

GPEA Executive Board Endorsed Recommendations in Response to the Board Budget Development Parameters Resolution

March 30, 2012

Curriculum, Instruction and Assessment

1. In order to keep instructional staff in the classroom, schedule staff development during non-instructional time.
2. Consider cost, purpose and subsequent effectiveness of district-wide and standardized assessments (i.e. GP Writing, NWEA, Common Assessments, PLAN, Explore).
3. Consider the value of implementing new curriculum and programs in times of constrained budgets.
4. Consider stream-lining purchase and use of consumable classroom learning materials. Use training and staff development to transition to more affordable options.
5. Use a central inventory to monitor texts and consumables so that there is more efficiency in expenditures.
6. Examine the efficacy of aligning scope and sequence of curriculum in such a way that increases purchase of classroom materials such as texts and equipment.

Programs and Scheduling

7. Consider scheduling efficiencies at all levels and appropriate staff distribution in student services.
8. Balance class sizes and efficiency of offerings across the district.
9. Analyze the effectiveness of all programs district-wide. Examples include
 - a. inefficient small class size
 - b. ES programs (gifted, multi-age)
 - c. student service programs
 - d. Title 1, Foundations
 - e. Tutorials
 - f. Foundations
 - g. Options program/Academic Assistance
 - h. Instrumental music in ES
 - i. others

Human Resources

10. Reconfigure central office systems to eliminate inefficiencies.

11. In placing the focus on teaching and learning, does our current administrative system work? Can the building administrators do their intended jobs as instructional leaders, assisting in improving instruction and monitoring teacher effectiveness, and managing programs in their buildings? Examine administrative jobs and discern whether the current structure meets the current needs. Assess the system's approach to utilizing academic (teacher) leaders in the district and their effectiveness, purpose, and use (grade level leaders, department chairs, and curriculum specialists).
12. Redefine jobs and assignments that are reflective of the way the business of teaching and learning needs to occur. Implement district-wide staff development and training to ensure that all district employees are able to meet the demands of the jobs to which they are assigned.

General

13. Eliminate district paid cell phones for all employees.
14. Eliminate purchased services and outside consultants for assessing effectiveness but use the district's built in systems change processes for continual growth. Utilize study committees, EPED, TOSA, and other available resources and personnel for studies.
15. Develop strategies for conserving paper and other consumables used by students and teachers.
16. Centralize purchasing in such a way that the most cost-efficient, just-on-time, quality materials are purchased for consumption.
17. Building improvements should be paid from the Sinking Fund and prioritize spending on a needs basis.

Extra-and Co-Curricular

18. Increase fees for extra-curricular activities to be proportionate, if not equal, to the cost of the program.
19. Consider scheduling extra-curricular, support, and other pull-out programs outside of the school day.

Student Services

20. Continually examine the delivery of service for cost effectiveness and desired outcomes.
21. Develop guidelines to conserve time and instructional resources in conducting IEPs.

Revenue Enhancement

22. Consider the efficacy of a Technology Millage while examining 21st Century Learning opportunities that will bring efficiencies and enhance student learning.
23. Consider using community resources to enhance revenue through donated services and/or consumables.
24. Raise building use facilities fees and consider the Recreational Millage to support the community's use of district facilities.