



Reimagining the Possibilities

Mitigating Interrupted Instruction
caused by the Pandemic

School Year 2021-2022

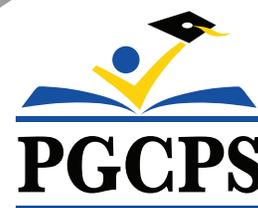




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Overview

Quantifying the overall impact of the pandemic on the lives of our PGCPS students, families, and staff is a task that calls us to consider factors that extend far beyond academic measures and into many deeply personal losses. As we begin to recover from the pandemic and continue to address the needs of the PGCPS community in new ways during the 2021-2022 school year, we look forward to the opportunity to reimagine the possibilities and how we serve all students through an equity-centered learning recovery process.

An equity-centered learning recovery approach acknowledges that the pandemic has impacted each of our student's lives in many different ways, and provides a systematic plan to support academic learning, social-emotional learning, and learning recovery that diversifies resources and efforts across the spectrum of student needs.

Reimagining the possibilities means providing comprehensive support for the recovery of learning for students that were academically impacted by time out of school or challenges participating in distance learning. At the same time, this approach acknowledges and works to advance the real-life gains in flexibility, self-motivation, and technology skills that many students acquired throughout virtual and hybrid learning. Underpinning all efforts is a constant priority on social well-being and awareness of mental health and wellness.



We're trying to utilize this opportunity and the use of funds to look at a new PGCPS – not go back to the old way.

Monica Goldson
CEO

PGCPS Strategic Plan

As we Reimagine the Possibilities for PGCPS, all supports and strategies outlined in this plan are aligned to the goals in the PGCPS 5-year Strategic Plan.



VISION

A culturally responsive district developing distinguished learners, leaders, voices of social justice, and advocates for humanity for the world of today, tomorrow, and beyond.



MISSION

Provide a transformative educational experience anchored by excellence in equity – developing 21st century competencies and enabling each student's unique brilliance to flourish in order to build empowered communities and a more inclusive and just world.



OUTCOME GOALS



Goal #1

Attain **educational excellence** by providing every PGCPS student with a premier education characterized by innovative, relevant, and accessible learning and development opportunities that build 21st century competencies.



Goal #2

Achieve **excellence in equity** within our learning and work environments that demonstrates an inclusive, authentic, and culturally responsive community that attracts, supports, develops, retains, and celebrates a diverse masterpiece of students, families, and educational professionals.



Goal #3

Realize **workforce and operational excellence** by harnessing the power or organization learning for improved creativity, enriched collaboration, systemic knowledge sharing, and operational efficiency.



Goal #4

Increased awareness of mental health and wellness linkage to learning by eliminating stigmas, increasing access to supports, and decreasing the number of avoidable adverse educational outcomes.



EQUITY-BASED CRITICAL SUCCESS INDICATORS

STRATEGIC IMPERATIVES

Academic Innovation

- Align academic standards, expectations, content, and assessments
- Ensure equitable access to curricular, co-curricular, and extra-curricular opportunities
- Explore instructional models & improve capacity to teach EL and SPED students
- Reexamine Academic & Behavioral Performance policies

Transformational Workforce

- Re-imagine Leadership Development and Succession Planning for all employees
- Define & Reinforce "Transformational habits of work"
- Embrace non-traditional Recruitment, Onboarding, & Retention practices
- Continuously strengthen teacher content knowledge and pedagogical skills

Organizational Learning Culture

- Become a Learning Organizational
- Institutionalize Excellence in Equity
- Prioritize Implementation of Systemic Learning initiatives

Safe & Supportive Environments

- Cultivate a systemic culture of CARE (Collective Accountability, Responsibility, and Excellence)
- Expand PGCPS' Community Schools model
- Brand and promote access to PGCPS Mental Health & Wellness Supports

Infrastructure & Operational Enhancement

- Advance learning through technology (synchronous, asynchronous)
- Innovative physical learning and work environments
- Integrate Universal Data Access Tools
- Exercise structured Performance Management

5-yr. Strategy Portfolio
(subject to annual prioritization)

EQUITY & CULTURAL RESPONSIVENESS

Alignment to Strategic Plan Goals

GOAL 1	GOAL 2	GOAL 3	GOAL 4
 <p>Educational Excellence</p>	 <p>Excellence in Equity</p>	 <p>Workforce and Operational Excellence</p>	 <p>Increased Awareness of Mental Health and Wellness Linkages to Learning</p>
Data Informed Instruction	Early Childhood Education	Expanded Professional Learning Opportunities	Mental Health Services
Instructional Framework	Summer Learning Opportunities	Student, Parent and Community Partner Learning Tips	Social Emotional Learning
Tutoring Opportunities	Bridging Forward Guides	Literacy Plan 2.0	
Student Learner Profile	Digital Tools for Remediation and Acceleration	ESOL Strategic Plan	
21st Century Curriculum Design	Career and Technical Education	Special Education Strategic Plan	
Enhanced Literacy Instruction	Community Schools		
Innovation in Mathematics			
Canvas			
Creative and Performing Arts			



Goal #1: **Educational Excellence**



GOAL #1: EDUCATIONAL EXCELLENCE

Strategies/Activities

Reimagining the Possibilities

Data Informed Instruction

Data Informed Instruction is the essential practice of using student data to drive instructional decision making. The Data Informed Instruction Guide explicitly defines this recursive process and provides steps for targeting and differentiating instruction grounded in evidence. With the guide, educators use formative data sources to effectively address gaps in student performance through targeted revisiting, reviewing, re-engaging, and revising of instruction. Acknowledging and addressing that students need multiple exposures and opportunities for learning allows teachers to strategically focus instructional practices in differentiated and personalized ways.

As we reimagine the possibilities for our students, we must proactively reimagine the way we use data to drive instructional decision making. The four components in the Data Informed Instruction Guide emphasize that learning is individual and that each student may need multiple pathways to access learning and multiple opportunities to demonstrate new knowledge. By accurately assessing learning gaps at the individual level, teachers can plan to strategically and routinely revisit new concepts to cement understanding, cyclically review concepts in robust ways to enhance mental schema, reteach concepts with a different approach, and revise opportunities for learning reflection.

Instructional Framework

The PGCPSS Instructional Framework provides the blueprint for learning experiences for all students, PreK through grade 12. The Framework defines expectations for instruction and provides a foundation for consistency in planning and implementation of evidence-based practices in all grade levels, classrooms, and content areas.

The Instructional Framework expands the work of reimagining the possibilities for all students by showing educators how to plan, instruct, and assess in the most efficient and effective ways. The Framework defines best practices in development of culture and community, curriculum, student-centered learning experiences, and the use of assessment and reflection. By outlining clear expectations for instruction in PGCPSS for all students and providing teachers with actionable ways to impact student achievement, the Framework makes the goal of equity across the district transparent for all stakeholders.

Tutoring Opportunities K-12

Prince George's County Public Schools is offering a variety of tutoring opportunities for all students. These opportunities include the Prince George's County Memorial Library system's synchronous bilingual tutoring, free math tutoring for every grade and subject, small-group support from teachers, and specialized reading and tutoring from the BookNook program.

Tutoring is one of the best ways to bridge any learning loss or gap. Studies consistently find that tutoring often yields large, positive impacts on reading and math achievement. It can also lead to greater social and motivational outcomes. In that light, PGCPSS is offering a wide array of one-to-one and small group tutoring opportunities for all students in a variety of content areas.



GOAL #1: EDUCATIONAL EXCELLENCE

Strategies/Activities

Reimagining the Possibilities

Student Learner Profile

Prince George's County Public School's Student Learner Profile describes the attributes and skills that will prepare all students to thrive in a dynamic, complex, global community. As students progress throughout their journey as students in PGCPSS, they will develop the skill and strategies to become global citizens, communicators, critical thinkers, creators and innovators, and goal-directed learners, they work to fulfill their own potential. These attributes are as important for our students as their learning of core academic content to ensure they are ready for their futures.

Central to the work of reimagining the possibilities for all students is having a common definition of the attributes and skills essential for students to develop during their PreK-12 educational experience. The Student Learner Profile defines the qualities we want in exceptional students and citizens of the future. It also anchors the work of all stakeholders with an equity-centered approach that seeks to ensure purposeful and specific development for all learners. The Student Learner Profile also uniquely reminds us of the skills and character attributes that many students have adopted and adapted over their time in distance and hybrid learning.

21st Century Curriculum Design

Prince George's County Public Schools has updated all curricula with a focus on integrated technology tools and strategic differentiation of instruction to ensure that all students meet or exceed expectations. Now, more than ever, students are engaged in college and career-ready skills while simultaneously being consumers of content. As a 1-to-1 technology school district, it is essential that the written curriculum supports teachers with designing instruction that capitalizes on implementing technology and supports students as responsible users and creators of content. In addition, acknowledging that the pandemic had wide-spanning impacts on students, curricula must be centered on a diagnostic-prescriptive approach that supports teachers with differentiation for all students.

Updated curricula with an emphasis on technology as a core part of the teaching and learning process, along with content-specific best practices for assessing and targeting differentiated instruction work together to strengthen the new possibilities for student learning. Our teachers have learned and pivoted instructional practices for both virtual and hybrid instruction. As we reimagine the possibilities for the future, we must capitalize on new practices to address the needs of a new style of learner. As teachers use curriculum to plan instruction, updated curricula will emphasize resources and practices to reinforce gains made during the pandemic, mitigate interrupted learning, and strategically target gaps in learning.

GOAL #1: EDUCATIONAL EXCELLENCE

Enhancing Literacy Instruction

A comprehensive revamp of the Early Literacy Curriculum in PGCPs is grounded in the Science of Reading (SOR). The SOR is a body of evidence drawn from fields like cognitive psychology, educational psychology, neuroscience, and linguistics about how people learn to read. In addition, SOR shows that reading and writing do not come naturally, but rather building a reading brain requires explicit, systematic, and cumulative instruction in key literacy components.

Reimagining the Possibilities

Enhanced literacy instruction reimagines the possibilities of equity-centered learning recovery through the integration of the following components of structured literacy:

Comprehensive Curriculum Instructional Map (CIM) aligns:	Systematic scope and sequence of phonics instruction:	Explicit instruction using research based instructional practices that includes:	Intensive instruction includes:
<ul style="list-style-type: none"> textbook materials Maryland College and Career Ready Standards (MDCCRS) paced across the school year 	<ul style="list-style-type: none"> aligns to grade level foundational skills progresses in a clear sequence from simple to more complex within and across grade levels 	<ul style="list-style-type: none"> a clear objective teacher modeling guided and independent practice monitoring and feedback 	<ul style="list-style-type: none"> a high level of student-teacher interaction multimodality small group brisk lessons

Curriculum Components

	Word Recognition	Language Comprehension	Skilled Reading
Early Childhood - Prekindergarten	<ul style="list-style-type: none"> Phonological awareness Alphabet knowledge 	<ul style="list-style-type: none"> Read Alouds Introduction/re-reading of stories and informational texts Guided conversations with children around stories and informational texts 	<ul style="list-style-type: none"> Small group instruction to support all strands of MCCRS Explicit focus on foundational skills necessary to support acquisition of reading
Kindergarten - First Grade	<ul style="list-style-type: none"> Daily phonological and phonemic awareness Daily explicit phonics lessons Use of decodable readers Shared Reading Handwriting instruction using Zaner Bloser materials, including letter formation in manuscript (K-2) 	<ul style="list-style-type: none"> Weekly grammar lessons Weekly vocabulary instruction Collaborative conversations Read Alouds 	<ul style="list-style-type: none"> Daily self-selected independent reading Consumable texts for independent application Reading Workshop for strategies, skills, and standards Writing Workshop and on demand writing instruction Small group instruction to support all strands of MCCRS
Second - Fifth Grade	<ul style="list-style-type: none"> Weekly spelling and phonics lessons Use of decodable readers (2nd) Handwriting instruction using Zaner Bloser materials, including letter formation in cursive 		

Strategies/Activities

Reimagining the Possibilities

Innovation in Mathematics

Mathematics Instruction, PreK-12, has embedded research-based aligned, coherent resources and supports to accelerate grade-level learning and address prerequisite skills. All students will have the opportunity to participate in rigorous mathematical tasks, explored in a discourse rich environment, so that they not only know how to “do” the math, but they can discuss their process and reasoning with their peers. After school tutoring opportunities will be made available to students who need additional assistance in grades K-12.

In support of a focus on mathematical discourse in PreK-12 Mathematics Instruction:

- Explicit lessons for teachers have been developed to model the daily expectations for instruction, which include conceptual understanding, procedural skill and fluency, and application. These lessons will strengthen the instructional practices of mathematics teachers across the district.
- Instructional strategies, tools, and language supports are embedded throughout the curriculum to promote student access to rigor and grade level expectations.
- Professional learning for the 2021-22 school year has been redesigned to equip teachers with strategies to personalize learning for students through just-in time direct instruction, voice and choice, and multiple ways for demonstrating knowledge.

What does Meaningful Mathematical Discourse Look like in PGCPS?

Teacher and student actions

What are teachers doing?

Engaging students in purposeful sharing of mathematical ideas, reasonings, and approaches, using varied representations.

Selecting and sequencing student approaches and solution strategies for whole-class analysis and discussion.

Facilitating discourse among students by positioning them as authors of ideas, who explain and defend their approaches.

Ensuring process towards mathematical goals by making explicit connections to student approaches and reasoning.

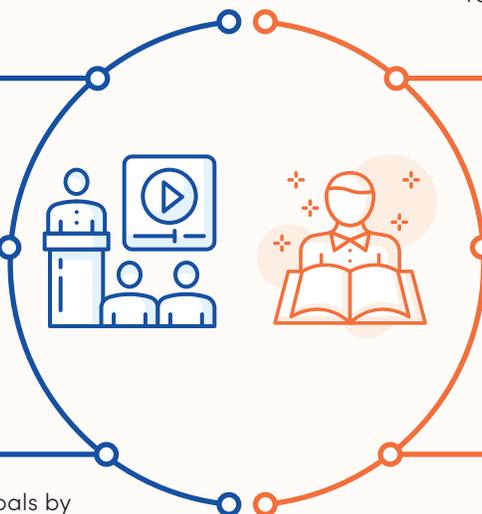
What are students doing?

Presenting and explaining ideas, reasonings, and representations to one another in pairs, small groups, or whole-class discourse.

Listening carefully to and critiquing the reasoning of peers, using examples to support or counterexamples to refute arguments.

Seeking to understand the approaches used by peers by asking clarifying questions, trying out others’ strategies, and describing the approaches used by others.

Identifying how different approaches to solving a task are the same and how they are different.





GOAL #1: EDUCATIONAL EXCELLENCE

Strategies/Activities

Reimagining the Possibilities

Canvas

Canvas is learning management system that will allow teachers and curriculum offices in PGCPs to manage digital learning. Educators have the ability to create and share online learning materials and assess student learning on this platform. Students will have a one stop shop to access and engage in content, while receiving feedback about their skill development and learning achievement.

Canvas supports teachers in designing courses and experiences that support student centered, high-quality learning. Canvas provides the digital foundation needed for accessing content and ensures a smooth transition for teachers and students between learning environments. Well designed courses allow students to focus their cognitive energy on learning.

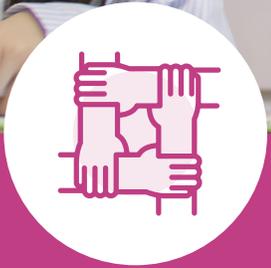
Creative and Performing Arts

The Department of Creative and Performing Arts prepares students to successfully navigate real-world college and career experiences, as well as, helps students achieve 21st Century competency. Each content area (Dance, Instrumental Music, Media Arts, Theatre, Visual Art, Vocal/General Music) provides opportunities for mastery of an evidence-based recipe for success - the Four Cs - creativity, collaboration, critical thinking, and communication.

The Arts teams purposefully integrate digital technologies into curriculum and instruction while continuing to provide multiple pathways for students to be innovative and transformative in their learning. Through the arts students receive opportunities to learn, create, and thrive, while discovering who they are and how their creative passion impacts a global society.

Creative and Performing Arts will meet the needs and instructional/career goals of our children by innovatively providing equitable access to art instruction, festivals, showcases, exhibits, and auditions. Curriculum has been updated to include Social Emotional Learning and Technological Advances in Arts Education. The Creative Arts team is also working with High School RELA and Mathematics to embed Arts Integration into the curriculum in order for our students to express their comprehension of the content in a more creative and engaging ways.

As a one-to-one district, virtual platforms will be used across the arts to increase access and participation across the district. Digital resources that are unique to each art form, will provide opportunities for students to engage with music, drawing, painting and media in new ways!



Goal #2:
Excellence
in Equity

Strategies/Activities

Reimagining the Possibilities

Early Childhood Education

Early Childhood has adopted a project based interdisciplinary prekindergarten curriculum. Developed through funding from the National Science Foundation, it integrates research-validated teaching methodologies from early childhood experts in mathematics, science, literacy, and social-emotional learning. Using research-based and classroom-tested foundations in literacy, science, social-emotional, and mathematics learning, the prekindergarten curriculum weaves together all four domains to ensure that each subject is addressed meaningfully and comprehensively with each child.

Early childhood has adopted Hatch Ignite, a new standards-based instructional technology that delivers engaging, research-based learning experiences through a dynamic digital play environment.

In order to strengthen teacher pedagogy, the Early Childhood Office is offering a menu of ongoing, actionable, and convenient professional development opportunities to support individual teacher needs and understanding of content. Each session is focused on content with a goal of kindergarten readiness for all students. These opportunities will promote enhanced quality of instructional and social interactions in the classroom to support students on their journey to becoming independent learners.

Hatch Ignite software is designed to promote growth and development across seven domains of learning to support the whole child. This technology adapts to each individual child's needs and instructional level, providing experiences that lead children through a progression of learning up to and beyond kindergarten readiness. This technology delivers real-time child data to inform daily individualized instruction and provides evidence for developmentally appropriate assessment systems. This technology can be used both in the classroom and at home.

Summer Learning Opportunities

Prince George's County Public Schools (PGCPS) Summer Learning Programs offered opportunities for acceleration, enrichment, intervention, credit recovery, or original credit. These programs were offered at no cost, either in-person, virtually, or hybrid.

The expanded summer school options reimagines learning by not only providing maintenance of skills, but also giving students a chance to address any learning gaps that occurred from interrupted instruction and/or jump start new learning for the next school year. Some programs were designed for students who have demonstrated learning loss to provide more holistic supports. For all participants, summer programs provide new opportunities for learning in smaller teacher-to-student ratios and lower stakes settings. Many students had the opportunity to learn in person with their peers, collaborating daily and experiencing social interaction.



GOAL #2: EXCELLENCE IN EQUITY

Strategies/Activities

Reimagining the Possibilities

Bridging Forward Guides

Bridging Forward Guides provide teachers with an opportunity to review foundational skills, processes, or standards, while making connections to the content students will explore this school year. The guides bridge 4th quarter content with 1st quarter content in order to address any potential learning gaps with a student-driven focus.

Bridging Forward Guides were one of the many reimagined possibilities to spring forth from the pandemic. PGCPs Curriculum writers across each content area created the Bridging Forward Guides with the immediate needs of learners in mind. The Bridging forward guides will front-load material from the previous year that will most directly support students building a strong foundation in their current course. These guides will help teachers to quickly address common academic gaps so the educator can then focus on the more profound learning recovery, if need be.

Digital Tools for Remediation and Acceleration

Families are provided with a comprehensive and descriptive list of the digital tools that may be used by students and/or their teachers during synchronous or asynchronous instruction. The tools serve as invaluable resources to increase the efficiency of communication and collaboration, support the acquisition of new learning and demonstration of knowledge, facilitate student engagement, and provide learning support at home and in school. All tools are accessible through Clever.

Great technology allows for better data collection and differentiation both in instruction and assessment. All of which will be necessary in addressing the unique and individual instructional needs students. Additionally, student access to these digital learning resources allows educators and students to extend learning opportunities for both remediation and acceleration.



GOAL #2: EXCELLENCE IN EQUITY

Strategies/Activities

Reimagining the Possibilities

Career and Technical Education

Career and Technical Education (CTE) pairs academic knowledge with technical skills to prepare students for in-demand, high-skilled, and high-wage jobs. CTE programs of study provide the opportunity for students to earn industry-recognized certificates, acquire college credit, and gain work experience.

The COVID-19 pandemic has demonstrated how vital CTE is to Maryland's current and future workforce. The need for workers in skilled trade professions continues to grow as the world continues to navigate through the pandemic. As a result, CTE provided options that ensured the opportunity for students to safely complete requirements for earning industry and postsecondary credentials.

As we move forward, teachers and students will continue to have access to online content aligned to Maryland CTE Career Clusters and Program. Students in CTE programs will not only have hands on opportunities to engage with content, but they will participate in virtual labs, simulations, and interactive learning experiences that will expand their opportunities for employment, through their engagement in 21st century skills! CTE now provides students with individualized tools/devices to expand safety protocols and enhance their engagement in the classroom.

Community Schools

The Prince George's County Public Schools' Community Schools initiative is a national blueprint which provides equitable access to integrated support and services that promote academic, economic and social empowerment for schools and their communities. Community Schools provide meaningful and ongoing engagement of families and community members. During the pandemic, our schools have been able to continue and grow these partnerships ensuring that students gain a solid foundation as well as advanced knowledge and skills.

The Office of Community Schools has partnered with Ready K4 to expand their connections with parents and the community. Ready K4 is an evidenced based family engagement curriculum that is delivered via text messages. Each week, parents and caregivers in our schools will receive fun facts and easy tips on how to promote their children's development by building on existing family routines – like pointing out letters on the cereal box at breakfast, counting the number of steps as you walk to the car or bus, or making feeling faces in the mirror after you brush your teeth.



Goal #3:
Workforce and
Operational Excellence



GOAL #3: WORKFORCE AND OPERATIONAL EXCELLENCE

Strategies/Activities

Reimagining the Possibilities

Expanded Professional Learning Opportunities

Our mission is to provide meaningful, high quality learning opportunities that address school or individual employee needs in a variety of contexts and formats. Ensure that training and development opportunities are specific and prescribed based upon systemic priorities, performance appraisal results, and student achievement data, where applicable.

One of our systemic priorities has been to address the overall impact of the pandemic on the lives of our PGCPs students, families, and staff to include providing meaningful professional learning and training opportunities. During the 2020-2021 school year, high quality professional learning, coaching, and office hours were available to support staff in virtual and hybrid learning. Educators across each content area will continue to be provided with training to assess student mastery of learning and follow-up implementation of interventions to address deficits and expand on strengths as highlighted in data. Schools with the greatest needs will receive support from a content area specialist and/or coaches to provide support and in depth professional development to school teams. Lastly, as we reimagine possibilities, educators have been provided with extensive technology training as we expand both the methods and tools of practice to ensure engagement, accessibility, and reimagined possibilities.

Student, Parent and Community Partner Learning Tips

Learning Tips resource documents were developed to provide sample activities for students to participate in over the summer. In addition, ways to engage students in literacy and numeracy/reasoning skills at home or in community-based programs have been provided to parents and community partners.

Post-pandemic learning recovery is a group effort. These resources, available on the PGCPs website, provide direction to students, parents, and community members to help align their support with the school system's goals and research-based approaches to learning.

Literacy Plan 2.0

The Literacy Plan 2.0 reinforces PGCPs' commitment to the Emphasize Rigorous Literacy Plan, originally implemented in the Fall of 2015. The work of the Literacy Plan 2.0 is still grounded in the ability to read, write, and reason across content areas; however, the need for students to be grounded in digital literacy and higher-order critical thinking skills has become evident in a world relying on learning, working, and succeeding in an online environment. This updated plan adds new standards for digital literacy across all grade levels.

The Literacy Plan 2.0 is aligned to the Instructional Framework and Student Learner profile to ensure that teachers are preparing students with 21st century literacy skills. Strategies for Reading, Writing, Speaking and Listening Skills; Critical Thinking and Reasoning; and Digital and Technology Skills have been clearly identified for each grade level band.



GOAL #3: WORKFORCE AND OPERATIONAL EXCELLENCE

Strategies/Activities

Reimagining the Possibilities

ESOL Strategic Plan

A five year strategic plan was developed to focus on the needs of the fastest-growing population of students in the district, English Learners. The ESOL strategic plan has four focus areas: to improve the academic achievement of all English Learners; increase the capacity of all staff of English Learners; increase family and community engagement of English Learners, and decrease ESOL teacher vacancies within the district.

There are over 27,000 English Learners from 104 countries who speak 107 different languages and attend every school in Prince George's County Public Schools. In order to meet the educational needs of our English Learners, we must continue to build an environment of collaboration, accountability and ensure we provide high-quality instructional programs, rich professional development for staff, and support for families of English Learners. The strategic plan outlines the strategies our district will use to increase the capacity of teachers and staff in helping English Learners realize their potential.

Special Education Strategic Plan

A four-year strategic plan was developed in 2019 to provide accountability, direction and expectations for PGCPSS to improve academic achievement for students with disabilities. The plan focuses on three goal areas, to include enhancing the delivery of special education services, implementing an integrated system of general supervision monitoring of the implementation of Individualized Education Program (IEP) and focusing on professional learning and coaching to support the implementation of evidence-based practices and specially designed instruction.

The strategic plan represents a systematic approach to improve academic outcomes for over 17,000 students with disabilities. PGCPSS will enhance the quality of programming through the continuum of special education services with an emphasis on instruction, relevance, and rigor in order to improve academic outcomes. PGCPSS will continue to ensure that the unique needs of students with disabilities are addressed through specially designed instruction in order to access the general education curriculum and make academic gains in the least restrictive environment so our students can graduate college, career and community ready.



Goal #4:
**Increased Awareness of
Mental Health and Wellness
Linkages to Learning**

GOAL #4: INCREASED AWARENESS OF MENTAL HEALTH

AND WELLNESS LINKAGES TO LEARNING



Strategies/Activities

Reimagining the Possibilities

Mental Health Services

The COVID-19 pandemic has produced many challenges for students, families, and staff. The health and wellness of the PGCPs community is a top priority. Mental health plays a key role in overall wellness and greatly impacts performance in school and at work. The Mental Health Services Guide provides information and resources to staff, parents and students about mental health and the various resources available.

The social-emotional and mental health needs of students affect academic learning and social interactions, both of which are critical to student success. The mental health supports provided by PGCPs work together to address individual student, family, and staff needs and decrease the number of avoidable adverse educational outcomes. Specific resources around anxiety, depression, anti-bullying, and suicide prevention, as well as other mental health needs are included in the Mental Health Services Guide.

Social Emotional Learning

Social-emotional learning (SEL) is the process through which all people acquire and apply knowledge, skills, and attitudes in the areas of self-awareness, self-management, social awareness, relationship skills, and responsible decision making. People with strong social-emotional skills are better able to persevere through everyday challenges and demonstrate resilience to stressful situations and crises. Students and staff that develop strong social-emotional skills through participation in SEL curricular opportunities demonstrate gains socially, emotionally, behaviorally, academically and professionally.

As a new normal is established in education at the same time that a recovery of lost skills is being supported, social emotional learning (SEL) will continue to be as important to student success as other curricular areas. Social emotional skills aid both staff and students in demonstrating the resilience that will be needed to recover from the shared traumatic event of COVID-19. Supporting social emotional learning will be key to ensuring that we increase awareness of wellness linkages to learning and provide innovative, relevant learning and development opportunities. Strategies to increase social emotional learning moving forward include increasing staff knowledge of social emotional learning, implementing trauma informed practices and proactive behavior supports; increasing socially and emotionally supportive environments; supporting staff well being; utilizing SEL curricular programs to instruct students in areas of social emotional skills; and including parents in training activities to create supportive home environments.

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