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## **Truancy Prevention Best Practices Rubric Student, Family and Community Supports Division Albuquerque Public Schools**

There is no doubt truancy negatively impacts a student's life, both now and in the future. If students are not in class they are not learning; they are not developing relationships; they are not mastering subjects and getting the help they need. Perhaps most importantly, when students are truant they are not learning life skills and dispositions for successful futures.

This document was created to help schools become more effective at addressing truancy. While intervening in truancy is a requirement in both state statute and Albuquerque Public School Board policy, the following *Truancy Prevention Best Practices Rubric* is not a mandate, nor is it to be used to evaluate an educator or a school. Rather it is a tool for school leaders to:

- Assess what they, their coworkers and community partners are doing currently to address truancy
- Identify specific areas and strategies for improvement, and
- Access resources, both within APS and the community, to become more effective.

The rubric is a compilation of practices that have been identified in schools, in departments of Albuquerque Public Schools, in nonprofit and governmental organizations, and in various community groups and committees, including the Truancy Task Force. It is informed by both local and national research and is aligned with the Albuquerque Public Schools Family Engagement Policy K.01. Resources are cited in footnotes and listed at the back of the document to assist schools in decreasing truancy.

The rubric is divided into three levels:

**Level I:** Foundational practices for creating a school environment that prevents truancy

**Level II:** Mid-range practices that begin to uncover and address root causes of truancy

**Level III:** Exemplary practices that schools can implement, often in partnership with community-based organizations, to create healthy, inclusive and collaborative school environments where the problem of students not showing up to school every day eager and ready to learn becomes less of an issue.

The staff members of the Albuquerque Public Schools Student, Family and Community Supports Division invite you to locate your own practices in the rubric, and to use it as an impetus and a resource to partner with others to improve the truancy prevention practices at your school.

**Truancy Prevention Best Practices Rubric  
Student, Family and Community Supports Division  
Albuquerque Public Schools**

Family Eng. Policy K.01	Practice	Level I	Level II	Level III
Fostering Safe and Welcoming Environments	Registration	<p>A representative from the school greets family members at registration.</p> <p>A staff person provides a verbal explanation of the compulsory school attendance law and the importance of daily attendance to families at registration.<sup>1</sup> Hard copies of the law are distributed, as well.</p> <p>Family members are given the APS and/or school attendance policy and sign indicating they have received the information<sup>2</sup>.</p> <p>The school has a <i>Safe Zone</i>; one staff member is trained as a <i>Safe Zone</i> volunteer<sup>3</sup>.</p>	<p>Non-English speaking family members are greeted at registration by someone who speaks their home language or adequate interpretation is provided<sup>4</sup>.</p> <p>Families are provided with an information sheet at registration on the importance of daily attendance, the need to call in absences, and the role of the school nurse in preventing unnecessary absences<sup>5</sup>. All documents are available in Spanish.</p> <p>School identifies sources of support for refugee families and immigrant families either in the school or in the community<sup>6</sup>.</p> <p>Descriptions of <i>Safe Zone</i> and the name and contact information for the <i>Safe Zone</i> volunteer are available at</p>	<p>Students and families are welcomed at registration in their home languages<sup>8</sup>.</p> <p>All documents are available in all languages spoken in the school community<sup>9</sup>.</p> <p>A special connection is made to refugee families including identifying their country of origin and beginning the process of assessment and appropriate course placement. Academic and social supports are put in place with school personnel and community providers working collaboratively.</p> <p>Partnerships are established with nonprofit organizations that serve other historically marginalized populations. At least one organization runs a program out of or adjacent to the school.<sup>10</sup></p>

<sup>1</sup> Link to the compulsory school attendance law: <http://www.nmcp.state.nm.us/nmac/parts/title06/06.010.0008.htm>

<sup>2</sup> APS attendance procedural directive: <http://www.aps.edu/about-us/policies-and-procedural-directives/procedural-directives/j.-students/attendance/>

<sup>3</sup> Safe Zones are places in schools where students can go and know they will not be judged for how they look, their membership in a group, or how they dress. Staff members participate in specialized training to become Safe Zone volunteers. For information on Safe Zones contact Janalee Barnard: [barnard@aps.edu](mailto:barnard@aps.edu); 855-9831

<sup>4</sup> To request interpretation and translation services fill out the form on this link: <http://www.aps.edu/language-and-cultural-equity/translation-and-interpretation-services/interpretation-services> and email to Manola Colter in the Language and Cultural Equity Department: [translate@aps.edu](mailto:translate@aps.edu). For commonly used forms in multiple languages click here: <http://www.aps.edu/language-and-cultural-equity/translation-and-interpretation-services/translated-documents>

<sup>5</sup> Families who call in too many excused absences for minor aches and pains can be encouraged to send their children to school and let the nurse determine if they need to be sent home. For more information on school nursing contact Laura Case: [Laura.Case@aps.edu](mailto:Laura.Case@aps.edu); 855-9834. For attendance awareness toolkits

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Fostering Safe and Welcoming Environments	Registration	<p>A staff person is available to assist non-English speaking families and front office staff has up to date contact information for that person.</p> <p>A staff person is available to assist family members with disabilities.</p> <p><i>Barriers to Universal Accessibility</i> for people with disabilities have been identified and addressed.</p>	<p>registration.</p> <p>Families with truancy problems from the previous school year are flagged at registration, engaged privately in conversations around barriers they have experienced to daily attendance, and asked to sign attendance contracts. School commits to supporting the family to overcome barriers to attendance.</p> <p>Administrator sends a customized automated message via <i>School Messenger</i> welcoming families to the</p>	<p>The principal's office is a <i>Safe Zone</i> and a team of staff is trained.</p> <p>The school has a comprehensive violence prevention program in place that positively changes school climate<sup>11</sup></p> <p>School Resource Officers and APD or County Sheriff staff serving the school are trained in alternatives to Zero Tolerance</p> <p>The school provides special support to students and families who register in the middle of the school year.<sup>12</sup></p>

contact Teri Wimborne at Mission Graduate: 505-247-3671; [teri.wimborne@uwcnm.org](mailto:teri.wimborne@uwcnm.org). Mission Graduate website: <http://missiongraduatenm.org/attendance>.

<sup>6</sup> Immigrant and Refuges Resources Village of Albuquerque ([www.irrva.com](http://www.irrva.com)) [lsinandile@gmail.com](mailto:lsinandile@gmail.com) 505 306.8822, Lutheran Family Services: (505) 933-7032 Catholic Charities (<http://www.ccasnm.org/>;724-4670) and Women's Global Pathways ([womensglobalpathways@gmail.com](mailto:womensglobalpathways@gmail.com); 435-5741) provide support to refugee families. Encuentro ([www.encuentronm.org](http://www.encuentronm.org)), El Centro de Igualdad y Derechos ([www.elcentronm.org](http://www.elcentronm.org)) the Partnership for Community Action ([www.abqpartnership.org](http://www.abqpartnership.org)), and the New Mexico Asian Family Center (<http://nmafc.org/>) provide support to immigrant families.

<sup>8</sup> The APS Student, Family and Community Supports Division and Language and Cultural Equity Department have created interpretation request cards in six languages. The cards enable non-English speaking family members to communicate with front office staff at the school who do not speak their home language so that interpretation services can be requested for things like meeting with a teacher, calling an IEP meeting, or sharing an idea for school improvement. Contact Tony Watkins: 855-5271; [watkins\\_t@aps.edu](mailto:watkins_t@aps.edu)

<sup>7</sup> This requires someone to follow-up on the School Messenger report to contact families with inaccurate information. School tee shirts or bumper stickers could be used as prizes in a drawing for families who have complete, accurate student contact information on file.

<sup>10</sup> The Partnership for Community Action ([www.abqpartnership.org](http://www.abqpartnership.org)) operates *Abriendo Puertas* programs out of eight APS elementary schools that serve immigrant families. The NM Asian Family Center ([www.nmafc.org](http://www.nmafc.org)) offers supports to Asian immigrant families at Manzano Mesa Elementary School. For a list of community agencies that serve historically marginalized groups contact Families United for Education: [familiesunitedforeducation@gmail.com](mailto:familiesunitedforeducation@gmail.com)

<sup>11</sup> The District utilizes various site-specific violence/bullying prevention curricula in elementary, middle, and high schools. Contact Kim McClintic: [mcclintic@aps.edu](mailto:mcclintic@aps.edu); 855-9830

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Expanding Communication Between Families, Community Partners and School		Student information is entered into Synergy in a timely way.	new school year.  Calls that do not go through trigger individualized outreach to families whose contact information is not accurate <sup>7</sup> . Family contact information is up-dated regularly.	If special programs exist to help students get to school (such as <i>Walking School Bus</i> ) parents/guardians can sign up at registration to volunteer.  Home visits are made to clean-up erroneous contact information on families who have not shown up to registration and who have not been reached by phone. Families are encouraged to register.
	Teachers Communicating with Families	Positive relationships are started between family members and school staff at registration or on the first day of school. The importance of daily attendance, and the indispensable role parents and other family members play in academic achievement are reinforced.	Alliances are built between home and school by teachers making a positive connection to each of their students' families in the first month of the new school year. This could be a home visit, a phone call of introduction, or to answer any questions families may have about the school.	Family members are surveyed at the beginning of the year to identify their skills, interests and availability to volunteer and matched with the needs of teachers and the school. <sup>13</sup>  Family members are actively encouraged to volunteer in classrooms <sup>14</sup> . Specific volunteer activities are identified and shared with family and community members.  Family members and educators provide frequent feedback to each other on how

<sup>12</sup> At La Cueva HS new students have been given welcome cards; at El Dorado HS they have been invited to a group that helps them acclimate to the school.

<sup>8</sup> The Language and Cultural Equity Department has posted documents pertaining to truancy and other frequently used documents in Spanish on the APS website. <http://www.aps.edu/language-and-cultural-equity/translation-and-interpretation-services/translated-documents>. Some documents are translated into Vietnamese, Chinese, and other Asian languages, as well.

<sup>13</sup> Utilize the CESDP/PED *Working Together Toolkit* for surveys and other family engagement tools: <http://www.cesdp.nmhu.edu/toolkit/index.asp>. For more information on volunteerism, contact Volunteer Manager Sonja Martens: [martens@aps.edu](mailto:martens@aps.edu); 855-5267

<sup>14</sup> Volunteers must go through a background check. Contact Sandra Medina for more information: [medina\\_sa@aps.edu](mailto:medina_sa@aps.edu); 889-4862

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Expanding Communication Between Families, Community Partners and School				students are doing in school.  Administrator rewards students with good attendance through certificates, personal letters, phone calls, public announcements or ceremonies.
	Following-Up on Attendance Issues	Teachers take daily attendance and enter it in Synergy in a timely manner.  Families whose children are absent unexcused receive automated messages via <i>School Messenger</i> from the APS Communications Dept  School administration reminds teachers of the importance of taking and submitting accurate, daily, required attendance.  Attendance clerks record unexcused absences in Synergy in a timely way.  Families are reminded of the importance of daily, on-time attendance through	School staff contacts families when their students have two and three verified unexcused absences <sup>15</sup> .  Health and Wellness Teams or Truancy Teams contact families of students with five verified unexcused absences. A face to face meeting is one possible outcome of the contact.  Data is shared with teachers, students and families on the importance of catching attendance problems early via announcements, grade level postings of attendance throughout the school, and newsletters.	School attendance team (parent liaison, nurse, counselor and/or administration) make home visits to families whose children are absent unexcused <sup>16</sup> .  <i>Walking School Bus</i> routes are created or expanded for volunteers to pick up truant students in the mornings and walk them to school <sup>17</sup> .  Calls are made to wake families who have a pattern of truancy by members of the school/district Truancy Team.  Monthly tallies of how many minutes or days of instructional time are missed by tardy and truant students are shared with families.

<sup>15</sup> This would require timely communication between the attendance clerk and teachers to identify which students are absent unexcused.

<sup>16</sup> ENLACE NM has a long history of doing home visits to address school absenteeism. Contact Lawrence Roybal: 277-5813; [roybal@unm.edu](mailto:roybal@unm.edu)

<sup>17</sup> This has been successfully implemented at Manzano Mesa Elementary School. For more information go to [www.walkingschoolbus.org](http://www.walkingschoolbus.org) Background checks are required for all volunteers. Contact Sandra Medina for information on background checks: [medina\\_sa@aps.edu](mailto:medina_sa@aps.edu); 889-4862

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Strengthening Relationships & Capacity		newsletters, parent meetings, and website postings.		
	Handling transitions to new schools	Withdrawal forms are reviewed by school staff for new students to identify reasons for moving to a new school and possible strategies to address issues that pose barriers to daily attendance.	Administrative staff or essential school support staff meets every new family personally as they are enrolling in the school.	For internal APS transfers Synergy is used to identify patterns of attendance for incoming students.  School personnel and/or volunteers provide support to new students and families with a history of attendance problems.
Strengthening Relationships & Capacity	Family/Community Capacity Building	A staff person provides a verbal explanation of the compulsory school attendance law and the importance of daily attendance to families at registration. <sup>18</sup> Hard copies of the law are distributed, as well.	A truancy prevention presentation is delivered to parents at the Title I Compact meeting or during open house at the beginning of the school year. The presentation includes information on <i>School Messenger</i> , <i>ParentVue</i> , the compulsory school attendance law, the importance of daily attendance, the need to call in absences, and how to make the best use of the school nurse to prevent truancy. The importance of having accurate student emergency contact information on file at schools, especially in cases of lockdowns or other emergencies is also presented <sup>19</sup> .	Information is shared with family and community members that show local data and the connection between attendance, academic performance and community health <sup>20</sup> .  A multicultural support group is set up with refugee families to assist them in acclimating to the school and integrating into U.S. society.  School partners with the UNM Community Engagement Center's <i>Teacher Corps</i> program to train students in the UNM College of Education, many of whom come from

<sup>18</sup> Link to the compulsory school attendance law: <http://www.nmcpr.state.nm.us/nmac/parts/title06/06.010.0008.htm>

<sup>19</sup> Provide the same truancy prevention presentation to the families of incoming sixth graders in middle schools during “jump-start” family night. To arrange a presentation and for other truancy training and technical assistance contact Ron Lucero: [ron.lucero@aps.edu](mailto:ron.lucero@aps.edu); 855-9794. For tools for presenting to parents click: <http://www.attendanceworks.org/tools/for-parents/bringing-attendance-home-toolkit/>

<sup>20</sup> Principals and others school personnel can access data through School Net (AIMS). Here is a link to school and district-level data from PED: <http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>, a link to public health and education data compiled by the UNM Center for Educational Policy

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Strengthening Relationships & Capacity			School personnel promote and participate in informal activities that provide opportunities for families, staff and community members to interact such as feast days, celebrations of heritage and other community-based events.	historically marginalized populations, to work in poor communities of color <sup>21</sup> .  School partners with other community organizations to offer a robust variety of services which are relevant to community needs, such as public access to libraries, computer labs, adult literacy classes, ESL classes, mentoring and tutoring programs for students <sup>22</sup> .  Students are availed of leadership opportunities by serving on committees in the school or at the District level and participating in groups and initiatives with community-based agencies <sup>23</sup> .

Research: [http://tec.unm.edu/ABEC/ABEC\\_Map\\_Book\\_1.1\\_High\\_Resolution.pdf](http://tec.unm.edu/ABEC/ABEC_Map_Book_1.1_High_Resolution.pdf), and a link to results from the NM Youth Risk and Resiliency Survey: <http://www.youthrisk.org/> The APS Truancy Prevention Team or a nonprofit community partner could help organize a workshop.

<sup>21</sup> Contact Kiran Katira: 400-6828; [kiru2u@yahoo.com](mailto:kiru2u@yahoo.com)

<sup>22</sup> The Albuquerque Bernalillo County Community Schools Partnership supports the development of community schools. Contact Jose Munoz: 468-1668; [jamunoz@bernco.gov](mailto:jamunoz@bernco.gov). For more information on community schools go to [www.communityschools.org](http://www.communityschools.org); The UNM Men of Color Initiative connects middle and high school male students of color to academic enrichment and leadership development opportunities. Contact Rodney Bowe: 277-7000; [rbowe@unm.edu](mailto:rbowe@unm.edu)

<sup>23</sup> The New Mexico Forum for Youth in Community <http://www.nmforumforyouth.org/>, Young Women United <http://www.youngwomenunited.org/> and the Southwest Organizing Project <http://www.swop.net/> have on-going youth development and leadership opportunities. See also Senate Memorial 62 (Student Bill of Rights): <http://www.nmlegis.gov/Sessions/13%20Regular/memorials/senate/SM062.pdf>. Youth Voices in Action for Change (VIA) is a group of students who are organizing to change the educational system so that it fits the needs of every student. Contact: Janelle Astorga Ramos: [Janelle.a.r@gmail.com](mailto:Janelle.a.r@gmail.com), Christopher Ramirez: [christopher@swop.net](mailto:christopher@swop.net) or check out their website: [www.viaalbuquerque.weebly.com](http://www.viaalbuquerque.weebly.com)

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Strengthening Relationships & Capacity	Accessing Community Resources	A community resource guide is available to families at the school <sup>24</sup> . A bulletin board of community events and resource information is visible to families at the school	Community resource maps generated by the District Family and Community Engagement Division are utilized to identify assets in the school community <sup>25</sup> .  There is a designated space for families to gather and access resources at the school, such as a parent room.	Respectful, collaborative relationships are built with the people who work in nonprofit organizations, clinics, businesses, and after school programs in or around the school. Staff is familiar with the services they provide, use them as resources for student learning, and have a resource list available for families <sup>26</sup> .  A full time parent liaison does on-going outreach to families, facilitates education classes, recruits volunteers, and connects the volunteers to school, family and community needs <sup>27</sup> .
	Staff Capacity-Building on Customer Service	All staff complete the mandatory APS training on customer service, FERPA, and serving undocumented families.  Principal include standards of conduct in employees'	School develops a written agreement on standards of conduct with coworkers, students, families and communities. This includes an effective and respectful internal communication process for discussing families that defines a standard of respect among staff. This language is	Welcome signs in multiple languages are posted at the entrance to the school.  Visitors are greeted.  Someone is available to speak with visitors in their home language.

<sup>24</sup> Here's a link to the Salud Manual: [http://mycommunitynm.org/main/salud\\_manual\\_main.php?cookie\\_set=1](http://mycommunitynm.org/main/salud_manual_main.php?cookie_set=1), to the APS Indian Education Dept. Parent Resource Guide: <http://www.aps.edu/indian-education/parents/documents/2009-2010%20Parent%20Resource%20Book.pdf>, and to Share NM: [www.sharenm.org](http://www.sharenm.org)

<sup>25</sup> For assistance developing a resource map contact Sonja Martens: 855-5267; [martens@aps.edu](mailto:martens@aps.edu)

<sup>26</sup> Contact Marvin Johnson, Truancy Specialist at the State of New Mexico 2<sup>nd</sup> Judicial Juvenile Court for resources and expertise in addressing truancy: 222-1000; [mjohnson@da2nd.state.nm.us](mailto:mjohnson@da2nd.state.nm.us) Contact Deborah Elder, Executive Director of the APS Office of Innovation for information on project-based instruction: [elder\\_d@aps.edu](mailto:elder_d@aps.edu); 881-8313

<sup>27</sup> For technical assistance in family engagement contact Sonja Martens: 855-5267; [martens@aps.edu](mailto:martens@aps.edu)

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Strengthening Relationships & Capacity		Professional Development Plans <sup>28</sup> .	included in the confidentiality agreements of the Health and Wellness, IEP, and SAT meetings.  In-depth training for front office staff is provided on customer service, including how to create a safe and welcoming environment for visitors to the school <sup>29</sup> .	A short survey is provided in the front office to evaluate the experiences of visitors in the school.
	Team-Building	Informal gatherings are organized semi-annually to build relationships among staff.	Administration uses intermittent positive reinforcement to recognize staff individually on a regular basis through phone calls, cards, or e-mails.	Team-building activities, such as a rope course, are utilized to facilitate team-building with a group of staff, families and community members to prevent conflicts before they occur and increase the likelihood that community resources are accessed <sup>30</sup> .
	Other Professional Development for Staff	Attendance Clerk is trained in <i>Synergy</i> <sup>31</sup> .	Professional development is provided to Wellness Teams on how to run efficient client-centered meetings, including the importance of dedicating adequate time to the meetings, and getting parent/guardian feedback on their experiences in the meeting <sup>32</sup> . Staff are trained in ADA, IDEA and	School-wide trainings are delivered to all staff on the connections between truancy, family engagement and cultural proficiency.  Additional professional development is provided to staff on effective communication strategies including

<sup>28</sup> Goal 3 Section 2.7 in the District’s Educational Plan for Student Success states that all performance evaluations include a customer service component.

<sup>29</sup> For customer service training for front office staff contact Kristine Meurer at the Student, Family, and Community Supports Division: 855-9791; [Kristine.Meurer@aps.edu](mailto:Kristine.Meurer@aps.edu)

<sup>30</sup> APS teachers Steve Lange ([Stephen.Lange@aps.edu](mailto:Stephen.Lange@aps.edu)) and Cecilie Bodman ([bodman\\_c@aps.edu](mailto:bodman_c@aps.edu)) have extensive backgrounds in experiential education.

<sup>31</sup> For training and technical assistance on Synergy contact Jude Garcia: [Garcia\\_jud@aps.edu](mailto:Garcia_jud@aps.edu); 872-6826

<sup>32</sup> The Truancy Unit from the SFCSD is engaging family members with truancy issues in specific schools in order to build school capacity to address truancy, identify barriers to attendance, access community resources to improve attendance, and document interventions. Contact Velinda Pearson for more information: 855-9846; [pearson\\_v@aps.edu](mailto:pearson_v@aps.edu)

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			Common Core State Standards requirements as related to the education of people with disabilities. Trainings on the use of <i>People First Language</i> , Disability Rights and Awareness, and the <i>Presumed Competence</i> paradigm are also conducted <sup>33</sup> .	<i>School Messenger</i> <sup>34</sup> conflict mediation, motivational interviewing, and home visiting.  Specific staff or community members are identified to do home visits and are trained in how to do a home visit.
Cultivating Equitable & Effective Systems	Interventions	One person is dedicated to handling truancy.	Health and Wellness Team are functioning and recommend interventions to teachers.	Health and Wellness Team develops a plan with family members to identify and address the root causes of truancy and create an intervention plan to support student and families. The effectiveness of the plan is tracked and adjustments are made accordingly.
Cultivating Equitable & Effective Systems	Inclusiveness	School hosts multicultural celebration.	School organizes culturally-specific or multicultural family nights in which students perform and demonstrate school assignments that reflect their knowledge of the culture(s) being studied at school and/or reflected in the community. <sup>35</sup>	Multicultural curriculum and teaching practices are being utilized by all teachers so that classroom instruction resonates with students' histories and identities <sup>37</sup> .  Teachers utilize student-centered,

<sup>33</sup> For training resources contact Parents Reaching Out: 247-0192; <http://www.parentsreachingout.org/>

<sup>34</sup> For technical assistance with School Messenger contact Lori Valdez: 889-4863; [lori.valdez@aps.edu](mailto:lori.valdez@aps.edu)

<sup>35</sup> This was done at Matheson Park ES and was sponsored and organized by Title I and the PTA.

<sup>36</sup> APS Policy K.01 calls for APS to “utilize the histories and cultures of our families as a foundation (for education)”. See the APS Indian Education Department’s guide for countering bias: <http://www.aps.edu/indian-education/employees/employees/countering-bias-through-an-inclusive-curriculum>; The Office of African American Affairs has instructional materials that portray the contributions of African Americans in New Mexico and U.S. history. Contact Nicole Byrd: [Nicole.byrd@state.nm.us](mailto:Nicole.byrd@state.nm.us); 222-9497. The Southwest Organizing Project has *500 Years of Chicano History*. Contact: [www.swop.net](http://www.swop.net); 247-8832.

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Cultivating Equitable and Effective Systems			School offers ethnic studies classes or units of study <sup>36</sup> .	<p>inquiry-based instruction to engage students in addressing equity or social justice issues in their communities.<sup>38</sup></p> <p>School staff participates in anti-racism training<sup>39</sup>.</p> <p>School staff participates in specialized training on serving LGBTQ students and families, and immigrant students and families<sup>40</sup>.</p> <p>School looks at disaggregated data on discipline, attendance and grades to come up with intervention plans that decrease truancy and increase academic performance with groups of students and/or teachers who are struggling. Schools develop intervention strategies to address inequities.</p>
	Decision-Making	School has a formal family group such as a PTA or PTSO.	Parents and other family members are included on all decision-making and advisory committees such as SHAC's	Parents and other family members have representation in the decisions that affect their children and schools, such

<sup>36</sup> Robert Frausto teaches Chicano Studies as a truancy intervention class at Highland High School: [frasto@aps.edu](mailto:frasto@aps.edu). Mr. Frausto also developed a Mexican American Literature curriculum that the APS Curriculum Board has approved as an alternative curriculum for English 11: <http://highland-aps-nm.schoolloop.com/file/1335086778063/1335086762139/2379161498478501271.pdf>; <http://highland-aps-nm.schoolloop.com/file/1335086778063/1335086762139/121833585115257409.pdf> <http://highland-aps-nm.schoolloop.com/file/1335086778063/1335086762139/3626770537492354607.pdf>

<sup>38</sup> For examples of inquiry-based, student-centered, social justice teaching see the work of Dr. Mia Sosa Provencio: <http://www.abqjournal.com/486210/opinion/the-complex-issue-of-truancy-requires-a-complex-solution.html>

<sup>39</sup> For more information on anti-racism training contact Diana Dorn Jones at the Anti-Racism Training Institute of the Southwest: 764-8867; [ddj5050@att.net](mailto:ddj5050@att.net)

<sup>40</sup> For LGBTQ training resources contact Janalee Barnard: [barnard@aps.edu](mailto:barnard@aps.edu); 855-9831. For assistance training staff or families on immigrant issues contact El Centro de Igualdad y Derechos: [www.elcentronm.org](http://www.elcentronm.org)

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Family Eng. Policy K.01	Practice	Level I	Level II	Level III
			and Instructional Councils (IC's).	as school budgets, curricula, instruction, disciplinary practices, student placement, and individual personalized education plans <sup>41</sup> .

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<sup>41</sup> This is aligned with Title I requirements and in Section 27 of NM House Bill 212 (2003):  
<http://www.nmlegis.gov/Sessions/03%20Regular/FinalVersions/house/HB0212MarkedUp.pdf>



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Resource List

1. APS attendance procedural directive: <http://www.aps.edu/about-us/policies-and-procedural-directives/procedural-directives/j.-students/attendance/>
2. For information on Safe Zones contact Janalee Barnard: 855-9831; [barnard@aps.edu](mailto:barnard@aps.edu).
3. To request interpretation and translation services contact Manola Colter in the Language and Cultural Equity Department: [translate@aps.edu](mailto:translate@aps.edu).
4. The APS Student, Family and Community Supports Division and Language and Cultural Equity Department in collaboration with community-based agencies have created interpretation request cards in six languages. The cards enable non-English speaking family members to communicate with front office staff at the school who do not speak their home language so that interpretation services can be requested for things like meeting with a teacher, calling an IEP meeting, sharing an idea for school improvement, or expressing a concern. Contact Tony Watkins: 855-5271; [watkins\\_t@aps.edu](mailto:watkins_t@aps.edu)
5. For more information on school nursing contact Laura Case: [Laura.Case@aps.edu](mailto:Laura.Case@aps.edu); 855-9834.
6. For attendance awareness toolkits contact Teri Wimborne at Mission Graduate: 247-3671; [teri.wimborne@uwcnm.org](mailto:teri.wimborne@uwcnm.org), or go to the Mission Graduate website: <http://missiongraduatenm.org/attendance>.
7. Immigrant and Refuges Resources Village of Albuquerque ([www.irrva.com](http://www.irrva.com)) [lsinandile@gmail.com](mailto:lsinandile@gmail.com) 505 306.8822 Lutheran Family Services Tarrie Burnett [tarrie.Burnett@lfsrm.org](mailto:tarrie.Burnett@lfsrm.org) [lfsco.org](http://lfsco.org) (505) 933-7032 Catholic Charities (724-4670) and Women's Global Pathways ([womensglobalpathways@gmail.com](mailto:womensglobalpathways@gmail.com); 435-5741) provide support to refugee families.
8. Encuentro ([www.encuentronm.org](http://www.encuentronm.org)), El Centro de Igualdad y Derechos ([www.elcentronm.org](http://www.elcentronm.org)) the Partnership for Community Action ([www.abqpartnership.org](http://www.abqpartnership.org)), and the New Mexico Asian Family Center (<http://nmafc.org/>) provide support to immigrant families.
9. The Language and Cultural Equity Department has posted documents pertaining to truancy and other frequently used documents in Spanish on the APS website. <http://www.aps.edu/language-and-cultural-equity/translation-and-interpretation-services/translated-documents>. Some documents are translated into Vietnamese, Chinese and other Asian languages, as well.
10. The Partnership for Community Action ([www.abqpartnership.org](http://www.abqpartnership.org)) operates *Abriendo Puertas* programs out of eight APS elementary schools that serve immigrant families.
11. The NM Asian Family Center ([www.nmafc.org](http://www.nmafc.org)) offers supports to Asian immigrant families in Albuquerque Public Schools.

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12. For a list of community agencies that serve historically marginalized groups contact Families United for Education: [familiesunitedforeducation@gmail.com](mailto:familiesunitedforeducation@gmail.com).
13. Utilize the CESDP/PED *Working Together Toolkit* for surveys and other family engagement tools: <http://www.cesdp.nmhu.edu/toolkit/index.asp>
14. Volunteers must go through a background check. Contact Sandra Medina for more information: [medina\\_sa@aps.edu](mailto:medina_sa@aps.edu); 889-4862.
15. For more information on volunteers contact Sonja Martens: [martens@aps.edu](mailto:martens@aps.edu); 855-5267.
16. ENLACE NM has a long history of doing home visits to address school absenteeism. Contact Lawrence Roybal: 277-5813; [roybal@unm.edu](mailto:roybal@unm.edu)
17. For more information on *Walking School Bus* go to [www.walkingschoolbus.org](http://www.walkingschoolbus.org).
18. Link to the compulsory school attendance law: <http://www.nmcpr.state.nm.us/nmac/parts/title06/06.010.0008.htm>.
19. For truancy training and technical assistance contact Ron Lucero: [ron.lucero@aps.edu](mailto:ron.lucero@aps.edu); 855-9794.
20. For tools for presenting to parents on the importance of daily attendance click: <http://www.attendanceworks.org/tools/for-parents/bringing-attendance-home-toolkit/>
21. Principals and others school personnel can access data through School Net (AIMS). For technical assistance with AIMS contact Russ Romans: [romans@aps.edu](mailto:romans@aps.edu); 872-6820.
22. The State of New Mexico Public Education Department collects disaggregated district and school-level data: <http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>.
23. The UNM Center for Educational Policy Research connects educational data to public health outcomes: [http://tec.unm.edu/ABEC/ABEC\\_Map\\_Book\\_1.1\\_High\\_Resolution.pdf](http://tec.unm.edu/ABEC/ABEC_Map_Book_1.1_High_Resolution.pdf)
24. The UNM Community Engagement Center's *Teacher Corps* program trains students in the College of Education, most of whom come from historically marginalized populations, to work in poor communities of color.
25. The UNM Men of Color Initiative connects middle and high school male students of color to academic enrichment and leadership development opportunities. Contact Rodney Bowe: 277-7000; [rbowe@unm.edu](mailto:rbowe@unm.edu)
26. The Albuquerque Bernalillo County Community Schools Partnership supports the development of community schools. Contact Jose Munoz: 468-1668; [jamunoz@bernco.gov](mailto:jmunoz@bernco.gov). For more information on community schools go to [www.communityschools.org](http://www.communityschools.org);

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27. Youth Voices in Action for Change (VIA) is a group of students organizing to change the educational system so it fits the needs of all students: [www.viaalbuquerque.weebly.com](http://www.viaalbuquerque.weebly.com); Janelle Astorga Ramos: [Janelle.a.r@gmail.com](mailto:Janelle.a.r@gmail.com); Christopher Ramirez: [christopher@swop.net](mailto:christopher@swop.net)
28. The New Mexico Forum for Youth in Community: 821-3574; <http://www.nmforumforyouth.org/>
29. Young Women United: 831-8930; <http://www.youngwomenunited.org/>
30. Big Brothers/Big Sisters: 837-9223. (Calls must come from parent or legal guardian.)
31. The Salud Manual: [http://mycommunitynm.org/main/salud\\_manual\\_main.php?cookie\\_set=1](http://mycommunitynm.org/main/salud_manual_main.php?cookie_set=1)
32. Share New Mexico: [www.sharenm.org](http://www.sharenm.org)
33. The APS Indian Education Parent Resource Guide: <http://www.aps.edu/indian-education/parents/documents/2009-2010%20Parent%20Resource%20Book.pdf>
34. For assistance with family engagement contact Sonja Martens: 855-5267; [martens@aps.edu](mailto:martens@aps.edu)
35. Contact Marvin Johnson, Truancy Specialist at the State of New Mexico 2<sup>nd</sup> Judicial Juvenile Court for resources and expertise in addressing truancy: 222-1000; [mjohnson@da2nd.state.nm.us](mailto:mjohnson@da2nd.state.nm.us)
36. For information on customer service training contact Kristine Meurer: 855-9791; [kristine.meurer@aps.edu](mailto:kristine.meurer@aps.edu)
37. Contact Deborah Elder, the Executive Director of the APS Office of Innovation regarding schools of choice, STEM and project-based instruction: [elder\\_d@aps.edu](mailto:elder_d@aps.edu); 881-8313
38. APS teachers Steve Lange ([Stephen.Lange@aps.edu](mailto:Stephen.Lange@aps.edu)) and Cecilie Bodman ([bodman\\_c@aps.edu](mailto:bodman_c@aps.edu)) are certified on all elements of the Montgomery Complex Ropes Course and a part of a network of experiential learning educators.
39. For training and technical assistance on Synergy contact Jude Garcia: 872-6826; [Garcia\\_jud@aps.edu](mailto:Garcia_jud@aps.edu).
40. The Truancy Unit from the SFCSD is engaging family members with truancy issues in specific schools in order to build school capacity to address truancy, identify barriers to attendance, access community resources to improve attendance, and document interventions. Contact Velinda Pearson for more information: 855-9846; [pearson\\_v@aps.edu](mailto:pearson_v@aps.edu)

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41. For training resources in regard to Special Education contact Parents Reaching Out: <http://www.parentsreachingout.org/>; 247-0192.
42. For technical assistance with School Messenger contact Lori Valdez: [lori.valdez@aps.edu](mailto:lori.valdez@aps.edu); 889-4863.
43. Highland HS teacher, Robert Frausto has created a Mexican American Literature curriculum that has been approved by the APS Curriculum Board as an alternative curriculum for English 11: <http://highland-aps-nm.schoolloop.com/file/1335086778063/1335086762139/2379161498478501271.pdf>;  
<http://highland-aps-nm.schoolloop.com/file/1335086778063/1335086762139/121833585115257409.pdf>  
<http://highland-aps-nm.schoolloop.com/file/1335086778063/1335086762139/3626770537492354607.pdf>
44. The APS Indian Education Department has a guide for countering bias in curriculum and instruction: <http://www.aps.edu/indian-education/employees/employees/countering-bias-through-an-inclusive-curriculum>;
45. The Office of African American Affairs has instructional materials that portray the contributions of African Americans in New Mexico and U.S. history. Contact Nicole Byrd: [Nicole.byrd@state.nm.us](mailto:Nicole.byrd@state.nm.us); 222-9497.
46. The Southwest Organizing Project has *500 Years of Chicano History*: 247-8832; [www.swop.net](http://www.swop.net).
47. Dr. Mia Sosa-Provencio is an Assistant Professor in Teacher Education, Educational Leadership and Policy (TEELP) at the University of New Mexico who prepares educators to construct curriculum from an inquiry-based, student-center, social justice perspective. Dr. Sosa-Provencio is currently embedded at Rio Grande High School where she is collaborating with RGHS students and educators as well as UNM's Bachelor's, Master's, and Doctoral students to this end: [msosaprovencio@unm.edu](mailto:msosaprovencio@unm.edu)
48. For Anti-Racism training contact Diana Dorn Jones, Director of the Anti-Racism Training Institute of the Southwest: 764-8867; [ddj5050@att.net](mailto:ddj5050@att.net);
49. For LGBTQ training resources contact Janalee Barnard: 855-9831; [barnard@aps.edu](mailto:barnard@aps.edu).
50. For assistance training staff or families on immigrant issues contact El Centro de Igualdad y Derechos: [www.elcentronm.org](http://www.elcentronm.org).
51. NM House Bill 212 (2003): <http://www.nmlegis.gov/Sessions/03%20Regular/FinalVersions/house/HB0212MarkedUp.pdf>