

Item 25-0949: AASD Truancy Initiatives Update

Safety and Licensing Committee

Wed, Aug 13, 2025 5:30PM

Alderman Chris Croatt (District 14) 12:21

We will move to information items, and we'll get to the AASD truancy initiatives update. I'm going to turn it over to Superintendent Greg Hartjes to start this off for us. This is one in a continuing opportunity series to provide information and have some open dialog, ask some questions, and just work towards getting to the point where we're going to bring back a resolution—the original resolution, and maybe an amended version of the resolution at some point here in the future. So, turn it over to you, Greg.

Greg Hartjes (Superintendent - AASD) 12:50

Good evening. Thank you again for giving us time to answer questions, to share information about this topic. And so, at the last meeting that we were at, was July 9, we have a school counselor, a Dean of Students, and a classroom teacher share their thoughts on this topic, and then also they answered some questions for you. But when we left the meeting, we came away with several other questions that you had, some information that you were looking for. And so, there is a packet of information that is at your spot, and I will speak to that briefly in a little bit.

Greg Hartjes (Superintendent - AASD) 13:23

But before we do, you also said you were interested in hearing from a parent. You wanted to hear a parent's perspective on this, and then also possibly a student or a former student. So, we have a parent tonight, Angie Day. She's going to talk about the challenges she's having with her son who will be a sophomore at North High School, and then Stephanie Marta is going to read a letter that we received today from a former student who was interested in being here but wasn't going to be able to so asked that Stephanie read that for her. And then finally, Justin Heitl is here, and Justin is our central high school principal, and so Justin is going to talk a little bit about the supports that we provide specifically at Central but then also about the urgency of high school students who have fallen behind in credits, and why we race to the age of 18 before they potentially drop out. So, again, they're going to speak first, then I will come back up and I will take you through the packet. There's four documents in the packet that I will speak to. So, I will turn it over to Miss Angie day.

Alderman Chris Croatt (District 14) 14:23

Okay, thank you. Welcome.

Angie Day (AASD Parent) 14:27

Hi. Thank you. Hello, members of the committee. **[Something happens with the microphone.]**

Alderman Chris Croatt (District 14) 14:29

Yep, that always happens.

Alderman Sheri Hartzheim (District 13) 14:30

You are not the first.

Alderman Denise Fenton (District 6) 14:31

That is a wonky microphone.

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Alderson Sheri Hartzheim (District 13) 14:32

Just snap it.

Angie Day (AASD Parent) 14:33

Just snap it in? Okay. So, my name is Angie Day, and just to give you a little background of what I'm going to be talking about, I am a single parent who goes to school full time and works full time. Starting last year, my son's freshman year, he started skipping classes, and then it went to whole days, and sometimes four or five days in a row. I'm going to try to help you understand why it's so important and crucial to bring truancy citations and court back into the schools.

Angie Day (AASD Parent) 15:05

So North High School tried what they could—or did what they could to support my son. The school tried everything within their power to help my son understand the importance of his education and the need to show up every day. The Dean of Students and the social worker held multiple meetings, created plans, and even had him sign a promissory note to emphasize the commitment he needed to give to his education. Despite their efforts, after he continued to skip full days, it became more clear to me that their resources were limited and they could only do so much. We needed an outside resource.

Angie Day (AASD Parent) 15:43

It said, "Why do you feel a county referral was needed?" I advocated for a county referral regarding my son's truancy because I believed he needed more support than the school could provide. I felt that involving external authorities would have a greater impact and could offer the additional resources and structure he needed to address his attendance issues. At the school level, there were no significant consequences for my son's truancy, while North did do everything in their power to try to help my son show up for school and be engaged, this made me realize that the school's approach wasn't enough to address the root problem, which is why I pushed for my son to have a county referral, hoping for a more serious intervention.

Angie Day (AASD Parent) 16:24

The county's involvement had a significant effect on my son's awareness of the consequences. He seemed to take the case worker's warnings more seriously and may have even been a bit fearful of the potential repercussions. This did bring a level accountability that the school hadn't been able to provide. As he prepares to enter a sophomore year, I'm concerned that if the county's involvement does not—is not ongoing, the lack of real consequences could lead him to disengage completely from the school. Without a system of accountability in place that students take seriously, I fear he may eventually drop out as the current school-level consequences seemed ineffective to for him to stay on track.

Angie Day (AASD Parent) 17:07

I believe a truancy citation and court involvement may have more of an impact on him, because—oh yeah, no, I didn't read that. When the consequences extend beyond the school environment and involve the court system, it becomes clear that truancy is not just a school issue but a legal one as well. The presence of an official, potentially legal, consequences that often carry more weight and can pos—can possibly be on his permanent record, makes the situation feel more real and urgent to him. It could also provide more structured support as the court system can offer more resources or programs specifically designed to address truancy and underlying issues than the schools can. I feel that this kind of intervention would make him realize the gravity of his actions and the real-world consequences, which might finally motivate him to change his behavior.

Angie Day (AASD Parent) 18:03

And finally, I want to praise the school. I want to say that school is meant to be a safe and welcoming space where children can grow, learn, and develop into product—productive members of society. It's a place where teachers and staff work hard to support students in all aspects of their education, preparing them for their futures. However, dealing with truancy and behavior issue issues take a significant amount of time and energy away from that primary goal. While the school has a responsibility to address attend—attendance and behavior, it shouldn't have to bear the entire burden of handling these issues all on its own. By involving outside resources like the county truancy programs or court involvement, the school can focus on what it does best: teaching and guiding students, while other agencies can handle necessary interventions for attendance and behavioral concerns. This would allow schools to maintain their focus on fostering a positive learning environment and supporting all students. Thank you—thank you for listening. And do you guys have any questions?

Aldersonperson Chris Croatt (District 14) 19:08

Thank you for sharing your personal example. Any questions for Ms. Day? Okay. No.

Angie Day (AASD Parent) 19:15

Thank you.

Aldersonperson Chris Croatt (District 14) 19:16

Thanks.

Stephanie Marta (Attendance Coordinator - AASD) 19:21

Hi, everyone. Stephanie Marta, social worker and attendance coordinator for the school district. Thank you again for having us this evening. As superintendent Hartjes just mentioned, I'm just going to be reading a letter from a former Appleton East student. She wasn't able to be here tonight, but did share a letter and ask that I read it for—on her behalf.

Stephanie Marta (Attendance Coordinator - AASD) 19:40

Good evening city council and attendees. My name is Morgan Schreider. I am a graduate of Appleton East High School, class of 2014. I'm writing this letter to express my concern over the loss of truancy citations and how I feel it's important to have for Appleton students. During my freshman and sophomore years of high school, I wasn't taking school serious and was missing classes as well as full days. At the time, I didn't see school as my job, as I later realized it was. High school is very much so preparation for the real world, and it should be treated as such. In the real world, you face repercussions for missing work, and that's exactly how I felt after going through truancy court for my truancy citation. It helped me to understand how school needs to be taken seriously, to attend my classes, and to do the work that that was expected of me. Had I not gone through the court process for my truancy citation, I'm sure that I would not be in the same state of mind that I am as an adult, especially now that I have children of my own. It truly concerns me knowing that students can skip school and nothing will be done about it. Parents can drop kids off, but it's up to the student to go to class and focus on what's important at the time, their education. Having truancy citations as a consequence of missing school not only affected me, but my parents as well. I remember my parents sitting me down and talking with me, expressing their concern that missing school would not be setting me up for success in the future, that it was a step closer to being an adult and to do my job at that time which was school. My parents did have to come with me when court was scheduled, and that in itself, made me realize that if my parents are brought in, it was indeed serious and affected them as well. My choices had ramifications. Please deeply consider bringing truancy citations back, and understand that it does help students, both at the time their student and as an adult with children of their own, if they wish to have children. Thank you for your time and attention to this matter. Sincerely. Morgan Schreider. Thank you.

Aldersonperson Chris Croatt (District 14) 21:37

Thanks, Stephanie.

Justin Heitl (Appleton Central High School Principal - AASD) 21:37

Hi. I'm Justin Heitl. I'm your neighbor about two blocks away. I'm the principal at Appleton Central Alternative High School. Appreciate the opportunity. You know, Appleton Central is a unique site for the city, and I don't know that a lot of people really know what it is, because we don't have a sports team, right? What we do is we take students from across the district. I actually have 11-year-olds all the way up to 21-year-olds, and we just try to make sure that we have a space so they get their education eventually graduate. It's a unique setting. These students face barriers that are really out of their control. 90% of our students struggle with mental health—depression, anxiety, ADHD. I will call that the trifecta that these beats a lot of our young kids up. We have, obviously, larger mental health concerns that we're dealing with as well. 75 plus percent of our students come from poverty. 25 plus percent of our students are dealing with trauma in the household, something horrible, but, you know, we don't want to talk about that they're dealing with as a youth. 10% of our students have dealt with major medical issues and haven't been able to come to school. We bring them in; we figure out a plan.

Justin Heitl (Appleton Central High School Principal - AASD) 21:37

But the biggest thing is, many students have uninvolved adult support systems. I would say 40 to 50% meaning they're living with grandma and grandpa. They're living with somebody else, but they don't have a truly involved person. That's where we come in. We're kind of their family at Appleton Central. So I have a mental health professional, I have a social worker that's doing different type of social work than the other type of schools. I have a specialized staff that really wraps around these kiddos, and we do everything in our power to help them out.

Justin Heitl (Appleton Central High School Principal - AASD) 21:47

Two challenges that I see that I want to bring up, because I know I could go on and on, and I'm not going to, because you've heard a lot about truancy, but two things that I want to put out there that I hear all the time is, one, I get 17-year-olds. I had one in my office yesterday. He's going to turn 18 in two months in October, and I had to have the reality of, "Hey, kiddo, you have four credits. You need 23 to graduate. There's no short cuts—" Sorry guys. Just click it in there— "What are we going to do to fix it?" And really, it's time. I can't fix it.

Justin Heitl (Appleton Central High School Principal - AASD) 23:39

Now, I do have some students that although they're facing these challenges, they do show up enough to learn the skill so I can do a GED or a different pathway to help them show competencies and graduate. But for a kiddo that doesn't come to school at any at all, I can't do anything but have that difficult conversation, and the tears and just the reality of an 18 year old that wasn't following what we were asking at a young age that shows up in my office and says, "You're kidding me. I thought I would have been passed through because I have been." That's a hard reality that I deal with too often. I would like to see the city support something so these kids come to school.

Justin Heitl (Appleton Central High School Principal - AASD) 24:16

Now, the students that I work with, the students that struggle with mental health, with poverty, was trauma, you know, we've got great systems to make sure they don't end up in the system. We've got Appleton Central, but we also have other students that don't come to school, so we can't identify what their issues are. If we can't get them to the doors, we can't help them with health care. We can help them access housing, mental health services, and all the other resources that kids need to be kids. So just here today asking that we consider that.

Justin Heitl (Appleton Central High School Principal - AASD) 24:43

Lastly, I'd like to take the—or decrease the power and control battles that I see in the household, parents fighting with their kids, and it's a cyclical issue that we're dealing with a lot. Lot of parents call me, and they're so frustrated, they're so angry at their son or daughter, and I have to remind them, "Let us do that." But as you heard from the parent earlier, it's really hard. We don't have a lot of power at the school. All we can do is try to convince them, but once they hit that magic age of 18, we kind of lose that. And that poor young man that came into my office a couple days ago with four credits, I can't fix that, and he was allowed to not come to school because we couldn't force him for so long. So, with that, I thank you for your time. Do you have any questions for me?

Aldersperson Chris Croatt (District 14) 25:24

Any questions for the principal? Not at this time. Thank you.

Justin Heitl (Appleton Central High School Principal - AASD) 25:28

Thank you.

Aldersperson Chris Croatt (District 14) 25:28

All right.

Greg Hartjes (Superintendent - AASD) 25:29

Okay, so then I just want to take you through the four documents that are in the package. So, the first one, you had asked for updated attendance information, and so we've now added our '24-'25 school year and the results. And so, if you look at that very first graph here, that chart, it's chronic absenteeism data. Go to the bottom right-hand number, and that's 29.1%. So, you see that 29.1% of our high school students this past year were chronically absent. So, it actually—it went up. We were 23.7 last year, 25.5% year before. Very disappointing for us. Very frustrating for us, because we actually added an additional attendance coordinator this year. And so very frustrating that these numbers represent kids. And so that's what the next chart is showing.

Greg Hartjes (Superintendent - AASD) 26:21

So, then we look at that and say, okay, how many days is that? How many kids is that? So that 29.1% that missed 18 or more days last year, that's 1,269 students. So, 1,269 of our high school students missed 18 or more days. Doesn't mean that they're not going to be successful, right? You can have absences and still be successful. But then we start to look at out of that 1,269 there were 404 students that missed 36 days. So now we're talking about kids that are missing close to two months of the school year. The opportunity for them to succeed—it's going down. The next one is the 240 students last year that missed 50 or more days. And obviously we get down to that 39 that missed 100 or more days. Now this is chronic absenteeism, meaning their absences could have been excused or unexcused.

Greg Hartjes (Superintendent - AASD) 27:17

Then the bottom chart is what the state law refers to, and that's habitual truancy, meaning the students are unexcused. So, you can see our unexcused numbers at 33.8, actually were lower than the previous two years, but more than they were in '21-'22, and so we've, like many districts, have gone away from focusing on habitual truancy, and really are looking at chronic absenteeism, because that's what leads to a lack of success.

Greg Hartjes (Superintendent - AASD) 27:48

Ultimately, when we put those two together, there are 866 students last year at our high schools that were both chronically absent and habitually truant. So that means they missed more than 18 or more days of school, and

10 or more of them were unexcused. So just an update on data. You've seen that information from previous years.

Aldersperson Chris Croatt (District 14) 28:08

Greg, could I just—let's just see if there's any questions on the first document, because this is something that we asked for was updated information. Is there any questions for the superintendent on the new data? Not seeing any—ope, Alder Jones, go ahead. What microphone? 15? 14? Which one do you have? 15. Okay.

Aldersperson Vaya Jones (District 10) 28:29

Thank you. I believe in one of your previous presentations, you had talked about the 18 plus days, the 36 plus days, and I had heard that the programs you have in place that you're working with, with the attendance counselors and whatnot, really successfully address those first three categories, and you were just really more concerned with the 100 plus. Is that still true?

Greg Hartjes (Superintendent - AASD) 28:55

It is.

Aldersperson Vaya Jones (District 10) 28:55

Okay.

Greg Hartjes (Superintendent - AASD) 28:56

And so, you know, the students in the 18 or more, 36 more, 50 or more, are still in school at some times, right? They're still attending. But we have concerns about them as well. There's no question that we feel a citation, a possible citation, is going to improve those numbers. So, when we talk about—we've been asked a lot, "How could you have a citation that's not punitive?" Well, it's not punitive when it gets kids to come to school without having to get a citation. And so, we look at everything that we are doing to support those 1,269 kids, and we're having success with some of it, but there's still kids that are not being successful. There still are students that we look at and are very concerned about whether they're going to graduate or not. And so, our graduation rate this past year was 88%. So, 12% of our seniors this year did not graduate. And I would say that if we went and looked at those 12%, majority had attendance challenges, right? And so, we're looking at those kids. They're coming to school some days, just not enough to be successful.

Aldersperson Vaya Jones (District 10) 30:17

This is going to sound sassy, and I don't want it to sound sassy. Is it fair to say that you would use the citations as a threat to the first three groups and then actually use them on the fourth group?

Greg Hartjes (Superintendent - AASD) 30:29

So, we would use it for students who are not engaging in any way, meaning they're not answering calls. We go to their house; they're not answering the door. So, for students that are engaging, for families that are engaging, we wouldn't go to a citation. It's those students who, after repeated attempts to reach them, they aren't answering our calls. And I'll get to that a little bit in the fourth document.

Greg Hartjes (Superintendent - AASD) 31:00

I have other questions. I'll wait till then. Thank you.

Greg Hartjes (Superintendent - AASD) 31:01

Okay.

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Alderson Chris Croatt (District 14) 31:03

Okay. Alder Van Zeeland.

Alderson Katie Van Zeeland (District 5) 31:06

Thank you, Chair. So, I started on council in 2019 when the discussion about the former court took place. When I look at this habitual truancy data that you've given us, 2018 and 2019, which was before the ordinance went away, shows semester wanted truancy as 34% and 36% in the second semester, but it's been lower since the ordinance has gone away, and I'm just wondering how you can justify bringing back an ordinance when the work that you're doing seems to have surpassed the numbers that I see here.

Greg Hartjes (Superintendent - AASD) 31:54

So, we are not focusing on habitual truancy. Our concerns are, if you look at 2018 nine up on top under chronic absenteeism, the rate was 15.2%. We're twice that rate. That's what our concern is about. It's around chronic absenteeism.

Alderson Katie Van Zeeland (District 5) 32:16

Can I just follow up? So, but chronic absenteeism is both excuse and unexcused absences. So, if, let's say, for instance, Covid, which is a, you know, many people are out for five days, let's say when they're—they get covid, right? Couldn't that account for some of this? Some of the change? Is this chronic—if you have an illness that you're not able—you know a contagious illness that you can't go to school. If it's combining excused and unexcused absences, that could be...

Greg Hartjes (Superintendent - AASD) 32:51

So, are you talking about '24-'25 data and covid?

Alderson Katie Van Zeeland (District 5) 32:55

Well, I understand that the guidance is different, but if people are ill, they don't go to school. And I think there's been sort of a change in the old come to work even if you are really, really sick. Does that extend to school? I'm just trying to—I'm trying to pick apart this data and figure out what the issue is to see how we can attack that issue.

Greg Hartjes (Superintendent - AASD) 33:19

The issue that we see is far too many students missing far too many days of school to be successful. That's the issue. The law—if we could say to the state "We want a law," we would say we want a chronic absenteeism law, but the state law is around truancy. We don't like the truancy law because it says that a student could be habitually truant if they miss part of five days in the semester. We know that a student could be unexcused for the first period three days in a row, and come to school every day, all day, for three months, and then miss first hour again two more days, they're considered habitually truant. We see that as a student who can still be successful.

Greg Hartjes (Superintendent - AASD) 34:05

The kids we're worried about are the ones who are not going to school enough to be successful. So, it's the chronic absenteeism we're concerned about. We can't address it without having a habitual truant student, though. So there, there are kids who are chronically absent, who are not habitually truant. We're going to address that with other ways, but we wouldn't look at it for a citation. We're looking at those kids who are both chronically absent and habitually truant.

[Someone speaks off microphone.]

Greg Hartjes (Superintendent - AASD) 34:41

Sure, and then I don't know if Laura can share a little bit about illnesses.

Stephanie Marta (Attendance Coordinator - AASD) 34:47

So, our—I know exactly what you're saying.

Aldersonperson Katie Van Zeeland (District 5) 34:50

Okay.

Stephanie Marta (Attendance Coordinator - AASD) 34:51

And our attendance team—we're getting all of this data, and we're looking at it. So, when a student reaches a threshold of having 10 or more absences in a school year, we're kind of looking at those names, and we individually go through every student who meets that threshold. So, we might have a student who has missed 30 or 40 days. My own daughter has a—came about with a significant medical condition this year. So, I think she missed like 36 days. That's something—

Aldersonperson Katie Van Zeeland (District 5) 35:21

Could I just stop you for a second? 10 days is when the letter gets sent out, right? The state makes you send the letter or—

Stephanie Marta (Attendance Coordinator - AASD) 35:26

Nope.

Aldersonperson Katie Van Zeeland (District 5) 35:26

Okay.

Stephanie Marta (Attendance Coordinator - AASD) 35:26

And I'll explain that in just second. So, for a student like my daughter, missing that many days was excessive; however, there were medical providers involved. The school nurse was involved, and then the attendance team knew this is being addressed through medical situation. So, to send the parents a letter to—and not that it's because it's me, this could be any parent who has this—but to send the 10-day letter saying we need a medical note moving forward wouldn't make a whole lot of sense because they already had medical documentation. So those would never be students we would looking—be looking at to mark their absences unexcused.

Stephanie Marta (Attendance Coordinator - AASD) 35:50

So, a lot of these habitually truant kids that you see on the bottom chart were chronically absent first, and then—some of them were—chronically absent first, and then, because there really was no valid reason or reasons beyond what we would see with illness—because we know kids get sick. Parents can call their kids in; they have up to 10 days. But when you're sick or called in 50 days in a school year, that doesn't always make a lot of sense when there's no documentation to go with that. Does that answer your question?

Aldersonperson Katie Van Zeeland (District 5) 36:35

So, if I understand you correctly, you're saying that folks are being called in as excused when there's really not an extenuating circumstance sometimes.

Stephanie Marta (Attendance Coordinator - AASD) 36:47

Yes.

Alderson Katie Van Zeeland (District 5) 36:48

Okay.

Stephanie Marta (Attendance Coordinator - AASD) 36:49

So, you would think your typical student, whether it's elementary, middle, or high school, maybe is missing seven to 10 days of illness a year, depending on, you know, their immune system, that kind of thing. But it would be very unusual without having some sort of underlying medical condition for them to be missing 30 days of school a year. Does that make sense?

Alderson Katie Van Zeeland (District 5) 37:11

Yes.

Stephanie Marta (Attendance Coordinator - AASD) 37:11

So, for those kinds of situations, that's when we're sending that 10-day letter that you asked about before, sending that home, saying to the parent, we need something from you, medical notes moving forward, to excuse absences, or they're going to remain unexcused.

Alderson Katie Van Zeeland (District 5) 37:27

But they're—so you're determining that in the absence of a response from the parents. You're—you've determined that there is no medical condition.

Stephanie Marta (Attendance Coordinator - AASD) 37:43

Well, if the parent is not calling in to provide any information, we don't have anything to go off of.

Alderson Katie Van Zeeland (District 5) 37:47

But they did call their child in absent.

Stephanie Marta (Attendance Coordinator - AASD) 37:51

So, if they call their child in absent, they have a right to do that up to 10 days. Once we get to that 10-day threshold, there are contacts made by members of our attendance team—so whoever it might be, social worker, school nurse, Dean of Students—and they're reaching out to the family, whether it's by phone, text, email, home visit. You know "Your student has missed quite a few days, and we, we don't have any information about why it's going beyond these 10 days. Can you share something with us?" Sometimes we don't get anything from parents or get any information.

Alderson Katie Van Zeeland (District 5) 38:23

Okay. I'm digesting that. I hear what you're saying, but it also leads me down the road where I was headed last meeting, where I say, "Well, why aren't the parents facing consequences then?" So, I'll just leave it at that.

Alderson Chris Croatt (District 14) 38:41

Okay. Did you want to share something on illness? And then I'll get to Alder Hartzheim and Alder Jones.

Laura Jackson (Executive Director Of Student Services) 38:49

Obviously, every year there are students who face serious health challenges, and it's unfortunate, but it always happens. We used to joke your first-year school or new classroom, you could count on being sick as you're exposed to a new variety of germs. And the same thing would happen with kids. Our early learners end up sick more as their immune systems are continuing to develop. Within the—our work with attendance as students

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are sick, the parents call in, your first kid's in school, you're learning those procedures, and our teams are working with you. In our state law is that discusses truancy, identifies specifically the number of days a student would have excused, and beyond that, they're considered unexcused without an acceptable excuse, and that—when their medical needs are needing to be met, the parent provides that excuse from their provider to ensure that the student has had that medical care. We request that when it's necessary.

Laura Jackson (Executive Director Of Student Services) 40:03

So and I'm going to say a student with a chronic health condition, and we know this, this is documented, we have what's referenced—we'll call it a 30 day letter, so that this parent isn't every day needing to go back and have—see the provider every time that child is absent, but the provider can sign a notice and inform us that for the next 30 days you may expect to see the student out for their chronic headaches or whatever it is. After the 30 days, they—we do ask that they visit the provider again and the provider update that. And that's for a whole wide variety of reasons. You know, when you have a chronic condition, you don't want the parent going back and forth. And when it's something like headaches, that's very difficult for—

Aldersperson Katie Van Zeeland (District 5) 40:55

And costly to see a provider again. Yes.

Laura Jackson (Executive Director Of Student Services) 40:59

It is. And then, you know, unfortunately, we have students who are battling cancer every year, and that's ongoing treatment. And there are a plethora of other childhood illnesses that require that ongoing treatment. There's a treatment plan that is in place and a plan for that student when they are in school that addresses their health needs. So, when that's the situation, we're not looking for that 30 day let—that letter every 30 days, because there's an ongoing, chronic plan in place.

Aldersperson Katie Van Zeeland (District 5) 41:31

Okay, that's helpful. Thank you very much.

Laura Jackson (Executive Director Of Student Services) 41:34

Yes.

Aldersperson Chris Croatt (District 14) 41:35

Okay, thank you. Alder Hartzheim.

Aldersperson Sheri Hartzheim (District 13) 41:38

Thank you, Chair. Referencing the question that Alderman Van Zeeland brought up about, you know, if there is covid and you're out for five days, the top portion that Superintendent Hartjes noted was the chronic absenteeism issue of missing 10% or more of total school days. And when I look it up, Wisconsin requires 180 school days. So that 10% would be 18. If you have covid, I would suspect that you wouldn't be out 18 days. I know that there are lots of other things that come about, but I think your question was, how does that—how did the numbers look better on the bottom portion, but on the top portion don't look better. And I'm trying to kind of get us all to come back to what Superintendent Hartjes just said is the issue is these children aren't there for long periods of time or long amounts of time. And I think what we've kind of come to also, is the key to all of this, is if there is communication, there isn't a need for the truancy ordinance. The problem we are faced with is there's a communication issue, both with students and parents. Correct me if I'm wrong, Superintendent.

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Greg Hartjes (Superintendent - AASD) 42:58

Right. It's a lack of response. You know, we've shared a lot of information about how we support students who are struggling with social workers and school counselors and all of those support staff, but if a student's not at school, we can't provide any of that support.

Alderson Sheri Hartzheim (District 13) 43:16

Thank you.

Alderson Chris Croatt (District 14) 43:16

Anything else? Okay. Alder Jones, go ahead.

Alderson Vaya Jones (District 10) 43:20

Can you remind me when you started with the attendance coordinator, the first one, and then the second one was recently? When did the first one come on board?

Greg Hartjes (Superintendent - AASD) 43:29

The first...?

Alderson Vaya Jones (District 10) 43:30

Attendance coordinator. It that what it's called?

[Someone speaks off microphone.]

Alderson Vaya Jones (District 10) 43:34

Okay, '22-'23 and then there was an additional one last—

Greg Hartjes (Superintendent - AASD) 43:39

We added one this year.

Alderson Vaya Jones (District 10) 43:40

Okay.

Greg Hartjes (Superintendent - AASD) 43:40

And so now Stephanie focuses on secondary students, 6 through 12.

Alderson Vaya Jones (District 10) 43:45

Okay.

Greg Hartjes (Superintendent - AASD) 43:46

And Stacy Nitka focuses on elementary.

Alderson Vaya Jones (District 10) 43:49

Okay, so it's—

Greg Hartjes (Superintendent - AASD) 43:50

Yes?

Alderson Vaya Jones (District 10) 43:50
—two for the whole district?

Greg Hartjes (Superintendent - AASD) 43:52
We're the only district in the state of Wisconsin that has two full time social workers focusing on attendance.

Greg Hartjes (Superintendent - AASD) 43:52
Correct.

Alderson Vaya Jones (District 10) 43:52
Okay, thank you.

Alderson Chris Croatt (District 14) 44:02
Okay. Alder Fenton.

Alderson Denise Fenton (District 6) 44:04
Thank you, Chair. And anyone from the district can answer this. Just to get—so that my math is correct, in this top chronic absenteeism, we've talked a lot about the students with chronic medical issues and that we know we have a plan. Are they included in this number? I'm assuming from what's presented here that this is just absolutely everybody, excused or unexcused, who misses 18 or more days. Okay, so, so this includes our chronic medical issues.

Unknown Person Speaking Off Microphone 44:37
And that's required for reporting to the State of Wisconsin.

Alderson Denise Fenton (District 6) 44:41
Totally understood. I just wanted to—I just need my numbers to add up for my own. Okay, thank you.

Greg Hartjes (Superintendent - AASD) 44:51
Any other questions on this first document?

Alderson Chris Croatt (District 14) 44:54
Okay. Alder Wolff, then we'll move on to the second document and the third and fourth.

Alderson Nate Wolff (District 12) 45:02
Thank you. So, I just had a question about, like, a specific instance, right, that I've been thinking about while I was sitting here. So, let's say that a student's being bullied in school and they miss that amount of days because they just don't want to interact with the people harassing them. Because they can't get a medical, you know, excuse from school. What are you doing in that instance?

Laura Jackson (Executive Director Of Student Services) 45:34
So, when a student has reported bullying, we do a bullying investigation form and we fill out the form, but we do a process, and that involves the school administrator and student services staff. So that would—might include the school counselor, the school nurse, as well as other supports within the building. During that process, they develop a plan for the student. So, we consider a whole lot of things. It depends on the what kind of bullying is happening, the type, the severity of it, and where that student and their family is. So, we might adjust schedules. We might change—which could involve changing classes or other things like that. We can make a plan for how they're getting around the building and things like that, as well as even considering switching schools, if that

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would be necessary. And so, as we're developing that bullying plan, that discussion of what happens if you are too afraid to come to school or you're not comfortable to come to school. Can we—can you come with a parent and we can our team can address the situation with you and make a determination of what's happening. So, in that case, you're right, a student wouldn't have a medical excuse, but that would be a time where we would—our team is engaged and involved with the family and would understand why they weren't in school.

Alderman Nate Wolff (District 12) 47:12

Thank you.

Alderman Chris Croatt (District 14) 47:14

Okay. All right, if there's no other questions on this first page of data, we'll move on to page two, which is some recommendations from the school district.

Greg Hartjes (Superintendent - AASD) 47:24

So, you asked us to consider the 12 dispositions that the state statute allows, and our team did that. We put them in order, and the first seven that you see here are what we would want is the first disposition, and that's in order for the person to attend school. And the language that is included here is directly from the state statute, except for we added in number four, because we've been asked, what would we consider to be a reasonable or forfeiture of, you know, dollars? What would it be? And so it can go up to 200—or it can go up to \$500. We said 250. Certainly, open to other thoughts on that. We just, you know, trying to balance what would get a student's attention enough that they would come to school. That's our outcome that we're hoping for. And so, if it's a \$50 fine, they might just pay the \$50, continue to miss school. So that 250 is just simply our estimate of a number that would get kids to pay attention to it.

Greg Hartjes (Superintendent - AASD) 48:29

When it gets down to number eight, those are the dispositions we would not recommend. And so, eight through 12, I'm not going to read through all of them, but in number eight, we did add in red is our language "Outagamie County does not have a teen court program." So, Winnebago County does, and has had some success there. We certainly would be interested in investigating that further, and we had visited, but currently that is not an option here in Outagamie County. Are there questions on our order?

Alderman Chris Croatt (District 14) 49:00

Okay, before I get to Alder Fenton, is this essentially the same two slides that you shared at the listening session?

Greg Hartjes (Superintendent - AASD) 49:08

Yes, it is.

Alderman Chris Croatt (District 14) 49:09

Okay.

Greg Hartjes (Superintendent - AASD) 49:09

Thank you pointing that out.

Alderman Chris Croatt (District 14) 49:10

Okay. All right, go ahead.

Alderson Denise Fenton (District 6) 49:12

Thank you, chair. So Superintendent Hartjes and—and Alder Van Zeeland has mentioned this as well the state statute—and, again, I'm not an attorney, but my reading of it, it makes the parents responsible for children under 18 attending school. I mean, that's the base language of the state statute, as my non-lawyer self reads it. And yet—and again, we've looked at number nine. And then you also mentioned to Alder van Zeeland that we're removing the parents from the picture here in any disposition. Is this because we've thrown up our hands at this point and we don't think the parents are going to be of any help, or what's the reason for not having any sort of disposition aimed at the parents?

Greg Hartjes (Superintendent - AASD) 50:09

I think there's three reasons. One is, you heard Mr. Heitl talk about the struggles within the home where parents can't get their 16-year-old or their 17-year-old to go to school, and so we certainly think that would be unfair for a parent to be fined in in that instance. The second reason is we do think there is a level of accountability for teenagers. If a 16-year-old is driving 50 down College Avenue, they are pulled over for speeding and given a ticket. It doesn't go to their parents; it goes to them. We feel the same way about students. At 16 years old, at 15 years old, you are old enough to make decisions, and so we believe that's where the accountability lies. And the third reason is we were told by the district attorney's office that they wouldn't prosecute tickets to parents.

Alderson Chris Croatt (District 14) 51:05

Okay. Anything else?

Alderson Denise Fenton (District 6) 51:06

I do have one more.

Alderson Chris Croatt (District 14) 51:07

Okay, go ahead.

Alderson Denise Fenton (District 6) 51:08

So, with the economic circumstances of the students in Appleton Area School District, is there concern that a \$250 fine—and we understand that this is an absolute last resort, but it disproportionately affects students of lower income. And—because I would think, okay, \$250, you know, some families would just pay that. It wouldn't be a big deal, but there are families for, you know, for whom \$250 means not making rent that month.

Greg Hartjes (Superintendent - AASD) 51:55

So, keep in mind that students will have an opportunity to not pay the fine by using the other disposition. So, a judge can say the fine is \$250 but if you go to school every day for the next two weeks, you don't have to pay that fine. Or if you look at one of the other dispositions in here, the fine gets dismissed, and so that would be our answer, and that's what we want. Again, we want kids to come to school. We hope that they go to court and find out I can't afford \$250 I need to go to school. That's what we're hoping for.

Alderson Denise Fenton (District 6) 52:31

Okay, thank you. That's all I have for now.

Alderson Chris Croatt (District 14) 52:34

Okay, good question. All right. Alder Firkus.

Alderson Brad Firkus (District 3) 52:38

Thank you. Just to kind of add into this. So, the state's language is a for forfeiture, not more than \$500. Maybe if the AASD recommendation would were to say a forfeiture of not not—sorry—not more than \$250, that could put some discretion in the judges hands to say, well, maybe it should be lower based on economic hardship situations where you kind of—because you can't really—I get where you're going with this. You don't want to set it so high that it's highly punitive for lower income students, but you can't set it so low that it has no impact whatsoever in higher income students. So, I think if you have that little tweak there were you—our language—if we adopt lang—if we were to adopt language that gives the judge discretion to take into consideration economic hardship so that it's more proportional versus saying it's just going to be 250 unless you get away—which I understand that part. I I'm—I like hearing that. But if it does get to the point where, no, there is going to be a citation, maybe allowing putting that little extra wrinkle that's still in the state language allows for that discretion to say, all right, let's try and make this proportional if it ever comes to this.

Greg Hartjes (Superintendent - AASD) 53:44

I think we would absolutely support that. I like that suggestion.

Alderson Chris Croatt (District 14) 53:48

Okay, and I know you're going to get to this Superintendent Hartjes on the next page, but even I mean \$250 or 500—I like the idea of 250 personally. But even at 500 the judge still has that discretion to work with the student on some alternative. So, I know you're going to get to the range of citations at other districts on the next page, but I'll go to Alder Hartzheim, and then we'll maybe move on.

Alderson Sheri Hartzheim (District 13) 54:13

Thank you, Chair. It's my understanding that if the city were to enact a truancy ordinance, we wouldn't necessarily, as common council members be able to say what these dispositions could be. It would be a truancy ordinance that includes all of these things, but that we would not be able to modify them, because this is the state statute. But I guess I am not certain on that. Perhaps Attorney Buruin would have some more information on that.

Alderson Chris Croatt (District 14) 54:42

Do you want to comment on the statute language as it relates to possible variance for the recommendation from the school district? Which one do you have? District 2 should be on. Yeah, should be on.

Zak Buruin (Assistant City Attorney) 54:55

I'll keep it brief. Basically, my understanding is that we essentially have a menu of pre-selected items to choose from as far as dispositions go. But to the point that was being made before and to the point that was made by Superintendent Hartjes, there is even within the language in the statute the ability for the judge to utilize discretion and issue lower or no forfeitures, depending on what the situation is. That's part of the inherent sentencing discretion that's typical for judges to be able to account for the individual circumstances of individual people that come before them.

Alderson Sheri Hartzheim (District 13) 55:31

Thank you. So, my point in that is that we as a Council wouldn't be able to say what those would be. We would say it would be 500—no more than 500 based on state statute, and then the discretion lies in the court, rather than in the City of Appleton—

Alderson Chris Croatt (District 14) 55:46

Correct.

Aldersperson Sheri Hartzheim (District 13) 55:47

—or the common council members as we create this ordinance, if that indeed occurs.

Aldersperson Chris Croatt (District 14) 55:53

Okay, anything else on the second page? Alder Jones.

Aldersperson Vaya Jones (District 10) 56:01

I can't—I can't help but wonder the demographics and socioeconomic status, again, of that 39 that you're going after. And I—maybe I assume persons of color, maybe I assume socioeconomic status, and I feel like, if they're not coming to school, why would they go to an educational program? Why would they do a supervised work program. Taking away their work permit, taking away their ability to drive, I feel like just kicks down someone who's already kicked down. And I don't have a question. I just—this just worries me. I just...

Aldersperson Chris Croatt (District 14) 56:51

Anything else? All right, let's move to the next page, which you're going to talk about some of the additional districts and what they what they have in place, right?

Greg Hartjes (Superintendent - AASD) 57:01

Right. So, we reached out to districts after that July 9 meeting, and reached out to 12 local districts here in Northeast Wisconsin. Some did not respond to us. Some responded that they don't keep truancy ordinance data. They didn't have it summarized. Six districts that responded to us did have data to share. We put that together, and it was 167 students between those six districts that received a citation this past year, 70 of which improved their attendance after getting the citation. So that's what we found out. Their citations range from \$165 to \$500. So, one or more of those six districts are at \$500. One or more are at \$165. So that is the range of the districts. And then several districts did say to us, the best outcomes that they see are for students who change their behaviors due to the possibility of receiving a citation, which we've talked about.

Aldersperson Chris Croatt (District 14) 57:59

Yeah, okay. Kind of related to this, but I'm curious, I tried looking it up, but I wasn't sure if I got a good number. Of all the districts in the state—and I preface this by saying that this is not a reason why Appleton should do it—but Appleton is one of only a few municipalities that does not have a truancy ordinance, correct?

Greg Hartjes (Superintendent - AASD) 58:20

Correct.

Aldersperson Chris Croatt (District 14) 58:20

Do you know how many do not and what the total is?

Greg Hartjes (Superintendent - AASD) 58:24

We've looked at—we've researched—one by one, you have to do it. And so, all of the large districts in the state of Wisconsin. So, we looked at like the largest 15 districts in the state, all have municipal citations. We looked at all the local districts around us. They all have municipal citations, and so we haven't found a district that doesn't have one.

Aldersperson Chris Croatt (District 14) 58:48

Okay.

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Greg Hartjes (Superintendent - AASD) 58:48

Very, very—yeah, very uncommon.

Alderson Chris Croatt (District 14) 58:51

Yeah. I thought—I knew you had stated that it was, it was uncommon. Al told me 14, but I did not know if that was accurate in today's, in today's....

Greg Hartjes (Superintendent - AASD) 59:01

It could be. I mean, there's 422 districts in the state, and so perhaps 14 do not have a citation.

Alderson Chris Croatt (District 14) 59:09

Okay. Alder Fenton, go ahead.

Alderson Denise Fenton (District 6) 59:11

Thank you, Chair. Superintendent Hartjes, are you at liberty to tell us which six local districts did share their data with you?

Greg Hartjes (Superintendent - AASD) 59:18

I can. Some didn't want their specific numbers shared.

Alderson Denise Fenton (District 6) 59:22

I'm just looking for the—I don't need the—the aggregate numbers are fine with me. I'm just looking at what districts and kind of how they compare to us.

Greg Hartjes (Superintendent - AASD) 59:30

Yeah, so Menasha, Sheboygan, Kaukauna, West De Pere, Berlin, and I'm forgetting the sixth one.

Alderson Chris Croatt (District 14) 59:43

Neenah?

Greg Hartjes (Superintendent - AASD) 59:45

Did I say, Neenah? Neenah.

Alderson Chris Croatt (District 14) 59:48

Okay.

Alderson Denise Fenton (District 6) 59:48

Neenah.

Greg Hartjes (Superintendent - AASD) 59:49

Thank you. And we heard from Hortonville, and they said they don't have data, correct?

[Someone speaks off microphone.]

Greg Hartjes (Superintendent - AASD) 1:00:08

Didn't include that in our numbers. We only included those that gave us exact information.

Aldersonperson Chris Croatt (District 14) 1:00:15

All right. Who had their hand up? No one? Okay. I thought I saw some hands. Okay. Do you want to move on to the last page?

Greg Hartjes (Superintendent - AASD) 1:00:24

So we held a meeting last week. It was a stakeholder meeting. It was held—Judge Carrie Schneider—in her chambers. And so, it was city, county, and school district that met there with Judge Schneider. And what came out of that was some concerns about how do we ensure that if this ordinance is passed with the understanding that it's going to be 30 kids roughly a year that would be as a last resort, receiving a citation—how do we ensure that it doesn't become 40 kids and then 50 kids and then 100 kids? And how do we ensure that AASD has done everything they can to support that student before they would involve the school resource officer?

Greg Hartjes (Superintendent - AASD) 1:01:14

And so, we drafted this form, and so what you'll see on the front is essentially what Stephanie Marta would do is she would be documenting the contacts that are made to the family and the student, all the interventions that were tried. And sometimes we do have a student that is having some success with an intervention, or several interventions, and then they stop coming to school and we don't see him for the last four months of the school year. So sometimes there are going to be interventions that are effective for a period of time, but then maybe that student stops responding to those. So that—all that information needs to be shared here.

Greg Hartjes (Superintendent - AASD) 1:01:53

And then on the back side is just simply, as we've talked about, this is not about student attendance. This is about student success. This is about kids coming to school, learning, graduating from high school. And so, on the back, we would include success. And so, for a student to be on pace for graduation, they need to receive three credits a semester. So, six credits in their freshman, sophomore, junior year and five in their senior year gets them to 23 credits. It's not about credit accumulation. We make sure that when they earn a credit they have learned the content, mastered the standards, but we think that on the backside here, we would include an update on their academics and how they're doing in school.

Greg Hartjes (Superintendent - AASD) 1:02:32

So, this would be a document that Stephanie would then turn in to an SRO and start discussions about—okay, here's everything we've done. Here's where the student is. We think this is a student that needs some interventions from the SRO. At that point, you know, there's discussions, and a lot of success is being had at the middle level, where we're doing attendance lessons. Thank you. And so, we'd like to be able to have the SRO involved in attendance lessons. Doesn't mean that that students going to receive a citation. Again, we're going to do everything we can until we get to the point where we just can't get that family to engage, can't get that student to engage.

Aldersonperson Chris Croatt (District 14) 1:03:15

Okay. Other questions. Go with Alder Hartzheim, yep.

Aldersonperson Sheri Hartzheim (District 13) 1:03:20

Thank you, Chair. This does not specifically have anything to do with this document. Superintendent Hartjes, I know that there are a lot of people in the community who are very interested in how successful the long chart has been, you know, the start, and then the flow chart to the end, the 800, we know, down to 30. It would be helpful if we as a council would be able to see how each intervention has worked. So, taking that 800 number to begin with, and where they've flown through and where it's actually gotten to that 30. Do you have that data? Can that data be shared? Will that data be shared?

Greg Hartjes (Superintendent - AASD) 1:04:05

We we've talked a lot about that, 'cause I know it's been asked for in the past. Really very challenging to do that, because kids are having maybe multiple different supports at different times, and their attendance is either maybe improves for a week and then it goes away. So really, it's it—we don't have like gates, and we say, okay. We're really, every student is treated as an individual by the attendance team. And so, we've talked, and we haven't really figured out a good way to do that. I don't know—

[Someone speaks off microphone.]

Greg Hartjes (Superintendent - AASD) 1:04:46

We do have data we can share regarding some of our regarding some of our [...] interventions.

Stephanie Marta (Attendance Coordinator - AASD) 1:04:48

We do have data that we can share regarding some of our most commonly used interventions, such as check and connect, which is an evidence-based program that kind of involves a mentor for students who are struggling. The use of incentives. So, students are—they develop a plan with an attendance team member, a contract of sorts to say, this is my goal for attendance. And then they're working towards some sort of a small gift card—\$5 or \$10. We have data on that. And then the last thing—oh, attendance education lessons at the middle school level, so students who participate in those and how much improvement we see in their attendance through that. And then I also have data on county referrals. So, when we're doing truancy referrals to the county, I can provide information on what percentage and how many students we do that for between middle and high school, and then what we see as success rates in terms of changes in attendance with that.

Aldersonperson Chris Croatt (District 14) 1:04:50

Yep, thank you. Thanks, Zak.

Aldersonperson Sheri Hartzheim (District 13) 1:05:49

Thank you. I think that would be really helpful, so that there'd be evidence-based proof that what you're doing before the council should take up the next step—how successful that's been.

Stephanie Marta (Attendance Coordinator - AASD) 1:06:02

Yep, we put that together.

Aldersonperson Sheri Hartzheim (District 13) 1:06:03

Thank you.

Aldersonperson Chris Croatt (District 14) 1:06:04

Good. Good question. Alder Fenton.

Aldersonperson Denise Fenton (District 6) 1:06:06

Thank you, Chair. And this is kind of a general question. So, how do you see the citation—and we're talking about, I don't want to use the word threat, but the possibility of a citation. How do you see that affecting the job and of the SROs, and particularly the relationship that some of these SROs are establishing with students in the schools where they work, if you're now bringing them in as kind of the attendance police as well? And I think, how do you see this working with the—you said, when you bring the SRO, how do you see this working? Where on our flow chart do we bring in the SROs say?

Greg Hartjes (Superintendent - AASD) 1:07:01

I think that we would probably bring the SRO in, again, very much at the last where we've tried all of the things that Stephanie has spoken about. But yet our SROs—a big reason why we have them in schools to develop relationships with kids and to keep kids out of the juvenile justice system. And so, our SROs are constantly out and about with kids. They have relationships with kids. And this—if we're talking about 30 kids a year, that's only 10 students at each of the high schools. And so, when you think about their interactions, their relationships are with hundreds of kids already at each high school. I don't see 10 more being a challenge at all. Or some of those 10, again, they may already have relationship with those kids.

Greg Hartjes (Superintendent - AASD) 1:07:50

And really, it's about caring enough about a kid to make sure that they go to school and are successful. You know, that's what this is about. We have a gentleman who always says we aren't going to hug our kids into poverty, and so what he's saying is we have to have high expectations for kids. We have to provide the scaffolding to make sure they're successful. But we can't just say we're not going to support those kids because we're worried about giving them a ticket, or we're worried about—we're worried about kids who don't get high school diplomas and don't have math and literacy skills at the high school level, because we know what adult outcomes are for them.

Greg Hartjes (Superintendent - AASD) 1:08:28

So, kind of a long answer to your question. We think that certainly our SROs have capacity, and our SROs when they're selected to be a school resource officer, there's a certain level of nurturing that they have in them, right? It's often quite different than somebody who maybe is in a different role in the police department, and so they are—they're just somebody that has a bit of a different skill set than anybody else in our building, but certainly they're trying to do the same thing just help kids be successful.

Aldersonperson Chris Croatt (District 14) 1:08:59

Sure.

Aldersonperson Denise Fenton (District 6) 1:08:59

And that was honestly the reason for my concern, is because you have that special type of individual working with students, and I would hate to see some of that be lost if they're kind of the, you know, the threat, the—if we turn those people into if you don't come to school—and because I don't want those other, however many hundreds, their relationship being affected, because the SRO is now going to have to turn into the truancy officer if it were. Thank you.

Aldersonperson Chris Croatt (District 14) 1:08:59

Alder Jones.

Aldersonperson Vaya Jones (District 10) 1:09:02

So, the work being done by the attendance coordinators is very good work. It is holistic. It is getting to the root of issues. It's addressing a lot of things. I guess I thought that they had been around longer. And so, I guess I'm wondering if this is going well—it's only been three years with one—sorry, two years with one, and now we've got another one. And I've heard that either all of these programs are available in all schools or available to all students. Why are we not focusing on giving more time to the attendance coordinators and what they're doing and making the programs more robust, and focusing on those kids that and parents that are still engaged, and kind of focus on that for now? What—it seems like we're rushing to get the truancy back. Is there is there a reason we're not focusing on building the programs?

Greg Hartjes (Superintendent - AASD) 1:10:44

So let me respond to the first question, because that's misinformation that's in the community.

Alderson Vaya Jones (District 10) 1:10:48

Okay.

Greg Hartjes (Superintendent - AASD) 1:10:48

We do have PATH program at all three of our high schools. We do have STAR program at all three high schools. We do have our TRAC program at all three high schools. So, I've seen the information out there. It's wrong. But with that—and so those are three programs. Path supports mental health for students. It's paid for by the United Way.

Alderson Vaya Jones (District 10) 1:11:08

Real quick on that.

Greg Hartjes (Superintendent - AASD) 1:11:09

Yes.

Alderson Vaya Jones (District 10) 1:11:10

I—path fills up very quick—

Greg Hartjes (Superintendent - AASD) 1:11:12

Yes.

Alderson Vaya Jones (District 10) 1:11:13

—and United Way is cutting back their funding as well.

Greg Hartjes (Superintendent - AASD) 1:11:16

Right. So, I'm going to have Laura Jackson—she can talk a little bit about—the role of path is not—the role of path is not to provide mental health support for a student so they can be successful at school. The role of path is because the community recognize that kids don't have access to mental health support out in the community. Perhaps their parents can't get them there. They don't have transportation. So, path was bringing mental health into the school, but it's really just we're kind of a pass through for the PATH program, meaning we find the space, we might recommend the students, but ultimately, then there they're taken over by Catalpa, who does—who operates—used to be Lutheran Social Services, but it's all a program of the United Way. So, but I think it can be best answered by Stephanie Marta, why. She's been doing this work for three years, and prior to that, she was a social worker. So, the question about, are we acting too quickly?

Stephanie Marta (Attendance Coordinator - AASD) 1:12:20

So, and I will say, outside of the Path and what Greg just talked about, our attendance interventions, we don't have waiting lists for those. When our attendance teams are meeting and are we're talking about a student, and we know that they have a need for an intervention, we're putting them into to whatever intervention we think might fit them best. And I have not experienced the waiting list. I imagine at the elementary there's not a waiting list either. So, we don't have waiting lists for interventions. It is dependent on is the student going to accept and participate in the intervention. We obviously can't force it, but we do try our best to tailor interventions to individual student needs.

Stephanie Marta (Attendance Coordinator - AASD) 1:13:00

So, this is this will be coming up in my fourth year as attendance coordinator in the district. As a social worker, seeing some of the students who are not stepping foot in the door of the schools is what breaks me, knowing what's going to what their future is going to look like, knowing what's happening when they're not in school, hearing about the legal things that they're facing and, you know, just all of the downtime they have when they're not in school, is really what concerns me about you know that that 30 number that we keep talking about—those kids that I can't connect with. I try multiple different ways. We do many home visits, and we cannot connect with them or their parents, and even often the county, when we do a county referral for truancy, trying to get them some supports for what we might need, because what they might need, we don't always know what their needs are yet, because we haven't seen them. But the county often doesn't have any better luck reaching the family or the student than we do. Where perhaps some sort of higher intervention, court involvement, having them to go in front of a judge, might be more impactful to get them back into school. I don't know. It might not work for all students, but it might work for some and if we can get three students out of those 30 in the door of school and at least for an hour of a day to get them on track to maybe make it eventually to Mr. Heitl's program that he talked about, that that would be a success for me as a social worker to see that. Does that answer your question?

Alderman Chris Croatt (District 14) 1:14:39

Okay. Thank you. Anything additional from anyone? Superintendent Hartjes, are you finished with today's presentation of materials?

Greg Hartjes (Superintendent - AASD) 1:14:51

We are, but we do want to thank you for all the time you're all putting into understanding this issue. Really appreciate attending the listening session last week, many of you made it, and now allowing us to speak here now for four times. So, thank you for your time.

Alderman Chris Croatt (District 14) 1:15:05

Yep. And thank you to you and your staff that have come to these meetings and presented this material and responded to the questions that came up at our last meeting. I think that's very much appreciated by everybody is, you know, the direct follow up to the questions with, you know, data on the paper and some new ones today about the flow chart, trying to show some data relative to some of those steps through the procedure.

Alderman Chris Croatt (District 14) 1:15:29

Just so everyone is aware of—I'll call it a tentative timeline of events. We are looking at, bringing this back to the resolution that was originally submitted back to this committee at some point in the future here. However, we won't—probably won't be able to bring it back to our next safety and licensing committee meeting, due to the fact that we will have probably some significant agenda items that will take up a lot of time. And I want to make sure that when we bring this back, we're allocating enough time to talk through it some more, debate it, discuss it, and maybe take a vote.

Alderman Chris Croatt (District 14) 1:16:05

So, what we're looking at is the next time this would be back to this committee, would likely be September 10, for possible Council action. So, at this point, I would say just please keep tabs on the city's website as far as meetings and agendas. And then if, if the committee would take action that that day—no guarantees that action would be taken, but if they did, it would go to Council on 17th. So that's sort of the timeline of events, subject to change, of course. But please, I know everybody that's that cares about this is following it, will follow the meeting schedules. But I just wanted to make sure everyone knows that, because we made the commitment in

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the beginning that we would continue this dialog and that we would bring it back at some point. So, we'll get we'll get there. All right, thanks again.

Aldersonperson Chris Croatt (District 14) 1:16:58

All right. Any other questions? Anyone else here that would like to say anything on this particular—I want to make sure that if you came and you wanted to share some comments or ideas, I feel like there's other people here. Okay. You have to use the microphone and give your name and address for the record, and in the interest of time, let's try to keep things short, because we have another meeting after this.

Jacqueline Anderson (Greenville Resident) 1:17:24

My name is Jax Anderson. I live in Greenville, Wisconsin, and I just want to say that we're having a listening session on August 18 at the public library at 5:30 for the community to share their stories.

Aldersonperson Chris Croatt (District 14) 1:17:35

Okay, thank you. Thanks for coming. Thanks for sharing that. Anyone else here tonight that would like to say anything? Sure, yep, you please come up to the front and we'll try to get you an answer.

Mitch Anderson (Greenville Resident) 1:17:46

Mitch Anderson, Greenville. Sorry. Mitch Anderson Greenville. The packet that they handed to you guys, will that be an attachment to the minutes?

Aldersonperson Chris Croatt (District 14) 1:17:56

Yes, the clerk has a copy of it. Correct? You have all four pages. Yep. What we're going to try to do is, is anything that was distributed or shared at a city meeting, not a school district meeting, necessarily, but a city meeting—a lot of the documents are the same—they will be part of the packet, and it's going to be a pretty lengthy packet, because it's a long legislative history on this one. So yeah.

Mitch Anderson (Greenville Resident) 1:18:17

Just want to make sure.

Aldersonperson Chris Croatt (District 14) 1:18:18

Yep, for sure.

Mitch Anderson (Greenville Resident) 1:18:19

Thank you

Aldersonperson Chris Croatt (District 14) 1:18:20

And Superintendent Hartjes, are you posting some things on your website or anywhere between the city's packet of information and your school district website?

Greg Hartjes (Superintendent - AASD) 1:18:33

We do. We have a lot of information on our website. Probably most important is the FAQ which we just continue to add questions that come up, whether here listening session and then we get the answers.

Aldersonperson Chris Croatt (District 14) 1:18:44

Okay, great. Thank you. All right. Just want to make sure everybody's getting all the information they need, especially council members, because we're gonna have to make a really informed decision here at some point. So okay, if there's no other comments or questions on this, we will move on