

# Clay Belgie.pdf

Uploaded by: Clay Belgie

Position: FAV



# WICOMICO COUNTY PUBLIC SCHOOLS

## DIVISION OF STUDENT AND FAMILY SERVICES

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February 6, 2023

My name is Clay Belgie and I am the Truancy Reduction Program Coordinator for Wicomico County Public Schools. I have held this position for over 8 years and have seen the many positive outcomes for our students and families. It is an honor to be able to share my thoughts on this valuable program in support of SB220- Juveniles Truancy Reduction Pilot Program – Expansion.

The Truancy Reduction Court Program has adapted to changing times by meeting students and families where they are. Ours is a holistic approach to positive growth by offering incentives for improved attendance. Over the years I have seen students enter into positive behavior contracts and rewarded with gym memberships and Driver's Education Training at no cost to the family. This strength-based approach elicits more positive outcomes and lasting behavior change than the alternatives of criminal prosecution of the parent or referral to the Department of Juvenile Services for habitual truancy.

The Program and regular court hearings also give the school system an opportunity to interact with families that were less than responsive to school-based interventions. It also highlights the importance of regular school attendance, which we know is so crucial to the learning process. Mental health, substance use, and other services may be ordered through the Program, which provide added opportunities for families to find success.

In my position, I am often asked by colleagues around the state how they may access a Truancy Reduction Court Program to support their students and families and I must explain the limitations of the statute preventing them from easily attaining this problem-solving court. Visitors from other counties have observed our court proceedings and find value in the approach and interaction with the participants.

The Truancy Reduction Court Program in Wicomico County has assisted numerous families over the years find success with not only attendance, but with grades, family life and social skills. In our county, the Program affords room for only 40 student participants, out of the more than 15,000 enrolled, at any one time. An expansion of this program, not only in our county but across the state, would give us the opportunity to provide services for many more who are in need of such intervention.

Thank you for your consideration to this very worthwhile bill.

Regards,

A handwritten signature in black ink, appearing to read "Clay Belgie".

Clay Belgie

# **Darrell Birckett.pdf**

Uploaded by: Darrell Birckett

Position: FAV

Darrell Birckett  
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I, Darrell Birckett, retired educator, administrator and Pupil Personnel Worker support SB-220-  
Juveniles Truancy Reduction Pilot Program – Expansion.

I have been involved in the Truancy Reduction Court Program with Worcester County Public Schools since its conception (2007) as a Student Services Specialist until my retirement in June 2022. It is currently by far the best it has ever been due to the stakeholders involved. The families engaged and participating in the program. They attend and are connected to services provided by local agencies and community organizations. Parents are contacting their court-provided case managers for assistance with barriers as well as reporting accomplishments that their child has achieved as a result of redirection through the program and services rendered. What I have found to be even more astounding is the youth participants' engagement in stating what they need to excel socially, emotionally and academically. The court and the program staff have worked to allow them to have a voice in their recovery and participate as an equal partner; this has been a recipe for success.

Student success/achievement and parent engagement is attributed to the partnerships and connections established by the Truancy Reduction Court Program coordinator and case managers. Parents and students feel empowered and that they have an ally to resort to if needed. The team consistently exhausts all possibilities to ensure families are getting the services they need to meet with success. They are genuine, compassionate and receptive; yet families know that they are accountable and all reporting will be accurate regarding their participation both good and bad. The success of the program, partnerships and camaraderie that the coordinator and case managers possess made me contemplate delaying my retirement. I highly recommend the passing of SB-220 as I wholeheartedly believe school systems and communities, but most importantly families, across Maryland should have the same access to this level of intervention through the Court's guidance, treatment and rehabilitation.

Sincerely,



Darrell Birckett

# **SB 220 Written Testimony Truancy Reduction Court.p**

Uploaded by: Laura Wilt

Position: FAV



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**WRITTEN TESTIMONY**

**Re: SENATE BILL 220**

**From: Laura Corbett Wilt, Chief Assistant State's Attorney, Juvenile Diversion Programs.**

**IN FAVOR**

**I am asking for a favorable report on Senate Bill 220.**

As someone who has worked with our Frederick County Truancy Reduction Council I write in support of this Bill. Our Truancy Council was developed with the desire to decrease the rising number of habitually truant youth. Our Council does good work and has seen some success but needs the structure, staff, funding, and authority that a Truancy Reduction Court would bring. Increasing the number of Truancy Reduction Courts in Maryland will benefit our youth, their families, our communities, our economy, and our State in general. Truancy Reduction Courts are an important tool needed to reach our youth, to provide services while they are still impressionable enough to make a difference, and importantly to instill the importance of education for success. Truancy Reduction Courts operating now across the country and even on a limited basis in Maryland offer youth connections to services but importantly do so with the judicial authority to impress upon the families the importance of education and attendance. Truancy Reduction Courts are one more thing Maryland can do to get our most vulnerable and at-risk youth their education and set them up for success in life.

Truancy is often cited as the first step on the school-to-prison pipeline. The argument goes that youth who are truant that are handled with zero-tolerance policies result in those youth landing in the delinquency or criminal court system. No one can legitimately equate a Truancy Reduction Court with a zero-tolerance policy. That comparison is not based in reality. Advocates who are working with our truancy reduction efforts in Maryland can detail the encouraging and therapeutic work being done in truancy reduction programming and what more could be done with the passage of SB0220. Authorizing additional Truancy Reduction Courts in Maryland allows resources to be poured into our youth early, before the behavior and habits become entrenched.

I understand that persons who are not actually working with active Truancy Reduction Courts have argued that these Truancy Reduction Courts will lead to students being charged or even locked up. Maryland law does not allow for youth to be detained for Truancy<sup>1</sup>, and this legislation will not change that.

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<sup>1</sup> Md. Code Ann., Cts. & Jud. Proc. § 3-8A-15 (West)

(h)(1) A child alleged to be in need of supervision may not be placed in:

A youth's absenteeism cannot constitute a crime/delinquency charge. Habitual truancy can be considered by the Department or a Court to determine if a youth meets the legal standard for a "CINS—Child in Need of Supervision."<sup>2</sup> CINS petitions may be filed at the Department of Juvenile Services, and the Department policy allows for these petitions to be handled through a period of informal supervision or closed after an intake meeting.<sup>3</sup> The argument that youth are locked up for not attending school is not one that any elected official should rely upon if voting on this important legislation. We need to employ every tool to positively influence our youth.

I would be happy to provide discuss this matter if anyone has any questions for me. Thank you,



Laura Corbett Wilt  
Chief Assistant States Attorney Juvenile Division  
Director of Juvenile Diversion Programming  
State's Attorney's Office  
Frederick, MD  
Cell 240-674-0621

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- (i) Detention or community detention;
  - (ii) A State mental health facility; or
  - (iii) A shelter care facility that is not operating in compliance with applicable State licensing laws.

<sup>2</sup> Md. Code Ann., Cts. & Jud. Proc. § 3-8A-01 (West)

- (e) "Child in need of supervision" is a child who requires guidance, treatment, or rehabilitation and:
- (1) Is required by law to attend school and is habitually truant;
  - (2) Is habitually disobedient, ungovernable, and beyond the control of the person having custody of him;
  - (3) Departs himself so as to injure or endanger himself or others; or
  - (4) Has committed an offense applicable only to children.

<sup>3</sup> In my jurisdiction, Frederick County, the Department of Juvenile Services has not brought a CINS petition to a courtroom in approximately fifteen years. When a CINS petition is filed, even fifteen years ago, they were not filed for truancy but instead as a last ditch effort when a youth was acting as a danger to themselves or others, being beyond the control of his/her guardians, and engaging in runaway behavior. Again, CINS petitions do not allow for detention. The Courts are not so authorized.

# **SB220 Truancy Reduction Court Program (opposition)**

Uploaded by: Alyssa Fieo

Position: UNF





**NATASHA DARTIGUE**  
PUBLIC DEFENDER

**KEITH LOTRIDGE**  
DEPUTY PUBLIC DEFENDER

**MELISSA ROTHSTEIN**  
CHIEF OF EXTERNAL AFFAIRS

**ELIZABETH HILLIARD**  
ACTING DIRECTOR OF GOVERNMENT RELATIONS

## **POSITION ON PROPOSED LEGISLATION**

**BILL: SB 220 – Juveniles – Truancy Reduction Pilot Program – Expansion**

**FROM: Maryland Office of the Public Defender**

**POSITION: Unfavorable**

**DATE: February 8, 2023**

The Office of the Public Defender opposes Senate Bill 220 (SB 220), which would expand the judiciary’s ability to implement formal truancy courts across Maryland. In 2011, the Truancy Reduction Pilot Program (TRPP), along with two other truancy reduction models in Maryland, were evaluated. It was explicitly noted that “[i]deally, expansion of these programs or their use as models would be predicated on more definitive evidence.”<sup>1</sup> The proposed expansion of formal truancy courts throughout the state appears to come without that additional evidence and research. OPD agrees that young people are more likely to thrive when they attend and are engaged in school; however, we do not believe that involvement in a truancy court is the most effective intervention to achieve that goal and can, in fact, have negative consequences. Research has repeatedly shown that a single court appearance increases the chance that a young person will drop out of school.<sup>2</sup>

Truancy and attendance issues are often due to a complex array of factors, including unmet or unidentified academic needs, student discipline, lack of appropriate social emotional/behavior support, as well as family issues, poverty, homelessness, transportation issues, safety concerns, trauma, and mental health challenges. OPD represents students with a wide range of academic and mental health needs. Many of our clients have experienced years of school failure; and yet are never referred for an evaluation to determine if they have a disability impacting their ability to access the curriculum. The relationship between school attendance and academic achievement is well documented and students with disabilities are at greater risk for absenteeism.<sup>3</sup> Students may express frustration or behavior related to a disability,

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<sup>1</sup> Administrative Office of the Courts, *Assessing School Attendance Problems and Truancy Intervention in Maryland: A Synthesis of Evidence from Baltimore County and the Lower Eastern Shore*, at 99; [https://www.igsr.umd.edu/applied\\_research/Pubs/Truancy%20Intervention%20Synthesis%20Report.pdf](https://www.igsr.umd.edu/applied_research/Pubs/Truancy%20Intervention%20Synthesis%20Report.pdf).

<sup>2</sup> Am. Civ. Liberties Union, *Bullies in Blue: The Origins and Consequences of School Policing* (2017), [https://www.aclu.org/sites/default/files/field\\_document/aclu\\_bullies\\_in\\_blue\\_4\\_11\\_17\\_final.pdf](https://www.aclu.org/sites/default/files/field_document/aclu_bullies_in_blue_4_11_17_final.pdf); Sweeten, *Who Will Graduate? Disruption of High School Education by Arrest and Court Involvement*, 23 Justice Quarterly 4 (2006).

<sup>3</sup> National Center on Education Outcomes, *Students with Disabilities and Chronic Absenteeism, NCEO Brief Number 15, April 2018*; <https://nceo.umn.edu/docs/OnlinePubs/NCEOBrief15.pdf>.

which can lead to school discipline, and ultimately lack of engagement and chronic absenteeism. The disproportionate impact of school discipline on students of color and students with disabilities further contributes to this disengagement.<sup>4</sup> Even the application of attendance policies can be imposed in ways that lead to a disparate impact on students of color and low income students being referred for court intervention.<sup>5</sup> Rather than expanding court involvement, OPD urges the state and school systems to focus on evidence-based interventions that are non-punitive and center on prevention, including schoolwide strategies that improve school climate and school engagement, as well as individual student focused interventions, such as special education services and student supports.<sup>6</sup>

Informal truancy programs implementing evidence-based interventions are a more effective and holistic approach to addressing truancy issues. One such program is the Truancy Court Program through the University of Baltimore School of Law’s Center for Children Families and the Court (CFCC) which provides a system to informally address attendance issues by meeting individually with youth and their families and finding creative solutions outside of the courthouse. The program offers family assistance in a variety of ways, including assisting with transportation, homelessness, uniforms, tutoring and mentoring. OPD believes that expanding these types of programs, along with emphasizing other evidence-based best practices to address truancy—such as focusing on individual academic needs, transforming school climate, increasing positive relationship building, reducing common barriers for all students, personalizing early outreach, putting in place caring and engage mentors—are the most effective ways to address truancy concerns.

In addition to the lack of evidence to support the efficacy of court-based truancy programs, the program proposed by SB 220 comes with the risk of specific harms to the youth it intends to serve. While federal law prohibits the incarceration of youth for truancy and other status offenses alone, a child can still be detained for violation of a valid court order. For states that run truancy prevention through the formal court system, this can lead to incarceration or punitive consequences of children for truancy-related reasons.<sup>7</sup> Establishing a program that operates through the judiciary will only serve to increase the

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<sup>4</sup> See RESEARCH REVIEW: *Understanding Discipline Disparities in Maryland*, at [https://ies.ed.gov/ncee/edlabs/regions/midatlantic/app/Docs/Infographics/RELMA\\_Disproportionality\\_in\\_school\\_discipline\\_infographic.pdf](https://ies.ed.gov/ncee/edlabs/regions/midatlantic/app/Docs/Infographics/RELMA_Disproportionality_in_school_discipline_infographic.pdf).

<sup>5</sup> McNeeley, Clea, and Alemu Besufekad, et. al., *Exploring an Unexamined Source of Racial Disparities in Juvenile Court Involvement: Unexcused Absenteeism Policies in U.S. Schools*, AERA Open, Vol. 7, (2021); [https://www.attendanceworks.org/wp-content/uploads/2019/06/Clea\\_McNeeley\\_AERA\\_Open\\_April\\_2021.pdf](https://www.attendanceworks.org/wp-content/uploads/2019/06/Clea_McNeeley_AERA_Open_April_2021.pdf).

<sup>6</sup> Student supports can include counseling, a functional behavior assessment and behavior intervention plan, tutoring, mentoring, and peer support, among other interventions, including “response to intervention” (RTI) services to address academic needs.

<sup>7</sup> In 2016, the largest number of out-of-home placements for adjudicated status offenders was for truancy at 24%. See National Center for Juvenile Justice and OJJDP, *Juvenile Court Statistics (2016)*, at 80; <http://ncjj.org/pdf/jcsreports/jcs2016report.pdf>.

likelihood of youth being pulled deeper into the juvenile justice system and divert funding and emphasis away from the evidence-based best practices to address truancy. Maryland should join states like Connecticut which have purposefully ended court involvement in truancy recognizing that juvenile court is not the appropriate venue for addressing this issue and can in fact have negative consequences.<sup>8</sup>

Moreover, an expansion of court involved truancy reduction programs runs counter to what the [Blueprint for Maryland's Future](#) hopes to accomplish through the continued development of community schools which provide a wide array of wraparound services that enhance students' ability to be successful. Community schools work with other agencies and providers to address the barriers to academic success without the threat of court intervention. This model, along with the student-focused services such as increased academic supports, special education services, behavior intervention plans, counseling, social work services, and mentoring programs, are the more holistic and supportive interventions which OPD supports and advocates on a daily basis for our clients. Expanding the judiciary's engagement on this issue is not the answer.

**For these reasons, the Maryland Office of the Public Defender urges this Committee to issue an unfavorable report on SB 220.**

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**Submitted by: Maryland Office of the Public Defender, Government Relations Division.**

**Authored by: Alyssa R. Fieo  
Alyssa.fieo@maryland.gov**

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<sup>8</sup> Connecticut State Department of Education, *Catalog of Truancy Based Interventions* (2018); [https://portal.ct.gov/-/media/SDE/Truancy/TruancyInterventionCatalog\\_FINAL.pdf](https://portal.ct.gov/-/media/SDE/Truancy/TruancyInterventionCatalog_FINAL.pdf).

**SB220 - Testimony - ACLU-MD (2.8.23).pdf**

Uploaded by: Frank Patinella

Position: UNF



**Testimony for the Senate Judicial Proceedings Committee  
February 8, 2023**

**Senate Bill 220 — Juveniles - Truancy Reduction Pilot Program -  
Expansion**

FRANK PATINELLA  
SENIOR EDUCATION  
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**FAVORABLE**

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The ACLU of Maryland (ACLU) opposes SB220 — Juveniles - Truancy Reduction Pilot Program - Expansion, which would give the judiciary the authority to expand juvenile truancy courts across the state. The intent of this bill is well meaning, however, at the core of our opposition is the lack of a comprehensive and evidence-based initiative to effectively address student truancy in Maryland. While truancy court might be preferable to civilian court, the ACLU believes there are more effective alternatives and interventions for truancy to ensure better outcomes for students and families.

First and foremost, research shows that the probability of dropout quadruples when a student is made to appear in court.<sup>1</sup> While the goal of truancy court is to provide supports and services for families, the fact that a single court visit increases the chance of students dropping out completely should give the state pause. Further, courts are not the ideal place for the coordination of services to happen. Local school systems and community-based youth and family providers — particularly ones that are guided by an explicit race equity framework — are much better equipped to address truancy effectively.

Student attendance rates have decreased significantly since the onset of the pandemic, especially for students who are Black or Latinx, receive special education services, are English Language Learners, and are from low-income households.<sup>2</sup> Chronic absenteeism increased from 2.8% in 2020 to a staggering 9.8% in 2021. Students who are habitually truant are highly likely to be experiencing a variety of stressors, including

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<sup>1</sup> ACLU. *Bullies in Blue: The Origins and Consequences of School Policing*. (April 2017); Sweeten, *Who will graduate? Disruption of high school education by arrest and court involvement*, 23 *Justice Quarterly* 4, 2006.

<sup>2</sup> State of Maryland. Maryland State Department of Education. *Enrollment and Attendance*. Maryland State Department of Education, 25 Jan.2022  
<https://www.marylandpublicschools.org/stateboard/Documents/2022/0125/EnrollmnetAndAttendanceRev1282022.pdf>

homelessness, domestic problems at home, mental illness, social unrest in their neighborhoods, or academic struggles. Increasing the interaction between the legal system and students experiencing these stressors is not a recipe for success.

Instead of passing this bill, the ACLU encourages relevant government entities and community stakeholders to build upon the excellent work of the Blueprint for Maryland's Future, the \$3.8 billion education reform initiative that is just beginning implementation. The Blueprint is a once-in-a-generation opportunity to ensure that Maryland public schools are responsive and effective at educating children, no matter their socioeconomic status, race, disability, gender, or immigration status.

The "Kirwan" Commission and education advocates spent years digging into evidence-based best practices to address barriers to learning. The Blueprint's Comprehensive Implementation Plan, which was adopted just two months ago, includes many directives and initiatives to expand structures and capacity to provide Community Schools programming and wrap around services to students and families throughout the state to address the barriers to learning — which are also the causes of the aforementioned stressors to chronic absenteeism.

Further, the Blueprint law established the new Consortium for Coordinated Community Supports ("Consortium"), housed under the Maryland Community Health Resources Commission. The Consortium has three primary purposes<sup>3</sup>:

1. Support the development of coordinated community supports partnerships to meet student behavioral health needs and other related challenges in a holistic, nonstigmatized, and coordinated manner;
2. Provide expertise for the development of best practices in the delivery of student behavioral health services, supports, and wraparound services; and
3. Provide technical assistance to local school systems to support positive classroom environments and the closing of achievement gaps so that all students can succeed.

Before the state considers expanding truancy court, it is critical to allow the Consortium, along with collaborating entities including the Maryland State Department of Education, local school districts, other state and local government entities, and community-based providers, to begin its work. Strategies to address truancy are a significant part of the Community Schools strategy, which is one of the core strategies included in the

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<sup>3</sup> State of Maryland. Maryland State Department of Education. *Coordinated Community Supports in Maryland*. Maryland State Department of Education, 22 Sept, 2022  
<https://marylandpublicschools.org/stateboard/Documents/2022/0927/BlueprintDeepDiveMDCoordinatedCommunitySupportsV2.pdf>

Blueprint. A recent report showed that Community Schools reduced rates of chronic absenteeism and increased attendance<sup>4</sup>. State Superintendent Mohammed Choudhury cited this study in a presentation last fall. Funding for the Consortium and Community Schools are just starting to ramp up — hundreds of millions will be invested in this strategy in the coming years.

Lastly, even though the goal of truancy courts is to connect families with supports and resources, there are mixed reports on their effectiveness. In Rhode Island, truancy courts became another disciplinary device that triggered more family involvement with the justice system, which in turn led to the threats of fines and imprisonment for minor issues such as failure to complete homework or classroom disruption<sup>5</sup>. There is no guarantee in SB220 that truancy courts in Maryland will not become another failed punitive measure that will unfairly punish students of color and make life more difficult for their families.

SB220 is not aligned with the strategies outlined in the Blueprint or evidence-based best practices to address truancy. The ACLU respectfully asks the Senate Judicial Proceedings Committee to give SB220 an unfavorable report. Thank you.

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<sup>4</sup> Durham, Rachel E. and Connolly, Faith. (2016). *Baltimore Community Schools: Promise & Progress*. Baltimore Education Research Consortium.  
<http://baltimore-berc.org/wp-content/uploads/2016/06/CommunitySchoolsPromiseProgressJune2016.pdf>

<sup>5</sup> “ACLU Challenges Unconstitutional Practices of Rhode Island Truancy Courts,” ACLU of Rhode Island, March 29, 2010, <http://www.riaclu.org/news/post/aclu-lawsuit-challenges-unconstitutional-practices-of-rhode-island-truancy>.

# **PJC Testimony**

Uploaded by: Levi Bradford

Position: UNF





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## Senate Bill 220: Juveniles – Truancy Reduction Pilot Program – Expansion

Hearing before the Senate Committee on Judicial Proceedings, February 8, 2023

### Position: UNFAVORABLE

The Public Justice Center (PJC) is a nonprofit legal services organization which advocates for social justice, and economic and racial equity in Maryland, including by upholding the rights of historically excluded and underserved students through individual representation, community outreach, and systemic advocacy. We are committed to making discipline responsive to students' behavioral needs, fair, appropriate to the infraction, and designed to keep youth on track to graduate.

PJC opposes SB 220, which would pave the way to expand the truancy court program to all counties and circuits within Maryland. The truancy court program is fundamentally punitive and there is no evidence that it is effective. This bill takes a punitive approach to truancy rather than an access-to-resources approach. Instead of providing funding for resources to address the underlying causes of truancy, it empowers judges to drag children into court and order them to comply. Research continues to show that status offenses like truancy may be signs of abusive home or foster environments and be a child responding to traumatic environments, among other things.<sup>1</sup> A judge is not a social worker and issuing a child a court order is an inappropriate avenue for connecting students and families to support services.

Not only does this bill allow the expansion of the program to new jurisdictions, it also vastly expands the express power of the court over children in the program. This bill empowers judges to “issue *any . . . order*” it deems “appropriate to achieve the purposes” of the program (emphasis added). It should be noted that one purpose a judge may base an order on is, broadly, to “adjudicate cases” filed under Md. Code Educ. § 7-301, the truancy law of the education article. While federal law prohibits detaining children for status offenses like truancy, a child may be detained for not complying with a court order.<sup>2</sup> This bill includes no limits on the types of orders judges may issue, and children who fail to comply face the range of sanctions available to juvenile courts.

Additionally, the court is empowered in this bill to order students to attend virtual school or GED programs without their consent. Under Maryland law, students may not be suspended or expelled from school for lack of attendance. Along with that, forced disciplinary transfer to a different school program, like the kind

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<sup>1</sup> Mae C. Quinn & (law students) Tierra Copeland, Tatyana Hopkins, Mary Brody, Jamie Adams, Olivia Chick, Madelyn Roura, and Ashley Taylor, and (community partners) Patrice Sulton and Naïké Savain, *A More Grown-Up Response to Ordinary Adolescent Behaviors: Repealing PINS Law*, 25 UDC Law Review 66, 78 (2022).

<sup>2</sup> 34 U.S.C. § 11133.

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contemplated in SB 220, legally constitutes suspension or expulsion. This bill allows administrators to circumvent their due process obligations and push a child out of their school program by filing a truancy petition.

A decade ago, an evaluation of this program found there was insufficient evidence to conclude it was effective at addressing truancy.<sup>3</sup> Today, proponents of SB 220 provide little evidence of efficacy. In previous years, this evidence has been anecdotal and based on outcomes of students who successfully finish the program.<sup>4</sup> Students who have more difficulty with following the program do not get highlighted by proponents for obvious reasons. Lack of comprehensive data regarding efficacy is particularly concerning for a problem-solving court like this because it prevents lawmakers and community members from which programs deserve expansion and continued funding.

For these reasons, the PJC strongly opposes Senate Bill 220.

For more information contact:

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Staff Attorney, Public Justice Center  
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<sup>3</sup> Administrative Office of the Courts, *Assessing School Attendance Problems and Truancy Intervention in Maryland: A Synthesis of Evidence from Baltimore County and the Lower Eastern Shore*, at 99;

[https://www.igsr.umd.edu/applied\\_research/Pubs/Truancy%20Intervention%20Synthesis%20Report.pdf](https://www.igsr.umd.edu/applied_research/Pubs/Truancy%20Intervention%20Synthesis%20Report.pdf).

<sup>4</sup> *Hearing on House Bill 1418 Before the H. Judiciary Committee*, 2022 Leg. Sess. (MD 2022) (testimony of the Honorable Karen Jensen, Senior Maryland State Judge).

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