

SENATE BILL 558

Unofficial Copy  
F1

2003 Regular Session  
3r1730  
CF 3r1731

---

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

---

Committee Report: Favorable with amendments  
Senate action: Adopted  
Read second time: March 18, 2003

---

CHAPTER \_\_\_\_\_

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

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

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

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

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

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

16 SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF  
17 MARYLAND, That:

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

19 (b) The Commission shall consist of the following ~~13~~ 14 members:

20 (1) one representative of the State Department of Education, appointed  
21 by the State Superintendent;

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

25 (3) one representative of a disability advocacy community appointed by  
26 the Governor;

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

30 (5) four teachers, three selected by the largest statewide employee union  
31 representing teachers and one teacher selected by the second largest public employee  
32 union as follows:

33 (i) two with expertise in general education;

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

35 (iii) one with expertise in special services;

1           ~~(5)~~    (6)       two members of the Senate of Maryland, appointed by the  
2 President of the Senate; and

3           ~~(6)~~    (7)       two members of the House of Delegates, appointed by the  
4 Speaker of the House.

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

6       (d)       The Department of Legislative Services shall provide staff for the  
7 Commission.

8       (e)       The Commission shall:

9           (1)       conduct a survey and collect information relating to the issue of  
10 workload, administrative and bureaucratic tasks, and other intrusions on time that  
11 detract from the quality of teaching and learning as it impacts general and special  
12 education employees and speech-language pathologists;

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

14          (3)       analyze the benefits of a statewide individualized education program  
15 (IEP) form;

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

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

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