



Dangerous Weapons and Disciplinary Incidents

Fiscal Year 2012

Report

To the

Legislature

As required by

Minnesota Statutes

Section 212A.06, Subdivision 3

<p>COMMISSIONER:</p> <p>Brenda Cassellius, Ed. D.</p>	<p>Dangerous Weapons/ Disciplinary Incidents</p> <p>School Year 2010-11</p>
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<p>1500 Highway 36 West</p> <p>Roseville, MN 55113-4266</p> <p>TTY: (800) 627-3529 OR (651) 582-8201</p>	<p>As required by Minnesota Statutes Section 121A.06, Subdivision 3</p>

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

ESTIMATED COST OF REPARING THIS REPORT

The total cost for the Minnesota Department of Education (MDE) to prepare this report was approximately \$500.00. This report provides information that MDE already collects as part of its normal business functions. The cost information does not include the cost of gathering and analyzing the data, but rather is limited to the estimated cost of actually preparing the report document.

Estimated costs are provided in accordance with Minnesota Statutes 2011, Section 3.197, which requires that at the beginning of a report to the legislature, the cost of preparing the report must be provided.

Executive Summary

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 2010-2011 school years. 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:

Type, hours and location

- The most common incident types are: disruptive, disorderly conduct or insubordination (41 percent), followed by fighting (15 percent), assault (6 percent), 'other' (6 percent), threats/intimidation (5 percent), and verbal abuse (5 percent).
- The majority of all reported incidents occur during school hours (95 percent).
- Most incidents occur in the classroom (41 percent) or other indoor areas (27 percent), followed by the hallway (17 percent).

Weapons, victims and cost

- Although most incidents do NOT involve weapons (2 percent of all incidents), when a weapon is involved, the most common weapon type is a pocketknife or a knife.
- Seventy-nine percent of incidents do not involve victims.
- The vast majority of incidents (99 percent) did not report any associated cost. For those incidents with property damaged/loss, the estimated cost was less than \$250.00.

Gender, grade, enrollment, LEP and IEP status

- Male offenders commit 73 percent of the incidents.
- Most offenders are clustered in the following grades: seventh, eighth, ninth, tenth and eleventh.
- With a very few exceptions, most incidents are committed by youth who are students enrolled at the school of the incident.
- Approximately five percent of students suspended are Limited English Proficient.
- Students with an IEP commit approximately 53 percent of the disciplinary incidents.

Race and Disproportionality

- The majority of offenders are White, Non-Hispanic (42 percent) or Black, Non-Hispanic (41 percent). Eight percent of offenders are Hispanic/Latino, six percent are American Indian, and two percent are Asian/Pacific Islanders.
- White, Non-Hispanic students constitute 74 percent of the student population, Black, Non-Hispanic students constitute 10 percent, Hispanic students constitute 7 percent, Asian/Pacific Islanders 6.5 percent and American Indian 2 percent of the student population.

- The state data continues to show a disproportionate minority representation in suspensions. Black, Non-Hispanic students are seven times more likely to be suspended than their White counterparts; American Indian students are five times more likely to be suspended, and Hispanic students are twice as likely to be suspended as White students.

Disciplinary Actions Taken

- The majority of incidents in the DIRS dataset result in out-of-school suspensions. The last three years has seen a trend upwards in the total number of days suspended out of school, from 96,948 in 2008-09, to 126,807 in 2010-11. This constitutes a loss in 2010-11 of 746 school years of instruction.
- There continues to be a trend down in expulsions, with 272 expulsions in 2008-09, 264 in 2009-10 and 215 in 2010-11.

See Appendix B for trend graphs.

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 through the 2010-2011 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 Statutes Section 121A.06, Subdivision 3. Local Education Agencies (LEA's) may submit disciplinary incidents using:

<https://education.state.mn.us/MIDMS/login.jsf?AppId=DIRS>

INTRODUCTION

Each year, Minnesota school districts and charter schools (LEA's—Local Education Agencies) 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 2010-2011 school year, LEA's 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, 2007-08, 2008-09, 2009-10 and 2010-2011 versions of DIRS to make the process more user-friendly and to increase the accuracy of the data. Note that several 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 LEA's. 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 for 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 available through the electronic system.

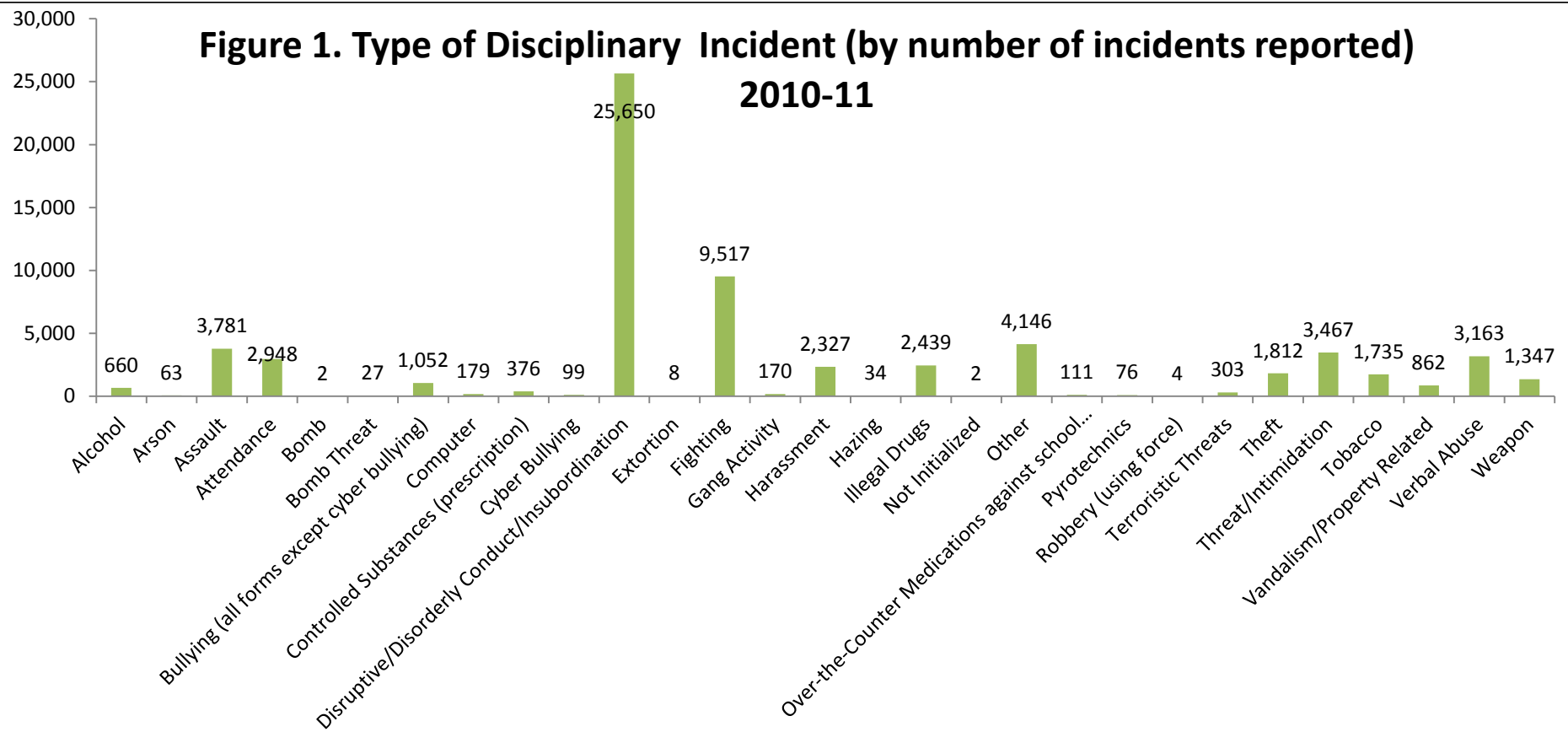
TYPE OF DISCIPLINARY INCIDENTS: SCHOOL YEAR 2010-2011

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, “other”, “threat/intimidation” and “verbal abuse” incidents. Figures 1 and 2 represent graphic illustrations of Table 1, using frequency of incidents and percent of incidents, respectively.

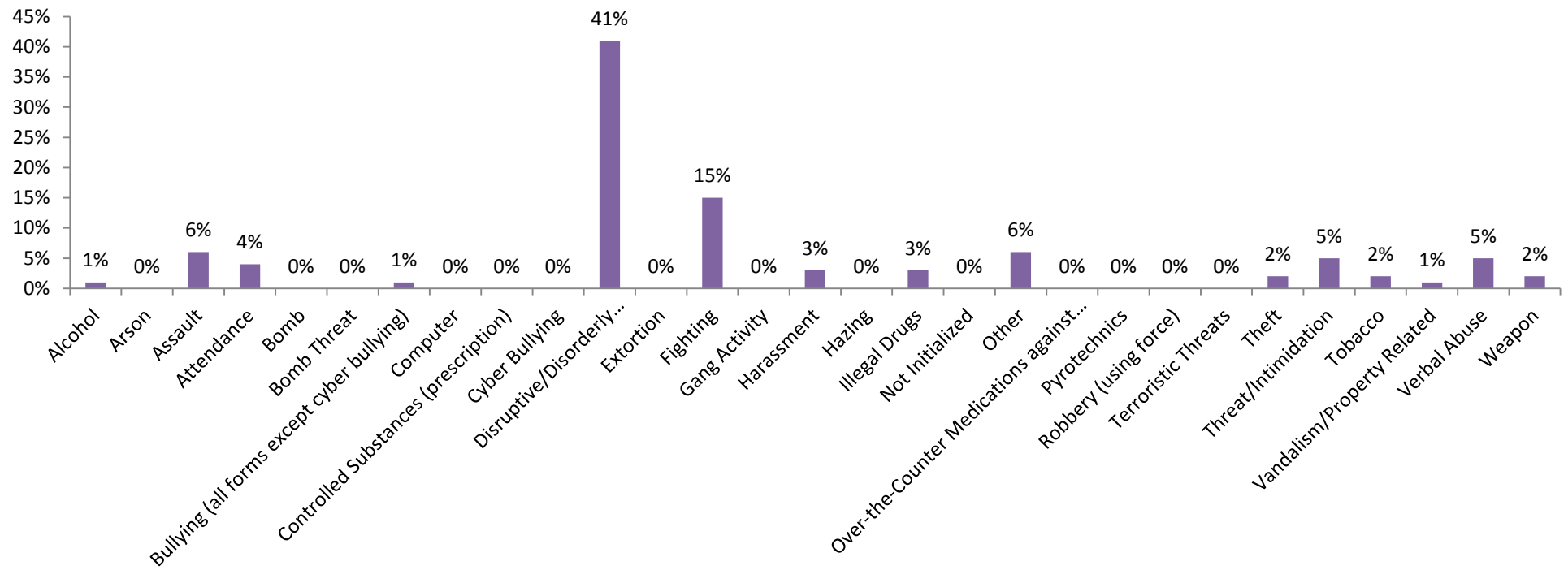
TABLE 1. Type of Disciplinary Incident		
Incident	Frequency	Percent
Alcohol	660	1%
Arson	63	0%
Assault	3,781	6%
Attendance	2,948	4%
Bomb	2	0%
Bomb Threat	27	0%
Bullying (all forms except cyber bullying)	1,052	1%
Computer	179	0%
Controlled Substances (prescription)	376	0%
Cyber Bullying	99	0%
Disruptive/Disorderly Conduct/Insubordination	25,650	41%
Extortion	8	0%
Fighting	9,517	15%
Gang Activity	170	0%
Harassment	2,327	3%
Hazing	34	0%
Illegal Drugs	2,439	3%
Not Initialized	2	0%
Other	4,146	6%
Over-the-Counter Medications	111	0%

TABLE 1. Type of Disciplinary Incident-Cont'd		
Pyrotechnics	76	0%
Robbery (using force)	4	0%
Terroristic Threats	303	0%
Theft	1,812	2%
Threat/Intimidation	3,467	5%
Tobacco	1,735	2%
Vandalism/Property Related	862	1%
Verbal Abuse	3,163	5%
Weapon	1,347	2%
Unique Total	62,269	100%

Figure 1. Type of Disciplinary Incident (by number of incidents reported)
2010-11



**Figure 2. Type of Disciplinary Incident (by percent reported)
2010-11**



TIME OF DISCIPLINARY INCIDENTS: SCHOOL YEAR 2010-2011

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

TABLE 2. Time of Incident		
Time of Incident	Frequency	Percent
During School Hours	59,656	95.8%
Outside of School Hours	2,613	4.2%
Totals	62,269	100%

Figure 3. Time of Incident (by Number reported) 2010-11

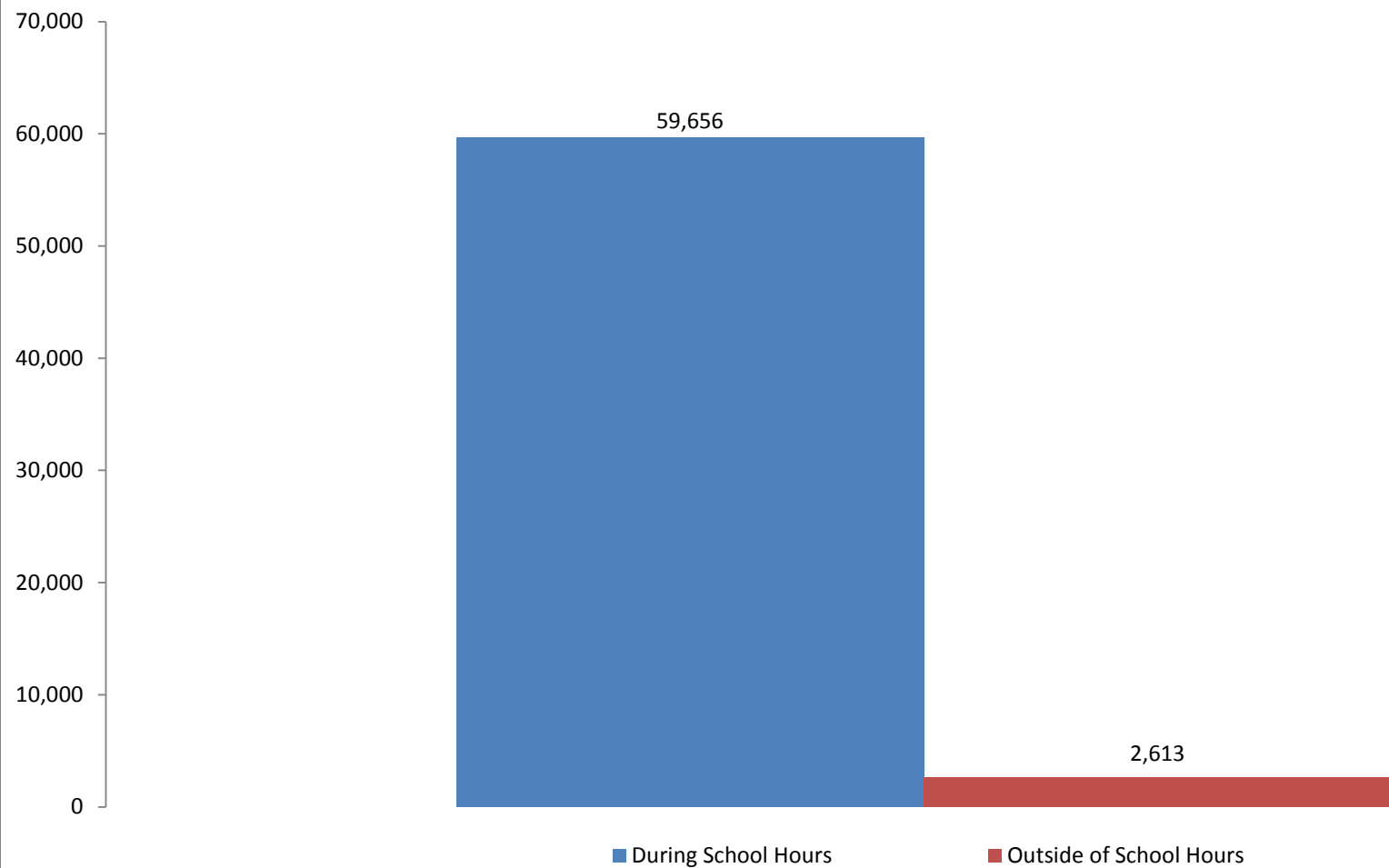
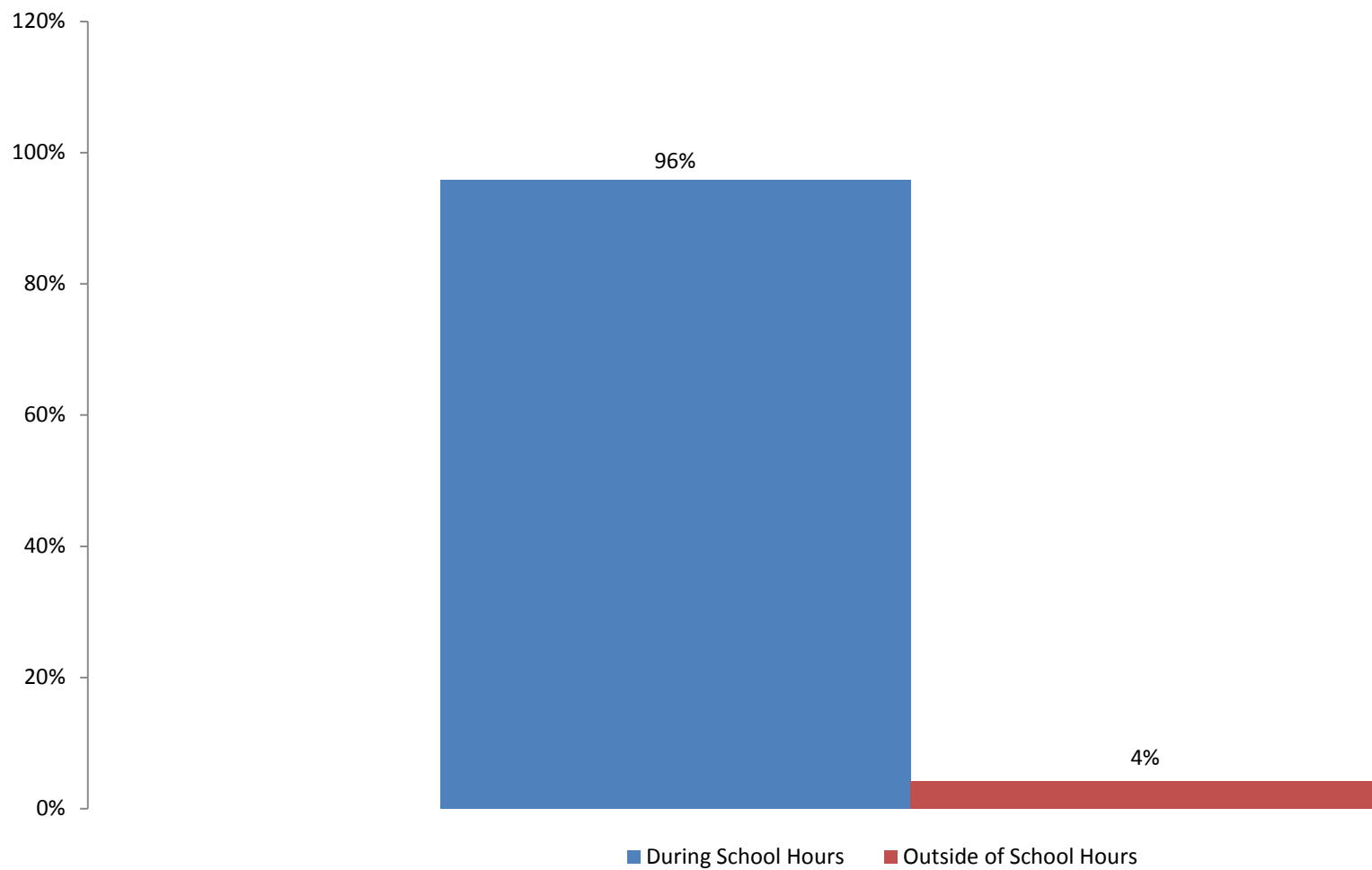


Figure 4. Time of Incident (by Percent reported) 2010-11



LOCATION OF DISCIPLINARY INCIDENTS: SCHOOL YEAR 2010-2011

Disciplinary incidents are categorized into one of nine different locations where they occurred. Incidents occurring in the “classroom” and “other indoor area” are the most common, followed by “hallway.”

Included below in Table 1 are the frequencies and percentages of disciplinary incidents by location for each school year included in this report. Figures 5 and 6 represent graphic illustrations of Table 3, using frequency of incidents and percent of incidents, respectively.

TABLE 3. Location of Incident		
Location	Frequency	Percent
Classroom	25,813	41%
Hallway	10,618	17%
Locker	1,051	1%
Off campus	1,729	2%
Other indoor area	17,078	27%
Other outdoor area (on campus)	3,465	5%
Parking lot	699	1%
Restroom	1,243	1%
School Bus	1,748	2%
Total	62,269	100%

Figure 5. Location of Incident (by Number reported) 2010-11

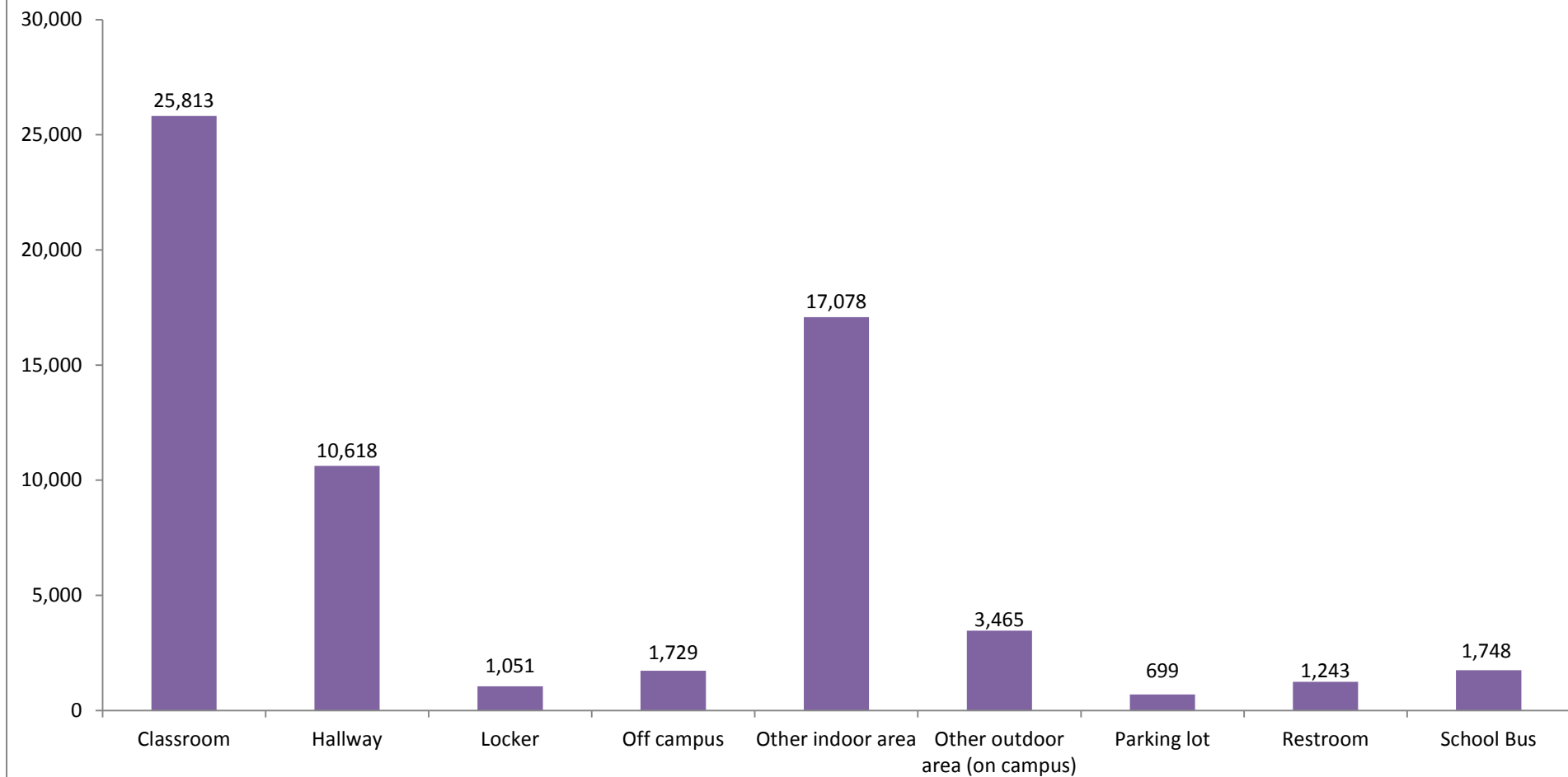
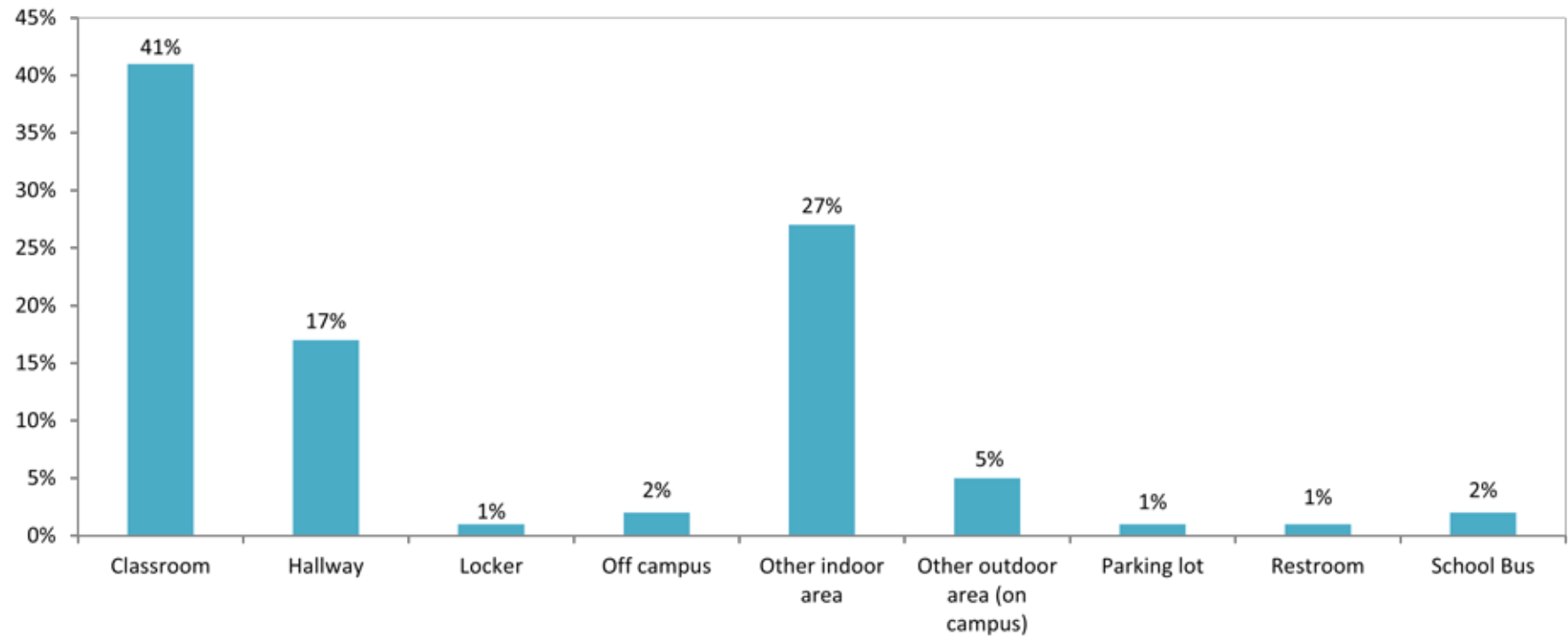


Figure 6. Location of Incident (by Percent reported) 2010-11



INVOLVEMENT OF WEAPONS IN DISCIPLINARY INCIDENTS: SCHOOL YEAR 2010-2011

If disciplinary incidents involve weapons, the weapons are categorized into one of twelve different types. Although weapons are involved in only 2 percent of all incidents (see Table 1 and Figures 1 and 2), when weapons are involved, “pocketknife, less than 2 ½ inches” and “knife” are the most common, followed by “pocketknife, 2 ½ inches or greater.” Included below in Table 4 are the frequencies and percentages of incidents where weapons were involved for the 2010-2011 school year. 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		
Incidents with Weapon Type	Count	Percent
Long Gun	8	1%
Hand Gun	15	1%
Pellet/BB/Air Gun	80	6%
Paintball Gun	2	0%
Replica/Toy Gun	84	6%
Knife	341	25%
Blunt Object (ex: numchucks or nunchaku, chains)	52	4%
Pocketknife less than 2 1/2 inches	371	27%
Pocketknife 2 1/2 inches or greater	228	17%
Sharp Object	172	13%
Mace/Noxious Substance	17	1%
Stun Guns/Taser Gun	5	0%
Total	1375	100%

Figure 7. Incident by Weapon Type (Number) 2010-11

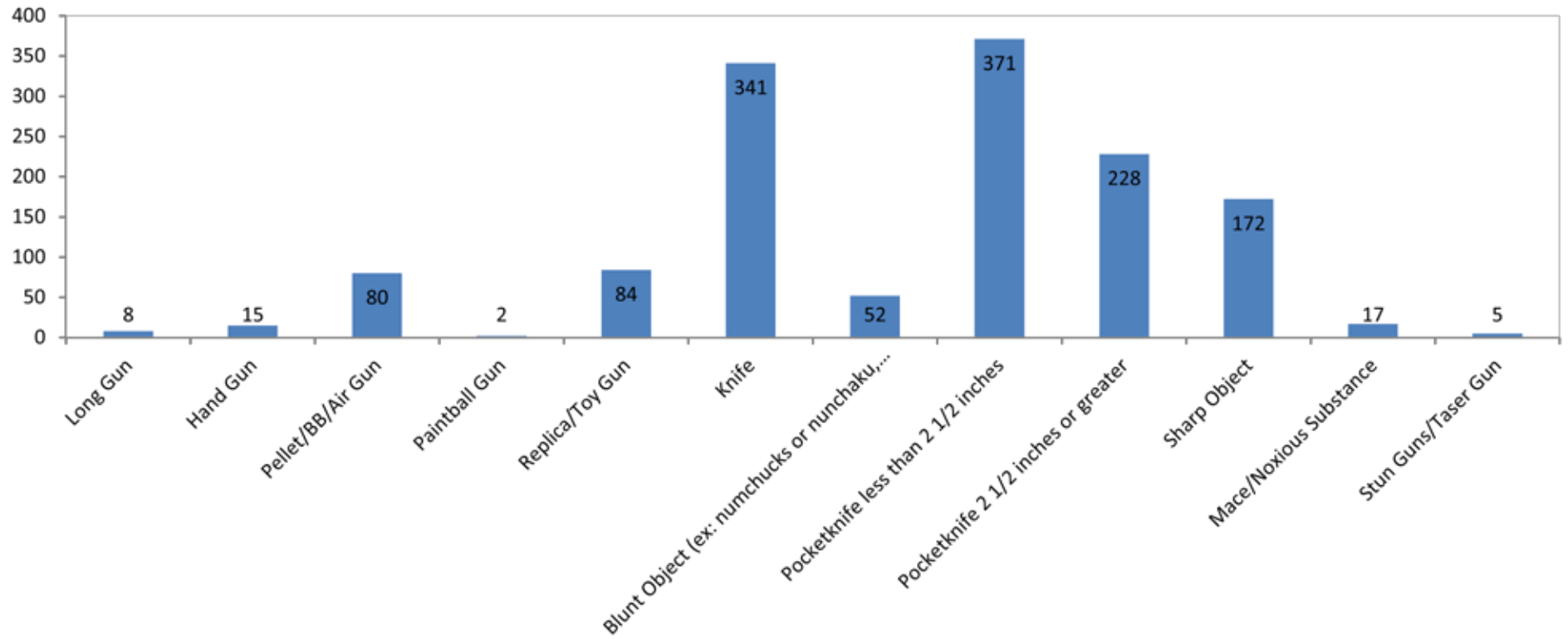
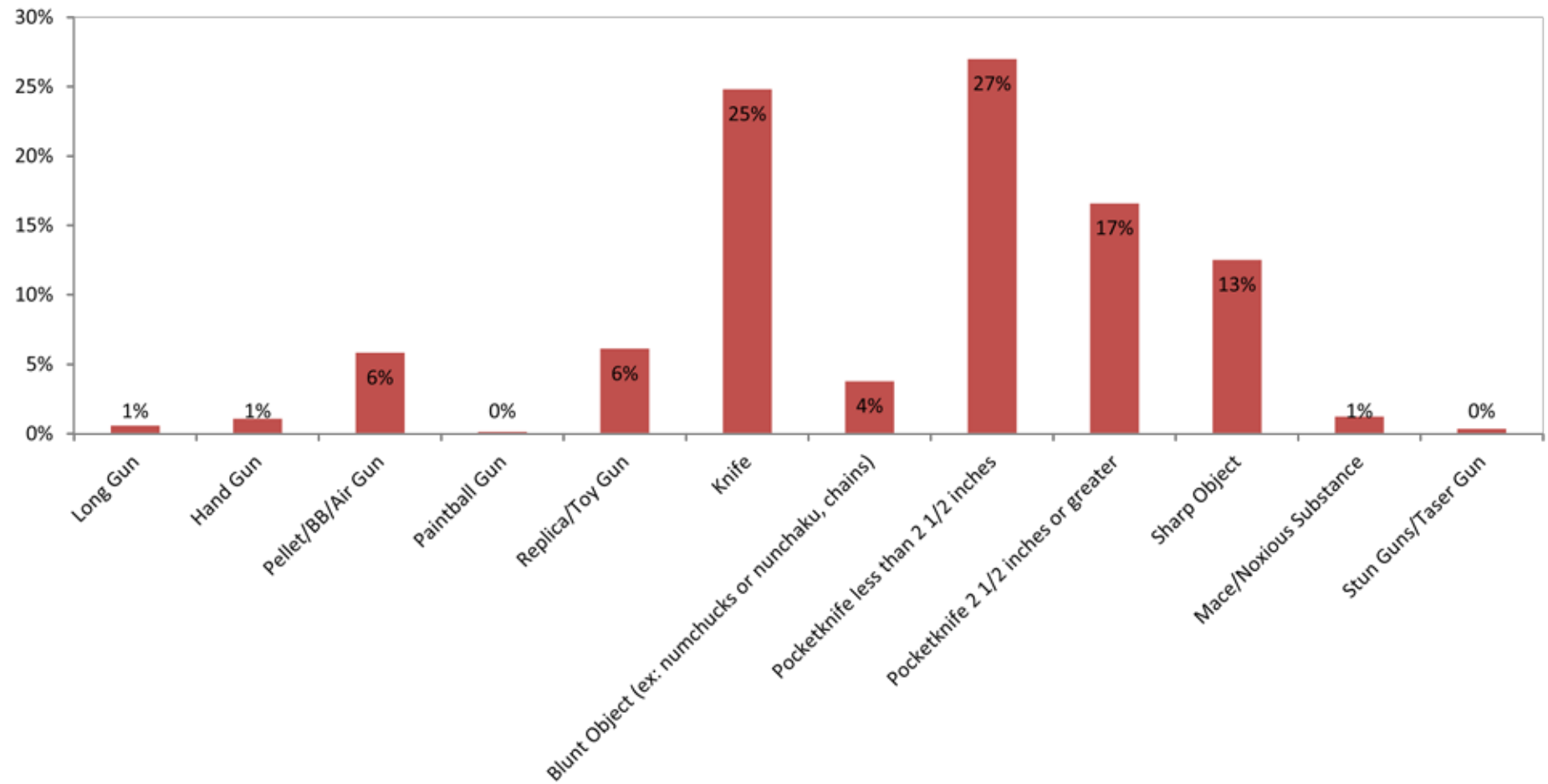


Figure 8. Incident by Weapon type (Percent) 2010-11

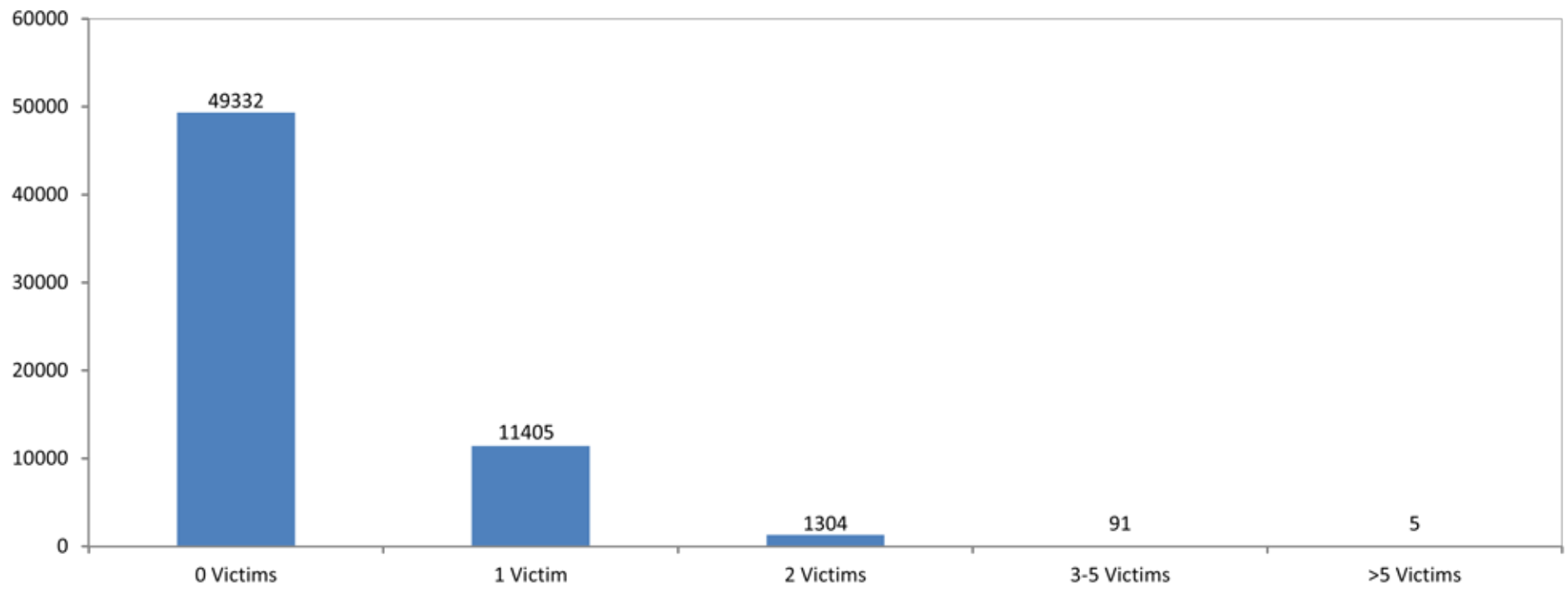


NUMBER OF VICTIMS INVOLVED IN INCIDENTS: SCHOOL YEAR 2010-2011

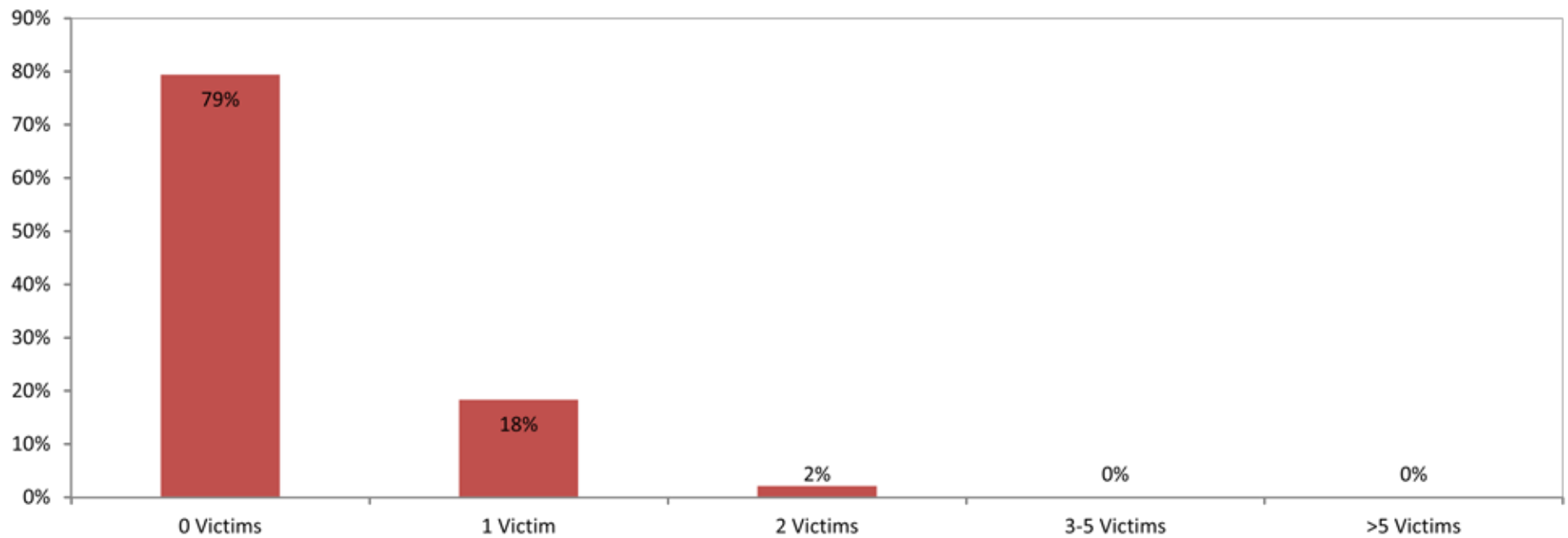
Disciplinary incidents are recorded with the number of victims involved. Although LEA's can enter any number of victims, for the purposes of this report, the number of victims has been categorized into five options. Most incidents included in the DIRS dataset were reported as incidents where no victims were involved. 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. Figures 9 and 10 represent graphic illustrations of Table 5, using frequency of incidents and percent of incidents, respectively.

TABLE 5. Number of Victims Involved		
Number of Victims	Frequency	Percent
0 Victims	49332	79%
1 Victim	11405	18%
2 Victims	1304	2%
3-5 Victims	91	0%
More than 5 Victims	5	0%
Total	62137	100%

**Figure 9. Number of Victims (by number reported
2010-11**



**Figure 10. Number of Victims (by percent reported)
2010-11**



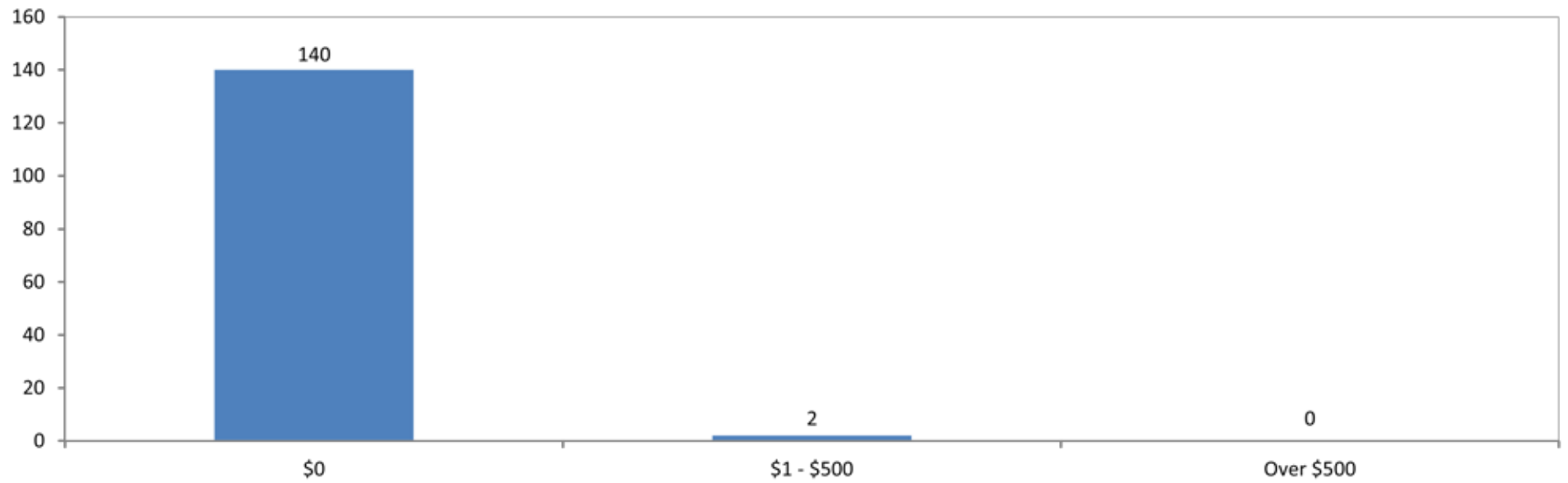
ESTIMATED COST TO PROPERTY: SCHOOL YEAR 2010-2011

Disciplinary incidents where a victim has been reported also ask for the estimated damage to property. LEA's are asked to select a range of the estimated damage. In the 2010-2011 school year, one percent of the incidents were cited for incurring a cost. Most incidents had no cost to property.

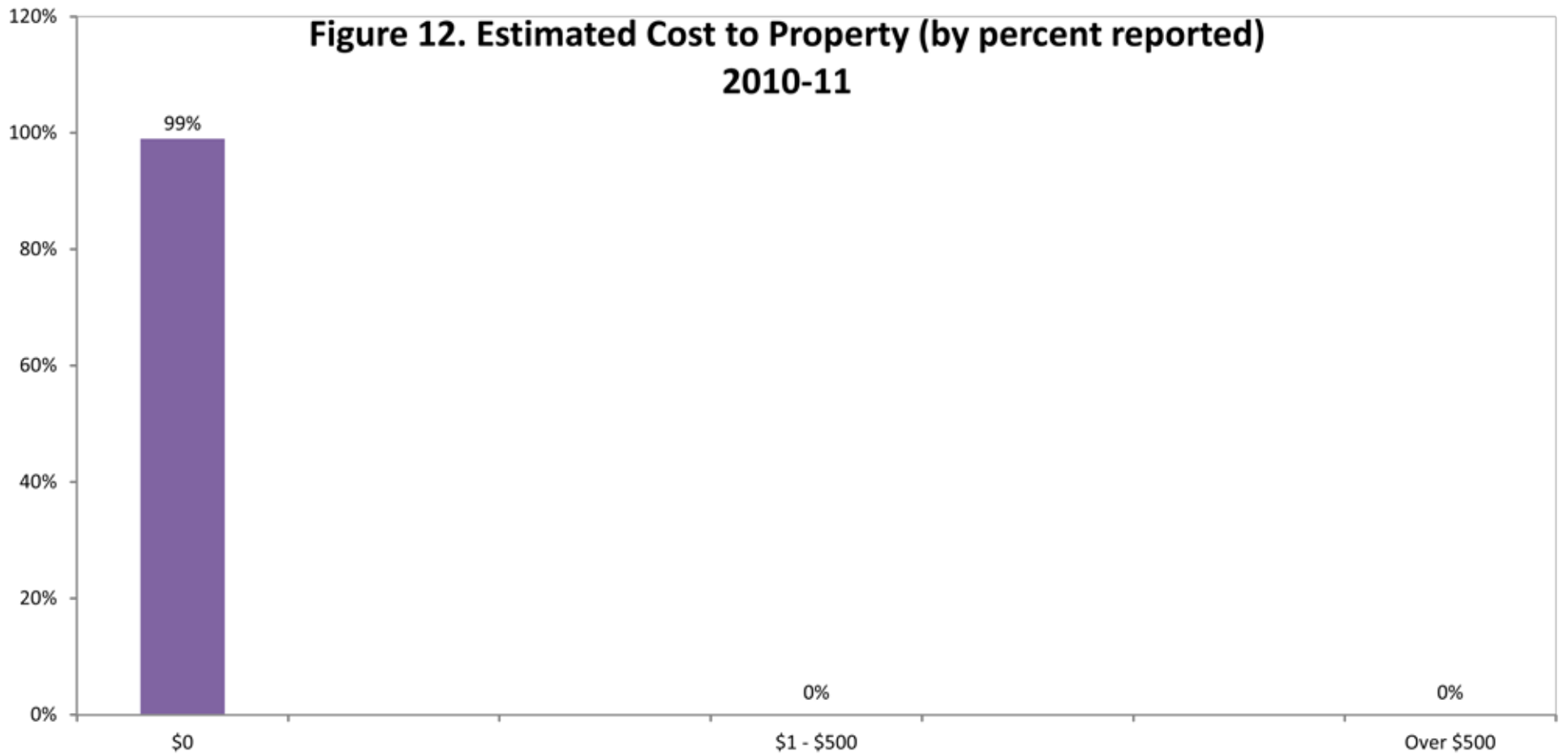
Included below in Table 6 are the frequencies and percentages of disciplinary incidents by the range of the estimated cost to property. Figures 11 and 12 represent graphic illustrations of Table 6, using frequency of incidents and percent of incidents, respectively.

TABLE 6. Estimated Cost to Property		
Cost	Frequency	Percent
\$0	61,708	99%
\$1 - \$500	491	0%
Over \$500	70	0%
Unique Total	62,269	100%

**Figure 11. Estimated Cost to Property (by number reported)
2010-11**



**Figure 12. Estimated Cost to Property (by percent reported)
2010-11**



GENDER OF OFFENDERS: SCHOOL YEAR 2010-2011

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.

* The unique total is 62,269.

TABLE 7. Gender of Offender		
Gender	Frequency	Percent
Female	16,418	26%
Male	45,939	73%
Total	62,269	100%

Figure 13. Gender of Offender (by number reported) 2010-11

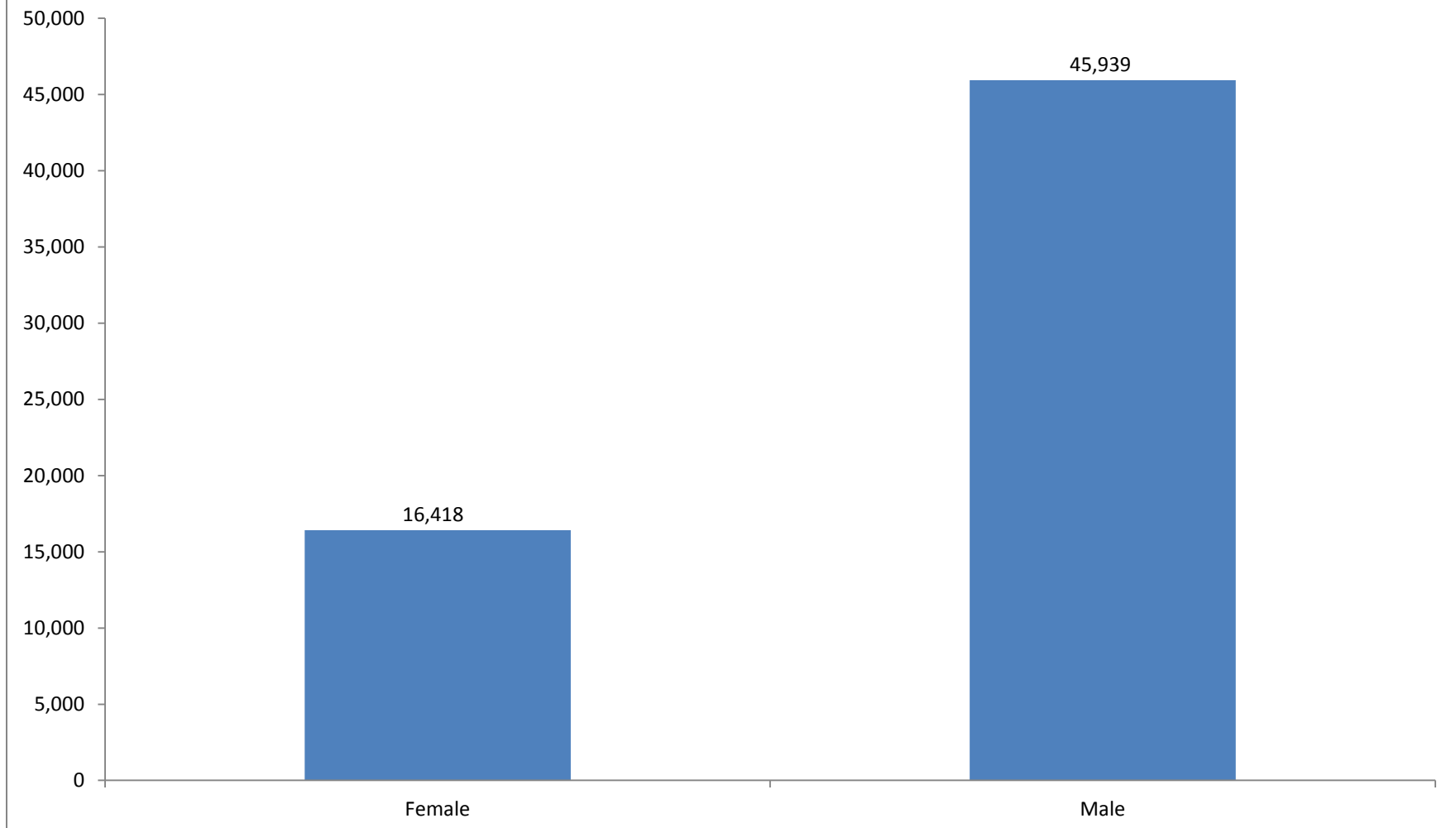
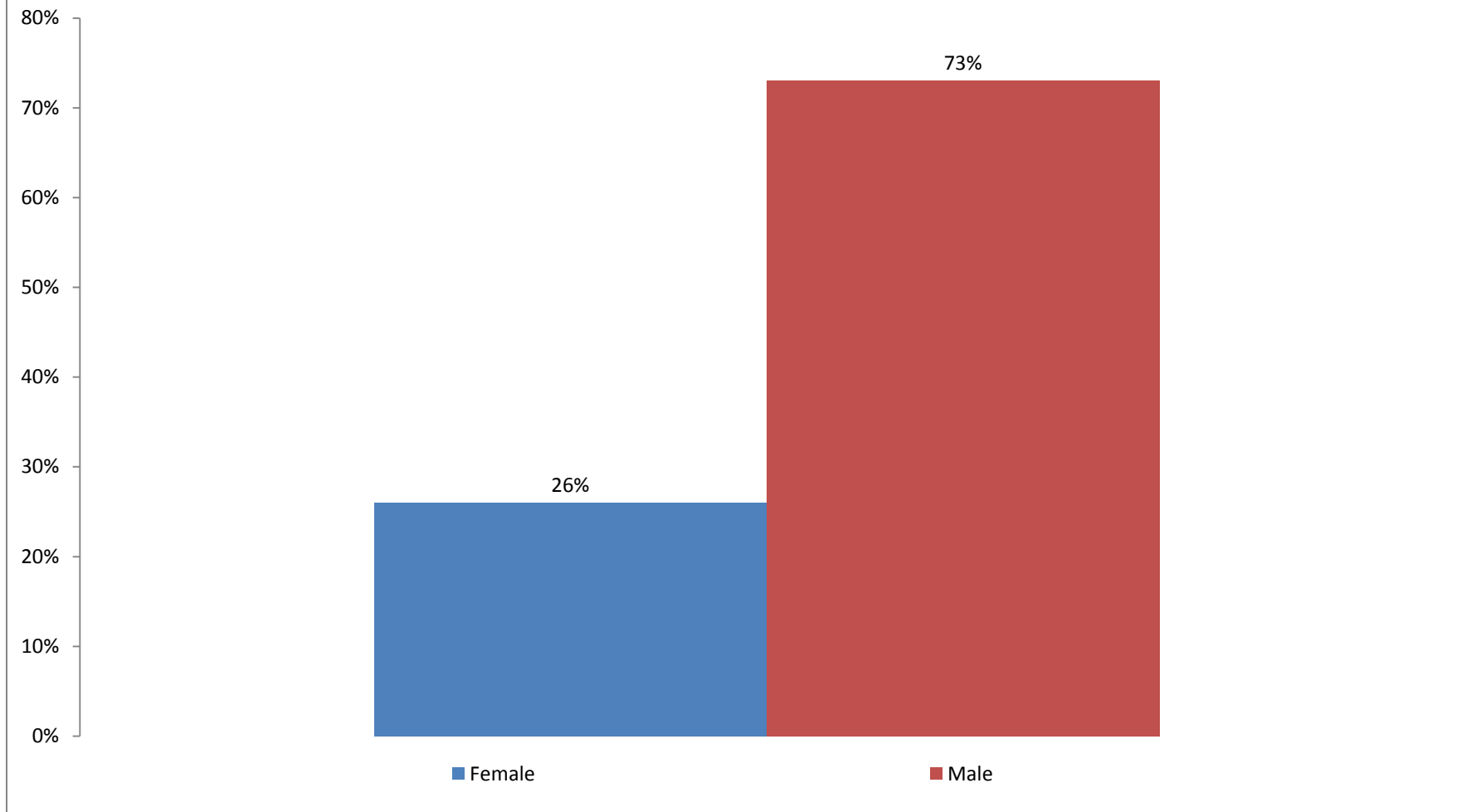


Figure 14. Gender of Offender (by percent reported) 2010-11



RACE/ETHNICITY OF OFFENDERS: SCHOOL YEAR 2010-2011

The race/ethnicity of the offender is recorded for each disciplinary incident.

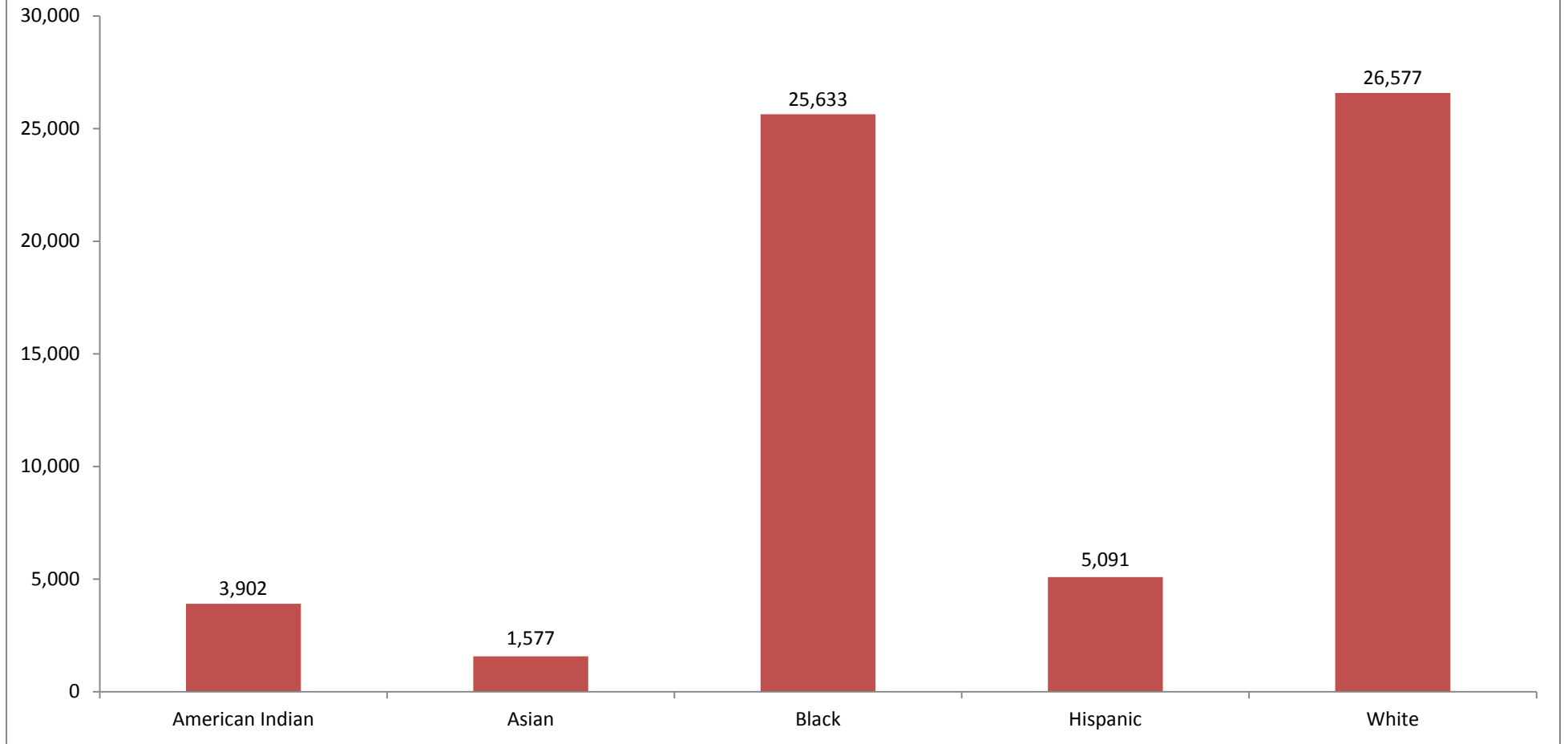
Note that in 2010-2011, the DIRS system included additional data validation checks related to a students' race and ethnicity by validating the information entered in DIRS with the information that has been submitted with a student's Minnesota Automated Reporting Student System (MARSS) number (an individual student level tracking number). The majority of offenders in the DIRS dataset is White, Non-Hispanic; followed by Black, Non-Hispanic.

In 2010-2011, Minnesota student demographics, as cited by the Minnesota Department of Education Website, were as follows: American Indian or Alaskan Native: 2.2 percent; Asian or Pacific Islander: 6.5 percent; Hispanic: 6.9 percent; Black, Non-Hispanic: 10 percent; White, Non-Hispanic: 74.3 percent.

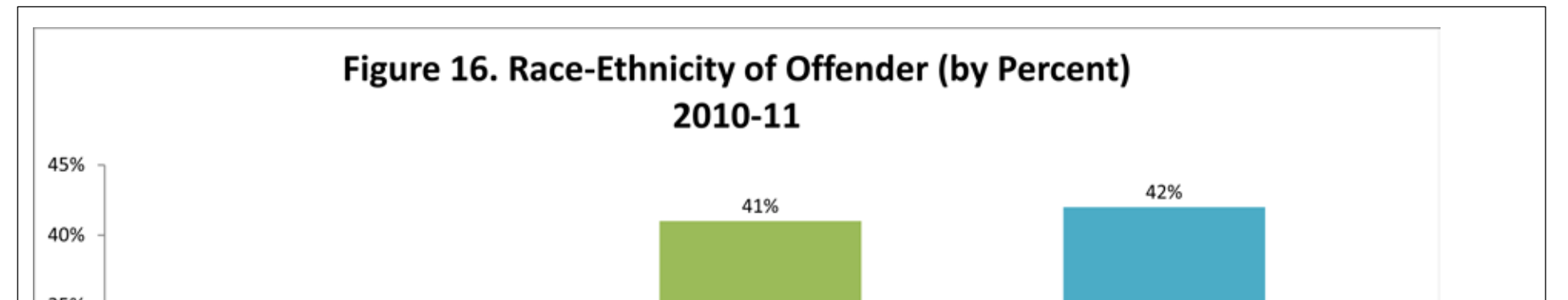
Included below in Table 8 are the frequencies and percentages of disciplinary incidents by race/ethnicity of offender for each school year included in this report. Figures 15 and 16 represent graphic illustrations of Table 8, using frequency of incidents and percent of incidents.

TABLE 8. Race/Ethnicity of Offender		
Race/Ethnicity	Frequency	Percent
American Indian	3,902	6%
Asian/Pacific Islander	1,577	2%
Black	25,633	41%
Hispanic/Latino	5,091	8%
White	26,577	42%
Unique Total	62,269	100%

Figure 15. Race-Ethnicity of Offender (by number) 2010-11



**Figure 16. Race-Ethnicity of Offender (by Percent)
2010-11**



GRADE OF OFFENDERS: SCHOOL YEAR 2010-2011

Grade of offender is recorded for each disciplinary incident. The majority of offenders in the DIRS dataset is clustered around seventh, eighth, ninth, tenth and eleventh grades.

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. Figures 17 and 18 represent graphic illustrations of Table 9, using frequency of incidents and percent of incidents, respectively. Unique total of duplicate students is 62,296.

TABLE 9. Grade of Offenders		
Grade	Frequency	Percent
1	1,200	1%
2	1,361	2%
3	1,801	2%
4	2,224	3%
5	2,913	4%
6	5,198	8%
7	8,409	13%
8	9,645	15%
9	8,838	14%
10	8,114	13%
11	6,820	10%
12	5,651	9%
Total	64,193	100%

Figure 17. Grade of Offenders (by number reported) 2010-11

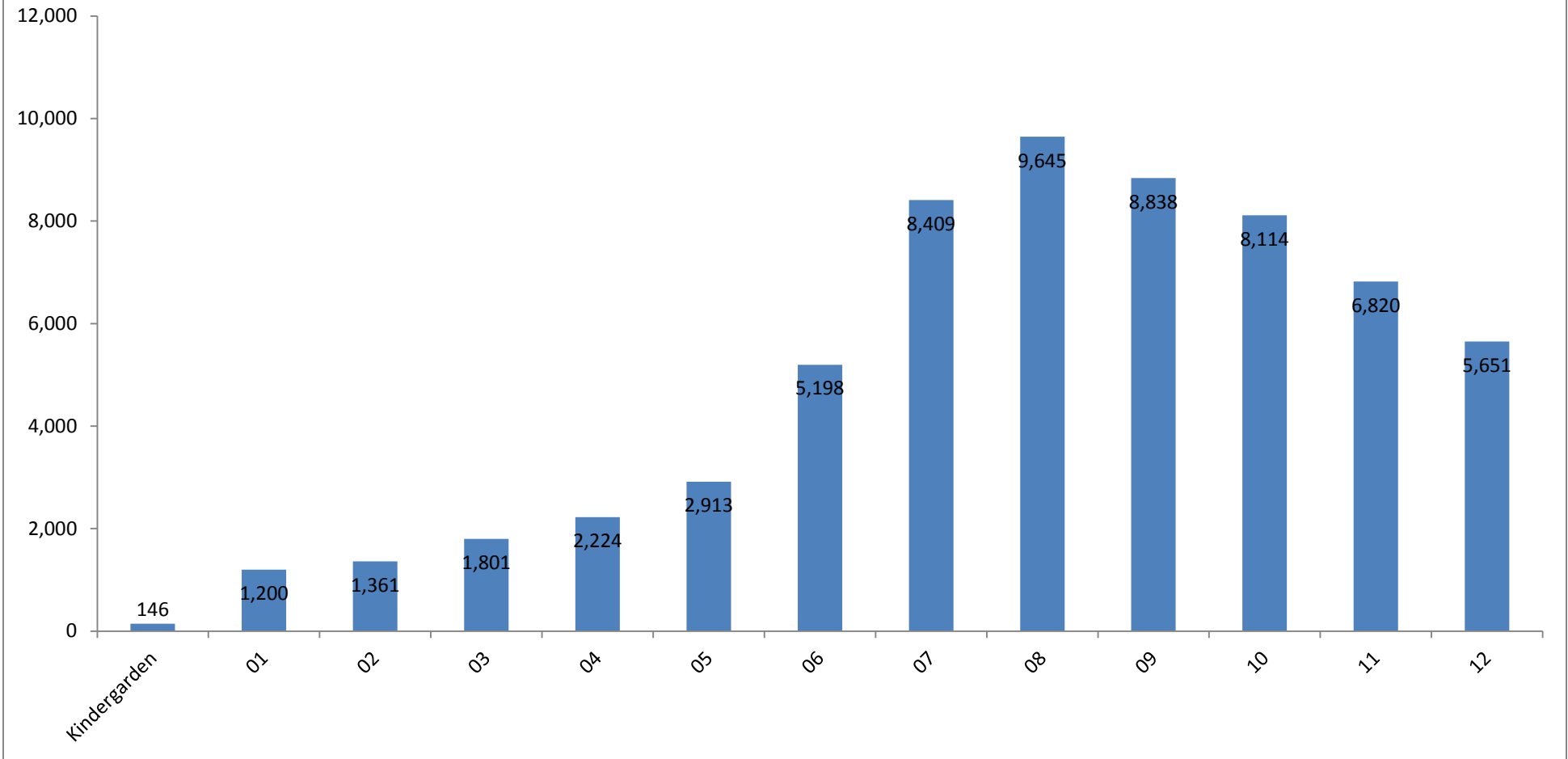
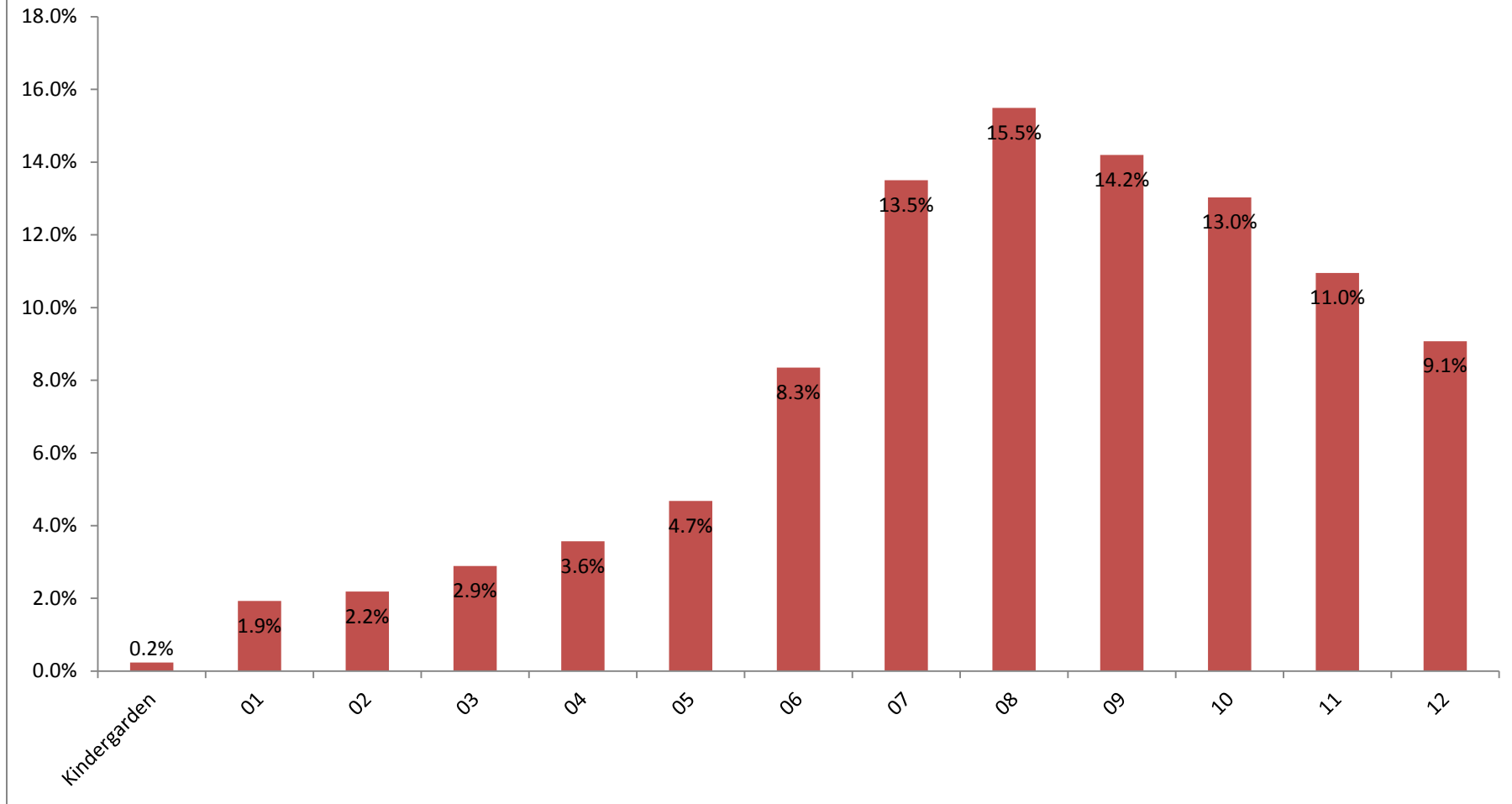


Figure 18. Grade of Offender (by percent reported) 2010-11



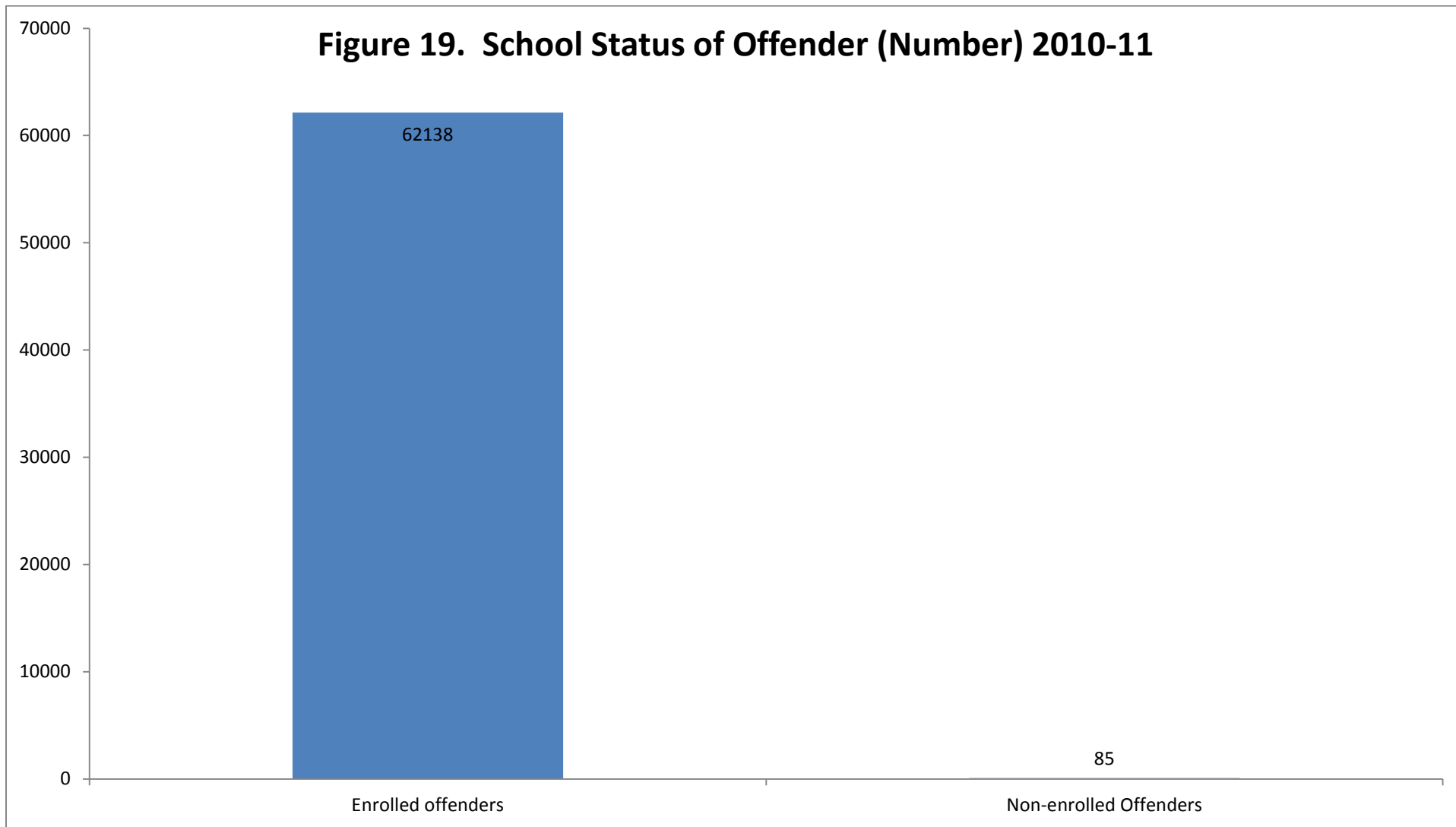
SCHOOL STATUS OF OFFENDERS: SCHOOL YEAR 2010-2011

School status of the offender is recorded for each disciplinary incident. Almost all of the offenders in the DIRS dataset are students enrolled at the school of the incident.

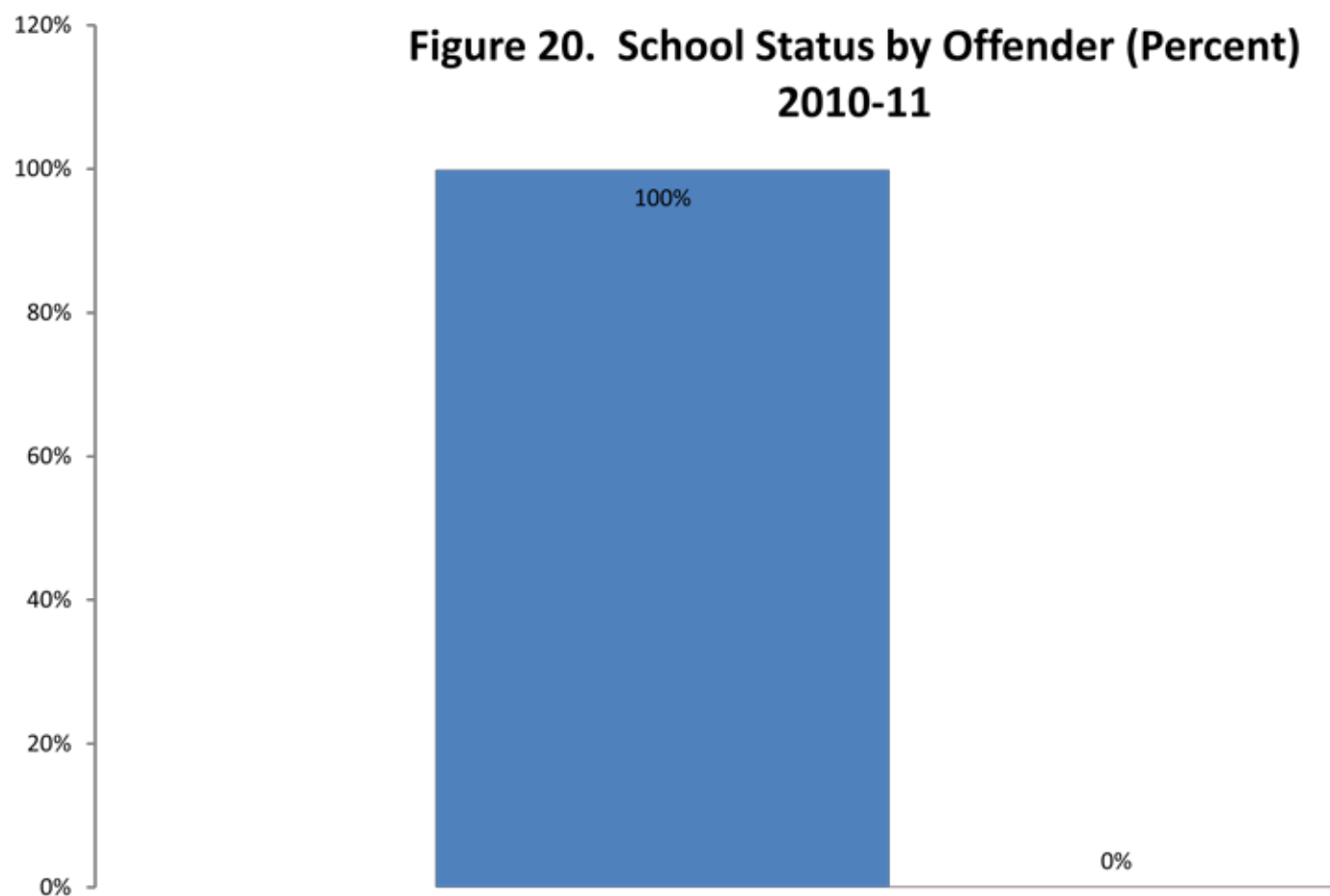
Included below in Table 10 are the frequencies and percentages of disciplinary incidents by school status of offender for each school year included in this report. Figures 19 and 20 represent graphic illustrations of Table 10, using frequency of incidents and percent of incidents.

TABLE 10. School Status of Offender		
Incidents with Offender Status	Frequency	Percent
Enrolled offenders	62138	100%
Non-enrolled Offenders	85	0%
Total	62223	100%
Unique Incidents	62,269	

Figure 19. School Status of Offender (Number) 2010-11



**Figure 20. School Status by Offender (Percent)
2010-11**



INDIVIDUAL EDUCATION PROGRAM (IEP) FOR OFFENDERS: SCHOOL YEAR 2010-2011

Individual Education Programs (IEP) for offenders are recorded for each disciplinary incident. Fifty percent of the offenders in the DIRS dataset have an IEP (compared with approximately 13 percent of all students enrolled in public schools in the 2010-2011 school year).

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. 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		
IEP Status	Frequency	Percent
Yes-IEP	32,449	53%
No-IEP	29,820	47%
Unique Total	62,269	100%

**Figure 21. IEP Status of Offender (by number reported)
2010-11**

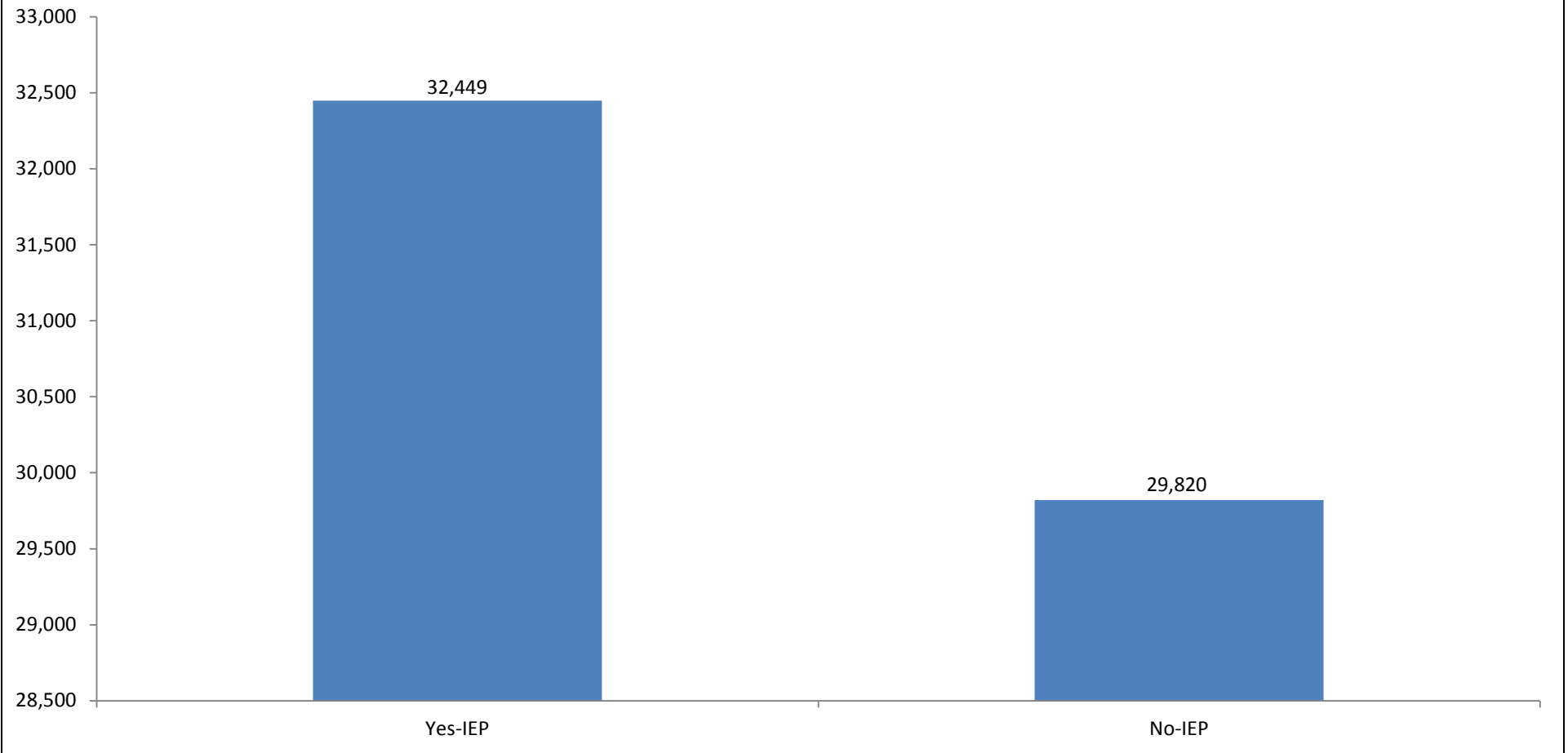
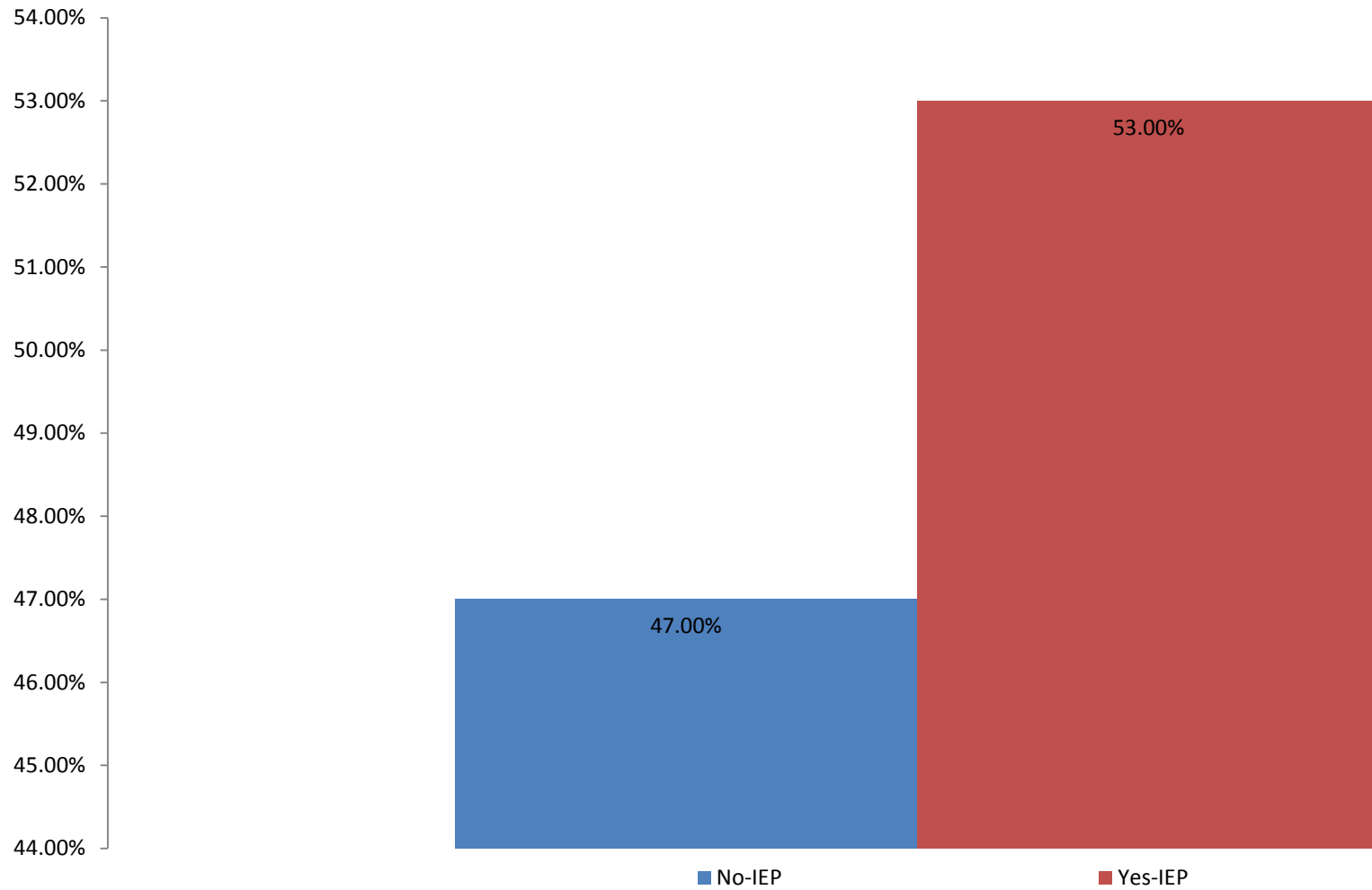


Figure 22. IEP Status of Offender (by percent reported) 2010-11

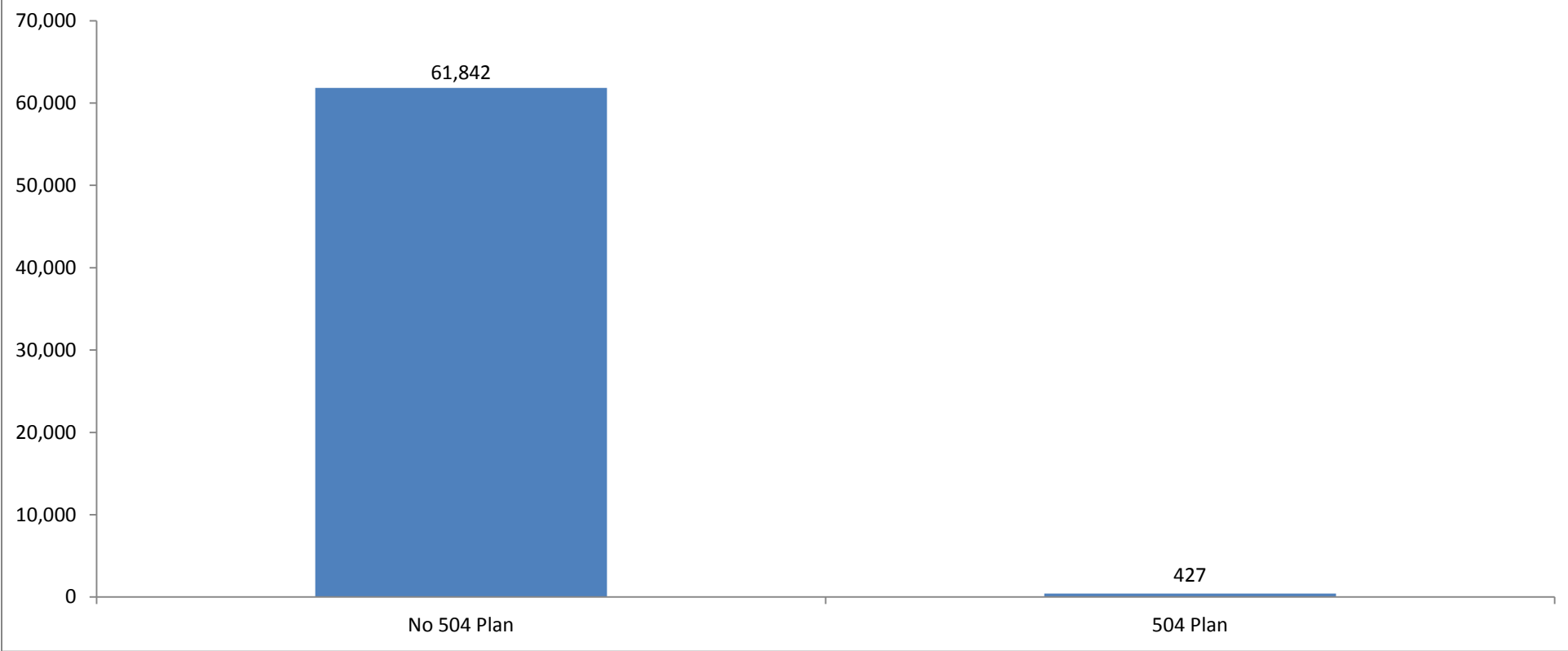


504 Status of Offenders: School Year 2010-2011

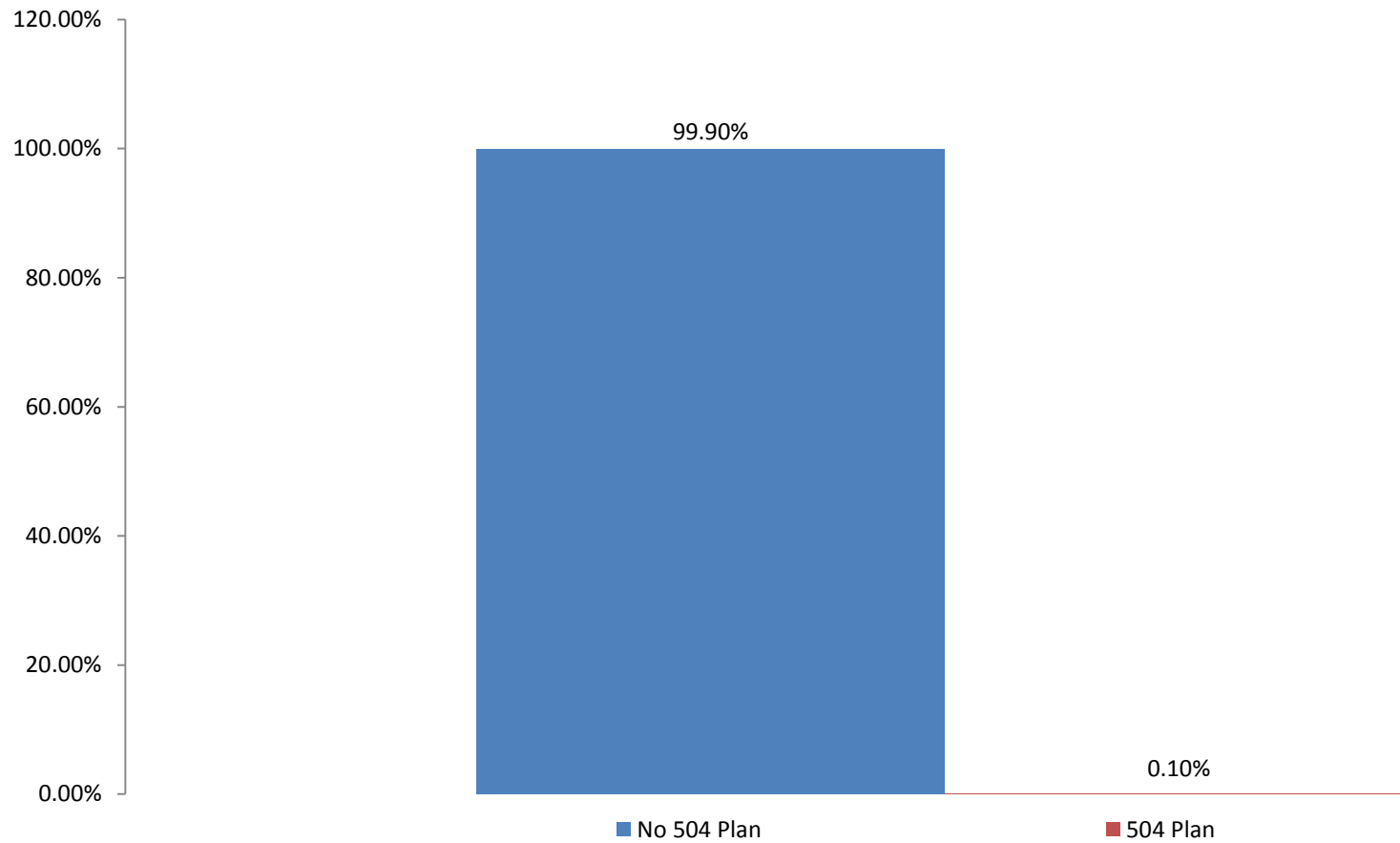
Table 12 shows the frequencies and percentages of disciplinary incidents by 504 status of offender for this school year. Less than one percent of offenders in the DIRS dataset have a 504 Status. Figures 23 and 24 represent graphic illustrations of Table 12, using frequency of incidents and percent of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

504 Status of Offender		
Disability Category	Frequency	Percent
No 504 Plan	61,842	99.90%
504 Plan	427	0.10%
Total	62,269	100%

**Figure 23. (504) Status of Offender (by number reported)
2010-11**



**Figure 24. (504) Status of Offender (Percent)
2010-11**



DISABILITY STATUS OF OFFENDERS: SCHOOL YEAR 2010-2011

Disability status of the offender is recorded for each disciplinary incident. 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.

Included below in Table 13 are the frequencies and percentages of disciplinary incidents by disability status of the offender. Figures 25 and 26 represent graphic illustrations of Table 13, using frequency of incidents and percent of incidents.

TABLE 13. Disability of Offenders		
Disability	Frequency	Percent
Autism Spectrum Disorder	1,246	2%
Blind or Visually Impaired	13	0%
Deaf/Blind	8	0%
Deaf/Hard of Hearing	177	0%
Development Delay	150	0%
Developmental cognitive disabilities: Mild - moderate	1,235	1%
Developmental cognitive disabilities: Severe - profound	93	0%
Emotional or Behavioral disorders	15,086	24%
Non-disabled	29,820	47%
Other Health Disabilities	5,586	8%
Physical Impairment	87	0%
Severely Multiply Impaired	29	0%
Specific Learning Disability	7,936	12%
Speech or Language Impairment	873	1%
Traumatic brain injury disabled	100	0%
Total of disability	62,439	100%

Figure 26. Disability of Offenders (by number) 2010-11

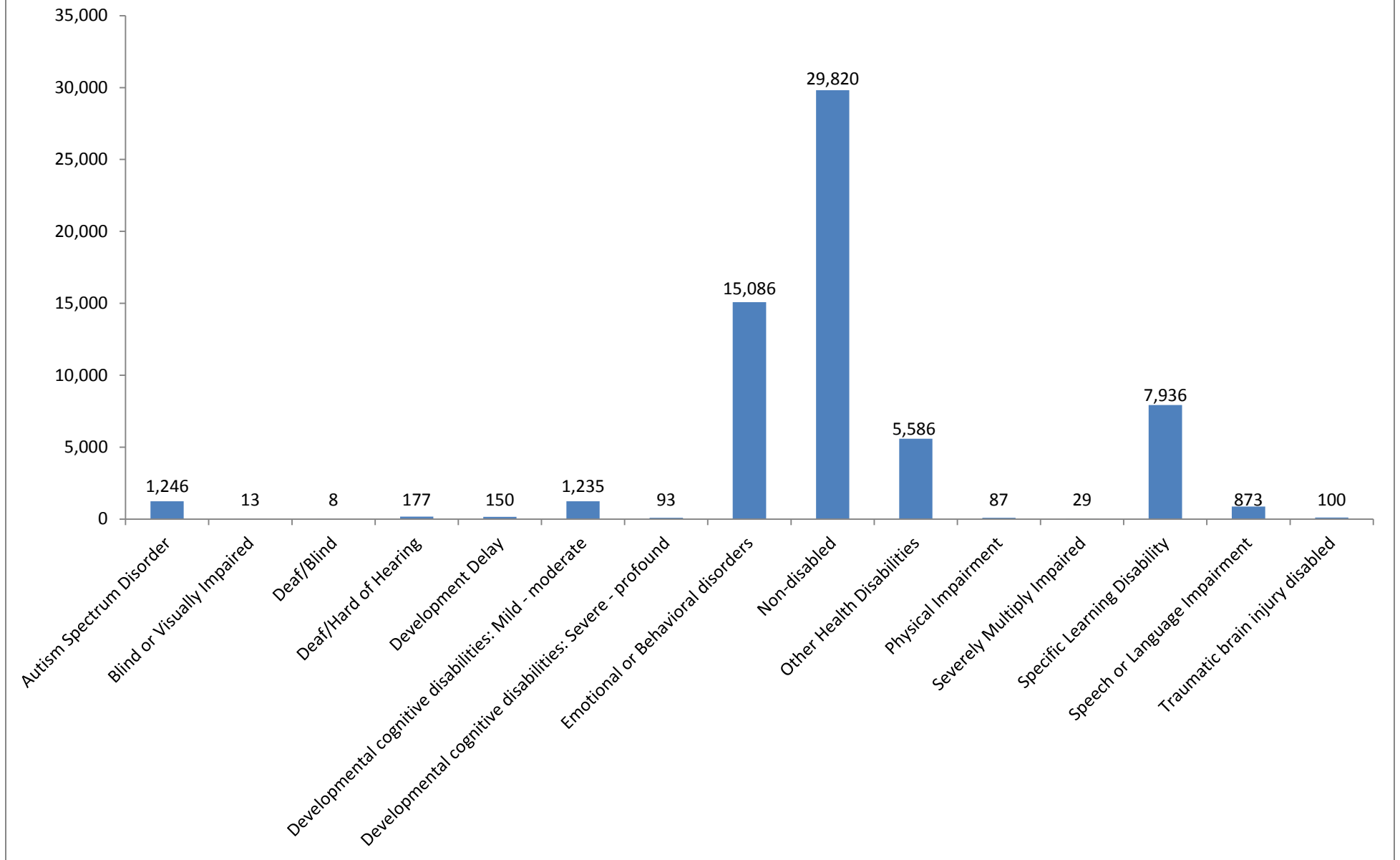
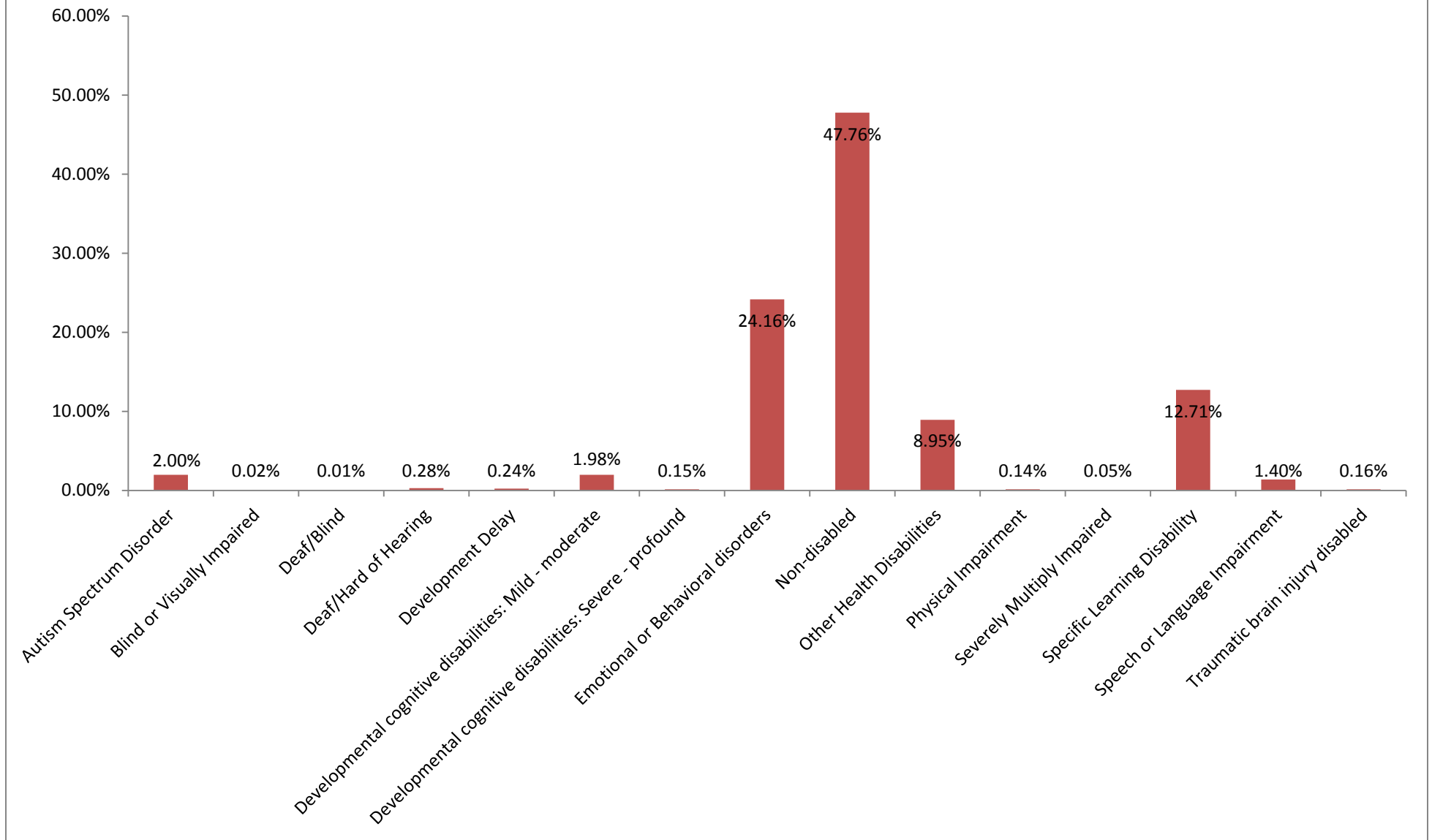


Figure 27. Disability Type (by percent reported) 2010-11

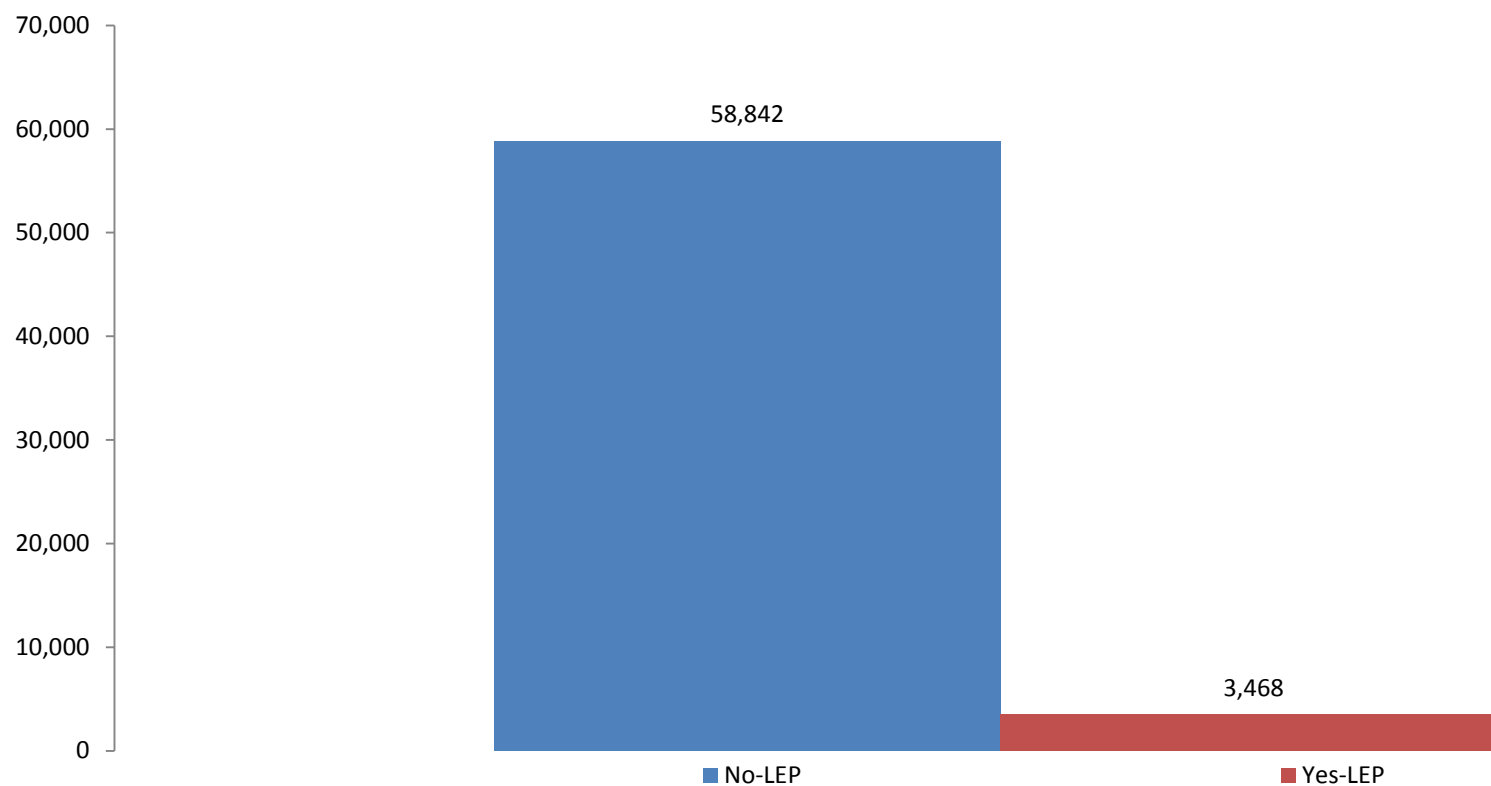


Limited English Proficiency or LEP status of the offender is recorded for each disciplinary incident. . Of the total number of offenders, 5 percent of offenders are identified as LEP (compared with approximately 8 percent of all students in the 2008-2009 school year).

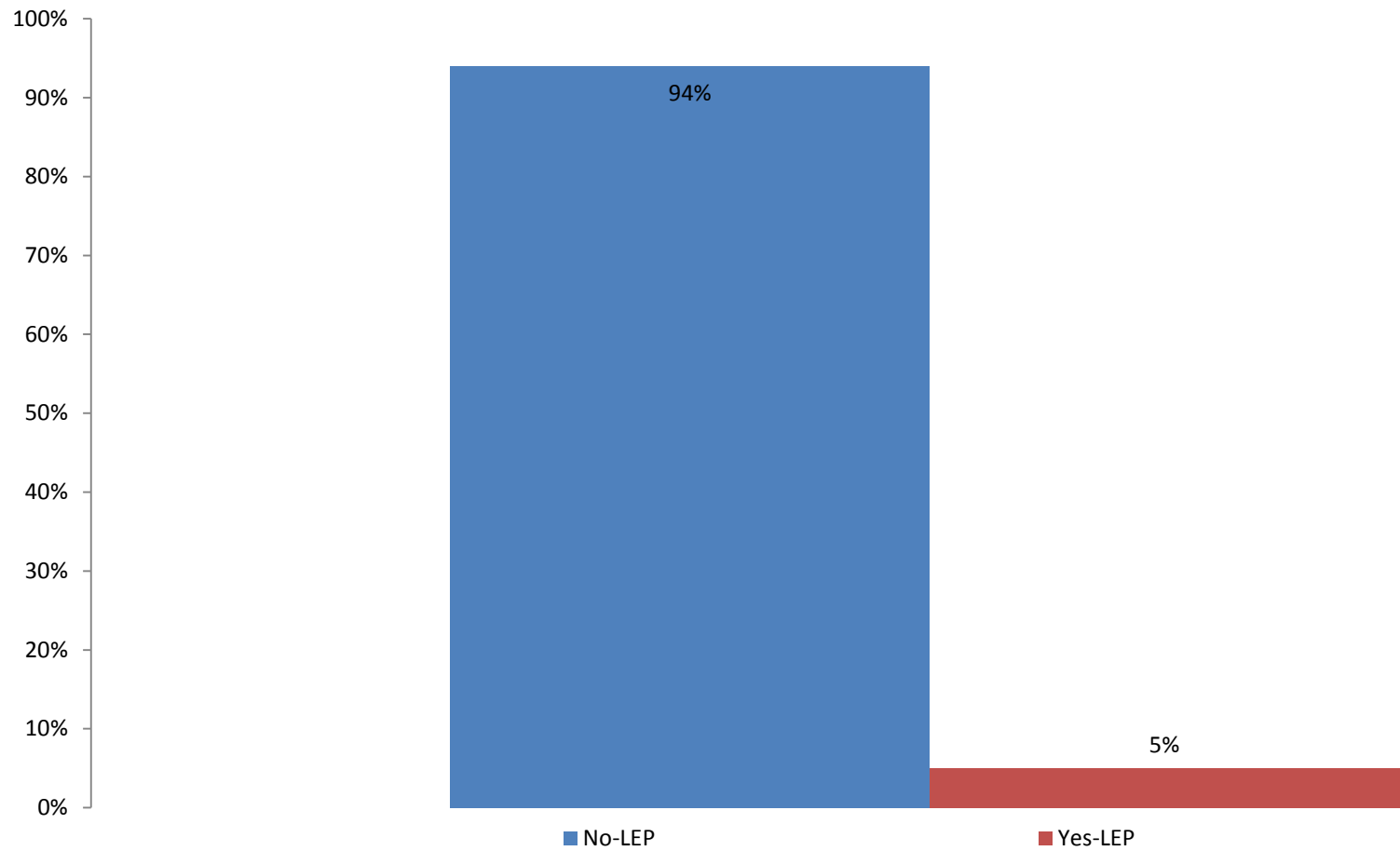
Included below in Table 14 are the frequencies and percentages of disciplinary incidents by LEP status of offender. Figures 27 and 28 represent graphic illustrations of Table 14, using frequency of incidents and percent of incidents.

TABLE 14. LEP Status of Offenders		
LEP Status	Frequency	Percent
No-LEP	58,842	94%
Yes-LEP	3,468	5%
Unique Total	62,269	100%

**Figure 28. LEP-Status of Offender (by number reported)
2010-11**



**Figure 29. LEP-Status of Offenders (by percent reported)
2010-11**



DISCIPLINARY ACTIONS TAKEN: SCHOOL YEAR 2010-2011

Disciplinary incidents are categorized by one of ten different disciplinary actions taken. The vast majority of incidents in the DIRS dataset result in removals or out-of-school suspensions (84 percent of all disciplinary actions).

Included below in Table 15 are the frequencies and percentages of disciplinary incidents by action taken for each school year included in this report. Figures 29 and 30 represent graphic illustrations of Table 14, using frequency of incidents and percent of incidents. The Unique total is 62,285.

TABLE 15. Disciplinary Actions Taken		
Disciplinary Action	Frequency	Percent
Administrative Transfer	228	0%
Exclusion from the school setting (Exclusions can only extend through current school year)	43	0%
Expulsion from the school setting	222	0%
In-school Suspension	8,230	12%
No school response	1,754	2%
Not Initialized	10	0%
Offender requested to transfer to another district	48	0%
Offender requested to transfer within district	13	0%
Offender withdrew from school	154	0%
Out-of-school Suspension	53,800	83%
Removal by hearing officer on determination of likely injury	6	0%
Unilateral Removal to an Alternative Educational Setting	18	0%
Totals		100%

Figure 30. Disciplinary Actions Taken (by number reported) 2010-11

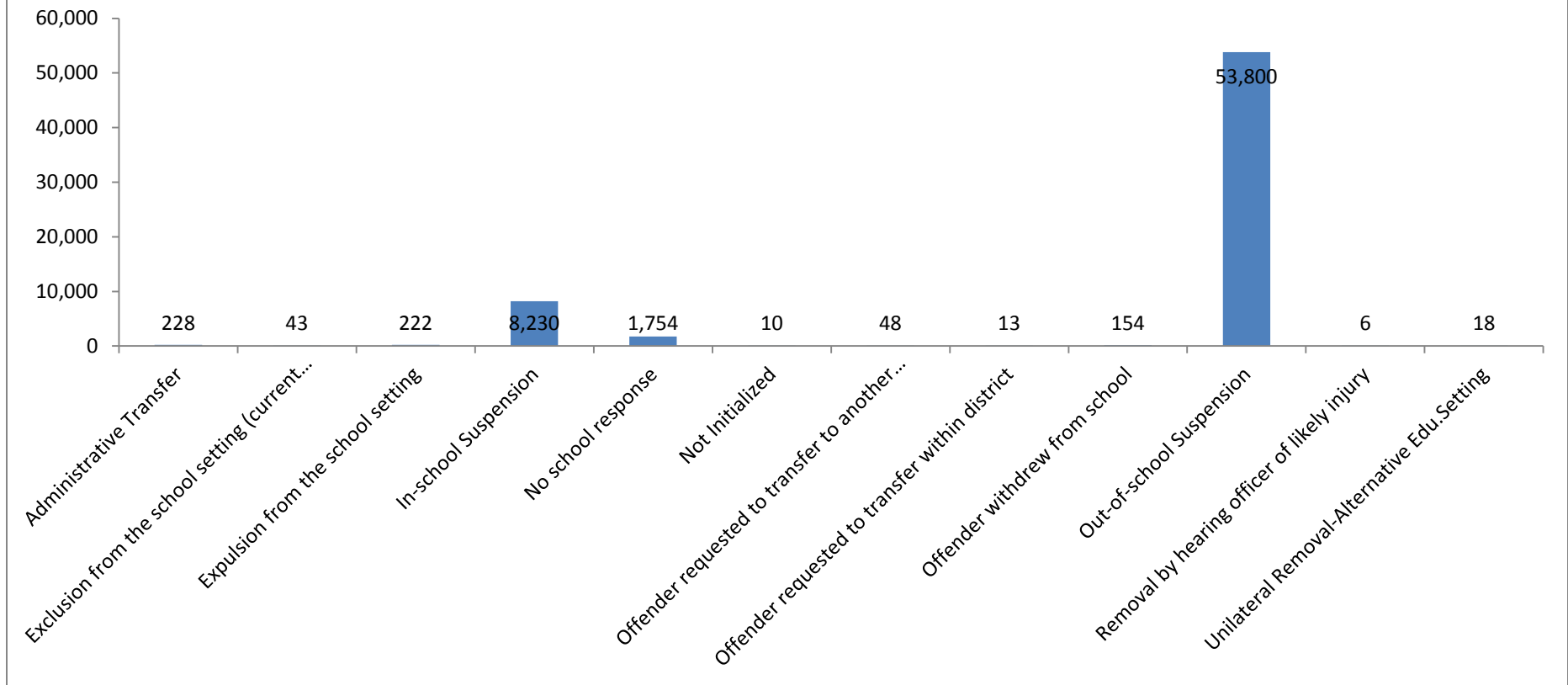
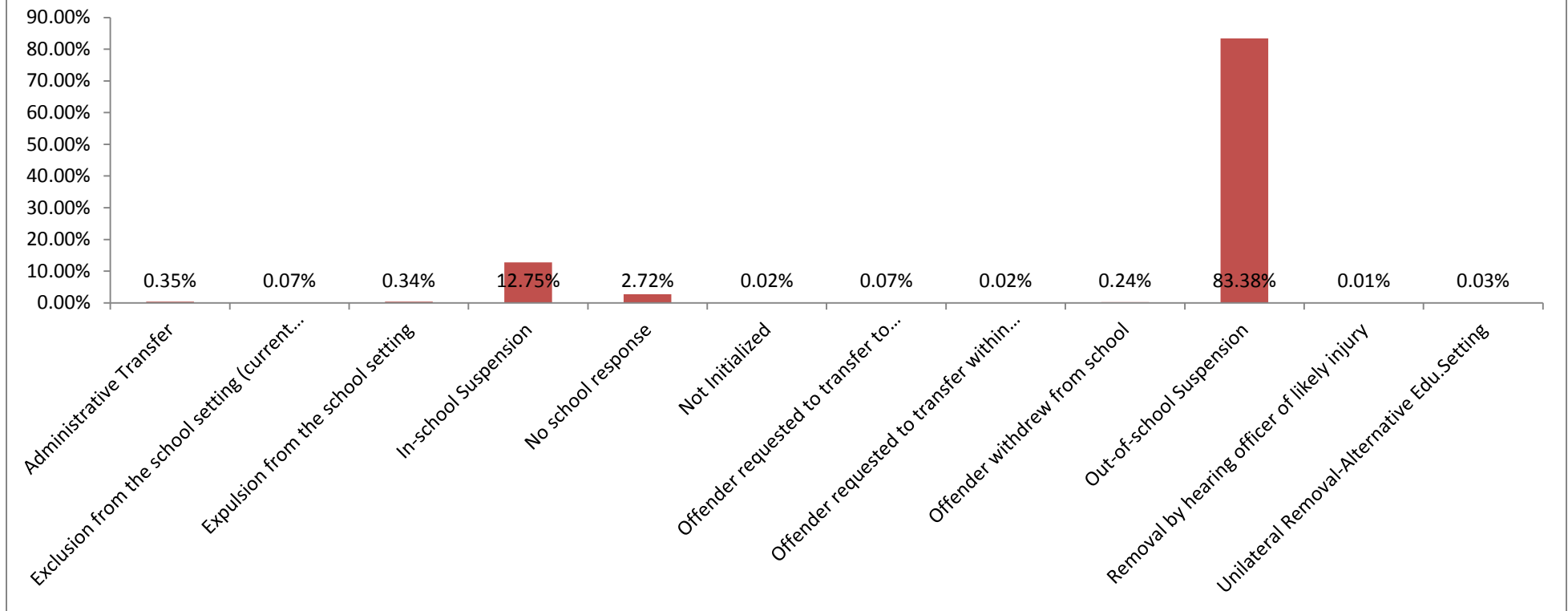


Figure 31. Disciplinary Actions Taken (by percent reported) 2010-11



TOTAL NUMBER OF DAYS SUSPENDED/OUT OF SCHOOL: SCHOOL YEAR 2010-2011

The DIRS dataset also includes information from LEA's 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. Total Number of Days Suspended/Out of School	
Disciplinary Action OSS NumDays	Count
Mean	2.35771
Median	2
Mode	1
Sum Total	126807.1

APPENDIX A: MINNESOTA STATUTES Section 121A.06

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

[View: table of contents for Chapter 121A](#)

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

Subdivision 1. Definitions. As used in this section:

- (1) "dangerous weapon" has the meaning given it in section [609.02, subdivision 6](#);
- (2) "school" has the meaning given it in section [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.

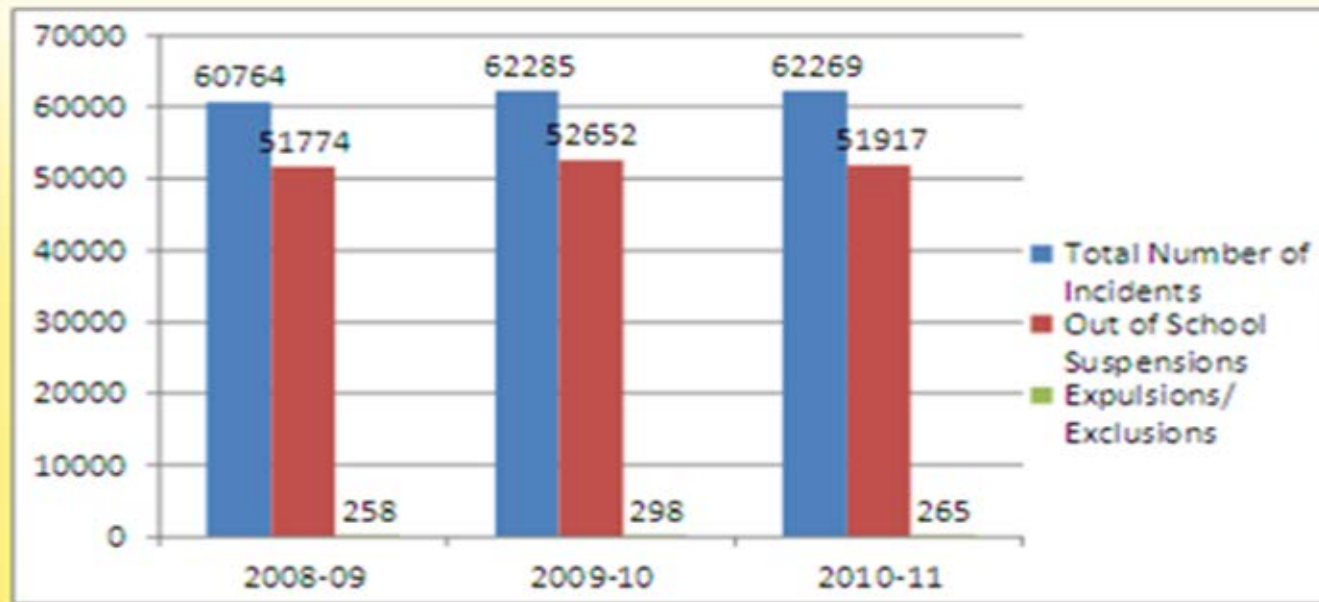
Subd. 3. Reports; filing requirements. By July 31 of each year, each public school shall report incidents involving the use or possession of a dangerous weapon in school zones to the commissioner. The reports must be submitted using the electronic reporting system developed by the commissioner under 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. Copyright © 2006 by the Office of Revisor of Statutes, State of Minnesota

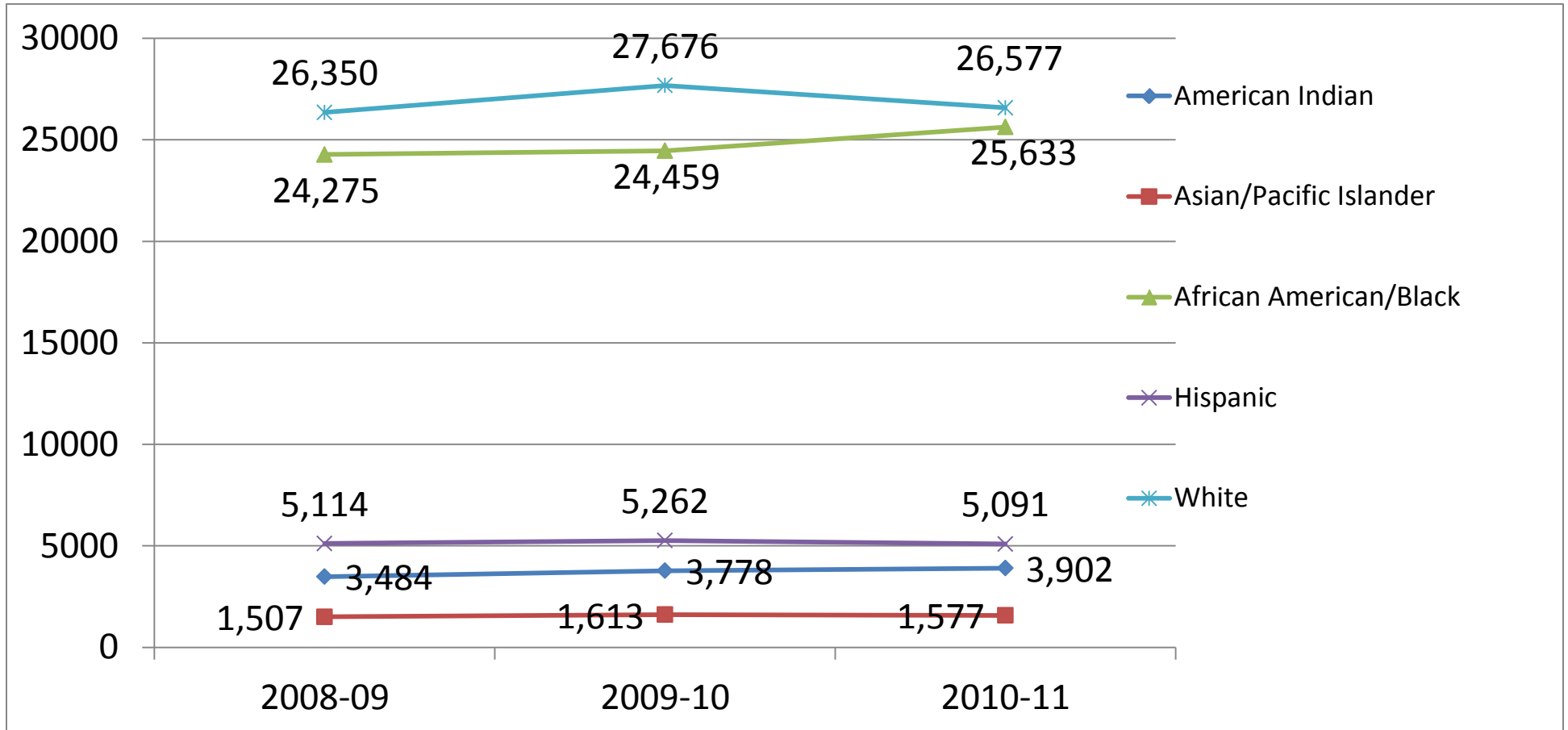
APPENDIX B: Trends in Data, Disproportionate Minority Representation.

Disciplinary Actions by School Year

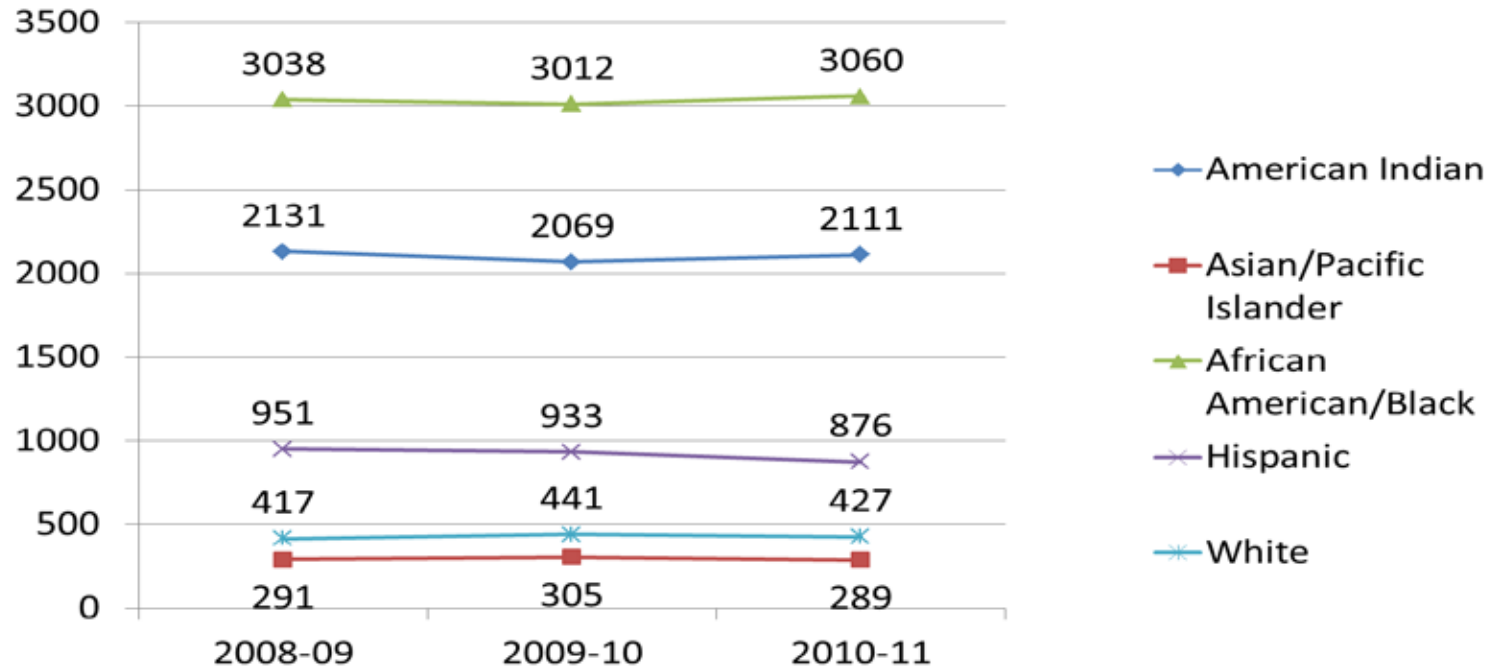
Disciplinary Actions by School Year



Statewide NUMBER: Total Disciplinary Incidents by School Year and Race



Statewide RATE: Total Disciplinary Incidents by Race per 10,000 Population



Number of Suspension Days: Trend

