



**Dangerous Weapons  
and  
Disciplinary  
Incidents**

**School Year 2006-07**

**January 2008**

**FY 2008  
Report  
To the  
Legislature**

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

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

## **ESTIMATED COST OF PREPARING THIS REPORT**

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

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

The estimated cost incurred by the Minnesota Department of Education in preparing this report is \$655.02.

## EXECUTIVE SUMMARY

Minnesota Statute Section 121A.06, Subdivision 3, requires the Minnesota Department of Education (MDE) to annually report on disciplinary incidents, and incidents involving dangerous weapons, that occur in Minnesota public schools. The current report covers the 2006-2007 school year. Data for this report were obtained from MDE's Disciplinary Incident Report System (DIRS).

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

- The most common incident types are: disruptive, disorderly conduct or insubordination, and fighting, followed by assault, threats / intimidation, and attendance.
- Almost all reported incidents occur during school hours.
- Most incidents occur in the classroom or the other indoor area, followed by the hallway.
- Although most incidents do NOT involve weapons, when a weapon is involved, the most common weapon type is a pocketknife or a knife.
- Almost all incidents do not involve victims
- While the majority of incidents did not report an associated cost, those incidents with property damaged/loss, estimated the cost to be less than \$250.00.
- Male offenders commit just over 70% of incidents.
- The majority of offenders are White, Non-Hispanic or Black, Non-Hispanic.
- Most offenders are clustered in the following grades: eighth, ninth, and tenth.
- With a very few exceptions, most incidents are committed by youth who are students enrolled at the school of the incident.
- Students with an IEP commit approximately 45% of the disciplinary incidents.
- The majority of incidents in the DIRS dataset result in out-of-school suspensions.

As a result of reporting requirements, a desire for additional local validation of disciplinary data, and the need for a broad variety of users to access disciplinary incident data, MDE developed a web-based reporting system for disciplinary incidents—the Disciplinary Incident Reporting System (DIRS). This system was implemented in 2004-2005 school year and was in use for the 2005-2006 and 2006-2007 school years with minor revisions each year to the process. DIRS will continue to be used to provide data for subsequent reports required by Minnesota Statute Section 121A.06, Subdivision 3. Local Education Agencies (LEAs) may submit disciplinary incidents using:

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

## INTRODUCTION

Each year Minnesota LEAs are required to report all disciplinary incidents resulting in a student being out of school for more than one day, as well as all incidents involving the use or possession of a dangerous weapon in school zones. During the 2006-2007 school year, LEAs submitted reports electronically through the Minnesota Department of Education's Disciplinary Incident Reporting System (DIRS), a web-based reporting system. Slight revisions were made to the 2006-07 version of DIRS to make the process more user-friendly and to increase the accuracy of the data. *Note that especially large districts submit their data electronically through a batching process, rather than directly through the web-based reporting system.*

The DIRS system gathers a variety of information about disciplinary incidents, including the following items: type of disciplinary incident; time of incident; location of incident; whether a weapon was involved in the incident; the number of victims involved in the incident; the estimated property cost of an incident; the gender, race/ethnicity, grade, school status, Individual Education Plan (IEP) status, 504 status, and disability status of the offender; disciplinary action taken and number of days suspended or out of school. Although a few additional items are collected as part of the DIRS system for federal reporting requirements, only the above items are included in this report.

## **CAUTIONS ABOUT DATA**

The data captured by the DIRS system are not verified or validated with individual LEAs. The data presented in this report are drawn directly from the DIRS system. Only minimal efforts are made to check or verify the data beyond the validation processes included in the DIRS system. The only incidents excluded from the DIRS system were those incidents that had no “incident type” recorded. Aside from incident type, where other data elements are missing from the system, a separate category for missing data is presented in the data tables for each variable.

The reader is cautioned not to draw conclusions by comparing DIRS data across years. Incidents in the DIRS system are a reflection of many factors, including the quality of data entered, training and capacity of staff to enter data, as well as individual disciplinary policies of and enforcement of policies by each district. To date, MDE has provided minimal on-going, consistent technical assistance or training to districts to support entry of data into the DIRS system. MDE has provided guidance to districts regarding uniformity of data through the HELP assistance provided through the electronic system and through information provided by MDE staff to constituent groups such as Special Education and Safe and Drug-Free Schools Coordinators at regional trainings sessions and meetings.

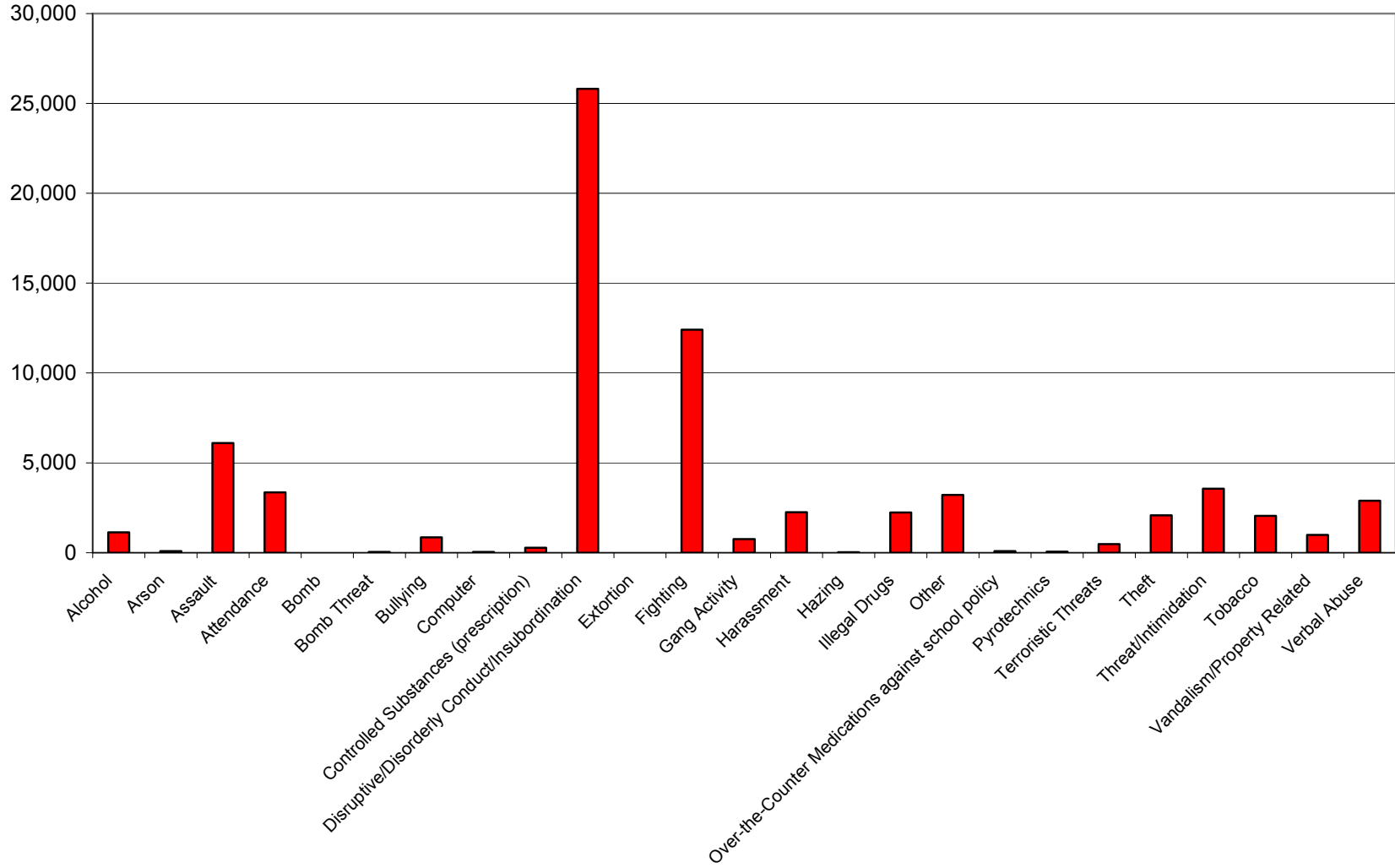
**TYPE OF DISCIPLINARY INCIDENTS: SCHOOL YEAR 2006-2007**

Disciplinary incidents are categorized into one of 26 different types. Included below in Table 1 are the frequencies and percentages of disciplinary incidents by type. Incidents of “disruptive, disorderly conduct or insubordination” and “fighting,” are the most common, followed by “assault,” “threat / intimidation,” and “attendance” incidents. Figures 1 and 2 represent graphic illustrations of Table 1, using frequency of incidents and percent of incidents, respectively.

**TABLE 1. Type of Disciplinary Incident**

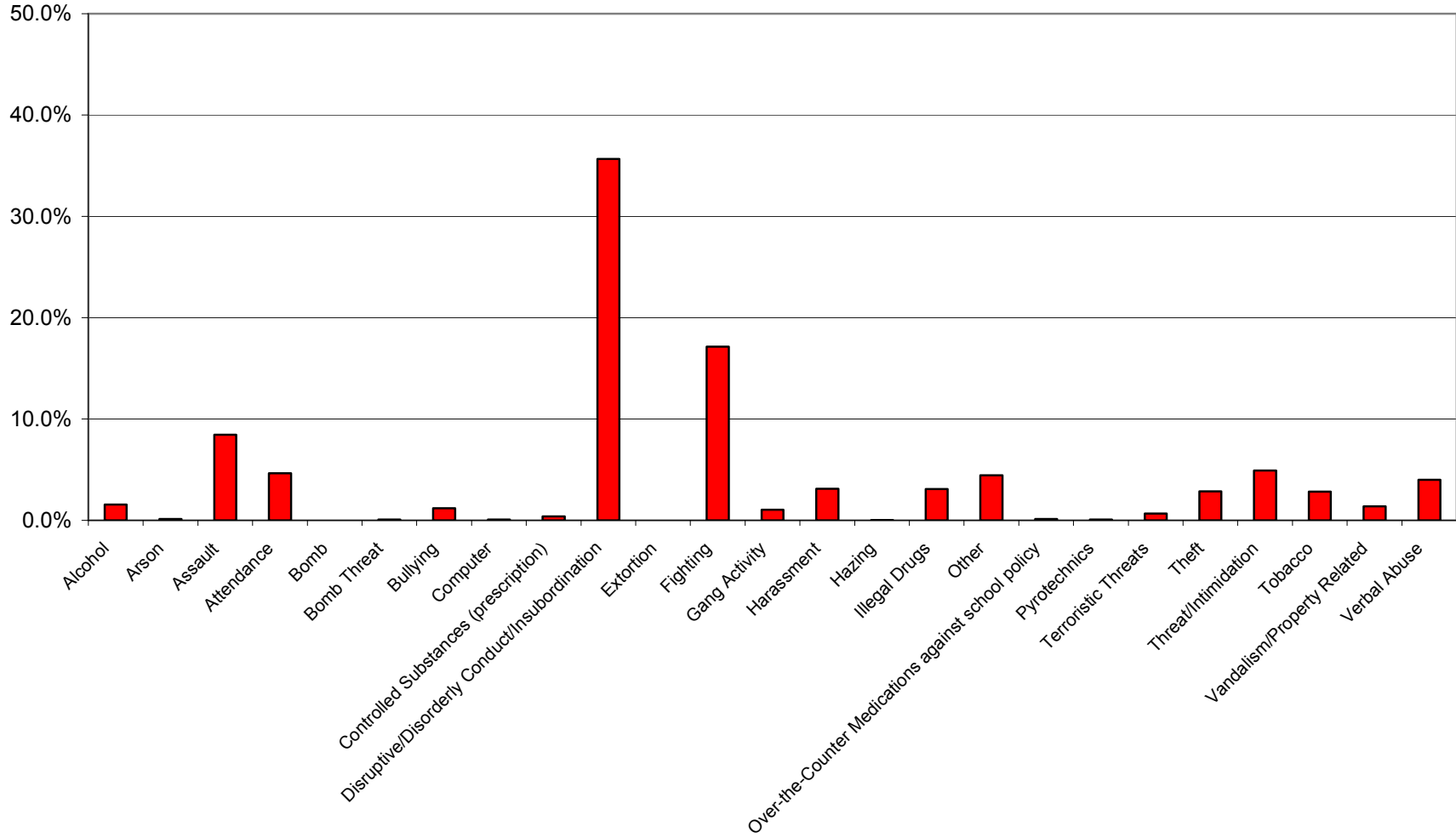
<b>Incident Category</b>	<b>Frequency</b>	<b>Percent</b>
Alcohol	1,128	1.6%
Arson	89	0.1%
Assault	6,108	8.4%
Attendance	3,360	4.6%
Bomb	3	0.0%
Bomb Threat	48	0.1%
Bullying	857	1.2%
Computer	48	0.1%
Controlled Substances (prescription)	280	0.4%
Disruptive/Disorderly Conduct/Insubordination	25,807	35.7%
Extortion	7	0.0%
Fighting	12,409	17.1%
Gang Activity	761	1.1%
Harassment	2,249	3.1%
Hazing	22	0.0%
Illegal Drugs	2,238	3.1%
Other	3,208	4.4%
Over-the-Counter Medications against school policy	94	0.1%
Pyrotechnics	56	0.1%
Terroristic Threats	483	0.7%
Theft	2,075	2.9%
Threat/Intimidation	3,554	4.9%
Tobacco	2,044	2.8%
Vandalism/Property Related	992	1.4%
Verbal Abuse	2,893	4.0%
Weapon	1,574	2.2%
<b>TOTAL</b>	<b>72,387</b>	<b>100%</b>

**Figure 1. Type of Disciplinary Incidents (Number)  
2006-07 School Year**





**Figure 2. Types of Disciplinary Incident (Percent)  
2006-2007 School Year**



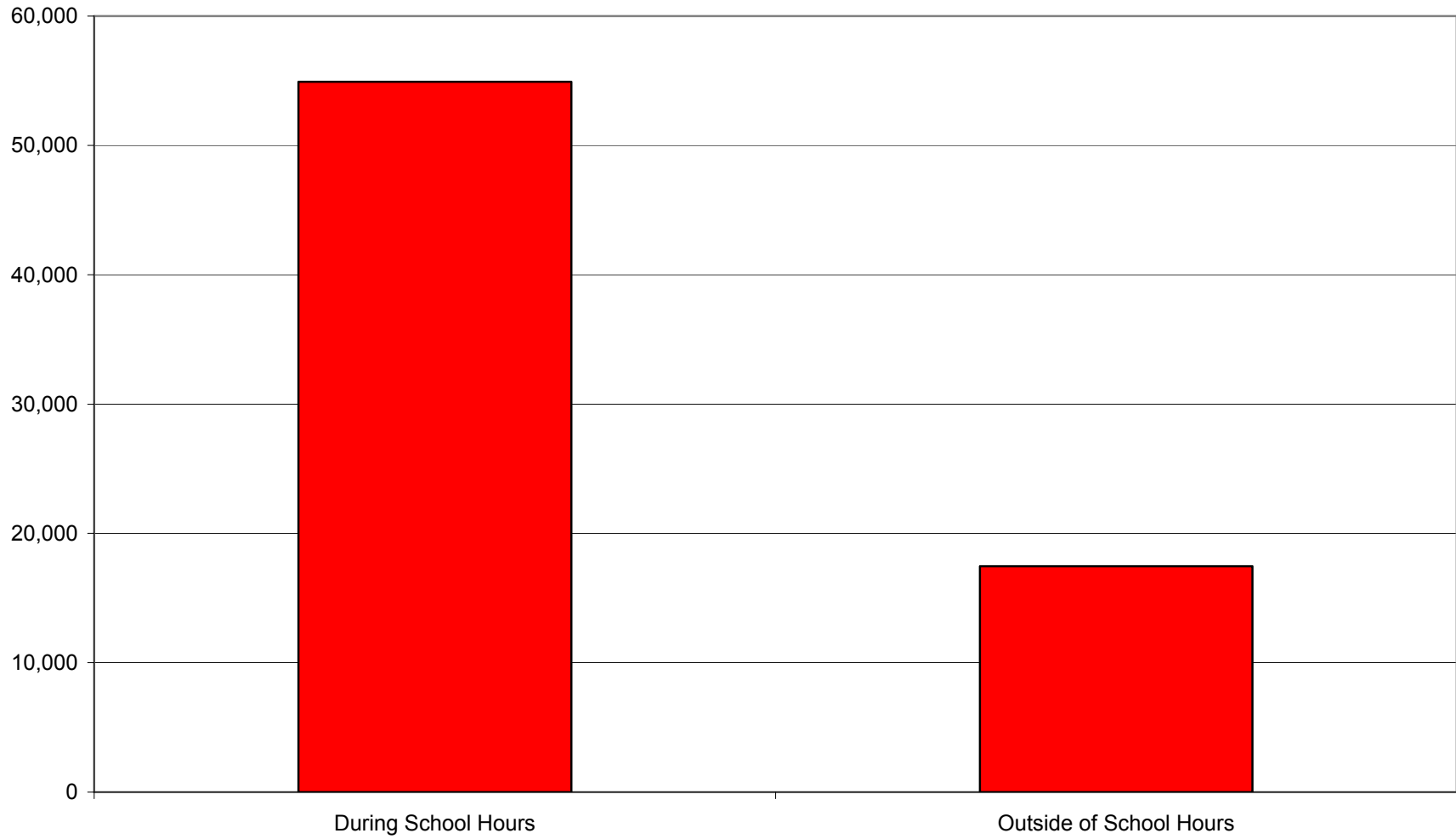
## TIME OF DISCIPLINARY INCIDENTS: SCHOOL YEAR 2006-2007

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

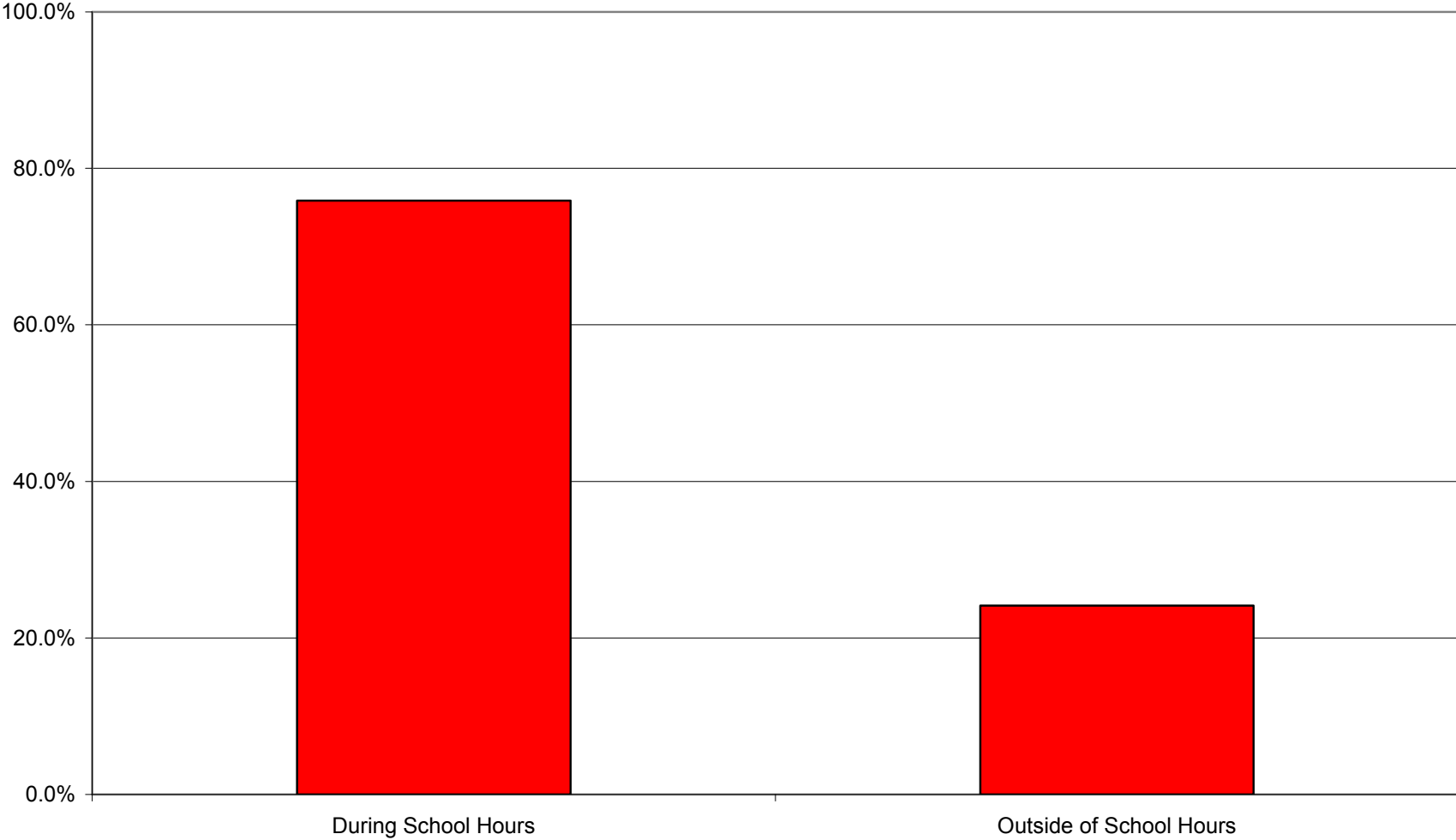
**TABLE 2. Time of Incident**

<b>Time of Incident</b>	<b>Frequency</b>	<b>Percent</b>
During School Hours	54,921	75.9%
Outside of School Hours	17,461	24.1%
<b>TOTAL</b>	<b>72,382</b>	<b>100%</b>

**Figure 3. Time of Incidents (Number)  
2006-07 School Year**



**Figure 4. Time of Incident (Percent)**  
**2006-2007 School Year**



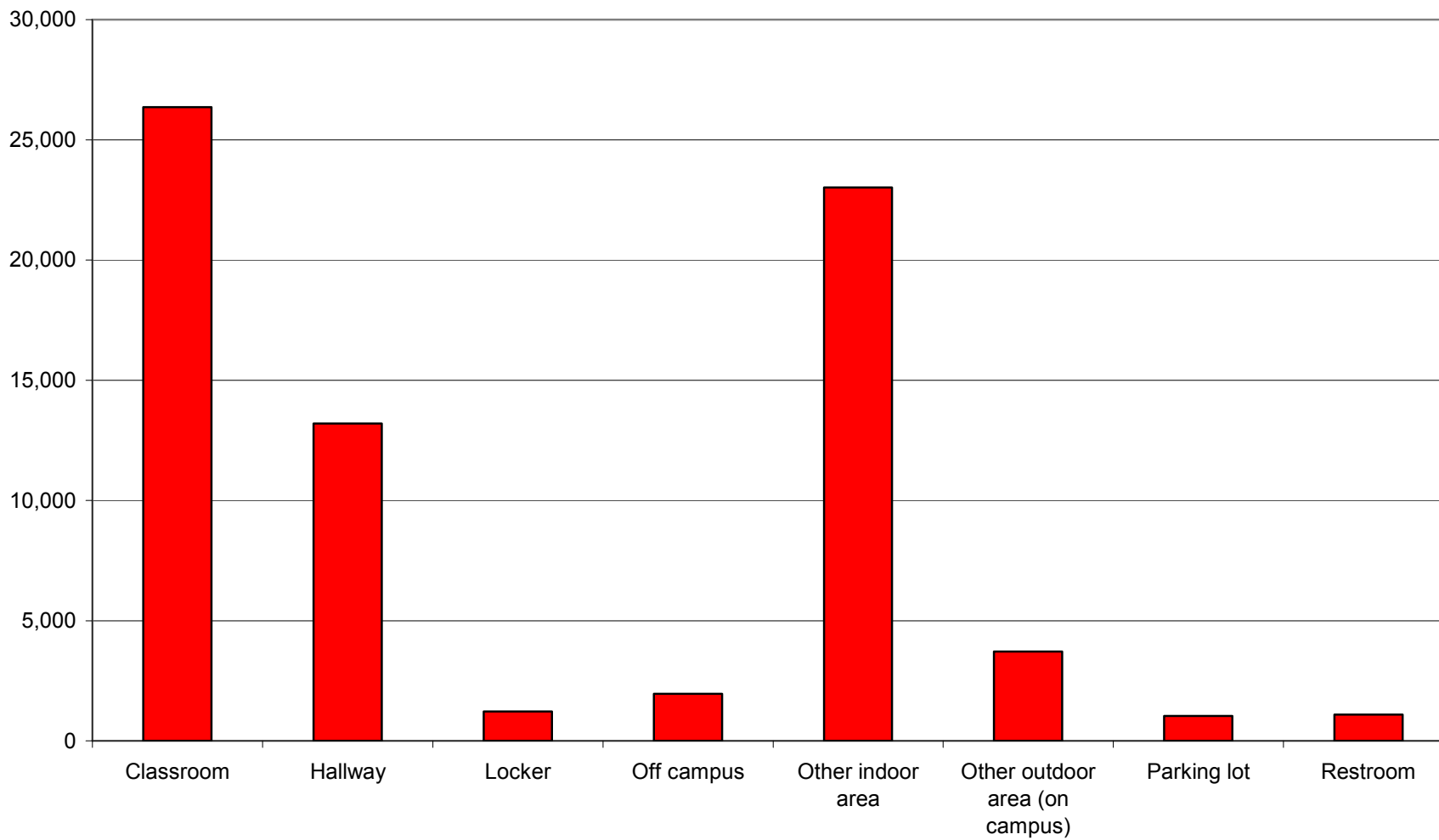
## LOCATION OF DISCIPLINARY INCIDENTS: SCHOOL YEAR 2006-2007

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

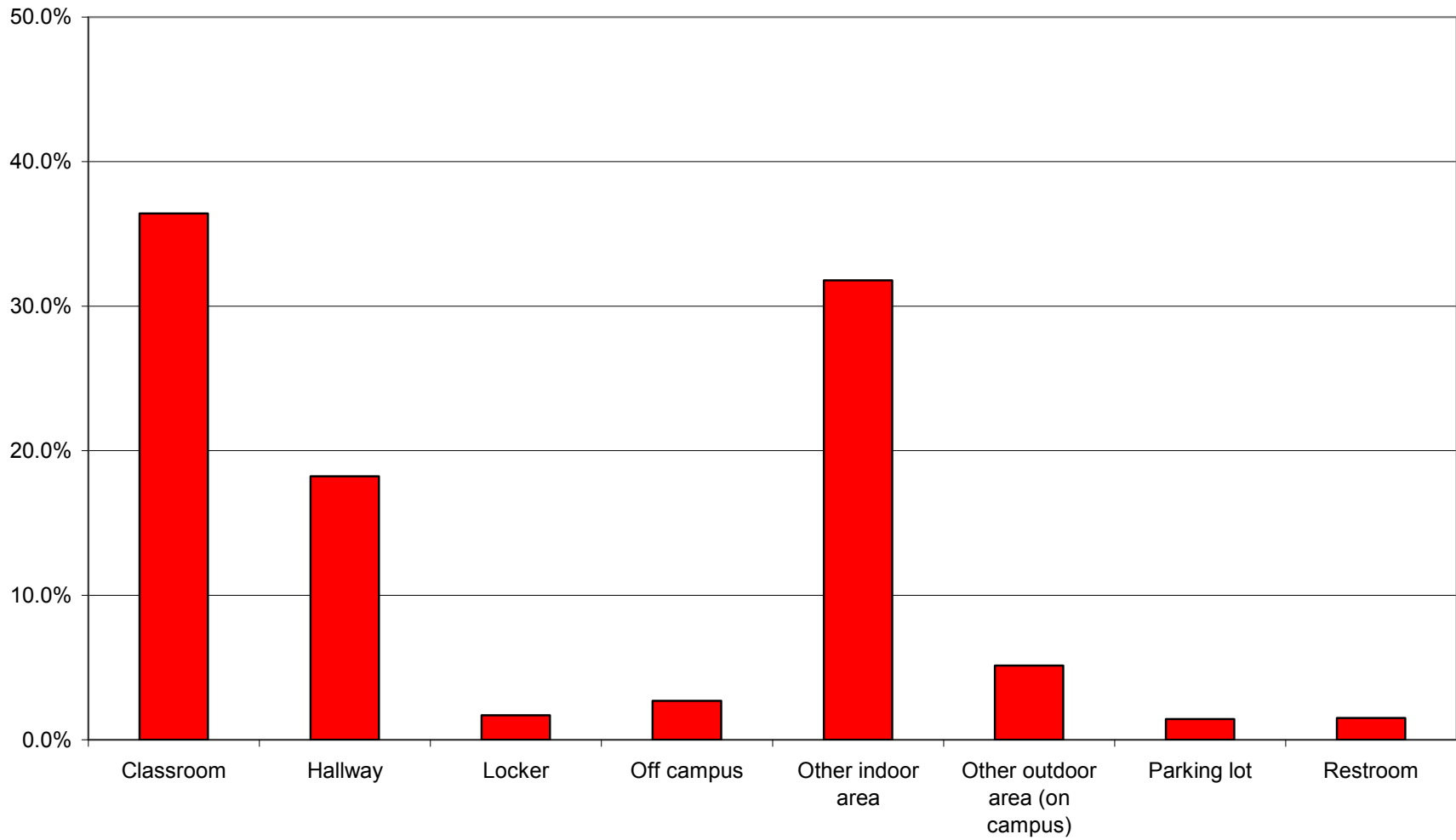
**TABLE 3. Location of Incident**

<b>Location</b>	<b>Frequency</b>	<b>Percent</b>
Classroom	26,361	36.4%
Hallway	13,202	18.2%
Locker	1,228	1.7%
Off campus	1,953	2.7%
Other indoor area	23,011	31.8%
Other outdoor area (on campus)	3,714	5.1%
Parking lot	1,039	1.4%
Restroom	1,097	1.5%
School bus	1,774	2.5%
<b>TOTAL</b>	<b>72,382</b>	<b>100%</b>

**Figure 5. Location of Incidents (Number)**  
**2006-2007 School Year**



**Figure 6. Location of Incidents (Percent)  
2006-2007 School Year**



## INVOLVEMENT OF WEAPONS IN DISCIPLINARY INCIDENTS: SCHOOL YEAR 2006-2007

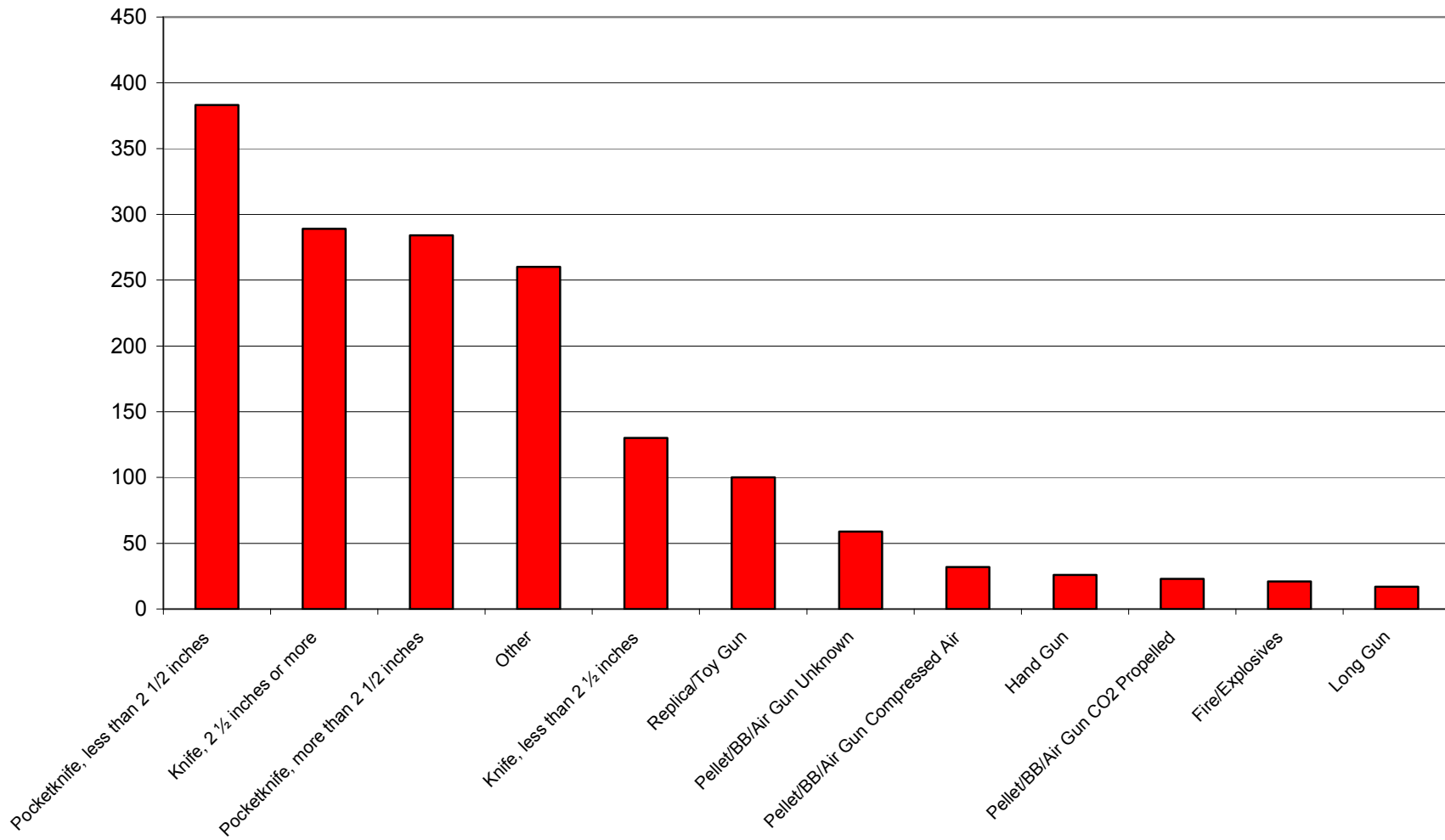
If disciplinary incidents involve weapons, the weapons are categorized into one of sixteen different types. Included below in Table 4 are the frequencies and percentages of incidents where weapons were involved for each school year included in this report. Although weapons are involved in only 2.2% of all incidents (see Table 1 and Figures 1 and 2), when weapons are involved, “pocketknife, less than 2 ½ inches” and “knives, 2 ½ inches or more” are the most common, followed by “pocketknife, more than 2 ½ inches” and “other weapons.” Figures 7 and 8 represent graphic illustrations of Table 4, using frequency of incidents and percent of incidents, respectively.

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

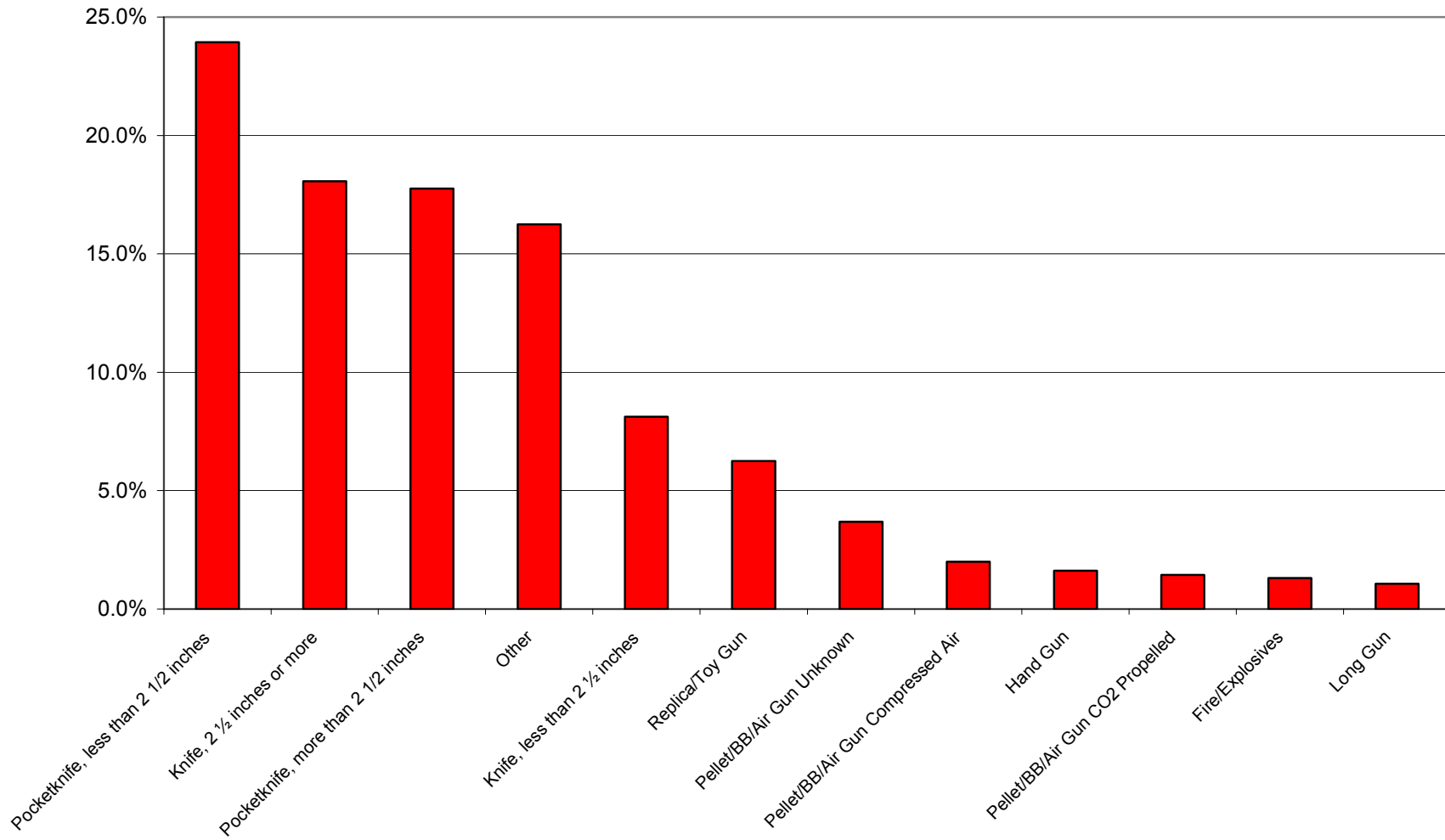
Type of Weapon	Frequency	Percent
Blunt Object	14	0.9%
Fire/Explosives	21	1.3%
Hand Gun	26	1.6%
Knife, 2 ½ inches or more	289	18.1%
Knife, less than 2 ½ inches	130	8.1%
Long Gun	17	1.1%
Other	260	16.3%
Paintball Gun	5	0.3%
Pellet/BB/Air Gun CO2 Propelled	23	1.4%
Pellet/BB/Air Gun Compressed Air	32	2.0%
Pellet/BB/Air Gun Traditional .177 Caliber	10	0.6%
Pellet/BB/Air Gun Unknown	59	3.7%
Pocketknife, less than 2 1/2 inches	383	23.9%
Pocketknife, more than 2 1/2 inches	284	17.8%
Replica/Toy Gun	100	6.3%
Weapon	14	0.9%
<b>TOTAL</b>	<b>1,600</b>	<b>100%</b>



**Figure 7. Involvement of Weapons (Number)  
2006-2007 School Year**



**Figure 8. Involvement of Weapon (Weapon)  
2006-2007 School Year**



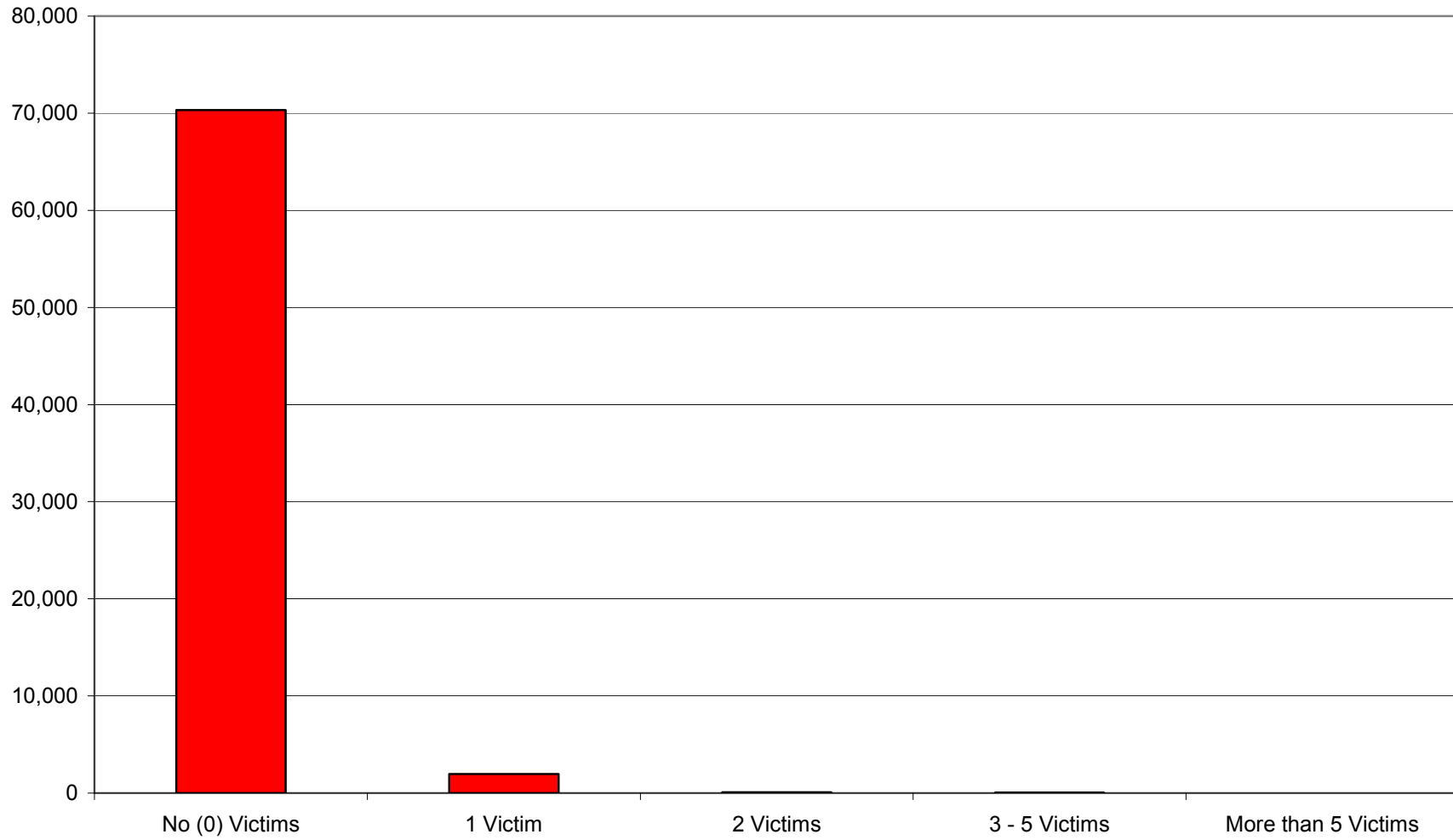
## NUMBER OF VICTIMS INVOLVED IN INCIDENTS: SCHOOL YEAR 2006-2007

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

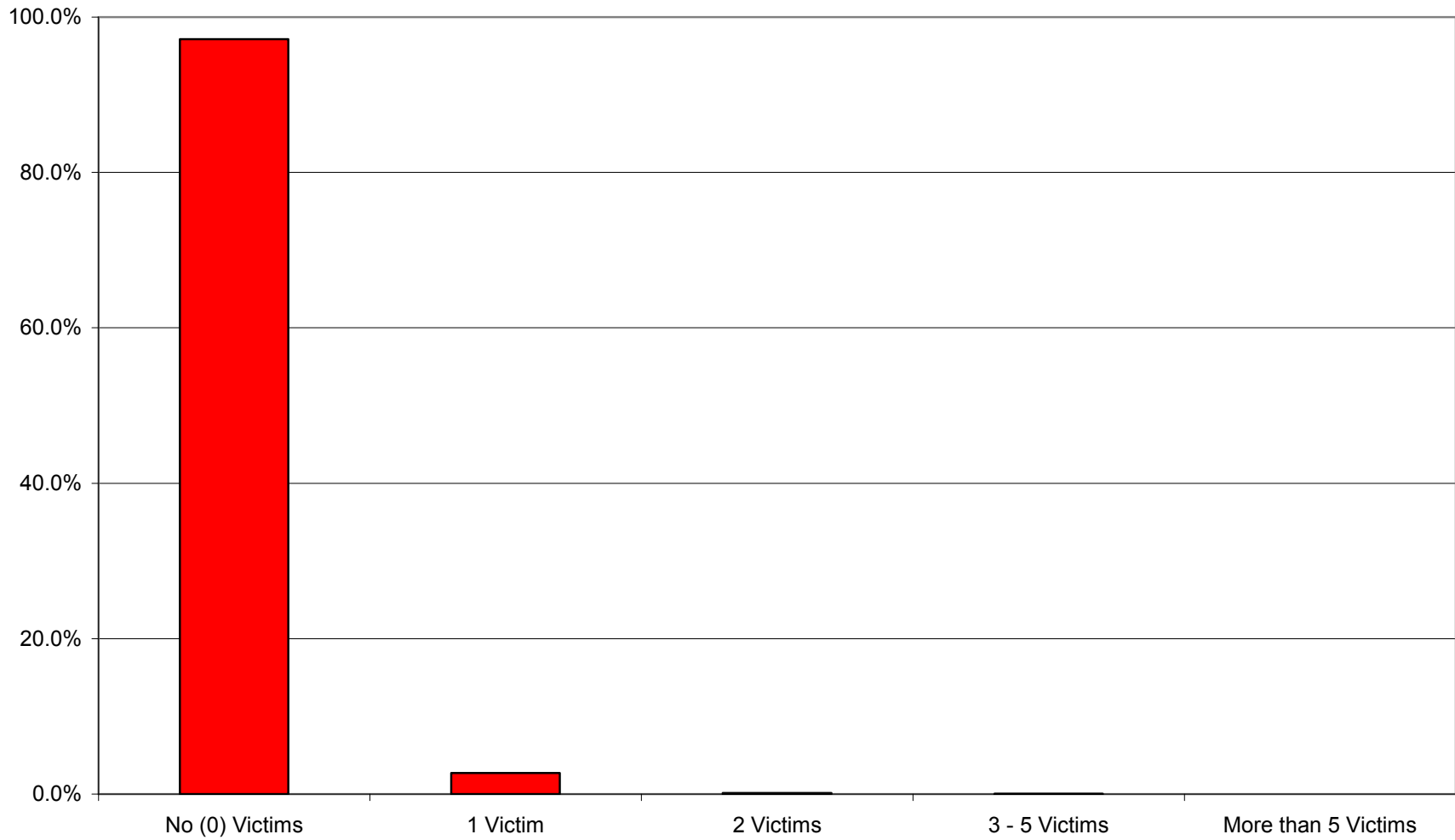
**TABLE 5. Number of Victims Involved**

<b>Number of Victims</b>	<b>Frequency</b>	<b>Percent</b>
<b>No (0) Victims</b>	70,315	97.1%
<b>1 Victim</b>	1,961	2.7%
<b>2 Victims</b>	89	0.1%
<b>3 - 5 Victims</b>	19	0.0%
<b>More than 5 Victims</b>	3	0.0%
<b>TOTAL</b>	<b>72,387</b>	<b>100%</b>

**Figure 9. Number of Victims (Number)**  
**2006-2007 School Year**



**Figure 10. Number of Victims (Percent)  
2006-2007 School Year**



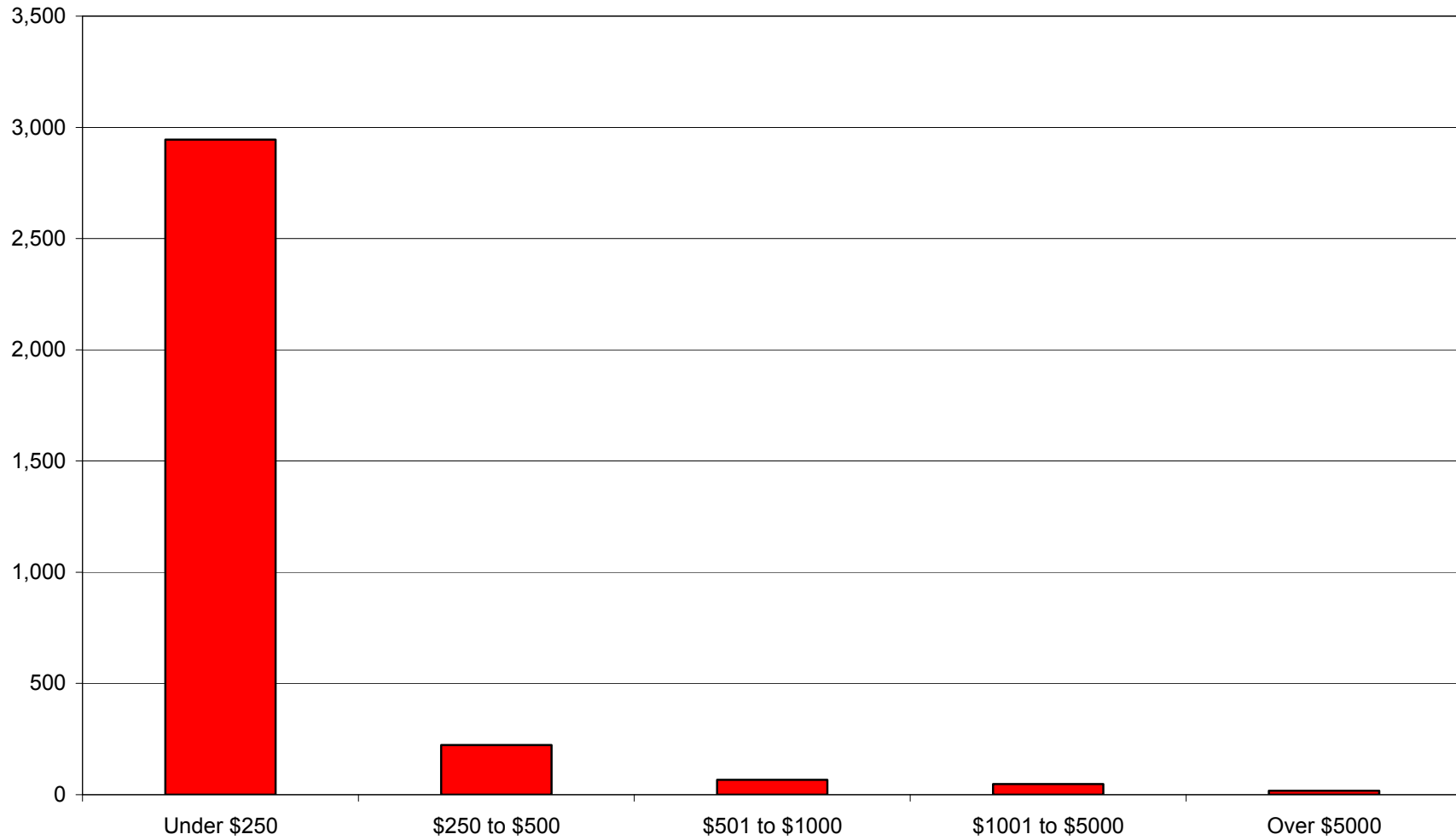
## ESTIMATED COST TO PROPERTY: SCHOOL YEAR 2006-2007

Disciplinary incidents where a victim has been reported also ask for the estimated damage to property. LEAs are asked to select a range of the estimated damage. In the 2006-2007 school year, "theft" the incident most cited for incurring a cost followed by "vandalism / property related." Included below in Table 6 are the frequencies and percentages of disciplinary incidents by the range of the estimated cost to property. Most incidents had an estimated property cost of under \$250.00. Figures 11 and 12 represent graphic illustrations of Table 6, using frequency of incidents and percent of incidents, respectively.

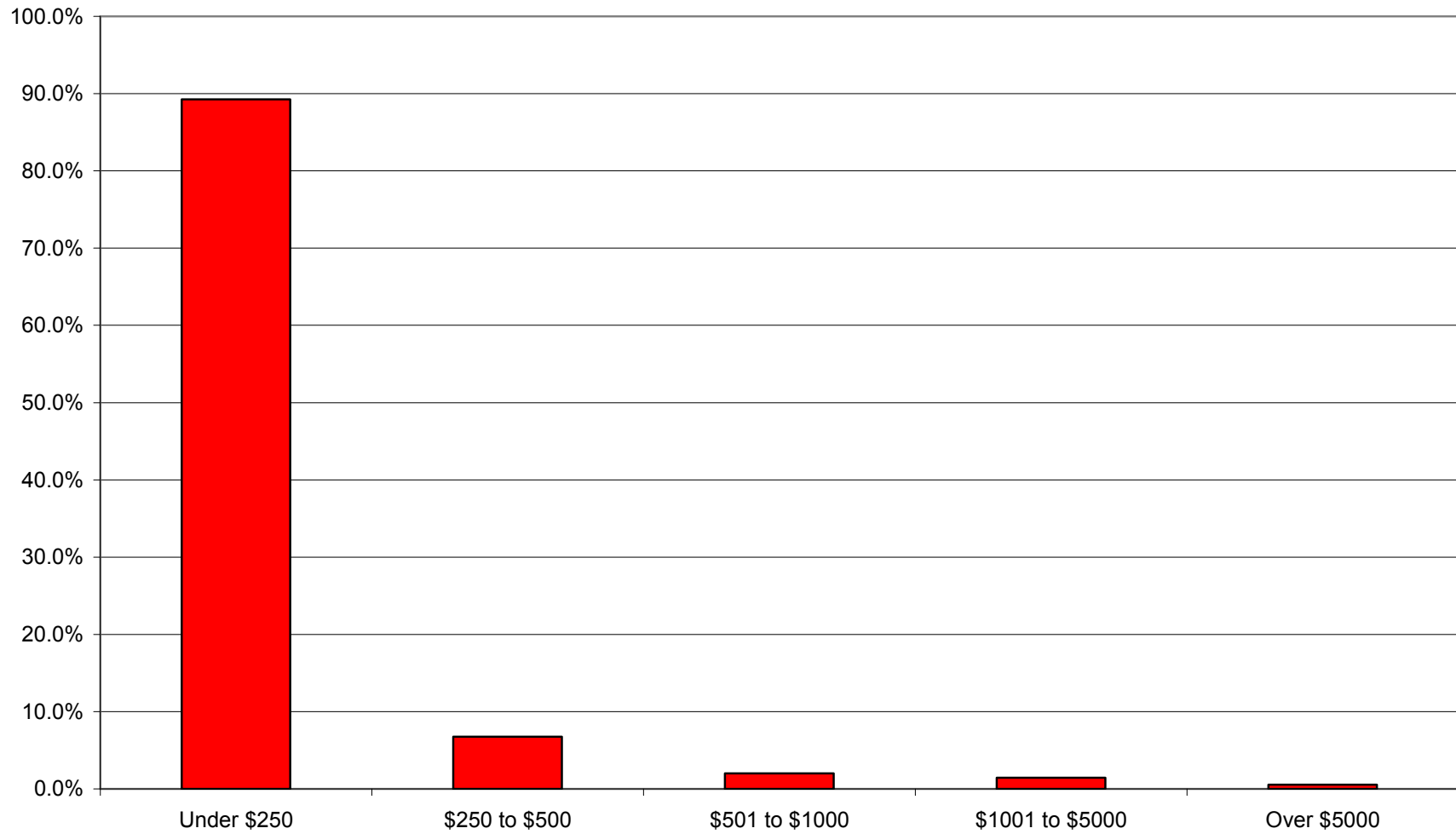
**TABLE 6. Estimated Cost to Property**

<b>Number of Victims</b>	<b>Frequency</b>	<b>Percent</b>
Under \$250	2,945	89.3%
\$250 to \$500	223	6.8%
\$501 to \$1000	66	2.0%
\$1001 to \$5000	47	1.4%
Over \$5000	18	0.5%
<b>TOTAL</b>	<b>3,299</b>	<b>100%</b>

**Figure 11. Estimated Property Cost of Incidents (Number)**  
**2006-2007 School Year**



**Figure 12. Estimated Property Costs for Incidents (Percent)  
2006-07 School Year**





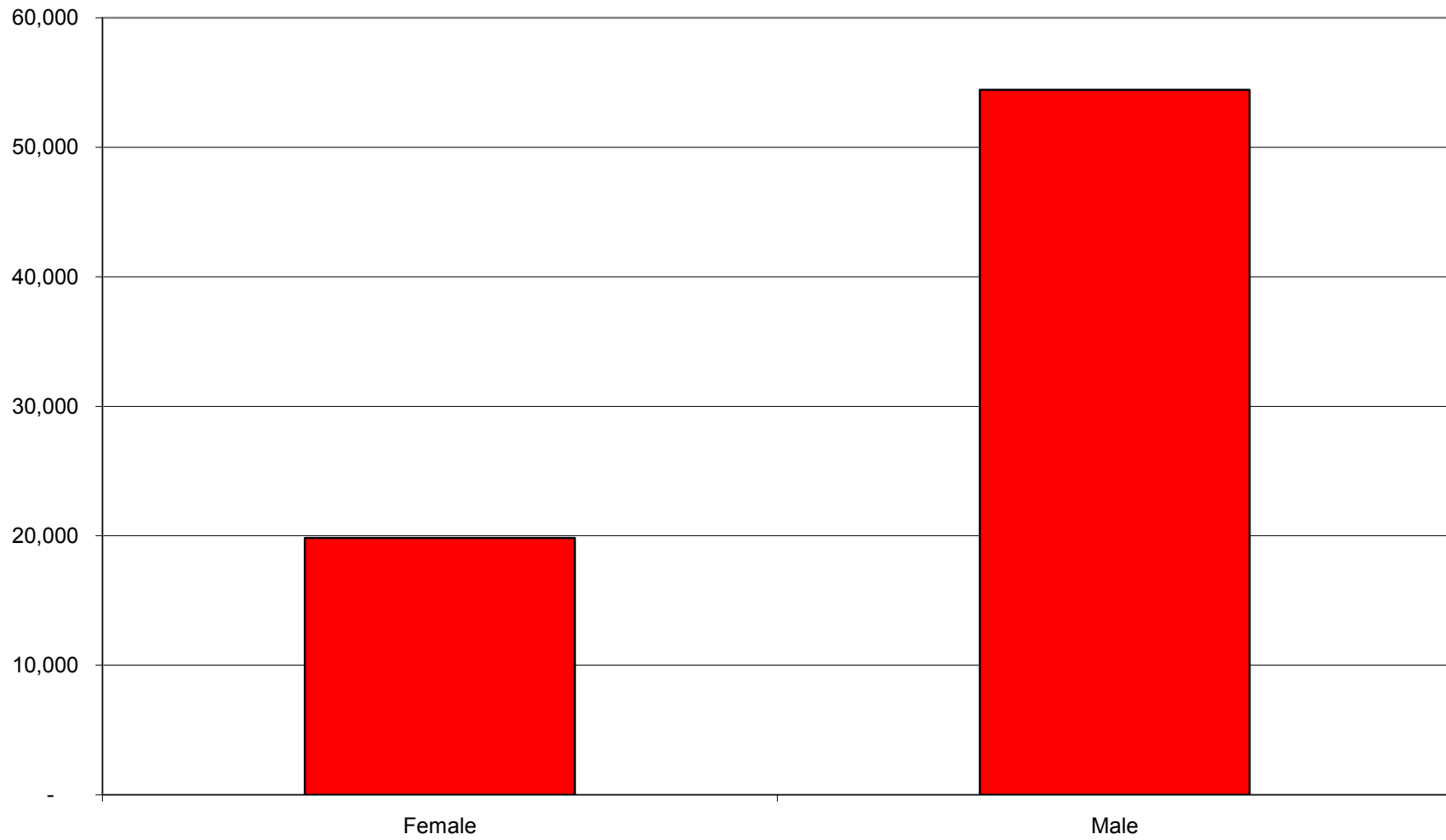
## **GENDER OF OFFENDERS: SCHOOL YEAR 2006-2007**

Gender of offender is recorded for each disciplinary incident. Included below in Table 7 are the frequencies and percentages of disciplinary incidents by gender of offender. The majority of offenders in the DIRS dataset are males. Figures 13 and 14 represent graphic illustrations of Table 7, using frequency of incidents and percent of incidents, respectively.

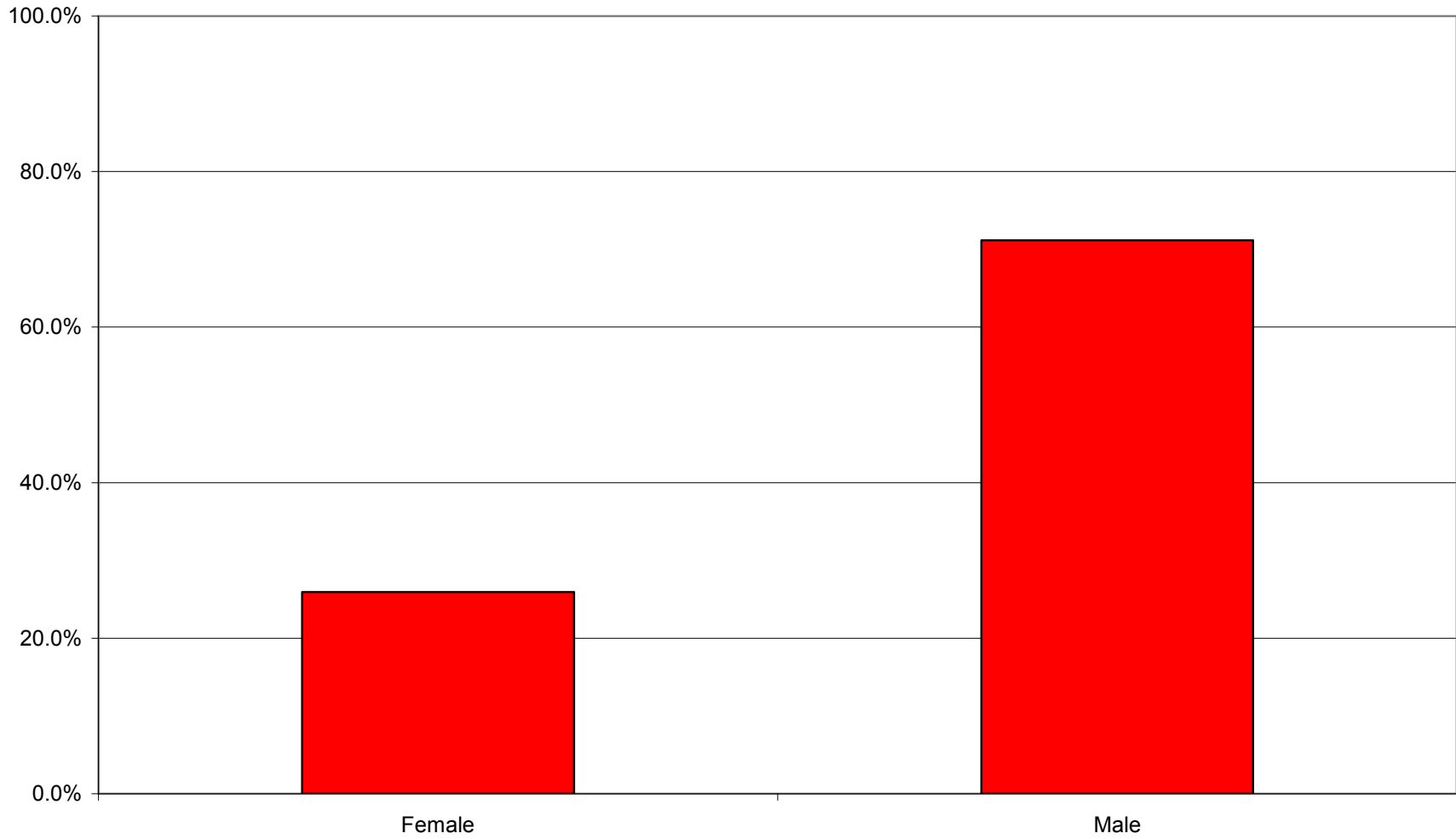
**TABLE 7. Gender of Offender**

<b>Gender</b>	<b>Frequency</b>	<b>Percent</b>
Female	19,823	25.9%
Male	54,420	71.2%
<b>TOTAL</b>	<b>74,243</b>	<b>100%</b>

**Figure 13. Gender of the Offender (Number)**  
**2006-2007 School Year**



**Figure 14. Gender of Offenders (Percent)  
2006-2007 School Year**



**RACE/ETHNICITY OF OFFENDERS: SCHOOL YEAR 2006-2007**

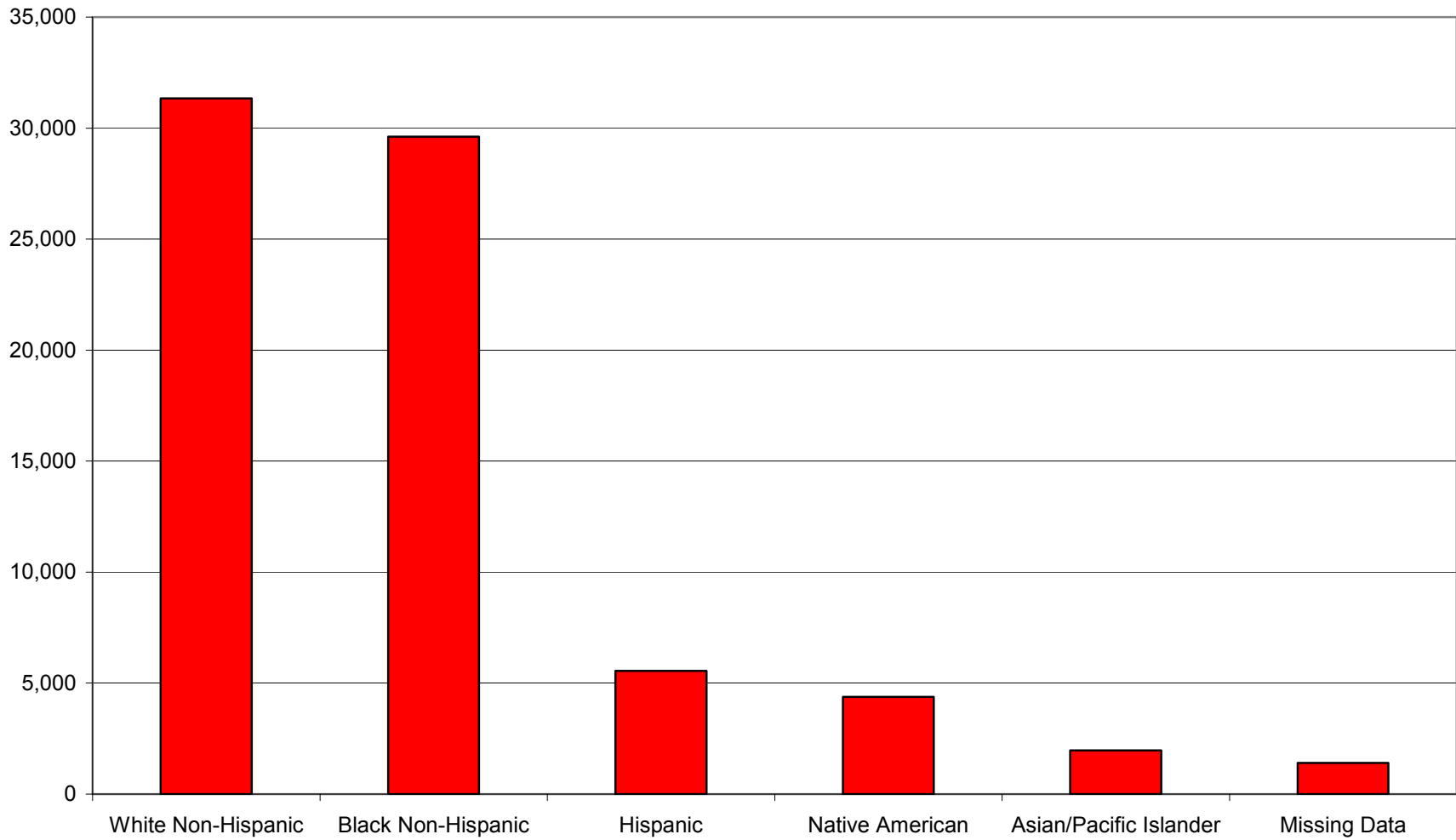
The race/ethnicity of the offender is recorded for each disciplinary incident. Included below in Table 8 are the frequencies and percentages of disciplinary incidents by race/ethnicity of offender for each school year included in this report. Note that in 2006-2007, the DIRS system included additional data validation checks related to a student's race and ethnicity by validating the information entered in DIRS with the information that has been submitted with a student's MARSS number (an individual student level tracking number). The majority of offenders in the DIRS dataset is White, Non-Hispanic; followed by Black, Non-Hispanic. Figures 15 and 16 represent graphic illustrations of Table 8, using frequency of incidents and percent of incidents.

In 2006-2007, Minnesota student demographics, as cited by the MDE website, were as follows: American Indian or Alaskan Native: 2%; Asian or Pacific Islander: 6%; Hispanic: 6%; Black, Non-Hispanic: 9%; White, Non-Hispanic: 77%.

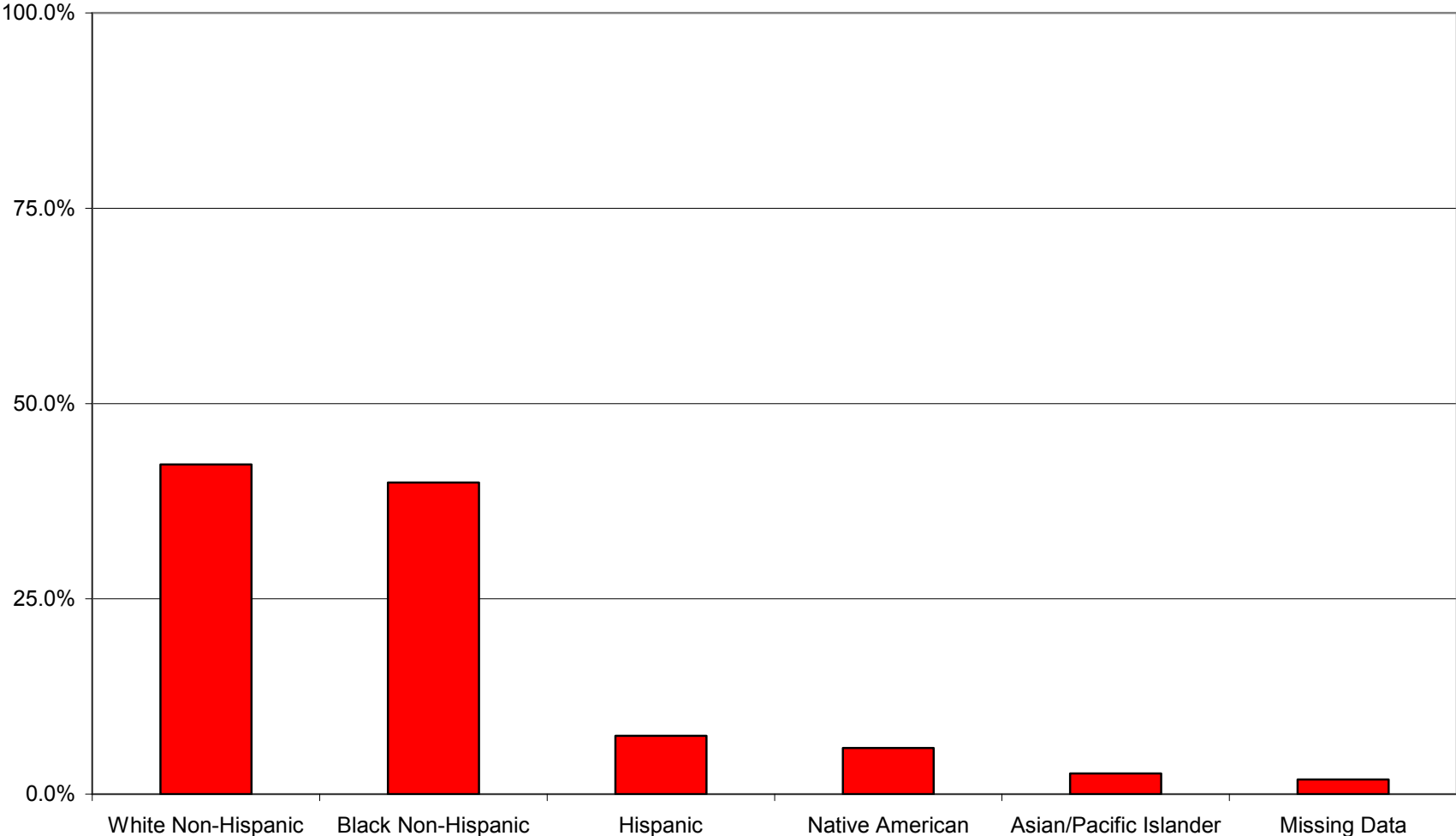
**TABLE 8. Race/Ethnicity of Offender**

<b>Race/Ethnicity</b>	<b>Frequency</b>	<b>Percent</b>
White Non-Hispanic	31,334	42.2%
Black Non-Hispanic	29,621	39.9%
Hispanic	5,545	7.5%
Native American	4,382	5.9%
Asian/Pacific Islander	1,965	2.6%
<b>TOTAL</b>	<b>74,243</b>	<b>100%</b>
<i>Missing Data</i>	1,396	1.9%

**Figure 15. Race and Ethnicity of Offender (Number)**  
2006-2007 School Year



**Figure 16. Race and Ethnicity of the Offender (Percent)  
2006-2007 School Year**



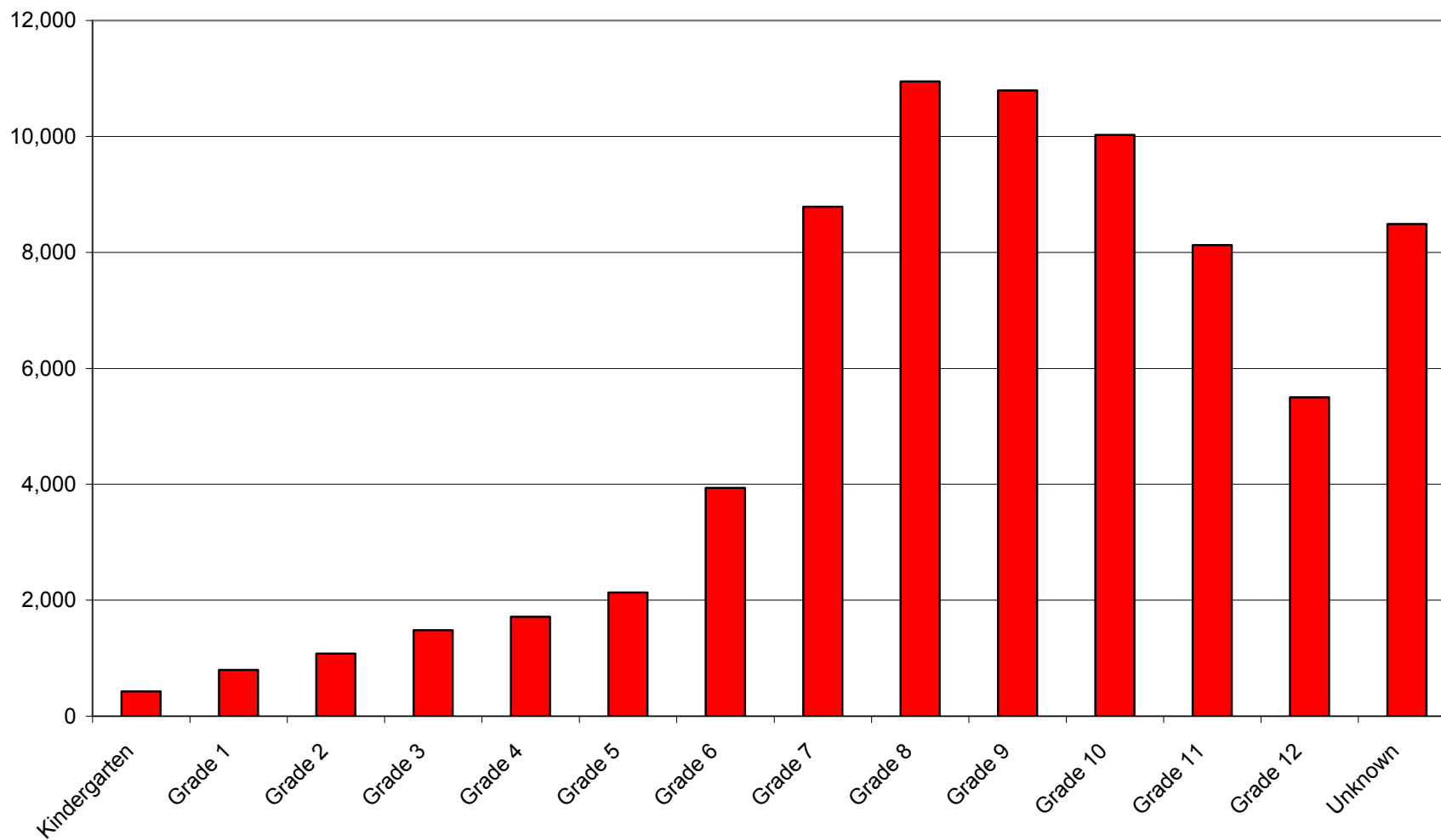
## GRADE OF OFFENDERS: SCHOOL YEAR 2006-2007

Grade of offender is recorded for each disciplinary incident. Included below in Table 9 are the frequencies and percentages of disciplinary incidents by grade of offender for each school year included in this report. The majority of offenders in the DIRS dataset are clustered around eighth, ninth, and tenth grades. Figures 17 and 18 represent graphic illustrations of Table 9, using frequency of incidents and percent of incidents, respectively.

**TABLE 9. Grade of Offender**

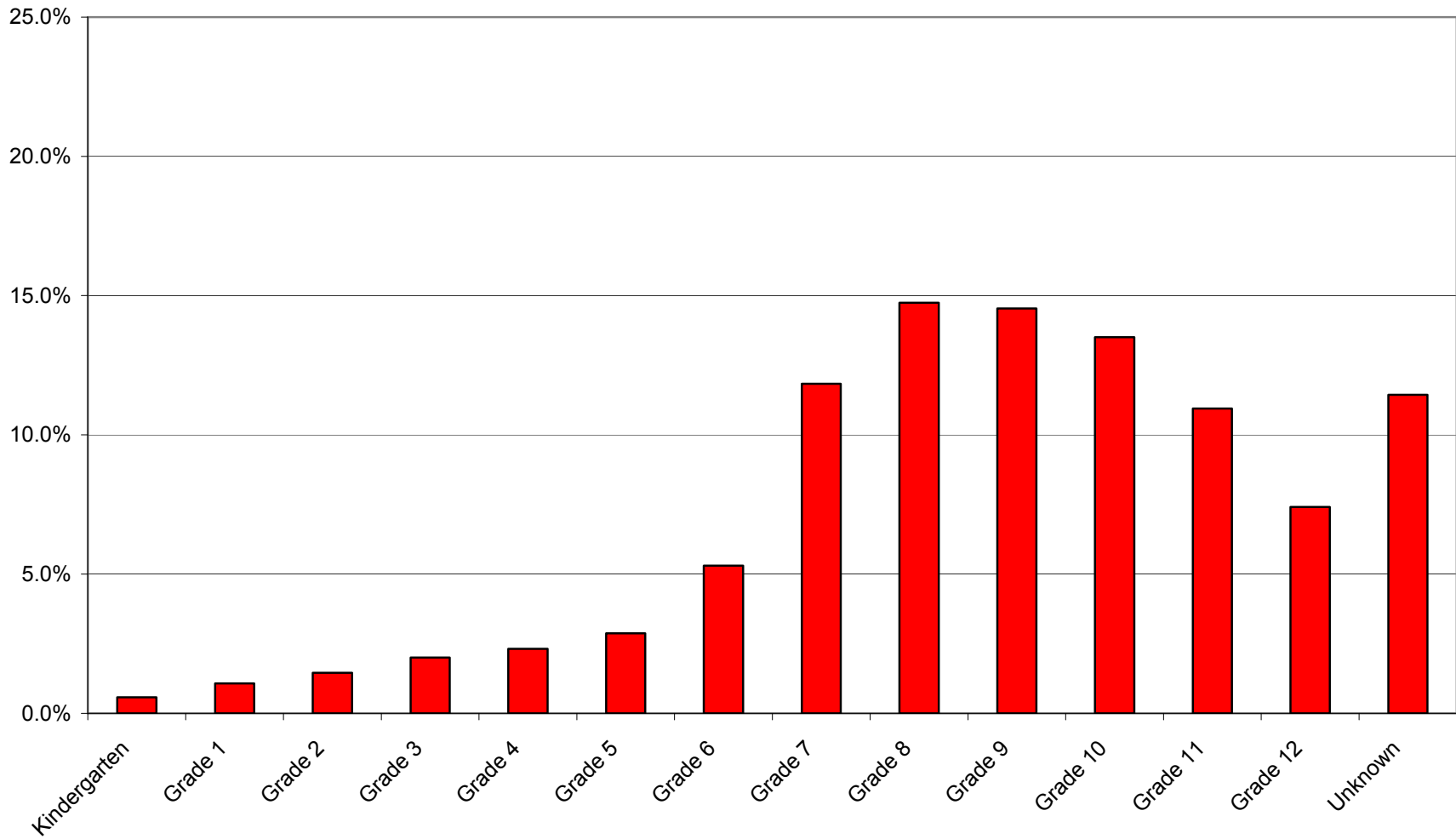
<b>Grade</b>	<b>Frequency</b>	<b>Percent</b>
Kindergarten	425	0.6%
Grade 1	797	1.1%
Grade 2	1,082	1.5%
Grade 3	1,485	2.0%
Grade 4	1,717	2.3%
Grade 5	2,131	2.9%
Grade 6	3,940	5.3%
Grade 7	8,788	11.8%
Grade 8	10,946	14.7%
Grade 9	10,791	14.5%
Grade 10	10,027	13.5%
Grade 11	8,126	10.9%
Grade 12	5,500	7.4%
Unknown	8,488	11.4%
<b>TOTAL</b>	<b>74,243</b>	<b>100%</b>

**Figure 17. Grade of Offender (Number)**  
**2006-2007 School Year**





**Figure 18. Grade of Offender (Percent)**  
2006-2007 School Year



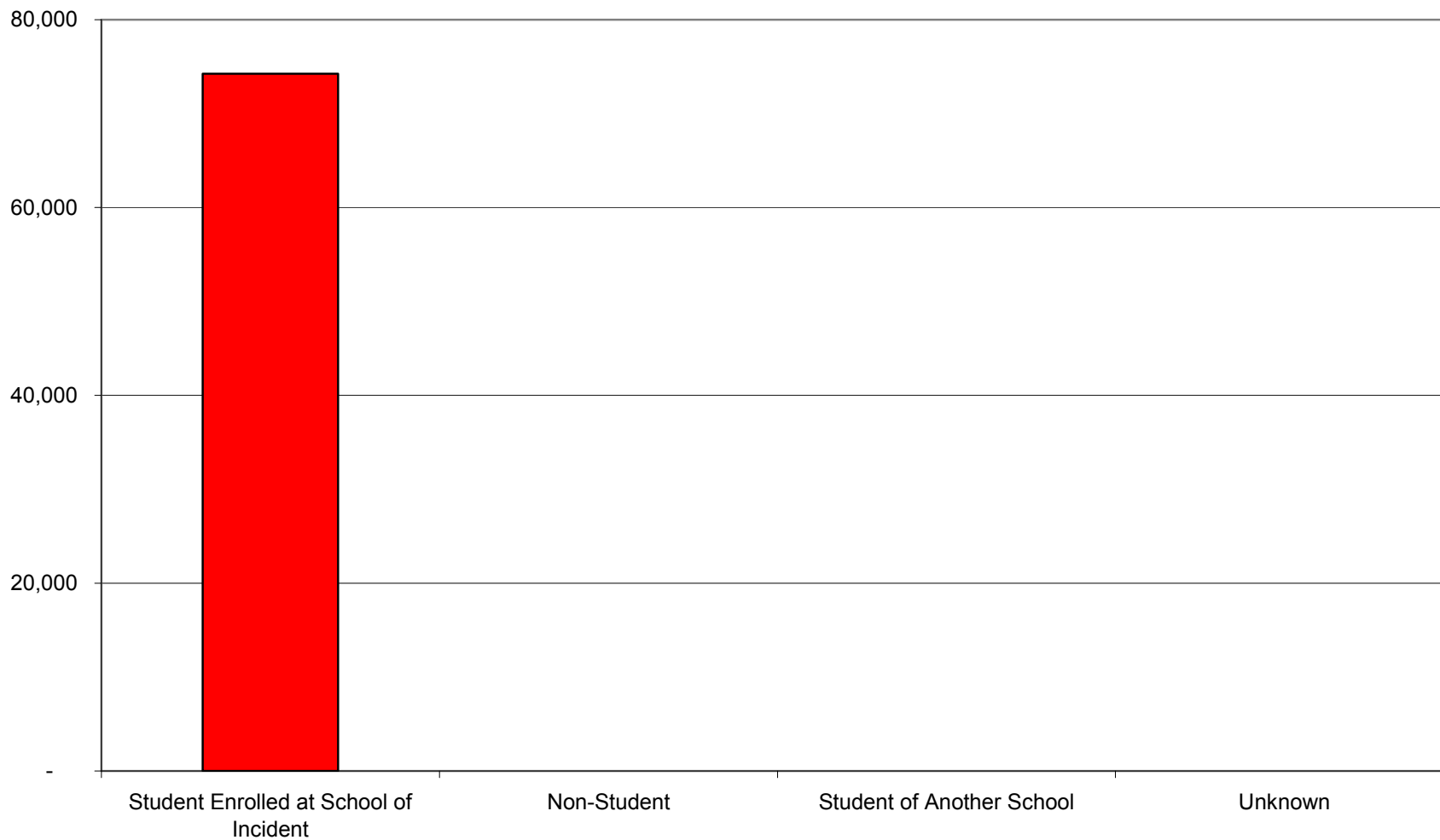
## SCHOOL STATUS OF OFFENDERS: SCHOOL YEAR 2006-2007

School status of the offender is recorded for each disciplinary incident. Included below in Table 10 are the frequencies and percentages of disciplinary incidents by school status of offender for each school year included in this report. Almost all of the offenders in the DIRS dataset are students enrolled at the school of the incident. Figures 19 and 20 represent graphic illustrations of Table 10, using frequency of incidents and percent of incidents.

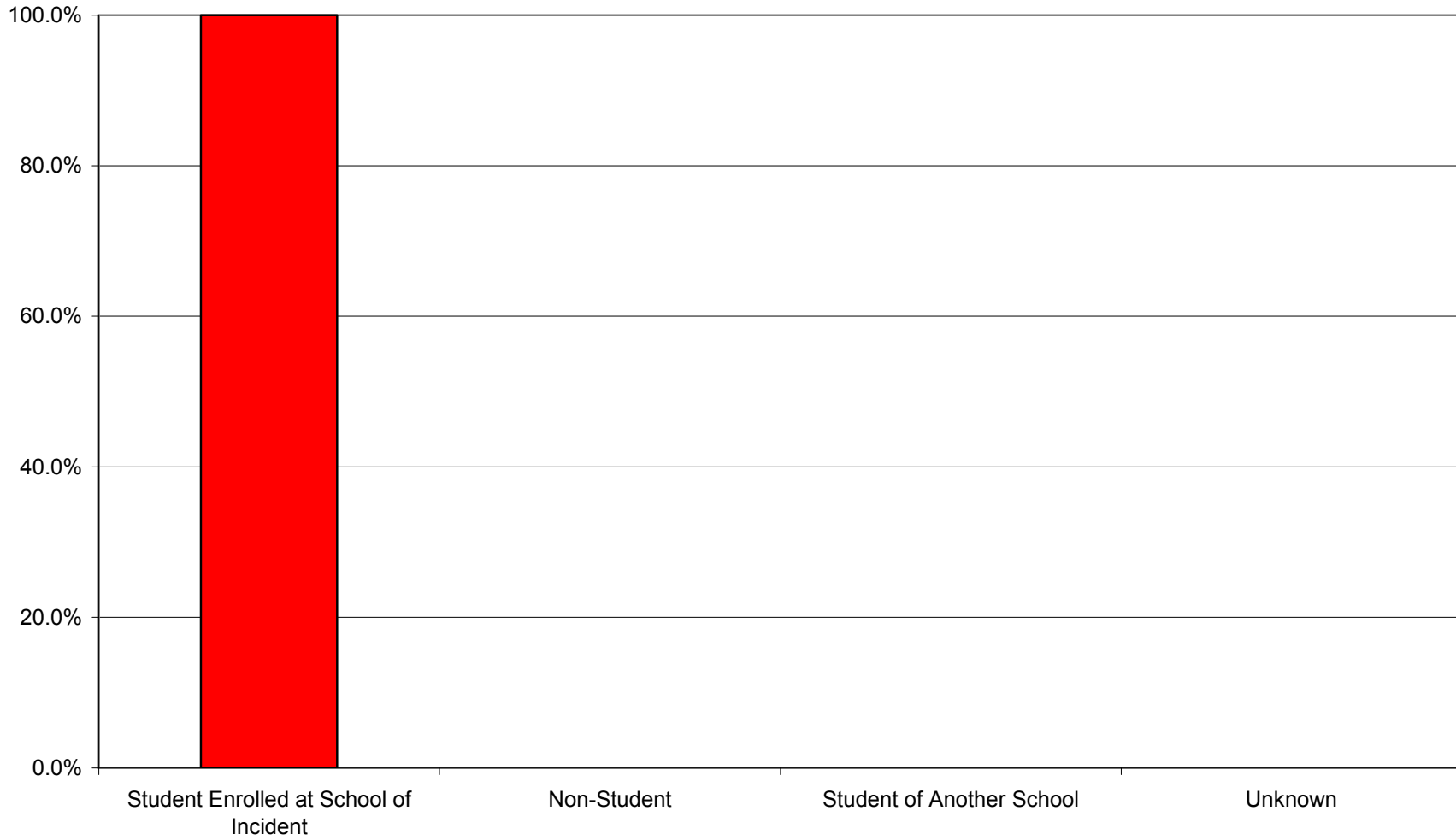
**TABLE 10. School Status of Offender**

<b>School Status</b>	<b>Frequency</b>	<b>Percent</b>
Student Enrolled at School of Incident	74,239	100.0%
Non-Student	3	0.00%
Student of Another School	4	0.0%
Unknown	2	0.0%
<b>TOTAL</b>	<b>74,248</b>	<b>100%</b>

**Figure 19. School Status of Offender (Number)**  
**2006-2007 School Year**



**Figure 20. School Status of Offender (Percent)  
2006-2007 School Year**



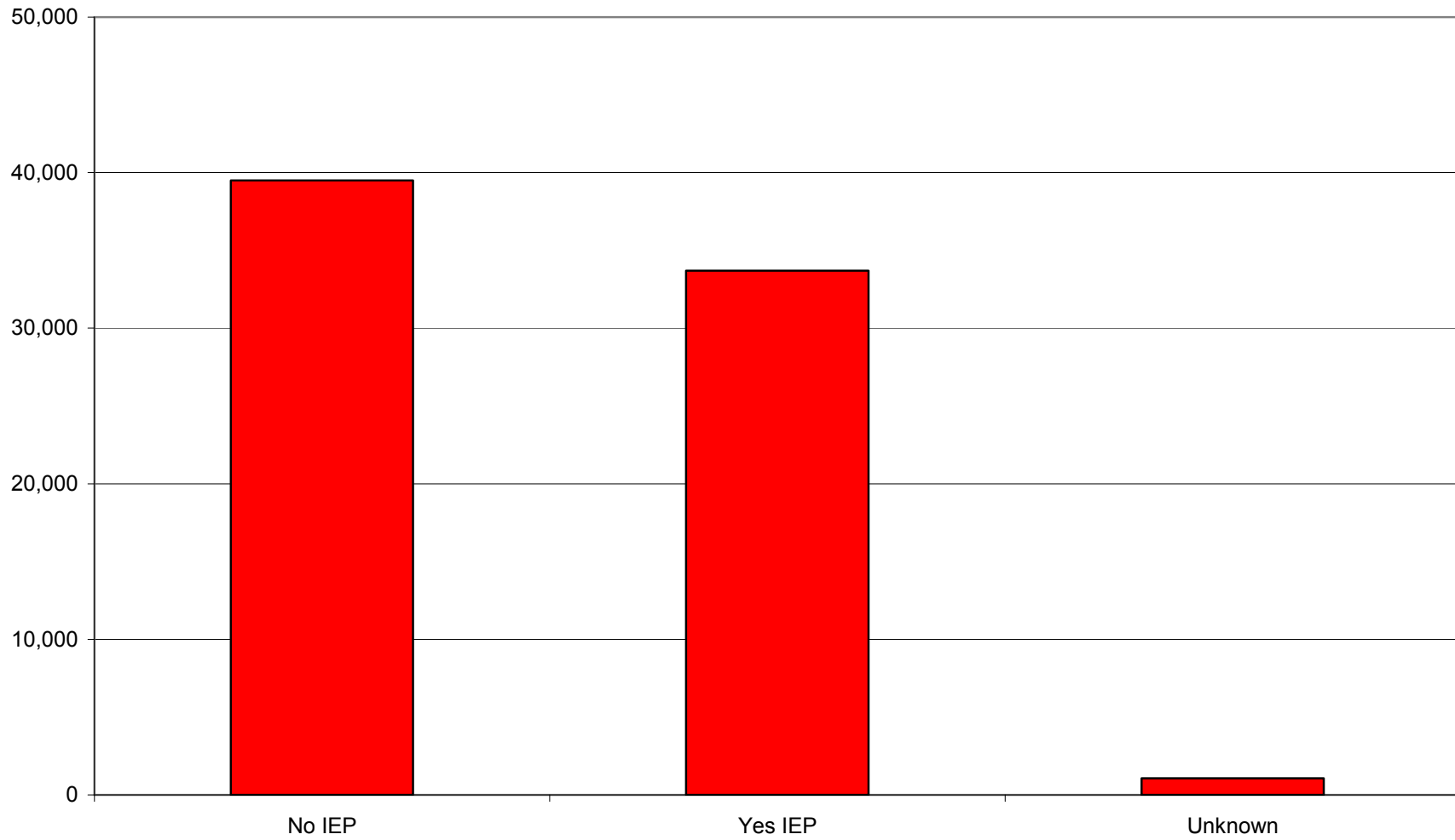
## IEP (INDIVIDUAL EDUCATION PLAN) AND 504 STATUS OF OFFENDERS: SCHOOL YEAR 2006-2007

IEP and 504 status of the offender are recorded for each disciplinary incident. Included below in Table 11 are the frequencies and percentages of disciplinary incidents by IEP status of offender for each school year included in this report. Over 40% of the offenders in the DIRS dataset have an IEP (compared with approximately 13% of all students enrolled in public schools in the 2006-2007 school year). Figures 21 and 22 represent graphic illustrations of Table 11, using frequency of incidents and percent of incidents, respectively.

**TABLE 11. IEP Status of Offender**

<b>IEP Status</b>	<b>Frequency</b>	<b>Percent</b>
No IEP	39,487	53.2%
Yes IEP	33,692	45.4%
Unknown	1,066	1.4%
<b>TOTAL</b>	<b>74,243</b>	<b>100%</b>

**Figure 21. IEP Status of Offender (Number)**  
**2006-2007 School Year**



**Figure 22. IEP Status of Offender (Percent)  
2006-2007 School Year**

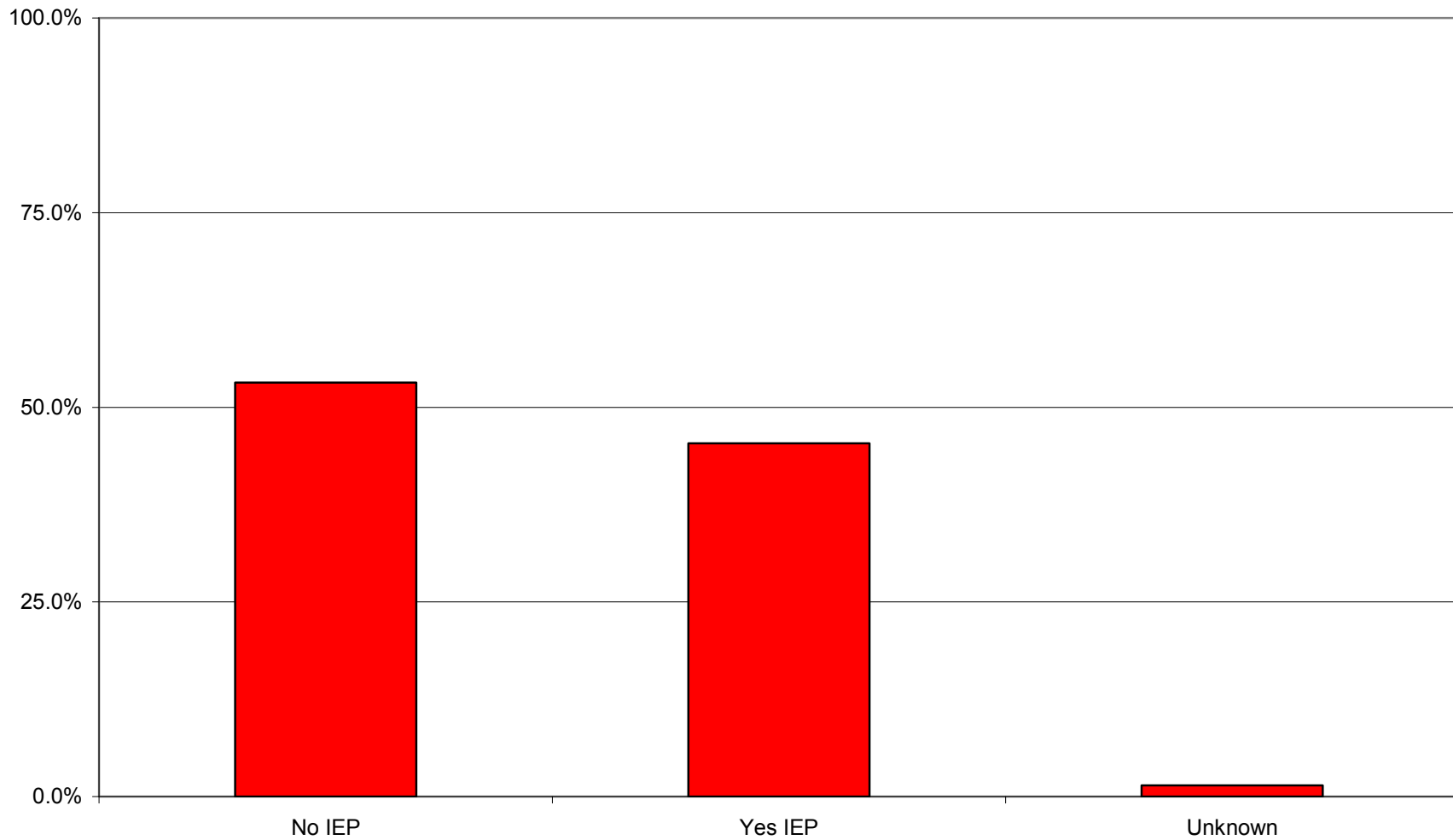


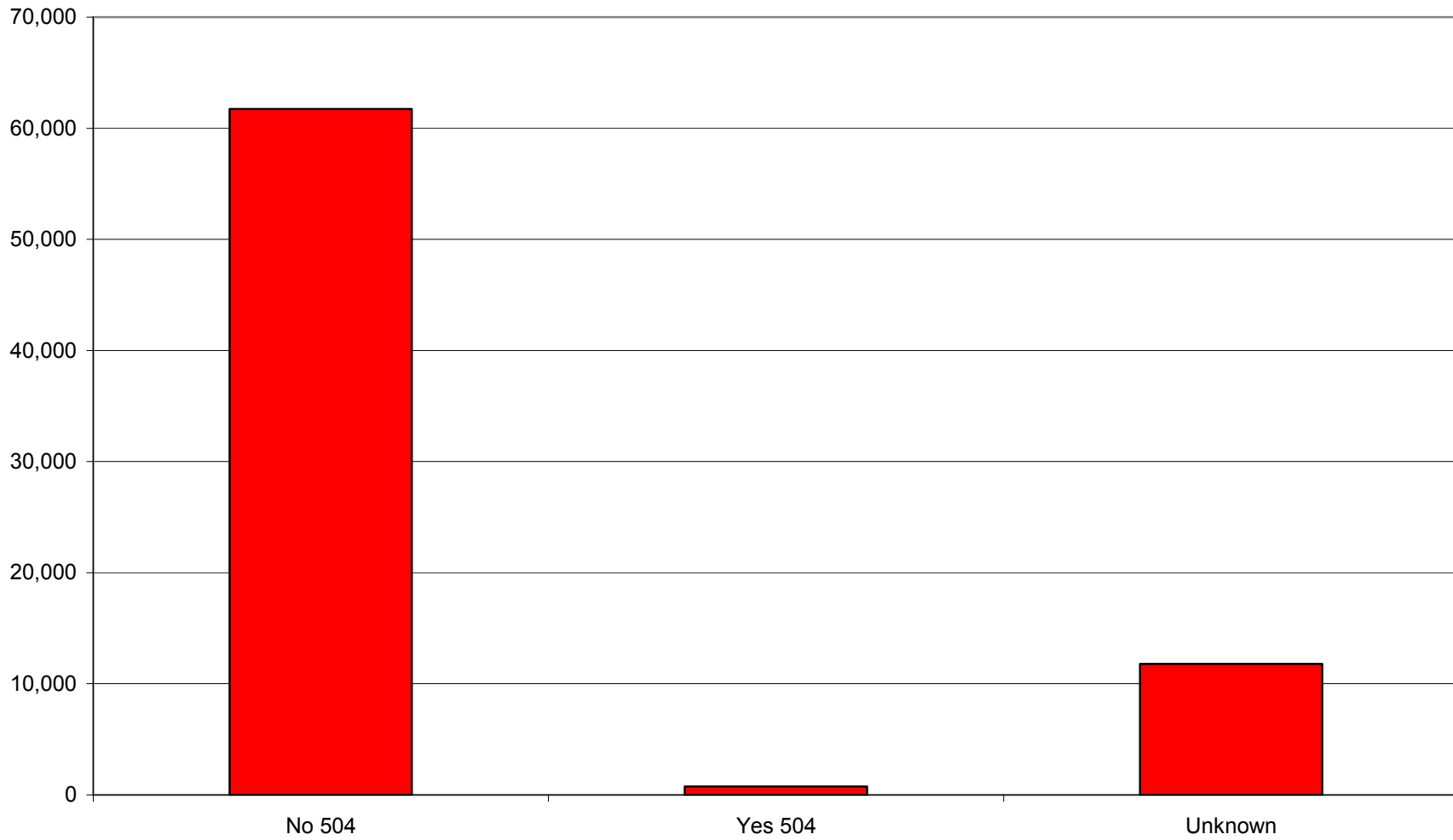
Table 12 shows the frequencies and percentages of disciplinary incidents by 504 status of offender for each school year included in this report. Approximately 1% of offenders in the DIRS dataset have a 504 Status. Figures 23 and 24 represent graphic illustrations of Table 12, using frequency of incidents and percent of incidents.

**TABLE 12. 504 Status of Offender**

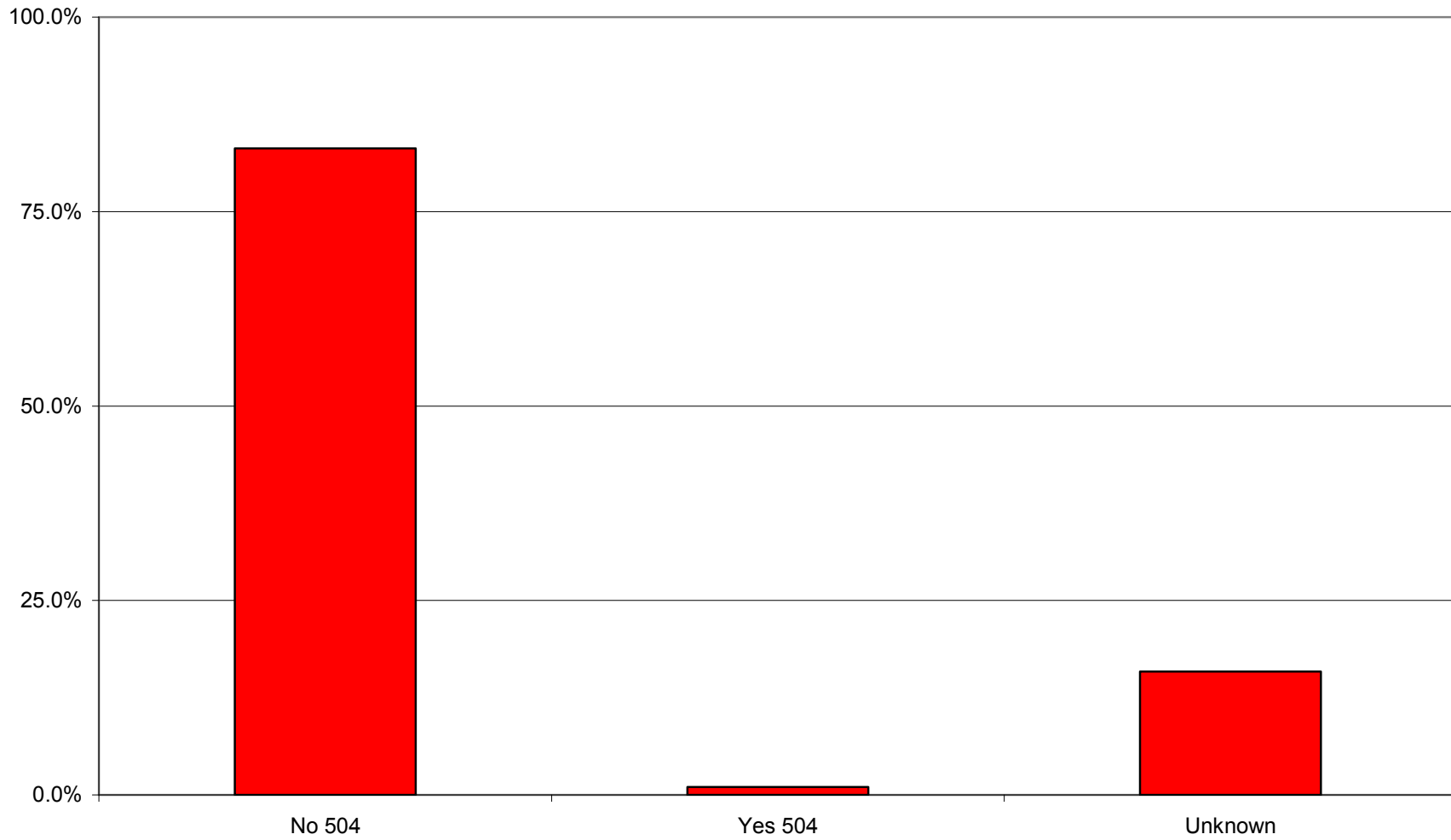
<b>504 Status</b>	<b>Frequency</b>	<b>Percent</b>
No 504	61,712	83.1%
Yes 504	749	1.0%
Unknown	11,782	15.9%
<b>TOTAL</b>	<b>74,243</b>	<b>100%</b>



**Figure 23. 504 Status of Offender (Number)**  
**2006-2007 School Year**



**Figure 24. 504 Status of Offender (Percent)  
2006-2007 School Year**



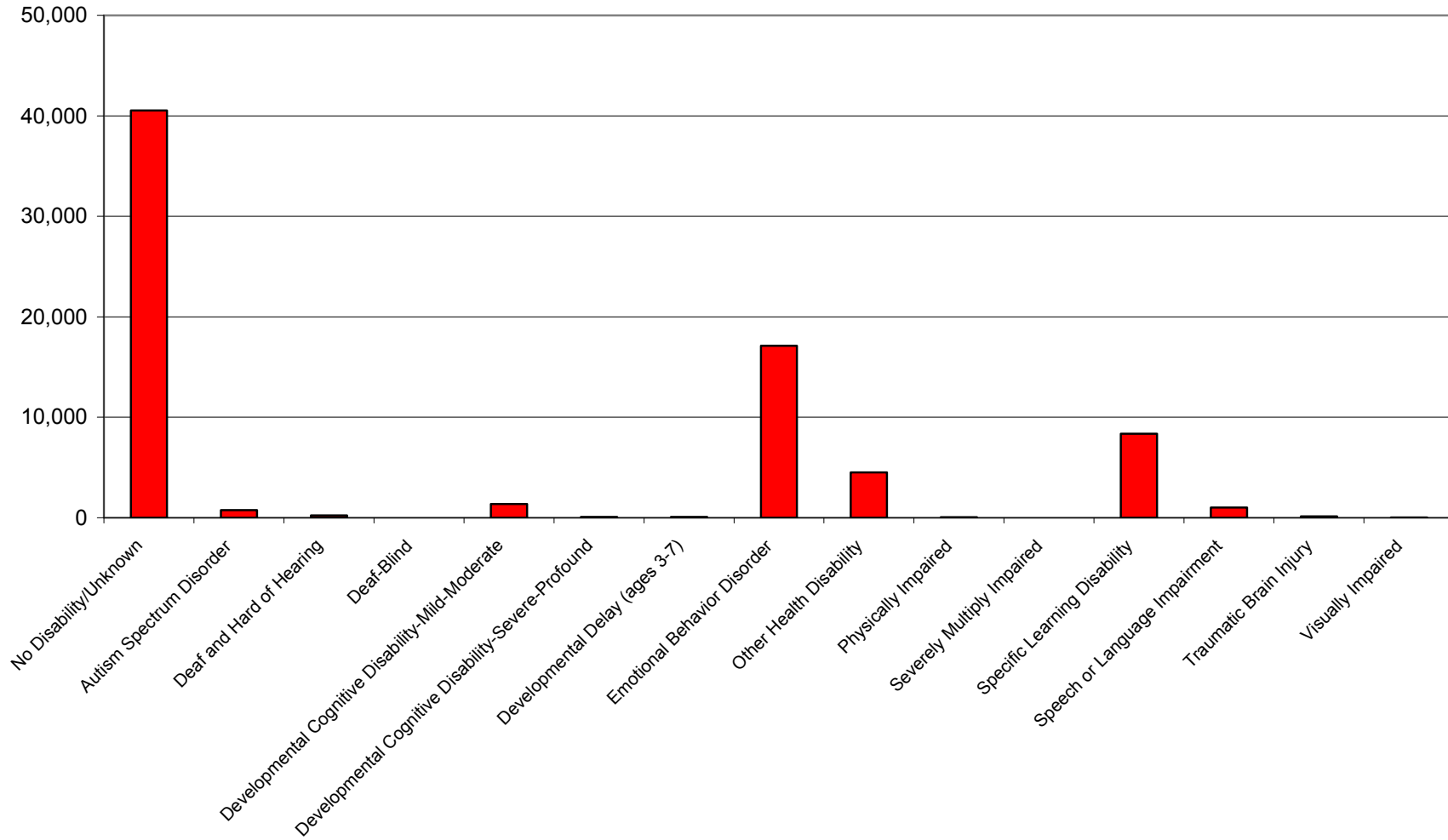
## DISABILITY STATUS OF OFFENDERS: SCHOOL YEAR 2006-2007

Disability status of the offender is recorded for each disciplinary incident. Included below in Table 13 are the frequencies and percentages of disciplinary incidents by disability status of offender for each school year included in this report. The majority of offenders do not have a disability. Of those students with a disability, “emotional/behavioral disorders” and “specific learning disability” are the most common disabilities. Figures 25 and 26 represent graphic illustrations of Table 13, using frequency of incidents and percent of incidents.

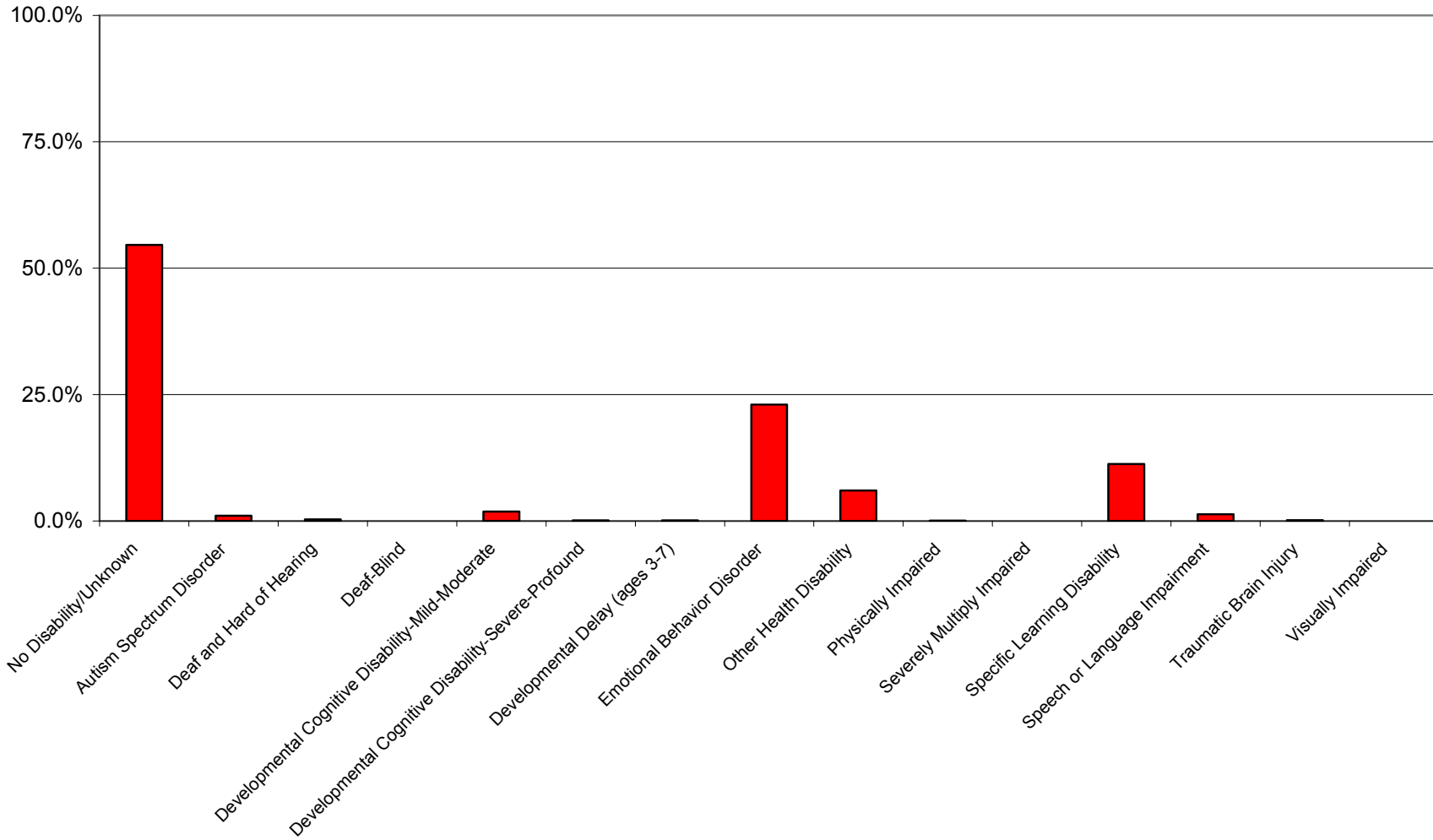
**TABLE 13. Disability of Offender**

<b>Disability</b>	<b>Frequency</b>	<b>Percent</b>
Autism Spectrum Disorder	762	1.0%
Deaf and Hard of Hearing	242	0.3%
Deaf-Blind	4	0.0%
Developmental Cognitive Disability-Mild-Moderate	1,372	1.8%
Developmental Cognitive Disability-Severe-Profound	70	0.1%
Developmental Delay (ages 3-7)	77	0.1%
Emotional Behavior Disorder	17,112	23.0%
Other Health Disability	4,497	6.1%
Physically Impaired	47	0.1%
Severely Multiply Impaired	8	0.0%
Specific Learning Disability	8,348	11.2%
Speech or Language Impairment	1,016	1.4%
Traumatic Brain Injury	120	0.2%
Visually Impaired	17	0.0%
No Disability/Unknown	40,551	54.6%
<b>TOTAL</b>	<b>74,243</b>	<b>100%</b>

**Figure 25. Disability of Offender (Number)  
2006-2007 School Year**



**Figure 26. Disability of Offender (Percent)  
2006-2007 School Year**



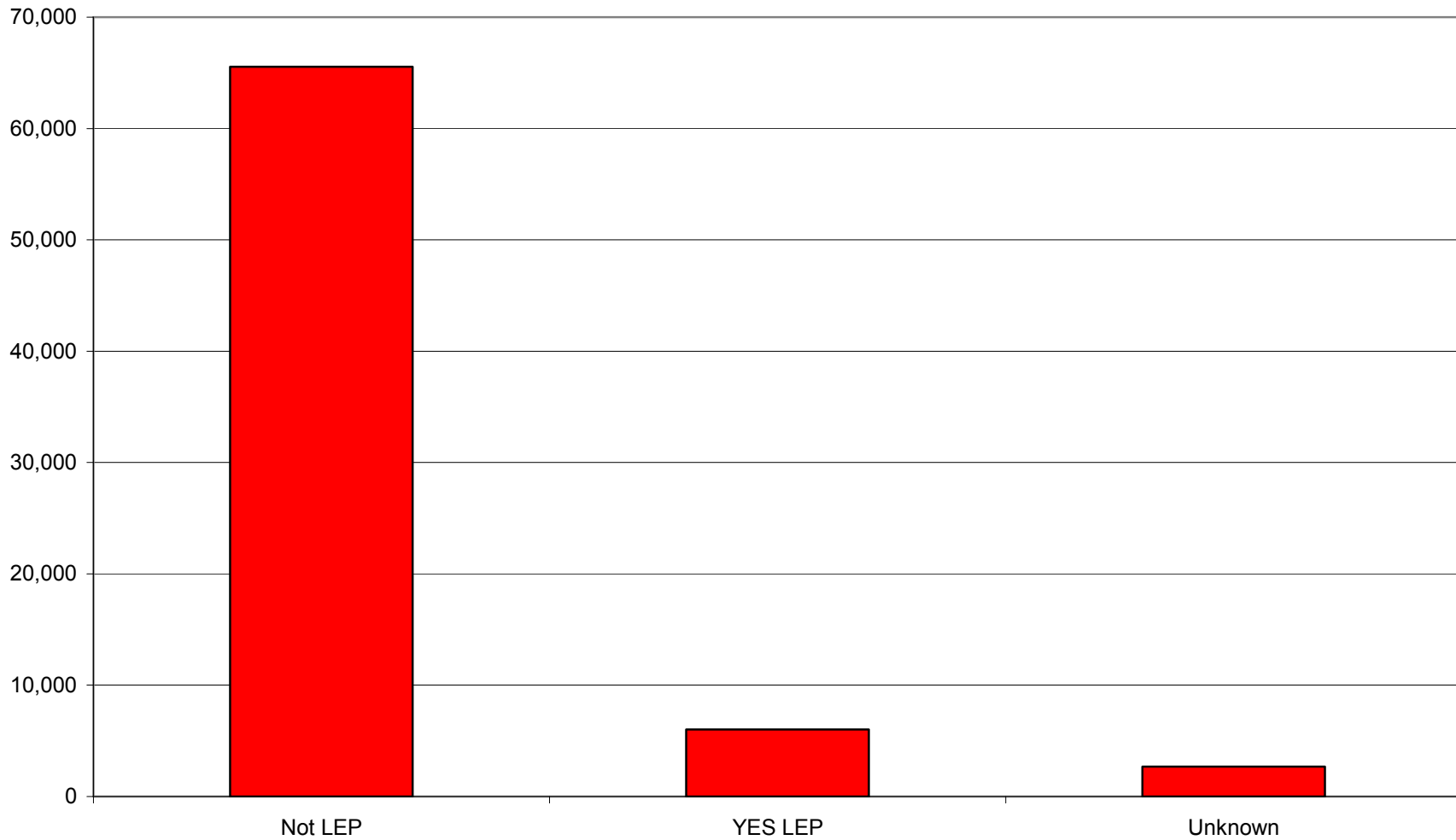
## LEP (LIMITED ENGLISH PROFICIENCY) STATUS OF OFFENDERS: SCHOOL YEAR 2006-2007

LEP or Limited English Proficiency status of the offender is recorded for each disciplinary incident. Included below in Table 14 are the frequencies and percentages of disciplinary incidents by LEP status of offender for each school year included in this report. Of the total number of offenders, 7% of offenders as LEP (compared with approximately 8% of all students in the 2006-2007 school year). Figures 27 and 28 represent graphic illustrations of Table 14, using frequency of incidents and percent of incidents.

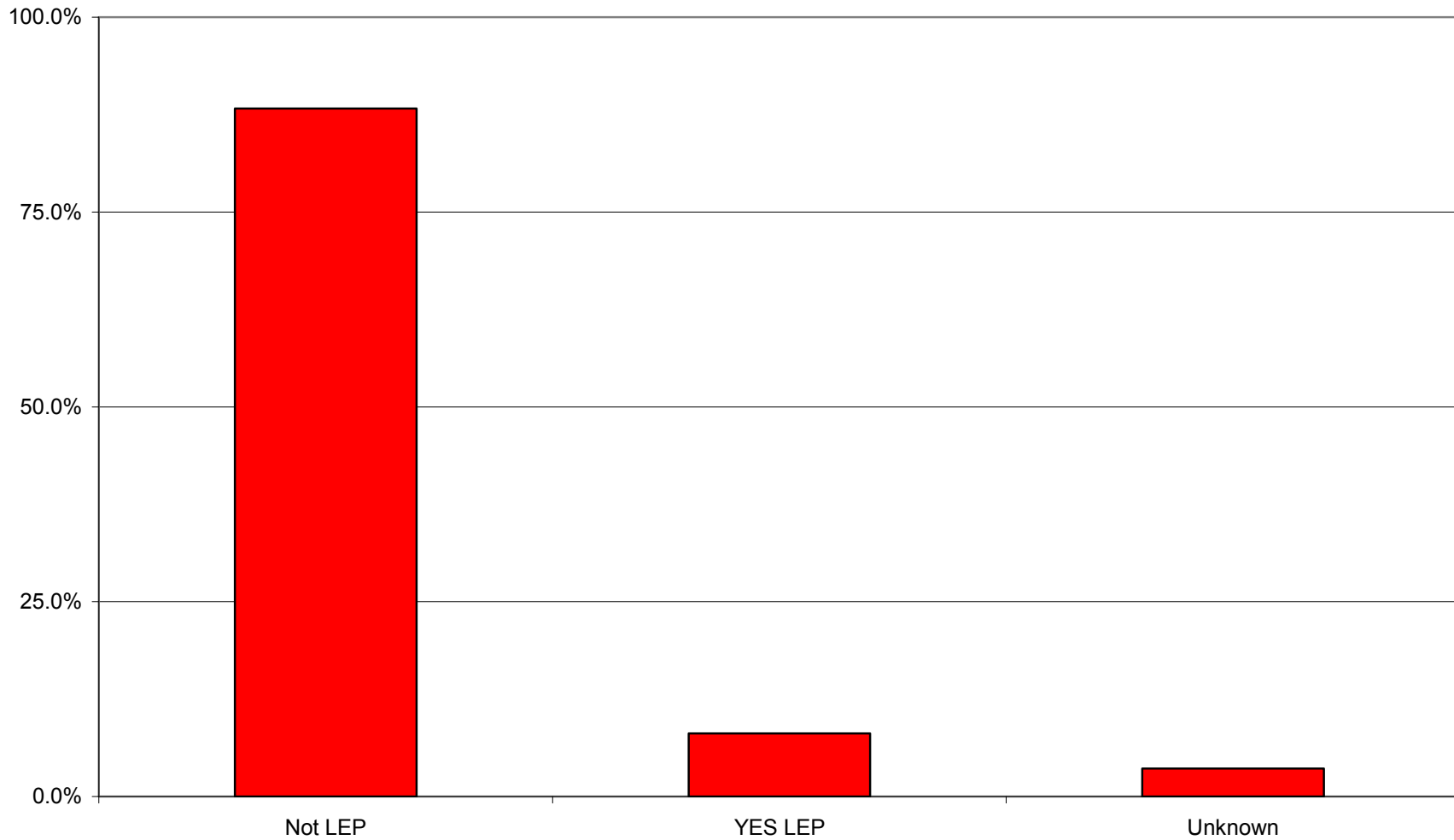
**TABLE 14. LEP Status of Offender**

<b>LEP Status</b>	<b>Frequency</b>	<b>Percent</b>
Not LEP	65,546	88.3%
YES LEP	6,023	8.1%
Unknown	2,674	3.6%
<b>TOTAL</b>	<b>74,243</b>	<b>100%</b>

**Figure 27. ELL / LEP Status of Offender (Number)**  
**2006-2007 School Year**



**Figure 28. ELL / LEP Status of Offender (Percent)**  
2006-2007 School Year





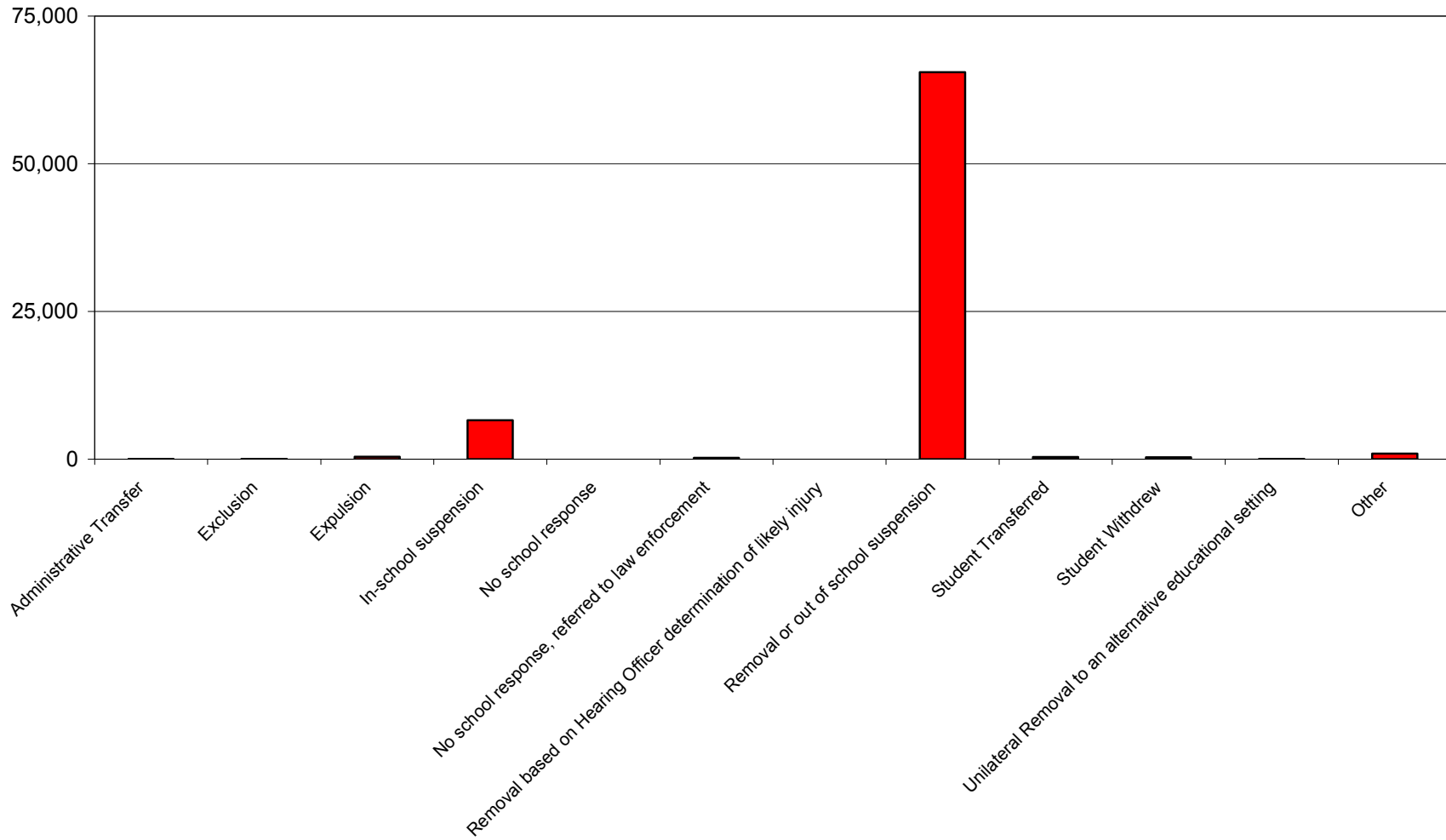
**DISCIPLINARY ACTIONS TAKEN: SCHOOL YEAR 2006-2007**

Disciplinary incidents are categorized by one of ten different disciplinary actions taken. Included below in Table 15 are the frequencies and percentages of disciplinary incidents by action taken for each school year included in this report. The vast majority of incidents in the DIRS dataset result in removals or out-of-school suspensions (approximately 86% of all disciplinary actions). Figures 29 and 30 represent graphic illustrations of Table 14, using frequency of incidents and percent of incidents

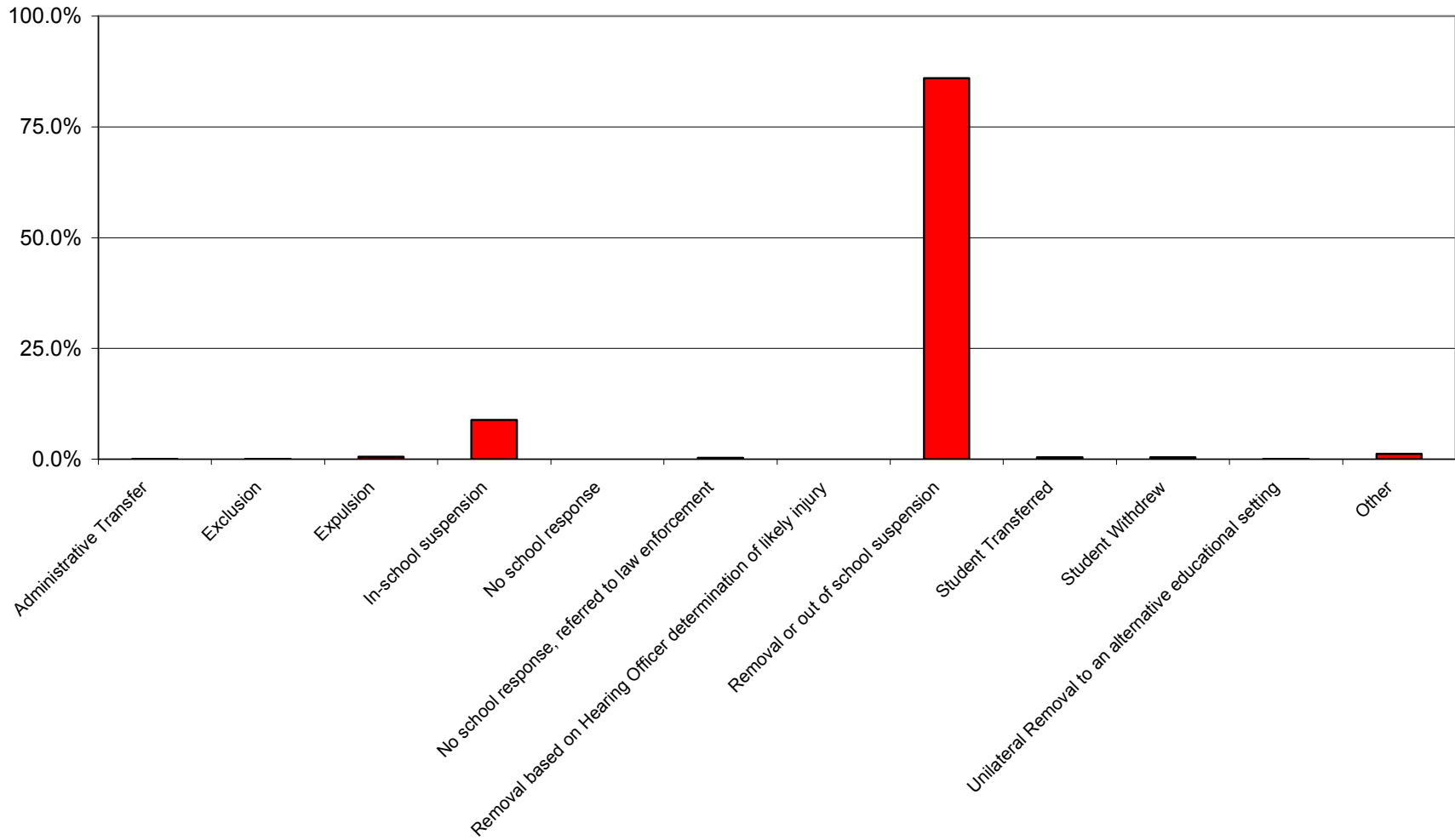
**TABLE 15. Disciplinary Actions Taken**

<b>Disciplinary Action</b>	<b>Frequency</b>	<b>Percent</b>
Administrative Transfer	40	0.1%
Exclusion	27	0.0%
Expulsion	419	0.6%
In-school suspension	6,601	8.9%
No school response	7	0.0%
No school response, referred to law enforcement	224	0.3%
Removal based on Hearing Officer determination of likely injury	1	0.0%
Removal or out of school suspension	65,529	86.0%
Student Transferred	348	0.4%
Student Withdrew	315	0.4%
Unilateral Removal to an alternative educational setting	45	0.1%
Other	937	1.2%
<b>TOTAL</b>	<b>74,493</b>	<b>100%</b>

**Figure 29. Disciplinary Action Taken (Number)  
2006-2007 School Year**



**Figure 30. Disciplinary Action Taken (Percent)  
2006-2007 School Year**



**TOTAL NUMBER OF DAYS SUSPENDED/OUT OF SCHOOL: SCHOOL YEAR 2006-2007**

The DIRS dataset also includes information from LEAs about how many days students were suspended or out of school. Included below in Table 16 are the mean number of days out of school, median number of days out of school, mode number of days (or the most frequent number of days) and total (i.e., sum) number of days offenders were out of school as a result of disciplinary incidents.

**TABLE 16. Number of Days Suspended/Out of School**

<b>Statistics</b>	<b>Number</b>
Mean	2.72
Median	2.00
Mode	1.00
Total Number of Days	173,725.5

## APPENDIX A: MINNESOTA STATUTE 121A.06

[Minnesota Statutes 2004, Table of Chapters](#)

[Table of contents for Chapter 121A](#)

### 121A.06 REPORTS OF DANGEROUS WEAPON INCIDENTS IN SCHOOL ZONES

Subdivision 1. Definitions. As used in this section:

- (1) "dangerous weapon" has the meaning given it in section [609.02, subdivision 6](#);
- (2) "school" has the meaning given it in section [120A.22, subdivision 4](#); and
- (3) "school zone" has the meaning given it in section [152.01, subdivision 14a](#), clauses (1) and (3).

Subd. 2. Reports; content. School districts must electronically report to the commissioner of education incidents involving the use or possession of a dangerous weapon in school zones. The form must include the following information:

- (1) a description of each incident, including a description of the dangerous weapon involved in the incident;
- (2) where, at what time, and under what circumstances the incident occurred;
- (3) information about the offender, other than the offender's name, including the offender's age; whether the offender was a student and, if so, where the offender attended school; and whether the offender was under school expulsion or suspension at the time of the incident;
- (4) information about the victim other than the victim's name, if any, including the victim's age; whether the victim was a student and, if so, where the victim attended school; and if the victim was not a student, whether the victim was employed at the school;
- (5) the cost of the incident to the school and to the victim; and
- (6) the action taken by the school administration to respond to the incident.

The commissioner shall provide an electronic reporting format that allows school districts to provide aggregate data.

Subd. 3. Reports; filing requirements. By July 31 of each year, each public school shall report incidents involving the use or possession of a dangerous weapon in school zones to the commissioner. The reports must be submitted using the electronic reporting system developed by the commissioner under subdivision 2. The commissioner shall compile the information it receives from the schools and report it annually to the commissioner of public safety and the legislature.

History: 1993 c 326 art 1 s 1; 1Sp1995 c 3 art 9 s 7,8; art 16 s 13; 1998 c 397 art 9 s 1,2,26; art 11 s 3; 1Sp2005 c 5 art 2 s 26,27

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