



Dangerous
Weapons
and
Disciplinary
Incidents

School Year
2009-2010

February 2011

FY2011
Report
To the Legislature

As required by
Minnesota Statutes
Section 121A.06
Subdivision 3

COMMISSIONER:

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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 \$500.00.

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 2009-2010 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 verbal abuse.
- 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.
- Seventy-one percent of incidents do not involve victims.
- The vast majority of incidents did not report any associated cost. For those incidents with property damaged/loss, the estimated cost was less than \$250.00.
- Male offenders commit 75 percent of the incidents.
- The majority of offenders are White, Non-Hispanic (44%) or Black, Non-Hispanic (39%). White, Non-Hispanic students constitute 76 percent of the student population, and Black, Non-Hispanic students constitute 10 percent of the state's student population.
- Most offenders are clustered in grades 8-11.
- With a very few exceptions, most incidents are committed by youth who are students enrolled at the school of the incident.
- Students with an Individual Education Plan (IEP) commit approximately 50 percent 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 through the 2009-2010 school years with minor revisions each year to the process. DIRS will continue to be used to provide data for subsequent reports required by Minnesota Statutes, section 121A.06, subdivision 3. Local Education Agencies (LEAs) may submit disciplinary incidents using:

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

INTRODUCTION

Each year, Minnesota school districts and charter schools (LEA's—Local Education Agencies) are required to report all disciplinary incidents resulting in a student being out of school for more than one day, as well as all incidents involving the use or possession of a dangerous weapon in school zones. During the 2009-2010 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, 2007-08, 2008-09, and 2009-2010 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 for the DIRS system were those incidents that had no “incident type” recorded. Aside from incident type, where other data elements are missing from the system, a separate category for missing data is presented in the data tables for each variable.

The reader is cautioned not to draw conclusions by comparing DIRS data across years. Incidents in the DIRS system are a reflection of many factors, including the quality of data entered, training and capacity of staff to enter data, as well as individual disciplinary policies of and enforcement of policies by each district. To date, MDE has provided minimal on going, consistent technical assistance or training to districts to support entry of data into the DIRS system. MDE has provided guidance to districts regarding uniformity of data through the HELP assistance available through the electronic system.

TYPE OF DISCIPLINARY INCIDENTS: SCHOOL YEAR 2009-2010

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

TABLE 1. Type of Disciplinary Incident		
	Frequency	Percent
Missing	66	0.1%
Alcohol	637	1.0%
Arson	68	0.1%
Assault	3,863	5.8%
Attendance	2,597	3.9%
Bomb	5	0.0%
Bomb Threat	54	0.1%
Bullying (all forms except cyber bullying)	886	1.3%
Computer	187	0.3%
Controlled Substances (prescription)	394	0.6%
Cyber Bullying	66	0.1%
Disruptive/Disorderly Conduct/Insubordination	25,556	38.6%
Extortion	14	0.0%
Fighting	9,673	14.6%
Gang Activity	265	0.4%
Harassment	2,256	3.4%
Hazing	60	0.1%
Illegal Drugs	2,112	3.2%
Other	3,732	5.6%
Over-the-Counter Medications against school policy	93	0.1%
Pyrotechnics	57	0.1%
Robbery (using force)	5	0.0%
Terroristic Threats	354	0.5%
Theft	2,029	3.1%
Threat/Intimidation	3,455	5.2%
Tobacco	1,933	2.9%
Vandalism/Property Related	934	1.4%
Verbal Abuse	3,475	5.2%
Weapon	1,421	2.1%
Total	66,247	100%
* Unique total of incidents is 62,285		

**Figure 1. Type of Disciplinary Incident (Number of incidents reported)
2009-10**

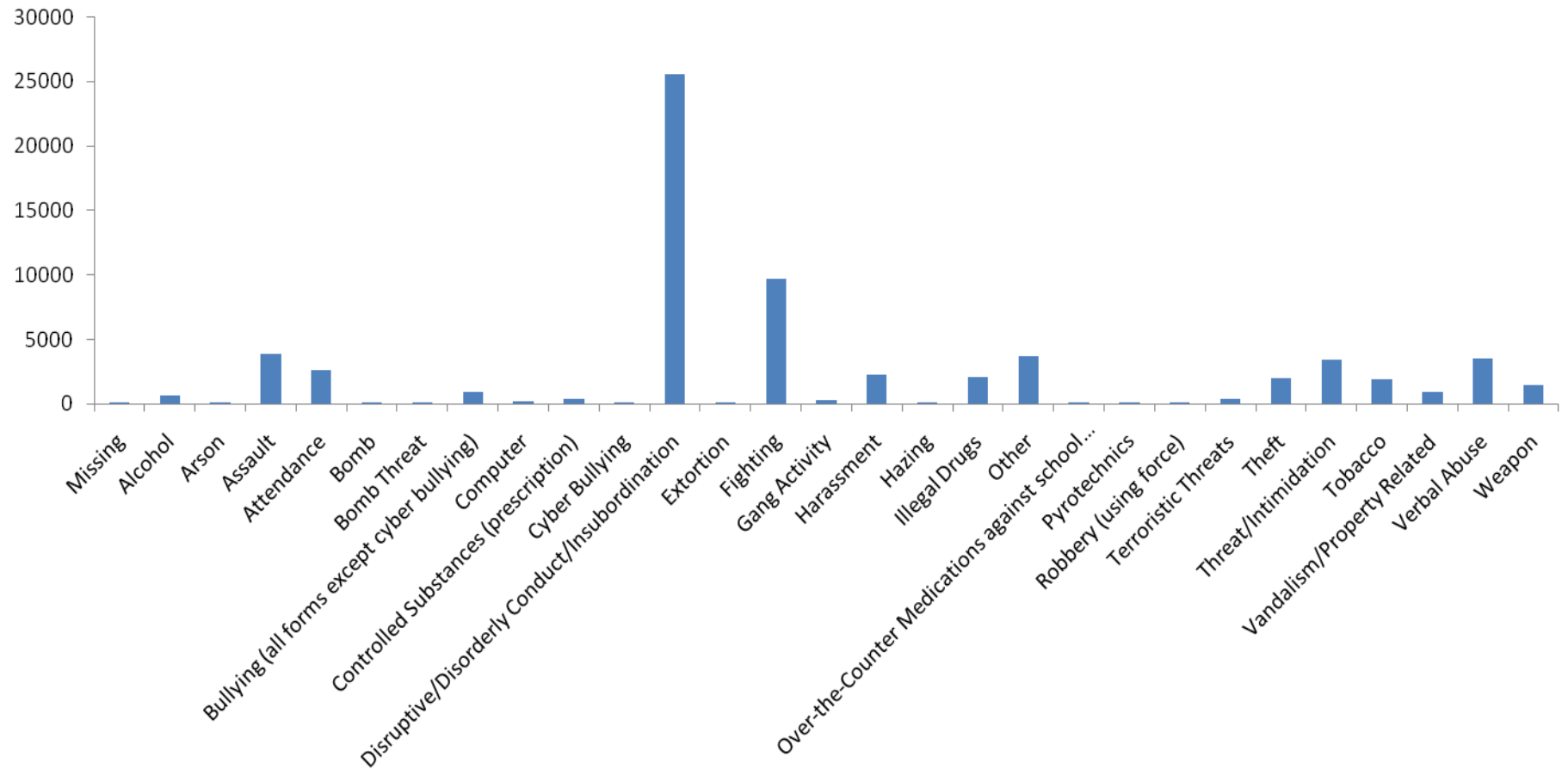
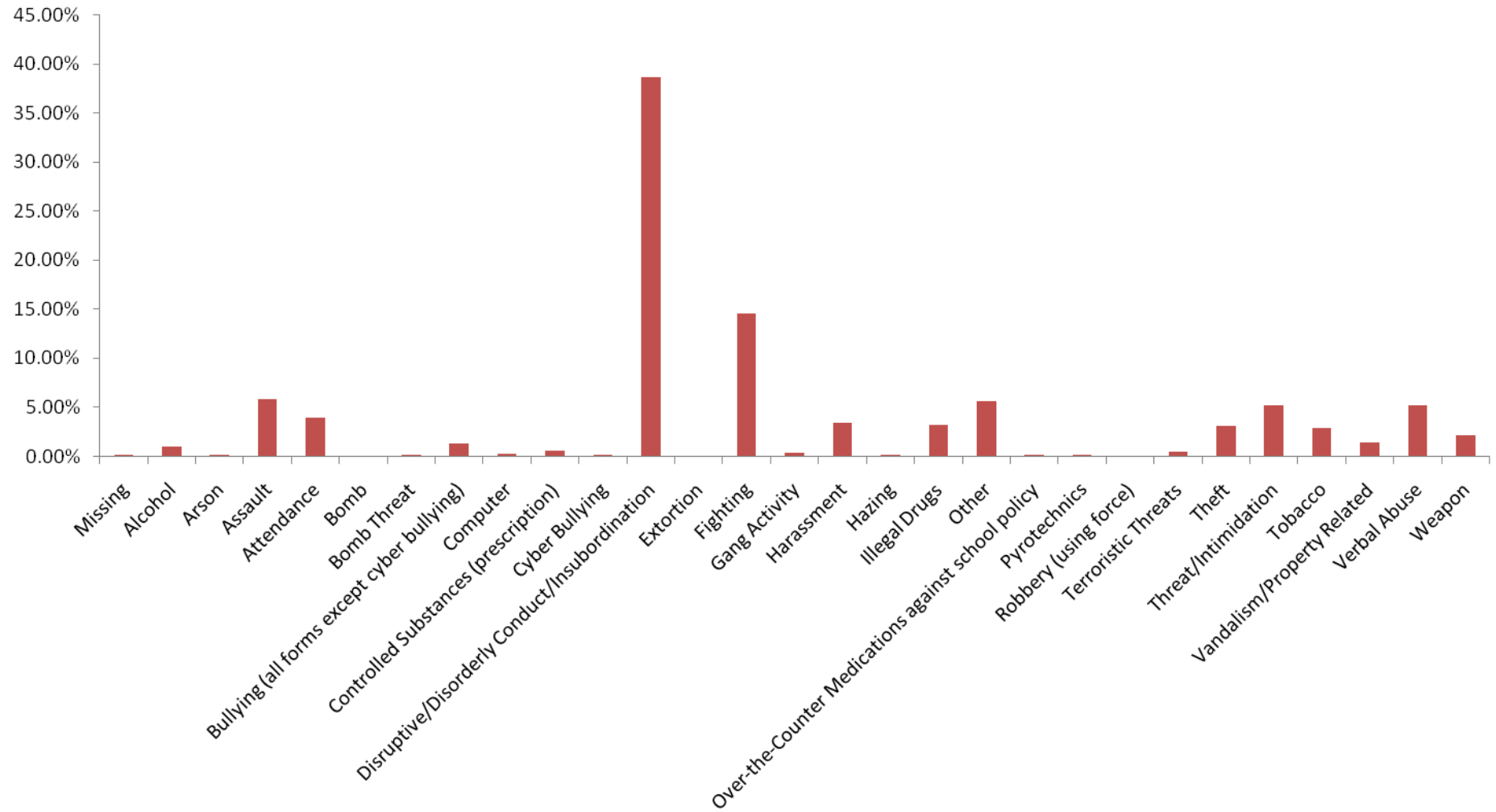


Figure 2. Type of Disciplinary Incident (Percent of total reported) 2009-10



TIME OF DISCIPLINARY INCIDENTS: SCHOOL YEAR 2009-2010

Disciplinary incidents are categorized into one of two different incident times when they occurred. Table 2 shows 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	59,700	96%
Outside of School Hours	2,585	4%
TOTAL	62,285	100%

Figure 3. Time of Incident (by Number reported) 2009-10

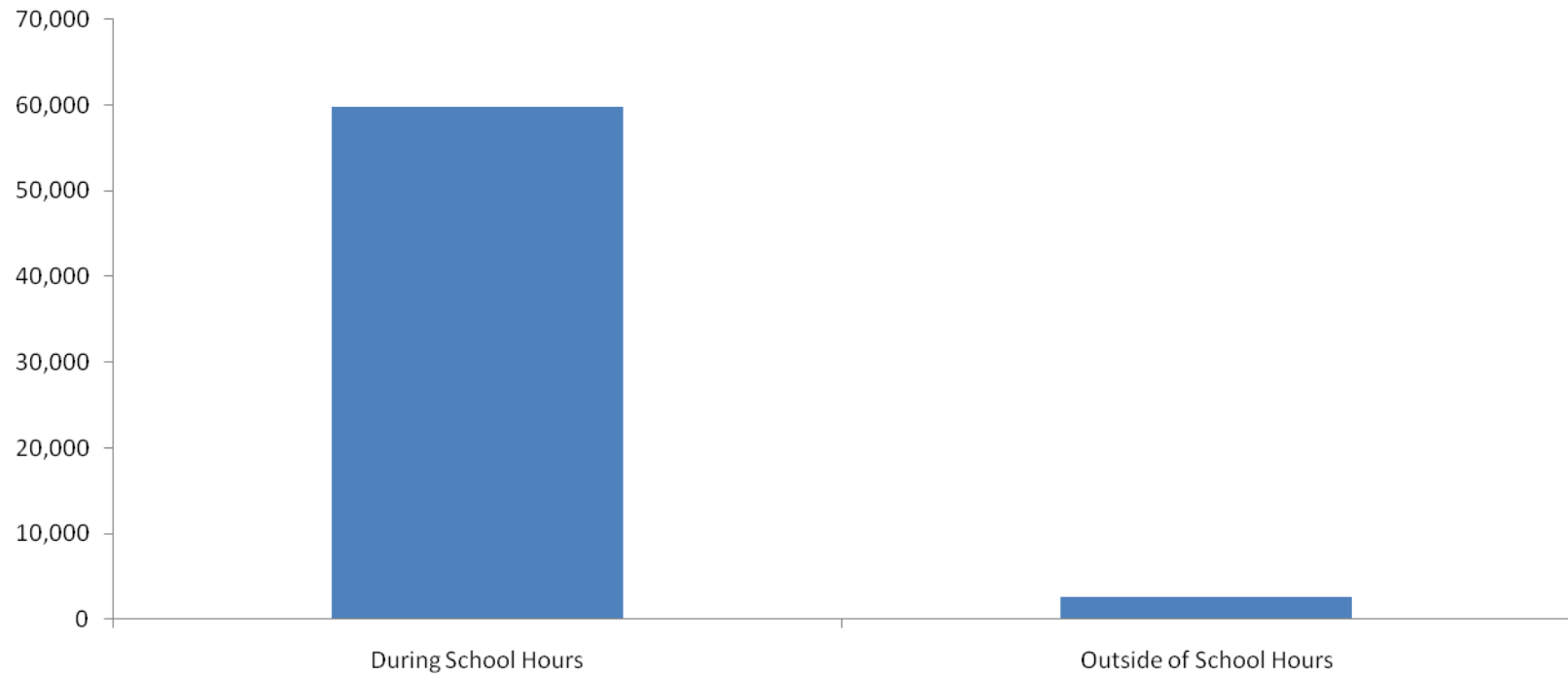
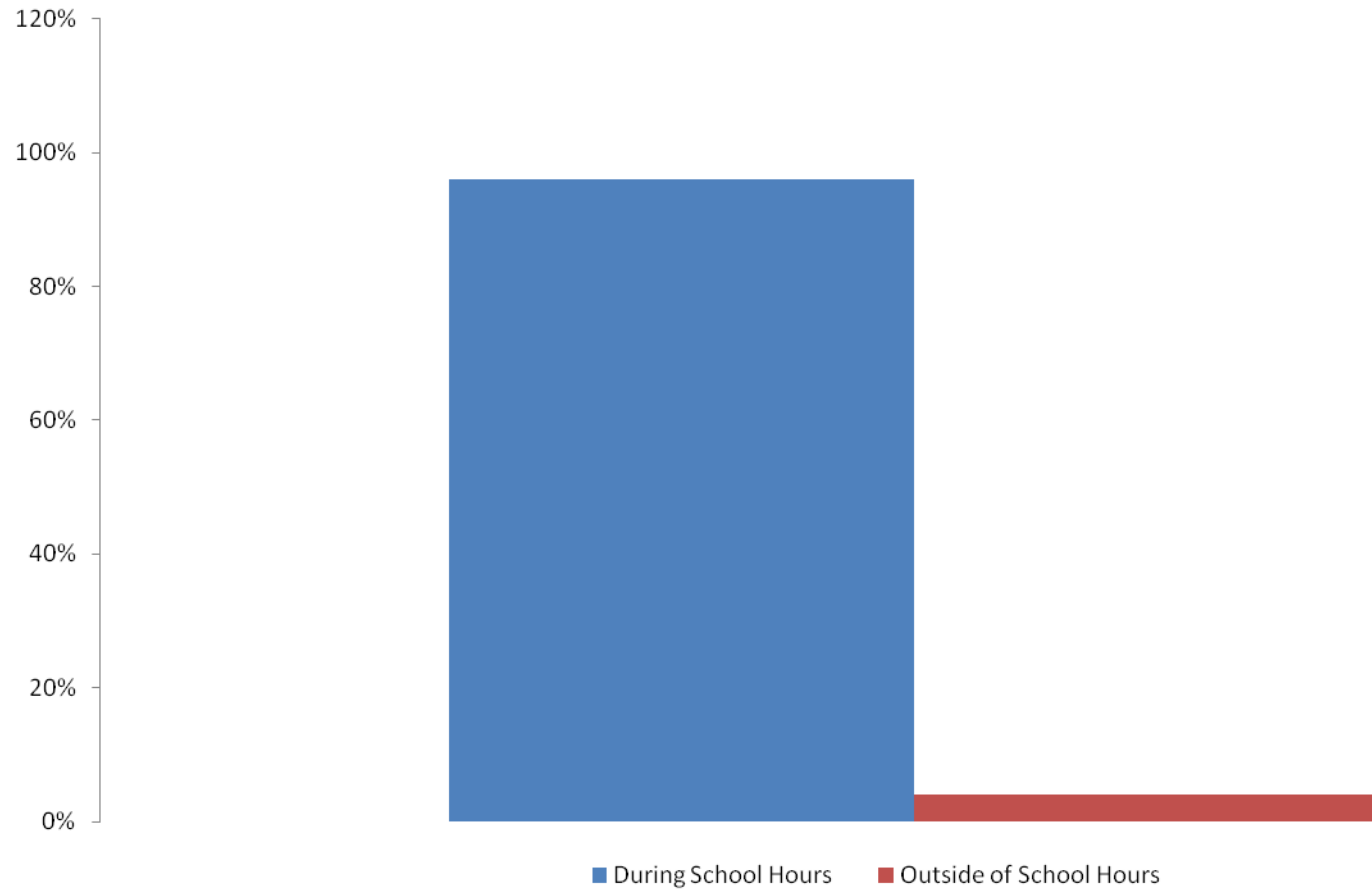


Figure 4. Time of Incident (by Percent reported) 2009-10



LOCATION OF DISCIPLINARY INCIDENTS: SCHOOL YEAR 2009-2010

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
Missing	3	0%
Classroom	26,380	41.6%
Hallway	11,094	17.5%
Locker	1,058	1.7%
Off campus	1,708	2.7%
Other indoor area	15,951	25.1%
Other outdoor area (on campus)	3,810	6.0%
Parking lot	720	1.1%
Restroom	1,098	1.7%
School Bus	1,626	2.6%
Total	63,448	100.0%
* Total unique is 62,285.		

Figure 5. Location of Incident (by Number reported) 2009-10

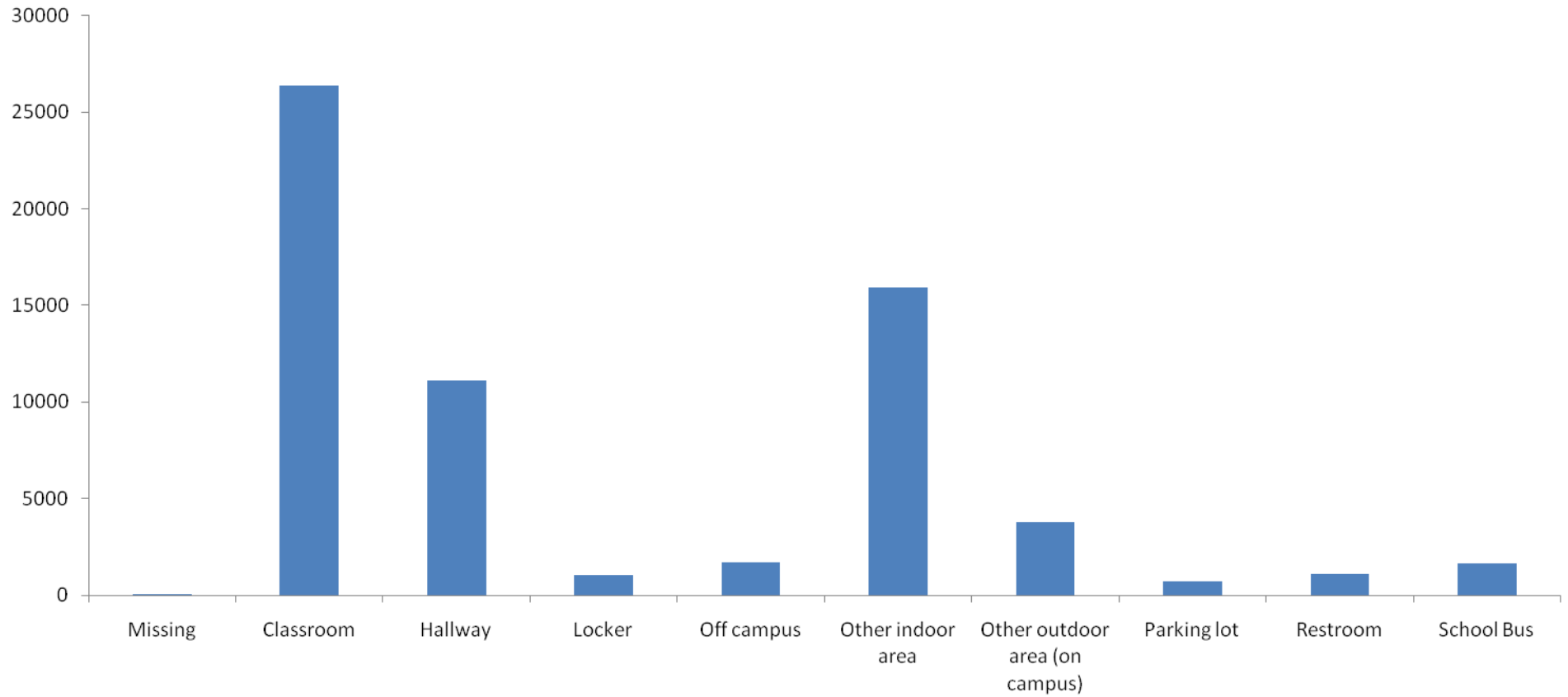
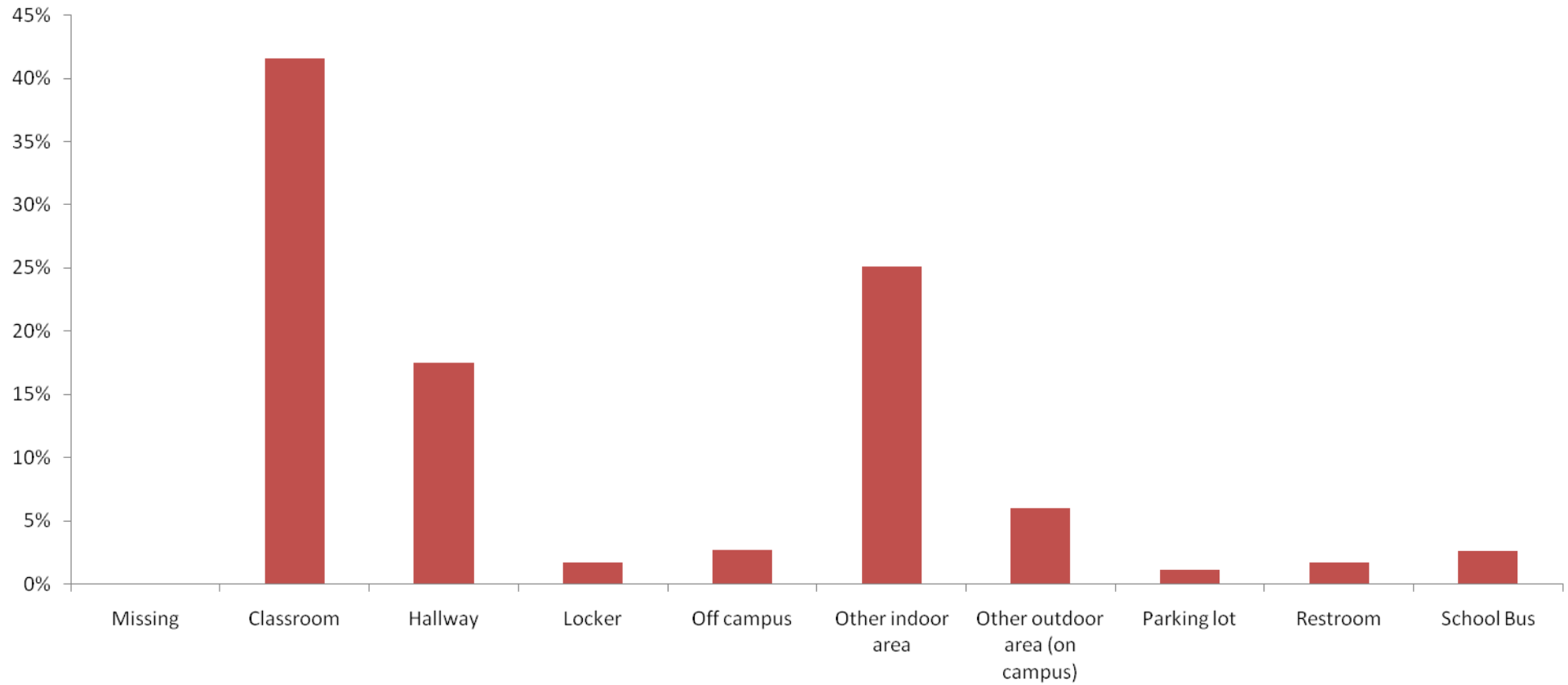


Figure 6. Location of Incident (by Percent reported) 2009-10



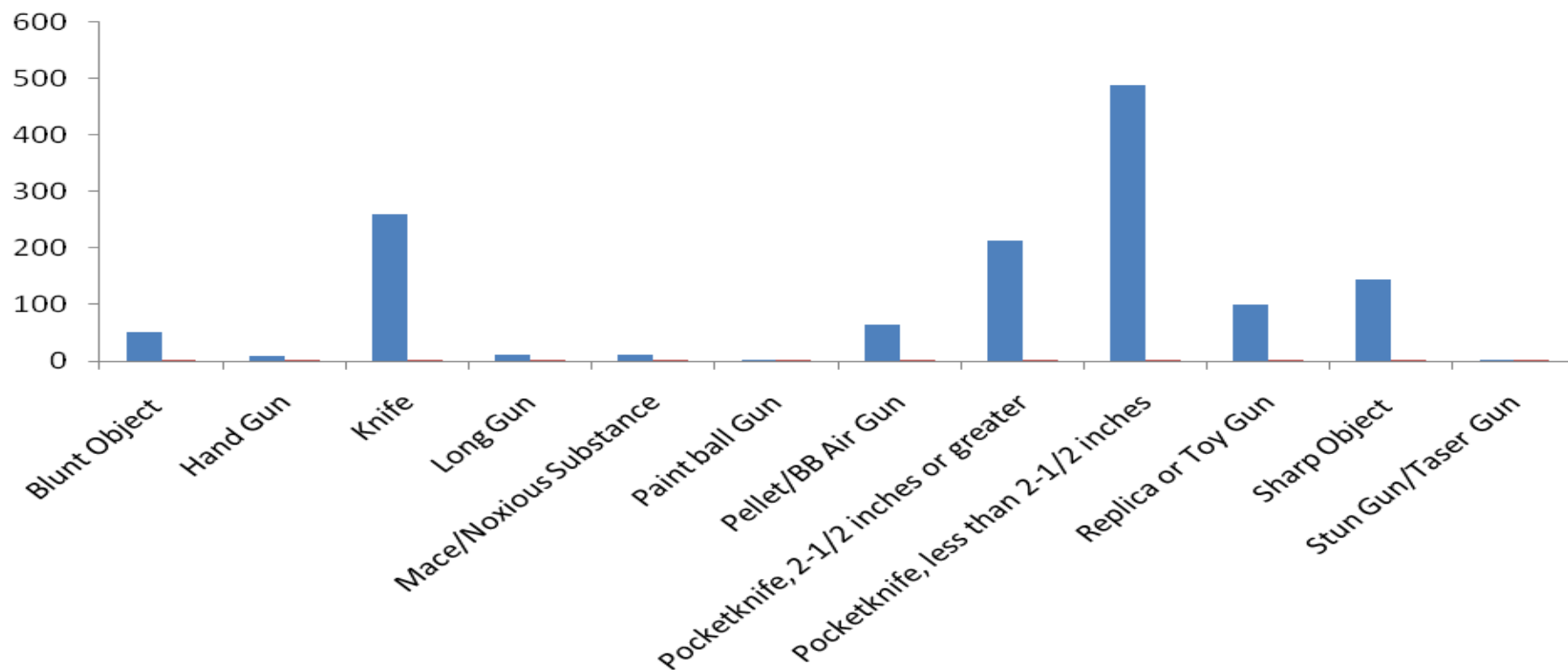
INVOLVEMENT OF WEAPONS IN DISCIPLINARY INCIDENTS: SCHOOL YEAR 2009-10

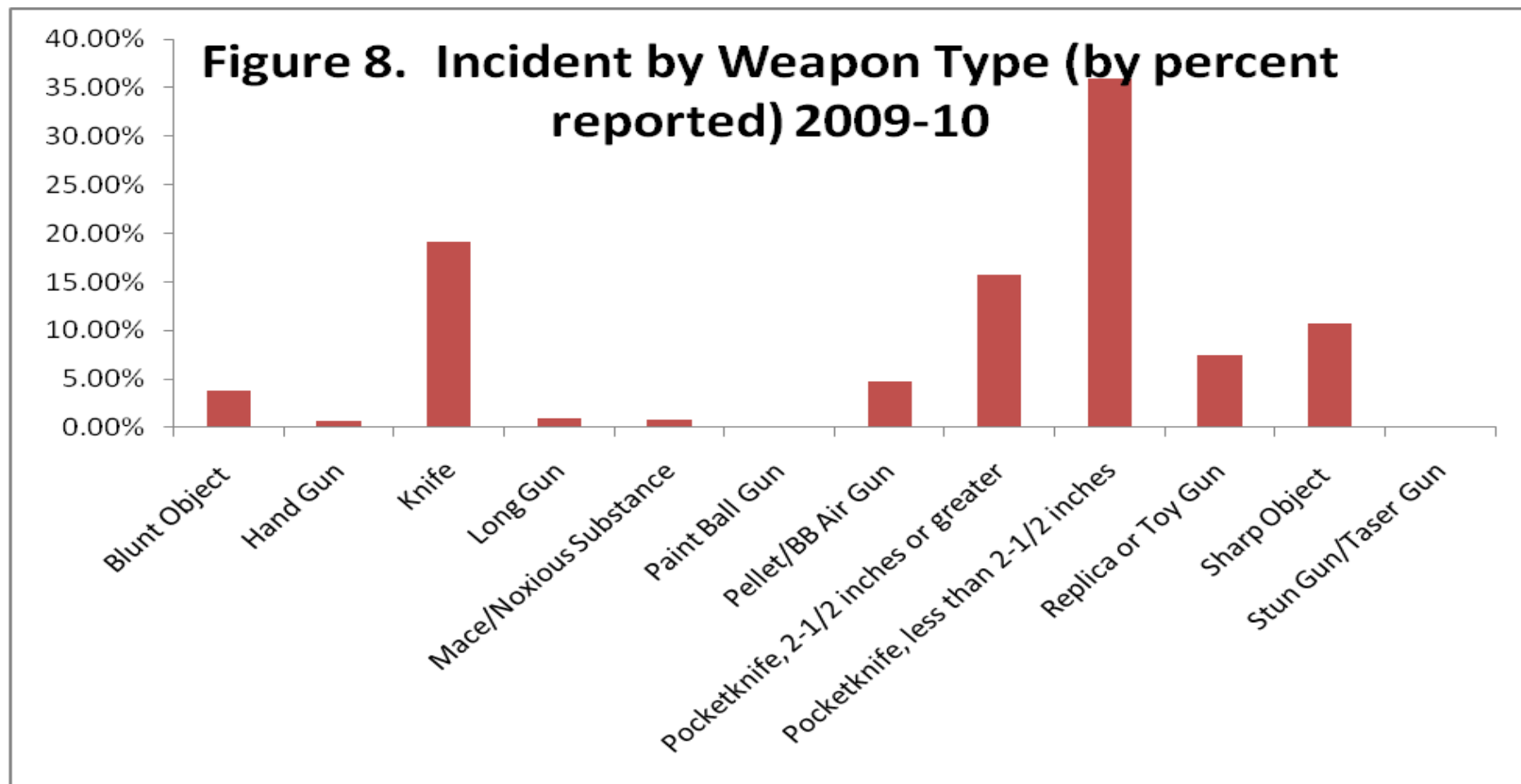
If disciplinary incidents involve weapons, the weapons are categorized into one of 12 different types. Table 4 shows the frequencies and percentages of incidents where weapons were involved for the 2009-2010 school year. Although weapons are involved in only 2 percent of all incidents (see Table 1 and Figures 1 and 2), when weapons are involved, “pocketknife, less than 2 ½ inches” and “knife” are the most common, followed by “pocketknife, 2 ½ inches or greater.” 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

Weapon Type	Incident Count	Percentage
Blunt Object	51	3.8%
Hand Gun	9	0.7%
Knife	259	19.1%
Long Gun	12	0.9%
Mace/Noxious Substance	11	0.8%
Paint ball Gun	2	0.1%
Pellet/BB Air Gun	64	4.7%
Pocketknife, 2-1/2 inches or greater	212	15.7%
Pocketknife, less than 2-1/2 inches	487	36.0%
Replica or Toy Gun	100	7.4%
Sharp Object	145	10.7%
Stun Gun/Taser Gun	2	0.1%
Total Incidents with Weapons	1354	100.00%

**Figure 7. Incident by Weapon Type (Number)
2009-10**





NUMBER OF VICTIMS INVOLVED IN INCIDENTS: SCHOOL YEAR 2009-2010

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. Table 5 includes the frequencies and percentages of disciplinary incidents by number of victims involved for each school year. 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	43175	71%
1 Victim	12802	21%
2 Victims	4278	7%
3-5 Victims	134	0%
More than 5 Victims	9	0%
Total	60,398	100%
Total unique is 62,285.		

Figure 9. Number of Victims (by number reported) 2009-10

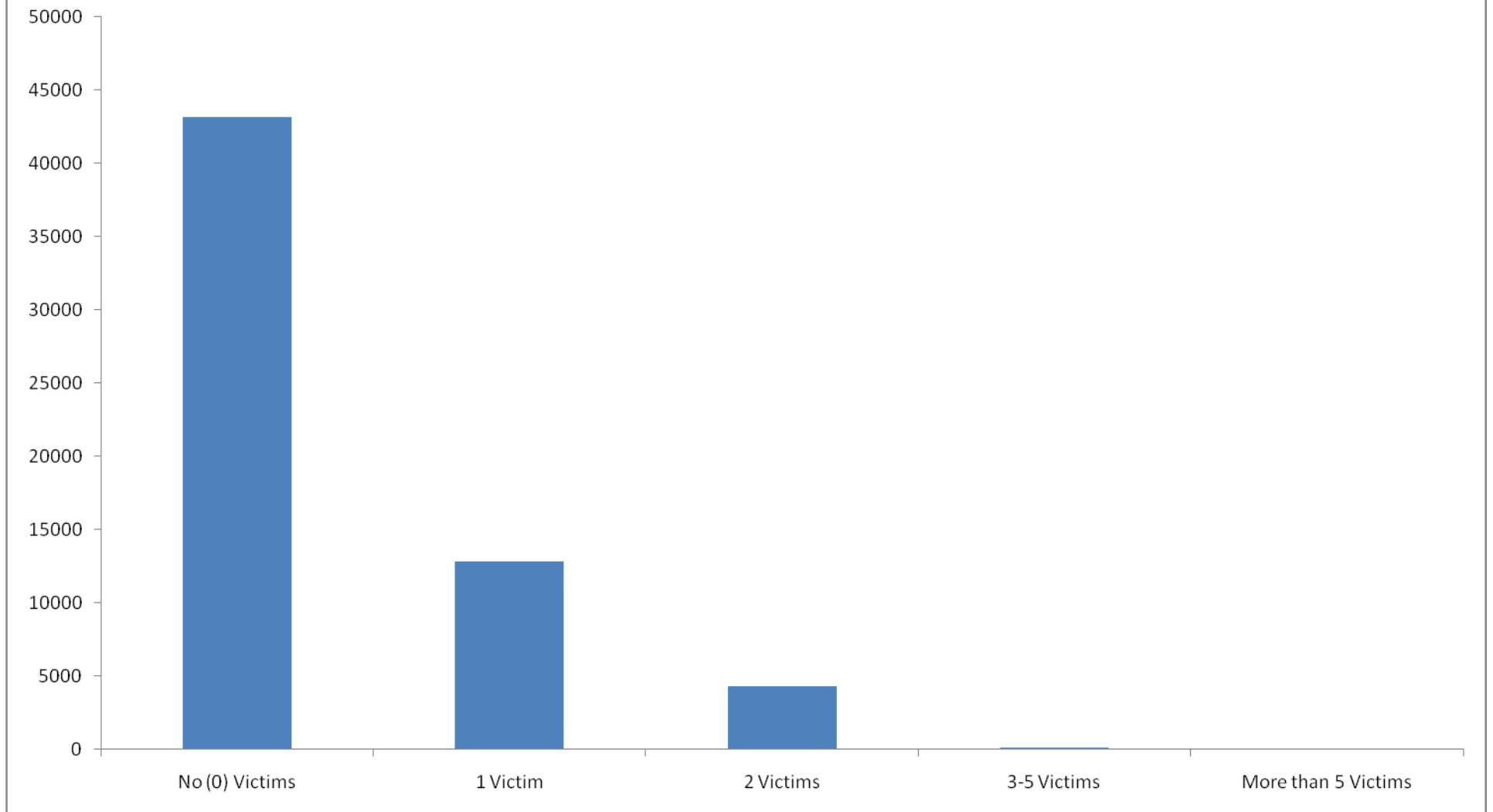
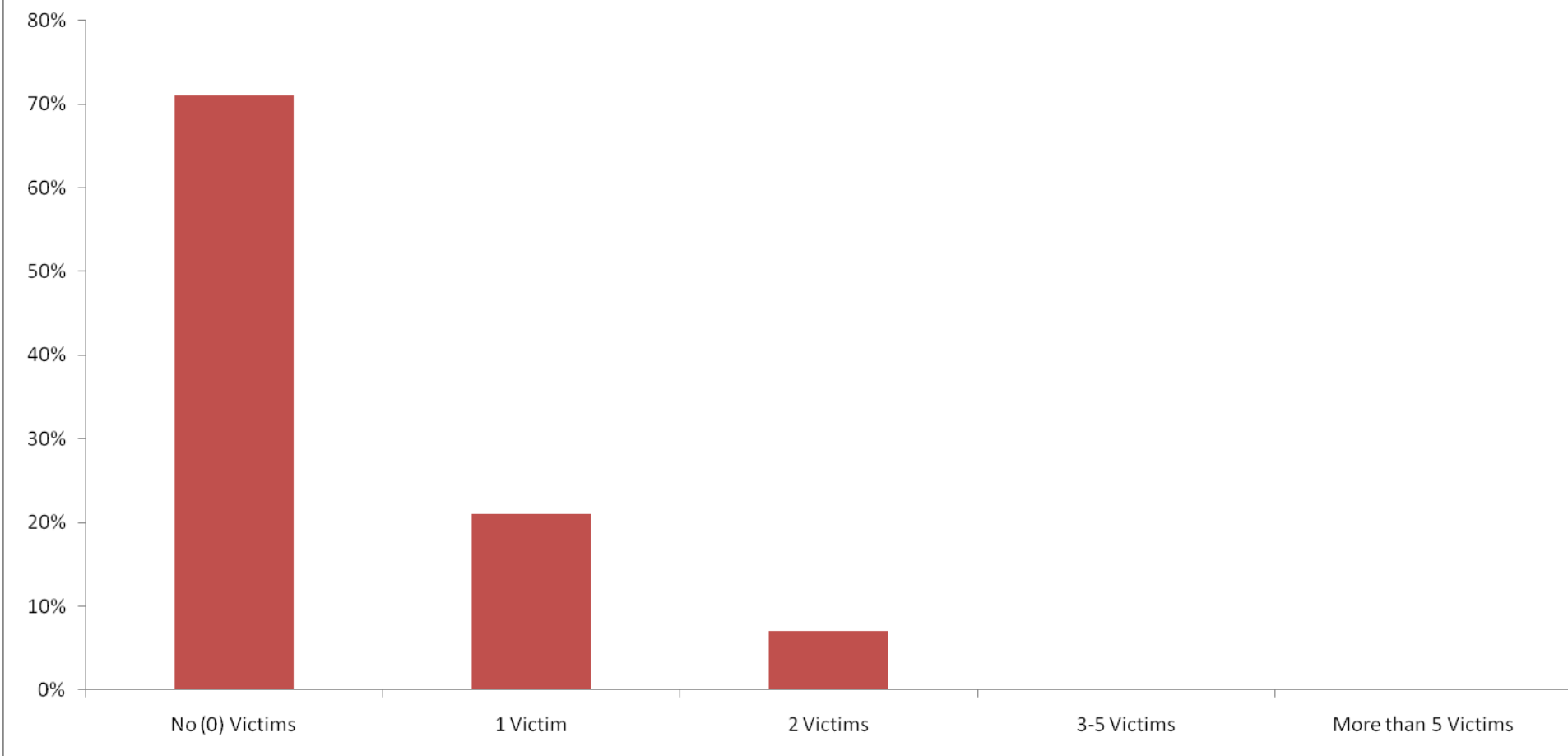


Figure 10. Number of Victims (by percent reported) 2009-10



ESTIMATED COST TO PROPERTY: SCHOOL YEAR 2009-2010

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 2009-2010 school year, one percent of the incidents were cited for incurring a cost. 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 no cost to property. Figures 11 and 12 represent graphic illustrations of Table 6, using frequency of incidents and percent of incidents, respectively.

Table 6. Estimated Cost to Property

Cost	Frequency	Percent
\$0	61,596	98.9%
\$1 - \$500	623	1.0%
Over \$500	66	0.1%
Unique Total	62,285	100.0%

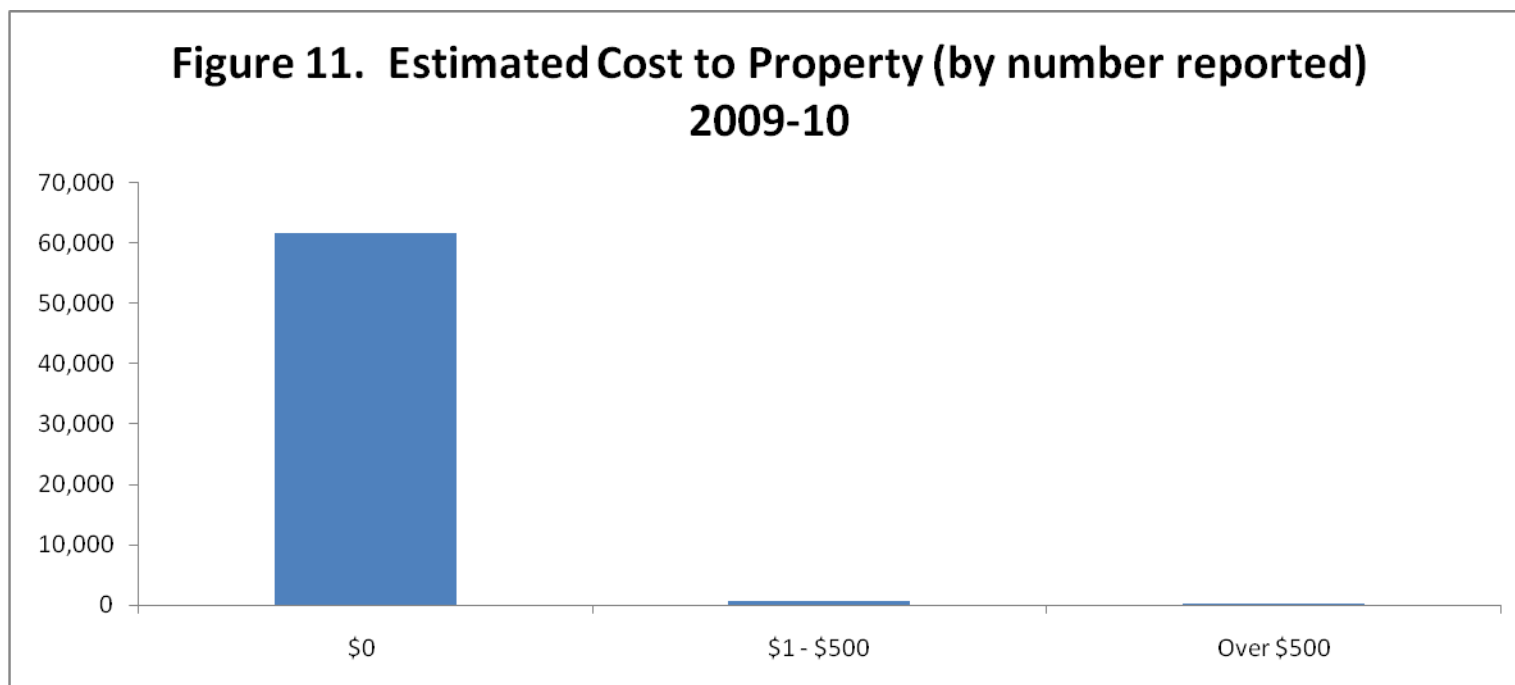
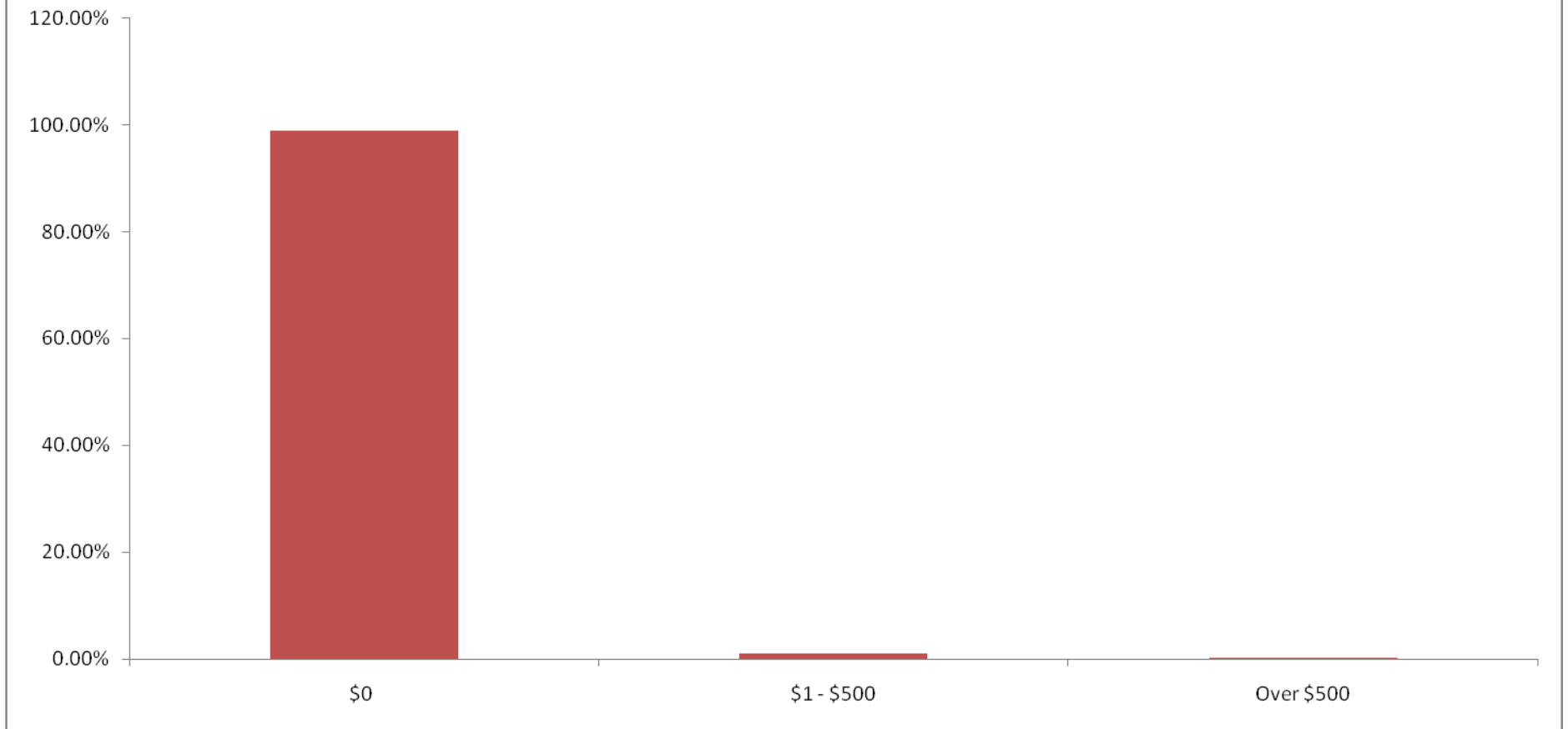


Figure 12. Estimated Cost to Property (by percent reported) 2009-10



GENDER OF OFFENDERS: SCHOOL YEAR 2009-2010

Gender of offender is recorded for each disciplinary incident. Table 7 shows 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	15,909	24.8%
Male	48,284	75.2%
Total	64,193	100.0%
Total of Unique is 62,285		

Figure 13. Gender of Offender (by number reported) 2009-10

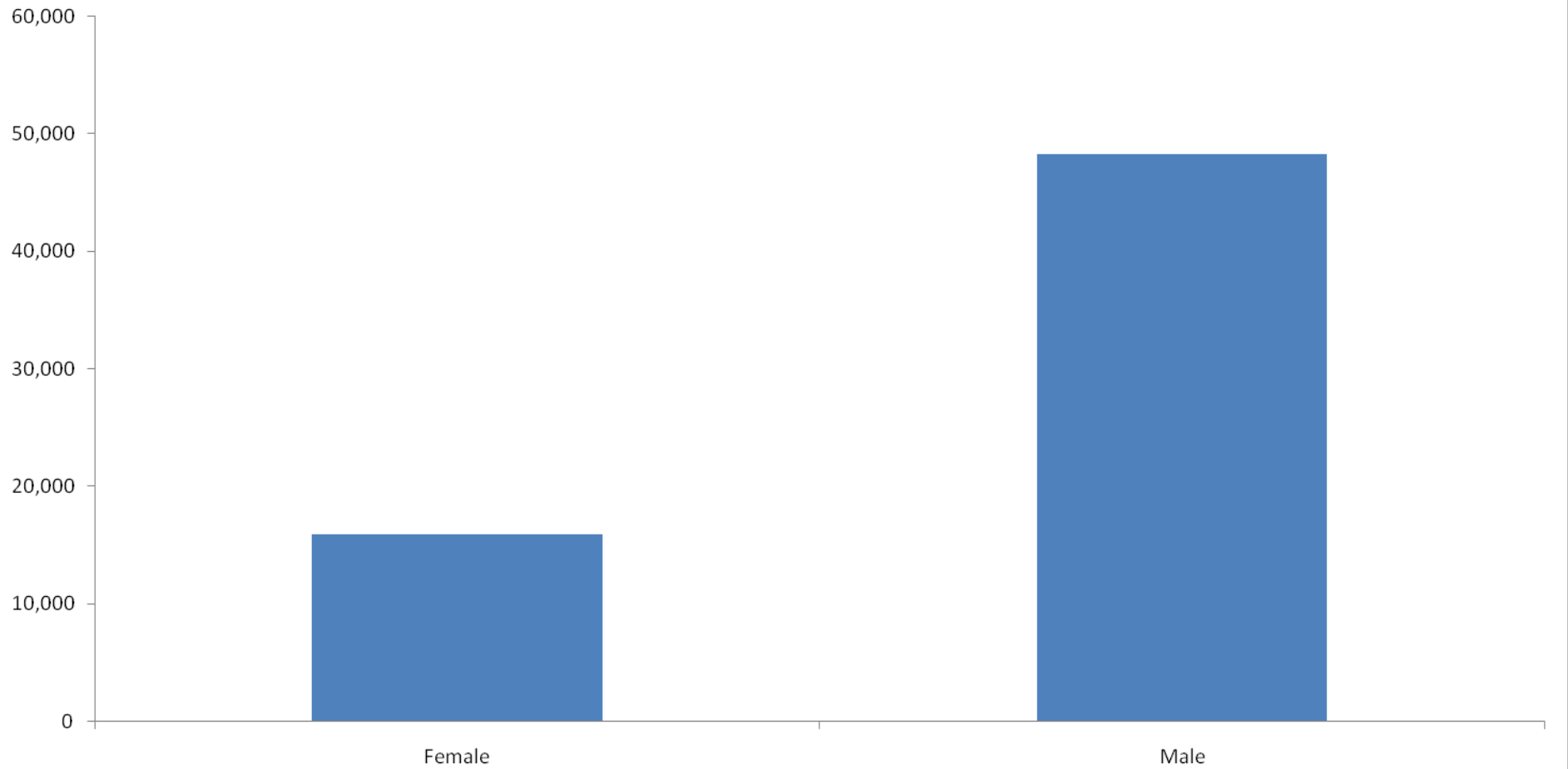
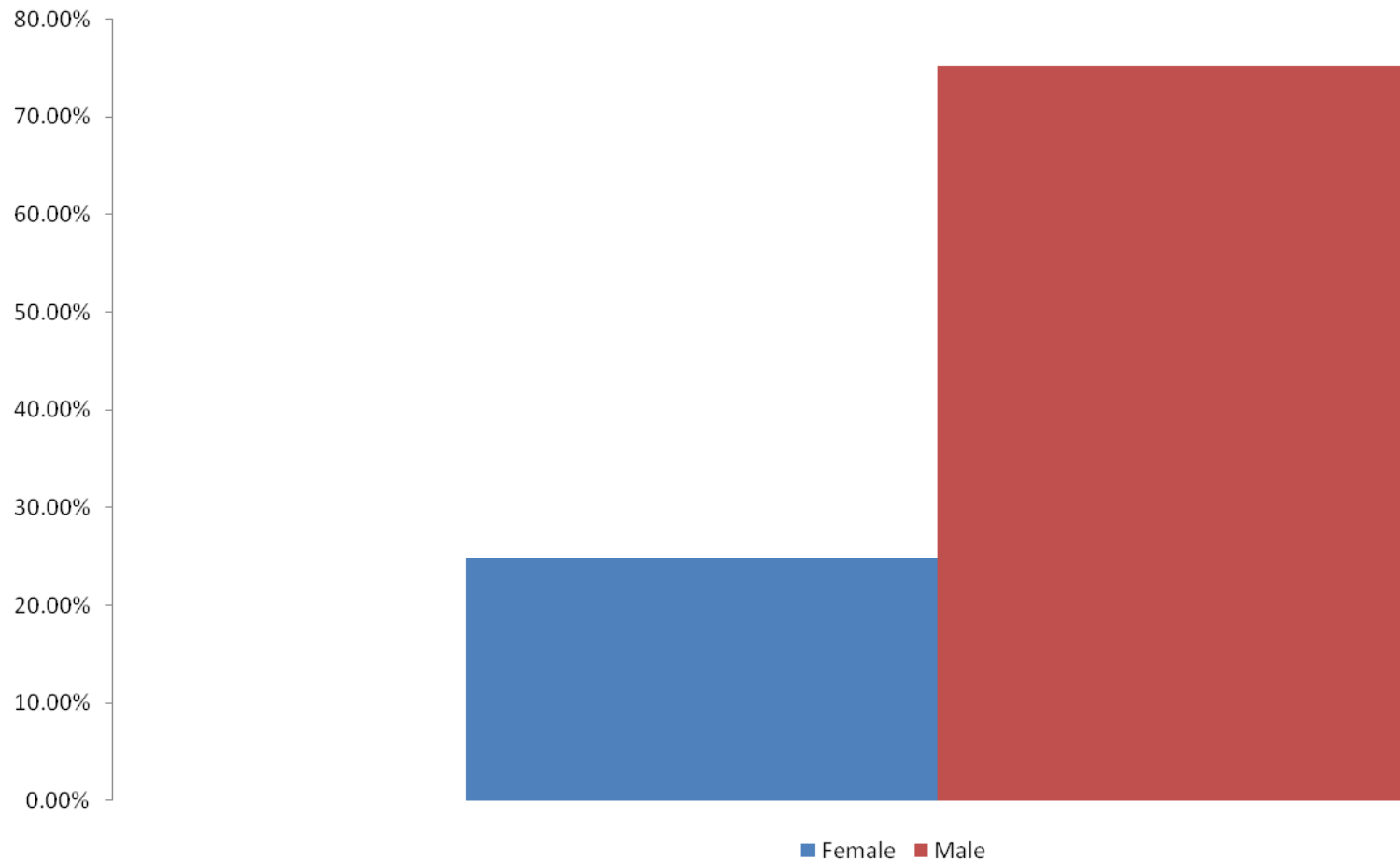


Figure 14. Gender of Offender (by percent reported) 2009-10



RACE/ETHNICITY OF OFFENDERS: SCHOOL YEAR 2009-2010

The race/ethnicity of the offender is recorded for each disciplinary incident. Table 8 shows the frequencies and percentages of disciplinary incidents by race/ethnicity of offender for each school year. Note that in 2009-2010, the DIRS system included additional data validation checks related to a student race and ethnicity by validating the information entered in DIRS with the information that has been submitted with a student's Minnesota Automated Reporting Student System (MARSS) number (an individual student-level tracking number). The majority of offenders in the DIRS dataset is White, Non-Hispanic; followed by Black, Non-Hispanic. Figures 15 and 16 represent graphic illustrations of Table 8, using frequency of incidents and percent of incidents.

In 2009-2010, Minnesota student demographics, as cited by the MDE website, were as follows: American Indian or Alaskan Native: 2 percent; Asian or Pacific Islander: 6 percent; Hispanic: 6 percent; Black, Non-Hispanic: 10 percent; White, Non-Hispanic: 76 percent.

TABLE 8. Race/Ethnicity of Offender

Race/Ethnicity	Frequency	Percent
American Indian	3,826	6.0%
Asian/Pacific Islander	1,638	2.6%
Black	24,922	38.8%
Hispanic/Latino	5,389	8.4%
White	28,418	44.3%
TOTAL	64,193	100.0%
Total unique is 62,285.		

Figure 15. Race-Ethnicity of Offender (by number reported) 2009-10

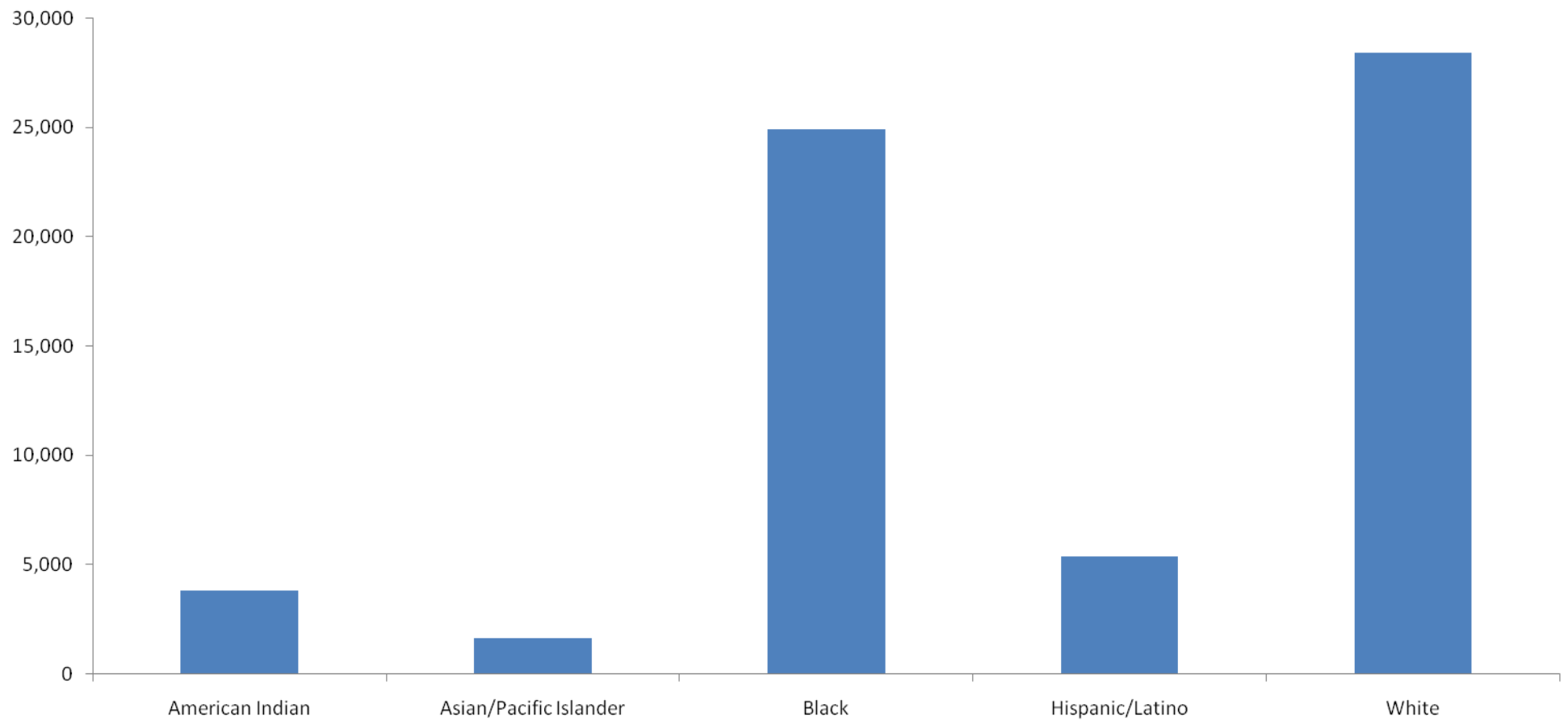
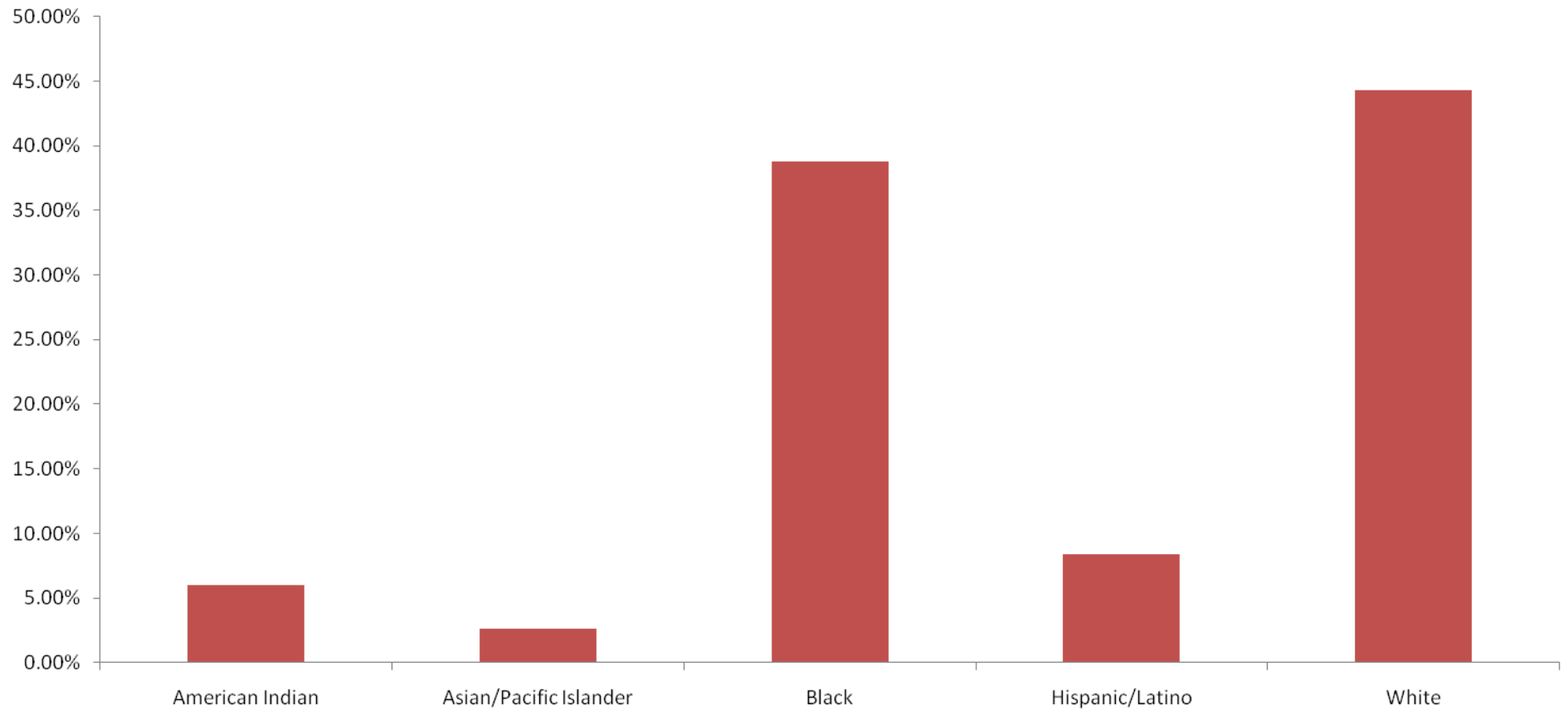


Figure 16. Race-Ethnicity of Offender (by percent reported) 2009-10



GRADE OF OFFENDERS: SCHOOL YEAR 2009-2010

Grade of offender is recorded for each disciplinary incident. See Table 9 for 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 grades 7-11. Figures 17 and 18 represent graphic illustrations of Table 9, using frequency of incidents and percent of incidents, respectively. Unique total of duplicate students is 62,285.

Table 9. Grade of Offenders

Grade	Frequency	Percent
Kindergarten	560	0.9%
Grade 1	1,118	1.7%
Grade 2	1,367	2.1%
Grade 3	1,566	2.4%
Grade 4	2,081	3.2%
Grade 5	3,015	4.7%
Grade 6	5,039	7.8%
Grade 7	7,860	12.2%
Grade 8	9,767	15.2%
Grade 9	9,340	14.5%
Grade 10	8,877	13.8%
Grade 11	7,640	11.9%
Grade 12	5,963	9.3%
Total	64,193	100%
Total unique is 62,285.		

Figure 17. Grade of Offenders (by number reported) 2009-10

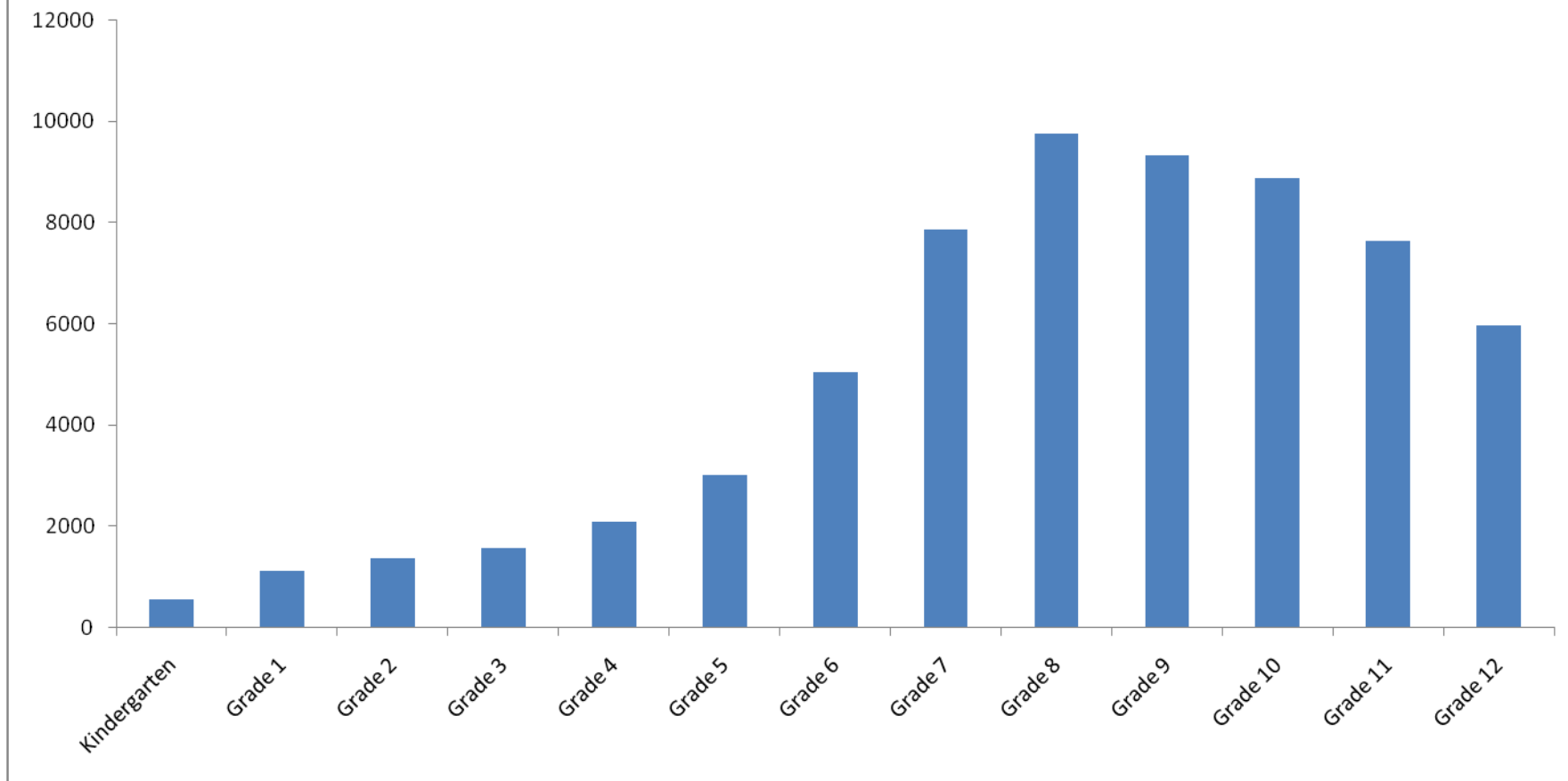
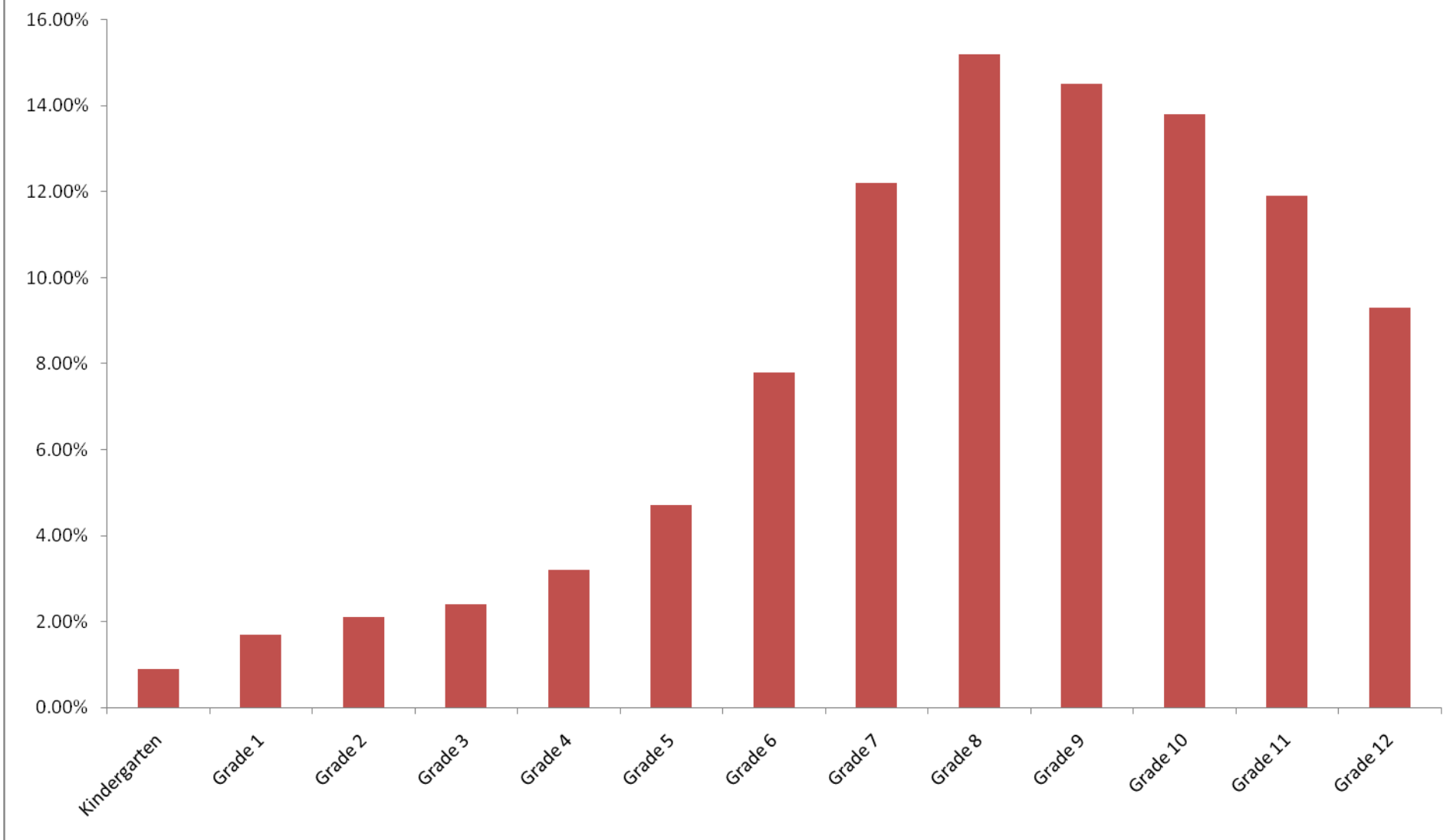


Figure 18. Grade of Offender (by percent reported) 2009-10

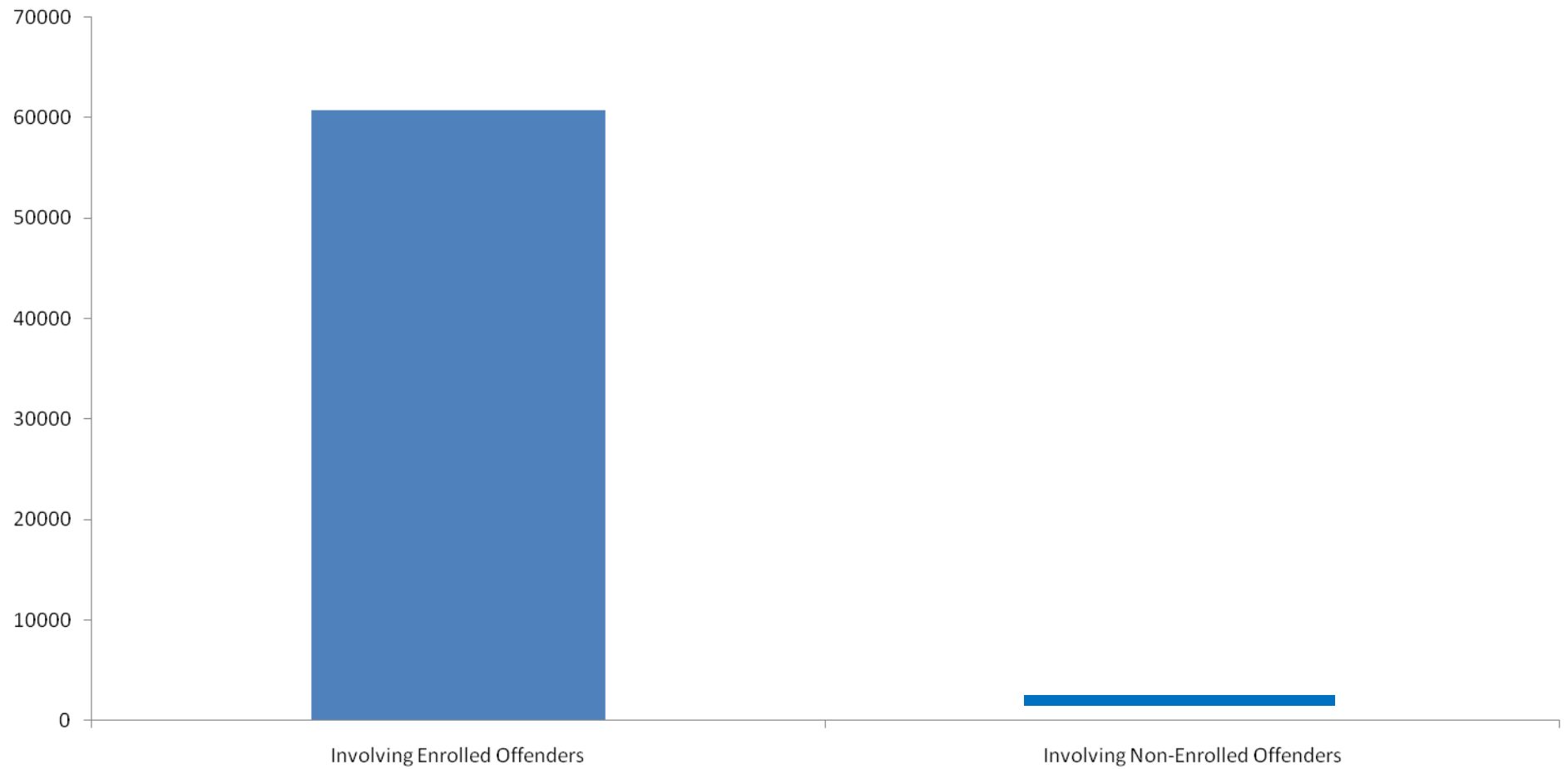


SCHOOL STATUS OF OFFENDERS: SCHOOL YEAR 2009-10

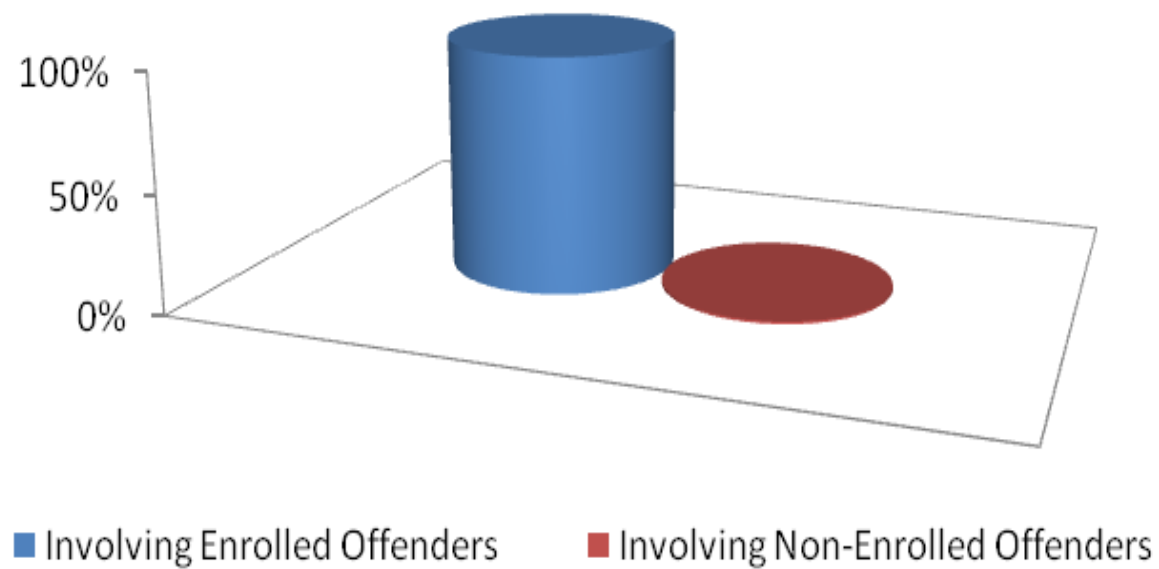
School status of the offender is recorded for each disciplinary incident. Included below in Table 10 are the frequencies and percentages of disciplinary incidents by school status of offender for each school year included in this report. Almost all of the offenders in the DIRS dataset are students enrolled 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
Involving Enrolled Offenders	60764	100%
Involving Non-Enrolled Offenders	85	0%
TOTAL	60849	100%
Total unique is 62,285.		

Figure 19. School Status of Offender (by number reported) 2009-10



**Figure 20. School Status of Offender (Percent)
2009-10**



INDIVIDUAL EDUCATION PLAN (IEP) AND 504 STATUS OF OFFENDERS: SCHOOL YEAR 2009-2010

Individual Education Plan (IEP) and 504 status of the offender are recorded for each disciplinary incident. Table 11 shows the frequencies and percentages of disciplinary incidents by IEP status of offender for each school year. Fifty percent of the offenders in the DIRS dataset have an IEP (compared with approximately 13 percent of all students enrolled in public schools in the 2009-2010 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 IEP	31,356	49.3%
YES IEP	32,458	50.7%
Total	63,814	100%
Total unique is 62,285.		

Figure 21. IEP Status of Offender (by number reported) 2009-10

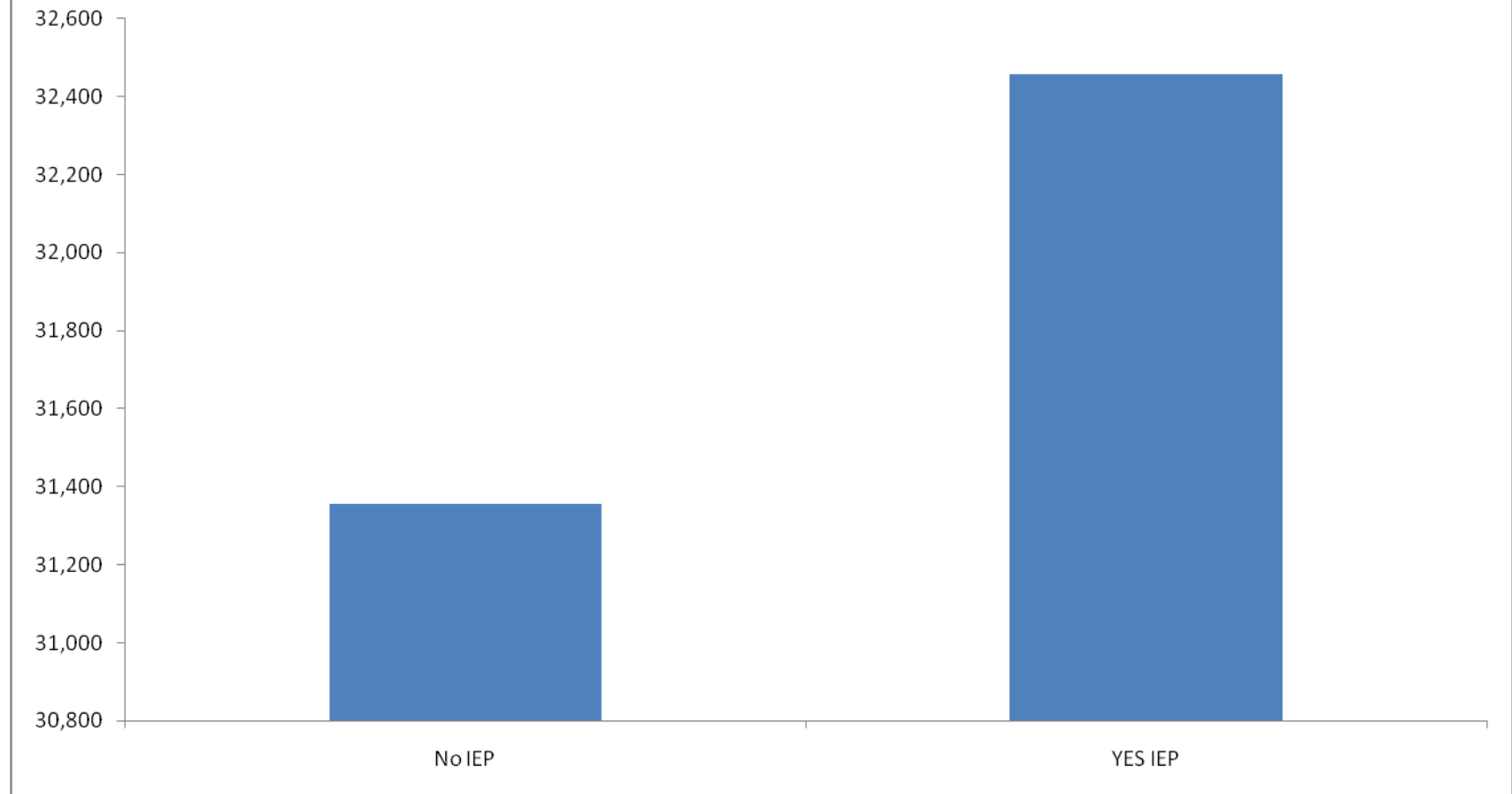
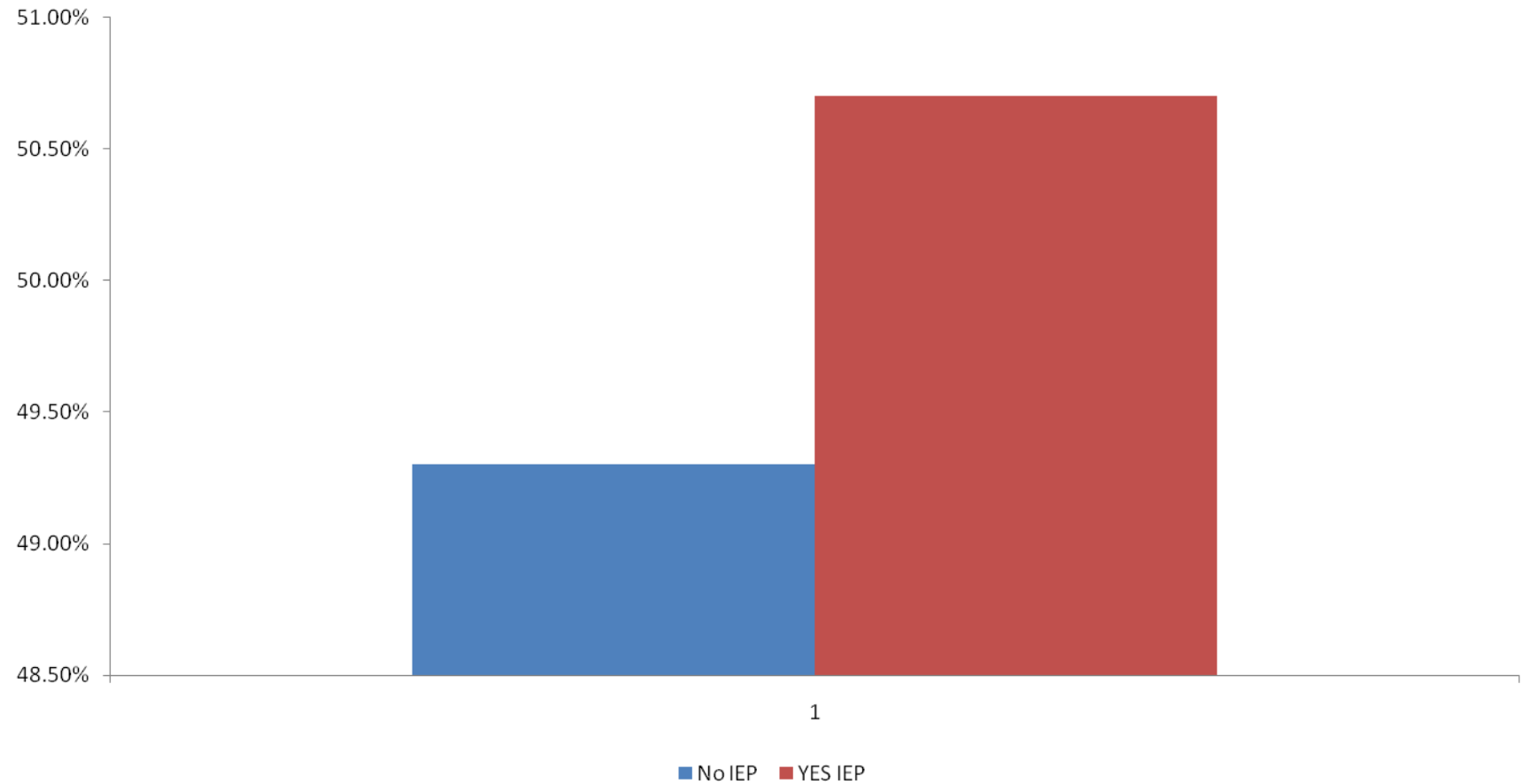


Figure 22. IEP Status of Offender (by percent reported) 2009-10



504 Status of Offenders: School Year 2009-2010

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

Table 12. 504 Status of Offender		
Disability Category	Frequency	Percent
No 504 Plan	63,841	99.9%
504 Plan	379	0.1%
Total	64,193	100%
Total unique is 62,285.		

Figure 23. (504) Status of Offender (by number reported) 2009-10

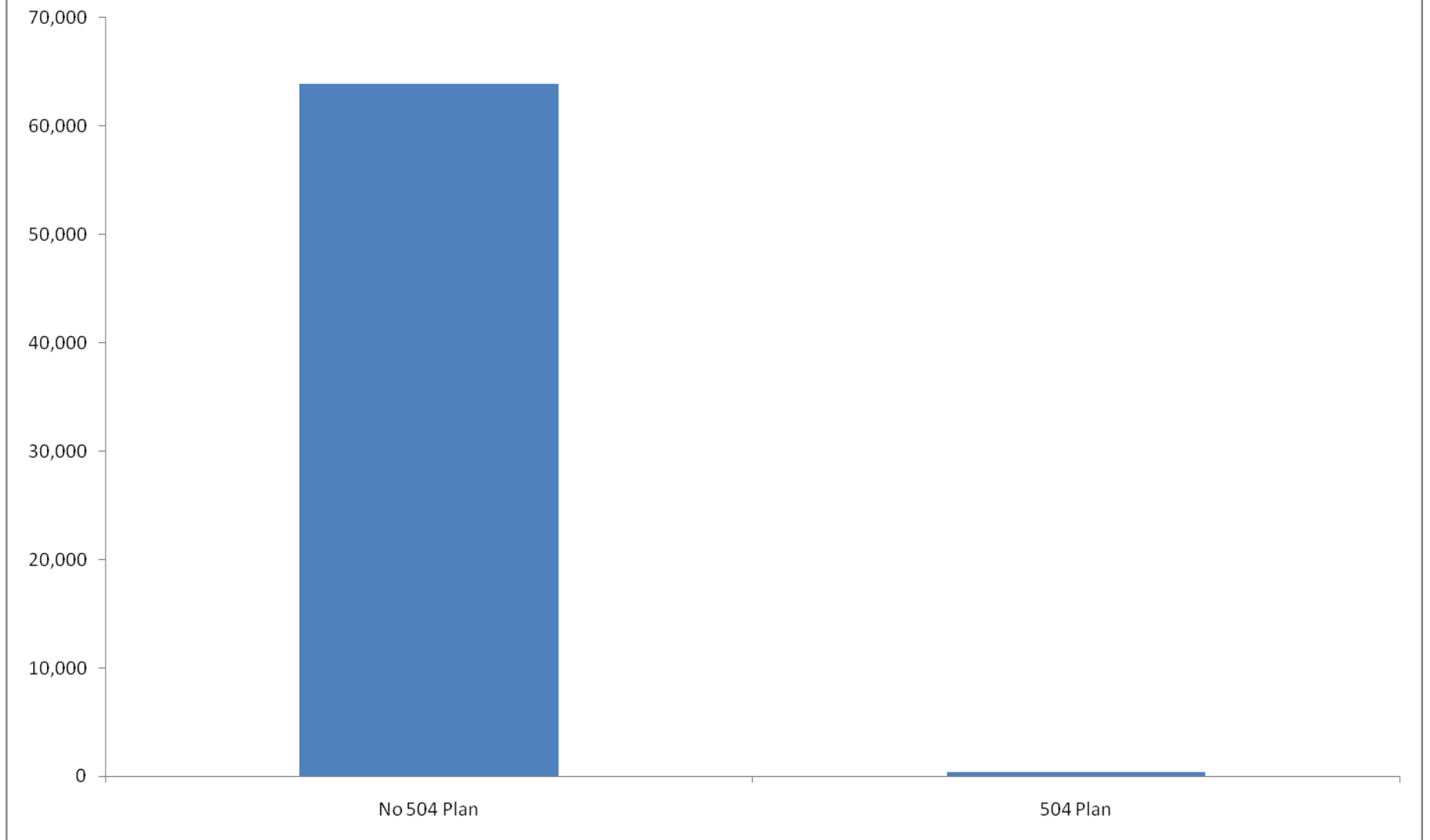
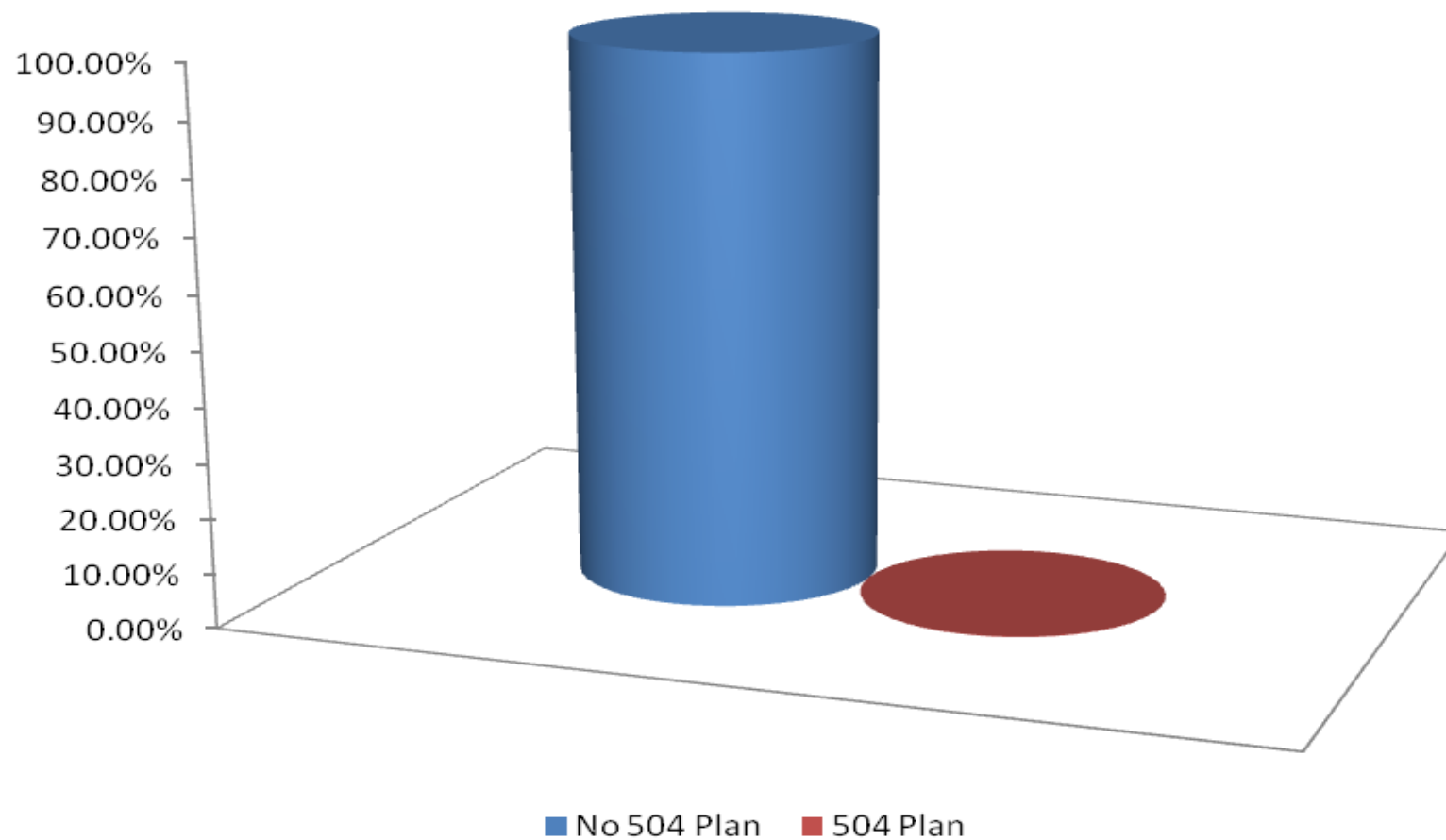


Figure 24. 504 Status of Offender (Percent) 2009-10



DISABILITY STATUS OF OFFENDERS: SCHOOL YEAR 2009-2010

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 the offender. 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 Offenders

Disability	Frequency	Percent
Autism Spectrum Disorder	1,257	3.9%
Blind or Visually Impaired	18	0.1%
Deaf/Blind	7	0.0%
Deaf/Hard of Hearing	209	0.6%
Development Delay	136	0.4%
Developmental Cognitive Disabilities: Mild - Moderate	1,192	3.7%
Developmental Cognitive Disabilities: Severe - Profound	86	0.3%
Emotional or Behavioral Disorders	15,466	47.6%
Other Health Disabilities	5,228	16.1%
Physical Impairment	53	0.2%
Severely Multiply Impaired	45	0.1%
Specific Learning Disability	7,874	24.3%
Speech or Language Impairment	781	2.4%
Traumatic brain Injury Disabled	106	0.3%
Total of disability	32,458	100.0%

Figure 26. Disability Type (by number reported) 2009-10

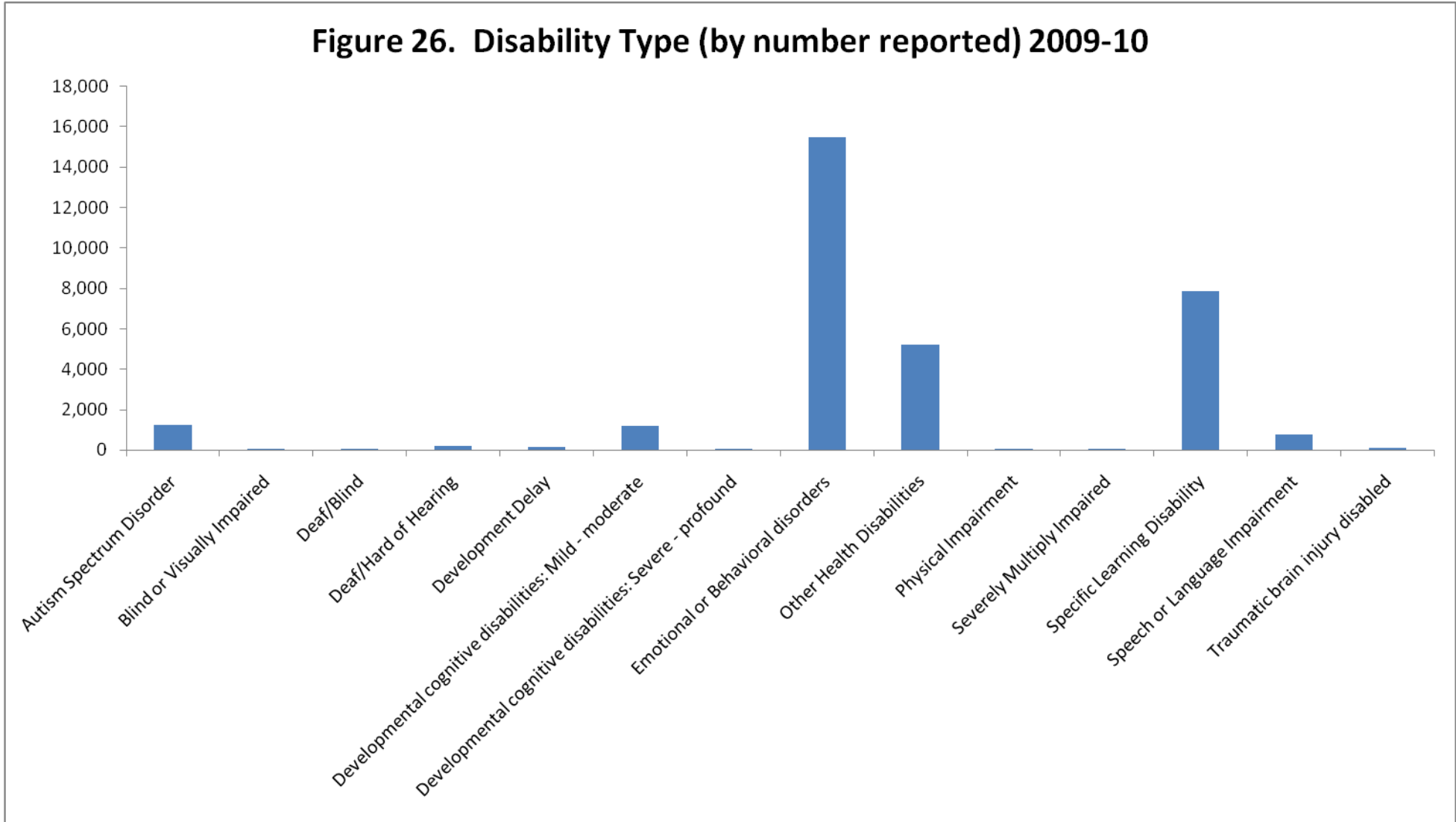
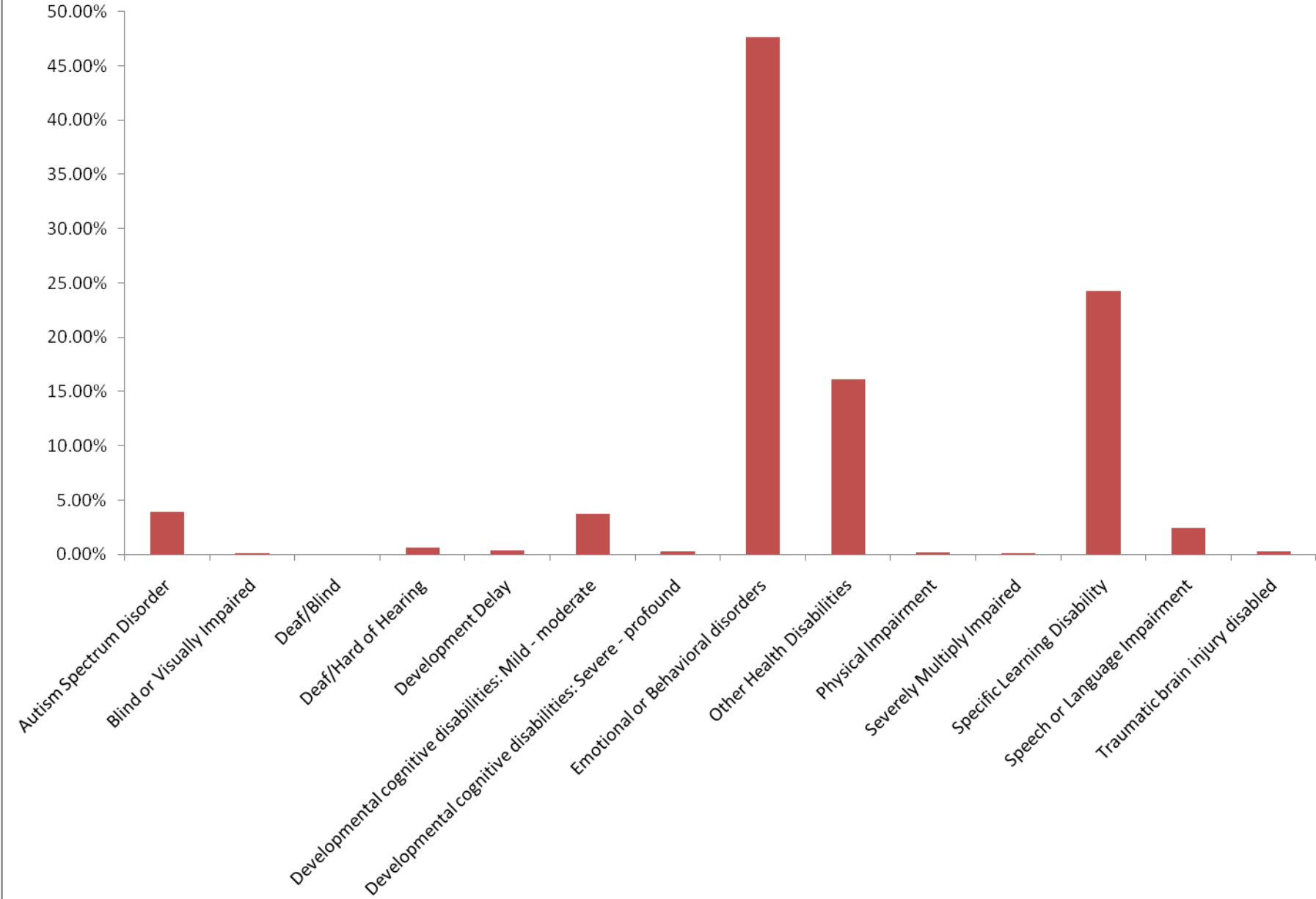


Figure 27. Disability of Offenders (by percent reported) 2009-10



Limited English Proficiency (LEP) STATUS OF OFFENDERS: SCHOOL YEAR 2009-2010

Limited English Proficiency or LEP 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. Of the total number of offenders, 7 percent of offenders are identified as LEP (compared with approximately 8 percent of all students in the 2008-2009 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 Offenders

LEP Status	Frequency	Percent
Not Limited English Proficiency	59,793	93.1%
Limited English Proficiency	4,399	6.9%
Total	64,193	100.0%
Total unique is 62,285.		

Figure 28. LEP-Status of Offender (by number reported) 2009-10

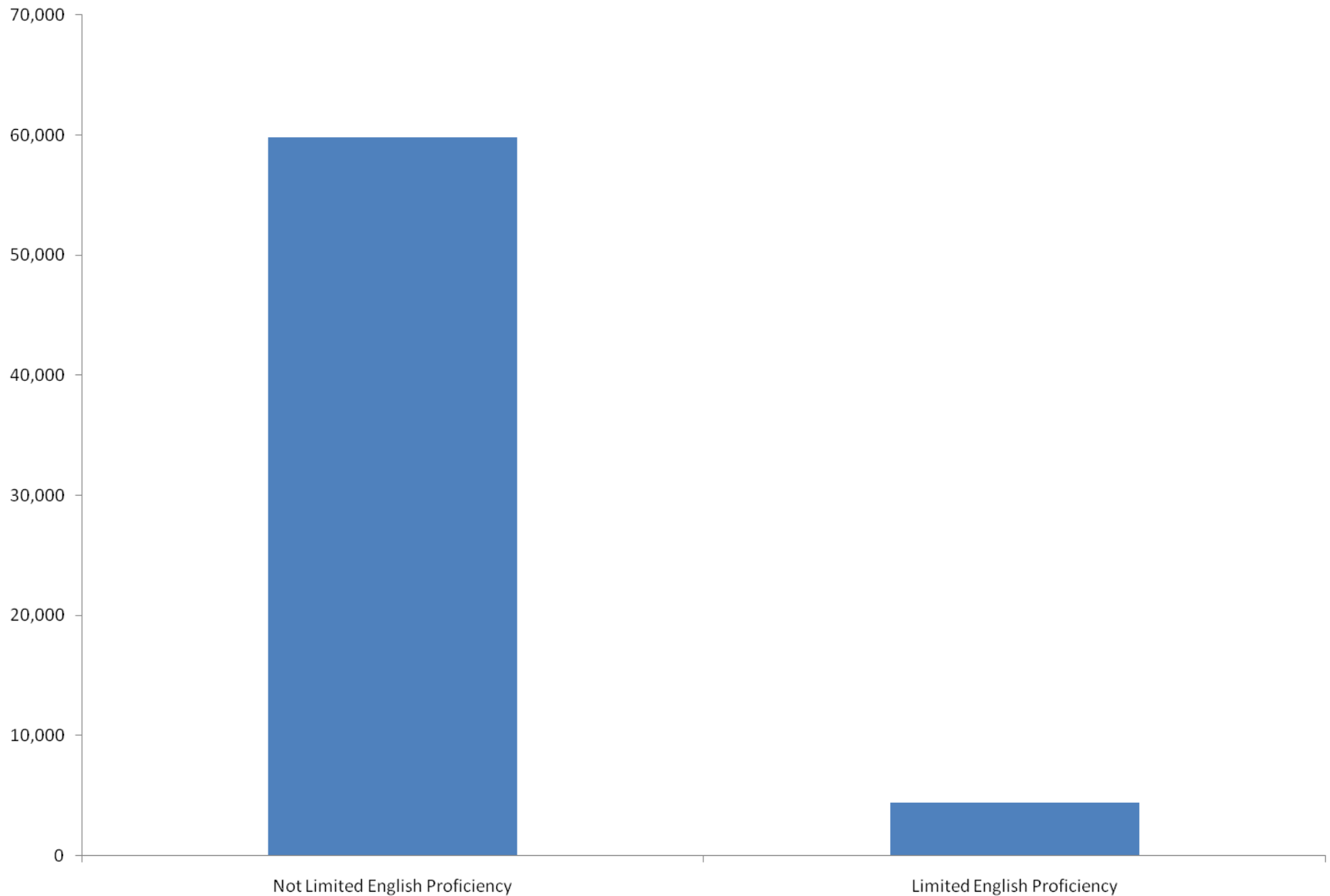
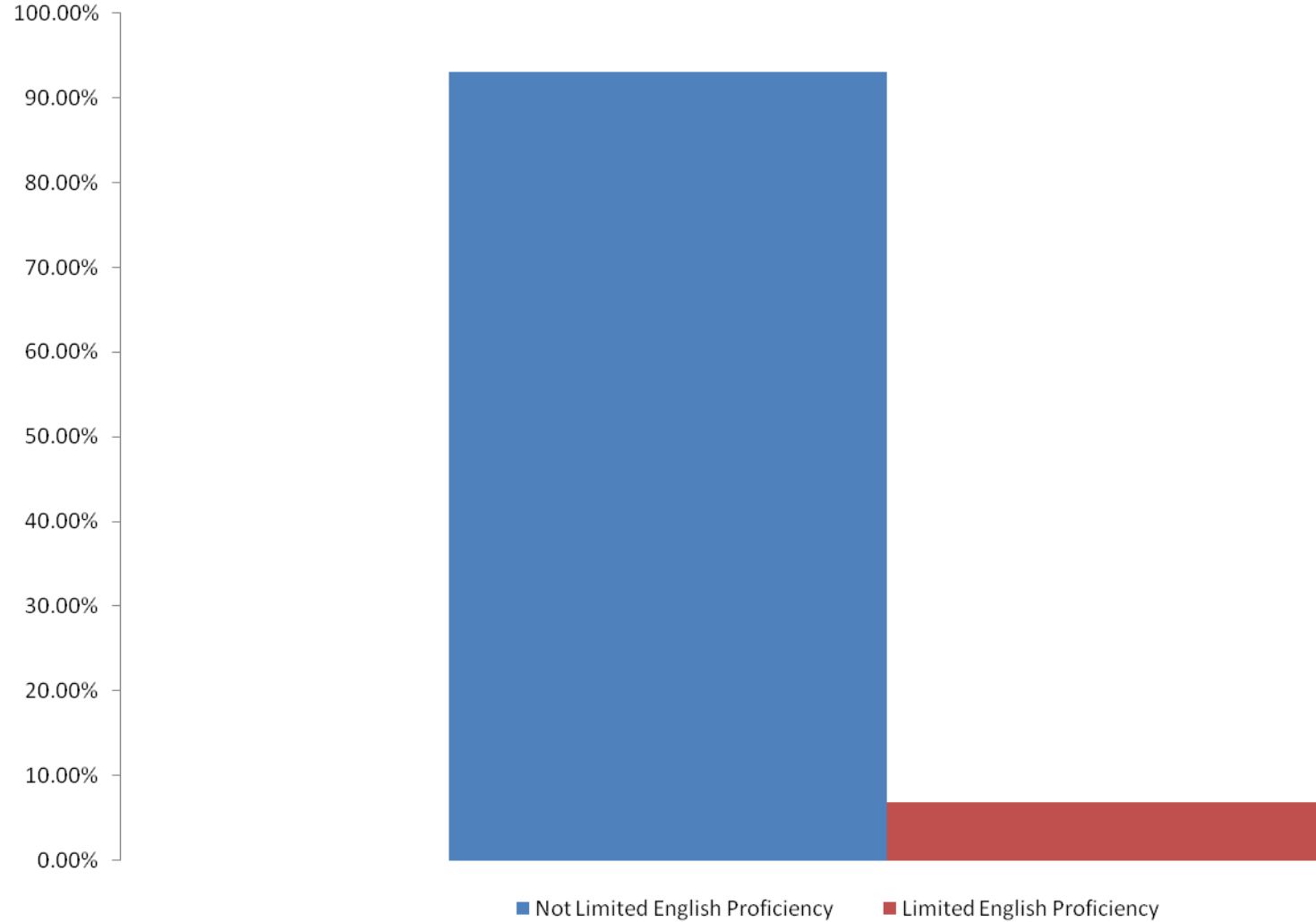


Figure 29. LEP-Status of Offenders (by precent reported) 2009-10



DISCIPLINARY ACTIONS TAKEN: SCHOOL YEAR 2009-2010

Disciplinary incidents are categorized by 1 of 10 different disciplinary actions taken. Table 15 shows 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 (84 percent 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
Missing	81	0.1%
Administrative transfer	223	0.4%
Exclusion from the school setting (exclusions only through current year)	26	0.0%
Expulsion from the school setting	264	0.4%
In-school suspension	8,453	13.5%
No school response	680	1.1%
Offender requested to transfer to another district	65	0.1%
Offender requested to transfer within district	27	0.0%
Offender withdrew from school	155	0.2%
Out-of-school suspension	52,652	84.0%
Removal by hearing officer on determination of likely injury	3	0.0%
Unilateral removal to an alternative educational setting	22	0.0%
Total	62,651	100.0%
Total unique is 62,285.		

Figure 30. Disciplinary Action Taken (by number reported) 2009-10

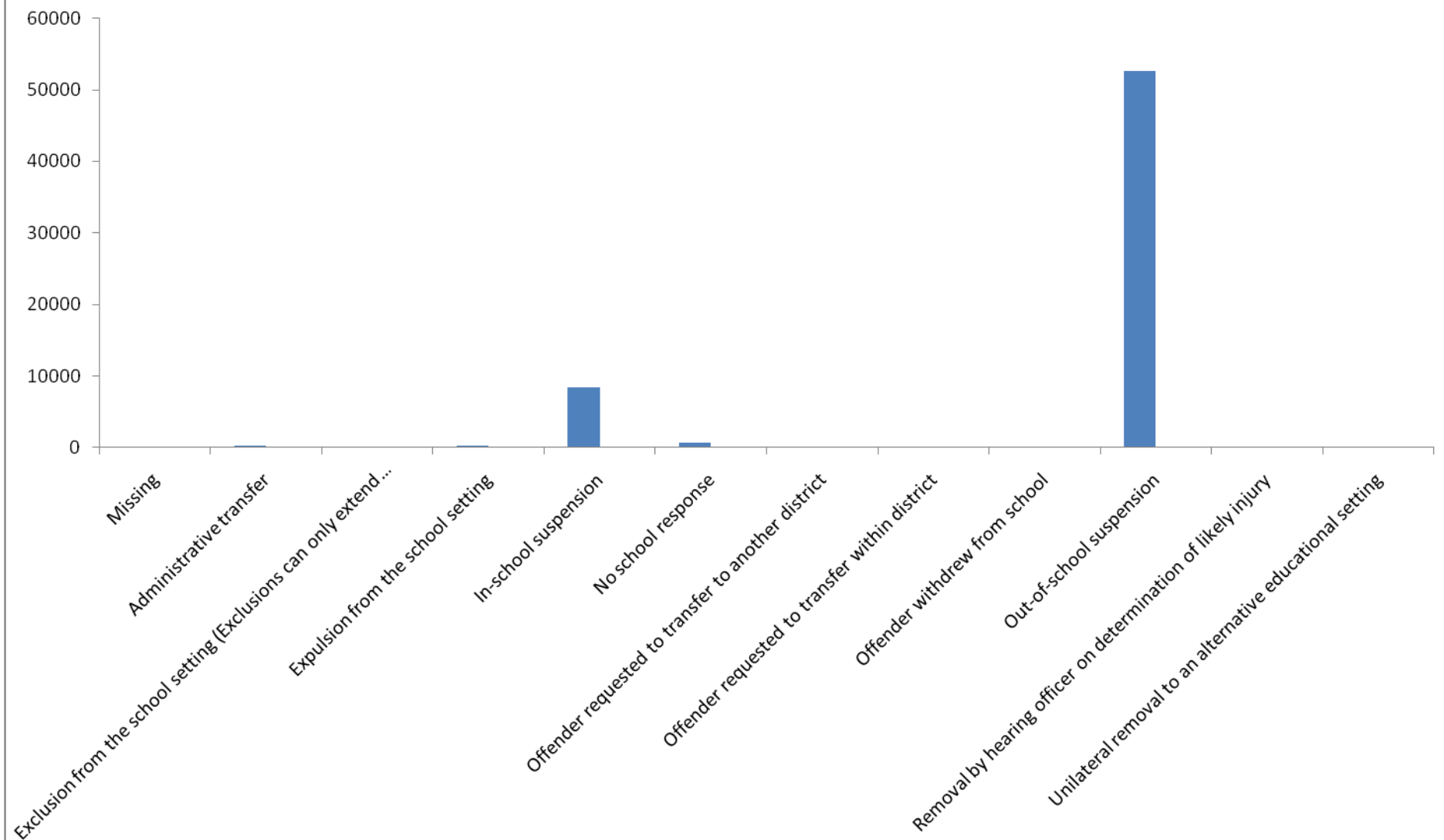
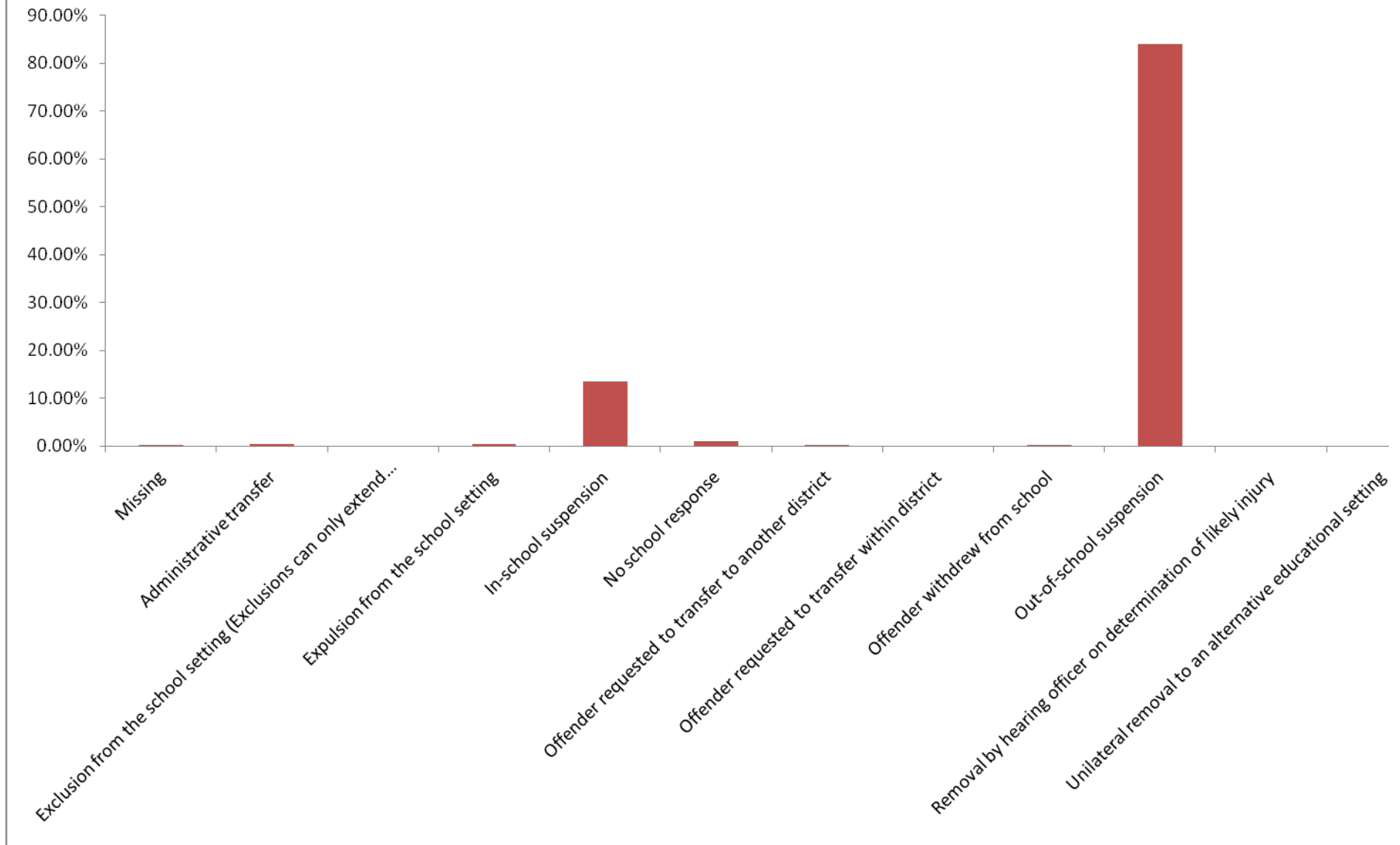


Figure 31. Disciplinary Actions Taken (by percent reported) 2009-10



TOTAL NUMBER OF DAYS SUSPENDED/OUT OF SCHOOL: SCHOOL YEAR 2009-2010

The DIRS dataset also includes information from LEAs about how many days students were suspended or out of school. Table 16 shows 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	Frequency	Number
MEAN (same as AVERAGE)	2.55	2.55
MEDIAN	2.00	2.00
MODE	1	1
TOTAL (same as SUM)	110,033.40	110,033.40

APPENDIX A: MINNESOTA STATUTES Section 121A.06

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

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

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

Subdivision 1. Definitions. As used in this section:

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

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

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

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

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

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

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