



**Dangerous Weapons
and
Disciplinary
Incidents**

School Year 2007-08

January 2009

**FY 2009
Report
To the
Legislature**

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

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

ESTIMATED COST OF PREPARING THIS REPORT

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

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

The estimated cost incurred by the Minnesota Department of Education in preparing this report is \$440.28.

EXECUTIVE SUMMARY

Minnesota Statute Section 121A.06, Subdivision 3, requires the Minnesota Department of Education (MDE) to annually report on disciplinary incidents, and incidents involving dangerous weapons, that occur in Minnesota public schools. The current report covers the 2007-2008 school year. Data for this report were obtained from MDE's Disciplinary Incident Report System (DIRS).

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

- The most common incident types are: disruptive, disorderly conduct or insubordination, and fighting, followed by assault, threats / intimidation, and attendance.
- The majority of all reported incidents occur during school hours.
- Most incidents occur in the classroom or other indoor areas, followed by the hallway.
- Although most incidents do NOT involve weapons, when a weapon is involved, the most common weapon type is a pocketknife or a knife.
- Almost all incidents do not involve victims.
- While the majority of incidents did not report an associated cost, those incidents with property damaged/loss, estimated the cost to be less than \$250.00.
- Male offenders commit just over 74% of incidents.
- The majority of offenders are White, Non-Hispanic or Black, Non-Hispanic.
- Most offenders are clustered in the following grades: seventh, eighth, ninth, and tenth.
- With a very few exceptions, most incidents are committed by youth who are students enrolled at the school of the incident.
- Students with an IEP commit approximately 46% of the disciplinary incidents.
- The majority of incidents in the DIRS dataset result in out-of-school suspensions.

As a result of reporting requirements, a desire for additional local validation of disciplinary data, and the need for a broad variety of users to access disciplinary incident data, MDE developed a web-based reporting system for disciplinary incidents—the Disciplinary Incident Reporting System (DIRS). This system was implemented in 2004-2005 school year and was in use for the 2005-2006 , 2006-2007 and 2007-2008 school years with minor revisions each year to the process. DIRS will continue to be used to provide data for subsequent reports required by Minnesota Statute Section 121A.06, Subdivision 3. Local Education Agencies (LEAs) may submit disciplinary incidents using:

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

INTRODUCTION

Each year Minnesota school districts and charter schools (LEA's--Local Education Agencies) are required to report all disciplinary incidents resulting in a student being out of school for more than one day, as well as all incidents involving the use or possession of a dangerous weapon in school zones. During the 2007-2008 school year, LEAs submitted reports electronically through the Minnesota Department of Education's Disciplinary Incident Reporting System (DIRS), a web-based reporting system. Slight revisions were made to the 2006-07 and 2007-08 versions of DIRS to make the process more user-friendly and to increase the accuracy of the data. *Note that especially large districts submit their data electronically through a batching process, rather than directly through the web-based reporting system.*

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

CAUTIONS ABOUT DATA

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

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

TYPE OF DISCIPLINARY INCIDENTS: SCHOOL YEAR 2007-2008

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

TABLE 1. Type of Disciplinary Incident

Incident Category	Frequency	Percent
Alcohol	905	1.00
Arson	64	0.00
Assault	5931	9.00
Attendance	3079	5.00
Bomb	5	0.00
Bomb Threat	26	0.00
Bullying	1128	2.00
Computer	62	0.00
Controlled Substances (prescription)	381	1.00
Disruptive/Disorderly Conduct/Insubordination	22680	34.00
Extortion	18	0.00
Fighting	11681	17.00
Gang Activity	674	1.00
Harassment	2237	3.00
Hazing	32	0.00
Illegal Drugs	2213	3.00
Other	3154	5.00
Over-the-Counter Medications against school policy	60	0.00
Pyrotechnics	56	0.00
Terroristic Threats	445	1.00
Theft	2139	3.00
Threat/Intimidation	3461	5.00
Tobacco	1886	3.00
Vandalism/Property Related	849	1.00
Verbal Abuse	2663	4.00
Weapon	1412	2.00
TOTAL	67,241	100%

Figure 1. Type of Disciplinary Incidents (Number) 2007-08 School Year

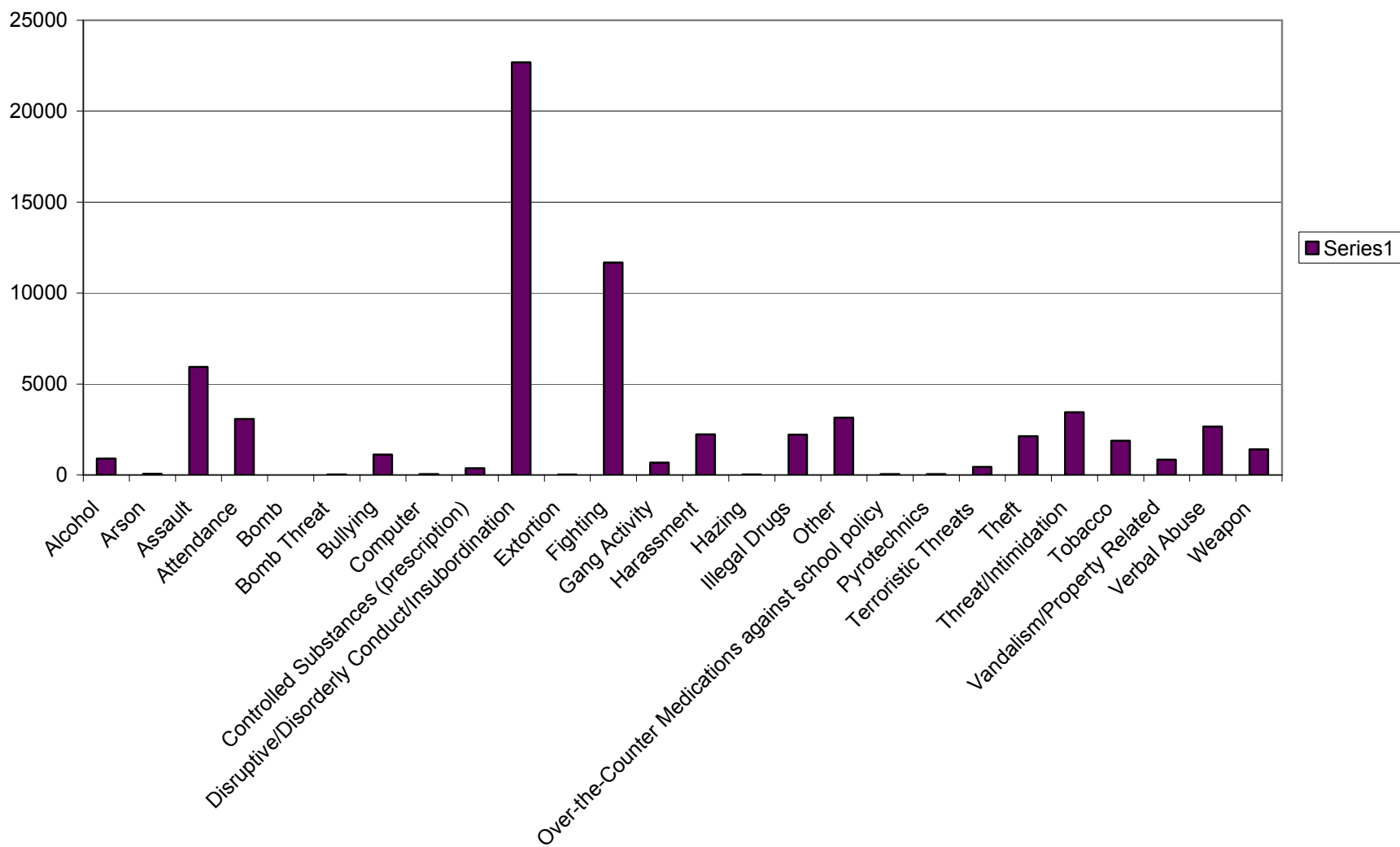
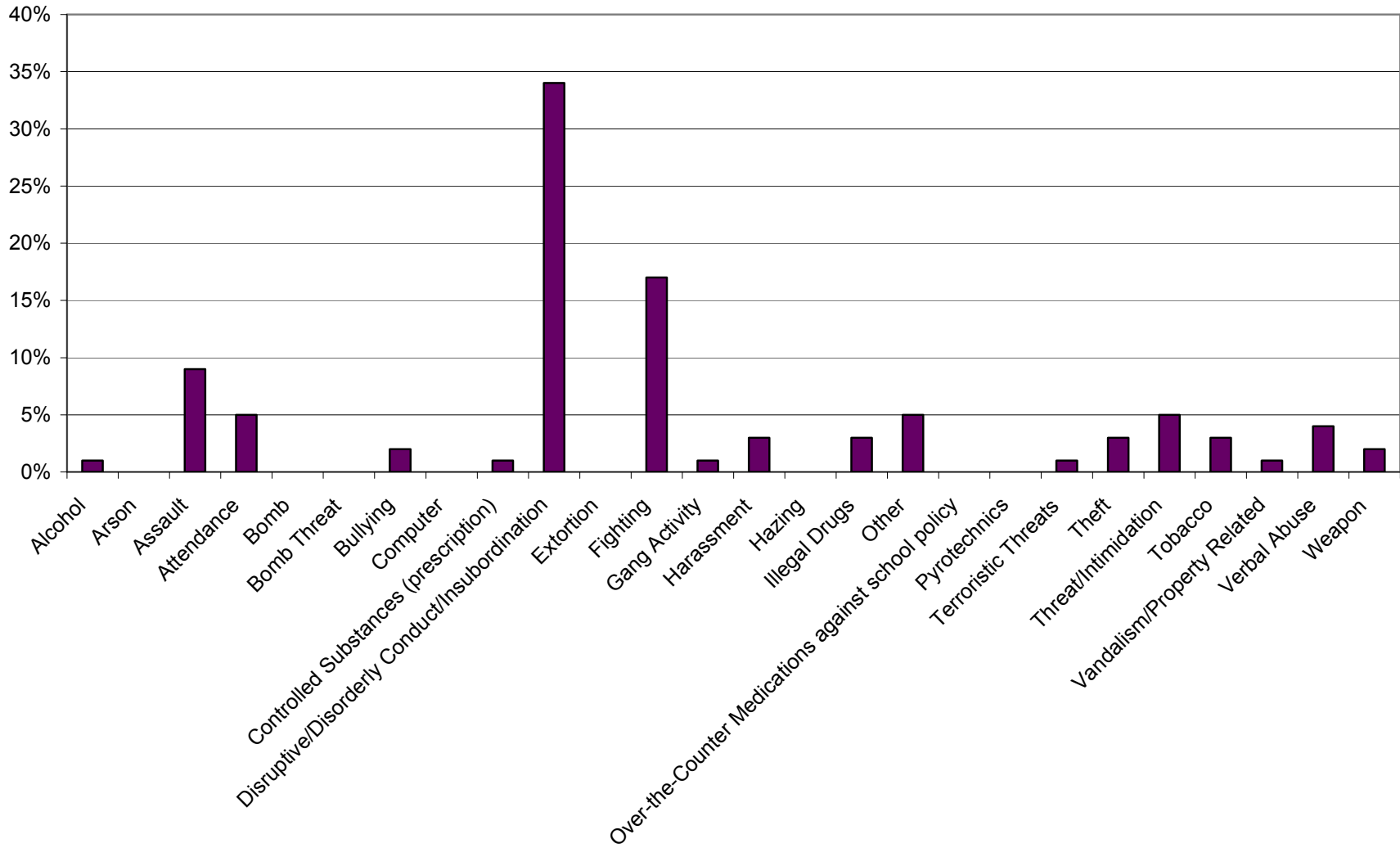


Figure 2. Types of Disciplinary Incident (Percent) 2007-08 School Year



TIME OF DISCIPLINARY INCIDENTS: SCHOOL YEAR 2007-2008

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

TABLE 2. Time of Incident

Time of Incident	Frequency	Percent
During School Hours	53,247	79.20%
Outside of School Hours	13,988	20.80%
TOTAL	67,235	100%

Figure 3. Time of Incidents (Number) 2007-08 School Year

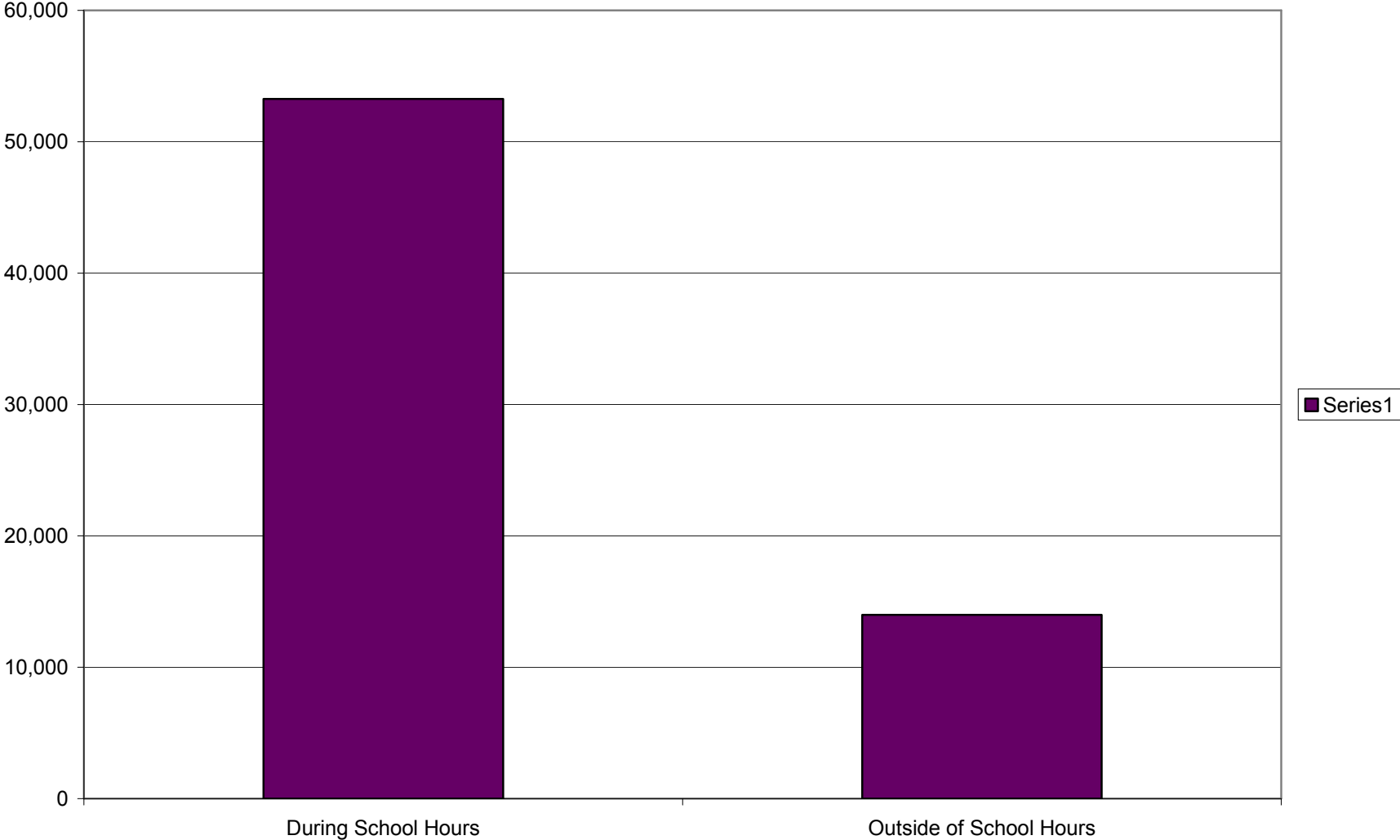
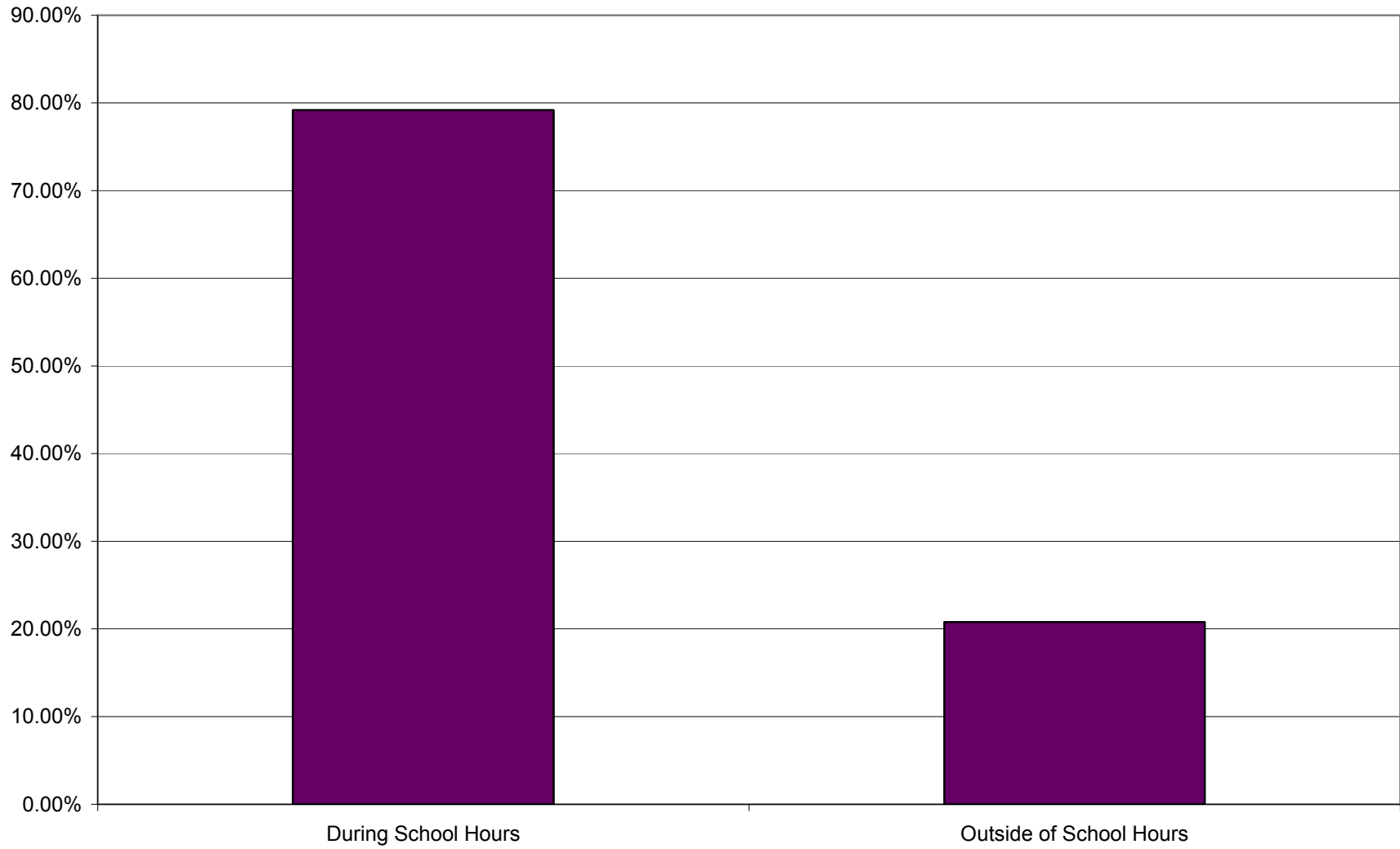


Figure 4. Time of Incident (Percent) 2007-08 School Year



LOCATION OF DISCIPLINARY INCIDENTS: SCHOOL YEAR 2007-2008

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

TABLE 3. Location of Incident

Location	Frequency	Percent
Classroom	26,454	39%
Hallway	11,938	18%
Locker	1,030	2%
Off campus	1,990	3%
Other indoor area	19,474	29%
Other outdoor area (on campus)	3,375	5%
Parking lot	912	1%
Restroom	1,098	2%
School bus	1,793	3%
TOTAL	67,235	100%

Figure 5. Location of Incidents (Number) 2007-08 School Year

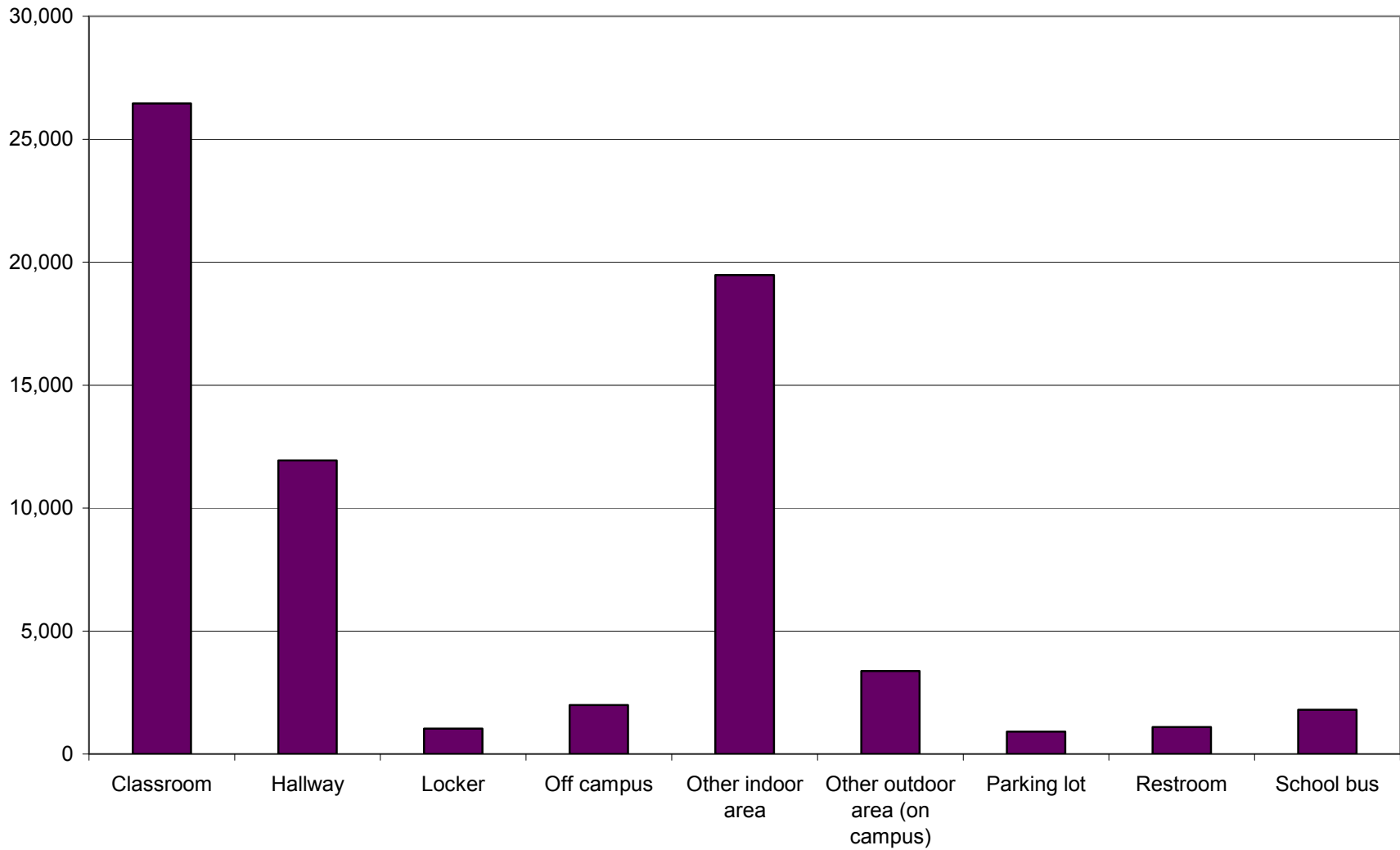
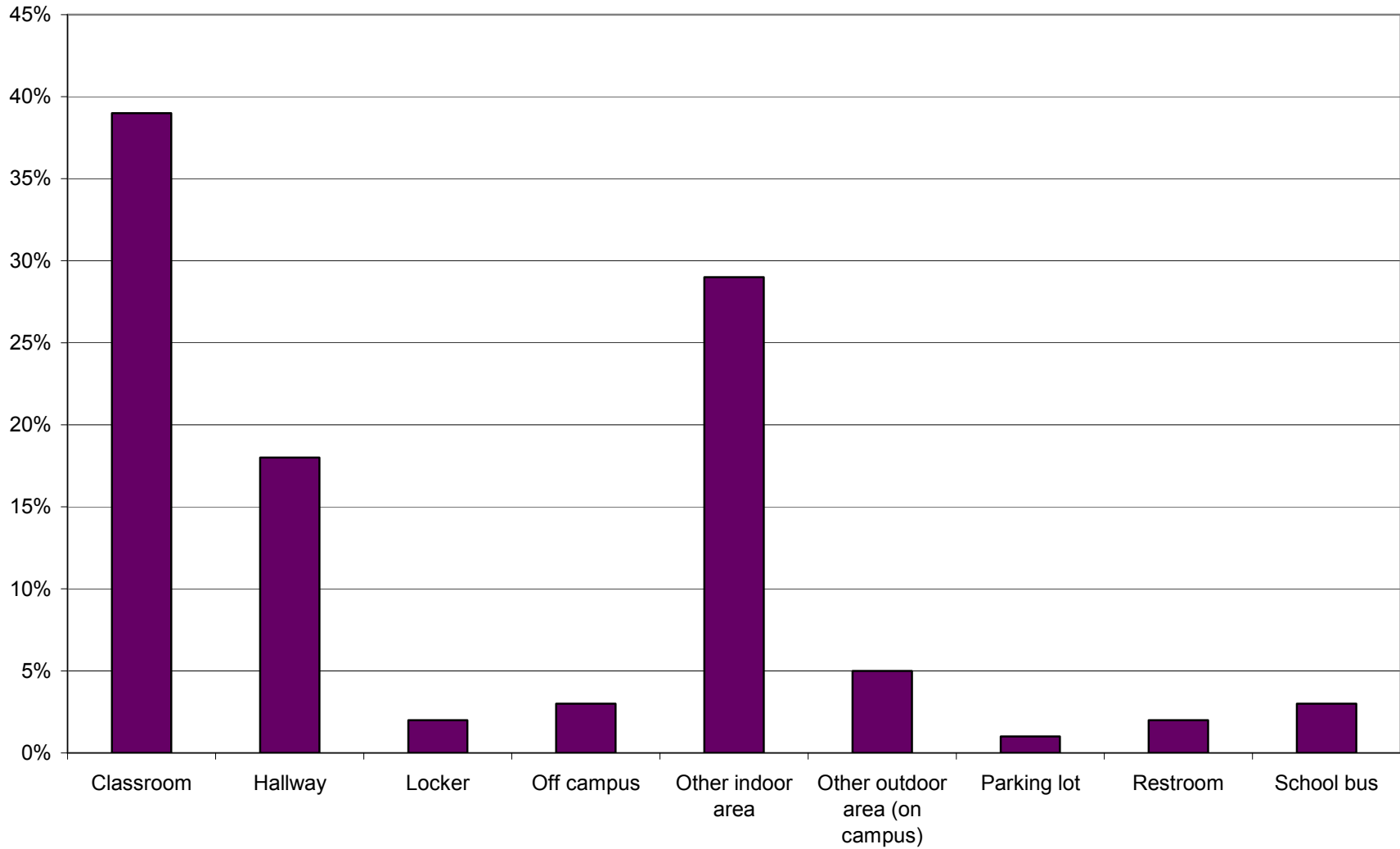


Figure 6. Location of Incidents (Percent) 2007-08 School Year



INVOLVEMENT OF WEAPONS IN DISCIPLINARY INCIDENTS: SCHOOL YEAR 2007-2008

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

TABLE 4. Involvement of Weapon in Incident

Type of Weapon	Frequency	Percent
Blunt Object	12	.009%
Fire/Explosives	17	1%
Hand Gun	10	.007%
Knife, 2 ½ inches or more	206	14%
Knife, less than 2 ½ inches	138	9%
Long Gun	11	.008%
Other	259	18%
Paintball Gun	7	.005%
Pellet/BB/Air Gun CO2 Propelled	32	2%
Pellet/BB/Air Gun Compressed Air	28	1%
Pellet/BB/Air Gun Traditional .177 Caliber	8	.006%
Pellet/BB/Air Gun Unknown	39	2%
Pocketknife, less than 2 1/2 inches	372	26%
Pocketknife, more than 2 1/2 inches	246	17%
Replica/Toy Gun	66	4%
Weapon	12	.009%
TOTAL	1423	100%

Figure 7. Involvement of Weapons (Number) 2007-08 School Year

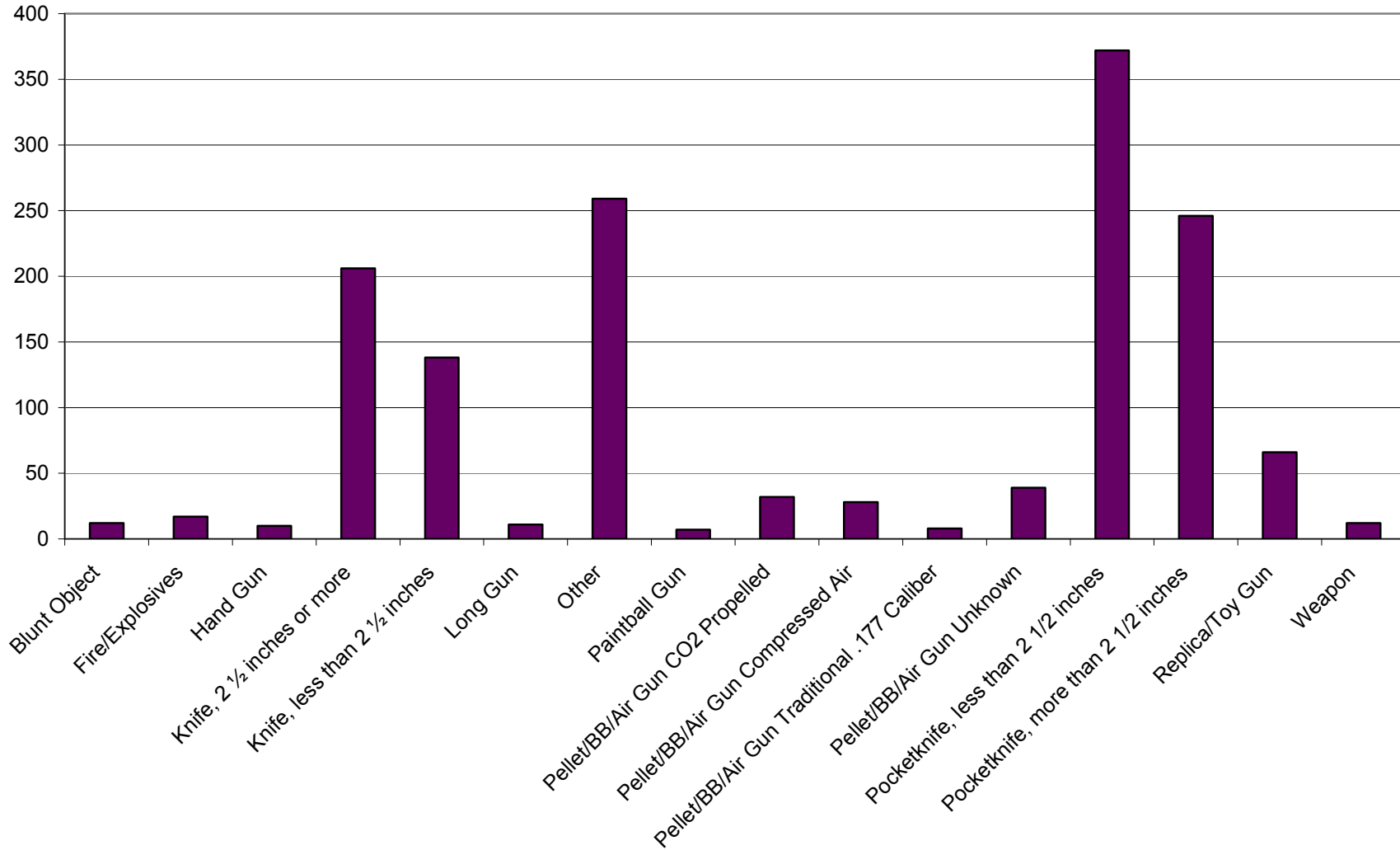
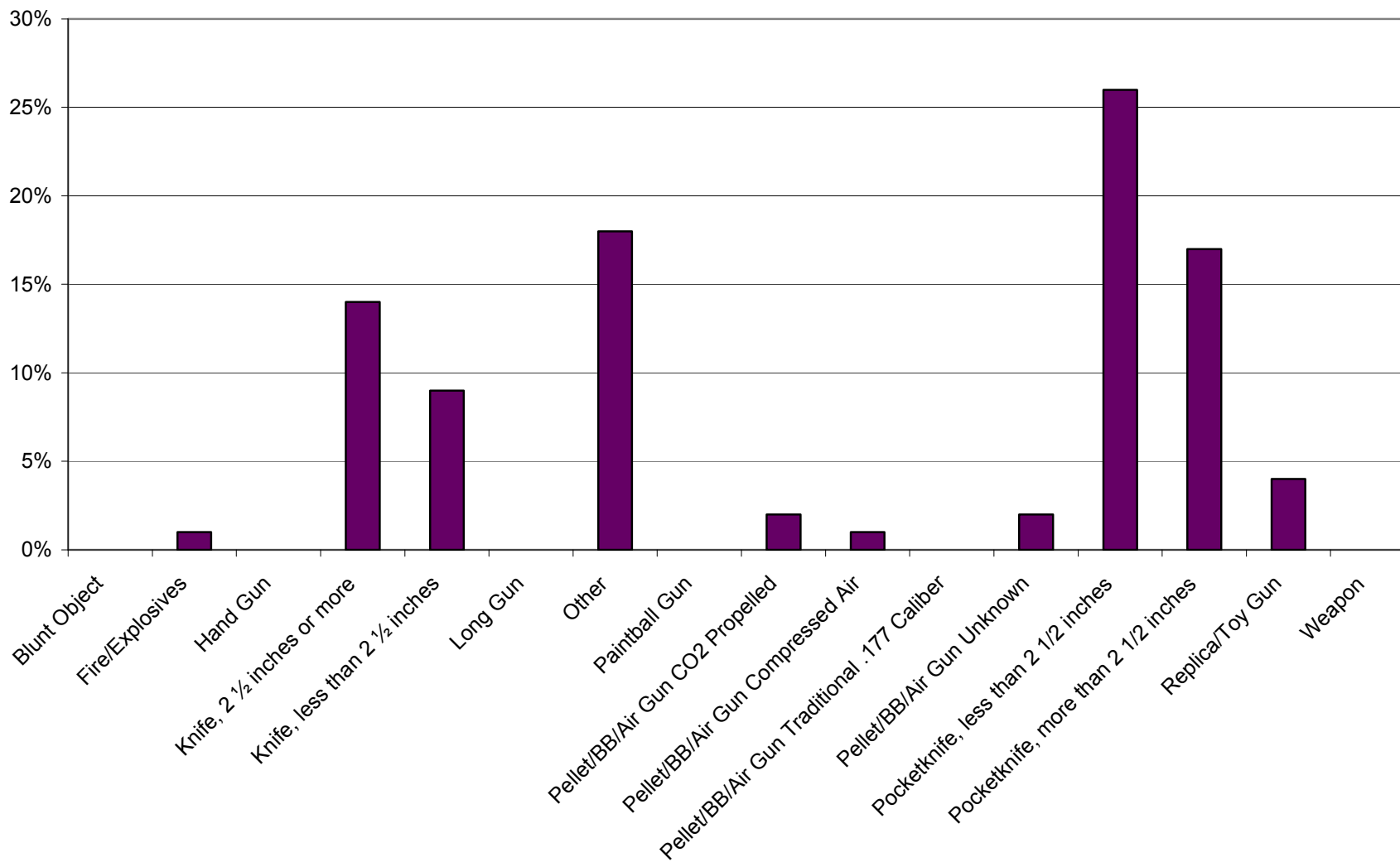


Figure 8. Involvement of Weapon (Percent) 2007-08 School Year



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

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

TABLE 5. Number of Victims Involved

Number of Victims	Frequency	Percent
No (0) Victims	65636	97.61%
1 Victim	1496	2.22%
2 Victims	88	0.13%
3 - 5 Victims	17	0.03%
More than 5 Victims	4	0.01%
TOTAL	67,241	100%

Figure 9. Number of Victims (Number) 2007-08 School Year

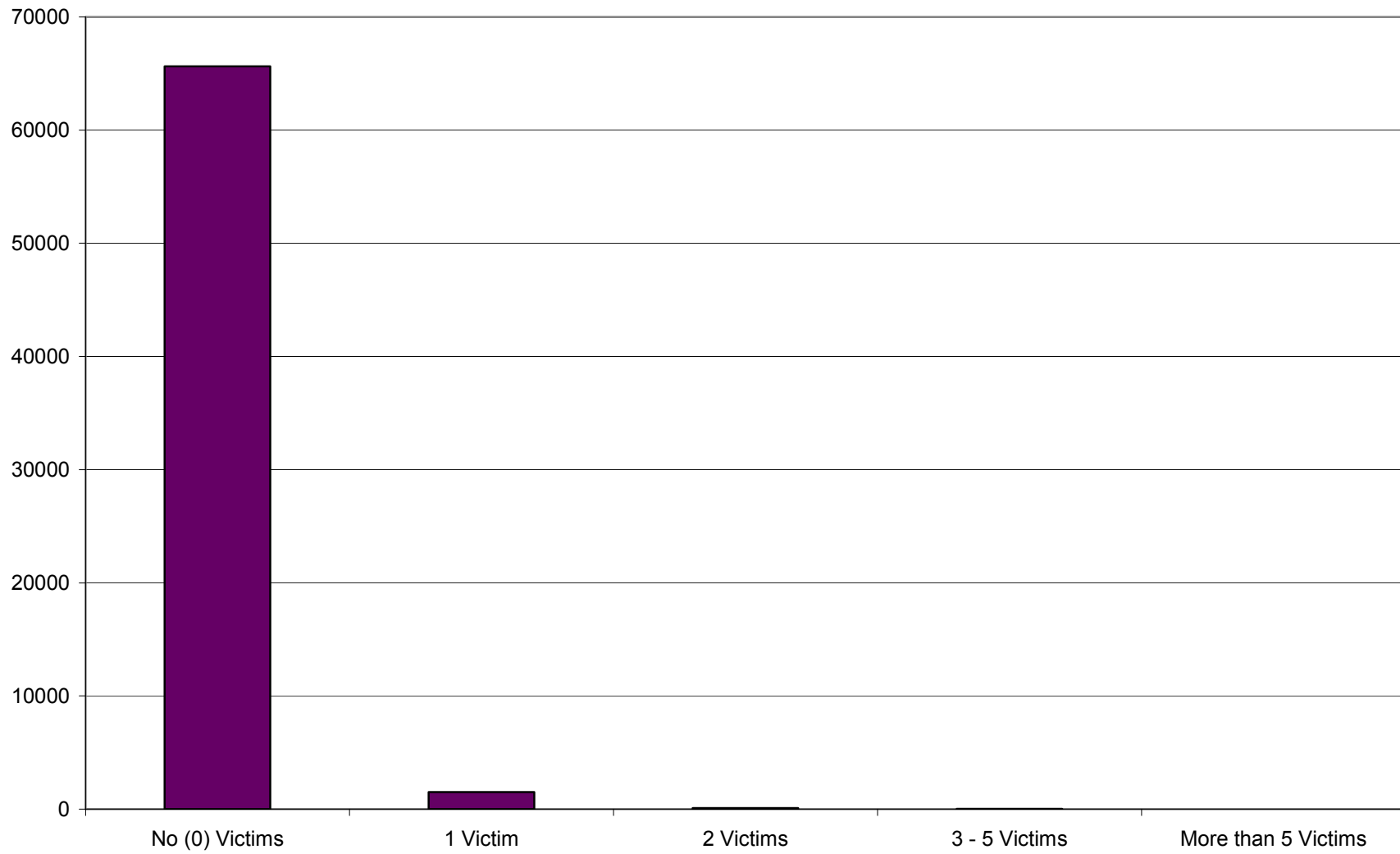
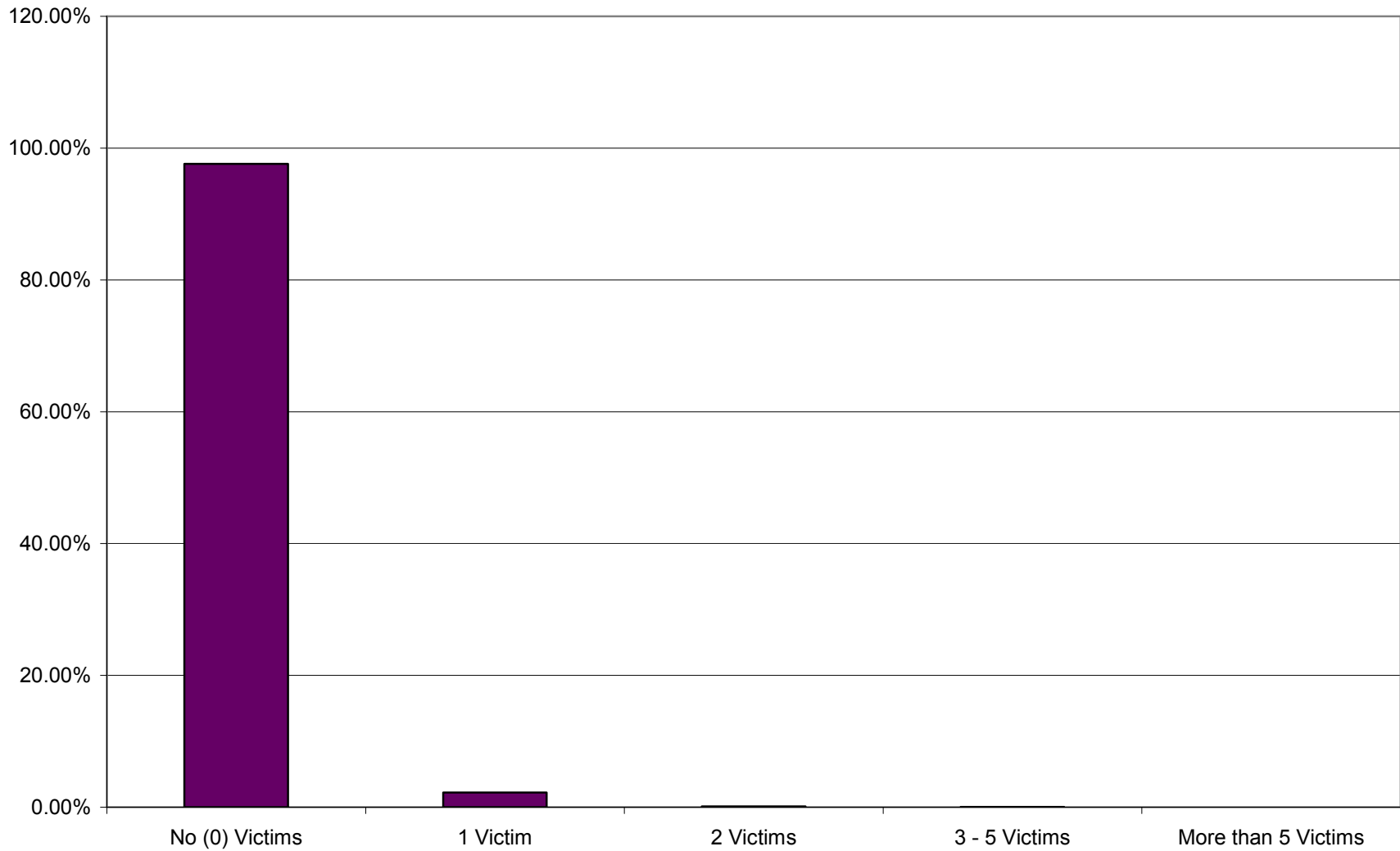


Figure 10. Number of Victims (Percent) 2007-08 School Year



ESTIMATED COST TO PROPERTY: SCHOOL YEAR 2007-2008

Disciplinary incidents where a victim has been reported also ask for the estimated damage to property. LEAs are asked to select a range of the estimated damage. In the 2007-2008 school year, “theft” the incident most cited for incurring a cost followed by “vandalism / property related.” Included below in Table 6 are the frequencies and percentages of disciplinary incidents by the range of the estimated cost to property. Most incidents had an estimated property cost of under \$250.00. Figures 11 and 12 represent graphic illustrations of Table 6, using frequency of incidents and percent of incidents, respectively.

TABLE 6. Estimated Cost to Property

Amount	Frequency	Percent
Under \$250	2900	91.1%
\$250 to \$500	178	5.6%
\$501-\$1000	59	1.8%
\$1001 to \$5000	34	1.1%
Over \$5000	12	.4%
Total	3183	100%

Figure 11: Estimated Cost to Property (Number) 2007-2008

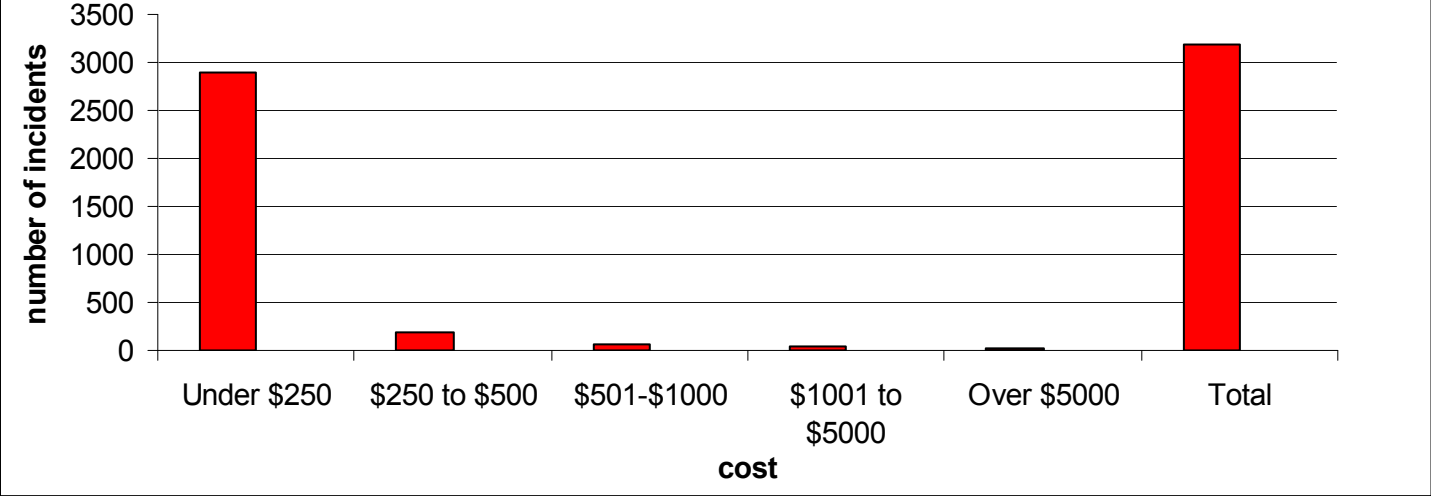
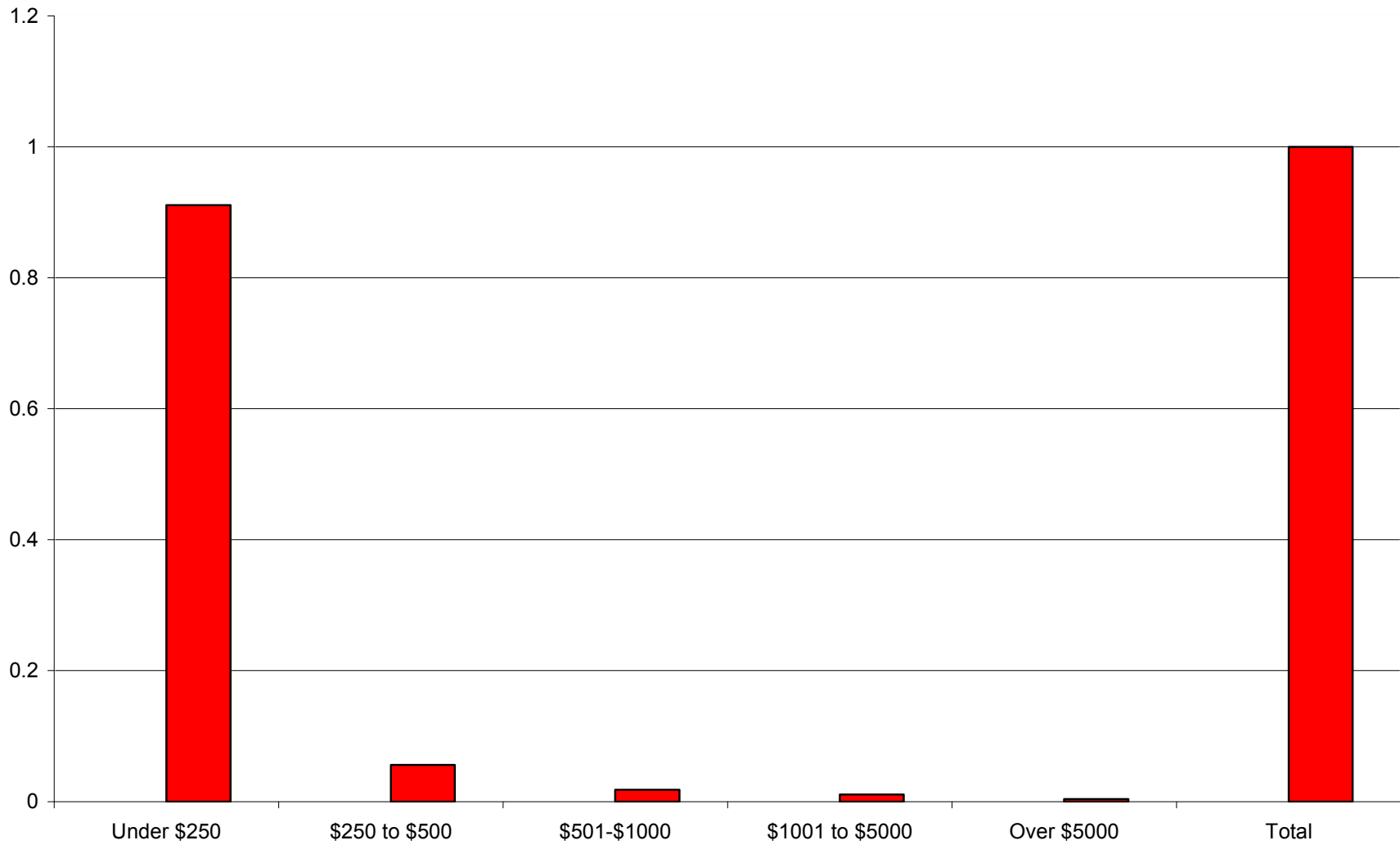


Figure 11: Estimated Cost to Property for Incidents (Percent) 2007-2008



GENDER OF OFFENDERS: SCHOOL YEAR 2007-2008

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

TABLE 7. Gender of Offender

Gender	Frequency	Percent
Female	17757	25.68%
Male	51381	74.32%
TOTAL	69138	100%

Figure 13. Gender of the Offender (Number) 2007-08 School Year

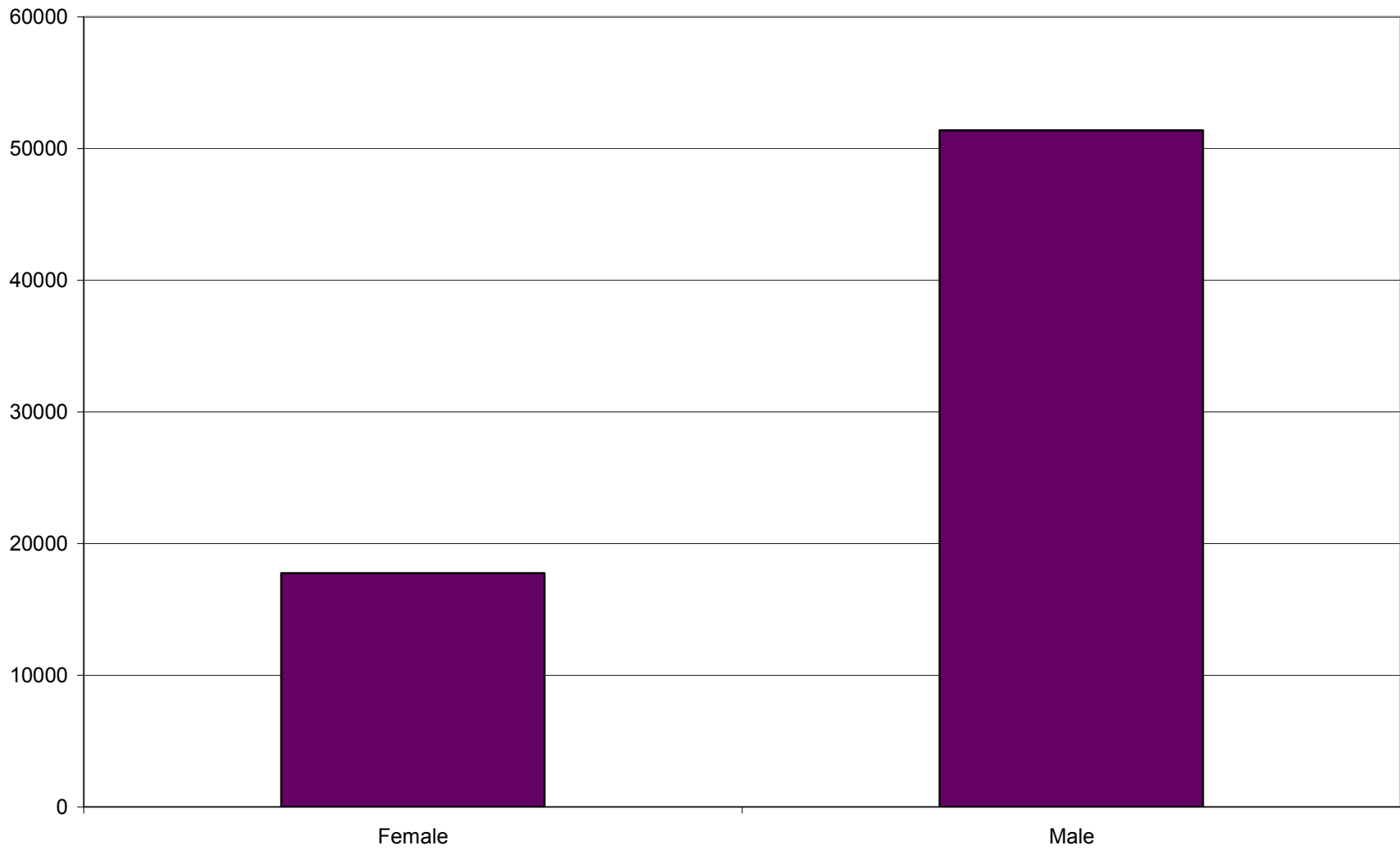
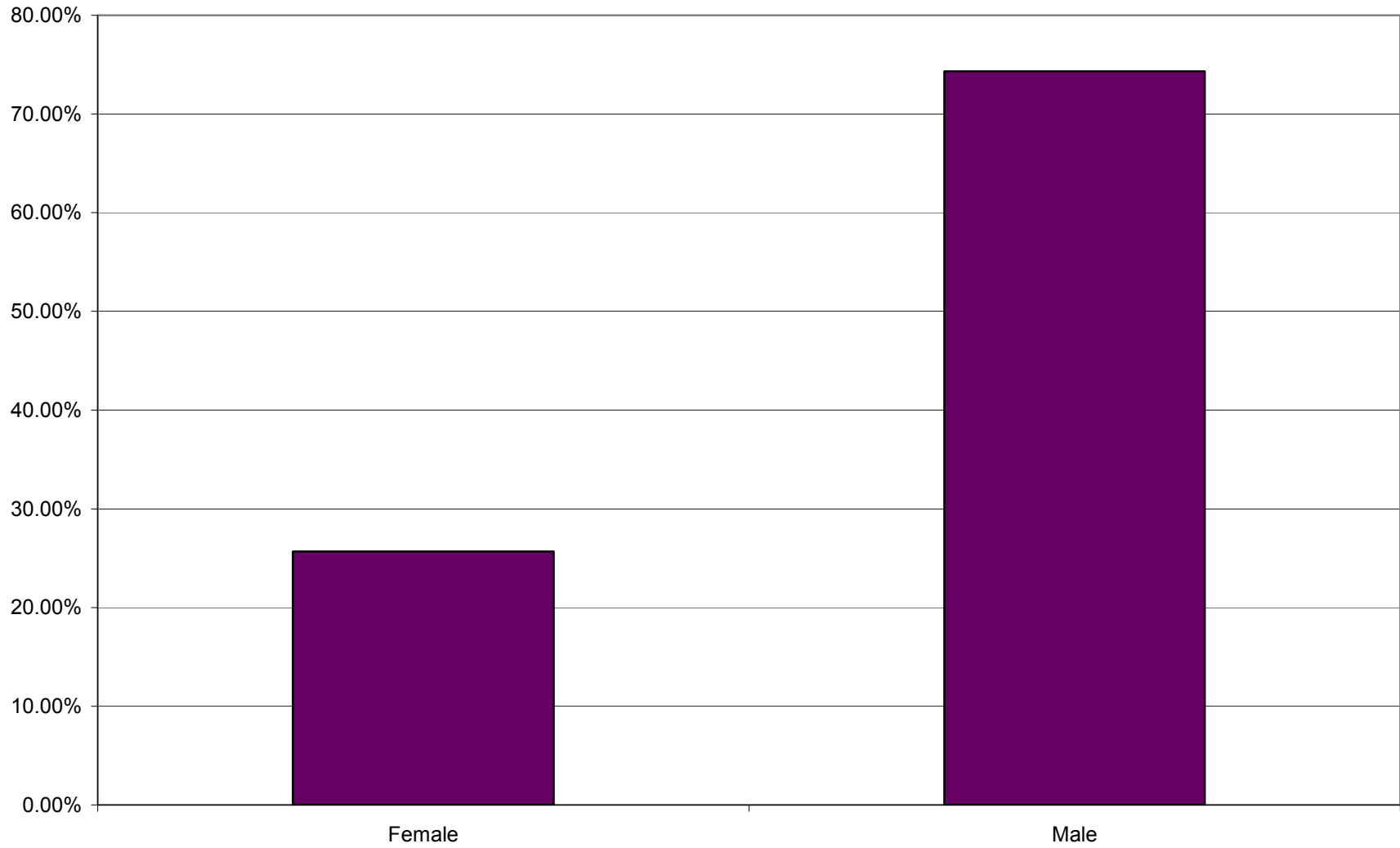


Figure 14. Gender of Offenders (Percent) 2007-08 School Year



RACE/ETHNICITY OF OFFENDERS: SCHOOL YEAR 2007-08

The race/ethnicity of the offender is recorded for each disciplinary incident. Included below in Table 8 are the frequencies and percentages of disciplinary incidents by race/ethnicity of offender for each school year included in this report. Note that in 2007-2008, the DIRS system included additional data validation checks related to a student's race and ethnicity by validating the information entered in DIRS with the information that has been submitted with a student's MARSS number (an individual student level tracking number). The majority of offenders in the DIRS dataset is White, Non-Hispanic; followed by Black, Non-Hispanic. Figures 15 and 16 represent graphic illustrations of Table 8, using frequency of incidents and percent of incidents.

In 2007-2008, Minnesota student demographics, as cited by the MDE website, were as follows: American Indian or Alaskan Native: 2%; Asian or Pacific Islander: 6%; Hispanic: 6%; Black, Non-Hispanic: 9%; White, Non-Hispanic: 76%.

TABLE 8. Race/Ethnicity of Offender

Race/Ethnicity	Frequency	Percent
Undefined	185	0.27%
Asian/Pacific Islander	1,874	2.71%
Black Non-Hispanic	27,518	39.80%
Hispanic	5,657	8.18%
Native American	3,963	5.73%
White Non-Hispanic	29,941	43.31%
Total:	69,138	100.00%

Figure 15. Race and Ethnicity of Offender (number) 2007-08 School Year

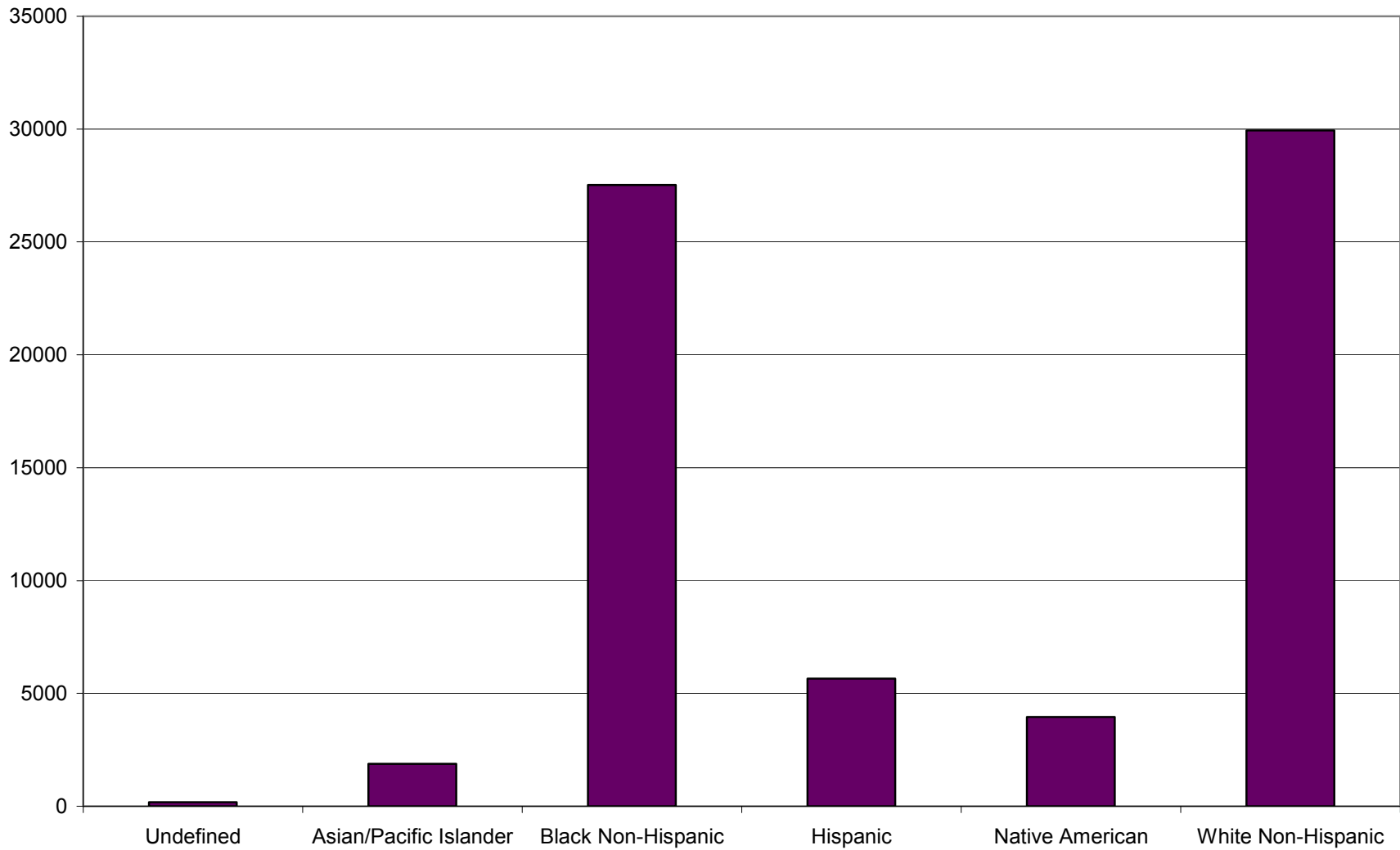
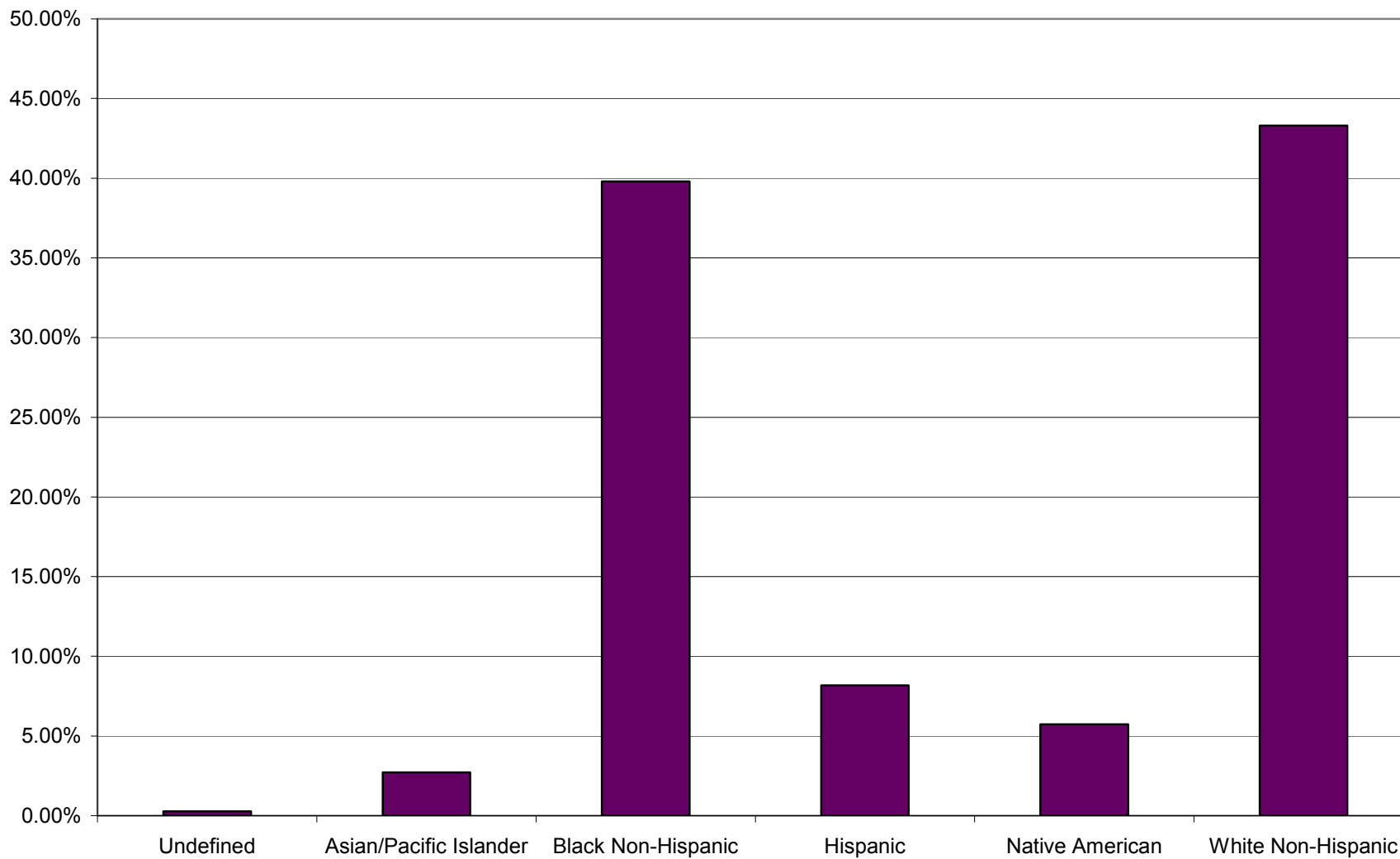


Figure 16. Race and Ethnicity of the Offender (Percent) 2007-08 School Year



GRADE OF OFFENDERS: SCHOOL YEAR 2007-2008

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

TABLE 9. Grade of Offender

Grade	Frequency	Percent
Kindergarten	701	1.01%
Grade 1	1,040	1.50%
Grade 2	1,373	1.99%
Grade 3	1,745	2.52%
Grade 4	2,326	3.36%
Grade 5	2,689	3.89%
Grade 6	5,134	7.43%
Grade 7	8,845	12.79%
Grade 8	11,405	16.50%
Grade 9	10,707	15.49%
Grade 10	9,555	13.82%
Grade 11	7,972	11.53%
Grade 12	5,642	8.16%
Unknown	4	0.01%
TOTAL	69,138	100%

Figure 17. Grade of Offender (number) 2007-08 School Year

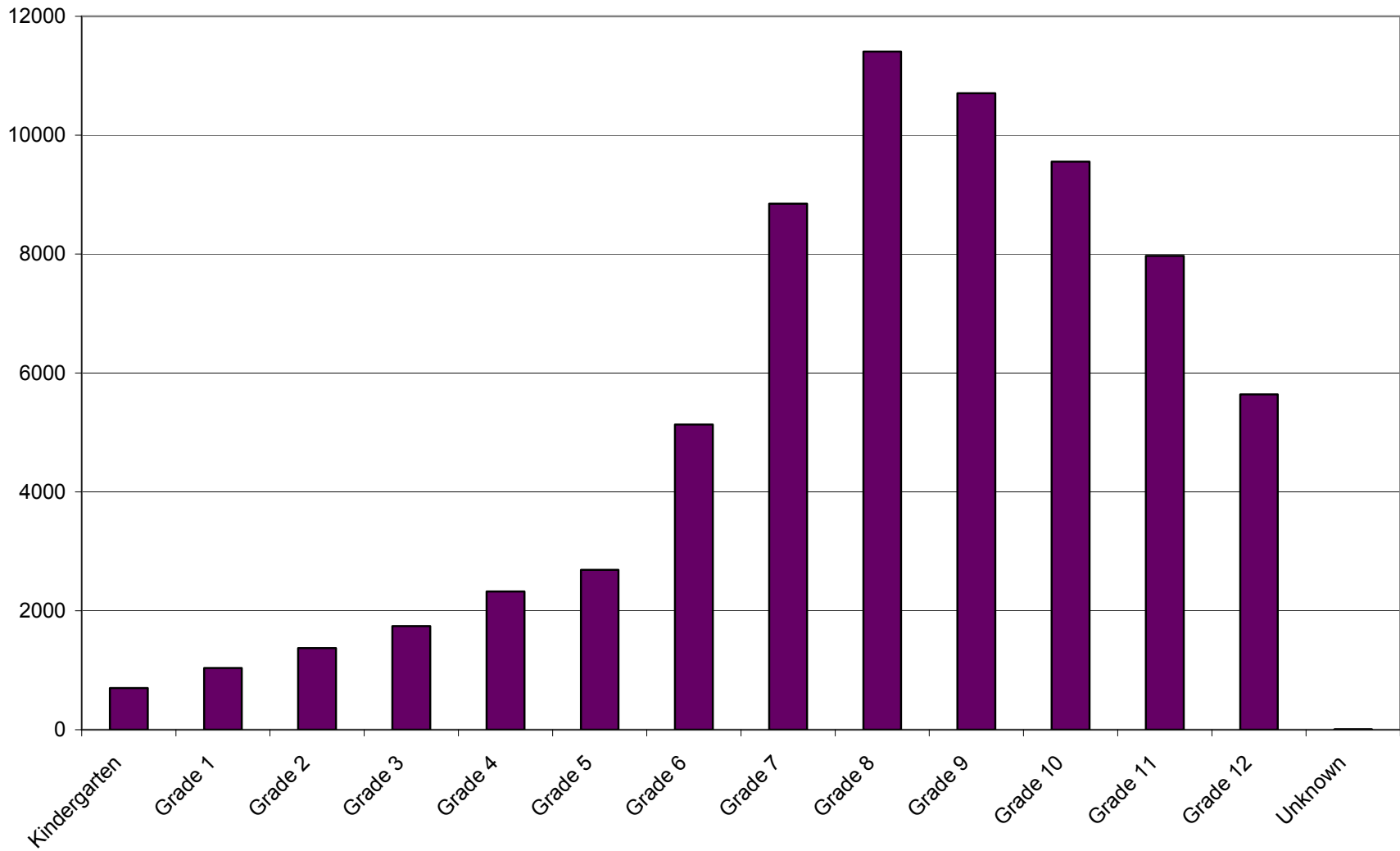
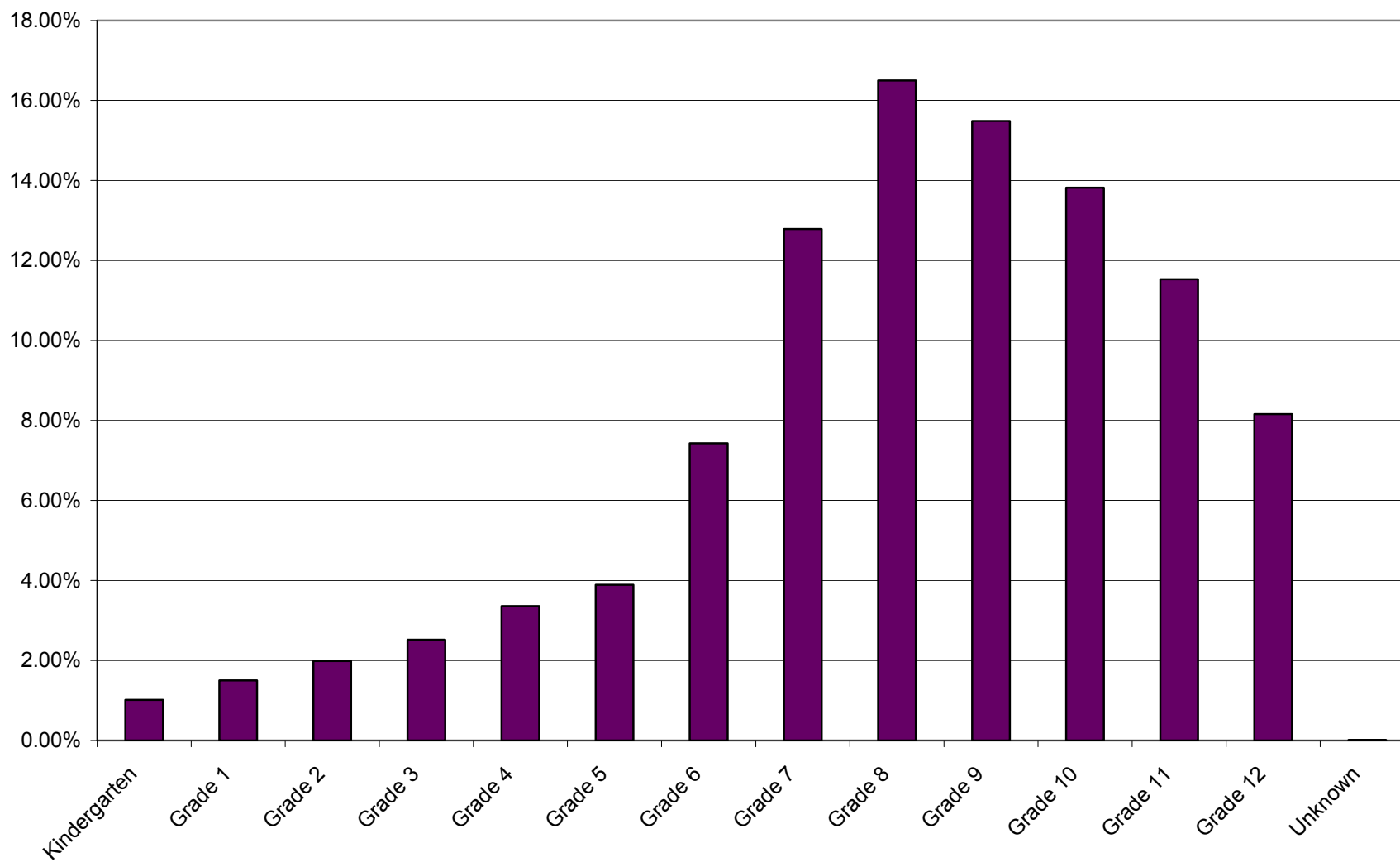


Figure 18. Grade of Offender (Percent) 2007-08 School Year



SCHOOL STATUS OF OFFENDERS: SCHOOL YEAR 2007-2008

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

TABLE 10. School Status of Offender

School Status	Frequency	Percent
Non-Student	3	0.00%
Student Enrolled at School of Incident	69,127	99.98%
Student of Another School	10	0.01%
Unknown	4	0.01%
Total	69,144	100.00%

Figure 19. School status of Offender (Number) 2007-08

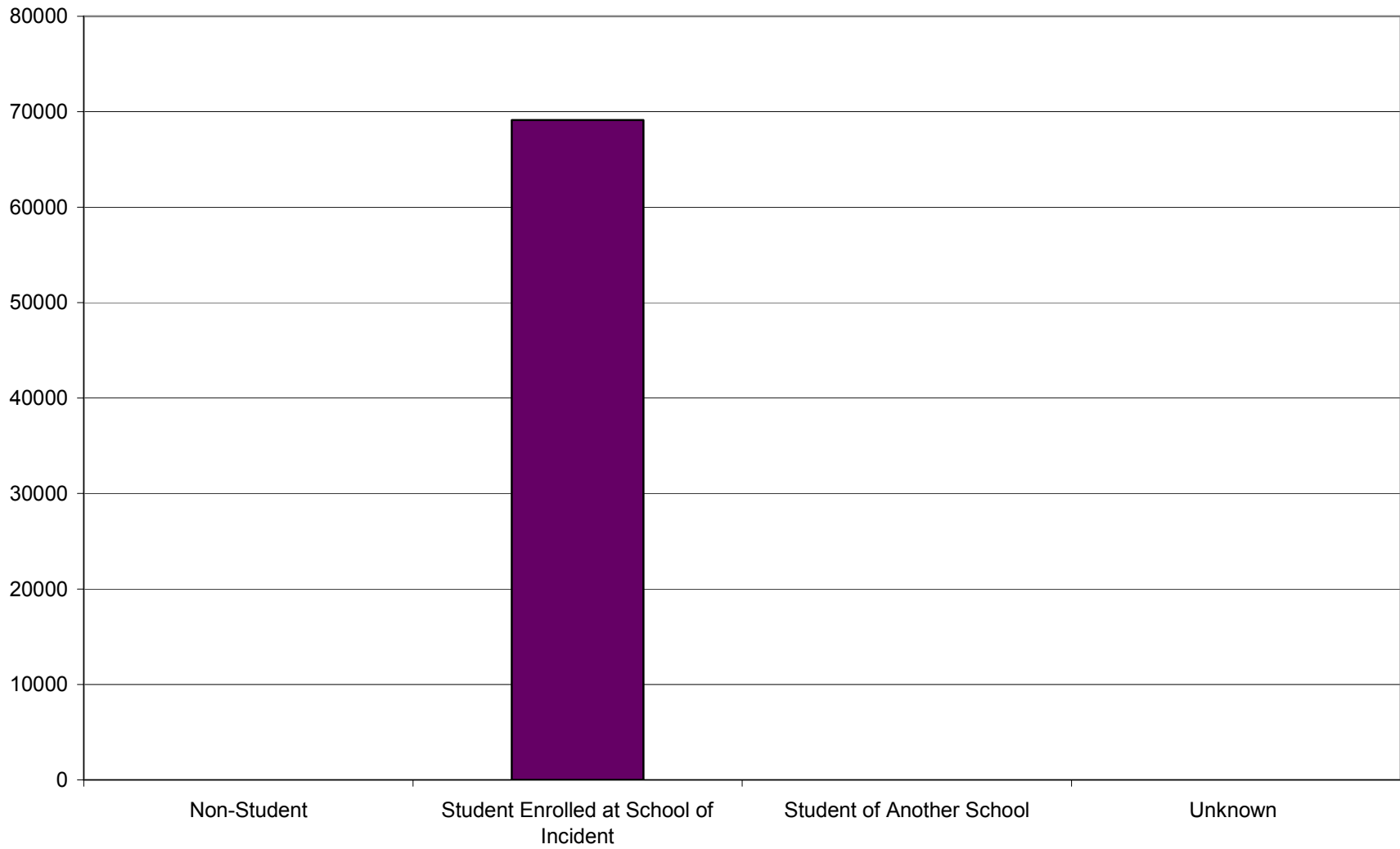
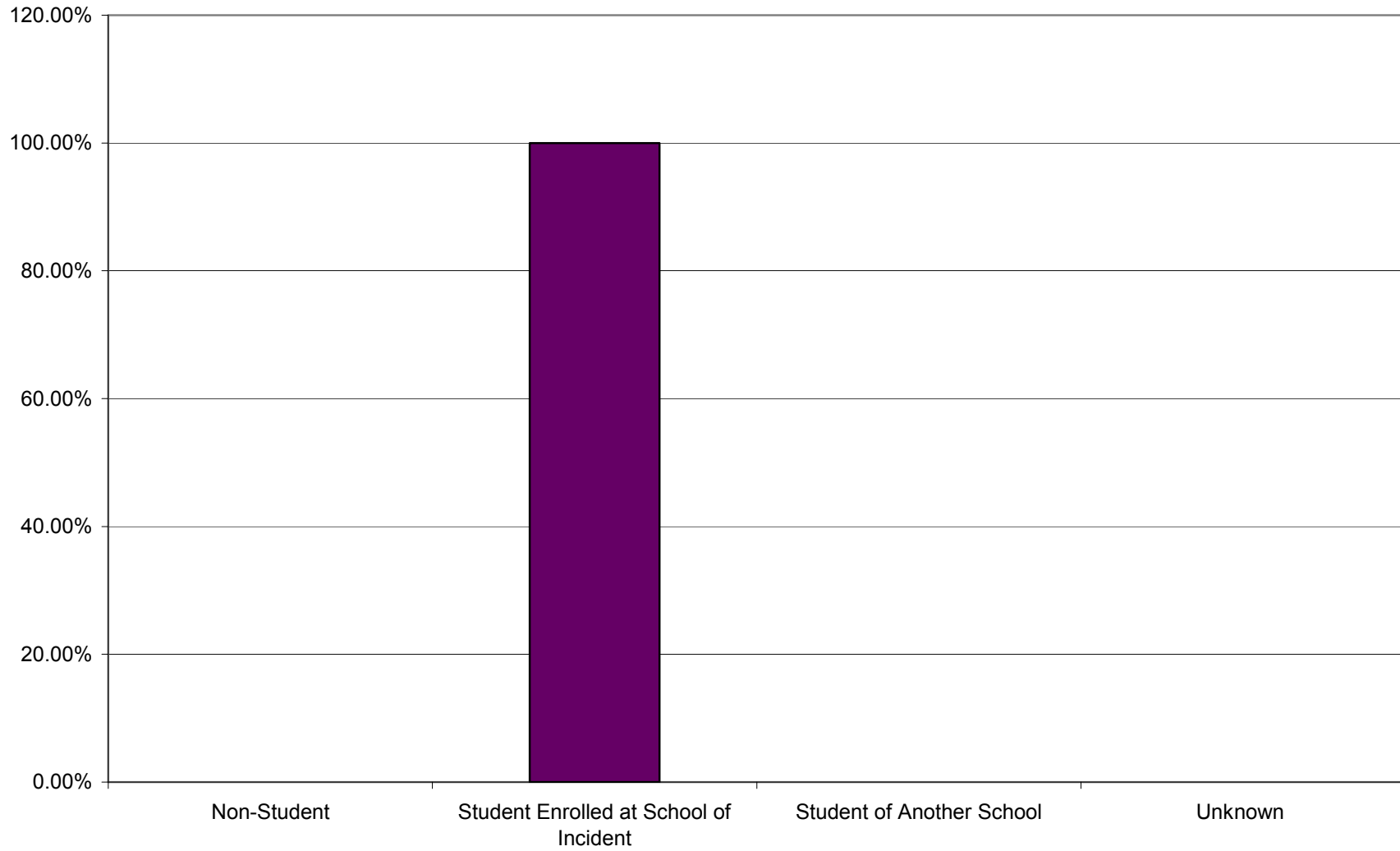


Figure 20. School Status of Offender (Percent) 2007-08 School Year



IEP (INDIVIDUAL EDUCATION PLAN) AND 504 STATUS OF OFFENDERS: SCHOOL YEAR 2007-2008

IEP and 504 status of the offender are recorded for each disciplinary incident. Included below in Table 11 are the frequencies and percentages of disciplinary incidents by IEP status of offender for each school year included in this report. Over 46% of the offenders in the DIRS dataset have an IEP (compared with approximately 13% of all students enrolled in public schools in the 2007-2008 school year). Figures 21 and 22 represent graphic illustrations of Table 11, using frequency of incidents and percent of incidents, respectively.

TABLE 11. IEP Status of Offender

IEP Status	Frequency	Percent
No	36,263	52.45%
Unknown	1,058	1.53%
Yes	31,817	46.02%
Grand Total:	69,138	100.00%

Figure 21. IEP Status of Offender (Number) 2007-08 School Year

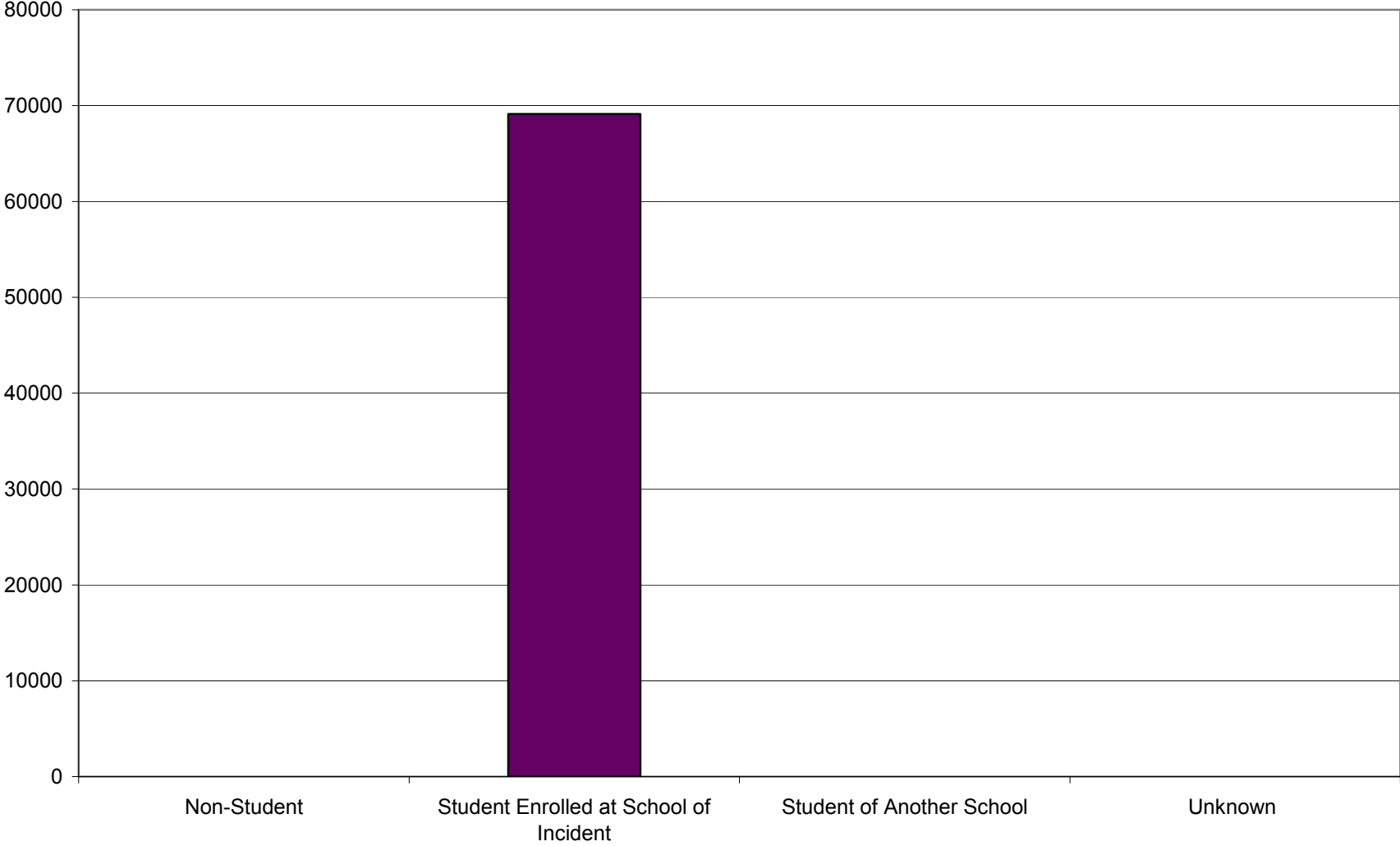
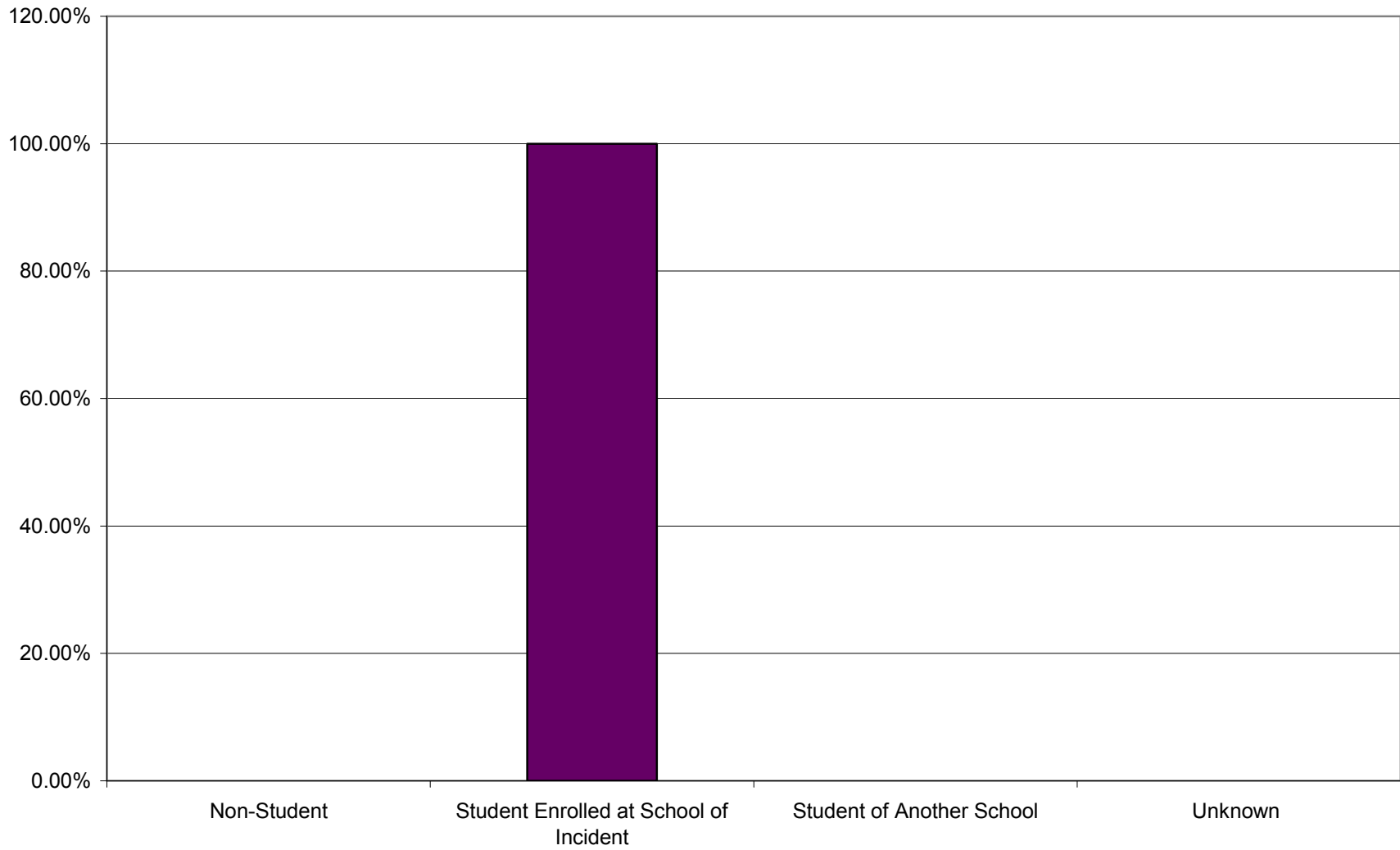


Figure 22. IEP Status of Offender (Percent) 2007-08 School Year



504 Status of Offenders: School Year 2007-2008

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

TABLE 12. 504 Status of Offender

504 Status	Frequency	Percent
No 504	57,670	83.41%
Yes 504	689	1.00%
Unknown	10,779	15.59%
TOTAL	69,138	100%

Figure 23. 504 Status of Offender (Number) 2007-08 School Year

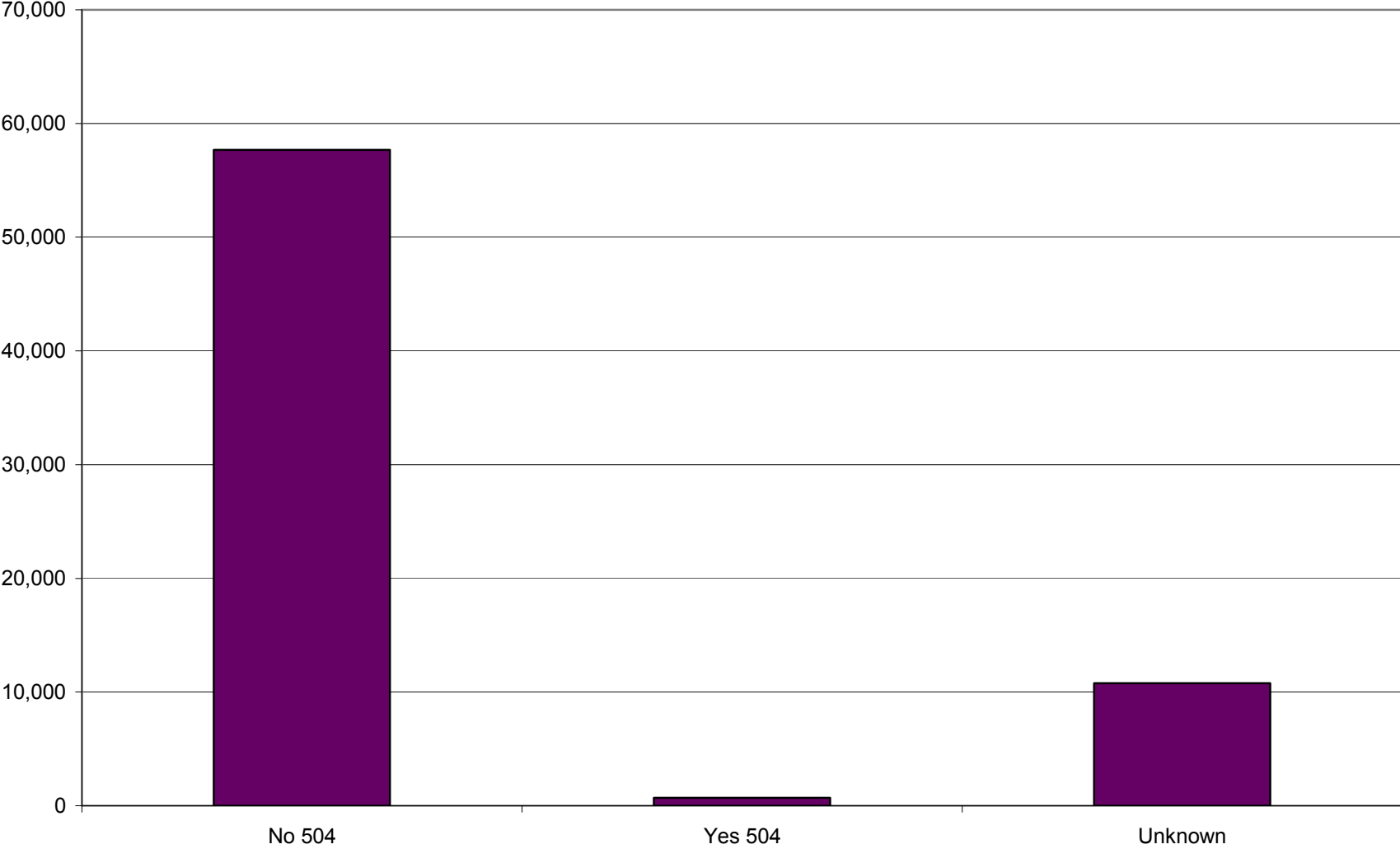
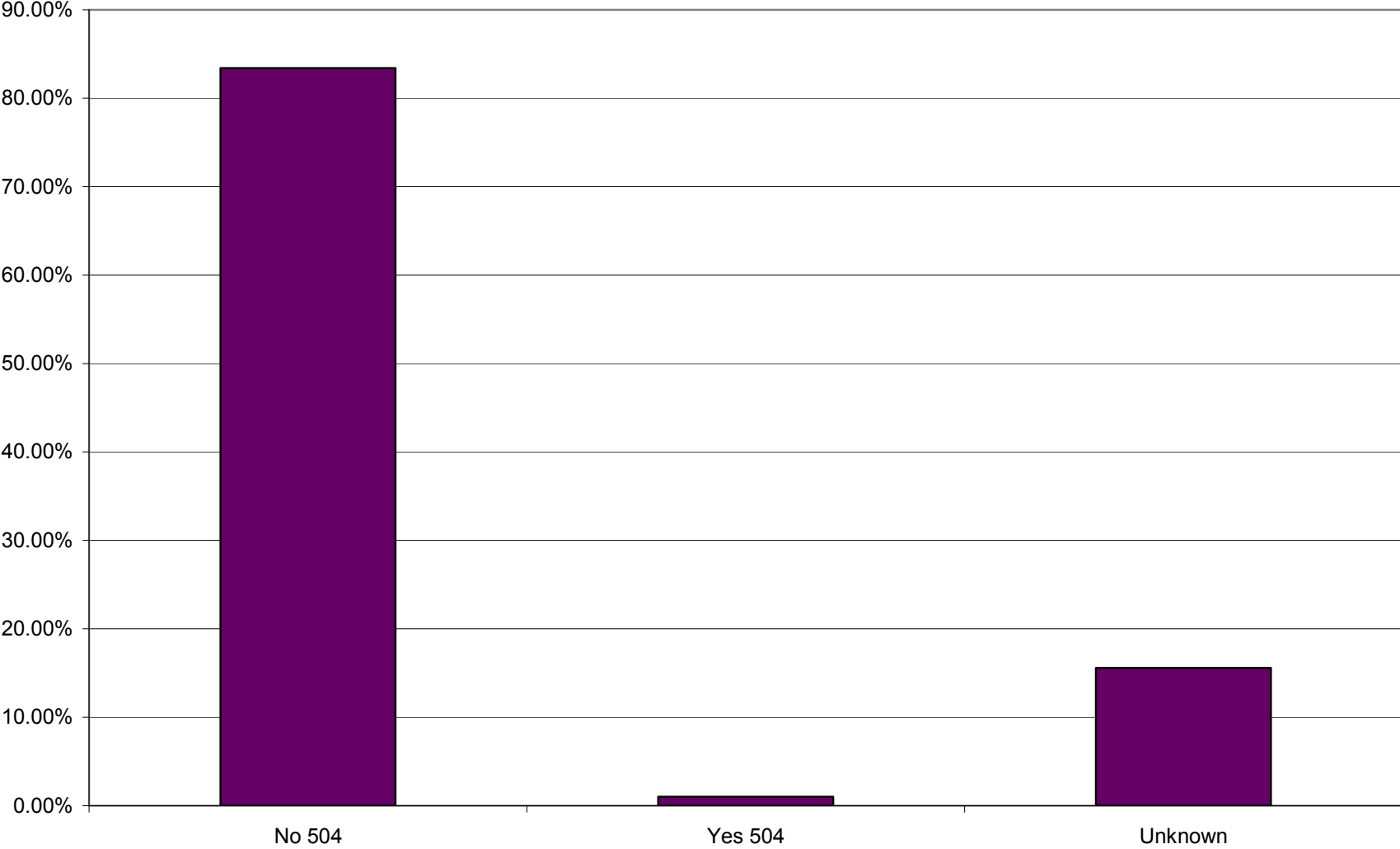


Figure 24. 504 Status of Offender (Percent) 2007-08 School Year



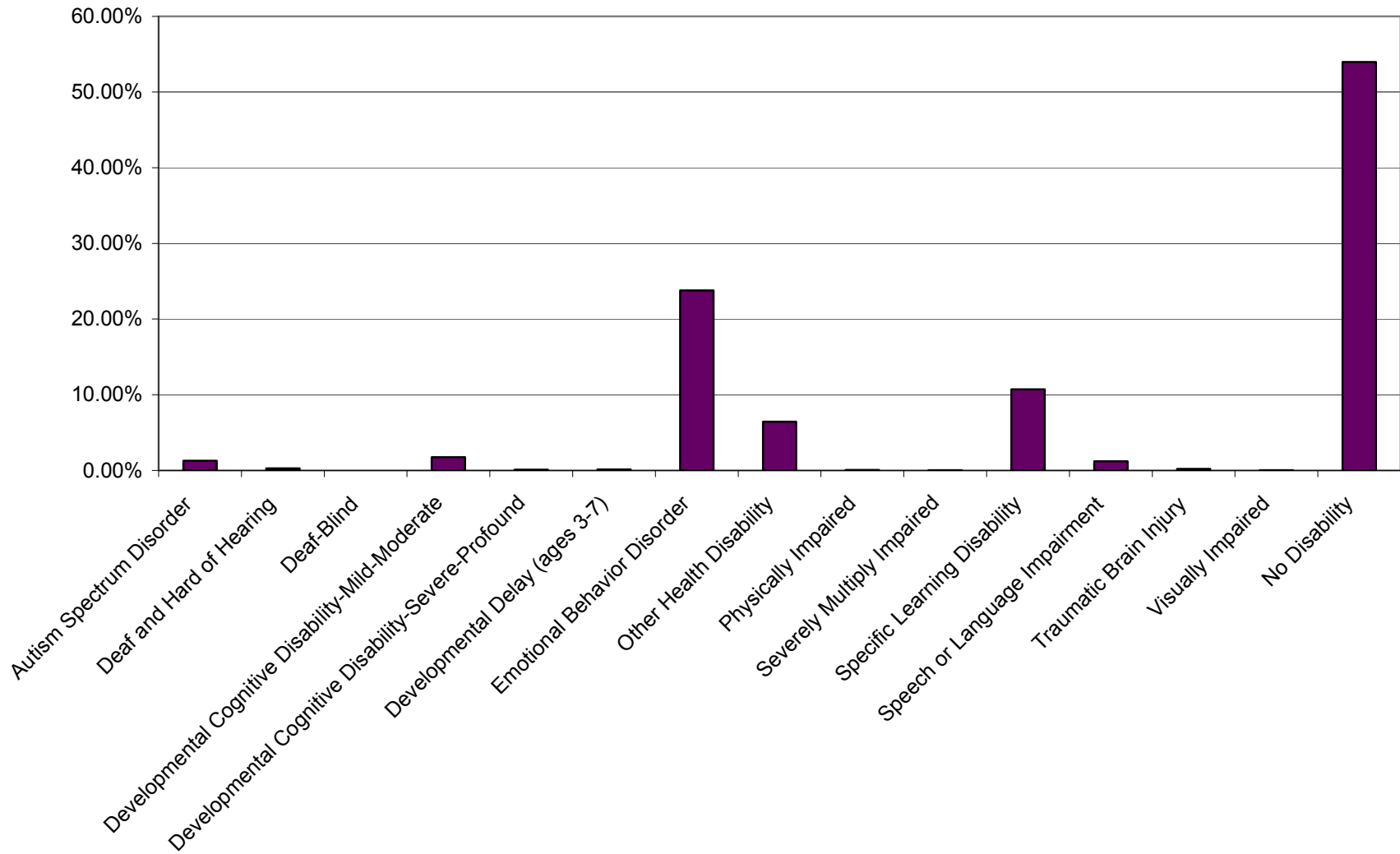
DISABILITY STATUS OF OFFENDERS: SCHOOL YEAR 2007-2008

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

TABLE 13. Disability of Offender

Disability	Frequency	Percent
Autism Spectrum Disorder	881	1.27%
Deaf and Hard of Hearing	189	0.27%
Deaf-Blind	2	0.00%
Developmental Cognitive Disability-Mild-Moderate	1,209	1.75%
Developmental Cognitive Disability-Severe-Profound	75	0.11%
Developmental Delay (ages 3-7)	93	0.13%
Emotional Behavior Disorder	16,440	23.78%
Other Health Disability	4,436	6.42%
Physically Impaired	56	0.08%
Severely Multiply Impaired	32	0.05%
Specific Learning Disability	7,415	10.72%
Speech or Language Impairment	837	1.21%
Traumatic Brain Injury	140	0.20%
Visually Impaired	12	0.02%
No Disability	37,321	53.98%
TOTAL	75,864	100%

Figure 26. Disability of Offender (Percent) 2007-08 School Year



LEP (LIMITED ENGLISH PROFICIENCY) STATUS OF OFFENDERS: SCHOOL YEAR 2007-2008

LEP or Limited English Proficiency status of the offender is recorded for each disciplinary incident. Included below in Table 14 are the frequencies and percentages of disciplinary incidents by LEP status of offender for each school year included in this report. Of the total number of offenders, over 8% of offenders are identified as LEP (compared with approximately 8% of all students in the 2007-2008 school year). Figures 27 and 28 represent graphic illustrations of Table 14, using frequency of incidents and percent of incidents.

TABLE 14. LEP Status of Offender

LEP Status	Frequency	Percent
Not LEP	60574	87.61%
Yes LEP	5750	8.32%
Unknown	2814	4.07%
TOTAL	69138	100%

Figure 27. ELL/LEP Status of Offender (Number) 2007-08 School Year

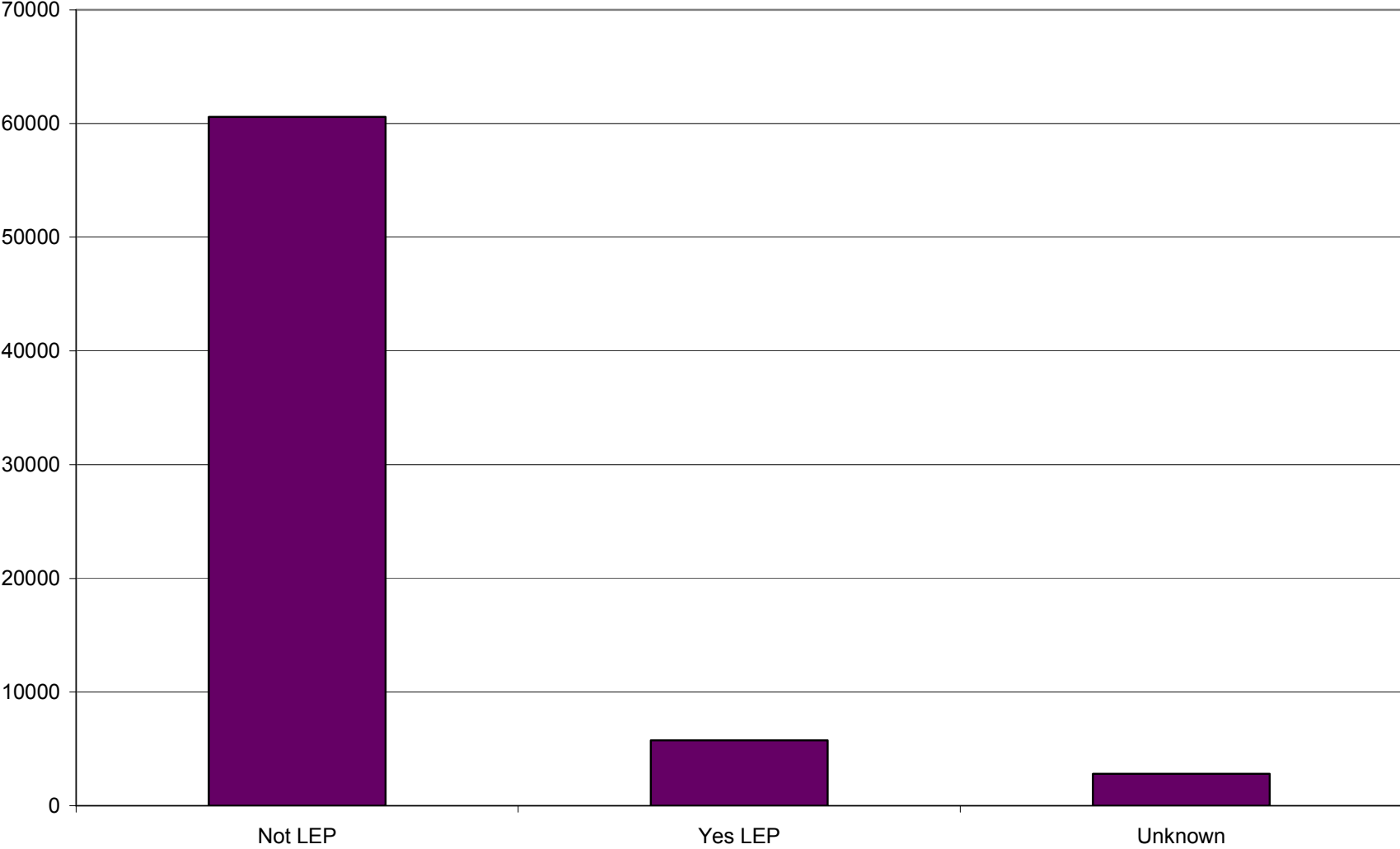
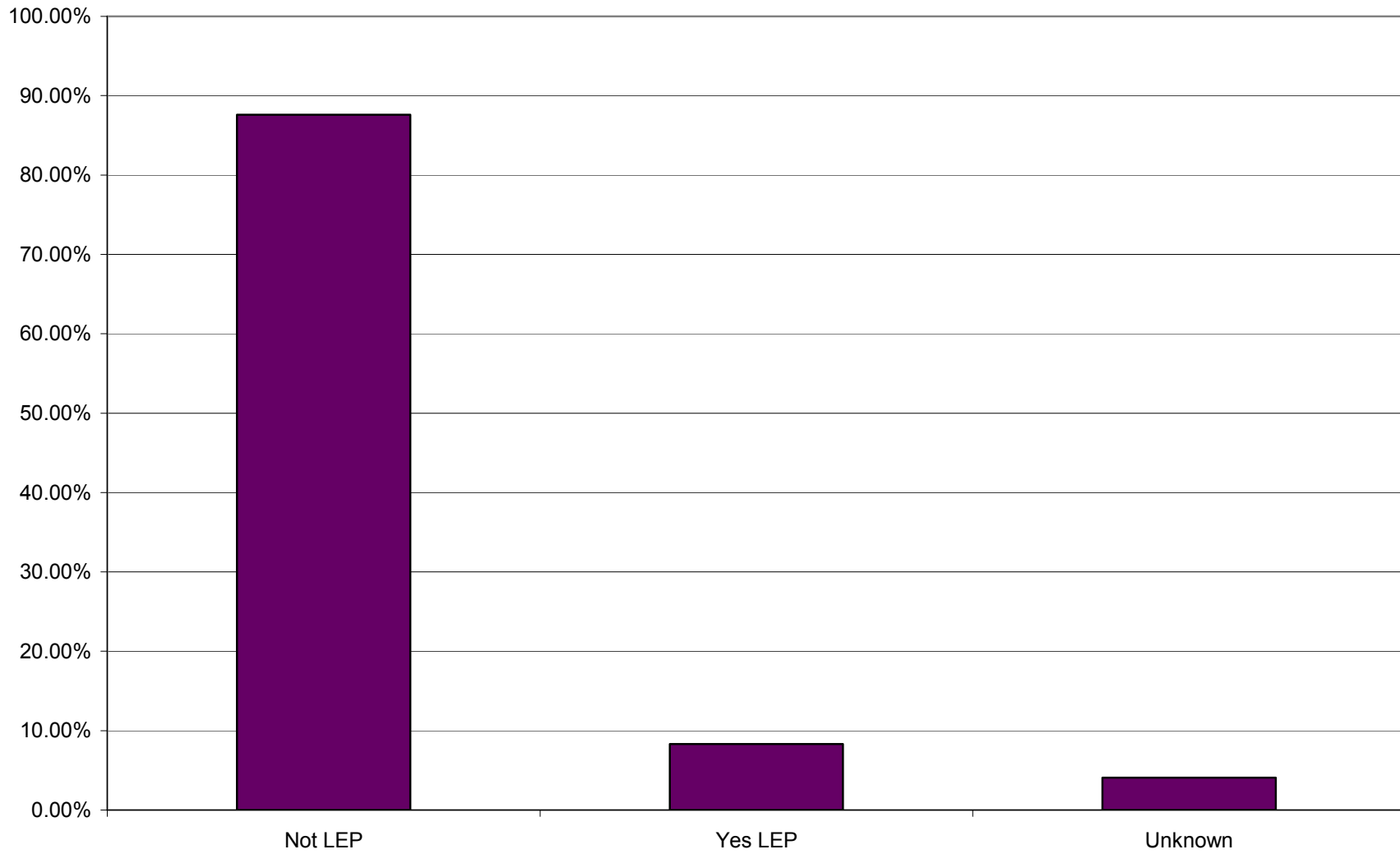


Figure 28. ELL/LEP Status of Offender (Percent) 2007-08 School Year



DISCIPLINARY ACTIONS TAKEN: SCHOOL YEAR 2007-2008

Disciplinary incidents are categorized by one of ten different disciplinary actions taken. Included below in Table 15 are the frequencies and percentages of disciplinary incidents by action taken for each school year included in this report. The vast majority of incidents in the DIRS dataset result in removals or out-of-school suspensions (approximately 89% of all disciplinary actions). Figures 29 and 30 represent graphic illustrations of Table 14, using frequency of incidents and percent of incidents

TABLE 15. Disciplinary Actions Taken

Disciplinary Action	Frequency	Percent
Administrative Transfer	21	0.03%
Exclusion	54	0.08%
Expulsion	334	0.48%
In-school suspension	5113	7.37%
No school response	21	0.03%
No school response, referred to law enforcement	204	0.29%
Removal based on Hearing Officer determination of likely injury	0	0.0%
Removal or out of school suspension	61936	88.87%
Student Transferred	184	0.26%
Student Withdrew	189	0.27%
Unilateral Removal to an alternative educational setting	40	0.06%
Other	1577	2.26%
TOTAL	69,693	100%

Figure 29. Disciplinary Action Taken (Number) 2007-08 School Year

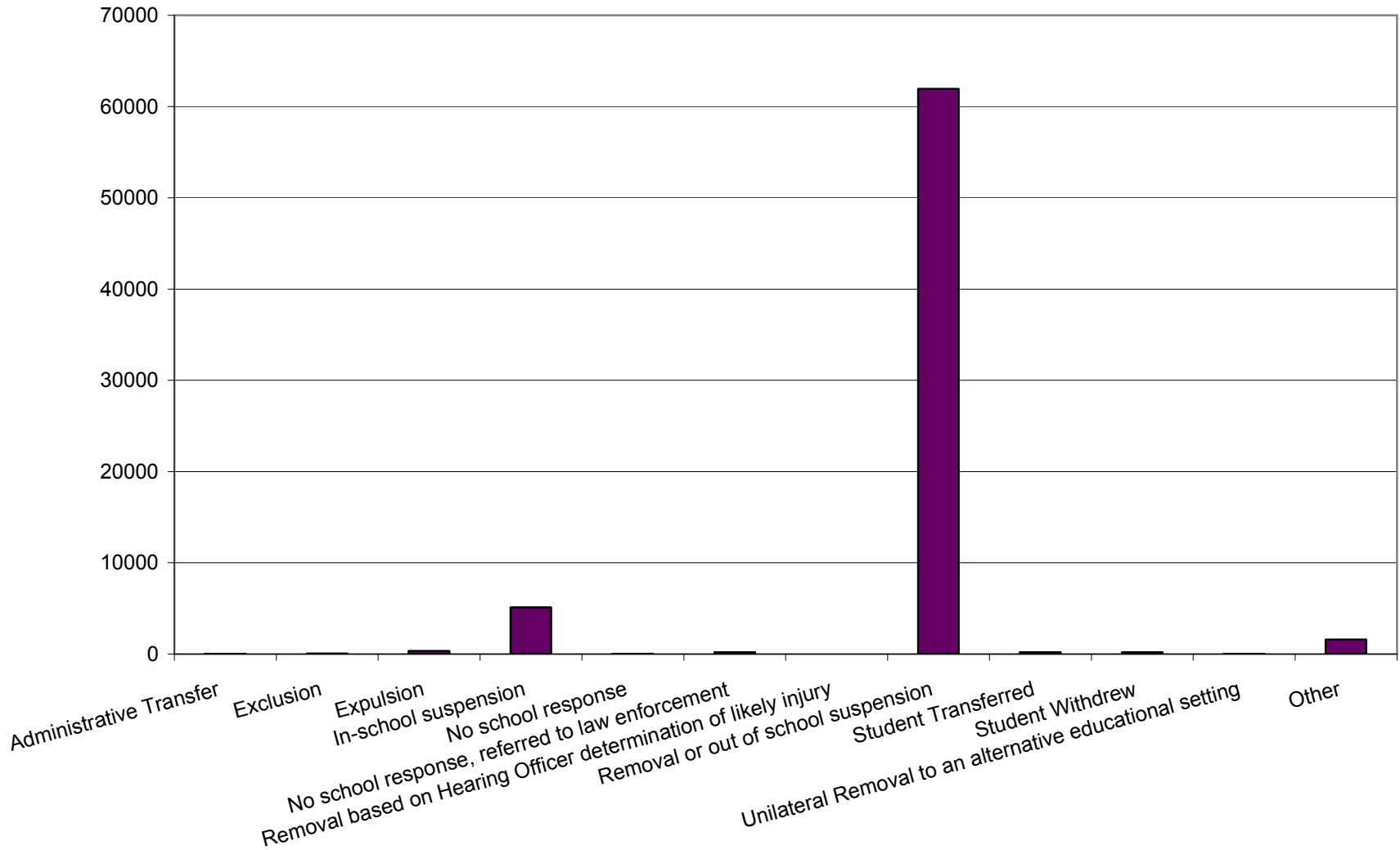
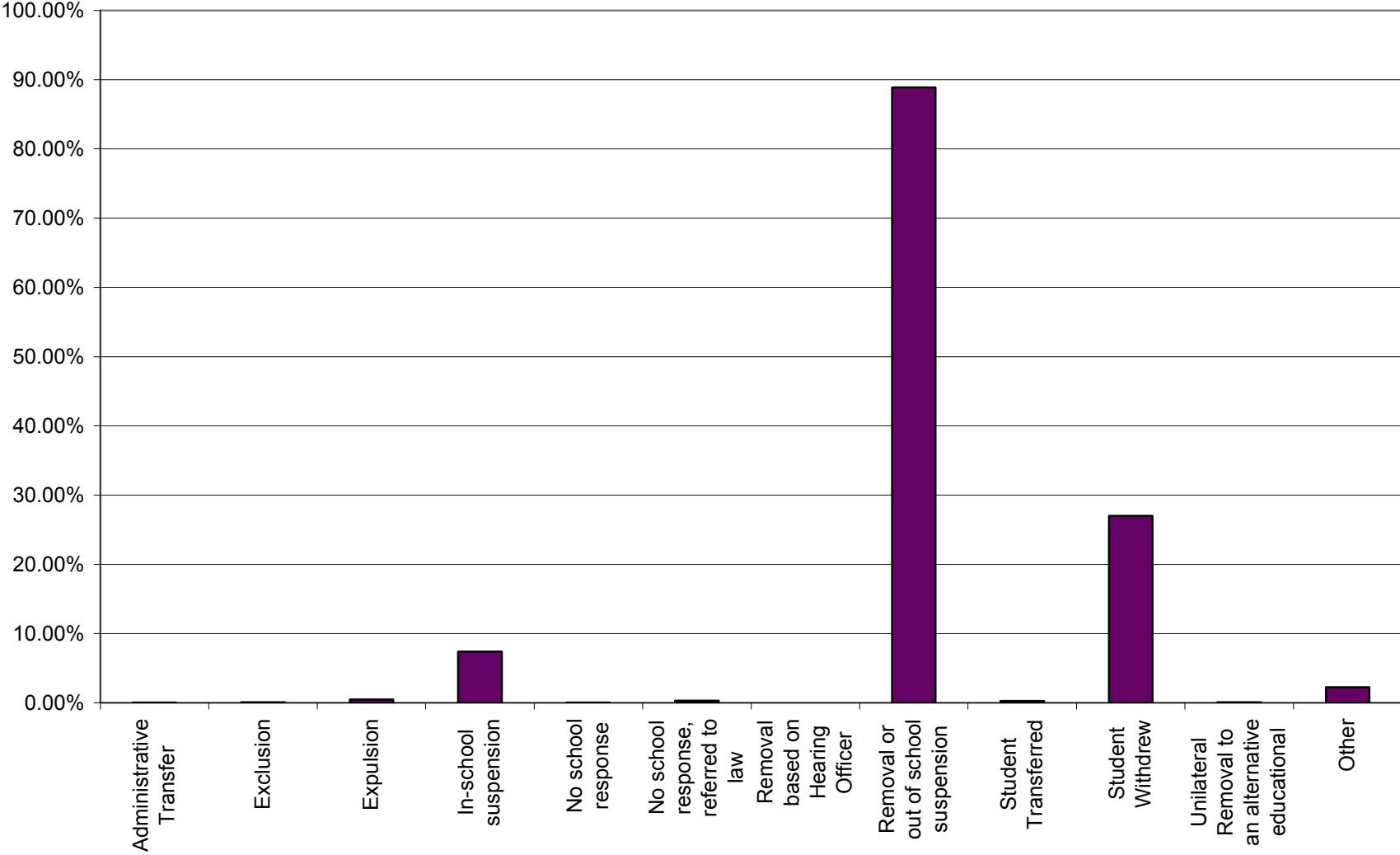


Figure 30. Disciplinary Action Taken (Percent) 2007-08 School Year



TOTAL NUMBER OF DAYS SUSPENDED/OUT OF SCHOOL: SCHOOL YEAR 2007-2008

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

TABLE 16. Number of Days Suspended/Out of School

Statistics	Number
Mean	3.11
Median	2.00
Mode	1.00
Total Number of Days	193,756.59

APPENDIX A: MINNESOTA STATUTE 121A.06

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

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

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

Subdivision 1. Definitions. As used in this section:

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

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

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

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

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

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

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