SENATE BILL 467

F1, F2 (0lr2348)

ENROLLED BILL

— Education, Health, and Environmental Affairs/Ways and Means —

Introduced by **Senators Conway, Madaleno, Colburn, Dyson, Exum, Forehand, Garagiola, Glassman, Harrington, King, Klausmeier, Kramer, Lenett, McFadden, Muse, Pinsky, Raskin, Rosapepe, and Zirkin**

Read and Examined by Proofreaders:

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Proofreader.

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Proofreader.

Sealed with the Great Seal and presented to the Governor, for his approval this

_____ day of _____ at _____ o'clock, _____M.

_____
President.

CHAPTER _____

1 AN ACT concerning

2 **Task Force to ~~Incorporate~~ <u>Explore the Incorporation of</u> 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~~ <u>Explore the</u>
6   <u>Incorporation of</u> 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~~ <u>the feasibility of</u>
13   <u>incorporating and applying</u> the principles of Universal Design for Learning into

1 ~~the policies, practices, and curriculum of~~ the education systems in Maryland;
2 requiring the Task Force to submit a report to the State Board of Education and
3 certain committees of the General Assembly on or before a certain date;
4 providing for the termination of this Act; and generally relating to the Task
5 Force to ~~Incorporate~~ <u>Explore the Incorporation of</u> the Principles of Universal
6 Design for Learning into ~~the Policies, Practices, and Curriculum of~~ the
7 Education Systems in Maryland.

8 SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF
9 MARYLAND, That:

10 (a) There is a Task Force to ~~Incorporate~~ <u>Explore the Incorporation of</u> the
11 Principles of Universal Design for Learning into ~~the Policies, Practices, and~~
12 ~~Curriculum of~~ the Education Systems in Maryland.

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

14 (1) one member of the Senate of Maryland, appointed by the President
15 of the Senate;

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

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

20 <u>(4)</u> <u>the Chancellor of the University System of Maryland, or the</u>
21 <u>Chancellor's designee;</u>

22 <u>(5)</u> <u>the Director of the Governor's Office of the Deaf and Hard of</u>
23 <u>Hearing, or the Director's designee;</u>

24 ~~(4)~~ <u>(6)</u> one member of the State Board of Education, appointed by the
25 President of the State Board;

26 ~~(5)~~ <u>(7)</u> three representatives of the State Department of Education from
27 different divisions, each appointed by the Assistant State Superintendent of the
28 represented division, of whom:

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

31 (ii) one representative shall be from the Division of Instruction;
32 and

33 (iii) one representative shall be from the Division of Assessments
34 and Accountability;

1   ~~(6)~~ (8) one county superintendent, appointed by the Public School
2 Superintendents Association of Maryland;

3   ~~(7)~~ (9) one county board of education member, appointed by the Maryland
4 Association of Boards of Education;

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

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

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

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

13   ~~(9)~~ (11)   one member of the Institute for Higher Education Policy,
14 appointed by the Chair of the Maryland Higher Education Commission; and

15   ~~(10)~~ (12)   ~~the following~~ five members appointed by the Governor, one
16 of whom has expertise in Universal Design for Learning~~:~~ .

17   ~~(i)~~   ~~one representative of the Maryland Down Syndrome~~
18 ~~Advocacy Coalition;~~

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

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

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

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

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

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

28   (e)   A member of the Task Force:

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

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

3   (f)   The Task Force shall:

4   (1)   ~~define "Universal Design for Learning" as a scientifically valid~~

5   <u>(1)</u>   <u>study the effectiveness of Universal Design for Learning as a</u>
6 <u>framework for guiding curriculum design including goals, teaching methods,</u>
7 <u>instructional materials, and assessments, to:</u>

8   (i)   provide flexibility in the ways:

9   1.   information is presented;

10   2.   students respond or demonstrate knowledge and
11 skills; and

12   3.   students are engaged; and

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

17   (2)   study ~~how to~~ <u>the feasibility of</u>:

18   (i)   ~~incorporate and apply~~ <u>incorporating and applying</u> the
19 principles of Universal Design for Learning into ~~the policies, practices, and curriculum~~
20 ~~of~~ the elementary, secondary, and postsecondary and higher education systems in
21 Maryland with respect to:

22   1.   curriculum development;

23   2.   the evaluation, selection, and design of textbooks and
24 other instructional materials;

25   3.   the purchase and use of technology for instructional
26 purposes;

27   4.   teacher preparation and staff development;

28   5.   the development of classroom, district, and statewide
29 assessments; and

30   6.   State grants; and

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

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

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

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

16   SECTION 2. AND BE IT FURTHER ENACTED, That this Act shall take effect
17 July 1, 2010. It shall remain effective for a period of 1 year and, at the end of June 30,
18 2011, with no further action required by the General Assembly, this Act shall be
19 abrogated and of no further force and effect.

Approved:

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                                          Governor.

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                                President of the Senate.

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                      Speaker of the House of Delegates.