

Online learning: Makes several changes to allow school districts to provide online learning to enrolled students:

- Allows districts to offer digital learning, blended learning, or online learning to enrolled students without the review and reporting requirements that apply to other online learning providers. These districts would not generate online learning funds.
- Requires a district providing online learning to enrolled students to create an online learning site and report student enrollment in the site.
- Requires online and blended learning courses to be reported in the Minnesota Common Course Catalog.
- Allows “crisis online learning” for a period that is the result of an unforeseeable incident or situation such as a natural disaster, pandemic, or other catastrophic events that creates an unsafe or untenable in-person learning environment as declared by a school district or charter school.

Probationary period: Modifies probationary period for a teacher who has taught for three consecutive years in a single district, charter school in Minnesota, or another state by allowing the teacher to obtain continuing contract or tenure status after serving a one-year probationary period rather than three years.

Preparation time: Requires collective bargaining agreements for teachers to include provisions for due process forms and procedures for teachers working with students receiving special education services. If the parties cannot agree on the language, the agreement must by default include a provision giving teachers an average of 60 minutes per day for due process forms and procedures in addition to the required preparation time.

Teacher licensure: Proposes several changes to tiered licensure.

- 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.
- Requires PELSB to issue a Tier 3 license to a candidate who either: (1) completed a teacher preparation program from a culturally specific minority-serving institution and is eligible for a teacher license in another state; or (2) completed a university teacher preparation program in another country and has taught at least two years. Requires candidate to have completed student teaching comparable to Minnesota requirements.
- Allows candidate for Tier 4 license to meet the teaching experience requirement with experience in another state.
- Strike the skill test requirements for Tier 4 license.
- Eliminates Tier 3 and Tier 4 pedagogy and content exam requirements for candidates who have completed board-approved preparation programs, and candidates who have completed preparation programs in other states where they have passed licensure examinations.

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.

- Adds definitions for "ethnic studies curriculum," "anti-racist," "culturally sustaining," "institutional racism," and "on track for graduation."
- Requires district advisory committee to recommend strategies regarding curriculum and learning and work environments.

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

Academic standards review and revision:

- Requires Indigenous education standards that include the contributions of American Indian Tribes and communities to be embedded into the state’s academic standards and graduation requirements.
- Requires the commissioner to embed ethnic studies into state academic standards.
- Delays review of physical education standards by four years.

Academic standards, course requirements, graduation requirements:

- Requires the 3.5 social studies credits needed for graduation to include credit for a course in government and citizenship in grade 11 or 12 for students beginning 9th grade in the 2023-2024 school year and later.
- Requires students beginning 9th grade in the 2023- 2024 school year and later to complete a personal finance course for credit during their senior year of high school.
- Requires arts standards to be adopted at the state level, rather than the district level, and adds a fifth art area, media arts. Schools must offer at least three and require at least two arts areas for elementary and middle school students and offer at least three and require at least one arts area for high school students.
- Requires a district to regularly review its career and technical education standards. Requires standards to align with Minnesota career and technical education Frameworks, standards developed by national care.

Student discipline: The bill includes numerous 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.

- 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 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:
 - Defines non-exclusionary disciplinary policies and practices as alternatives to removal or dismissal that require school officials to intervene in, redirect, and support a student’s behavior before removal or dismissal. 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.
 - Requires schools to make sure students who have been expelled or excluded, or withdrawn, are on track for readmission with peers, remain eligible for school-based or school-linked mental health services, and have information on accessing mental health services.
 - Requires a discipline policy to contain a procedure to file a complaint regarding the application of discipline policies and seek corrective action.
 - Requires policy to include procedures to ensure victims of bullying who respond with behavior not allowed under the school's behavior policies have access to a remedial response, consistent with the bullying statute; prohibit the use of exclusionary practices for early learners and prohibit the use of exclusionary practices to address attendance and truancy issues.
 - Requires the discipline policy to have procedures for students, parents and other guardians, and school staff to file a complaint and seek corrective action when student discipline statutes are not being implemented appropriately. Requires policy to contain specific components.
- Report to the commissioner: Requires districts to report on pupil withdrawal agreements and non-exclusionary disciplinary practices to the commissioner.
- Recess: Prohibits a teacher, school employee, or agent of a district from excluding a student in elementary school from participating in recess to punish or discipline the student.

PSEO:

- Eliminates limits on when postsecondary institutions may provide information to high school students and parents, advertise, recruit, or solicit high school students to enroll in the institution's courses.
- Reduces the withdrawal and absence periods from the first 14 to the first ten business days of quarter or semester, accelerating the time that the department stops payments to a postsecondary institution when a student withdraws or stops attending a class.
- Requires a high school and a postsecondary institution that enroll students in concurrent enrollment courses to report to the commissioner the participation rates of students in these courses.
- Requires a school board to adopt the same weighted grade point average policy for credits earned through PSEO as it does for credits earned through concurrent enrollment courses.
- Prohibits a postsecondary institution participating in PSEO from requiring a faith statement for a PSEO student during the application process or basing an admissions decision on a PSEO student's race, creed, ethnicity, disability, gender, sexual orientation, or religious beliefs or affiliations.

Principal evaluation: Requires principal evaluations to support and improve culturally responsive leadership practices.

Mental illness training: Requires BOSA to adopt rules requiring school administrators renewing a license to have at least two hours of mental illness training, including at least one hour of suicide prevention training and one additional hour on specified topics.

Safe and supportive schools programming: Requires, rather than encourages, 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.

Malicious and sadistic conduct: Defines “malicious and sadistic conduct,” and requires school boards to prohibit malicious and sadistic conduct involving race, religion, disability, sexual harassment, sexual orientation, and sexual exploitation by a district or school staff member or student against another staff member or student. The new statute references the student bullying statute, which requires public schools to adopt a policy that addresses bullying. “Malicious and sadistic conduct” means creating a hostile learning environment by acting with the intent to cause harm by intentionally injuring another without just cause or reason or engaging in extreme or excessive cruelty or delighting in cruelty.

Restrictive procedures: Broadens application of restrictive procedures statutes from only students with disabilities to all students.

Conduct of school on certain holidays: Replaces Columbus Day with Indigenous Peoples' Day on the list of holidays that a school district may conduct school. Requires at least one hour of the school program on Indigenous Peoples' Day to be devoted to the observance of the day and lists topics on which the district may provide professional development to teachers and staff or instruction to students.

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: Allows an American Indian person to carry a medicine pouch containing loose tobacco in observance of traditional spiritual or cultural practices.

Opiate antagonists: Requires school districts and charter schools to maintain a supply of opiate antagonists at each site.

School board member earnings limitation: Increases the maximum amount a school board member who is employed by the school district can earn from \$8,000 to \$20,000.