



Dangerous Weapons and Disciplinary Incidents

Report to the Legislature

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

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As requested by Minnesota Statutes, section 3.197: This report cost approximately \$5,000 to prepare, including staff time, printing and mailing expenses.

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Legislative Charge

Minnesota Statutes, section 121A.06, subdivision 3, requires the Minnesota Department of Education (MDE) to annually report on disciplinary incidents and incidents involving dangerous weapons that occur in Minnesota public schools. The current report covers the 2021-22 through 2022-23 school years. Data for this report was obtained from MDE's Disciplinary Incident Reporting System (DIRS).

Minnesota Statutes, section 121A.06, Reports of Dangerous Weapon Incidents in School Zones

Subdivision 1. **Definitions.** As used in this section:

- (1) "dangerous weapon" has the meaning given it in [section 609.02, subdivision 6](#);
- (2) "school" has the meaning given it in [section 102A. 22, subdivision 4](#); and
- (3) "school zone" has the meaning given it in [section 152.01, subdivision 14a](#), clauses (1) and (3).

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

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

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

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

Introduction

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

In partnership with Minnesota IT Services (MNIT), MDE continuously updates DIRS to accommodate changing reporting obligations, and improve data integrity and the user experience. In addition to system updates, changes to reporting requirements and data elements often entail revising guidance, reference materials, and increased outreach to LEAs. LEAs report a variety of information about disciplinary incidents, including: activity the student was engaged in; time and location of incident; whether a weapon was involved; number of persons harmed; estimated school property costs; estimated medical costs; and the type and duration of the disciplinary action. While there are some additional data elements collected in DIRS for federal reporting requirements, the items described above are those included in this report.

This report includes data from the 2021-22 and 2022-23 school years, the first two years all Minnesota students and educators returned to in-person learning following the COVID-19 pandemic. Transitioning to and from distance learning required dramatic shifts in education strategies and educators' concepts of student engagement. In contrast, student discipline data elements, definitions, and reporting requirements remained the same. Conducting meaningful policy analysis and building upon successes requires careful consideration of the context and environment at the time the data was collected.

The following sections begin by providing background information needed to understand the data and describe the broader discipline environment before an analysis. First, the Data Overview section explains how the data is collected and identifies limitations when interpreting the data. Next, the Analysis starts with general discipline outcomes and trends to provide context and closes with data specific to weapons incidents.

Data Overview

Data is critical to understanding and improving student experiences but must be used in context to drive meaningful change. Incidents represented by data in this report are nuanced and influenced by local policies, practices, and capacity, as well as state and federal guidance. The data represent what occurred but, without further investigation, does not provide information about a school or district's approach to discipline.

Terms and Definitions

The following terms are frequently used in this report to describe the data presented. Although some terms sound similar and interchangeable, each has a distinct meaning. Other, less frequently used, terms will be defined as they are discussed in later sections.

- **Enrollment** – enrollment counts include all students in kindergarten through grade 12 enrolled on October 1. Students are identified only once in the October 1 enrollment count, regardless of any changes to demographic status during the school year.
- **Disciplinary incident** – the entire event that was reported in DIRS (more detail provided in the Data Structure section below), which may entail multiple students, activities, or disciplinary outcomes.

- **Disciplinary outcome** – refers to all types of disciplinary outcomes available in DIRS when reporting an incident, ranging from “No school response” to expulsion. Abbreviated labels for each of the disciplinary outcomes are included in report tables. [Appendix B: DIRS Disciplinary Outcome Definitions](#) lists all outcome types, full names as provided in DIRS, and their definitions.
- **Disciplinary action** – the subset of DIRS disciplinary outcomes that entails school or district action, or a student-initiated transfer or withdrawal, as a result of an incident that occurred on school grounds, during a school-related activity, or on school transportation.
- **Incident type** – the type of activity a student was engaged in during the reported incident. Only the incident types available in DIRS are included (see [Appendix C: 2021-22 and 2022-23 DIRS Incident Type Definitions and Severity Rankings](#) for more information).
- **Persons harmed** – refers to people who were reported in DIRS as having been negatively impacted by an incident, sometimes referred to as “victims.” There are multiple types of harm that someone may have experienced, including emotional, financial, property damage, or physical harm.
- **Weapon incidents** – includes all submitted incidents involving one of the three distinct incident types listed below:
 - Arson
 - Bomb
 - Weapon – requires identification of all applicable weapon types:
 - Long gun
 - Hand gun
 - Pellet/BB/air gun
 - Paintball gun
 - Replica/toy gun
 - Knife
 - Pocketknife, less than 2 ½ inches
 - Pocketknife, 2 ½ inches or greater
 - Blunt object (ex. chains)
 - Sharp object – not a knife or pocketknife (ex. razor blade)
 - Mace/noxious substance
 - Stun guns/taser gun

Data Structure

When a disciplinary incident occurs, school or district staff assess the situation and determine their response, within the parameters of their discipline policies, as well as state and federal regulations. Following the incident, staff are responsible for completing internal processes and ensuring all necessary data elements are submitted in DIRS for reportable incidents (see [Appendix A: DIRS Reporting Requirements](#) for a list of reporting requirements).

DIRS data structure allows it to be disaggregated in multiple ways, with each contributing a different piece of information to the full context. The most commonly reported measures include the number of disciplinary incidents, students disciplined, and disciplinary outcomes. Each incident reported in DIRS can involve multiple students, disciplinary actions, or other persons impacted during the incident. Therefore, the number of reported disciplinary incidents, number of students disciplined (and their demographic characteristics), number of disciplinary actions, and number of persons harmed may be different.

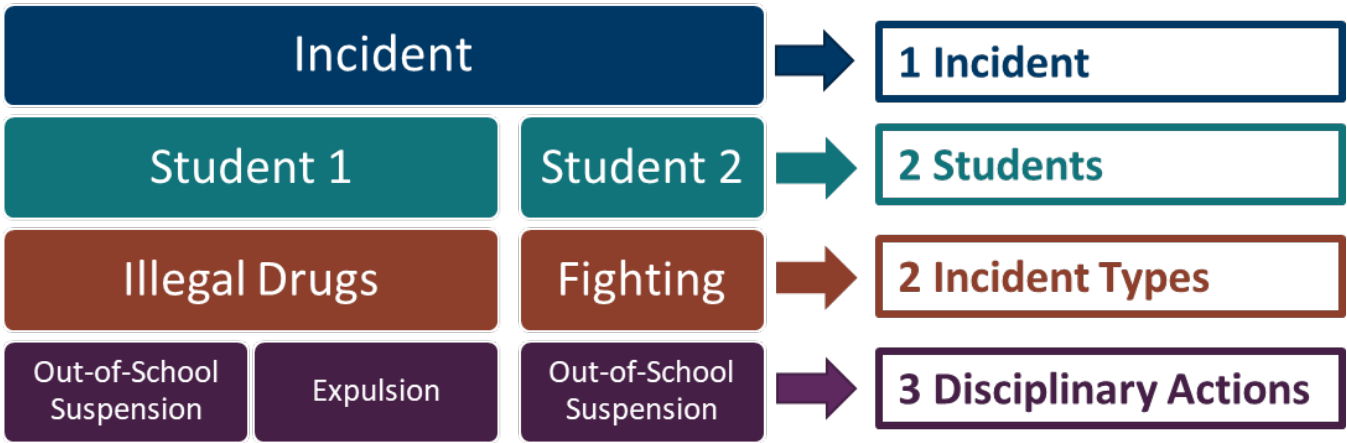
Other factors that may increase variance across these counts include student demographics and the number of disciplinary actions they receive for a single incident. Student demographics are based on the date of the incident and can change throughout the school year. For example, a student may have been receiving special

education services on one day they were disciplined, but not another. A student may receive more than one disciplinary action for a single incident. This most often occurs in cases when a student is suspended pending an investigation and is ultimately expelled or excluded, transfers, or withdraws.

LEAs must report the activity each involved student was engaged in, also referred to as the “incident type” or “offender activity” in DIRS. Each of the 29 possible incident types in DIRS is assigned a severity ranking, with 1 being the highest and 29 the lowest (see [Appendix C: DIRS Incident Type Definitions and Severity Rankings](#) for the severity rankings and definitions). Although each student involved in an incident may have engaged in multiple activities, LEAs report only one activity per student per incident, and are instructed to report the incident type with the highest severity ranking.

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

Figure 1. DIRS Data Structure – Example Incident



Leading up to the 2021-22 school year, a district-led workgroup proposed revisions to the previous incident types and definitions and collaborated with MDE to adopt them. The new incident types are listed in [Appendix C](#), and did not modify reporting requirements, but provided a more consistent, and aligned with federal reporting guidelines, set of criteria for describing incidents. The most significant change was creating a new activity and definition for Physical Contact, identified as a priority for districts to account for behavior that falls between disruptive or disorderly and assault. Other changes included combining Bullying, Cyber Bullying, and Harassment; replacing Computer with Technology; adding On School Property without Permission; and creating definitions for 16 existing categories.

Data Limitations

All data are confined by limitations in their ability to describe the complexities and nuances of real life. Such constraints do not render the data useless, rather they set the parameters for appropriate use. With respect to DIRS data, there are four main concerns:

- 1. **Limited validation processes** – data in this report comes directly from DIRS as entered by the LEAs. LEAs are expected to review and verify all data for the school year prior to final certification. However, MDE does not

have a mechanism to compare LEA records with those submitted in DIRS and has limited capacity to verify the data beyond validation processes built into DIRS. Over time, MDE has dedicated additional resources to DIRS to improve data integrity, including system updates to improve validations and prevent errors.

2. **Shifting student demographics** – demographic data in DIRS is based on the current MARSS information in the student’s record for the date the incident occurred. Therefore, incidents occurring on different days of the school year may result in different demographic information for a single student because some student information can change throughout the course of the school year (e.g., special education status).
3. **Complex requirements and varying definitions** – reporting requirements for DIRS come from federal and state regulations and vary depending on whether a student is receiving special education services. In some cases, federal and state regulations provide clear definitions and reporting values for data elements. In other cases, districts or schools have discretion to create their own definitions. Misaligned definitions and reporting criteria introduce potential for inconsistent reporting within and across LEAs. Definitions and references for reporting requirements, disciplinary actions, and incident types included in DIRS can be found in the appendices, starting on [page 25](#).
4. **Not full scope of student discipline** – data represents only what is submitted in DIRS. In addition to incidents reported in DIRS, schools and districts may employ a range of disciplinary actions beyond the scope of reporting requirements that are not included in this report, such as office referrals and detentions. More importantly, the data does not tell the story of schools and districts that are implementing restorative practices or other alternatives to discipline. In fact, some of these approaches may fall under the broad definition of in-school suspension.

Finally, it is important to note that the data presented in this report will not match the public reports available on the [Discipline Data](#) page in MDE’s [Data Reports and Analytics](#). Currently, MDE public reports include only out-of-school suspensions of one day or more, expulsions, and exclusions. None of the other disciplinary action types included in this report are included in the public discipline reports.

Analysis

Following more than one year of distance learning for most Minnesota students and educators, returning to the classroom required adjusting to new social norms and expectations. Kindergarten through grade 12 (K-12) enrollment rates in Minnesota public school districts and charter schools have continued to decline since the COVID-19 pandemic, by almost 0.3% in 2021-22 and 2022-23. Statewide October 1 K-12 enrollment in the 2019-20 school year, pre-pandemic, was 867,999 students, more than 2.0% higher than 2021-22 (848,619) and 2022-23 (846,192).

Data in this report show that as statewide K-12 enrollment decreased, reported disciplinary incidents and actions increased. Each section presents a different perspective of reported student discipline practices in Minnesota schools to evaluate these trends. Absent from this report is data describing other aspects of the school environment that can impact student discipline, such as student and educator well-being, implementation of alternatives to discipline, and resource availability. Keeping this in mind will facilitate the most accurate interpretations when comparing the data across school years as well as within each school year and across categories.

Total Incidents

After a decrease during the COVID-19 pandemic, the number of reported disciplinary incidents and actions returned to pre-pandemic levels in the 2021-22 school year, followed by an increase in 2022-23. The total number of incidents reported in 2021-22 was 1.5% (1,073) less than 2018-19 and disciplinary actions were 1.9% (1,471) higher during that same period.¹ Below, [Table 1](#) and [Table 2](#) both total reported incidents and actions increased by about 13.0% in 2022-23; total reported incidents increased by just under 13.0% and total reported disciplinary actions increased by just over 13.0%. During the same time, the number of weapon incidents increased by 11.0% and actions for weapon incidents increased by 11.8%, which kept the proportion of incidents involving weapons at just over 2.0% both years (see [Figure 1](#) and [Figure 2](#)).

¹ Starting in the 2021-22 school year, only complete, error-free incidents are included the public reporting; 0.2% (155) incidents were excluded from 2021-22 data; 0.4% (299) incidents were excluded from 2022-23 data.

Table 1. Total Reported Disciplinary Incidents by Weapon Involvement, 2021-22 and 2022-23

Weapon Involvement	2021-22		2022-23	
	Count	%	Count	%
No weapon	67,218	97.7%	75,864	97.8%
Weapon	1,563	2.3%	1,735	2.2%
Total	68,771	100%	77,590	100%

Figure 1. Total Reported Disciplinary Incidents by Weapon Involvement, 2021-22 and 2022-23

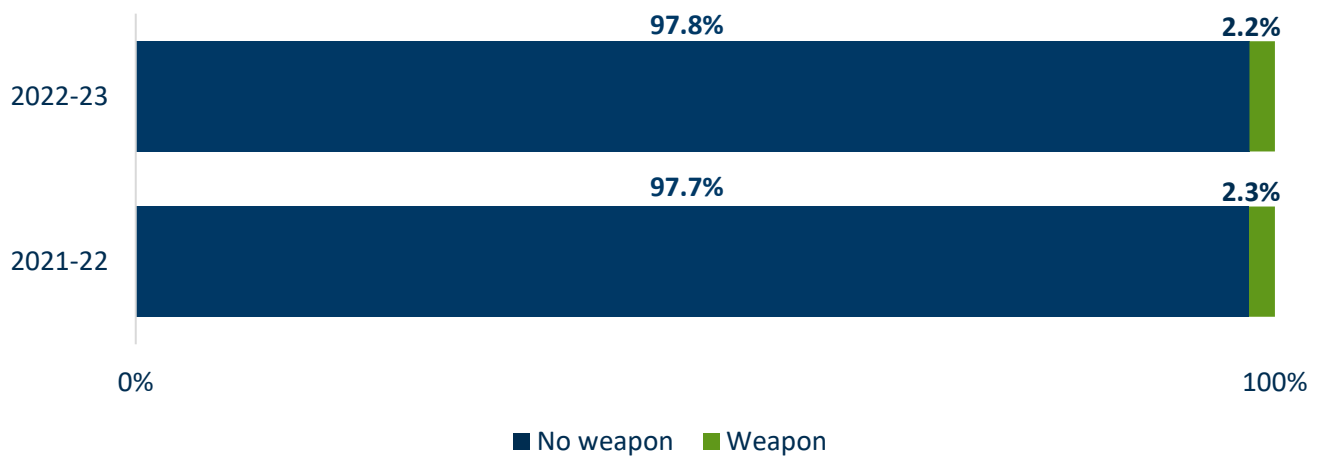
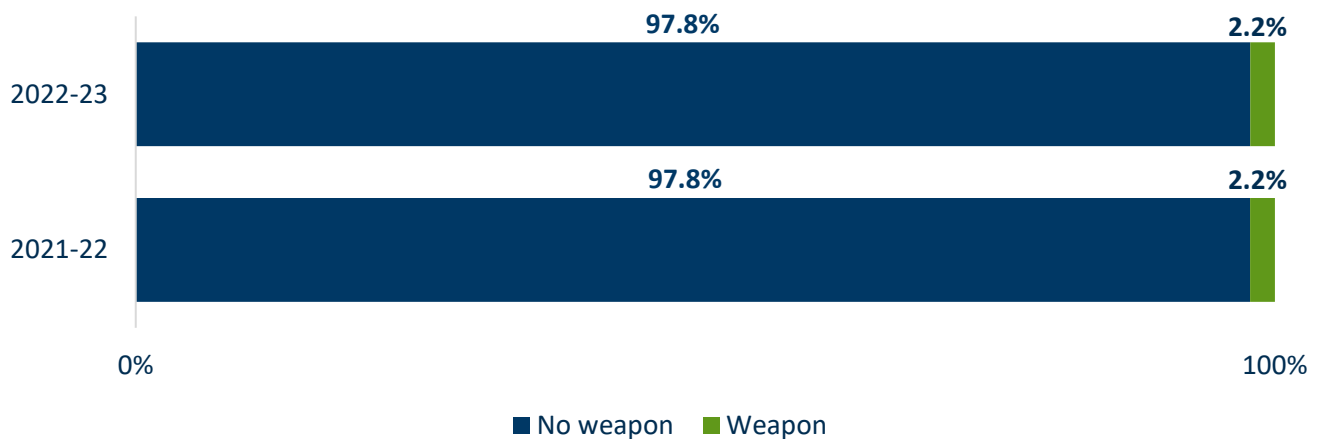


Table 2. Total Reported Disciplinary Actions by Weapon Involvement, 2021-22 and 2022-23

Weapon Involvement	2021-22		2022-23	
	Count	%	Count	%
No weapon	75,508	97.8%	85,391	97.8%
Weapon	1,681	2.2%	1,880	2.2%
Total	77,189	100%	87,271	100%

Figure 2. Total Reported Disciplinary Actions by Weapon Involvement, 2021-22 and 2022-23



Disciplinary Incident Type

Below, [Figure 3](#) displays the frequency of disciplinary actions reported in 2021-22 and 2022-23 by DIRS incident type, including categories with at least 100 reported disciplinary actions during both years. [Table 3](#) lists all the DIRS incident types with the reported number and percent of disciplinary actions issued for each one. Reviewing reported discipline levels for all incident types helps provide context and describe the school climate.

The data show that the increase in reported total disciplinary actions was distributed relatively evenly across incident types. Disruptive/Disorderly Conduct/Insubordination and Fighting continue to be the most frequently reported incident types and together accounted for nearly half of all disciplinary actions in 2021-22 and 2022-23, 45.0% and 43.7% respectively. The third most common activity reported for disciplinary actions in 2021-22 was Tobacco, 7.5%, but changed to Physical contact, 8.7%, in 2022-23. Physical contact was introduced in 2021-22 as a DIRS incident type and accounted for 5,648, or 7.3%, of disciplinary actions during that year, indicating it was an important addition to better describe the continuum of student behavior. Incident types with the most substantial increases in 2022-23 were in Physical contact (34.0%), Terroristic threats (33.2%), and Verbal abuse (29.5%). The most substantial decreases occurred among incident types with relatively lower absolute rates, including Vandalism/property related (-22.5%), Controlled substances (prescription) (-14.2%), and Alcohol (-2.6%).

Figure 3. Reported Disciplinary Actions by Incident Type, 2021-22 through 2022-23

Incident types with at least 100 reported disciplinary actions.

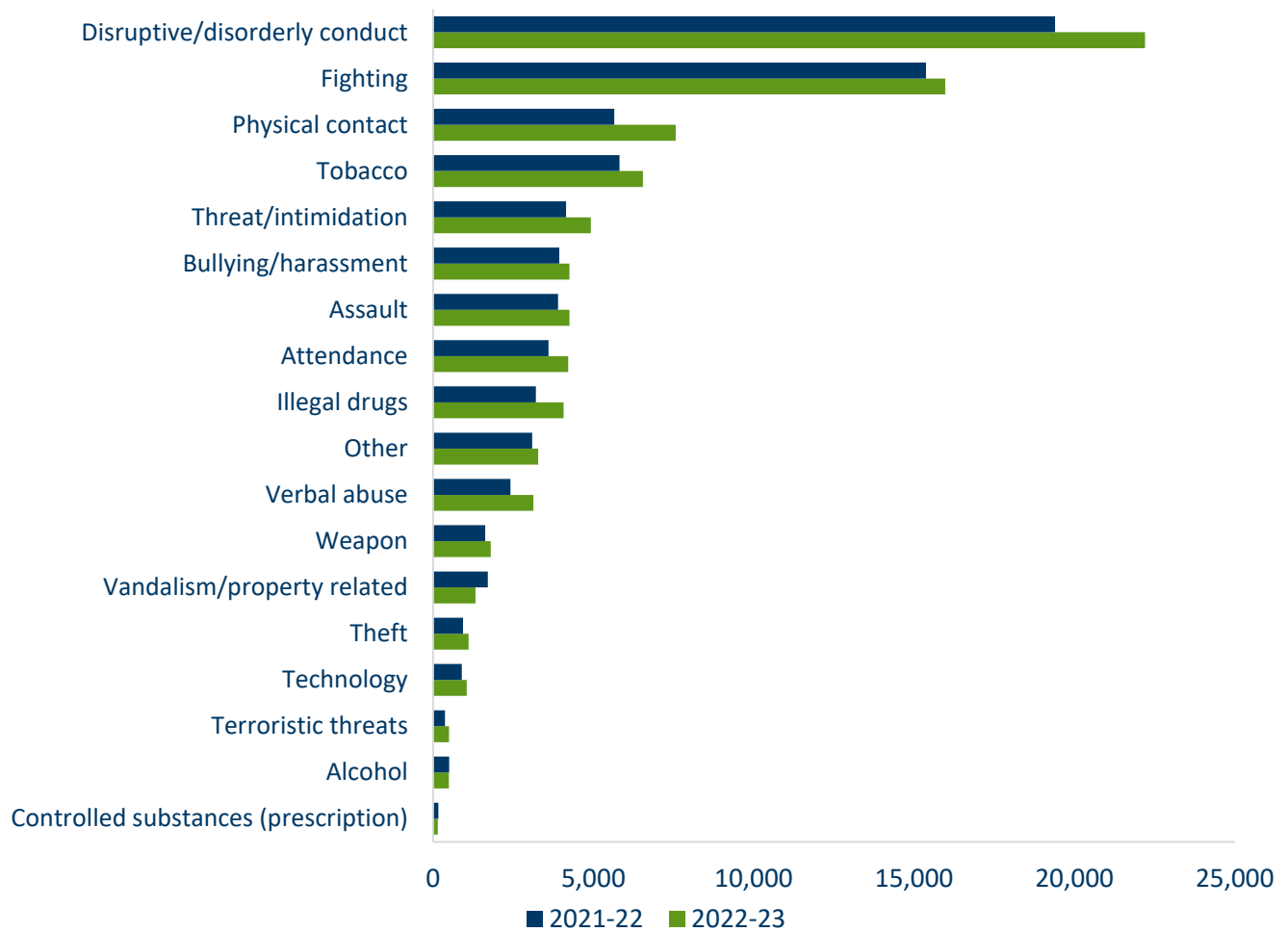


Table 3. Reported Disciplinary Actions by Incident Type, 2021-22 and 2022-23

Incident Type	2021-22		2022-23	
	Count	%	Count	%
Disruptive/disorderly conduct/insubordination	19,391	25.1%	22,198	25.4%
Fighting	15,371	19.9%	15,969	18.3%
Physical contact	5,648	7.3%	7,567	8.7%
Tobacco	5,812	7.5%	6,542	7.5%
Threat/intimidation	4,148	5.4%	4,922	5.6%
Assault	3,900	5.1%	4,255	4.9%
Bullying/harassment (includes cyber bullying)	3,935	5.1%	4,255	4.9%
Attendance	3,601	4.7%	4,216	4.8%
Illegal drugs	3,205	4.2%	4,070	4.7%
Other	3,089	4.0%	3,277	3.8%
Verbal abuse	2,416	3.1%	3,129	3.6%
Weapon	1,624	2.1%	1,801	2.1%
Vandalism/property related	1,706	2.2%	1,323	1.5%
Theft	933	1.2%	1,108	1.3%
Technology	895	1.2%	1,051	1.2%
Terroristic threats	373	0.5%	497	0.6%
Alcohol	504	0.7%	491	0.6%
Controlled substances (prescription)	169	0.2%	145	0.2%
On school property without permission	111	0.1%	94	0.1%
Academic dishonesty	84	0.1%	80	0.1%
Arson	57	0.1%	79	0.1%
Pyrotechnics	67	0.1%	59	0.1%
Bomb threat	38	0.0%	46	0.1%
Gang activity	18	0.0%	34	0.0%
Hazing	26	0.0%	23	0.0%
Over-the-counter medications against school policy	40	0.1%	16	0.0%
Robbery (using force)	20	0.0%	14	0.0%
Extortion	8	0.0%	9	0.0%
Homicide	-	0.0%	1	0.0%
Bomb	-	0.0%	-	0.0%
Total	77,189	100%	87,271	100%

Disciplinary Outcomes

For each incident reported in DIRS, LEAs must select one of 12 disciplinary outcomes listed in [Table 4](#) including “No school response” (detailed definitions provided in [Appendix B: DIRS Disciplinary Outcome Definitions](#)). In most cases, incidents are submitted due to reportable disciplinary action by school administrators, but there are some exceptions (see [Appendix A: DIRS Reporting Requirements](#)). For example, if administrators decide to refer a student to law enforcement in lieu of taking disciplinary action then “No school response” may be selected.

The vast majority of disciplinary outcomes in both school years were out-of-school and in-school suspensions, respectively, for weapons and non-weapons incidents. Also in both years, nearly 83% of reported outcomes for weapons and nearly 65% of reported outcomes for all incidents were out-of-school suspensions. Notably, the only decrease in reported disciplinary actions during this time was the number of expulsions and exclusions issued for weapons incidents, from 18 to 16.

Table 4. Reported Disciplinary Outcome Types by Weapon Involvement, 2021-22 and 2022-23

Outcome		2021-22			2022-23		
		Count	% Action Type Total	% Year Total	Count	% Action Type Total	% Year Total
Administrative transfer	No weapon	35	81.4%	0.0%	70	85.4%	0.1%
	Weapon	8	18.6%	0.5%	12	14.6%	0.6%
	Total	43	100%	0.1%	82	100%	0.1%
Expulsion or exclusion	No weapon	45	71.4%	0.1%	51	76.1%	0.1%
	Weapon	18	28.6%	1.1%	16	23.9%	0.9%
	Total	63	100%	0.1%	67	100%	0.1%
In-school suspension	No weapon	24,622	99.2%	32.3%	27,665	99.2%	32.1%
	Weapon	194	0.8%	11.5%	217	0.8%	11.5%
	Total	24,816	100%	31.9%	27,882	100%	31.6%
No school response	No weapon	610	98.4%	0.8%	899	100%	1.0%
	Weapon	10	1.6%	0.6%	-	0.0%	0.0%
	Total	620	100%	0.8%	899	100%	1.0%
Other	No weapon	1,548	97.9%	2.0%	1,847	98.0%	2.1%
	Weapon	33	2.1%	2.0%	37	2.0%	2.0%
	Total	1,581	100%	2.0%	1,884	100%	2.1%
Out-of-school suspension	No weapon	49,100	97.2%	64.5%	55,578	97.3%	64.4%
	Weapon	1,403	2.8%	83.0%	1,557	2.7%	82.8%
	Total	50,503	100%	64.9%	57,135	100%	64.8%
Removal by hearing officer	No weapon	4	100%	0.0%	6	100%	0.0%
	Weapon	-	0.0%	0.0%	-	0.0%	0.0%
	Total	4	100%	0.0%	6	100%	0.0%
Student requested transfer	No weapon	54	96.4%	0.1%	63	85.1%	0.1%
	Weapon	2	3.6%	0.1%	11	14.9%	0.6%
	Total	56	100%	0.1%	74	100%	0.1%
Student withdrew	No weapon	91	84.3%	0.1%	102	83.6%	0.1%
	Weapon	17	15.7%	1.0%	20	16.4%	1.1%
	Total	108	100%	0.1%	122	100%	0.1%
Unilateral removal	No weapon	9	60.0%	0.0%	9	47.4%	0.0%
	Weapon	6	40.0%	0.4%	10	52.6%	0.5%
	Total	15	100%	0.0%	19	100%	0.0%
Total	No weapon	76,118	97.8%	97.8%	86,290	97.9%	97.9%
	Weapon	1,691	2.2%	2.2%	1,880	2.1%	2.1%
	Total	77,809	100%	100%	88,170	100%	100%

Under Suspension/Expulsion at the Time

For each student involved in a reported incident, LEAs must indicate whether they were under another suspension or expulsion at the time the incident occurred. As shown in [Table 5](#), during both school years, less than 2.0% of students involved in reported incidents were under another suspension or expulsion, regardless of whether a weapon was involved.

Table 5. Student Suspension or Expulsion Status at the Time of Reported Disciplinary Incidents by Weapon Involvement, 2021-22 and 2022-23

Suspension/Expulsion Status		2021-22		2022-23	
		Count	%	Count	%
Not under current suspension/expulsion	Not	66,522	97.7%	74,876	97.8%
	Weapon				
	Weapon	1,552	2.3%	1,716	2.2%
	Total	68,064	100.0%	76,583	100%
Under current expulsion/suspension	Not	766	98.6%	1,082	98.2%
	Weapon				
	Weapon	11	1.4%	20	1.8%
	Total	777	100%	1,102	100%

Law Enforcement Involvement

Administrators may decide to refer a student to law enforcement regardless of whether they take disciplinary action. After referring a student to law enforcement, law enforcement officer(s) can choose to respond in a variety of ways. Some actions are formal, such as taking the student into custody and referring them to the county attorney, giving the student a formal referral to juvenile court, or referring the student to a community program (e.g., youth services bureau for counseling and community service). Other responses are less formal. For example, the officer may meet with the student and their family, the student and school staff, or with the student alone. The officer may agree to mentor the student, develop an informal agreement with the student, or facilitate a restorative justice conference with all the people affected by identified harm. Reporting guidance states that LEAs must report all referrals to law enforcement and school-related arrests for incidents that occur on school grounds or during a school-related activity. Although the decision to arrest a student is made by a law enforcement officer, rather than school officials, they are still a part of the student experience.

In 2021-22, LEAs referred students to law enforcement a reported 5,790 times and 337 (5.8%) were for incidents involving a weapon (see [Table 6](#)). In 2022-23, the total number of reported referrals decreased to 5,045, with 6.5% (327) of referrals made in weapon-related incidents. Ultimately, 2.5% and 2.9% of reported referrals to law enforcement resulted in a school-related arrest in the 2021-22 and 2022-23 school years, and weapons incidents accounted for 24.5% and 20.7% of total school-related arrests, respectively (see [Table 7](#)).

Table 6. Referrals to Law Enforcement by Weapon Involvement, 2021-22 and 2022-23

Outcome		2021-22		2022-23	
		Count	%	Count	%
Not referred to law enforcement	No weapon	69,023	98.2%	79,577	98.2%
	Weapon	1,285	1.8%	1,485	1.8%
	Total	70,308	100%	81,062	100%
Referred to law enforcement	No weapon	5,453	94.2%	4,718	93.5%
	Weapon	337	5.8%	327	6.5%
	Total	5,790	100%	5,045	100%
Total	Total	76,098	100%	86,107	100%

Table 7. School-Related Arrests Following a Referral to Law Enforcement by Weapon Involvement, 2021-22 and 2022-23

Outcome		2021-22		2022-23	
		Count	%	Count	%
Not arrested	No weapon	5,345	94.7%	4,603	93.9%
	Weapon	302	5.3%	297	6.1%
	Total	5,647	100%	4,900	100%
Arrested	No weapon	108	75.5%	115	79.3%
	Weapon	35	24.5%	30	20.7%
	Total	143	100%	145	100%
Total	Total	5,790	100%	5,045	100%

Time and Location

Options for indicating when an incident occurred are “during school hours” or “outside of school hours” in DIRS. To report incident location, LEAs can select all applicable options from a list of 10 location categories, which are included in [Table 9](#).

The majority of weapon incidents reported during the 2021-22 and 2022-23 school years occurred “during school hours,” 92.4% and 94.4%, respectively. The three most common locations reported for weapons incidents are the classroom, hallway, or other indoor area.

Table 8. Reported Weapon Incidents by Time of Incident, 2021-22 and 2022-23

Time	2021-22		2022-23	
	Count	%	Count	%
During School Hours	1,444	92.4%	1,637	94.4%
Outside of School Hours	119	7.6%	98	5.6%
Total	1,563	100%	1,735	100%

Table 9. Reported Weapons Incidents by Location of Incident, 2021-22 and 2022-23

Location	2021-22		2022-23	
	Count	%	Count	%
Classroom	557	35.6%	590	34.0%
Hallway	260	16.6%	310	17.9%
Other indoor area	216	13.8%	232	13.4%
Other outdoor area (on campus)	130	8.3%	160	9.2%
School Bus	119	7.6%	152	8.8%
Restroom	117	7.5%	147	8.5%
Locker	63	4.0%	87	5.0%
Parking lot	69	4.4%	49	2.8%
Off campus	45	2.9%	32	1.8%
Online	7	0.4%	2	0.1%
Total	1,563	100%	1,735	100%

Weapon Types

Below, [Table 10](#) shows that the most frequently reported weapon types in both school years were knives and pocketknives, with smaller pocketknives (less than 2 ½ inches) being more common than larger pocketknives. Altogether, knives and pocketknives accounted for 54.6% and 51.4% of all reported weapons incidents in 2021-22 and 2022-23, respectively. Firearms, hand guns and long guns, accounted for 3.8% of all reported weapons in 2021-22 and decreased to 2.9% in 2022-23.

Table 10. Reported Number of Weapons by Weapon Type, 2021-22 and 2022-23

Weapon	2021-22		2022-23	
	Count	%	Count	%
Knife	406	22.7%	406	20.8%
Pocketknife, less than 2 1/2 inches	338	18.9%	345	17.6%
Pocketknife, 2 1/2 inches or greater	233	13.0%	254	13.0%
Replica/Toy Gun	155	8.7%	221	11.3%
Sharp Object (ex. razor blade)	165	9.2%	202	10.3%
Pellet/BB/Air Gun	148	8.3%	149	7.6%
Mace/Noxious Substance	82	4.6%	96	4.9%
Arson	56	3.1%	77	3.9%
Stun Guns/Taser Gun	70	3.9%	77	3.9%
Blunt Object (ex. Chains)	53	3.0%	63	3.2%
Hand Gun	58	3.2%	44	2.2%
Long Gun	11	0.6%	14	0.7%
Paintball Gun	16	0.9%	8	0.4%
Bomb	-	0.0%	-	0.0%
Total	1,791	100%	1,956	100%

School Property Costs

For all incidents reported in DIRS, LEAs must report the estimated cost of property damage to the school, which are reported in one of three categories: \$0, \$1 - \$500, or over \$500.

From 2021-22 through 2022-23, LEAs reported that less than 1% of all weapons incidents resulted in costs to schools due to property damage.

Table 11. Weapon Incidents Resulting in Reported School Property Damage Costs, 2021-22 and 2022-23

Property Damage Cost	2021-22		2022-23	
	Count	%	Count	%
\$0	1,552	99.3%	1,725	99.4%
\$1 - \$500	10	0.6%	9	0.5%
Over \$500	1	0.1%	1	0.1%
Total	1,563	100%	1,735	100%

Persons Harmed

LEAs are required to report whether a person was harmed during incidents involving assault, bullying or harassment, hazing, robbery, and homicide. To report that someone was harmed they must select from one of five types of victims, including: Student (MARSS information known), Teacher, District Employee, and Student (MARSS information unknown). In addition, they must report any incurred medical expenses in one of three categories: \$0, \$1 - \$500, or over \$500.

There is potential for inconsistent reporting regarding harmed persons for weapons incidents because it is not required. All weapons incidents must be reported, but there is not always a harmed person, such as when a weapon is found in a student's locker but not used or displayed, therefore it is not required.

In 2021-22 and 2022-23, fewer than 8% of reported weapons incidents involved harm to someone. Students were the most frequently reported type of person harmed during this time, with teachers and district employees reported as harmed in less than 1.0% of weapons incidents.

Table 12. Reported Weapons Incidents by Type of Person Harmed, 2021-22 and 2022-23

Type of Person Harmed	2021-22	2022-23
Student (MARSS information known)	85	65
Student (MARSS information unknown)	30	26
District Employee	9	5
Teacher	4	5
None	1,441	1,634
Total	1,563	1,735

[Table 13](#) and [Table 14](#) provide the reported level of injury and costs incurred for weapons incidents involving a harmed person. The data does not identify the level of injury or cost for each person harmed. Therefore, data in the tables below provide only an estimate of the number of incidents entailing injuries and medical costs. Of all of the reported weapons incidents with persons harmed, 12.3% included physical injury in the 2021-22 school year, and 4.0% in 2022-23.

Table 13. Level of Injury Reported for Weapons Incidents Involving Harmed Persons, 2021-22 and 2022-23

Level of Injury	2021-22	2022-23
No Injury	109	97
Injury - Not Serious	11	4
Injury - Serious	4	-
Total	122	101

Table 14. Weapons Incidents Resulting in Reported Medical Costs to Persons Harmed, 2021-22 and 2022-23

Reported Medical Cost	2021-22	2022-23
\$0	121	101
\$1 - \$500	-	-
Over \$500	3	-
Total	122	101

Student Grade Level

Below, [Table 15](#) shows the count and percentage of disciplinary actions for weapons incidents by student grade level for each school year (see the Data Overview section for more details about student demographics). During 2021-22 and 2022-23, 18.4% and 23.0% of disciplinary actions for reported weapons, respectively, were for elementary school students (grades kindergarten through five). Middle school students (grades six through eight) received 41.0% and 37.8% of disciplinary actions for weapons incidents during that same time. Similarly, high school students (grades nine through 12) received 40.6% and 39.2% disciplinary actions for reported weapons incidents.

Table 15. Reported Disciplinary Actions for Weapons Incidents by Student Grade, 2021-22 and 2022-23

Grade	2021-22		2022-23	
	Count	%	Count	%
K	4	0.2%	5	0.3%
1	21	1.2%	31	1.6%
2	39	2.3%	53	2.8%
3	56	3.3%	76	4.0%
4	78	4.6%	105	5.6%
5	111	6.6%	163	8.7%
6	210	12.5%	214	11.4%
7	246	14.6%	245	13.0%
8	234	13.9%	251	13.4%
9	192	11.4%	240	12.8%
10	198	11.8%	214	11.4%
11	181	10.8%	169	9.0%
12	111	6.6%	114	6.1%
Total	1,681	100%	1,880	100%

Conclusion

Student discipline practices, policies and regulations at each level change over time and continue to evolve. Data collection and evaluation allow us to identify positive changes and strategies, as well as those that may require modification or supplementation. While no state or federal regulatory changes affected student discipline reporting requirements during the 2021-22 and 2022-23 school years, new incident types and definitions modified the terms used to describe student behavior when reporting discipline starting, and other facets of education the education experience influenced what happened and how it was described. Most noteworthy are the ways in which the pandemic impacted the social, physical, and emotional environments in schools.

Throughout the report the data show that during the first two years following the COVID-19 pandemic, as Minnesota public and charter school enrollment decreased, the total number of reported disciplinary incidents and actions increased. Several observations stand out as particularly remarkable when assessing the presence of weapons and use of discipline in Minnesota schools. First, while the total number of reported disciplinary incidents and actions increased by 12.8% and 13.1%, respectively, weapons incidents increased at a slightly

lower rate, 11.0% and 11.8%, respectively. Next, the reported number referrals to law enforcement and school-related arrests decreased, while the reported number of all disciplinary actions increased, except expulsions and exclusions reported for weapons incidents. Finally, younger students, those in kindergarten through grade 5, received a greater proportion of disciplinary actions for weapons incidents in 2022-23, 23.0% compared to 18.4% in 2021-22.

The contents of this report detail specific aspects of discipline that must be reported by Minnesota LEAs for statutory compliance. These data elements alone cannot answer questions about how and why we see these patterns or what the best response may be. Additional information about factors influencing student behavior and educator decisions is necessary to accurately interpret the data and identify the most appropriate practices and policies to provide students with a safe and nurturing environment and the best educational experience possible.

Appendix A: DIRS Reporting Requirements

The majority of student discipline reporting requirements are based on the outcome of an incident, whether or not there was a disciplinary action or law enforcement involvement, while two requirements are based on the type of incident.

- Incidents resulting in one of the *outcomes* below must be reported, regardless of the incident type.
- Incidents involving the *incident types* below must be reported, regardless of the outcome.

The table below outlines all DIRS reporting requirements. See the proceeding appendices for definition of the disciplinary action and incident types available in DIRS.

Table 16. DIRS Reporting Requirements, 2021-22 and 2022-23

Outcome	Incident Type
<ul style="list-style-type: none">• School disciplinary actions involving a student, including:<ul style="list-style-type: none">○ In-school suspension○ Out-of-school suspension○ Expulsion○ Exclusion○ Administrative transfer○ Student requested transfer○ Student withdrew○ Unilateral removal to alternative setting○ Removal by hearing officer• Law enforcement involvement in school-related incident:<ul style="list-style-type: none">○ Referral to law enforcement○ School-related arrest	<ul style="list-style-type: none">• Physical assault of a district employee by a student• Possession or use of a dangerous weapon in a school zone

Appendix B: DIRS Disciplinary Outcome Definitions

Below, Table 17 lists all of the types of disciplinary outcomes in DIRS that are available for LEAs to select when reporting an incident.

Table 17. DIRS Disciplinary Outcome Types and Definitions

DIRS Disciplinary Outcome	Definition
Administrative transfer	Applicable when a district chooses to transfer an enrolled student to another school within the district in lieu of or in conjunction with another type of disciplinary action.
Exclusion from the school setting	“Exclusion” means an action taken by the school board to prevent enrollment or reenrollment of a pupil for a period that shall not extend beyond the school year. Minn. Stat. 121A.41, subd. 4
Expulsion from the school setting	“Expulsion” means a school board action to prohibit an enrolled pupil from further attendance for up to 12 months from the date the student is expelled. Minn. Stat. 121A.41, subd. 5
In-school suspension	Is an instance in which a child is temporarily removed from his or her regular classroom(s) for at least half a day for disciplinary purposes, but remains under the direct supervision of school personnel. Direct supervision means school personnel are physically in the same location as students under their supervision. Civil Rights Data Collection (CRDC)
No school response	Option for instances in which a student was involved in an incident but administrators determined no disciplinary action was warranted, or the student was referred to law enforcement in lieu of disciplinary action.
Other	Option for instances in which a student was involved in an incident, but the response taken by administrators did not meet the criteria for any other disciplinary action type, or the student was referred to law enforcement in lieu of disciplinary action.
Out-of-school suspension	An action by the school administration, under rules promulgated by the school board, prohibiting a pupil from attending school for a period of no more than ten school days. If a suspension is longer than five days, the suspending administrator must provide the superintendent with a reason for the longer suspension. This definition does not apply to dismissal from school for one school day or less, except as provided in federal law for a student with a disability. Each suspension action may include a readmission plan. The readmission plan shall include, where appropriate, a provision for implementing alternative educational services upon readmission and may not be used to extend the current suspension. Consistent with section 125A.091, subdivision 5 , the readmission plan must not obligate a parent to provide a sympathomimetic medication for the parent's child as a condition of readmission. The school administration may not impose consecutive suspensions against the same pupil for the same course of conduct, or incident of misconduct, except where the pupil will create an immediate and substantial danger to self or to surrounding persons or property, or where the district is in the process of initiating an expulsion, in which case the school administration may extend the suspension to a total of 15 school days. Minn. Stat. 121A.43, subd. 10

DIRS Disciplinary Outcome	Definition
Removal by hearing officer on determination of likely injury	Only applicable to students in special education when a hearing officer removes a special education student from the student's educational placement due to the likelihood of injury.
Student requested to transfer to another district	Applicable when an enrolled student requests a transfer to another district in lieu of or in conjunction with another type of disciplinary action.
Student requested to transfer within district	Applicable when an enrolled student requests a transfer to another school within the school district in lieu of or in conjunction with another type of disciplinary action.
Student withdrew from school	Reported when an enrolled student withdraws from school in lieu of or in conjunction with another type of disciplinary action.
Unilateral removal to an alternative educational setting	<p>Only applicable to students receiving special education services. School personnel may remove a student to an interim alternative educational setting for up to 45 school days in three circumstances:</p> <ol style="list-style-type: none"> 1. Student carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of an SEA or an LEA; <ol style="list-style-type: none"> a. Weapon refers to a dangerous weapon as defined by 18 United States Code, title 930(g)(2). 2. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of an SEA or an LEA; or <ol style="list-style-type: none"> a. Controlled substance means a drug or other substance identified under schedules I, II, III, IV, or V in section 202(c) of the Controlled Substances Act, 21 United States Code, title 812 (c). 3. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of an SEA or an LEA. 34 C.F.R. 300.530(i)(1)-(4). <ol style="list-style-type: none"> a. Serious bodily injury is defined in 18 United States Code, title 1365(h)(3).

Appendix C: 2021-22 and 2022-23 DIRS Incident Type Definitions and Severity Rankings

All 30 of the DIRS incident types are defined below, along with the severity ranking assigned to the incident type in DIRS.

Severity Ranking	Incident type	Offense Type	Definition
21	Academic dishonesty		Intentional behavior including, but not limited to, plagiarism, copying another’s work, cheating, or altering records.
19	Alcohol	<ul style="list-style-type: none"> • Possession/Use • Solicitation/Sale 	
4	Arson	<ul style="list-style-type: none"> • With Accelerant • Without Accelerant 	<p>Intentional destruction of, or damage to, property by means of fire or explosives.</p> <ul style="list-style-type: none"> • Accelerant – any combustible or flammable liquid • Without Accelerant – no combustible or flammable liquid
5	Assault	<ul style="list-style-type: none"> • Physical • Sexual 	<ul style="list-style-type: none"> • Physical assault – touching or striking of another individual intended to inflict bodily harm to an individual. Does not include minor physical contact. • Sexual assault – intentional touching of a sexual nature, such as rape, fondling, and molestation. Students of all genders can be victims of sexual assault. <p><i>Assaults involving a weapon(s) should be reported as “Weapon” because the severity ranking for “Weapon” is higher.</i></p>
29	Attendance		Report this activity when a student may be subject to disciplinary action for an unexcused absence according to the district’s discipline policy. This may include a student’s failure to attend detention due to attendance issues. In addition, consider statutory exemptions under Minnesota Statutes, section 120A.22, subdivision 12.
3	Bomb		
10	Bomb threat		
13	Bullying/Harassment (includes cyber bullying)	<p>Select the whether the victim was targeted based on one of the categories below:</p> <ul style="list-style-type: none"> • Disability • Race, Color, or National Origin • Religion • Religion • Sex • Sexual Orientation • Gender Identity • Sexual Harassment • Socioeconomic status • Other 	<p>Report conduct that meets the definition of bullying or cyberbullying under Minnesota statute and/or the definition of “harassment or bullying” provided by the U.S. Department of Education’s Civil Rights Data Collection (CRDC).</p> <p>Minn. Stat. 121A.031, subd. 2:</p> <p>(e) “Bullying” means intimidating, threatening, abusive, or harming conduct that is objectively offensive and:</p> <ol style="list-style-type: none"> (1) there is an actual or perceived imbalance of power between the student engaging in prohibited conduct and the target of the behavior and the conduct is repeated or forms a pattern; or (2) materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges. <p>(f) “Cyberbullying” means bullying using technology or other electronic communication, including but not limited to a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network Internet website or forum, transmitted through a computer, cell phone, or other electronic device.</p>

Severity Ranking	Incident type	Offense Type	Definition
		<ul style="list-style-type: none"> Unknown 	<p>(g) Intimidating, threatening, abusive, or harming conduct may involve, but is not limited to, conduct that causes physical harm to a student or a student's property or causes a student to be in reasonable fear of harm to person or property; under Minnesota common law, violates a student's reasonable expectation of privacy, defames a student, or constitutes intentional infliction of emotional distress against a student; is directed at any student or students, including those based on a person's actual or perceived race, ethnicity, color, creed, religion, national origin, immigration status, sex, marital status, familial status, socioeconomic status, physical appearance, sexual orientation, including gender identity and expression, academic status related to student performance, disability, or status with regard to public assistance, age, or any additional characteristic defined in chapter 363A. However, prohibited conduct need not be based on any particular characteristic defined in this paragraph or chapter 363A.</p> <p>According to the CRDC:</p> <p>“bullying or harassment” refers to intimidation or abusive behavior toward a student based on an actual or perceived characteristic (see specific definitions as applicable). Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful or humiliating.</p> <ul style="list-style-type: none"> Disability - intimidation or abusive behavior toward a student based on actual or perceived disability. Race, color, or national origin - intimidation or abusive behavior toward a student based on actual or perceived race, color or national origin (including ancestry and ethnicity). Religion - intimidation or abusive behavior toward a student based on actual or perceived religion (see the CRDC Religions section for a complete list of religions provided by the CRDC). Sex -harassment or bullying based on sex stereotyping includes acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex or sex stereotyping, but not involving conduct of a sexual nature. All students can be victims of harassment or bullying on the basis of sex, and the harasser or bully and the victim can be of the same sex. Sexual Orientation - intimidation or abusive behavior toward a student based on actual or perceived sexual orientation. Gender Identity – intimidation or abusive behavior toward a student whose gender identity, defined as a person’s inherent sense of gender, whether masculine, feminine, or another gender, whether or not their gender identity corresponds to their sex assigned at birth. Gender identity is internal and may not necessarily be visible to others. Sexual Harassment - unwelcome conduct of a sexual nature, such as unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct or communication of a sexual nature. Socioeconomic status – intimidation or abusive behavior toward a student based on actual or perceived socioeconomic or public assistance status. Other - intimidation or abusive behavior toward a student based on actual or perceived immigration status, marital status, familial status, academic status related to student performance, age, physical appearance or any other characteristic. Unknown

Severity Ranking	Incident type	Offense Type	Definition
9	Controlled substances (prescription)	<ul style="list-style-type: none"> • Possession/Use • Solicitation/Sale 	<p>Use this activity when a student possesses medication that is prescribed to the student, but the possession is against school policy. School district/charter school policy must also be consistent with state law:</p> <ul style="list-style-type: none"> • Minnesota Statutes, section 121A.221 addresses when it is appropriate for a student to possess and use asthma inhalers at school • Minnesota Statutes, section 121A.2205 addresses when it is appropriate for a student to possess and use non-syringe injectors of epinephrine at school <p>Controlled substances are identified under Schedules I, II, III, IV or V of the Controlled Substance Act. The United States Code and Minnesota statutes define controlled substances. Under Minnesota law, the term does not include distilled spirits, wine, malt beverages, intoxicating liquors or tobacco. Relevant state and federal laws are listed below:</p> <ul style="list-style-type: none"> • Minnesota Statutes, section 152.01, subdivision 4 – defines controlled substance • Minnesota Statutes, section 152.02 – defines the five schedules of controlled substances • 21 United States Code, title 812 (c) – establishes the five controlled substance schedules and the classes of substances in each schedule
18	Disruptive/disorderly/Insubordination		
15	Extortion		Obtaining money, property, or services another person against their will through coercion, intimidation, or threat of physical harm.
12	Fighting		Two or more persons mutually participate in the use of force or physical violence that may require intervention to end the altercation, physical restraint, or results in injury. Fighting does not include conduct rising to the level of physical assault, nor does it include roughhousing or play fighting.
25	Gang activity		<p>Only use this category when certain that gang membership contributed to the event.</p> <p>Conduct that is gang-motivated or related to gang membership. Examples include, but are not limited to: displaying gang symbols, gang paraphernalia, participating in the recruitment/initiation of a student into a gang.</p> <p>A gang is an organized group characterized by turf concerns, special dress or colors, and engagement in delinquent or illegal activity.</p>
6	Hazing		Committing an act against a student, or coercing a student(s) into committing an act, that endangers the mental or physical health or safety of that student(s), in order for the student to be initiated into or affiliated with a student organization. A student organization does not include a gang, and is rather a group, club, or organization having students as its primary members or participants.
1	Homicide		

Severity Ranking	Incident type	Offense Type	Definition
8	Illegal drugs	<ul style="list-style-type: none"> • Possession • Use • Sale/Distribution • Request/Solicitation <p>Identify all applicable drug types:</p> <ul style="list-style-type: none"> • Amphetamines • Crack/Cocaine • Ecstasy/MDMA • Inhalants • LSD/Psychedelics • Marijuana • Methamphetamines • Other 	<p>Report this activity when a student possesses or is involved in the sale of a controlled substance, as identified by Minnesota Statutes, section 152.02, that he or she does not have a prescription for. This activity does not include alcohol or tobacco.</p> <ul style="list-style-type: none"> • Possession – possession of an illegal drug on school grounds or during off-campus school activities (including while taking school transportation) • Use – use of an illegal drug on school grounds or during off-campus school activities (including while taking school transportation) • Request/Solicitation – seeking an illegal drug on school grounds or during off-campus school activities (including while taking school transportation) • Sale/Distribution – selling, distributing, or seeking to sell an illegal drug on school grounds or during off-campus school activities (including while taking school transportation) <p><i>“Alcohol” and “Tobacco” are separate incident types designated specifically for incidents involving only one of those substances and should not be reported in this category or “Other.”</i></p>
28	On school property without Permission		Being on school property without permission, including while suspended or expelled; includes breaking and entering.
30	Other		
22	Over-the-counter medications against school policy		Report this activity when a student possesses or uses over-the-counter medication, and the possession or use is against school policy. School policy must also be consistent with state law. Minnesota Statutes, section 121A.222 provides information regarding when secondary students may have possession of or use nonprescription pain relievers.
17	Physical contact		Intentional or unintentional physical contact between a student and another individual or individuals that is not age-appropriate and may or may not involve harm (for example, non-age appropriate pushing/shoving, hitting, knocking other individuals over, play fighting). This is distinct from actual fighting.
26	Pyrotechnics		Pyrotechnics refers to firecrackers, fireworks, smoke bombs, etc. that contain flash powder, gunpowder, blackpowder, or any other explosive compound constructed to produce detonation or deflagration.
7	Robbery (using force)		<p>Taking or attempting to take anything of value personal property that is owned by another person or organization, under confrontational circumstances by force or threat of force or violence and/or by putting the victim in fear.</p> <p><i>Robberies involving a weapon(s) should be reported as “Weapon” because the severity ranking for “Weapon” is higher.</i></p>
27	Technology	<ul style="list-style-type: none"> • Personal device • School device 	Unauthorized access to or interception of data or systems, and other violations of the school district’s technology policy.
11	Terroristic threats		
23	Theft		Taking the property of another individual or the school without permission, with the intent of not returning the property to the owner. No force is involved in the taking of property.

Severity Ranking	Incident type	Offense Type	Definition
16	Threat/intimidation		
20	Tobacco		
24	Vandalism/property related		Willful or malicious destruction or damage of school or personal property on school grounds without consent of the owner.
14	Verbal abuse		
2	Weapon	<p>Identify all applicable weapons:</p> <ul style="list-style-type: none"> • Long Gun • Hand Gun • Pellet/BB/Air Gun • Paintball Gun • Replica/Toy Gun • Knife • Blunt Object (ex. chains) • Pocketknife, less than 2 1/2 inches • Pocketknife, 2 1/2 inches or greater • Sharp Object (ex. razor blade) • Mace/Noxious Substance • Stun Guns/Taser Gun 	<p>Minnesota Statutes, section 121A.06, subdivision 1(1), mandates dangerous weapon reporting. Incidents involving weapons that meet Minnesota’s definition of a dangerous weapon must be reported, even if there is no corresponding student or disciplinary action. For example, a weapon may be found on school property but possession is not tied to a particular student.</p> <p>When reporting an incident involving a weapon, DIRS will present a list of options defined in state and federal law. Links to the laws are included in DIRS and listed below for your reference:</p> <p>Minnesota Statutes, section 609.02, subdivision 6</p> <p><i>"Dangerous weapon" means any firearm, whether loaded or unloaded, or any device designed as a weapon and capable of producing death or great bodily harm, any combustible or flammable liquid or other device or instrumentality that, in the manner it is used or intended to be used, is calculated or likely to produce death or great bodily harm, or any fire that is used to produce death or great bodily harm.</i></p> <p><i>As used in this subdivision, "flammable liquid" means any liquid having a flash point below 100 degrees Fahrenheit and having a vapor pressure not exceeding 40 pounds per square inch (absolute) at 100 degrees Fahrenheit but does not include intoxicating liquor as defined in section 340A.101. As used in this subdivision, "combustible liquid" is a liquid having a flash point at or above 100 degrees Fahrenheit.</i></p> <p>United States Code, title 18, section 930(g)(2)</p> <p><i>The term ‘dangerous weapon’ means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2 ½ inches in length.</i></p> <p>United States Code, title 18, section 921(a)(3)</p> <p><i>The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.</i></p> <p>United States Code, title 18, section 921(a)(3)(4)</p> <p><i>any explosive, incendiary, or poison gas— (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one- quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses;</i></p> <p><i>any type of weapon (other than a shotgun or a shotgun shell which the Attorney General finds is generally recognized as particularly suitable for sporting purposes) by whatever name known which will, or which may be readily converted to,</i></p>

Severity Ranking	Incident type	Offense Type	Definition
			<p><i>expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter; and</i></p> <p><i>any combination of parts either designed or intended for use in converting any device into any destructive device described in subparagraph (A) or (B) and from which a destructive device may be readily assembled.</i></p> <p><i>The term “destructive device” shall not include any device which is neither designed nor redesigned for use as a weapon; any device, although originally designed for use as a weapon, which is redesigned for use as a signaling, pyrotechnic, line throwing, safety, or similar device; surplus ordnance sold, loaned, or given by the Secretary of the Army pursuant to the provisions of section 4684 (2), 4685, or 4686 of title 10; or any other device which the Attorney General finds is not likely to be used as a weapon, is an antique, or is a rifle which the owner intends to use solely for sporting, recreational or cultural purposes.</i></p> <ul style="list-style-type: none">• Items outside of the definition of firearm include BB guns, air guns, paint guns, replica/toy guns and cap guns. These items do not fit the federal definition of a firearm because they do not expel a projectile by the action of an explosive. Accordingly, a school district/charter school is not mandated under Minnesota Statutes, section 121A.44 to expel a student for having one of the weapons named above. A school district may include those guns under its definition of a weapon as delineated in its disciplinary policy.

CRDC Religions

The [CRDC Data Dictionary](#) definition of “Harassment or Bullying on the Basis of Religion” includes the following religions:

- **Agnostic** refers to a person who believes that the existence or nature of an ultimate reality, such as a deity, is unknown, and probably unknowable.
- **Atheist** refers to a person who does not believe in the existence of a deity.
- **Buddhist** refers to a person who follows the religion of eastern or central Asia that grew out of the teaching of Siddhartha Gautama, the Buddha, or Enlightened One. People of this faith believe that suffering is inherent in life and that one can be liberated from it by mental and moral self-purification by following the Four Noble Truths and the Eightfold Path in order to reach *nirvana*.
- **Catholic** refers to a person who follows the monotheistic religion of Catholic Christianity, especially that of the Roman Catholic Church. Followers of this faith believe the teachings of the Bible, and place emphasis on church traditions, including the historical continuity of the church, the Pope as the head of the church, and the requirement of celibacy of those in the priesthood.
- **Eastern Orthodox (Russian, Greek, Other)** refers to a person who follows the monotheistic religion of the Eastern Christian Church. This faith follows the teachings of the Bible and church traditions, accords primacy of honor to the Patriarch of Constantinople as head of the church, and adheres to the decisions of the First Seven Ecumenical Councils and the Byzantine Rite.
- **Hindu** refers to a person who observes the traditions and practices of the dominant religion of India, which include acceptance of the sanctity of the Vedas (sacred texts); the understanding of one Divine Reality manifested in multiple forms; acceptance of the laws of karma (principle of cause and effect), dharma (righteous modes of conduct), belief in reincarnation, and the ultimate spiritual goal of enlightenment (moksha).
- **Islamic (Muslim)** refers to a person who follows the monotheistic religion of Muslims, which includes belief in Allah as the sole deity and in Muhamad as his prophet. Practitioners of the Islamic faith follow the teachings of the Koran and practice the Five Pillars.
- **Jehovah’s Witness** refers to a person who follows the religion founded by Charles Taze Russell. Members witness by distributing literature and by personal evangelism of beliefs in the theocratic rule of God, the sinfulness of organized religions and governments, and an imminent millennium. The activities of Jehovah’s Witnesses are governed by the Watchtower Society which makes all major decisions, interprets the Bible, and counsels Witnesses using Watchtower materials. Members of the faith are often seen giving generously of their time in proclaiming their faith and teaching in private homes.
- **Jewish (Judaism)** refers to a person who identifies himself or herself as a member of the religious and/or ethnic group that descended from the ancient Hebrews and is characterized by belief in one transcendent God who revealed Himself to Abraham, Moses, and the Hebrew prophets. Jewish religious practice is based on the Hebrew Scriptures (the “Torah”) and rabbinic laws and customs.
- **Mormon (Latter-day Saint)** refers to a person who follows the Church of Jesus Christ of Latter-day Saints tracing its modern origin to Joseph Smith and accepting the Book of Mormon as scripture. Latter-day Saints consider the following writings to be scripture: 1) The Holy Bible; 2) The Book of Mormon, Another Testament of Jesus Christ; 3) The Doctrine and Covenants; and 4) The Pearl of Great Price. Mormons are often associated with members of the faith who serve as full-time volunteer missionaries in the U.S. and abroad.
- **Multiple Religions, Group** refers to a group of persons demonstrating a commitment or devotion to religious faith or observance based upon multiple faiths.
- **Other Christian** refers to a person who follows other denominations or nondenominational religions based on the life and teachings of Jesus Christ but not described in the other religion categories.
- Examples of these religions include Metaphysical-Christ Church Unity, Spiritualist, Unity/Unitarianist, Unity Church, Universalist, and Other Metaphysical.

- **Other Religions** refers to a person who follows other non-Christian religions not described in the other religion categories. Examples of these religions include the Baha’I Faith, Jainism, Shintoism, Taoism, Tenrikyo, Wicca, and Zoroastrianism.
- **Protestant** refers to a person who follows the monotheistic religion of Christianity that is not part of Catholic or Eastern Orthodox faith. Members of this faith affirm the Reformation principles of justification by faith alone, the priesthood of all believers, and the primacy of the Bible as the only source of revealed truth. Moreover, believers deny the universal authority of the Pope and some churches are governed by federated councils on the local, national, and international levels.
- **Sikh** refers to a person who follows the monotheistic religion founded by Guru Nanak in the Punjab region of South Asia. Sikhs follow the teachings of 10 gurus; study from the religion’s primary sacred text (i.e., the Guru Granth Sahib), and worship in Gurdwaras. Some members of the Sikh faith may be distinguished by the dastaar (Sikh turban) and five religious articles: kesh (unshorn hair, including a beard), kanga (wooden comb), kara (steel bracelet), kachera (short trousers), and kirpan (religious sword).