

# SENATE BILL 467

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CF HB 59

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

Introduced and read first time: February 1, 2010

Assigned to: Education, Health, and Environmental Affairs

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Committee Report: Favorable with amendments

Senate action: Adopted

Read second time: March 23, 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  
19 Design for Learning into ~~the Policies, Practices, and Curriculum of~~ the  
20 Education Systems in Maryland.

21 SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF  
22 MARYLAND, That:

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

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

5 (1) one member of the Senate of Maryland, appointed by the President  
6 of the Senate;

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

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

11 (4) the Chancellor of the University System of Maryland, or the  
12 Chancellor's designee;

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

15 ~~(4)~~ (6) one member of the State Board of Education, appointed by the  
16 President of the State Board;

17 ~~(5)~~ (7) three representatives of the State Department of Education from  
18 different divisions, each appointed by the Assistant State Superintendent of the  
19 represented division, of whom:

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

22 (ii) one representative shall be from the Division of Instruction;  
23 and

24 (iii) one representative shall be from the Division of Assessments  
25 and Accountability;

26 ~~(6)~~ (8) one county superintendent, appointed by the Public School  
27 Superintendents Association of Maryland;

28 ~~(7)~~ (9) one county board of education member, appointed by the Maryland  
29 Association of Boards of Education;

30 ~~(8)~~ (10) ~~three~~ five public school teachers who teach in the State ~~in~~  
31 ~~different grade spans~~, appointed by the Maryland State Education Association, of  
32 whom:

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

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

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

6 ~~(9)~~ (11) one member of the Institute for Higher Education Policy,  
7 appointed by the Chair of the Maryland Higher Education Commission; and

8 ~~(10)~~ (12) ~~the following~~ five members appointed by the Governor, one  
9 of whom has expertise in Universal Design for Learning .

10 ~~(i) one representative of the Maryland Down Syndrome~~  
11 ~~Advocacy Coalition;~~

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

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

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

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

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

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

21 (e) A member of the Task Force:

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

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

25 (f) The Task Force shall:

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

27 (1) study the effectiveness of Universal Design for Learning as a  
28 framework for guiding curriculum design including goals, teaching methods,  
29 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~~ the feasibility of:

(i) ~~incorporate and apply~~ incorporating and applying 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~~ evaluating 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 relating to the incorporation of the principles of Universal Design for Learning by~~ county boards of education in the development of local school system policies and procedures ~~incorporating the principles of Universal Design for Learning~~; and

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

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

8           SECTION 2. AND BE IT FURTHER ENACTED, That this Act shall take effect  
9 July 1, 2010. It shall remain effective for a period of 1 year and, at the end of June 30,  
10 2011, with no further action required by the General Assembly, this Act shall be  
11 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.