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Glassman, Healey, Heller, Hubbard, Kaiser, Kelley, Kelly, Madaleno,
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Owings, Petzold, Shank, Taylor, Weldon, and Zirkin**

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CHAPTER _____

1 AN ACT concerning

2 **Education - Study Commission on ~~Teachers'~~ Educators' Time and**
3 **Paperwork**

4 FOR the purpose of establishing a Study Commission on ~~Teachers'~~ Educators' Time
5 and Paperwork; specifying the composition, powers, and duties of the
6 Commission; providing a certain staff for the Commission; requiring the
7 Commission to report to the Governor and the General Assembly on or before a
8 certain date; providing for the termination of this Act; and generally relating to
9 the Study Commission on ~~Teachers'~~ Educators' Time and Paperwork.

10 Preamble

11 WHEREAS, The amount of paperwork teachers and school administrators are
12 required to complete is duplicative and time consuming and frequently detracts from
13 the goal of providing the best quality education possible to all children; and

14 WHEREAS, According to a report by the Council for Exceptional Children
15 (CEC), concerns about paperwork ranked high, especially among special education
16 teachers and special education teachers are leaving the profession at almost twice the
17 rate of general educators; and

18 WHEREAS, While teachers recognize and support the necessity of the
19 individualized education programs (IEP), it remains one of the main sources of
20 frustration for both general and special education teachers because of its complexity,

1 the duplicative nature, and the inconsistency of forms from district to district, and
2 school to school in Maryland; and

3 WHEREAS, Both regular and special education teachers state they are often
4 required to provide data for the principal and various central office staff after they
5 have already provided it otherwise during the school year; and

6 WHEREAS, Both regular and special education teachers state they are
7 frustrated by the lack of technical assistance when completing paperwork for the
8 principal, county central office, or the State Department of Education; and

9 WHEREAS, Teachers and school administrators leaving the profession routinely
10 state that poor working conditions in the schools, including the burdensome
11 paperwork issues, are most to blame; and

12 WHEREAS, Because we already face a teacher shortage in Maryland and the
13 recently passed federal law, No Child Left Behind Act, establishes additional
14 pressures with federal mandates; and

15 WHEREAS, It is important to address any condition that contributes to teacher
16 and school administrator attrition and interferes with ~~teachers'~~ educators' ability to
17 devote their time, attention, and talent to meeting the instructional needs of their
18 students; now, therefore,

19 SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF
20 MARYLAND, That:

21 (a) There is a Study Commission on ~~Teachers'~~ Educators' Time and
22 Paperwork.

23 (b) The Commission shall consist of the following ~~13~~ 16 members:

24 (1) one representative of the State Department of Education, appointed
25 by the State Superintendent;

26 (2) ~~three~~ five representatives from local school systems, including at
27 least ~~one~~ three local school ~~administrator~~ administrators, selected by the Maryland
28 Association of Boards of Education;

29 (3) one representative of a disability advocacy community appointed by
30 the Governor;

31 (4) one speech-language pathologist who is employed as a
32 speech-language pathologist in the public schools, appointed by the State Board of
33 Audiologists, Hearing Aid Dispensers, and Speech-Language Pathologists;

34 ~~(4)~~ (5) four teachers, three selected by the largest statewide employee
35 union representing teachers and one teacher selected by the second largest public
36 employee union as follows:

- 1 (i) two with expertise in general education;
- 2 (ii) one with expertise in special education; and
- 3 (iii) one with expertise in special services;
- 4 ~~(5)~~ (6) two members of the Senate of Maryland, appointed by the
5 President of the Senate; and
- 6 ~~(6)~~ (7) two members of the House of Delegates, appointed by the
7 Speaker of the House.

8 (c) The Commission shall designate the chairman of the Commission.

9 (d) The Department of Legislative Services shall provide staff for the
10 Commission.

11 (e) The Commission shall:

12 (1) conduct a survey and collect information relating to the issue of
13 workload, administrative and bureaucratic tasks, and other intrusions on time that
14 detract from the quality of teaching and learning as it impacts general and special
15 education employees;

16 (2) analyze best practices used in other states to combat this problem;

17 (3) analyze the benefits of a statewide individualized education program
18 (IEP) form;

19 (4) pursue any other tasks that may reduce paperwork or reduce
20 intrusions on time that detract from the quality of teaching and learning; and

21 (5) on or before December 31, 2003, report its findings and
22 recommendations, including any proposed statutory changes to the Governor and, in
23 accordance with § 2-1246 of the State Government Article, to the General Assembly
24 for consideration by the General Assembly in the 2004 regular session.

25 SECTION 2. AND BE IT FURTHER ENACTED, That this Act shall take effect
26 June 1, 2003. It shall remain effective for a period of 1 year and 7 months and, at the
27 end of December 31, 2004, with no further action required by the General Assembly,
28 this Act shall be abrogated and of no further force and effect.

