



# CECIL COUNTY PUBLIC SCHOOLS

## OFFICE OF THE SUPERINTENDENT

GEORGE WASHINGTON CARVER EDUCATION LEADERSHIP CENTER  
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*Serving Learners, Families, and the Community*

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Jeffrey A. Lawson, Ed.D.  
Superintendent of Schools

Diana B. Hawley  
President, Board of Education

December 1, 2022

The Honorable Larry Hogan  
Governor of the State of Maryland  
100 State Circle  
Annapolis, Maryland 21401

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

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

Dear Governor Hogan, Senate President Ferguson, and Speaker of House Jones:

Re: Report required by Education Article §5-111.1 (MSAR #11319)

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 Cecil County Public Schools is attached for your review. Should you have questions or need additional information, please contact Dr. Shawn Johnson, Executive Director for Elementary School education, by phone at 410-996-5650 or email at [sjohnson@ccps.org](mailto:sjohnson@ccps.org).

Sincerely,

Jeffrey A. Lawson, Ed.D.  
Superintendent of Schools

cc: Sarah T. Albert, Mandated Reports Specialist, Department of Legislative Services (5 copies)  
Mary L. Gable, Assistant State Superintendent, Maryland State Department of Education, 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 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) Cecil County Public Schools MSAR# 11319

Name of Contact person completing this report Dr. Shawn Johnson

Contact person phone number 410-996-5400 e-mail sjohnson@ccps.org

Superintendent's Signature  Date 11-28-22

**STUDENT COUNTS**

	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 <b>ONLY</b> receiving <b>ACADEMIC</b> services	103	141	181	235
Number of students <b>ONLY</b> receiving <b>BEHAVIORAL</b> services	1	1	0	3
Number of students receiving <b>BOTH</b> academic and behavioral services	9	0	25	0
<b>TOTAL number</b> of students receiving specialized academic and/or specialized behavioral services or both per grade level	113	142	206	238

<b>Grand total of number of students receiving any specialized intervention services</b>	699
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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
NWEA MAP (\$11/student)			1021	1037	\$22,638	X		
Acadience		1011	1021	1037	\$0			
Individual Decoding Inventory		1011	1021	1037	\$0			
Read Live (\$19/student)			30	159	\$3,591	X		
Fun-dations	121				\$920	X		
Total by Grade Level	121	1011	1021	1037				

<b>Total number of students all grade levels</b>	3190
<b>Total Budget for all screenings, evaluations, and materials</b>	\$27,149



**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.

<b>CHART II Professional Development</b>					
<b>Budget Item (Include the title of the professional development and number of people attending each event.) Add budget details that explain expenses.</b>			<b>Source of Funds (check all that apply)</b>		
<b>Title of Professional Development</b>	<b>Number of staff attending event</b>	<b>Budget Amount</b>	<b>Federal</b>	<b>State</b>	<b>Local</b>
Performance Matters Training (Intervention Modules)	28	\$0			
Read Live Training	30	\$3,600			
FunDations Training	10	\$2,400			
LLI Training	15	\$1,200			
Do the Math Training	12	\$960			

<b>Totals</b>	<b>95</b>	<b>\$8160</b>			
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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
<i>22 Tutors (\$24,133)</i>	<i>100%</i>	<i>\$530,940</i>			
<b>Total</b>		<i>\$530,940</i>			

<b>Grand Total Budget amounts. (Budget totals from Charts I, II and III)</b>	<i>\$566,249</i>
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