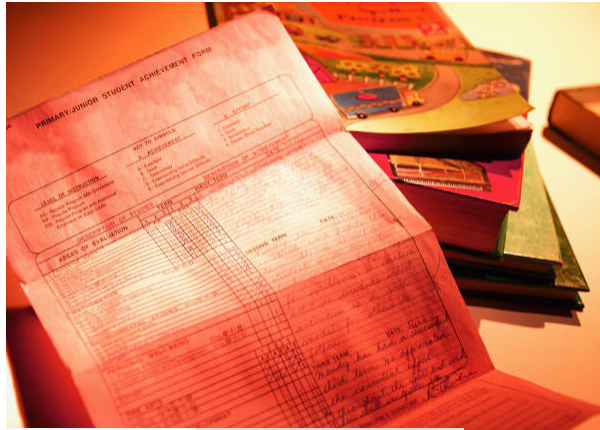


# Additional Federal and State Reporting Requirements



## Victims of Violent Criminal Offenses in Schools (VVCO) SY 2009-10

Local School System:           Somerset County          

Local Point of Contact:           Renee McLaughlin          

Telephone:           410-651-1616           E-mail:           rmclaughlin@somerset.k12.md.us          

<i>Violent Criminal Offenses</i>	<i>Number of VVCOs (Note 1)</i>	<i>Number of Victims Requesting Transfers (Note 2)</i>	<i>Transfers Granted Prior to Final Case Disposition (Note 3)</i>
<i>Abduction &amp; attempted abduction</i>	<i>0</i>	<i>0</i>	<i>0</i>
<i>Arson &amp; attempted arson in the first degree</i>	<i>0</i>	<i>0</i>	<i>0</i>
<i>Kidnapping &amp; attempted kidnapping</i>	<i>0</i>	<i>0</i>	<i>0</i>
<i>Manslaughter &amp; attempted manslaughter, except involuntary manslaughter</i>	<i>0</i>	<i>0</i>	<i>0</i>
<i>Mayhem &amp; attempted mayhem</i>	<i>0</i>	<i>0</i>	<i>0</i>
<i>Murder &amp; attempted murder</i>	<i>0</i>	<i>0</i>	<i>0</i>
<i>Rape &amp; attempted rape</i>	<i>0</i>	<i>0</i>	<i>0</i>
<i>Robbery &amp; attempted robbery</i>	<i>0</i>	<i>0</i>	<i>0</i>
<i>Carjacking &amp; attempted carjacking</i>	<i>0</i>	<i>0</i>	<i>0</i>
<i>Armed carjacking &amp; attempted armed carjacking</i>	<i>0</i>	<i>0</i>	<i>0</i>
<i>Sexual offense &amp; attempted sexual offense in the first degree</i>	<i>0</i>	<i>0</i>	<i>0</i>
<i>Sexual offense &amp; attempted sexual offense in the second degree</i>	<i>0</i>	<i>0</i>	<i>0</i>
<i>Use of a handgun in the commission or attempted commission of a felony or other crime of violence</i>	<i>0</i>	<i>0</i>	<i>0</i>
<i>Assault in the first degree</i>	<i>0</i>	<i>0</i>	<i>0</i>
<i>Assault with intent to murder</i>	<i>0</i>	<i>0</i>	<i>0</i>
<i>Assault with intent to rape</i>	<i>0</i>	<i>0</i>	<i>0</i>
<i>Assault with intent to rob</i>	<i>0</i>	<i>0</i>	<i>0</i>
<i>Assault with intent to commit a sexual offense in the first degree</i>	<i>0</i>	<i>0</i>	<i>0</i>
<i>Assault with intent to commit a sexual offense in the second degree</i>	<i>0</i>	<i>0</i>	<i>0</i>
<i>TOTAL</i>	<i>0</i>	<i>0</i>	<i>0</i>

NOTE: See attached guidance for completing the VVCO Report.

## **Guidance for Completion of the SY 2009-10 Victims of Violent Criminal Offenses in Schools (VVCO) Report**

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### **AUTHORITY:**

- **Section 9532 (Unsafe School Choice Option) of the No Child Left Behind Act of 2001; and**
- **Code of Maryland Regulations 13A.08.01.18-.20 (Unsafe School Transfer Policy).**
  - A. Each local school system shall allow a student attending a public elementary or secondary school to attend a safe public elementary or secondary school within the school system if the student:*
    - (1) Attends a persistently dangerous public elementary or secondary school; or*
    - (2) Is a victim of a violent criminal offense as defined in Criminal Law Article, §14-101, Annotated Code of Maryland:*
      - (a) During the regular school day; or*
      - (b) While attending a school sponsored event in or on the grounds of a public elementary or secondary school that the student attends.*
  - B. The local school system shall effectuate a transfer pursuant to §A of this regulation in a timely manner following either the:*
    - (1) Designation of a school as persistently dangerous; or*
    - (2) Conviction of or adjudication of delinquency of the perpetrator of a violent criminal offense.*
  - C. To the extent possible, the local school system shall allow a student to transfer to a school that is making adequate yearly progress and has not been identified as being in school improvement, corrective action, or restructuring.*

**NOTE 1:** Indicate the number of offenses for which a perpetrator has been convicted or adjudicated, that occurred during the regular school day, or while attending a school-sponsored event in or on the grounds of a public elementary or secondary school that the student attends. (Convicted or adjudicated" means that the perpetrator has been convicted of, adjudicated delinquent of, pleads guilty or nolo contendere with respect to, or receives probation before judgment with respect to, a violent criminal offense).

**NOTE 2:** Show the total number of transfers that were requested by victims after the “conviction or adjudication” of a perpetrator.

**NOTE 3:** Indicate the number of transfers that were made by the local school system prior to “conviction or adjudication” of a perpetrator and/or without being requested by a victim (i.e. in the interest of safety and/or good order and discipline).

# Achieving Equity in Teacher and Principal Distribution

## Summary

To enable State officials, parents, the Department of Education, local educators and other key stakeholders to measure States' progress towards improving teacher effectiveness and achieving equity in the distribution of teachers and principals, States will need to collect, publish, and analyze basic information about how districts evaluate teacher and principal effectiveness and distribute their highly qualified and effective teachers among schools. The objective is to highlight inequities that result in low-income and minority students being taught by inexperienced, unqualified, out-of-field or ineffective teachers at higher rates than other students. Similarly, because principals play a critical role in teaching and learning, it is important to highlight inequities that result in low-income and minority students being taught in schools overseen by ineffective principals at higher rates than other students.

## **General Instructions:**

In this section, as appropriate, please update the information that was submitted as part of the American Reinvestment and Recovery Act (ARRA) supplement to the Bridge to Excellence Master Plan Guidance, in December 2009. You should use the December 2009 report as a starting point and update as needed.

<b>Citation</b>	<b>Description</b>	<b>Rationale</b>
<b>Descriptor (a)(1)</b>	Describe, for each local education agency (LEA) in the State, the systems used to evaluate the performance of teachers and the use of results from those systems in decisions regarding teacher development, compensation, promotion, retention, and removal.	Teacher evaluation systems should reflect a comprehensive review of the established criteria and are an important information source for assessing the distribution of effective teachers.

## Directions

Include the following information on the local school system's designated website reporting the evaluation systems of teachers. The description of the teacher evaluation system must explain how evaluation results are used in decisions regarding each of the following: teacher professional development, compensation, promotion, retention and removal. If this information has already been included and updated on your school system's website, please indicate so below and provide the link.

1. Please provide the link to this information on the school system's designated website below:

<http://www.somerset.k12.md.us/BOE/Human%20Resources/Evaluation>

<b>Citation</b>	<b>Description</b>	<b>Rationale</b>
<b>Indicator (a)(3)</b>	Indicate, for each LEA in the State, whether the systems used to evaluate the performance of teachers include student achievement outcomes or student growth as an evaluation criterion.	Evaluation systems that include student achievement outcomes yield reliable assessments of teacher performance. Knowing if an evaluation system includes these outcomes informs the value of teacher performance ratings.

**Directions:**

1. Do your evaluation systems include achievement outcomes or student growth? (Mark "Yes" or "No")
  - a.  Yes, the systems used to evaluate the performance of teachers include student achievement outcomes or student growth as an evaluation criterion.
  - b. If Yes, please respond (check one):
   
 Student achievement outcomes are included as an evaluation criterion.
   
 Student growth is included as an evaluation criterion.
  - c.  No, the systems used to evaluate the performance of teachers do not include student achievement outcomes or student growth as an evaluation criterion.

<b>Citation</b>	<b>Description</b>	<b>Rationale</b>
<b>Indicator (a)(4)</b>	Provide, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level.	Ratings from teacher evaluation systems further highlight the strengths and weaknesses of those systems and provide valuable information on the distribution of effective teachers across districts.

**Directions:**

1. Complete the table below by listing each of the rating or performance levels in the LEA's performance evaluation systems, and the number and percentage of teachers rated at each performance rating or level.

Performance Rating or Level	Number of Teachers	Percentage of Teachers
Exemplary	96	45.9%
Effective	108	51.6%
Needs Improvement	4	1.9%
Unsatisfactory	1	0.4%
<b>Total:</b>		

2. Provide the link to this information on the school system's designated website below:
   
<http://www.somerset.k12.md.us/BOE/Human%20Resources/Evaluation>

3. If the LEA does not currently publicly report this data, please list the major action steps that you will take to make this information publicly available by 6/30/11. Update the Action Steps Table (below) as appropriate to reflect progress to date.

Action Steps	Person(s) Responsible	Completion Date
Develop a web page template to include an explanation of SFS reporting and tables.	Nancy Smoker	15-Mar-11
Develop the teacher evaluation data that goes into the tables	Leo Lawson	15-Mar-11
Communicate system reporting and web page display to faculties	Karen Brofee & Principals	15-Feb-11
Develop the narrative that explains SFS reporting and how to use the tables listed on page	Doug Bloodsworth	15-Mar-11
Communicate purpose and use of system reporting and web page display to parents and community	Karen Brofee & Principals	1-Mar-11
Post narrative that explains SFS reporting and how to use the tables listed on page	Nancy Smoker	30-June-11

Citation	Description	Rationale
<b>Indicator (a)(5)</b>	Indicate, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, whether the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level are publicly reported for each school in the LEA.	To the extent information on the distribution of teacher performance ratings is readily accessible by school, State officials, parents and other key stakeholders can identify and address inequities in the distribution of effective teachers on an ongoing basis.

**Directions:**

1. Is the number and percentage of teachers rated at each performance rating or level publicly reported for each school in the LEA? Mark "Yes" or "No".
  - a.  Yes, the number and percentage of teachers rated at each performance rating or level are publicly reported for each school in the LEA.
  - b. Please provide the link to this information on the LSS's designated website below:
  - c.  No, the number and percentage of teachers rated at each performance rating or level are not publicly reported for each school in the LEA.
  
2. If the LEA does not currently publicly report these data, please list the major action steps that you will take to publicly report this information by 6/30/11. Update the Action Steps Table (below) as appropriate to reflect progress to date.

Action Steps	Person(s) Responsible	Completion Date
Review process of publically reporting teacher evaluations for each school with all stakeholder groups, including Board of Education and Teacher groups	Karen Brofee, Doug Bloodsworth, Leo Lawson	31-Jan-11
Develop a web page template to include an explanation of SFS reporting and tables.	Nancy Smoker	31-Jan-11
Develop the teacher evaluation data that goes into the tables	Leo Lawson	31-Jan-11
Develop the narrative that explains SFS reporting and how to use the tables listed on page	Doug Bloodsworth	31-Jan-11

Citation	Description	Rationale
<b>Descriptor (a)(2)</b>	Describe, for each LEA in the State, the systems used to evaluate the performance of principals and the use of results from those systems in decisions regarding principal development, compensation, promotion, retention, and removal.	Principal evaluation systems should reflect a comprehensive review of the established criteria and are an important information source for assessing the distribution of effective principals.

**Directions:**

Include the following information on the local school system's designated website reporting the evaluation systems of principals. The description of the principal evaluation system must explain how evaluation results are used in decisions regarding each of the following: principal professional development, compensation, promotion, retention and removal. If this information has already been included and updated on your school system's website, please indicate so below and provide the link.

1. Provide the link to this information on the school system's designated website below:  
<http://www.somerset.k12.md.us/BOE/Human%20Resources/Evaluation>

<b>Citation</b>	<b>Description</b>	<b>Rationale</b>
<b>Indicator (a)(6)</b>	Indicate, for each LEA in the State, whether the systems used to evaluate the performance of principals include student achievement outcomes or student growth data as an evaluation criterion.	Evaluation systems that include student achievement outcomes yield reliable assessments of teacher performance. Knowing if an evaluation system includes these outcomes informs the value of teacher performance ratings.

**Directions:**

1. Do the systems used to evaluate the performance of principals include student achievement outcomes or student growth as an evaluation criterion? (Mark "Yes" or "No")
  - a.  Yes, the systems used to evaluate the performance of principals include student achievement outcomes or student growth as an evaluation criterion.
  - b. If Yes, please respond (check one):  
 Student achievement outcomes are included as an evaluation criterion.  
 Student growth is included as an evaluation criterion.
  - c.  No, the systems used to evaluate the performance of principals do not include student achievement outcomes or student growth as an evaluation criterion.

<b>Citation</b>	<b>Description</b>	<b>Rationale</b>
<b>Indicator (a)(7)</b>	Provide, for each LEA in the State whose principals receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of principals rated at each performance rating or level.	Ratings from principal evaluation systems further highlight the strengths and weaknesses of those systems and provide valuable information on the distribution of effective principals across districts.

**Directions:**

1. Complete the table below by listing each of the rating or performance levels in the LEA's performance evaluation systems, and the number and percentage of principals rated at each performance rating or level.

Performance Rating or Level	Number of Principals	Percentage of Principals
Exemplary	2	22%
Proficient	2	22%
Progressing/Competent	5	56%
	<b>Total: 9</b>	

2. Please provide the link to this information on the school system's designated website below:
3. If the LEA does not currently publicly report this data, please list the major action steps that you will take to make this information publicly available by 6/30/11. Update the Action Steps Table (below) as appropriate to reflect progress to date.

Action Steps	Person(s) Responsible	Completion Date
Develop a web page template to include an explanation of SFS reporting and tables	Nancy Smoker Leo Lawson  Doug Bloodsworth	March 15, 2011
Develop the principal evaluation data that goes into the tables		
Develop the narrative that explains SFS reporting and how to use the tables listed on page		

## Facilities to Support Master Plan Strategies

The purpose of this section is to a.) Identify any major changes to the school system's overall plan for facilities in support of Bridge to Excellence Master Plan strategies and b.) Monitor the implementation of mandated prekindergarten programs. All school systems reported implementing mandatory Full-day Kindergarten programs for all children by school year 2007-8 as was required. Submission of the table of school names and program locations required in prior year updates is not required. Detailed capital improvement project descriptions and schedules are not required.

### A. Overall Facilities Plan:

1. Provide a brief narrative description of any major facilities needs, processes, participants, and/or timelines identified in the last update that have changed substantially due to actual State and local government capital budget allocations or other factors.

**SCPS is beginning the second year of a two year and 4 phase major renovation of Washington High School. We are currently 53% complete with the second phase and will move back into the second phase areas the 16<sup>th</sup> of August, 2010. Work will continue into phases 3 and 4 seamlessly and as stated, conclude in September of 2011.**

2. List any changes to board of education goals, objectives, and implementation strategies that will impact facility needs.

**There are no changes to goals, objectives and implementation strategies impacting facility needs. Both the Board of Education and the County Commissioners (funding agency) remain committed to our facility needs and continuous program of renovation to buildings and building systems.**

### B. Full or Half-Day Prekindergarten Programs:

Please address the following statements related to mandatory early childhood programs:

1. Provide a brief narrative description of any continuing issues related to providing facilities for mandated prekindergarten programs.

**At some point in the future we would like to move the Pre-K programs back into the main building at Woodson Elementary School. Currently the Pre-K program is housed in reloca-table buildings, not in the main building. The school currently is being used to capacity.**

2. Provide a list of schools by name where new prekindergarten programs will be added for school year 2010-2011. Please identify if the new programs will be full-day or half-day.

**SCPS currently operates Pre-K programs in all its elementary schools and thusly does not need to add programs.**

**Transfer of School Records for Children in State-Supervised Care  
Annual Certification Statement**

**Local School System:** Somerset County

**Point of Contact:** Renee McLaughlin

**Address:** 7982-A Tawes Campus Drive

Westover, MD 21871

**Telephone:** 410-651-1616

**FAX:** 410-651-2931

**Email:** rmclaughlin@somerset.k12.md.us

**I certify that the local school system is implementing the requirements for the transfer of educational records for children in State-supervised care in compliance with §8-501 - 8-506 of the Education Article, Annotated Code of Maryland, and Code of Maryland Regulations (COMAR) 13A.08.07.**

\_\_\_\_\_  
**Signature - Local Superintendent of Schools/Chief Executive Officer**

**Date**

Please complete this certification statement and submit as part of your 2010 Master Plan Annual update. If you have questions, please contact:

John McGinnis  
Pupil Personnel Specialist  
Maryland State Department of Education  
200 West Baltimore Street, 4<sup>th</sup> Floor  
Baltimore, Maryland 21201

**Phone:** (410) 767-0295

**Fax:** (410) 333-8148

**Email:** [jmcginnis@msde.state.md.us](mailto:jmcginnis@msde.state.md.us)

**Student Records Review and Update Verification  
Certification Statement**

**Local School System:** Somerset County

**Point of Contact:** Renee McLaughlin

**Address:** 7982A Tawes Campus Drive, Westover, MD 21871

**Telephone:** 410-651-1616 **FAX:** 410-651-2931

**Email:** [rmclaughlin@somerset.k12.md.us](mailto:rmclaughlin@somerset.k12.md.us)

**I certify that the local school system is implementing the requirements for the Student Records regulation outlined in COMAR 13A.08.02.07 Review and Updating:**

**Are being implemented by evidence of local school and school system procedures that addresses the ongoing maintenance and accuracy of student records. These procedures include, but are not limited to:**

- Professional Development
- Ongoing review of student records
- Policies and Procedures addressing the maintenance of student records

**Are not being implemented. (Please attach an explanation.)**

\_\_\_\_\_  
**Signature - Local Superintendent of Schools/Chief Executive Officer** **Date**

Please complete certification statement and submit as part of your 2010 Master Plan Annual update. If you have questions, please contact:

John McGinnis  
Pupil Personnel Specialist  
Maryland State Department of Education  
200 West Baltimore Street, 4<sup>th</sup> Floor  
Baltimore, Maryland 21201

Phone: (410) 767-0295

Fax: (410) 333-8148

Email: [jmcginnis@msde.state.md.us](mailto:jmcginnis@msde.state.md.us)