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.