

HOUSE BILL 714

F1

1lr1348
CF SB 300

By: **Delegate Guyton**

Introduced and read first time: January 26, 2021

Assigned to: Ways and Means

A BILL ENTITLED

1 AN ACT concerning

2 **Special Education – Learning Continuity Plan – Requirement**

3 FOR the purpose of requiring an individualized education program to include a learning
4 continuity plan to be implemented for certain students during emergency conditions
5 beginning on a certain date; requiring an individualized education program team to
6 develop a learning continuity plan at certain times and to consider certain risks for
7 a certain purpose; providing for the contents of a learning continuity plan;
8 authorizing a local school system to provide certain services by certain learning
9 models; specifying that the provision of services under a learning continuity plan
10 does not alter a child's educational placement for a certain purpose; requiring an
11 individualized education program team to periodically update a learning continuity
12 plan; requiring a local school system to develop a certain learning continuity plan for
13 certain students on or before a certain date; defining certain terms; and generally
14 relating to learning continuity plans for students receiving special education.

15 BY repealing and reenacting, with amendments,
16 Article – Education
17 Section 8–405
18 Annotated Code of Maryland
19 (2018 Replacement Volume and 2020 Supplement)

20 BY adding to
21 Article – Education
22 Section 8–405.1
23 Annotated Code of Maryland
24 (2018 Replacement Volume and 2020 Supplement)

25 SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF MARYLAND,
26 That the Laws of Maryland read as follows:

27 **Article – Education**

EXPLANATION: CAPITALS INDICATE MATTER ADDED TO EXISTING LAW.

[Brackets] indicate matter deleted from existing law.



8–405.

(a) (1) In this section the following words have the meanings indicated.

(2) “Accessible copy” includes a copy of a document provided to an individual in a format as defined in § 8–408 of this subtitle.

(3) “Extenuating circumstance” means:

(i) A death in the family;

(ii) A personal emergency;

(iii) A natural disaster; or

(iv) Any other similar situation defined by the Department.

(4) “Individualized education program” and “individualized family service plan” have the same meaning as provided in the federal Individuals with Disabilities Education Act.

(b) (1) When a team of qualified professionals and the parents meet for the purpose of discussing the identification, evaluation, educational program, or the provision of a free appropriate public education of a child with a disability:

(i) The parents of the child shall be afforded the opportunity to participate and shall be provided reasonable notice in advance of the meeting; and

(ii) Reasonable notice shall be at least 10 calendar days in advance of the meeting, unless an expedited meeting is being conducted to:

1. Address disciplinary issues;

2. Determine the placement of the child with a disability not currently receiving educational services; or

3. Meet other urgent needs of a child with a disability to ensure the provision of a free appropriate public education.

(2) (i) 1. At the initial evaluation meeting, the parents of the child shall be provided:

A. In plain language, an oral and written explanation of the parents’ rights and responsibilities in the individualized education program process and a program procedural safeguards notice;

1 B. Written information that the parents may use to contact
2 early intervention and special education family support services staff members within the
3 local school system and a brief description of the services provided by the staff members;
4 and

5 C. Written information on the Special Education
6 Ombudsman and toll-free telephone number established under Title 6, Subtitle 5 of the
7 State Government Article.

8 2. If a parent's native language is not English, the
9 information in subsubparagraph 1B and C of this subparagraph shall be provided to the
10 parent in the parent's native language.

11 (ii) The parents may request the information provided under
12 subparagraph (i) of this paragraph at any subsequent meeting.

13 (iii) If a child who has an individualized education program
14 developed in another school system moves into a different local school system, that local
15 school system shall provide the information required under subparagraph (i)1B and C of
16 this paragraph at the time of the first written communication with the parents regarding
17 the child's individualized education program or special education services.

18 (iv) A local school system shall publish information that a parent
19 may use to contact early intervention and special education family support services staff
20 members within the local school system and a brief description of the services provided by
21 the staff members in a prominent place on the section of its website relating to special
22 education services.

23 (3) Failure to provide the information required under paragraph (2)(i)1B
24 and C of this subsection does not constitute grounds for a due process complaint under §
25 8-413 of this subtitle.

26 (4) (i) If the parent disagrees with the educational evaluation of the
27 student that was conducted by the local school system, the parent may request an
28 independent educational evaluation at public expense in accordance with regulations
29 adopted by the Department.

30 (ii) The local school system shall provide a written response
31 approving or denying a request within 30 days of the date the request was made.

32 (iii) If the local school system approves a request, the written
33 response shall advise the parent of the process for arranging the evaluation at public
34 expense.

35 (iv) If the local school system denies a request, the local school system
36 shall file a due process complaint under § 8-413 of this subtitle within 30 days of the date
37 of the denial.

(5) (i) If, during an individualized education program team meeting, a parent disagrees with the child's individualized education program or the special education services provided to the child, the individualized education program team shall provide the parent with, in plain language:

1. An oral and a written explanation of the parent's right to request mediation in accordance with § 8–413 of this subtitle;

2. Contact information, including a telephone number that a parent may use to receive more information about the mediation process; and

3. Information regarding pro bono representation and other free or low-cost legal and related services available in the area.

(ii) A parent may request the information provided under subparagraph (i) of this paragraph at any individualized education program team meeting.

(6) (i) If the native language spoken by a parent who requests information under paragraph (5) of this subsection is spoken by more than 1% of the student population in the local school system, the parent may request that the information be translated into the parent's native language.

(ii) If a parent makes a request under subparagraph (i) of this paragraph, the individualized education program team shall provide the parent with the translated document within 30 days after the date of the request.

(c) The individualized education program team shall determine, on at least an annual basis, whether the child requires extended year services in order to ensure that the child is not deprived of a free appropriate public education by virtue of the normal break in the regular school year.

(D) (1) IN THIS SUBSECTION, “EMERGENCY CONDITIONS” MEANS A PERIOD OF TIME OF 10 SCHOOL DAYS OR LONGER, DURING WHICH A CHILD WITH A DISABILITY CANNOT BE PROVIDED WITH AN INDIVIDUALIZED EDUCATION PROGRAM OR SPECIAL EDUCATION SERVICES IN PERSON OR AT SCHOOL BECAUSE OF:

(I) FIRE;

(II) FLOOD;

(III) EARTHQUAKE;

(IV) IMPASSIBLE ROADS;

(V) PANDEMIC;

1 (VI) A CYBERATTACK;

2 (VII) AN IMMINENT HAZARD DETERMINED BY LOCAL LAW
3 ENFORCEMENT;

4 (VIII) A STRIKE IN PUPIL TRANSPORTATION SERVICES PROVIDED
5 BY A NONSCHOOL ENTITY;

6 (IX) AN EMERGENCY DECLARED BY THE GOVERNOR; OR

7 (X) ANY OTHER EMERGENCY CONDITION THAT CAUSES A
8 SIGNIFICANT DISRUPTION TO THE ORDINARY DELIVERY OF INSTRUCTION OR
9 SERVICES.

10 (2) (I) BEGINNING OCTOBER 1, 2021, AN INDIVIDUALIZED
11 EDUCATION PROGRAM SHALL INCLUDE A LEARNING CONTINUITY PLAN TO
12 IMPLEMENT DURING EMERGENCY CONDITIONS.

13 (II) A LEARNING CONTINUITY PLAN REQUIRED UNDER
14 SUBPARAGRAPH (I) OF THIS PARAGRAPH SHALL BE DEVELOPED BY AN
15 INDIVIDUALIZED EDUCATION PROGRAM TEAM AT THE TIME OF:

16 1. THE DEVELOPMENT OF A STUDENT'S INITIAL
17 INDIVIDUALIZED EDUCATION PROGRAM; OR

18 2. THE NEXT SCHEDULED REVISION OF A STUDENT'S
19 INDIVIDUALIZED EDUCATION PROGRAM.

20 (3) A LEARNING CONTINUITY PLAN SHALL DESCRIBE THE METHODS
21 THROUGH WHICH THE INDIVIDUALIZED EDUCATION PROGRAM OF A CHILD WITH A
22 DISABILITY WILL BE PROVIDED TO THE CHILD DURING EMERGENCY CONDITIONS,
23 INCLUDING METHODS FOR PROVIDING:

24 (I) SPECIAL EDUCATION AND RELATED SERVICES;

25 (II) SUPPLEMENTARY AIDS AND SERVICES;

26 (III) TRANSITION SERVICES; AND

27 (IV) EXTENDED SCHOOL YEAR SERVICES, IF NECESSARY.

(4) WHEN DEVELOPING A LEARNING CONTINUITY PLAN UNDER PARAGRAPH (3) OF THIS SUBSECTION, THE INDIVIDUALIZED EDUCATION PROGRAM TEAM SHALL CONSIDER ANY RISKS ASSOCIATED WITH THE METHODS FOR PROVIDING REQUIRED SERVICES DURING THE EMERGENCY CONDITIONS AND MINIMIZE POTENTIAL HARMS TO THE STUDENT, SERVICE PROVIDER, AND OTHER ASSOCIATED INDIVIDUALS.

(5) A LOCAL SCHOOL SYSTEM MAY PROVIDE THE SERVICES REQUIRED UNDER PARAGRAPH (3) OF THIS SUBSECTION BY:

(I) A REMOTE LEARNING MODEL ONLY; OR

(II) A COMBINATION OF A REMOTE LEARNING MODEL AND IN-PERSON LEARNING.

(6) A LEARNING CONTINUITY PLAN SHALL INCLUDE THE FOLLOWING PROVISIONS, IF APPLICABLE, TO ENSURE THAT THE CHILD RECEIVES REQUIRED SERVICES IN ACCORDANCE WITH THE CHILD'S INDIVIDUALIZED EDUCATION PROGRAM:

(I) INTERNET ACCESS AND ACCESS TO ANY ELECTRONIC DEVICE NECESSARY TO PARTICIPATE IN THE INDIVIDUALIZED EDUCATION PROGRAM AND TO COMPLETE ASSIGNMENTS;

(II) CONTENT ALIGNED TO GRADE-LEVEL STANDARDS, PROVIDED IN A FORMAT OF SUFFICIENT QUALITY TO BE COMPARABLE WITH IN-PERSON INSTRUCTION;

(III) ACADEMIC AND BEHAVIORAL HEALTH SUPPORTS DESIGNED TO ADDRESS THE SPECIFIC NEEDS OF THE CHILD;

(IV) ACCOMMODATIONS THAT ALLOW FOR THE DELIVERY OF REQUIRED SERVICES THROUGH A REMOTE LEARNING MODEL OR A COMBINATION OF A REMOTE LEARNING MODEL AND IN-PERSON INSTRUCTION;

(V) ACCOMMODATIONS THAT ALLOW FOR THE DELIVERY OF REQUIRED SERVICES IN THE EVENT OF A CYBERATTACK; AND

(VI) DAILY OR FREQUENT SYNCHRONOUS INTERACTION WITH CERTIFICATED EMPLOYEES AND STUDENT PEERS, WITH THE INTENT THAT THE INTERACTION BE COMPARABLE TO THE TYPES OF INTERACTIONS THE CHILD HAS DURING IN-PERSON INSTRUCTION.

1 **(7) NOTWITHSTANDING ANY OTHER PROVISION OF LAW, THE**
2 **PROVISION OF SERVICES UNDER A LEARNING CONTINUITY PLAN DURING**
3 **EMERGENCY CONDITIONS DOES NOT ALTER THE CHILD’S EDUCATIONAL**
4 **PLACEMENT FOR PURPOSES OF A DUE PROCESS COMPLAINT BROUGHT UNDER §**
5 **8-413 OF THIS SUBTITLE.**

6 **(8) AN INDIVIDUALIZED EDUCATION PROGRAM TEAM SHALL**
7 **PERIODICALLY UPDATE THE EMERGENCY LEARNING CONTINUITY PLAN.**

8 **[(d)] (E)** (1) (i) Except as provided in paragraph (2) of this subsection, and
9 subject to subparagraphs (ii) and (iii) of this paragraph, at least 5 business days before a
10 scheduled meeting of the individualized education program team or other multidisciplinary
11 education team for any purpose for a child with a disability, appropriate school personnel
12 shall provide the parents of the child with an accessible copy of each assessment, report,
13 data chart, draft individualized education program, or other document that either team
14 plans to discuss at the meeting.

15 (ii) Subject to subparagraph (i) of this paragraph, an assessment,
16 report, data chart, or other document prepared by a school psychologist or other medical
17 professional that either team plans to discuss at the meeting may be provided to the parents
18 of the child orally and in writing prior to the meeting.

19 (iii) The parents of a child may notify appropriate school personnel
20 that they do not want to receive the documents required to be provided under subparagraph
21 (i) of this paragraph.

22 (2) (i) Subject to subparagraph (ii) of this paragraph, appropriate
23 school personnel are not required to comply with paragraph (1) of this subsection in the
24 event of an extenuating circumstance.

25 (ii) In the event of an extenuating circumstance, appropriate school
26 personnel who fail to comply with paragraph (1) of this subsection shall document the
27 extenuating circumstance and communicate that information to the parents of the child.

28 **[(e)] (F)** (1) Not later than 5 business days after a scheduled meeting of the
29 individualized education program team or other multidisciplinary team for a child with a
30 disability, appropriate school personnel shall provide the parents of the child with a copy
31 of the completed individualized education program.

32 (2) If the individualized education program has not been completed by the
33 5th business day after the meeting, the parents shall be provided with the draft copy of the
34 individualized education program.

35 (3) The completed or draft individualized education program shall be
36 provided to the parents in an accessible format.

(4) (i) If the native language spoken by the parents of a child with a completed individualized education program or a completed individualized family service plan is spoken by more than 1 percent of the student population in the local school system, the parents may request the document to be translated into the parents' native language.

(ii) If a parent makes a request under subparagraph (i) of this paragraph, appropriate school personnel shall provide the parents with the translated document within 30 days after the date of the request.

[(f)] (G) (1) Except as provided in paragraph (2) of this subsection, an individualized education program team shall obtain written consent from a parent if the team proposes to:

(i) Enroll the child in an alternative education program that does not issue or provide credits toward a Maryland high school diploma;

(ii) Identify the child for the alternative education assessment aligned with the State's alternative curriculum; or

(iii) Include restraint or seclusion in the individualized education program to address the child's behavior as described in COMAR 13A.08.04.05.

(2) If the parent does not provide written consent to an action proposed in paragraph (1) of this subsection at the individualized education program team meeting, the individualized education program team shall send the parent written notice no later than 5 business days after the individualized education program team meeting that informs the parent that:

(i) The parent has the right to either consent to or refuse to consent to an action proposed under paragraph (1) of this subsection; and

(ii) If the parent does not provide written consent or a written refusal to consent to an action proposed under paragraph (1) of this subsection within 15 business days of the individualized education program team meeting, the individualized education program team may implement the proposed action.

(3) If the parent refuses to consent to the action proposed, the individualized education program team may use the dispute resolution options listed in § 8–413 of this subtitle to resolve the matter.

[(g)] (H) To fulfill the purposes of this section, school personnel may provide the documents required under this section through:

(1) Electronic delivery;

(2) Home delivery with the student; or

(3) Any other reasonable and legal method of delivery.

[(h)] (I) Failure to comply with this section does not constitute a substantive violation of the requirement to provide a student with a free appropriate public education.

[(i)] (J) The Department shall adopt:

(1) Regulations that define what information should be provided in the verbal and written explanations of the parents' rights and responsibilities in the individualized education program process; and

(2) Any other regulations necessary to carry out subsection (b)(2) and (4) of this section.

8-405.1.

(A) IN THIS SECTION, "EMERGENCY CONDITIONS" HAS THE MEANING STATED IN § 8-405 OF THIS SUBTITLE.

(B) BEGINNING OCTOBER 1, 2021, A LOCAL SCHOOL SYSTEM SHALL DEVELOP A LEARNING CONTINUITY PLAN TO IMPLEMENT UNDER EMERGENCY CONDITIONS THAT IS SUBSTANTIALLY SIMILAR TO A LEARNING CONTINUITY PLAN REQUIRED UNDER § 8-405 OF THIS SUBTITLE FOR EACH STUDENT WHO:

(1) HAS A PLAN IN COMPLIANCE WITH § 504 OF THE FEDERAL REHABILITATION ACT OF 1973; AND

(2) DOES NOT HAVE AN INDIVIDUALIZED EDUCATION PROGRAM IN COMPLIANCE WITH THE FEDERAL INDIVIDUALS WITH DISABILITIES EDUCATION ACT.

SECTION 2. AND BE IT FURTHER ENACTED, That this Act shall take effect July 1, 2021.