



Dangerous Weapons and Disciplinary Incidents

Fiscal Year 2015

Report to the

Legislature

As required by

Minnesota Statutes,

section 121A.06, Subdivision 3

COMMISSIONER:

Brenda Cassellius, Ed. D.

**Dangerous Weapons and Disciplinary
Incidents**

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Statutes

section 121A.06, Subdivision 3

Cost of Report Preparation

The total cost for the Minnesota Department of Education (MDE) to prepare this report was approximately \$1000. 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.

List of Tables	List of Figures
Table 1: Type of Incident	Figure1: Type of Incident by percentage
Table 2: Time of Incident	Figure 2: Time of Incident by percentage
Table 3: Location of Incident	Figure 3: Location of Incident by percentage
Table 4: Involvement of Weapon in Incident	Figure 4: Incident by Weapon type percentage
Table 5: Incident with victims	Figure 5: Number of Incident with victims percentage
Table 6: Estimated Cost to Property	Figure 6: Estimated cost to Property percentage
Table 7: Gender of Offender	Figure 7: Gender of Offender by percentage
Table 8: Race/Ethnicity of Offender	Figure 8: Race-Ethnicity of Offender percentage
Table 9: Grade of Offenders	Figure 9: Grand of offenders by percentage
Table 10: School Status of Offenders	Figure 10: School Status of Offender percentage
Table 11: IEP Status of Offender	Figure 11: IEP Status of Offender percentage
Table 12: 504 Status of Offender	Figure 12: 504 Status of Offenders percentage
Table 13: Disability of Offenders	Figure 13: Disability of Offenders percentage
Table 14: English Learner Status of Offenders	Figure 14: English Learner Status percentage
Table 15: Disciplinary Actions Taken	Figure 15: Disciplinary Actions Taken percentage
Table 16: Out of School Trends	None
Table 17: Number of Days Suspended (OSS)	None

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 2013-2014 school year. Data for this report were obtained from MDE's Disciplinary Incident Report System (DIRS).

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

Type, hours and location

- The most common incident types are disruptive, disorderly conduct or insubordination (37.74 percent) and fighting (14.92 percent). They are followed by assault (7.52 percent), threat/intimidation (5.39 percent), illegal drugs (4.37 percent) and other (4.29 percent).
- The majority of all reported incidents occur during school hours (93.11 percent).
- Most incidents occur in the classroom (48.44 percent), followed by the hallway (21.16 percent) or other indoor areas (13.99 percent).

Weapons, victims and cost

- Most incidents do NOT involve weapons. When a weapon (2.5 percent of all incidents) is involved, the most common weapon type is some form of a knife: pocket knife, less than two and a half inches (28.04 percent), knife (23.36 percent) or pocket knife two and a half inches or greater (20.56 percent).
- There were 12 counts of a hand gun (0.99 percent) and 9 counts of a long gun (0.74 percent). In contrast, there were 341 counts of a pocket knife, less than two and a half inches (28.04 percent).
- Seventy-six percent of incidents do not involve victims (76.03 percent).
- The vast majority of incidents (98.84 percent) did not report any associated cost. For those incidents with property damaged/loss, the majority estimated costs of less than \$500. (1.04 percent).

Gender, grade, enrollment, EL and IEP status

- Male offenders commit three-quarters (74.54 percent) of the incidents.
- Most offenders (62.34 percent) are clustered in the following grades: six, seventh, eighth, ninth and tenth.
- Eight hundred sixty-nine kindergarten students (1.6 percent of all Kindergarten students) were involved in disciplinary incidents.
- With very few exceptions, most incidents are committed by youth who are students enrolled at the school of the incident (99.87 percent).
- Six and a half percent of students suspended are English Learners (6.56 percent).
- Of reported offenders, half (49.89 percent) have an Individual Education Program (IEP).

Race and Disproportionality

- The majority of offenders are White, non-Hispanic (39.96 percent) or Black, non-Hispanic (41.62 percent). Nine percent of offenders are Hispanic/Latino (8.82 percent), six and a half percent are American Indian (6.59 percent), and two percent are Asian/Pacific Islanders (2.4 percent).
- White, non-Hispanic students constitute 70.5 percent of the Minnesota student population; Black, non-Hispanic students constitute 11.5 percent; Hispanic students constitute 8.4 percent; Asian/Pacific Islanders constitute 7.2 percent; and American Indian constitutes 2.4 percent.
- The state data continue to show disproportionate minority representation in disciplinary incidents, for American Indian and Black students.
- Students with an Individual Education Program (IEP) constitute 13.6 percent of the total K-12 enrollment, but 49.89 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 DIRS result in out-of-school suspensions (86.47 percent).
- In-school suspensions, which are reported for Special Education students only, constituted 12.3 percent of the disciplinary actions taken.
- Almost two percent (1.86 percent) of students suspended were enrolled in kindergarten.
- The last five 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 and 100,608 for 2013-14.
- Expulsions decreased to 134, 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. [Link here for more information on expulsions.](#)

INTRODUCTION

Each year, Minnesota Local Education Agencies (LEAs) (school districts and charter schools) 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 2013-2014 school years, LEAs submitted reports electronically through MDE Disciplinary Incident Reporting System (DIRS), a web-based reporting system. Slight revisions were made to the 2006-07, through 2011-12 versions of DIRS to make the process more user-friendly and to increase the accuracy of the data. Several districts submit their data electronically through a batching process, rather than directly through the web-based reporting system.

DIRS gathers a variety of information about disciplinary incidents, including the following items: type of disciplinary incident; time of incident; location of incident; whether a weapon was involved in the incident; the number of victims involved in the incident; the estimated property cost of an incident; the gender, race/ethnicity, grade, school status, 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 DIRS for federal reporting requirements, only the above items are included in this report.

CAUTIONS ABOUT DATA

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

In school year 2010-2011 DIRS was upgraded with additional data validation checks related to students’ race and ethnicity by validating the information entered in DIRS with the information that has been submitted with students’ Minnesota Automated Reporting Student System (MARSS) numbers (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 (LEAs) submit disciplinary incidents using: [DIRS DATA SUBMISSION](#).

The unique total number is the unduplicated number of disciplinary **incidents**. Data reported as total number of **students or number of actions** may be larger than the unique incident 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 2013-2014, the unique total of disciplinary incidents is 48,569. The number of offenders involved in incidents is 51,330. There were 51,574 actions taken by administrators.

DANGEROUS WEAPONS, DISCIPLINARY INCIDENTS

SCHOOL YEAR 2013-2014

Report Tables and Graphs

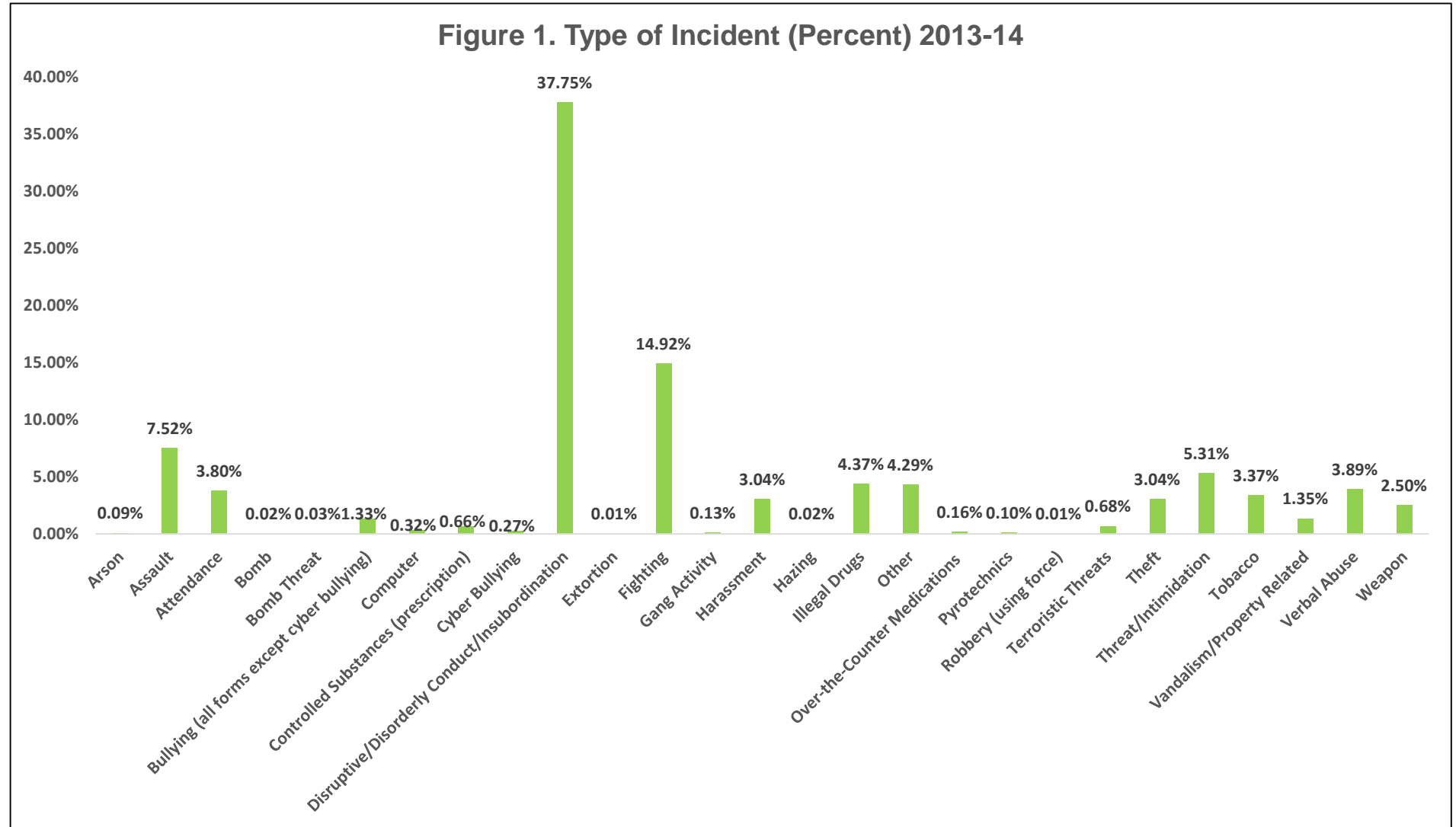
TYPE OF DISCIPLINARY INCIDENTS: SCHOOL YEAR 2013-14

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” (37.75 percent) and “fighting,” (14.92 percent) are the most common, followed by “assault” (7.52 percent), “threat/intimidation” (5.31 percent), “illegal drugs” (4.37 percent) and “other” (4.29 percent) incidents. Figure 1 represents a graphic illustration of Table 1, using percent of incidents.

TABLE 1. Type of Incident		
Incidents	Number of Incidents	Percent
Alcohol	501	1.03%
Arson	44	0.09%
Assault	3,658	7.52%
Attendance	1,849	3.80%
Bomb	10	0.02%
Bomb Threat	15	0.03%
Bullying (all forms except cyber bullying)	646	1.33%
Computer	156	0.32%
Controlled Substances (prescription)	321	0.66%
Cyber Bullying	130	0.27%
Disruptive/Disorderly Conduct/Insubordination	18,367	37.75%
Extortion	4	0.01%
Fighting	7,260	14.92%
Gang Activity	65	0.13%
Harassment	1,479	3.04%
Hazing	10	0.02%
Illegal Drugs	2,127	4.37%
Other	2,089	4.29%
Over-the-Counter Medications against school policy	79	0.16%
Pyrotechnics	51	0.10%
Robbery (using force)	6	0.01%
Terroristic Threats	329	0.68%
Theft	1,477	3.04%
Threat/Intimidation	2,582	5.31%
Tobacco	1,638	3.37%
Vandalism/Property Related	657	1.35%
Verbal Abuse	1,892	3.89%
Weapon	1,218	2.50%
Total	48,660	100.00%

*This number is greater than the unduplicated number of disciplinary incidents due to some incidents being reported under multiple types.

TYPE OF DISCIPLINARY INCIDENTS: SCHOOL YEAR 2013-14

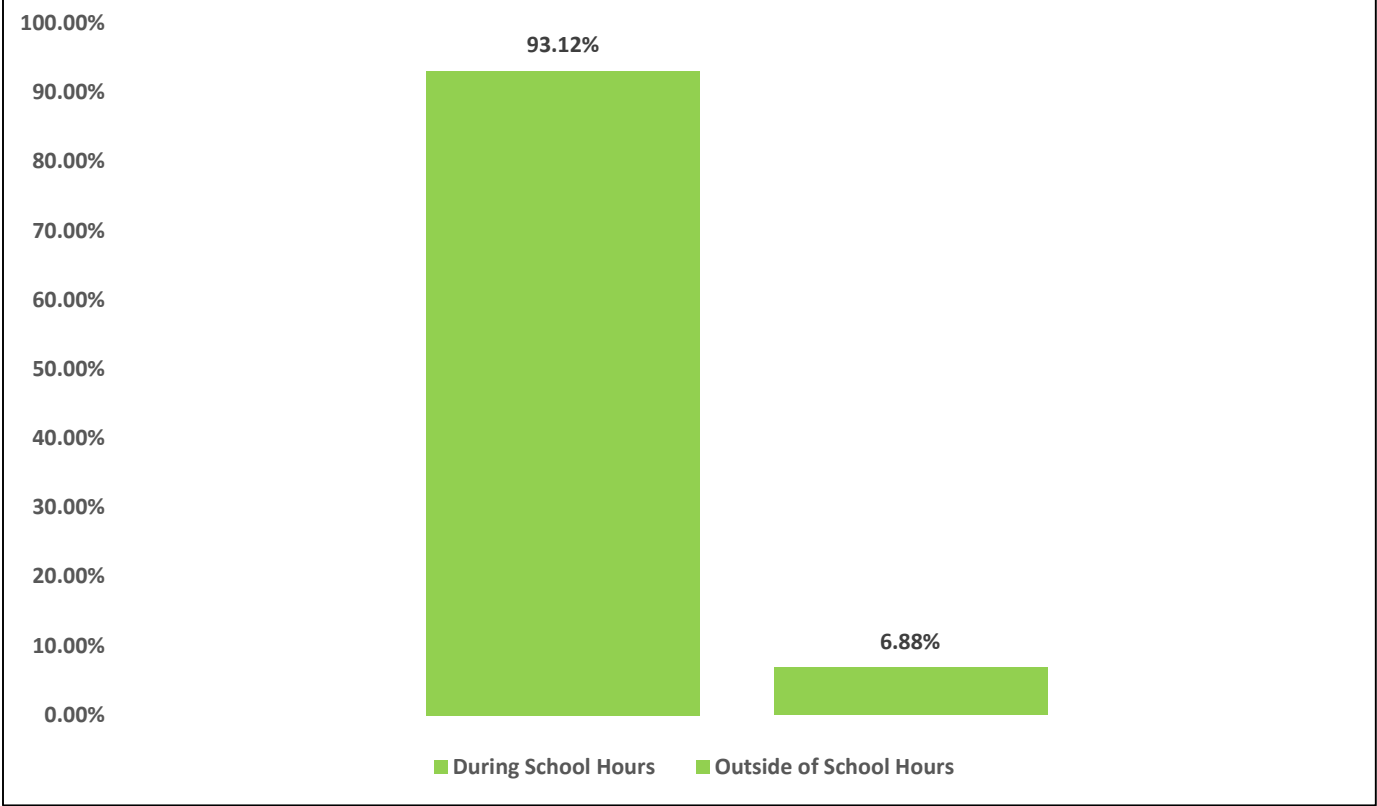


TIME OF INCIDENTS: SCHOOL YEAR 2013-14

Disciplinary incidents are categorized as occurring 'during school hours' or occurring 'outside of school hours'. Incidents occurring "during school hours" (93.11 percent) represent the vast majority of disciplinary incidents reported by the school districts. Included below in Table 2 are the number and percentages of the times of disciplinary incidents. Figure 2 represents a graphic illustration of Table 2, using percent of incidents.

TABLE 2. Time of Incident		
Time of Incident	Number of Incidents	Percent
During School Hours	45,226	93.12%
Outside of School Hours	3,343	6.88%
Total	48,569	100.00%

Figure 2: Time of Incident (Percent) 2013-14

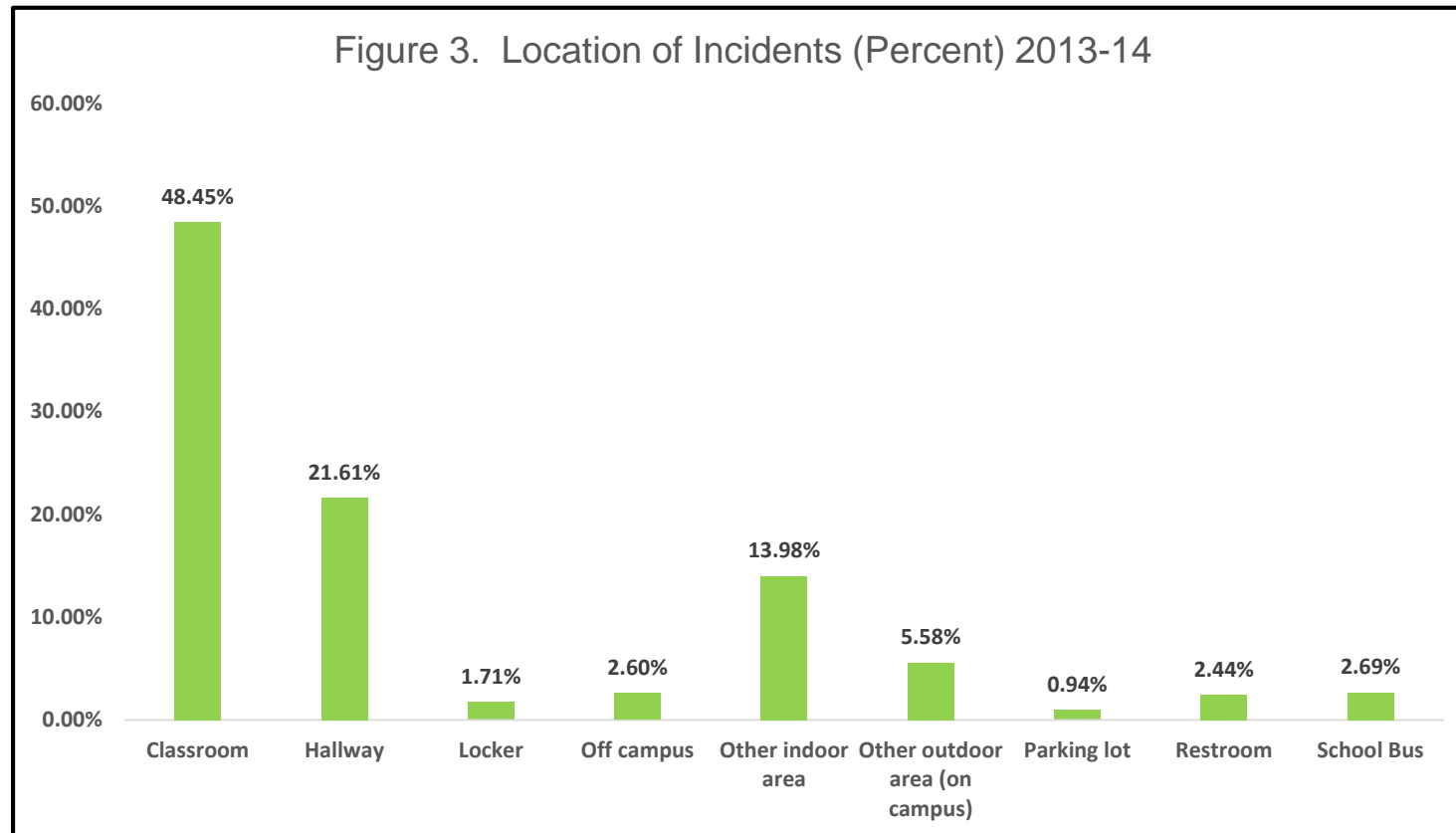


LOCATION OF INCIDENTS: SCHOOL YEAR 2013-14

Disciplinary incidents are categorized into one of nine different locations where they occurred. Incidents occurring in the “classroom” (48.44 percent) and “hallway” (21.61 percent) are the most common, followed by “other indoor area” (13.99 percent). Included below in Table 3 are the number and percentage 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.

Table 3. Location of Incident		
Location	Number of Incidents	Percent
Classroom	24,010	48.45%
Hallway	10,710	21.61%
Locker	846	1.71%
Off campus	1,289	2.60%
Other indoor area	6,930	13.98%
Other outdoor area (on campus)	2,763	5.58%
Parking lot	465	0.94%
Restroom	1,209	2.44%
School Bus	1,333	2.69%
Total	49,555	100.00%

*This number is greater than the unduplicated number of disciplinary incidents due of some incidents being reported under multiple locations.

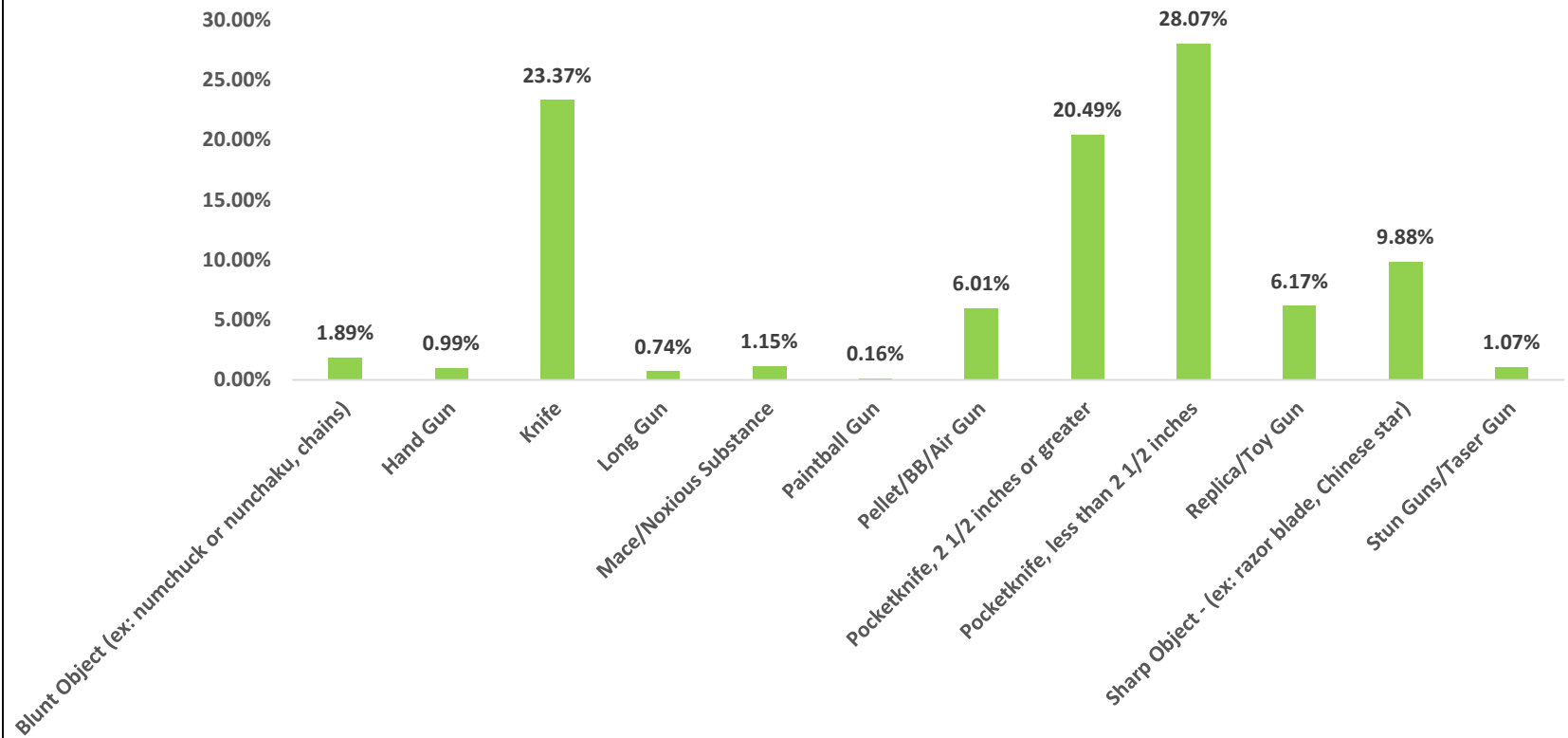


INVOLVEMENT OF WEAPONS IN DISCIPLINARY INCIDENTS: SCHOOL YEAR 2013-14

If disciplinary incidents involve weapons, the weapons are categorized into one of twelve different types. Although weapons are involved in only 2.50 percent of all incidents (see Table 1 and Figure 1), when weapons are involved, “pocketknife, less than 2 ½ inches (28.04 percent)” and “knife (23.36 percent)” are the most common, followed by “pocketknife, 2 ½ inches or greater (20.56 percent).” Included below in Table 4 are the number and percentages of incidents involving each type of weapon, out of incidents where weapons were used. Figure 4 represents a graphic illustration of Table 4, using a percentage of incidents involving each type of weapon.

Table 4. Involvement of Weapon in Incident		
Weapons Involved	Number of Incidents	Percent
Blunt Object (ex: numchuck or nunchaku, chains)	23	1.89%
Hand Gun	12	0.99%
Knife	284	23.37%
Long Gun	9	0.74%
Mace/Noxious Substance	14	1.15%
Paintball Gun	2	0.16%
Pellet/BB/Air Gun	73	6.01%
Pocketknife, 2 1/2 inches or greater	250	20.49%
Pocketknife, less than 2 1/2 inches	341	28.07%
Replica/Toy Gun	75	6.17%
Sharp Object - not a knife or pocketknife (ex: razor blade, Chinese star)	120	9.88%
Stun Guns/Taser Gun	13	1.07%
Grand Total	1,215	100.00%

Figure 4. Incident by Weapon Type (Percent) 2013-14

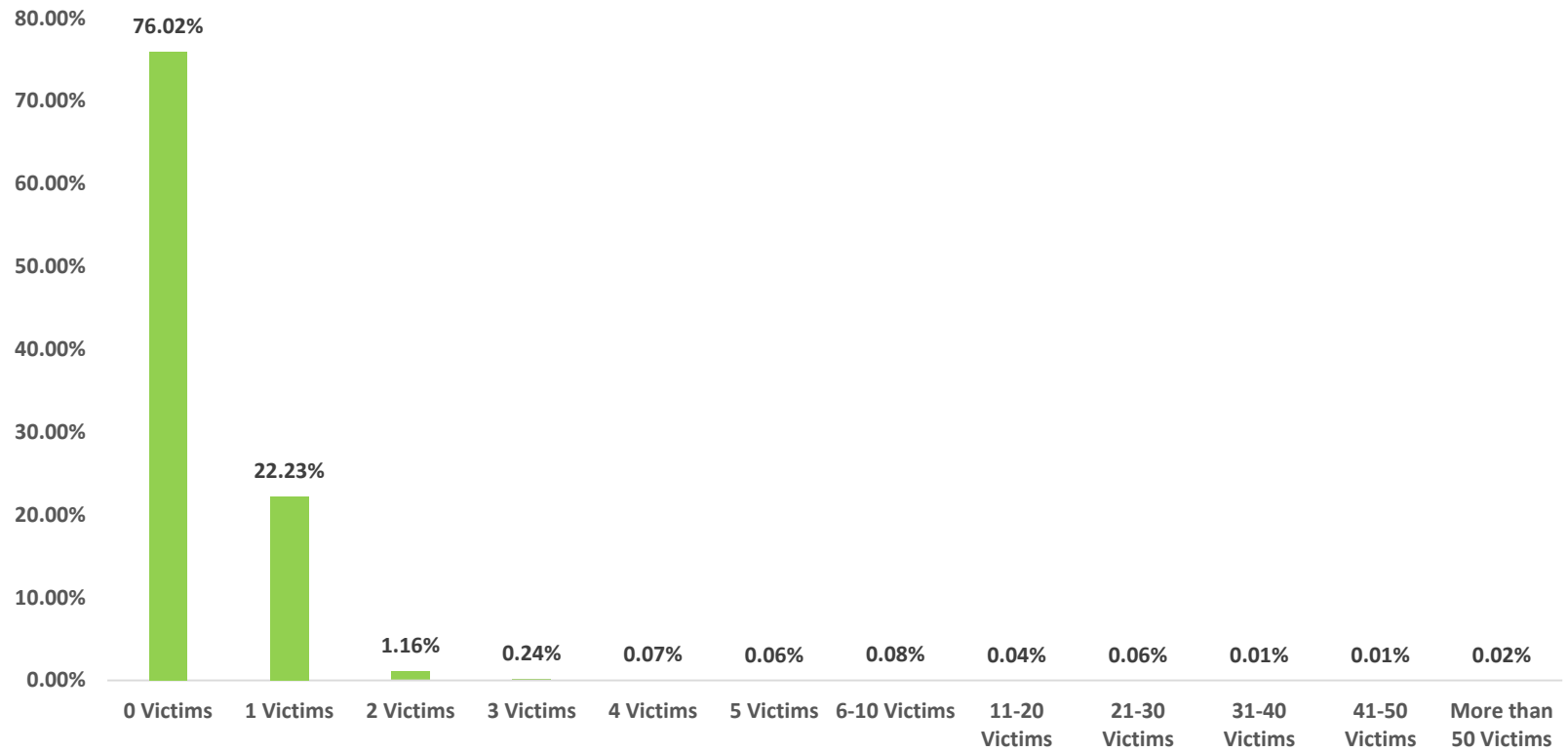


NUMBER OF VICTIMS INVOLVED: SCHOOL YEAR 2013-14

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, 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.

Table 5. Incident with victims		
Number of Victims	Number of Incidents	Percent
0 Victims	36,924	76.02%
1 Victims	10,799	22.23%
2 Victims	562	1.16%
3 Victims	119	0.24%
4 Victims	33	0.07%
5 Victims	27	0.06%
6-10 Victims	38	0.08%
11-20 Victims	18	0.04%
21-30 Victims	29	0.06%
31-40 Victims	4	0.01%
41-50 Victims	4	0.01%
More than 50 Victims	12	0.02%
Total	48,569	100.00%

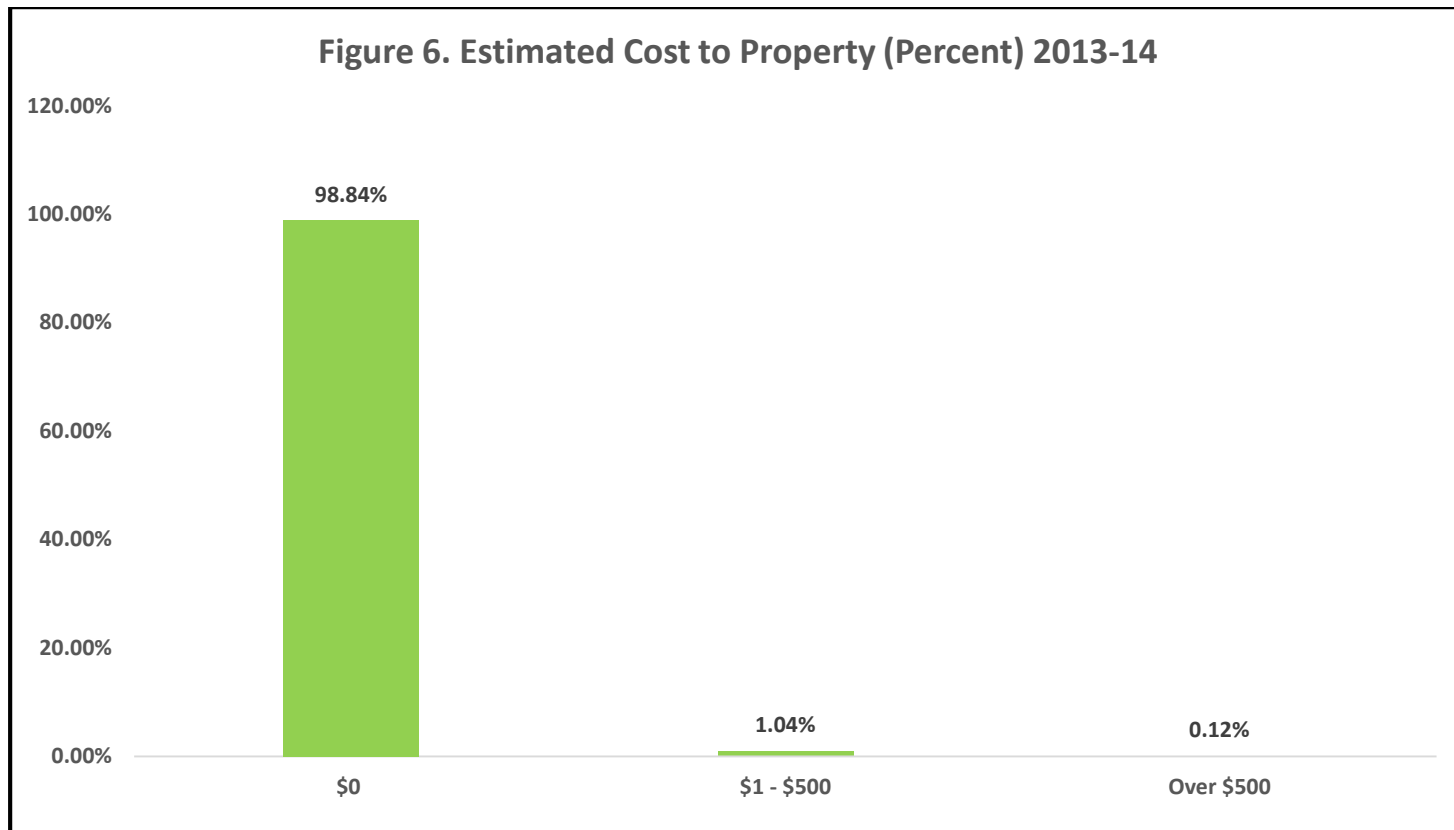
Figure 5. Number of Incidents with Victims (Percent) 2013-14



ESTIMATED COST TO PROPERTY: SCHOOL YEAR 2013-14

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 2013-14 school years, one percent of the incidents were cited for incurring a cost. Figure 6 represents graphic illustrations of Table 6, using percent of incidents.

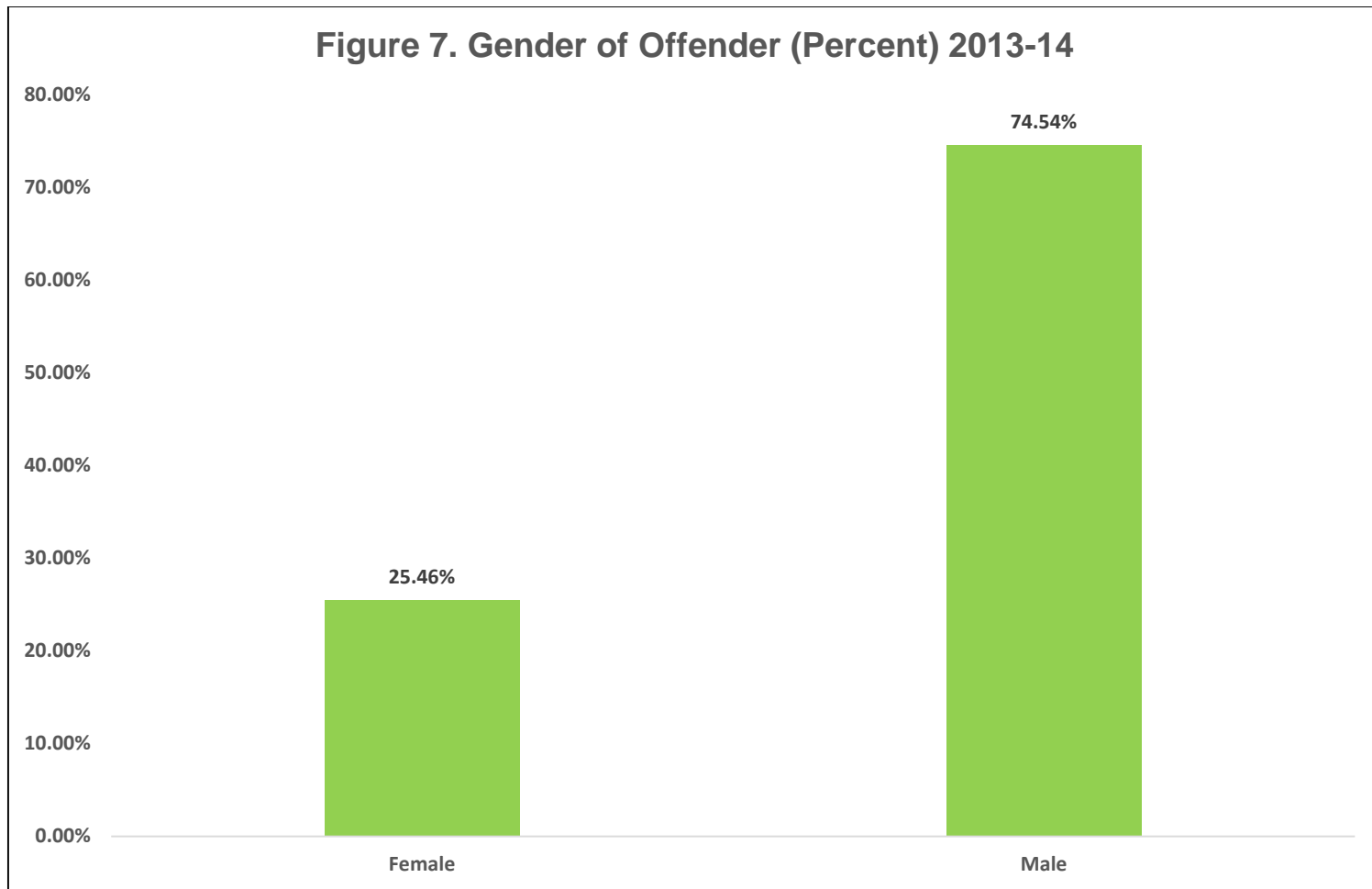
Table 6. Estimated Cost to Property		
Cost	Number of Incidents	Percent
\$0	48,006	98.84%
\$1 - \$500	507	1.04%
Over \$500	56	0.12%
Total	48,569	100.00%



GENDER OF OFFENDERS: SCHOOL YEAR 2013-14

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

Table 7. Gender of Offender		
Gender	Number of Offenders	Percent
Female	13,068	25.46%
Male	38,262	74.54%
Total	51,330	100%



RACE/ETHNICITY OF OFFENDERS: SCHOOL YEAR 2013-14

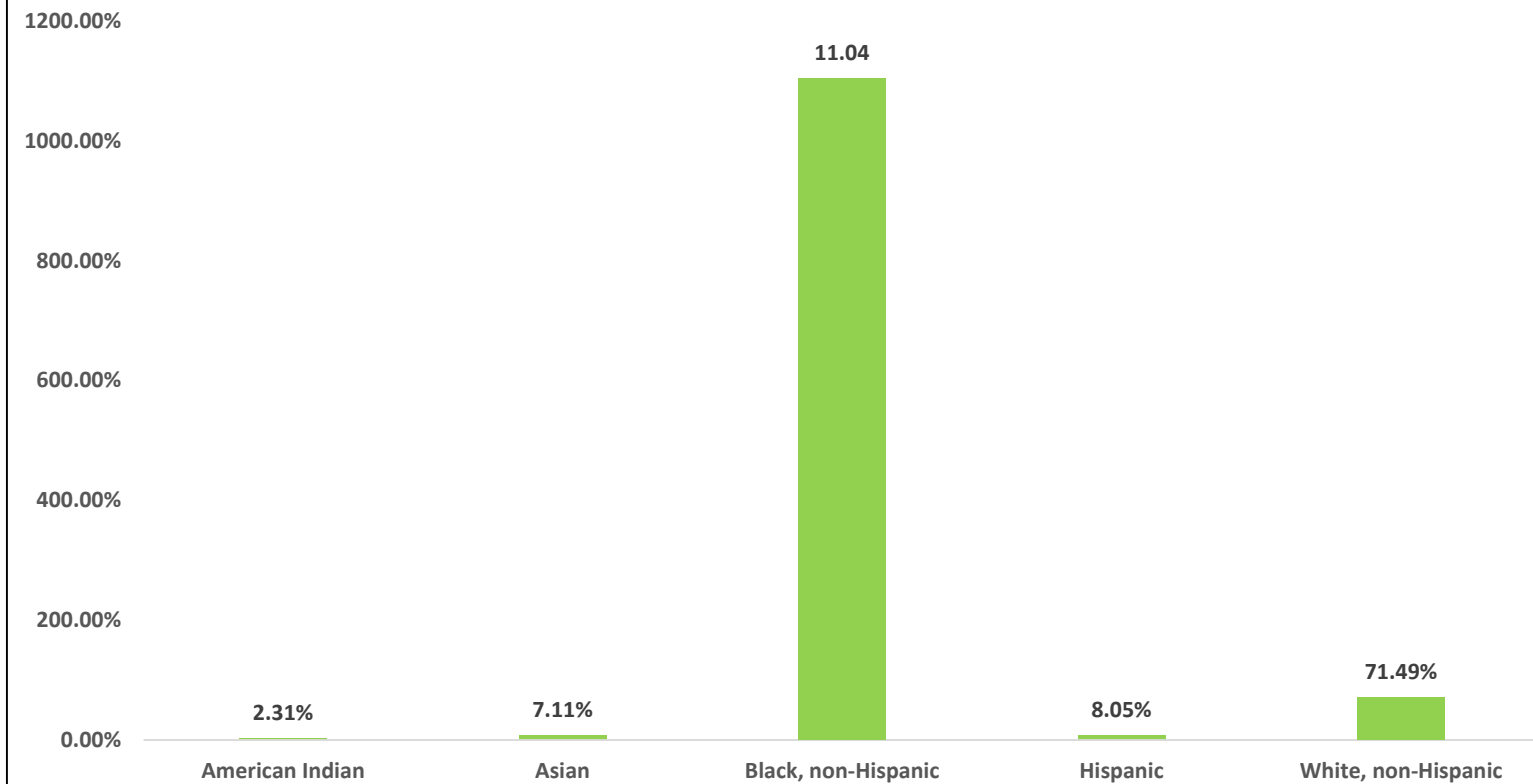
The race/ethnicity of the offender is recorded for each disciplinary action. The majorities of offenders in the DIRS dataset are White, non-Hispanic; followed by Black, non-Hispanic.

In 2013-2014, Minnesota K-12 student demographics were as follows: American Indian or Alaskan Native: 2.31 percent; Asian or Pacific Islander: 7.11 percent; Hispanic: 8.05 percent; Black, non-Hispanic: 11.04 percent; White, non-Hispanic: 71.49 percent. The total enrollment was 836,207 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 offenders involved in disciplinary actions.

Table 8. Race/Ethnicity of Offender		
Ethnicity	Number of offenders	Percent
American Indian	3,898	2.31%
Asian	1,033	7.11%
Black, non-Hispanic	21,359	41.62%
Hispanic	4,526	8.05%
White, non-Hispanic	20,514	39.96%
Total	51,340	100%

Figure 8. Race-Ethnicity of Offender (Percent) 2013-14

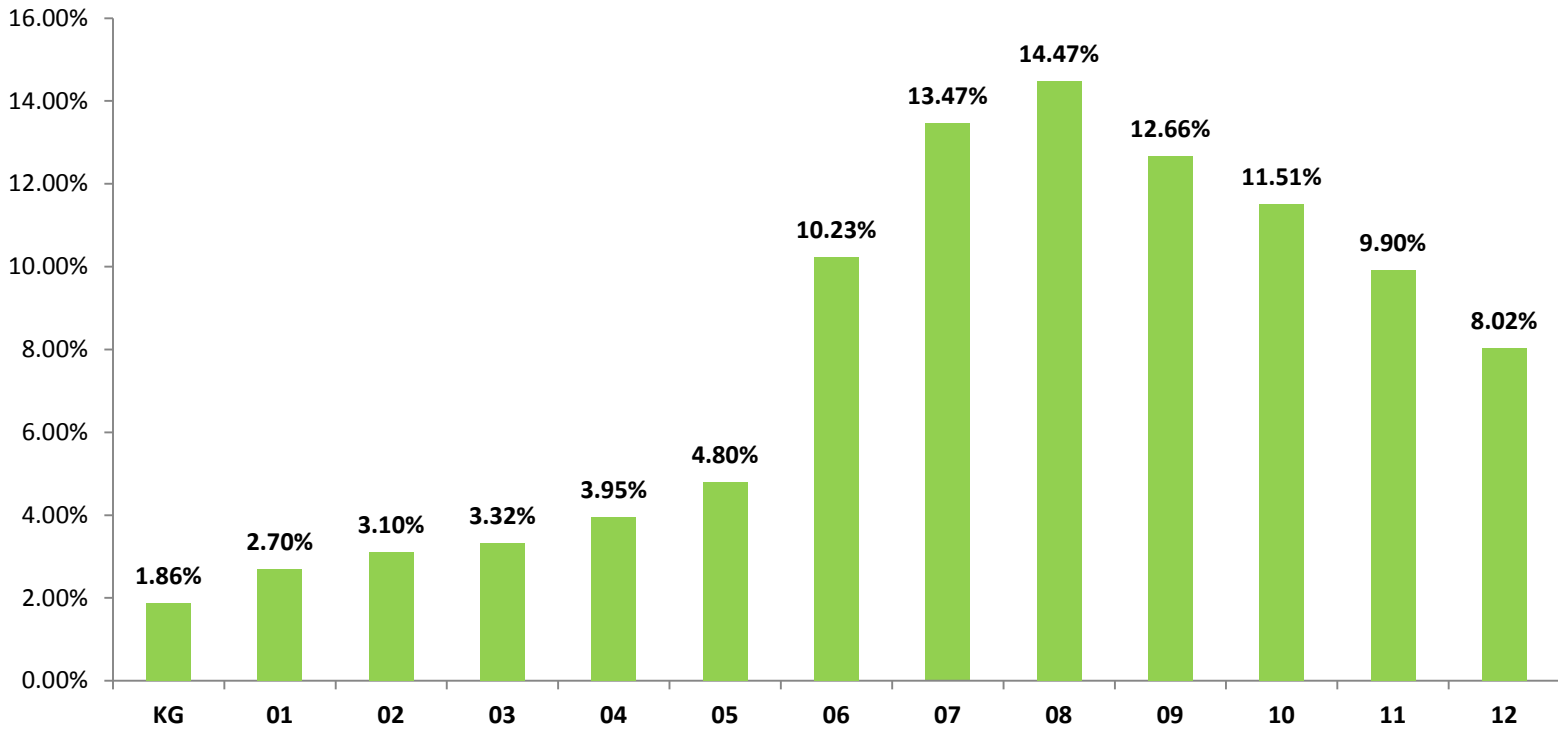


GRADE OF OFFENDERS: SCHOOL YEAR 2013-14

Grade of offender is recorded for each disciplinary action. The majority of offenders in DIRS are clustered around sixth, seventh, eighth, ninth and tenth grades. Included below in Table 9 are the number of offenders and percentages by grade. Figure 9 represents a graphic illustration of Table 9, using percent of offenders.

Table 9. Grade of Offenders		
Grade Level	Number of offenders	Percent
KG	956	1.86%
01	1,388	2.70%
02	1,594	3.10%
03	1,702	3.32%
04	2,029	3.95%
05	2,464	4.80%
06	5,252	10.23%
07	6,912	13.47%
08	7,429	14.47%
09	6,497	12.66%
10	5,909	11.51%
11	5,081	9.90%
12	4,117	8.02%
Total	51,340	100%

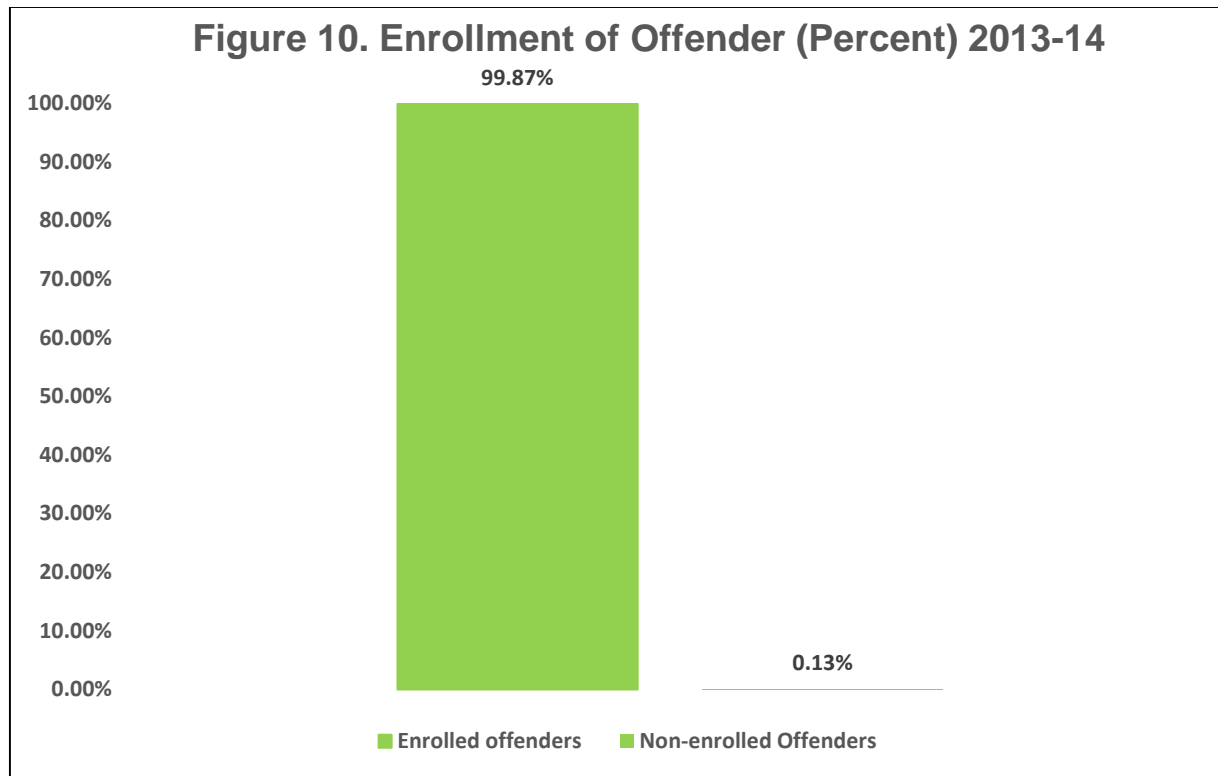
Figure 9. Grade of Offenders (Percent) 2013-14



SCHOOL STATUS OF OFFENDERS: SCHOOL YEAR 2013-14

School status of the offender is recorded for each disciplinary incident. Almost all of the incidents in DIRS involve 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.

Table 10. School Status of Offenders		
Incidents with Offender Status	Number of Incidents	Percent
Enrolled offenders	48,507	99.87%
Non-enrolled Offenders	62	0.13%
Total	48,569	100%

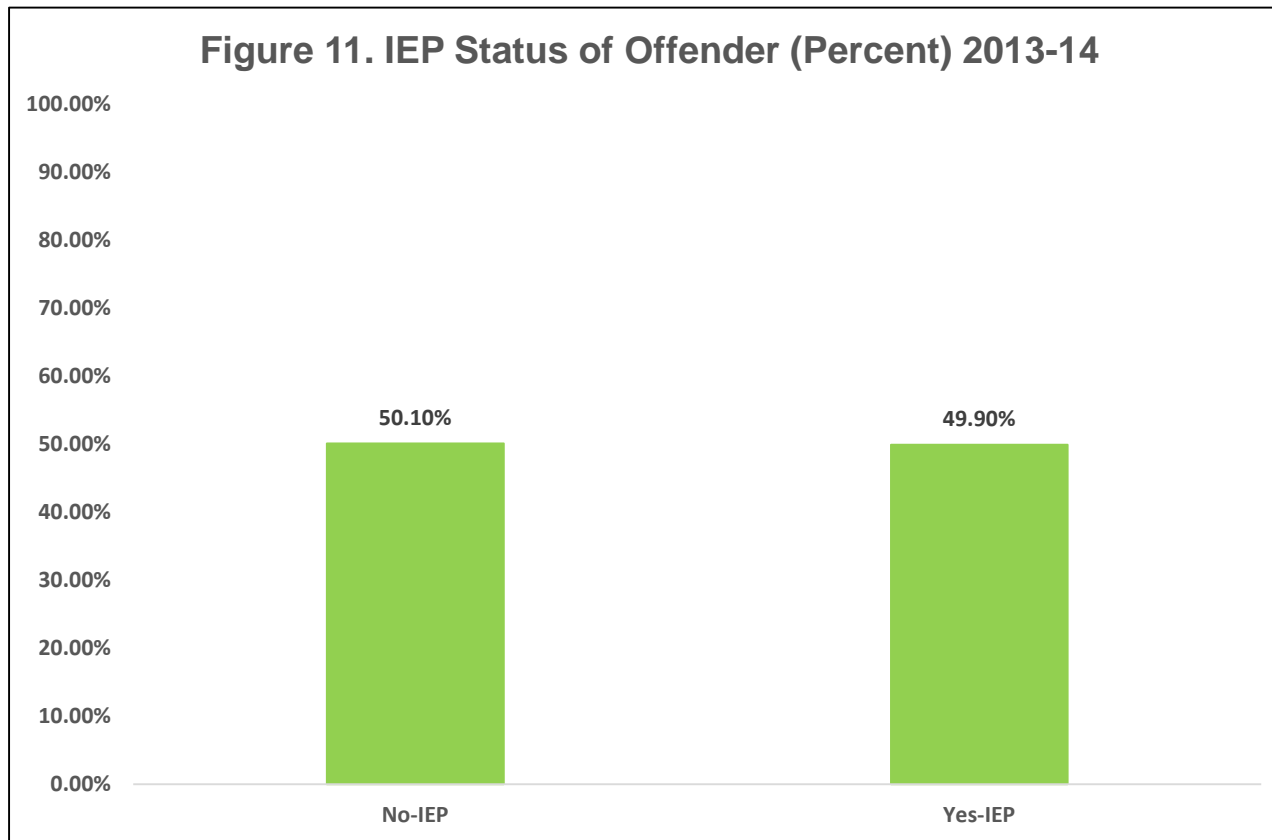


INDIVIDUAL EDUCATION PLAN (IEP): SCHOOL YEAR 2013-14

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 13.6 percent of all students with an IEP enrolled in public schools in the 2013-2014 school year).

Included below in Table 11 are number and percentages of offenders by IEP status. Figure 10 is a graphic illustration of Table 11, using percent of offenders.

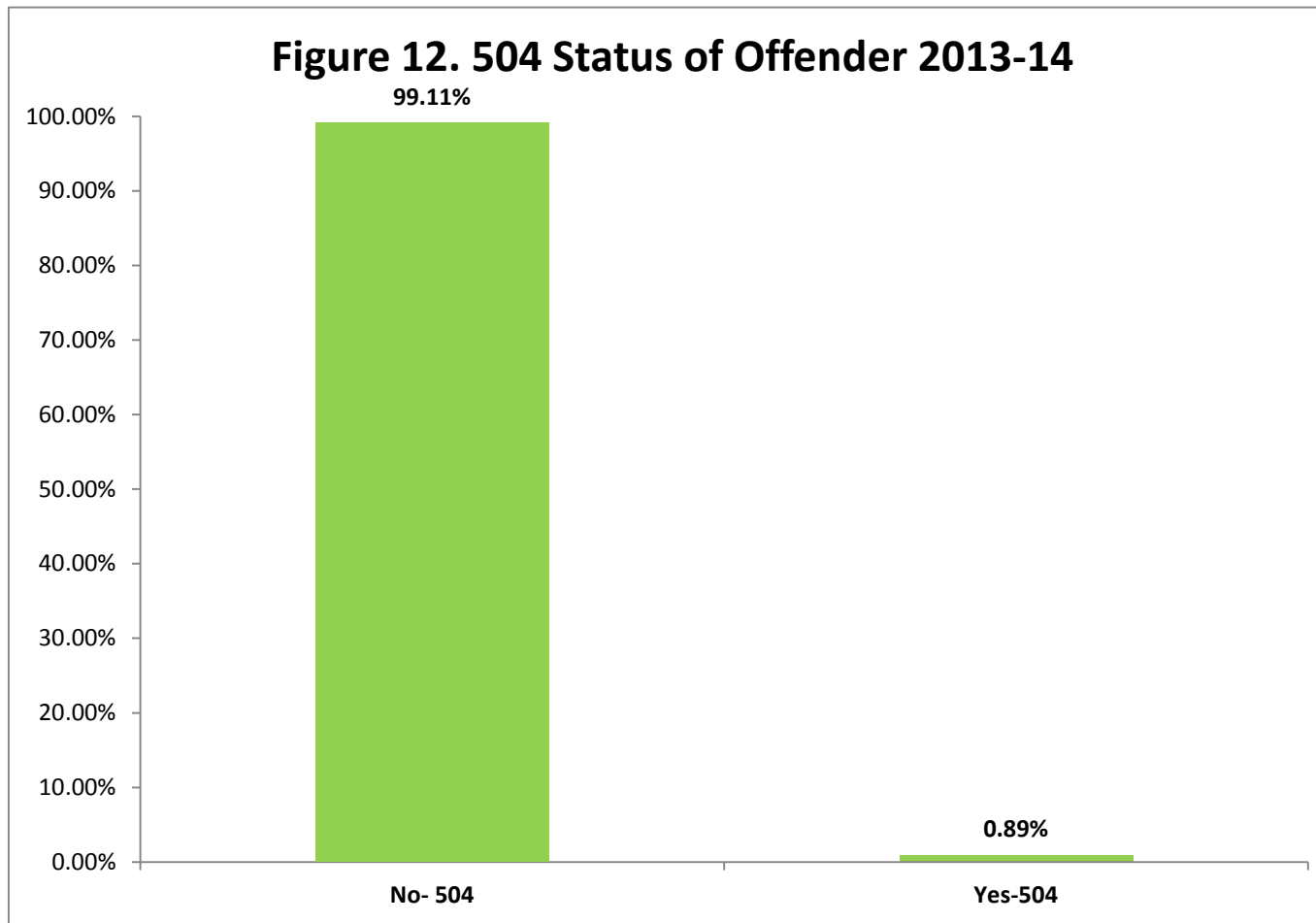
Table 11. IEP Status of Offender		
IEP Status	Number of Offenders	Percent
No-IEP	25,716	50.10%
Yes-IEP	25,614	49.90%
Total	51,330	100%



504 STATUSES OF OFFENDERS: SCHOOL YEAR 2013-14

Table 12 shows the number of actions and percentages of offender, by 504 statuses, 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 offenders.

Table 12. 504 Status of Offender		
Disability	Number of Offenders	Percent
No- 504	50,872	99.11%
Yes-504	458	0.89%
Total	51,330	100%

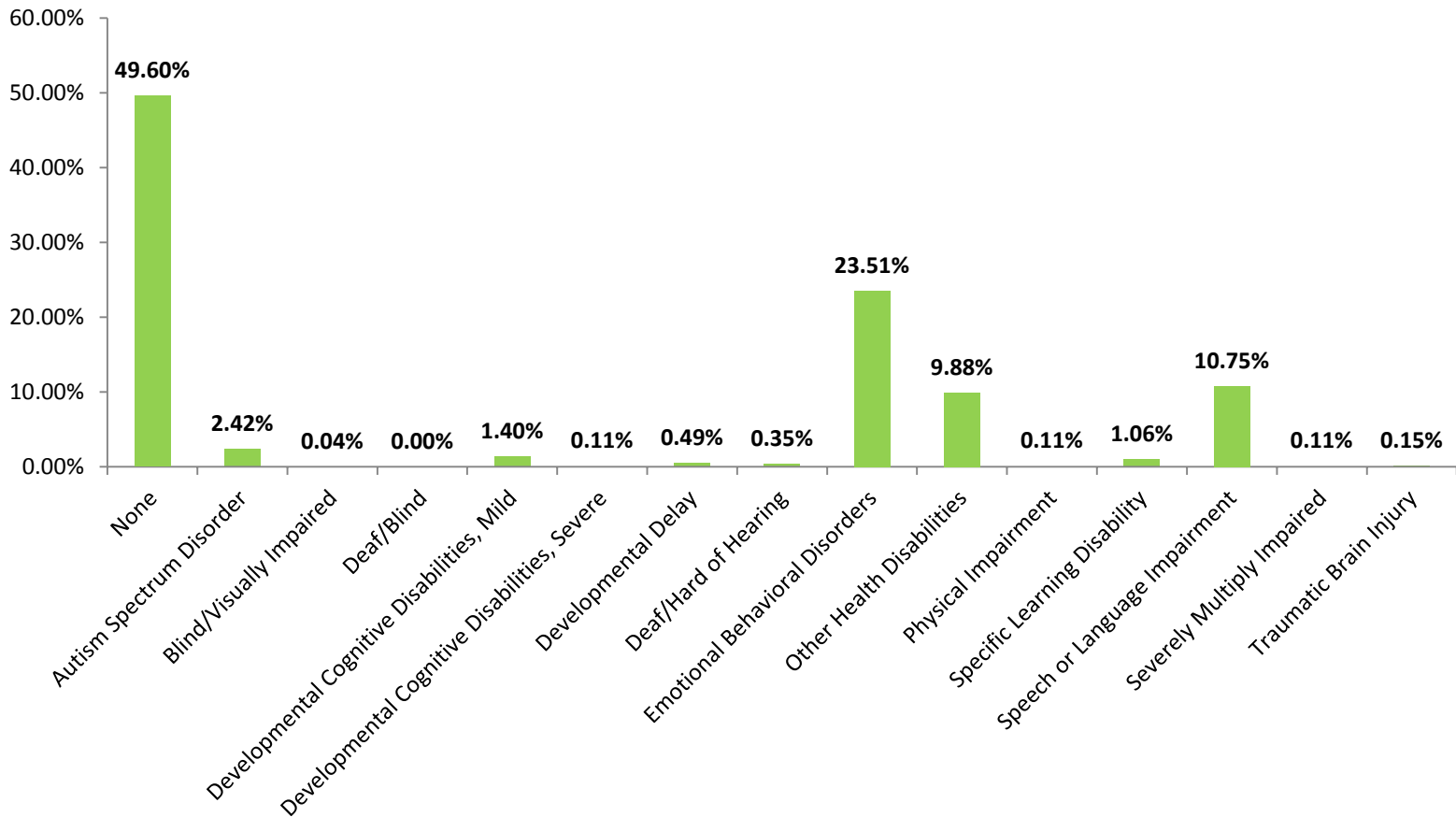


DISABILITY STATUS OF OFFENDERS: SCHOOL YEAR 2013-14

Disability status of the offender is recorded for each disciplinary action. Of those students with a disability, “emotional/behavioral disorders” (23.51 percent) and “speech or language impairment (10.75 percent)” are the most common disabilities. Included below in Table 13 are the number of offenders and percentages of the disability status of offenders. Figure 13 represents a graphic illustration of Table 13, using percent of offenders.

Table 13. Disability of Offenders		
Disability	Number of Offenders	Percent
None	25,460	49.60%
Autism Spectrum Disorder	1,243	2.42%
Blind/Visually Impaired	20	0.04%
Deaf/Blind	1	0.00%
Developmental Cognitive Disabilities, Mild	721	1.40%
Developmental Cognitive Disabilities, Severe	54	0.11%
Developmental Delay	249	0.49%
Deaf/Hard of Hearing	181	0.35%
Emotional Behavioral Disorders	12,070	23.51%
Other Health Disabilities	5,073	9.88%
Physical Impairment	58	0.11%
Specific Learning Disability	546	1.06%
Speech or Language Impairment	5,520	10.75%
Severely Multiply Impaired	57	0.11%
Traumatic Brain Injury	77	0.15%
Total	51,330	100%

Figure 13. Disability of Offenders (Percent) 2013-14



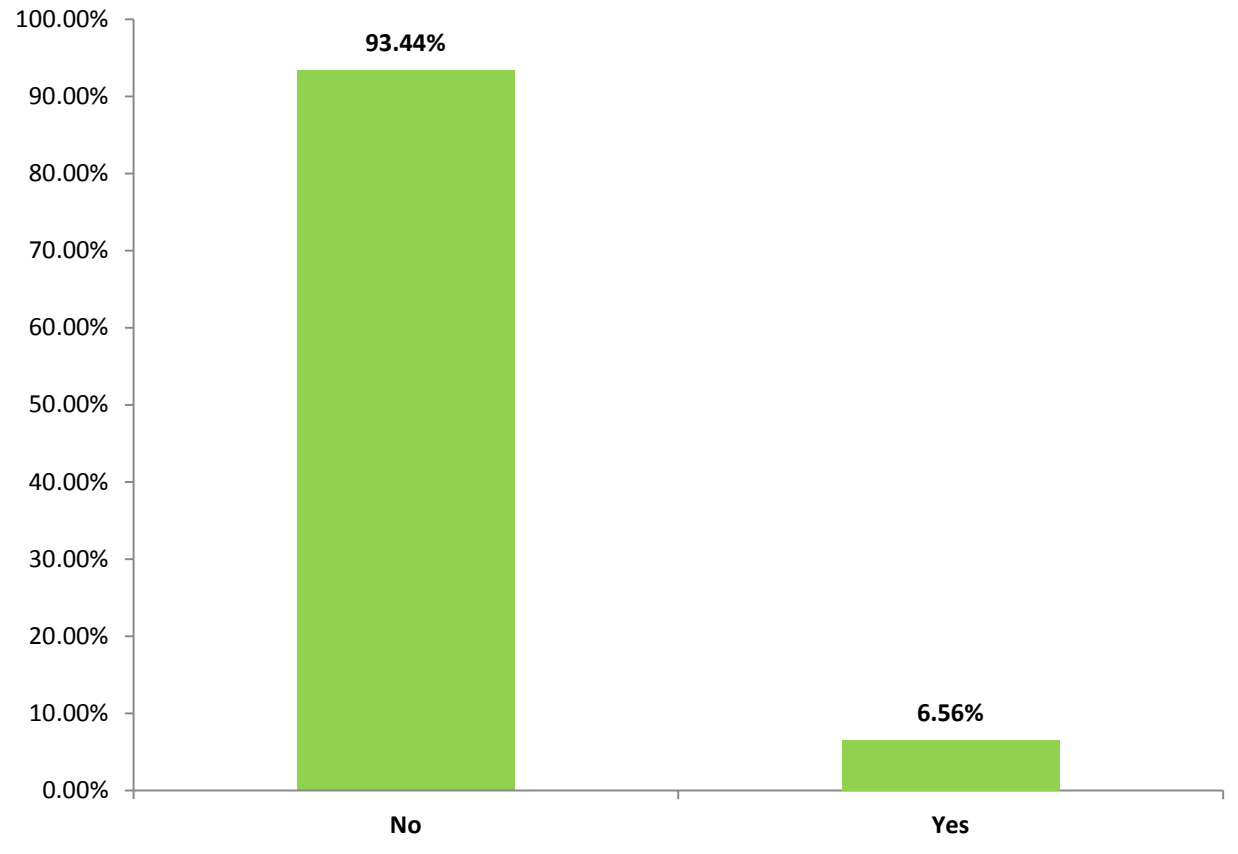
ENGLISH LEARNER STATUS OF OFFENDERS: SCHOOL YEAR 2013-14

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 total state enrollment in the 2013-14 school years).

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

Table 14. English Learner Status of Offenders		
EL Status	Number of Offenders	Percent
No	47,965	93.44%
Yes	3,365	6.56%
Total	51,330	100%

Figure 14. English Learner Status 2013-14



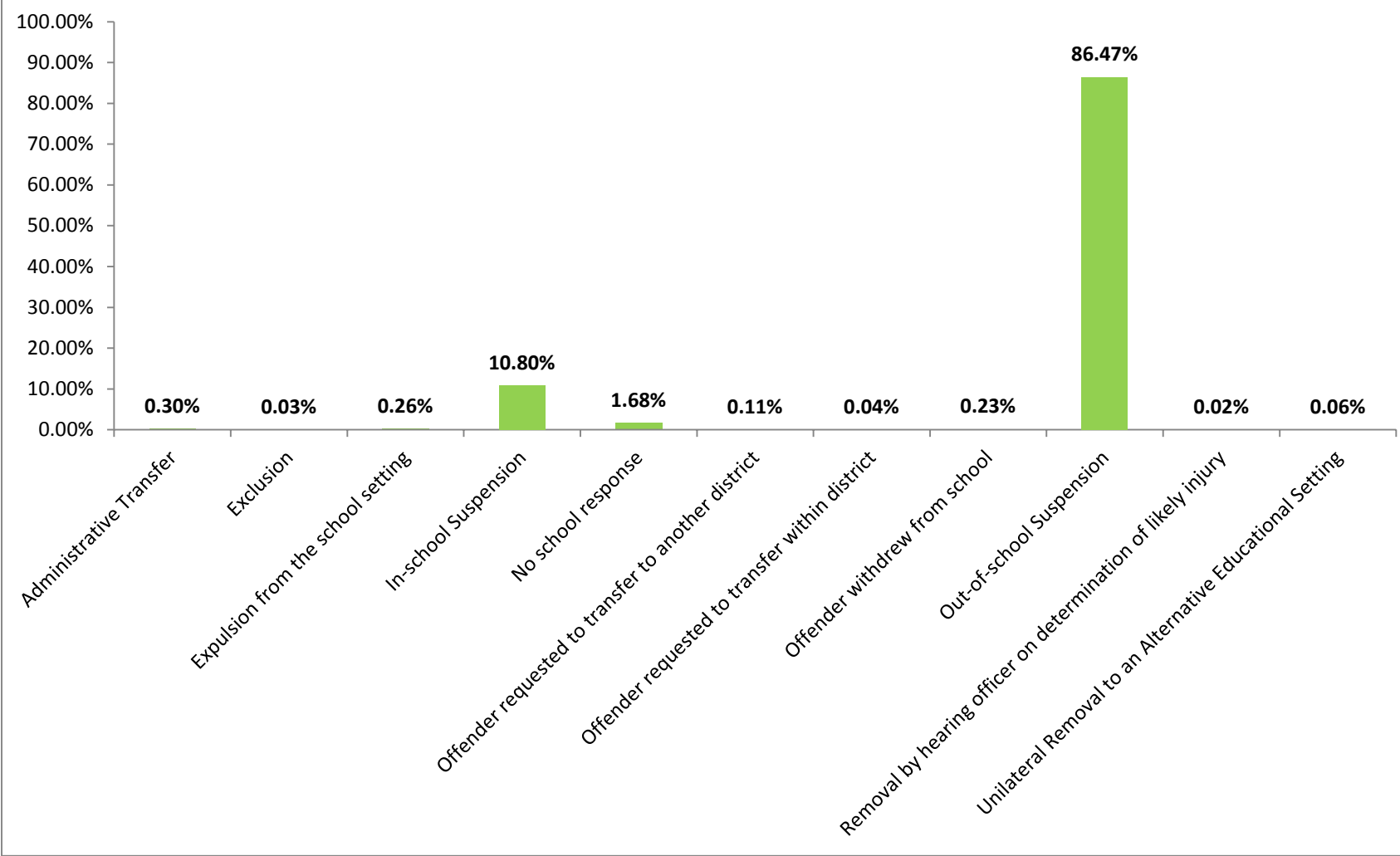
DISCIPLINARY ACTIONS TAKEN: SCHOOL YEAR 2013-14

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 (86.47) percent of all disciplinary 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.

Included below in Table 15 are the number and percentages of disciplinary actions taken for each school year included in this report. Figure 15 represents a graphic illustration of Table 15, using percent of actions.

Table 15. Disciplinary Actions Taken		
Disciplinary Action	Number of Actions	Percent
Administrative Transfer	152	0.30%
Exclusion (Exclusions can only extend through current school year)	15	0.03%
Expulsion from the school setting	134	0.26%
In-school Suspension	5,572	10.80%
No school response	867	1.68%
Offender requested to transfer to another district	57	0.11%
Offender requested to transfer within district	18	0.04%
Offender withdrew from school	120	0.23%
Out-of-school Suspension	44,598	86.47%
Removal by hearing officer on determination of likely injury	8	0.02%
Unilateral Removal to an Alternative Educational Setting	33	0.06%
Total	51,574	100%

Figure 15. Disciplinary Actions Taken



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).

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

(1) a description of each incident, including a description of the dangerous weapon involved in the incident;

(2) where, at what time, and under what circumstances the incident occurred;

(3) information about the 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.

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

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 one day or less for students who have an Individual Education Program, and to report suspensions for a day or more for all students education. Table 16 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 five years.

Table 16. Out of School Trends		
Number of Days Suspended Out of School	Number of Days of Out of School Suspensions, all	Number of Days of Out of School Suspensions of a day or more
2009-10	129,829	127,739
2010-11	126,791	124,608
2011-12	126,070	123,997
2012-13	109,495	108,844
2013-14	100,608	99,912

APPENDIX C:

TOTAL NUMBER OF DAYS SUSPENDED/OUT OF SCHOOL: SCHOOL YEAR 2013-14

DIRS also includes information from districts about how many days students were suspended or out of school. Included below in Table 17 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 17. Number of Days Suspended/Out of School (OSS)	
Disciplinary Action OSS Number of Days	Count
Mean	2.31
Median	2.75
Mode	1
Total	99,912

APPENDIX D: Work Group

Disciplinary Incident Work Group

Name	Staff	Divisions
Craig Wethington	Interim Director	School Safety Technical Assistance Center
Nancy Riestenberg	School Climate Specialist	School Safety Technical Assistance Center
Ann Iweriebor	State Programs Specialist	Safety, Health and Nutrition
Lisa Burton	Results Measurement	Safety, Health and Nutrition
Marikay Canaga	Director	Compliance and Assistance
Linda Alberg	Results and Improvement	Special Education
Diane Bertsch	Project Manager	MN-IT Services