AASD ATTENDANCE SUPPORT PROCESS

When a student reaches 5+ unexcused absences - all or part of a school day (this could be 5 full days unexcused, 5 unexcused classes periods over the course of five days, or a combination of both) - the following process is followed to support the student's attendance.

Attendance Team Discussion

Review frequency, grades, attendance history, other relevant factors

If the team determines that action is needed, implement supports and monitor for 4-6 weeks

Truancy Notice and Conference with student and family

No show

Schedule second truancy conference

No show

Discussion of next steps

Connect with student, home visit, other outreach efforts continue

Continued Problem Solving

Examples: *Adults with a relationship with the student reach out, identifying strengths if they are currently attending, connect with siblings*

Unable to reach

Able to reach

Meeting and Attendance Plan developed with student and family

Implement Attendance Plan and monitor for 4-6 weeks

No progress

Outreach to student and family

Consider County Truancy Referral
(if one has not been previously made)

Consider Truancy Citation

Increase supports and/or modify interventions

Monitor for 4-6 weeks

Student is making progress

Improved attendance and/or grades

Monitor for 4-6 weeks

Attendance Plan Examples

- Goal setting and Incentives
- Home visits
- TRAC referral
- Check & Connect mentor
- Option 3 (Credit Recovery)
- Student Success supports
- Scheduling adjustments
- Transportation supports
- PATH or other mental health referrals

Students with IEPs or 504 Plans

- IEP or 504 Plan team determines whether or not attendance concerns are disability related.
- If disability related, attendance is addressed through the IEP or 504 Plan based on individual needs of the student.
- Progress is monitored regularly by the IEP or 504 Plan case manager.
- If student attendance is not disability related, the site attendance team follows the attendance intervention process.

High School Attendance Team Members

- Associate Principal
- Dean of Students
- Secondary Attendance Coordinator
- Student Success Coordinator
- School Psychologist, School Nurse, School Counselor, School Social Worker
- STAR Coordinator
- TRAC Case Manager
- Alternative Education Teacher

Students who are credit-deficient due to truancy have options in Alternative Education programming.

When a pattern of attendance at their home school is established, alternate programs can be considered such as: Appleton Central Program, Higher Ground, GEDO2, Challenge Academy, GPS, Quest

Factors teams consider that could create barriers to school attendance:

- Homelessness
- Home Language
- Childcare
- Transportation
- Mental Health

The AASD attempts to refer to community agencies for support.

AASD ACRONYMS & DEFINITIONS

IEP- Individualized Education Plan
A legally mandated document that outlines a plan for students with disabilities who require special education services.

504 Plan - Section 504 of the Rehabilitation Act
A formal agreement between a school and a student's family outlining the accommodations and supports a student with a disability needs to participate fully in school.

PATH- Providing Access to Healing, United Way
A school based-program designed to improve access to mental health services for youth who are unable to obtain care elsewhere in the community.

TRAC- Truancy Reduction & Assessment Center, Boys and Girls Club
Works to promote school attendance and academic engagement by supporting youth with attendance challenges through timely, effective assessments and case management.

STAR- Scholars on Target to Achieve Results, Boys and Girls Club
An initiative working to build educational opportunities for Scholars in the Fox Cities. The STAR Team serves to advocate, mentor, connect, and guide Scholars.

Check & Connect
An evidenced-based mentoring program designed to improve school attendance. Mentors receive specific training on this model. There are trained mentors in every school building.

Student Success Advisor
The Student Success Advisor serves at the AASD high school level supporting students in building strong connections within the school environment. Focus areas include improving school, student, family, and community connections, social and emotional well being and engagement in school, implementation of prevention activities/strategies, and the implementation of comprehensive resources through expanding professional knowledge and expertise.

Alternative Education Teacher
Support students at the High School level who are at risk of not graduating–those who fall two or more credits behind pace (as defined by the Department of Public Instruction). Additionally, our work is about learning students' unique stories, building trust, uncovering barriers, and connecting our students with complex challenges to resources (in the schools and community)–academic, emotional, and to ensure basic needs are being met.

Alternative programs for students who are credit deficient and at-risk of not graduating:

Appleton Central - Half day schedule with a work component and small class sizes in a trauma-sensitive environment.

Higher Ground - Half day schedule in a small independent learning environment with a work component.

GED Options 2 - Located within the Appleton Central Program. A half-day afternoon schedule that prepares students (ages 17.5-21) for GED tests to demonstrate competency and remain eligible to earn a traditional high school diploma.

Challenge Academy - Quasi-military learning environment. Students live on Fort McCoy campus, and prepare for GED/HSED tests to demonstrate competency (and a traditional AASD diploma if additional requirements are met).

GPS Education Partners - School is located at Menasha Packaging (Brooks Ave in Neenah) for 3 hours and 4-5 hours of work at a paid position for a local business partner that includes mentoring with hands-on work experience.

Quest - Located at Fox Valley Technical College. A half-day morning schedule that prepares students (ages 17.5 - 21) for GED tests to demonstrate competency and remain eligible to earn a traditional high school diploma.

AASD Attendance 2024-2025
Presented to the Safety & Licensing Committee
August 13, 2025

CHRONIC ABSENTEEISM DATA

Missing 10% or more of total school days, including both excused and unexcused absences. Missing 10% of eligible school days (18 days for the full school year).

	2018-2019	2021-2022	2022-2023	2023-2024	2024-2025
4K/Elementary	8.6%	27.4%	14.0%	14.1%	13.6%
Middle	10.3%	25.1%	17.6%	19.4%	18.7%
High School	15.2%	33.9%	25.5%	23.7%	29.1%

HIGH SCHOOL CHRONIC ABSENTEEISM

(excused & unexcused absences)	% of students	# of students
18+ days	29.1%	1,269
36+ days	9.3%	404
50+ days	5.5%	240
100+ days	0.9%	39

HABITUAL TRUANCY DATA

Missing all or part of 5 or more school days in a semester without an excuse.

	SEMESTER	2018-2019	2019-2020	2021-2022	2022-2023	2023-2024	2024-2025
Elementary	SEMESTER 1	4.6%	3.1%	3.0%	3.1%	5.2%	3.0%
Elementary	SEMESTER 2	6.5%	N/A*	3.0%	4.7%	7.2%	6.3%
Middle	SEMESTER 1	12.7%	9.6%	14.8%	10.7%	13.3%	8.6%
Middle	SEMESTER 2	14.1%	N/A*	11.6%	16.2%	19.0%	14.7%
High School	SEMESTER 1	34.0%	27.1%	30.5%	30.5%	34.5%	25.3%
High School	SEMESTER 2	36.0%	N/A*	26.9%	35.5%	43.8%	33.8%

Note: **866** high school students were both chronically absent and habitually truant.

Appleton Area School District

Recommendations for attendance dispositions

August 13, 2025

The State of Wisconsin - 118.163 Municipal Truancy Ordinances reads *"A county, city, village or town may enact an ordinance prohibiting a person under 18 years of age from being a habitual truant. The ordinance shall provide which of the following dispositions are available to the court:"*

1. An order for the person to attend school.
2. An order for the person to participate in counseling or a supervised work program or other community service work as described in s. 938.34 (5g).
3. An order for the person to attend an educational program as described in s. 938.34 (7d).
4. A forfeiture of not more than $500 plus costs, subject to s. 938.37. All or part of the forfeiture plus costs may be assessed against the person, the parents or guardian of the person, or both. (The AASD recommends a forfeiture of $250 plus costs)
5. An order placing the person under formal or informal supervision, as described in s. 938.34 (2), for up to one year.
6. An order for the department of workforce development to revoke, under s. 103.72, a permit under s. 103.70 authorizing the employment of the person.
7. Suspension of the person's operating privilege for not less than 30 days nor more than one year. The court may take possession of any suspended license. If the court takes possession of a license, it shall destroy the license. The court shall forward to the Department of Transportation a notice stating the reason for and the duration of the suspension.

The following dispositions would not be recommended:

8. An order for the person to be placed in a teen court program as described in s. 938.342 (1g) (f). (Outagamie County does not have a teen court program)
9. An order for the person's parent, guardian or legal custodian to participate in counseling at the parent's, guardian's or legal custodian's own expense or to attend school with the person, or both.
10. An order for the person to remain at home except during hours in which the person is attending religious worship or a school program, including travel time required to get to and from the school program or place of worship. The order may permit a person to leave his or her home if the person is accompanied by a parent or guardian.
11. Any other reasonable conditions consistent with this subsection, including a curfew, restrictions as to going to or remaining on specified premises and restrictions on associating with other children or adults.
12. An order for the person to report to a youth report center after school, in the evening, on weekends, on other non-school days, or at any other time that the person is not under immediate adult supervision, for participation in the social, behavioral, academic, community service, and other programming of the center as described in s. 938.342 (1g) (k).

Summary of local district's citation data - 2024-25

Presented to Safety & Licensing Committee - August 13, 2025

Appleton Area School District staff communicated with 12 local school districts regarding the success of their truancy ordinance enforcement.

- Several districts responded that they do not keep data on truancy ordinances.

- Six districts provided their data from the 24-25 school year.
    - A total of 167 students received a citation for habitual truancy.
    - 70 of the 167 students improved their attendance

- Citations ranged from $165 to $500

- Several districts reported that the best outcome was for students who changed their behavior due to the possibility of receiving a citation.

(DRAFT) PROCEDURAL CHECKLIST FOR CONSIDERATION OF TRUANCY CITATION

STUDENT NAME:

SCHOOL:

GRADE:

ATTEMPTED STUDENT/FAMILY CONTACTS:

METHOD	DATES	PERSON CONTACTED	RESULT
PHONE CALLS			
TEXT MESSAGES			
EMAILS			
LETTERS (MAIL)			
MEETINGS			
HOME VISITS			
OTHER:			

INTERVENTION OPTIONS THAT HAVE BEEN OFFERED/ATTEMPTED/TRIED:

- ☐ Incentive plan
- ☐ TRAC
- ☐ STAR or Student Success support
- ☐ Check & Connect
- ☐ Alternative education supports
- ☐ School-based mental health referral
- ☐ Alternative schedule / shortened school day
- ☐ County truancy referral

RESULTS:

CREDITS EARNED TO DATE:

HOW MANY CREDITS COULD HAVE BEEN EARNED (3 per semester):

CURRENT GRADES:

CHRONIC ABSENTEEISM PERCENTAGE:

NUMBER OF DAYS HABITUALLY TRUANT:

2025-2026 Attendance Data - Quarter 1

CHRONIC ABSENTEEISM DATA

Missing 10% or more of total school days, including both excused and unexcused absences. Missing 10% of eligible school days (4.5+ days for Q1).

	Q1 2023-2024	Q1 2024-2025	Q1 2025-2026
High School	23.5%	21.4%	16.7%

HABITUAL TRUANCY DATA

Missing all or part of 5 or more school days in a semester without an excuse.

	Q1 2023-2024	Q1 2024-2025	Q1 2025-2026
High School	23.1%	15.9%	13.0%

STUDENTS WHO MET *BOTH* CHRONIC ABSENTEEISM AND HABITUAL TRUANCY THRESHOLDS

Q1 2025-2026	% of students	# of students
High School	7.3%	315

Subject: Important Update: New City Ordinance Related to Student Attendance

AASD High School Families,

The Appleton Area School District believes that school attendance is critical to the success of all students, and is a responsibility shared by students, parents, schools, and our community. The AASD is committed to partnering with our families and community to support student attendance.

The AASD is concerned about excessive absences, especially for students who miss 18 or more days, because they can lead to lost learning, failed classes, and even prevent graduation. As a result, the District and the City of Appleton recently worked together to reinstate an attendance/truancy ordinance. The Common Council adopted the ordinance on October 15, 2025, and it takes effect on November 1, 2025. This ordinance will enforce the state law requiring all children under 18 to attend school regularly. For AASD high school students who are habitually truant (5+ unexcused absences in a semester) and have excessive absences, this ordinance could result in a ticket.

Who will this impact?
Even with strong supports and caring staff in place, we know that some of our students—especially at the high school level—are still missing far too many days of school to be successful. Across our high schools, 93 students have already missed more than 20 days this year.

We also know that life happens—students get sick, cars break down, and Wisconsin winters can interfere with routines. We recognize that truancy is complex and often linked to challenges that extend well beyond the classroom. Our commitment is to keep working with families and community partners to help every student show up, feel supported, and find success. The new ordinance simply gives us one more way to reach students who are struggling with attendance and to strengthen our partnership with families when absences start to get in the way of learning.

What does this mean for my student?
Please understand that tickets aren't automatically given out. A truancy citation would be considered only as a very last step—after we've attempted every possible school and community support, such as creating an individualized attendance plan, connecting the student with a mentor, or conducting more focused family outreach.

Our goal is to make sure students and families get the guidance and support they need before anything like a citation is even discussed. We will also make sure to recognize and celebrate any progress along the way—even small steps forward, such as improved attendance, matter, and will be honored.

An example of an added support that will be used if your student has reached five or more unexcused absences in a semester is for them to take part in an attendance education lesson at their school during the regular day. This lesson is designed to help students understand why regular attendance is important and to give them tips and support for getting back on track.

Our approach will always focus on support first. We'll prioritize multiple layers of intervention—both at the school and, when needed, within the community—long before a citation or any formal action is even considered.

We're also recommending that students have the chance to clear a citation by taking positive steps forward, such as joining a mentorship program, engaging in community service, or showing consistent improvement in attendance.

We encourage you to take a look at the new ordinance. If you have questions or need support around attendance, please contact our District Secondary Attendance Coordinator, Stephanie Marta, via email (martastephanie@aasd.k12.wi.us).

Thank you for your ongoing partnership and commitment to helping every student show up, grow, and succeed.

Sincerely,
Appleton Area School District

Appleton Area School District
Semester 1, 2025-2026

CHRONIC ABSENTEEISM DATA

Missing 10% or more of total school days, including both excused and unexcused absences. Missing 10% of eligible school days (9+ days for Semester 1).

	2018-2019	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
High School	15.2%	33.9%	25.5%	23.7%	25.4%	22.3%

HABITUAL TRUANCY DATA

Missing all or part of 5 or more school days in a semester without an excuse.

	SEMESTER	2018-2019	2019-2020	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
High School	SEMESTER 1	34.0%	27.1%	30.5%	30.5%	34.5%	25.3%	23.1%

STUDENTS WHO MET *BOTH* CHRONIC ABSENTEEISM AND HABITUAL TRUANCY THRESHOLDS

2025-2026 S1	% of students	# of students
High School	13.0%	556

HIGH SCHOOL ATTENDANCE EDUCATION LESSONS DATA

- 409 students across 3 high schools participated in Attendance Education Lessons in November or December 2025.
- Of those students, 41.8% (171/409) increased their attendance rate since the time of the Attendance Education Lesson.

*One student received a citation during the first semester, but has not yet been adjudicated.

AASD Attendance Update

City of Appleton
Safety and Licensing Meeting
March 25, 2026

Attendance - 1st Semester 2025-2026

- Lowest high school chronic absenteeism rate since 2018-2019 (22.3%)

- Lowest habitual truancy rate in more than 12 semesters dating back to before the pandemic (23.1%)

Attendance - 1st Semester 2025-2026

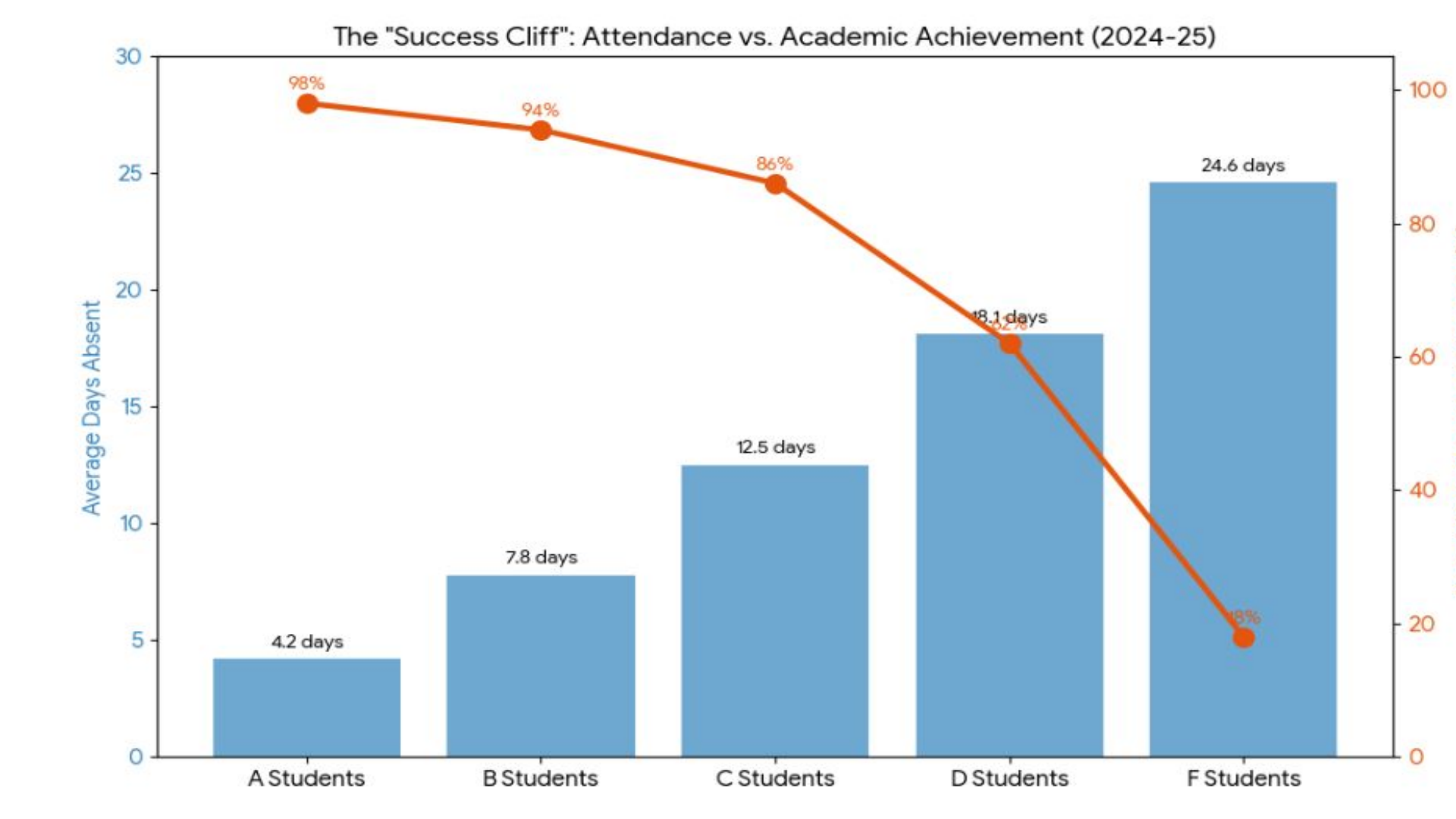
- 409 students participated in an Attendance Education Lesson

- 187 of those students improved their attendance

Academic Success - 1st Semester 2025-2026

- 95.35% of all classes taken were passed
- Highest passing rate in 9 semesters

- The previous 8 semesters averaged 93.86%
- The difference resulted in over 400 more classes passed


The "Success Cliff": Attendance vs. Academic Achievement (2024-25)
Average Days Absent
30
25
20
15
10
5
0
100
80
60
40
20
0
98%
94%
86%
4.2 days
7.8 days
12.5 days
18.1 days
24.6 days
A Students
B Students
C Students
D Students
F Students

Council requirements from Resolution #3-R-25:

Develop and enforce a policy of internal supports and tools which will be uniformly applied to all students with truancy and chronic absenteeism issues.

AASD attendance policy was revised in October of 2025 to respond to the language above. The policy will be further revised and approved by the AASD Board of Education in April.

Council Requirements:

Ensure said policy will include enforcement of this truancy ordinance to be used as a final measure should other support be unsuccessful with a student.

AASD attendance policy includes the following language, “A student will be considered for referral to the City of Appleton for a truancy ordinance violation if and when the following conditions are met:” Six conditions are then listed, including the statement “intervention efforts have failed to improve a student’s attendance and the student is unwilling to engage in further interventions.”

Council Requirements:

Provide evidence of the supports that the district has offered to students with attendance issues before any court dispositions for truancy are levied upon a student. These include but are not limited to:

- Number of truancy citations issue in the past semester: **1**
- Number of truancy citations from prior semesters eventually expunged due to student compliance: **0**
- Number of truancy citation convictions from previous semesters (including the dispositions that were applied): **0**
- Updated absentee and truancy rate numbers for the previous semester: **Numbers were presented during January S & L meeting**

Continued:

- Data should be provided in alignment with DPI reporting: for example:grade level, school, race/ethnicity, gender, disability status, economic status, EL status: **NA**
- Track the counseling, supervised work program, and community service organizations utilized by students and compile a list of average costs: **NA**
- Provide evidence of policy and applicable data per the recommendations of the 2018 Truancy Court Report including, but not limited to:
  - Orientation/guidance for judges involved in truancy matters including suggestions for a reasonable number of community services hours and education programs not including summer school: **NA**

Continued:

- Maintain a community truancy task force which works collaboratively to meet the interests of the District, the courts, families, and students and reports to the school board: **An Attendance Improvement Workgroup is being planned, with the first meeting to be held in September.**

- Continue to survey comparable school districts in Wisconsin to improve internal processes and report to the school board: **Report will be provide to school board as part of our annual summer attendance report.**

Continued:

- Provide data for any case where the judiciary exceeds suggestions: **NA**

- Create a general contact email for parents or students dealing with attendance issues to seek help: **Email addresses of attendance coordinators are accessible on the AASD website under "attendance".**

- Create student and family survey and vehicle for anonymous feedback that reports to the Board: **A student survey has been administered for those students who have improved their attendance following an attendance lesson, and results will be shared later in this presentation. An additional survey regarding attendance will be administered to all high school students later this Spring. AASD staff requests clarity on what questions are to be asked of parents in a survey, as well as how to facilitate anonymous feedback that reports to the board.**

Demographic Data- Race/Ethnicity

HIGH SCHOOL STUDENTS WHO MET ***BOTH*** CHRONIC ABSENTEEISM & HABITUAL TRUANCY THRESHOLDS	
Race/Ethnicity	**% of the group that met both CA and HT**
Hispanic/Latino	23.6%
Asian	10.1%
Black or African American	32.1%
White	8.1%
Two or More Races	29.1%

Demographic Data- Continued

HIGH SCHOOL STUDENTS WHO MET ***BOTH*** CHRONIC ABSENTEEISM & HABITUAL TRUANCY THRESHOLDS	
Qualification	**% of the group that met both CA and HT**
Free and Reduced Meals	36.6%
McKinney Vento	46.9%
Special Education	25.0%

2025-2026 SEMESTER 1		
989 high school students met the threshold for habitual truancy (5+ unexcused absences, all or part of a day)		
	# of students	**% of students**
Did not receive a 5-day habitual truancy letter	605	61.2%
Received 5-day habitual truancy letter	384	38.8%
Attendance plan developed - no further intervention needed	104	10.5%
Tier 2 Intervention implemented	185	18.7%
Tier 3 Intervention implemented	70	7.1%
Non-attenders	25	2.5%

SURVEY RESULTS

In November or December 2025, 409 students across 3 high schools participated in an Attendance Education Lesson. Following the lesson, 45.7% of those students (187/409) increased their attendance rate. These students were asked to complete a survey asking the following:

- Why do you think your attendance has improved?
- What part of the attendance lesson was most helpful to you?
- What challenges do you still face that makes it hard to attend school regularly?
- What could the school do to help students improve their attendance?

*Completed survey results will be provided on March 25, 2026

2024-2025 NON-ATTENDING STUDENTS

Current status of 2024-2025 non-attending students (31):

- **10** students unenrolled (transferred to another district, virtual school, or home-based education).
- **15** students turned 18 and dropped out (one requested re-enrollment after turning 19).
- The remaining **6** students are enrolled, and most are not regularly attending; however, either other supports are in place with the county, the student is over the age of 18, or alternative plans have been implemented.

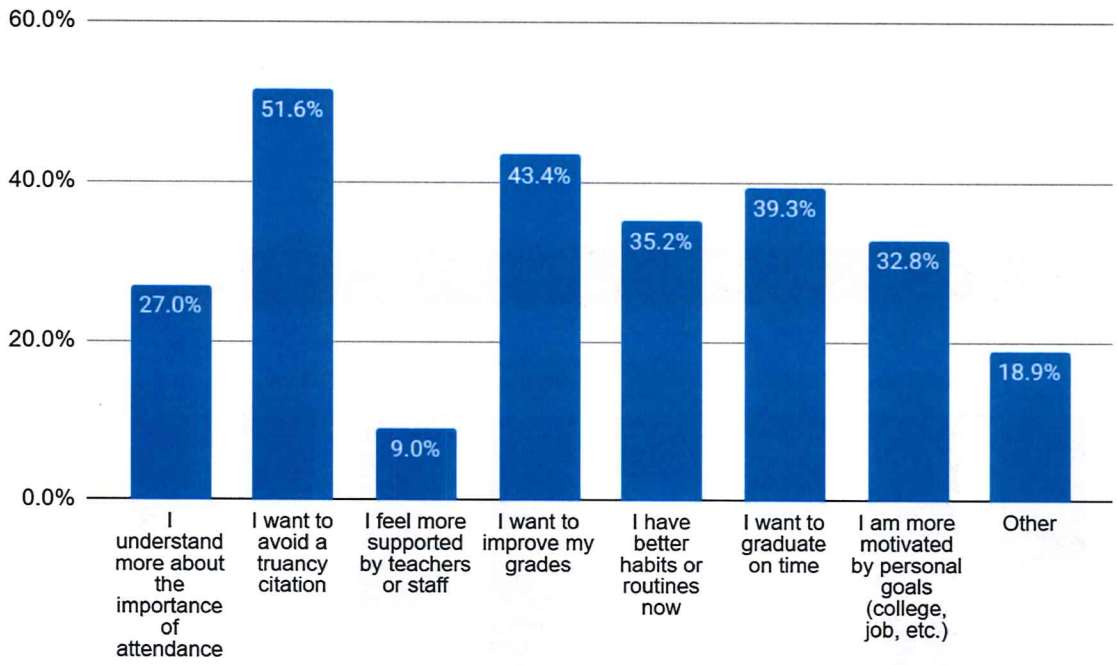
2025-2026 NON-ATTENDING STUDENTS

25 non-attenders this school year:

- **4** students turned 18 and dropped out.
- **6** students were referred to the county for truancy.
- **5** students are working with the county due to delinquency or prior truancy referral.
- **1** student was issued a truancy citation.
- The remaining **9** students either are over the age of 18 and have an alternative plan in place for graduation, a county referral is being pursued, or are currently being considered for a citation.

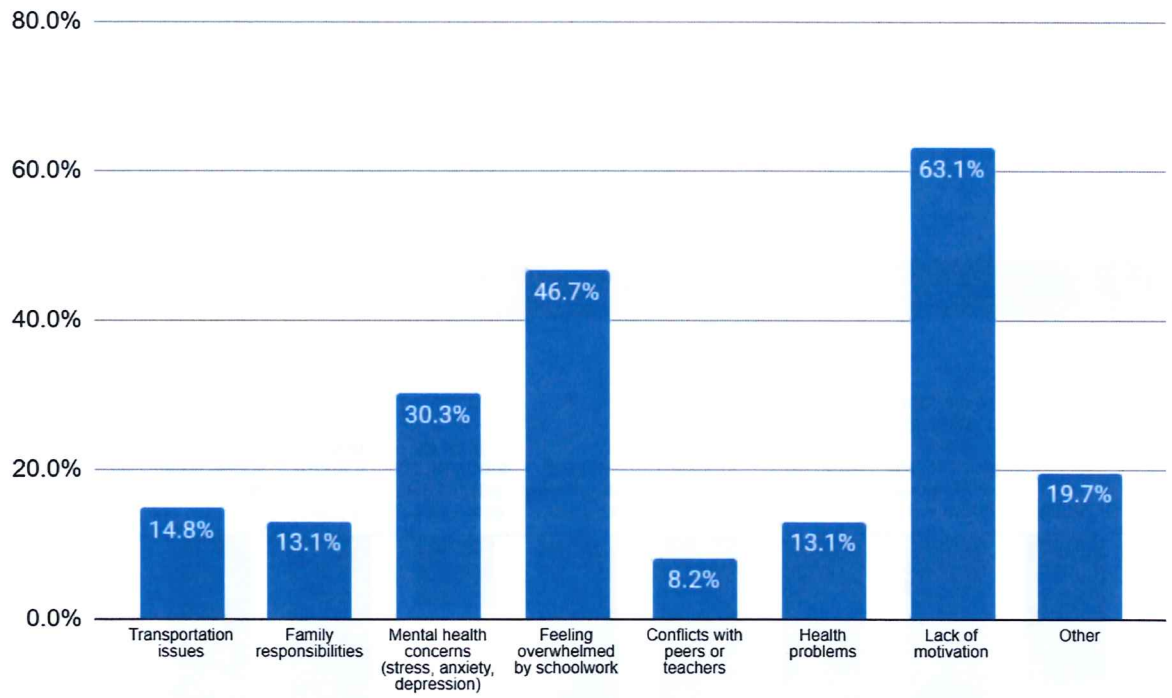
SURVEY RESULTS

Why do you think your attendance has improved since attending the lesson?



SURVEY RESULTS

What challenges do you still face that could make it hard to attend school regularly?



AASD Attendance Update

City of Appleton
Safety and Licensing Meeting
May 13, 2026

Appleton Area School District
Semester 1, 2025-2026

CHRONIC ABSENTEEISM DATA

Missing 10% or more of total school days, including both excused and unexcused absences. Missing 10% of eligible school days (9+ days for Semester 1).

	2018-2019	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
High School	15.2%	33.9%	25.5%	23.7%	25.4%	22.3%

HABITUAL TRUANCY DATA

Missing all or part of 5 or more school days in a semester without an excuse.

	SEMESTER	2018-2019	2019-2020	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
High School	SEMESTER 1	34.0%	27.1%	30.5%	30.5%	34.5%	25.3%	23.1%

STUDENTS WHO MET *BOTH* CHRONIC ABSENTEEISM AND HABITUAL TRUANCY THRESHOLDS

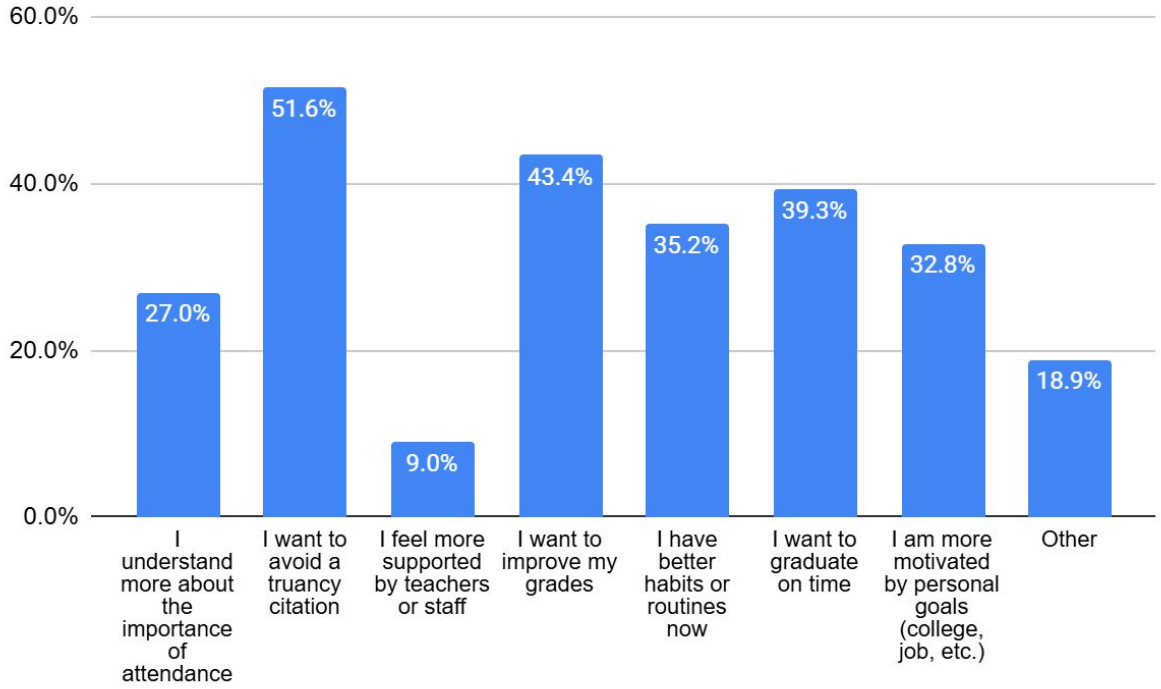
2025-2026 S1	% of students	# of students
High School	13.0%	556

HIGH SCHOOL ATTENDANCE EDUCATION LESSONS - STUDENT SURVEY RESULTS

In November or December 2025, **409** students across 3 high schools participated in an Attendance Education Lesson. Following the lesson, **45.7%** of those students (187/409) increased their attendance rate. These students were asked to complete a survey asking the following:

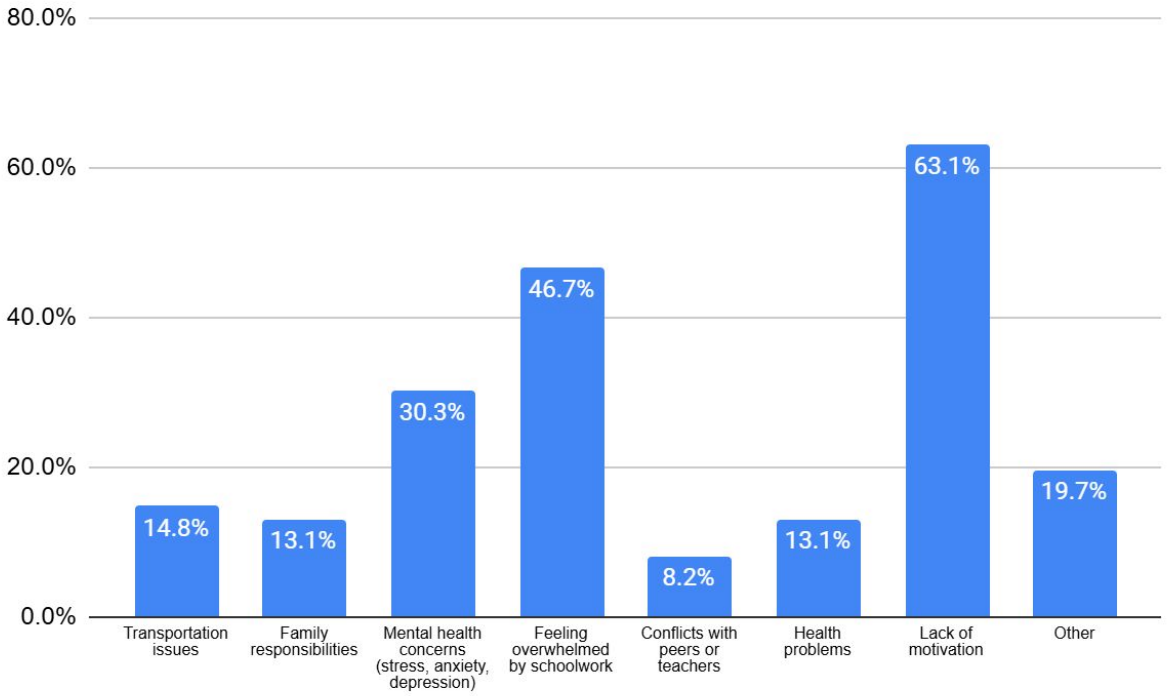
- Why do you think your attendance has improved since attending the lesson?
- What part of the attendance lesson was most helpful to you?
- What challenges do you still face that could make it hard to attend school regularly?
- What could the school do to help students improve their attendance?

Why do you think your attendance has improved since attending the lesson?



APPLETON AREA SCHOOL DISTRICT

What challenges do you still face that could make it hard to attend school regularly?



APPLETON AREA SCHOOL DISTRICT

CHRONIC ABSENTEEISM AND ACADEMICS - 25-26 SEMESTER 1

- During Semester one, **142** high school students received three or more failing grades.
- **105** (73.9%) of those 142 students were chronically absent Semester one.
- **59** (41.5%) of those 142 students failed five or more classes; of the 59 students, **57** (96.6%) of them were chronically absent.

Of the 105 students who were chronically absent *and* received three or more failing grades Semester one …

- 1 student received a truancy citation
- 20 students transferred to an alternative program within the district
- 51 students are involved with the county due to a truancy referral this year or last year, or due to delinquency; school based attendance interventions have been or are currently in place for all of these students
- 19 students have unenrolled from the district at some point during this school year
- 4 students have made improvements since Semester 1 as a result of school based attendance interventions
- The remaining 10 students are currently receiving school based attendance interventions

CHRONIC ABSENTEEISM DATA 25-26 QUARTER 3

Missing 10% or more of total school days, including both excused and unexcused absences (13.5+ days for Quarter 3).

	2022-2023	2023-2024	2024-2025	2025-2026
ELEMENTARY	20.4%	13.5%	14.7%	15.7%
MIDDLE SCHOOL	22.4%	19.1%	16.6%	20.7%
HIGH SCHOOL	27.9%	24.8%	25.1%	24.6%

HABITUAL TRUANCY DATA
25-26 QUARTER 3

Missing all or part of 5 or more school days in a semester without an excuse.

	2023-2024	2024-2025	2025-2026
ELEMENTARY	3.0%	1.5%	2.7%
MIDDLE SCHOOL	10.0%	7.8%	9.2%
HIGH SCHOOL	27.9%	21.5%	18.3%

June 5 - Last day of school

June 19 - Semester two data available

QUESTIONS?

10/1/25 Resolution

Develop and enforce a policy of internal supports and tools which will be uniformly applied to all students with truancy and chronic absenteeism issues:

The Appleton Area School District uses a tiered approach to address attendance concerns at all grade levels. This information was previously shared with both this committee and the full Common Council last year. Last fall, our Board of Education attendance policy was revised to clarify the process the district follows when considering a truancy citation. Earlier this month, we also completed a comprehensive revision of the attendance policy in its entirety.

Ensure said policy will include enforcement of this truancy ordinance to be used as a final measure should other supports be unsuccessful with a student:

The Board of Education policy clearly outlines the conditions that must be met before a truancy citation may be considered. These include:

- The student has met the legal definition of truancy
- The student is chronically absent from school
- Multiple family contacts have been attempted and documented
- Intervention efforts have not improved attendance, or the student is unwilling to participate in interventions
- The student is not on pace to graduate due to absences, and
- The student is failing one or more courses

In addition, the district has established a procedural checklist that must be completed and submitted to the School Resource Officer when a truancy citation is being considered. This checklist documents student and family contacts, interventions offered and attempted, academic information, and attendance data. It should be noted that the School Resource Officer makes the final decision on whether or not to issue a citation.

Provide evidence of the supports that the district has offered to students with attendance issues before any court dispositions for truancy are levied upon a student:

These include but are not limited to:

- **Number of truancy citations issued in the past semester**
    - One truancy citation has been issued during the 25-26 school year
- **Number of truancy citations from prior semesters eventually expunged due to student compliance (include semester original citation was issued for each expunged instance)**

    - None.
- **Number of truancy citation convictions from previous semesters (including the dispositions that were applied)**
    - None
- **Updated absentee and truancy rate numbers for the previous semester**
    - Semester 1 chronic absenteeism and habitual truancy data for the 2025–2026 school year were provided to the committee on January 28. In addition, Quarter 3 chronic absenteeism and habitual truancy data were shared with the committee on May 13.
- **Data should be provided in alignment with DPI reporting: for example: grade level, school, race/ethnicity, gender, disability status, economic status, EL status**
    - This information was shared with the committee on March 25 and will be updated again in June once full-year attendance data is available for the 2025–2026 school year. Due to confidentiality requirements, demographic data cannot be publicly shared if the population size is too small.
- **Track the counseling, supervised work program, and community service organizations utilized by students and compile a list of average costs**
    - This is not applicable at this time, as no students have been ordered to participate in these services and no related costs have been incurred.
- **Provide evidence of policy and applicable data per the recommendations of the 2018 Truancy Court Report including, but not limited to:**
    - **Orientation/guidance for judges involved in truancy matters including suggestions for a reasonable number of community service hours and education programs not including summer school**
        - This is not applicable at this time, as no judges are currently hearing truancy cases. Any student receiving a truancy citation would proceed through the Court Commissioner process.
    - **Maintain a community truancy task force which works collaboratively to meet the interests of the District, the courts, families, and students and reports to the school board**
        - An “Attendance Improvement Work Group” is currently being established. A timeline for the start of this work group was not included in the resolution. The first meeting is scheduled for September 30, and the group will meet seven times throughout the school year. We wanted to ensure broad representation, including school staff, community members, parents and guardians, and students. We also wanted to provide meeting dates well in advance so participants could commit to attending

consistently throughout the year. An open invitation to participate was shared with AASD families and the broader community last Friday.

    - **Continue to survey comparable school districts in Wisconsin to improve internal processes and report to the school board**
        - The district contacted comparable districts and shared findings with both the Board of Education and the Common Council last fall. We continue to collaborate with other districts regarding attendance practices. Increasingly, however, other districts are reaching out to learn more about the work AASD is doing related to attendance improvement. Most other surrounding school districts use truancy citations as their initial intervention, rather than as a last resort. At this time, our Board of Education has not requested additional comparative reporting, however, we have sent another survey to nine comparable school districts in Wisconsin and will have results available in June.
- **Provide data for any case where the judiciary exceeds suggestions**
    - This is not applicable, as there has been no judiciary involvement.
- **Create a general contact email for parents or students dealing with attendance issues to seek help**
    - Direct contact information for both district attendance coordinators has been available on the district website since October. A general attendance email account would route directly to those coordinators, which is why the district chose to provide their individual email addresses and phone extensions.
- **Create student and family survey and vehicle for anonymous feedback that reports to the board**
    - Student survey results were shared with the committee on May 13. This survey was specific to high school attendance education lessons. A global survey related to attendance will be administered to all high school students at the beginning of next school year. The Appleton Area School District surveys families each spring. We are happy to administer an attendance-specific survey, provided further direction from the committee regarding what information should be included in the survey. Finally, earlier this month, a feedback form was added to the AASD website, allowing anonymous feedback to be shared directly with both the attendance coordinators and the Board of Education.

Procedural Checklist For Consideration Of Truancy Citation (High School Only)

Student Name:

School:

Grade: 9 10 11 12

Is this a student with a disability?: Y N

If yes, has an IEP meeting been held to determine if the attendance is related to their disability? Y N

Date of meeting:

Outcome:

ATTEMPTED STUDENT/FAMILY CONTACTS:			
Method	**Dates**	**Person Contacted**	**Result**
Phone Calls			
Text Messages			
Emails			
Letters (Mail)			
Meetings			
Home Visits			
Other:			

INTERVENTION OPTIONS THAT HAVE BEEN OFFERED/ATTEMPTED/TRIED:

- ☐ Attendance incentive plan
- ☐ TRAC
- ☐ STAR or Student Success support
- ☐ Check & Connect
- ☐ Alternative education supports
- ☐ School-based mental health referral
- ☐ Alternative schedule / shortened school day
- ☐ County truancy referral

Results:

Credits earned to date:

How many credits could have been earned (3 per semester):

Current grades:

Chronic absenteeism percentage:

Number of days habitually truant:

Date referred to law enforcement for consideration of citation: _____

Submitted by: _____ _____

Attendance Coordinator Executive Director of Student Services

Required Steps Prior to Referral for Truancy Citation

- ☐ Student meets the threshold for habitual truancy (5+ unexcused absences, all or part of a day, in a semester).
- ☐ If it is a student with an IEP, this guidance must be followed prior to sending a 5-day letter or considering a truancy citation.
- ☐ 5-day truancy letter - at least two attempts must be made to meet with the student/family.
- ☐ Multiple attempts to reach the student/family must be documented (phone calls, emails, letters, meetings, home visits) - the Attendance Contact Log in Infinite Campus is the preferred method of documentation for this.
- ☐ At least one attendance intervention must be offered/attempted/tried (attendance incentive plan, TRAC, STAR or Student Success support, Check & Connect, Alternative Education supports, school-based mental health referral, alternative schedule/shortened school day, county truancy referral) - however, multiple interventions will likely have been attempted with students being considered for a citation.
- ☐ Discussion with the Attendance Team and the Attendance Coordinator regarding students of concern.
- ☐ The Attendance Coordinator will track information about non-attending students in this Procedural Checklist document.
- ☐ The Attendance Coordinator will consult with SRO regarding the student - at least one attempt will be made by the Attendance Coordinator and SRO to connect with the student and family (likely via home visit).
- ☐ When all the above steps have been completed, and the student is still not attending school, the Attendance Coordinator will consult with the Executive Director of Student Services regarding a truancy citation. If there is agreement to proceed, the Attendance Coordinator will move forward with a referral to the School Resource Officer for a truancy citation.
    - ☐ The Procedural Checklist and any supporting documentation will be provided to the School Resource officer at the time of the referral.