

Five Standards followed by Findings of Audit

1 Control	2 Curriculum	3 Connectivity	4 Assessment	5 Productivity
<p>1.1 The perceptions show a lack of trust in the district's ability to deliver high quality curriculum (p. 16)</p> <p>1.2 Board policies and administrative regulations don't provide adequate guidance (p. 24)</p> <p>1.3 Planning processes are inadequate at the system and site levels (p. 46)</p> <p>1.4 Generic nature of some job descriptions limit their usefulness (p. 73)</p> <p>1.5 The design of the organizational chart is inconsistent with principles of sound management (p. 76)</p>		<p>3.1 Inequalities exist in access to programs, services and learning opportunities (p. 188)</p> <p>3.2 The effectiveness of PD opportunities is unknown (p. 217)</p> <p>3.3 Expectations for curriculum delivery aren't clearly defined (p. 227)</p> <p>3.4 The instructional monitoring process is not formalized to provide feedback (p. 237)</p> <p>3.5 The implementation of teacher and administrator evaluation process is inconsistent (p. 241)</p>		<p>5.1 Current budget development and decision-making process are not tightly linked to the district's curricular goals and strategic priorities (p. 328)</p>



Recommendation 1:

Adopt policies governing the management of the table of organization and related job descriptions. Revise the table of organization consistent with sound management principles. Through the use of a Level II analysis, reconfigure personnel to ensure that all essential functions are covered—especially those related to curriculum design, delivery, assessments, data management and analysis, and program evaluation. Prepare and adopt a set of quality job descriptions and related appraisal instruments for all personnel (p. 379).



Actions

Governance (School Board)	Administrative (Superintendent and Staff)
<p>G.1.1 Revise Board Policy GCN – Supervision evaluation and accountability of staff (p. 380)</p> <p>G.1.2 Revise Board Policy CGA – Staff positions and workload (p. 380)</p> <p>G.1.3 Direct the superintendent to prepare a set of job descriptions and related appraisal instruments for all employees consistent with G.1.2 (p. 380)</p> <p>G.1.4 Direct the superintendent to revise the table of organization based upon sound management principles (p. 381)</p> <p>G.1.5 Direct the superintendent to complete a Level II organization review (p. 383)</p> <p>G.1.6 Direct the superintendent to use recommendations of the Level II organization review (p. 384)</p> <p>G.1.7 Direct the superintendent to include specific responsibilities in the table of organization and associated job descriptions (p. 384)</p> <p>G.1.8 Direct the superintendent to provide administrative regulations to implement the recommendations of this audit (p. 385)</p> <p>G.1.9 Direct the superintendent to provide an annual status report to the board regarding the alignment of the table of organization, job descriptions and related appraisal instruments, and achievement of the system's intended outcomes (p. 385)</p>	<p>A.1.1 Prepare for board consideration and adoption a revision of Board Policies GCN and CGA as shown in G.1.1 (p. 385)</p> <p>A.1.2 Prepare a set of job descriptions and related appraisal instruments for all employees consistent with G.1.3 (p. 385)</p> <p>A.1.3 Revise the table of organization based upon the sound management principles (p. 385)</p> <p>A.1.4 Coordinate the Level II organization study as described in G.1.5 (p. 385)</p> <p>A.1.5 Using the recommendations of the Level II organizational study, implement the steps identified in G.1.6 (p. 385)</p> <p>A.1.6 Include in both the table of organization and associated job descriptions the functions identified in G.1.7 (p. 385)</p> <p>A.1.7 Provide administrative regulations to implement the recommendations of this audit (p. 385)</p> <p>A.1.8 Provide an annual status report to the board regarding the alignment of the table of organization, job descriptions and related employee appraisal instruments, and achievement of the system's intended outcomes (p. 385)</p> <p>A.1.9 Communicate both verbally and in writing to the board, staff, and patrons Actions G.1.1 and G.1.9 and progress towards the completion of each element in each action (p. 385)</p>

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Recommendation 2:

Review, revise, adopt, and implement board policies to provide for a sound local system of curriculum management and control. Review and revise School-based Decision Making (SBDM) sample policies to be consistent with board policy (p. 386).



Actions

Governance (School Board)	Administrative (Superintendent and Staff)
<p>G.2.1 Direct the superintendent to assist the board to review and revise all board policies and develop new ones where needed to provide clear direction and control over all important district functions, including curriculum (p. 387)</p> <p>G.2.2 Direct the superintendent to assist the board to review and revise all sample SBDM policies for alignment with board policy (p. 387)</p> <p>G.2.3 Require the superintendent to organize the board policies so they are easily accessed and cross-referenced to corresponding administrative regulations (p. 388)</p> <p>G.2.4 Require the superintendent to communicate the expectations of the board as written in policy to all staff and to monitor the implementation of board policies (p. 388)</p> <p>G.2.5 Review board policies in a systematic manner at least every five years (p. 388)</p> <p>G.2.6 Commit adequate resources for the effective implementation of board policies and administrative regulations (p. 388)</p>	<p>A.2.1 Submit drafts of the recommended policies in G.2.1 for board review, revision, and adoption, along with recommendations for reorganization of policies to make them more accessible (p. 388)</p> <p>A.2.2 Develop written administrative procedures to guide policy implementation in areas that require guidance beyond policy (p. 388)</p> <p>A.2.3 Adhere to board policies when making decisions (p. 388)</p> <p>A.2.4 Revise the SBDM Policy Manual to clarify and strengthen the links between school policies and JCPS board policies (p. 388)</p> <p>A.2.5 Design and implement an ongoing system for training administrators, appropriate staff, board members and SBDM Councils on policy expectations and implementation (p. 388)</p> <p>A.2.6 Include in the administrator evaluation system requirements related to implementation of policy and keeping people aware of and following policy (p. 388)</p> <p>A.2.7 Provide yearly reports to the board on the development and implementation of its policies (p. 388)</p>

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Recommendation 3:

Redesign the planning process to provide a coherent focus and improved system connectivity in the district to facilitate fulfillment of the vision of the board of education and new leadership. (p. 389)



Actions

Governance (School Board)	Administrative (Superintendent and Staff)
<p>G.3.1 Direct the superintendent to assist the board in the preparation/revision and adoption of policies to encompass the full scope of long-range and short-range planning (p. 389)</p> <p>G.3.2 Direct the superintendent to prepare for board approval a new strategic plan or significant revision of the current system-level plan (p. 390)</p> <p>G.3.3 Before approving any new initiatives, hold staff accountable for demonstrating how the proposal links to the system plan and how it can be successfully integrated and weigh carefully the impact of each new initiative for its effect on the whole system(p. 390)</p> <p>G.3.4 Establish procedures to ensure regular, written reports to the board on the progress of all system plans including curriculum and staff development, technology, all major grant efforts and school site plans(p. 390)</p> <p>G.3.5 Adopt policies developed or revised that meet the above mentioned criteria. Expect the superintendent to monitor the implementation of those policies (p. 390)</p> <p>G.3.6 Commit adequate resources for the effective implementation of the district planning efforts for improvement, and determine such resources within the budget process to support planning decisions(p. 390)</p>	<p>A.3.1 Prepare for board approval new or revised board policies that meet the criteria in G.3.1 (p. 391)</p> <p>A.3.2 Develop administrative procedures to guide policy implementation in areas that require guidance beyond policy (p. 391)</p> <p>A.3.3 Assist the board to reestablish vision, goals, and priorities to be used in all future planning efforts (p. 391)</p> <p>A.3.4 Revise board policy and SBDM model policies related to school plan development and evaluation (p. 391)</p> <p>A.3.5 Provide training for all administrators and key instructional staff pertaining to planning and monitoring progress (p. 391)</p> <p>A.3.6 Prepare for board approval a new system-level plan that meets all Curriculum Management Audit™ Criteria (p. 391)</p> <p>A.3.7 Refine the current district-driven process/protocol for creating and monitoring school-based plans (p. 391)</p> <p>A.3.8 Develop procedures to promote system-wide communication, coordination, and integration of plans and planning efforts (p. 392)</p> <p>A.3.9 Develop or revise procedures for monitoring and evaluating supporting plans to ensure that they are closely aligned with the system-level plan and are contributing to the attainment of board goals (p. 392)</p> <p>A.3.10 Prepare regular reports to the board, staff, and community regarding the implementation and evaluation of the full range of district plans/planning (p. 392)</p> <p>A.3.11 Expect that all future action and decision making in the district will be clearly linked to the district's CDIP or strategic plan (p. 392)</p> <p>A.3.12 Hold administrators accountable for following the district planning process, implementing and monitoring plans (p.392)</p>

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Recommendation 4:

Design and implement a comprehensive curriculum management system that integrates curriculum development, staff development, and staff appraisal and provides continuity and consistency across all grade levels and schools. Consolidate curriculum guides and resources for all courses offered in the district, integrating curriculum expectations for special populations within the documents. (p. 392)



Actions

Governance (School Board)	Administrative (Superintendent and Staff)
<p>G.4.1 Develop policies that define the specific roles and responsibilities of the board, administrators, and teachers regarding the design and delivery of curriculum (p. 393)</p> <p>G.4.2 Adopt a policy that requires a comprehensive curriculum management plan to guide the development and delivery of curriculum (p. 393)</p> <p>G.4.3 Require regular and timely reports and evaluations of curriculum development and the effectiveness of programs in meeting district goals and improving performance (p. 393)</p> <p>G.4.4 Direct the superintendent to develop a policy that requires a staff development plan that reflects district goals (p. 393)</p> <p>G.4.5 Continue supporting PD for all staff, but require funds be directed to activities clearly linked to improved job performance and professional growth (p. 393)</p> <p>G.4.6 Require regular and timely reports and evaluations of the staff development program and the effectiveness of the program in meeting district goals (p.393)</p>	<p>A.4.1 Assist the board of education in creating required policies to ensure a comprehensive curriculum management system (p. 393)</p> <p>A.4.2 Develop a set of administrative procedures to set expectations for all curriculum functions in the district (p. 394)</p> <p>A.4.3 Design a comprehensive curriculum management plan (p. 394)</p> <p>A.4.4 Assign specific district personnel with responsibility for planning, directing, and coordinating improved curriculum design (p. 394)</p> <p>A.4.5 Develop local curriculum guides and course descriptions in accordance with the criteria listed in Finding 2.2, Exhibit 2.2.1 (p. 394)</p> <p>A.4.6 Develop a system for monitoring curriculum delivery throughout the district (p. 396)</p> <p>A.4.7 Provide financial resources to accomplish the elements of curriculum design, implementation and evaluation (p. 396)</p> <p>A.4.8 Assist the board in the revision and implementation of policy outlining a comprehensive staff development program (p. 396)</p> <p>A.4.9 Develop a comprehensive, long-term, district-wide staff development plan (p. 396)</p> <p>A.4.10 Enhance the orientation program for new employees (p.397)</p> <p>A.4.11 Provide frequent and timely reports to the board, staff and community on the effectiveness of the staff development program (p. 397)</p> <p>A.4.12 Provide resources and funding necessary for professional development that ensures alignment with curriculum (p. 397)</p> <p>A.4.13 Direct supervisors to include a review of job descriptions with employees (p. 397)</p>

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Recommendation 5:

Develop and implement a comprehensive plan for student assessment and program evaluation that requires data use at district and site levels to close the achievement gaps persistent among subgroups, to raise the level of achievement for all students, and to provide feedback for decisions regarding curriculum management and program adoption, implementation, continuations, expansion, modification, or termination. (p. 398)



Actions

Governance (School Board)	Administrative (Superintendent and Staff)
<p>G.5.1 Direct the superintendent to present to the board for review and adoption a policy that provides a framework for a comprehensive student assessment and program evaluation plan (p. 398)</p> <p>G.5.2 Direct the superintendent to prepare for board review and adoption a comprehensive student assessment and program evaluation plan as described in policy under G.5.1. (p. 399)</p> <p>G.5.3 Require the superintendent to make regular reports to the board regarding the status of student performance on state and local assessments identifying formal actions implemented to close gaps (p. 399)</p> <p>G.5.4 Commit adequate resources to support implementation of comprehensive student assessment and program evaluation planning and interventions (p. 399)</p>	<p>A.5.1 Assist the board in developing a policy that provides direction for development and implementation of a comprehensive student assessment and program evaluation described in G.5.1 (p. 399)</p> <p>A.5.2 Develop a comprehensive student assessment and program evaluation plan (p. 399)</p> <p>A.5.3 Assign responsibility for development and implementation of formalized procedures for systematic student assessment and program evaluation aligned with the curriculum management plan and A.5.2 (p. 400)</p> <p>A.5.4 Establish clear expectations for administrators and teachers in board policies, job descriptions, and personnel appraisal systems on the use of assessment data (p. 400)</p> <p>A.5.5 Expand training in formative and summative data access, analysis, and use in facilitating teaching and learning (p. 400)</p> <p>A.5.6 Expect all program evaluations to provide a cost-benefit analysis and recommendations for continuation, expansion, modification, or termination (p. 400)</p> <p>A.5.7 Further efforts to upgrade technology to facilitate ease of data collection and use, expand scope of data available, and provide training (p. 400)</p> <p>A.5.8 Make regular reports to the board regarding the status of student performance on state and local assessments (p. 401)</p>

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Recommendation 6:

Institutionalize instructional best practices for the effective delivery of the district's written curriculum. (p. 401)



Actions

Governance (School Board)	Administrative (Superintendent and Staff)
<p>G.6.1 Direct the superintendent to draft new policies and revise Board Policies IA and IIBE for consideration, revision, and adoption by the board in the area of instruction (p.401)</p> <p>G.6.2 Require the superintendent to formulate administrative regulations to address all new and revised board policies (p. 402)</p> <p>G.6.3 Require a report to the board on a yearly basis of the progress of the instructional practices in relation to student achievement (p. 402)</p>	<p>A.6.1 Revise and design previously identified policies for the development, implementation, and evaluation of comprehensive instructional strategies; submit to board for adoption; monitor implementation of policies (p. 402)</p> <p>A.6.2 Prescribe the nature and characteristics of instruction sought in the school district's classrooms (p. 402)</p> <p>A.6.3 Design professional development to implement the newly devised instructional strategies (p. 403)</p> <p>A.6.4 Develop a comprehensive communication plan to assist staff in understanding the necessity of coordinated curriculum implementation and delivery (p. 403)</p> <p>A.6.5 Write administrative regulations to be congruent with revised and/or new board policies (p. 403)</p> <p>A.6.6 Report to the board of education on at least a yearly basis the progress of the instructional strategies in relation to increased student achievement (p. 403)</p>

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Recommendation 7:

Establish procedures to require formal monitoring of district instructional practices to promote consistency across all levels of the school district.
(p. 403)



Actions

Governance (School Board)	Administrative (Superintendent and Staff)
<p>G.7.1 Direct the superintendent to revise and develop policies for board adoption to align the monitoring of curriculum delivery and the employee evaluation system with district expectations for student outcomes (p. 404)</p> <p>G.7.2 Develop a district philosophy of monitoring curriculum delivery (p. 404)</p> <p>G.7.3 Direct the superintendent to determine the responsibilities for monitoring of teachers in regard to the delivery of curriculum (p. 404)</p> <p>G.7.4 Direct the superintendent to revise system plans, job descriptions, and evaluation instruments to reflect the newly created monitoring requirements (p. 404)</p> <p>G.7.5 Direct the superintendent to provide focused PD to implement and provide ongoing support for monitoring of classroom practices and the use of the teacher evaluation system (p. 404)</p> <p>G.7.6 Commit adequate resources to support ongoing walkthrough and monitoring training as well as evaluation instrument PD for all administrators (p. 404)</p> <p>G.7.7 Require the superintendent to formulate administrative regulations to address all new and revised board policies (p. 404)</p> <p>G.7.8 Require a yearly report to the board on the improvement of teacher monitoring and evaluation efforts in relation to student achievement (p. 404)</p>	<p>A.7.1 Recommend to the board policies that reflect comprehensive monitoring and evaluation programs for all employees that support the delivery of the district curriculum (p. 404)</p> <p>A.7.2 Recommend to the board draft policies that define individual, building, and system responsibilities for monitoring and teacher evaluation (p. 405)</p> <p>A.7.3 Recommend to the board policies that link the teacher evaluation instrument to specific and defined instructional practices and supervisor evaluation instruments to appropriate monitoring (p. 405)</p> <p>A.7.4 Revise system planning documents, job descriptions, and evaluation instruments to reflect the newly created district monitoring requirements (p. 405)</p> <p>A.7.5 Revise the current walkthrough process to provide a comprehensive process (p. 405)</p> <p>A.7.6 Develop a consistent walkthrough document and implement walkthrough procedures and training (p. 405)</p> <p>A.7.7 Require district administrators to monitor the principals they are supervising to ensure that classroom instructional monitoring and evaluation occur following district procedures (p. 405)</p> <p>A.7.8 Design PD to monitor curriculum delivery and institute the employee evaluation program (p. 405)</p> <p>A.7.9 Develop a comprehensive communication plan to assist staff in understanding the necessity of a coordinated monitoring and evaluation process (p. 405)</p> <p>A.7.10 Write administrative regulations to be congruent with revised and/or new board policies</p> <p>A.7.11 Report to the board on at least a yearly basis the progress of the monitoring procedures and employee evaluation program in relation to increased student achievement (p. 405)</p>

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Recommendation 8:

Design and implement a coordinated, system-wide professional development program that supports the district curriculum and focuses on improved student achievement. (p. 406)



Actions

Governance (School Board)	Administrative (Superintendent and Staff)
<p>G.8.1 Revise Board Policy GCKB to require the development of a comprehensive, long-term PD plan that meets audit quality criteria for PD (p. 406)</p> <p>G.8.2 Direct the superintendent to design a comprehensive, long-range PD plan to provide a framework for all stakeholders (p. 406)</p> <p>G.8.3 Direct the superintendent to provide annual reports to the board concerning the improvement of instruction in the district, including the progress of PD and teacher appraisal efforts (p. 406)</p>	<p>A.8.1 Recommend to the board a comprehensive staff development policy for all employees to support the design and delivery of curriculum and district priorities (p. 406)</p> <p>A.8.2 Develop administrative regulations to implement the above policy when adopted (p. 407)</p> <p>A.8.3 Designate the Director of PD as the person responsible for overall oversight and coordination of district and school-based staff development, the creation of the PD plan and establishment of a clearinghouse function (p. 407)</p> <p>A.8.4 Assign the Director of PD the responsibility for developing a comprehensive, long-range PD plan to support district priorities and an aligned curriculum (p. 407)</p> <p>A.8.5 Focus district PD on three to five district priorities over the next three to five years (p. 407)</p> <p>A.8.6 Align the staff development plan with district and school improvement plans and the curriculum management plan (p. 407)</p> <p>A.8.7 Update job descriptions to define PD responsibilities (p. 407)</p> <p>A.8.8 Expand evaluation of PD to include all stages of Guskey's model for PD evaluation (p. 407)</p> <p>A.8.9 Coordinate and strengthen the implementation of Professional Learning Communities in all district schools (p. 407)</p> <p>A.8.10 Assign the Director of PD the responsibility to report annually to the board on the impact of PD on student achievement (p. 407)</p>

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Recommendation 9:

Provide equal access to comparable programs, services, and opportunities to impact student achievement. Eliminate the achievement gap between ethnic and socioeconomic student groups. Take further steps to allocate resources based on student needs. (p. 408)



Actions

Governance (School Board)	Administrative (Superintendent and Staff)
<p>G.9.1 Establish the improvement of student achievement as the primary district priority and adopt a policy framework that focuses all district operations in supporting achievement (p. 408)</p> <p>G.9.2 Adopt a policy that makes a commitment to end the achievement gap based on socioeconomic status and ethnicity (p. 408)</p> <p>G.9.3 Adopt a policy that makes a commitment to reduce the student dropout rate (p. 409)</p> <p>G.9.4 Involve stakeholders in developing a definition of equal access and of equity (p. 409)</p> <p>G.9.5 Direct the superintendent to review curriculum areas, magnet programs, and interventions to determine equality of access and equitable distribution of resources (p. 409)</p> <p>G.9.6 Make the implementation of a consistent district-wide discipline program a priority (p. 409)</p> <p>G.9.7 Direct the superintendent to revise the recruiting plan to attract minority and male teachers to the district and to retain them (p. 409)</p> <p>G.9.8 Direct the superintendent to review personnel and budget allocation formulas, grants, and fundraising efforts to provide for an equitable educational program (p. 409)</p> <p>G.9.9 Think big! Plan with community stakeholders and seek funding for a major initiative that will impact student learning (p. 409)</p> <p>G.9.10 Require congruity of board policy intent with administrative decisions and actions (p. 409)</p> <p>G.9.11 Direct the superintendent to provide annual updates regarding efforts and progress in eliminating inequalities and inequities (p. 409)</p>	<p>A.9.1 Prepare drafts of the suggested policies for board review, critique, and approval (p. 409)</p> <p>A.9.2 Assist the board in obtaining stakeholders' commitment to equal access and equitable allocation of resources (p. 409)</p> <p>A.9.3 Develop a comprehensive curriculum, program, and assessment plan to provide the framework for a consistent educational program (p. 409)</p> <p>A.9.4 Supervise and monitor the implementation of the intended curriculum and of expected instructional strategies (p. 409)</p> <p>A.9.5 Coordinate supporting programs and initiatives (p. 409)</p> <p>A.9.6 Monitor placement in special programs for disparities in participation among subgroups (p. 410)</p> <p>A.9.7 Continue to evaluate suspension procedures (p. 410)</p> <p>A.9.8 Develop an articulated and accessible magnet program (p. 410)</p> <p>A.9.9 Revise teacher and administrator recruitment and retention procedures (p. 410)</p> <p>A.9.10 Work with the board and stakeholder groups to develop a proposal for a major initiative that will increase student achievement or provide an incentive for students to graduate (p. 410)</p> <p>A.9.11 Provide annual reports to the board that report progress on the demonstrated equitable treatment of all students (p. 410)</p>

Five Standards followed by Findings of Audit

1 Control	2 Curriculum	3 Connectivity	4 Assessment	5 Productivity
<p>1.2 Board policies and administrative regulations don't provide adequate guidance (p. 24)</p> <p>1.3 Planning processes are inadequate at the system and site levels (p. 46)</p> <p>1.4 Generic nature of some job descriptions limit their usefulness (p. 73)</p> <p>1.5 The design of the organizational chart is inconsistent with principles of sound management (p. 76)</p>	<p>2.1 JCPS does not have a comprehensive plan resulting in non aligned curriculum delivery (p. 84)</p>	<p>3.1 Inequalities exist in access to programs, services and learning opportunities (p. 188)</p> <p>3.3 Expectations for curriculum delivery aren't clearly defined (p. 227)</p>	<p>4.1 District lacks a comprehensive planning approach to student assessment and program evaluation (p. 251)</p>	<p>5.1 Current budget development and decision-making process are not tightly linked to the district's curricular goals and strategic priorities (p. 328)</p> <p>5.2 The design of the existing student distribution plan compromises the efficiency of facility usage (p. 348)</p> <p>5.3 Most school plans don't consistently align with the district technology plan; technology is limited to teacher-centered activities (p. 365)</p> <p>5.4 Program interventions to improve student achievement aren't systematically selected, monitored and evaluated (p. 370)</p>



Recommendation 10:

Develop and implement a three-year plan that aligns district and building level resources to curricular goals and strategic priorities. Include systematic cost-benefit analyses to assure that expenditures are producing desired results. (p. 411)



Actions

Governance (School Board)	Administrative (Superintendent and Staff)
<p>G.10.1 Direct the superintendent to develop budgetary policies using the criteria noted in Exhibit 5.1.15 and A.10.2 (p. 412)</p> <p>G.10.2 Direct the superintendent to present draft policies for board review, modification as needed, and adoption regarding linking budget proposals with curriculum and support programs (p. 412)</p> <p>G.10.3 Require the superintendent to direct the preparation of a long-range financial plan that incorporates all revenue sources over the next three to five years (p. 412)</p> <p>G.10.4 Require the superintendent to develop cost/benefit criteria and an action plan to reduce student travel time and costs associated with student transportation (p. 412)</p> <p>G.10.5 Require the superintendent to develop cost/benefit analyses related to the effects of school choice on diversity (p. 412)</p> <p>G.10.6 Require the superintendent to establish guidelines that ensure close alignment between the budget and the district's curricular goals (p. 412)</p> <p>G.10.7 Direct the superintendent to draft a policy outlining criteria for the selection, adoption, district-wide implementation and assessment of technology and student intervention programs (p. 412)</p> <p>G.10.8 Require that long-range facility plans include clear linkage of the facility needs and planned actions with educational program priorities (p. 412)</p> <p>G.10.9 Require annual reports that communicate how effectively the budget, facility plan, technology plan, and interventions are meeting the district's goals (p. 412)</p> <p>G.10.10 Through policy, require the superintendent to establish a plan that will lead to the successful implementation of curriculum-based budgeting (p. 412)</p>	<p>A.10.1 Design or revise board policies as noted in G.10.1 and G.10.2 for board approval and adoption (p. 412)</p> <p>A.10.2 Revise the budget development process (see G.10.1 and G.10.10) to ensure that the process is focused on curricular goals and strategic priorities (p. 413)</p> <p>A.10.3 Provide training and consultation to all budget managers during the transition toward a curriculum-driven budgeting process (p. 414)</p> <p>A.10.4 Develop and implement an action plan (see G.10.4) to reduce student travel time and costs associated with student transportation (p. 414)</p> <p>A.10.5 Develop and implement an action plan (see G.10.5) to reduce costs associated with school choice and the student assignment plan, while supporting board's intended level of diversity (p. 414)</p> <p>A.10.6 Develop a policy that correlates staffing patterns to the district's curricular goals and strategic priorities (p. 414)</p> <p>A.10.7 Revise salary schedules for all classifications of employees that accurately reflect the job descriptions and related skill sets, contract length, and that are based on large, urban district norms (p. 414)</p> <p>A.10.8 Develop a policy regarding the equitable distribution of revenue for all campuses based on demonstrated need to ensure equal access to all students (p. 414)</p> <p>A.10.9 Develop a policy that requires that all technology and intervention programs be district-wide initiatives (p. 414)</p> <p>A.10.10 Using steps similar to those in A.10.9, define the role and function of the school-based library and media services in relation to technology (p. 415)</p> <p>A.10.11 Direct all leaders with responsibilities in the long-range facility planning process to respond to the direction of G.10.8 (p. 415)</p> <p>A.10.12 Direct the appropriate personnel to assist facility planners in preparing public information related to facility needs (p. 415)</p> <p>A.10.13 Require the expanded facility planning information be included in presentations to the board and public (p. 415)</p> <p>A.10.14 Continue emphasis among all staff of the need to care for all buildings including the wise use of energy (p. 415)</p>