



December 1, 2018

The Honorable Michael Busch  
Speaker of the House  
H-101 State House  
100 State Circle  
Annapolis, Maryland 21401

The Honorable Thomas V. Miller  
Senate President  
H-107 State House  
100 State Circle  
Annapolis, Maryland 21401

Re: Specialized Intervention Services Senate Bill 1 (2017) Chapter 728

Dear Mr. Busch and Mr. Miller:

Pursuant to Section § 5-111 of the Education Article, Annotated Code of Maryland, each local education agency 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, 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 of Program Innovation and Student Well-Being, by phone at 410-313-7136 or email at [caroline\\_walker@hcpss.org](mailto:caroline_walker@hcpss.org).

Sincerely,

A handwritten signature in blue ink, appearing to read "Michael J. Martirano", is written over a light blue circular stamp.

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

c. Karen B. Salmon, State Superintendent of Schools,

Attachment

## Specialized Intervention Services Data Collection Report FY 2017-2018

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

In 2017, the Maryland General Assembly enacted Senate Bill 1 (Chapter 728), 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.

LEA: Howard County Public School System

Name of Contact person completing this report: Dr. Caroline Walker

Executive Director, Program Innovation and Student Well-being

Contact person phone number: 410-313-7136 e-mail: caroline\_walker@hcpss.org

Superintendent's Signature \_\_\_\_\_



Specialized Intervention Services Data Collection Report FY 2017-2018 LEA: Howard County Public School System

	Number of <b>Kindergarten</b> students receiving specialized intervention services	Number of <b>Grade 1</b> students receiving specialized intervention services	Number of <b>Grade 2</b> students receiving specialized intervention services	Number of <b>Grade 3</b> students receiving specialized intervention services
Number of students ONLY receiving ACADEMIC services	205	572	464	383
Number of students ONLY receiving BEHAVIORAL services	12	4	9	14
Number of students receiving BOTH academic and behavioral services	1	7	7	17
<b>TOTAL number</b> of students receiving specialized academic and/or specialized behavioral services or both	<b>218</b>	<b>583</b>	<b>480</b>	<b>414</b>

**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. Include: screenings, evaluations, materials, professional development, and staffing. Include Title I funded supports and interventions.

Budget Item	Amount	Source of Funds (check all that apply)		
		Federal	State	Local
<i>Example</i>				
<i>Read 180 licenses for 210 students</i>	<i>172,000</i>	<i>x</i>		<i>x</i>
100% of FY18 Salary and Benefit Costs for Reading Recovery Teachers	\$3,045,909	X		X
60% of FY18 Salary and Benefit Costs for Reading Specialists	\$4,474,256	X		X
15% of FY18 Salary and Benefit Costs for Reading Support Teachers	\$471,917	X		X
15% of FY18 Salary and Benefit Costs for Mathematics Support Teachers	\$459,598	X		X
60% of FY18 Salary and Benefit Costs for Elementary Alternative Education	\$561,846			X

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Teachers				
50% of FY18 Salary and Benefit Costs for Elementary School Counselors	\$2,600,748			X
50% of FY18 Salary and Benefit Costs for Elementary School Psychologists	\$3,367,673			X
60% of FY18 Salary and Benefit Costs for Title I Intervention Coordinators for all 7 Title I Focus Schools	\$426,000	X		
60% of FY18 Salary and Benefit Costs for K-5 Intervention Teachers	\$4,117,121	X		X
60% of FY18 Workshop Wages for Title I K-5 Tutors	\$95,000	X		
40% of FY18 Workshop Wages for Elementary 21 <sup>st</sup> CCLC (Bridges) Instructional Staff	\$41,334	X		
20% of costs of Dreambox Licenses for all 12 Title I Schools	\$15,000	X		
60% of costs of Number Worlds Intervention	\$2,000	X		

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Materials for Title I Schools				
80% of costs of Okapi Flying Start Intervention Materials for Title I Schools	\$4,200	X		