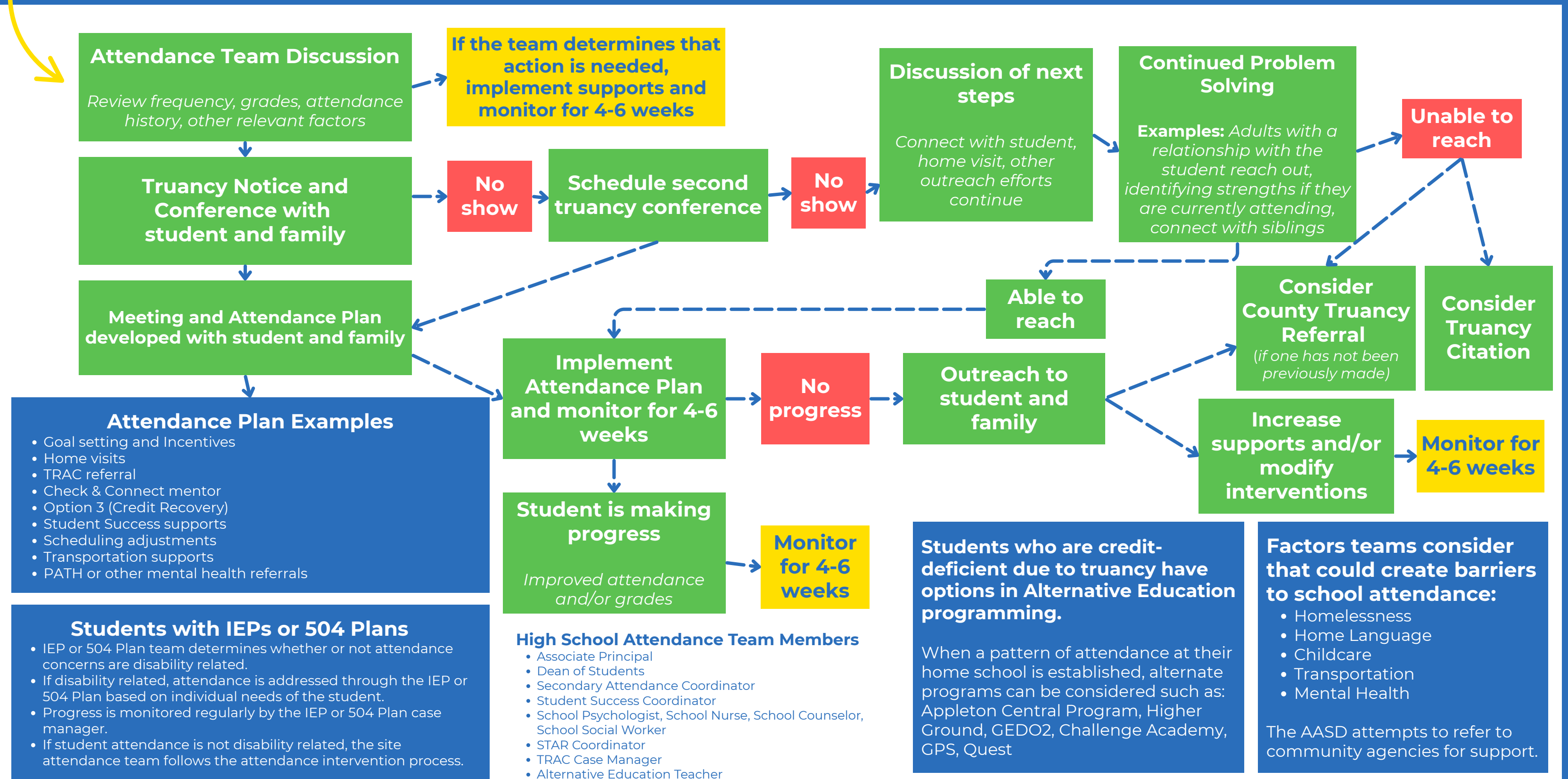


AASD ATTENDANCE SUPPORT PROCESS



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.



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.