

TRU^{A+}NCY STUDY WORKGROUP

FINAL REPORT

August 2025



PRINCE GEORGE'S | COUNTY
COUNCIL

TRUANCY STUDY WORKGROUP



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TRUANCY STUDY WORKGROUP



Letter from the Chairs of the Workgroup

August 11, 2025

The Honorable Edward P. Burroughs, III, Chair
Prince George's County Council
1301 McCormick Drive
Largo, MD 20774

Dear Chair Burroughs and Members of the Prince George's County Council,

On behalf of the Prince George's County Truancy Study Workgroup, we are pleased to submit the enclosed **Final Report and Recommendations** for your review and consideration.

The Workgroup was established under [CR-074-2023](#) and subsequently extended under [CR-010-2024](#) to examine the root causes of student absenteeism and truancy and to collaborate with relevant government agencies and non-profit organizations on comprehensive, community-informed solutions. Our charge included identifying key factors contributing to the rising rates of chronic absenteeism and the risks they pose, such as academic failure, dropout, and long-term socioeconomic challenges.

The Workgroup membership consisted of seventeen (17) members representing a broad range of stakeholders committed to improving student outcomes. These included representatives from the State's Attorney's Office; the Deputy Chief Administrative Officers (DCAO) for Public Safety and for Health, Human Services, and Education; the Superintendent of the Prince George's County Public Schools; the Office of the Sheriff; the Office of the Chief of Police; and leaders from the Departments of Family Services and Social Services, the Department of Juvenile Services, and the Public Defender's Office. In addition, the representation included the President of the Prince George's County Educators' Association and the Elected Student Board Member for the Board of Education. Additionally, the County Council selected the following members: one (1) representative from the Council, one (1) representative from the Police Chief's Association, one (1) representative from the Board of Education, and two (2) representatives from two (2) different community-based non-profit organizations serving youth. The 17 members represented the different stakeholders seeking to improve our students' outcomes.

We appreciate and thank the County Council for their role in establishing the Workgroup. Recognizing the urgency of the issue, the first meeting was held on April 12, 2024, with subsequent monthly meetings through April 30, 2025. The Final Report was formally submitted to the Council on August 11, 2025.

We hope this Report and Final Recommendation will serve as a roadmap toward meaningful, lasting improvements in student attendance and educational success in Prince George's County.

Sincerely,

 *Donna L Christy*

Krystal Oriadha
Co-Chair

Donna Christy
Co-Chair

TRUANCY STUDY WORKGROUP



Introduction by the Co-Chairs



“Chronic absenteeism is both a symptom and a signal—one that points us to deeper, systemic barriers facing our students and families. Addressing truancy requires us to listen first, to understand the 'why' behind the absences, and to respond with care, coordination, and community-rooted solutions. The recommendations from this workgroup represent a critical step toward rethinking our approach to student engagement and ensuring every learner has the support they need to thrive.”

- Dr. Donna Christy, President, Prince George's County Educators' Association



“Truancy is a critical issue that we need to be addressing in the county. It is something that will take all stakeholders to the table, and this workgroup is the first step in addressing this issue in a comprehensive way.”

**- Krystal Oriadha, Vice Chair,
Prince George's County Council**

TRUANCY STUDY WORKGROUP



Workgroup Membership

Krystal Oriadha, Co-Chair
Council Vice-Chair, District 7
Prince George's County Council

Wanda Frink
Regional Director
Juvenile Services

Donna Christy, Co-Chair
President
Prince George's County Educators' Association

Monsurat Makanjuola
Community Developer
Department of Social Services

Aisha Braveboy
State's Attorney
Office of the State's Attorney

Melissa Pryce
Public Defender
Prince George's County

Lynn Celestin-Antonin
Assistant State's Attorney
Office of the State's Attorney

Representative from DCAO
Health, Human Services, and Education

Elizabeth Faison
Associate Superintendent of Student Services
Prince George's County Public Schools

Tyrone Collington, Sr.
Chief
Police Chiefs' Association

Representation from
Office of the Sheriff

Branndon Jackson
Board Member
Board of Education

Malik Aziz
Chief

Ta'Kia Toomer
Executive Director/Co-Founder
Judge Me Now

Police Department

James McCreary
Deputy Chief
Police Department

Terri Blackwell
Director
PG Community Collaborative Resolution Center

Lyrica A. Welch
Director, Office of Community Engagement
Department of Family Services

Cindy Najhram
Supervising Attorney
Maryland Office of the Public Defender

TRUANCY STUDY WORKGROUP



Acknowledgments

The Workgroup would like to extend its appreciation and acknowledgment to the following participants for providing their support and expertise to the Workgroup deliberations:

Arian Albear, Director, EWD Committee, Prince George's County Council

Tiffany Hannon, Chief of Staff, Office of Vice-Chair Krystal Oriadha, Prince George's County Council

Melody Arrington, Administrative Aide, EWD Committee, Prince George's County Council

Rita D. Lassiter, Communications Specialist, Office of Communications, Prince George's County Council

David Noto, Legislative Budget and Policy Analyst, Prince George's County Council

Lenne' White, Council Appointments Liaison, Prince George's County Council

Staff of the Office of the Clerk of the Council, Prince George's County Council

Staff of the Office of Communications, Prince George's County Council

Staff of the Problem-Solving Courts, Prince George's County

The public and additional staff who provided their support, suggestions, and service.

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Enabling Legislation



Section 506 of the Charter for Prince George’s County provides that “[T]he Council or the County Executive may appoint, for designated periods, one or more temporary advisory boards of citizens of the County who shall assist in the consideration of County policies and programs.”¹

The Truancy Study Workgroup was established under [Council Resolution 074-2023](#),² adopted on October 10, 2023. The Workgroup was tasked with studying student absenteeism and truancy and identifying contributing factors, both at home and in school. The Workgroup’s legislated aim includes formulating and suggesting solutions to improve student attendance in school and understanding any correlation that may exist among truancy, drop-out rates, and juvenile delinquency, as well as identifying strategies to decrease overall truancy-based delinquency within the County.

The Workgroup membership is composed of the following twelve members or their designees: the State’s Attorney, the Deputy Chief Administrative Officer (DCAO) for Public Safety, the DCAO for Health, Human Services, and Education, the Superintendent of the Prince George’s County Public Schools, the Sheriff, the Chief of Police, the Director of the Department of Family Services, the Secretary for Juvenile Services, the Director of the Department of Social Services, the Public Defender, the President of the Prince George’s County Educators’ Association, the Elected Student Board Member for the Board of Education. Additionally, the County Council selected the following members: one (1) representative from the Council, one (1) representative from the Police Chief’s Association, one (1) representative from the Board of Education, and two (2) representatives from two (2) different community-based non-profit organizations serving youth. The 17 members represented the different stakeholders seeking to improve our students’ outcomes.

CR-074-2023 tasked the Workgroup with meeting monthly for a period of one (1) year after membership selection, and a Final Report is to be provided within sixty (60) days of the final meeting. Subsequent to the Resolution, [CR-010-2024](#),³ adopted February 27, 2024, extended the deadline, providing for one (1) report to be provided after each one-year period.

¹ Charter for Prince George’s County, [Section 506](#).

² Full text of the Resolution can be found in Appendix A below.

³ Full text of the Resolution can be found in Appendix B below.

TRUANCY STUDY WORKGROUP



Background Information

The background information below was partly taken from the Policy Analysis and Fiscal Impact Statement written by David Noto, Legislative Budget and Policy Analyst for [CR-009-2024](#).⁴

Prince George’s County Board of Education Policy Number 51134 addresses Student Attendance, Absence, and Truancy. The policy establishes definitions for lawful absence, unlawful absence, and truancy. The policy defines Truancy as “a student’s unexcused or unlawful absence from school for the entire day or a portion of the day without lawful cause as defined in COMAR 13A.08.01.03 and Prince George’s County Public Schools (PGCPS) policies and procedures.” Additionally, the policy entrusts the CEO (now superintendent) to develop strategies to prevent truancy and methods to monitor the strategies, as well as establish administrative procedures to improve student attendance.

In 2008, the District Court for Prince George’s County implemented the Truancy Reduction Court with the stated mission of “improv[ing] student attendance, academic achievement, and identif[ying] causes of habitual truancy with collaborative efforts between community agencies and the local school districts.” This Court may be an initial source of information for truancy-related data and reduction practices in the County for the Workgroup.

The Court maintains a program that requires students to attend school regularly and comply with court-ordered services or mandates. Services, rendered on a case-by-case basis, may include mental health counseling, family counseling, grief counseling, anger management, behavioral services, and/or other forms of therapeutic interventions.

Habitual truancy, defined by the school system as “the percentage of students with unexcused absence rates over 20%,” peaked in 2021 and has also begun to decline. High school habitual truancy remains high at 16.4%. Chronic absenteeism, defined by the school system as “the percentage of students with absence rates (excused or unexcused) over 10%,” decreased for middle schools from 2021 to 2022 but increased for elementary and high schools. High school chronic absenteeism stands at 41.1%.

To reduce truancy, PGCPS noted the following school-based and district-level initiatives:

- Hazel Telehealth and Tele-therapy.
- Mental Health Support.
- SMART Goals.
- School Instructional Team Referral (SIT).
- ALLHERE – Chatbot.
- Attendance Taskforce.
- CEO and State Joint Letter and Video.
- GEER Grant.
- Pupil Personnel Workers.
- School Messenger

⁴ CR-009-2024, [Policy Analysis and Fiscal Impact Statement](#).

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Workgroup Meetings and Agendas

The Truancy Study Workgroup met on the following dates:

- April 12, 2024
- May 15, 2024
- June 26, 2024
- September 18, 2024
- October 16, 2024
- November 20, 2024
- February 19, 2025
- March 19, 2025
- April 30, 2025

The meeting agendas, minutes, and video recordings are available on the Council's Truancy Study Workgroup webpage [here](#).

Additionally, four (4) presentations provided during the meetings are also archived for viewing on the webpage.

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Final Recommendations

The 36 Final Recommendations noted by the Workgroup can be grouped into four (4) broad categories: Educational Support, Root Causes and Mental Health, Interventions and Incentives, and Family Engagement.

Under Educational Supports, the ten (10) Final Recommendations are:

I. Create an Attendance Monitoring System

Timeframe	Cost	Impact
Short-Term	Low (depending on tools, \$500–\$2,000 for software or staff training)	High

Description

Implement a system to track student attendance in real-time. Use software to send automated alerts (via text or email) to parents when a student is absent without notice. Regular data analysis will help identify patterns early.

II. Parental Engagement Workshops

Timeframe	Cost	Impact
Short-Term	Low to Medium (\$1,000–\$5,000)	High

Description

Host workshops to educate parents on the importance of attendance, legal requirements, and strategies to support consistent attendance at home. Provide resources like transportation or childcare to encourage participation.

III. Incentive Programs for Students

Timeframe	Cost	Impact
Short-Term	Medium (\$2,000–\$10,000)	Moderate

Description

Establish a reward system for consistent attendance, such as certificates, small prizes, or recognition events. This could include "perfect attendance" awards or school-wide challenges.

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IV. School Attendance Teams (SATs)

Timeframe	Cost	Impact
Short-Term	Low (utilizing existing staff, minimal resources required)	High
Description		

Form teams within schools to review attendance data, identify at-risk students, and create individualized intervention plans. Teams may include teachers, counselors, and administrators.

V. Community Partnerships

Timeframe	Cost	Impact
Long-Term	Medium to High (varies; could include staff time and development)	High
Description		

Partner with local organizations to address barriers like transportation, food insecurity, or mental health issues that may contribute to truancy. This could include providing free transit passes or school meal programs.

VI. Flexible Scheduling and Online Learning Options

Timeframe	Cost	Impact
Long-Term	Moderate to High (\$20,000–\$100,000 for technology and training)	Moderate to High
Description		

Offer flexible schedules or hybrid learning options for students with unique challenges, such as caregiving responsibilities or work commitments. Implement flexible school schedules, hybrid learning options, and alternative education models for students dealing with chronic mental health conditions or family-related challenges. Sub-components of the initiative can include hybrid models, alternative schools, asynchronous options, and others that meet the needs of the student.

VII. Mentorship Programs

Timeframe	Cost	Impact
Long-Term	Medium (\$10,000–\$30,000)	High

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Description

Pair truant students with mentors who can offer guidance, support, and accountability. Mentors could be community members, school staff, or older students.

VIII. School-Based Mental Health Services

Timeframe	Cost	Impact
Long-Term	High (\$50,000–\$200,000 annually, depending on scale)	High

Description

Increase access to counseling and mental health resources within schools to address issues like anxiety, depression, or bullying, which can lead to truancy. Expanding Tier I mental health supports through universal access and scaling Tier 2 and Tier 3 therapeutic services for at-risk and chronically absent students.

IX. Attendance Awareness Campaigns

Timeframe	Cost	Impact
Short-Term	Low to Medium (\$1,000–\$10,000 for marketing materials and events)	Moderate

Description

Run a school-wide or district-wide campaign to promote the importance of attendance. This could include posters, social media outreach, student assemblies, and community events.

Under Root Causes and Mental Health, the ten (10) Final Recommendations are:

X. Trauma-Informed School Practices

Timeframe	Cost	Impact
Long-Term	High	High

Description

Train teachers and school staff to recognize and respond to trauma-related behaviors that contribute to truancy. Implement restorative approaches that prioritize support over punishment.

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XI. Social-Emotional Learning (SEL) Programs

Timeframe	Cost	Impact
Long-Term	Moderate	High

Description

Integrate SEL curricula to teach students coping mechanisms, emotional regulation, and healthy relationship skills to improve their resilience and connection to school.

XII. Family & Caregiver Mental Health Support

Timeframe	Cost	Impact
Long-Term	High	High

Description

Provide mental health resources and workshops for parents and caregivers to help them support their children's emotional well-being and school attendance.

XIII. Peer-Led Support Groups & Mentorship

Timeframe	Cost	Impact
Medium-Term	Medium (\$10,000–\$30,000 annually)	Moderate to High

Description

Establish peer-led support groups where students can openly discuss mental health challenges and truancy-related stress in a safe environment as a student leadership and support initiative. Additionally, students may be paired with mentors who have overcome similar challenges and can offer guidance, support, and accountability. Mentors could be community members, school staff, or older students.

XIV. Mental Health Screening & Early Intervention

Timeframe	Cost	Impact
Long-Term	Moderate	High

Description

Conduct regular, voluntary mental health screenings in schools to identify students struggling with anxiety, depression, or trauma early and provide timely interventions.

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XV. School Climate & Belonging Initiatives

Timeframe	Cost	Impact
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Long-Term	Moderate	High
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Description

Fostering a sense of belonging through anti-bullying programs, student leadership opportunities, and community-building activities can create a more inclusive and supportive school environment.

XVI. Community-Based Wraparound Services

Timeframe	Cost	Impact
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Long-Term	High	High
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Description

Develop partnerships between schools and community organizations to provide holistic services addressing mental health, food insecurity, housing instability, and other root causes of truancy.

XVII. Restorative Justice Instead of Punitive Discipline

Timeframe	Cost	Impact
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Short-Term	Moderate	High
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Description

Replace suspensions and legal consequences for truancy with restorative justice practices that focus on mediation, counseling, and problem-solving.

Under Interventions and Incentives, the six (6) Final Recommendations are:

XVIII. Truancy Diversion Courts

Timeframe	Cost	Impact
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Medium-term (6-12 months)	High (\$100,000+ for staffing and administration)	High – Reduces court referrals and improves attendance through supportive interventions.
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Description

Implement school-based truancy diversion programs involving judges, social workers, and educators to create tailored attendance plans for chronically absent students.

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XIX. Attendance Success Coaches

Timeframe	Cost	Impact
Short-term (within 6 months)	Moderate (\$60,000 per coach per year)	High – Targets root causes of absenteeism.

Description

Hire specialized staff to work one-on-one with truant students and their families to identify barriers and set improvement goals.

XX. Truancy Prevention Workshops

Timeframe	Cost	Impact
Short-term (within 3 months)	Low (\$10,000 per district)	Moderate – Encourages self-awareness and responsibility.

Description

Offer required workshops for students with 5+ unexcused absences that focus on responsibility, time management, and consequences.

XXI. Transportation Assistance Vouchers

Timeframe	Cost	Impact
Short-term (within 3 months)	Moderate (\$25,000–\$75,000 depending on district size)	High – Removes a key logistical barrier to attendance.

Description

Provide metro/bus fare cards or gas stipends for students facing transportation challenges.

XXII. Attendance Recovery Programs

Timeframe	Cost	Impact
Short-term (within 3–6 months)	Moderate (\$20,000–\$50,000)	Moderate – Provides a second chance without punitive measures.

Description

Offer after-school or weekend sessions for students to “make up” missed time and avoid penalties.

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XXIII. Community-Based Attendance Navigators

Timeframe	Cost	Impact
Medium-term (6–12 months)	Moderate to High (\$75,000–\$150,000)	High – Increases trust and support outside school walls.
Description Partner with local nonprofits to hire “navigators” who work within neighborhoods to connect families to attendance support.		

Under Family Engagement, the ten (10) Final Recommendations are:

XXIV. Family Attendance Contracts

Timeframe	Cost	Impact
Short-term (within 3 months)	Low (\$2,000–\$5,000 for forms and training)	Moderate – Encourages accountability and buy-in.
Description Engage parents and guardians in creating a written agreement outlining shared responsibilities to improve attendance.		

XXV. Parent Attendance Liaisons

Timeframe	Cost	Impact
Medium-term (6–12 months)	Moderate (\$40,000–\$60,000 per liaison annually)	High – Builds trust and peer-based outreach.
Description Hire parent leaders from the community to serve as liaisons between schools and families, focusing on improving attendance.		

XXVI. Monthly Family Engagement Nights

Timeframe	Cost	Impact
Short-term (within 3 months)	Moderate (\$1,000–\$2,500 per event)	Moderate to High – Builds community and improves awareness.

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Description

Host evening events at schools offering free meals, childcare, and attendance resources to educate and connect families.

XXVII. Home Visit Programs

Timeframe

Short-term (within 6 months) for the program to begin, and long-term for continued visits.

Cost

Moderate to High (\$50,000+)

Impact

High – Builds deeper family-school relationships and trust.

Description

Train staff or contract with community organizations to conduct compassionate home visits for chronically absent students. This will help understand the root causes and provide tailored support to families. It can be implemented as a two-tier model, with one tier focusing on compliance and attendance and the other on relationship-building with the family.

XXVIII. Attendance-Focused Parent-Teacher Conferences

Timeframe

Short-term (within 6 months)

Cost

Minimal (staff time and materials)

Impact

Moderate – Normalizes attendance discussions and fosters accountability.

Description

Attendance tracking and goal setting should be standard parts of all parent-teacher conferences. Data and resources should be provided during meetings.

XXIX. Family Tech Training Nights

Timeframe

Short-term (within 6 months)

Cost

Low (\$5,000–\$10,000 for training and materials)

Impact

Moderate – Reduces digital barriers and improves family engagement.

Description

Organize workshops to teach parents how to use school apps, attendance trackers, and communication platforms to monitor and support their child's education.

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XXX. Multilingual Parent Engagement Teams

Timeframe	Cost	Impact
Medium-term (6–12 months)	Moderate (\$30,000–\$60,000)	High – Improves access and builds trust among underserved populations.
Description Establish language-specific teams or liaisons to connect with immigrant and non-English-speaking families to ensure inclusivity in attendance outreach.		

XXXI. Family Engagement Incentive Program

Timeframe	Cost	Impact
Short-term (3–6 months)	Low to Moderate (\$5,000–\$20,000)	Moderate – Encourages participation and reinforces engagement.
Description Offer small incentives (gift cards, family meals, recognitions) to families who attend school events or workshops, or consistently engage in school communication.		

XXXII. School-Based Family Resource Hubs

Timeframe	Cost	Impact
Long-term (12+ months)	High (\$100,000+)	High – Reduces stressors that impact student attendance by supporting the whole family.
Description Establish or strengthen in-school family centers that offer wraparound services such as food pantries, housing referrals, mental health support, and legal aid.		

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Conclusion

Legislation establishing the Truancy Study Workgroup was adopted on October 9, 2023. Following the appointment of its members, the Workgroup met for the first time on April 12, 2024, and met an additional eight (8) times to fulfill its charge.

Driven by the urgent need to address student truancy and chronic absenteeism, the Workgroup collaborated with County and community partners to develop sustainable, long-term strategies to improve school attendance and graduation rates. With input from public agencies, nonprofit organizations, and community members, the Workgroup finalized thirty-six (36) comprehensive recommendations to present to the Prince George's County Council.

This Final Report and Recommendations includes a letter and introductions from the workgroup co-chairs to the County Council, workgroup membership, acknowledgments, a discussion on the enabling legislation, background information, information on the meetings, including agendas, minutes, and video recordings, the list of final recommendations, and links to relevant resources.

The Workgroup extends its sincere gratitude to all stakeholders for their expertise, dedication, and collaboration in developing these proposals. The Workgroup remains confident that these recommendations will positively influence the educational outcomes of students in Prince George's County Public Schools and contribute to a stronger, more equitable community. The Workgroup looks forward to supporting the implementation process in partnership with County agencies and community organizations.

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Appendix A – CR-074-2023

DR-2

COUNTY COUNCIL OF PRINCE GEORGE'S COUNTY, MARYLAND

2023 Legislative Session

Resolution No. CR-074-2023

Proposed by Council Member Oriadha

Introduced by Council Members Oriadha, Watson, Olson, Fisher, Hawkins, Blegay,
Burroughs and Demoga

Co-Sponsors _____

Date of Introduction September 6, 2023

RESOLUTION

1 A RESOLUTION concerning

2 Establishing a Workgroup to Study Truancy: Causes, Effects, and Solutions

3 For the purpose of establishing a Truancy Study Workgroup; providing for the purpose of the
4 Truancy Study Workgroup; providing for the composition of the Truancy Study Workgroup;
5 providing for the staff and technical support for the Truancy Study Workgroup; providing for the
6 issuance of a report; and generally regarding the Truancy Study Workgroup.

7 WHEREAS, the State's Attorney for Prince George's County noted a correlation between
8 truancy and juvenile delinquency; and

9 WHEREAS, the Truancy Study Workgroup ("Workgroup") will study possible causes of
10 truancy, and whether truancy and drop-out rates increased as students returned to in-person
11 instruction on school campuses after the COVID-19 pandemic; and

12 WHEREAS, the Workgroup shall attempt to identify goals and develop strategies to
13 substantially reduce overall truancy within Prince George's County; and

14 WHEREAS, Section 506 of the Charter for Prince George's County provides that the County
15 Council or the County Executive may appoint, for designated periods, one or more temporary
16 advisory boards of citizens of the County who shall assist in the consideration of County policies
17 and programs.

18 NOW, THEREFORE, BE IT RESOLVED by the County Council of Prince George's County,
19 Maryland, that there is hereby established a Truancy Study Workgroup to assist the County in
20 studying what if any correlation exists among truancy, drop-out rates, and juvenile delinquency
21 while striving to identify goals and strategies to decrease overall truancy-based delinquency within

TRUANCY STUDY WORKGROUP



CR-074-2023 (DR-2)

the County:

- (a) The Workgroup shall study the causes and effects of truancy, while examining solutions to address any correlation between truancy and youth in contact with the justice system as well as any resources available for truant youth in contact with the justice system.
- (b) The Workgroup shall study possible causes of truancy, and whether truancy and drop-out rates increased as students returned to in-person instruction on school campuses after the COVID-19 pandemic.
- (c) The Workgroup shall identify recommendations to combat truancy focused on procedural, budgetary, or policy changes.
- (d) The Workgroup shall be comprised of the following members:
 - (1) The State's Attorney for Prince George's County or their designee;
 - (2) The DCAO for Public Safety, or their designee;
 - (3) The DCAO for Health, Human Services, and Education, or their designee;
 - (4) The Superintendent of Prince George's County Public Schools, or their designee;
 - (5) The Sheriff for Prince George's County, or their designee;
 - (6) The Chief of Prince George's County Police Department, or their designee;
 - (7) The Director of Prince George's County Family Services, or their designee;
 - (8) The Secretary of Juvenile Services, or their designee;
 - (9) The Director of the Department of Social Services; or their designee;
 - (10) The Public Defender for Prince George's County, or their designee;
 - (11) The President of PGCEA, or their designee;
 - (12) The Elected Student Board member of the Prince George's County School Board of Education;
 - (13) The following five (5) members are to be selected by the Prince George's County Council:
 - a. One (1) Representative from the Prince George's County Council;
 - b. One (1) Representative from the Police Chief's Association for Prince George's County;
 - c. One (1) Representative from the Prince George's County School Board of Education;
 - d. Two (2) Representatives total from two (2) different community-based non-

TRUANCY STUDY WORKGROUP



CR-074-2023 (DR-2)

profits serving youth

(e) All member selections by the County Council shall be complete within sixty (60) days of the adoption of this Resolution.

(f) The Workgroup shall elect the Chair of the Workgroup by majority vote at the first meeting.

(g) The Workgroup shall meet monthly commencing within 90 days after the adoption of this Resolution, and for a period of 12 months, unless otherwise noted.

(h) No member of the Workgroup shall receive compensation in exchange for their services rendered to the Workgroup; but they are entitled to reimbursement for expenses under the Standard State Travel Regulations as provided by the County Budget.

(i) The Legislative Branch shall provide for the staff and technical support for the Workgroup.

(j) The Workgroup shall issue one (1) report to be transmitted to the County Executive and County Council on an annual basis, and no later than thirty (30) days following the final meeting of each 12 month period.

Adopted this 3rd day of October, 2023.

COUNTY COUNCIL OF PRINCE
GEORGE'S COUNTY, MARYLAND

BY:

Thomas E. Demoga
Chair

ATTEST:

Donna J. Brown
Clerk of the Council

TRUANCY STUDY WORKGROUP



Appendix B – CR-010-2024

DR-1

COUNTY COUNCIL OF PRINCE GEORGE'S COUNTY, MARYLAND

2024 Legislative Session

Resolution No. CR-010-2024

Proposed by Council Member Oriadha

Introduced by Council Members Oriadha, Blegay, Watson, Ivey, Burroughs, Olson,
Dernoga, Harrison, and Fisher

Co-Sponsors _____

Date of Introduction February 27, 2024

RESOLUTION

- 1 A RESOLUTION concerning
2 Extending the Truancy Study Workgroup
3 For the purpose of extending the Truancy Study Workgroup; providing for the purpose of the
4 Truancy Study Workgroup; providing for the composition of the Truancy Study Workgroup;
5 providing for the staff and technical support for the Truancy Study Workgroup; providing for the
6 issuance of a report; and generally regarding the Truancy Study Workgroup.
7 WHEREAS, the State's Attorney for Prince George's County noted a correlation between
8 truancy and juvenile delinquency; and
9 WHEREAS, the Truancy Study Workgroup ("Workgroup") will study possible causes of
10 truancy, and whether truancy and drop-out rates increased as students returned to in-person
11 instruction on school campuses after the COVID-19 pandemic; and
12 WHEREAS, the Workgroup shall attempt to identify goals and develop strategies to
13 substantially reduce overall truancy within Prince George's County; and
14 WHEREAS, Section 506 of the Charter for Prince George's County provides that the County
15 Council or the County Executive may appoint, for designated periods, one or more temporary
16 advisory boards of citizens of the County who shall assist in the consideration of County policies
17 and programs; and
18 WHEREAS, the Truancy Study Workgroup was established by CR-74-2023 and shall be
19 extended for a period of 12 months.
20 NOW, THEREFORE, BE IT RESOLVED by the County Council of Prince George's County,
21 Maryland, that the Truancy Study Workgroup is extended for a period of 12 months to assist the

TRUANCY STUDY WORKGROUP



CR-010-2024

County in studying what if any correlation exists among truancy, drop-out rates, and juvenile delinquency while striving to identify goals and strategies to decrease overall truancy-based delinquency within the County:

- (a) The Workgroup shall study the causes and effects of truancy, while examining solutions to address any correlation between truancy and youth in contact with the justice system as well as any resources available for truant youth in contact with the justice system.
- (b) The Workgroup shall study possible causes of truancy, and whether truancy and drop-out rates increased as students returned to in-person instruction on school campuses after the COVID-19 pandemic.
- (c) The Workgroup shall identify recommendations to combat truancy focused on procedural, budgetary, or policy changes.
- (d) The Workgroup shall be comprised of the following members:
 - (1) The State's Attorney for Prince George's County or their designee;
 - (2) The DCAO for Public Safety, or their designee;
 - (3) The DCAO for Health, Human Services, and Education, or their designee;
 - (4) The Superintendent of Prince George's County Public Schools, or their designee;
 - (5) The Sheriff for Prince George's County, or their designee;
 - (6) The Chief of Prince George's County Police Department, or their designee;
 - (7) The Director of Prince George's County Family Services, or their designee;
 - (8) The Secretary of Juvenile Services, or their designee;
 - (9) The Director of the Department of Social Services; or their designee;
 - (10) The Public Defender for Prince George's County, or their designee;
 - (11) The President of PGCEA, or their designee;
 - (12) The Elected Student Board member of the Prince George's County School Board of Education;
 - (13) The following five (5) members are to be selected by the Prince George's County Council:
 - a. One (1) Representative from the Prince George's County Council;
 - b. One (1) Representative from the Police Chief's Association for Prince George's County;
 - c. One (1) Representative from the Prince George's County School Board of

TRUANCY STUDY WORKGROUP



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Education;

d. Two (2) Representatives total from two (2) different community-based non-profits serving youth

(e) The Workgroup shall elect the Chair of the Workgroup by majority vote at the first meeting.

(f) The Workgroup shall meet monthly for a period of 12 months, unless otherwise noted.

(g) No member of the Workgroup shall receive compensation in exchange for their services rendered to the Workgroup; but they are entitled to reimbursement for expenses under the Standard State Travel Regulations as provided by the County Budget.

(h) The Legislative Branch shall provide for the staff and technical support for the Workgroup.

(i) The Workgroup shall issue one (1) report to be transmitted to the County Executive and County Council on an annual basis, and no later than thirty (30) days following the final meeting of each 12 month period.

Adopted this 27th day of February, 2024.

COUNTY COUNCIL OF PRINCE
GEORGE'S COUNTY, MARYLAND

BY: Jolene Ivey
Jolene Ivey
Chair

ATTEST:

Donna J. Brown
Donna J. Brown
Clerk of the Council