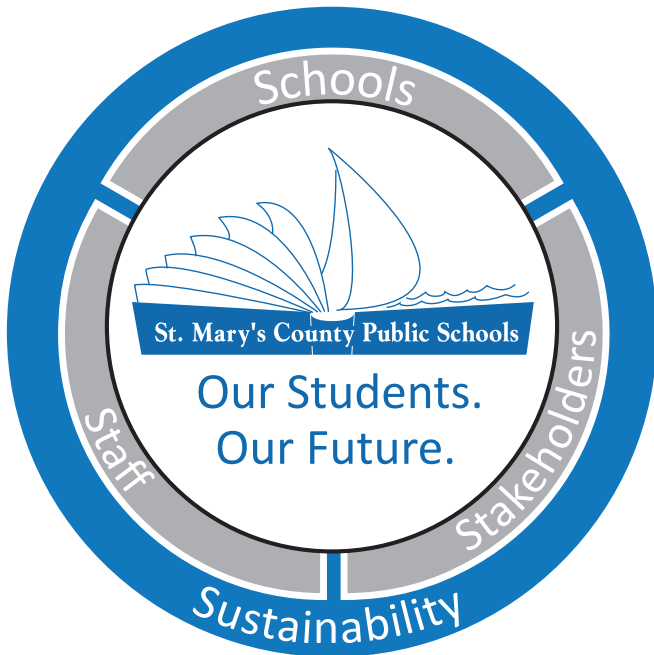


# St. Mary's County Public Schools



Committed to:

Students

Staff

Schools

Stakeholders

Sustainability



# LETTER FROM THE SUPERINTENDENT



Students are always at the center of our work and for the 2018 school year, we are emphasizing the social and emotional learning (SEL) process through which children acquire and effectively apply the knowledge, attitudes, and skills necessary to navigate their academic and social world.

We know that success in school is more than a grade on a report card - it is understanding and managing emotions, setting and achieving positive goals, feeling and showing empathy for others, establishing and maintaining positive relationships, and finally, making responsible decisions.

To help students along this path, we are working with our youngest learners in Head Start and Pre-Kindergarten with a program called Frog Street that emphasizes SEL and the joy of learning. We are also working with Conscious Discipline in our Early Education program, that integrates SEL with self-regulation and classroom management. Across our elementary schools, we are also incorporating Responsive Classroom - an evidence-based approach to education that focuses on the strong relationship between academic success and SEL.

At the secondary level, we are giving voice and choice to students - embracing restorative justice circles which have students resolve lower level conflicts on their own - through peer coaching and mediation. Our Superintendent's Student Leadership Advisory Council has made civility and support their cornerstones this year and will be holding a system-wide summit on this in the spring.

We are all committed to becoming our best - and we know that happens when we belong, feel significant, and focus on the joy and fun of learning. This is the year for listening, learning, and sharing our story.

James Scott Smith  
Superintendent of Schools

## About Us

Welcome to St. Mary's County Public Schools (SMCPS) where 94% of our students graduate ready to take on the challenges of college or careers. We understand that education must engage students and align to their interests and aspirations. To do this, we provide a tailored educational experience to our learners, offering choice of courses and academic pathways.

We are particularly proud of our signature academic pathways: the STEM Academy, the Academy of Global and International Studies, the National Academy of Finance and the Academy of Visual and Performing Arts. Couple this with our Dr. James A. Forrest Career and Technology Center and the possibilities for our students reflect the needs of the 21st Century.

## Defining Commitment

SMCPS has approximately 18,000 students working with over 2,000 adults - all committed to learning and growing to become the very best versions of ourselves we can be. We are never satisfied where we are - always striving to be better - mastering a skill, developing a deeper understanding of the forces around us, making a more meaningful impact on others. We are a force committed to action and excellence.

It is the driver of that sentence, the action verb, "committed" that frames our work. So we asked, what are our fundamental commitments? The commitments we make to students, to staff, to our schools, to our stakeholders, and ultimately, how are we committed to our own sustainability? Because what we do today, we must be able to do tomorrow, next week, next month, and for the years to follow. Because our students enter as toddlers and leave as young adults - we are responsible for their preparation for adulthood - to succeed and contribute meaningfully to their community.

Our students are our future - and when we fully grasp this, commitment to action and excellence must define our work.

## Fulfilling our Commitments

St. Mary's County Public Schools has made a commitment to our students, staff, schools, and stakeholders. Our commitment is our mission: Know the learner and the learning, expecting excellence in both - Accepting no excuses, educating ALL with rigor, relevance, respect, and positive relationships. These just aren't words, they are beliefs that drive our work. They are the very purpose to which we dedicate ourselves each day. We commit to providing our students with opportunities and supports to prepare for the world beyond the walls of our classrooms. They are the reasons for our work. Our Students. Our Future.

28 Schools	
Elementary	18
Public Charter	1
Middle	4
High	3
Career & Technology Center	1
Fairlead Academy	1
<b>Enrollment *Projected</b>	<b>18,063</b>
White	64.2%
African - American	18.3%
Hispanic	7.1%
Asian	<5%
American Indian/Alaska Native	<5%
Native Hawaiian/Pacific Islander	<5%
Two or More Races	7.4%
Attendance	
Attendance—Elementary	94.5%
Attendance—Middle	94.3%
Attendance—High	93.2%



# STUDENTS

## Commitment to Students

At the center of all the work of SMCPS are our students. *Our Students are Our Future* - and when we fully grasp this, commitment to action and excellence must define our work. The following are our commitments to our students:

- 1.1 Students have equitable access to rigorous and relevant learning.
- 1.2 Students are engaged in learning experiences that meet their needs and interests.
- 1.3 Students are safe and supported in their academic, social, and emotional growth.
- 1.4 Student learning is aligned to nationally recognized standards.
- 1.5 Student learning is measured in a fair, meaningful, and timely way.
- 1.6 Student learning is designed to support students' preparation for a balanced lifestyle.



## Fast Facts

### Students Receiving Special Services

Title I (Elementary only)	26.9%
Limited English Proficient	<5%
Free/Reduced Meals	32%
Special Education	9.7%

### Student Mobility (SY16)

Elementary	17.8%
Middle	14.2%
High	10.4%

### Average Class Size

Grade Pre-K	18.5
Grade K	20.5
Grade 1-2	21.5
Grades 3-5	22.9
Grades 6-8	19.6
Grades 9-12	22.3

## Student Voice

One of the key elements of our Commitment to Students is to provide opportunities for the voice of the student to be heard. To this end, the Superintendent engages students in ongoing dialogue through the Superintendent's Student Leadership Advisory Council (SSLAC). This advisory group is in place to seek student input for school system leadership to address the needs and issues facing students.

Representative students from each grade level at each high school were selected by their principal to join the council. The students are also members of the principal's advisory group at their home school and are expected to carry information back and forth between these two groups. The SSLAC meets on a quarterly basis, with sessions designed by a steering committee of representative leaders from each high school. Similar advisory groups are in place at each middle school so we can listen to our students and respond to their needs.

## Student Choice

Educational Pathways Enrollment	
Chesapeake Public Charter - Grades K-8	416
Fairlead Academy - I: Grades 9-10	137
II: Grades 11-12	99
JA Forrest Career & Technology Ctr - Grade 9-12	1,029
Academy of Finance - Grade 9-12	146
Academy of Visual & Performing Arts - Gr. 9-12	71
Global & International Studies - Grade 9-12	151
STEM Academies - Grades 4-12	416
ELL Program	
Approximately 266 students participate in the program for English Language Learners (ELL)	
Early Childhood	
165 students participate in Head Start, a federally funded early learning program for income eligible 3 and 4 year olds. There are 800 Pre-K 4 spaces with 760 spaces for half day and 40 full day spaces. There are 68 half day spaces for Pre-K 3. Full-day kindergarten is currently held at all St. Mary's County public elementary schools.	

## Graduation

St. Mary's County Public Schools continues to provide comprehensive digital curriculum to students at all of our high schools. Students have access to programs for remediation, credit recovery, unit recovery, supplemental courses, Advanced Placement, and summer school. The program at each of our high schools includes a dedicated teacher running a resource room each period of the day, where students can complete work, receive tutoring, and monitor their graduation plan.

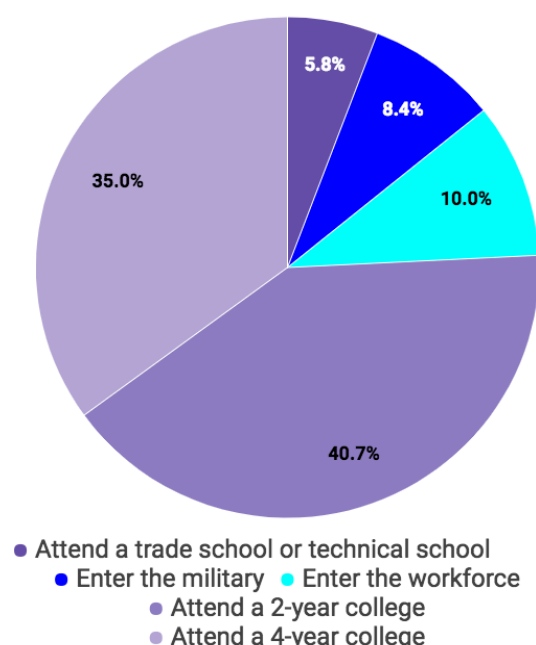
\$48.6 million offered  
in scholarships

## College and Career Readiness

St. Mary's County Public Schools offers opportunities for students to choose their own path. Academy and completer programs help prepare students for colleges and careers. Programs ranging from diesel technology to global and international studies tap into the wide-ranging talents and interests of our students. As each student graduates from high school, they have either completed a Career and Technology completer sequence or University System of Maryland sequence; and many students complete both. In addition, many of our high school students earn college credit either through Advanced Placement courses or Dual enrollment programs with the College of Southern Maryland.

Demonstrating our preparedness for students to be college and career ready has led to remarkable achievements in our graduation rate. The four-year cohort graduation rate continues to outpace the state and the nation, with 93.7% of students graduating on time.

Post Graduation Plans



# STUDENTS

## Completion Stats

Class of 2017	
Graduation Rate (4-year cohort) (Class of 2016)	93.7%
Dropout Rate	3.6%
Attend a 4-year College	35%
Attend a 2-year College	40.7%
Attend a Trade/Technical School	5.8%
Enter the Workforce	10%
Enter Military	8.4%
Scholarships Offered	\$48.6M
High School Program Completion	
Career and Technology Education (CTE)	23.8%
University System of Maryland (USM)	56.2%
Dual Completer (Both CTE & USM)	19.5%

## Dual Enrollment

We continue to partner with the College of Southern Maryland (CSM), as well as other partner institutions to help our students to be College and Career Ready. This focus has resulted in the expansion of dual enrollment courses both on and off campus for our students. For the 2017-2018 school year, students across our three high schools are enrolled in courses at CSM for credit, and 1,070 students enrolled in courses at SMCPs high schools that are eligible for CSM dual enrollment credit. These courses include English, mathematics, and science, as well as programs at the Dr. James A. Forrest Career and Technology Center. In addition, this year, students at Great Mills High School are participating in the new CSM Access program, which allows them to take CSM courses onsite at their home school through a live teleconference classroom.

Advanced Placement and Dual Enrollment	
Dual Enrollment - CSM Fall 2017	227
Dual Enrollment - eligible SMCPs	1,070
AP Enrollment	1,353

## Rigorous Standards

Over the last several years, SMCPs has fully embraced the Maryland College and Career Ready Standards (MCCRS)/Common Core State Standards and with the implementation of these rigorous education standards, we established a set of shared goals and expectations for what students should understand and be able to do in grades K-12 in order to be prepared for success in college and the workplace. Throughout the year, our students were asked to demonstrate independence and perseverance, construct arguments, comprehend, critique, and support with evidence, and use resources, strategies, and tools to demonstrate strong content knowledge. We moved to deeper and richer lessons, replete with informational texts, analytical writing, and trans-disciplinary project based learning, all of which we fundamentally know will end with our graduates more prepared than ever to face the challenges of a 21st century post-secondary landscape.

The learning outcomes for our students places emphasis on higher levels of thinking, reasoning, modeling, written expression, and conventions of language. To that end, curriculum expectations continue to focus on increasing the rigor and depth of assignments and the inclusion of writing in response to text across all curriculum areas. This focus emphasizes analytical and higher-level thinking and comprehension.

Furthermore, formative assessments used to drive targeted instruction will continue to be a focus in St. Mary's County Public Schools and will provide continuous measures of standard attainment as students move through the curriculum. Teacher teams are involved in ongoing professional development to lead the design of resources and provide professional development that centers on the shifts of the MCCRS as well as how to develop, analyze and then use Formative Assessments to plan and deliver their daily instruction.

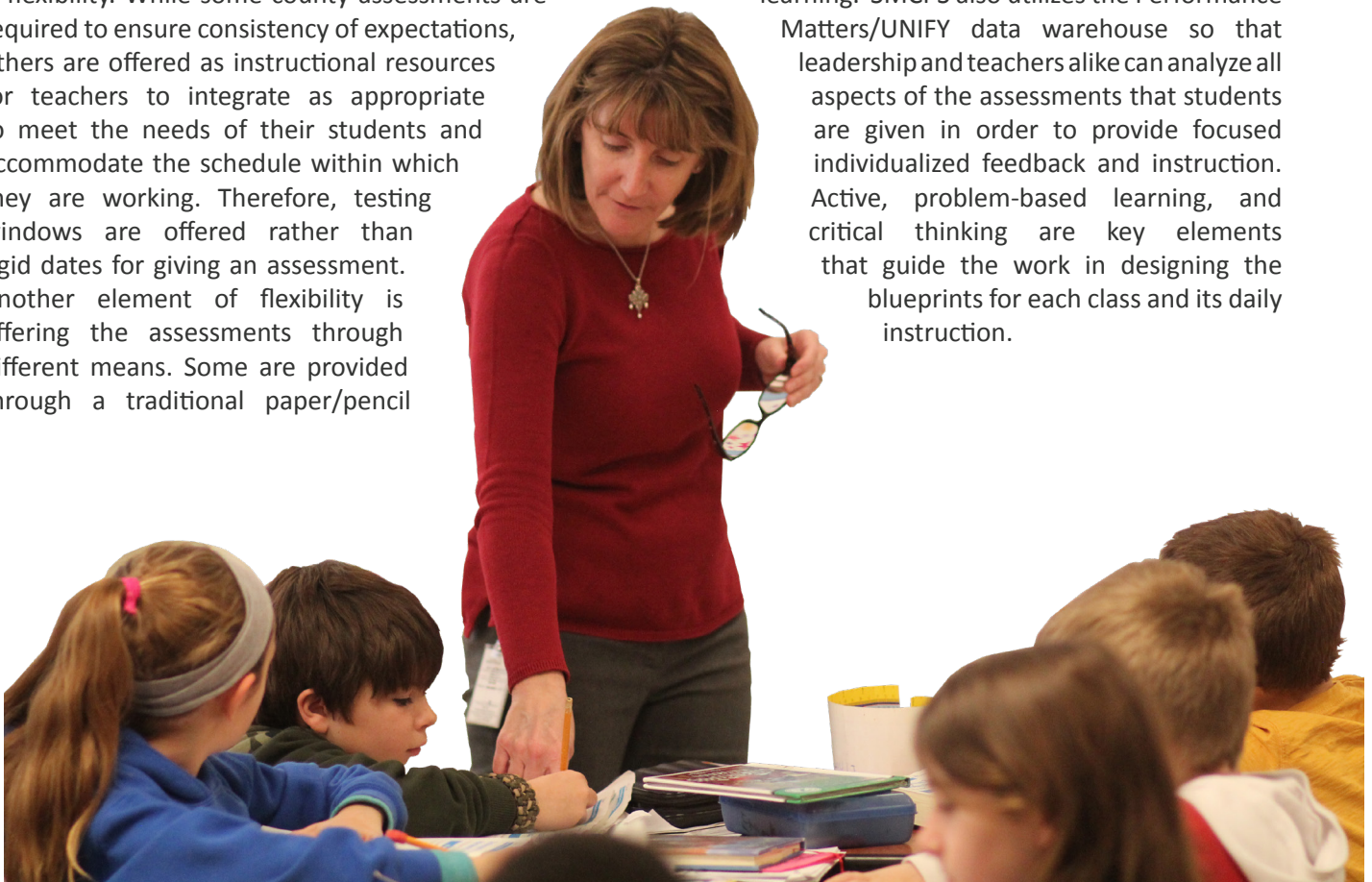
## Assessments for Learning

SMCPS has developed a balanced assessment plan to help guide teaching and learning. Through the use of formative and performance assessments, students can demonstrate their learning on an ongoing basis. Formative content assessment data helps to identify where students are and informs the design of instructional supports, interventions, or extensions based on where students need them most. Performance assessments across content areas are designed to offer students opportunities to apply the skills and knowledge of the curriculum. The assessments vary from content to content based on each one's standards and instruction.

Another key element in the SMCPS assessment plan is flexibility. While some county assessments are required to ensure consistency of expectations, others are offered as instructional resources for teachers to integrate as appropriate to meet the needs of their students and accommodate the schedule within which they are working. Therefore, testing windows are offered rather than rigid dates for giving an assessment. Another element of flexibility is offering the assessments through different means. Some are provided through a traditional paper/pencil

administration, while others utilize an interactive online platform designed to mirror the PARCC assessment platform. Beyond those approaches, some performance assessments allow endless possibilities of how students can demonstrate their learning (e.g., through presentation, multimedia, etc.).

The purpose of assessment is to measure students' proficiency and learning in order to make instructional decisions. In that sense, assessment is a tool in the teacher's toolbox. Used appropriately, this tool is one of many used to design and build an architectural masterpiece of learning. SMCPS also utilizes the Performance Matters/UNIFY data warehouse so that leadership and teachers alike can analyze all aspects of the assessments that students are given in order to provide focused individualized feedback and instruction. Active, problem-based learning, and critical thinking are key elements that guide the work in designing the blueprints for each class and its daily instruction.







## Multi-Tiered Systems of Support

The Code of Conduct for St. Mary's County Public Schools is designed to reflect a discipline philosophy based on the goals of fostering, teaching, and acknowledging positive behavior. Additionally, we recognize the critical need to keep students connected to school so that they may graduate college and career ready. To this end, we have reviewed our discipline practices to coincide with the statewide guidance on discipline, emphasizing the effort to provide intervention and positive reinforcement through a multi-tiered system of support.

We believe it is our responsibility to effectively teach behavior and that all students can exhibit appropriate behavior, with established school-wide expectations or Tier I interventions in place. Given effective Tier I support, adults are united in common language, common practices and consistent application of rules and expectations that are developed and taught by the school. All of our schools have committed to developing school-wide expectations (Tier I) and to defining those expectations in various locations in the building (classroom, hallway, cafeteria, etc.).

Numerous Tier 2 interventions have been implemented this year to assist with challenging behaviors when a student does not respond to Tier I, school-wide expectations, in an effort to reduce out of school suspensions. Interventions include Zones of Regulation, Check and Connect, Check-In/Check-Out, mentoring, and morning meetings. Second Step and Steps to Respect are the primary curricula used for teaching social and emotional learning. Fourteen schools are actively involved with Positive Behavioral Interventions and Supports.

Tier 3 interventions will be developed for individual students who do not respond to Tier I or Tier 2 interventions. Tier 3 interventions are highly individualized to address each students' needs.



## Restorative Practices

SMCPS has partnered with the Education Association of St. Mary's County (EASMC) and the National Education Association (NEA) organization to provide professional development for staff in restorative practices. Each secondary school is working to develop a plan based on an understanding of the restorative practices model and addressing student behaviors in proactive ways. At the elementary level, schools have taken on the Responsive Classroom model, which builds upon this same premise of relationships, clear expectations, and a proactive approach.



## Monitoring Interventions and Providing Support

In working to eliminate achievement gaps, we have employed targeted instructional interventions aimed at specific content and skill gaps. School teams identify the appropriate intervention and use progress monitoring to assess a student's academic performance that examines the student's rate of improvement (i.e., responsiveness to instruction), through which we evaluate the effectiveness of instruction.

Interventions begin with setting the target by using a variety of data to include specified performance data from both lagging and leading data, as well as classroom observation and formative assessments. Through collaborative analysis of this data, teacher teams identify the target population for interventions and create action plans, data findings, and focus skill calendars. Through this process, teams develop individual lesson plans and utilize leading data to drive instruction and monitor progress. Progress monitoring includes a deeper dive into the data to review, reassess, and reteach skills. Ultimately, this is a recursive and ongoing process as these teams discuss new outcomes and make necessary changes to the next iteration of the intervention.

*Education must be built on ensuring that every child feels as though they belong, are significant, and make learning fun and full of joy.*

# STAFF

## Commitment to Staff

The employees of SMCPS are dedicated to making a difference in children's lives. They support children and in return must be supported by the school system. The following are our commitments to our staff:

2.1 Staff have a deep understanding of factors that impact learning.

2.2 Staff are highly qualified, highly effective, and diverse.

2.3 Staff are engaged in an open, trusting, and solution-oriented environment.

2.4 Staff actively drive their learning and advancement.

2.5 Staff are supported and accountable in meeting expectations for performance.

2.6 Leadership is grown from within the school system.

## Health & Wellness

As a result of negotiations and in an effort to reduce ever-increasing health care costs, two new deductible health insurance plans were introduced for administrators in FY17. The new health insurance plans will be offered to all staff in FY18. Employees assume a greater share of their health insurance costs with increased emergency room co-pays and prescription drug co-pays within all insurance plans. Healthcare costs are shared between SMCPS and employees, totaling \$39m. As an industry, healthcare costs continue to increase. As a significant component of our budget, these proactive steps were taken in an effort to minimize the local impact.

SMCPS launched the CareFirst VideoVisit app, providing another method for staff and their families to obtain non-emergent care. Staff wellness "Lunch and Learn" sessions were held on the countywide professional development day. Fitting in Fitness, Stress Management and Healthy Weight sessions were held at two locations. Free Try-It-Fitness classes, a series of 8 classes introducing different fitness genres were held for staff members at three school sites across the county.

A three-month group weight management program was offered free to staff, addressing the gap between knowing what to do and actually doing it through developing a personal commitment, using effective tools and incorporating healthy habits into daily life.



## Staff Stats

Our Staff	
Professional Staff	1,459
Classified Staff	772
Teachers' average years of service	14.27
Classes taught by highly qualified teachers	97.6%



## Staff Development

Professional development opportunities are provided to help staff develop and apply the knowledge and skills necessary to help students learn. High-quality professional development begins by examining student learning needs and identifying staff capacity to meet those identified areas of need. The intended outcome of professional development for all SMCPS employees is improved professional practice that leads to increased student achievement.

A variety of professional learning opportunities are provided in St. Mary's County Public Schools including coursework, professional learning communities, and peer coaching. These opportunities are differentiated for the variety of roles of staff within St. Mary's County Public Schools.

## Increasing Diversity

One of our key staffing priorities is to increase the diversity of our staff. To this end, we have broadened our recruitment efforts and sought new ways to attract qualified staff. This has included participation in virtual job fairs reaching candidates across the country, and attending a range of college fairs. Further, we have partnered with the local chapter of the NAACP to expand recruitment efforts in working with Historically Black Colleges and Universities (HBCUs). We have made great progress and continue to have this as a focus.



# SCHOOLS

## Commitment to Schools

Schools that are well maintained, thoughtfully updated, and accommodating to all students and their learning demonstrate our commitment to giving our students the best we can offer - in our classrooms, gymnasiums, theaters, and playing fields. Our commitment to our schools are:

3.1 Schools are well maintained, safe, and welcoming learning environments.

3.2 Schools support the social and emotional safety and well being of students.

3.3 School programs support the development of the whole child.

3.4 Schools support learning, effectiveness, and efficiency.

## Capital Projects

We are committed to promoting achievement and opportunity through a coordinated effort to provide the highest quality learning environment. We take care of what we have and we invest in the long term sustainability of our resources. Our Capital Improvements Program is based on meeting our short-long term capacity needs through new school construction, as well as maintaining our existing infrastructure through life cycle replacement of building systems. The program is funded through collaborative partnerships with the Maryland Public School Construction Program and the Commissioners of St. Mary's County. A new elementary school is currently proposed to address overcrowding in the Lexington Park area, as well as, several roof and HVAC replacements for projects that were renovated in the early 1990's.



## Classroom Furniture

Dynard, Lettie Marshall Dent and White Marsh Elementary Schools received new furniture this summer as part of the school system's needs-based goal to replace classroom furniture in our schools. These included student desks and chairs, teacher desk and chair, activity tables and storage cabinets. There are several furniture sets within the school system that are over 25 years old. As funds are available, we will address other schools with aging furniture.

## Elm's Improvements

The Elms Environmental Educational Center provides programs for students in PreK-12th grade, including overnight programs.

During this past year, through collaborative efforts, projects were completed to improve the instructional areas of the site, as well as, make improvements to the roadway. The shoreline was opened up as a result of the demolition of an old well house. Work is being completed on the restoration of an amphitheater that will provide an additional instructional space. Approval was granted to provide additional restroom facilities for the site, which will be completed in the spring of 2018.



## Piney Point Renovations

The roof replacement at Piney Point Elementary School (PPES) is an example of our commitment to provide well maintained, safe, and welcoming environments. Systemic renovations such as the roof replacement at PPES are a vital part of our capital improvements plans. Systemic renovations demonstrate our investments in school facilities and critical infrastructures. In the coming year, we will commence renovations of mechanical and electrical systems and roof replacements at Hollywood Elementary School and Park Hall Elementary School.

The roof replacement at PPES is very close to completion with only final inspections remaining. 58,000 square feet of roof was replaced with a higher R-value and a reflective surface to reduce energy consumption.





# SCHOOLS

Maintenance	
Staff	38.45
Work Orders Processed	14,335
Maintenance Dollars Per sq. ft.	\$1.28
Sq. ft. of Building Maintained	2,535,638
Operations	
Staff	135
Sq. ft. to building service worker ratio	19,724
Customer Satisfaction Survey Rating	95.4%
Design and Construction	
Staff	4
Projects in Design	5
Projects Under Construction	4
Current Local Projects Funding	\$6,253,000
Project Savings	\$338,353
Transportation	
Staff	9
Buses, Including Field Trip	275
Bus Contractors	42
Miles Traveled Per Year	4,200,000
Food and Nutrition Services	
Staff	150
Breakfasts Served	802,930
Lunches Served	1,672,846
Schools Served Breakfast	All
Capital Planning	
Staff	3.5
State Capital Funds (FY 2016)	\$6,253,000
Local Capital Funds (FY 2016)	\$1,043,000
Utility Cost per sq. ft.	\$1.63
Information and Technology Services	
Desktops/Laptops	10,074
Apple iPads	4,591
Internet Bandwidth	4.1 Gbps
Physical and Virtual Servers	325



## Technology Upgrades

As technology continues to enhance the learning experience and revolutionize how we educate today's youth, our need for usable internet bandwidth increases in tandem. In order to provide our students and staff with reliable access to both physical technology and a wide array of digital resources, SMCPS increased our bandwidth by almost 300%, from 1.1 Gbps, to 4.1 Gbps. This significant increase required the expansion of our main firewall appliance, which monitors and controls incoming and outgoing traffic based upon predetermined security rules, allowing our network to remain a safe and engaging environment for learning. SMCPS is committed not just to the students of today, but also of tomorrow, by striving to continually assess and grow alongside an ever changing technological landscape. The changes made this school year will allow us to do just that.



# STAKEHOLDERS



## Commitment to Stakeholders

A public school system serves its community and does so by engaging and involving the adults who have a vested interest in the success of our students. Our stakeholders are our parents and guardians, our business leaders, our elected officials, and our partners in higher education. The following are our commitments to our stakeholders:

- 4.1 Family and community members are welcomed as supportive partners.
- 4.2 Two-way communication with stakeholders is open, honest, and timely.
- 4.3 Partnerships anchor our schools and students to the community we serve.

## Community

St. Mary's County Public Schools (SMCPS) welcomes community partners in support of our schools and student programs. We value the contributions and dedication of our community partners to help our students thrive. Business and community partnerships are mutually beneficial: just as our students and staff reap the benefits of collaborative relationships with partners, those who provide services and supports also benefit greatly. Ongoing, two-way communication is the cornerstone of a successful partnership. The opportunities to partner are as varied as the people and organizations involved.

Business, civic and non-profit organizations partner with SMCPS in several ways, including volunteering, mentoring, by providing donations, or financial resources to support SMCPS programs.



# SUSTAINABILITY

## Our Budget

The St. Mary's County Public Schools' (SMCPS) budget reflects the cost of operating a school system that serves over 18,000 students in 29 educational sites, employing over 2,000 adults. It includes signature pathways for accelerated learners and intervention programs for those who struggle. We teach students as young as 3 in our preschool special education programs and Head Start, and work with others until they turn 21. We watch them grow, learn and become our future. Because of the persistent work of our staff, the support of our parents and our exceptional students - we have one of the highest graduation rates in the nation. This is our committed work.

Sustainably supporting students and staff drives this year's budget. Additional classroom teachers, school psychologists, paraeducators, and support staff are included in this budget to assist with our growing population and address the evolving needs of the system. We know that we must always move forward, maintain our investments along the way, meet our commitments to our students and community, and, most importantly, model transparency; all of which is reflected in our budget.



## Commitment to Sustainability

A school system must live within its means - yet always work for more. We must make wise investment of the resources provided and ensure that what we offer today can be continued into the future. The following are our driving commitments of our investments and their sustainability.

### Students

- 5.1 We invest in instructional resources.
- 5.2 We invest in programs, experiences, and learning for students.
- 5.3 We invest in technology to engage, educate, and communicate.

### Staff

- 5.4 We invest in our people.
- 5.5 We invest in technology to enhance efficiency and further productivity.
- 5.6 We invest in professional development, internal advancement, and growing our own.

### Schools

- 5.7 We develop long-range plans for the growing needs of our school system.
- 5.8 We invest in our schools, classrooms, and work spaces.
- 5.9 We invest in our system infrastructure.

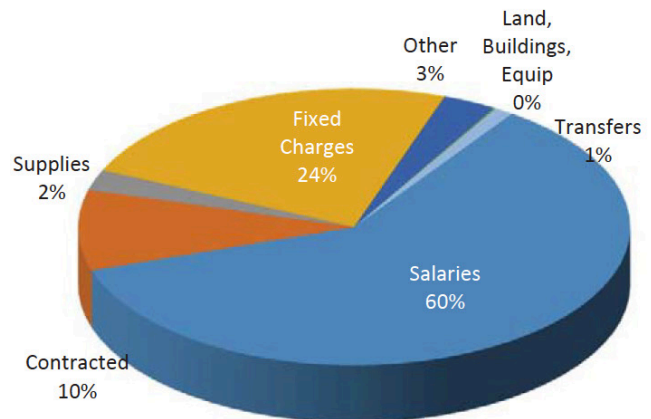
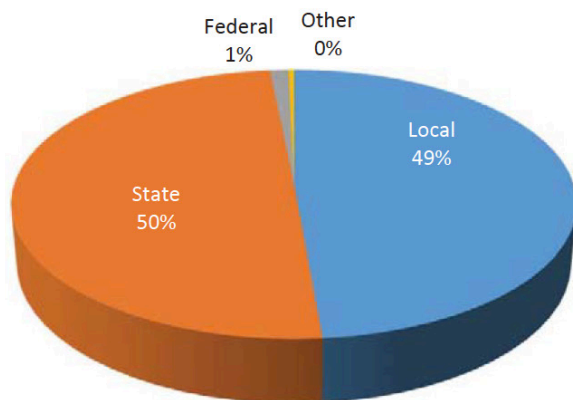
### Stakeholders

- 5.10 We invest in communication systems to tell our story.
- 5.11 We develop and implement a budget that is understandable and transparent.
- 5.12 We are responsible and accountable to our stakeholders.

## Fiscal Year 2018 Adopted Budget

Revenues			
	FY2018 Unrestricted Revenues	FY2018 Restricted Revenues	FY2018 Total Revenues
<b>Summary of Revenues</b>			
Local	\$102,247,506	\$32,246	\$102,279,752
State	104,751,744	1,038,667	105,790,411
Federal	2,560,000	16,981,352	19,541,352
Other	767,500	3,552,596	4,290,096
<b>Total Unrestricted and Restricted Funds</b>	<b>\$210,326,750</b>	<b>\$21,574,861</b>	<b>\$231,901,611</b>
Expenditures			
	FY2018 Unrestricted Expenditures	FY2018 Restricted Expenditures	FY2018 Total Expenditures
<b>Summary of Expenditures by Object</b>			
Salaries & Wages	\$126,648,929	\$9,451,347	\$136,100,276
Contracted Services	19,773,871	3,150,102	22,923,973
Supplies and Materials	5,035,030	2,099,678	7,134,708
Other Charges	6,610,182	1,805,816	8,415,998
Land, Buildings, and Equipment	245,653	58,523	304,176
Transfers	2,364,180	236,126	2,600,306
Fixed Charges	49,648,905	4,773,269	54,422,174
<b>Total Unrestricted and Restricted Funds</b>	<b>\$210,326,750</b>	<b>\$21,574,861</b>	<b>\$231,901,611</b>
Note: Includes Chesapeake Public Charter School			

## Unrestricted Fund





# STAFF HIGHLIGHTS

## Karyn Timmons

Parent Liaison at Lexington Park Elementary

**2016-2017 SMCPs**

**Educational Support Professional of the Year**



This is Ms. Timmon's 11th year with us. As Parent Liaison at Lexington Park Elementary School, she supports not only the students in the school, but the families as well, helping them access resources. Her principal said "Mrs. Timmons brings innovation, passion, and energy to every aspect of her job and every

family she touches. She is never too busy to listen to or help a parent, or fellow staff member. Her commitment to and influence on our families and staff is immeasurable." That commitment is what makes her our Educational Support Professional of the Year.

## Kristen McIntyre

Resource Teacher at Greenview Knolls Elementary

**2016-2017 SMCPs**

**Maryland Teacher of the Year**



As one of her fellow teachers put it, "It is not unusual for Mrs. McIntyre to dedicate numerous hours outside of the school day to ensure the success of students and her fellow teachers, working in their rooms helping them to become more effective teachers. She helps teachers better understand the curriculum and ways to

reach individual students to ensure their success." And as a parent wrote, "Mrs. McIntyre has provided our daughter with the confidence and genuine enjoyment of reading and writing and given her the foundation of educational success."

## Mary Jane Selph

Resource Teacher at the Dr. James A. Forrest Career and Technology Center

**2016-2017 SMCPs**

**Washington Post Teacher of the Year**



Her dedication to students over the past 36 years has been unwavering. As one of her colleagues wrote, "Mary Jane (MJ) is irreplaceable. She takes the time to know every student and she cares about each one, just as she does her colleagues. MJ acts as a mentor and provides fellow teachers with ideas, insights and strategies to

effectively teach struggling learners. There is no one I know who is more deserving." Mrs. Selph's tireless commitment to others makes her our Washington Post Teacher of the Year.

## Jennifer Gilman

Principal of Hollywood Elementary

**2016-2017 SMCPs**

**Washington Post Principal of the Year**



Dr. Jennifer Gilman exudes the qualities of an exemplary leader. Dr. Gilman has been employed with St. Mary's County Public Schools for thirty years, the last eighteen in the role of principal, and she is a model of lifelong learning. As a parent put it, "if you were to walk the halls of Hollywood Elementary, you would see

this institution of learning feels more like a second home than a school." This statement reflects the warm and caring approach to leading the school that makes her our Washington Post Principal of the Year.

# BOARD OF EDUCATION



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For many current residents, history was made in December 1996, when the county-elected school Board took the helm, ending a long tradition of operating under an appointed Board. St. Mary's County Public Schools is governed by a Board of Education consisting of five members and a nonvoting student representative. The Board of Education of St. Mary's County's power and duties include the authority to adopt, enforce, and monitor all policies for the management and governance of the school system. Board of Education members are guardians of the public trust. Through the policies they make, Board members are ultimately responsible for the success or failure of local public education. The Board serves as the advocate for educational excellence for the community's youth and puts those interests first. The policies Board of Educations make dictate the standards and philosophies by which schools are run and the criteria used to judge whether they are being run well.

**COMMITTED TO EXCELLENCE**

**COMMITTED TO ACTION**

**COMMITTED TO STUDENTS**



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