



Chronic Absenteeism and Truancy:

Truancy Study Workgroup

4/12/2024



Prince George's County Board of Education

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Jocelyn Route, Appointed

Rayne Rivera-Forbes, Student Member

Millard House II., Superintendent

Objectives

- Attendance Law
- Data Overview
- Strategies to Increase Attendance
- Q&A





Attendance Law

Key Terms

- Absenteeism - lawful or unlawful absence from school
- Truancy - frequency of *unlawful* absences
- Chronically absent - Student is absent 10% or more of school days (lawful and unlawful reasons)
- Habitually Truant - unlawful absences for 20% or more of enrolled school days



Maryland Law

Each child who resides in Maryland and is five (5) years old or older, and under 18 shall attend a public school during the entire school year unless the child is otherwise receiving regular, thorough instruction during the school year in the studies usually taught in public schools to children of the same age, or is exempted by law.

If the child is home schooled, the PGCPS Home School Office must be notified and provided the required documentation for the exemption.

Lawful Absences

1. Death in the immediate family (i.e., parent, guardian, brother, sister, grandparent), or extended family and close non-relatives.
 - A. Four (4) school days shall be considered excused upon the death of an immediate family member, extended family member or close non-relative;
 - B. The principal may grant extra days for extenuating circumstances.
2. Illness of the student.
 - The principal may require a physician's certificate from the parent/guardian of a student that is reported absent for illness at least three (3) school days. If absences reach six (6) days, a physician's certificate will be required.

Lawful Absences

3. Behavioral health needs.



- The principal or a pupil personnel worker will require a licensed or certified mental health practitioner's certificate from the parent or guardian of a student reported continuously absent for behavior health needs.

4. Mental Health Day



- Students may receive as an excused absence one (1) day of absence in each semester of each school year for a student's mental health needs.
- A note from a physician to excuse a student's absence for mental health needs is not required.

Lawful Absences

5. Pregnancy and parenting-related conditions:

- A. Absences due to labor, delivery, recovery, prenatal and post-natal medical appointments;
- B. Absences due to an illness or medical appointment of the student's child. After four (4) days of such absences during a school year, a physician's note will be required;
- C. A parenting student is allowed a minimum of ten (10) days excused after the birth of the child;
- D. Absences due to legal appointments related to family law proceedings, including adoption, custody, and visitation; and
- E. Absence from class due to use of a lactation space to nurse or express breast milk

Lawful Absences

6. Court Summons

7. Hazardous weather conditions that would endanger the health or safety of the student when in transit to and from school

8. Work approved or sponsored by the school, PGCPS, or the Maryland State Department of Education, accepted by the CEO or the school principal, or their designee, as a reason for excusing the student

Lawful Absences

9. Observance of a religious holiday

10. State emergency

11. Suspension

12. Lack of authorized transportation

- This does not include students denied authorized transportation for disciplinary reasons.

Lawful Absences

13. Health exclusion, which includes immunizations and other health-related communicable or contagious diseases.

14. Absence due to Military Families.

- A lawful absence will be granted to students while visiting a parent or legal guardian who is an active duty member of the uniformed services and has been called to duty for, is on leave from, or immediately returned from deployment to a combat zone or combat supporting posting.
- Students must receive missed homework assigned during the time they were absent.
- Military orders may be requested.

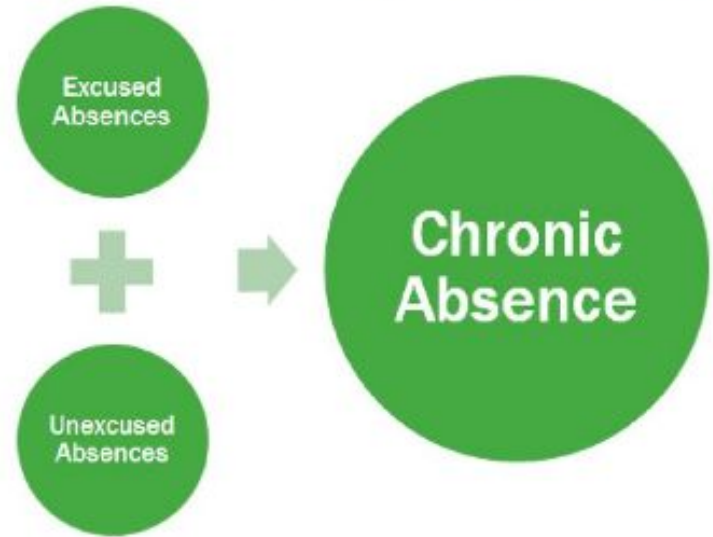
Lawful Absences

15. Other emergency or set of circumstances which, in the judgment of the CEO/designee, constitutes a good and sufficient cause for absence from school, including but not limited to:

- A. Civic engagement (limited to three days); and
- B. College visits and interviews (limited to three days)

Defining Chronic Absenteeism

Chronic Absence is missing 10% or more of the school year for **any reason** - this includes excused and unexcused absences.



Reference: AllHere



Chronic Absenteeism

- 83% of students chronically absent in kindergarten and first grade **cannot read on-level by third grade**
- Students not reading on-level by third grade are **4X more likely to drop out**
- High school dropouts are **8X more likely to be incarcerated than people with high school diplomas**

Reference: AllHere



Unlawful Absences

- Student absent without any indication of lawful reason
- After 10 school days of consecutive unlawful absences, the student can be exited from the school

It is important for parents/guardians/students to communicate to school personnel if they are having problems attending school.

Potential Legal Repercussions for Habitual Truancy

The parent may be:

- Referred to Circuit Court petitioned for Adult Truancy
- Fined \$50 per day
- Up to 3-5 days incarceration
- Any or all of the above





Current Data



Reduction in Chronic Absenteeism Year to Year

CA Comparison Feb (SY22) - Feb (SY24)				
Category	SY22-Feb	SY23-Feb	SY24-Feb	Difference SY23 v SY24
District	28.07%	34.13%	29.64%	-4.49%
Charter	10.53%	15.00%	13.05%	-1.95%
Elementary	26.28%	32.94%	27.62%	-5.32%
K8	21.32%	25.17%	19.74%	-5.43%
Middle	24.23%	28.45%	23.84%	-4.61%
K8/Middle	23.47%	27.92%	22.52%	-5.40%
High*	36.69%	42.26%	39.51%	-2.75%
Regional**	41.60%	53.60%	51.07%	-2.53%

The district has improved its chronic absenteeism rate by approximately ***six and a half percentage points*** when comparing SY23 February to SY24 February data with K8, elementary and middle schools showing the greatest improvements.



Year to Year Chronic Absenteeism Rate

Feb (SY23) vs Feb (SY24) CA Comparison

SCHOOL_NAME	SY23 Feb			SY24 Feb			(Feb) CA % SY23 v SY24
	Enrollment Count	CA Count	CA %	Enrollment Count	CA Count	CA %	
G JAMES GHOLSON MIDDLE	910	356	39.1%	809	154	19.0%	-20.1%
BELTSVILLE ACADEMY	1172	453	38.7%	1200	262	21.8%	-16.9%
COLUMBIA PARK ELEMENTARY	523	219	41.9%	457	115	25.2%	-16.7%
TAYAC ELEMENTARY	391	151	38.6%	364	90	24.7%	-13.9%
CHAPEL FORGE E C C	291	134	46.0%	339	109	32.2%	-13.8%
BENJAMIN STODDERT MIDDLE	598	240	40.1%	667	181	27.1%	-13.0%
CHILLUM ELEMENTARY	409	177	43.3%	352	107	30.4%	-12.9%
COOPER LANE ELEMENTARY	517	222	42.9%	516	155	30.0%	-12.9%
LONGFIELDS ELEMENTARY	314	120	38.2%	275	70	25.5%	-12.7%
ROBERT R GRAY ELEMENTARY	496	260	52.4%	409	164	40.1%	-12.3%
CESAR CHAVEZ ELEMENTARY	357	111	31.1%	372	70	18.8%	-12.3%
RIVERDALE ELEMENTARY	668	235	35.2%	660	152	23.0%	-12.2%
DREW-FREEMAN MIDDLE	877	376	42.9%	1158	359	31.0%	-11.9%
BOND MILL ELEMENTARY	513	147	28.7%	507	91	17.9%	-10.8%
BARACK OBAMA ELEMENTARY	784	244	31.1%	660	135	20.5%	-10.6%
WILLIAM BEANES ELEMENTARY	416	218	52.4%	419	176	42.0%	-10.4%
CHARLES CARROLL MIDDLE	1289	344	26.7%	1267	206	16.3%	-10.4%
FOREST HEIGHTS ELEMENTARY	279	121	43.4%	245	81	33.1%	-10.3%
THOMAS S STONE ELEMENTARY	477	155	32.5%	564	127	22.5%	-10.0%
BLADENSBURG HIGH	2295	1275	55.6%	2278	1044	45.8%	-9.8%
SAMUEL P MASSIE ACADEMY	574	261	45.5%	507	182	35.9%	-9.6%
LEGENDS PUBLIC CHARTER SCHOOL	800	173	21.6%	904	109	12.1%	-9.5%
GWYNN PARK MIDDLE	738	191	25.9%	767	126	16.4%	-9.5%
BADEN ELEMENTARY	239	94	39.3%	200	60	30.0%	-9.3%
VALLEY VIEW ELEMENTARY	380	127	33.4%	382	92	24.1%	-9.3%
JAMES H HARRISON ELEMENTARY	325	105	32.3%	322	74	23.0%	-9.3%
FORT WASHINGTON FOREST ELEM	397	143	36.0%	419	112	26.7%	-9.3%
MONTPELIER ELEMENTARY	601	211	35.1%	613	158	25.8%	-9.3%
PAINT BRANCH ELEMENTARY	387	155	40.1%	520	161	31.0%	-9.1%
THURGOOD MARSHALL MIDDLE	760	291	38.3%	786	233	29.6%	-8.7%
GREENBELT ELEMENTARY	629	226	35.9%	581	158	27.2%	-8.7%

One hundred sixty-six (83%) of the two hundred one schools/programs/facilities registered a **reduction** in their CA rate, some reductions were minor while others were significant.

G. James Gholson MS, Beltsville Academy, and Columbia Park ES each decreased their CA rate by more than fifteen percentage points.

[Link to Data](#)



Year to Year Chronic Absenteeism Rate

Feb (SY23) vs Feb (SY24) CA Comparison

SCHOOL_NAME	SY23 Feb			SY24 Feb			(Feb) CA % SY23 v SY24
	Enrollment Count	CA Count	CA %	Enrollment Count	CA Count	CA %	
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GREENBELT ELEMENTARY	629	226	35.9%	581	158	27.2%	-8.7%

Two of the non-traditional programs had the largest increases from Feb SY23 to Feb SY24, NTP Middle with a 16.6% increase and Incarcerated Youth with a 10% increase.

Of the traditional schools, Buck Lodge MS had the largest year-to-year increase from 18.3% to 26.4% (8.1%)

[Link to Data](#)



Reduction in Chronic Absenteeism Year to Year

CA Comparison March (SY22) - March (SY24)				
Category	SY22- March	SY23- March	SY24- March	Difference
District	28.69%	33.00%	30.68%	-2.32%
Charter	10.87%	13.16%	13.41%	0.25%
Elementary	26.65%	32.12%	29.05%	-3.07%
K8	21.44%	23.03%	19.85%	-3.18%
Middle	24.64%	27.02%	24.42%	-2.60%
K8/Middle	23.81%	26.00%	23.17%	-2.83%
High	37.86%	41.48%	40.45%	-1.03%
Regional	43.52%	53.39%	53.06%	-0.33%

The district continues to improve its chronic absenteeism (CA) rate when compared to last year and the March comparison decreased **-2.32%**, from 33% (SY23) to 30.68% (SY24).

However, each month, our CA rate continues to rise. For example, in comparison to last year, the District is trending at a slightly lower CA rate, however, each month compared to the prior year's CA rate, we are getting closer.



Year to Year Chronic Absenteeism Rate

Year-to-Year Comparison- March (SY23) to (SY24) Chronic Absenteeism

SCHOOL_NAME	SY23_March			SY24_March			(March CA %) SY23 v SY24
	Enrollment Count	CA Count	CA %	Enrollment Count	CA Count	CA %	
Charter Schools							
IMAGINE FOUNDATIONS AT MORNINGSIDE	368	84	22.8%	366	99	27.0%	4.2%
IMAGINE LINCOLN PCS	385	79	20.5%	350	85	24.3%	3.8%
EXCEL ACADEMY PUBLIC CHARTER	354	33	9.3%	449	74	16.5%	7.2%
IMAGINE ANDREWS PUBLIC CHARTER	406	41	10.1%	389	52	13.4%	3.3%
LEGENDS PUBLIC CHARTER SCHOOL	799	151	18.9%	904	117	12.9%	-6.0%
COLLEGE PARK ACADEMY	693	71	10.2%	682	86	12.6%	2.4%
IMAGINE FOUNDATIONS AT LEELEAND PCS	492	40	8.1%	492	59	12.0%	3.9%
CHESAPEAKE MATH AND IT SOUTH PUBLIC	1490	206	13.8%	1503	178	11.8%	-2.0%
CHESAPEAKE MATH AND IT PUBLIC CHART	1687	173	10.3%	1687	165	9.8%	-0.5%
Elementary Schools							
DISTRICT HEIGHTS ELEMENTARY	391	222	56.80%	396	219	55.3%	-1.5%
SEAT PLEASANT ELEMENTARY	355	162	45.60%	301	144	47.8%	2.2%
WILLIAM BEANES ELEMENTARY	424	217	51.20%	425	200	47.1%	-4.1%
PANORAMA ELEMENTARY	633	306	48.30%	629	284	45.2%	-3.1%
CONCORD ELEMENTARY	295	145	49.20%	231	103	44.6%	-4.6%
CORA L RICE ELEMENTARY	554	270	48.70%	605	266	44.0%	-4.7%
HILLCREST HEIGHTS ELEMENTARY	463	212	45.80%	463	199	43.0%	-2.8%
ROBERT R GRAY ELEMENTARY	509	263	51.70%	420	178	42.4%	-9.3%
CLINTON GROVE ELEMENTARY	282	120	42.60%	333	140	42.0%	-0.6%
J FRANK DENT ELEMENTARY	250	102	40.80%	239	99	41.4%	0.6%
CARMODY HILLS ELEMENTARY	481	230	47.80%	444	183	41.2%	-6.6%
SUITLAND ELEMENTARY	572	256	44.80%	515	208	40.4%	-4.4%
PRINCETON ELEMENTARY	353	156	44.20%	337	135	40.1%	-4.1%
EDWARD M FELEGY ELEMENTARY	777	328	42.20%	716	283	39.5%	-2.7%
FRANCIS SCOTT KEY ELEMENTARY	449	181	40.30%	468	180	38.5%	-1.8%
DOSWELL E BROOKS ELEMENTARY	240	76	31.70%	237	89	37.6%	5.9%
PORT TOWNS ELEMENTARY	1042	391	37.50%	1040	389	37.4%	-0.1%
SAMUEL CHASE ELEMENTARY	328	136	41.50%	349	130	37.2%	-4.3%

The cumulative impact of individual school efforts has been a huge contributing factor to the overall decrease in the district:

- 140 of the 202 schools/sites reduced their CA rate and that reduction ranged from
 - -0.1% to -14.8%, with Beltsville Academy and G. James Gholson MS having the largest reductions
- 57 schools/sites increased their CA rate and that increase ranged from
 - 0.1% to 8.9% with Buck Lodge MS having the largest increase

[Link to Data](#)



Year to Year Chronic Absenteeism Rate

SCHOOL_NAME	SY23_March			SY24_March					
	Enrollment Count	CA Count	CA %	Enrollment Count	CA Count	CA %	(March CA %) SY23 v SY24	(March) SY23 v SY24- CA Count	(March CA %) SY23 v SY24
Top 5 Largest Chronic Absenteeism Decreases (Y2Y)									
BELTSVILLE ACADEMY	1188	429	36.1%	1214	259	21.3%	26	-170	-14.8%
G JAMES GHOLSON MIDDLE	922	347	37.6%	817	186	22.8%	-105	-161	-14.8%
COLUMBIA PARK ELEMENTARY	526	211	40.10%	459	121	26.4%	-67	-90	-13.7%
LONGFIELDS ELEMENTARY	315	116	36.80%	276	69	25.0%	-39	-47	-11.8%
CHILLUM ELEMENTARY	420	173	41.20%	358	109	30.4%	-62	-64	-10.8%



Year to Year Chronic Absenteeism Rate

Top 5 Largest Chronic Absenteeism Increases (Y2Y)									
BUCK LODGE MIDDLE	1314	223	17.0%	1278	331	25.9%	-36	108	8.9%
EXCEL ACADEMY PUBLIC CHARTER	354	33	9.3%	449	74	16.5%	95	41	7.2%
SURRATTSVILLE HIGH	834	329	39.4%	831	378	45.5%	-3	49	6.1%
DOSWELL E BROOKS ELEMENTARY	240	76	31.70%	237	89	37.6%	-3	13	5.9%
MELWOOD ELEMENTARY	494	142	28.70%	542	186	34.3%	48	44	5.6%



February to March Chronic Absenteeism Rate

Month-to-Month Comparison- Feb (SY24) to March (SY24) Chronic Absenteeism

SCHOOL_NAME	SY24 Feb			SY24 March			(SY24) Feb vs March Enroll Count Diff	(SY24) Feb vs March CA Count Diff	(SY24) Feb vs March CA % Diff
	Enrollment Count	CA Count	CA %	Enrollment Count	CA Count	CA %			
Charter Schools									
IMAGINE FOUNDATIONS AT MORNING	366	95	26.0%	366	99	27.0%	0	4	1.0%
IMAGINE LINCOLN PCS	350	78	22.3%	350	85	24.3%	0	7	2.0%
EXCEL ACADEMY PUBLIC CHARTER	449	67	14.9%	449	74	16.5%	0	7	1.6%
IMAGINE ANDREWS PUBLIC CHARTER	389	48	12.3%	389	52	13.4%	0	4	1.1%
LEGENDS PUBLIC CHARTER SCHOOL	904	109	12.1%	904	117	12.9%	0	8	0.8%
COLLEGE PARK ACADEMY	682	88	12.9%	682	86	12.6%	0	-2	-0.3%
IMAGINE FOUNDATIONS AT LEELEND	492	60	12.2%	492	59	12.0%	0	-1	-0.2%
CHESAPEAKE MATH AND IT SOUTH PL	1503	192	12.8%	1503	178	11.8%	0	-14	-1.0%
CHESAPEAKE MATH AND IT PUBLIC CH	1687	153	9.1%	1687	165	9.8%	0	12	0.7%
Elementary Schools							0	0	
DISTRICT HEIGHTS ELEMENTARY	393	198	50.40%	396	219	55.3%	3	21	4.9%
SEAT PLEASANT ELEMENTARY	296	137	46.30%	301	144	47.8%	5	7	1.5%
WILLIAM BEANES ELEMENTARY	419	176	42.00%	425	200	47.1%	6	24	5.1%
PANORAMA ELEMENTARY	624	279	44.70%	629	284	45.2%	5	5	0.5%
CONCORD ELEMENTARY	231	96	41.60%	231	103	44.6%	0	7	3.0%
CORA L RICE ELEMENTARY	593	256	43.20%	605	266	44.0%	12	10	0.8%
HILLCREST HEIGHTS ELEMENTARY	455	185	40.70%	463	199	43.0%	8	14	2.3%
ROBERT R GRAY ELEMENTARY	409	164	40.10%	420	178	42.4%	11	14	2.3%
CLINTON GROVE ELEMENTARY	328	136	41.50%	333	140	42.0%	5	4	0.5%
J FRANK DENT ELEMENTARY	232	92	39.70%	239	99	41.4%	7	7	1.7%
CARMODY HILLS ELEMENTARY	439	181	41.20%	444	183	41.2%	5	2	0.0%
SUITLAND ELEMENTARY	511	199	38.90%	515	208	40.4%	4	9	1.5%
PRINCETON ELEMENTARY	334	130	38.90%	337	135	40.1%	3	5	1.2%
EDWARD M FELEGY ELEMENTARY	709	268	37.80%	716	283	39.5%	7	15	1.7%
FRANCIS SCOTT KEY ELEMENTARY	458	167	36.50%	468	180	38.5%	10	13	2.0%
DOSWELL E BROOKS ELEMENTARY	233	79	33.90%	237	89	37.6%	4	10	3.7%
PORT TOWNS ELEMENTARY	1028	358	34.80%	1040	389	37.4%	12	31	2.6%
SAMUEL CHASE ELEMENTARY	347	131	37.80%	349	130	37.2%	2	-1	-0.6%
ROSE VALLEY ELEMENTARY	400	131	32.80%	402	149	37.1%	2	18	4.3%

Outside of charter schools and schools with specialty programs, the *enrollment* at a majority of the PGCPS schools continues to *increase* even deep into the third quarter.

From January to February (SY24), the enrollment count increased by 2,216 and the CA count increased by 1,409 and from February to March (SY24), the district enrollment count increased by 1,315 and its CA count increased by 1,869.

[Link to Data](#)



Efforts and Interventions



Implementing Interventions to Reduce Truancy

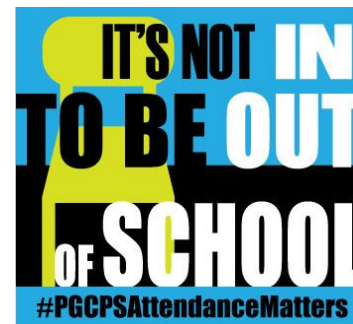
Our Attendance Administrative Procedure provides guidance on lawful and unlawful absences and strategies for intervening and supporting student attendance.

Prevention

- Parental Contact
- Home Visits
- Refer to the Student Intervention Team
- Attendance Plans
- ALLHERE - Chatbot

Intervention

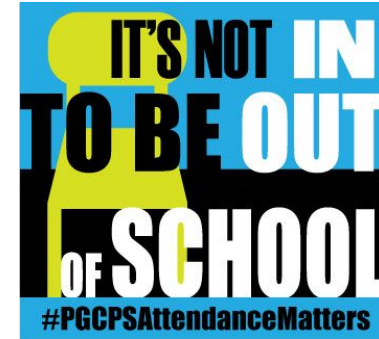
- Home visits
- Refer to Interagency Council
- State's Attorney/CEO Joint Letter
- Truancy Court
- Refer to External Resources
- Anti Truancy Program w/State's Attorney Office



Implementing Interventions to Reduce Truancy (18 yrs and Older)

Prevention

- Administrative Procedure
- Referral to Student Intervention Team
- Referral to Student Support Team
- Home visits
- Exit Conferences
- Referral to Alternative Education Programs
 - Evening Virtual Program
 - Job Corp
 - Freestate Challenge Academy
 - GED Prep and Test Administration



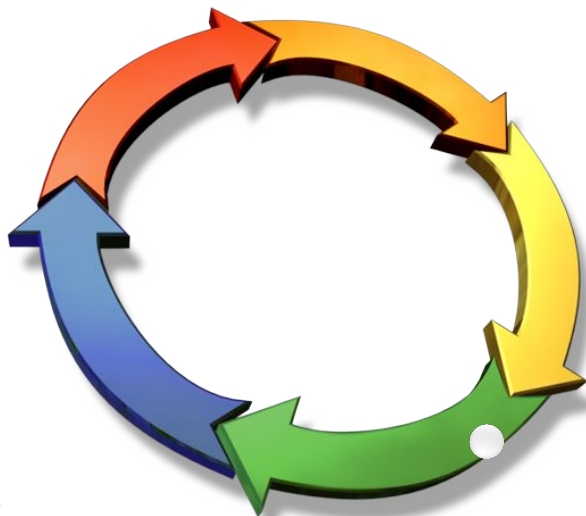
Support through the Pupil Personnel Worker

Advocate:

Supports student rights & responsibilities. Ensures due process for all students. Facilitator for Extended Suspensions

Liaison:

Works with school staff to help maintain a positive home-school connection through strategies such as home visits and conferences



Consultant:

Serves as a consultant to administration, school staff, parents/guardians on issues such as attendance, discipline, residency, counseling, and crisis intervention. Interprets PGCPS administrative policies and procedures, federal, state, and local laws

Referral Source:

Refers students and families to internal and outside resources

Support through Mental Health Clinicians

Critical Daily Functions

1	Counseling to students and families & Re-entry
2	Sessions (suspensions) Consultation with teachers and
3	Classroom Observations and Support on S.I.T., 504



4	Professional Development - Students, Staff and Parents
5	Psychosocial Evaluations
6	Support for Crisis and Suicidal Ideation

Support through Hazel Telehealth

- Hazel Health is a telehealth provider that will allow students to see a medical doctor or a mental health therapist over a virtual visit, at no cost. Provided to us in partnership with the Health Department.
- We have rolled out two models: **Hazel at Home** and **Hazel at School**.
- All PGCPS families will have access to **Hazel at Home**.
- Parents will be able to use any web-enabled device to reach a Hazel provider from 7 AM - 7 PM, Monday through Friday.
- **Hazel at School** is now available for all schools.

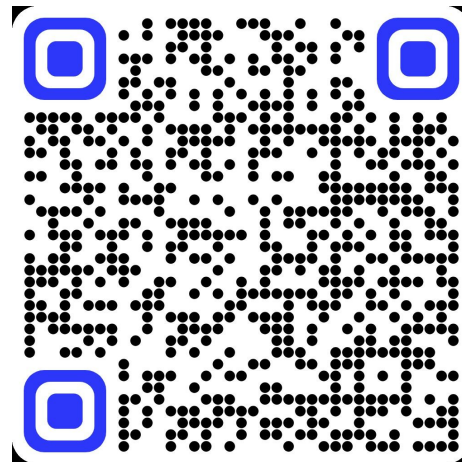


Mental Health Supports

PGCPS Guide – Mental Health Supports for Students, Parents and Staff

SY 2023-2024

	Training & Education	Counseling Supports	Resources
Student Supports	<ul style="list-style-type: none"> Sanford Harmony & Quaver: Social Emotional Lessons (Grades PreK-6) <ul style="list-style-type: none"> Self-Awareness Social Awareness Self-Management Responsible Decision Making Relationship Skills Everfi Courses - Mental Wellness Basics (Grades 8) <ul style="list-style-type: none"> Understanding Trauma Understanding Mental Health Disorders Healthy Coping Skills Getting Help Safe Schools & Naviance - Safety and Wellness Courses & Goal Setting (Grades 6 - 12) <ul style="list-style-type: none"> Youth Suicide Awareness Bullying and Cyberbullying Alcohol, Drug and Vaping Sexual Harassment Digital Citizenship (Grades 9 - 12) <ul style="list-style-type: none"> Depression Stress & Anxiety Good Decision Making Healthy Relationships Resolving Disagreement Sources of Strength (Grades 6 - 12) <ul style="list-style-type: none"> Evidence-based suicide prevention and helping seeking program Wellness Council - Utilize the Wellness Champions to create/implement activities. 	<p>Individual and Group Counseling provided through:</p> <ul style="list-style-type: none"> Professional School Counselors School Psychologists Social Workers Mental Health Clinicians (All schools) Evolving Counseling Centers Prince George's County Behavioral Health Services <p>Critical Processes:</p> <ul style="list-style-type: none"> Identify and assess students for issues transitioning back to school; traumatic stress, especially students with a history of anxiety, depression, suicidal ideation, learning or attention disorders, child abuse, domestic violence. Students whose family is impacted by job loss, income loss or loss of a loved one and where a family member is a healthcare worker or works in an occupation with potential exposure to the virus should also be identified; Provide individual virtual counseling to students who express fears, loss, anxiety and/or signs of depression; Implement suicide intervention and behavior threat assessment processes as needed; Refer students in need of additional services; and Contact the Mobile Crisis Team when appropriate. 	<p>Resources (school-wide structures/programs) supportive of student's mental health:</p> <ul style="list-style-type: none"> Calm Space Guidelines: Guidelines for families and staff to create calm spaces for students at home and in school. Calm space tools distributed to schools; Art & Mental Health Project: 500 Ways to Cope: Initiative to give students a means of expressing and sharing how they cope via art. PGCPS Mental Health Website; Mental Health 74.7 Series - "Find your Peace End the Stigma" Student Forum; Restorative Approaches - Circles; Student Government Association Prince George's County Regional Association of Student Governments Healing Circles - as advertised Set to Go Website; Crisis Text Line: Text HOME to 741741 Prince George's County Crisis Services (includes Mobile Crisis Team): 301-429-2185 National Suicide Prevention Lifeline: National Suicide Prevention Lifeline - Dial 9-8-8 Maryland Call 2-1-1 or Text your zip code to 898-211 Safe Schools Maryland Tin Line: Call 1-833-MD-8-Safe or Download the app



[PGCPS Mental Health Resource Guide](#)

Questions and Answers

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