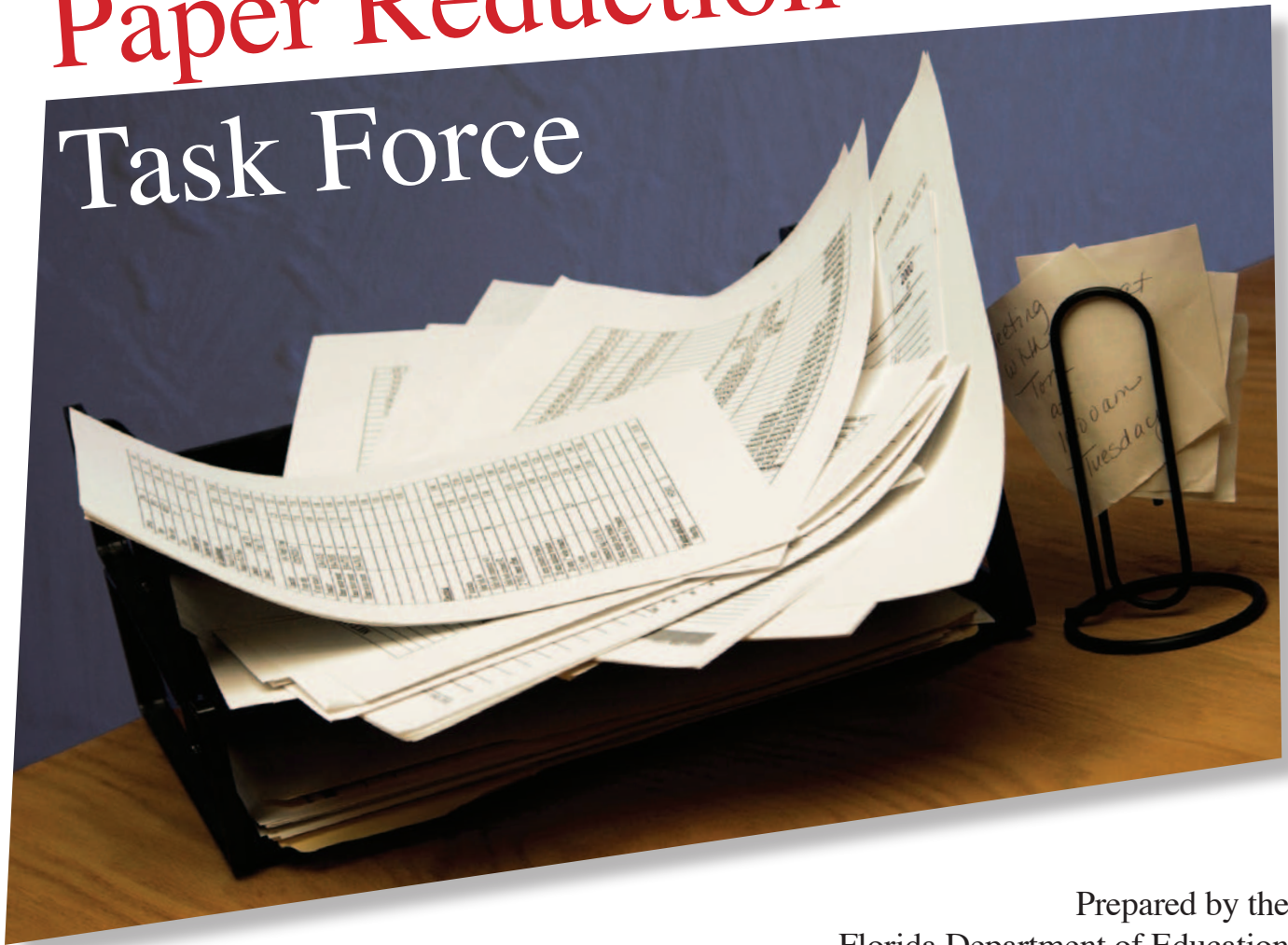


# REPORT

on the Recommendations of the

## Paper Reduction

### Task Force



Prepared by the  
Florida Department of Education  
Division of K-12 Public Schools  
on behalf of the  
Paper Reduction Task Force

February 2006

Dear Reader,

Thank you for your interest in our work as the Paper Reduction Task Force. We are honored to have been appointed by the Governor, President of the Senate, Speaker of the House, and Commissioner of Education to serve as representatives of Florida's most valuable employees, those persons dedicated to educating our students. We believe that our recommendations are the first steps in reducing the paperwork and data collection burdens being placed on educators. We encourage policy makers at the state and local levels to maintain a heightened state of consciousness about the true impact that proposed policy changes have on teachers, recognizing that the time lost is time that could have been used to increase student achievement.

We further extend our gratitude to the Legislature for recognizing the need to pass the legislation that created our task force, and are optimistic that our recommendations will lead to needed reform in our schools.

Thank you,

*The Paper Reduction Task Force*

John L. Winn  
Commissioner of Education  
Florida Department of Education

Cheri Pierson Yecke  
Chancellor, Division of K-12 Public Schools  
Department of Education

Debbie Felblinger  
Varying Exceptionalities Teacher  
Lakeview Elementary School  
Osceola County

Katherine M. Cobb  
Provost-Brevard Community College  
Titusville/Virtual Campus  
Brevard County

Faye L. Cook  
Teacher, Clair Mel Elementary School  
Hillsborough County

John W. Rogers  
Superintendent  
Santa Rosa County

Leon "Lamar" White  
Principal, Meigs Middle School  
Okaloosa County

Sherri Crow  
Teacher, Sebring Middle School  
Highlands County

Janice Gilchrest  
Teacher, Griffin Elementary School  
Polk County

Eric E. Garner  
Teacher and FCAT Coordinator  
William H. Turner Technical Arts High School  
Miami-Dade County

Linda Johnson  
Teacher, Dave Thomas Education Center  
Broward County

Patrenia Dozier-Washington  
Teacher, Ojus Elementary School  
Miami-Dade County

Gale Poteat  
Teacher, St. Lucie West Middle School  
St. Lucie County

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## **EXECUTIVE SUMMARY**

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The 2005 Legislature passed House Bill 281, Paper Reduction, directing the creation of the Paper Reduction Task Force for the purposes of recommending strategies to reduce the paperwork required of school districts and school district personnel, with special emphasis given to the reduction of paperwork required of teachers; and methods to minimize the paperwork burden being placed on school districts and school district personnel by evaluating the need for information and determining whether access to necessary information is already available.

The Paper Reduction Task Force met three times, communicated between meetings, solicited input from other educators, and collaborated to develop recommendations in the following six areas:

- ☐ Academic Improvement Plans and Individualized Student Plans
- ☐ School Improvement Plans
- ☐ Sunshine Connections
- ☐ District Actions
- ☐ Future Legislation
- ☐ Continuation of Statewide Paper Reduction Efforts

Florida has established a high quality system of accountability, for which the Governor, Legislature, and Department of Education should be commended. District school superintendents, district school boards, and school principals should be further praised for instituting programs and assistance at the local level that assist teachers and students as they strive toward increasing student achievement. Most importantly, teachers deserve to be recognized for their work in actually increasing student achievement in Florida.

In implementing this system of accountability, measures were taken to assist the state, districts, schools, and teachers with monitoring improvement and reaching the goal of increasing student achievement. However, the increased paperwork and data collection requirements that resulted from these efforts have culminated in an undue burden on teachers and administrators. After carefully analyzing the issue, this task force concluded that it is imperative that action be taken to reduce the paperwork and data collection burdens that are placed on our teachers from the state, district, and school levels. The goal is to allow teachers to focus on students and their achievement, while allowing the system of accountability that is working in Florida to continue to progress.

The legislature may wish to consider several different measures to assist in lessening the paperwork burden being carried by teachers, schools, and school districts, including:

- the elimination of the Academic Improvement Plan and consolidation of other individualized student plans to provide school districts with options to address the needs of struggling students,
- modifying requirements relating to the School Improvement Plan, and
- requiring school districts to review requirements placed on schools and teachers by instituting meaningful task forces at the district level to reduce paperwork and data collection requirements.

## INTRODUCTION

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As members of the Paper Reduction Task Force, we are foremost committed to providing a challenging and rigorous education to all of Florida's children. We support the important role of Florida's accountability plan in this endeavor. We believe that education professionals should be trusted to work in the best interest of children, and that the ultimate test of whether they are doing so is when rigorous and objective accountability goals are met.

As we all work toward these common goals, we have found that there are times that the good intentions of the Florida legislature, the Department of Education, and local school boards have yielded burdensome results. Teachers need to be focused on teaching, not on administrative paperwork. In other words, far too often, the roadmap toward higher student performance is focused too closely on the road, and not on the destination.

In our discussions it became evident that all layers of the education bureaucracy contribute to burdensome reporting requirements. Our analysis of paperwork and electronic requirements suggests that, of the burden placed on classroom teachers, 12% is required by federal law, 28% is required from the state level, and 60% by the district and school.<sup>1</sup>

It should further be noted that a task force on high school reform convened simultaneously with this task force, and it generated approximately 4,400 responses to its online survey. In contrast, the paper reduction online survey received well over 21,000 responses. This indeed is indicative of the level of interest in this issue. In addition, a recent study noted that one of the issues that concern teachers the most, and which may play a role in the decision by some teachers to resign, is the burden of administrative paperwork.<sup>2</sup>

This issue has definitely struck a nerve.

**Our analysis of paperwork and electronic requirements suggests that, of the burden placed on classroom teachers, 12% is required by federal law, 28% is required from the state level, and 60% by the district and school.**

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<sup>1</sup> Note that these numbers do not represent a scientific study. They were generated through the discussions and informal surveys conducted by task force members. The full list is included in Appendix A.

<sup>2</sup> Meisels, G. G. (PI); Kersaint, Gladis; Lewis, Jennifer; and Potter, Robert. "Understanding and Reducing Teacher Resignations," *Teacher and Teacher Education*, 2006 (in press).

# **THE WORK OF THE PAPER REDUCTION TASK FORCE**

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## **BACKGROUND INFORMATION**

The 2005 Legislature passed House Bill 281, Paper Reduction, sponsored by Representative Ray Sansom, which was subsequently signed into law by Governor Jeb Bush. HB 281 provided for the formation of the Paper Reduction Task Force to examine the paperwork burden placed upon Florida's teachers and school districts. The Department of Education was given the administrative responsibility of conducting the meetings and providing the necessary resources for the work of the task force.

The task force met for three day-long meetings, twice in Tallahassee and once in Orlando, and held two conference calls. Additionally, task force members appointed committees to work between meetings on various topics, such as the Academic Improvement Plan, Sunshine Connections, and School Improvement Plans. At the last meeting, members solidified their recommendations and voted on their final draft recommendations. A final conference call was held in January to review the draft report and approve its contents.

## **TASK FORCE MEMBERSHIP**

The task force was comprised of appointed by the Governor, President of the Senate, and Speaker of the House of Representatives. The majority of the task force members were educators, and the various regions of the state were represented. Members included the Commissioner of Education, as stipulated in the legislation. The Task Force members were:

- John L. Winn, Commissioner of Education, Florida Department of Education
- Cheri Pierson Yecke, Chancellor, Division of K-12 Public Schools, Florida Department of Education
- Katherine M. Cobb, Provost-Brevard Community College, Titusville, Virtual Campus, Brevard County
- John W. Rogers, Superintendent, Santa Rosa County
- Sherri Crow, Teacher, Sebring Middle School, Highlands County
- Patrenia Dozier-Washington, Teacher, Ojus Elementary School, Miami-Dade County
- Faye L. Cook, Teacher, Clair Mel Elementary School, Hillsborough County
- Leon "Lamar" White, Principal, Meigs Middle School, Okaloosa County
- Janice Gilchrest, Teacher, Griffin Elementary School, Polk County
- Linda Johnson, Teacher, Dave Thomas Education Center, Broward County
- Debbie Felblinger, Varying Exceptionalities Teacher, Lakeview Elementary School, Osceola County
- Gale Poteat, Teacher, St. Lucie West Middle School, St. Lucie County
- Eric E. Garner, Teacher and FCAT Coordinator, William H. Turner Technical Arts High School, Miami-Dade County

## OUR BELIEFS

The Paper Reform Task Force compiled a list of fundamental beliefs that drove their discussions and recommendations:

- We believe that accountability can be achieved more through trust than through coercion.
- We believe that 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 filing paperwork.
- We believe that required documentation encompasses both physical paper requirements, as well as electronic data collection and submission requirements.
- We believe that our efforts should be guided by the fundamental question: “What is in the best interest of the student(s)?”
- We believe that the best decisions are made closest to the students.
- We believe that “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.

## PUBLIC INPUT OPPORTUNITIES

Task force members were asked to bring examples and a list of reporting requirements to the first meeting to establish a clear picture of the burden teachers are facing. As a result, they met with other teachers and education stakeholders in their districts and compiled extensive lists of requirements. When all of the requirements were organized into one list, the result was a multi-page document of paperwork and data collection requirements required by federal, state, district and school level policies. This list was then posted online and teachers were encouraged to provide input via the web-based public input survey.

The web-based survey was utilized as a tool to gather input from education stakeholders who were not a part of the task force. Although it seemed ironic at the time to request that teachers, administrators, and school district personnel complete a survey on paper reduction, there wasn't another viable option for collecting input from across the state. The survey was kept short and concise in order to reduce the potential burden that would be placed on teachers. The following questions were asked and various response options were provided:

1. *Question:* Which category best describes you:  
*Response Options:* Classroom teacher/instructional personnel, Non-instructional personnel, School-based administrator, School district staff, Other
2. *Question:* In which district do you currently live or work:  
*Response Options:* A pre-populated drop down menu was provided that listed all 67 school districts
3. *Question:* What percentage of your average week is devoted to paperwork and data collection:  
*Response Options:* 0%, 1-10%, 11-20%, 21-30%, 31-40%, 41-50%, 51-75%, 76-100%

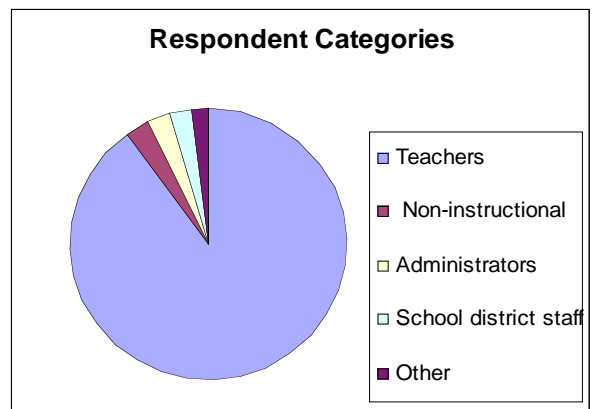
4. *Question:* Does the Academic Improvement Plan (AIP) benefit your students?  
*Response Options:* Yes, No, Not Applicable
5. *Question:* Does the Academic Improvement Plan (AIP) improve instruction?  
*Response Options:* Yes, No, Not Applicable
6. *Question:* Do you feel that the required amount of paperwork and data collection have become a burden?  
*Response Options:* Yes, No, Not Applicable
7. *Question:* Has technology lessened your paperwork and data collection burden?  
*Response Options:* Yes, No, Not Applicable

The Chancellor of the Division of K-12 Public Schools at the Department of Education, Dr. Cheri Pierson Yecke, sent an e-mail to all teachers, principals, and superintendents encouraging them to complete the survey to assist the task force. She also e-mailed education associations, such as the Florida Association of District School Superintendents, Florida School Boards Association, Florida Association of School Administrators, and the Florida Education Association, to encourage them to share this opportunity with their members. The result was an astonishing 21,812 survey responses and numerous e-mails to the Chancellor regarding paper reduction, the majority of which were from teachers (see Table 1).

This volume of public input clearly reinforced the beliefs of the task force and members of the Legislature that teachers, principals, and school district personnel are spending too much time on paperwork and data collection (refer to Tables 2 and 3).

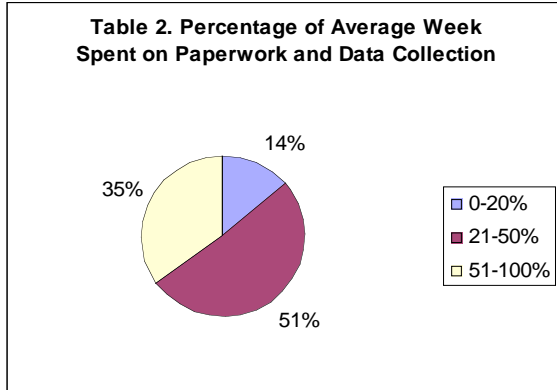
**Table 1**  
**Survey Responses: Breakdown of Survey Respondents (Self Report)**

<b>Question 1: Which category best describes you:</b>	
<b>Responses by Category</b>	<b>TOTAL</b>
Classroom teacher/instructional personnel	19,634
Non-instructional personnel	619
School-based administrator	603
School district staff	561
Other	395
<b>TOTAL RESPONSES</b>	<b>21,812</b>



**Table 2**

**Survey Responses: Percentage of Average Week Spent on Paperwork and Data Collection**  
**Question 3: What percentage of your average week is devoted to paperwork and data collection:**



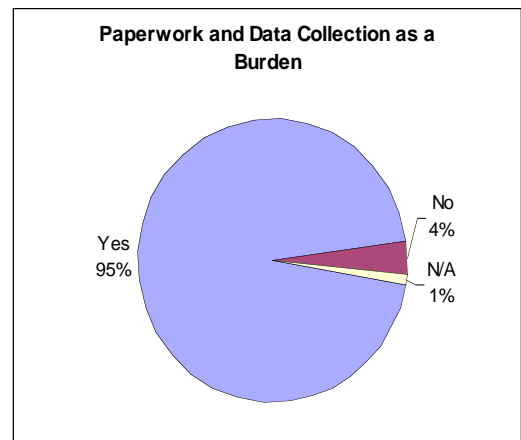
Responses by Category	Percentages		
	0-20%	21-50%	51-100%
Classroom teachers	14%	53%	33%
Non-instructional personnel	14%	28%	58%
School-based administrator	5%	42%	53%
School district staff	8%	38%	54%
Other	11%	37%	52%
Total	14%	51%	35%

**Table 3**

**Survey Responses: Paperwork and Data Collection as a Burden**

**Question 6: Do you feel that the required amount of paperwork and data collection have become a burden?**

Responses by Category	Yes	No	N/A	TOTAL
Classroom teachers	18,794	663	177	19,634
Non-instructional personnel	496	72	51	619
School-based administrator	563	35	5	603
School district staff	480	57	24	561
Other	360	24	11	395



A full 95 percent of respondents indicated that the amount of paperwork and data collection with which they are faced has become a burden. This confirmed the belief of Task Force members that their work would be meaningful to classroom teachers.

## **TASK FORCE RECOMMENDATIONS**

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As mandated by House Bill 281, the task force sought to reduce the paperwork burden placed on school districts and school district personnel, especially the requirements placed on teachers. The scope of the task force was to investigate statewide requirements. It became evident early on that many of the time consuming activities that were unrelated to direct instruction came from district and school level (or local level) requirements. Therefore, the task force agreed that they would make recommendations on specific state level requirements and broad recommendations as they relate to requirements that originate at the local level. The determination was made at the first meeting to include data collection requirements as a factor in the “burden hours” imposed on teachers by these requirements.

Further the task force decided to exclude requirements specific to exceptional student education (ESE). The Bureau of Exceptional Education and Student Services at the Department of Education has already established a task force that is looking into reducing paperwork requirements related to federal regulations, in particular the requirements pertaining to the Individuals with Disabilities Education Act (IDEA 2004). Furthermore, the task force supports the idea of having an electronic Individualized Education Plan (IEP), which is currently being developed. Therefore, this task force determined that they would not impede on those efforts or duplicate their work. Specific input on ESE requirements relating to IDEA 2004 can be provided to Eileen Amy, at Eileen.Amy@fldoe.org.

Recommendations from the task force were made in six areas: Academic Improvement Plans, School Improvement Plans, Sunshine Connections, District Actions, Future Legislation, and continuation of a Statewide Paper Reduction Task Force.

The task force developed and approved their recommendations at their final meeting on December 16, 2005. At the January 17 meeting of the State Board of Education, board members voted to approve these recommendations.

### **ACADEMIC IMPROVEMENT PLAN AND INDIVIDUALIZED STUDENT PLANS SECTION 1008.25(4), FLORIDA STATUTES**

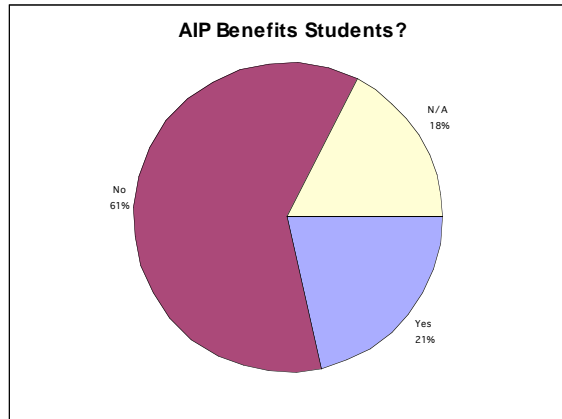
The Academic Improvement Plan (AIP) was viewed by the task force as an example of a well-intended strategy to increase student achievement which had unintended consequences. As implemented, the AIP has become an underutilized document that is perceived as “busy work” by teachers, as exemplified by the responses to the public input survey. The majority of the respondents indicated that the AIP did not benefit students or improve instruction (refer to Tables 4 and 5). Additionally, there are other individualized student plans that strive to meet the goal of tailoring education to the specific needs of a student like the Individualized Educational Plan (IEP), Limited English Proficient Plan (LEP Plan), Personalized Middle School Success Plan (PMSSP), and the Individualized Student Success Plan (ISSP). Although these plans are not required for every student, some students have more than one, resulting in unnecessary duplication of paperwork (see Appendix B for a table of the individualized student plans).

The task force recommends that the Academic Improvement Plan be eliminated, as its purpose is accomplished through other plans, and to allow school districts flexibility in determining how to meet the needs of struggling students. If an individual student is required to have a federally required plan, such as the IEP or LEP Plan, then they would not be required to have an additional progress monitoring plan. However, they may also be covered by a school-wide progress monitoring plan.

**Table 4**

**Survey Responses: Benefit of the Academic Improvement Plan to Students**

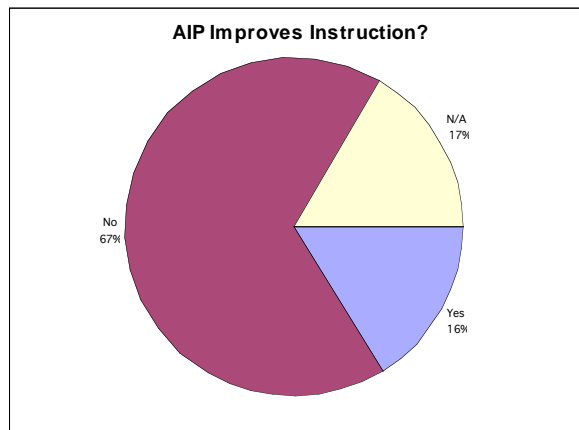
**Question 4: Does the Academic Improvement Plan (AIP) benefit your students?**



**Table 5**

**Survey Responses: Benefit of the Academic Improvement Plan and Instruction**

**Question 5: Does the Academic Improvement Plan (AIP) improve instruction?**



**Recommendation 1:** Repeal the Academic Improvement Plan and consolidate other individualized student plans to provide school districts with flexibility. Allow districts to determine whether a struggling student will have (1) an individual progress monitoring plan or (2) be part of a school-wide progress monitoring system. An additional individualized student plan is not required if the student already has a federally required plan, such as the IEP or LEP Plan.

## **SCHOOL IMPROVEMENT PLANS**

### **SECTION 1001.42, FLORIDA STATUTES**

The School Improvement Plan (SIP) was established as a tool for schools to create a roadmap of goals and needs as the school worked to increase student achievement. The sentiment of the task force was that while these plans are very useful when properly created, schools that are meeting or exceeding expectations should not be required by the state to submit a plan, unless the plan is required by federal law. This would not preclude a school from having a plan, it would simply not require the submission of one to the state.

The presumption is that a school consistently earning a grade of “A,” for example, is meeting the state accountability requirements. Therefore, the school district and school should be able to determine whether or not they need to have a plan as stipulated by statute or Department of Education guidelines. Officials may develop an alternate plan or monitor instruction through other means, which would be determined locally. This change will not preclude a school district from requiring all schools within a district to submit a plan to the district school board.

The task force also expressed concern that, over time, the SIP has become more than what it was originally intended to be; that it, a plan for improving academic achievement. Other components have been added to the requirements for the SIP over time, diluting the focus of the plan. Task force members recommended removing those components of the SIP that do not have a direct impact on student learning.

**Recommendation 2:** Schools with a grade above C shall not be required to complete a School Improvement Plan (SIP) by the state, unless required by federal law. District school boards may still determine locally that these schools will submit a School Improvement Plan.

**Recommendation 3:** Amend statute so that the School Improvement Plan shall focus strictly on student academic achievement and that current plan requirements not relating to academics shall be addressed in other appropriate sections of the K-20 education code.

## **SUNSHINE CONNECTIONS**

Efforts are already underway in Florida to reduce paperwork with a new online data initiative called Sunshine Connections. Sunshine Connections is a web-based platform currently being piloted in 14 school districts. It is developed for teachers, by teachers, with the goal of providing educators with an online avenue to share lesson plans and best practices, as well as providing instant access to longitudinal student performance data. Teachers will be able to view and analyze their students’ Florida Comprehensive Assessment Test (FCAT) scores and easily identify each student’s academic strengths and weaknesses. Sunshine Connections will help teachers find, modify, or design curricular materials around the unique needs of each student. It is anticipated that this tool will be accessible to teachers statewide by August 2006.

Information on Sunshine Connections was presented to the task force for their input and recommendations. A concern of the task force with Sunshine Connections, as with most web-

based applications, was that existing paperwork would just be transferred to an electronic format, and that the actual time burden would not be reduced. The task force recommended that Sunshine Connections be utilized to reduce the redundancy in data reporting requirements, and further endorsed the development of a statewide, pre-populated Individualized Educational Plan (IEP), to be made available through Sunshine Connections.

**Recommendation 4:** Sunshine Connections should continue to be developed and implemented with a core goal of reducing paperwork and the burden of electronic data input for the classroom teacher. The Sunshine Connections Statewide Advisory Committee should review the findings of this task force and work to develop strategies within the functionality of each release of Sunshine Connections to alleviate the paper and electronic burden hours placed on classroom teachers. Furthermore, this task force endorses the development of an electronic, pre-populated statewide Individualized Education Plan as a part of Sunshine Connections.

## DISTRICT ACTIONS

The work of the task force began with an exploration of the paperwork and data collection requirements encountered by teachers, principals, and district personnel. The requirements were compiled into a table and further information was gathered on each requirement. Determinations were made as to whether each requirement was necessary or not necessary, and if the requirement should be left alone, revised, reduced, eliminated, or consolidated. A recurring concern with the requirements was that many of them originated from district and school level mandates, and not from the state. An additional issue was that school districts were adding unnecessary additional components to state-level requirements (See Appendix A).

Therefore, the task force recommended that school districts must hold public hearings and consult with their district task forces before adding components to state requirements. The district task force must be composed predominantly of teachers and send an annual report to the Department of Education.

Section 1008.385(2)(b), Florida Statutes, currently requires districts to form a committee to evaluate paperwork and data collection requirements. In most cases, these committees seem to have disappeared, but this task force feels that the scope of the current law should be expanded to include new objectives.

**Recommendation 5:** School boards are not to exceed paperwork and reporting requirements mandated by the state without extensive public hearings, input from local paper reduction task forces, and detailed analysis of “burden hours” needed to complete the paperwork (hard copy and electronic) for the proposed mandate.

**Recommendation 6:** Require that each district school board create a task force, comprised predominantly of teachers, to reduce the paper and electronic reporting requirements in their district and to report their actions to the Department of Education.

## **FUTURE LEGISLATION**

Currently, legislative analyses include statements regarding the impact of proposed changes as they relate to policy and budget. The task force has recommended that the legislature also consider the impact on teachers, principals, and district personnel be included as a statement on projected “burden hours” in each legislative analysis. This statement will provide an assurance that the full impact of a proposed statutory change is realized before an unintended negative impact is created.

**Recommendation 7:** The official analysis of legislation by either legislative chamber shall include an estimation of the “burden hours” created by the proposed legislation.

## **CONTINUATION OF STATEWIDE PAPER REDUCTION EFFORTS**

In order to continue to monitor and support the educators of this state, the task force recommended that the efforts begun by this legislation continue by the Department of Education. The district task forces will annually report the results of their efforts to the state and the department will utilize these efforts as a means of continuing to reduce the paperwork and data collection requirements placed on teachers, principals, and district personnel. Results of the department’s review will be reported to school districts.

**Recommendation 8:** The Department of Education will annually review the progress of school and district implementation of recommendations, will review the reports of the district task forces, and will report findings annually to local school districts.

## **COMMENDATIONS AND ACKNOWLEDGEMENTS**

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### **COMMENDATIONS**

We extend our thanks to the Governor, Legislature, and Department of Education for establishing an accountability system that is a model for America, and thus lifting student achievement to the highest levels in Florida history.

We extend our thanks to the Governor and Legislature for an interest in reducing burdensome paperwork requirements, as exemplified by the passage of House Bill 281, and the subsequent signature that made it law.

### **ACKNOWLEDGEMENTS**

The Paper Reduction Task Force would like to specifically send acknowledgements to:

Commissioner John L. Winn for his insight, allocation of support resources, and his commitment to our purpose.

Chancellor Cheri Pierson Yecke for her contributions to our task force meetings, support, and insight.

Mrs. Carrie Fraser for her organization of our efforts.

The various Florida Department of Education personnel who presented testimony and provided information, especially:

Lavan Dukes, Bureau Chief, Education Information and Accountability Services;

Theresa Klebacha, Director, Strategic Initiatives;

Jay Pfeifer, Assistant Deputy Commissioner, Accountability, Research, and Measurement;

Bambi Lockman, Bureau Chief, Bureau of Exceptional Education and Student Services;

Joseph Davis, Bureau Chief, Bureau of Family and Community Outreach; and

Lisa Saavedra, Bureau Chief, Bureau of Student Assistance.

## APPENDIX A: PAPERWORK AND DATA COLLECTION REQUIREMENTS

Paperwork Requirement	Necessary?		Who requires							Methods to improve efficiency					Methods to minimize the burden	
	Necessary	Not Necessary	Federal	State	DOE	District	School	Teacher	leave	eliminate	reduce	revise	consolidate	Is this information needed?	Is access to the necessary information already available?	
Florida Teacher Certification Examinations (FTCE) applications and Florida Educational Leadership Examinations (FELE) applications	X				X	X	X	X				X	SC	Yes, this information is needed		
Certification Application-state certification is one application	X				X	X						X	SC			
Certification Completion Forms (inservice, alt cert, requests to issue certs, verification of teaching exp, etc.)	X											X	SC			
FTE Certification Letter (requires Superintendent's signature)	X			X	X				X		X					
Transportation FTE Certification Letter (requires Superintendent's signature)	X			X	X				X		X					
Estimated DJJ FTE Letter	X			X	X				X		X					
Estimated February Factors	X			X	X				X		X					
FTE Forecast	X			X	X				X		X					
Annual Financial Report	X								X							
Program Cost Report	X								X							
District Summary Budget	X								X							
Medicaid Expenditure	X								X		X					
Lifelong Learning Courses Expenditure Report	X								X		X					
School bus accident	X								X							
Hazardous Walking conditions Report	X								X							
School Bus Driver Records System	X			X					X							
School Bus Inventory	X	X		X					X							
Academic Improvement Plan	X	X		X	X					X						
Personalized Middle School Success Plan	X	X														
District Student Progression Plan	X			X	X	X			X							

Paperwork Requirement	Necessary?		Who requires						Methods to improve efficiency					Methods to minimize the burden		
	Necessary	Not Necessary	Federal	State	DOE	District	School	Teacher	leave	eliminate	reduce	revise	consolidate	Is this information needed?	Is access to the necessary information already available?	
District Improvement, Assistance and Intervention and Corrective Action Plan for repeating F schools	X			X	X	X			X							
District Improvement, Assistance and Intervention and Corrective Action Plan for initial F schools	X				X				X							
District Supplemental Educational Services Plan	X		X						X							
District Choice Plan for Communications to Parents	X		X						X							
District Choice Plan for Student Prioritization and Draft Choice Plan	X		X						X							
Final District Choice Plan	X		X						X							
Individual Student Success Plan (ISSP)	X															
District improvement, Assistance and Intervention and Corrective Action Plan, For Title I Schools in Need of Improvement (SINI) through corrective action	X		X	X	X	X			X							
School Improvement Plan for repeating F schools, first time F schools, and Schools in Need of Improvement for Title I schools	X		X	X	X	X			X							
Driver license attendance reporting- automated by attendance	X			X							SC					
Report of Residential Contract Costs (Form ESE 085)		IDEA TASK FORCE JOB	X													
Verification Documentation - from district (LEA) regarding investigation of formal complaint			X													
Verification Documentation - from district (LEA) regarding corrective actions			X													
Mediation Request form (optional) - often handled by phone			X													
Confidentiality Statement																
Mediation Agreement form																

Paperwork Requirement	Necessary?		Who requires							Methods to improve efficiency			Methods to minimize the burden		
	Necessary	Not Necessary	Federal	State	DOE	District	School	Teacher	leave	eliminate	reduce	revise	consolidate	Is this information needed?	Is access to the necessary information already available?
Mediator Evaluation of Mediation Session															
Participant Evaluation															
Due Process Hearing Request (due process complaint notice)															
Prior written notice regarding the subject matter contained in the parent's due process complaint notice (if the LEA has not provided such notice already)															
Written Settlement Agreement (legally binding agreement)															
Discretionary projects – federal and state programs		IDEA TF													
IDEA Part B Entitlement Grant															
IDEA Part B Preschool Entitlement Grant															
Report of Children with Disabilities Served by Head Start	X		X												
FCAT Waiver Forms- not statutorily require	X				X				X						
Semi-annual status report on continuous improvement plan- DOE's only way to ensure district compliance (Self monitoring audit) Completed by district	X		X	X	X	X			X						
Submission of IDEA related forms for compliance review		IDEA TF	X			X									
Policies and Procedures for the Provision of Specially Designed Instruction and Related Services for Exceptional Students (SP&P)			X		X				X						
Submission of selected student records (e.g., individual educational plans, educational plans, services plans) for compliance review			X												

Paperwork Requirement	Necessary?		Who requires							Methods to improve efficiency					Methods to minimize the burden	
	Necessary	Not Necessary	Federal	State	DOE	District	School	Teacher	leave	eliminate	reduce	revise	consolidate	Is this information needed?	Is access to the necessary information already available?	
Parent, Student and Teacher Surveys- ESE		IDEA TF	X	X												
Teacher Survey- College students- UM	X				X	X					X			Clearinghouse		
Transition to Teaching	X		X						X							
Family & School Partnership For Student Achievement Act Board					X				X							
Outstanding School Volunteer Award	X			X					X							
Parent Involvement Award	X			X					X							
Five Star School Award	X			X							X			Make Application Shorter		
Golden And Silver School Awards	X			X							X			Make Application Shorter		
Volunteer Survey	X			X	X											
NCLB District Choice Plan	X		X	X					X							
K-12 Comprehensive Reading Plan	X				X						X			Testing/retesting?		
K-12 Comprehensive Reading Plan Quarterly Reports	X				X						X			Electronic?		
Reading First - grants, PMRN	X			X												
504s Plan	X			X					X							
Documentation of Comprehensible Instruction-ESOL Strategies/Checklist	X			X		X					X	X		Recommendation? Guidance to districts on actual requirements		
Attendance by period	X			X		X	X						SC		YES	
Dress code violations report	X					X	X				X	X		District/School review	TF	
Requests for Leave/Absence	X					X	X				X	X			TF	
Placement Cards-Class student/Scheduling	X					X	X				X	X		Info is needed	Yes-info that is available should be school generated	
Discipline reports	X			X		X	X				X	X		TF SC Needed	No	
Verification of student absences	X			X		X	X	X			X	X		TF SC Who is responsible for this?		
Discipline referrals	X			X		X	X				TF	TF		State Guidance TF	Yes	

Paperwork Requirement	Necessary?		Who requires					Methods to improve efficiency					Methods to minimize the burden	
	Necessary	Not Necessary	Federal	State	DOE	District	School	Teacher	leave	eliminate	reduce	revise	consolidate	Is this information needed?
Meetings-In-service records/Reports of committees	X					X	X				TF SC	TF SC	Inc with Clearinghouse ?	
Field Trip Request forms	X					X	X				TF SC	TF SC		
Supply Orders	X					X	X				TF SC	TF SC		
Substitute Files	X					X	X	X			TF SC	TF SC		
Keep a log of Calls	X					X	X	X			TF SC	TF SC		
Letters to Parents	X					X	X				TF SC	TF SC		
Lab class prep-safety preps	X					X	X				TF SC	TF SC		
Video forms if video is not in library	X					X	X				TF SC	TF SC		
Student consent forms-photography and videography	X					X	X				TF SC	TF SC		
Compare FTE prints outs to attendance cards	X					X	X				TF SC	TF SC		
Health Issues-send kid with pass	X					X	X	X			TF	TF	needed	
New Student paperwork/beginning of the year packets	X					X	X				TF SC	TF SC		Some with SC
Permission Forms	X					X	X				TF	TF		
Transportations and Dismissal Rosters	X					X	X				TF	TF		
ID Forms	X					X	X				TF	TF		
FIC Cards=\$for Kids(Military)	X		X			X	X							
Written responses to parents-planners and notes to parents	X					X	X							
Failure Reports-students that they expect to fail/except retention	X					X								
Seating Charts	X	X				X	X	X			SC	SC		
Document Student Behavior(ex. PBS-Positive Behavior Support)/Prep for child study team-intervention/Prevention team/Macro Plans	X					X					X	X		
Character Education documentation in lesson plans	X			X		X	X				TF	TF		
Lesson Plans	X			X		X	X				TF SC	TF SC		
Semester Exams	X					X	X	X			TF	TF		N/A

Paperwork Requirement	Necessary?		Who requires					Methods to improve efficiency					Methods to minimize the burden	
	Necessary	Not Necessary	Federal	State	DOE	District	School	Teacher	leave	eliminate	reduce	revise	consolidate	Is this information needed?
SSStandards forms/district expectation sheets	X	X				X	X		T	T	TF	TF		
Grade spreadsheets/Grade books	X	X				X	X	X			TF	TF		
Reading Program Records	X					X	X						yes	
Progress reports/report cards	X					X	X	X			TF	TF	Elec. generation	
Creation of Tests(not core curriculum courses)														
Recording Papers/Grading Papers	X					X	X	X					Job Requirement	
DRA/Dar Form and booklet						X	X							
Dibels-Phonics/Fluency/Phonemics Testing					X	X	X							
Math Assessments						X	X						District TF	
Writing Assessments						X	X							
Mini Assessments						X	X							
Homework Help/Tutoring Documentation	X					X	X				TF	TF		Sometimes
FCAT Practice Tests(F School-Bi Weekly testing)	X								T	TF	TF			
Title 1 School Teacher-Parents Student Compact	X		X											
NCLB HQT documentation-Out of Field report	X		X		X									
Teacher evaluations REQ'D	X					X	X							
Administrative Walk Through Documentation		X		X		X							Intent vs. outcomes District Decision	
IPDP forms-Training and data collection	X			X		X	X	X		T	TF	TF	Concerns	
Textbook inventories/orders	X					X	X			T	TF	TF	Process looked at by TF	
Write Letters to the newspaper		X				X	X		T	T	TF	TF		
Comp Time Sheets	X					X	X							
Distributing information from outside entities		X				X	X		T	T	TF	TF		
Completing awards certificates	X					X	X	X						
Teacher Class Website Maintenance	X	X				X	X	X					Not necessary to be required	
PW on Interns	X					X							University/CC required	
End of Year Checklist for Pre-K	X	X		X		X	X		T	T	TF	TF		

Paperwork Requirement	Necessary?		Who requires							Methods to improve efficiency			Methods to minimize the burden		
	Necessary	Not Necessary	Federal	State	DOE	District	School	Teacher	leave	eliminate	reduce	revise	consolidate	Is this information needed?	Is access to the necessary information already available?
Grant Writing	X										T F	TF	TF	optional	
Planning for family nights		X				X	X								
Emails to respond to	X					X	X	X			T F	TF	TF		

**APPENDIX B**  
**COMPARISON OF INDIVIDUAL STUDENT PLANS**

<b>Plan Element</b>	<b>Personalized Middle School Success Plan (PMSSP)</b>	<b>Academic Improvement Plan (AIP)</b>	<b>Individual Educational Plan (IEP)</b>	<b>Section 504 Plan</b>	<b>Limited English Proficient (LEP) Student Plan</b>	<b>Individual Student Success Plan (ISSP)</b>
Authority	Section 1003.415(7), F.S.	Section 1008.25(4), F.S.	Individuals with Disabilities Education Act and Rule 6A-6.03028, FAC	Section 504 of the Rehabilitation Act of 1973	Consent Decree, <i>LULAC et. al. v. State Board of Education</i> (1990)	State Board of Education policy for F and repeating F schools
Purpose	To assist the student in meeting state and school district expectations in academic proficiency and to prepare the student for a rigorous high school curriculum	To assist the student in meeting state and district expectations for proficiency for promotion in reading, writing, mathematics, and science	To address the unique educational needs of a student with a disability to ensure a free and appropriate public education	To provide students with disabilities equal opportunity to benefit from educational programs, services, or activities as is provided their nondisabled peers.	To ensure the provision of appropriate services to students with limited English proficiency and to monitor the progress made by such students	To assist the student in developing an action plan with goals to meet the state and school district expectations in academic proficiency and be prepared for future success
Target Audience/Student Eligibility	Students entering sixth grade in 2004-2005 and beyond who scored below Level 3 in reading on the most recently administered FCAT	Students who do not meet specific levels of performance as determined by the district school board in reading, writing, science, and mathematics for each grade level, or who do not meet specific levels of performance as determined by the Commissioner of Education on statewide assessments at selected grade levels (below Level 2 on reading and math; below a score of 3 on writing; science not yet determined)	Students who meet the eligibility requirements under IDEA and State Board of Education Rules must have an IEP developed and implemented	Students with a current physical or mental impairment which substantially limits one or more major life activities	Students identified through a home language survey and oral/aural and reading/writing (grades 4-12) assessments to be limited English proficient	Students attending an F or repeating F school

Plan Element	Personalized Middle School Success Plan (PMSSP)	Academic Improvement Plan (AIP)	Individual Educational Plan (IEP)	Section 504 Plan	Limited English Proficient (LEP) Student Plan	Individual Student Success Plan (ISSP)
Goals	Identify educational goals and intermediate benchmarks for the student in the core curriculum areas which will prepare the student for high school	Identification of the desired level of performance in area(s) of deficiency; in reading, specifically in the areas of phonemic awareness, phonics, fluency, comprehension, and vocabulary	Identification of measurable annual goals to address the student's priority educational needs	n/a	Develop as effectively and efficiently as possible each child's English language proficiency and academic potential and to ensure equal access to programming and comprehensible instruction	For the student, parent, and school staff to work in partnership taking an active part in contributing to the success of the student. All shall agree on a contract to facilitate promotion to the next school level
Basis	Be based on academic performance data and an identification of the student's strengths and weaknesses	Identify the student's specific area(s) of deficiency; in reading, specifically in the areas of phonemic awareness, phonics, fluency, comprehension, and vocabulary	Identify present levels of educational performance (effects of the disability) including the strengths of the student and how the disability affects his or her progress in the general education curriculum	Determination of necessary accommodations based on the individual needs of the student	Identification of eligible students through a home language survey and subsequent oral/aural and reading/writing (grades 4-12 only) assessments	Identification of all students attending Assistance Plus targeted schools
Monitoring	Include academic intervention strategies with frequent progress monitoring	Schools must also provide for the frequent monitoring of the student's progress in meeting the desired levels of performance	Statement of how progress toward annual goals will be measured	Periodic reevaluations are required, but no specific timeframe is provided	Until reclassified as English proficient using same or comparable assessment, procedures, or standards as at entry; also two years post-exit	Support team leader will review and monitor the progress of identified goals in the plan
Parent Involvement	The success plan must be developed in collaboration with the student and his or her parent	The school must develop the AIP in consultation with the student's parent	Parents are integral members of the student's IEP team; documentation is required demonstrating that the parent was afforded the opportunity to participate	Parents are not required by law to be members of the 504 Committee, although best practice dictates that they have involvement in the evaluation and placement process. Federal law requires schools to provide parents notices regarding the procedural protection provision	Parent involvement shall be promoted by the establishment of Parent Leadership Councils at the school or district level in addition to the training and promotion of parents of LEP students on other advisory councils in the district	The individual success plan shall be developed and agreed upon by the student's parent

Plan Element	Personalized Middle School Success Plan (PMSSP)	Academic Improvement Plan (AIP)	Individual Educational Plan (IEP)	Section 504 Plan	Limited English Proficient (LEP) Student Plan	Individual Student Success Plan (ISSP)
Service Delivery	Provide innovative methods to promote the student's advancement which may include but not be limited to flexible scheduling, tutoring, focus on core curricula, online instruction, an alternative learning environment, or other interventions that have been shown to accelerate the learning process	Identification and provision of the instructional and support services to be provided to meet the desired levels of performance	Identification and delivery of special education and related services, accommodations, and/or modifications	Individualized based on the student's required accommodations and/or modifications	Intensive English language instruction and instruction in basic subject areas that is comprehensible and equal to that provided to English proficient students in scope, sequence, etc.	The school to provide, the student to attend and actively participate in, and the parent to support the child's attendance and participation in instructional delivery systems that include innovative methods to promote the student's advancement which may include but not be limited to flexible scheduling, tutoring, focus on rigorous core curricula, online instruction, an alternative learning environment, or other interventions that have been shown to accelerate the learning process.
Combinations	For students who do not meet the eligibility requirements for an AIP, IEP, Section 504 Plan, ESOL Plan, or ISSP, a PMSSP should be developed pursuant to the requirements established in Section 1003.415(7), F.S.	For students eligible for an AIP but not an IEP, the elements of the PMSSP must be included in the AIP when possible. The AIP may be combined with the ISSP if the contract required in the ISSP is included.	For students eligible for services under the Individuals with Disabilities Education Act, districts may consider keeping the AIP separate from the IEP with the requirements of the PMSSP or ISSP incorporated into the AIP to avoid application of the procedural safeguards inherent to the IEP.	n/a	The LEP Student plan may be combined with an IEP or other student plan.	Based on the individual academic needs of students, the elements of the PMSSP may be combined with the ISSP for middle school students.

Plan Element	Personalized Middle School Success Plan (PMSSP)	Academic Improvement Plan (AIP)	Individual Educational Plan (IEP)	Section 504 Plan	Limited English Proficient (LEP) Student Plan	Individual Student Success Plan (ISSP)
	The PMSSP must be incorporated into any individual student plan required by federal or state law, including the AIP required in Section 1008.25, F.S., an individual education plan (IEP) for a student with disabilities, a federal 504 plan, or an ESOL plan.	District school boards shall assist schools and teachers to implement research-based reading activities that have been shown to be successful in teaching reading to low-performing students.	An IEP may suffice for an AIP, PMSSP, or ISSP if it contains the required components of the other plans.	There are no specific requirements for the content of a Section 504 plan; the plan identifies the services or accommodations to be provided to the eligible student.	The LEP or Student plan may be included in or attached to an existing student's plan, IEP, etc., or may be a separate document for a given student or students.	The ISSP must be developed within the first month of school.
Other Requirements	Each principal of a school with a middle grade shall designate certified staff members at the school to develop and implement the plan for each entering sixth grade student who scored below Level 3 in reading on the most recent FCAT; the plan must be implemented until the student completes eighth grade or scores at Level 3 or above in reading on the FCAT.	Remedial instruction provided during high school may not be in lieu of English and mathematics credits required for graduation.		Students eligible for a Section 504 plan may also have an AIP if they are experiencing academic difficulties.		
	The PMSSP must minimize paperwork and may be incorporated into a parent/teacher conference, included as part of a progress report or report card, included as part of a general orientation at the beginning of the school year, or provided by electronic mail or other written correspondence.					