

**Park Hall Elementary School
Title I School-Wide School Improvement Plan
2018-2019**

1. Comprehensive Needs Assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of children who are failing, or at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency; [1114(b)(6)]

Reading

Core Subject	Assessment	Assessment Data by Profile	Identified Needs by Subgroup	Factors Contributing to Root Causes	Root Causes																												
PreK Kindergarten	Early Childhood Assessment Indicators: Letter Recognition Beginning Sounds	<table border="1"> <tr> <td colspan="2">Letters 38 students can identify:</td> </tr> <tr> <td>More than 75% of letters</td> <td style="text-align: center;">21</td> </tr> <tr> <td>Between 50%-74% letters</td> <td style="text-align: center;">4</td> </tr> <tr> <td>Less than 50% of letters</td> <td style="text-align: center;">10</td> </tr> </table>	Letters 38 students can identify:		More than 75% of letters	21	Between 50%-74% letters	4	Less than 50% of letters	10	<table border="1"> <tr> <td>Letters</td> <td style="text-align: center;">75%</td> <td style="text-align: center;">50-74%</td> <td style="text-align: center;">Less than 50%</td> </tr> <tr> <td>AA</td> <td style="text-align: center;">11</td> <td style="text-align: center;">2</td> <td style="text-align: center;">6</td> </tr> <tr> <td>Caucasian</td> <td style="text-align: center;">9</td> <td style="text-align: center;">5</td> <td style="text-align: center;">3</td> </tr> <tr> <td>Hispanic</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center;">1</td> </tr> <tr> <td>Asian/PI</td> <td style="text-align: center;">1</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> </tr> </table>	Letters	75%	50-74%	Less than 50%	AA	11	2	6	Caucasian	9	5	3	Hispanic	0	0	1	Asian/PI	1	0	0	<ol style="list-style-type: none"> 1. Lack of learning materials and literary experiences at home. 2. Need to increase parent knowledge and support of increased literacy expectations as a result of College and Career Ready State Standards implementation. 3. Economic hardships for many of our families 4. Need for more one- on-one support for early literacy interventions. 5. Targeted interventions with IRLA to build early concepts of print to improve literacy 6. Need for more teacher training in data analysis, new instructional materials, and targeted interventions to meet individual student needs. 	<ol style="list-style-type: none"> 1. Parents’ lack of understanding of the importance of early literacy experiences. 2. Literacy rate of some parents is limited. 3.. Transportation needs for parent involvement. 4.. Student mobility rate is high. 5. .Sporadic student attendance rate. 6. Student background knowledge is limited.
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3. Economic hardships for many of our families

4. Need for more one- on-one support for early literacy interventions.

5. Targeted interventions with IRLA to build early concepts of print to improve literacy

6. Need for more teacher training in data analysis, new instructional materials, and targeted interventions to meet individual student needs.

7. Laptop carts need to be provided for more experience with technology.

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2. Schoolwide Reform Strategies that address school needs including a description of how strategies will:

- a. Provide opportunities for all children, including each of the subgroups of students as defined in Section 1111(c) (2) to meet the challenging State academic standards; (1114(b)(7)(A)(i);
- b. Use methods and instructional strategies that strengthen the academic program, in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum, which may include programs, activities and courses necessary to provide well rounded education; (1114(b)(7)(A)(ii)
- c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards that may include (1114(b)(7)(A)(iii)

Reading/Language Arts Priority Needs

1. Teachers will utilize Foundations and IRLA with fidelity.
2. Students will achieve a minimum of a year’s growth in reading and language arts by participating in IRLA and meeting their step goals weekly.
3. Use effective methods and instructional strategies that are based on scientifically based research that –
 - Strengthen the core academic program;
 - Increase the quantity and quality of learning time, such as providing after school and summer programs and opportunities, and help provide an enriched, accelerated curriculum.

Through collaborative discussion and data analysis with teacher teams, parents and administration, formative and summative assessments will be used to determine to what extent needs are met as well as next steps for student progress. All students will increase their overall independent reading level to at least match their grade-level reading

**Core Instructional Model and Supporting Structures
Tier 1
Strategies and activities that address the needs of all students and staff**

Strategies and Activities	Specific Action Steps	Student Groups Targeted	Timeline/Frequency	Person(s) Responsible	Evaluation / Evidence of student Achievement
Develop foundational skills	Students will be taught phonemic awareness, vocabulary, fluency, and comprehension strategies. Use of Google Read and Write to increase rigor for struggling readers. (Grades 3-5)	All Students	Daily	Classroom Teachers A. Schaeffer, L. McGrath, J. Kearns (IRTs)	-DIBELS -SchoolPace Reports -Phonemic Awareness Assessment

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<p>Increase stamina and motivation</p>	<p>Students will engage in 30 minutes of independent reading using the IRLA framework in school as well as 30 minutes of reading at home. Students will read on their independent reading level while building stamina.</p> <p>Students will read and analyze grade level texts which are rigorous and engaging. Students will also develop their writing, listening, and speaking skills. Students will also engage in disciplinary literacy as well as a variety of genres. This will include the implementation of the new adopted Houghton Mifflin series for grades 3-5 and Wonders series for grades K-2.</p>	<p>All students</p>	<p>Daily</p>	<p>Classroom Teachers A. Schaeffer, L. McGrath, J. Kearns (IRTs) Mary Moreland (Literacy Lead)</p>	<p>SchoolPace Reports</p> <p>Common grade-level assessments including performance based assessments</p> <p>County Benchmark Assessments</p> <p>Kindergarten Readiness Assessment (KRA)</p> <p>PARCC</p> <p>Common writing rubrics</p>
<p>Support teachers needs in implementing best practices to include: IRLA Conferencing, Foundations, Differentiation</p>	<p>Through teacher input, observation and data analysis, and Title I funding, provide professional development to support teacher instructional needs to better meet student learning. This will include data meetings to focus on analyzing student</p>	<p>All students</p>	<p>Daily</p>	<p>Teachers, IRTs, Literacy Lead, Reading Supervisor, Administration</p>	<p>Teacher Observations</p> <p>PLC Data Meeting Minutes</p>

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	achievement and identifying student needs and additional support. Teachers will be provided with collaborative planning time to focus on the specific instructional needs of their students.				
Supplemental Programs Tier 2 Provided to majority of students in addition to the regular instructional program					
Increase foundational skills	Students who are not showing progress through Tier 1 support will receive additional support. Students will build phonological awareness skills by focusing on letters and sounds, Foundations, and small group interventions using the IRLA Intervention Toolkits and research based interventions to target specific skills.	Students assessed by DIBELs as being at risk and students who are at risk using the IRLA framework.	Daily through the IRLA reading block Small group interventions 2-3 times a week	Teachers, IRTs, Literacy Lead	School Pace DIBELs Progress Monitoring
Supplemental Programs Tier 3 Provided to majority of students in addition to the regular instructional program					
Increase foundational skills	Students who are not responding to Tier 2 interventions will be identified to receive additional support through the IRTs and Special Education teachers.	Students who have not shown progress through Tier 2 intervention data collection	Small group interventions 3-5 times a week	Teachers, IRTs, Literacy Lead, Special Education Teachers and/or paraeducators	School Pace DIBELs Progress Monitoring Data collected through interventions

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	IRLA Intervention Toolkit, LiPs, Seeing Stars, Visualizing and Verbalizing, Wilson Reading Program				
Gifted and Talented	William and Mary	Students identified by the Nagliari / Gates/ McGinity, County Assessments	1 hour each week	IRT	County Assessments

Mathematics

School Wide reform strategies that:

1. Provide opportunities for all children to meet proficient and advanced levels of student achievement;
2. Use effective methods and instructional strategies that are based on scientifically based research that –
 - a. strengthen the core academic program;
 - b. increase access to technology;
 - c. increase the amount and quality of learning time, such as providing an extended school year, after school programs, summer programs,
 - d. differentiate instruction.

Through collaborative discussion and data analysis with teacher teams, parents and administration, formative and summative assessments will be used to determine to what extent needs are met as well as next steps for student progress.

Strategies and Activities	Specific Action Steps	Student Groups Targeted	Timeline/Frequency	Person(s) Responsible	Evaluation / Evidence of student Achievement
Bridges Intervention	Flexible grouping based on diagnostic results.	All Identified Students	2-3 times weekly	Classroom Teachers	Required and recommended assessments
Number Corner	Flexible grouping based on diagnostic results.	All Identified Students	2-3 times weekly	Classroom Teachers	

**Supplemental Programs
Tier 2**

Provided to majority of students in addition to the regular instructional program

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Flexible Grouping	Students who are not mastering the skills as outlined in the curriculum maps	Observations, required and recommended assessments	Small group 2-3 times weekly	Teachers, IRTs	Observations, required and recommended assessments
Supplemental Programs Tier 2 Provided to majority of students in addition to the regular instructional program					
FASTT Math	Students who need additional support with fact fluency	Observations, required and recommended assessments	Daily Small group 2-3 times weekly	Teachers, IRTs	FASTT Math reports
Bridges Intervention	Students who need additional support with number sense	Observations, required and recommended assessments	Small group 2-3 times weekly	Teachers, IRTs, support staff	Observations and required and recommended assessments
Singapore Math	Students identified as needing enrichment	County Gifted and Talented Profile	1 hour a week	IRTS	County Gifted and Talented Assessments

3. Parent, Family and Stakeholder Involvement - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals, the LEA, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. 1114(b)(2)

3B. Parent and Family Engagement - Based on the results of the needs assessment, schools must implement evidence-based parent and family engagement strategies. (Section 1116)

See attached Parent Involvement Plan

4. Coordination and Integration of Federal, State, and local services and programs - If appropriate and applicable, is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under Section 1111(d). 1114(b) (5)

- Park Hall collaborates with 21 Century afterschool program, R4K, Head Start, Lunch and Learn, Center for Children
- Professional Development to include training and information about best practices in reading, math, social emotional learning, and disciplinary literacy as well as engagement strategies to deepen discussion and build stamina and motivation

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- Three Instructional Resource Teachers and three additional paraeducators will be used to implement interventions and provide in class support
- Resources to implement Responsive Classroom in each classroom to support social emotional learning
- Technology resources including BrainPop!, Discovery Education, IXL, Moby Max, and Bookshelf to support learning in school and at home
- Collaborative planning time to include cross-grade articulation, collaboration with classroom teachers, Instructional Resource Teachers, and Special Education teachers

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PARENTAL INVOLVEMENT

Strategies to increase parental involvement such as family literacy services. (Component 6)

Please note that the school's Parent Involvement Plan must be submitted with the School Improvement Plan.

The ESSA Section 1003 establishes requirements for parental notification and involvement in the development and implementation of their child's educational program to improve student academic achievement and school performance. The St. Mary's County Public Schools' Title I Parent Involvement Plan provides for compliance with all federal requirements and mandates, as defined by Public Law 107-110. The St. Mary's County Public School System Title I Parent Involvement Plan is aligned with the six goals of *Maryland's Plan for Family, School, and Community Involvement* as developed by the Division of Student and School Services of the Maryland State Department of Education, March 2003.

Goal 1: COMMUNICATION - Schools and families will communicate frequently and clearly about academic opportunities, school performance, student progress, and school-family partnerships.

School activities will include:

- Parental Involvement Plan/School-Parent Compact. In collaboration with the Park Hall parents and staff we will plan, review and revise the Title One Parent Involvement Policy/Plan and School-Parent Compact, weekly sessions in May, and any additional days needed. We will discuss and distribute the plan and ask for suggestions at our Open House, and Grade Level Parent Information Sessions.
- Feedback about our Parent Involvement Plan and School wide Program Plan will be collected formally during Open House, Grade Level Parent Information Sessions and prior to concerts and Character Teas; additional feedback will be gathered through other forms of communication. Parent comments will be submitted to our Title I supervisor for review.
- Communication Methods-Park Hall parents will be informed of statewide, local, and school events through our Parent phone information system (weekly), PHES website, local media, parent conferences and school events, and weekly/monthly classroom newsletters. We will work with the county, our ESOL teacher, sign language resources, and various websites to ensure that the information is provided in a language the parents will understand. Schools will respond promptly and positively to parents' phone calls, letters, and visits. The Parent Liaison will provide parent and family resources.
- Provide outside resource information on our website for specific family needs, such as attendance, meals support, snack sack program, bus information and other family resources. These website links will connect parents with community as well as school system links and resources to assist with needs beyond the school level.
- School Report Card/Individual Student Report - Each Park Hall parent will be provided with information detailing state academic content

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standards and assessments as well as the progress of the school and the level of achievement of the parent's child in each of the state academic assessments required under the law. Individual Student Report Cards and Interim reports will be distributed to student families eight times during each school year for students in grade 4-5; four times per year for students in grades Pre-k to 3rd. Primary teachers may communicate student progress through phone calls, parent conferences and work samples in addition to four times per year on report cards. Parents of Intermediate students may also log onto the Home Access Center to review student grades and progress at any time as well as student attendance records and contact information. (ESSA Section 1003)

- Training based on parent surveys and feedback will be provided as needed to improve school communication. (1118(e)(3))
- Open House- Inform parents of their school's participation in the Title I program, a description of the goals and support provided by Title I, and the right of parents to be involved. Families will have the opportunity to meet their child's classroom teacher(s). (ESSA Section 1003)
- Grade Level Parent Information Sessions inform parents of their school's participation in the Title I program, a description of the goals and support provided by Title I, and the right of parents to be involved. Families will have the opportunity to meet their child's classroom teacher(s) and receive more in depth information about the school year.
- Teacher/Paraprofessional Qualifications – Park Hall parents have the right to request information concerning the professional qualifications of their child's teacher and qualifications of classroom Para-educators. (ESSA Section 1003)
- Parent Conferences – Park Hall will offer parents the opportunity to participate in a parent-teacher conference, at least annually, during which the school-parent compact shall be reviewed as it relates to the child's achievement. (ESSA Section 1003)
- Community Organizations: We will be inviting community organizations to our Title 1 activities to enhance communication, between the community, school, and families. (ESSA Section 1003)
- Heritage Celebration: Park Hall will develop a day that celebrates the diversity of our school community. Parents will be invited to share their family heritage in celebration of Cultural Week.
- HAC Training Event for parents of Intermediate students (in the computer lab) during Grade Level Nights
- General Website / SMCPS training for parents (in the computer lab) during Grade Level Nights
- Moving-Up-To-6th Grade Training Apr/May 2019
- Middle School open house (arising 6th graders)
- Include parents in SIT to increase visibility and participation of parents in other volunteer opportunities.

Goal 2: PARENTING - Schools and communities will work together to support families' parenting skills and activities that prepare young children for school and promote ongoing achievement. School activities may include:

- Parent Workshops – Park Hall may hold workshops such as “Do-not Fall Behind On Your Steps” in which we will use “parent-friendly” language to review reading strategies that parents can use while working with their children at home. The different grade levels will offer Math and Reading nights for parents to attend prior to a Family Fitness Activity. Based upon parent input, we may hold workshops and sponsor speakers that address parenting and child-rearing skills, behavior management, gang and drug awareness, internet safety, special education and

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focus school needs, academic enrichment, nutrition and health, and adolescent development. Other parent events include bi-monthly kindergarten F.A.S.S.T.T. (Families and Students Spending Time Together), one FASSTT event in First Grade and one FASST event in Second Grade as well as Family Bike Rodeo events throughout the 2018-2019 school year. We will be inviting community organizations to these activities to enhance communication between the community, school, and families. (ESSA Section 1003)

- Conveying of Title I Information: At a variety of venues such as music concerts and grade level evenings we will inform parents of their school's participation in the Title I program, a description of the goals and support provided by Title I, and the right of parents to be involved. (ESSA Section 1003)
- Parent Liaison, counselor and Pupil Personnel Worker (PPW) will work collaboratively with parents to facilitate attendance to parent events to include assistance with coordinated child care and/or transportation; when possible and as available. Meeting times for parent events will occur using a varying schedule to accommodate work hours and parent schedules.
- Home Visits – School will schedule home visits through our parent liaison, school counselor and/or school administrator.
- Parent Satisfaction Survey – Park Hall Elementary shall conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement program in improving the academic quality of the school, including identifying barriers to greater participation by parents. (ESSA Section 1003)

Goal 3: STUDENT LEARNING - Families will support academic achievement at home by reading with children, helping them with homework, and engaging them in educational activities.

School activities may include:

- School-Parent Compact – Park Hall Elementary shall develop, in collaboration with parents, a school-parent compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. Develop a kid-friendly compact to which students will have daily access. Add compact to website. Compact posters with kid-friendly language will be posted throughout the building and reviewed with students in class, and during other assemblies.
- Parent Workshops – Park Hall may hold workshops such as “Do-nut Fall Behind On Your Steps” in which we will review reading strategies that parents can use while working with their children at home. We may hold workshops and sponsor speakers that address parenting and child-rearing skills, behavior management, gang and drug awareness, internet safety, nutrition and health, academic enrichment, and child and adolescent development and family evenings based upon interest and need. We will be inviting community organizations to these activities to enhance communication between the community, school, and families.
- Academic Night – The different grade levels will offer Math, Reading and IRLA training events for parents in accordance with the Interactive Math/Reading nights using Bridges, IRLA, Number Corner, IXL, Reading Incentives, and Math games. Community organizations and classroom volunteers may be included in these activities to enhance communication between the community,

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school, and families.

- Classroom /Grade Level Dojo messages will be sent to make parents aware of upcoming class/grade level events.

Goal 4: VOLUNTEERISM - Parents and community members will volunteer in support of school improvement and student success. School activities will include:

- Volunteer Log – Park Hall Elementary School will maintain a volunteer log. Volunteers (to include PTA) will have the option of recording and submitting “after-hours” timesheets in order to assist PHES in accurately tracking total volunteer time.
- Park Hall Elementary School (TBD) will provide training and support to ensure volunteers participate in a meaningful capacity that supports school improvement goals.
- Volunteer Recognition – Park Hall Elementary School will sponsor an annual volunteer appreciation event to recognize school volunteers.

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Goal 5: SCHOOL DECISION MAKING - Parents, schools, and community members will collaborate on educational decisions that affect children, families, and school improvement.

School activities may include:

- School Improvement Team – Parents will be invited to participate in the regularly scheduled school improvement team meetings, including Title I school budget planning and decision-making. ESSA Section 1003
- Our school will provide information sessions on various areas of the curriculum, program and resources, (e.g., College & Career Readiness Standards College & Career Readiness Standards Curriculum, new math or reading series, federal requirements and guidelines under Title I, Title III, and IDEA) prior to concerts and Character Teas, as well as independent Cross-Curricular Content Nights). ESSA Section 1003
- Our School Website will highlight specific educational issues and programs such as Title III (ESOL), IDEA (special education), 21st Century Community learning, etc., being addressed by the school improvement team. We will provide grade level links to support grade level information as well as county-wide programs to support student and family needs, such as school lunch program, transportation, etc.. ESSA Section 1003
- Staff members encourage scheduled classroom visits and participation in special classroom events. Parents are encouraged to participate in their child's education.
- Continue to recruit and retain a staff that reflects and mirrors values and diversity of the population the school serves.

Goal 6: COMMUNITY COLLABORATION - St. Mary's County Public School System, including all Title I schools, will strive to collaborate effectively with The Maryland State Department of Education and local community organizations, agencies, and businesses to promote the academic achievement of all students and the success of all schools.

School activities may include:

- Our school will hold information nights for community leaders, businesses, and organizations to describe the school's strengths and needs as a basis for potential partnering.
- Our school will recognize publicly and/or privately the support of community/business partners.
- Community Bus Rides to provide materials and resources to families in their neighborhoods to meet family needs.
- Outside counseling services to support the mental needs of our students

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Title I BUDGET

Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. (Component 1)

Activities	Type	Dates of Activities	Grade Level(s)	Actions and Timelines	Persons Responsible
Community Bus Ride Open House Night/Conferences		August 28, 2018 August 30, 2018 November 15, 2018	Pre K-5	Make arrangements and contact parents through Parent Link, local media, flyers Title I information, school improvement planning, school compact and parent involvement focus will be shared with families throughout these events.	Principal Title 1 Coordinator Parent Liaison IRT's School staff
School wide reading incentive programs	3	Throughout the 2018-2019 school year	K-5	Buy incentive prizes. Announce winners at school awards assemblies and on the School News (quarterly)	Grade Level Teams

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<p>Conduct Math/Reading/IRLA Training Events for parents</p> <ul style="list-style-type: none"> ● Bridges ● Conceptual Math ● Bridges Intervention ● Make and Take math games ● IRLA/Reading Strategies 	3	<p>Pre K; FASSTT October 8th: Conference Day for Pre-K October 30th November 2nd: Parent Workshop November 16th: December 20th: February 8th April 11th May 17th</p> <p>K: FASSTT Oct 12, 2018 @ 1:30</p> <p>First Grade: FASSTT December 18 from 1:15-1:45 (Reading) Thursday February 21 from 1:15-1:45 (Math)</p> <p>Second Grade: FASSTT November 15 @ 11:30</p> <p>Third Grade: FASSTT Math/Reading Night March @ 2:00</p> <p>Fourth Grade: FASSTT December @ 11-12</p>	Pre K-5	<p>Plan math and reading events per grade level throughout the year; invite parents and students; teachers lead with students demonstrating for parents. Promote through Parent Link, written communication and Parent Liaison</p>	<p>Team Leaders Teachers IRTs Parent Liaison</p>
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		Fifth Grade: FASSTT Math/Reading Night To be determined			
Interactive Math Nights/Reading Nights using Bridges, IRLA, Number Corner, IXL, Reading incentives and Math Games	3	Throughout the 2018-2019 school year	K-5	Create needed materials for identified events; train staff and families.	IRTs Parent Volunteers
PBIS Character Education celebrations; PBIS quarterly celebrations, Class Dojo point incentives	2,4	Throughout the 2018-2019 school year	Pre K-5	Purchase/schedule incentive rewards for PBIS program, Class Dojo point incentives	PBIS team members
Improve Student attendance from 94%-95%	1,2	Monthly	Pre k-5	Attendance review PST meetings (monthly) Article in school newsletter	PST Team PPW School Nurse Administrators Parent Liaison Parent Link

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					reminders
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