

Bedford County Public Schools

Local Plan for the Education of the Gifted

2019-2024

LEA #	010
Superintendent	Mr. William Dupere
Mailing Address	310 S. Bridge St., PO Box 748, Bedford, VA 24523
Gifted Education Coordinator/Designee Title	Mrs. Audrey Bowyer, Supervisor of Mathematics and Gifted
Address Telephone Email	310 S. Bridge St., Bedford, VA 24523 Telephone (540) 586-1045 extension – 10639 abowyer@bedford.k12.va.us
Local School Board Chairperson	Mr. Marcus Hill
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General Information regarding the Gifted Program in Bedford County Public Schools

In section 8VAC20-40-40A of the *Regulations*, divisions are required to screen, refer, identify, and serve gifted students in at least general intellectual aptitude or specific academic aptitude. School divisions may identify and serve gifted students in career and technical aptitude or visual or performing arts aptitude, or both, at their discretion.

Area of Giftedness Identified by the Division	Grades Served
General Intellectual Aptitude (GIA)	K-12
Specific Academic Aptitude (SAA) - Choose an item.	Not Served
Career and Technical Aptitude (CTA)	Not Served
Visual and/or Performing Arts Aptitude (VPA) - Choose an item.	Not Served

Part I: Statement of Philosophy and Local Operational Definition of Giftedness for the School Division (8VAC20-40-60A.I)

A. Division Statement of Philosophy for the Education of Gifted Students

BCPS Mission Statement:

Bedford County Public Schools will provide equal opportunities to enable all students to think critically, collaborate, create, communicate, and become productive citizens.

BCPS Philosophy Statement for the Education of Gifted Students

Bedford County Public Schools believes that gifted students require specialized services to address their needs for academic challenges and social-emotional support. Identified gifted students will engage in sequential and continuous services that meet the goals of the BCPS gifted program.

BCPS Gifted Education will:

- encourage each student to develop to their greatest potential
- address individual learning styles, needs, and interests through differentiated instructional services
- guide students in understanding their unique social-emotional needs and support their skill acquisition of emotional intelligence and social skills
- prepare students to be successful in college and career fields
- enable school staff, parents, and members of the community to work together to provide high-quality educational opportunities
- employ highly effective teachers and support staff

B. Division Operational Definition of Giftedness

Bedford County Public Schools identifies students for gifted services in one area of giftedness: GENERAL INTELLECTUAL APTITUDE.

Bedford County Public Schools adheres to the definition of gifted students for General Intellectual

Ability as put forth in the *Proposed Regulations Governing Educational Services for Gifted Students, 2020*:

Bedford County Public Schools defines gifted students as those who demonstrate high levels of accomplishment or who show the potential for higher levels of accomplishment when compared to others of the same age, experience, or environment. Their aptitudes and potential for accomplishment are so outstanding that they require special programs to meet their educational needs.

Part II: Program Goals and Objectives (8VAC20-40-60A.2)

A. Identification:

Goal: To ensure that our identification process includes appropriate information, allowing us to make informed decisions about student eligibility for the gifted program.

BCPS Strategic Plan Alignment: Goal 1: High Academic Expectations

Objective(s):

1. Evaluate the current identification system, determine necessary changes, and implement those changes
2. Identify necessary components that will be used for identification
3. Continue to educate faculty and staff about the characteristics of gifted students
4. Investigate ways to find students in underserved populations eligible for gifted services

B. Delivery of Services:

Goal: Provide a continuum of services in grades K-12 that assures appropriately differentiated instruction within the classroom and provides various enrichment and extension opportunities.

BCPS Strategic Plan Alignment: Goal 1: High Academic Expectations

Objective(s):

1. Implement organizational patterns of cluster grouping in elementary schools enabling gifted students to work together and allowing the best use of face-to-face interaction with gifted teachers
2. Implement organizational patterns of cluster grouping in middle schools for core classes enabling gifted students to work together and allowing the best use of face-to-face interaction with gifted teachers
3. Continue to offer advanced level and Honors courses to middle school students and Honors, Advanced Placement (AP), and Dual Enrollment (DE) courses to high school students
4. Provide the opportunity to accelerate students by grade level or subject

GIFTED STAFF BY LEVEL	PROGRAM AND LEVEL SERVED General Intellectual Ability(GIA)	SUPERVISED BY
8 full-time gifted resource teachers	Elementary and Middle School gifted resource teachers serve K-5 and 6-8 schools and provide both pull-out opportunities/instruction for identified students, as well as work collaboratively with general education	Supervisor of Gifted Education Elementary Principals

	classroom teachers for push-in opportunities for identified students.	Middle School Principals
3 high school teachers assigned as gifted coordinators	High school teachers serve 9-12 schools by coordinating gifted opportunities for identified high school students.	Supervisor of Gifted Education High School Principals
Supervisor of Gifted Education	K-12 division supervision	Director of Curriculum and Instruction

C. Curriculum and Instruction:

Goal: Provide differentiated curriculum for gifted students in grades K-12 that addresses their need for enrichment and acceleration.

BCPS Strategic Plan Alignment: Goal 1: High Academic Expectations

Objective(s):

1. Strengthen current English/language arts, mathematics, science, and social studies curriculum and course offerings to reflect the needs of gifted students
2. Implement differentiation strategies in elementary and middle school classrooms that increase the depth and complexity of instruction for identified students
3. Provide information and counseling about courses available at the middle and high school levels that are appropriately challenging for gifted students
4. Provide internship opportunities at the high school level
5. Provide online or blended instruction for the purpose of enrichment and acceleration

D. Professional Development:

Goal: Professional development opportunities will be provided for all personnel directly involved in the delivery of services to gifted students.

BCPS Strategic Plan Alignment: Goal 3: High-Quality Workforce

Objective(s):

1. Facilitate training of new gifted personnel in administrative tasks associated with identification and services
2. Provide information on examining and critically analyzing student work for the purpose of identification of potentially gifted students
3. Provide information on differentiation strategies to classroom teachers who work with gifted students
4. Facilitate the opportunity for full-time Gifted Resource Teachers to secure a Virginia gifted endorsement and expand their knowledge base of gifted education

E. Equitable Representation of Students:

Goal: Annually review the procedures for identification of students and division subgroup gifted data (e.g., race, gender, socioeconomic status, age, grade level, etc.) to ensure practices do not hinder any group or groups of students from potential identification and services.

BCPS Strategic Plan Alignment: Goal 2: Safe & Supportive Learning Environments

Objective(s):

1. Support county initiative on underserved populations within BCPS gifted program and identify possible reasons for low identification
2. Explore ways to identify gifted students who are twice-exceptional, students from economically disadvantaged backgrounds, and culturally diverse students including, but not limited to, English language learners (ELL students)
3. Pilot the use of Primary Education Training Skills to establish local norms that may help identify economically disadvantaged and underrepresented gifted students

F. Parent and Community Involvement:

Goal: Increase support for the gifted program from families, community members, community organizations, local businesses, and institutions of higher learning.

BCPS Strategic Plan Alignment: Goal 4: Mutually Supportive Partnerships

Objective(s):

1. Maintain the local advisory committee
2. Increase the number of community resources available for enrichment opportunities
3. Fully utilize available resources
4. Provide internship opportunities
5. Encourage partnerships between the school and institutions of higher learning, the school and community organizations, and the school and local businesses

Part III: Screening, Referral, Identification, and Service Procedures

A. Screening Procedures (8VAC20-40-60A.3)

Screening Procedures for General Intellectual Aptitude (GIA)

Screening/review of the total school population (grades K-12) is an ongoing process through the efforts of school-based gifted resource personnel.

- Gifted resource personnel regularly provide information to their respective faculties regarding the characteristics of gifted students, including underserved populations, and actively encourage educator referrals. In grades K-12, teachers make referrals based on their observations of gifted behaviors and academic performance.
- Referrals for gifted eligibility screening are also accepted from other school personnel, professionals, parents/guardians, students, peers, self, and community members.
- Referred students are administered standardized achievement and ability tests which may include, but are not limited to, the Iowa Test of Basic Skills and the Cognitive Abilities Test (CogAT). Students who score in the 95th percentile or above on the Iowa Test of Basic Skills or in the 95th percentile or above on

any portion of the Cognitive Abilities Test (CogAT) represent the pool of candidates.

- The actual screening/testing of students is done in the spring of the year. At that time, existing data and recommendations are requested from teachers. Parent permission is required for individual testing of a child that has been referred.
- All second-grade students, division-wide, are administered standardized ability and achievement tests, which may include but are not limited to the Iowa Test of Basic Skills and the Cognitive Abilities Test (CogAT) in the spring. These tests are administered by the second-grade teachers in each school under the supervision of the school testing coordinator. At that time, existing data and recommendations are requested from teachers. Parent permission is not required for second-grade division-wide testing, but schools will send home a notice of educational testing to parents.

B. Referral Procedures (8VAC20-40-60A.3)

Referral procedures for General Intellectual Aptitude (GIA)

- Information about the referral process for gifted education will be disseminated using various methods, including, but not limited to, faculty meeting/in-service notifications, student handbooks, and county/school websites.
- To initiate a referral, the person making the referral (teacher, parent/guardian, student, self, community member, etc.) must contact the school's principal/designee or gifted program personnel. Referrals must be submitted in writing or by e-mail to the school's principal/designee or gifted program personnel and will be accepted at any time throughout the school year.
- Testing is administered annually, in the spring, following the Bedford County Public Schools testing calendar. Referrals made by (teacher, parent/guardian, student, self, community member, etc.) before the second week in January each year will be tested in the current school year. Referrals received after the second week of January will be tested in the spring of the following school year.
- Identification determination and parent notification is completed by the last day of school each year. Services will begin the following school year.
- Students are only eligible for testing once every twelve months.
- Students previously determined ineligible for gifted education services must be reevaluated before being reconsidered for eligibility.
- The highest test scores from Bedford County Public Schools and the current selection criteria will be used when determining a student's eligibility for gifted education services.
- All test scores are valid for twenty-four months after the testing date. For example, a second-grade spring achievement test score may be used with a fourth-grade spring ability test score to determine a student's eligibility for gifted services.
- Records of students who transfer into Bedford County Public Schools with a gifted identification label from another division will be reviewed by the school's gifted education personnel to determine if the prior school division's gifted identification criteria match the Bedford County Public Schools criteria. If the testing criteria match, a meeting to discuss/review the criteria will be held, and the student will be formally placed in the program. If the testing criteria do not match, the student will be referred for evaluation for the gifted program following division procedures. Gifted Education services will not begin for any transfer students until student eligibility is determined using the Bedford County Public Schools selection criteria. Any transfer student who was eligible at their previous school, but is found ineligible for gifted services in Bedford County Public Schools, may be referred for testing at the next available test administration.

C. Identification Procedures (8VAC20-40-60A.3)

Multiple Criteria Listing (8 VAC 20-40-40D.3)

For gifted identification, a Bedford County Public School student must show evidence of general intellectual aptitude in three of the following four areas:

- superior performance on a norm-referenced achievement test
- superior performance on a norm-referenced ability test
- gifted behaviors as observed by the current or former classroom teacher and/or parent/guardian in the areas of General Intellectual Ability, Language Arts Performance, Mathematics Performance, Creativity and Leadership
- academic and other performance indicators

Identification in General Intellectual Aptitude (GIA) will include the following components:

1. **Record of observation of in-class behavior:** Scales for Identifying Gifted Students (SIGS) Teacher Rating Scale
2. **Appropriate rating scales, checklists, or questionnaires:** Scales for Identifying Gifted Students (SIGS) Teacher Rating Scale and Parent Rating Scale
- 3a. **Individual or group-administered, nationally norm-referenced aptitude test(s) (must be included for GIA):** Cognitive Abilities Test (CogAT)
- 3b. **Individual or group-administered, nationally norm-referenced achievement test(s):** Iowa Test of Basic Skills
4. **Record of previous achievements (awards, honors, grades, etc.):** Grades
5. **Additional valid and reliable measures or procedures:** May include, but are not limited to, Writing Sample, TOMAGS, Math Exemplar, PSAT, ACT/SAT, PALS, and IXL Diagnostic Math

D. Placement Procedures (8VAC20-40-60A.3)

1. Identification/Placement Committee (8VAC 20-40-40D)

Identification/Placement Committee for General Intellectual Aptitude (GIA)

The Identification/Placement Committee is a school-level committee comprised of:

- 1 Classroom Teacher(s)
- 1 Gifted Education Resource Teacher/Coordinator
- 1 Counselor(s)
- * School Psychologist
- * Assessment Specialist(s)
- 1 Principal or Designee
- * may include these and/or other BCPS staff members if needed or because they work directly with the student

2. Eligibility (8VAC20-40-60A.3)

General Intellectual Aptitude (GIA) Criteria Chart

Measure	Administered by	Scored by	Provided to the Committee by
Achievement Test: Iowa Test of Basic	Gifted Resource Teacher, Testing	Riverside	Supervisor of Assessment

Skills Ability Test: Cognitive Abilities Test (CogAT)	Coordinator, and/or Classroom Teacher		
Gifted Behaviors: Scales for Identifying Gifted Students (SIGS) Teacher/Home Rating Scales	Current or Previous Classroom Teacher(s) and Parents/Guardians	Gifted Resource Teacher	Supervisor of Gifted Education
Academic & Other Performance Indicators: Writing Sample, TOMAGS, Math Exemplar, PALS, IXL Math Diagnostic, PSAT, ACT, SAT	Gifted Resource Teacher/Testing Coordinator and or Classroom Teacher	Gifted Resource Teacher, Classroom Teacher, and/or Testing Company	Classroom Teacher or Gifted Resource Teacher/Coordinator

- Ability and achievement, gifted behaviors, and academic performance data will be collected by the classroom teacher and/or the gifted education resource teacher/coordinator.
- A "Summary for Student Eligibility" sheet will be compiled by the school's gifted resource teacher/coordinator. Predetermined performance criteria will be used to determine student eligibility for gifted services.
- **Bedford County Public Schools does not allow any one criterion to guarantee or deny access to gifted education services.**
- Parent permission is required for individual testing of a child who has been referred. Parent permission is not required for 2nd-grade division-wide testing, but schools will send home a notice of educational testing to parents.
- If a student is not found eligible for gifted services using the "Summary for Student Eligibility," the parent(s)/guardian(s) will be notified in writing of ineligibility. The parent(s)/guardian(s) may appeal the decision to the building principal within 30 calendar days.
- All corresponding documentation will be placed in the student's cumulative folder.

3. Determination of Services (8VAC20-40-60A.3)

General Intellectual Aptitude (GIA)

After a student is identified as a potential candidate using the Summary for Student Eligibility rubric, a gifted eligibility meeting is scheduled. The gifted resource teacher/coordinator contacts parents(s)/guardian(s) and notifies all individuals who will serve as part of the School-Level Identification/Placement Committee of the date and time of the scheduled meeting. Data from the Summary of Student Eligibility rubric will be discussed at the meeting. A Gifted Education Plan (GEP) will be initiated based on the student's strengths, classroom performance, and test scores to meet the student's individual needs. Parental permission for placement in the program and plan approval will be acquired. If the parents cannot attend the meeting, a letter requiring the parent/guardian's signature will be sent home. The form **MUST** be signed and returned for eligibility to be completed, and the form will be placed in the student's cumulative folder. Testing and eligibility occur in the Spring of each year, with initial services beginning in the fall. Transfer students found eligible in another division and who meet Bedford County's criteria can

begin services immediately.

Part IV: Notification Procedures (8VAC20-40-60A.4)

General Intellectual Aptitude (GIA)

Initial Notification:

A letter is sent to parents of students referred for gifted evaluation to inform them of the process for identification. If the child is not in 2nd- grade and requires additional testing, a permission to test form will accompany the identification letter. After the child has been found eligible, parents are notified of the time and location of the Gifted Eligibility Meeting. Parents must provide written permission for services to begin.

Right to Appeal:

A parent will be notified in writing when a referred child is not eligible for gifted services. If the parent wishes to appeal the decision, a written request must be made to the school's principal or designee within 30 calendar days of receipt of the Letter of Ineligibility. Once an appeal is made, the principal will review the data related to the student's non-identification with input from the school's counselor, the school's gifted personnel, and the student's classroom teacher(s). After the review, the principal or designee will notify the parent in writing of the decision to uphold or change the previous recommendation.

Change in Placement or Exit from the Gifted Program:

Parents may opt students out of the program by written request at any time that they determine the placement is not appropriate; however, the student may still retain the identification and remain eligible to return to the program at a later date.

Part V: Change in Instructional Services (8VAC20-40-60A.5)

General Intellectual Aptitude (GIA)

A review may occur when a student's performance indicates a need and/or when the program design changes. A review may result in continued placement, change of placement, or the initiation of exit procedures. Parents may opt students out of the program by written request at any time that they determine the placement is not appropriate; however, the student may still retain the identification and remain eligible to return to the program at a later date. If the committee determines that the placement is not appropriate, then with parental permission, the student may be removed from the program but can be reevaluated at a later date. The exit process may be initiated by the student, teacher, or parent. In all cases, the committee will meet to determine if exit from the program is appropriate.

If the teacher initiates a change in placement, the following steps are taken:

1. The teacher confers with the student
2. The teacher confers with the principal, who informs the parents
3. A conference with the parents is scheduled, and the conditions for continued inclusion are set forth
4. A six-week probationary period is established
5. The parents are informed of the student's progress after three weeks. After six weeks, the committee reviews the case and makes a decision

Parents whose children were evaluated and exited from the program receive a letter informing them

of the committee's decision, as well as their right to appeal the decision.

If a student no longer meets the criteria to remain in the gifted program, the school's gifted personnel will inform the principal. A teacher or counselor, the school's gifted personnel, and the principal will confer with the parents. The principal will send a written exit notification and the right to appeal to parents.

To appeal, a written request must be made to the school principal or designee by the person appealing within 30 calendar days of receipt of the Intent to Exit from the program. Once an appeal is made, the principal will review the data related to the student's proposed exit from the program with input from the school's counselor, the school's gifted personnel, one or more teachers from the school, and division level staff, including, but not limited to, the Supervisor of Gifted Education. After the review, the principal or designee will notify the parents in writing of the decision to uphold or change the previous recommendation.

Several members of the appeals committee will not have served on the eligibility committee. The committee will review the data related to reasons for recommending the student be exited from the program or for students not found eligible based on the criteria used in the identification process. The committee may also interview the parent or guardian of the student. After completing the review and the interview, the committee will reconvene and make a determination within 10 days. If the committee reaffirms the previous decision and the parent/guardian continues to disagree with the decision, the parent may appeal to the Director of Instruction. Outside data may be considered.

Part VI: Evidence of Appropriate Service Options (8VAC20-40-60A.10)

A. Service Options are Continuous and Sequential

General Intellectual Aptitude (GIA)

Referral, evaluation, and identification occur in all Bedford County Public Schools, beginning with kindergarten and continuing through 12th grade. Once identified, students are provided services, including enrichment, extension, acceleration, and collaboration. For example:

- Regularly scheduled enrichment times at the elementary and middle schools for services to take place
- Advanced/Honors coursework at the middle school and high school level
- AP coursework at the high school level
- Dual-enrollment coursework in academic and technical fields at the high school level
- Virtual courses and blended learning opportunities
- Academic-Year Governor's School(s): Roanoke Valley Governor's School (RVGS), Grades 9 - 12 and Central Virginia Governor's School CVGS, Grades 11- 12
- Summer Regional Governor's School(s): Piedmont Regional Governor's School for 4th- 7th grade students
- Summer Residential Governor's School(s): SRGS Visual and Performing Arts, SRGS Academic Programs, and Governor's World Language Academies

B. Service Options Provide Instructional Time with Age-level Peers

General Intellectual Aptitude (GIA)

Gifted students are clustered in elementary and middle school to facilitate opportunities for identified age-level peers to interact and learn with each other. This increases opportunities for

push-in collaboration between gifted resource teachers and general education teachers in classrooms and facilitates the scheduling of pull-out enrichment and extension time with gifted resource teachers.

C. Service Options Provide Instructional Time with Intellectual and Academic Peers General Intellectual Aptitude (GIA)

Beginning in elementary school, students who demonstrate mastery of mathematics content may be accelerated into the appropriate grade level for their math instruction. Reading instruction is differentiated, as well, so that gifted readers can learn together at an appropriate level of depth and complexity. Special small group opportunities are also facilitated to allow students to work with their intellectual peers. These groups can include identified students from different grade levels within a school and/or even identified students from different schools working together on projects or activities of common interest or theme. At the elementary level, these groups are supervised and coordinated by elementary gifted resource teachers with specific training in gifted education and general education teachers with specific content training related to the topic of the project or theme of the activity. At the secondary level, these opportunities are facilitated by general education teachers with the specific content knowledge needed to supervise the activity or project.

D. Service Options Provide Instructional Time to Work Independently

General Intellectual Aptitude (GIA)

When students have shown mastery of specific content but are not grade advanced, opportunities for project-based learning and independent study are employed. Under the direction and guidance of BCPS personnel, students are provided the opportunity to conduct independent or small-group research or projects on topics of specific interest or value. Rubrics are usually used to evaluate the work done independently or collaboratively. Opportunities for sharing the findings of the research are also allowed and encouraged.

E. Service Options that Foster Intellectual and Academic Growth

General Intellectual Aptitude (GIA)

- **Opportunities for acceleration:** subject acceleration, grade acceleration, early college, online or blended learning
- **Differentiated curriculum/instruction:** Tasks and instructional delivery are modified based on students' readiness, interests, and learning styles. Content, process, and products are adapted to correlate to students' learning profiles.
- **Varied assessment strategies:** Traditional and non-traditional assessments are used, including rubrics.
- **Extension and enrichment opportunities:** Depth, breadth, and complexity are added to activities, assignments, and programs that occur during the school day for all identified students
- **Curriculum compacting:** Adjustments are made to subject-area or grade-level curriculum for students who have shown mastery of content or skills to provide for more challenging and productive use of a student's time.

F. Procedures for Assessing Academic Growth in Gifted Students

General Intellectual Aptitude (GIA)

Assessments vary like the instructional strategies used, but may include formal assessments and informal pre-and post-assessments. Some examples are:

- Examples of student work
- Teacher-designed tests or rubrics designed specifically for certain assignments
- Formal displays, presentations, and/or products
- Process observations
- Product assessments that require students to synthesize primary sources of information into their product
- Integration of technology and other modes of expression that require creativity and higher-level thinking
- Formative and summative evaluations based upon previously agreed upon criteria for content and product

Administrators, gifted resource teachers/coordinators, and classroom teachers collaborate to determine participation in certain teaching and learning pathways and appropriate assessments for differentiated curriculum.

Part VII: Program of Differentiated Curriculum and Instruction (8VAC2040-60A.11)

General Intellectual Aptitude (GIA)

School administrators, gifted resource teachers/coordinators, and regular classroom teachers, work together to provide opportunities for extension and enrichment of the content for gifted learners. The curriculum framework focuses on a rigorous academic program. Services are delivered through differentiation of instruction, cluster grouping, homogeneous and heterogeneous grouping, advanced placement courses, honors courses, dual enrollment courses, and virtual advanced placement courses. Curriculum development is an ongoing process within buildings and at the division level.

At the elementary level, teachers employ the model of differentiated instruction within the regular classroom for identified students in all grade levels. The school's elementary gifted resource teacher extends the regular classroom instruction through differentiated curriculum using push-in and pull-out instructional models. Elementary schools provide opportunities for accelerated instruction by subject and across grade levels when appropriate (examples: a student moves from 4th grade to 5th-grade math or a 5th-grade elementary student does online 6th-grade math). Whole grade acceleration may occur when available data indicates that this is the best option for the student. Field trips, guest speakers, and extended opportunities are also offered to address curriculum goals. Elementary school students (grades 4-5) may apply to attend the summer Piedmont Regional Governor's School, a regional summer program hosted by Pittsylvania County Public Schools and financially supported by Bedford County Public Schools.

At the middle school level, teachers employ the model of differentiated instruction within the regular classroom for identified students in all grade levels. The school's middle school gifted resource teacher extends the regular classroom instruction through differentiated curriculum using push-in and pull-out instructional models. Middle school students are also served through clustering in their regularly scheduled advanced classes. This scheduling allows availability for specific activities during scheduled enrichment times. Instructional strategies include the differentiated instructional model and advanced and honors English, mathematics, and foreign languages courses. Instruction for individual students may be compacted or accelerated by subject and across grade levels. Individuals may be accelerated to a higher grade providing there is supporting data and dialogue. Middle school students may also be able to participate in high school foreign language courses

beginning in 7th grade. The foreign language course may be offered on-site or as a blended learning experience. Blended learning opportunities for enrichment and acceleration may also be provided to students in other subject areas. Middle school students (grades 6-7) may apply to attend the summer Piedmont Regional Governor's School, a regional summer program hosted by Pittsylvania County Public Schools and financially supported by Bedford County Public Schools.

At the high school level, the program's emphasis is to provide students with advanced level courses that support their academic and career goals including, but not limited to, Honors, Advanced Placement (AP), Dual Enrollment (DE), and virtual offerings. These courses are designed to be academically challenging and with an accelerated pace and content beyond the regular grade level courses and Standards of Learning. Students are encouraged to design their academic programs with choice in the selection of courses they will complete. In addition, extended opportunities include field trips and guest speakers. Counseling in career and scholarship opportunities is also provided. Through an application process, high school students may be selected to attend the Central Virginia Governor's School and/or the Roanoke Valley Governor's School. Both specialized schools focus on science, mathematics, and technology. Students may also apply to attend Virginia Summer Residential Governor's School enrichment programs. These programs develop leadership, appreciation for the visual and performing arts, and technical and academic skills beyond the regular curriculum. Students may also apply for the opportunity for early college enrollment.

At all levels, additional enrichment and extension opportunities may be offered, such as: MathCounts, Odyssey of the Mind, Young Authors Contest, Continental Math League, Reflections Contest, The Stock Market Game, WordMasters Competition, Mini-Economy, First Lego League, Hour of Code, ACE (QuizBowl). These content-specific activities provide opportunities for self-directed learning and critical inquiry. The school division also provides information about various school year and summer enrichment programs to elementary and middle school students identified as gifted.

Part VIII: Policies and Procedures for Access to Programs and Advanced Courses **(8VAC20-40-60A.12)**

General Intellectual Aptitude (GIA)

School Board Policies and Procedures related to Gifted Students:

Title: PROGRAMS FOR GIFTED STUDENTS

Code: IGBB

Status: Active

Legal: Code of Virginia, 1950, as amended, §§ 22.1-16, 22.1-18.1, 22.1-253.13:1. 8 VAC 20-40-40. 8 VAC 20-40-55. 8 VAC 20-40-60.

Last Revised: March 9, 2023

Prior Revised Dates: October 18, 2012

The responsibility of providing each student with the opportunity to realize their potential is recognized by the Bedford County School Board. Gifted students require a unique, advanced, and challenging educational program in order to enhance the development of their special abilities. The division shall use multiple criteria for the identification of gifted students as prescribed by the Board of Education. The Bedford County School Board shall approve a comprehensive plan for the education of gifted students that includes the components identified in Board of Education regulations. The School Board shall then submit the comprehensive plan for the education of gifted students to the Department of Education (DOE) for technical review on a schedule determined by the DOE. The development process for the plan shall include opportunities for public review of the school plan. Once the completed comprehensive plan for the education of

the gifted has been approved by the School Board, the plan will be accessible to the public through the division's website and printed copies of the plan will be made available to citizens who do not have online access.

The school division shall provide written notification to and seek written consent from parents and legal guardians to conduct any required assessment to determine a referred student's eligibility for the division's gifted education program, and to provide services for an identified gifted student in the division's gifted education program.

The School Board actively promotes and develops an appropriately differentiated educational program for gifted students in order to facilitate the fullest development of their potential. The School Board may establish a local advisory committee - composed of parents, school personnel, and other community members that reflects the geographical composition of the school division to annually review the division's plan for the education of gifted students, including revisions, and determine the extent to which the program for the previous year was implemented. The findings of the annual program effectiveness and the recommendations of the committee shall be provided annually in writing to the superintendent and the School Board and shall include a listing of committee members.

Revised:

March 9, 2023; October 18, 2012

Legal References:

Code of Virginia, 1950, as amended, §§ 22.1-16, 22.1-18.1, 22.1-253.13:1.
8 VAC 20-40-40.
8 VAC 20-40-55.
8 VAC 20-40-60.

Cross References: IKEB: Acceleration

Title: ACCELERATION

Code: IKEB

Status: Active

Legal: 8 VAC 20-40-10 et seq.

Adopted: January 1, 1999

Last Revised: January 17, 2018

The curriculum and schedule of elementary, middle and high schools provides flexibility in placing certain students in programs or subjects normally considered above their grade level. Scheduling eighth grade students into subjects above the normal grade level is done with counseling based on evidence of ability, past scholastic achievement and cooperation of the individual student and his parents or guardian.

When students below the ninth grade successfully complete courses offered for credit in grades 9 through 12, credit is counted toward meeting the standard units required for graduation provided the courses are equivalent in content and academic rigor as those courses offered at the secondary level. To earn a verified unit of credit for these courses, students below ninth grade level must meet the same requirements applicable to other students.

In any high school credit-bearing course taken in middle school, a parent may request that the grade be omitted from the student's transcript and the student not earn high school credit for the course. Such request shall be made in the format and by the deadline set forth in regulations developed by the superintendent.

Adopted:

Legal Refs.: Code of Virginia, 1950, as amended, §§ 22.1-78. 22.1- 253.13:3.

8 VAC 20-131-50

8 VAC 20-131-51.

Cross Ref.: IGBB	Programs for Gifted Students
JO	Student Records
JOA	Student Transcripts

Title: PROFESSIONAL STAFF DEVELOPMENT

Code: GCL

Status: Active

Legal: Code of Virginia, 1950, as amended, §§ 22.1-78, 22.1-23.3, 22.1-253.13:5, 22.1-276.01, 22.1-291.4, and 22.1-298.6.

Adopted: November 7, 2013

Last Revised: December 9, 2021

The Bedford County School Board provides a program of high-quality professional development

- i. in the use and documentation of performance standards and evaluation criteria based on student academic progress and skills for teachers and administrators to clarify roles and performance expectations and to facilitate the successful implementation of instructional programs that promote student achievement at the school and classroom levels;
- ii. as part of the license renewal process, to assist teachers and principals in acquiring the skills needed to work with gifted students, students with disabilities, and students who have been identified as having limited English proficiency and to increase student achievement and expand the knowledge and skills students require to meet the standards for academic performance set by the Board of Education;
- iii. in educational technology for all instructional personnel which is designed to facilitate integration of computer skills and related technology into the curricula,
- iv. for administrative personnel designed to increase proficiency in instructional leadership and management, including training in the evaluation and documentation of teacher and administrator performance based on student academic progress and the skills and knowledge of such instructional or administrative personnel, and
- v. designed to educate School Board employees about bullying as defined in Va. Code § 22.1-276.01 and the need to create a bully-free environment.

In addition, the Board provides teachers and principals with high-quality professional development programs each year in

- i. instructional content;
- ii. the preparation of tests and other assessment measures;
- iii. methods for assessing the progress of individual students, including Standards of Learning assessment materials or other criterion-referenced tests that match locally developed objectives;
- iv. instruction and remediation techniques in English, mathematics, science and history and social science;
- v. interpreting test data for instructional purposes;
- vi. technology applications to implement the Standards of Learning; and
- vii. effective classroom management.

All instructional personnel are required to participate each year in professional development programs.

Instructional staff and instructional support staff including administrators, teachers, counselors, paraprofessionals, school based clerical support staff, and central office support staff, employed on a full-time basis, is required to complete a mental health awareness training.

The Board annually reviews its professional development program for quality, effectiveness, participation by instructional personnel, and relevancy to the instructional needs of teachers and the academic achievement needs of the students in the school division.

Adopted: November 7, 2013.

Revised: December 9, 2021.

Legal References:

Code of Virginia, 1950, as amended, §§ 22.1-78, 22.1-23.3, 22.1-253.13:5, 22.1-276.01, 22.1-291.4, and 22.1-298.6.

Part IX: Personal and Professional Learning: (8VAC20-40-60A.13)

All personnel selected to work with gifted students are interviewed by building administrators, the Supervisor of Gifted Education, and/or the Director of Instruction and hired based on criteria such as, but not limited to, certification in gifted education, previous work with gifted students, and a strong desire and willingness to work with gifted students and their families.

PERSONNEL	PROGRAM/SERVICES	PROFESSIONAL LEARNING
8 Gifted Resource Teachers	<p>Pull-out enrichment and extension</p> <p>Push-in for collaboration</p> <p>Advocate for appropriate academic placements</p> <p>School level contact person</p>	<p>Teachers will:</p> <ol style="list-style-type: none"> 1. Participate in local, regional, and national workshops, in-service opportunities, and training including topics such as: bright vs. gifted students, social and emotional needs of gifted students, identification of gifted students from special populations, differentiation strategies, increasing depth and complexity, developing creativity and critical thinking skills, multi-age classrooms, use of technology, vertical teaming and alignments, developing parent and community involvement in gifted programs 2. Attend monthly meetings with the Supervisor of Gifted Education and other gifted teachers 3. Attend trainings for testing of referred students 4. Complete gifted education course offerings for gifted endorsement. Any elementary gifted teacher not holding a gifted endorsement when hired, will have a set amount of time in which to obtain the endorsement. 5. Serve on committees as requested (e.g. Gifted Revision Committee, Gifted Parent Advisory Committee, etc.) 6. Be encouraged to attend regional and state meetings related to the education of the gifted
3 High School Gifted Coordinators	<p>School level contact person</p>	<p>Coordinators will:</p> <ol style="list-style-type: none"> 1. Participate in workshops, in-service opportunities, and trainings including topics such as: bright vs. gifted students, identification tolls and procedures, social and emotional needs of gifted students, differentiation strategies, increasing depth and complexity, use of technology, vertical teaming and alignment, developing self-

		<p>directed and independent learners, career and college counseling</p> <ol style="list-style-type: none"> 2. Attend meetings as required with the Supervisor of Gifted Education and other gifted personnel 3. Serve on committees as requested (e.g. Gifted Plan Revision Committee, Gifted Parent Advisory Council, etc.) <p>Be encouraged to attend regional and state meetings related to the education of the gifted</p>
Elementary, Middle and High School Classroom Teachers	Differentiation of core curriculum	<p>Teachers will:</p> <p>Participate in local workshops, in-service opportunities, and trainings including topics such as: bright vs. gifted students, differentiation strategies, increasing depth and complexity, use of technology, vertical teaming and alignment</p>
Supervisor of Gifted Education	Regular meetings for all gifted personnel	<p>Supervisor will:</p> <p>Participate in the annual consortium and regional meetings for administrators of gifted education</p>

Methods of Evaluation

Gifted education resource teachers are evaluated by the Supervisor of Gifted Education and the building principal through the use of the school division's evaluation process, which is used for all teaching personnel and is in accordance with the teacher evaluation process prescribed by the Virginia Department of Education. They use formal and informal observations of classroom performance and assigned duties for providing input on evaluations.

Part X: Procedures for Annual Review of Effectiveness (8VAC20-40-60A.14)

Annually, the Supervisor of Gifted Education, the Elementary and Middle School Gifted Resource Teachers, the Secondary Gifted Coordinators and the Gifted Parent Advisory will review the BCPS Gifted Education Program Goals to evaluate the effectiveness of the BCPS gifted program. Sources of information include:

Review Category	Sources of Information	Persons Responsible	Timeline	Expected Results
Identification	Eligibility Rubric, Test Data, and demographic data	Elementary and Middle School Gifted Resource Teachers, Secondary Gifted Coordinators, and Supervisor of Gifted Education	Spring	Make changes as needed based on data
Delivery of Services	Yearly survey to core content teachers and counselors to assess enrichment and	Elementary and Middle School Gifted Resource Teachers, Secondary Gifted Coordinators, and	Ongoing	Improve current enrichment and extension offerings

	extension opportunities	Supervisor of Gifted Education		
Curriculum and Instruction	Yearly survey to core content teachers and counselors to assess differentiation needs and support	Elementary and Middle School Gifted Resource Teachers, Secondary Gifted Coordinators, and Supervisor of Gifted Education	Ongoing	Provide targeted professional development and support
Professional Development	Provide yearly professional development on a variety of topics related to giftedness	Elementary and Middle School Gifted Resource Teachers, Secondary Gifted Coordinators, and Supervisor of Gifted Education	Ongoing	BCPS Strategic Framework goal 3: High-quality Workforce
Equitable Representation	Pilot the use of Primary Education Training Skills	Elementary and Middle School Gifted Resource Teachers	Sept.-Jan.	Increase equity in identifying gifted
Parent and Community Involvement	Yearly survey to assess parental needs and support	Elementary and Middle School Gifted Resource Teachers, Secondary Gifted Coordinators, Gifted Advisory Committee Members, and Supervisor of Gifted Education	Ongoing	Improve parental knowledge of available opportunities and support

Part XI: Procedures for the Establishment of the Local Advisory Committee (8VAC20-40-60B)

Bedford County Public Schools will maintain a Gifted Parent Advisory Committee. Members will be selected through an application process and approved by the school board. The BCPS Gifted Parent Advisory Committee will be representative of parents of gifted students throughout the county. The Gifted Parent Advisory Committee will review and provide feedback on the BCPS Gifted Plan for effectiveness annually. The Gifted Parent Advisory Committee will assess parental needs and provide resources and support through meetings.

Part XII: Assurances (8VAC20-40-60A.6; A.7; A.8; A.9)

In accordance with the *Regulations Governing Educational Services for Gifted Students*, the following assurance must be provided by the school division:

Assurances that student records are maintained in compliance with applicable state and federal privacy laws and regulations;

Assurances that (i) the selected and administered testing and assessment materials have been evaluated by the developers for cultural, racial, and linguistic biases; (ii) identification procedures are constructed so that those procedures may identify high potential or aptitude in any student whose accurate identification may be affected by economic disadvantages, by limited English proficiency, or by disability; (iii) standardized tests and other measures have been validated for the purpose of

identifying gifted students; and (iv) instruments are administered and interpreted by trained personnel in conformity with the developer's instructions;

Assurances that accommodations or modifications determined by the school division's special education Individual Education Plan (IEP) team, as required for the student to receive a free appropriate public education, shall be incorporated into the student's gifted education services; and

Assurances that a written copy of the school division's approved local plan for the education of the gifted is available to parents or legal guardians of each referred student, and to others upon request.

Pursuant to these requirements, I hereby certify that the school division is in compliance with this language.

Division Superintendent's Signature

Printed Name

June 13, 2024
Date