



# Truancy Study Workgroup

*Final Report and Recommendations*

August 2025

# 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**

# Background Information

- The Truancy Study Workgroup arose from a need to deeply understand the causes and effects of chronic absenteeism in schools and provide solutions to curb learning loss and re-engage students in the classroom.
- The State's Attorney noted a correlation between absenteeism and juvenile delinquency that spiked during the COVID-19 pandemic. During the pandemic, student chronic absenteeism was also correlated with a decline in graduation rates.
- Habitual truancy, defined by the school system as "the percentage of students with unexcused absence rates over 20%," peaked in 2021 and has 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%.

# Legislation

## CR-074-2023 – Establishing legislation

Tasked the Workgroup with studying and identifying contributing factors to the increased number of student truancy and chronic absenteeism in the County and identify solutions.



## CR-010-2024 – Extension of deadline for final report and recommendations

Increased the Workgroup for a period of 12 months.



# Membership

Krystal Oriadha,  
Co-Chair

Council Vice Chair, District 7

Donna Christy, Co-  
Chair

President, Prince George's  
County Educators'  
Association

Aisha Braveboy

State's Attorney, Prince  
George's County

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

Elizabeth Faison

Associate Superintendent of  
Student Services, Prince  
George's County Public  
Schools (PGCPS)

Representative from  
Office of the Sheriff

Malik Aziz

Chief, Police Department

James McCreary

Deputy Chief, Police  
Department

Lyrica A. Welch

Director, Office of  
Community Engagement,  
Department of Family  
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Public Defender, Prince  
George's County

Representative from  
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Sr.

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George's County Board of  
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Executive Director/Co-  
Founder, Judge Me Now

Terri Blackwell

Director, PG Community  
Collaborative Resolution  
Center

Cindy Najhram

Supervising Attorney,  
Maryland Office of the Public  
Defender

# Final Recommendations

- Thirty-two (32) Final Recommendations, divided into four (4) broad categories:
  - 09 – Educational Supports
  - 08 – Root Causes and Mental Health
  - 06 – Interventions and Incentives
  - 09 – Family Engagement

## I. Create an Attendance Monitoring System

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

# Final Recommendations – Educational Supports

- I. Create an Attendance Monitoring System
- II. Parental Engagement Workshops
- III. Incentive Programs for Students
- IV. School Attendance Teams (SATs)
- V. Community Partnerships
- VI. Flexible Scheduling and Online Learning Options
- VII. Mentoring Programs
- VIII. School-Based Mental Health Services
- IX. Attendance Awareness Campaigns

## **Final Recommendations – Root Causes/Mental Health**

- X. Trauma-Informed School Practices
- XI. Social-Emotional Learning (SEL) Programs
- XII. Family & Caregiver Mental Health Support
- XIII. Peer-Led Support Groups & Mentorship
- XIV. Mental Health Screening & Early Intervention
- XV. School Climate & Belonging Initiatives
- XVI. Community-Based Wraparound Services
- XVII. Restorative Justice Instead of Punitive Discipline



# Final Recommendations – Interventions/Incentives

- XVIII. Truancy Diversion Courts
- XIX. Attendance Success Coaches
- XX. Truancy Prevention Workshops
- XXI. Transportation Assistance Vouchers
- XXII. Attendance Recovery Programs
- XXIII. Community-Based Attendance Navigators

## Final Recommendations – Family Engagement

- XXIV. Family Attendance Contracts
- XXV. Parent Attendance Liaisons
- XXVI. Monthly Family Engagement Nights
- XXVII. Home Visit Program
- XXVIII. Attendance-Focused Parent-Teacher Conferences
- XXIX. Family Tech Training Nights
- XXX. Multilingual Parent Engagement Teams
- XXXI. Family Engagement Incentive Program
- XXXII. School-Based Family Resource Hubs

# Acknowledgements

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- **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
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- **Staff of the Office of Communications**, Prince George's County Council
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# Next Steps

Establish an internal inter-agency task force to work through these recommendations and how they can best be implemented to support students and their families.



# Discussion

