

Department of Legislative Services
 Maryland General Assembly
 2025 Session

FISCAL AND POLICY NOTE
 First Reader

House Bill 1383 (Delegate Miller, *et al.*)
 Ways and Means

State Board of Education - Online Special Education System - Technical Requirements

This bill requires existing standards for the identification, evaluation, educational placement, and the provision of a free appropriate public education of children in the State who are found to need special education and related services to include minimum functional and technical requirements to ensure optimal performance of the State’s online special education system, including the Maryland Online Individualized Education Program (MOIEP) and the Maryland Online Individualized Family Service Plan (MOIFSP). The Maryland State Department of Education (MSDE) must study minimum functional and technical requirements to ensure optimal performance of the State’s online special education system to implement this requirement. By October 1, 2025, MSDE must report the results of the study to the State Board of Education (SBE). By December 1, 2025, SBE must report to the Governor and the General Assembly on the study’s results and status of proposed regulations to implement revised special education standards. **The bill takes effect July 1, 2025.**

Fiscal Summary

State Effect: General fund expenditures increase by \$200,000 only in FY 2026 to conduct the required study.

(in dollars)	FY 2026	FY 2027	FY 2028	FY 2029	FY 2030
Revenues	\$0	\$0	\$0	\$0	\$0
GF Expenditure	200,000	0	0	0	0
Net Effect	(\$200,000)	\$0	\$0	\$0	\$0

Note:() = decrease; GF = general funds; FF = federal funds; SF = special funds; - = indeterminate increase; (-) = indeterminate decrease

Local Effect: None.

Small Business Effect: None.

Analysis

Bill Summary: In conducting the required study, MSDE must perform a technical review of the State's online special education system and compare the results of the technical review with other currently available systems. Also, in conducting the study, MSDE must ensure that the State's online special education system is:

- a secure, user-friendly, and web-based platform serving as a dynamic tool to allow real-time monitoring of student demographic and disability information for use by family, teachers, staff, and administrators to help students thrive;
- capable of tracking important events and deadlines to notify all stakeholders of important information and developments related to a student;
- able to store, allow access to, and allow for the processing of documents related to a student;
- adaptable to updates and changes necessary to address the system's growing and evolving needs; and
- compliant with all relevant federal and State laws and regulations, including privacy laws and regulations.

Current Law/Background:

The federal Individuals with Disabilities Education Act (IDEA) requires that a child with disabilities be provided a free appropriate public education in the least restrictive environment from birth through the end of the school year in which the student turns 21 years old, in accordance with the Individualized Family Service Plan (IFSP) or the Individualized Education Program (IEP) specific to the individual needs of the child. An IFSP is for children with disabilities from birth up to age 3, and up to age 5, under Maryland's Extended IFSP Option if a parent chooses the option. An IEP is for students with disabilities age 3 through 21. Local school systems are required to make a free appropriate public education available to students with disabilities from age 3 through 21. However, the State, under its supervisory authority required by IDEA, has the ultimate responsibility for ensuring that this obligation is met.

An IEP is a written statement for each child with a disability that, among other things, must indicate the present levels of academic achievement and functional performance of a child, measurable academic and functional goals for the child, how the child's progress toward meeting these goals will be measured, and the special education and related services that are to be provided for the child. The parent of a child with a disability is a member of the IEP team that is responsible for developing and reviewing a child's IEP and for revisions to the IEP.

The MOIEP data system houses special education records for participating local school systems and public agencies. It gives MSDE the ability to (1) collect data necessary for operation of the IDEA program in Maryland and (2) produce data submissions required by the U.S. Department of Education. The MOIFSP System is an online platform that facilitates development of IFSPs for early childhood providers, educators, and family members. The system enables users to monitor and review county-level and caseload-level data, aiding in program improvement and instructional decision making.

The MOIEP and MOIFSP systems are both maintained by the Johns Hopkins Center for Technology in Education (JHU/CTE). In collaboration with MSDE, JHU/CTE provides minimum technical and functionality requirements for both systems. These technical requirements are informed by an advisory committee consisting of representatives from each of the user agencies in Maryland and are shared each spring in a statewide meeting for all local school systems, public agencies, and nonpublic special education programs as well as parents and constituents who are members of the Special Education State Advisory Committee.

State Expenditures: General fund expenditures increase by \$200,000 in fiscal 2026. MSDE requires one-time services of an independent contractor to conduct an unbiased functional and technical review of MOIEP and MOIFSP, at a cost of approximately \$100,000 for each of the two systems.

Additional Information

Recent Prior Introductions: Similar legislation has not been introduced within the past three years.

Designated Cross File: None.

Information Source(s): Maryland State Department of Education; Department of Legislative Services

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