



December 1, 2022

The Honorable Larry Hogan
State House
100 State Circle
Annapolis, Maryland 21401

The Honorable Bill Ferguson
Senate of Maryland
H-107, State House
100 State Circle
Annapolis, Maryland 21401

The Honorable Adrienne A. Jones
Speaker
Maryland House of Delegates
H-101, State House
100 State Circle
Annapolis, Maryland 21401

Re: Report required by Education Article § 5-111.1 (MSAR #11325)

Dear Governor Hogan, President Ferguson, and Speaker Jones:

Pursuant to Section § 5-111.1 of the Education Article, Annotated Code of Maryland, each local school system (LSS) is required to report to the Maryland State Department of Education and the General Assembly of Maryland the number of students receiving specialized intervention services. This report includes the grades in which specialized intervention services were provided, and budget information, including all federal, State, and local funds for specialized intervention services, including screenings, evaluations, materials, professional development, and staffing.

The report on specialized intervention services for the Howard County Public School System is attached for your review. Should you have questions or need additional information, please contact Dr. Caroline Walker, Executive Director Program Innovation and Student Well-Being, by phone at 410-313-7136 or email at caroline_walker@hcpss.org.

Sincerely,

A handwritten signature in black ink, appearing to read "Michael J. Martirano", written in a cursive style.

Michael J. Martirano, Ed.D.
Superintendent
Howard County Public School System

C: Sarah Albert, Department of Legislative Services (pdf of report and 5 hard copies)
Mary Gable, Assistant State Superintendent, Maryland State Department of Education
Division of Student Support, Academic Enrichment, and Educational Policy

200 West Baltimore Street • Baltimore, MD 21201 • 410-767-0100 • 410-333-6442 TTY/TDD

MarylandPublicSchools.org

Specialized Intervention Services Data Collection Report FY 2021-2022 *Updated 2020*

Due to the Maryland legislature and the Maryland State Department of Education **December 1, 2022**

Section § 5-111 of the Education Article, Annotated Code of Maryland

In 2017, the Maryland General Assembly enacted Section § 5-111 of the Education Article, Annotated Code of Maryland, which requires local Boards of Education to report information relating to the provision of specialized intervention services beginning with the 2018-2019 school year. The Maryland State Department of Education was required to establish guidelines for the report that each county board is required to submit to the General Assembly. The following format is provided for that use.

Specialized intervention services are services provided to students in Kindergarten through Grade 3 who meet all the following criteria:

(1) are not currently identified as needing special education or related services;

**(2) need additional academic and (or) behavioral supports to succeed in a core curriculum and differentiated instruction general education environment;
and**

(3) receive additional academic and behavioral support in small groups or individual settings at least three times each week for at least 90 minutes each week for a period of at least ten weeks during a school year.

Local School System (LSS): Howard County Public School System

MSAR# 11325

Name of Contact person completing this report: Dr. Caroline Walker, Executive Director, Program Innovation & Student Well-Being

Contact person phone number: 410-313-7136

e-mail: caroline_walker@hcpss.org

Superintendent's Signature _____



Date: 11/30/22

STUDENT COUNTS

	Number of Kindergarten students receiving specialized intervention services	Number of Grade 1 students receiving specialized intervention services	Number of Grade 2 students receiving specialized intervention services	Number of Grade 3 students receiving specialized intervention services
Number of students ONLY receiving ACADEMIC services	230	688	641	537
Number of students ONLY receiving BEHAVIORAL services	4	10	5	4
Number of students receiving BOTH academic and behavioral services	2	7	10	7
TOTAL number of students receiving specialized academic and/or specialized behavioral services or both per grade level	236	705	656	548

Grand total of number of students receiving any specialized intervention services	2,145
--	-------

Specialized Intervention Services School System Budget

Please identify expenditures related to the provision of specialized intervention services to students in grades K-3 who are not currently identified as needing special education services and who are included in your student count. Include Title I funded supports and interventions.

Guidance:

- Include each item listed below. If any item does not pertain to your school system, please insert N/A.
- Complete Charts I, II, and II

Chart I Screenings Budget

Screenings-include the name of screening tools used and the number of students screened.

Evaluations-include the name of the evaluation tools used and number of students evaluated.

Materials-Include the name of the materials used and the number of students using the materials.

Chart II Professional Development Budget

Include the title of the professional development and number of people attending each event. Included costs should cover outside speakers/consultants, materials, and other costs.

No costs should be included for local school staff if the PD is provided as part of the school day. For example, if teachers are being paid for their regular workday and attend a professional development, no costs should be included for stipends. If Central Office staff present as part of a workday for which they are being paid, no costs should be included for their presentation since this is part of the regular school day.

Chart III Staffing Budget

Include **both salary and benefits** in staffing costs. Include the percent of time staff used for specialized intervention services. For example, if your behavior specialist worked with a student for 30 minutes three times a week for a total of 10 weeks, you should report the salary and benefits for the percent of the behavior specialist's time spent on specialized intervention services.

Chart 1 Screenings Budget

Screenings-include the name of screening tools used and the number of students screened.

Evaluations-include the name of the evaluation tools used and number of students evaluated.

Materials-Include the name of the materials used and the number of students using the materials.

CHART I SCREENING, EVALUATION, MATERIALS								
Budget Item Include the name of screening tools, evaluation tools, and/or materials)	Total number of students by grade level				Budget Amount	Source of Funds (check all that apply)		
	K	Grade 1	Grade 2	Grade 3		Federal	State	Local
Evaluations/Materials: Dreambox Licenses	3,810	3,905	4,031	4,171	\$273,000 X 65% = \$177,450	X		X
Materials: Lexia Licenses	3,810	3,905	4,031	4,171	\$415,800 X 65% = \$270,270	X		
Evaluation/Materials: Being A Reader	3,810	3,905	4,031	4,171	\$256,200 X 100% = \$256,200	X	X	X
Dibels Screening Tool	3,810	3,905	4,031	4,171	\$193,600 X 100% = \$193,600	X		X
Total by Grade Level	3,810	3,905	4,031	4,171	\$897,520			

Total number of students all grade levels	15,917
Total Budget for all screenings, evaluations, and materials	\$897,520

Chart II-Professional Development Budget

Include the title of the professional development and number of people attending each event. Included costs should cover outside speakers/consultants, materials, and other costs.

No costs should be included for local school staff if the PD is provided as part of the school day. For example, if teachers are being paid for their regular workday and attend a professional development, no costs should be included for stipends. If Central Office staff present as part of a workday for which they are being paid, no costs should be included for their presentation since this is part of the regular school day.

CHART II Professional Development					
Budget Item (Include the title of the professional development and number of people attending each event.) Add budget details that explain expenses.			Source of Funds (check all that apply)		
Title of Professional Development	Number of staff attending event	Budget Amount	Federal	State	Local
Reading Screen Administration Training	1,480	\$74,720			

Totals	1,480	\$74,720			
---------------	-------	----------	--	--	--

Chart III Staffing Budget

Include both salary and benefits in staffing costs. Include the percent of time staff used for specialized intervention services. For example, if your behavior specialist worked with a student for 30 minutes three times a week for a total of 10 weeks, you should report the salary and benefits for the percent of the behavior specialist’s time spent on specialized intervention services.

CHART III Staffing					
			Source of Funds (check all that apply)		
Salary of staff member (includes both salary and benefits)	Percent of time spent on specialized intervention services	Budget Amount	Federal	State	Local
Salary and Benefit Costs for Reading Specialists = \$10,904,658	60%	\$ 6,542,795	X	X	X
Salary and Benefit Costs for Mathematics Specialists = \$1,309,256	60%	\$ 785,554	X		
Salary and Benefit Costs for Elementary Alternative Education Teachers=\$1,889,917	60%	\$ 1,133,950			X
Salary and Benefit Costs for Elementary School Counselors=\$6,560,060	50%	\$ 3,280,030	X		X
Salary and Benefit Costs for Elementary School Psychologists=\$7,084,322	50%	\$ 3,542,161			X
Salary and Benefit Costs for K-5 Intervention Teachers=\$5,671,946	60%	\$ 3,403,168	X		X
Workshop Wages for Title I K-5 Tutors=\$10,107	60%	\$ 6,064	X		
Workshop Wages for Elementary 21 st CCLC (Bridges) Instructional Staff=\$313,838	40%	\$ 125,535	X		
Total		\$ 18,819,257			

Grand Total Budget amounts. (Budget totals from Charts I, II and III)	<i>\$19,791,497</i>
--	---------------------