



## **Dangerous Weapons and Disciplinary Incidents**

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**Fiscal Year 2014**

**Report**

**To the**

**Legislature**

**As required by**

**Minnesota Statutes,**

**section 212A.06, Subdivision 3**

**COMMISSIONER:**

**Brenda Cassellius, Ed. D.**

**Dangerous Weapons and Disciplinary  
Incidents**

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**FY 2014**

**Report to the Legislature  
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**Minnesota**

**Statutes**

**section 212A.06, Subdivision 3**

## **Cost of Report Preparation**

The total cost for the Minnesota Department of Education (MDE) to prepare this report was approximately \$700.00. 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 2012-2013 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 (38.34 percent), and fighting (14.52 percent). They are followed by assault (7.10 percent), threat/intimidation (5.42 percent), illegal drugs (4.49 percent) and other (4.45 percent).
- The majority of all reported incidents occur during school hours (96.14 percent).
- Most incidents occur in the classroom (48.74 percent), followed by the hallway (19.39 percent) or other indoor areas (14.93 percent).

### *Weapons, victims and cost*

- Although most incidents do NOT involve weapons (2.53 percent of all incidents), when a weapon is involved, the most common weapon type is some form of a knife: pocket knife, less than two and a half inches (29.29 percent), knife (22.57 percent) or pocket knife two and a half inches or greater (18.41 percent).
- There were 10 counts of a hand gun (0.73 percent) and 9 counts of a long gun (0.66 percent). In contrast, there were 401 counts of a pocket knife, less than two and a half inches (29.29 percent).
- Seventy-seven percent of incidents do not involve victims (76.90 percent).
- The vast majority of incidents (98.91 percent) did not report any associated cost. For those incidents with property damaged/loss, the majority had estimated costs of less than \$500.00 (0.96 percent).

### *Gender, grade, enrollment, EL and IEP status*

- Male offenders commit three-quarters (74.18 percent) of the incidents.
- Most offenders are clustered in the following grades: seventh, eighth, ninth and tenth.
- Eight hundred sixty-nine kindergarten students were involved in disciplinary incidents or 1.6 percent.
- With a very few exceptions, most incidents are committed by youth who are students enrolled at the school of the incident (99.9 percent).
- Six percent of students suspended are English Learners (6.56 percent).
- Of reported offenders, half (49.97 percent) have an Individual Education Program (IEP) (compared with 14.9 percent of all students with an IEP enrolled in public schools in the 2012-2013 school year).

### *Race and Disproportionality*

- The majority of offenders are White, Non-Hispanic (41.09 percent) or Black, Non-Hispanic (40.49 percent). Eight percent of offenders are Hispanic/Latino (8.62 percent), seven and a half percent are American Indian (7.59 percent), and two percent are Asian/Pacific Islanders (2.21 percent).
- White, Non-Hispanic students constitute 73. percent of the student population, Black, Non-Hispanic students constitute 10.6 percent, and Hispanic students constitute 7.3 percent, Asian/Pacific Islanders 6.8 percent and American Indian 2.3 percent of the Minnesota student population.
- The state data continues to show disproportionate minority representation in disciplinary incidents, for American Indian, Black and Hispanic Students.
- Students with an Individual Education Program constitute 14.9 percent of the total K-12 enrollment, but 49.97 percent of the students involved in a suspension, expulsion or exclusion. For Federal reporting purposes, additional actions are reported for Special Education students, which are not reported for general education students.

### *Disciplinary Actions Taken*

- The majority of incidents in the DIRS dataset result in out-of-school suspensions (84.04 percent).
- In-school suspensions, which are reported for Special Education students only, constituted 12.3 percent of the disciplinary actions taken.
- The last four years has seen a trend downwards in the total number of days suspended out of school, from 129,829 in 2009-10, to 109,494.5 in 2012-13. Expulsions decreased to 171, well below the 200 plus number of expulsions in previous years: 272 expulsions in 2008-09, 264 in 2009-10, 215 in 2010-11, 220 in 2011-12 and 171 in 2012-13. [View more information on expulsions and exclusions.](#)

## 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, through 2011-12 versions of DIRS to make the process more user-friendly and to increase the accuracy of the data. Note that several 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.

Note that in School Year 2010-2011, the DIRS system WAS UPGRADED WITH 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). 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 [DIRS Data Submission](#).

The unique (unduplicated) total number is the unique total number of disciplinary **incidents**. Data reported as total number of **students or number of actions** may have a total number that is larger than the Incident unique number, because of duplicate counting across categories. This can be seen on charts such as the data on race and ethnicity, actions, Individual Education Programs (IEP) and English Learners (EL).

For school year 2012-13, the unique total of disciplinary incidents is 51,460. The number of students involved in incidents is 54,312. There were 54,690 actions taken by administrators.

**DANGEROUS WEAPONS, DISCIPLINARY INCIDENTS SCHOOL YEAR 2012-13**

**Report Tables and Graphs**

TYPE OF DISCIPLINARY INCIDENTS: SCHOOL YEAR 2012-13

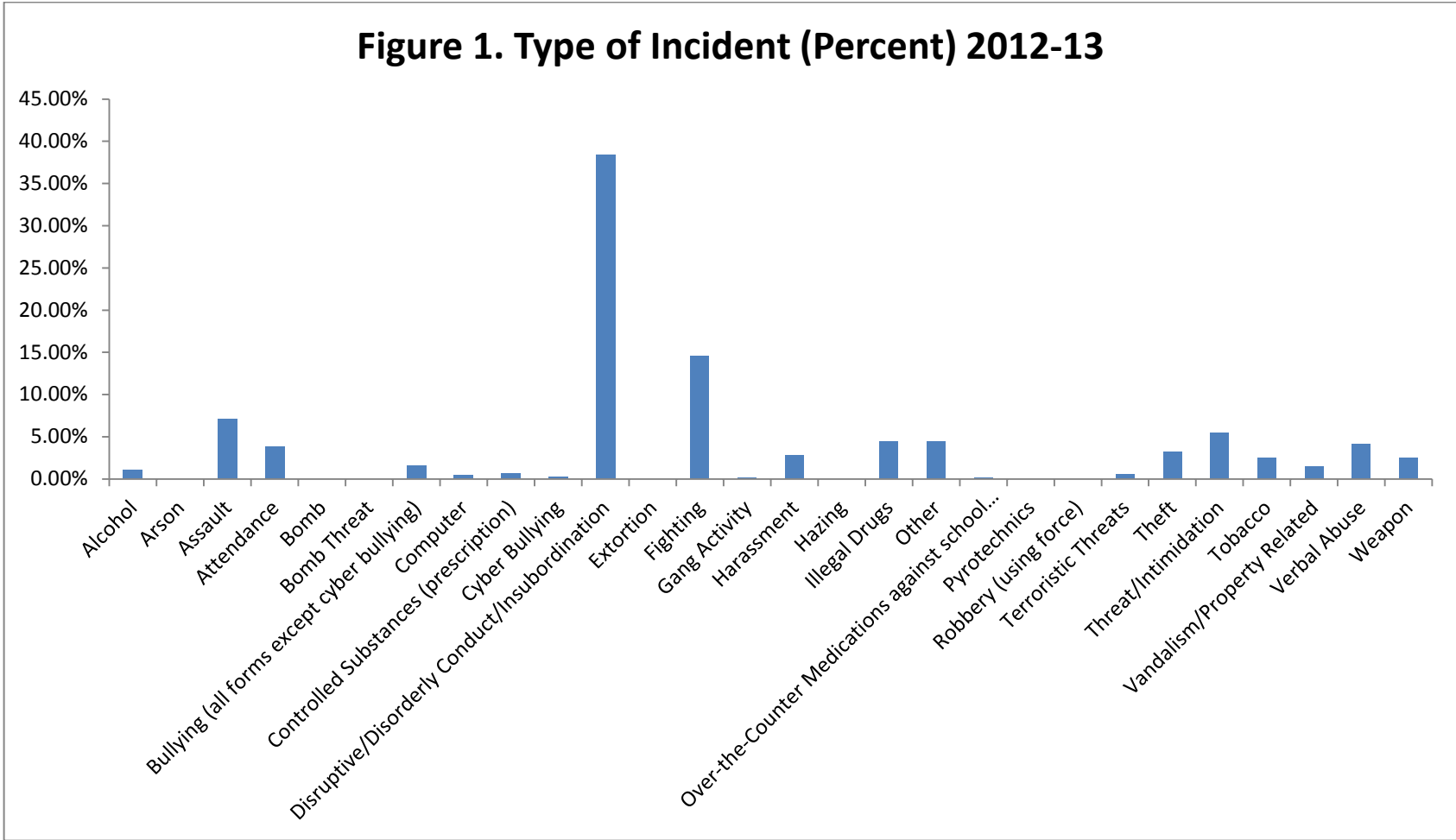
Disciplinary incidents are categorized into one of 28 different types. Included on the next page in Table 1 are the number and percentages of disciplinary incidents by type. Incidents of “disruptive/disorderly conduct/ insubordination” (38.34 percent) and “fighting,” (14.52 percent) are the most common, followed by “assault” (7.10 percent), “threat/intimidation” (5.42 percent), “illegal drugs” (4.49 percent) and “other” (4.45 percent) incidents. Figure 1 represents a graphic illustration of Table 1, using percent of incidents.

<b>TABLE 1.</b>		
<b>Type of Incident</b>	<b>Number of Incidents</b>	<b>Percent</b>
Alcohol	537	1.04%
Arson	41	0.08%
Assault	3655	7.10%
Attendance	1953	3.80%
Bomb	2	0.00%
Bomb Threat	25	0.05%
Bullying (all forms except cyber bullying)	838	1.63%
Computer	209	0.41%
Controlled Substances (prescription)	334	0.65%
Cyber Bullying	132	0.26%
Disruptive/Disorderly Conduct/Insubordination	19731	38.34%
Extortion	10	0.02%
Fighting	7471	14.52%
Gang Activity	79	0.15%
Harassment	1467	2.85%
Hazing	20	0.04%
Illegal Drugs	2309	4.49%
Other	2289	4.45%
Over-the-Counter Medications against school policy	75	0.15%
Pyrotechnics	56	0.11%
Robbery (using force)	11	0.02%
Terroristic Threats	276	0.54%



Theft	1642	3.19%
Threat/Intimidation	2788	5.42%
Tobacco	1282	2.49%
Vandalism/Property Related	773	1.50%
Verbal Abuse	2152	4.18%
Weapon	1303	2.53%
<b>Total</b>	<b>51460</b>	<b>100.00%</b>

TYPE OF DISCIPLINARY INCIDENTS: SCHOOL YEAR 2012-13

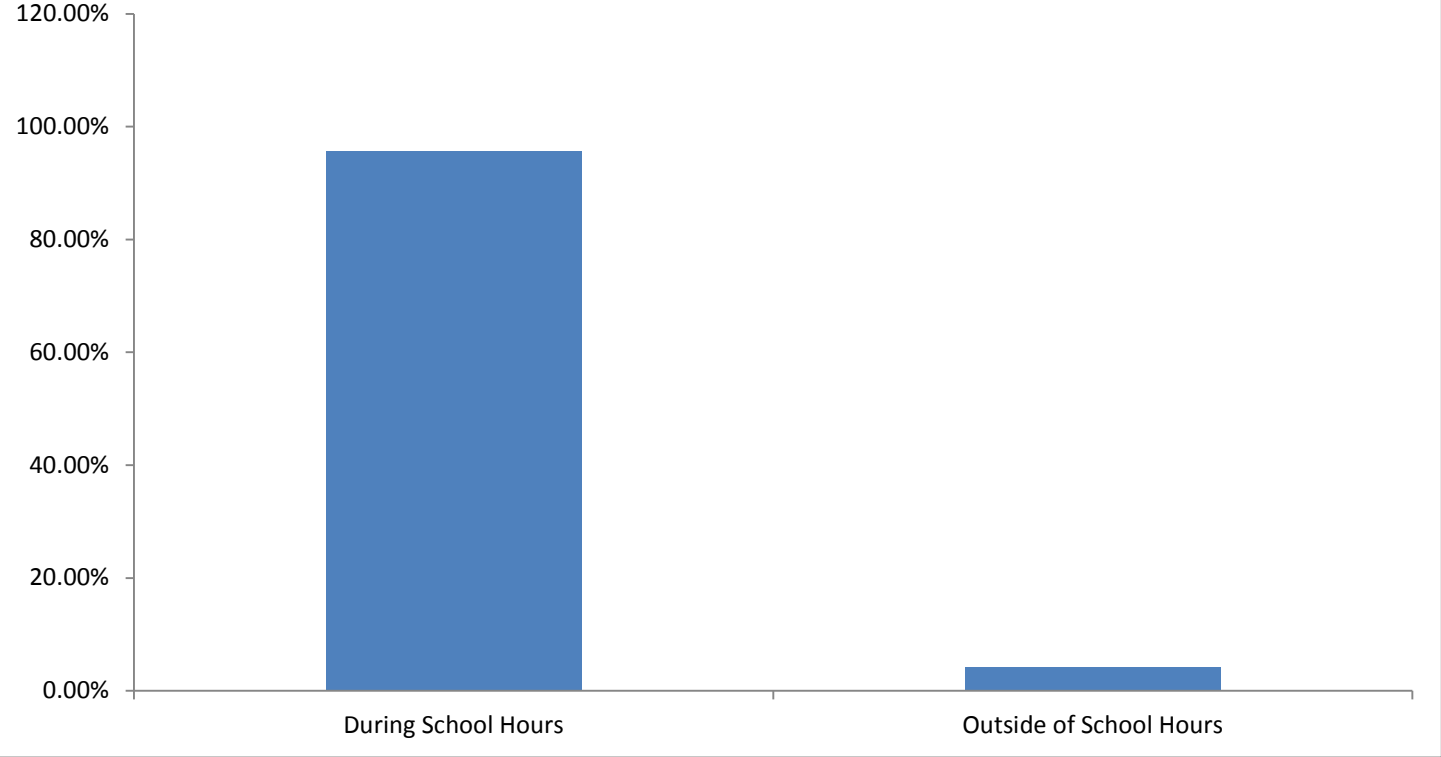


TIME OF INCIDENTS: SCHOOL YEAR 2012-13

Disciplinary incidents are categorized into one of two different incident times when they occurred. Incidents occurring “during school hours” represent the vast 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. Figure 2 represents a graphic illustration of Table 2, using percent of incidents.

<b>TABLE 2.</b>		
<b>Time of Incident</b>	<b>Number</b>	<b>Percent</b>
During School Hours	49192	95.72%
Outside of School Hours	2201	4.28%
<b>Total</b>	<b>51393</b>	<b>100.00%</b>

**Figure 2: Time of Incident (Percent)**

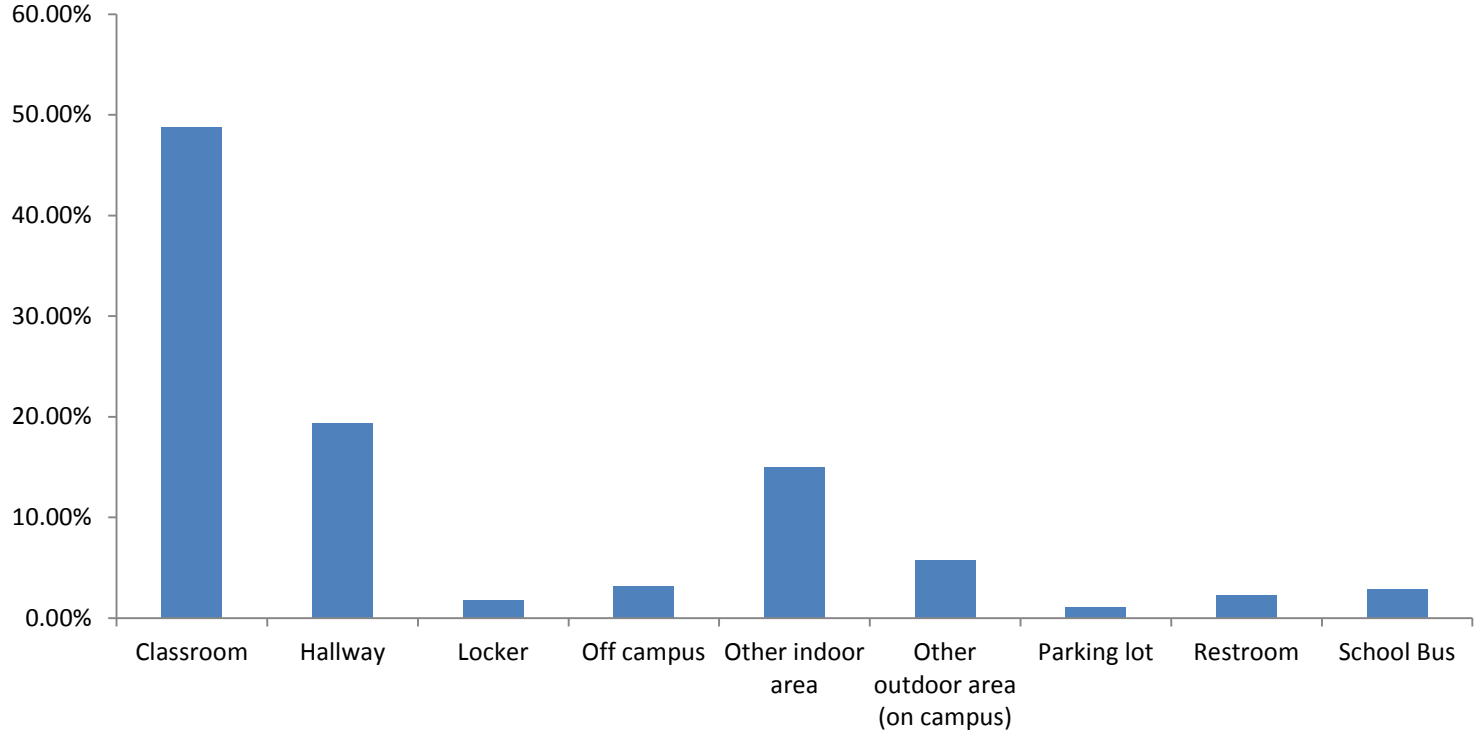


LOCATION OF INCIDENTS: SCHOOL YEAR 2012-13

Disciplinary incidents are categorized into one of nine different locations where they occurred. Incidents occurring in the “classroom” and “hallway” are the most common, followed by “other indoor area.” Included below in Table 3 are the number and percentages of disciplinary incidents by location. *Please note*, districts may count more than one location in reporting an incident. Figure 3 represents graphic illustrations of Table 3, using percent of incidents.

<b>Table 3.</b>		
<b>Location of Incident</b>	<b>Number</b>	<b>Percent</b>
Classroom	25572	48.74%
Hallway	10174	19.39%
Locker	917	1.75%
Off campus	1630	3.11%
Other indoor area	7832	14.93%
Other outdoor area (on campus)	3026	5.77%
Parking lot	586	1.12%
Restroom	1206	2.30%
School Bus	1518	2.89%
<b>Total</b>	<b>52461</b>	<b>100.00%</b>

**Figure 3. Location of Incidents (Percent) 2012-13**

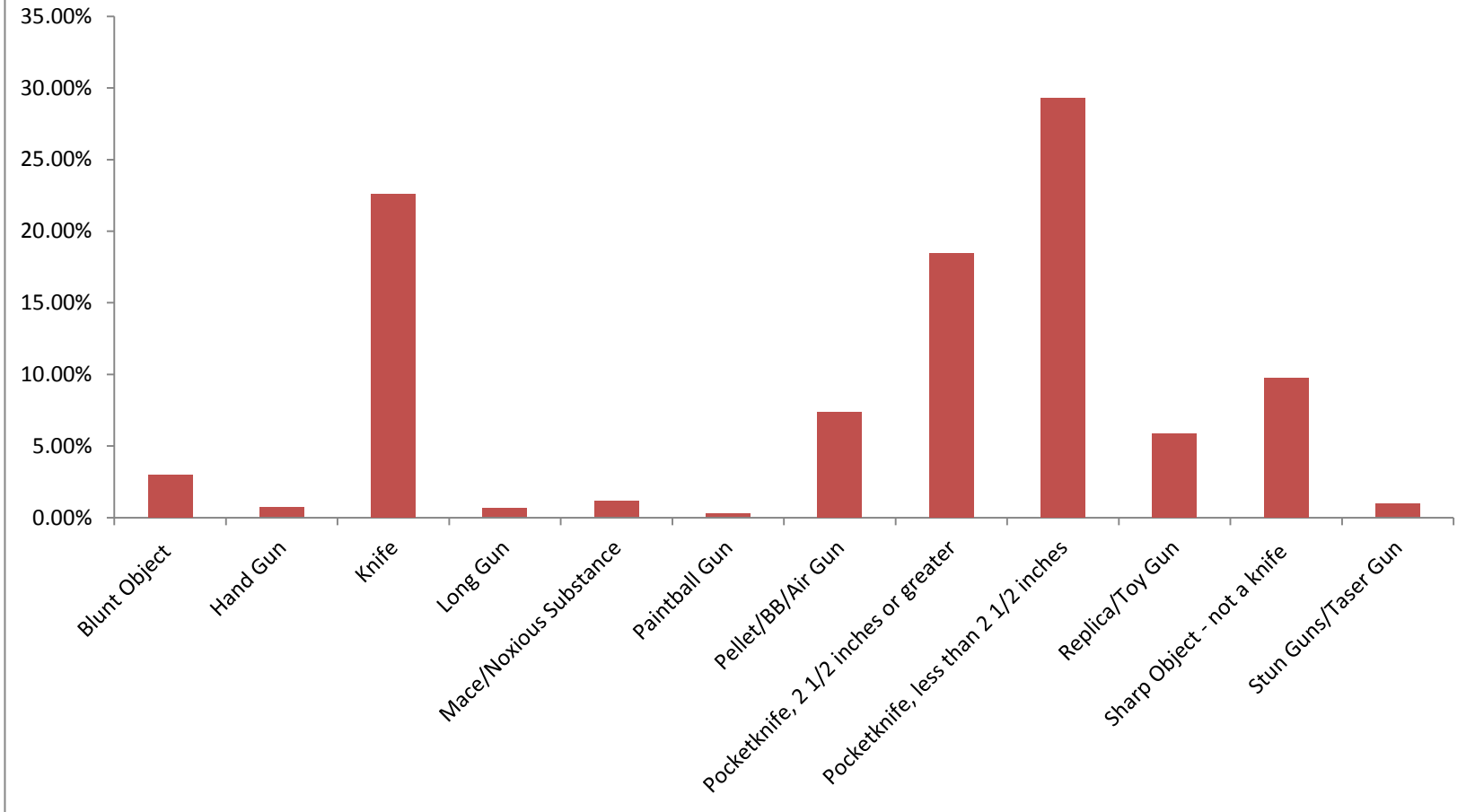


INVOLVEMENT OF WEAPONS IN DISCIPLINARY INCIDENTS: SCHOOL YEAR 2012-13

If disciplinary incidents involve weapons, the weapons are categorized into one of twelve different types. Although weapons are involved in only 2.39 percent of all incidents (see Table 1 and Figures 1), 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 numbers and percentages weapons reported. Figure 4 represents a graphic illustration of Table 4, using a percentage of the number of weapons reported.

<b>Table 4.</b>		
<b>Involvement of Weapon in Incident</b>	<b>Number</b>	<b>Percent</b>
Blunt Object (ex: numchuck or nunchaku, chains)	41	2.99%
Hand Gun	10	0.73%
Knife	309	22.57%
Long Gun	9	0.66%
Mace/Noxious Substance	16	1.17%
Paintball Gun	4	0.29%
Pellet/BB/Air Gun	101	7.38%
Pocketknife, 2 1/2 inches or greater	252	18.41%
Pocketknife, less than 2 1/2 inches	401	29.29%
Replica/Toy Gun	80	5.84%
Sharp Object - not a knife or pocketknife (ex: razor blade, Chinese star)	133	9.72%
Stun Guns/Taser Gun	13	0.95%
<b>Total</b>	<b>1369</b>	<b>100%</b>

**Figure 4. Incident by Weapon Type (Percent) 2012-13**



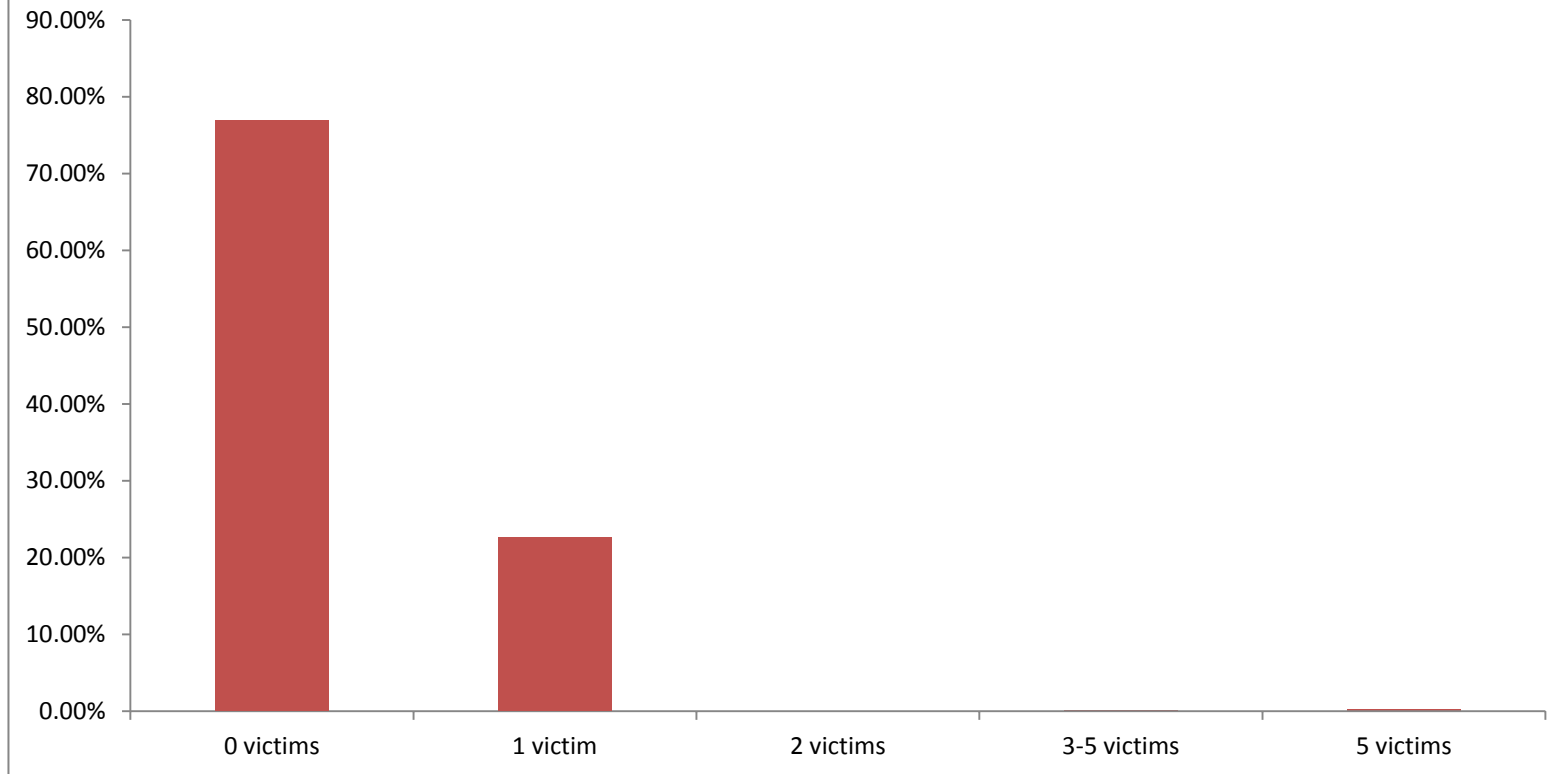


NUMBER OF VICTIMS INVOLVED: SCHOOL YEAR 2012-13

Disciplinary incidents are recorded with the number of victims involved. Although school districts can enter any number of victims, for the purposes of this report, the number of victims has been collapsed. Three-quarters of incidents included in the DIRS dataset were reported as incidents where no victims were involved. Table 5, below, documents the number of victims per incidents reported and percentages of those incidents. Figure 5 represents a graphic illustration of Table 5, using percent of incidents.

<b>Table 5.</b>		
<b>Number of Incidents with Victims Involved</b>	<b>Number</b>	<b>Percent</b>
0 victims	39539	76.90%
1 victim	11607	22.57%
2 victims	54	0.11%
3-5 victims	88	0.17%
5 victims	127	0.25%

**Figure 5. Number of Incidents with Victims (Percent) 2012-13**

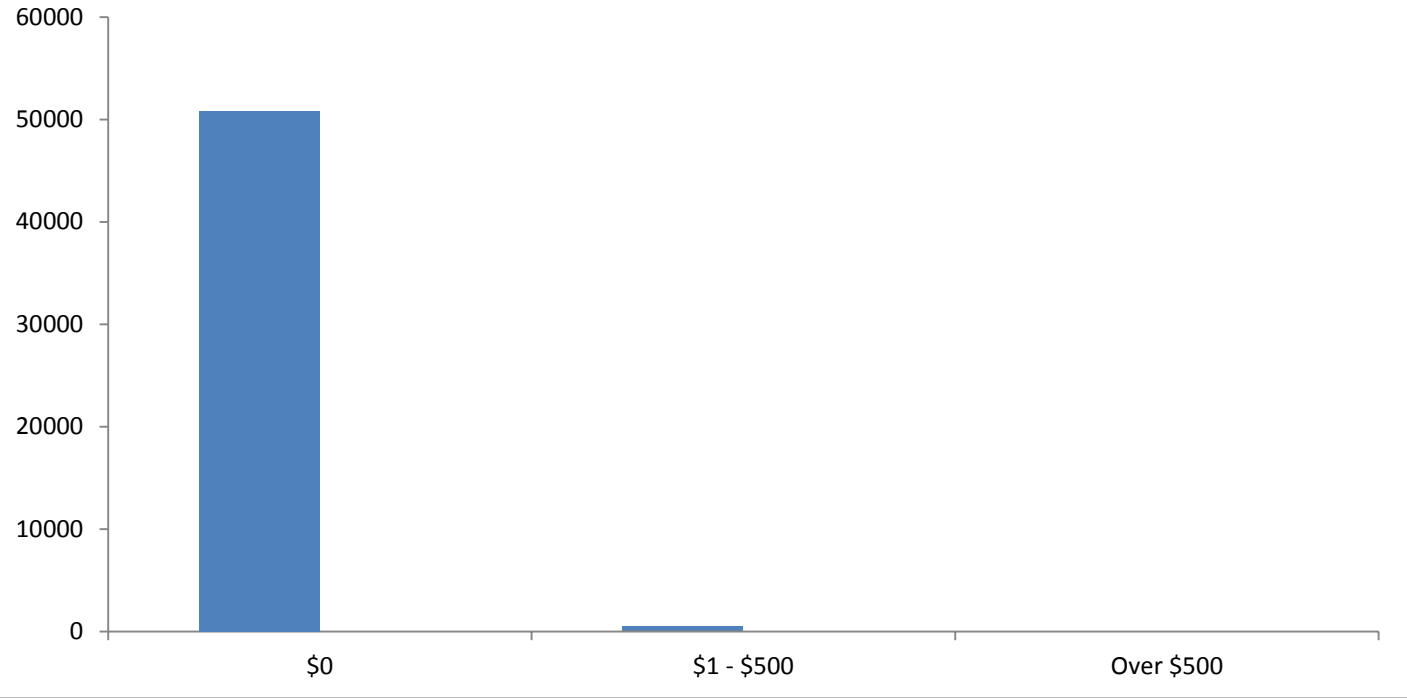


## ESTIMATED COST TO PROPERTY: SCHOOL YEAR 2012-13

A disciplinary incident where a victim has been reported also asks for the estimated damage to property. Districts are asked to select a range of the estimated damage. In the 2012-13 school years, one percent of the incidents were cited for incurring a cost. Most incidents had no cost to property as set forth in Table 6 below. Figure 6 represents graphic illustrations of Table 6, using percent of incidents.

<b>Table 6.</b>		
<b>Estimated Cost to Property</b>	<b>Number</b>	<b>Percent</b>
\$0	50832	98.91%
\$1 - \$500	494	0.96%
Over \$500	67	0.13%
<b>Grand Total</b>	<b>51393</b>	<b>100.00%</b>

**Figure 6. Estimated Cost to Property (Percent) 2012-13**



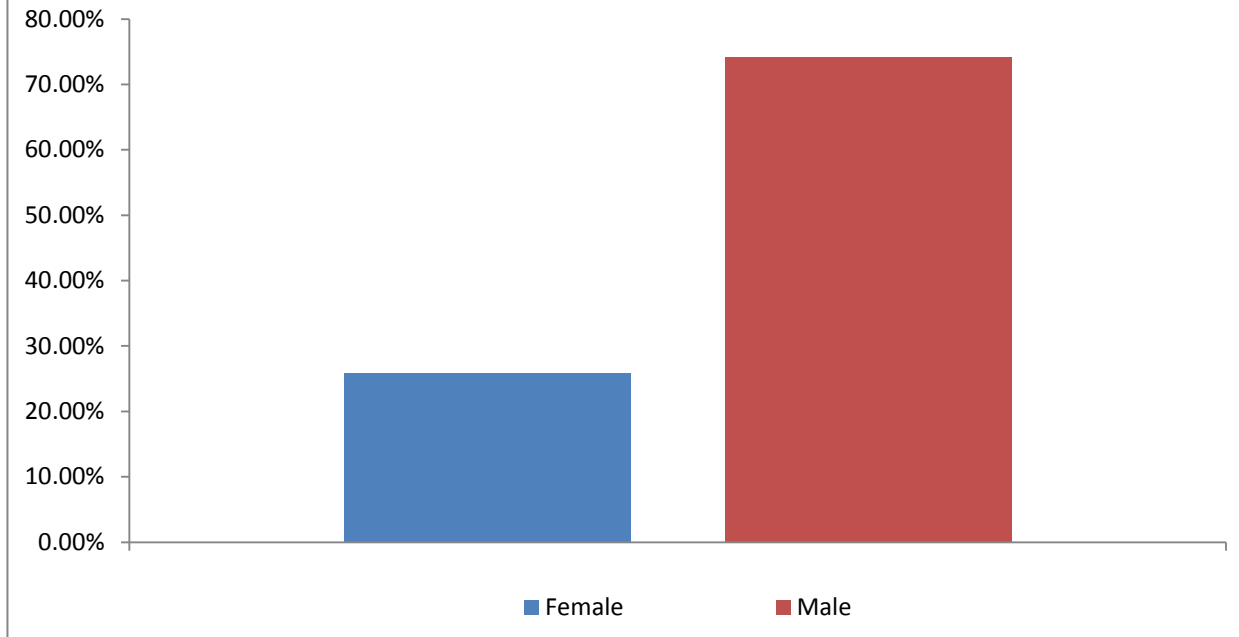
## GENDER OF OFFENDERS: SCHOOL YEAR 2012-13

Gender of offender is recorded for each disciplinary action. Included below in Table 7 are the number of actions and percentages reported in DIRS by gender of offender. The three quarters of offenders in the DIRS dataset are males. Figure 7 represents graphic illustrations of Table 7, using the percent of the actions.

Because this is an action count, each student can be counted more than once if they had more than one disciplinary action in the same school year. See table 15 for a list of disciplinary actions.

<b>Table 7.</b>		
<b>Gender of Offender</b>	<b>Number</b>	<b>Percent</b>
<b>Female</b>	14021	25.82%
<b>Male</b>	40291	74.18%
<b>Total</b>	<b>54312</b>	<b>100%</b>

**Figure 7. Gender of Offender (Percent) 2012-13**



RACE/ETHNICITY OF OFFENDERS: SCHOOL YEAR 2012-13

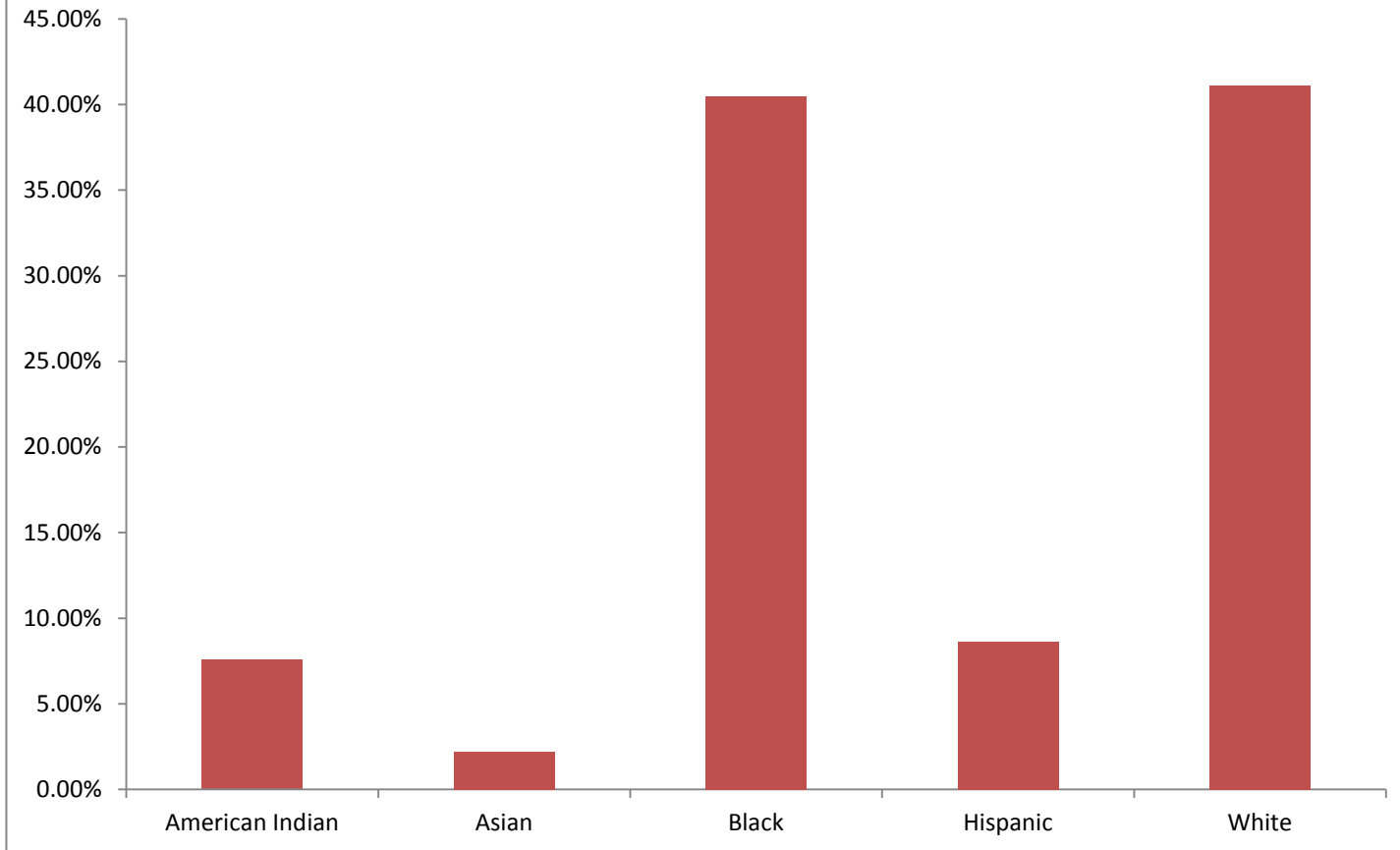
The race/ethnicity of the offender is recorded for each disciplinary action. The majority of offenders in the DIRS dataset is White, Non-Hispanic; followed by Black, Non-Hispanic. Because this is an action count, each student can be counted more than once if they had more than one disciplinary action in the same school year. See table 15 for a list of disciplinary actions.

In 2012-2013, Minnesota student demographics, as cited by the Minnesota Department of Education Website, were as follows: American Indian or Alaskan Native: 2.3 percent; Asian or Pacific Islander: 6.8 percent; Hispanic: 7.3 percent; Black, Non-Hispanic: 10.6 percent; White, Non-Hispanic: 73.0 percent. The total enrollment was 845,177 students.

Included below in Table 8 are the number and percentages of students involved in a disciplinary action by race/ethnicity of offender. Figure 8 represents a graphic illustration of Table 8, using percent of students involved in disciplinary actions.

<b>Table 8.</b>			
<b>Race/Ethnicity of Offender</b>	<b>Number</b>	<b>Percent</b>	<b>Percent population</b>
American Indian	4123	7.59%	2.3%
Asian	1198	2.21%	6.8%
Black	21991	40.49%	10.6%
Hispanic	4681	8.62%	7.3%
White	22319	41.09%	73.0%
<b>Total</b>	<b>54312</b>	<b>100%</b>	<b>100%</b>

**Figure 8. Race-Ethnicity of Offender (Percent) 2012-13**



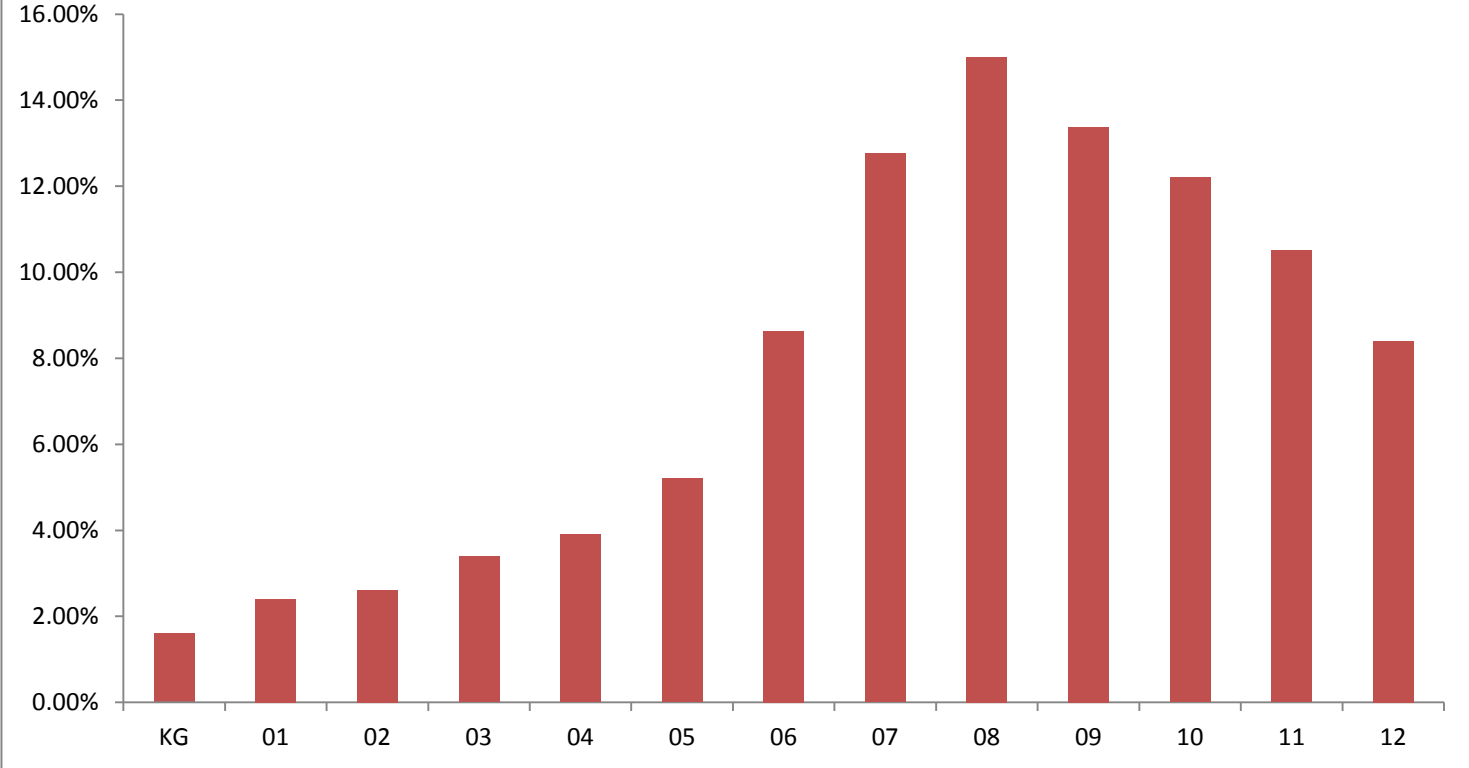


GRADE OF OFFENDERS: SCHOOL YEAR 2012-13

Grade of offender is recorded for each disciplinary action. The majority of offenders in the DIRS dataset is clustered around seventh, eighth, ninth and tenth grades. Included below in Table 9 are the numbers of actions and percentages by grade of offender. Figure 9 represents a graphic illustration of Table 9, using percent of actions. Because this is an action count, each student can be counted more than once if they had more than one disciplinary action in the same school year. See table 15 for a list of disciplinary actions.

<b>Table 9.</b>		
<b>Grade of Offenders</b>	<b>Number</b>	<b>Percent</b>
KG	869	1.60%
01	1306	2.40%
02	1418	2.61%
03	1843	3.39%
04	2124	3.91%
05	2827	5.21%
06	4688	8.63%
07	6930	12.76%
08	8149	15.00%
09	7262	13.37%
10	6626	12.20%
11	5706	10.51%
12	4564	8.40%
<b>Total</b>	<b>54312</b>	<b>100.00%</b>

**Figure 9. Grade of Offender (Percent) 2012-13**



SCHOOL STATUS OF OFFENDERS: SCHOOL YEAR 2012-13

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

Included below in Table 10 are the number of incidents and percentages of disciplinary incidents by school status of offender.

<b>Table 10.</b>		
<b>School Status of Offenders</b>	<b>Number</b>	<b>Percent</b>
Enrolled offenders	51401	99.99%
Non-enrolled Offenders	7	0.01%
<b>Total</b>	<b>51408</b>	<b>100%</b>

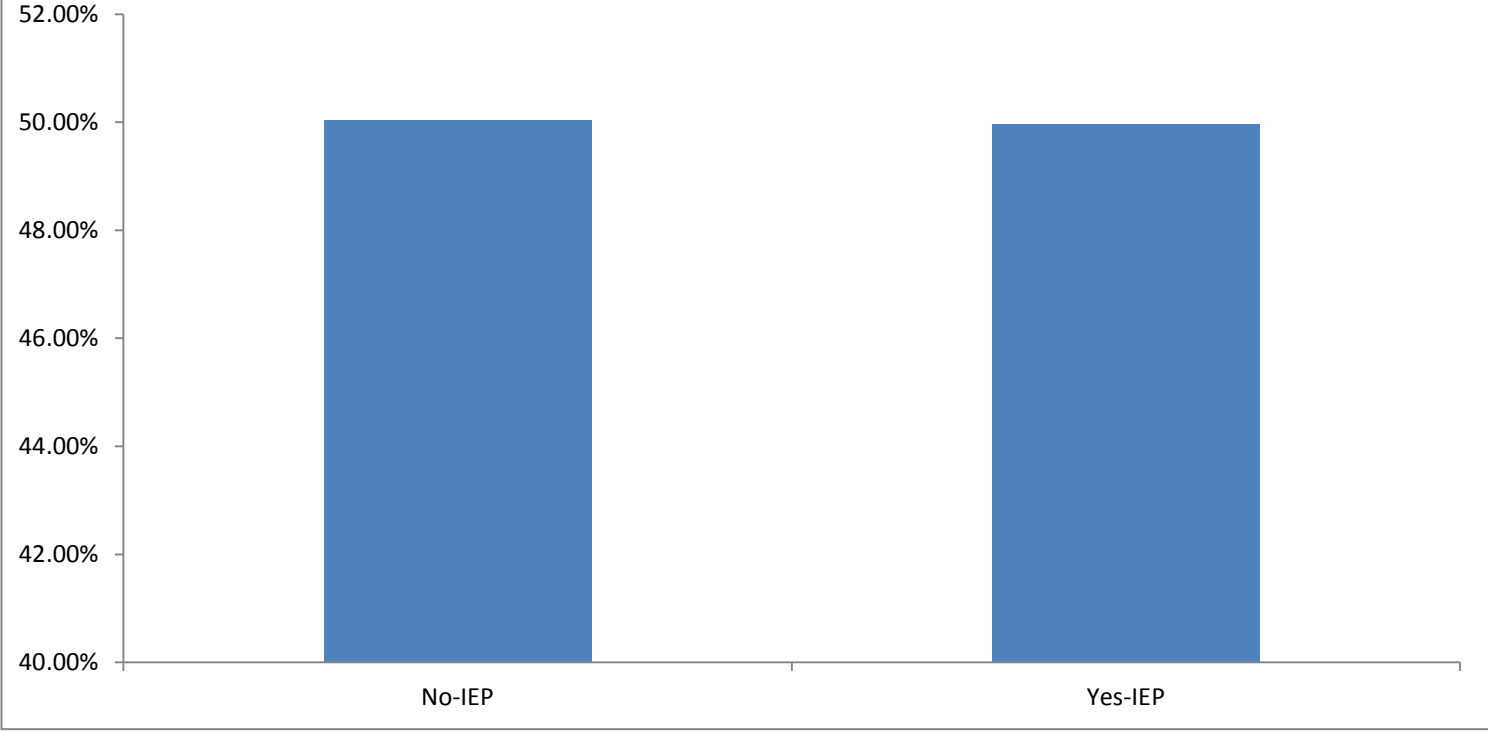
## INDIVIDUAL EDUCATION PLAN (IEP): SCHOOL YEAR 2012-13

Individual Education Programs (IEP) for offenders is recorded for each disciplinary action. For Federal reporting purposes, additional actions are reported for Special Education students that are not reported for general education students. For purposes of this chart, only actions that are reported for both general education and special education are listed. Of reported offenders, half (49.97percent) have an IEP (compared with 14.9 percent of all students with an IEP enrolled in public schools in the 2012-2013 school year).

Included below in Table 11 are percentages of IEP status of offender. Figure 10 is a graphic illustration of Table 11, using percent of actions.

<b>Table 11.</b>		
<b>IEP Status of Offender</b>	<b>Number</b>	<b>Percent</b>
No-IEP	27170	50.03%
Yes-IEP	27142	49.97%
<b>Total</b>	<b>54312</b>	<b>100.00%</b>

**Figure 10. IEP Status of Offender (Percent) 2012-13**

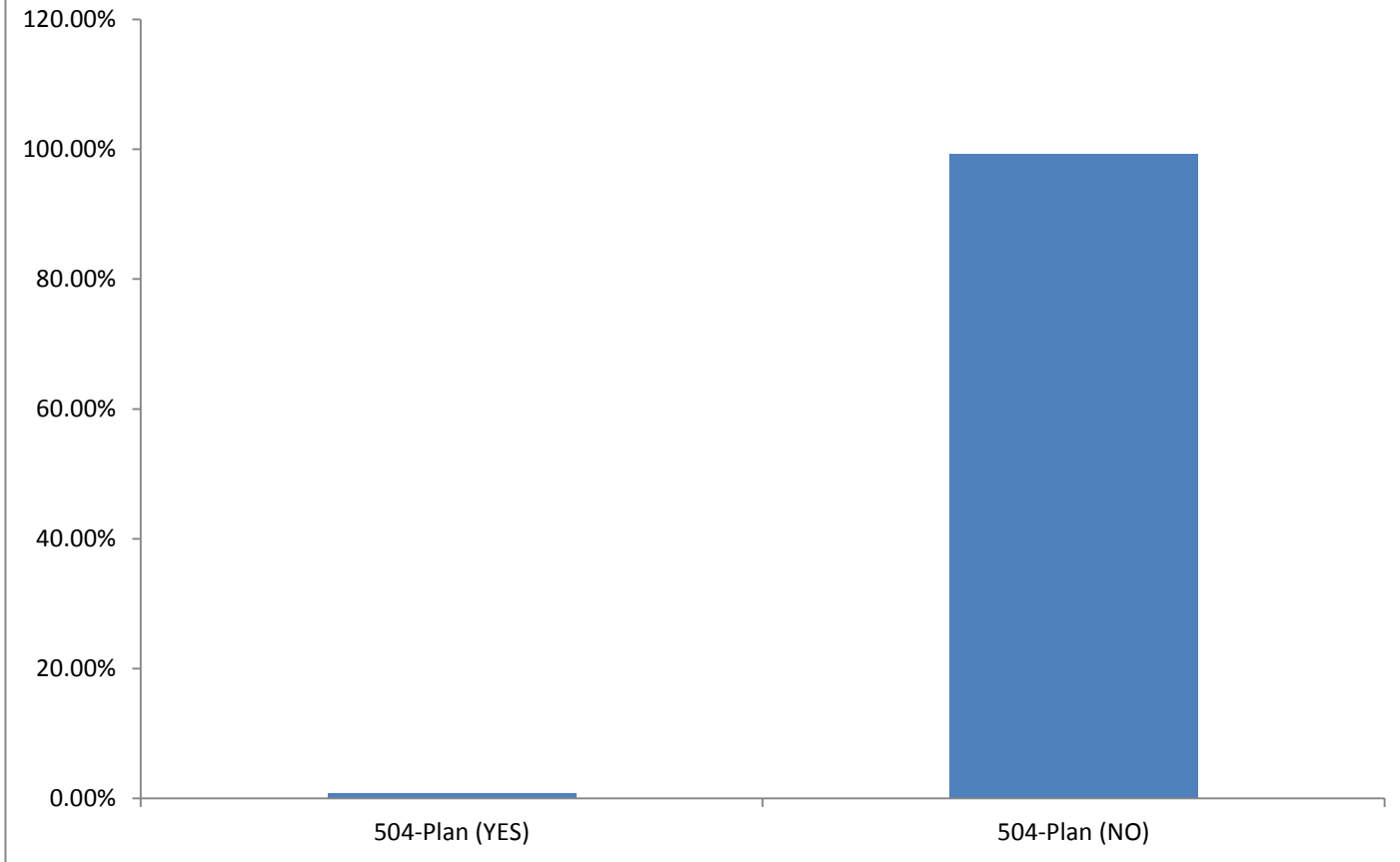


### 504 STATUSES OF OFFENDERS: SCHOOL YEAR 2012-13

Table 12 shows the number of actions and percentages of 504 status of offender for this school year. Less than one percent of offenders in the DIRS dataset have a 504 Status. The 504 status of a student may change during a school year, so a student may be counted more than once. Figure 11 represents a graphic illustration of Table 12, using percent of actions.

<b>Table 12.</b>		
<b>504 Status of Offender Disability</b>	<b>Action</b>	<b>Percent</b>
504-Plan (YES)	427	0.79%
504-Plan (NO)	26,643	99.21%

**Figure 11. 504 Statuses of Offender (Percent)  
2012-13**



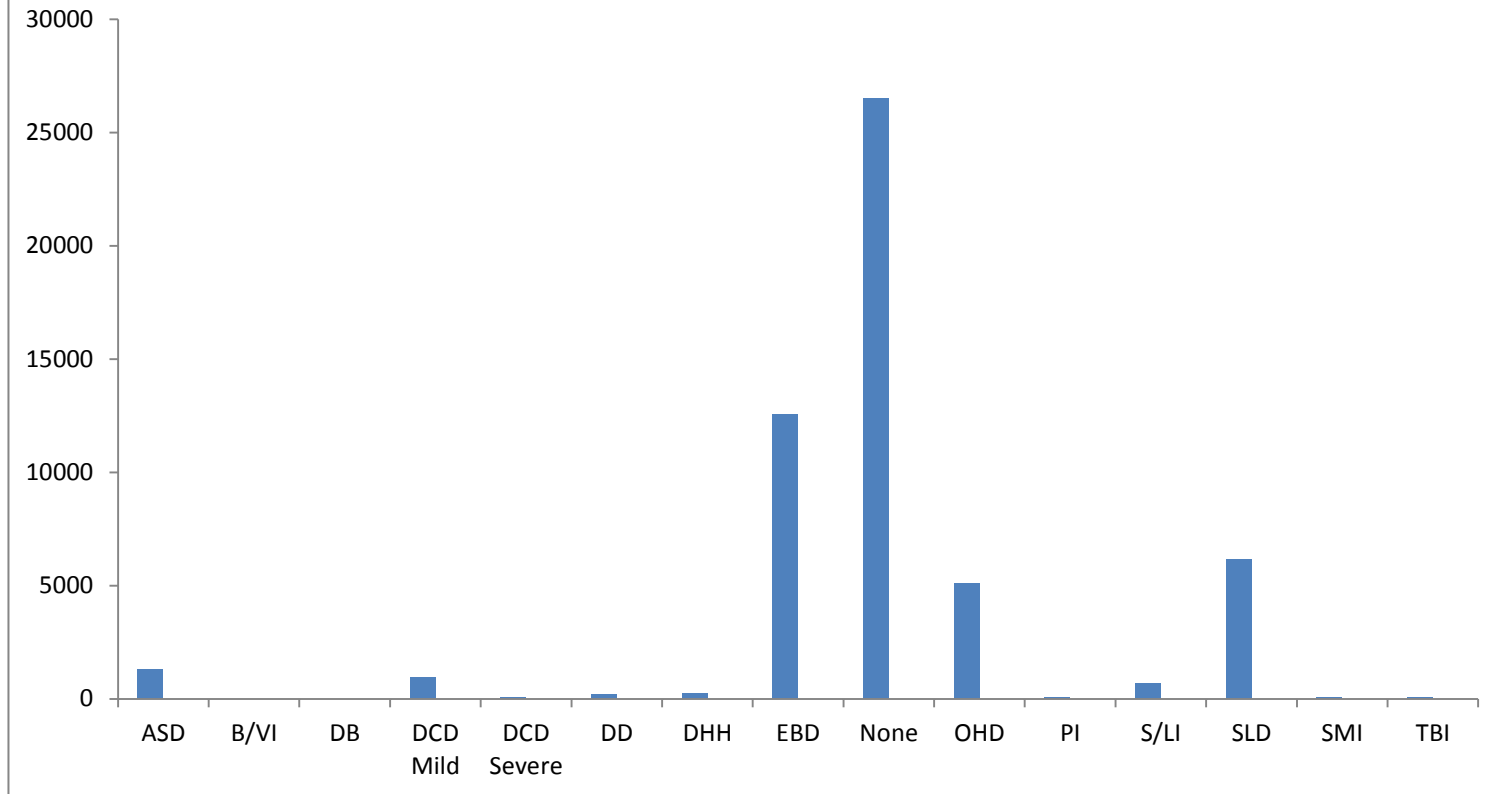
DISABILITY STATUS OF OFFENDERS: SCHOOL YEAR 2012-13

Disability status of the offender is recorded for each disciplinary action. 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 number or actions and percentages of the disability status of offenders. Figure 12 represents a graphic illustration of Table 13, using percent of actions.

<b>Table 13.</b>		
<b>Disability of Offenders</b>	<b>Actions</b>	<b>Percent</b>
Autism Spectrum Disorder	1302	2.40%
Blind/Visually Impaired	3	0.01%
Deaf/Blind	1	0.00%
Developmental Cognitive Disabilities, Mild	921	1.70%
Developmental Cognitive Disabilities, Severe	73	0.13%
Development Delay	188	0.35%
Deaf/Hard of hearing	237	0.44%
Emotional Behavioral Disorders	12548	23.10%
None	26518	48.83%
Other health disabilities	5103	9.40%
Physical Impairment	64	0.12%
Specific Learning Disability	651	1.20%
Speech or Language Impairment	6148	11.32%
Severely Multiply Impaired	55	0.10%
Traumatic Brain Injury	73	0.13%



**Figure 12. Disability of Offenders (Percent) 2012-13**



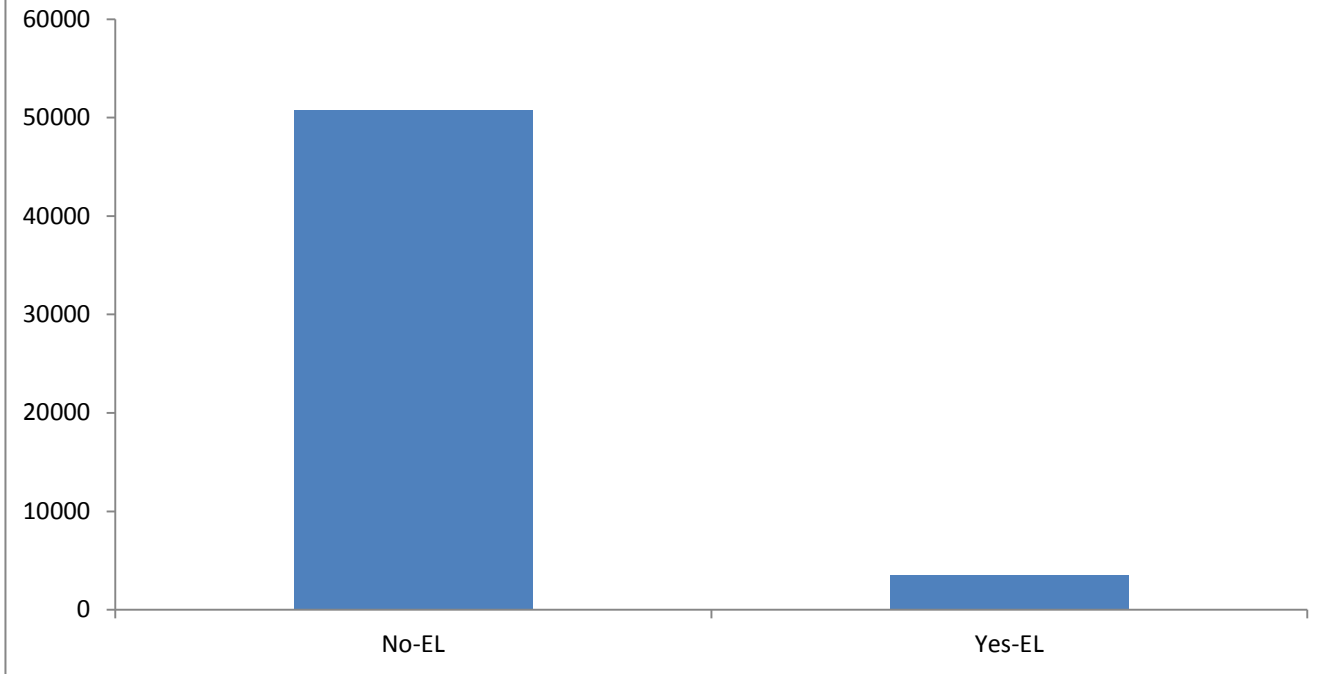
## ENGLISH LEARNER STATUS OF OFFENDERS: SCHOOL YEAR 2012-13

English Learner or EL status of the offender is recorded for each disciplinary action. Of the total number of offenders, six percent of offenders are identified as EL (compared with approximately eight percent of all students in the 2012-13 school years).

Included below in Table 14 are the frequencies and percentages of disciplinary actions by EL status of offender. Figure 13 represents a graphic illustration of Table 14, using percent of actions.

<b>Table 14.</b>		
<b>English Learner Status of Offenders</b>	<b>Actions</b>	<b>Percent</b>
No-EL	50748	93.44%
Yes-EL	3564	6.56%
<b>Total</b>	<b>54312</b>	<b>100%</b>

**Figure 13. ELL-Status of Offender (Percent) 2012-13**

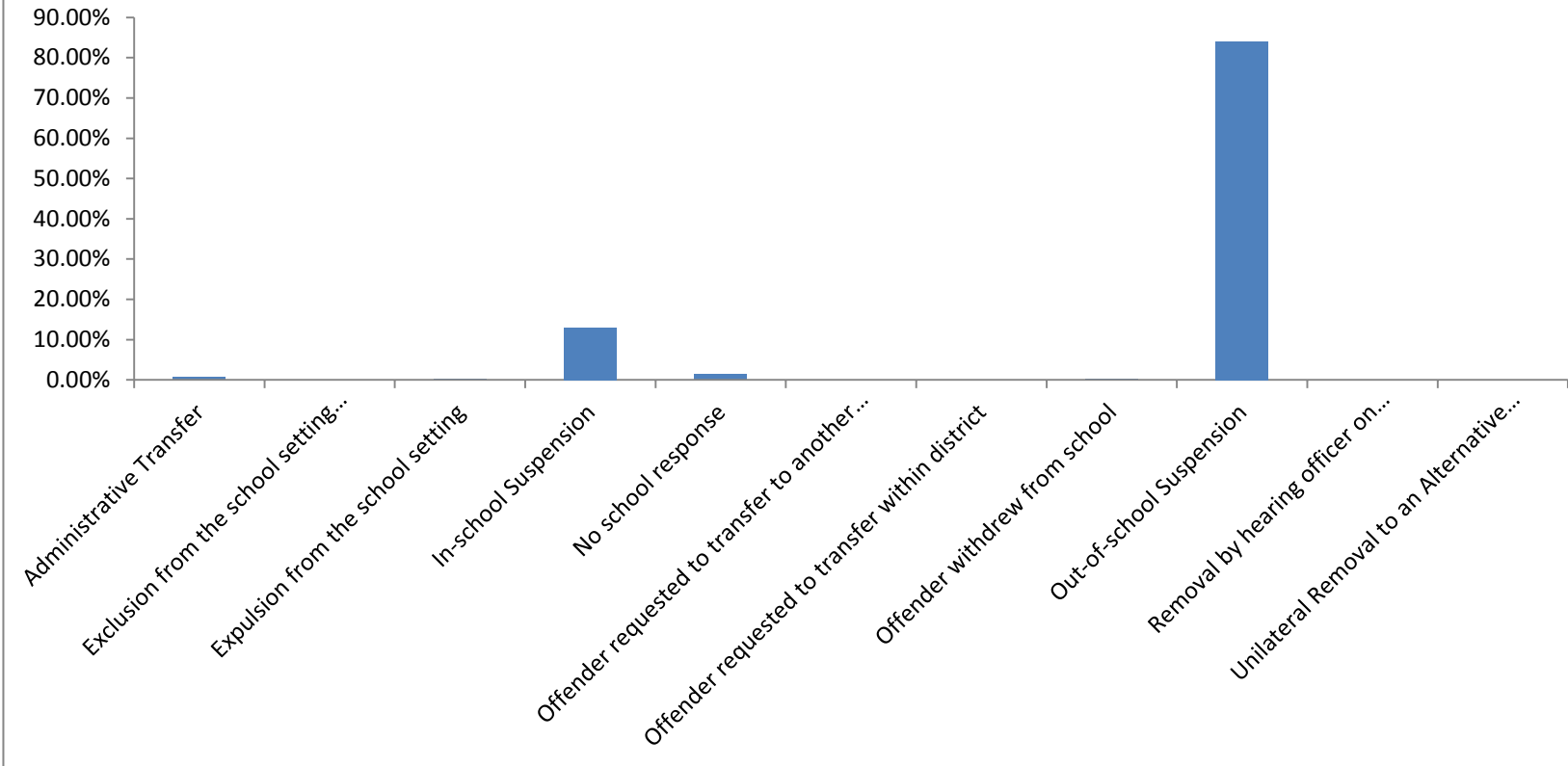


DISCIPLINARY ACTIONS TAKEN: SCHOOL YEAR 2012-13

The DIRS dataset also includes information from districts' 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 a day or more, 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.

<b>Table 15.</b>		
<b>Disciplinary Actions Taken</b>	<b>Number</b>	<b>Percent</b>
Administrative Transfer	330	0.60%
Exclusion from the school setting (Exclusions only through current year)	18	0.03%
Expulsion from the school setting	171	0.31%
In-school Suspension	7100	12.98%
No school response	845	1.55%
Offender requested to transfer to another district	29	0.05%
Offender requested to transfer within district	14	0.03%
Offender withdrew from school	196	0.36%
Out-of-school Suspension	45964	84.04%
Removal by hearing officer on determination of likely injury	5	0.01%
Unilateral Removal to an Alternative Educational Setting	18	0.03%
<b>Total</b>	<b>54690</b>	<b>100.00%</b>

**Figure 14. Disciplinary Actions Taken (Percent) 2012-13**



APPENDIX A: MINNESOTA STATUTES Section 121A.06

View: Minnesota Statutes 2004, Table of Chapters

View: table of contents for Chapter 121A

121A.06 REPORTS OF DANGEROUS WEAPON INCIDENTS IN SCHOOL ZONES Subdivision 1. Definitions. As used in this section: (1) “dangerous weapon” has the meaning given it in section 609.02, subdivision 6; (2) “school” has the meaning given it in section 102A. 22, subdivision 4; and (3) “school zone” has the meaning given it in section 152.01, subdivision 14a, clauses (1) and (3).

Sub. 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 s1,2, 26; art 11 s 3; 1Sp2005 c 5 art 2 s 26,27.

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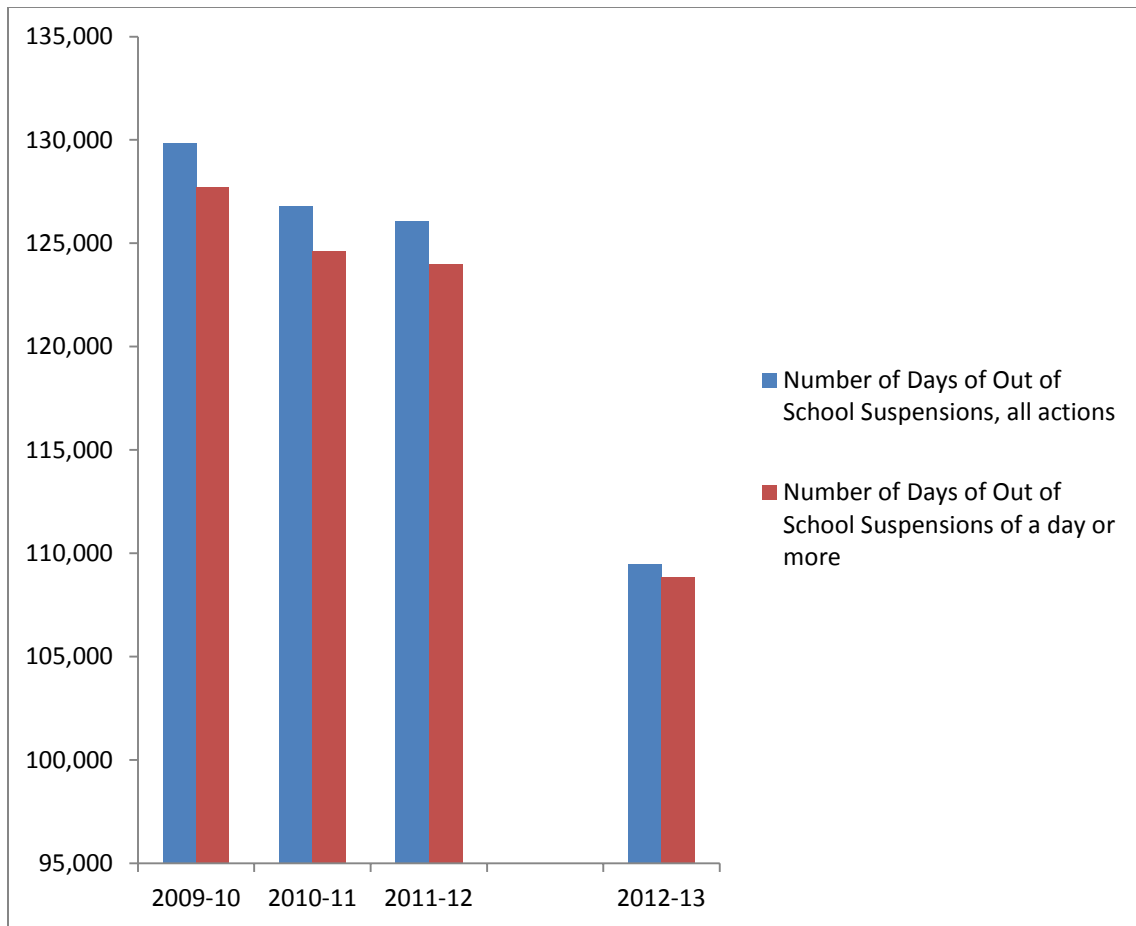
## APPENDIX B: Trend Report

### Out of School Suspension Trends

Districts are required to report all suspensions of a day or less for students who have an Individual Education Program, and to report suspensions for a day or more for regular education students. Table 17 shows the trends for “Number of Days of Out of School Suspensions, all actions” and “Number of Days of Out of School Suspensions of a day or more.” In both instances, the numbers of suspensions have been decreasing over the last four years. Figure 15 is a graphic representation of these numbers.

<b>TABLE 17.</b>		
<b>Trend Report on Number of Days Suspended Out of School</b>	<b>Number of Days Suspensions, all actions</b>	<b>Suspensions of a day or more</b>
2009-10	129,829	127,739
2010-11	126,791	124,608
2011-12	126,070	123,997
2012-13	109,495	108,844

FIGURE 15: Trend Report on Number of Days Suspended Out of School, 2009-10 to 2012-13





APPENDIX C: Work Group

Disciplinary Incident Work Group

<b>Name</b>	<b>Staff</b>	<b>Divisions</b>
Carol Thomas	Director	Safety, Health and Nutrition
Ann Iweriebor	State Programs Coordinator	Safety, Health and Nutrition
Nancy Riestenberg	School Climate Specialist	Safety, Health and Nutrition
Diane Bertsch	Project Manager	MN-IT Services
Linda Alberg	Results and Improvement	Special Education
Marikay Litzau	Dispute Resolution Supervisor	Compliance and Assistance