

Concern(s)	Recommendation(s)	Response	Department Providing Response
The future of the Spanish immersion program beyond elementary school.	A middle school and high school program that continues the program.	The Language Immersion Taskforce recently released final recommendations for expanding language immersion programs in Prince George's County Public Schools. The full report is available at: www.pgcps.org/immersionprograms . The report will be reviewed to determine next steps.	Specialty Programs/Immersion
El no tener toda la información de la escuela en español y no recibir los mensajes telefónicos en español (Not having all of the information from the school in Spanish and not receiving telephonic messages in Spanish)	Prestar este servicio en español para que los padres puedan estar más involucrados con las escuelas y los estudiantes esto en especial para todas las high school gracias por su atención (Provide this service in Spanish so that the parents can be more involved with the schools and students, especially for high schools. Thank you for your attention.)	Schools may make an advanced request for an interpreter from the Office of Interpreting and Translation for parent meetings and events held at the school. Schools may also request that schoolwide documents for parent communication be translated in Spanish or French. (Las escuelas pueden hacer una solicitud anticipada de la Oficina de Interpretación y traducción para los reuniones de padres y otros eventos en la escuela. Las escuelas también pueden solicitar que se traduzcan los documentos para los padres en español o francés.)	Office of Interpreting and Translation
I would like to see how the school systems can partner with more non-profit that is base in Prince George's County that have STEM programs. The jobs will be in cyber security, Bio-Medical etc	Do a better outreach to the non-profit and set aside money for these organizations in the county.	PGCPS currently partners with many post-secondary and government organizations for the biomedical sciences pathway and other programs, within Prince George's County and other surrounding jurisdictions. PGCPS will continue to seek additional partners to develop a college preparatory program within Prince George's County. In addition, Cisco - Cyber Security is offered at Potomac, Suitland, Laurel, and Charles H. Flowers high schools. Within the Homeland Security curriculum, Cyber Security is covered to include an annual activity in partnership with Prince George's County Community College department of Information Technology which introduces students to post-secondary opportunities in cyber security.	CTE
Grading inflation	I believe that grading, specifically for homework, should be graded for accuracy, not just completion. Grading for completion presents a flawed portrayal of a student's proficiency because the content is not being closely inspected to determine whether a student is mastering the classroom content. Moreover, teachers should have more latitude to submit grades of "zero" when work is not completed on time, rather than providing an excessive amount of make-up time to enable students' completion of overdue tasks. Failing to provide accurate grades in this manner sends a message to students that timeliness and deadlines are not important to the learning process and prevents them from developing self accountability.	A review of the homework policy has been delegated to a cross-functional team. Recommendations will be made for Fall 2019.	Academics
I am concerned that partial Chinese Immersion will not continue after the 5th grade. I specifically moved to my neighborhood to be attached to Paint Branch Elementary. I absolutely love my school but will strongly consider private schools if language immersion is not an option after 5th grade.	Please consider reviewing the PGCPS Language Immersion Task Force recommendations from May/June of this year. Direct funds towards language immersion.	The Language Immersion Taskforce recently released final recommendations for expanding language immersion programs in Prince George's County Public Schools. The full report is available at: www.pgcps.org/immersionprograms . The report will be reviewed to determine next steps.	Specialty Programs/Immersion
Why are students in lower elementary grades given more homework than is recommended by the National PTA as well as other educational organizations? The National PTA recommendations fall in line with general guidelines suggested by researcher Harris Cooper: 10-20 minutes per night in the first grade, and an additional 10 minutes per grade level thereafter. (see Review of Educational Research, 2006). http://www.nea.org/tools/16938.htm	Prepare all students for the world of the future by giving them a broad spectrum of opportunities to prepare for education and employment beyond high school. Provide a vibrant, healthful, safe, enriching, and respectful environment. Spend school fund wisely. Directs funds to the classroom and finds ways to improve performance across the spectrum of academic programs. Provide competitive grants to Oxon Hill High that emphasize public-private partnerships. Dance program should celebrate diversity in all forms. I am a retired Physical Education and Dance Teacher. (Maryland / Virginia)	A review of the homework policy has been delegated to a cross-functional team. Recommendations will be made for Fall 2019.	Academics
Need more community business collaboration to nurture our school for our particular community needs. Integrate career readiness and employability skills, resume writing and vocational counseling in the curriculum. Driver's education should be integrated in Physical Education Department. Continue to require security check at all front door school entrance with metal detectors. No promotion and expansion role of dance in contemporary culture.		Career and Technical Education (CTE) courses integrate career awareness and readiness as a part of each program of study. As CTE students progress in their CTE courses, employability (soft skills, resume preparation, and work place etiquette) skills are addressed to prepare students for interviewing and job placement.	CTE

<p>Grade inflation, that starts in elementary school!! Teachers ignore or delete the 0 grades for work never done, pretend like it was never assigned, so it looks like kids are smarter. My kids get A's and B's when they haven't done or handed in 30-50% of the work. Giving 100% grade for completion, then putting in the comments section of schoolmax "got 2 of 10 correct" or "scored grade 39%". Complete lack of discipline or consequences in middle school. I sat in on multiple full days with my son last year- 2 classes were completely out of control. I can't teach my kids that completing work is important or classroom behavior is important when many teachers make no effort to enforce either issue. Some teachers are very good, but too much leeway given for IEP classes/students. All classes need to be co-taught- one to strictly observe and enforce behavior while the other teaches- I've seen it in action- works well.</p>	<p>Give kids grades they earn. Stop passing them through and inflating grades to make teachers and schools "look better." Give teachers ability to give actual consequences- extra homework, detention room when asked to leave class due to behavior, writing "I will stay in my seat 100 times" (with permission of parent if you must). I suggested many consequences to teachers when they called me several times a week about my kids behavior, but they did nothing but call me, so my kid kept acting out since I was the only one who seemed to care what he did or tried to do any enforcement. For a child with emotional disability, consequences handed out at home 5 hours after the infraction occurred at school have little impact. There is no longer a connection between the consequence and the act, or the environment it took place in.</p>	<p>Currently, our district has a grading policy that provides guidance on how assignments are graded, the number of grades required in the gradebook weekly and the percentage of grades categorized by grading factors. This policy is reviewed yearly based on feedback.</p>	
<p>Lack of PreK 4 programs (only available to poor children or IEP), lack of bilingual programs, county school are notoriously bad/not well run/are failing - money and strategy need to be implemented and we must must the needs of today's world - not exist in 1950s USA. Parents work - both parents and parents in PG are often minorities and many at the lower end of middle class or poor - yet we don't offer PreK3 and 4 and our school days are too short as well as the school year and consistently flip flops on things like last years Easter vacation. School events and meetings are only held during the school hours - during the prime working day for most parents. There is little flexibility. We also need programs that meet the demands of the workforce and world today - more bilingual programs for example are needed.</p>	<p>Provide PreK 3 and 4 to all as DC, other parts of Maryland and Virginia do; work to create and fund charter schools to include bilingual programs; thoroughly vet each school and teacher and principal and upgrade school properties. Work with parents on hours of meetings, events, etc to allow non-weekday and non-9 to 5 hours. If have events with parents only - offer child care options.</p>	<p>One of the goals of the Kirwan Commission of Maryland is to work with the legislature to fund PreK 3 and 4 for all, beginning with a phase-in approach.</p>	
<p>1. By middle school, the lowest performing students are so behind there is no way for them to catch up. We need stronger programs to target at risk students starting waaaay back in preschool. 2. Middle schools are a real weakness in this county. Bolster middle schools and middle school programs! 3. One of my students has a semi-professional activity. PG county schools was entirely unwilling to work with me on an alternative schedule to accommodate the scheduling of his activity (reduced school day; alternative way to take classes). I had to move him to high school Montgomery County schools - his father lives there- where they were more than happy to work with me in finding a schedule that would work for him. 4. Speaking of Montgomery County, my experience there has been 100% different from what I have experienced in PG. Staff there are POLITE and PROMPT about returning my emails and calls. In my 15 years as the parent of PG county students, I have found that it is impossible to reach anyone on the phone; people rarely return calls or emails; when they do, they don't actually address the question or concern that I've written about and they are often outright RUDE! 5. No more charter schools. Schools like CPA suck money out of the school system. Instead of CPA, college park needs a true high achieving public alternative. I love the idea of the high-school/college partnership. Do that! But do not give more money to connections education. That school has been a disaster from the start.</p>	<p>Keep supporting programs that work (Sci-tech, french immersion, VPA etc). These are the programs that produce results. More students should have access to quality programs like this! It should not depend on luck ("winning" the lottery) for students to get into a quality program in this county.</p>	<p>Our district continues to examine our current programs across all schools to evaluate the strengths and challenges to student success. Adjustments to courses and programs are made yearly so that all student needs are addressed.</p>	
<p>I dislike that my children's classes are so formulaic. It doesn't seem that teachers have much independence/flexibility in being creative (i.e. having to have so many graded assignments in a week per school/district policy).</p>	<p>I'd love teachers to FLOCK to PGCPSS because of the creative opportunity and independence they're afforded. Perhaps this could be piloted in one or two schools or classrooms.</p>	<p>PGCPSS curriculum documents are structured to support the Maryland Standards that should be taught in each grade level and/or course. To ensure that these standards are taught in a way that provides continual support during the year, a scope and sequence is provided to teachers. Teachers have the flexibility to enhance or modify the lessons in the curriculum documents to meet the needs of the students in their particular classes as long as they stay within the scope and sequence.</p>	

	Please petition to remove Common Core from out school systems. Partner with federal government institutions to build up the STEM programs in the schools.		
The county is predominantly African-American, how can we add African American History as a required course to begin to put an end to racism within the county?	African American History is embedded in the PGCPSS curriculum K-12. The shift must occur in pedagogy for how teachers implement the content from a culturally proficient lens. The instructional practices make the difference . PGCPSS is one of the only MD districts to offer two high school electives that focus on African American History from the continent of Africa to impacts of African presence of people of color both globally and within the United States . The district also provides instructional resources to support the observance of African American History month.	PGCPSS supports culturally responsive pedagogy and provides teachers with a wealth of resources to support inclusive classrooms throughout the district. There are monthly proclamations for cultural observances as well as established partnerships which provide enrichment opportunities for both teachers and students. African-American history and it's roots to African empires, can be found in our middle school grade 7 content standards when students study the continent of Africa, grade 8 when students study cultural exchange prior to the establishment of the Americas, and grade 11 World History with a focus on the impact of imperialism and our high school elective for African American History.	
There are educators certified as Reading Teachers or a Reading Specialists that are being assigned as classroom teachers.	Assign those certified Reading Teachers and Reading Specialists as such, so they can pull small groups and strengthen weak reading fluency. These small groups(<5) will improve vocabulary, and correct comprehension strategies in a small setting. The Reading Specialists strategies in this small(<5) setting will improve retention of state mandates, improve state assessments, and uplift the self-esteem of the students, eventually improving behavior.	Under general supervision of a Principal, the Reading Specialist provides leadership for the reading/language arts program. The Reading Specialist communicates and implements initiatives identified by the Reading English/Language Arts supervisory staff through direct assistance to classroom teachers. While we expect support being focused on the instructional program for staff and students, there are times when a Reading teacher or Reasing Specialist would have to support a classroom.	
I am concerned about the level of frontal teaching in the elementary classroom. Students are sitting all day without regard to data that shows the more senses students are involved in their learning the improved academic performance. What is being done to encourage and monitor the types of lessons being implemented in the elementary classrooms?	Meaningful professional development to demonstrate to teachers how they can use more than grouped tables to teach. Examples to add to their "toolbox" on various lesson ideas and administrators should walk through the classrooms each period to inspect they expect.	PGCPSS curriculum documents are developed with research-based practices and pedagogy that address student engagement. We identify the need for students to move around, discuss with their peers and manipulate the content they are learning in multiple ways.	
Length of Recess time. Many schools are still set at 15 minutes when September 2017 year it changed to allotted 20 minutes.	Schools need to be followed up on making sure physical activities are meeting the requirements.	Health and Wellness administrative procedure (AP 0116) recommends that elementary schools set aside 30 minutes each day for recess. At a minimum, 20 minutes must be allocated. As Administrative Procedures are updated, we will continue to communicate the changes to our school leaders.	Physical Education
Schools that are allowed to have half time Library Media Specialists (LMS) may be violating the Maryland State Code of education. Many of these schools are requiring the LMS to perform regular classroom teacher duties that preclude the performance of their library job description duties. Our students are not getting information literacy skills according to national standards for school libraries.	1. Mandate that all schools have full-time Library Media Specialists. 2. Invite the PGCPSS Director of Library Media Programs to present at School Administrator meetings	Code of Maryland Regulations (COMAR) for School Library Media Programs and certified library media specialists are separate. A library space & program is required for all schools however a full-time certified media specialist is implied but not specifically mandated. All elementary and middle school positions are allocated a 0.5 position and K-8/Academies and high schools are allocated a 1.0. Elementary/middle school administrators can purchase the other half of the library media specialist position with school funds.	Library Media Services
Each elementary year, a STEM project is given to students to complete at home. I find this system inefficient and ineffective and question the amount of learning many students experience, not to mention the amount of time required of parents. Many parents are involved in the completion of this assignment not because they necessarily want to but because they have to since each step of the process often needs assistance from parents. This project is also weighted heavily in grading. Who is earning the grade - the Student, the parents or both?	If this is such as important topic, why can't the STEM project be done in school as part of science class, perhaps grouping students in the classroom together based on their abilities. This would provide a richer learning experience. I realize that there are certain curriculum requirements that need to be met which may hinder this solution from being implemented; however I think it should be reviewed along with science curriculum requirements to see if there is a way to meet both objectives (curriculum and STEM project). Thanks for listening and thank you for offering these listening sessions.	The STEM project is done over a span of time to allow students to address each portion of the process during their classroom instruction. While we encourage parents involvement, the project is designed to have students choose projects that can be completed by themselves.	
all schools should include a foreign language	There are countries that would be willing to sponsor teachers to have their language taught here in American Schools. Some places may even offer grants such as Italian, Japanese, Chinese, Arabic, Cantonese, etc.	We agree, however providing a World Language in every school would create the need for increase funding in order to hire World Language teachers for all schools.	
There are no high schools dedicated to TAG students	Turn some high schools into TAG schools or increase the size and curriculum for TAG PROGRAMS at local high schools so there's no "culture shock"	While there are no dedicated High School Talented and Gifted (TAG) programs, our advanced students are encouraged to participate in Honors, Advanced Placement, Dual Enrollment, and multiple Specialty Programs to address TAG/Advanced students at the high school level.	Specialty Programs/TAG/AP

<p>PLEASE CONTINUE TO ENCOURAGE THE 'CAREER DAY EVENTS' AT ALL THE SCHOOLS. I'VE ENJOYED THE OPPORTUNITY TO SHARE MY REAL-LIFE EXPERIENCES WITH THE STUDENTS FROM GRADE SCHOOL THROUGH HIGH SCHOOL. NOT ONLY DOES IT GIVE THE TEACHERS A BREAK, WE PRESENT RE-ENFORCEMENT FOR THE TEACHERS AND IT ENCOURAGES THE STUDENTS THAT THERE ARE REAL-LIFE PEOPLE, MOMS, DADS, AND OTHERS ACTUALLY DOING FANTASTIC THINGS THROUGH "POSITIVE OPTIONS" THAT EXIST BY STAYING IN SCHOOL, OBTAINING HIGHER EDUCATION, OR THE MILITARY SERVICES, AND LET'S NOT FORGET PARTICIPATING IN COMMUNITY SERVICE.</p>	<p>CONTINUE TO KEEP PARENTS, COMMUNITY SERVICE VOLUNTEERS, FRATERNAL ORGANIZATIONS, AND THE MILITARY (ACTIVE/RETIRED) COMMUNITY ENGAGED ON YOUR QUEST TO IMPROVE THE SCHOOL SYSTEM. IF THEY DON'T KNOW WHAT YOU'RE LOOKING FOR, THEY CAN'T HELP. I'M EXCITED TO SEE SOMETHING LIKE THIS SURVEY BEING USED FOR POSITIVE INPUT AND RECOMMENDATIONS. KEEP IT UP, I'M WATCHING AND READY TO ASSIST ANYWAY THAT I CAN. "SEMPER FI" - MR. ANTONIO C. STURGIS (USMC/RET)</p>	<p>PGCPS created the College and Career Readiness (CCR) Awareness survey to assess awareness of our programs and to garner current career pathway interests of students across the district. We look forward to analyzing the results to develop ways to further build awareness and develop programs that satisfy the interests of students in the community.</p>	<p>CTE</p>
<p>Low math test scores among middle schoolers</p>	<p>Traditional teaching styles with math are not showing strong outcomes on PARCC tests throughout Bowie middle schools. Creative approaches to engage students and strengthen student confidence with the math subject are greatly needed. Keeping teachers with these low outcomes is not favorable. I'd like to see more accountability towards teachers for lost students in math classes.</p>	<p>The middle school Mathematics curriculum aligns to the Maryland content and practice standards for middle grades Mathematics. The curriculum follows a problem-based learning model that requires students to work together to solve problems. The text materials, resources, and activities provided for teacher use are designed to support student learning by doing math, building conceptual understanding of mathematics, solving problems in mathematical and real-world contexts, and constructing arguments using academic language. Teachers are provided professional learning on strategies to shift their instruction to facilitate student learning with rich and engaging routines to guide them in understanding and making connections between concepts and procedures.</p>	<p>Mathematics Curriculum and Instruction</p>
<p>Physical Activity Breaks</p>	<p>Physical Activity breaks in schools have shown to be beneficial. Students are sitting too long throughout the school day in middle schools. I recommend that teachers find ways to incorporate short 5 minute breaks for students who need it. Many are in sports programs and it's not natural to remain sedentary for such long periods of time during in-school hours.</p>	<p>The Health and Wellness Administrative Procedure (AP 0116) states that lesson plans are to include planned student movement and be integrated into academic lessons.</p> <p>a. Teachers shall make all reasonable efforts to avoid periods of more than 40 minutes when students are physically inactive. When possible, physical activity should be integrated into learning activities. When that is not possible, students should be given periodic breaks during which they are encouraged to stand and be moderately active.</p> <p>b. Schools will have a designee to coordinate and provide professional development for staff members to integrate physical activity into the classroom setting.</p>	<p>Physical Education</p>
<p>What is your outlook on speciality programs? Specifically the language programs? Do you anticipate progression/ expansion of these programs like what has happened with the French immersion program?</p>	<p>I recommend the continued expansion of the immersion programs. I suggest reviewing and considering the recommendations put forth by the task force on this matter.</p>	<p>The Language Immersion taskforce recently released final recommendations for expanding language immersion programs in Prince George's County Public Schools. The full report is available at: www.pgcps.org/immersionprograms. The report will be reviewed to determine next steps.</p>	<p>Specialty Programs/Immersion</p>
<p>As a parent of an elementary school student who is learning common core I am limited as to how much I am able to help with homework. I did not grow up learning common core and there aren't any text books that explain how to work out problems with these methods which are foreign to me. What aids are available to parents to help them help their children?</p>		<p>We understand your concern. The homework that students are assigned should be a review of the lesson learned in school. However, often students need additional support around specific subjects, particularly math. There are many websites available to assist students or parents with different standards and topics. For math, Kahn Academy is an excellent resource as it provides videos for the students to get assistance. Forthcoming after the winter break, a homework guidance support document for parents will be posted on the PGCPS website that will list additional resources for support.</p>	
<p>there are no text books for my six grader only overhead and Xerox handouts</p>	<p>my child works better out of texts books</p>	<p>Please contact the Textbooks Coordinator at your school to assist.</p>	

<p>1. What Spanish immersion options will be available for my child after completing 5th grade at her full immersion school? What is the timeline for decisions to be made for the 2020-2021 school year when many students will need to move on from the elementary immersion programs?</p> <p>2. Transportation has been an ongoing problem for parents at Phyllis E. Williams Spanish Immersion for years. Buses are chronically late for many routes. Further, the length of the bus routes are too long for elementary aged children. For example, the Bowie route for bus 065 has 20 stops and is an hour and half long (even though the farthest stop is only 20 min from the school). Transportation issues are one of the top reasons for student turnover. Transportation issues often lead families to make alternate travel arrangements for their students because some families feel that the school buses aren't a reliable option for them.</p> <p>3. Why are there frequent problems with the Where's My Bus app? What procedure do the bus lots follow when there is a bus and/or driver substitute? I thought we were to be notified of the substitution and that the app would track the substitute bus. I've found that we often get no updates when substitutions occur.</p> <p>4. Is there an update on when all schools will receive their 1st replacement water fountain with filtration? At the beginning of the year, we were told all schools would receive the 1st fountain by the end of October. As of 10/29, Phyllis E Williams Spanish Immersion hasn't received one.</p> <p>5. I contacted the central BASELP office over the summer regarding hiring Spanish-speaking staff for the program at</p>	<p>1. PGCPs and the Board of Education should support language immersion programs by continuing support of elementary programs and expansion of language programs through 12th grade (including International Baccalaureate programs) as recommended by the Language Immersion Task Force.</p> <p>2. Schedule a meeting between Transportation and parents of schools with ongoing transportation issues, including Phyllis E Williams Spanish Immersion. This meeting should address concerns and identify options to resolve the ongoing problems. One possible solution that should be considered for elementary immersion schools is school-to-school and transportation hubs as discussed for the language immersion middle school and high school recommendations.</p>	<p>#1. The Language Immersion taskforce recently released final recommendations for expanding language immersion programs in Prince George's County Public Schools. The full report is available at: www.pgcps.org/immersionprograms. The report will be reviewed to determine next steps. #5. The BASELP Office is working on hiring personnel who can assist students with their immersion homework.</p>	<p>Question 1: Kia; Question 5: Dr. Whitehead</p>
<p>Phyllis E. Williams Elementary is failing children in the subject of Math. The school is lacking math resources. The students who are below grade level in Math are not receiving adequate assistance to reinforce foundational math skills which were not enforced early on in the Spanish Immersion program. Last year my daughter received A's in Math, and I knew those grades weren't earned. I mentioned it, nothing changed, that teacher left the school this school year; however, the issue is still present. There has to be a better balance between the language and Math skills. My 4th grader is struggling in Math, and there is no assistance, even though the school knows they have failed not only my daughter but others in this area.</p>	<p>Resources need to immediately be put in place to assist those students requiring additional assistance with math.</p>	<p>The school has been provided all requested materials from the Immersion office and has indicated they have adequate materials to teach mathematics content. We will continue to offer all teachers the opportunity to participate in elementary math professional development to improve their understanding of mathematical instructional practices and grading factors.</p>	
<p>Physical activities and education significantly limited in school curriculum, yet scientific evidence to support its benefits on mental and physical health, wellness, social skills and teamwork and self-discipline.</p>	<p>longer recess, physical education, afterschool sports clubs</p>	<p>PGCPs is always working to reevaluate opportunities for our students to engage in different physical activity opportunities within and outside of the school day.</p>	<p>Physical Education</p>
<p>Doubt about the continuation of the immersion program for students currently at Cesar Chavez Spanish Immersion school.</p>	<p>Ensure that the students are able to continue from K-8, and secure a building that will work for their needs!</p>	<p>The Language Immersion taskforce recently released final recommendations for expanding language immersion programs in Prince George's County Public Schools. The full report is available at: www.pgcps.org/immersionprograms. The report will be reviewed to determine next steps.</p>	