

SENATE BILL 558

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2003 Regular Session
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By: **Senators Pinsky, Gladden, Grosfeld, Hollinger, Lawlah, Stone, and Teitelbaum**

Introduced and read first time: January 31, 2003

Assigned to: Education, Health, and Environmental Affairs

A BILL ENTITLED

1 AN ACT concerning

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

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

9 Preamble

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

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

17 WHEREAS, While teachers recognize and support the necessity of the
18 individualized education programs (IEP), it remains one of the main sources of
19 frustration for both general and special education teachers because of its complexity,
20 the duplicative nature, and the inconsistency of forms from district to district, and
21 school to school in Maryland; and

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

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

1 WHEREAS, Teachers leaving the profession routinely state that poor working
2 conditions in the schools, including the burdensome paperwork issues, are most to
3 blame; and

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

7 WHEREAS, It is important to address any condition that contributes to teacher
8 attrition and interferes with teachers' ability to devote their time, attention, and
9 talent to meeting the instructional needs of their students; now, therefore,

10 SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF
11 MARYLAND, That:

12 (a) There is a Study Commission on Teachers' Time and Paperwork.

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

14 (1) one representative of the State Department of Education, appointed
15 by the State Superintendent;

16 (2) three representatives from local school systems, including at least
17 one local school administrator, selected by the Maryland Association of Boards of
18 Education;

19 (3) one representative of a disability advocacy community appointed by
20 the Governor;

21 (4) four teachers, three selected by the largest statewide employee union
22 representing teachers and one teacher selected by the second largest public employee
23 union as follows:

24 (i) two with expertise in general education;

25 (ii) one with expertise in special education; and

26 (iii) one with expertise in special services;

27 (5) two members of the Senate of Maryland, appointed by the President
28 of the Senate; and

29 (6) two members of the House of Delegates, appointed by the Speaker of
30 the House.

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

32 (d) The Department of Legislative Services shall provide staff for the
33 Commission.

34 (e) The Commission shall:

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

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

6 (3) analyze the benefits of a statewide individualized education program
7 (IEP) form;

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

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

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