

# HOUSE BILL 59

F1, F2

(PRE-FILED)

0lr0305  
CF SB 467

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By: ~~Delegate Pena-Melnyk~~ Delegates Hixson, Pena-Melnyk, Manno, Ali, Aumann, Barnes, Bartlett, Barve, Braveboy, Carr, Costa, Dumais, Dwyer, Feldman, Frick, Gilchrist, Glenn, Healey, Howard, Hubbard, Ivey, Kaiser, King, Lafferty, Lee, Love, Montgomery, Olszewski, Rice, Ross, Shewell, Stocksdale, Stukes, Taylor, Valderrama, and Waldstreicher

Requested: July 13, 2009

Introduced and read first time: January 13, 2010

Assigned to: Ways and Means

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Committee Report: Favorable with amendments

House action: Adopted

Read second time: March 24, 2010

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## CHAPTER \_\_\_\_\_

1 AN ACT concerning

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

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

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EXPLANATION: CAPITALS INDICATE MATTER ADDED TO EXISTING LAW.

[Brackets] indicate matter deleted from existing law.

Underlining indicates amendments to bill.

~~Strike-out~~ indicates matter stricken from the bill by amendment or deleted from the law by amendment.



1 Design for Learning into ~~the Policies, Practices, and Curriculum~~ of the  
2 Education Systems in Maryland.

3 SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF  
4 MARYLAND, That:

5 (a) There is a Task Force to ~~Incorporate~~ Explore the Incorporation of the  
6 Principles of Universal Design for Learning into ~~the Policies, Practices, and~~  
7 ~~Curriculum~~ of the Education Systems in Maryland.

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

9 (1) one member of the Senate of Maryland, appointed by the President  
10 of the Senate;

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

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

15 (4) the Chancellor of the University System of Maryland, or the  
16 Chancellor's designee;

17 (5) the Director of the Governor's Office of the Deaf and Hard of  
18 Hearing, or the Director's designee;

19 ~~(4)~~ (6) one member of the State Board of Education, appointed by the  
20 President of the State Board;

21 ~~(5)~~ (7) three representatives of the State Department of Education from  
22 different divisions, each appointed by the Assistant State Superintendent of the  
23 represented division, of whom:

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

26 (ii) one representative shall be from the Division of Instruction;  
27 and

28 (iii) one representative shall be from the Division of Assessments  
29 and Accountability;

30 ~~(6)~~ (8) one county superintendent, appointed by the Public School  
31 Superintendents Association of Maryland;

1           ~~(7)~~ (9) one county board of education member, appointed by the  
2 Maryland Association of Boards of Education;

3           ~~(8)~~ (10) ~~three~~ five public school teachers who teach in the State ~~in~~  
4 ~~different grade spans~~, appointed by the Maryland State Education Association, of  
5 whom:

6                   (i) ~~one teacher shall be a general educator~~ three teachers shall  
7 be general educators, one each from an elementary, a middle, and a high school;

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

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

11           ~~(9)~~ (11) one member of the Institute for Higher Education Policy,  
12 appointed by the Chair of the Maryland Higher Education Commission; and

13           ~~(10)~~ (12) ~~the following~~ five members appointed by the Governor, one  
14 of whom has expertise in Universal Design for Learning.

15                   ~~(i) one representative of the Maryland Down Syndrome~~  
16 ~~Advocacy Coalition;~~

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

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

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

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

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

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

26           (e) A member of the Task Force:

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

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

30           (f) The Task Force shall:

1 ~~(1) define “Universal Design for Learning” as a scientifically valid~~

2 (1) study the effectiveness of Universal Design for Learning as a  
3 framework for guiding curriculum design including goals, teaching methods,  
4 instructional materials, and assessments, to:

5 (i) provide flexibility in the ways:

- 6 1. information is presented;
- 7 2. students respond or demonstrate knowledge and  
8 skills; and
- 9 3. students are engaged; and

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

14 (2) study ~~how to~~ the feasibility of:

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

- 19 1. curriculum development;
- 20 2. the evaluation, selection, and design of textbooks and  
21 other instructional materials;
- 22 3. the purchase and use of technology for instructional  
23 purposes;
- 24 4. teacher preparation and staff development;
- 25 5. the development of classroom, district, and statewide  
26 assessments; and
- 27 6. State grants; and

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

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

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

7 (g) On or before ~~June 30, 2011~~ December 31, 2010, the Task Force shall  
8 report its findings and recommendations to the State Board of Education and, in  
9 accordance with § 2-1246 of the State Government Article, the Senate Education,  
10 Health, and Environmental Affairs Committee and the Budget and Taxation  
11 Committee and the House Committee on Ways and Means and the Health and  
12 Government Operations Committee.

13 SECTION 2. AND BE IT FURTHER ENACTED, That this Act shall take effect  
14 July 1, 2010. It shall remain effective for a period of 1 year and, at the end of June 30,  
15 2011, with no further action required by the General Assembly, this Act shall be  
16 abrogated and of no further force and effect.

Approved:

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Governor.

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Speaker of the House of Delegates.

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President of the Senate.