






SCORECARD ON THE PAPERWORK REDUCTION TASK FORCE RECOMMENDATIONS

ACADEMIC IMPROVEMENT PLANS, SECTION 1008.25(4), FLORIDA STATUTES	
RECOMMENDATION OF PAPERWORK REDUCTION TASK FORCE	PROGRESS ON RECOMMENDATION
<p>Repeal the Academic Improvement Plan and consolidate other individualized student plans to provide school districts with flexibility. Allow districts to determine whether a struggling student will have (1) an individual progress monitoring plan or (2) be part of a school-wide progress monitoring system. An additional individualized student plan is not required if the student already has a federally required plan, such as the IEP or LEP Plan.</p>	<ul style="list-style-type: none"> Repeal the Academic Improvement Plan and delete all statutory references (HB 7087).  Provide schools and school districts the flexibility to determine a progress monitoring system to meet the academic needs of struggling students by choosing to (1) use a federally required plan, (2) use a school-wide system of progress monitoring, or (3) create an individualized plan for that student (HB 7087). Repeal the Personalized Middle School Success Plan (HB 7087).
SCHOOL IMPROVEMENT PLANS, SECTION 1001.42, FLORIDA STATUTES	
RECOMMENDATION OF PAPERWORK REDUCTION TASK FORCE	PROGRESS ON RECOMMENDATION
<p>Schools with a grade above a C shall not be required to complete a school improvement plan by the state, unless required by federal law. District school boards may still locally determine that these schools will still submit a School Improvement Plan.</p>	<ul style="list-style-type: none"> Removed non-academic components as requirements in the school improvement plan (HB 7087).  For schools that earn a C or below, additional components relating to school improvement must be included in the school improvement plan (HB 7087).
<p>Amend statute so that the School Improvement Plan shall focus strictly on student achievement and that current plan requirements not relating to student achievement shall be addressed in other appropriate sections of the K-20 education code.</p>	
SUNSHINE CONNECTIONS	
RECOMMENDATION OF PAPERWORK REDUCTION TASK FORCE	PROGRESS ON RECOMMENDATION
<p>Sunshine Connections should continue to be developed and implemented with a core goal of reducing paperwork and the burden of electronic data input for teachers. The Sunshine Connections Statewide Advisory Committee should review the findings of this task force and work to develop strategies within the functionality of each release to alleviate the paper and electronic burden hours placed on teachers. Furthermore, this task force endorses the development of an electronic, pre-populated statewide IEP as a part of Sunshine Connections.</p>	<ul style="list-style-type: none"> The Sunshine Connections Advisory Committee has reviewed the recommendations of the Paper Reduction Task Force (formal presentation on March 24, 2006).  The development of the statewide IEP through Sunshine Connections is underway. Efforts are also underway to determine what additional resources can be provided for teachers to reduce paperwork requirements. Sunshine Connections is continuing to be implemented across Florida.

DISTRICT ACTIONS	
RECOMMENDATION OF PAPERWORK REDUCTION TASK FORCE	PROGRESS ON RECOMMENDATION
<p>School boards are not to exceed paperwork and reporting requirements mandated by the state without extensive public hearings, input from local paper reduction task forces, and detailed analysis of “burden hours” needed to complete the paperwork (hard copy and electronic) for the proposed mandate.</p> <p>Require that each district school board create a task force, comprised predominantly of teachers, to reduce the paper and electronic reporting requirements in their district and to report their actions to the Department of Education.</p>	<p>Each district school board must designate a classroom teacher to serve as the teacher representative to speak on behalf of the district’s teachers regarding paperwork and data collection reduction. This teacher shall report annually to the district school board (HB 7087).</p> 
FUTURE LEGISLATION	
RECOMMENDATION OF PAPERWORK REDUCTION TASK FORCE	PROGRESS ON RECOMMENDATION
<p>The official analysis of legislation by either legislative chamber shall include an estimation of the “burden hours” created by the proposed legislation.</p>	<p>DOE began including statements of “burden hours” impact in their legislative analyses.</p> <p>DOE will work with legislative staff to incorporate this statement on official analyses.</p> 
CONTINUATION OF PAPERWORK REDUCTION AT THE STATE LEVEL	
RECOMMENDATION OF PAPERWORK REDUCTION TASK FORCE	PROGRESS ON RECOMMENDATION
<p>The Department of Education will annually review the progress of school and district implementation of recommendations, and will review the results of the district task forces.</p>	<p>District school boards are required to report findings and potential solutions to the State Board of Education annually, by September 1. The SBE must compile these findings and prepare a report that must be submitted to the Governor, President of the Senate and Speaker of the House by October 1 of each year (HB 7087).</p> 