

***Albuquerque Public Schools
Truancy Prevention/Intervention Program
Recommendations***

The success of the truancy program is dependent on: 1) utilizing individuals that can determine the core causes of truancy, 2) engaging families, students and schools in the solutions, and 3) fostering community partnerships.

The following are recommendations from the implementation and evaluation of the 2014-15 Truancy Prevention/Intervention Program.

<i>Recommendation</i>	<i>Suggested Responsible Party(ies)</i>
1. Continue the phase in for the Truancy Prevention/Intervention program by expanding the number of social workers in the Truancy Prevention program who can work with all students (see Attachment A – Truancy Phase-in Budget).	Student, Family and Community Supports Division (SFCS)
2. Develop a partnership with the City of Albuquerque to provide outreach to at-risk students and families.	Superintendent, SFCS, City of Albuquerque
3. Engage community members and Businesses to provide incentives for good attendance.	SFCS, Mission Graduate, Business Community
4. Work with community providers (mental health, dental health, primary care, etc.) to provide free services for families and students in need.	SFCS
5. Request support from the business community to restrict services to students during school hours.	SFCS, Mission Graduate, Business Community
6. Partner with Businesses and APS Departments to increase job internships for at-risk students.	SFCS, Office of Innovation, Mission Graduate, APS COO, Business Community, UNM, CNM
7. Partner with City of Albuquerque, Community Based Organizations (CBOs) and Businesses to increase mentorship programs for at-risk students.	SFCS, City of Albuquerque, Mission Graduate, Business Community, CBOs (e.g. Big Brothers Big Sisters), UNM, CNM
8. Develop and implement a single district-wide process for parents to excuse student's absences.	SFCS develop a task force: (Instructional Accountability, Communications, Instructional Technology (IT), Board of Education Office, school principals, parents)

<i>Recommendation</i>	<i>Suggested Responsible Party(ies)</i>
<p>9. Implement Synergy truancy module including:</p> <ul style="list-style-type: none"> a. Full truancy data entry and reporting capability; b. Attendance reports align and accurate for all school schedules (e.g. block schedules); c. Automated calls accurately corresponding to daily school schedules; d. Ability for key school personnel to update absences and parent information into synergy (e.g. social worker, counselor, nurse, teacher, etc.). 	<p>Student Information Systems (SIS), Communications, SFCS</p>
<p>10. Provide professional development to ensure that all teachers are inputting attendance daily and correctly.</p> <ul style="list-style-type: none"> a. Provide a way for principals to identify teachers in need of additional assistance (It may be possible for synergy reports to do this). 	<p>SIS, SFCS, Teachers Union, Associate Superintendents</p>
<p>11. Review district attendance policy to determine if revisions are needed (e.g. Board current definitions of excused vs unexcused absences).</p>	<p>Board, Policy Analysis, SFCS, school administration, parents, community input</p>
<p>12. Determine processes that can assist schools/families in enrollment and registration at schools. (e.g. community knock and talks, sweep community to ensure all know how to register, possible alternative times of registration outside of the school day to assist working parents, etc.).</p>	<p>SFCS, RDA, principals</p>
<p>13. Identify a designated person at each school that is responsible for tracking attendance data and entering and clearing absences on a daily basis.</p>	<p>Associate Superintendents</p>
<p>14. Improve opportunities for students returning/transitioning back to school:</p> <ul style="list-style-type: none"> a. Implement more credit recovery opportunities; b. Implement on-site credit-earning opportunities for students who have fallen behind; c. Develop partnerships and collaborations between outside entities/agencies and schools to assist transitioning youth back into schools (e.g. incarcerated youth returning back, student returning from a charter school, truant student, hospitalized student, withdrawn or dis-enrolled student) 	<p>Office of Innovation working with school principals and the SFCS</p>