



REVISED
Appendix MMM-11-22
May 23, 2011

DATE: May 23, 2011
TO: BOARD OF EDUCATION
FROM: Paul Bishop, Interim TAG Coordinator
RE: DPI Plan for Compliance

1. **Project Title: DPI Plan for Compliance**
2. **Project Description: Required response to DPI Audit Report**
3. **Analysis:** Following an audit of the District's Talented and Gifted Program, the Department of Public Instruction ("DPI") preliminarily concluded that the District is not in compliance with the statutory requirements for such programming. The Board opted to forego a public hearing on the matter. As of the date of this communication, DPI has not issued its final findings. Once DPI's findings become final, the District will be expected to submit a plan for compliance. The plan for compliance is NOT the TAG Plan but, rather, is the timeline within which the District intends to develop the TAG Plan and remediate all other areas of non-compliance. A draft plan for compliance is attached hereto for the Board's consideration. Notably, the proposed plan for compliance contains a number of blank spaces and editors brackets. The Administration cannot complete the plan until we receive DPI's final findings, as the timeline is based on the date the final findings are issued.
4. **Applicable Board Policies: NA**
5. **Advertising/Notices/Invites : NA**
6. **Vendors Receiving RFP: NA**
7. **Bids Respondents: NA**
8. **Estimate: NA**
9. **Previous Fiscal Year Expenditures: NA**

10. **Funding Source:** The development of the plan for compliance will not have a cost. Rather, anticipated costs for coming into compliance are explained in detail in the update to the TAG Action Plan.
11. **Project Schedule:** Submit the plan for compliance to DPI on or before the date set forth in the final findings.
12. **Contract Compliance:** NA
13. **Recommendation:** It is recommended that the Board pass a motion approving the attached Plan of Compliance for submission to DPI, as it will be amended once the final findings are received from DPI.



Madison Metropolitan School District

Talented and Gifted Education Compliance Plan

On _____ the Department of Public Instruction (“DPI”) issued a final finding of non-compliance with respect to the Madison Metropolitan School District’s (“District”) gifted and talented program. These findings were issued after a DPI audit of the District’s TAG program, which included written correspondence between DPI and the District and a two-day, on-site visit by DPI representatives to all four of the District’s comprehensive high schools.

Pursuant to a DPI directive, the District is required to develop a plan for compliance, which must be submitted to DPI on or before _____. The District plan for compliance is as follows:

1. Develop a gifted education plan that includes an identification process and a discussion of program opportunities for identified students.

Using the Board-approved TAG Action Plan as the basis, the District, with input from stakeholders (administration, Board of Education, parents, TAG staff and building-level staff), will develop a compliant gifted education plan that explicitly identifies the identification process. Such plan shall also include a detailed description of the programming options that either are or will be made available for students identified in one or more of the five areas of giftedness.

Timeline: The gifted education plan shall be completed and ready for implementation on or before [90 days from date of final findings].

2. Identify gifted and talented pupils.

Using a variety of screeners and identification tools, the District will articulate a method for identifying students in all areas of giftedness. The identification process will provide a means for identifying students at all grade-levels K-12. The tools selected for this purpose, which may include standardized test data, teacher/parent/self nominations, rating scales, inventories, portfolios and/or demonstrated performance, shall be selected

based on their appropriateness for use among a multitude of students including students from varying economic conditions, races, genders, cultures and developmental abilities. The identification process will also consider the needs of non-English speakers. Examples of screeners and identification tools already in use by the District include the CoGAT, at second and fifth grades; the Torrence Test for Creativity; the WKCE; MAP; and the HOPE Teacher Rating Scale.

Timeline: The process for identifying students will be finalized on or before [two weeks prior to above deadline] so that it may be appropriately integrated into the gifted education plan.

3. Develop a policy statement ensuring that identified gifted and talented students are provided access to appropriate programming without charge.

The gifted education plan shall contain language codifying the District's current practice of providing educational opportunities and programming to students identified as gifted and talented at no charge.

Timeline: Such language shall be integrated into the gifted education plan on or before [date in 1].

4. Develop a comprehensive description of programming options for all five areas of identification to be included in the gifted education plan.

Such programming may include in-class differentiated instruction, cluster grouping, small group instruction, pull-out instruction, individual opportunities for accelerated curriculum, diverse advanced course offerings.

Timeline: Programming options will be identified and finalized on or before [two weeks prior to above deadline] so that it may be appropriately integrated into the gifted education plan.

5. Provide an opportunity for parental participation in the programming decisions.

The gifted education plan shall contain a description of all opportunities to be provided to parents to work with District staff to identify the appropriate level of programming for a student identified as gifted and talented. Parental participation may include face-to-face meetings and/or telephone conferences with TAG and/or building-level staff and written communications. Parents shall be assured that programming provided by the District to meet a student's identified needs will be provided at no cost to the parent.

Timeline: Opportunities for parental participation will be identified and memorialized on or before [two weeks prior to above deadline] so that it may be appropriately integrated into the gifted education plan.

Approved by the Board of Education on May 23, 2011