

# HOUSE BILL 59

F1, F2

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(PRE-FILED)

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By: **Delegate Pena-Melnyk**

Requested: July 13, 2009

Introduced and read first time: January 13, 2010

Assigned to: Ways and Means

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## A BILL ENTITLED

1 AN ACT concerning

2 **Task Force to Incorporate the Principles of Universal Design for Learning**  
3 **into the Policies, Practices, and Curriculum of the Education Systems in**  
4 **Maryland**

5 FOR the purpose of establishing the Task Force to Incorporate the Principles of  
6 Universal Design for Learning into the Policies, Practices, and Curriculum of  
7 the Education Systems in Maryland; providing for the membership, purposes,  
8 and staffing of the Task Force; prohibiting a member of the Task Force from  
9 receiving compensation but entitling members to certain reimbursement for  
10 certain expenses under certain regulations in the State budget; requiring the  
11 Task Force to study and make certain recommendations on how to incorporate  
12 and apply the principles of Universal Design for Learning into the policies,  
13 practices, and curriculum of the education systems in Maryland; requiring the  
14 Task Force to submit a report to the State Board of Education and certain  
15 committees of the General Assembly on or before a certain date; providing for  
16 the termination of this Act; and generally relating to the Task Force to  
17 Incorporate the Principles of Universal Design for Learning into the Policies,  
18 Practices, and Curriculum of the Education Systems in Maryland.

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

21 (a) There is a Task Force to Incorporate the Principles of Universal Design  
22 for Learning into the Policies, Practices, and Curriculum of the Education Systems in  
23 Maryland.

24 (b) The Task Force consists of the following members:

25 (1) one member of the Senate of Maryland, appointed by the President  
26 of the Senate;

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EXPLANATION: CAPITALS INDICATE MATTER ADDED TO EXISTING LAW.

[Brackets] indicate matter deleted from existing law.



1                   (2)     one member of the House of Delegates, appointed by the Speaker of  
2 the House;

3                   (3)     the State Superintendent of Schools, or the State Superintendent's  
4 designee;

5                   (4)     one member of the State Board of Education, appointed by the  
6 President of the State Board;

7                   (5)     three representatives of the State Department of Education from  
8 different divisions, each appointed by the Assistant State Superintendent of the  
9 represented division, of whom:

10                   (i)     one representative shall be from the Division of Special  
11 Education and Early Intervention Services;

12                   (ii)    one representative shall be from the Division of Instruction;  
13 and

14                   (iii)   one representative shall be from the Division of Assessments  
15 and Accountability;

16                   (6)     one county superintendent, appointed by the Public School  
17 Superintendents Association of Maryland;

18                   (7)     one county board of education member, appointed by the Maryland  
19 Association of Boards of Education;

20                   (8)     three public school teachers who teach in the State in different  
21 grade spans, appointed by the Maryland State Education Association, of whom:

22                   (i)     one teacher shall be a general educator;

23                   (ii)    one teacher shall be certified in special education; and

24                   (iii)   one teacher shall be certified in instruction to students with  
25 limited English proficiency;

26                   (9)     one member of the Institute for Higher Education Policy, appointed  
27 by the Chair of the Maryland Higher Education Commission; and

28                   (10)    the following five members appointed by the Governor:

29                   (i)     one representative of the Maryland Down Syndrome  
30 Advocacy Coalition;

(ii) one representative of the Maryland Parent Teacher Association;

(iii) one representative of the Maryland Disability Law Center;

(iv) one representative from an organization representing school children who have limited English proficiency; and

(v) one representative who has expertise in Universal Design for Learning.

(c) The Governor shall designate the chair of the Task Force.

(d) The State Department of Education shall provide staff for the Task Force.

(e) A member of the Task Force:

(1) may not receive compensation as a member of the Task Force; but

(2) is entitled to reimbursement for expenses under the Standard State Travel Regulations, as provided in the State budget.

(f) The Task Force shall:

(1) define “Universal Design for Learning” as a scientifically valid framework for guiding curriculum design including goals, teaching methods, instructional materials, and assessments, to:

(i) provide flexibility in the ways:

1. information is presented;

2. students respond or demonstrate knowledge and skills; and

3. students are engaged; and

(ii) reduce barriers in instruction and provide appropriate accommodations, supports, and challenges while maintaining high achievement expectations for all students, including students with disabilities and students with limited English proficiency;

(2) study how to:

(i) incorporate and apply the principles of Universal Design for Learning into the policies, practices, and curriculum of the elementary, secondary, and postsecondary and higher education systems in Maryland with respect to:

1. curriculum development;
2. the evaluation, selection, and design of textbooks and other instructional materials;
3. the purchase and use of technology for instructional purposes;
4. teacher preparation and staff development;
5. the development of classroom, district, and statewide assessments; and
6. State grants; and

(ii) evaluate the implementation of the incorporation and application of Universal Design for Learning principles and the effect on student outcomes;

(3) make recommendations for the minimum standards to be used by county boards of education in the development of local school system policies and procedures incorporating the principles of Universal Design for Learning; and

(4) draft and recommend proposed regulations incorporating the findings of the Task Force under item (2) of this subsection.

(g) On or before June 30, 2011, the Task Force shall report its findings and recommendations to the State Board of Education and, in accordance with § 2–1246 of the State Government Article, the Senate Education, Health, and Environmental Affairs Committee and the Budget and Taxation Committee and the House Committee on Ways and Means and the Health and Government Operations Committee.

SECTION 2. AND BE IT FURTHER ENACTED, That this Act shall take effect July 1, 2010. It shall remain effective for a period of 1 year and, at the end of June 30, 2011, with no further action required by the General Assembly, this Act shall be abrogated and of no further force and effect.