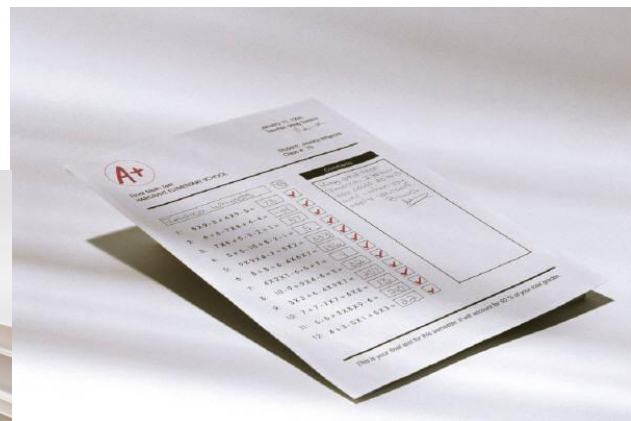
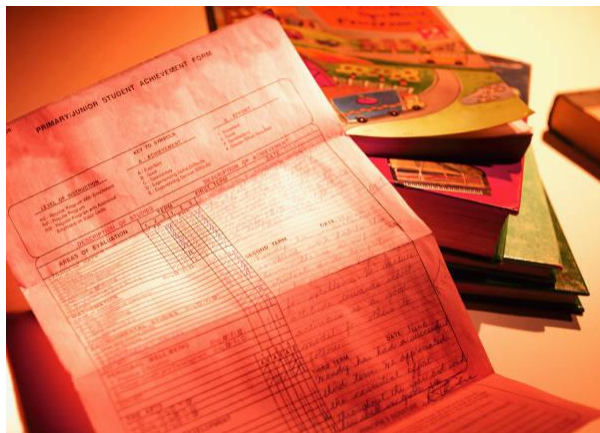


# Additional Federal and State Reporting Requirements



## Victims of Violent Criminal Offenses in Schools (VVCO) SY 2010-11

Local School System: Somerset County

Local Point of Contact: Renee U. McLaughlin

Telephone: 410-621-6269

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>	0	0	0
<i>Arson &amp; attempted arson in the first degree</i>	0	0	0
<i>Kidnapping &amp; attempted kidnapping</i>	0	0	0
<i>Manslaughter &amp; attempted manslaughter, except involuntary manslaughter</i>	0	0	0
<i>Mayhem &amp; attempted mayhem</i>	0	0	0
<i>Murder &amp; attempted murder</i>	0	0	0
<i>Rape &amp; attempted rape</i>	0	0	0
<i>Robbery &amp; attempted robbery</i>	0	0	0
<i>Carjacking &amp; attempted carjacking</i>	0	0	0
<i>Armed carjacking &amp; attempted armed carjacking</i>	0	0	0
<i>Sexual offense &amp; attempted sexual offense in the first degree</i>	0	0	0
<i>Sexual offense &amp; attempted sexual offense in the second degree</i>	0	0	0
<i>Use of a handgun in the commission or attempted commission of a felony or other crime of violence</i>	0	0	0
<i>Assault in the first degree</i>	0	0	0
<i>Assault with intent to murder</i>	0	0	0
<i>Assault with intent to rape</i>	0	0	0
<i>Assault with intent to rob</i>	0	0	0
<i>Assault with intent to commit a sexual offense in the first degree</i>	0	0	0
<i>Assault with intent to commit a sexual offense in the second degree</i>	0	0	0
<b>TOTAL</b>	0	0	0

**NOTE:** See attached guidance for completing the VVCO Report.

## Guidance for Completion of the SY 2010-11 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).

## State Fiscal Stabilization Fund Program Requirements – Phase II Achieving Equity in Teacher 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:**

Please update the school system web site to report required information. **For this reporting year, use 2010-2011 data to update system web site.**

### **PART I: Teacher and Principal Evaluation Systems**

#### **Directions:**

Include the following information **for descriptors (a)(1), (a)(2), and indicators (a)(4), (a)(5), (a)(7)** on the local school system's designated website.

<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 <b>evaluate the performance of teachers</b> 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.
<b>Descriptor (a)(2)</b>	Describe, for each LEA in the State, the systems used to <b>evaluate the performance of principals</b> 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.
<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 <b>(including numerator and denominator) of teachers rated at each performance rating or level.</b>	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.

<b>Citation</b>	<b>Description</b>	<b>Rationale</b>
<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 <b>teachers rated</b> at each performance rating or level are publicly <b>reported for each school</b> 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.
<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 ( <b>including numerator and denominator</b> ) of <b>principals rated at each performance rating or level</b> .	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.

**Please provide the link on the line below:**

**URL:** \_\_\_\_\_

**PART II: Achievement Outcomes and Evaluation Systems**

**Directions:** Check the appropriate response for questions 1 and 2 to report information for indicators **(a)(3)** and **(a)(6)**.

<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 <b>performance of teachers include student achievement outcomes</b> 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.

1. Do your evaluation systems include student 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.

Citation	Description	Rationale
<b>Indicator (a)(6)</b>	Indicate, for each LEA in the State, whether the systems used to evaluate the <b>performance of principals include student achievement outcomes</b> 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.

2. 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.

## Facilities to Support Master Plan Strategies and Early Childhood Programs

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 prekindergarten programs as required by COMAR 13.06.02.

### A. Overall Facilities Plan:

1. Provide a list of board of education goals, objectives, and implementation strategies that significantly impact facility needs, such as class size reduction plans and required prekindergarten programs.

**Somerset County Public Schools completed school realignment in January 2008 with the opening of Somerset Intermediate school. This new alignment includes four elementary schools (not counting Ewell school with a population of 9 students), one intermediate school, and two middle/high schools. Maintaining a class size of approximately 20 students at the elementary level and 22 at the intermediate level will remain possible with this present facilities alignment.**

2. Provide a brief description of any major changes to these goals, objectives, and implementation strategies since the last update.

**There are no changes to goals, objectives and implementation strategies impacting facility needs. The Board of Education and County Government remain committed to our facility needs and continuous program of renovations to buildings and building systems.**

3. 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. Detailed capital improvement project descriptions and schedules are not required.

**SCPS is nearing the end of the Washington High School renovation project. The final phase is about 85% complete and is due to be complete other than punch list items by the 15<sup>th</sup> of August. Punch list work will continue through September with minimal disruption to the school instructional program.**

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

Please address the statements below related to mandatory early childhood programs. Submission of the table of school names and program locations required in prior year updates is not required.

1. Provide a brief narrative description of any continuing issues related to providing facilities for prekindergarten programs as mandated by COMAR 13.A.06.02.

**SCPS would like to move the Pre-K programs that are currently being held at Woodson Elementary School in portable buildings, back into the main building at some point in the future. The school is currently used to capacity.**

2. Provide a list of schools by name where new prekindergarten programs will be added for school year 2011-2012. Please identify if the new programs will be full-day or half-day.

**SCPS currently operates a Pre-K program in all the elementary schools and will not be expanding or opening any additional programs this year.**

3. Provide a list of schools by name where existing prekindergarten programs will be eliminated for school year 2011-2012. Please identify if the eliminated programs are full-day or half-day.

**SCPS currently operates a Pre-K program in all the elementary schools and will not be eliminating any programs this year.**



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

*Local School System:*                     *Somerset County*

*Point of Contact:*                     *Renee U. McLaughlin*

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

**Telephone:** 410-621-6269                      **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.**

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

Please complete certification statement and submit as part of your 2011 Master Plan Annual update. If you have questions, please contact:

John McGinnis  
Pupil Personnel and School Social Worker 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)