

Teacher Quality Workgroup, the Teacher Preparation Task Force for Special Education, and the Statewide IEP Task Force. Finally, a task force already has issued a report regarding the feasibility of a statewide IEP form. Currently, MSDE is acting on the Task Force's recommendations. Therefore, Senate Bill 558 is unnecessary, duplicative, and an inefficient use of time and resources.

For the above-stated reasons, I have vetoed Senate Bill 558.

Sincerely,
Robert L. Ehrlich, Jr.
Governor

Senate Bill No. 558

AN ACT concerning

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

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

Preamble

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

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

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

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

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