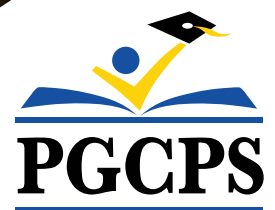


2024-2025

OVERVIEW

Division of Academics

Judith J. White, Ed.D.
Chief Academic Officer



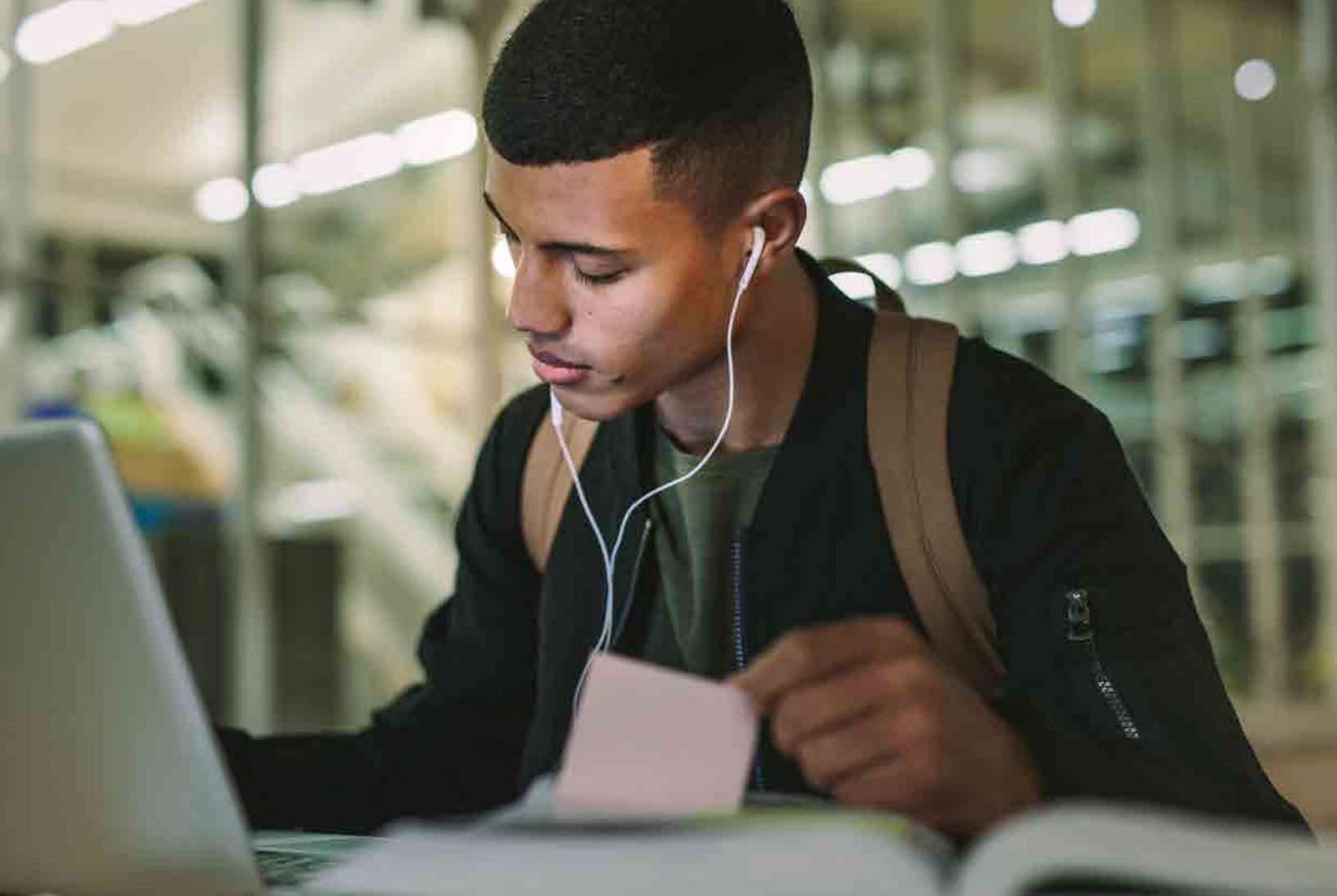


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Additional Links

[Academics Website](#)

DEPARTMENT OF SPECIAL EDUCATION

Trinell Bowman

Associate Superintendent

OFFICES

- Compliance
- Early Childhood
- Instructional Supports, Assessment & Accountability
- K-12 Instruction
- Special Education Administration
- Special Education Business Operations
- Support Programs & Related Services and Nonpublic Program

PROGRAMS

- Autism
- Autism Extensions
- Child Find for Preschool and School-Aged
- Community Referenced Instruction (CRI)
- Comprehensive Coordinated Early Intervening Services (CCEIS)
- Comprehensive Special Education Programs (CSEP)
- Deaf and Hard of Hearing
- Extended School Year (ESY)
- Infant & Toddlers
- Nonpublic Programs
- Parent Infant Program
- Preschool Special Education
- Preschool/Child Find for Preschool
- Regional
- Social-Emotional Academic Development (SEAD)
- [Special Education Locations for SY24-25](#)



CORE SERVICES

The mission of the Department of Special Education is to provide specially designed instruction and related services through a continuum of services to children and students with disabilities from birth to age 21. The Department of Special Education also ensures that the rights of students with disabilities are protected and federal and state regulatory requirements are met and provides resources to parents, guardians and families of children and students with disabilities.

DUTIES

Academic Innovation

- Monitor the implementation of Individualized Education Programs (IEPs) as it relates to specially designed instruction, interventions, accommodations, and supplementary aids, related services, and other areas.
- Develop and monitor the Local Application of Federal Funds, discretionary and restricted grants appropriated by the Maryland State Department of Education that focuses on narrowing instructional achievement gaps.
- Provide a Special Education Instructional Planning Considerations document to support the co-planning, co-implementation, and co-monitoring of specially designed instruction for students with disabilities.
- Provide a Special Education Instructional Planning Considerations Checklist for Teachers and School Leaders to support the planning and monitoring of specially designed instruction provided to students with disabilities.
- Provide a Specially Designed for Instructional tool to support the implementation of specially designed instruction, evidenced-based interventions and high leverage practices.
- Provide an Intervention Selection Procedure (ISP) tool to support school teams' decision-making for reading and mathematics interventions with technical support for selection and implementation.
- Monitor and update elementary and secondary service delivery models:

- Phasing out of Comprehensive Special Education Programs (CSEP) at the elementary level.
- Providing speech and language services through co-teaching; participation in collaborative planning to support the understanding of language acquisition and academic vocabulary.

Transformational Workforce

- Provide Department of Special Education Professional Learning Opportunities for Prince George's County Public Schools (PGCPS) staff members.
- Provide Rising Stars Leadership Development for Special Education Chairpersons, IEP Facilitators, and Coordinators.
- Partnership institutions of higher learning (Anne Arundel Community College, Bowie University, John Hopkins University, and University of Maryland).
- Partner with Conflict Resolutions Center to provide training to the Department of Special Education Chairpersons and special education central office staff members.
- Provide yearly trainings to bus drivers and aides on transporting students with disabilities.
- Participation in the PGCPS Recruitment Fairs.

Organizational Learning Culture

- Partner with Area Offices, Curriculum and Instruction, Department of Student Services, and Department of Transportation to plan professional learning opportunities.

- Provide a Specially Designed Instruction Tool to support the co-planning and co-implementation of specially designed instruction to build teacher capacity to teach students with disabilities.
- Conduct monthly meetings with the Department of Budget Management, Department of Curriculum and Instruction, Department of Human Resources, Operations and Staffing, Office of General Counsel, and Department of Student Services, and Department of Transportation.
- Participation in cross-functional meetings with the Department of Testing.
- Participation in the Employee Performance Administrator/Teacher workgroups.

Safe and Supportive Environments

- Partner with Johns Hopkins University to train PGCPs teachers in Applied Behavior Strategies to improve positive behavior supports.
- Provide district-wide training in de-escalation techniques and physical restraint training through Crisis Prevention Institute training protocols.
- Provide social-emotional foundations for early learning coaches to support students in preschool and kindergarten with social-emotional development skills.
- Partner with the Department of Human Resources to provide behavior management training to all substitute and new teachers.
- Provide parent training, support group sessions, and resources to families of students with disabilities in the areas of social-emotional and mental wellness through the Department of Special Education Family Partnership Center.
 - o The mission of the Family Support Center is to provide information about disabilities, increase awareness of community services, assist families in resolving concerns, connect parents with resources needed to make informed educational decisions, and strengthen collaborative relationships with community partners.
- Partner with various community-based and faith-based organizations.
- Reduce suspensions through the Comprehensive Coordinated Early Intervention Services CCEIS program. CCEIS Program Overview:
 - o Offers a research-based intervention and social-emotional curriculum to improve social-emotional competencies at each targeted school.
 - o Trains school staff members in using the Response to Intervention (RtI) Tracking Tool to support the implementation of Administrative Procedure 5124.
 - o Collaborates with Positive Behavioral Interventions and Supports (PBIS) specialists to ensure Tier I supports are provided at each school.
 - o Collaborates with the Department of Student Services to support the implementation of Restorative Practices at targeted CCEIS schools.
 - o Delivers the Crisis Prevention Institute (CPI) training to all CCEIS Crisis Intervention Teachers and staff members at each school.
 - o Supports schools in establishing monthly suspension monitoring meetings facilitated by the Principal/Pupil Personnel Worker to review monthly suspension reports and specific student cases.
 - o Provides a crisis intervention team (psychologist, social worker, behavior specialist, RtI resource teacher) at four targeted campuses to support schools in developing Tier II and Tier III interventions for students with challenging behaviors.
 - o Supports school teams in developing Functional Behavioral Assessments and accompanying Behavior Intervention Plans (BIP).
 - o Monitors BIPs and physical restraint procedures in accordance with federal and state regulations.

Infrastructure and Operational Enhancements

- Developed a Strategic Plan to focus on enhancing special education services, monitoring structures, and building teacher capacity to implement evidence-based strategies and specially designed instruction.
- Developed APEX data system to track dedicated and Nonpublic Placement Tuition/CIEP.
- Developed APEX staffing tool to track all special education positions and allocations.
- Developed a Special Education DashBoard to monitor compliance and performance indicators at the school and district levels.
- Developed a Disproportionate Suspension tool to monitor suspensions and physical restraints.

DEPARTMENT OF CAREER AND TECHNICAL EDUCATION

Vacant
Director

OFFICES

- Business and Experiential Learning
- Customer Services & Health Professions
- Construction, Family & Consumer Sciences, Apprenticeship and Child Education
- Information Technology, Engineering & Computer Science
- Environmental Studies and Transportation Technology
- JROTC, Public Safety & Homeland Security

PATHWAYS, PROGRAMS, & ELECTIVES

- Academy of Finance (NAF)
- Accounting
- Animal Science
- Apprenticeship Maryland Program
- Auto Body Repair
- Automotive Technician
- Barbering
- Biomedical Science - Project Lead the Way
- Business Administrative Services
- Business Management and Finance
- Business Marketing - 3DE
- Career Research and Development
- Carpentry
- Construction Design Management
- Cosmetology
- Criminal Justice and Law Enforcement



PATHWAYS, PROGRAMS, & ELECTIVES

- Culinary Arts
- Early Childhood Education - Child Care
- Early Childhood Education - Child Development Associate
- Electrical
- Firefighter and Emergency Medical Technician
- Food and Beverage Management (ProStart)
- Health Professions - Certified Nursing Assistant
- Health Professions - Certified Clinical Medical Assistant
- Health Professions - Pharmacy Technician
- Heating, Ventilation, and Air Conditioning (HVAC)
- Homeland Security Sciences
- IT - Computer and Information Systems
- IT - Mobile Applications and Software Development (Apple)
- IT- Networking Academy (CISCO)
- IT - Oracle Academy
- InTECS - Integrating Technology, Engineering, and Computer Science
- Interactive Media Production
- Junior Reserve Officers' Training Corps (JROTC) - Army, Navy, & Air Force
- Masonry
- Natural Resources
- Plumbing
- Engineering - Project Lead the Way
- Public Safety Academy
- Teacher Academy of Maryland



SPECIALTY PROGRAMS

- Prince George's Talent Ready Early Middle College Program
- P-TECH - Health Information Early Middle College Program
- P-TECH - Hospitality Services Management Early Middle College Program
- PGCPs CTE Building Services School-to-Work Apprenticeship
- Project Lead the Way Gateway
- Project Lead the Way Launch

ELECTIVES/GENERAL COURSES

- Business Electives 9-12
- Computer Science, Engineering, and Technology Electives 9-12
- Family and Consumer Sciences 7-12
- General Computer Science Education - PreK-12

CORE SERVICES

The mission of Career and Technical Education is to provide high quality instructional programs that will prepare students for high demand, high skills, and high wages opportunities by offering experiential learning, post-secondary credits, and industry certifications. Students will gain technical and high level academic skills, equipping them to be lifelong learners and contributing members of society.

DUTIES

Academic Innovation

- Conduct informal and formal classroom visitations in support of teacher and program needs.
- Support programs and teachers to meet instructional targets through professional development and coaching.
- Collaborate with school administration, professional school counselors, and schedulers to ensure schools are offering the approved program of study.
- Collect, analyze and maintain statistical data on Technical Skills Assessments (TSA) scores and reports on program-specific data.

Transformational Workforce

- Youth Apprenticeships
- School-to-Work Apprenticeship
- Teacher Academy - Return and Earn with PGCPSS
- CTE Graduates earn industry-recognized credentials, licenses, and endorsements

Organizational Learning Culture

- Collaborate with schools to plan career and experiential learning opportunities, in collaboration with Program Advisory Committees (PAC).
- Collaborate with schools in support of program enhancements and program improvements.

- Ensure program facilities are aligned with program curriculum and industry.
- Facilitate the Local Advisory Committee (LAC) to engage community, school, business, and religious stakeholders.

Safe and Supportive Environments

- Cultivate and facilitate the implementation of a systemic culture of collective accountability, responsibility, and excellence amongst all stakeholders.
- Provide OSHA and/or other safety training for all students.
- Ensure teachers are trained to utilize program specific equipment.

Infrastructure and Operational Enhancements

- Develop and monitor local and Perkins budgets.
- Collaborate with CTE staff to develop Perkins school improvement plan.
- Engage industry partners to increase the number of students engaged in CTE programs, taking and passing Technical Skills Assessments (TSA), and earning industry recognized credentials.
- Interface with vendors who desire to bring their solutions to PGCPSS either as an intervention or as a supplemental resource.

DEPARTMENT OF CURRICULUM AND INSTRUCTION

Kia McDaniel, Ed.D.

Director

OFFICES

- English Language Development (ELD)
- Fiscal Analyst (Title II)
- Health Education
- Library Media Services
- Language and Literacy
- Mathematics
- Physical Education
- Reading/English Language Arts
- Science
- Social Studies
- World Languages

PROGRAMS

- English Language Development (ELD) for Multilingual Learners (ML) (formerly ESOL)
- Science Fair
- National History Day
- Write-A-Book Competition



CORE SERVICES

The mission of the Department of Curriculum and Instruction is to provide curriculum, instructional materials, resources, and professional learning opportunities for teachers, students, parents, the community, school administrators, and other central offices.

Through these efforts, Curriculum and Instruction provides students with rigorous learning experiences that result in outstanding academic achievement across content areas to prepare them for the college and/or career of their choice.

DUTIES

Academic Innovation

- Create curriculum aligned to Maryland College and Career Ready Standards (MCCRS) and applicable content standards through a culturally responsive lens for all student groups.
- Collaborate with the Department of Student Services to review courses for students entering PGCPSS, Dual Enrollment alignment, and confirming course alignment for graduation.
- Develop and deliver professional learning sessions to teachers and school leaders on the systems and structures that support instructional implementation, teach best practices and system curricula.
- Assist the Charter School Office with the review of charter applications, charter authorization, and charter re-authorization through the lens of instructional content.

Transformational Workforce

- Collaborate with Human Resources to assist with reviewing and interviewing candidates for specific content areas and programs across the district.
- Partner with the Office of Professional Learning and Leadership to develop and deliver professional learning.

- Provide focused professional development on how to differentiate and scaffold content for special populations of students: Multilingual Learners, TAG, and Students with Disabilities.
- Provide classroom instructional support and professional learning opportunities for kindergarten - 12th grade teachers across all content areas: Reading/English Language Arts (RELA), Mathematics, Science, Social Studies, Health, Physical Education, World Languages and English Language Development (ELD) for Multilingual Learners (MLs).
- Oversee maintenance of all administrative procedures impacting Curriculum and Instruction.

Organizational Learning Culture

- Collaborate with the Area Office to train principals, assistant principals, and school leaders. Continued partnership through learning walk opportunities and review of school programs.
- Oversee the Comprehensive Math Plan, Comprehensive Literacy Plan and Literacy Plan 2.0 implementation across the district; development, implementation, modeling, and monitoring with support of literacy coaches, numeracy coaches, Professional Development Lead Teachers (PDLTs) and instructional specialists.

- Training for International Baccalaureate (IB) and Advancement Placement (AP) coordinators with a focus on school data, program implementation, exam management, and parent engagement.
- Oversee Title II, and III, grant management and implementation of grant activities for federal and state grants that support professional development, Multilingual Learners, and academic achievement.

Safe and Supportive Environments

- Partner with the Department of Family and School Partnerships Office to provide professional development experiences for parents around integrating instructional strategies at home.
- Cultivate and facilitate the implementation of a systemic culture of collective accountability, responsibility, and excellence amongst all stakeholders.

Infrastructure and Operational Enhancements

- Oversee the English Language Development program from screening and qualifying students, supporting schools and staff instructionally, reviewing and analyzing data trends, and exiting students from the program.
- Interface with vendors who desire to bring their solutions to PGCPs either as an intervention or as a supplemental resource.



DEPARTMENT OF EARLY LEARNING

Andreia Searcy
Director

OFFICES

- Early Childhood
- Judy Center Early Learning Center Hubs
- Accreditation and Licensing

PROGRAMS

- Early Entrance to Kindergarten
- Early Entrance to Prekindergarten
- Kindergarten Readiness
- Prekindergarten
- Maryland Accreditation
- Vendor Managed Child Care Programs
(Before and After Care)



CORE SERVICES

The Department of Early Learning focuses on the following:

- **Academic Creation:** Creates and curates academic resources that are appropriate for all early learners using an equity lens.
- **Academic Development:** Developing learning supports for families that addresses all cultures and continuously focuses on building support structures to make them a partner in student learning.
- **Academic Exploration:** Advancing the delivery of content through technology, community-based programs in alignment with national and state standards for early learning education.

DUTIES

Academic Innovation

- Major Initiatives for the school year include:
 - Expand community partners and collaborate to provide quality programming and care for early learners.
 - Provide professional development in collaboration with community and state partners to support readiness standards.
 - Support the tenets of the Blueprint to expand prekindergarten capacity and opportunities.

Transformational Workforce

- Provide Professional Development and coaching to develop leadership skills of staff by cross-training staff with the tenets of Montessori.
- Provide Professional Development to PreK and K teachers around the readiness standards.

Organizational Learning Culture

- Incorporate strategies for Equity and Excellence in curriculum and training materials.
- Work with consultants to complete the Montessori curriculum at all levels.

Safe and Supportive Environments

- Work in collaboration with Student Services and mental health providers to provide support to students and families of prekindergarten students.

Infrastructure and Operational Enhancements

- Ensure learning environments for PreK students are appropriate for academic learning.
- Review classroom environments each year for upgrades and refresh.
- Support the expansion of highly qualified accredited classrooms.

DEPARTMENT OF INSTRUCTIONAL SUPPORT

Toni C. Brooks

OFFICES

- Academics Administrative Procedures
- Course Catalog
- Summer Programs
- Textbooks



CORE SERVICES

The Department of Instructional Support focuses on professional practice in teaching and learning, through the management of instructional materials, summer programs, course catalogs, and administrative procedures that support students and staff.

DUTIES

Academic Innovation

- Coordinate the review, selection, procurement, distribution and inventory management of textbooks.
- Facilitate summer offerings and assist students, parents, staff, and stakeholders in navigating offerings.
- Maintain the student information course catalog, the Maryland Course Catalog, and the National Collegiate Athletic Association master list for PGCPs.
- Manage publications for courses and administrative procedures.

Transformational Workforce

- Collaborate with supporting offices to train designated summer managers in compliance with tasks in Human Resources, Payroll, Transportation, Security, Capital Programs, Building Services, Food Services, Budget, Nurses, Communications, Treasury, and Web Services.

Organizational Learning Culture

- Facilitate six-year cycle of textbook adoptions to support the alignment of course curricula with current educational standards.

Safe and Supportive Environments

- Facilitate Administrative Procedures for the Division of Academics.
- Work in collaboration with Student Services and mental health providers to provide support to students and families in summer programs.
- Work in collaboration with Capital Programs, Transportation, Security and Nursing offices to provide support to students and educators in summer programs.

Infrastructure and Operational Enhancements

- Process school requisitions for additional inventory, call tags to remove inventory, and audits to confirm inventory in Instructional Materials Management application.
- Coordinate the removal of surplus and obsolete instructional materials from every school.
- Facilitate professional development for school staff as it pertains to the use of the school system's textbook inventory management system.
- Manage warehouse storage and inventory.

DEPARTMENT OF SPECIALTY PROGRAMS AND THE ARTS

Desann Manzano-Lee
Director

SPECIALTY PROGRAMS

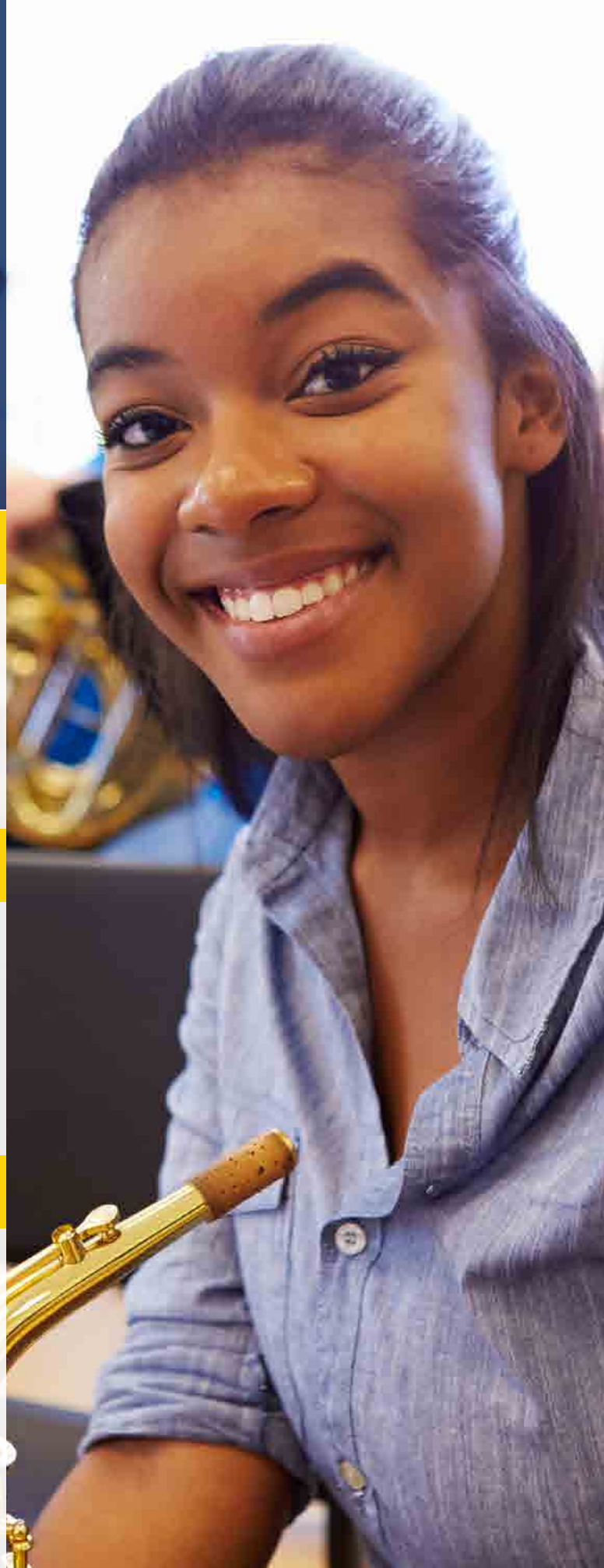
- Advanced and Enriched Programs
- Howard B. Owens Science Center
- Immersion
- STEM
- Talented and Gifted
- William S. Schmidt Outdoor Education Center

THE ARTS

- Dance
- Instrumental Music
- Media Arts
- Theatre Arts
- Visual Arts
- Vocal/General Music

PROGRAMS

- Advanced Placement
- International Baccalaureate
- Junior Achievement Finance Park
- Montessori
- Arts Integration
- Creative and Performing Arts (CPA)
- Visual and Performing Arts (VPA)



CORE SERVICES

The mission of the Department of Specialty Programs and The Arts is to prepare students to successfully navigate real-world college and career experiences, help students achieve 21st Century competency, and provide opportunities for mastery of the Four Cs (creativity, collaboration, critical thinking, communication). Furthermore, the department strives to provide multiple pathways for students to be innovative and transformative in their learning. Through Specialty Programs and The Arts, students will receive opportunities to learn, create, and thrive, while discovering who they are and how their creative passion impacts a global society.

DUTIES

Academic Innovation

- Implement new STEAM labs across designated schools to foster innovative learning environments that integrate interdisciplinary approaches through hands-on exploration, critical thinking, and collaboration among students.
- Collect and analyze family and student feedback to improve student achievement in all Specialty Programs.
- Collect and analyze feedback to improve collaboration with Specialty Programs Coordinators/Deans in order to bolster student achievement. The survey will solicit insights into current communication challenges, resource allocation, and support mechanisms.
- Collect and analyze application trend data to gauge outreach efforts to ensure equity and access.
- Collaborate with the Department of Curriculum and Instruction to ensure appropriate allocation of instructional minutes for the arts at the elementary level.
- Develop a CPA Summer Bridge Program.

Transformational Workforce

- Recruit and retain high-quality teachers in every program within the department by collaborating with Human Resources, presenting at local universities, and participating in recruitment fairs.
- Encourage teachers to facilitate workshops at local, state, and national conferences.
- Establish professional learning communities in which teachers lead professional development, curriculum writing, and systemic projects and initiatives.
- Strengthen teacher content knowledge and pedagogical skills through office hours, content mentorship, and monthly professional development opportunities.
- Encourage teachers' participation in workshops, conferences, and state and national organization memberships by providing financial support as well as opportunities to present to the network.

Organizational Learning Culture

- Ensure that all Canvas courses are exemplars.
- Provide ongoing training and opportunities for reflection for all department supervisors and instructional specialists to integrate the Student Learner Profile for future ready students.
- Advocate for equitable access to each of the art forms in all schools with equitable teaching spaces, class sizes, and funding.

Safe and Supportive Environments

- Cultivate and facilitate the implementation of a systemic culture of collective accountability, responsibility, and excellence amongst all stakeholders.
- Ensure proper equipment, furniture, materials, and instructional spaces are up to date according to national, state, and local best practices.
- Ensure teachers are trained to utilize program specific equipment and materials.

Infrastructure and Operational Enhancements

- Advance synchronous and asynchronous learning through technology such as Smart Music, MusicFirst, Adobe Creative Cloud, Swivl, iPad Pros, Storyboard That, WeVideo, Adobe Spark, etc.

- Enhance, construct, upgrade and maintain physical learning and work environments (Junior Achievement Finance Park, science and nature centers, band/orchestra rooms, choir rooms, piano labs, dance studios, visual art studios, maker spaces, black boxes, TV studios, etc.) that maximize safety, facilitate learning, invite collaboration and encourage productivity in all schools.
- Interface with vendors and community partners who desire to bring their solutions to PGCPSS either as an intervention or as a supplemental resource.



INNOVATION OFFICE

Sandra Rose, Ed.D.
Officer

OFFICE

- Innovation



CORE SERVICES

The Innovation Office focuses to design and implement innovative programs that align and support the strategic priorities and initiatives of the district and across the Division of Academics.

DUTIES

Academic Innovation

- Advocate for equitable access to innovative and equitable programming to support the Division of Academics.
- Coordinate the Division of Academics Innovation Lab as an incubator to examine problems of practice, review, evaluate and pilot tools and programs aimed at streamlining, enhancing, and/or amplifying best instructional practices which foster student and teacher achievement.
- Create and manage the infrastructure which houses all the instructional materials for the Division of Academics that are housed on the Canvas Learning Management System (LMS).
- Lead the Canvas LMS deployment with a lens on Academics.
- Provide Instructional Design support to build Canvas LMS courses with embedded instructional strategies.
- Serve as a strategic partner to facilitate division processes which drive 21st century competencies and which ultimately prepare students to emulate the characteristics of the PGCPs Student Learner Profile.

Transformational Workforce

- Partner with the Division of Information Technology, Human Resources and School Support and Leadership to establish coherence between workflows where we connect.
- Collaborate with the Division of Academics' departments to support strategic partnerships to provide better service to schools.
- Organize district-wide focused professional learning opportunities for stakeholders to learn how to use Canvas for different uses both in and out of the classroom.

Organizational Learning Culture

- Provide leadership for new trends as a Canvas district administrator in supporting the creation of instructional materials and support resources.
- Provide leadership in how to leverage artificial intelligence (AI) as an academic support to support the division in pivoting to meet the challenges teachers and students will face with the changing landscape.
- Collaborate with various department leadership within the division to improve culturally responsive leadership practices to build capacity and programming as directed by the Chief Academic Officer.

Safe and Supportive Environments

- Cultivate and facilitate the implementation of a systemic culture of collective accountability, responsibility, and excellence amongst all stakeholders.

Infrastructure and Operational Enhancements

- Coordinate and manage the district repository for instructional materials in Canvas Commons.
- Create and curate resources and professional learning opportunities to enhance the division goals for academic innovation, including, AI, Canvas LMS, and the Innovation Lab pilot project.
- Ensure online learning environments and support resources for teachers and students are appropriate for academic learning.
- Interface with vendors seeking to provide academic-related solutions to PGCPs and provide a technical lens to support the development and scope of work that aligns with district strategic goals.



Prince George's County Public Schools

Sasscer Administration Building

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Upper Marlboro, MD 20772

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