

OMB NO. 1820-0030

Expires: 03/31/2029

**ANNUAL STATE APPLICATION UNDER PART B OF THE
INDIVIDUALS WITH DISABILITIES EDUCATION ACT AS AMENDED IN 2004
FOR FEDERAL FISCAL YEAR 2026**

CFDA No. 84.027A and 84.173A

ED FORM No. 9055

**UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION PROGRAMS**

Washington, DC 20202-2600

Public Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a currently valid OMB control number. The valid OMB control number for this collection is 1820-0030. Public reporting burden for this collection of information is estimated to average 14 hours per respondent. The obligation to respond to this collection is required to obtain or retain a benefit under 20 U.S.C. 1411 and 1419. If you have comments or concerns regarding the status of your individual submission of this form, please contact Jennifer Simpson at Jennifer.Simpson@ed.gov or at the Office of Special Education and Rehabilitative Services, US Department of Education, 400 Maryland Avenue SW, Washington, DC 20202.

Respondents are required to submit information for Sections I-IV of the Annual State Application in order to receive a grant under Section(s) 611 and/or 619 of the Individuals with Disabilities Education Act. Respondents are required to provide the data in Section V pursuant to IDEA section 618(a)(3), which provides the Secretary authority to collect annual data on any information that may be required by the Secretary.

Section I

A. Submission Statement for Part B of IDEA

Please select 1 or 2 below. Check 3 if appropriate.

1. The State provides assurances that it has in effect policies and procedures to meet all eligibility requirements of Part B of the Act as found in PL 108-446, the Individuals with Disabilities Education Act and applicable regulations (IDEA). The State is able to meet all assurances found in Section II.A of this Application.
2. The State cannot provide assurances for all eligibility requirements of Part B of the Act as found in PL 108-446. The State has determined that it is unable to make the assurances that are checked as 'No' in Section II.A. However, the State assures that throughout the period of this grant award the State will operate consistent with all requirements of IDEA in PL 108-446 and applicable regulations. The State will make such changes to existing policies and procedures as are necessary to bring those policies and procedures into compliance with the requirements of the IDEA, as amended, as soon as possible, and not later than June 30, 2027. The State has included the date by which it expects to complete necessary changes associated with assurances marked 'No'. (Refer to Assurances found in Section II.A.)

Optional:

3. The State is submitting modifications to State policies and procedures previously submitted to the Department. These modifications are: (1) deemed necessary by the State, for example when the State revises applicable State law or regulations; (2) required by the Secretary because there is a new interpretation of the Act or regulations by a Federal court or the State's highest court; and/or (3) because of an official finding of noncompliance with Federal law or regulations.

B. Conditional Approval for Current Grant Year

If the State received conditional approval for the current grant year, check the appropriate statement(s) below:

1. Conditional Approval Related to Assurances in Section II.A:

- a. Section II.A provides documentation of completion of all issues identified in the FFY 2025 conditional approval letter.
- b. As noted in Section II.A, the State has not completed all issues identified in the FFY 2025 conditional approval letter.

2. Conditional Approval Related to Other Issues:

- a. The State previously submitted documentation of completion of all issues identified in the FFY 2025 conditional approval letter.
- b. The State is attaching documentation of completion of all issues identified in the FFY 2025 conditional approval letter. *(Attach documentation showing completion of all issues.)*
- c. The State has not completed all issues identified in the FFY 2025 conditional approval letter. *(Attach documentation showing completion of any issues and a list of items not yet completed.)*

Section II

A. Assurances Related to Policies and Procedures

The State makes the following assurances that it has policies and procedures in place as required by Part B of the Individuals with Disabilities Education Act. (20 U.S.C. 1411-1419; 34 CFR §§300.100-300.174)

<p>Yes <i>(Assurance is given Place a check as applicable.)</i></p>	<p>No <i>(Assurance cannot be given. Provide date on which State will complete changes in order to provide assurance.)</i> <i>Enter date(s) as applicable</i></p>	<p>Assurances Related to Policies and Procedures</p>
<p>X</p>		<p>1. A free appropriate public education is available to all children with disabilities residing in the State between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled, in accordance with 20 U.S.C. 1412(a)(1); 34 CFR §§300.101-300.108.</p>
<p>X</p>		<p>2. The State has established a goal of providing a full educational opportunity to all children with disabilities and a detailed timetable for accomplishing that goal. (20 U.S.C. 1412(a)(2); 34 CFR §§300.109-300.110)</p>
<p>X</p>		<p>3. All children with disabilities residing in the State, including children with disabilities who are homeless or are wards of the State and children with disabilities attending private schools, regardless of the severity of their disabilities, and who are in need of special education and related services, are identified, located, and evaluated and a practical method is developed and implemented to determine which children with disabilities are currently receiving needed special education and related services in accordance with 20 U.S.C. 1412(a)(3); 34 CFR §300.111.</p>
<p>X</p>		<p>4. An individualized education program, or an individualized family service plan that meets the requirements of section 636(d), is developed, reviewed, and revised for each child with a disability in accordance with 34 CFR §§300.320 through 300.324, except as provided in §§300.300(b)(3) and 300.300(b)(4). (20 U.S.C. 1412(a)(4); 34 CFR §300.112)</p>
<p>X</p>		<p>5. To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily in accordance with 20 U.S.C. 1412(a)(5)(A)-(B); 34 CFR §§300.114-300.120.</p>

X		6. Children with disabilities and their parents are afforded the procedural safeguards required by 34 CFR §§300.500 through 300.536 and in accordance with 20 U.S.C. 1412(a)(6); 34 CFR §300.121.
X		7. Children with disabilities are evaluated in accordance with 34 CFR §§300.300 through 300.311. (20 U.S.C. 1412(a)(7); 34 CFR §300.122)
X		8. Agencies in the State comply with 34 CFR §§300.610 through 300.626 (relating to the confidentiality of records and information). (20 U.S.C. 1412(a)(8); 34 CFR §300.123)
X		9. Children participating in early intervention programs assisted under Part C, and who will participate in preschool programs assisted under this part, experience a smooth and effective transition to those preschool programs in a manner consistent with section 637(a)(9). By the third birthday of such a child, an individualized education program or, if consistent with 34 CFR §300.323(b) and section 636(d), an individualized family service plan, has been developed and is being implemented for the child. The local educational agency will participate in transition planning conferences arranged by the designated lead agency under section 635(a)(10). (20 U.S.C. 1412(a)(9); 34 CFR §300.124)
X		10. Agencies in the State, and the SEA if applicable, comply with the requirements of 34 CFR §§300.130 through 300.148 (relating to responsibilities for children in private schools), including that to the extent consistent with the number and location of children with disabilities in the State who are enrolled by their parents in private elementary schools and secondary schools in the school district served by a local educational agency, provision is made for the participation of those children in the program assisted or carried out under this part by providing for such children special education and related services in accordance with the requirements found in 34 CFR §§300.130 through 300.148 unless the Secretary has arranged for services to those children under subsection (f) [By pass]. (20 U.S.C. 1412(a)(10); 34 CFR §§300.129-300.148)
X		11. The State educational agency is responsible for ensuring that the requirements of Part B are met including the requirements of 34 CFR §§300.113, 300.149, 300.150 through 300.153, and 300.175 and 300.176 and that the State monitors and enforces the requirements of Part B in accordance with 34 CFR §§300.600-300.602 and 300.606-300.608. (20 U.S.C. 1412(a)(11); 34 CFR §300.149)
X		12. The Chief Executive Officer of a State or designee of the officer shall ensure that an interagency agreement or other mechanism for interagency coordination is in effect between each public agency described in subparagraph (b) of 34 CFR §300.154 and the State educational agency, in order to ensure that all services described in paragraph (b)(1)(i) that are needed to ensure a free appropriate public education are provided, including the provision of such services during the pendency of any dispute under §300.154(a)(3). Such agreement or mechanism shall meet the requirements found in 20 U.S.C. 1412(a)(12)(A)-(C); 34 CFR §300.154.

X		13. The State educational agency will not make a final determination that a local educational agency is not eligible for assistance under this part without first affording that agency reasonable notice and an opportunity for a hearing. (20 U.S.C. 1412(a)(13); 34 CFR §300.155)
X		14. The State educational agency has established and maintains qualifications to ensure that personnel necessary to carry out this part are appropriately and adequately prepared and trained, including that those personnel have the content knowledge and skills to serve children with disabilities as noted in 20 U.S.C. 1412(a)(14)(A)-(E), as amended by the Every Student Succeeds Act; 34 CFR §300.156.
X		15. The State has established goals for the performance of children with disabilities in the State that meet the requirements found in 20 U.S.C. 1412(a)(15)(A)-(C), as amended by the Every Student Succeeds Act; 34 CFR §300.157.
X		16. All children with disabilities are included in all general State and districtwide assessment programs, including assessments described under section 1111 of the Elementary and Secondary Education Act of 1965, with appropriate accommodations and alternate assessments where necessary and as indicated in their respective individualized education programs as noted in 20 U.S.C. 1412(a)(16)(A)-(E); as amended by the Every Student Succeeds Act; 34 CFR §300.160.
X		17. Funds paid to a State under this part will be expended in accordance with all the provisions of Part B including 20 U.S.C. 1412(a)(17)(A)-(C); 34 CFR §300.162.
X		18. The State will not reduce the amount of State financial support for special education and related services for children with disabilities, or otherwise made available because of the excess costs of educating those children, below the amount of that support for the preceding fiscal year, unless a waiver is granted, in accordance with 20 U.S.C. 1412(a)(18)(A)-(D); 34 CFR §§300.163 through 300.164.
X		19. Prior to the adoption of any policies and procedures needed to comply with this section (including any amendments to such policies and procedures), the State ensures that there are public hearings, adequate notice of the hearings, and an opportunity for comment available to the general public, including individuals with disabilities and parents of children with disabilities. (20 U.S.C. 1412(a)(19); 34 CFR §300.165)
X		20. In complying with 34 CFR §§300.162 and 300.163, a State may not use funds paid to it under this part to satisfy State-law mandated funding obligations to local educational agencies, including funding based on student attendance or enrollment, or inflation. (20 U.S.C. 1412(a)(20); 34 CFR §300.166)
X		21. The State has established and maintains an advisory panel for the purpose of providing policy guidance with respect to special education and related services for children with disabilities in the State as found in 20 U.S.C. 1412(a)(21)(A)-(D); 34 CFR §§300.167-300.169.
X		22. The State educational agency examines data, including data disaggregated by race and ethnicity, to determine if significant discrepancies are occurring in the rate of long-term suspensions and

		expulsions of children with disabilities in accordance with 20 U.S.C. 1412(a)(22)(A)-(B); 34 CFR §300.170.
X		23a. The State adopts the National Instructional Materials Accessibility Standard for the purposes of providing instructional materials to blind persons or other persons with print disabilities, in a timely manner after the publication of the National Instructional Materials Accessibility Standard in the Federal Register in accordance with 20 U.S.C. 1412(a)(23)(A) and (D); 34 CFR §300.172.
		23b. <i>(Note: Check either "23b.1" or "23b.2" whichever applies.</i>
X		23b.1 The State educational agency coordinates with the National Instructional Materials Access Center and not later than 12/03/06 the SEA as part of any print instructional materials adoption process, procurement contract, or other practice or instrument used for purchase of print instructional materials enters into a written contract with the publisher of the print instructional materials to: <ul style="list-style-type: none"> • require the publisher to prepare and, on or before delivery of the print instructional materials, provide to the National Instructional Materials Access Center, electronic files containing the contents of the print instructional materials using the National Instructional Materials Accessibility Standard; or • purchase instructional materials from the publisher that are produced in, or may be rendered in, specialized formats. (20 U.S.C. 1412(a)(23)(C); 34 CFR §300.172)
		23b.2 The State educational agency has chosen not to coordinate with the National Instructional Materials Access Center but assures that it will provide instructional materials to blind persons or other persons with print disabilities in a timely manner. (20 U.S.C. 1412(a)(23)(B); 34 CFR §300.172)
X		24. The State has in effect, consistent with the purposes of the IDEA and with section 618(d) of the Act, policies and procedures designed to prevent the inappropriate overidentification or disproportionate representation by race and ethnicity of children as children with disabilities, including children with disabilities with a particular impairment described in 34 CFR §300.8. (20 U.S.C 1412(a)(24); 34 CFR §300.173)
X		25. The State educational agency shall prohibit State and local educational agency personnel from requiring a child to obtain a prescription for a substance covered by the Controlled Substances Act (21 U.S.C. 812(c)) as a condition of attending school, receiving an evaluation under 34 CFR §§300.300 through 300.311, or receiving services under the IDEA as described in 20 U.S.C. 1412(a)(25)(A)-(B); 34 CFR §300.174.
X		26. The State educational agency assures that the IDEA Part B program complies with the requirements in section 427 of the General Education Provisions Act (20 U.S.C 1228a)

B. Other Assurances

The State also makes the following assurances:

Yes	Other Assurances
X	1. The State shall distribute any funds the State does not reserve under 20 U.S.C. 1411(e) to local educational agencies (including public charter schools that operate as local educational agencies) in the State that have established their eligibility under section 613 for use in accordance with this part as provided for in 20 U.S.C. 1411(f)(1)-(3); 34 CFR §300.705.
X	2. The State shall provide data to the Secretary on any information that may be required by the Secretary. (20 U.S.C. 1418(a)(3); 34 CFR §§300.640-300.645.)
X	3. The State, local educational agencies, and educational service agencies shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds. (34 CFR §76.702)
X	4. As applicable, the assurance in OMB Standard Form 424B (Assurances for Non-Construction Programs), relating to legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood insurance; environmental standards; wild and scenic river systems; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and general agreement to comply with all Federal laws, executive orders, and regulations.

C. Certifications

The State is providing the following certifications:

Yes	Certifications
X	<p>1. The State certifies that ED Form 80-0013, <i>Certification Regarding Lobbying</i>, is on file with the Secretary of Education.</p> <p>With respect to the <i>Certification Regarding Lobbying</i>, the State recertifies that no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; that the State shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 CFR Part 82, Appendix B); and that the State Agency shall require the full certification, as set forth in 34 CFR Part 82, Appendix A, in the award documents for all sub awards at all tiers.</p>
X	2. The State certifies that the arrangements to establish responsibility for services pursuant to 20 U.S.C. 1412(a)(12)(A)-(C); 34 CFR §300.154 (or 20 U.S.C. 1412(a)(12)(A)); 34 CFR §300.154(a) are current. This certification must be received prior to the expenditure of any funds reserved by the State under 20 U.S.C. 1411(e)(1); 34 CFR §300.171.

D. Statement

I certify that the State of Maryland can make the assurances checked as 'yes' in Section II.A and II.B and the certifications required in Section II.C of this application. These provisions meet the requirements of Part B of the Individuals with Disabilities Education Act (IDEA) as found in PL 108-446 and the implementing regulations. The State will operate its IDEA Part B program in accordance with all of the required assurances and certifications.

If any assurances have been checked 'no', I certify that the State will operate throughout the period of this grant award consistent with the requirements of the IDEA ,as found in PL 108-446 and any applicable regulations, and will make such changes to existing policies and procedures as are necessary to bring those policies and procedures into compliance with the requirements of the IDEA, as amended, as soon as possible, and not later than June 30, 2027. (34 CFR § 76.104)

I, the undersigned authorized official of the

Maryland State Department of Education
(Name of State and official name of State agency)

am designated by the Governor of this State to submit this application for FFY 2026 funds under Part B of the IDEA.

Printed/Typed Name of Authorized Representative of the State: Carey Wright, Ed. D.
Title of Authorized Representative of the State: State Superintendent of Schools
Signature:
Date:

Section III

Description of Use of Funds Under Part B of the Individuals with Disabilities Education Act—20 U.S.C. 1411(e)(5); 34 CFR § 300.171

States must provide the Description of Use of Funds by completing and submitting the Excel Interactive Spreadsheet with the FFY 2026 Application.

Describe how the amount retained by the State educational agency under 20 U.S.C. 1411(e)(1) will be used to meet the following activities under Part B. (20 U.S.C. 1411(e)(1)-(3), (6) and (7).) The Department annually identifies for States the maximum amounts that a State may retain under Section 1411(e)(1) and (2).¹ The dollar amounts **listed in the Excel Interactive Spreadsheet** by the State for administration and for other State activities should add up to less or equal to the dollar amount provided to the State by the Department for each of these activities.

Enter whole dollar amounts (do not enter cents) in appropriate cells on the State's Excel Interactive Worksheet. The Excel Interactive Spreadsheet must be submitted as part of the State's application.

Describe the process used to get input from LEAs regarding the distribution of amounts among activities described in the Excel Interactive Spreadsheet to meet State priorities. (20 U.S.C. 1411(e)(5)(B); 34 CFR § 300.704)

The Blueprint for Maryland's Future was passed in 2021 to transform public education in the state into a world-class education system, improving the quality of education for all children, especially those who have been historically underserved. While the law called for additional resources to improve outcomes for students with disabilities, the "how" for this challenging task was largely undefined. To fill this gap, the Blueprint Special Education Workgroup was convened—charged with conducting a comprehensive review of services, instruction, and funding for students with disabilities.

The Special Education Workgroup had a diverse membership of 50 parents, general and special educators, school and district administrators, advocates, and experts from across Maryland, who were supported by MSDE staff and covered a wide range of topics from the use of evidence-based instructional practices to staffing models, from early childhood to secondary transition. From August 2023 to January 2025, the Workgroup met monthly and ultimately approved 27 recommendations.

Taken together, these recommendations define a transformational vision for serving students with disabilities in Maryland's public schools. MSDE's commitment to the implementation of these recommendations is rooted in the belief that all children can achieve and that acceleration of progress for students with disabilities is necessary to meet our goals for improving Maryland schools through the Blueprint. In addition to providing direction and priorities for the Division of Special Education, the implementation plan cuts across the Department, with recommendations embedded within many Departmental initiatives and the Strategic Plan.

¹Each State may reserve for each fiscal year not more than the maximum amount the State was eligible to reserve for State administration under this section for fiscal year 2004 or \$800,000 (adjusted in accordance with 20 U.S.C. 1411(e)(1)(B)), whichever is greater; and each outlying area may reserve for each fiscal year not more than 5 percent of the amount the outlying area receives under 20 U.S.C. 1411(b)(1) for the fiscal year or \$35,000, whichever is greater.

For each fiscal year beginning with fiscal year 2005, the Secretary shall cumulatively adjust: 1) the maximum amount the State was eligible to reserve for State administration under this part for fiscal year 2004; and 2) \$800,000, by the rate of inflation as measured by the percentage increase, if any, from the preceding fiscal year in the Consumer Price Index For All Urban Consumers, published by the Bureau of Labor Statistics of the Department of Labor.

The focus of the implementation revolves around four key areas:

- Access: Increase student access to instructional and content experts, the same challenging academic standards for all students, and nondisabled peers.
- Integration of General and Special Education: Improve the educational experiences of students with disabilities in general education classrooms and their outcomes.
- Improved IEP Process: Create and implement Individualized Education Programs that enable students to reach grade-level standards and narrow or close achievement gaps.
- Accountability: Ensure effective implementation of the Special Education Workgroup's recommendations.

The Assistant State Superintendent for the Maryland State Department of Education (MSDE), Division of Special Education (DSE) also meets with Local Education Agencies (LEAs) and Public Agencies (PAs) local directors of special education and preschool coordinators on a bi-monthly basis to obtain their input on a variety of issues and concerns, including federal, State, and local priorities and funding associated with meeting those priorities and Workgroup recommendations.

Maryland		FFY 2026
REGULAR AWARD AMOUNT Est		\$248,268,696
TOTAL AWARD AMOUNT		\$248,268,696
ADMINISTRATION		
Maximum Available for Administration.	Sec. III	\$5,507,970
How much do you want to set aside for Administration in dollars?		<input type="text" value="\$5,507,970"/> OK
You must distribute, in whole dollars, the amount you want to set aside for Administration among the following activities:		
For the purpose of administering IDEA Part B including Preschool Grants under 20 U.S.C. 1419, a High Cost Fund, and the coordination of activities under Part B with, and providing technical assistance to, other programs that provide services to children with disabilities. (Note: These funds may be used for Administering but not Financing a High Cost Fund)		
a.		<input type="text" value="\$5,307,970"/>
For the administration of Part C of IDEA, if the SEA is the Lead Agency for the State under Part C.		
b.		<input type="text" value="\$200,000"/>
You may set aside a portion of your Administration funds resulting from inflation for the following 4 Other State-Level Activities. Additional funds for these purposes may also be set aside under Other State-Level Activities. Based on the amount that you propose to set aside for Administration, the maximum amount of Administration funds that you may use for these 4 activities is:		
		\$2,285,838
	For support and direct services, including technical assistance, personnel preparation, and professional development and training.	c. <input type="text"/>
	To assist local educational agencies in providing positive behavioral interventions and supports and appropriate mental health services for children with disabilities.	d. <input type="text"/>
	To assist local educational agencies in meeting personnel shortages.	e. <input type="text"/>
	To support capacity building activities and improve the delivery of services by local educational agencies to improve results for children with disabilities.	f. <input type="text"/>
	Subtotal, Administration funds used for Other State-Level Activities	\$0 OK
If you receive a Preschool Grant under 20 U.S.C. 1419, you may use Administration funds, along with other funds, to develop and implement a State policy jointly with the lead agency under Part C and the SEA to provide early intervention services (which must include an educational component that promotes school readiness and incorporates preliteracy, language, and numeracy skills) in accordance with Part C to children with disabilities who are eligible for services under the Preschool Grant program and who previously received services under Part C until such children enter, or are eligible under State law to enter, kindergarten, or elementary school as appropriate.		
		g. <input type="text"/>
	The total of details for our Administration set-aside is	\$5,507,970 OK
OTHER STATE-LEVEL ACTIVITIES		
If you propose to set aside more than \$850,000 for Administration and you DO wish to use funds for a High Cost Fund, the maximum amount that you may use for Other State-Level Activities is:		
		\$29,302,197
Of the amount you set aside for Other State-Level Activities at least 10% must be used for the High Cost Fund.		
If you propose to set aside more than \$850,000 for Administration and you DO NOT wish to use funds for a High Cost Fund, the maximum amount that you may use for Other State-Level Activities is:		
		\$26,221,159
If you propose to set aside \$850,000 or less for Administration and you DO wish to use funds for a High Cost Fund, the maximum amount that you may use for Other State-Level Activities is:		
		\$30,767,307
Of the amount you set aside for Other State-Level Activities at least 10% must be used for the High Cost Fund.		

If you propose to set aside \$850,000 or less for Administration and you DO NOT wish to use funds for a High Cost Fund, the maximum amount that you may use for Other State-Level Activities is:

\$27,837,087

Do you wish to use funds for a High Cost Fund? (Yes or No)

Based on the amount that you intend to set aside for Administration, the size of your total award, and your decision

NOT TO use set aside funds to support a High Cost Fund, the maximum that you may use for Other State-Level Activities is:

\$26,221,159

How much do you want to set aside for Other State-Level Activities?

OK

You must distribute the amount you want to set aside for Other State-Level Activities the following activities. You can distribute amounts in any order you wish. The total balance remaining to be distributed at any time appears in red.

Leave Blank

Required Activities

\$0 More needs to be distributed.

For monitoring, enforcement, and complaint investigation. (You must use at least \$1 for this purpose)

h.

To establish and implement the mediation process required by 20 U.S.C. 1415(e), including providing for the cost of mediators and support personnel. (You must use at least \$1 for this purpose)

i.

\$0 More needs to be distributed.

Optional Authorized Activities

\$0 More needs to be distributed.

For support and direct services, including technical assistance, personnel preparation, and professional development and training

j.

To assist local educational agencies in providing positive behavioral interventions and supports and appropriate mental health services for children with disabilities.

k.

\$0 More needs to be distributed.

To assist local educational agencies in meeting personnel shortages.

l.

\$0 More needs to be distributed.

To support capacity building activities and improve the delivery of services by local educational agencies to improve results for children with disabilities.

n.

\$0 More needs to be distributed.

To support paperwork reduction activities, including expanding the use of technology in the IEP process.

n.

\$0 More needs to be distributed.

To improve the use of technology in the classroom by children with disabilities to enhance learning.

o.

\$0 More needs to be distributed.

To support the use of technology, including technology with universal design principles and assistive technology devices, to maximize accessibility to the general education curriculum for children with disabilities.

p.

\$0 More needs to be distributed.

Development and implementation of transition programs, including coordination of services with agencies involved in supporting the transition of children with disabilities to postsecondary activities.

q.

\$0 More needs to be distributed.

Alternative programming for children with disabilities who have been expelled from school, and services for children with disabilities in correctional facilities, children enrolled in State-operated or State-supported schools, and children with disabilities in charter schools.

r.

\$0 More needs to be distributed.

To support the development and provision of appropriate accommodations for children with disabilities, or the development and provision of alternate assessments that are valid and reliable for assessing the performance of children with disabilities, in accordance with Sections 1111(b) and 1201 of the Elementary and Secondary Education Act of 1965.

s.

\$0 More needs to be distributed.

Section IV

State Administration

Section 608(a) of the IDEA requires each State that receives funds under this title to:

- (1) ensure that any State rules, regulations, and policies relating to this title conform to the purposes of this title;
- (2) identify in writing to local educational agencies located in the State and the Secretary any such rule, regulation, or policy as a State-imposed requirement that is not required by this title and Federal regulations; and
- (3) minimize the number of rules, regulations, and policies to which the local educational agencies and schools located in the State are subject under this title.

States must attach to this application a list identifying any rule, regulation, or policy that is State-imposed (not required by IDEA or Federal regulations). If there are no such State-imposed rules, regulations, or policies, please so indicate. In addition, the State is required to inform local educational agencies in writing of such State-imposed rules, regulations or policies. (20 U.S.C. 1407(a); 34 CFR § 300.199)

Statute	Subject
Education Article §6-112.1, Annotated Code of Maryland	Licensing Fee Reimbursement COMAR 13A.05.02.13N
Education Article §7-305(g), Annotated Code of Maryland	The discipline of a child with a disability, including the suspension, expulsion, or interim alternative placement of the child for disciplinary reasons, or removal or exclusion of the child from the child's regular school program for more than ten consecutive school days for a reportable offense, shall be conducted in conformance with the requirements of the Individuals with Disabilities Education Act of the United States Code, including the requirements related to a manifestation determination. If a child with a disability is being considered for suspension or expulsion, the child or the child's parent or guardian shall be given a community resources list attached to the procedural safeguards notice required by regulation of the State Board.
Education Article §7-4B, Annotated Code of Maryland	The State Board and each county board of education shall ensure that students with disabilities have an equal opportunity to participate in mainstream physical education, try out for and if selected participate in mainstream athletic programs, ensure the provision of reasonable accommodations necessary to provide students with disabilities equal opportunity to participate to the fullest extent possible in mainstream physical education and mainstream athletic programs,

	and ensure that adapted, allied, and unified athletic programs are available. COMAR 13A.06.04
Education Article §7-910, Annotated Code of Maryland	Equivalent Instructional Technology Access for students with disabilities COMAR 13A.05.02.13H
Education Article §7 1101, Annotated Code of Maryland	Student Behavior Intervention –Each local school system, public agency, and nonpublic school that receives funds from the Department for the purpose of providing special education and related services to students with disabilities, shall develop policies and procedures in compliance with this subtitle and the regulations adopted by the Department COMAR 13A.08.04
Education Article §8-401, Annotated Code of Maryland	Emotional Disturbance renamed Emotional Disability. Definitions of the disabilities remain unchanged and consistent with 34 CFR §300.8(c)(4) and (c)(6). COMAR 13A.05.01.03B
Education Articles §8-405, Annotated Code of Maryland	Special Education – Individualized Education Program Parental Notice Requirements and Service Models List <ul style="list-style-type: none"> • Requires parents of a child attending their initial Individualized Education Program (IEP) evaluation meeting to receive a verbal and written explanation of their rights and responsibilities; • Provides parents the right to request this information at any meeting after the initial IEP team meeting; • The verbal and written explanation to be in plain language; • Requires each local board of education to develop and publish on its website a list of special education service delivery models that includes a statement regarding how a child is placed; and • Requires each local board of education to provide a written copy of the list of service delivery models on request.
Education Articles §8-405, Annotated Code of Maryland	Individualized Educational Program (IEP) – Parents are to receive an accessible copy of each assessment report, data chart, draft IEP, or other document(s) that either an IEP team or Multidisciplinary team plans to discuss at the IEP team meeting or Multidisciplinary team meeting. COMAR 13A.05.01.07D(3)
Education Article §8-405(b) , Annotated Code of Maryland	When a team of qualified professionals and the parents meet for the purpose of

	<p>discussing the identification, evaluation, educational program, or the provision of a free appropriate public education of a child with a disability:</p> <ul style="list-style-type: none"> • The parents of the child shall be afforded the opportunity to participate and shall be provided reasonable notice in advance of the meeting; and • Reasonable notice shall be at least 10 calendar days in advance of the meeting <p>If a parent disagrees during IEP team meeting, the IEP team must provide parent with plain language explanation of parent's right to request mediation, contact information to receive more information about mediation, and information regarding pro bono representation and other free or low-cost legal and related services. If the native language of parent is spoken by more than 1% of the student population in the local school system, the parent may request that the information be translated within 30 days.</p>
<p>Education Article §8-405(d) , Annotated Code of Maryland</p>	<p>Beginning October 1, 2021, an individualized education program shall include a learning continuity plan to implement during emergency conditions in order to ensure that the individualized education program is proceeding appropriately despite the emergency conditions.</p>
<p>Education Article §8-405(e), Annotated Code of Maryland</p>	<p>If the native language spoken by the parents of a child with a completed IEP or IFSP is spoken by more than 1% of the student population in the local school system, the parents may request that the document be translated within 30 days.</p>
<p>Education Article §8-406(b), Annotated Code of Maryland</p>	<p>Basis for placement of a child with a disability in nonpublic educational program COMAR 13A.05.02.14</p>
<p>Education Articles §8-408, Annotated Code of Maryland</p>	<p>Standards for the mastery of braille for use in English, language arts, and mathematics instruction of blind and visually impaired students in pre-kindergarten through grade 12.</p>
<p>Education Articles §8-408, Annotated Code of Maryland</p>	<p>Requiring the Individualized Education Programs (IEPs) of blind or visually impaired children to include orientation and mobility (O&M) instruction under certain circumstances; establishing a process for a IEP teams to make a determination as to whether O&M instruction is appropriate for a child and to include it in a child's IEP; requiring an O&M assessment to be conducted under certain circumstances; requiring an O&M evaluation to contain, at a</p>

	<p>minimum, certain content; requiring local school systems to provide parents and guardians with a verbal and written notice annually requiring O&M instruction to be provided by a qualified individual; and requiring the State Department of Education to adopt regulations and provide guidelines.</p>
<p>Education Article §8-412, Annotated Code of Maryland</p>	<p>Education-Children with Disabilities – Parent Surrogate</p> <p>Added a requirement that any request to a local school superintendent for an appointment of a parent surrogate include:</p> <ul style="list-style-type: none"> • Documentation, as applicable, of the efforts made over the course of 15 business days to identify the parent if unknown or to locate the parent if unavailable that include as a minimum: <ul style="list-style-type: none"> ○ A search of telephone directories; and ○ Letters sent by certified mail.
<p>Education Article §8-413.1, Annotated Code of Maryland</p>	<p>Access to Attorneys, Advocates, and Consultants for Special Education Program.</p> <p>The purpose of the Program is to direct resources and services to eligible students to provide access to legal, advocacy, and consultant services as required under this section. The Program shall be administered by the Maryland Volunteer Lawyers Service.</p>
<p>Education Article §8-418, Annotated Code of Maryland</p>	<p>Education- Children with Disabilities – Habilitative Services Information</p> <p>Requires each local school system to provide to the parents of a child with a disability verbal and written information about access to habilitative services through health insurance, including a copy of the Maryland Insurance Administration’s <i>Parents’ Guide to Habilitative Services</i>, at the 19 following times:</p> <ul style="list-style-type: none"> • The transition meeting for a child moving from the Maryland Infants and Toddlers Program (MITP) to a local school system; • At a child’s initial Individualized Education Program (IEP) team meeting; • At least once each year at a child’s IEP team meeting; and • On the approval or denial of a parent’s or guardian’s request for a related service to enable a child with

	a disability to benefit from special education.
Education Article §21-305, Annotated Code of Maryland	Transition services for students with disabilities COMAR 13A.05.01.07D COMAR 13A.05.01.09A(3)

Additional Regulations

Graduation Requirement for Public High Schools in Maryland

COMAR 13A.03.02.09D(1)); (3)-(5)

Child Identification, Evaluation, and Eligibility

COMAR 13A.05.01.04A
COMAR 13A.05.01.05D
COMAR 13A.05.01.06A
COMAR 13A.05.01.06E(6)
COMAR 13A.05.01.07B(1)(a)
COMAR 13A.05.01.07D(3)

Individualized Education Program (IEP)

COMAR 13A.05.01.09A(1)
COMAR 13A.05.01.09F
COMAR 13A.05.01.09G

Extended School Year (ESY) Services

COMAR 13A.05.01.08B(2)
COMAR 13A.05.01.11B

Least Restrictive Environment

COMAR 13A.05.01.10C(5)
COMAR 13A.05.01.10C(6)

Procedural Safeguards

COMAR 13A.05.01.11C

Administration of Services for Students with Disabilities

COMAR 13A.05.02.05D(12)
COMAR 13A.05.02.12
COMAR 13A.05.02.13D
COMAR 13A.05.02.13H
COMAR 13A.05.02.13I
COMAR 13A.05.02.13N
COMAR 13A.05.02.04

School Use of Reportable Offenses

COMAR 13A.08.01.17G

Section V

Maintenance of State Financial Support

Pursuant to the authority established in IDEA section 618(a)(3), each applicant for funds under section 611 must provide the following State fiscal data with a certification of its accuracy by the State budget office or an authorized representative thereof. Amounts should be shown in whole dollars and are for the State fiscal year (SFY). States may meet the maintenance of State financial support (MFS) requirement in IDEA section 612(a)(18) and 34 CFR § 300.163 on either a total or per capita basis. In order to complete Section V of the Application, States must provide in whole dollars the total amount of State financial support made available for special education and related services for children with disabilities during SFYs 2024 and 2025. However, if a State met the MFS requirement on a per capita basis, it **must** complete the first chart and then may also complete the second chart by providing, in whole dollars, the amount of State financial support made available for special education and related services per child with a disability during SFYs 2024 and 2025.

Total Amount of State Financial Support Made Available for Special Education and Related Services for Children with Disabilities

SFY 2024	\$1,056,760,704
SFY 2025	

Per capita amount of State Financial Support Made Available for Special Education and Related Services for Children with Disabilities

SFY 2024	
SFY 2025	

State Budget Officer or Authorized Representative (Printed Name)

Signature of State Budget Officer or Authorized Representative

Date