

DistrictID	Issue	Issue Description	Mandate	Suggestions	Actions
Alachua	District Committee	test		test	
Alachua	Data Collection	test		test	
Bay	Not enough time	Time continues to be an issue due to overlapping paper work either online or through hard copy. Even though some reports such as report cards, IEPs, etc. are computer based, the amount of time needed to generate them is still an issue.	District	Streamline or eliminate overlapping paper work either web based or through hard copy. PMPs (formerly AIPs) are time consuming and overlap other means of reporting progress of low level students. Should consider streamlining or eliminating. Record keeping for student achievement through computer based software should be	District uses computer generated report cards in k-12 classrooms. A computer generated record keeping software is being implemented.
Bay	Not enough staff	Due to extreme cuts to education at the state level, there has been a staff reduction which has affected all areas in education and increased the amount of paper work and time required of present staff.	State	Increase budget for education at state level so that the appropriate amount of staff can alleviate amount of paper work and time required at this time.	Budget cuts continue to eliminate much needed staff positions.
Bay	ESE Paperwork	This issue continues to be quite time consuming for all professionals. The paper work required for recommending assessment of students for ESE is overwhelming. RTI has not improved this issue.	State	Streamline procedures required for recommendation of students to be assessed for ESE.	At this time IEPs are entered electronically. Everything else especially paper work from the classroom teacher is generated through hard copy and requires a great deal of time. More attention is
Bradford	Data Collection	Current data collection program GOALS has not been accessible or effective.	District	District needs to evaluate and determine program that will be user friendly and effective for recording and receiving student performance information for data analysis, staff development and accountability.	District will use SP SnapShot to access student performance. This program will allow student data to be recorded and received for improving student achievement, data analysis, staff development and accountability.

Bradford	Reduction of paperwork within the classroom.	Lack of equipment in classrooms to allow paper reduction.	District		All classrooms in district are equipped with LCD projectors and document cameras. Teachers also have a wireless keyboard and mouse to accompany this equipment. Utilizing this technology has greatly improved the paperwork that is needed at the
Bradford	Leadership	Inadequate district and school based websites.	District	Implement new website design for district and schools using consistent program throughout the district.	District has implemented and installed Dreamworks program at district level and school level. Employees received 3 days of professional development training to utilize this program. All student and school information is now on district
Bradford	District Committee	District administrators were concerned about communication issues. Means of communicating important information with district employees and school principals efficiently were needed, as well as, ways to communicate information to classroom teachers.	District	Suggestions included checking e-mail frequently throughout the day and indicating importance of e-mail when sent. District administration and school principals were encouraged to read, send, and respond to e-mails in a timely manner that would produce effective results in communication. Principals were to encourage teachers to utilize e-mail for school communication.	By stressing the importance of using e-mail within the district and schools, communication has improved tremendously with effective results. All district teachers have e-mail addresses, which allow information to be disseminated quickly and efficiently. District administration communication has significantly improved with e-mail and attachments being primarily means of communication. Therefore, reducing the amount of paperwork

Broward	Progress Monitoring Plan	<p>1. Why are state-wide standardized tests (FCAT and/or SAT-10) used to identify students to be placed on a PMP, after which schools are required to perform a screening instrument to further determine PMP services. For example, does a student entering third grade, that has already been placed on a PMP based on second grade test results, need to be screened again by the classroom teacher in the third grade? 2. Once a student is on a PMP, is it appropriate for the school's reading specialist to require classroom teachers to take instructional time to re-screen PMP students throughout the year, for the sole purpose of providing additional data? The same question has arisen for struggling students that were screened by the classroom teacher at the beginning of the year and put on a PMP. What purpose is gained by re-screening or testing? 3. Teachers are asking why a reading specialist would question the integrity of the classroom teacher? 4. Are students</p>	State	<p>1A. FCAT and/or SAT-10 provide information as to the overall level of student achievement, but do not adequately detail the specific areas of difficulty. It is in the best interest of the students that an appropriate screening instrument be used to provide detailed information as to the specific areas of difficulty. From this point, the most educationally sound PMP can be created and implemented. 2A. A screening of a student only occurs at the beginning of the PMP process. Throughout the school year data is required to be collected on students in order to monitor their progress in the area(s) of deficiency as they participate in an intervention program. 3A. It is a school-based decision as to what procedures to implement in order to monitor students, although only district approved programs are permitted to evaluate students on a PMP. The district-approved instruments directly align with our Struggling Mathematics and Reading</p>	<p>District maintains a "What's New/What Else is New" online communication site to clarify all issues relative to new policies and/or implementations. Frequently asked questions are cataloged, answered and shared district wide.</p>
Broward	Electronic grade book.	<p>A. posting grades in a timely manner. B. setting a standard for the number of grades that should be entered by a certain time. C. maintaining both electronic and paper records were viewed by teachers as being double paperwork. D. giving students credit for graded work completed within the same marking period.</p>	School	<p>The District reached consensus with the teachers bargaining group to have the Paperwork Reduction Committee draft "Standards for Entering Grades Using Electronic Grade-books."</p>	<p>Paperwork Reduction Committee drafted "Standards for Entering Grades Using Electronic Grade-books" and submitted them to the Contract Administration Committee for approval.</p>

Calhoun	ESE Paperwork	Procedural Safefuards for parents of ESE students is very cumbersome. Much paper is used for packets to send to all parents of ESE students. This information is very useful, but redundant and costly in regards to amount of paper and printing	Federal	It would be very helpful if parents could access the Procedural Safeguards information online.	The state has a plan in the works for parents to be able to access online this very important information of Procedural Safeguards.
Calhoun	Attendance Paperwork	Our district is still using paper to monitor daily attendance and 3-week progress reports. This can be very cumbersome, time-consuming, and expensive. Teachers get very frustrated trying to keep up with the attendance in all classes and prepare 3-week progress monitoring reports, particularly in grades 6-12.	District	We are suggesting that daily attendance and 3-week progress reports be done electronically.	Last school year the district purchased a web-based electronic grade and attendance book for the entire district. The electronic grading is working well, but the attendance piece and the 3-week progress reports are still very problematic. The district is working hard with the vendor and with district staff through professional development to make
Calhoun	Forms	FL Statutes require that each district report annually to parents/guardians their child's progress toward achieving state and district expectations for reading, writing, math, and science. Our district has been using a separate form for this information to be sent home at end of year with report cards. This has	State	Suggestions have been made by teachers to try to include this information on the final report card to students. This would save teachers much time and paper.	After communicating with DOE representatives and getting an ok, we have made the decision to make some revisions to our final report cards to include the information required by the state. This would eliminate the need to send home a separate form with this academic progress information.
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Calhoun	Forms	Mountains of paper is used to send home information to parents in regard to special events at each school. This is very costly and time consuming for the schools and district.	School	It would be great to have a way to get this information to parents in a more reliable, timely, and less costly manner.	The district has just recently implemented an electronic telephone program, "Connect Ed", to employ the use of the telephone service to send out automatic informational calls from each individual school or from the district. We are in the process of getting key people trained at all levels in order to fully implement this
Citrus	Citrus County Instructional Assessment Portfolio	prior to this school year, elementary teachers were required to collect student performance samples in a "green" portfolio folder for each one of their students. these folders were passed on to the next year's teacher, and eventually sent to Middle School with exiting 5th graders.		Reduce the number of Instruction Assessment folders that teachers would be required to maintain.	Since most student data is now accessible electronically, it was decided that teachers would keep an Instructional Assessment folder for only those students on a Progress Monitoring Plan. (PMP)
Citrus	Website	Communicate pertinent school and district related information to staff,students,parents and the community through an updated	District	Improve the district website in a way that would enhance communication and improve internal and external marketing.	The district website was recently updated to provide additional links, easier access to important information and a more customer-
Citrus	Leadership	Enable individuals to access department improvement plans on-line.	School	Provide on-line access to department improvement plans.	A user-friendly electronic template was developed that enables district departments to produce Department Improvement Plans in an efficient yet effective manner. The template captures all of the necessary information required, but does so in a manner that significantly reduces the quality of unnecessary information. These plans can be accessed on-line.

Citrus	Data Collection	Discipline Referrals.		Develop a process that would enable the electronic entry and review by middle school principals of discipline referrals prior to being entered into CrossPoint Student Records.	The middle schools are adopting the FileMaker Pro templates used by the high schools for teachers to enter discipline referrals instead of paper forms. The referrals are then reviewed by an administrator to determine the code to be entered into
Citrus	Attendance Paperwork	Teachers usually complete a report of students absent and send it to the office for data entry into the student information system.		Provide a means for direct entry of attendance to the CrossPoint Student Records system by elementary teachers.	We have enabled all secondary teachers to enter student attendance directly into the CrossPoint Student Records system and will be offering this to elementary teachers later this
Citrus	Professional Development (IPDP)	Traditionally, all the professional development records have been kept in duplicate and triplicate. Storage is a problem and the cost of printing the documents keeps increasing.		Last year a pilot of the Electronic Registrar On-line (ERO) was conducted to determine if electronic copies could successfully replace paper copies of in-service evaluations. It is determined that the electronic copies generated through	Most evaluations for school or district sponsored trainings are now completed and stored electronically. This paper-saving measure reduces the sheets of paper used by the district by approximately 90,000.
Citrus	ESE Paperwork	ESE Teachers have been receptive to using on-line IEP goal pages. District is expanding the use of paperless communication. The goal is increased efficiency, improved communication, reduction in paperwork.		Improve the effectiveness and efficiency of ESE staff by identifying a means to make important ESE related processes paperless.	The following actions have been taken by the ESE Department to reduce paperwork and create great efficiency. *All ESE forms are accessible on-line, no need to order NCR forms *Meeting agendas are sent via email *Notice of accommodations for each student sent to teachers via email *Training calendar and registration form are on website *Each ESE department has a website to access TAP's, forms, manuals, meeting agendas, meeting notes *Communication with teachers (Special Edition, Back to School Power Point) is through email *Draft IEP goals are viewed/reviewed on-

Citrus	Data Collection	Maintenance Work Orders.		Refine and operationalize on-line work order process.	Entire maintenance work order process is on-line. The electronic program that is used for this allows work requests to be submitted, reviewed, approved, and assigned to multiple workers or trades, and completed in an electronic format. In addition, paper copies are no longer
Citrus	Teacher Survey	In the past, most teacher surveys were not completed electronically. This required much time for completion by personnel. In addition, analysis of data was tedious and time consuming.		Identify and utilize software that provides electronic generation, completion and submission of surveys and enables staff to analyze and retrieve survey information.	Through the use of the software program "Survey Monkey", electronic surveys have been developed. These surveys can be completed on-line. The analysis of results is much quicker and the type of data that can be gathered is much more
Citrus	Data Collection	There is a need in the Human Resources Department for instant access for forms and to reduce actual paperwork relative to the hiring process.			Student records will be scanned so that workflows can be conducted. Human Resources' applications are now on-line. Approval for hiring process will be able to be done on-
Clay	Data Collection	Benchmark assessments must be completed for grades 3-12 in the areas of reading and math by teachers.	District	Develop an electronic means to handle this data collection task that can reduce the amount of paperwork required of classroom teachers.	Currently these benchmark assessments are completed electronically at the schools. This has eliminated the need for teachers to score, file, record this data by hand.
Clay	It is necessary to reduce the paperwork manually processed by the district HR staff in maintaining and retrieving required	Currently certificated employee evaluations and employment records are processed and filed manually at the district office by HR staff. This requires significant man hours to file and/or retrieve employee records.	District	District HR staff will consult with Search Soft Solutions to develop an electronic records system to maintain our required employee records including evaluations, experience, references, etc.	District staff has begun communicating with Search Soft Solutions to explore what their company can do and the costs to the district.

Clay	ESE Paperwork	State and Federal progress reporting requirements have added a paperwork documentation that is very burdensome to teachers. At the present ESE teachers are required to make copies of IEP goal pages and up-date progress notes eight times a year and send them home with student interim progress reports and report cards. This is as many as six (6) goal pages per student each of	District	Meetings will be held with district ESE staff, district technology staff and ESE classroom teachers to develop a way to interface the reporting requirements with the existing electronic interim and nine-week grade reports.	The paperwork reduction committee has discussed the problem with ESE teachers and district staff. Meeting times are being scheduled to facilitate the needed changes.
Dade	Magnet Program Applications	The processing of applications is labor intensive for magnet program staff at schools.	District		Application processing has been centralized and is being handled by District office staff.
Dade	Field Trip Forms	Time intensive manual process.	District	Pending budget and resource availability, automate the creation of field trip forms where student information is pre-populated from information in the data warehouse and forms are delivered through the	
Dade	Individualized Education Plan (IEP)	In order to meet state and federal mandates, current IEPs are comprehensive and therefore somewhat lengthy.	Federal	Pending budget and resource availability, work with the teachersâ€™ union and other District staff to review the plans, incorporate laws effective July 2008, and	
Dade	Progress Monitoring Plan	The online forms must be reviewed/updated four times annually and the forms are not specific enough to be useful.	State	Pending budget and resource availability, work with the teachersâ€™ union and other District staff to review the plans and	
Dade	Professional Development (IPDP)	Manual process, time intensive, too much data entry, too many revisions required.	State	Pending budget and resource availability, work with the teachersâ€™ union and other District staff to streamline and/or automate	
Dixie	Progress Monitoring Plan	Kaplan Testing		Although we are reusing booklets from last year, additional copies are still needed.	

Dixie	Data Collection	Third grade Portfolio		State mandates third grad portfolios be kept using paper. There needs to be a way to complete the same requirements without all the paper.	
Dixie	Process to Recommend Changes to School/District	Dixie County High School consumed a large amount of paper in past for teacher handbooks, master schedule, bell schedule, bulletins, calendars,		The other 3 schools: AES, RRMS, OTES, could follow DCHS's example and use public folders.	DCHS has begun putting all above information on our distict shared public folders. Teachers, employees, parents can make copies as needed.
Dixie	Process to Recommend Changes to School/District	The instructional/noninstructional contract consumed a great deal of paper to get copies to all employees.		Other shared district/union reports and information could be put on website.	The "contract" has been put on Dixie District website "dixieschools.dixie.k12.fl.us" If individuals want a hard copy they can
Dixie	Process to Recommend Changes to School/District	District Student Progression Plan in past consumed a great deal of paper to get copies to all administrators and instructional staff.		Other District major reports could be put on the website.	Student Progress Plan put on Dixie District website "dixieschools.dixie.k12.fl.us". If individual wants hardcopy he/she can copy. Schools and other sites are encouraged to add items to website or public folders instead of making hard copies for all involved.
Duval	The Number of individual Student Progress Reports/Scholarship Warnings.	Teachers understand that parents need to be kept abreast of the progress of their students. Teachers recognize that more frequent communication with parents is necessary for those students in danger of retention or not meeting state standards. The State already requires teachers to initiate additional communication with parents for those students experiencing difficulties through Progress Monitoring Plans. The varying policies run the spectrum from what is provided for in the Student Progression Plan of alerting parents when a student is	District	The Paperwork Reduction/Data Collection Task Force, after careful collaboration and review of practices within the District, recommends that a policy be established whereby teachers are not required to send home progress reports/scholarship warnings more than once a quarter. However, progress reports/scholarship warnings should be sent home for those students whose grades have dropped significantly, are not meeting state standards, or are in danger of failing at any time during the quarter.	Upon review by the Task Force at several meetings (October 15, October 29, November 26, December 11, and January 15), recommendations were agreed upon and will be submitted to the Board in September 2008 for approval and district implementation and compliance.

Duval	The Use of Conference Logs to document individual student conferences.	The value of individual student conferences is not in question. While teachers are conferencing with students, they make notations on student work and assessments that are maintained in the students' portfolios. It is redundant to then have to transpose information to a separate conference log. The classroom time saved by not having to complete another anecdotal entry on a separate log can be used to conference with additional students and increase instructional time. If teachers feel this is a valuable tool for	District	The Paperwork Reduction/Data Collection Task Force recommends that teachers should not be required to maintain a student conference log. However, some written evidence must be available to document that conferencing with students is taking place. For instance, dated notes on student work should include suggestions, corrections, directions, etc. should be found in the student portfolio/work.	Upon review by the Task Force at several meetings (October 15, October 29, November 26, Decemeber 11, and January 15), recommendations were agreed upon and will be submitted to the Board in September 2008 for approval and district implementation and compliance.
Duval	Report Cards	Use of manual grade books and grade book electronic programs. Teachers are responsible for maintaining grades for students. However, there is no consistency of how grades are maintained by teachers. Some teachers use the traditional manual grade books, some use teacher owned electronic grading programs, and some use a district	District	The Paperwork Reduction/Data Collection Task Force recommends that 1) All teachers are required to use the District provided electronic grading program which will be available January 2009, and 2) Teachers are required to print a hard copy of grades from the electronic grading program to serve as a backup copy of student grades.	Upon collaboration and careful review of the various practices within the district at several meetings,(October 15, October 29, November 26, December 11, and January 15) the Task Force agreed upon the recommendations and they will be submitted to the Board in September 2008 for approval and district implementation and compliance.

Duval	Maintenance of Standards-based Bulletin Board	<p>The maintenance of standards-based bulletin boards has been a practice in Duval County Public Schools since the adoption of America's Choice. These bulletin boards were to be used as a tool in classroom instruction. The fact is that they are rarely used as such. The perception of teachers regarding standards-based bulletin boards is that they are mainly used to show visitors what is happening in the various areas of instruction at the school. Standards-based bulletin boards have many components and are time consuming for teachers to complete. Often the same students continue to have their work show-cased. Teachers understand the need to present to the general public the type of instruction</p>	District	<p>The Paperwork Reduction/Data Collection Task Force recommends that the standards-based bulletin boards be maintained as follows: 1. Elementary: Require no more than one (1) standards-based bulletin board per grade level per month be maintained in a public area of the school. Maintenance of the designated board should be rotated on the grade level. 2. Secondary: Require no more than one (1) standards-based bulletin board per department per month be maintained. Teachers will still be required to display student work on other bulletin boards. Teachers should display work from all students. Boards displaying student work should have the following components. (a)Title</p>	<p>Upon collaboration and review by the Task Force at several meetings, (October 15, October 29, November 26, December 11 and January 15) recommendations were agreed upon and will be submitted to the Board in September 2008 for approval and district implementation.</p>
Flagler	Professional Development (IPDP)	<p>The Individual Professional Development Plans have been completed in paper and pencil format. The teacher completed the forms, met with the principal for review provided a copy to the principal, the principal then sent a copy to the district office where reviews and compilation of information was done manually.</p>	State		<p>The district has implemented an online professional development management system. Teachers go online to complete the form and submit it to the principal. The principal reviews the individual plans and provides feedback and can also compile reports to determine the needs at the school level. The principal can also review the completion of professional</p>

Flagler	Report Cards	Teachers at the elementary schools requested the district pursue an online grading program and electronic report card. The secondary schools have had an online grading system that was not connected to MIS; therefore, manual entry was very time consuming. Teachers at both levels have spent an inordinate amount of time inputting and calculating final grades and filling out information	School		The district piloted several programs last year and selected Focus for implementation. We now have an online gradebook, electronic report card and parent portal. Training and implementation allowed 100% of teachers to begin using the sytem August 2008.
Flagler	Teacher Survey	The School Board required the district conduct a 360 evaluation on school climate and instructional practices. The cost of a paper survey in coping and human resources was very high.	District		The district contracted with a company to provide an online survey to all teachers and students. The return was excellent and the results almost immediate.
Franklin	Data Collection	Franklin County has transitioned very slowle from hard copies and electronic copies. With all the demands from the Feds and State DOE's we find ourselves tripping over paper, reports and agenda's to get	District	Train all teachers, suppot staff, district personel to store all reports, agenda's and expenditures electronically. Train for storage of information, as well as the filing of informatio for quick recovery.	Some action has been put into place. The school district purchased a copier that can copy documents and the one can retrieve the informtton from the copier to their computer for storage.
Franklin	Report Cards	Very paper intensive. Takes severa teachers and staff in preparing for the distribution of reports.	School	Report cards should be electronic, using passwords, just like FCAT scores.	Parents can presently pull work their childs work in "gradebook", we just have not taken the final step to reduce the waste of paper and
Franklin	Teacher Survey	All the teacher survey's are paper and manpower driven, which creates a backlog for our staff's.	District	All surveys should be completed via the Franklin County School District web site and automatically calculated	Because of the school consolidation process we have not had the time to work the teacher survey's into the web page, but will be a high priority for the next (2009) school year.
Gilchrist	Progress Monitoring Plan	student evaluation	District		Test Thinklink and Writescore are created and scored for the teachers so they can evaluate the skills tested on the FCAT reading, math, science,

Gilchrist	Professional Development (IPDP)	documentation	District	Teachers can put most professional development and inservice hours on one form instead of having to submit multiple forms for input into district system. However, documentation for the PDP still requires a lot of
Gilchrist	Report Cards	getting information to parents	District	Pinnacle, a computerized program, is available for parents to view student grades and attendance. Project not complete due to not all families owning personal computers.
Gilchrist	Not enough time	school and district as well: state's expectations	State	The State's expectations of student growth have not decreased, yet teachers, especially ESE teachers, have little or no planning and are pulled from classes for consultation, IEP meetings, and progress reports. This is extremely unfair for our students. Due dates for reports, programs, etc., are too close to the beginning of the school year and with staff cuts, there is not enough time to
Gilchrist	Not enough staff	district issues as well: budget cuts	State	Due to current budget cuts, some teachers and paraprofessionals are performing duties that normally require two teachers or paraprofessionals. Staff in District
Gilchrist	Web-based Reporting	state reports	State	Out district has elected to submit all state reports electronically when that option is available.

Gilchrist	ESE Paperwork	also mandated by school:paperwork for ESE teachers	State		Teachers no longer have to print out a hard copy draft of the IEP prior to meetings. Instead, the draft is created on a computerized program (DYNAMO) projected on a white board and reviewed and revised by the IEP team. However, the overall paperwork required for ESE teachers
Gilchrist	Data Collection	evaluation	State		Tests Thinklink and Writescore are created and scored for the teachers so they can evaluate the skills tested on the FCAT reading, math, science, and writing tests.
Gilchrist	Forms	Forms required by school/district, etc.	School		also mandated by District: Teachers can fill out and submit lesson plans and leave forms electronically instead of purchasing forms and filing paperwork in storage. District is currently working on all forms in pdf format in order to reduce paperwork
Glades	Merit Award Program	Our district does not have the time and/or staff available to develop a MAP plan that will meet the state's rigid requirements. Our district also does not have adequate funding or the capacity to provide all teachers with standardized 'End of Course' tests.	State	The state could provide each district with a template of an approved plan that could be used at each district's discretion. The End of Course test requirement should be removed or the state should provide the tests.	A committee of teachers met to develop the plan and realized they did not have a copy of an approved MAP plan, but only two copies of plans that were not approved to use as a guide. Both of these plans were extremely lengthy and complicated. Therefore, they decided to not apply
Hernando	Not enough time	A percentage of teachers (22.6%) confirm that they take work home daily. Most spend upwards of twelve to fifteen hours a week extra.	District	Possible suggestions: extend school day by thirty minutes to provide more planning and staff development time; create a schedule that allows for team approach to grading, especially the heavily extensive subjects (creative writing, literature class, etc).	Teacher Resource and share of best practice to increase productivity. Teachers are receiving training on productivity to create a more streamlined work day.

Hernando	Daily burden from grading papers, forms for ESE, and tracking and documenting for IEP	A percentage (35.64%) of classroom teachers who have inclusive students are overwhelmed by the forms and tracking required by ESE laws.	District	Limit or streamline the ESE paperwork flow for inclusive students. Rework the ESE database system to sync it with the AS400 or similar system so that access to IEP/504 is digital and not always printed.	Less printing of forms and IEP paperwork. Identify when it is needed and limit extra copies being printed.
Hillsborough	Data Collection	Hillsborough County Public Schools (HCPS) is committed to following the requirements of Florida Statute 1008.385(2xb) in reducing the burden on teachers of paperwork and data collection. HCPS has taken steps to build on the efforts already in place within the District that incorporate the intent of this legislation in a meaningful way for teachers. Previous to passing the above legislation, HCPS addressed the paper burden with initiatives by two committees. <ul style="list-style-type: none"> • Regular meetings with the Data Collection and Forms Committee to approve the required district forms. • Regular meetings with a task force sponsored by the Classroom Teachers Association (CTA) to review the paperwork burden at elementary schools. 	District	The fundamental beliefs are as follows: <ul style="list-style-type: none"> • Accountability can be achieved more through trust than through coercion. • Instructional professionals and instructional leaders will be able to meet the goal of increased student performance more efficiently and effectively through having time to implement best practices rather than in completing paperwork. • Required documentation encompasses both physical paper requirements, as well as electronic data collection and submission requirements. • The best decisions are made closest to the students. • Decentralization and local control are preferable to centralization thus allowing teachers, schools, and school districts to respond most appropriately to the needs of their students. 	The Data Collection and Forms Committee met five times throughout the school year to review the scope of the legislation, the activities within the District to reduce paper, and to assist the teacher designee in gathering information for a report to the Board and the State. The Committee strongly endorses the beliefs of the State task force as guiding principles for efforts within the District. The initial report to the State shows important actions of the District that directly help improve the paperwork burden and provide clear structure for identifying viable solutions to further improve in this area. Some of the points to highlight as indications of the District's effort are as follows: <ul style="list-style-type: none"> • The District identified a teacher designee to lead the District's efforts in gathering data, suggestions, and recommendations for improving the paperwork burden on teachers. The District contact is Janet Caraballo,

Jackson	Paperwork Reduction Annual Report Database	What are ways that the district/state can reduce the amount of paperwork required to effectively run the district.	State	<p>The district has made an effort to reduce the amount of paper used within the district. 1. We now send via email administrative memos to employees within the district. 2. We archive paper records onto a recordable resource (CD, DVD, or on-line data storage databases) rather than print out paper copiesmanuals. 3. Teachers are encouraged to use on-line resources rather than paper resources for student enhancement.</p>	<p>1. We now send via email administrative memos to employees within the district.

2. We archive paper records onto a recordable resource (CD, DVD, or on-line data storage databases)

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3. Teachers are encouraged to use on-line resources rather than paper resources for student enhancement.</p>
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Lake	Communication between School and Home	Teachers and parents need to be able to access and send information electronically without use of an abundance of paper which may or may not reach homes, classrooms, and offices in a timely manner.	State	<p>1) The district would provide training for teachers and administrators that would teach and require them to implement the "e-Semler" program.</p> <p>2) The district would make "e-Semler" accessible to parents and guardians and encourage them to use it by providing link, tutorial, and log-in information.</p>	<p>1) During spring of the 2007-2008 school year, the district provided "e-Semler" training for all teachers and administrators at the high and middle school levels . 2) By the last grading quarter of 2007-2008 school year, all teachers and administrators at the high and middle school levels were required to implement the use of the "e-Semler" program. 3) Teachers can access information regarding special needs, demographics, student histories, etc., of their students to better fit the needs of such students. 4) Teachers and administrators post attendance, assignments, grades, and other pertinent information which stakeholders with legal access can obtain if need be. 5.) By the second nine weeks of this 2008-2009 school year, elementary teachers and administrators will be trained on and will be required to implement the "e-Semler" program. 6.) Parents can and/or will be able to access information about their student on the</p>
Levy	Professional Development (IPDP)	Concern has been expressed about the paperwork required for the individual professional development plan including the reporting, data collections and forms.	Federal	Teachers feel that IPDP is redundant work. According to the teachers, if the individual performs the professional development hours required to keep his or her certificate current, then there should be no further	As this issue is a state mandate, no further action has been taken to address issue other than explanation of the requirement to staff

Marion	Pay stubs	Giving employees a hard copy of the pay stub costs the district over \$80,000 per year.	District		All employees must have their check direct-deposited, but currently receive a paper pay stub. Beginning in November this will no longer be the case. Pay stubs can be viewed on line by accessing EZ stub.
Marion	Attendance Paperwork	Taking attendance on paper is wasteful of paper.	District		Attendance taken on computer using SMS Chancery by Pearson. Reports are generated and absentee lists are emailed rather than distributed on
Marion	Data Collection	Process of collecting data from district mandated assessments (Focus Calendar Assessments-formerly CIM, district benchmark assessments, demand writing) can be time consuming and publishing the results on paper increases use of	District		All assessments are scanned with an OpScan scanner by Pearson. The data is loaded into a program that analyzes, sorts, and reports results. The reports are generated online and can be emailed rather than distributed on paper.
Martin	District Committee	In the past after Summer Curriculum Development the Instructional Services Department would make copies of any updates and send to school sites for distribution.	District		All curriculum updates are sent to school sites electronically.
Martin	Progress Monitoring Plan	Tracking Benchmark Assessment Results	District		The Instructional Services Department is utilizing the district Data Warehouse to provide all schools the ability to monitor the progress of their students as they
Martin	Forms	Preparation of W-2 Forms for all employees	Federal		District is participating in the electronic delivery of W-2 Forms.
Martin	Teacher Survey	Title II Needs Assessment for teachers and administrators An annual needs assessment is required for the Title II Grant.	Federal	Send the Needs Assessment to teachers and administrators electronically.	A software program has been purchased that allows us to send the Needs Assessment electronically. Additionally, the program compiles the results in various formats. (Bar graphs, circle graphs, percentages,

Martin	Process to Recommend Changes to School/District	Providing Tentative and final School Board agendas to District and School site administrators	District	Send Tentative and Final School Board agendas to District and school site administrators electronically.	All school board agendas are sent to district and school site administrators electronically.
Monroe	Teacher's handbook	Too much paper every year	School	an electronic copy of the Teacher Handbook on the teachers' computer desktops rather than in the bulky hard copy	
Monroe	Communication	Sharing material	District		Microsoft Office Outlook. Monroe County School District Email and Sharepoint System KIDS: (Keys Instructional Delivery System) curriculum Pacing Guides and lesson plans Blackboard Learning System: Online coursework District Website (Keysschools.com): drop folders for electronically submitted student work and teacher response Connect Ed: community/Mass Communication Telephone System Bell South Phone Book: Computer Accessible Software
Monroe	Professional Development (IPDP)	Professional development	State		Use My Learning Plan: a computerized Record of Professional Development
Monroe	Attendance Paperwork	Paper less	State		Pinnacle grade book used at school sites Parent viewer for parents to keep track of attendance
Monroe	ESOL Paperwork	Paper work	State	Since we have to scan all documentation, why can't we fill out the forms and paperwork electronically and save it to a file in lieu of the scanning process? This will	
Monroe	ESE Paperwork	Large amount of paper	District		IEP (Individual Education Plan) electronically submitted and

Monroe	Data Collection	Distribution and collection of data	District		Use of technology: Snapshot program at schools and at the district level TERMS Pinnacle-computerized attendance, student information, and gradebook Optiview: Digital Files of cumulative records School Climate Survey: electronically accessible to parents.
Monroe	Forms	Reduce the number of paper forms and easier accessibility			eHR Portal- Employee Human Resource Forms School site: all forms under share points.
Okeechobee	Lesson Plans	Teachers are choosing to write out lesson plans and make multiple copies in order to fulfill requirements that lesson plans be available to the principal and substitutes.	District	Encourage more teachers to complete lesson plans on the computer and then store them on a server so that the administration can then access them.	Teachers currently have access to electronic lesson plan templates and schools have the ability to store the lesson plans. Administrators should encourage all teachers to use the template and store the lesson plans electronically.
Okeechobee	Kindergarten Report Card	Kindergarten grades have not been entered into the data base in past years. Grades have been reported to parents on multiple sheets of paper.	District	Have kindergarten teachers enter grades into electronic system and minimize the paper reports going to parents.	Beginning this school year, kindergarten teachers will be entering grades into the electronic system. Parents can request more information which teachers can then supply.
Okeechobee	ESE Paperwork	Handwritten IEP's require large quantities of paper.	District	Use an electronic IEP system.	Okeechobee County will be using the electronic IEP as soon as the process becomes available from the State.
Okeechobee	Attendance Paperwork	Teachers are required to take attendance daily or in each class at the high school level.	State	Have a system to enable teachers to input data electronically	District is negotiating a contract with Skyward for student information data collection which will enable teachers to input attendance electronically.

Osceola	Data Collection	The Osceola Data Management System (ODMS) is intended for all teachers and administrators to have access to their students' data in order to drive instruction. There will be a flag by a student's name to indicate attendance, behavior, and lowest quartile concerns.		The ODMS is in phase two of development which will include multiple years of data and allow quicker report generation. Currently, student data is available via the student queries website. The elementary schools have access to the automated Progress Monitoring Form that is tied to TERMS. The Technology Services department is creating an automated progress	All schools are currently on the active directory server.
Osceola	Web-based Reporting	To decrease paperwork for district employees, there was an employee portal installed online. The insurance benefits manual is also accessible online.		District employees can view their pay stubs and their leave balance at this time. Eventually, w'2s will be available for employees to download, which will relieve processing for employees in order to delegate other job duties. This will also reduce paper, as the stubs will not be printed twice	Newly hired employees use direct deposit, therefore eliminating the need for paper checks and stubs.
Osceola	Attendance Paperwork	There is a massive paperwork load to manage time sheets for employees.		The Information Services Department devised an automated time keeping system-KRONOS. Employees swipe their name badges to clock in and out instead of a paper time sheet. The departments that are currently using this system are: Food Service, Finance, Information Technology. The Transportation	
Osceola	ESE Paperwork	Osceola County has been a partner in developing the state-wide Individual Education Plan(IEP). The state has experienced technical difficulties during the first round of implementation.		Osceola county is in phase two. Our county is expecting to implement during 2008-2009. We are waiting for the directive from the state. Reduction of time, paperwork, and resources will enable our staff to readily access students' IEP records.	ESE compliance specialists were trained on the system in October 2007.

Pasco	District Committee	Elementary report cards were taking an enourmous amount of time to complete.	District	The committee suggested to offer "pull-down" menu for generic comments so the teachers can ellaborate in a more timely manner in addition to completing the report	The committee's suggestions have come to fruition by the district taking the recommendations and utilizing them district wide.
Pinellas	Process to Recommend Changes to School/District	Pinellas County Schools has a system of the family card for athletic games. It is a great program, where families pay \$150 per year for all pinellas county schools athletic games. The county refuses to heavily promote this card packet to the families of Pinellas County Schools.	District	Pinellas County Schools could work with a card vendors to make up family athletic cards like the YMCA or local recreation centers. Also, parents would be allowed to buy these cards online and the district will not have to deal with the headache of selling them. At athletic games, the cashier would be able to swipe the card and the family member would be able to get the stand and enjoy the games. Through a vendor, Pinellas County Schools could offer game packages, discounts linked to the card and	No action by the district. Paper tickets are still in place.
Pinellas	Data Collection	Our district spends a lot of money making copies of test for students. As we have seen with the teachers' test, we can take any of these test online. Almost all tests (DMV, employment, professional test, LSAT, GRE, etc.) are becoming electronic. Currently, students take chapter tests, Pre-test, Post-test, FCAT practice test, class test, quizzes and lots of other tests. We can eliminate some of these paper test, by putting them online and save a lot of copying money.	District	Teachers throughout the district were complaining about how much money we spend on test cost, so I found a low cost solution. I found the website: Http://www.classmarker.com and I have students taking tests online for the pre-test and all of their post-test. The test right away and I can export the results out to excel with the class average. If the state and/or was able to develop a program or purchase a program like classmarker.com, we could save a lot of money from exam copy cost. the students would be able to take the test in the classroom computer labs, public libraries, school library, school computer labs or at home, if allowed by testing teacher.	No program is currently offered.

Pinellas	Process to Recommend Changes to School/District	Our district spends a huge amount of its budget on textbooks. Not to mention, the amount we have to spend to replace the lost or stolen books every year. Other districts in our state and other states have moved to laptops in every classroom or class sets of books. We must look for a solution that will enhance students' learning skills and reduce the cost of textbooks, in general.	District	The suggestions that have been given to lower the cost of textbooks are to provide each teacher with a class set of textbooks. Teachers will receive additional books for check out purposes through the classroom library. The school libraries and public libraries will be stocked with at least ten textbooks for each subject, so that students may check out a book for home usage as needed. Also, students will be given a textbook CD of every class they are taking. Students will be able to take this CD to the school library, public library, home and/or any place a computer is located to finish their homework or classwork, by accessing the book by CD. Book publishers send copies of their books on textbook CD with copies of the textbooks. If a student	No action has been taken by the district.
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Pinellas	Forms	<p>1. What paper process would you like to see turned into electronic forms or a paper free process? IPDPS, Classroom Discipline Plan, Class Agenda, Curriculum Map, Multicultural Agenda - basically all the forms we turn into the office at the beginning of (and throughout) the year. 2. Please explain the problem with this paper process? Each teacher turns in these documents that are then put in a file and probably never looked at again. It is wasting paper, time to file and space in the office that could be used for other things.</p>	District	<p>3. What computer program would you use to turn this form or paper into an electronic form? If each teacher had a folder set up on the county-wide system or if it could be on a secretary's computer, teachers could send those forms electronically and they be filed into their online folder. That way it is easy to access the information when needed without going through all of the files. 4. Where would this electronic form be located? On the school-wide server or on someone's computer. 5. How does this help with Highest Student Achievement? Teachers will have more time to plan for lessons and their classes if they can complete the mandatory forms and send them via email to the office. No more copying time, filling out the forms and walking up to the office. As well it will save the office staff time in filing the</p>	<p>The district is slowly working on making all of these forms online.</p>
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Pinellas	Forms	<p>1. What paper process would you like to see turn to electronic forms or paper free? Paycheck Stub 2. Please explain the problem with this paper process? Stop printing hard copy paycheck stubs and putting them in our mailboxes. We already have the online version in place - it's available two days before payday and it's more private.</p>	District	<p>3. What computer program would you use to turn this form or paper into an electronic form? The latest version of Adobe Acrobat and Internet Explorer web browser. 4. Where would this electronic form be located? It's already on the PCS employee self service website . 5. How does this help with Highest Student Achievement? The money that is being spent on printing paycheck stubs can be spent on classroom supplies or improving the physical plant. 6. Do you have a sample that you would like to share? Well I don't want to share my personal pay stub, but if you haven't seen yours before, go here: http://www.pcsb.org/payroll/home.html I - then click on PCS employee self service website . Login using the same userid and password you use to get into the network (webmail, intranet, etc.). Then click on "Pay Info." Choose the paycheck stub you want to view - they are in reverse chronological order. Cllice on "View."</p>	<p>The county has changed to an all online paycheck system. This is no longer an issue.</p>
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Pinellas	Forms	<p>1. What paper process would you like to see turned into electronic forms or a paper free process? The school curriculum guide 2. Please explain the problem with this paper process? The guides use a lot of paper and often arrive to the school late in the registration process.</p>	District	<p>3. What computer program would you use to turn this form or paper into an electronic form? The guide could be created into a website by web design students. Students could click and choose and navigate their way through the guide. Many colleges work this way. 4. Where would this electronic form be located? There could be a link from the school website to the curriculum guide. 5. How does this help with Highest Student Achievement? Students will be using technology to select courses they are interested in. Plus as an added bonus, the project for web</p>	<p>No action has been taken by the district. Also, to add to this issue, school have been spending an huge amount of money on planners for each student.</p>
Pinellas	<p>Process to Recommend Changes to School/District</p>	<p>1. What paper process would you like to see turned into electronic forms or a paper free process? Phone Message Slips / Goals Attendance Slips 2. Please explain the problem with this paper process? You have to creat the slips, then make hundreds of copies for everyone to use!</p>	District	<p>3. What computer program would you use to turn this form or paper into an electronic form? Internet, all phone messages and goals attendance could be send by emails. 4. Where would this electronic form be located? Any computer 5. How does this help with Highest Student Achievement? Funds can always be used for</p>	<p>No action has been taken, but some school secretary have been emailing phone messages to teachers and staff.</p>

Pinellas	ESE Paperwork	<p>General Ed ESE Planning Notes (for IEP meetings) 1. What paper process would you like to see turn to electronic forms or paper free?</p> <p>General Ed ESE Planning Notes (for IEP meetings) 2. Please explain the problem with this paper process?</p> <p>Every General Ed teacher is supposed to fill out these planning notes for any student who has an IEP. It is now a legal requirement that the Case manager has these notes. That is a lot of students, and a lot of</p>	State	<p>3. What computer program would you use to turn this form or paper into an electronic form? MS Word 4. Where would this electronic form be located?</p> <p>Could be forwarded to the Case manager and stored on a hard drive or in a certain electronic file. 5. How does this help with Highest Student Achievement? The money that is being spent on trade/ training forms or supplies for every training, so a teacher can put into use what they</p>	<p>The county is providing training to VE specialist on doing a projected IEP on a screen, instead of paper for IEP meetings. The county has purchased projectors and laptops for VE specialist to use during IEP meetings. We hope more will be done to limit the load of the ESE case managers.</p>
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Pinellas	Professional Development (IPDP)	<p>1. What paper process would you like to see turn to electronic forms or paper free? The Training/ Trade Day Forms</p> <p>2. Please explain the problem with this paper process? There are over 1,000 trainings a year with at least 10 or more participants in every training. At the end of every training, every participant receives a training form to fill out. Out of those forms, one must go to the secretary of the school, one to the presenter and one to the participant. The form can be computerized through LMS and filled out by the participant when they arrive back at school or at home to receive credit or trade for that training. To safeguard that people are going to their trainings, there is a sign in sheet at the beginning of the training and after the training. The trainer would enter the names into LMS as a completed course and the training form would be ready for each participant to fill out. If a participant or presenter would like a hard copy,</p>	District	<p>3. What computer program would you use to turn this form or paper into an electronic form? LMS and MS Word/PDF</p> <p>4. Where would this electronic form be located? On LMS</p> <p>5. How does this help with Highest Student Achievement? The money that is being spent on trade/ training forms can be spent on classroom supplies or supplies for every training, so a teacher can put into use what they have learned at the training.</p>	None, though we have the LMS system, the triple paper forms are still used.
Polk	Professional Development (IPDP)	<p>o EPCSA (self- evaluation) is too long/wordy</p> <p>o Professional Development Protocols Outdated ?</p> <p>On-line Sign up ? Manual sign in ?</p> <p>Manual evaluation ? Time consuming</p> <p>follow up assignments ? Paper IPGP (many people have to handle and transfer information)</p> <p>o Required</p>	District	<p>o IPGP and all other associated paperwork should be done electronically</p> <p>o Use electronic ID to sign in</p> <p>o bar code on name tags?</p> <p>o Reduce length of EPCSA</p> <p>o Teachers select training opportunities according to their needs</p>	Most forms will be available on line this school year

Polk	ESE Paperwork	<ul style="list-style-type: none"> o Excessive reports ? Referral paperwork is excessive and cumbersome ? Progress reports every 4 ½ weeks on ESE (including gifted) goals is excessive and time consuming-no measurable change in ESE goals in that period of time ? Monthly reports from regular classroom teacher to ESE teacher-time consuming ? Data required in different formats for: federal auditors, state, district, school, parents, Title I o Too many pages: too many paper copies-paper/ink o Excent program is problematic and slow o Constant rewriting of goals due to lack of consistent understanding of how these are to be written (changes 	State	<ul style="list-style-type: none"> o Give ESE teachers access to student grade reports online so that regular ed. Teachers donâ€™t have to supply monthly updates o Decrease frequency of progress reports o Consolidate IEP into fewer pages o All data in one place-accessible to all o Have a federal level person teach ESE teachers how to write acceptable goals that meet the expectation o Fix the Excent program or go to some other more user friendly program 	Excent Software Program was designed to simplify the process, technical support for this program is excellent
Polk	Data Collection	<ul style="list-style-type: none"> Data Day o Too early in the year ? New students are excluded ? Information is outdated ? Class lists subject to change o Information rarely used after the fact o Manual recording ? Necessary to â€œhuntâ€ for some of the information ? Disaggregated data can be found on IDEASâ€™paper copy is redundant and time consuming ? Secondary and special area teachers 	District	<ul style="list-style-type: none"> o Provide teachers with computer generated data compilations of their assigned students o Use time to analyze data which was provided via the computer and to strategize plans to increase learning gains 	Polk County does have some of the test data results available on IDEAS which the teachers can access at times other than when the entire district is asked to do this simultaneously (on Data Day)

Polk	Detailed Lesson Plans	<ul style="list-style-type: none"> o Too detailed ? Essential questions ? ESOL strategies ? ESE strategies ? Learning Focus Strategies ? Vocabulary ? Sunshine State Standards ? KAPLAN lesson plans ? FCAT Explorer use ? CRISS or other reading strategies ? KAGAN strategies ? Evidence of differentiation ? 504 Accommodations o Time Intensive-valuable implementation time used to prepare lesson plan document instead of 	District	<ul style="list-style-type: none"> o Only require this degree of detail from PDP teachers 	
Polk	Posting in Classroom: Sunshine State Standards, Curriculum Map, Learning Focus Strategies, LEQs	<ul style="list-style-type: none"> o Quantity of items to be posted ? Lack of wall space ? Excessive use of paper and ink ? Students do not benefit from information overload o Excessive use of teacher time ? Continual Need to Update-multiple times each week ? Need to reword for student understanding ? Need to type, copy, and print ? Need to remove the old and replace with the new o No data to prove impact on 	District	<ul style="list-style-type: none"> o Do away with this expectation o Provide copies of the items that need to be posted o Only require for PDP teachers o List only the objective 	

Polk	Manual Recording of Test Result Data	<ul style="list-style-type: none"> o Redundancy-identical data is recorded by teacher on multiple forms including the Student Assessment Card, the actual assessment tool, parent reports, etc. 1. FLKRS recorded in 3 places 2. DIBELS recorded in 2 places 3 times per year 3. Kaplan comparisons by benchmark on color coded sheets 3 times per year o Lack of consolidation-data is scattered in numerous locations making it more difficult for teachers to access and use as a planning tool o Time intensive-Valuable planning time utilized to manually record data o Margin of error: Special area elementary teachers manually record grades which are then transposed 	District	<ul style="list-style-type: none"> o Consolidate all test data onto the computer program linked to the student ID number so that all test information is in one location o Fewer data collection requirements o Teachers should spend more time analyzing data than recording data o Give special area elementary teachers access to online grade program 	
Polk	Hand Bubbling Student Information onto Kaplan Baseline Test Answer Documents	<ul style="list-style-type: none"> o Time intensive-Valuable planning time utilized to bubble personal identification information for each child's answer documents o Margin of error-information from test booklet must be transferred to the 	District	<ul style="list-style-type: none"> o Provide computer generated stickers o Do not use answer documents-record answers directly in test booklets o Reassign the task to non instructional personnel o Change format to online testing 	Some schools provide labels
Polk	ASP (Academic Success Plan)	<p>Issues:</p> <ul style="list-style-type: none"> o Redundancy if child already has an IEP or 504 plan o Frequency-3 X a year to fill out/contact parent/meet with parent/make copies o Quantity of ASPs per teacher can be overwhelming o No data to show that this paperwork has an impact on student improvement o Teachers already differentiate for students experiencing difficulties-the paper 	State	<p>Suggestions:</p> <ul style="list-style-type: none"> o Change criteria for students who need an ASP ? No need for ASP for students already on an individualized plan ? Base ASP on greater evidence than one test score o Simplify the ASP form ? Include only meaningful/attainable/measurable goals 	Information for all subject areas has been put on the same form
St. Johns	Data Collection	Expand paperwork reduction efforts.	School		St. Johns County Paper Work Committee is working on a countywide survey for 08-09 school

St. Johns	High School four year plan.	High school four year plans had to be created and updated in hard copy.	School		High School four- year plans are now entered and updated electronically.
St. Johns	Parent communication	Parent information was disseminated in too many formats.	District		All Student Services manuals (Attendance, Guidelines for Registration and Enrollment, Health Services, Immunization, Students Code of Conduct, Comprehensive Reading Plan, Course Catalogue, Student Progression Plan,etc.) are on the district website and on CD for
St. Johns	Professional Development (IPDP)	Needed better way of communicating curriculum guidelines and standards updates.	District		Curriculum maps and guides focus calendars, textbooks, and additional teacher resources are on the district's website.
St. Johns	Access to school wide and classroom information was to	Inconsistent use of websites to disseminate information.	School		All schools currently have websites where school wide, as well as classroom information can be
St. Johns	Leadership	Method for school improvement plan updating and the review process needed to be streamlined.	District		All school improvement plans are created, reviewed and / or renewed on line. The state website has been utilized for the past two years with all schools now completing their plan through the online system.
St. Johns	Leadership	The School Advisory Council/School Improvement training manual was too cumbersome.	District		The School Advisory Council/School Improvement training manual is now available in digital form and includes active links to all pertinent forms and information.
St. Johns	Leadership	Accreditation and school improvement and fidelity check overlapped and were repetitive.	District		Accreditation and school improvement standards are now incorporated into the annual fidelity
St. Johns	Grade book entries	Grade reporting was redundant.		The District has implemented a grade book to interact with the student information system. This action has reduced paperwork and redundancy.	

St. Johns	Progress Monitoring Plan	Reduce the number of individualized student plans that will need to be hand written.	State		Progress monitoring for students now takes place system wide for the schools via the progress monitoring resource network (PMRN). This has reduced the number of individualized student plans that will need to be
St. Johns	Data Collection	School Board meeting information and district policies were on hard copy, and cumbersome.	District		Our School Board presentation packet and School Board Rules are now provided digitally.
St. Johns	Communication	More efficient communication between schools and district office.	District		Media Releases and "School Happenings" that were previously distributed in hard copy are now provided through the district website.
St. Johns	Forms	Registration for staff development activities was done by hard copy, and was cumbersome.	District		Instructional personnel are no longer required to submit professional development registration forms or call the professional development office to register for training. All registrations and confirmations of registration are done via an online
St. Johns	Web-based Reporting	Identified a need for a user friendly online information system.	District		The District's user-friendly student information system (E-SIS) continues to reduce paperwork by providing data on student performance via the internet. Teachers and other school staff can access real time data online. Summary school data is also accessible through the state websites
St. Lucie	Newsletters and Paper memos	Teachers report that multiple newsletters and memos are printed on paper and placed in mailboxes.	School	Utilize web and online methods to communicate and discourage printing of memos and newsletters.	
St. Lucie	Forms	Teachers responded that the district has made significant attempts to reduce the amount of paperwork required by putting most required forms online including leave requests,	District	Continue to make forms electronic	

St. Lucie	Lesson Plans	Extreme use of paper reported by teachers responding to the survey. Teachers report increasing requirements for detailed, multiple page lesson plans requiring anywhere from 8 pages per week to 150 pages per week (reading teacher). Teachers report having to keep a copy, make a copy to turn in	District	Standardized requirements for lesson plans, no requirement to print lesson plans in addition to maintaining an electronic file. Develop a lesson plan committee to address "level specific" (elem, k-8, middle, high) concerns.	
St. Lucie	ESE Paperwork	Teachers of ESE students are required to complete paperwork specific to each student and regularly attend meetings to update.	Federal	Teacher survey respondents (31%) indicate that introduction of online IEP has reduced paper required for this task. 44% said it had made no difference. Seek ways to continue to decrease the amount of time individual classroom teachers spend completely IEP paperwork for	
St. Lucie	Attendance Paperwork	Online attendance is required at most schools (mainframe attendance register), however, teachers are still required to print out sheets, sign each, and keep in a hard copy	District	eliminate the printing of the register and required maintenance in hardcopy form	
Santa Rosa	Forms	Reduction of forms that are needed to be filled out by all employees of the school district.	District		Most of the forms that are required for employees to fill out were placed on line in electronic documents so that the employee could use the computer to fill out the form and either send it to the appropriate person or print a hard

Seminole	ESE Paperwork	Teachers throughout the district at all three grade levels (Elementary, Middle, and High School) complain of ESE paperwork. In a survey teachers frequently used the words, excessive, time consuming, and redundant. Technology issues plague completion of online forms.	State	1. A suggestion to provide teacher training to increase awareness/necessity of required ESE forms is being considered. 2. Continued review of ESE concerns.	1. Technology continues to be a problem with the online forms, but Information Services is highly aware of the situation. Work in this area is ongoing. 2. All SCPS ESE forms are in full compliance with State and Federal DOE. SCPS requires nothing additional. ESE/IS are looking into various ways to streamline data collection, input, and
Seminole	Online Middle School Lesson Plan Template	The District has provided an online template that Middle School teachers may use to submit their lesson plans. Some Middle School principals require that their teachers use the template, while others do not. The template is not "user friendly" when creating the lesson plans, and lesson plans in progress are quite frequently "lost" if left unattended for too long. Lesson plan print outs are several pages long, and awkward to use. One lesson can be drawn out across	School	The Paperwork Reduction Task Force will continue its review of the Middle School Lesson Plan Template. Suggestions may include creation of a committee to revise the format.	Communication with the Middle School Director in progress.
Seminole	Progress Monitoring Plan	The Progress Monitoring Plan was time consuming. In addition to the "non-user friendly" format, technology issues also impeded completion in a timely manner.			1. The Report Card Committee (Elementary District Directors, Elementary Principals, IT/IS personnel, and several elementary teachers) also addressed concerns with the online Progress Monitoring Plan format. A new more "user friendly" Progress Monitor Plan format prepopulated with required student data is scheduled to roll out with the 2008-2009 school year. Teacher training will be provided. 2. Technology problems are

Seminole	Progress Monitoring Plan	Online Progress Monitor Plans were time consuming. In addition to a "non-user friendly format" technology problems frequently impeded completion in a timely manner.	District		1. A The Report Card Committee (Elementary District Directors, Elementary Principals, IT/IS personnel, and several elementary teachers) also addressed concerns with the online Progress Monitoring Plan format. A new more "user friendly" Progress Monitor Plan format prepopulated with required student data is scheduled to roll out with the 2008-2009 school year. Teacher training will be provided. 2. Technology problems are
Seminole	Report Cards	The online Elementary Report Card format was not user friendly. Elementary teachers complained that report card completion often took up to six hours. Additionally IT/IS support was insufficient, and teachers would often "lose" work in progress.	District		1. A Report Card Committee (Elementary District Directors, Elementary Principals, IT/IS personnel, and several elementary teachers) designed a new more "user friendly" Elementary Report Card format that is scheduled to roll out with the 2008-2009 school year. Teacher training will be provided.<br
Sumter	Tests and practice tests	Sumter currently has multiple practice tests that are being used. Some of these, like the TABE and GED practice tests, use lots of pages for practice and tracking progress.	District	Use dedicated computers and software for practice tests.	Task force will study the feasibility of using dedicated computers and software for taking practice tests such as TABE and GED.
Sumter	Progress Monitoring Plan	IEPs and PMPs had to be printed out to work on off site.	District	Make IEP and PMP web sites available off site.	New technology is currently in place to work off site on IEPs and PMPs.
Sumter	Report Cards	Current format, frequency, and method of delivery consumes paper at multiple times during the school year.	District	Task force needs to study feasibility of altering progress report schedule, size, format, etc to see if alternate notification methods can save paper.	Departments are studying issues related to paper consumption and progress reports.

Union	Lesson Plans	Provide a more efficient instructional planning for teachers.	District		The district has established a web portal that contains a lesson planning component that provides more efficient planning and review for the teacher and administrators.
Union	Web-based Reporting	Informing parents of student's interim progress	District		District has established web-based access to parents for viewing student progress.
Wakulla	ESE Paperwork	ESE Teachers must get copies of IEP accommodations to all teachers of students in ESE. ESE Teachers must also give a hard copy of a student's IEP to the parent every time there is a change on the document. If the accommodations are changed, the ESE teacher must again distribute copies to the student's other teachers. If the parents misplace their copy of the IEP, they must contact the school to have a copy made and	Federal	Our district currently uses Edline to give parents updated computer access on their student's academic progress. Our district uses TieNet to generate computerized IEPs for our ESE students. To reduce paperwork generated in keeping parents and teachers updated on a student's current IEP, the IEP could be locked to Edline or a similar program to give access of a "read only" version of the IEP to both the parents and other	
Walton	District Committee	Teacher schedules do not allow for excessive committee work. The requirements of Section 1001.42(22), Florida Statutes necessitate communication between the teacher liaison, teachers and leadership regarding paperwork and data	State	Utilize district website to gather input concerning burdens and potential solutions.	Effective with the beginning of the 2008-09 SY, a new teacher liaison will be identified. This teacher will collaborate with district staff to improve the communication system to gather input for paperwork reduction.
Walton	ESE Paperwork	Our district is striving to provide appropriate interventions for students in order to reduce the number of ESE referrals/placements	Federal	utilize the Response to Intervention model	Participation as a pilot district in the Positive Behavior/Response to Intervention state project has been valuable. In the pilot schools, the number of ESE referrals has been decreased. Appropriate interventions are recommended by the Intervention Support Team (IST) and implemented by appropriate school staff. Positive results are being demonstrated.

Walton	Professional Development (IPDP)	Management of Individual Professional Development Plans is time-consuming.	State	Utilize the electronic IPDP available through the PAEC Consortium's ePDC	Electronic IPDPs were utilized during the 2007-2008 school year. As a result, we have reduced the need to develop a hand-written professional development plan. Principals and teachers have access to the individualized plans as appropriate. Schoolwide goals for professional development can be added
Walton	ESE Paperwork	The ESE referral process is burdensome for teachers and other school staff.	Federal	Utilize electronic IEPs	The district was selected to participate in the state pilot project for the on-line IEP. Unfortunately, the project was delayed for an extended period of time. Recently, however, the district has received initial passwords for the on-line system. We are hopeful we will be able to fully utilize
Walton	Data Collection	The school improvement process requires stakeholder surveys. Tabulating survey results requires is a burdensome task that could be simplified through use of technology.	State	Encourage use of electronic survey instruments	The majority of schools have elected to make the shift from paper surveys to the electronic survey format.
FAMU Lab School	Web-based Reporting	School Improvement Plans are submitted, reviewed, and revised using the online template provided by	State		The template provides a way for all stakeholders to access the plan.
FAMU Lab School	Progress Monitoring Plan	The school is monitoring progress school wide through the PMRN system. This reduces the number of plans that will be written for students.	State		The district is reviewing other options to monitor progress in mathematics and science.
FAMU Lab School	Leadership	School Improvement Plans are completed and revised using the online state website.	School		This provides the structure where all stakeholders can access the plan electronically.