

Collective bargaining, terms and conditions: Adds class sizes, student testing, and student to personnel ratios to the mandatory terms of collective bargaining under Minnesota’s Public Employees Labor Relations Act (PELRA).

Teacher licensure: Proposes several changes to the Tiered licensure system.

- Eliminates exclusion of Tier 1 teachers from the definition of "teacher," allowing Tier 1 teachers to be in the same bargaining unit as other teachers for purposes of collective bargaining.
- Eliminates the option to use three years of teaching experience under a Tier 2 license to fulfill coursework requirements for a Tier 3 license, except for teachers in shortage areas.
- Eliminates basic skills exam requirement for teacher licensure.
- Limits the renewal of Tier 2 license to two rather than three years but allows a license to teach CTE to be renewed unlimited times.

Continuing contract/teacher tenure act status: Brings community education teachers that are required to have licenses, except for those that teach driver training courses, within the definition of “teacher” under the continuing contract and tenure statutes.

World’s Best Workforce: Requires WBWF plans to include:

- Reporting performance measures on participation rates in honors or gifted and talented programming; the number of students on track for graduation; participation and performance in advanced placement, international baccalaureate, and dual enrollment programs and by student subgroups.
- Plans to include ethnic studies curriculum, and anti-racist and culturally sustaining curriculum.

Academic standards review and revision suspension: Requires the commissioner to suspend the review and revision of academic standards and benchmarks in math, and implementation of revised physical education and arts standards until June 1, 2022. Allows the commissioner to support schools and districts with future implementation, continue current rulemaking activities, and develop future statewide assessments in science and reading. Requires the commissioner to implement review and revision of math standards and benchmarks beginning in the 2022-2023 school year.

Academic standards, course requirements, graduation requirements:

- Reduces the number of elective credits from seven to six.
- Requires one credit of physical education, beginning the 22-23 school year.
- Requires districts to offer a course in government and citizenship in 11th or 12th grade for students beginning 9th grade in the 22-23 school year and later or advanced placement, international baccalaureate, or other rigorous courses on government and citizenship.
- Requires students beginning 9th grade in the 22-23 school year to complete a personal finance course for credit during their senior year of high school.
- Requires school districts to adopt the state arts standards rather than local standards.
- Adds media arts to the list of arts areas that districts must offer and require.
- States that algebra I credit that satisfies 8th grade standards does not bear high school credit.

Student discipline: The bill includes numerous provisions making changes to school discipline policies and procedures:

- Pupil withdrawal agreements:
 - Limits a pupil withdrawal agreement to 12 months.
 - Defines a pupil withdrawal agreement as a verbal or written agreement between a school and a parent to withdraw the student to avoid expulsion or exclusion dismissal proceedings.
 - Requires when student records are transmitted to include pupil withdrawals and services a student needs to prevent inappropriate behavior from recurring.
- Adds "In-school suspension" to the definition of suspension to mean an instance in which a pupil is temporarily removed from the pupil's regular classroom for at least half a day for disciplinary purposes but remains under the direct supervision of school personnel. The effect of this is that all the requirements of the Pupil Fair Dismissal Act apply to in-school suspension.
- Prohibits dismissal of a student in kindergarten through grade three unless non-exclusionary discipline measures have been exhausted and there is an ongoing serious safety threat to the child or others.
- Readmission plans:
 - Requires out-of-school suspension to include readmission plans.
 - Requires an admission or readmission plan to include measures to improve the student's behavior and lists optional elements of the plan. Requires the plan to include parental involvement in the admission or readmission process.
- Non-exclusionary disciplinary policies and practices:
 - Prohibits a school from dismissing a pupil without attempting to use non-exclusionary disciplinary policies and practices before dismissal proceedings or pupil withdrawal agreements, except where it appears that the pupil will create an immediate and substantial danger to self or surrounding persons or property.
 - Requires alternative education services when a student is suspended for more than five consecutive days.
 - Requires school officials to allow suspended students to complete all schoolwork assigned during the suspension and receive full credit for the assignments.
 - Requires written notice of intent to impose an expulsion to describe the non-exclusionary disciplinary policies and practices offered the student to avoid the expulsion.
 - Requires a district to inform parents that the department's list of legal resources is posted on the department's website.
- School district policies:
 - Requires school district policies to include non-exclusionary disciplinary policies and practices and emphasize providing multi-tiered supports to students.

- Requires a school board to annually review and revise the policy and to include in the policy parameters for when input into discipline decisions is allowed.
 - Eliminates mandatory grounds for removal from class and requires policy to instead include provisions on addressing willful conduct that endangers other persons or property.
 - Eliminates the requirement that the policy includes minimum consequences for violations of the code of conduct.
 - Requires policy to prohibit the use of exclusionary practices to address attendance and truancy issues.
 - Requires the commissioner to issue guidance on engaging stakeholders to review and revise discipline policies that are restorative and responsive.
- Report to the commissioner: Requires districts to report on pupil withdrawal agreements and non-exclusionary disciplinary practices to the commissioner.

Last-in first-out (LIFO): Allows a school district and the exclusive representative for teachers to agree to a process for exempting up to five percent of its employees from unrequested leaves of absence and nonrenewal regardless of probationary status or position on a seniority list if the teacher has a cultural background that is underrepresented among licensed staff within the school building or district in comparison to the student population.

Teacher of Color and American Indians Act: Includes several proposals aimed at increasing the number of teachers of color and American Indians.

Achievement and integration plans: Requires plans to include strategies to address institutional racism.

Teacher and principal evaluation: Requires districts to evaluate teachers and principals on cultural responsiveness.

Mental health education: Requires school districts to provide mental health education for students in grades 4 through 12 aligned with local health education standards and integrated into an existing program

Safe and supportive schools programming: Requires districts to provide instruction to help students identify, prevent, and reduce prohibited conduct; and take other action to create a safe and supportive school environment.

American Indian mascots prohibited: Prohibits a district from adopting a name, symbol, or image of an American Indian tribe, custom, or tradition as a mascot, nickname, logo, letterhead, or team name of the district or school. Allows a district to seek an exemption from the Tribal Nations Education Committee and the Indian Affairs Council.

Graduation ceremonies; tribal regalia and objects of cultural significance: Requires a district or charter school to allow an American Indian student to wear American Indian regalia, tribal regalia, or objects of cultural significance at graduation ceremonies.

Tobacco products prohibited in public schools: Expands permission to light tobacco as part of a traditional Indian spiritual or cultural ceremony beyond adults. Allows an American Indian person to carry a medicine pouch containing loose tobacco in observance of traditional spiritual or cultural practices.

Comprehensive school mental health services lead- MDE: Establishes a comprehensive school mental health services lead and duties of the lead at the Minnesota Department of Education.

Respectful school meal policies: Requires districts to provide meals to students in a respectful manner and prohibits them from imposing certain restrictions or limiting a student's participation in certain activities due to an unpaid student meal debt.

Notification of environmental hazards: Requires a school district, charter school, or nonpublic school to notify school staff, students, and parents when it receives notice of environmental hazards from the Department of Health or Pollution Control Agency.

Statewide testing: Eliminates the requirement that the MCAs include below-grade and above-grade test items, and definitions relating to above-grade and below-grade level test items.

Extension for posting student progress and other data: Extends time for MDE to post accountability data for the 2020-2021 school year to October 1, 2021.