



PAPERWORK REDUCTION REPORT GULF DISTRICT SCHOOLS SEPTEMBER 1, 2008

ELEMENTARY: Teachers at the primary level are overwhelmed with reporting requirements.

- Examples include:
1. Lesson plans with SSS documented.
 2. A separate SSS documentation sheet listing date skill was taught.
 3. Personal Development Plan and documentation of goals.
 4. Progress reports, attendance and report cards using Pinnacle.
 5. Academic improvement plans or other documentation proving remediation or special assistance for LEVEL 1 students.
 6. ESE page 2 of Individual Education Plan.
 7. Separate progress report that addresses annual ESE goals each period.
 8. ESE behavior plans for EH students

- Possible solutions:
1. Incorporate lesson plans and SSS documentation requirements into one electronic version.
 2. Unsure as to how to lessen the requirements for report cards, attendance or progress reports.
 3. Hopefully the electronic IEP program initiated by DOE will address all of the ESE requirements.

Progress: Schools are using an electronic version lesson plan that incorporates SSS. IEP program still showing problems, but a purchased computer program is being utilized until the state's program is online..

MIDDLE: Middle school teachers have their version of the paper trail.

Examples include:

1. Four required writing samples for every student in every class in every grade.
2. The same ESE requirements as the elementary grades.
3. The same reports for grades as elementary grades.
4. Grading of homework assignments and writing samples.

Possible solutions: Confine the writing sample requirements to one class only. At the end of any school year period each student has submitted 24 writing assignments to be filed by 6 different teachers for the same verification requirement.

Progress: Writing samples are still gathered from each student, but not during each period. ESE paperwork requirements for middle grades are accomplished using the same computerized software as the elementary schools.

HIGH: The paperwork requirements are the same as other grade levels.

Examples include: Teachers are now asked to incorporate differentiated learning styles into their lessons. More and more teachers are finding students with special needs in their classrooms. This requires these teachers to adhere to the paperwork requirements of the other teachers and the ESE paperwork mentioned above. Even the students who are on consult require a separate paper trail to fulfill their ESE monitoring.

Possible solutions: Hire a teacher to be in charge of all consult students district wide. While the mainstream teacher will remain in contact with this consult professional, the reporting responsibilities fall on the consult teacher. This will lighten the load on our teachers with special needs students.

Progress: A teacher was hired to be in charge of consult students district wide. The ESE teacher will remain in contact with consult professional and the reporting responsibilities will fall on the consult teacher. Lesson plans have gone to a computerized, standardized format that will reduce the reporting requirements to electronic versions instead of paper and pencil.

DISTRICT REQUIREMENTS: The district reporting requirements are an added burden on the Principals and teachers. The plans required by the state and, thus, required by the district fall on the shoulders of the school level personnel. Progress has been made by the district to assist the schools with their mandatory plans and reports

and take some of the burden off them. Our district staff has input the data needed for Improvement plans and Supplemental Educational Services and electronically submitted the reports for the schools.

Prepared by: Bill Carr, Assistant Superintendent
Renee Lynn, Elementary Teacher