	5.2%
Pellet/BB/Air Gun	61	4.6%
Arson	58	4.4%
Replica/Toy Gun	54	4.1%
Stun Guns/Taser Gun	54	4.1%
Mace/Noxious Substance	46	3.5%
Long Gun	17	1.3%
Hand Gun	11	0.8%
Bomb	<10	NR
Paintball Gun	<10	NR

Note:

*Summing the values in this column duplicates incidents involving multiple weapon types.

Figure 11. 2017-18 Percentage of Reported Weapons Incidents by Type of Weapon Involved



Disciplinary Outcomes

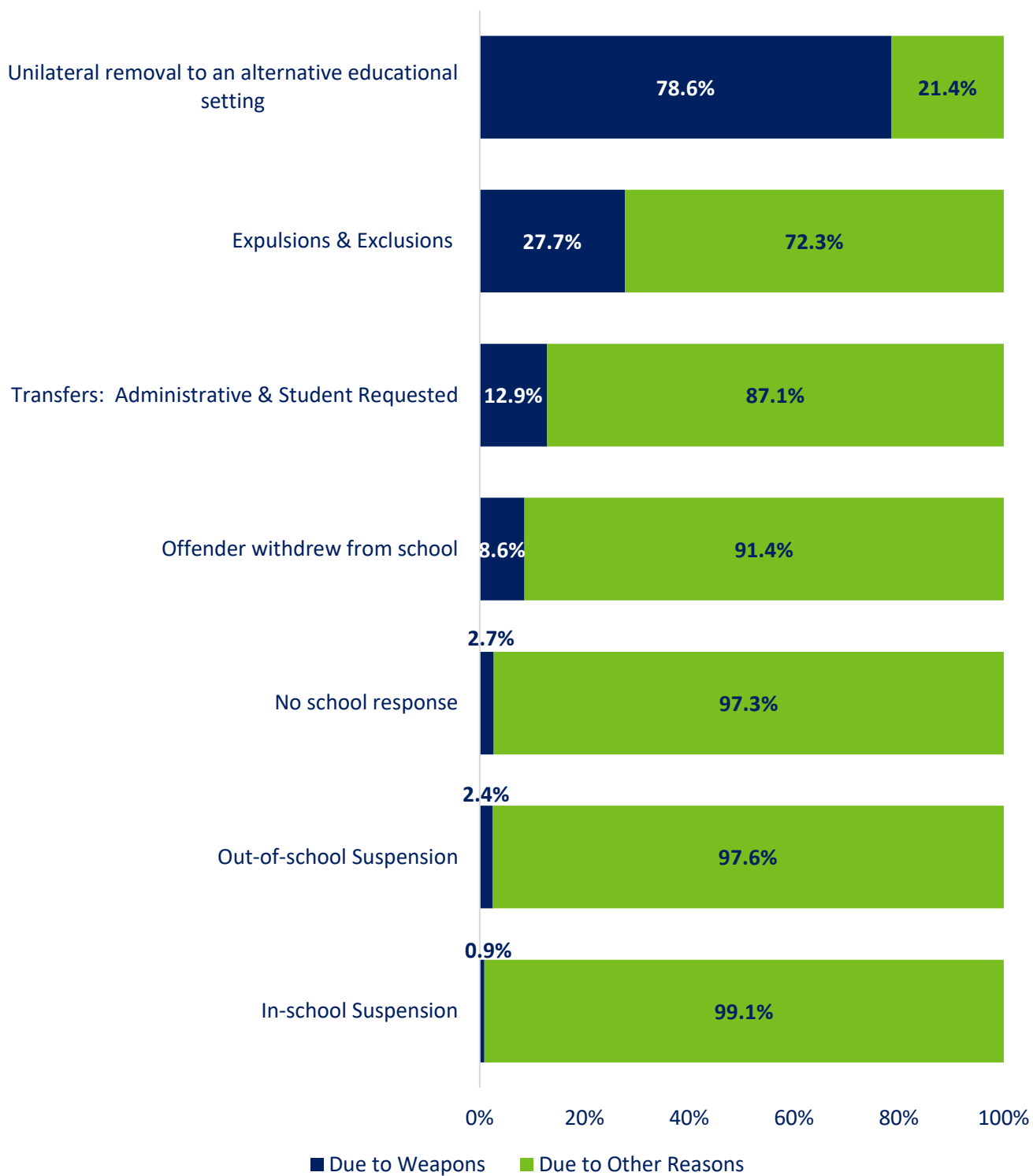
Bomb, arson, and weapons incidents resulted in a total of 1,379 distinct disciplinary actions for 1,306 unique students, and resulted in a total of 411 referrals to law enforcement.⁷ Below, Table 29 and Figure 15 show the disciplinary outcomes for all reported incidents and weapons incidents by the disciplinary action type in DIRS, including those in which “No school response” was reported.

Table 29. 2017-18 Reported Disciplinary Outcomes of Weapons Incidents by Disciplinary Action Type

Disciplinary Outcome	Due to Weapons	Total Disciplinary Actions	% Due to Weapons
Out-of-school Suspension	1,255	52,136	2.4%
In-school Suspension	47	5,283	0.9%
No school response	20	744	2.7%
Transfers: Administrative & Student Requested	27	210	12.9%
Offender withdrew from school	16	187	8.6%
Expulsions & Exclusions	23	83	27.7%
Unilateral removal to an alternative educational setting	11	14	78.6%
Other sanction or intervention in response to assault	<10	10	NR
Removal by hearing officer on determination of likely injury	<10	<10	NR

⁷ The total of 1,379 disciplinary actions does not include the disciplinary action type “No school response,” and the total of 1,306 students disciplined does not include students whose only disciplinary outcome was “No school response.”

Figure 12. 2017-18 Percentage of Reported Disciplinary Outcomes Due to Weapons versus Other Incident Types



Conclusion

Regulations and reporting requirements regarding the use of discipline in Minnesota public districts and schools have changed over time and continue to evolve. Data reported by LEAs in DIRS indicate that the use of discipline has fluctuated over time and varies along a number of factors, including the type of activity a student was engaged in and student demographics. In order to best assess discipline use in Minnesota public schools, these trends must be evaluated within the context of student discipline as a whole, including discipline policies and procedures, reporting requirements, and programs or initiatives implemented at every level (school, district, state, and federal).

Although total statewide K–12 enrollment and the total number of reported disciplinary incidents and actions have increased over the last four years, the relative number of incidents involving weapons remains low. In fact, the reported number of weapons incidents decreased by 3.4 percent for the 2017-18 school year as compared to the previous year, while the total number of incidents reported in DIRS increased by 9.8 percent. Of the 55,139 total incidents reported during the 2017-18 school year, 1,332 incidents (2.3 percent) involved a weapon. In contrast, 18,181 incidents (33 percent of all incidents) involved a student whose most severely ranked activity was Disruptive/Disorderly Conduct/Insubordination.

Comparing the enrollment rates with the disciplinary rates of students in different demographic groups reveals disproportionalities related to gender, grade, and race/ethnicity. In the context of discipline, a disproportionality exists when the proportion of a student group in total enrollment is different than the proportion of discipline that student group receives. For gender, the data in this report show that the discipline rate for males in 2017-19 was disproportionately higher (73.0 percent) than their enrollment rate (51.2 percent). Students in middle school (grades 6–8) accounted for 23.1 percent of total K–12 enrollment, but received 40.0 percent of all disciplinary actions. Disproportionate discipline rates are also found across students in different race/ethnicity categories, with students identified as Black/African American, Hispanic, or two or more races having disproportionately higher rates of discipline and white and Asian students having disproportionately lower discipline rates. Black/African American students comprised 9.2 percent of total K–12 enrollment, but received 37.3 percent of all disciplinary actions. In contrast, white students comprised 66.6 of total K–12 enrollment and received 37.0 percent of all disciplinary actions.

The most common disciplinary outcome LEAs reported for incidents involving a weapon is an out-of-school suspension, which is also the most common disciplinary outcome for all incidents reported in DIRS. Although the most common disciplinary outcome for weapons incidents is out-of-school suspension, weapons incidents accounted for only 2.3 percent of all out-of-school suspensions reported for the 2017-18 school year. During the same time, weapons incidents accounted for more than 20 percent of other disciplinary actions taken during the school year, including administrative transfers (22.5 percent), expulsions (27.8 percent), unilateral removal to an alternative educational setting (78.6 percent), and exclusion (27.3 percent).

Appendix – 2017-18 Disciplinary Action Type Definitions and Reporting Requirements

DIRS Disciplinary Action Type	Definition	Reported for General Education?	Reported for Special Education?
Administrative transfer	Applicable when a district chooses to transfer an enrolled student to another school within the district in lieu of or in conjunction with another type of disciplinary action.	Yes	Yes
Exclusion from the school setting	<i>“Exclusion” means an action taken by the school board to prevent enrollment or reenrollment of a pupil for a period that shall not extend beyond the school year.</i> Minn. Stat. § 121A.41, subd. 4	Yes	Yes
Expulsion from the school setting	<i>“Expulsion” means a school board action to prohibit an enrolled pupil from further attendance for up to 12 months from the date the student is expelled.</i> Minn. Stat. § 121A.41, subd. 5	Yes	Yes
In-school suspension	Is an instance in which a child is temporarily removed from his or her regular classroom(s) for at least half a day for disciplinary purposes, but remains under the direct supervision of school personnel. Direct supervision means school personnel are physically in the same location as students under their supervision. Civil Rights Data Collection (CRDC)	No	Yes
No school response	Option for instances in which a student was involved in an incident but administrators determined no disciplinary action was warranted, or the student was referred to law enforcement in lieu of disciplinary action.	Yes	Yes
Offender requested to transfer to another district	Applicable when an enrolled student requests a transfer to another district in lieu of or in conjunction with another type of disciplinary action.	Yes	Yes
Offender requested to transfer within district	Applicable when an enrolled student requests a transfer to another school within the school district in lieu of or in conjunction with another type of disciplinary action.	Yes	Yes
Offender withdrew from school	Reported when an enrolled student withdraws from school in lieu of or in conjunction with another type of disciplinary action.	Yes	Yes
Other sanction or intervention in response to assault	Only available for incidents involving physical assault of a district employee and disciplinary action was taken that does not fit into any other available options in DIRS.	Yes	Yes

DIRS Disciplinary Action Type	Definition	Reported for General Education?	Reported for Special Education?
Out-of-school suspension	<p><i>An action by the school administration, under rules promulgated by the school board, prohibiting a pupil from attending school for a period of no more than ten school days. If a suspension is longer than five days, the suspending administrator must provide the superintendent with a reason for the longer suspension. This definition does not apply to dismissal from school for one school day or less, except as provided in federal law for a student with a disability. Each suspension action may include a readmission plan. The readmission plan shall include, where appropriate, a provision for implementing alternative educational services upon readmission and may not be used to extend the current suspension. Consistent with section 125A.091, subdivision 5, the readmission plan must not obligate a parent to provide a sympathomimetic medication for the parent's child as a condition of readmission. The school administration may not impose consecutive suspensions against the same pupil for the same course of conduct, or incident of misconduct, except where the pupil will create an immediate and substantial danger to self or to surrounding persons or property, or where the district is in the process of initiating an expulsion, in which case the school administration may extend the suspension to a total of 15 school days. Minn. Stat. § 121A.43, subd. 10</i></p> <p>Note: Out-of-school suspension reporting guidance during the years covered in this report directed districts to report removals of special education students “for more than a half day up to one school day should be reported as a full day of removal.”</p>	Yes – only if one school day or more	Yes – half school day or more
Removal by hearing officer on determination of likely injury	Only applicable to students in special education when a hearing officer removes a special education student from the student’s educational placement due to the likelihood of injury.	No	Yes

DIRS Disciplinary Action Type	Definition	Reported for General Education?	Reported for Special Education?
Unilateral removal to an alternative educational setting	<p>Only applicable to students receiving special education services. School personnel may remove a student to an interim alternative educational setting for up to 45 school days in three circumstances:</p> <ol style="list-style-type: none"> 1. Student carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of an SEA or an LEA; <ol style="list-style-type: none"> a. Weapon refers to a dangerous weapon as defined by <u>18 U.S.C. 930(g)(2)</u>. 2. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of an SEA or an LEA; or <ol style="list-style-type: none"> a. Controlled substance means a drug or other substance identified under schedules I, II, III, IV, or V in section 202(c) of the Controlled Substances Act, <u>21 U.S.C. § 812 (c)</u>. 3. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of an SEA or an LEA. <u>34 C.F.R. 300.530(i)(1)-(4)</u>. <ol style="list-style-type: none"> a. Serious bodily injury is defined in <u>18 U.S.C. 1365(h)(3)</u>. 	No	Yes