

**SENATE  
STATE OF MINNESOTA  
NINETY-SECOND SESSION**

**S.F. No. 1554**

(SENATE AUTHORS: KORAN)

DATE  
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Introduction and first reading  
Referred to Education Finance and Policy

OFFICIAL STATUS

1.1 A bill for an act  
1.2 relating to education; modifying gifted and talented student programs; encouraging  
1.3 academic acceleration policies; amending Minnesota Statutes 2020, section  
1.4 120B.15; proposing coding for new law in Minnesota Statutes, chapter 120B.

1.5 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:

1.6 Section 1. Minnesota Statutes 2020, section 120B.15, is amended to read:

1.7 **120B.15 GIFTED AND TALENTED STUDENTS PROGRAMS.**

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

1.11 (b) School districts must adopt guidelines for assessing and identifying students for  
1.12 participation in gifted and talented programs consistent with section 120B.11, subdivision  
1.13 2, clause (2), and post the guidelines on the district website. The guidelines should include  
1.14 the use of:

1.15 (1) multiple and objective criteria; and

1.16 (2) assessments and procedures that are valid and reliable, fair, and based on current  
1.17 theory and research. Assessments and procedures should include statewide assessments  
1.18 under section 120B.30 and should be sensitive to underrepresented groups, including, but  
1.19 not limited to, low-income, minority, twice-exceptional, and English learners.

1.20 (c) School districts must adopt procedures for the academic acceleration of gifted and  
1.21 talented students consistent with section 120B.11, subdivision 2, clause (2). These procedures  
1.22 must include how the district will:

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

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

2.4 (d) School districts must adopt procedures consistent with section 124D.02, subdivision  
2.5 1, for early admission to kindergarten or first grade of gifted and talented learners consistent  
2.6 with section 120B.11, subdivision 2, clause (2). The procedures must be sensitive to  
2.7 underrepresented groups.

2.8 **EFFECTIVE DATE.** This section is effective July 1, 2021.

2.9 Sec. 2. **[120B.152] ACADEMIC ACCELERATION POLICY.**

2.10 **Subdivision 1. Board policy.** By the 2023-2024 school year, a school board is strongly  
2.11 encouraged to adopt an academic acceleration policy to automatically recommend that a  
2.12 student who demonstrates proficiency in math enroll in advanced coursework in math. A  
2.13 school district is encouraged to include other academic subjects in the academic acceleration  
2.14 policy. The district or charter school must post the policy on its website.

2.15 **Subd. 2. Policy requirements.** (a) The policy must:

2.16 (1) require that a district recommend that a student in middle school or high school who  
2.17 demonstrates proficiency in math enroll in an advanced course in math, and inform the  
2.18 student's parent of the recommendation;

2.19 (2) allow a parent of a student enrolled in an advanced course to remove the student  
2.20 from the advanced course;

2.21 (3) describe how a student demonstrates proficiency in math, in accordance with  
2.22 paragraph (b); and

2.23 (4) list the courses that the district has determined are advanced math courses, including  
2.24 advanced placement courses and concurrent enrollment courses.

2.25 (b) A school board is encouraged to use objective criteria to determine whether a student  
2.26 has demonstrated proficiency in math, and to consider how the criteria may affect inequities  
2.27 among student groups. Criteria may include:

2.28 (1) a student's performance on statewide assessments under section 120B.30 or another  
2.29 local assessment;

2.30 (2) a student's performance on the ACT or SAT; and

2.31 (3) successful completion of a math course aligned to state standards.

- 3.1 Subd. 3. **Commissioner duties.** The commissioner of education must identify best
- 3.2 practices for providing students with opportunities for academic acceleration.
- 3.3 **EFFECTIVE DATE.** This section is effective July 1, 2022.