
MEMO FROM . . .

JAMES W. BROWDER, ED.D.
Superintendent



August 31, 2007

TO: Jeanne S. Dozier, Chairman
Board Members

RE: Paperwork Reduction Report

Attached is a copy of the Paperwork Reduction Report submitted by the District's teacher representative, Ms. Martha Simmons. This report reflects the work of Ms. Simmons and her committee during this past year.

The committee created a survey that was shared with teachers, support staff and administrators throughout our District. The committee compiled the survey results, then shared the information with Dr. Constance Jones, Chief Academic Officer; who in turn, shared the information and suggestions with the appropriate departments.

This report contains a summary of the suggestions submitted by various staff followed by a department response regarding projects in progress that relate to the suggestions. This report has been submitted to the Florida Department of Education as required by subsection 1001.42(22), FS (Powers and duties of the district school board.--)

I would like to express my sincere appreciation to Ms. Martha Simmons and her committee for the thoughtful and thorough approach they took regarding this state requirement.

Please contact me if you have any questions or concerns.

JWB/mlc

Attachment

c: Mr. Keith Martin
Ms. Julie Nieminski
Dr. Constance Jones
Ms. Holly Radcliff via holly.radcliffe@fldoe.org

The School District of Lee County
Paperwork Reduction Report
August 31, 2007
(Pending Board Approval on September 25, 2007)

I, Martha Simmons, teacher representative for the paperwork reduction initiative in Lee County formed a committee consisting of six representatives from different departments. The representatives consisted of people from the District ESE and Central Services Departments and teachers and support personnel from elementary, middle, high school and alternative schools.

The committee designed a survey regarding paperwork that sampled the entire district, not just teachers. It was sent to administrators, instructional, and support personnel. Since the questions were open-ended, it was decided to sample the district rather than survey the entire district.

Survey responses were received from employees in the following areas:

	<u>Number of Responses</u>
Administrators	
School Administrator	9
District Administrator	1
Teachers	
General Education	242
Adult Education	2
ESE	47
Support Personnel	
School Support Personnel	29
District Support Personnel	8

Participants were asked to list any paperwork requirements that they believed could be reduced AND the suggestion that they had to reduce the paperwork. In addition, they were asked what percentage of the workday is spent on paperwork. Unfortunately, while respondents had many suggestions for reducing paperwork, few had ideas for how to do it.

We had 160 responses concerning the paperwork requirements that could possibly be reduced. Areas with high levels of concern were: cum folders, lesson plans, leave and reimbursement requests, attendance reports, progress monitoring reports, assessments, and forms such as ESOL, ESE, IEP, and BIP and other miscellaneous forms.

Primary suggestions were to do more things electronically.

The information was shared with the various District-level departments responsible for the categories with suggestions. Along with the suggestions, preliminary responses to the suggestions are listed.

Cum Folders: Respondents indicated that a lot of recording of information is required to be done by hand especially at the elementary level. These teachers have to put the folders together and maintain them in correct order. Some respondents indicated that color coding cum folders that are being scanned is a waste of time. Respondents indicated that people have difficulty following the directions.

Department Response: Issues and rules related to scanning cum folder contents and converting to an electronic format are under study. Currently, all cum folders of students who have graduated or have transferred out of district are scanned and stored in an electronic format. Hard copies are retained as required by law and auditor request.

Assessments: Teachers are asking that more of these be done on computer as the record keeping and time required to individually assess students for interims and quarterly reports consumes more and more of their teaching time. A concern was also expressed that the District math assessments do not correlate with actual pacing of the Math lessons.

Another suggestion was for the District to develop a paper test that could be given to the entire group like we do the standardized testing instead of the individual screening for data folders. This particularly affects Pre-K, Kindergarten and lower grade levels. In Kindergarten this year numerous changes literally days before interims and report cards were to go home were made. This needs to be finalized before the start of the school year to avoid unnecessary headaches. A suggestion was made to cut down on the number of assessments done in Kindergarten. Some noted that many are repeated and could possible be combined into one instead of doing several assessments that are required all assessing the same skills in different ways.

One person felt that the Galileo assessment used in the Pre-K program is not used the next year by the Kindergarten program and requires valuable time that could better be used working with students. For 18 students the Galileo requires 6,570 entries. This person suggested that a simple checklist of skills would provide needed information for Kindergarten placement and could be done electronically.

Department Response: The Department of Accountability, Research, and Continuous Improvement in partnership with the Curriculum and Staff Development Center have begun the implementation of a computerized system for pre, formative, and post assessments that will include scanning, scoring, electronic reporting and eventually online assessment administration.

The School District of Lee County
Paperwork Reduction Report
August 31, 2007

The kindergarten assessment system has been revised for the 2007-2008 school year.

The District elementary math assessments are in the process of being aligned to the Academic Plan and should be complete for the 2007-2008 school year.

Lesson Plans and Hard Copy of Grade Books: It was suggested that lesson plans could be kept on computer and since grades are kept electronically, there should be no reason to keep a hard copy grade book. In some schools lesson plans are required to be handed in and teachers do not get them back in time to use them on Monday. This requires paper copies to be made so that the teacher is ready for class. Perhaps these could be submitted electronically to the administrator.

District Response: Electronic lesson plan templates are currently being researched by the Curriculum and Staff Development Center. The Department will work with principals and teachers to develop a system for the 2008/2009 school year.

Report Cards: Since elementary teachers do report cards and interims on Pinnacle, a selection of "general comments" to choose from would save much time.

Department Response: The Department of Accountability, Research, and Continuous Improvement will work with teachers to develop standard comments that could be added to the elementary report card similar to what is done at the middle and high school level.

ESOL: The ESOL Department uses the old Child Study Team process and paperwork. It is recommended that members of the ESOL department devise an electronic Progress Monitoring Plan (PMP) process to track their students similar to that used by the general population. It was also suggested that a spreadsheet could be devised to track accommodations for ESOL and ESE students. Comment was made that all responsible and professional teachers make accommodations for all students, not just LY. Strategies should be part of lesson plans and should not require additional documentation.

Department Response: The Progress Monitoring Plan (PMP) is available to all schools in an electronic format. The Department of Intervention Services is currently working to include their monitoring and documentation requirements into the District's PMP system.

Attendance: Classroom attendance is done by the teachers on Pinnacle, but it appears that hard copies must be run and signed a minimum time of once a week and more frequently in some schools. A large number of responses questioned this.

District Response: The District requirement to run hard copies of the weekly student attendance reports has been eliminated.

Staff Attendance records were also mentioned as a concern. It is recommended leave requests, reimbursement forms, NCR personnel, finance and mileage forms, and bubble sheets be replaced by PDF files and forms and the information be forwarded electronically to the departments concerned.

Department Response: Training has begun on the use of the electronic leave management system that will eliminate and streamline personnel paperwork.

ESE, IEPs, BIP and Psychological Referral Forms: People responding to the survey indicate that a lot of the information on these forms may be redundant and recommended that they be condensed, if possible. One suggestion was that schools with ESE programs have a secretary to schedule meetings, complete forms and do the organizational work that meetings typically require. Another comment recommended allowing regular education teachers access to Excent so copies of the IEP would not have to be made and distributed to so many people. It was also suggested that ESE bus requests could better be handled more quickly online.

ESE teachers indicated they do not believe the pay supplement they receive begins to cover the extra paperwork and record keeping they have to do for their students. Apparently, many of them have to do this outside of the workday on their own time.

Department Response: The suggestions will be shared with schools and ESE personnel. All IEPs are now in an electronic format. Transportation requests for ESE students utilize an electronic format which has streamlined the entire process.

Child Study forms: Have an online form with boxes to check. Reduce the number of forms that require duplicate information.

Department Response: This suggestion is being studied. Response-to-Intervention implementation may also impact the child study team process and needed documentation.

Discipline Referrals and Clinic Referrals: Could be sent and tracked online instead of carbon copies.

Department Response: An electronic discipline referral and clinic referral has been designed and is being piloted during the 2007/2008 school year.

Some people interpreted this survey as a way to actually save paper. Suggestions were to send newsletters and flyers that are sent home to parents with only one student in each family, print PMP documents back to back, etc. Some indicated that PMPs require a number of sheets of paper to print and some teachers go through over 100 sheets of paper to print them for their class.

The last question asked how much time was spent in doing required paperwork.

<u>% of Day</u>	<u># Participants</u>	<u>% Participants</u>
0-20%	114	37%
21-40%	109	35%
41-60%	61	20%
61-80%	18	6%
>80%	10	3%

Copies of the survey and responses have been shared with District departments. These suggestions along with future suggestions throughout the year will be reviewed as received and considered for possible implementation.