

# Provo City School District

## Policy Series 4000: Curriculum, Instruction & Assessment



Policy No. 4115

### Accelerated Academic Programs (formerly known as Gifted and Talented Students)

The Provo City School District Board of Education has established these Mission and Belief Statements to guide the development of instructional programs for students demonstrating high academic ability and potential

#### MISSION STATEMENT

Provo City School District is committed to assessing the educational needs of all students and providing them with a appropriate, differentiated instruction. Students with high academic ability and potential shall receive engaging and accelerated instruction to meet their individual needs.

#### BELIEF STATEMENT

- All students, including those demonstrating high academic ability and potential, have the right to be engaged and challenged every day.
- Differentiation of curriculum and instruction for both high- and low-achieving students benefit individual students and the (Tomlinson, 1997).
- Acceleration is a highly effective practice for meeting the needs of students with high academic ability and potential (Hattie, 2012).
- Schools shall use multiple assessment measures to understand the unique needs of students and to provide appropriate instruction (Renzulli, n.d.).
- Identification of students with high academic ability and potential shall not be solely dependent upon English vocabulary or comprehension skills and shall take into consideration abilities of culturally diverse students and students with disabilities (Utah Admin. Rules R277-707).
- Services for students with high academic ability and potential are effectively provided in several settings: In regular classes, through differentiated instruction and groupings; in specialized courses; and in specialized, full-time programs (Borland, 2003).
- Students socially benefit from being in similar-age groups and schools benefit from organizing in elementary, middle, and high school structures.

The Provo City School District Board of Education directs the Superintendent and the Executive Director of Teaching and Learning to develop procedures for the identification and instruction of students with high academic ability and potential at the elementary and secondary levels.

#### Legal Reference:

Utah Admin. Rules R277-707

Enhancement for Accelerated Students Program

**Cross Reference:**

Board Policy 4125 and Procedure

Enrollment in District Instructional Programs with Limited Student Access

Utah Code 53G-6-803

Parental Right to Academic Accommodations

**Research References:**

Borland, J. H. (2003). *Rethinking gifted education* (pp. 113-115). New York: Teachers College Press.

Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. London: Routledge.

Renzulli, J. S. (n.d.). UConn Logo University of Connecticut UC Title Fallback. Retrieved February 2, 2017, from <http://gifted.uconn.edu/schoolwide-enrichment-model/identifygt/>

Tomlinson, C. (1997, May). What it means to teach gifted learners well. *The Instructional Leader*, 10(3), 1-3, 12.

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