



**Dangerous Weapons  
and  
Disciplinary  
Incidents**

**School Year 2004-05**

**April 2006**

**FY 2006  
Report  
To the  
Legislature**

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

**COMMISSIONER:**

**Alice Seagren**

**Dangerous  
Weapons and  
Disciplinary  
Incidents**

**School Year  
2004-05**

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Report  
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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 \$1071.51.

## 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 2004-2005 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 assault, followed by fighting, other major offenses, and threat or intimidation.
- Almost all reported incidents occur during school hours.
- Most incidents occur in the classroom, or other indoor area, followed by the hallway.
- Although most incidents do NOT involve weapons, when a weapon is involved, the most common weapon type is a knife, followed by other weapons
- Most incidents do not involve victims.
- Male offenders commit just over 70% of incidents.
- The majority of offenders are White, Non-Hispanic, followed by Black, Non-Hispanic.
- Most offenders are clustered in the following grades: seventh, eighth, ninth, tenth, and eleventh.
- 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 40% of the disciplinary incidents.
- The majority of incidents in the DIRS dataset result in out-of-school suspensions.

As a result of new 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 new web-based reporting system for disciplinary incidents—the Disciplinary Incident Reporting System (DIRS). This new system was in use for the 2004-2005 school year, and 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:

<http://education.state.mn.us/DisciplinaryIncident/login.do>.

## INTRODUCTION

Each year Minnesota LEAs 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 2004-2005 school year, LEAs submitted reports electronically through the Minnesota Department of Education's Disciplinary Incident Reporting System (DIRS), a web-based reporting system. *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 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. 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 not provided on-going, consistent technical assistance or training to districts to support entry of data into the DIRS system. Further, MDE has not provided much guidance to districts regarding uniformity of data beyond the HELP assistance provided through the electronic system and information provided by MDE staff to constituent groups such as Special Education and Safe and Drug-Free Schools Coordinators.

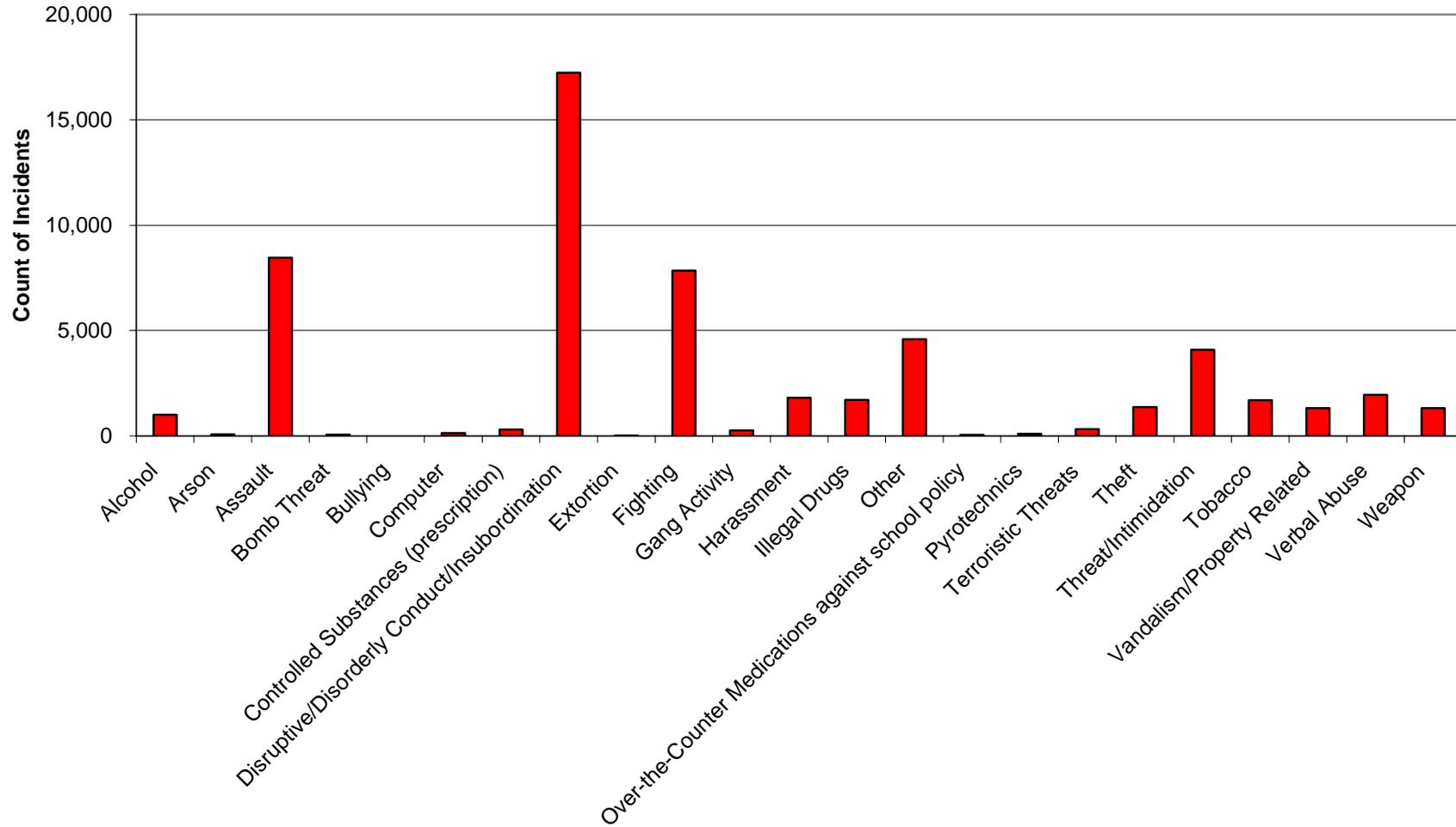
## TYPE OF DISCIPLINARY INCIDENTS

Disciplinary incidents are categorized into one of 25 different types. Included below in Table 1 are the frequencies and percentages of disciplinary incidents by type for each school year included in this report. Incidents of “disruptive, disorderly conduct or insubordination” and “assault,” are the most common, followed by “fighting,” “other major offenses,” and “threat and intimidation” incidents. Figures 1 and 2 represent graphic illustrations of Table 1, using frequency of incidents and percent of incidents, respectively.

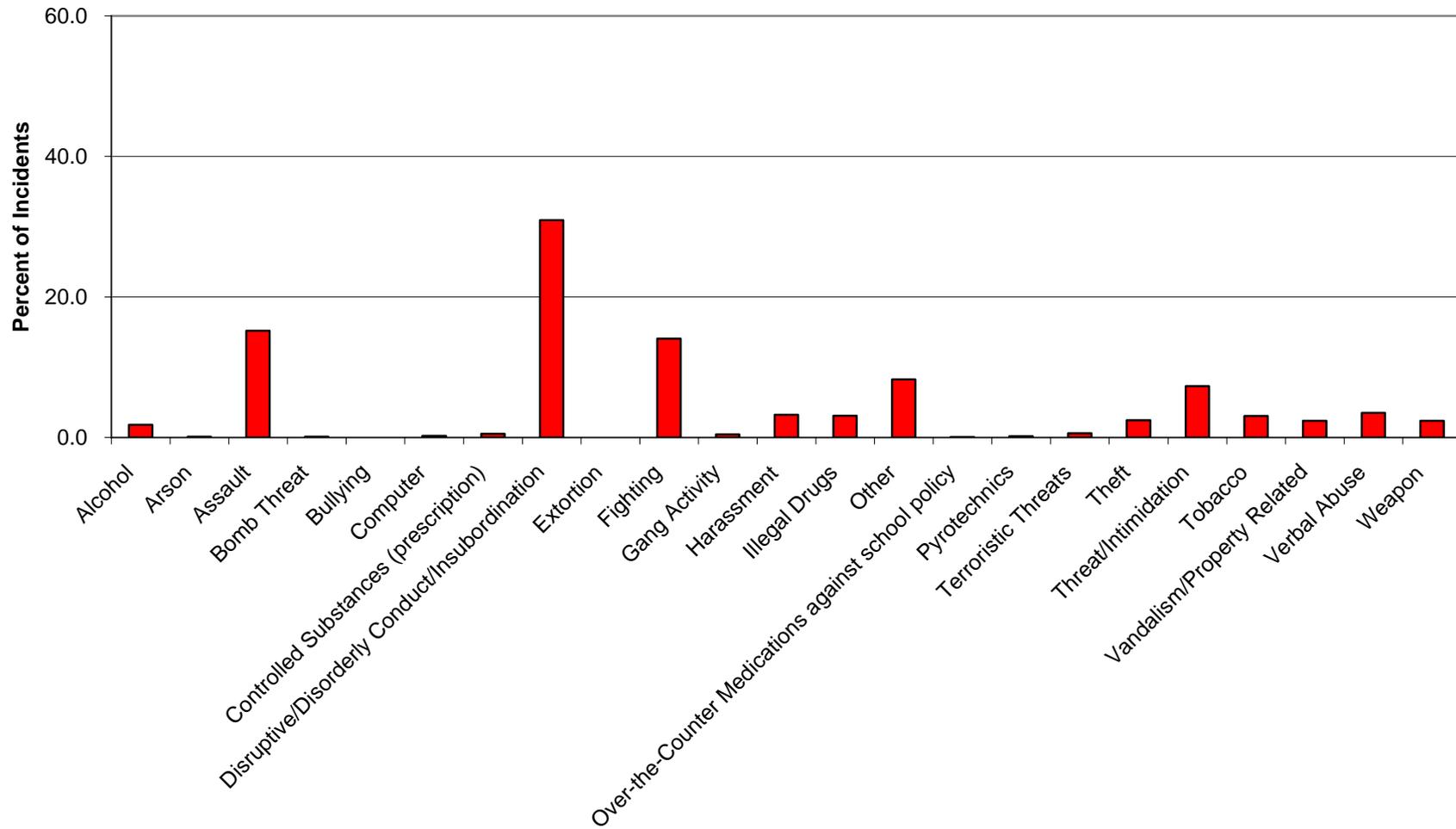
**TABLE 1. Type of Disciplinary Incident**

Incident Category	Frequency	Percent
Alcohol	1,007	1.8
Attendance	0	0.0
Arson	72	0.1
Assault	8,464	15.2
Bomb	0	0.0
Bomb Threat	64	0.1
Bullying	1	0.0
Computer	133	0.2
Controlled Substances (prescription)	296	0.5
Disruptive/Disorderly Conduct/Insubordination	17,238	30.9
Extortion	9	0.0
Fighting	7,841	14.1
Gang Activity	259	0.5
Harassment	1,810	3.2
Illegal Drugs	1,714	3.1
Other	4,593	8.2
Over-the-Counter Medications against school policy	50	0.1
Pyrotechnics	106	0.2
Terroristic Threats	333	0.6
Theft	1,373	2.5
Threat/Intimidation	4,085	7.3
Tobacco	1,697	3.0
Vandalism/Property Related	1,316	2.4
Verbal Abuse	1,949	3.5
Weapon	1,322	2.4
<b>TOTAL</b>	<b>58,912</b>	<b>100%</b>

**FIGURE 1. Type of Disciplinary Incident (Number)  
2004-05 School Year**



**FIGURE 2. Types of Disciplinary Incident (Percent)  
2004-2005 School Year**



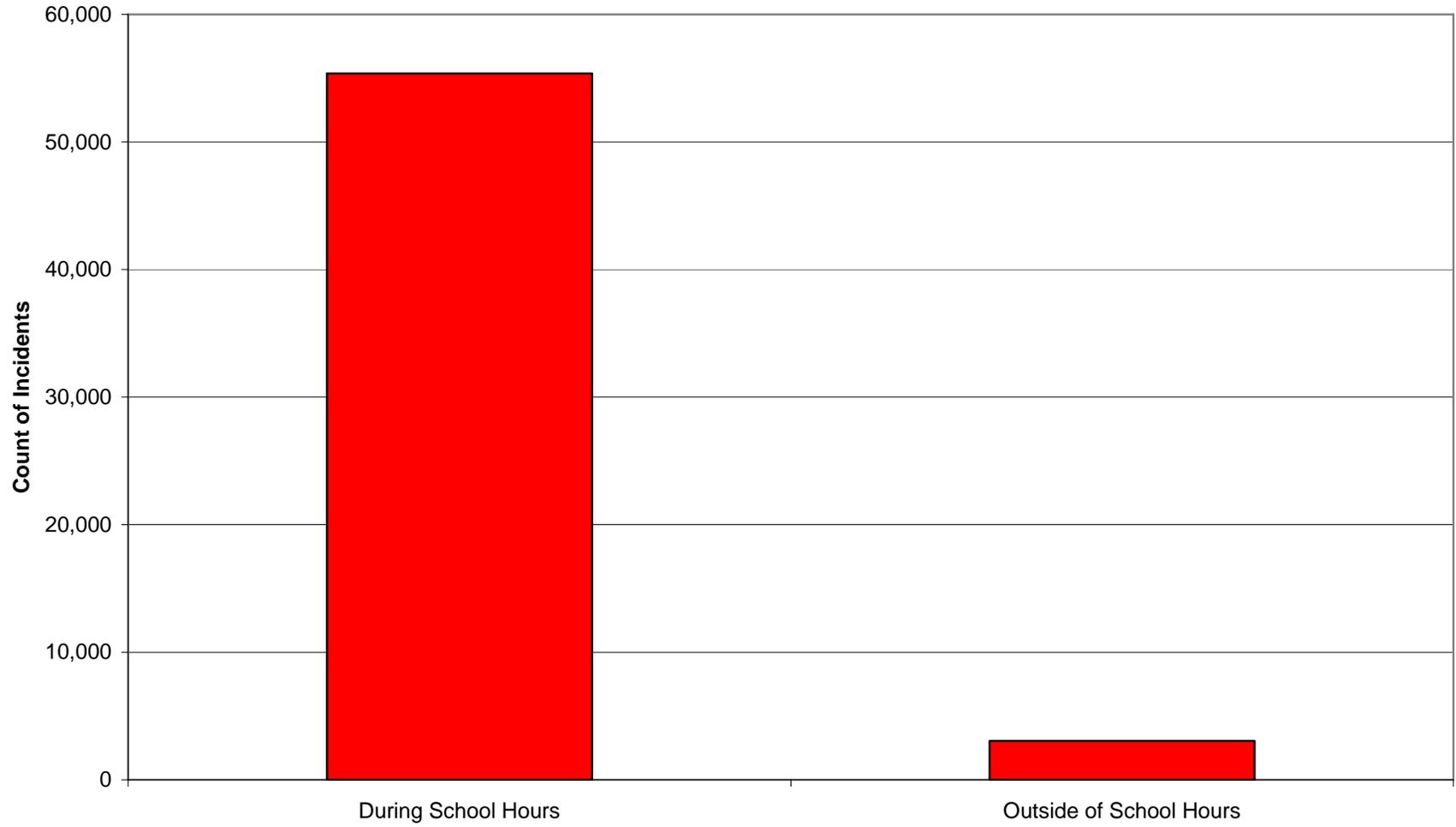
## TIME OF DISCIPLINARY INCIDENTS

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 for the 2004-2005 school year. 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.

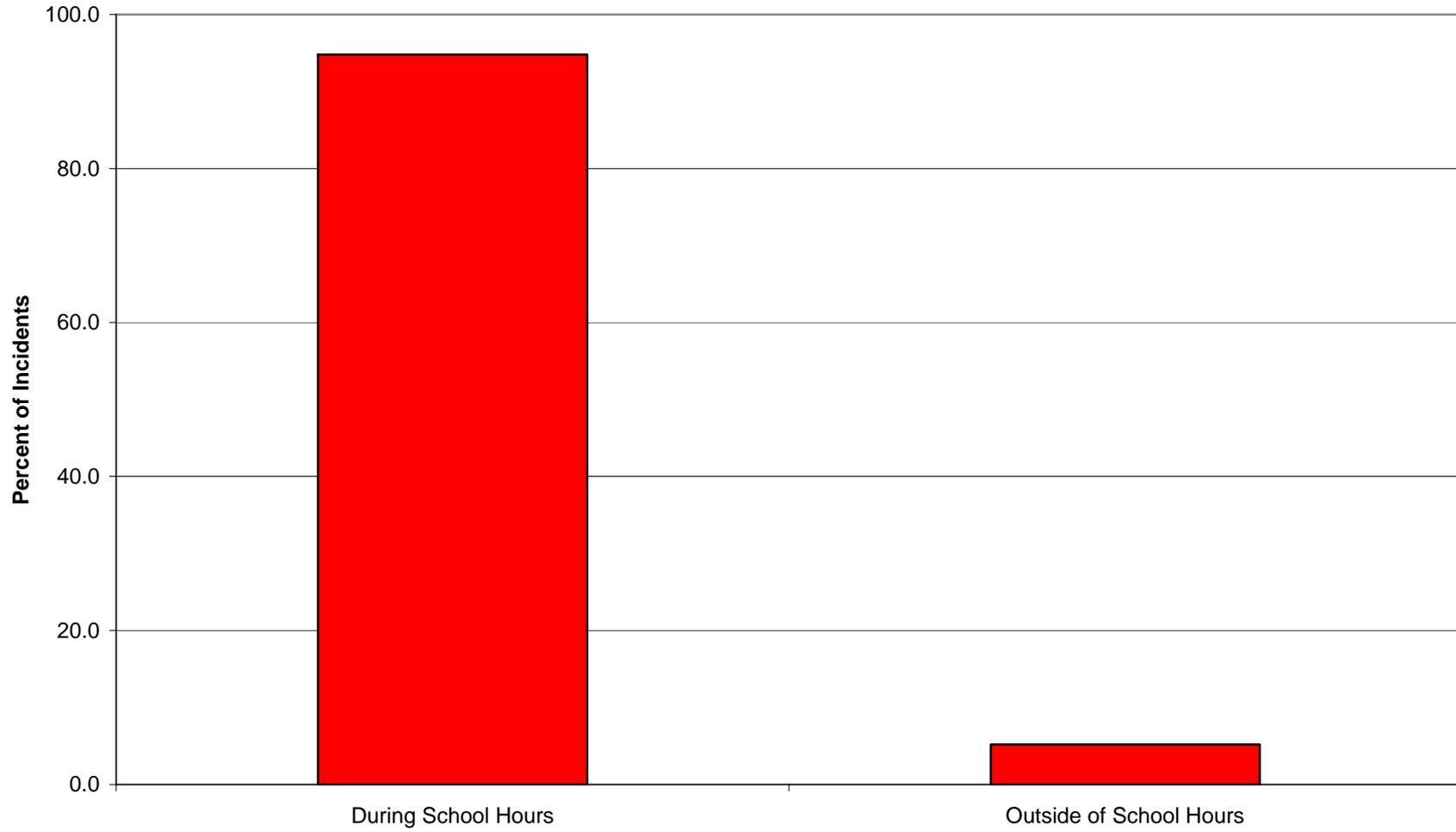
**TABLE 2. Time of Incident**

<b>Time of Incident</b>	<b>Frequency</b>	<b>Percent</b>
During School Hours	55,368	94.8
Outside of School Hours	3,042	5.2
<b>TOTAL</b>	<b>58,410</b>	<b>100%</b>

**FIGURE 3. Time of Incidents (Number)**  
**2004-2005 School Year**



**FIGURE 4. Time of Incident (Percent)  
2004-2005 School Year**



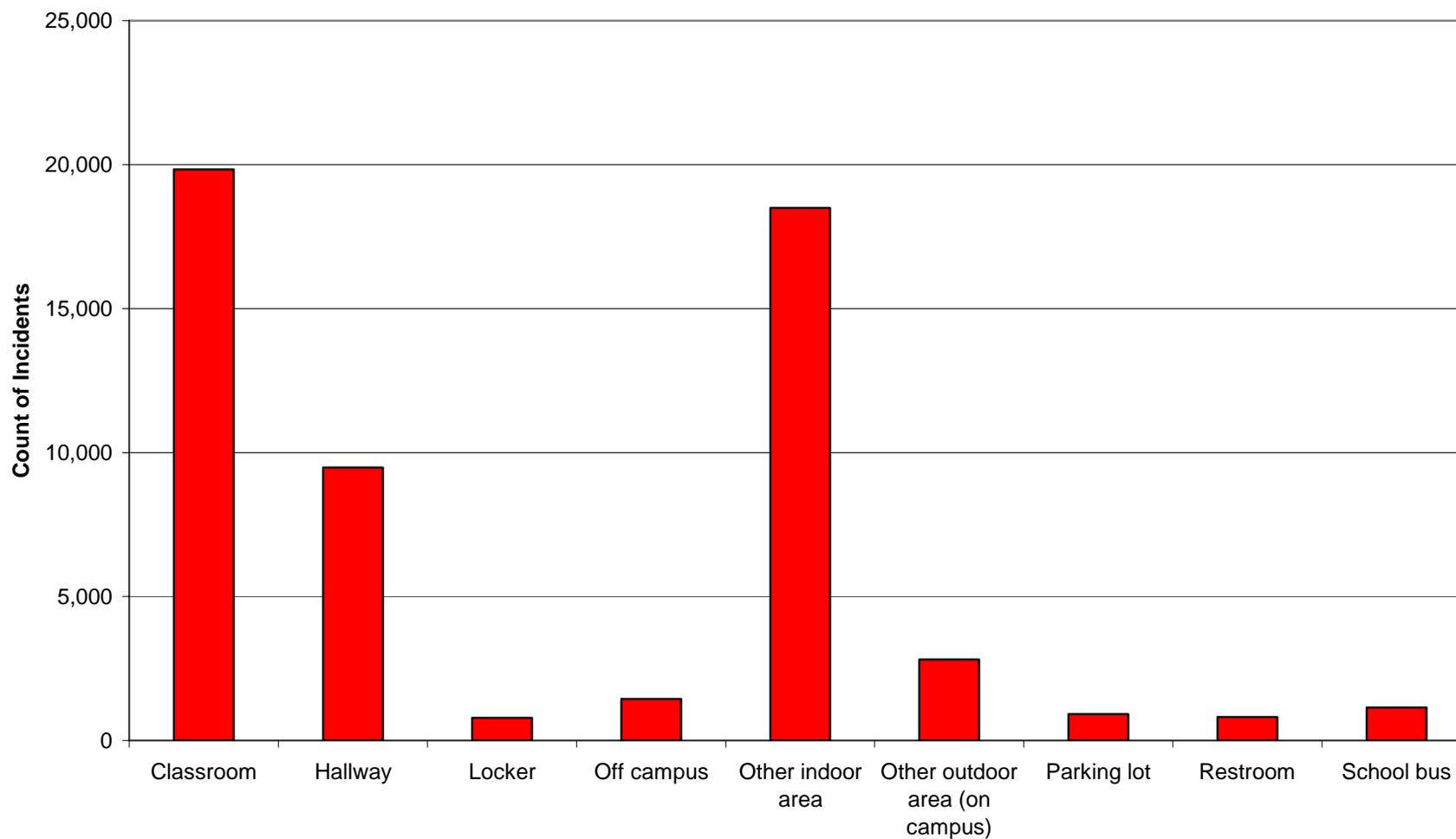
## LOCATION OF DISCIPLINARY INCIDENTS

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 inside areas” 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.

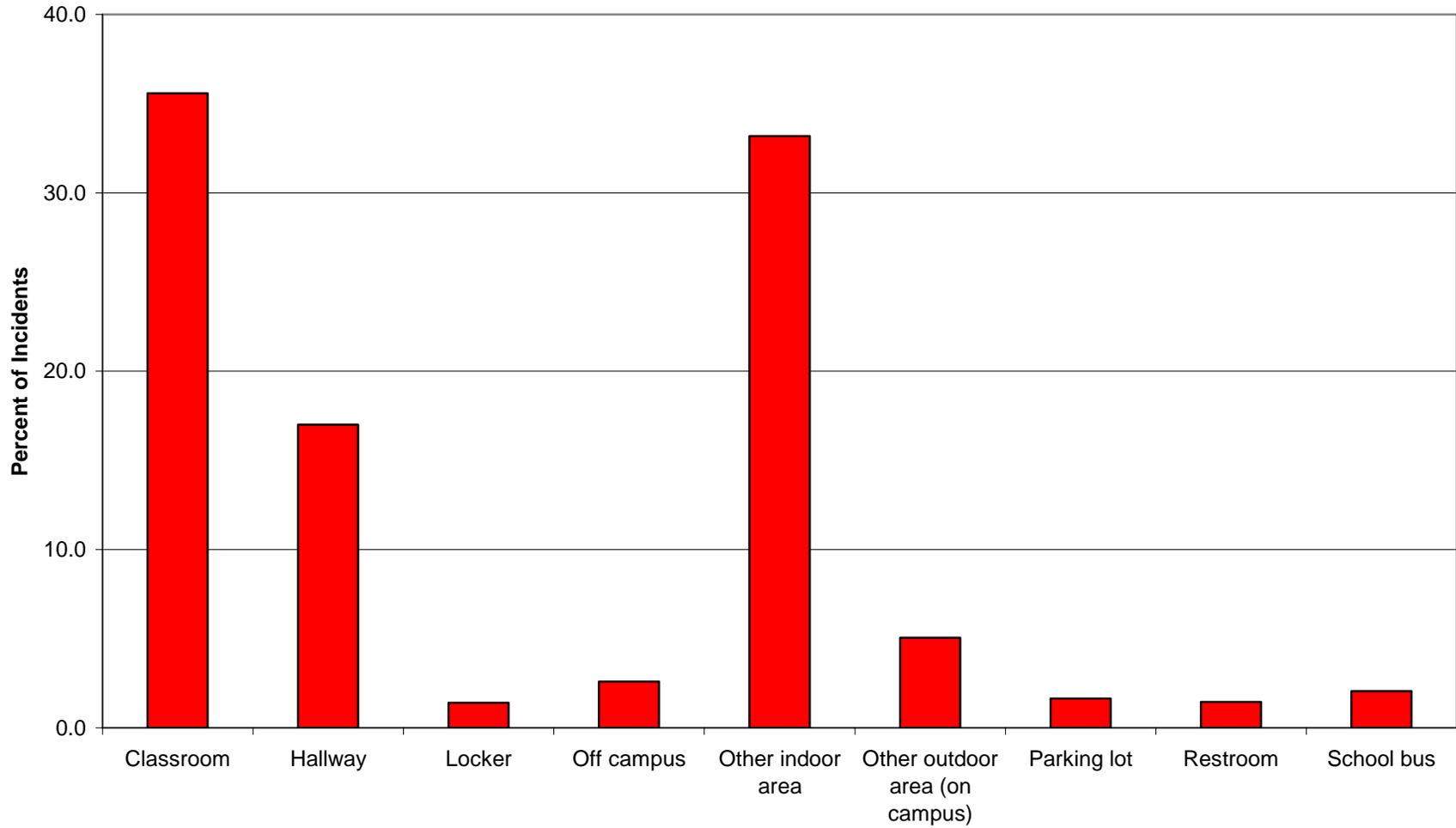
**TABLE 3. Location of Incident**

<b>Location</b>	<b>Frequency</b>	<b>Percent</b>
Classroom	19,833	35.6
Hallway	9,476	17.0
Locker	789	1.4
Off campus	1,444	2.6
Other indoor area	18,494	33.2
Other outdoor area (on campus)	2,816	5.1
Parking lot	916	1.6
Restroom	813	1.5
School bus	1,152	2.1
<b>TOTAL</b>	<b>58,912</b>	<b>100%</b>

**FIGURE 5. Location of Incidents (Number)  
2004-2005 School Year**



**FIGURE 6. Location of Incident (Percent)  
2004-2005 School Year**



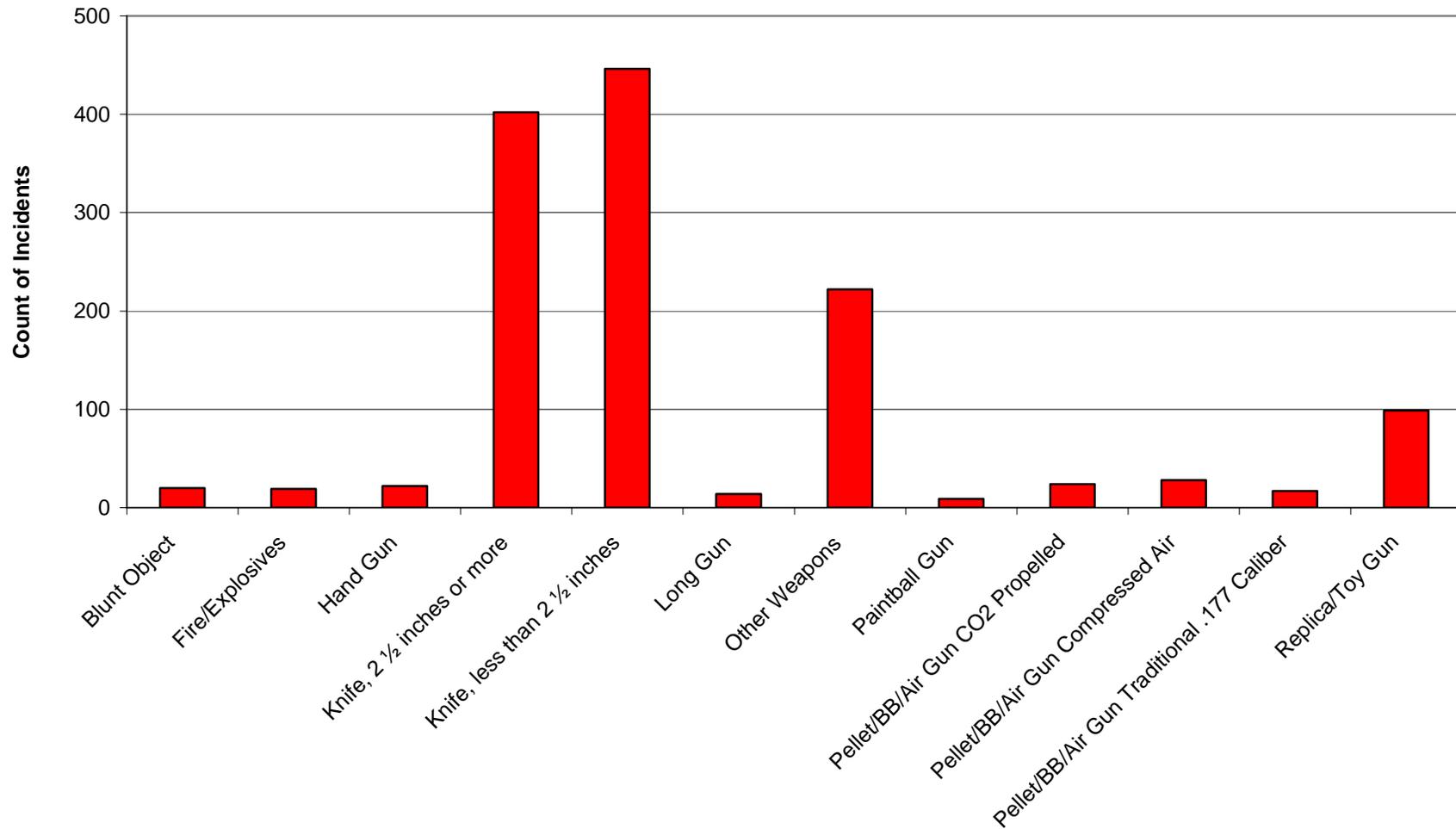
## INVOLVEMENT OF WEAPONS IN DISCIPLINARY INCIDENTS

If disciplinary incidents involve weapons, the weapons are categorized into one of twelve 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 consist of only 2.4% of all incidents (see Table 1 and Figures 1 and 2), when weapons are involved, “knives, less than 2 ½ inches” and “knives, 2 ½ inches or more” are the most common, followed by “other weapons.” Figures 7 and 8 represent graphic illustrations of Table 4, using frequency of incidents and percent of incidents, respectively.

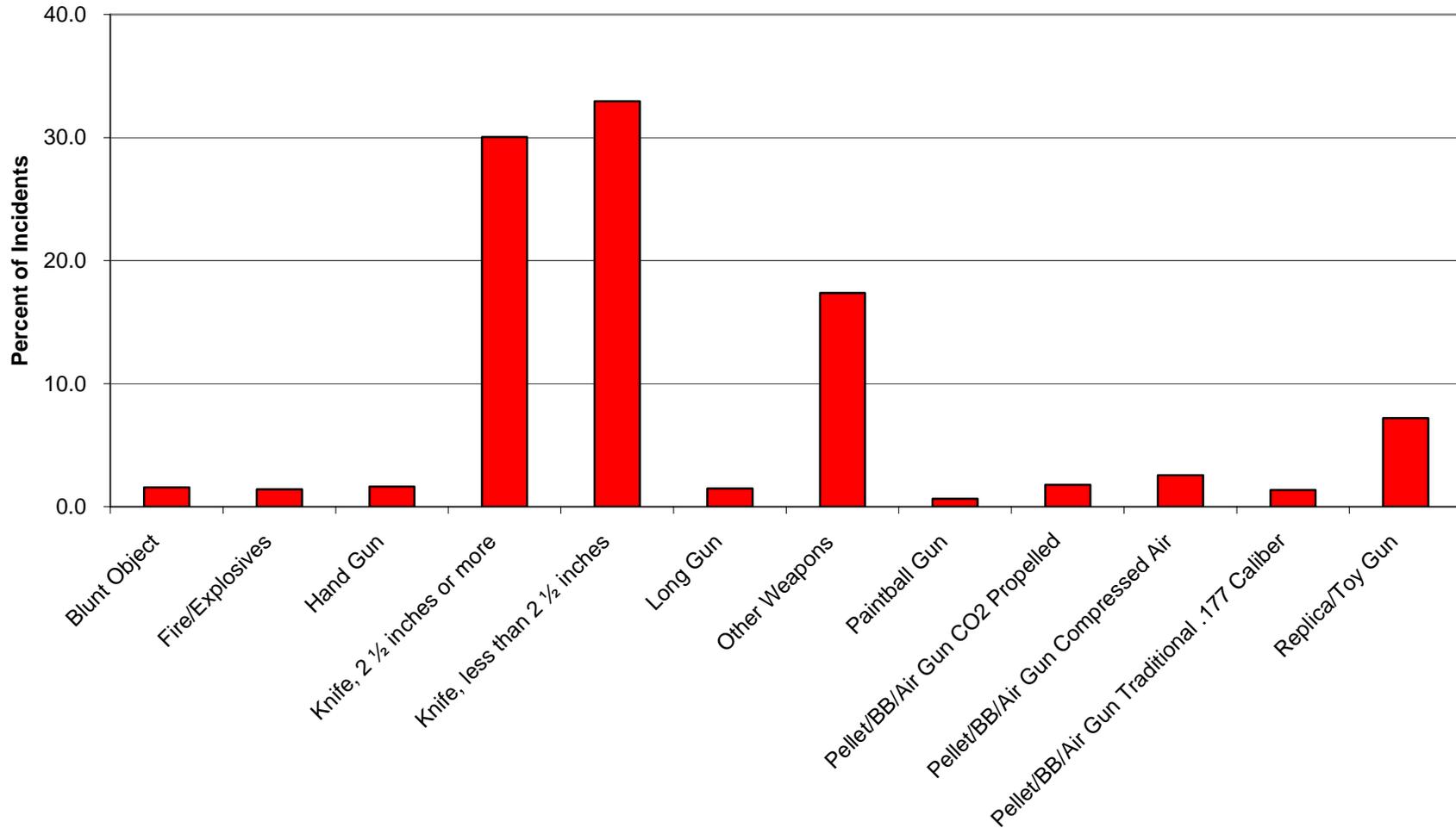
**TABLE 4. Involvement of Weapon in Incident**

<b>Type of Weapon</b>	<b>Frequency</b>	<b>Percent</b>
Blunt Object	20	1.6
Fire/Explosives	19	1.4
Hand Gun	22	1.6
Knife, 2 ½ inches or more	402	30.0
Knife, less than 2 ½ inches	446	33.0
Long Gun	14	1.5
Other Weapons	222	17.4
Paintball Gun	9	0.6
Pellet/BB/Air Gun CO2 Propelled	24	1.8
Pellet/BB/Air Gun Compressed Air	28	2.6
Pellet/BB/Air Gun Traditional .177 Caliber	17	1.4
Replica/Toy Gun	99	7.2
<b>TOTAL</b>	<b>1405</b>	<b>100%</b>

**FIGURE 7. Involvement of Weapon (Number)  
2004-2005 School Year**



**FIGURE 8. Involvement of Weapon (Percent)  
2004-2005 School Year**



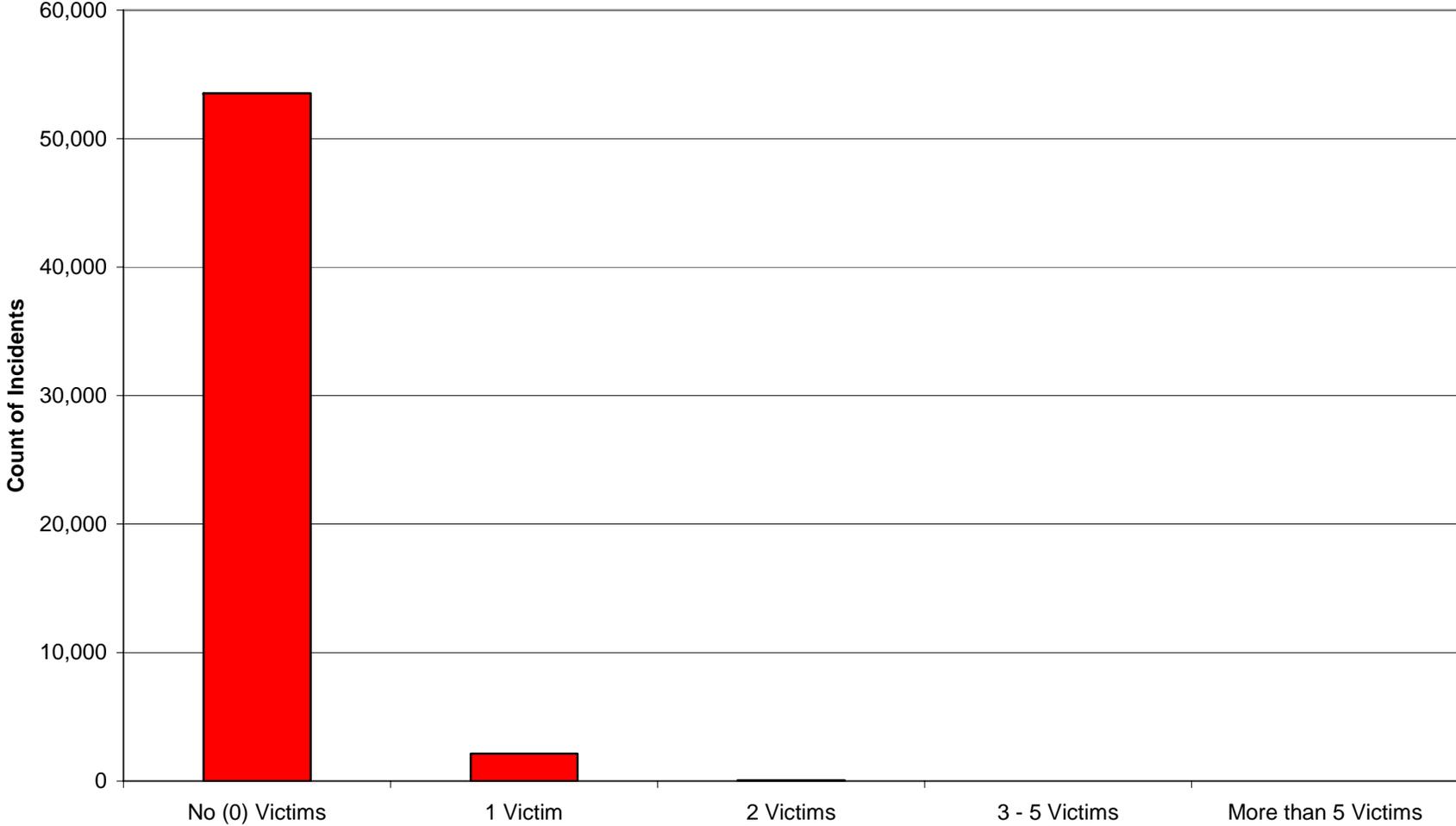
## NUMBER OF VICTIMS INVOLVED IN INCIDENTS

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. Note that Table 5 includes a “Missing Data” row, which illustrates those cases where victim information was not included in the LEAs incident report. Figures 9 and 10 represent graphic illustrations of Table 5, using frequency of incidents and percent of incidents, respectively.

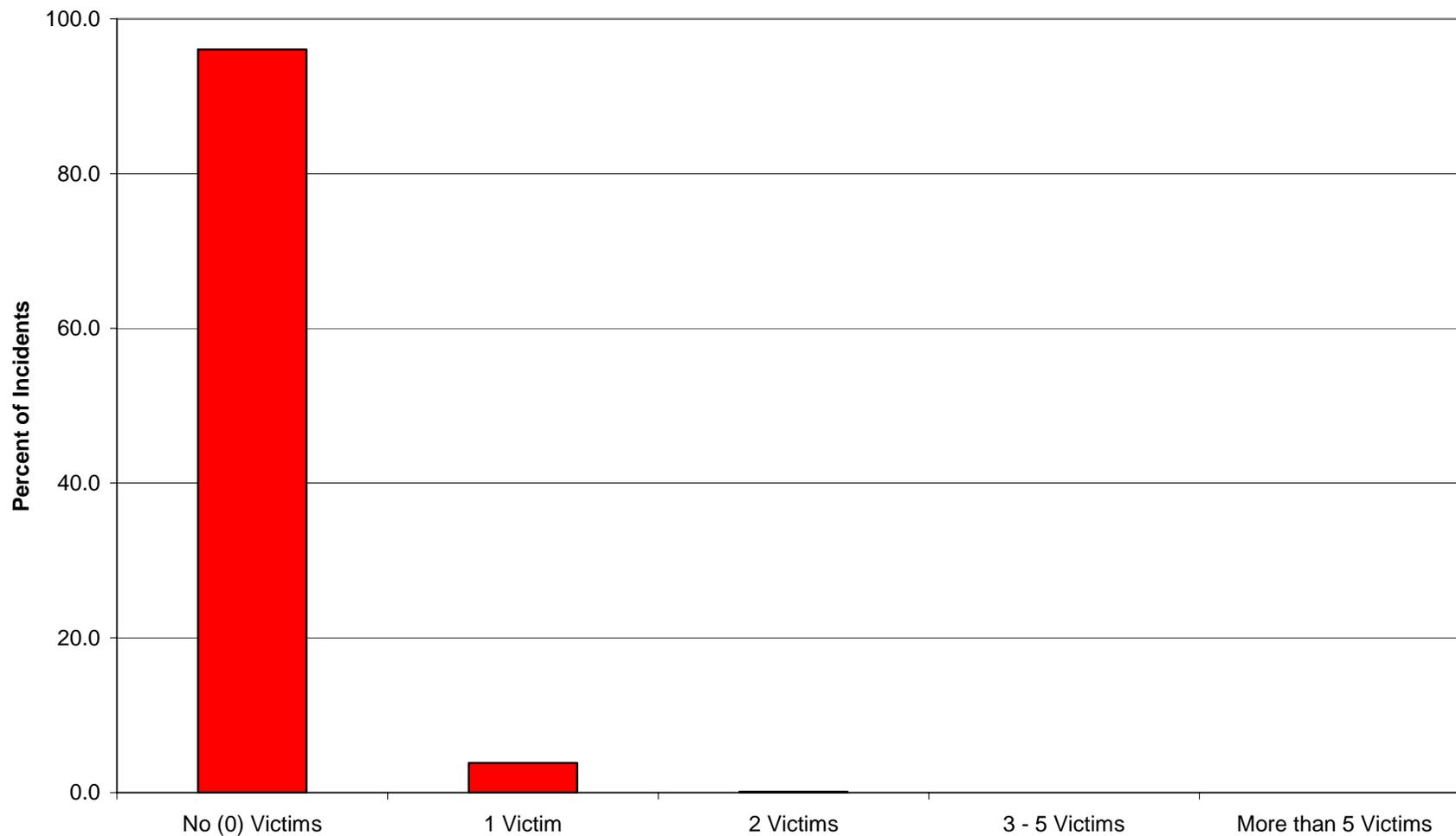
**TABLE 5. Number of Victims Involved**

<b>Number of Victims</b>	<b>Frequency</b>	<b>Percent</b>
No (0) Victims	53,531	96.0
1 Victim	2,125	3.8
2 Victims	66	0.1
3 - 5 Victims	9	0.0
More than 5 Victims	2	0.0
<b>TOTAL</b>	<b>55,733</b>	<b>100%</b>
<i>Missing Data</i>	<i>3,179</i>	

**FIGURE 9. Number of Victims (Number)  
2004-2005 School Year**



**FIGURE 10. Number of Victims (Percent)  
2004-2005 School Year**



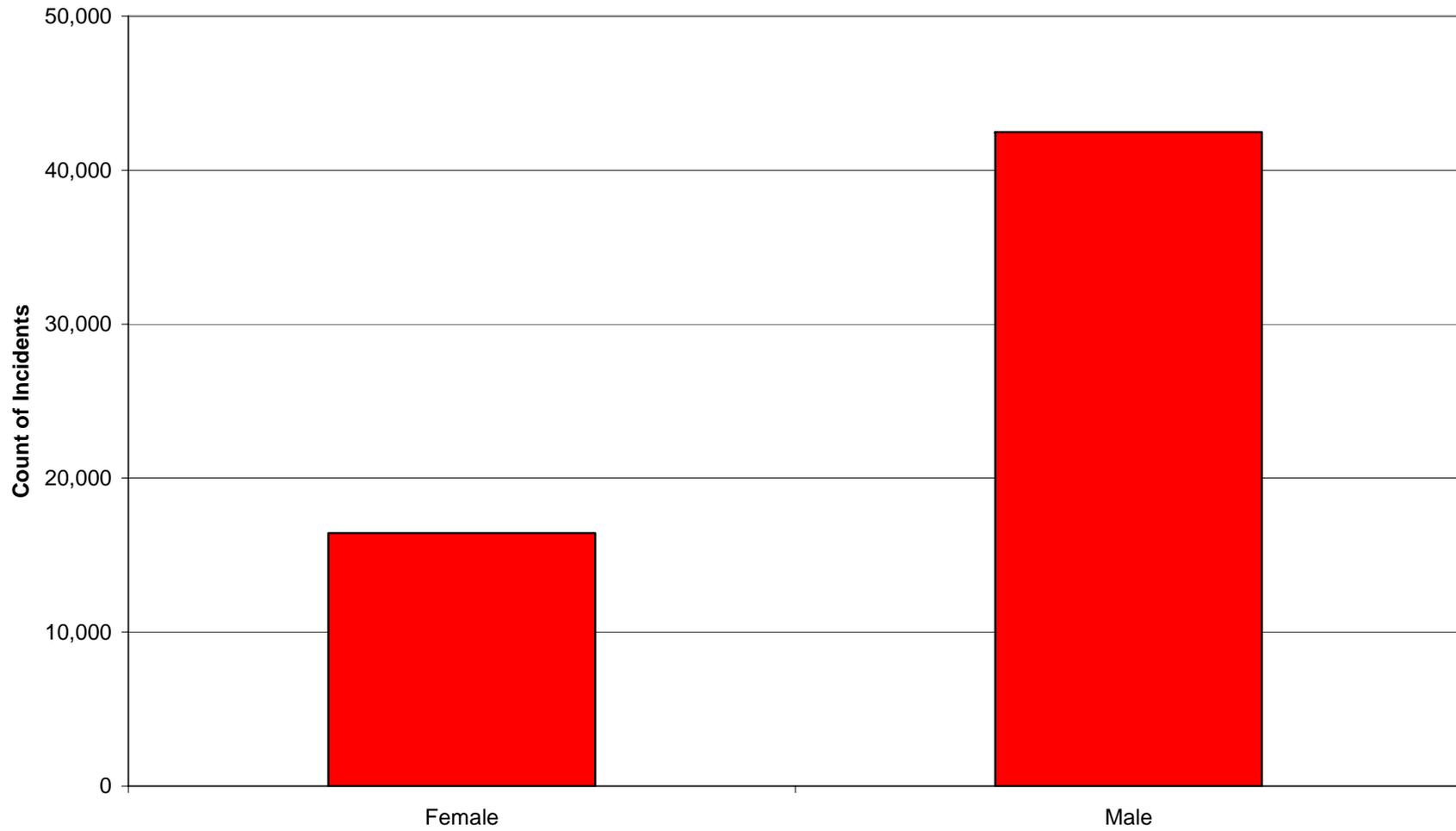
## GENDER OF OFFENDERS

Gender of offender is recorded for each disciplinary incident. Included below in Table 6 are the frequencies and percentages of disciplinary incidents by gender of offender for the 2004-2005 school year. The majority of offenders in the DIRS dataset are males. Figures 11 and 12 represent graphic illustrations of Table 6, using frequency of incidents and percent of incidents, respectively.

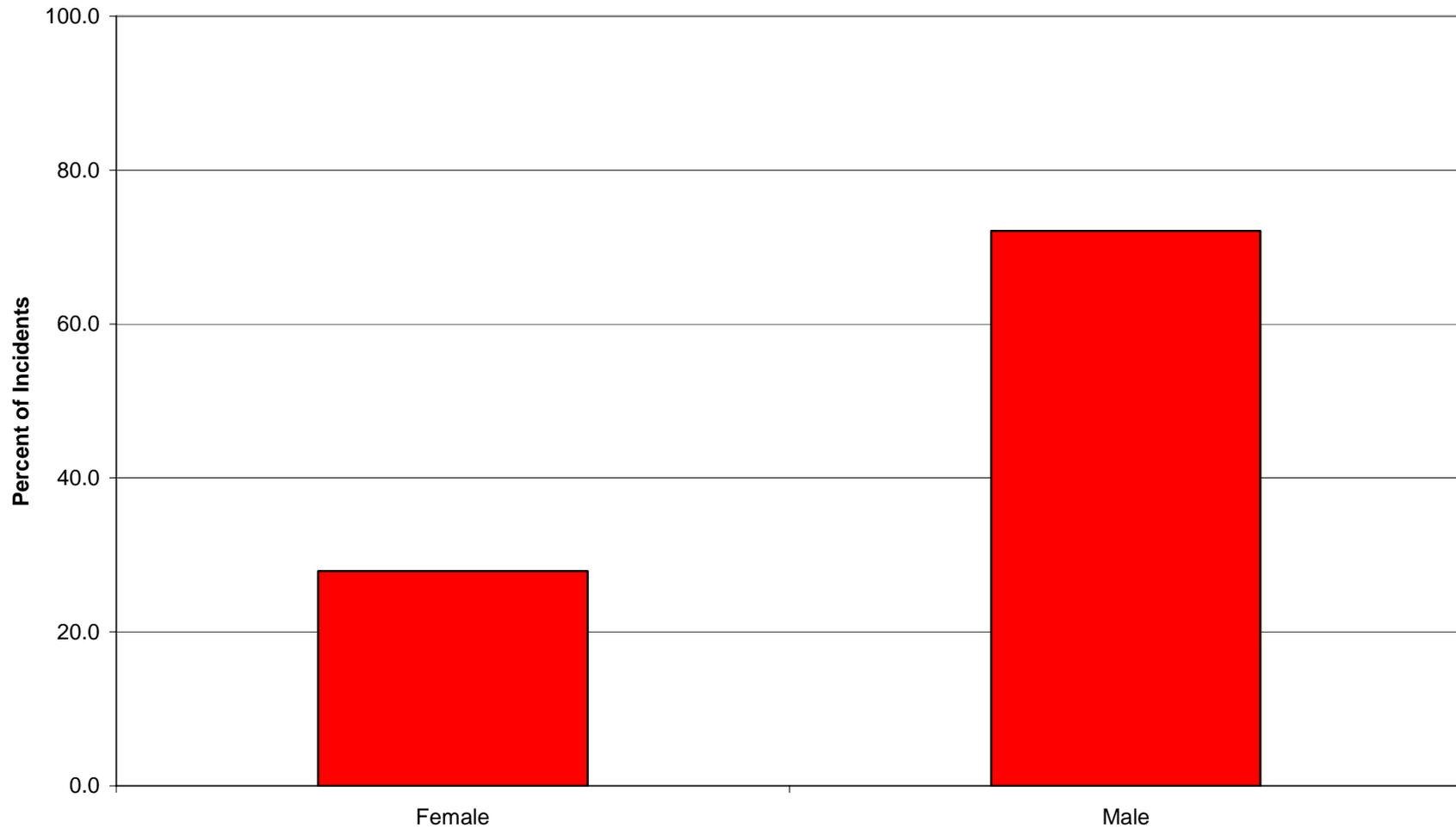
**TABLE 6. Gender of Offender**

<b>Gender</b>	<b>Frequency</b>	<b>Percent</b>
Female	16,431	27.9
Male	42,481	72.1
<b>TOTAL</b>	<b>58,912</b>	<b>100%</b>

**FIGURE 11. Gender of the Offender (Number)**  
**2004-2005 School Year**



**FIGURE 12. Gender of Offender (Percent)  
2004-2005 School Year**



## RACE/ETHNICITY OF OFFENDERS

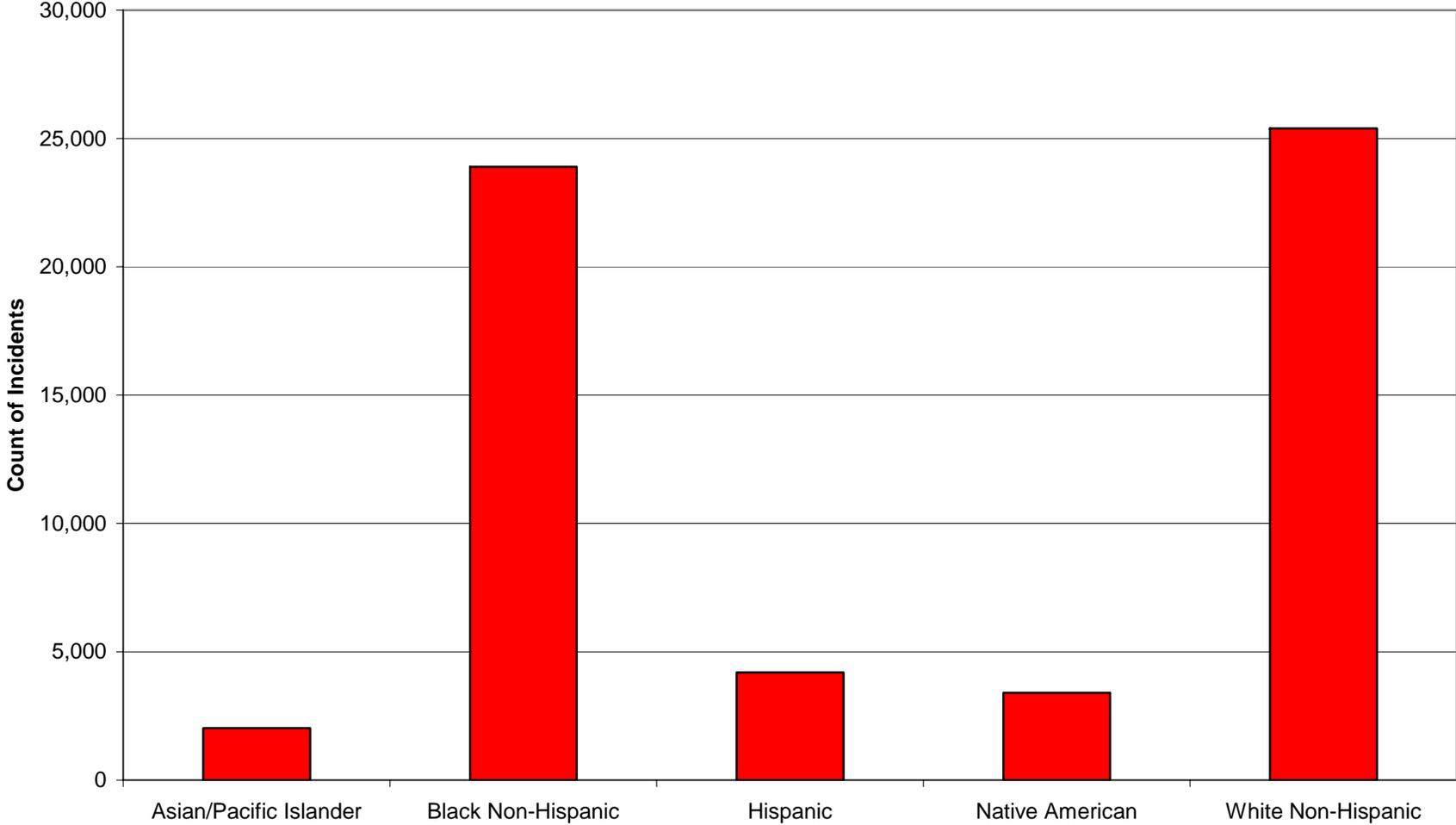
The race/ethnicity of the offender is recorded for each disciplinary incident. Included below in Table 7 are the frequencies and percentages of disciplinary incidents by race/ethnicity of offender for each school year included in this report. Note that school personnel enter DIRS data and these personnel may or may not verify the race/ethnicity of students directly with students themselves. The majority of offenders in the DIRS dataset are White, Non-Hispanic; followed by Black, Non-Hispanic. Figures 13 and 14 represent graphic illustrations of Table 7, using frequency of incidents and percent of incidents.

In 2004-2005, Minnesota student demographics, as cited by the MDE website, were as follows: American Indian or Alaskan Native: 2.1%; Asian or Pacific Islander: 5.5%; Hispanic: 5.0%; Black, Non-Hispanic: 8.2%; White, Non-Hispanic: 79.3%.

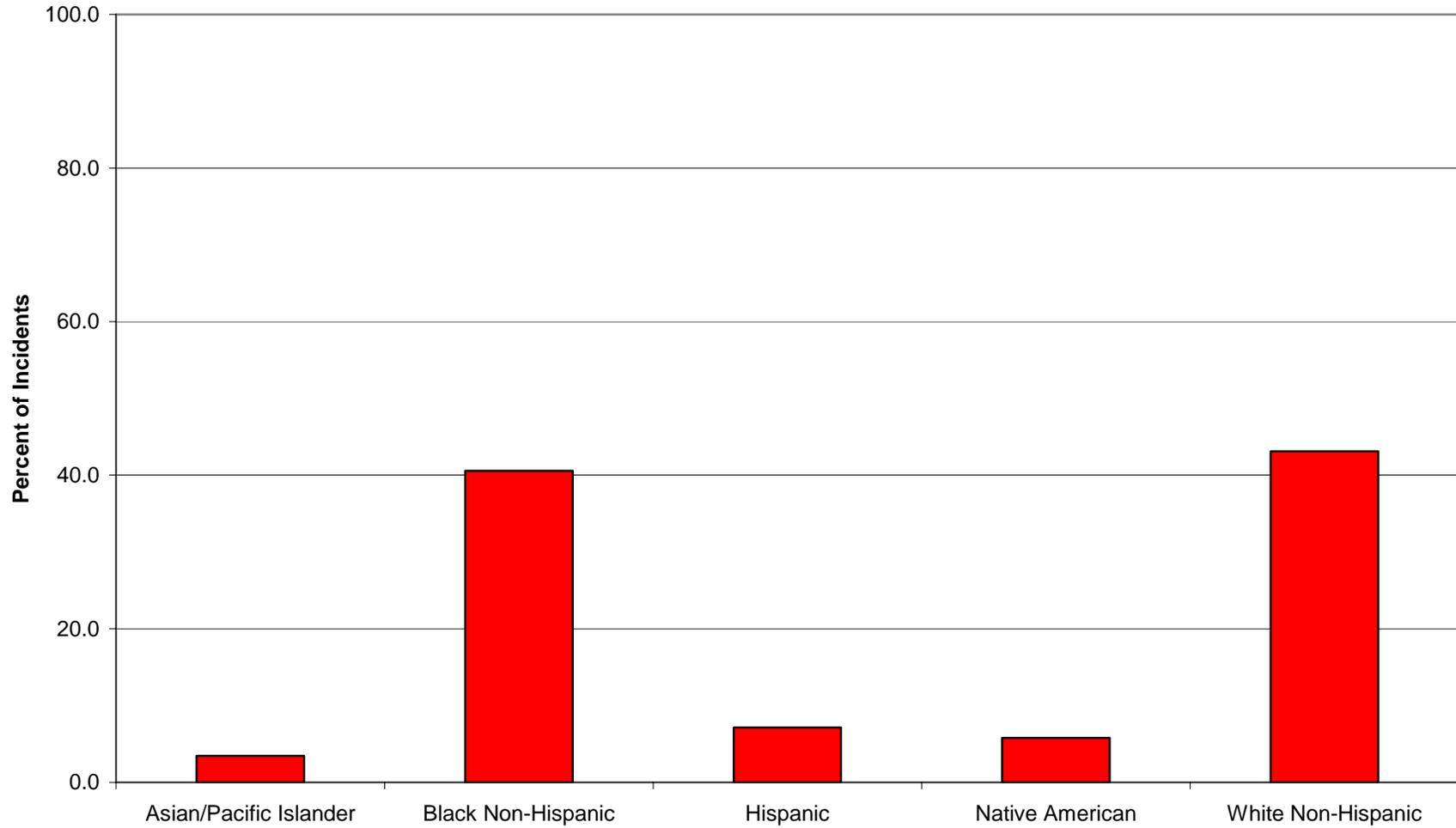
**TABLE 7. Race/Ethnicity of Offender**

<b>Race/Ethnicity</b>	<b>Frequency</b>	<b>Percent</b>
Asian/Pacific Islander	2,028	3.4
Black Non-Hispanic	23,899	40.6
Hispanic	4,191	7.1
Native American	3,402	5.8
White Non-Hispanic	25,392	43.1
<b>TOTAL</b>	<b>58,912</b>	<b>100%</b>

**FIGURE 13. Race and Ethnicity of the Offender (Number)  
2004-2005 School Year**



**FIGURE 14. Race/Ethnicity of Offender (Percent)  
2004-2005 School Year**



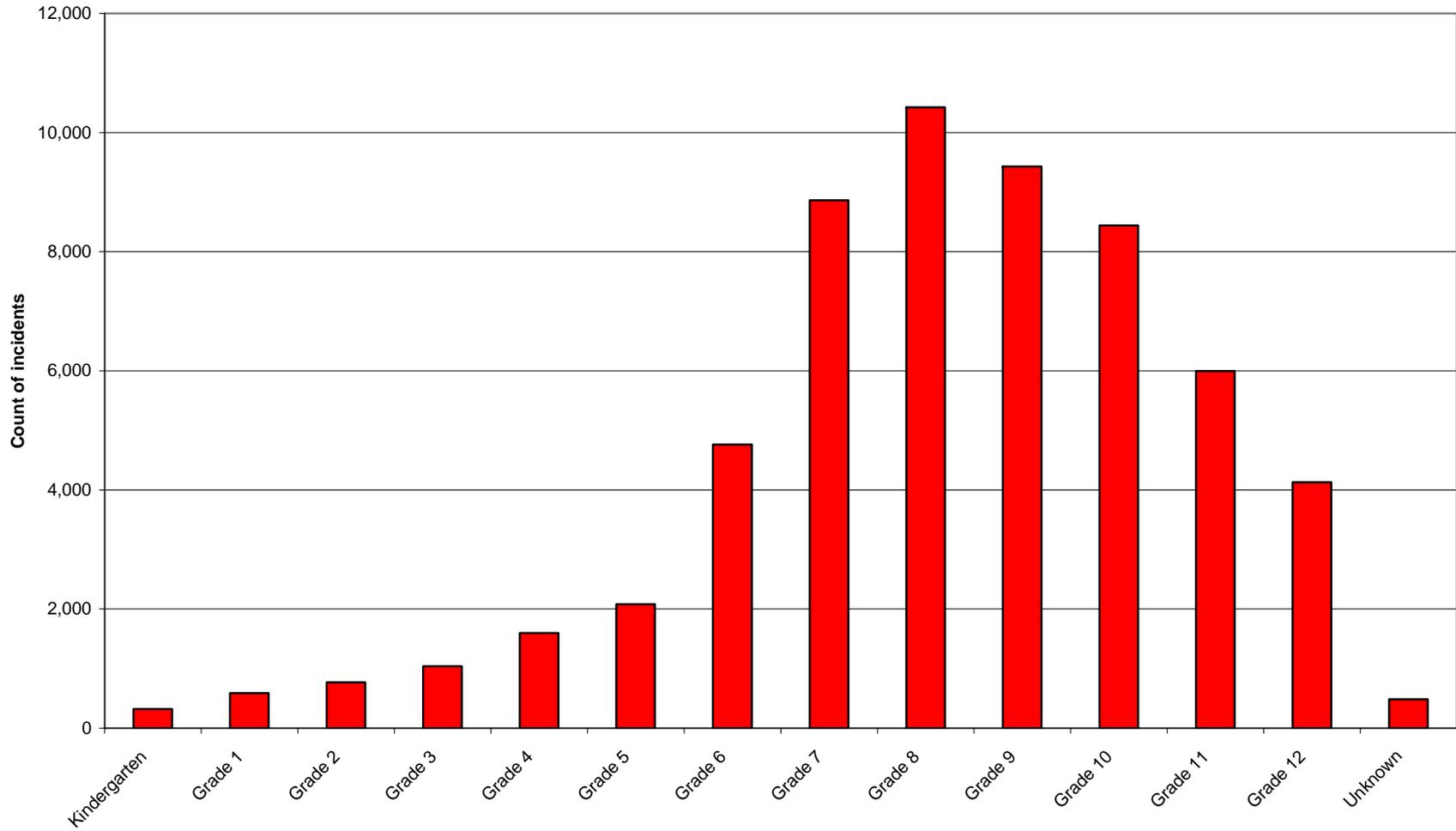
## GRADE OF OFFENDERS

Grade of offender is recorded for each disciplinary incident. Included below in Table 8 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 are clustered around seventh, eighth, ninth, tenth and eleventh grades. Figures 15 and 16 represent graphic illustrations of Table 8, using frequency of incidents and percent of incidents, respectively.

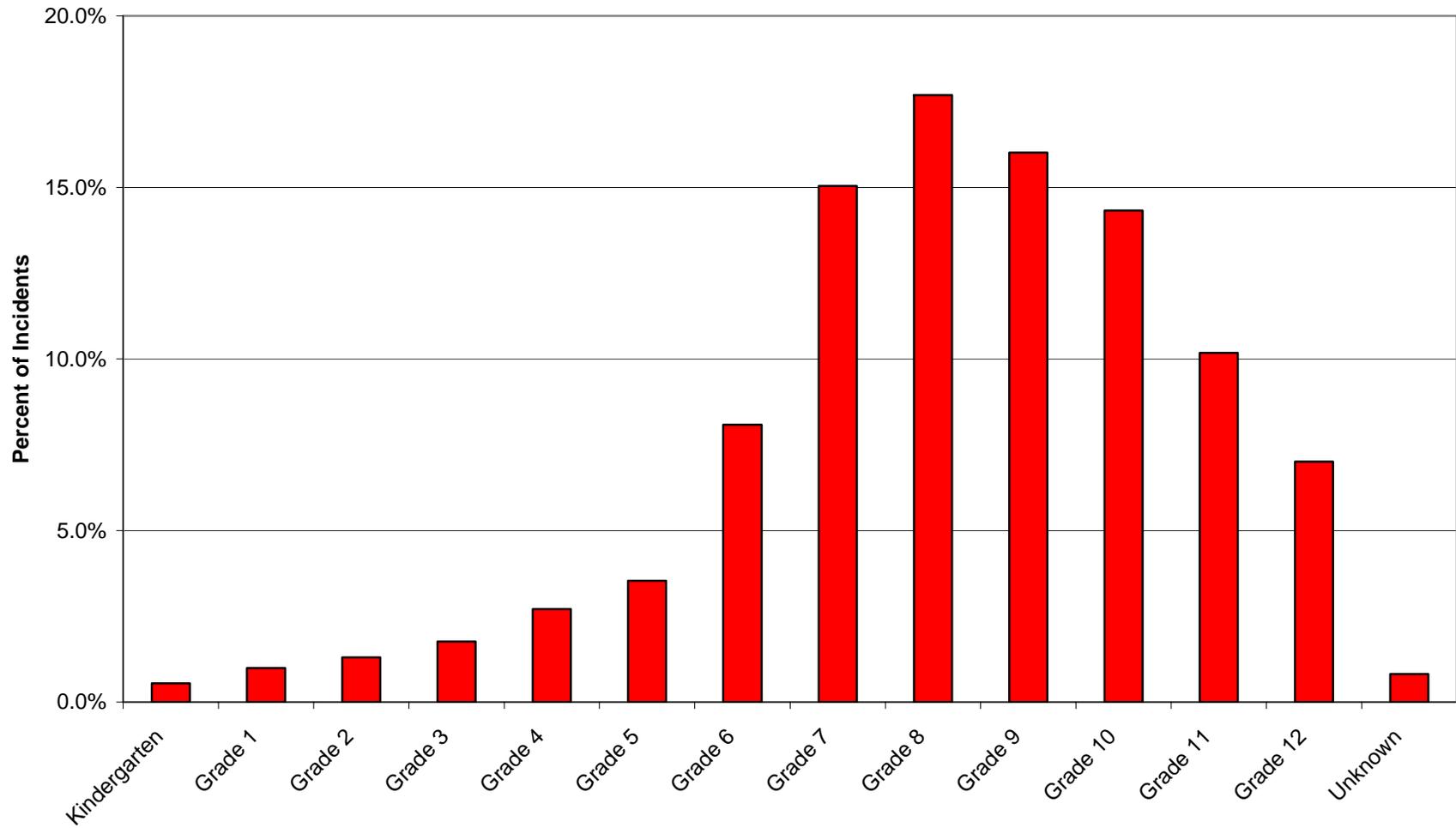
**TABLE 8. Grade of Offender**

<b>Grade</b>	<b>Frequency</b>	<b>Percent</b>
Kindergarten	320	0.54%
Grade 1	587	1.00%
Grade 2	767	1.30%
Grade 3	1,037	1.76%
Grade 4	1,596	2.71%
Grade 5	2,083	3.54%
Grade 6	4,761	8.08%
Grade 7	8,862	15.04%
Grade 8	10,424	17.69%
Grade 9	9,431	16.01%
Grade 10	8,439	14.32%
Grade 11	5,997	10.18%
Grade 12	4,126	7.00%
Unknown	482	0.82%
<b>TOTAL</b>	<b>58,912</b>	<b>100%</b>

**FIGURE 15. Grade of the Offender (Number)  
2004-2005 School Year**



**FIGURE 16. Grade of Offender (Percent)  
2004-2005 School Year**



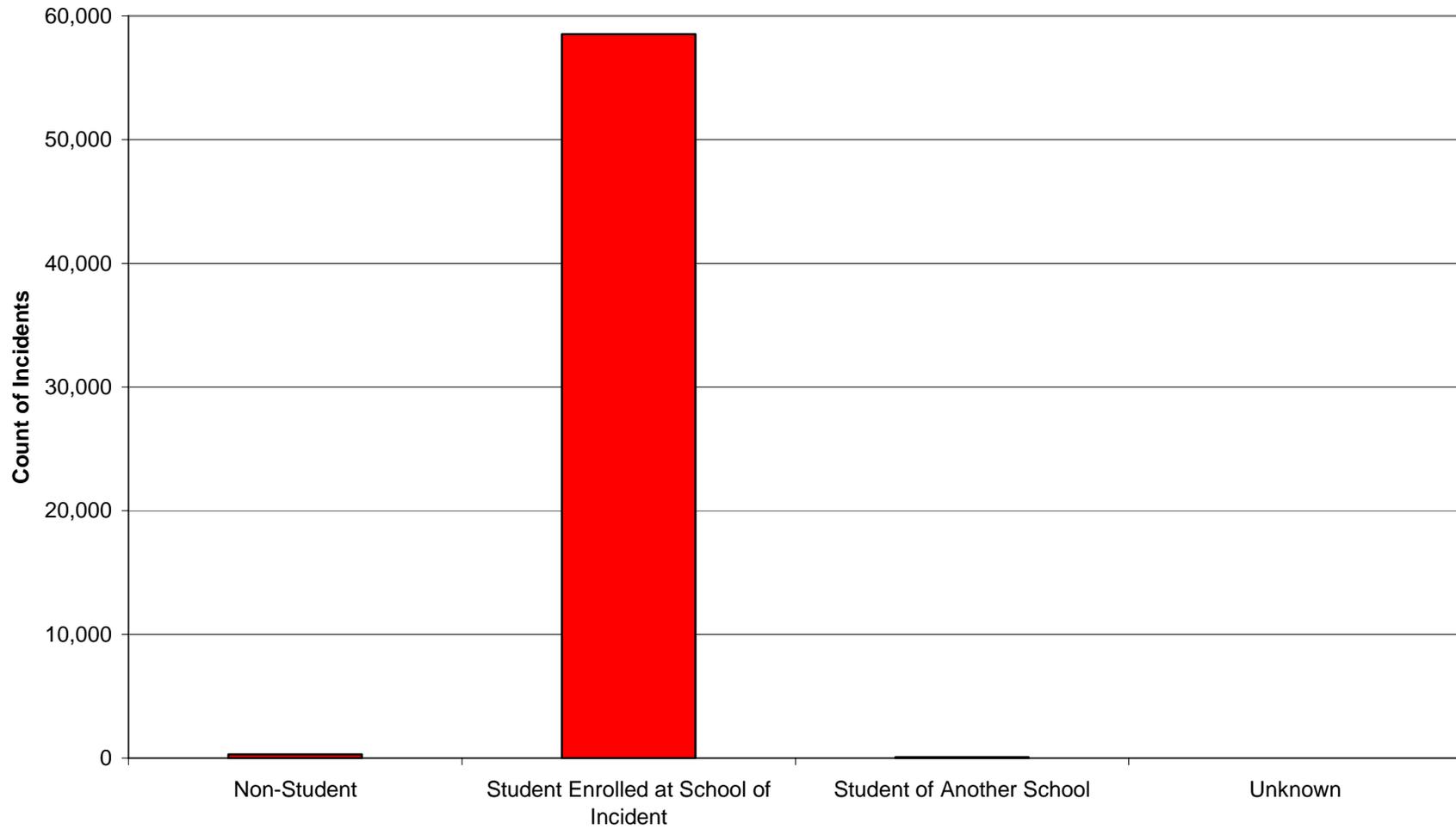
## SCHOOL STATUS OF OFFENDERS

School status of the offender is recorded for each disciplinary incident. Included below in Table 9 are the frequencies and percentages of disciplinary incidents by school status of offender for each school year included in this report. The majority of offenders in the DIRS dataset are students enrolled at the school of the incident. Figures 17 and 18 represent graphic illustrations of Table 9, using frequency of incidents and percent of incidents.

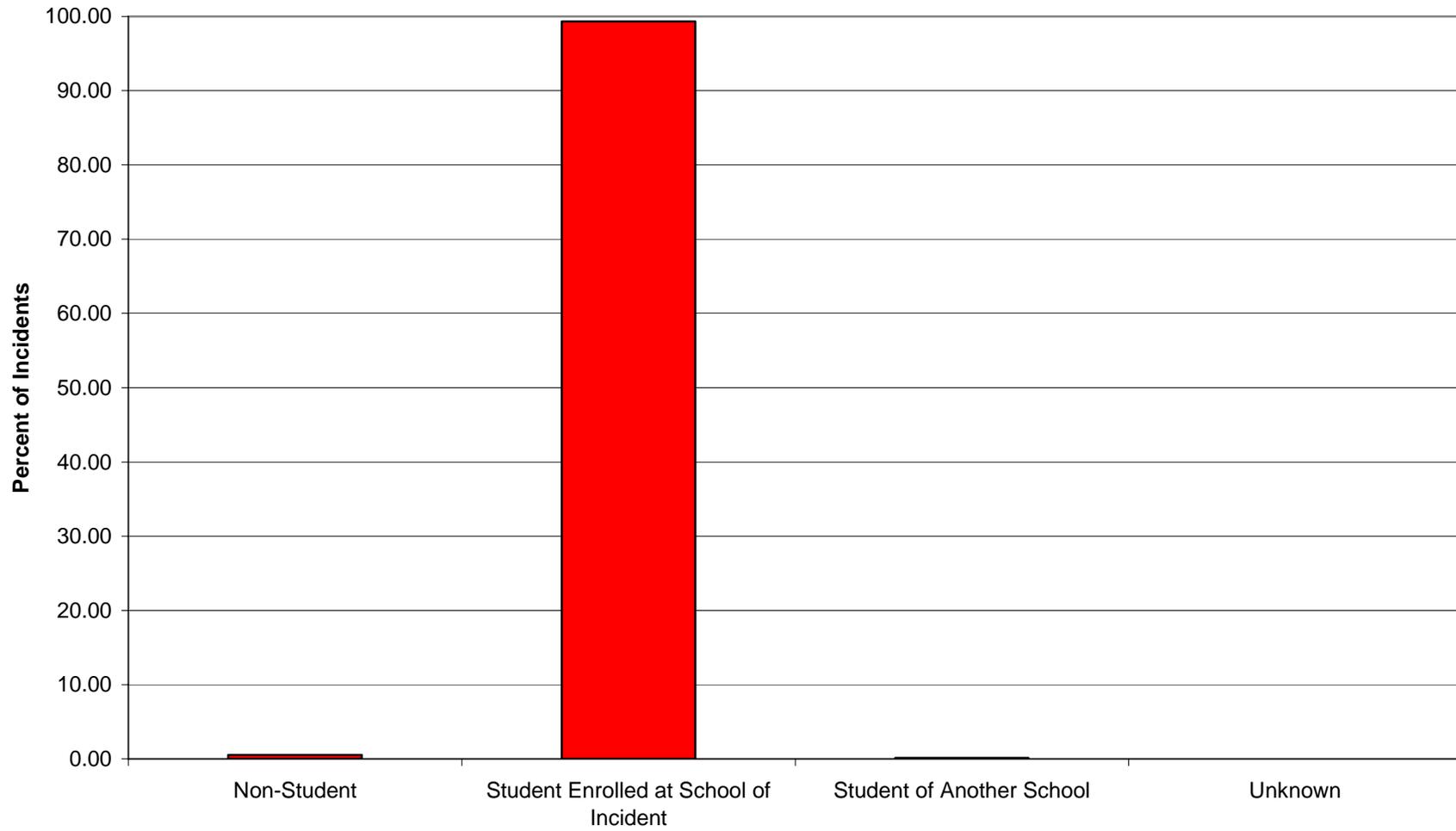
**TABLE 9. School Status of Offender**

<b>School Status</b>	<b>Frequency</b>	<b>Percentage</b>
Non-Student	309	0.52
Student Enrolled at School of Incident	58,512	99.32
Student of Another School	83	0.14
Unknown	8	0.01
<b>TOTAL</b>	<b>58,912</b>	<b>100%</b>

**FIGURE 17. School Status of the Offender (Number)  
2004-2005 School Year**



**FIGURE 18. School Status of Offender (Percent)  
2004-2005 School Year**



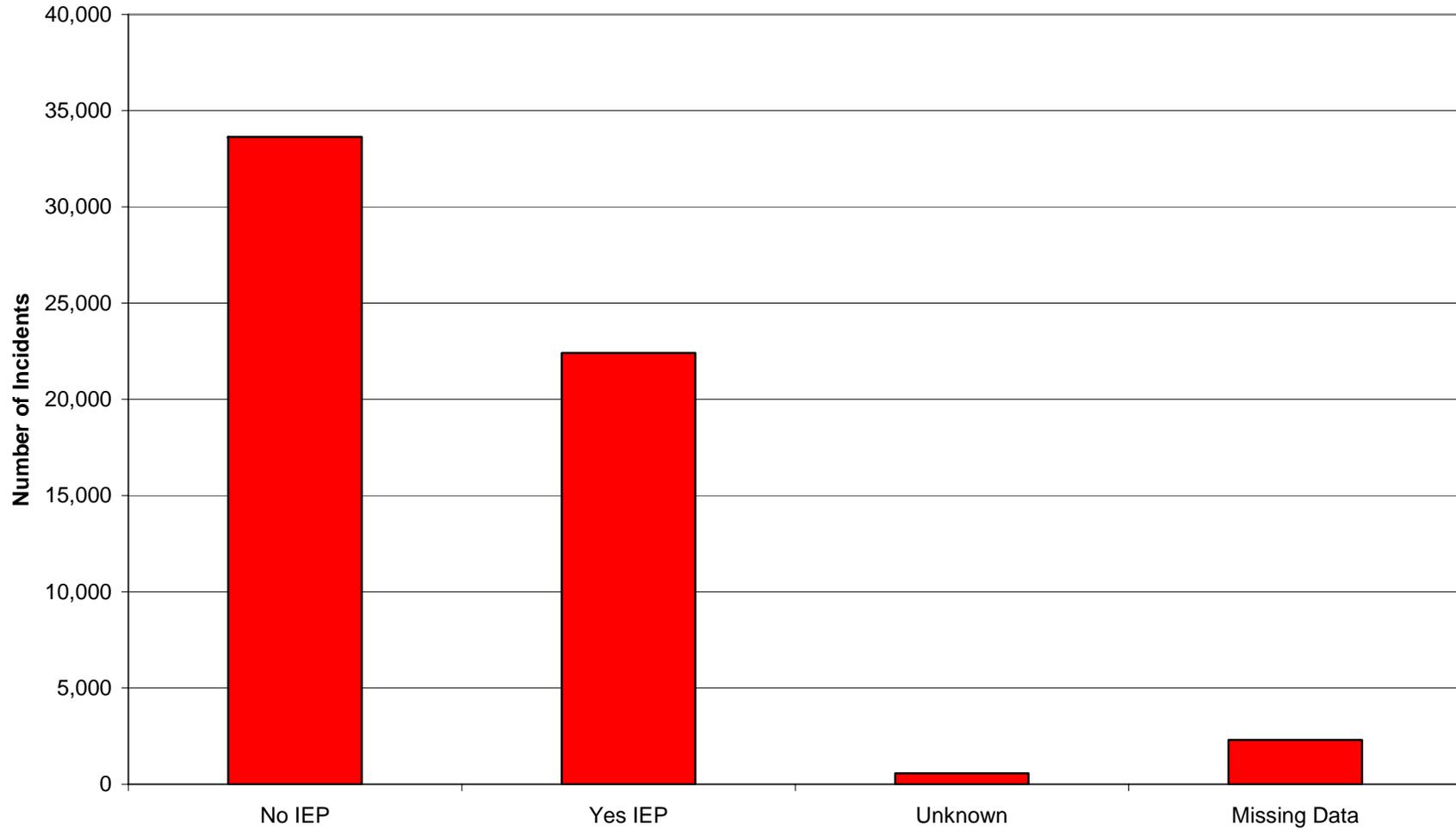
## IEP (INDIVIDUAL EDUCATION PLAN) AND 504 STATUS OF OFFENDERS

IEP and 504 status of the offender are recorded for each disciplinary incident. Included below in Table 10 are the frequencies and percentages of disciplinary incidents by IEP status of offender for each school year included in this report. Approximately 40% of the offenders in the DIRS dataset have an IEP (compared with approximately 12.5% of all students enrolled in public schools in the 2004-2005 school year). Figures 19 and 20 represent graphic illustrations of Table 10, using frequency of incidents and percent of incidents, respectively.

**TABLE 10. IEP Status of Offender**

<b>IEP Status</b>	<b>Frequency</b>	<b>Percent</b>
No IEP	33,637	57.1
Yes IEP	22,408	38.0
Unknown	560	1.0
<i>Missing Data</i>	<i>2,307</i>	<i>3.9</i>
<b>TOTAL</b>	<b>58,912</b>	<b>100%</b>

**FIGURE 19. IEP Status of Offender (Number)  
2004-2005 School Year**



**FIGURE 20. IEP Status of Offender (Percent)  
2004-2005 School Year**

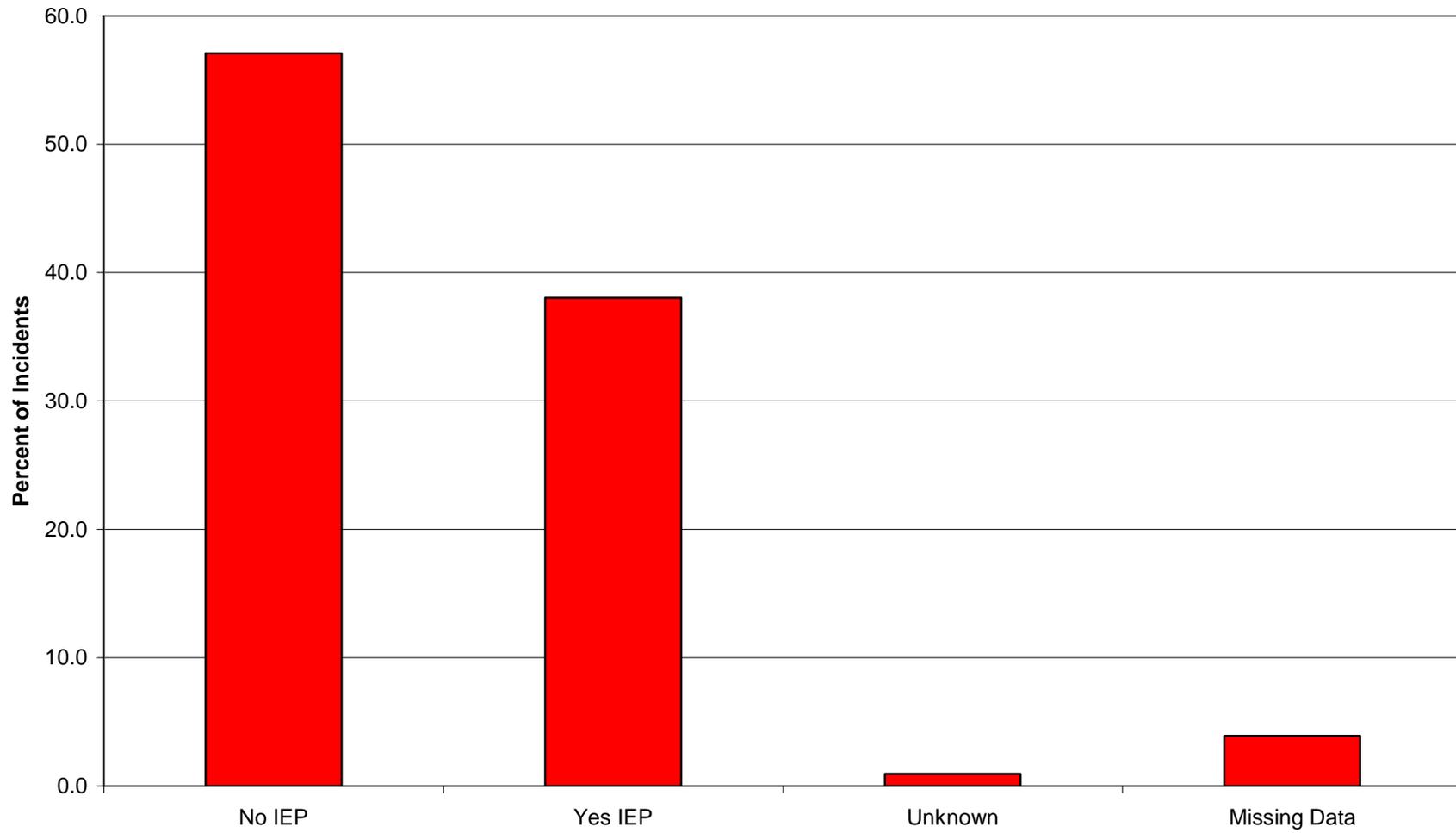
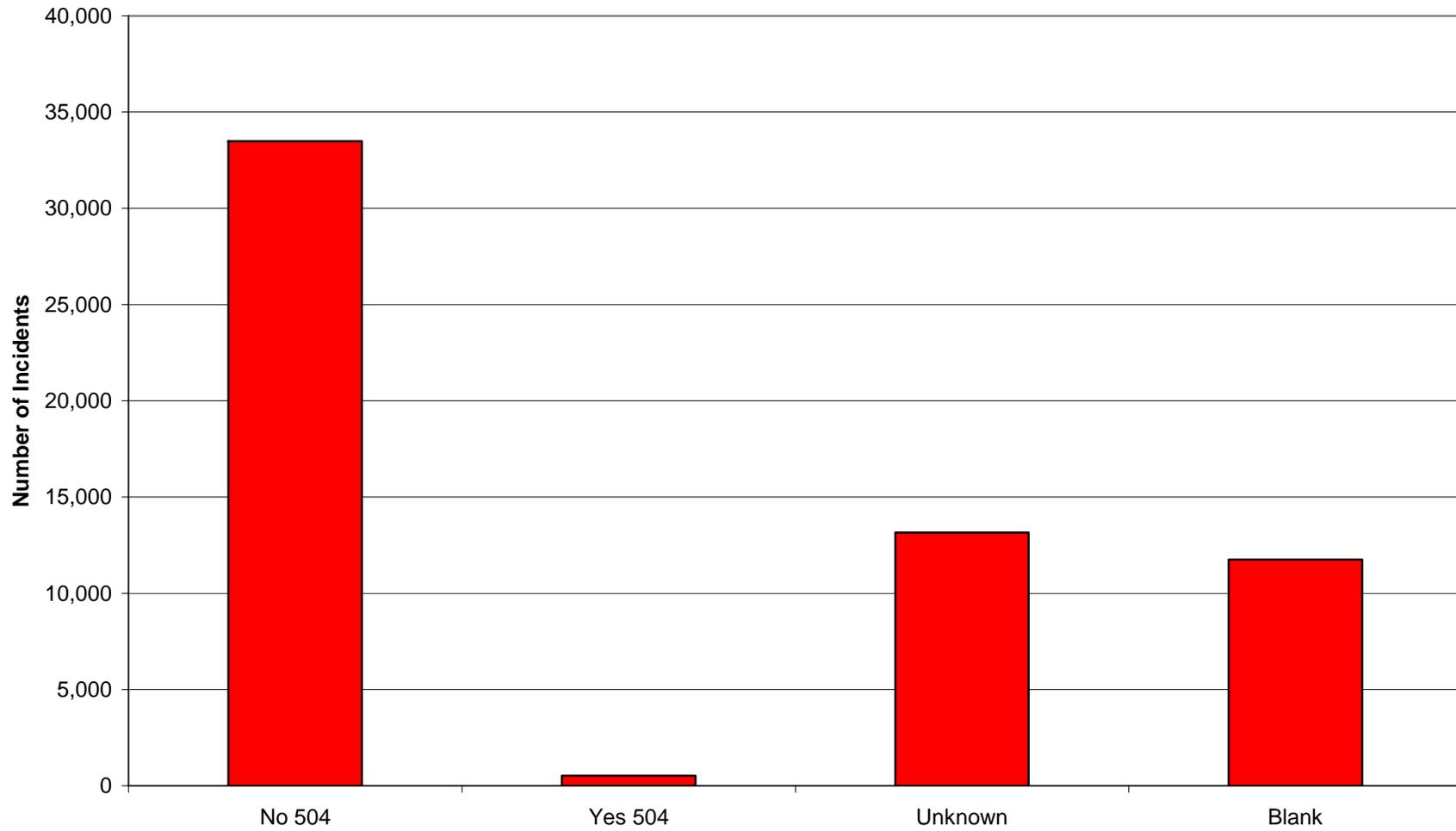


Table 10 shows the frequencies and percentages of disciplinary incidents by 504 status of offender for each school year included in this report. Approximately 1% of offenders in the DIRS dataset have a 504 Status. Figures 21 and 22 represent graphic illustrations of Table 11, using frequency of incidents and percent of incidents. In the 2004-2005 version of DIRS, some school districts did not enter a 504 status for the offender (Missing Data). In future years, the electronic system will require this information.

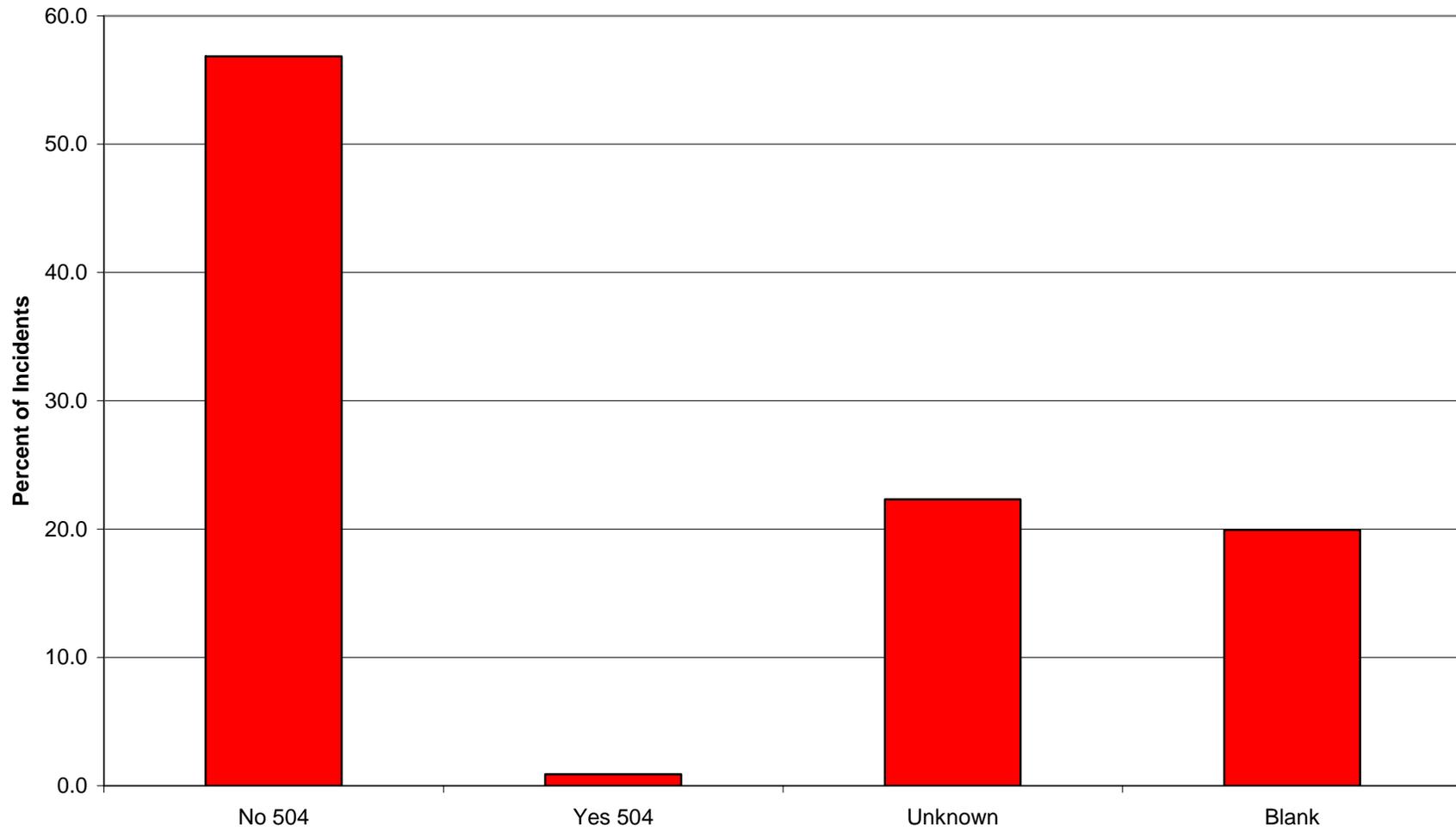
**TABLE 11. 504 Status of Offender**

<b>504 Status</b>	<b>Frequency</b>	<b>Percent</b>
No 504	33,485	56.8
Yes 504	529	0.9
Unknown	13,151	22.3
<i>Missing Data</i>	11,747	19.9
<b>TOTAL</b>	<b>58,912</b>	<b>100%</b>

**FIGURE 21. 504 Status of Offender (Number)  
2004-2005 School Year**



**FIGURE 22. 504 Status of Offender (Percent)  
2004-2005 School Year**



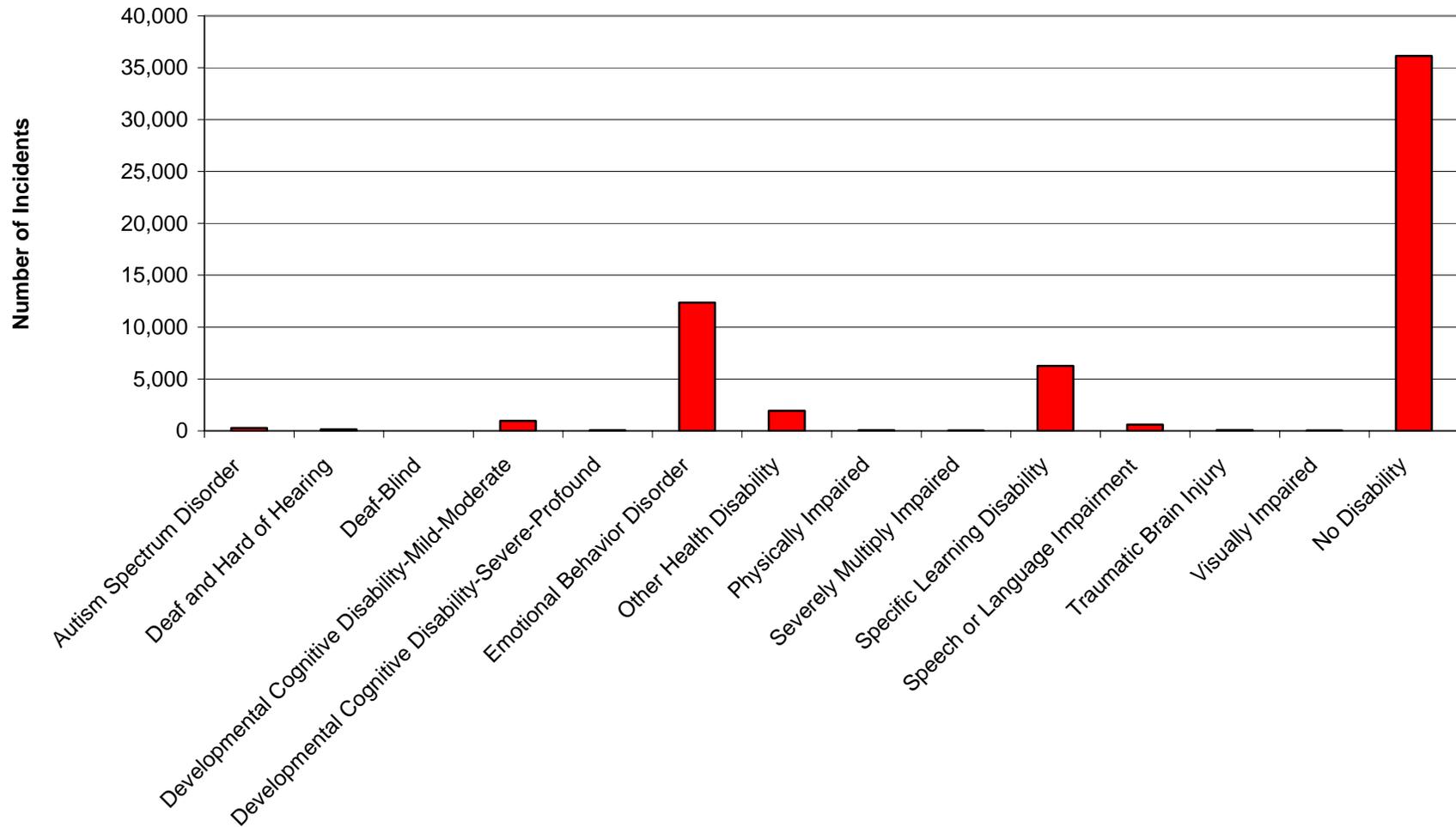
## DISABILITY STATUS OF OFFENDERS

Disability status of the offender is recorded for each disciplinary incident. Included below in Table 12 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 23 and 24 represent graphic illustrations of Table 10, using frequency of incidents and percent of incidents.

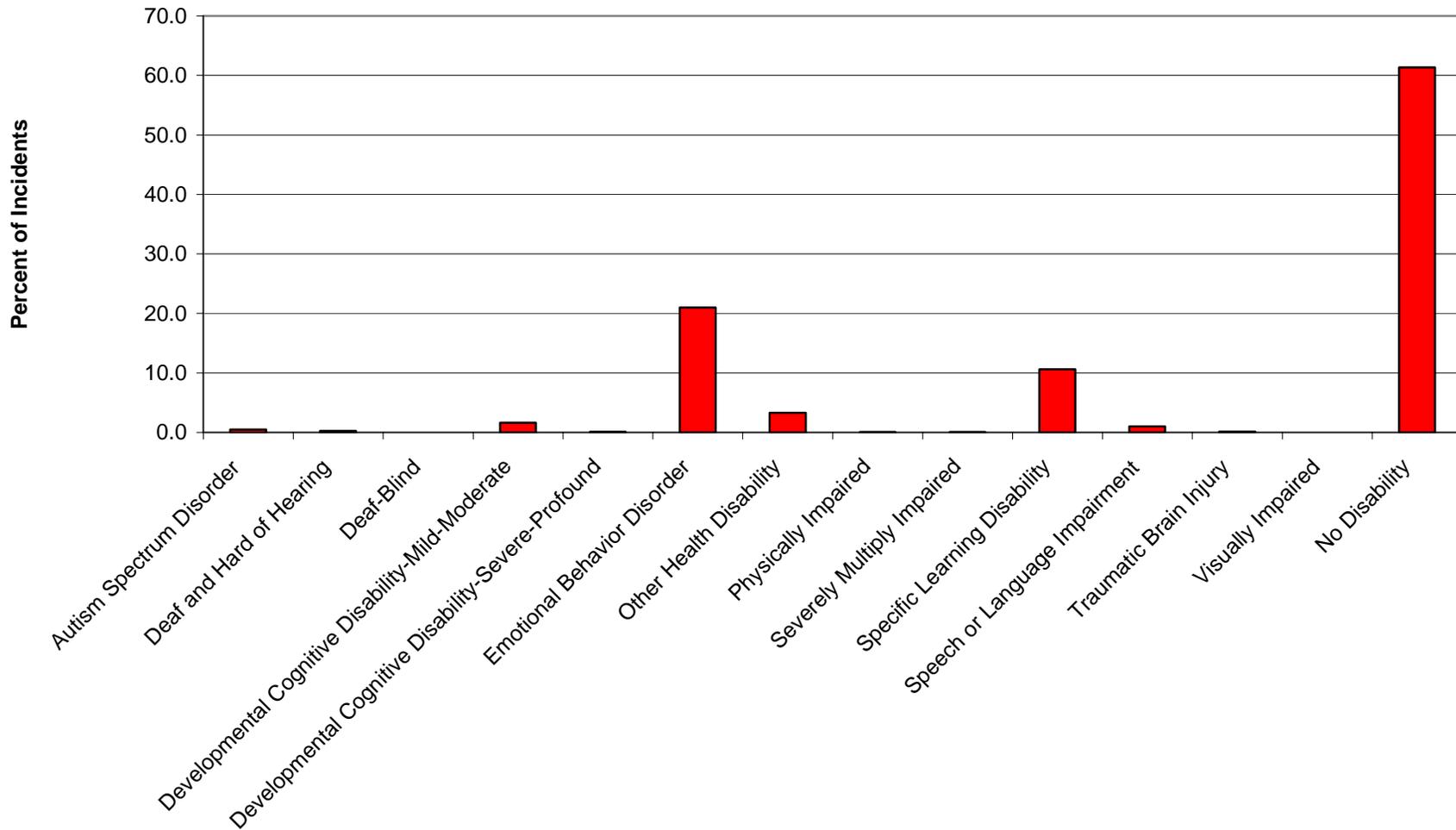
**TABLE 12. Disability of Offender**

<b>Disability</b>	<b>Frequency</b>	<b>Percent</b>
Autism Spectrum Disorder	290	0.5
Deaf and Hard of Hearing	152	0.3
Deaf-Blind	3	0.0
Developmental Cognitive Disability-Mild-Moderate	976	1.7
Developmental Cognitive Disability-Severe-Profound	55	0.1
Emotional Behavior Disorder	12,361	21.0
Other Health Disability	1,934	3.3
Physically Impaired	39	0.1
Severely Multiply Impaired	21	0.0
Specific Learning Disability	6,264	10.6
Speech or Language Impairment	602	1.0
Traumatic Brain Injury	72	0.1
Visually Impaired	13	0.0
No Disability	36,130	61.3
<b>TOTAL</b>	<b>58,912</b>	<b>100%</b>

**FIGURE 23: Disability of Offender (Number)  
2004-2005 School Year**



**FIGURE 24. Disability of Offender (Percent)  
2004-2005 School Year**



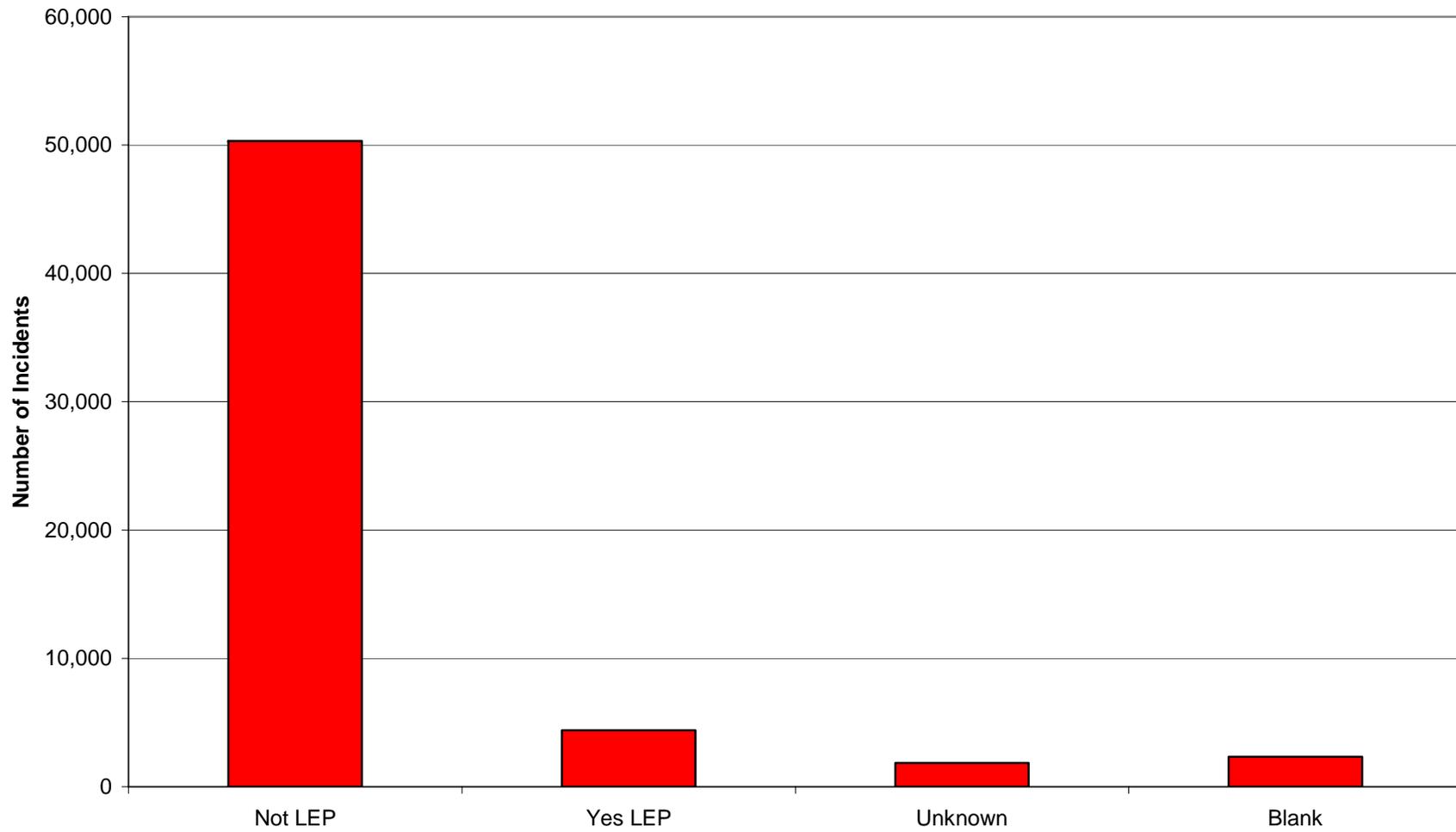
## LEP (LIMITED ENGLISH PROFICIENCY) STATUS OF OFFENDERS

LEP status of the offender is recorded for each disciplinary incident. Included below in Table 13 are the frequencies and percentages of disciplinary incidents by LEP status of offender for each school year included in this report. 7.5% of offenders in the DIRS dataset are classified as LEP (compared with approximately 6.9% of all students in the 2004-2005 school year). Figures 25 and 26 represent graphic illustrations of Table 13, using frequency of incidents and percent of incidents.

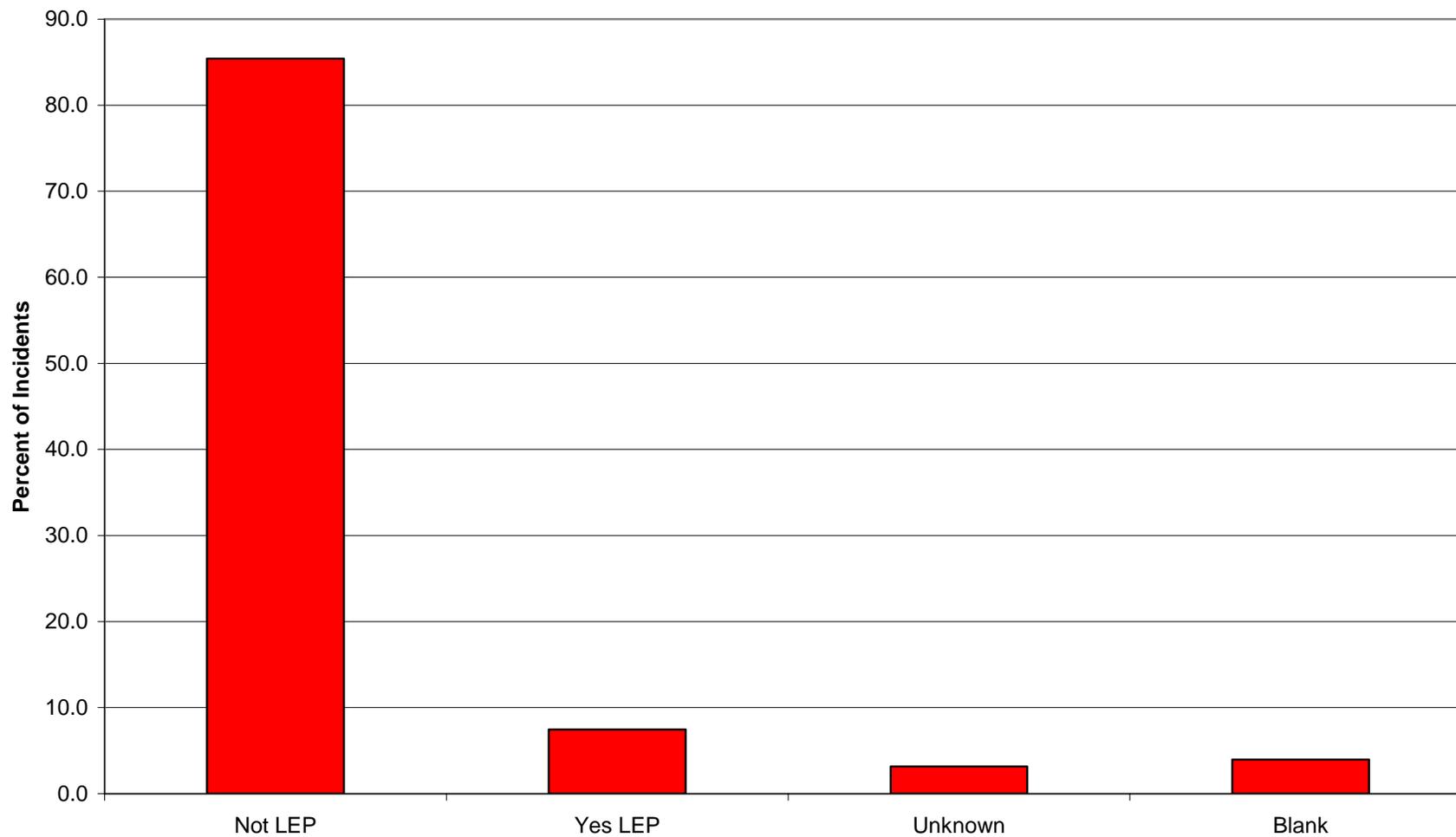
**TABLE 13. LEP Status of Offender**

<b>LEP Status</b>	<b>Frequency</b>	<b>Percent</b>
Not LEP	50,313	85.4
Yes LEP	4,394	7.5
Unknown	1,868	3.2
Blank	2,337	4.0
<b>TOTAL</b>	<b>58,912</b>	<b>100%</b>

**FIGURE 25. LEP Status of Offender (Number)  
2004-2005 School Year**



**FIGURE 26. LEP Status of Offender (Percent)  
2004-2005 School Year**



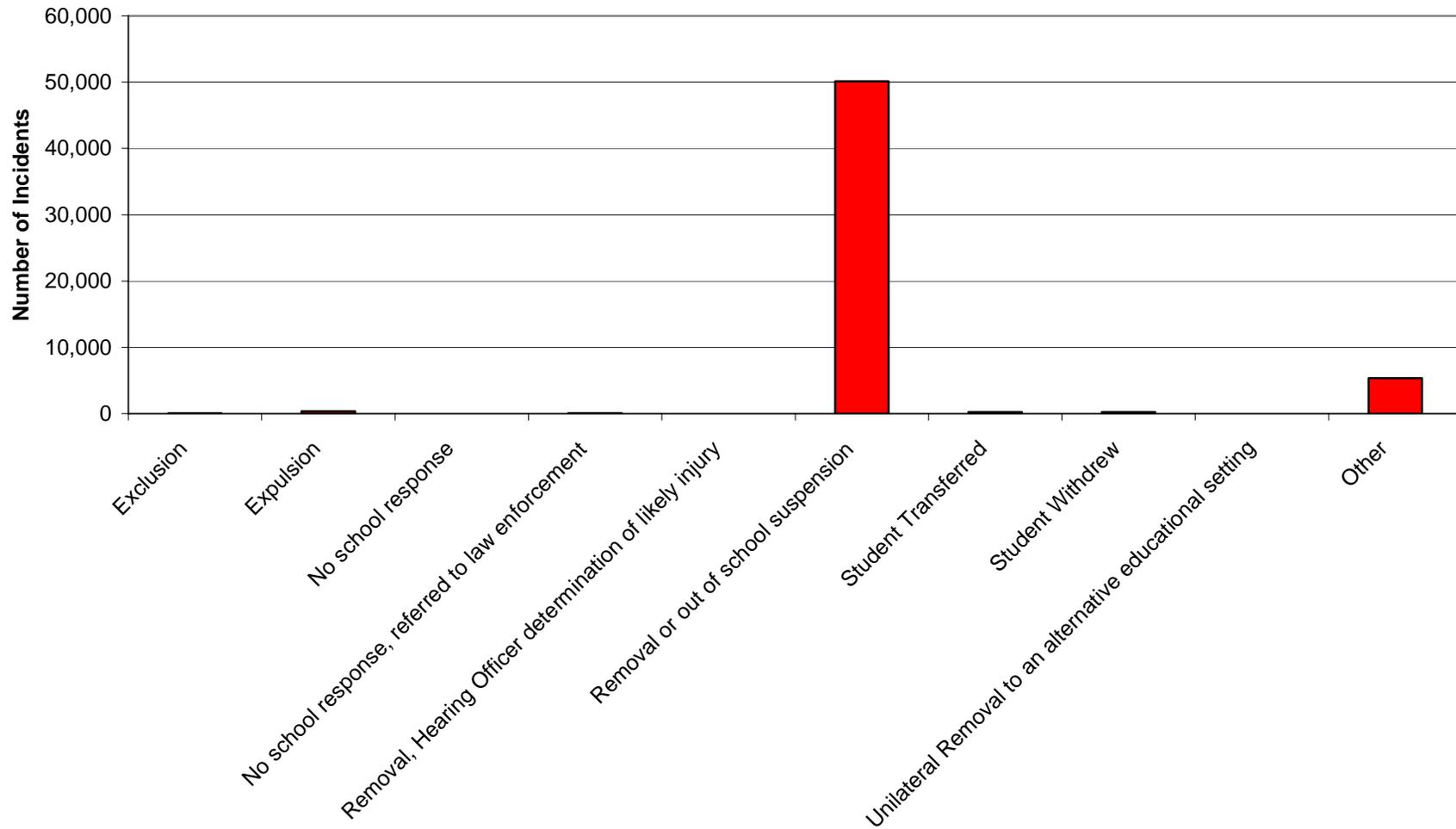
## DISCIPLINARY ACTIONS TAKEN

Disciplinary incidents are categorized by one of ten different disciplinary actions taken. Included below in Table 14 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 out-of-school suspensions (approximately 90% of all disciplinary actions). Figures 27 and 28 represent graphic illustrations of Table 14, using frequency of incidents and percent of incidents

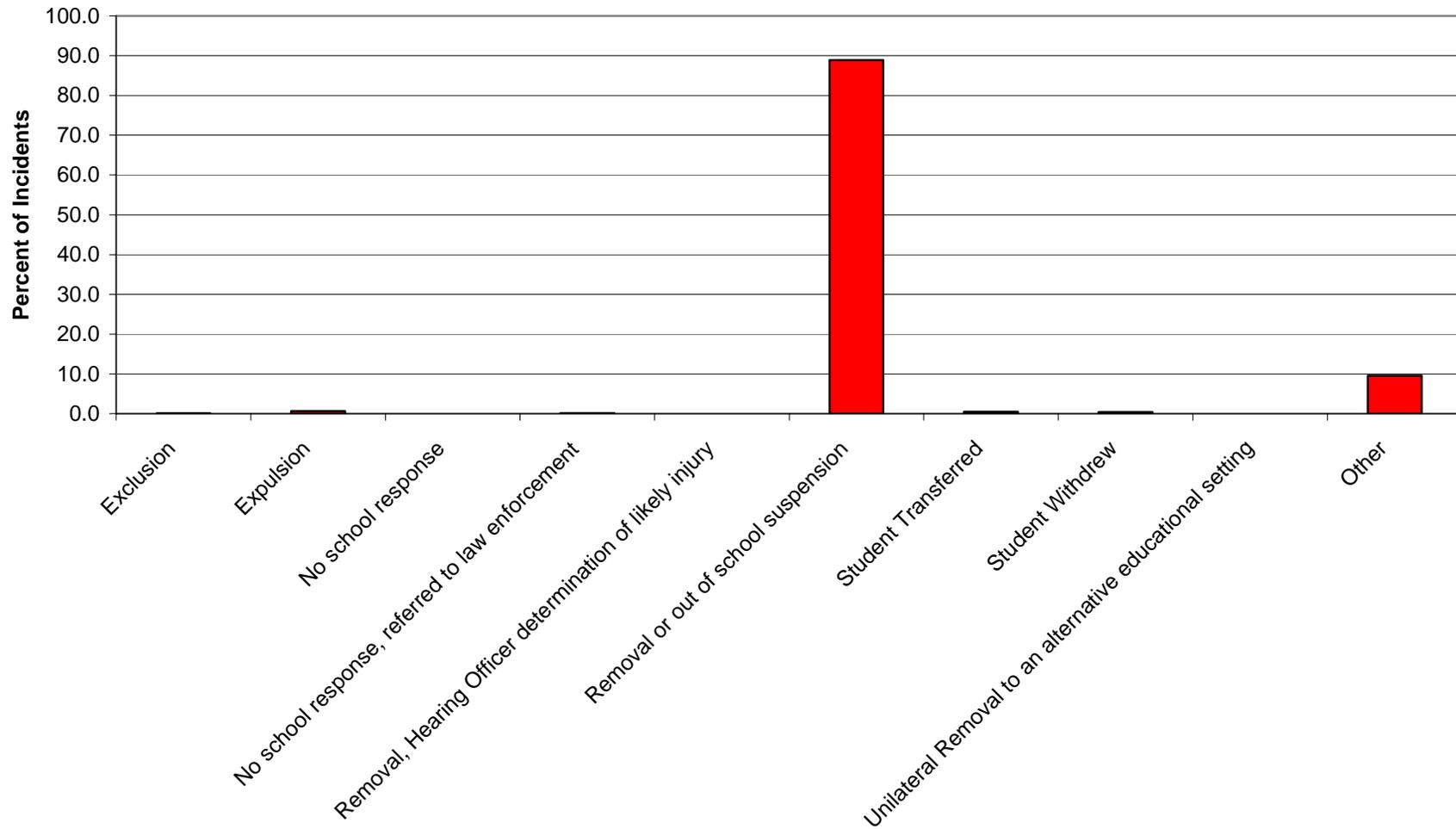
**TABLE 14. Disciplinary Actions Taken**

<b>Disciplinary Action</b>	<b>Frequency</b>	<b>Percent</b>
Exclusion	44	0.1
Expulsion	366	0.7
No school response	11	0.0
No school response, referred to law enforcement	60	0.1
Removal, Hearing Officer determination of likely injury	1	0.0
Removal or out of school suspension	50,118	88.9
Student Transferred	250	0.4
Student Withdrew	233	0.4
Unilateral Removal to an alternative educational setting	19	0.0
Other	5,344	9.5
<b>TOTAL</b>	<b>56,446</b>	<b>100%</b>

**FIGURE 27. Disciplinary Action Taken (Number)  
2004-2005 School Year**



**FIGURE 28. Disciplinary Action Taken (Percent)  
2004-2005 School Year**



## TOTAL NUMBER OF DAYS SUSPENDED/OUT OF SCHOOL

The DIRS dataset also includes information from LEAs about how many days students were suspended or out of school. Included below in Table 15 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 15. Number of Days Suspended/Out of School**

<b>Statistics</b>	<b>Number</b>
Mean	3.27
Median	3.0
Mode	3.0
Total Number of Days	124,824.50
	<i>Missing Data</i> 11,811

## 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.** By January 1, 1994, the commissioner, in consultation with the criminal and juvenile information policy group, shall develop a standardized form to be used by schools to report incidents involving the use or possession of a dangerous weapon in school zones. The form shall 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 also shall develop an alternative reporting format that allows school districts to provide aggregate data, with an option to use computer technology to report the data.

Subd. 3. **Reports; filing requirements.** By February 1 and July 1 of each year, each school shall report incidents involving the use or possession of a dangerous weapon in school zones to the commissioner. The reports must be made on the standardized forms or using the alternative format 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, the criminal and juvenile information policy group, and the legislature.

HIST: 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

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