

## Legislation

Several changes made to the Minnesota state statutes during the 2013 legislative session impact gifted and talented learners. Below is a summary and section 10. 120B.15 GIFTED AND TALENTED STUDENTS PROGRAM and of 126C.10, subdivision 1 GIFTED AND TALENTED REVENUE. 

Minnesota Statutes, section 120B.15 GIFTED and TALENTED STUDENTS PROGRAM (a) and (b), permit school districts to identify students who are gifted and talented, locally develop and evaluate programs addressing instructional and affective needs, provide staff development to ensure that they have access to challenging educational programs. The legislation also provides guidance for districts to adopt procedures for assessing and identifying students.

Section (b) requires schools to adopt guidelines for assessing and identifying students for participation in gifted programs. Provides guidance for identification of students.

Section (c) directs school districts and charter schools to adopt procedures for the academic acceleration of gifted and talented students that include an assessment of students' readiness and motivation for acceleration and a match between the curriculum and the students' academic needs. (Districts may wish to implement policies that reflect gifted and talented best practices, consistent with Minnesota Statutes, section 120B.15.)

Section (d) requires schools to adopt procedures consistent with section 124D.02 subdivision 1, for early admission to kindergarten or first grade of gifted and talented learners.

Gifted and talented revenue (Minnesota Statutes, section 126C.10 Subdivision 2 (b)) provides school districts and charter schools with \$12 times a district's adjusted marginal cost pupil units (AMCPU) to be used to:

1. Identify gifted and talented students.
2. Provide education programs for gifted and talented students.
3. Provide staff development to prepare teachers to best meet the unique needs of gifted and talented students.

Beginning in fiscal year 2015, the gifted and talented allowance will increase from \$12 to \$13 to adjust for the change in pupil weights.

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**120B.15 GIFTED AND TALENTED STUDENTS PROGRAMS.**

(a) School districts may identify students, locally develop programs addressing instructional and affective needs, provide staff development, and evaluate programs to provide gifted and talented students with challenging and appropriate educational programs.

(b) School districts must adopt guidelines for assessing and identifying students for participation in gifted and talented programs. The guidelines should include the use of:

(1) multiple and objective criteria; and

(2) assessments and procedures that are valid and reliable, fair, and based on current theory and research. Assessments and procedures should be sensitive to underrepresented groups, including, but not limited to, low-income, minority, twice-exceptional, and English learners.

(c) School districts must adopt procedures for the academic acceleration of gifted and talented students. These procedures must include how the district will:

(1) assess a student's readiness and motivation for acceleration; and

(2) match the level, complexity, and pace of the curriculum to a student to achieve the best type of academic acceleration for that student.

(d) School districts must adopt procedures consistent with section 124D.02, subdivision 1, for early admission to kindergarten or first grade of gifted and talented learners. The procedures must be sensitive to underrepresented groups.

**History:** 1Sp2005 c 5 art 2 s 17; 2007 c 146 art 2 s 8; 2013 c 116 art 2 s 10

\* Motivation  
\* U.D.L.  
Twice Exceptional  
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