



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

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.¹ 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 information².</p> <p>The school has a <i>Safe Zone</i>; one staff member is trained as a <i>Safe Zone</i> volunteer³.</p>	<p>Non-English speaking family members are greeted at registration by someone who speaks their home language or adequate interpretation is provided⁴.</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 absences⁵. 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 community⁶.</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.</p> <p>All documents are available in all languages spoken in the school community⁸.</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.⁹</p>

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

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

³ 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; 855-9831

⁴ To request interpretation and translation services contact Manola Colter in the Language and Cultural Equity Department: translate@aps.edu

⁵ 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; 855-9834

⁶ Catholic Charities (<http://www.ccasfnm.org/>; 724-4670) and Women’s Global Pathways (womensglobalpathways@gmail.com; 435-5741) provide support to refugee families. Encuentro (www.encuentronm.org), El Centro de Igualdad y Derechos (www.elcentronm.org) the Partnership for Community Action (www.abqpartnership.org), and the New Mexico Asian Family Center (<http://nmafc.org/>) provide support to immigrant families.

⁷ 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.

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Fostering Safe and Welcoming Environments		<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 new school year.</p> <p>Calls that do not go through trigger individualized outreach to families whose contact information is not accurate⁷. Family contact information is up-dated regularly.</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 climate¹⁰</p> <p>School Resource Officers and APD or County Sheriff staff serving the school are trained in alternatives to Zero Tolerance¹¹.</p> <p>The school provides special support to students and families who register in the middle of the school year.¹²</p> <p>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.</p>

⁹ The Partnership for Community Action (www.abqpartnership.org) operates *Abriendo Puertas* programs out of seven APS elementary schools that serve immigrant families. The NM Asian Family Center (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

⁸ 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 District utilizes the Safe Schools Ambassador program and other District-approved violence/bullying prevention curricula in middle and high schools and Connected and Respected and other District-approved curricula in elementary schools. Contact Kim McClintic for more information: mcclintic@aps.edu; 855-9830

¹¹ Contact Paul Perez for more information: Paul.Perez@aps.edu; 855-9812

¹² 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.

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Fostering Safe and Welcoming Environments	Open Houses	One open house is organized at the beginning of the school year. Adequate interpretation is provided for non-English speakers.	A second open house or other school/community event is organized soon after the winter break so families and staff can re-establish a positive connection ¹³ .	Quarterly school-wide curriculum/open house events are organized and advertised using multiple forms of outreach. Participants are asked to give feedback on the success of the events, and adjustments to future events are made accordingly.

¹³ Teacher involvement should follow the Negotiated Agreement.

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Expanding Communication Between Families, Community Partners and School	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.	<p>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.¹⁴</p> <p>Family members are actively encouraged to volunteer in classrooms¹⁵. Specific volunteer activities are identified and shared with family and community members.</p> <p>Family members and educators provide frequent feedback to each other on how students are doing in school.</p> <p>Administrator rewards students with good attendance through certificates, personal letters, phone calls, public announcements or ceremonies.</p>
	Following-Up on Attendance Issues	<p>Teachers take daily attendance and submit it to the front office in a timely manner.</p> <p>Families whose children are absent unexcused receive automated messages via</p>	<p>School staff contacts families when their students have two and three verified unexcused absences¹⁶.</p> <p>Health and Wellness Teams or Truancy Teams contact families of students with five verified unexcused</p>	<p>School attendance team (parent liaison, nurse, counselor and/or administration) make home visits to families whose children are absent unexcused¹⁷.</p> <p><i>Walking School Bus</i> routes are created or expanded for volunteers to pick up</p>

¹⁴ 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; 855-5267

¹⁵ Volunteers must go through a background check. Contact Sandra Medina for more information: medina_sa@aps.edu; 889-4862

¹⁶ This would require timely communication between the attendance clerk and teachers to identify which students are absent unexcused.

¹⁷ ENLACE NM has a long history of doing home visits to address school absenteeism. Contact Lawrence Roybal: 277-5813; roybal@unm.edu

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Expanding Communication Between Families, Community Partners and School		<p><i>School Messenger</i> from the APS Communications Dept</p> <p>School administration reminds teachers of the importance of taking and submitting accurate, daily, required attendance.</p> <p>Families are reminded of the importance of daily, on-time attendance through newsletters, parent meetings, and website postings.</p>	<p>absences. A face to face meeting is one possible outcome of the contact.</p> <p>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.</p>	<p>truant students in the mornings and walk them to school¹⁸.</p> <p>Calls are made to wake families who have a pattern of truancy by members of the school/district Truancy Team.</p> <p>Monthly tallies of how many minutes or days of instructional time are missed by tardy and truant students are shared with families.</p>

¹⁸ This has been successfully implemented at Manzano Mesa Elementary School. For more information go to www.walkingschoolbus.org Background checks are required for all volunteers. Contact Sandra Medina for information on background checks: medina_sa@aps.edu; 889-4862

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Strengthening Relationships & Capacity	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 <i>Report Max</i> 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.
	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. ¹⁹ 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> , 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 ²⁰ . School personnel promote and	Information is shared with family and community members that show local data and the connection between attendance, academic performance and community health ²¹ . 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 community organizations to offer a robust variety of services which are relevant to community needs, such as public access to libraries, computer labs, adult

¹⁹ Link to the compulsory school attendance law: <http://www.nmcpr.state.nm.us/nmac/parts/title06/06.010.0008.htm>

²⁰ 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; 855-9794. For tools for presenting to parents 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). 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 Research: 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.

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Strengthening Relationships & Capacity			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.	literacy classes, ESL classes, mentoring and tutoring programs for students ²² . Students are availed of leadership opportunities by serving on committees in the school and participating in groups and initiatives with community-based agencies ²³ .
	Accessing Community Resources	A community resource guide is available to families at the school ²⁴ . 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 ²⁵ . 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 ²⁶ . 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 ²⁷ .

²² 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

²³ 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>

²⁴ Here's a link to the Salud Manual: http://mycommunitynm.org/main/salud_manual_main.php?cookie_set=1 and to the APS Indian Education Dept. Parent Resource Guide: <http://www.aps.edu/indian-education/parents/documents/2009-2010%20Parent%20Resource%20Book.pdf>

²⁵ For assistance developing a resource map contact Bernadette Cordoba: cordoba_a@aps.edu; 855-5293.

²⁶ Contact Marvin Johnson, Truancy Specialist at the State of New Mexico 2nd Judicial Juvenile Court for resources and expertise in addressing truancy: 222-1000; 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; 881-8313

²⁷ For technical assistance in family engagement contact Bernadette Cordoba: cordoba_a@aps.edu; 855-5293.

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Strengthening Relationships & Capacity	Staff Capacity-Building on Customer Service	<p>All staff complete the mandatory APS training on customer service, FERPA, and serving undocumented families.</p> <p>Principal include standards of conduct in employees' Professional Development Plans²⁸.</p>	<p>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 included in the confidentiality agreements of the Health and Wellness, IEP, and SAT meetings.</p> <p>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 school²⁹.</p>	<p>Welcome signs in multiple languages are posted at the entrance to the school.</p> <p>Visitors are greeted.</p> <p>Someone is available to speak with visitors in their home language.</p> <p>A short survey is provided in the front office to evaluate the experiences of visitors in the school.</p>
	Team-Building	<p>Informal gatherings are organized semi-annually to build relationships among staff.</p>	<p>Administration uses intermittent positive reinforcement to recognize staff individually on a regular basis through phone calls, cards, or e-mails.</p>	<p>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 accessed³⁰.</p>
	Other Professional Development for Staff	<p>Attendance Clerk is trained in <i>School Max</i>³¹.</p>	<p>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</p>	<p>School-wide trainings are delivered to all staff on the connections between truancy, family engagement and cultural proficiency.</p>

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

²⁹ The APS Family Engagement Unit is doing *Walk Throughs* in every elementary school to assess the extent to which schools are providing safe and welcoming environments to visitors. For more information on the *Walk Throughs* contact Bernadette Cordoba: cordoba_a@aps.edu; 855-5293.

³⁰ APS teachers Steve Lange (Stephen.Lange@aps.edu) and Cecilie Bodman (bodman_c@aps.edu) are certified on all elements of the Ropes Course.

³¹ For training and technical assistance on School Max contact Jude Garcia: Garcia_jud@aps.edu; 872-6826

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Strengthening Relationships & Capacity			getting parent/guardian feedback on their experiences in the meeting ³² . Staff are trained in ADA, IDEA and 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 ³³ .	Additional professional development is provided to staff on effective communication strategies including <i>School Messenger</i> ³⁴ 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.

³² The Truancy Pilot from the SFCSD is engaging family members with truancy issues in Wellness Team meetings in order to identify barriers to attendance, access community resources to improve attendance, and document interventions.

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

³⁴ For technical assistance with School Messenger contact Lori Valdez: lori.valdez@aps.edu; 889-4863

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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.
	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. ³⁵	<p>Multicultural curriculum and teaching practices are being utilized by all teachers so that classroom instruction resonates with students' histories and identities³⁶.</p> <p>Teachers utilize student-centered, inquiry-based instruction to engage students in addressing equity or social justice issues in their communities.³⁷</p> <p>School staff participates in Cultural Proficiency training³⁸.</p> <p>School staff participates in specialized training on serving LGBTQ students</p>

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

³⁶ 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; 222-9497. The Southwest Organizing Project has *500 Years of Chicano History*. Contact: www.swop.net; 247-8832.

³⁷ 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>

³⁸ For more information on Cultural Proficiency contact Lynne Rosen (rosen@aps.edu; 881-9429) or Toby Herrera (Herrera_toby@aps.edu; 855-9041).

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Cultivating Equitable & Effective Systems				and families, and immigrant students and families ³⁹ . 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.
	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 and Instructional Councils (IC's).	Parents and other family members have representation in the decisions that affect their children and schools, such as school budgets, curricula, instruction, disciplinary practices, student placement, and individual personalized education plans ⁴⁰ .

³⁹ For LGBTQ training resources contact Janalee Barnard: barnard@aps.edu; 855-9831. For assistance training staff or families on immigrant issues contact El Centro de Igualdad y Derechos: www.elcentronm.org

⁴⁰ 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: barnard@aps.edu; 855-9831.
3. To request interpretation and translation services contact Manola Colter in the Language and Cultural Equity Department: translate@aps.edu.
4. For more information on school nursing contact Laura Case: Laura.Case@aps.edu; 855-9834.
5. Catholic Charities (724-4670) and Women's Global Pathways (womensglobalpathways@gmail.com; 435-5741) provide support to refugee families.
6. Encuentro (www.encuentronm.org), El Centro de Igualdad y Derechos (www.elcentronm.org) the Partnership for Community Action (www.abqpartnership.org), and the New Mexico Asian Family Center (<http://nmafc.org/>) provide support to immigrant families.
7. 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.
8. The Partnership for Community Action (www.abqpartnership.org) operates *Abriendo Puertas* programs out of seven APS elementary schools that serve immigrant families.
9. The NM Asian Family Center (www.nmafc.org) offers supports to Asian immigrant families in Albuquerque Public Schools.



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10. For a list of community agencies that serve historically marginalized groups contact Families United for Education:
familiesunitedforeducation@gmail.com.
11. The District utilizes the *Safe School Ambassador* program and other District-approved violence/bullying prevention curricula in middle and high schools and *Connected and Respected* and other District-approved curricula in elementary schools. Contact Kim McClintic: mcclintic@aps.edu; 855-9830
12. Contact Bernadette Cordoba for *Nurtured Heart*: cordoba_a@aps.edu; 855-5293.
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; 889-4862.
15. As part of the Truancy Pilot, volunteers are being recruited to assist with phone calls. For more information on volunteers contact Sonja Martens: 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
17. For more information on *Walking School Bus* go to 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; 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; 872-6820.



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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
24. The New Mexico Forum for Youth in Community: <http://www.nmforumforyouth.org/>
25. Young Women United: <http://www.youngwomenunited.org/>
26. Southwest Organizing Project: <http://www.swop.net/>
27. The Salud Manual: http://mycommunitynm.org/main/salud_manual_main.php?cookie_set=1
28. The APS Indian Education Parent Resource Guide: <http://www.aps.edu/indian-education/parents/documents/2009-2010%20Parent%20Resource%20Book.pdf>
29. For assistance with family engagement or developing a resource map contact Bernadette Cordoba: cordoba_a@aps.edu; 855-5293.
30. Contact Marvin Johnson, Truancy Specialist at the State of New Mexico 2nd Judicial Juvenile Court for resources and expertise in addressing truancy: 222-1000; mjohnson@da2nd.state.nm.us
31. 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; 881-8313
32. APS teachers Steve Lange (Stephen.Lange@aps.edu) and Cecilie Bodman (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.
33. For training and technical assistance on School Max contact Jude Garcia: Garcia_jud@aps.edu; 872-6826.
34. For training resources in regard to Special Education contact Parents Reaching Out: <http://www.parentsreachingout.org/>; 247-0192.



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35. For technical assistance with School Messenger contact Lori Valdez: lori.valdez@aps.edu; 889-4863.
36. 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>;
37. 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; 222-9497.
38. The Southwest Organizing Project has *500 Years of Chicano History*: www.swop.net; 247-8832.
39. For more information on Cultural Proficiency contact Lynne Rosen (rosen@aps.edu; 881-9429) or Toby Herrera (Herrera_toby@aps.edu; 855-9041).
40. For LGBTQ training resources contact Janalee Barnard: barnard@aps.edu; 855-9831.
41. For assistance training staff or families on immigrant issues contact El Centro de Igualdad y Derechos: www.elcentronm.org.
42. NM House Bill 212 (2003): <http://www.nmlegis.gov/Sessions/03%20Regular/FinalVersions/house/HB0212MarkedUp.pdf>