



Somerset County Public Schools

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Superintendent of Schools

Mr. Thomas A. Davis
Deputy Superintendent of Schools

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Board Members
Troy Brittingham Jr., Chair
Penelope Nicholson, Vice Chair
Margo Green-Gale
Caleb Shores
William McInturff

November 20, 2022

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

The Honorable Bill Ferguson
President
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

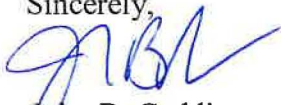
Re: Report required by Education Article § 5-111.1 MSAR #11331

Dear Governor Hogan, President Miller, 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 Somerset County Public Schools is attached for your review. Should you have questions or need additional information, please contact Tracie Bartemy, Director of Schools by phone at 410-621-6243 Ext. 11243 or email at tbartemy@somerset.k12.md.us.

Sincerely,


John B. Gaddis
Superintendent

C: Sarah Albert, Department of Legislative Services (pdf of report and 5 copies)
Mary Gable, Assistant State Superintendent, Maryland State Department of Education (1 copy)
Division of Student Support, Academic Enrichment, and Educational Policy (1 copy)

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

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.**

General Assembly. The following format is provided for that use.

Local School System (LSS) Somerset County Public Schools MSAR# 11331

Name of Contact person completing this report Tina Greenwood-Coordinator of Instruction and Mentoring

Contact person phone number 410-651-1616

e-mail tgreenwood@somerset.k12.md.us

Superintendent's Signature  Date _____

Specialized Intervention Services Data Collection Report FY 2021-2022 LSS Somerset County Public Schools MSAR# #11331

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	160	345	347	262
Number of students ONLY receiving BEHAVIORAL services	4	5		3
Number of students receiving BOTH academic and behavioral services	70	79	71	82
TOTAL number of students receiving specialized academic and/or specialized behavioral services or both per grade level	234	429	418	347

Grand total of number of students receiving any specialized intervention services	1,428
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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 III

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
Screening: MAP Testing ELA & Math NWEA Northwest Evaluation System	200	212	206	219	39,375	X		
Screening: Dibels Reading			116	122	0			
Evaluations: Edmentum- Exact Path for Reading & Math	66	74	71	82	35,700	X		
Evaluations: Heinemann- Leveled Literacy Intervention (LLI) Fountas & Pinnell	0	81	88	70	40,800	X		X
Evaluations: Lexia Learning	66	74	71	82	31,228	X	X	X
Evaluations: Arrive Math	26	28	35	43	600			X
Evaluations: Dibels Reading			116	122	0			
Materials: MAP Testing ELA & Math NWEA Northwest Evaluation System	200	212	206	219	39,375	X		

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Materials: Dibels Reading			116	122				
Materials: Edmentum-Exact Path for Reading and Math	66	74	71	82	35,700	X		
Materials: Heinemann-Leveled Literacy Intervention (LLI)	0	81	88	70	40,800	X		X
Materials: Lexia Learning	66	74	71	82	31,228	X	X	X
Materials: Arrive Math	26	28	35	43	600			X
Total by Grade Level								

Total number of students all grade levels	837
Total Budget for all screenings, evaluations, and materials	\$3,295,930

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
Leveled Literacy Intervention (LLI) Grades K-2 Institute Grades 3+ Primary Institute Visits	22	0	X		X
Exact Path Mathematics Training	33	2,893	X		X

Totals	55	\$2,893
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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
3 ALC Teachers	100%	\$234,184	X	X	
Math & Reading Intervention Teachers	100%	\$724,485	X	X	
2- Behavior Support Personnel	100 %	\$137,202	X		
7- Reading & Math Intervention Para-Professionals	49%	\$170,024	X	X	X

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Classroom Teachers providing Interventions	10%	\$70,236		X	X
After School -Tutoring Teachers	100%	\$ 72,856	X	X	
Total		\$ 1,408,987			

Grand Total Budget amounts. (Budget totals from Charts I, II and III)	<i>\$4,707,810</i>
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