

School Corrective Action Plan (CAP) for Addressing Chronic Absenteeism

Pursuant to N.J.S.A. 18A:38-25.1, in the event that 10 percent or more of the students enrolled in a public school are chronically absent, which means a student has missed 10% or more days of school, the school shall develop a corrective action plan to improve the absenteeism rate. The plan will be presented to the local board of education and reviewed and revised annually until absenteeism rates are below 10%.

Table 1: Corrective Action Plan (CAP) Overview

District Name	Township of Union
Principal Name & School Name	Benjamin Kloc - Burnet Middle School
Date Presented to the Board of Education	4/29/25
Grade Levels	6,7,8
Problem Solving Team Members (refer to Section 3: Problem Solving Team)	Benjamin Kloc, Terrell Rutty, Andrea Korb, Tara Colandria, Cristina Goncalves, Ms. Lima, Ana Rodrigues
Start Date of CAP	9-1-24

Systems Processes

In accordance with NJTSS' Data-Based Decision Making, the NJDOE encourages districts to establish a Chronic Absenteeism Early Warning System (CA EWS), which is a system to detect patterns, trends, and perception data that could indicate increased risks of a student becoming chronically absent. Data collected for the CA EWS should reflect attendance at multiple levels (school-wide, grade-level, classroom, individual students) to identify target populations and measure the appropriateness and effectiveness of current or proposed interventions. For more information about Data-Based Decision making please refer to Section 4: Data-based Decision Making.

The table below provides a sample of grade-level data that can be considered when developing a corrective action plan. It will be helpful to also reflect on schoolwide and district level data..

Table 2: Corrective Action Plan Data, Systems Processes- Grade Level Sample

Chronic Attendance Early Warning System Data Source	Prior year attendance data % of students Chronically Absent	Notes
2022-2023 Chronically Absent Students 6th grade- 15.2% (52 students) 7th grade- 18.5% (57 students) 8th grade- 15.2% (55 students)	Total of 16.4% of students at BMS during the 2022-2023 school year were labeled Chronically absent.	This represents the 2nd year since the COVID-19 Pandemic.
2023-2024 Chronically Absent Students 6th grade- 16.5% (50 students) 7th grade- 20.4% (70 students) 8th grade- 19.0% (61 students)	Total of 18.7% of students at BMS during the 2023-2024 school year were labeled Chronically absent	This represents the 3rd year back from the COVID-19 Pandemic. The BMS chronic absence rates are higher than last year.

Table 3: Corrective Action Plan Data, Systems Processes- Using Historical Data to Identify students at-risk of future chronic absenteeism

Unique Student Identifier (Identifying Students At-Risk for Chronic Absenteeism)	Source	Ranges of Absences	Notes
2023-2024 first marking period Attendance 6th grade- 10% (31 students) 7th grade- 11% (17 students) 8th grade- 9.9% (39 students)	Genesis Student Data Management System	5 or more days absent	Student data was reviewed using our performance report and genesis information.
2023-2024 Chronically Absent Students 6th grade- 16.5% (50 students) 7th grade- 20.4% (70 students) 8th grade- 19.0% (61 students)	Genesis Student Data Management System	Absenteeism rate of 10% or more	Student data was reviewed using our performance report and genesis information.

- Do not include information that may identify an individual student.
- Schools can consider reviewing student data specific to student sub-groups to better target their interventions and include in their corrective action plan.

Additional Data Sources to Consider in Chronic Absenteeism Early Warning System

Parent/Caregiver Survey

In developing the corrective action plan, the school shall solicit input from parents or guardians of students currently attending the school. The solicitation shall include, at a minimum, a parental survey that includes questions related to parents' beliefs regarding the reasons why students are chronically absent and recommendations on the best ways to improve attendance. Please refer to Section 4: Parent/Guardian Survey for guidance on developing a parent survey. Parents' perceptions

Table 4: Corrective Action Plan Data, Parent Survey Results Analysis

Total Respondents	Parents' perceptions regarding the reasons why students are chronically absent	Percent
50	(NJSCI SSR.4.) My child has a strong relationship with at least one adult in their school.	4% - Strongly Disagree 20% - Disagree 44% - Agree 32% - Strongly Agree
48	(NJSCI SSR.4.) PS.2. My child feels safe at school.	7% - Strongly Disagree 31% - Disagree 37% - Agree 24% - Strongly Agree
49	(NJSCI SVI.3.) In this school, my child has chances to: join clubs, groups, or other activities that interest them.	4% - Strongly Disagree 22% - Disagree 57% - Agree 16% - Strongly Agree
56	(NJSCI FSE.2.) The school involves parents and families in making decisions.	11% - Strongly Disagree 41% - Disagree 34% - Agree 14% - Strongly Agree

Inventory of Current Strategies

Please review Appendix B: Tier 1 and Tier 2/Tier 3.

Additional data to consider when developing a responsive CAP are the current strategies being implemented by a district. In the cells below "Inventory Current Strategies", insert the names or descriptions of Tier 1/Universal strategies currently utilized to encourage students' regular attendance in school. In the cells below "Inventory Current Strategies Reflection", insert notes reflecting upon the effectiveness of the strategy. You can consider whether the strategy is being implemented consistently and with fidelity, if the strategy broadly supports your students, or if the strategy is not having the effects envisioned when first implemented.

Tier 1

Table 5: Corrective Action Plan Inventory of Current Strategies, Tier 1

Inventory Current Strategies	Inventory Current Strategies Reflection
Clear Attendance Expectations: - Establish and communicate school-wide attendance policies. - Include an attendance policy handbook for students and parents.	Added a link to student handbook in our monthly newsletter.
Regular Attendance Monitoring: - Track student attendance daily and review monthly trends. - Use data to identify patterns and areas of concern.	- Building admin and counselors monitor and track attendance issues. - Conversations about our higher risk students, individual plans are developed with the hopes of improving these students' attendance.
Communication Strategies: - Regular phone calls - Townhall meetings - PTA meetings - Open House - Monthly Newsletter	- Low number of Parents attended the Townhall on Chronic Absenteeism. - Parents attended Open House - Monthly views on newsletter are about 700 views per month. - Automated phone calls are an effective strategy that helps reduce absenteeism.

In the cells below "Inventory Current Strategies", insert the names or descriptions of Tier 2/3 strategies currently utilized to encourage targeted groups of students or individual students to improve their attendance in school. In the cells below "Inventory Current Strategies Reflection", insert notes reflecting upon the effectiveness of the strategy. You can consider whether the strategy is being implemented consistently and with fidelity, if the strategy addresses the specific barrier challenging the students' regular attendance, or if the strategy is not having the effects envisioned when first implemented.

Tier 2/3

Table 6: Corrective Action Plan Inventory of Current Strategies, Tier 2/3

Inventory Current Strategies		Inventory Current Strategies Reflection
Individualized Attendance Plans: • Meetings with parents. • Parent letters regarding absences at 4,7,9,12,15,18 increments		• Parents and students are somewhat receptive to attendance letters, some are scared the student will be held back, some parents are upset because young children who are newly exposed to school get sick often until they build their immune system
Counselor Availability: • Regular availability of school counselors for students needing support. • Active referral process for students facing personal challenges affecting attendance.		• CST follow up with families, school counselor set up outside services for students who still struggle to meet attendance expectations.
Legal Interventions: • Implementation of truancy prevention plans when necessary. • Involvement of legal authorities for severe, persistent cases of chronic absenteeism, if all other interventions fail.		• Has a positive impact on attendance.



Identified Areas for Improvement

Factors Contributing Towards Chronic Absenteeism

Please review Section 4: Three Steps for Assessing System Needs.

After collecting and analyzing the data collected earlier in the CAP's development, use the information to memorialize areas identified for improvement and identify the school level data used to inform these conclusions.

Table 7: Corrective Action Plan Identified Areas for Improvement, Factors contributing towards Chronic Absenteeism

Area. No.	Area Identified for Improvement	What school level data prioritizes this area as needing improvement?
1	Anxiety	• School counselor Groups • Individual meetings • CST (when needed)
2	Commuting issues	• Parent phone calls
3	Instability with home life	• Parent phone calls • School counselor to intervene
4	Illness	• Nurse calls home • Follow up with long term illnesses

Data-Informed Strategies to Address Student Absenteeism



Please review Appendix B: Tier 1 and Tier 2/Tier 3. Populate the table below with proposed strategies to address the needs identified in Table 7.

Table 8: Corrective Action Plan Identified Areas for Improvement, Action Items

Tier	Data-Driven Strategies	Problem-Solving Team Member(s)	Completion Date
1 Universal	Strategy Description: Communicate with caregivers using emails, presentations, and parent workshops to encourage students to attend school on a regular basis. Anticipated Outcome: Easy communication can help to identify and rectify barriers to attendance.	Name(s): Benjamin Kloc, Terrell Rutty, Andrea Korb, Tara Colandrea, Cristina Goncalves, Ms. Lima, Ana Rodrigues Title(s): Principal, Vice Principal, Vice Principal, School Counselor, Administrative Assistant, Nurse, CST member	ongoing
1 Universal	Strategy Description: Attendance letters and phone calls Anticipated Outcome: Reduce chronic absenteeism by making the parents aware of the current numbers of absences and how it impacts academic performance	Name(s): Benjamin Kloc, Terrell Rutty, Andrea Korb, Tara Colandrea, Cristina Goncalves, Ms. Lima, Ana Rodrigues Title(s): Principal, Vice Principal, Vice Principal, School Counselor, Administrative Assistant, Nurse, CST member	ongoing
2 Small Group	Strategy Description: Nurse and School Counselor check-ins Anticipated Outcome: Gain insight as to why they are chronically absent and come up with a plan	Name(s): Benjamin Kloc, Terrell Rutty, Andrea Korb, Tara Colandrea, Cristina Goncalves, Ms. Lima, Ana Rodrigues Title(s): Principal, Vice Principal, Vice Principal, School Counselor, Administrative Assistant, Nurse, CST member	ongoing
3 Individualized	Strategy Description: Individual parent meeting, DCP, file truancy charges, CAP plan for attendance Anticipated Outcome: Improve student attendance rates	Name(s): Benjamin Kloc, Terrell Rutty, Andrea Korb, Tara Colandrea, Cristina Goncalves, Ms. Lima, Ana Rodrigues Title(s): Principal, Vice Principal, Vice Principal, School Counselor, Administrative Assistant, Nurse, CST member	ongoing

Interim Review of CAP Progress



Progress Summary

This table should be completed midway through the school year to examine whether the strategies included in table 7 are having the intended impact on a school’s chronic absenteeism rate. This is an opportunity for schools to look closely at the strategies they have implemented and determine if they are being implemented with fidelity. Schools can rethink the strategies if they have new data suggesting that they apply other interventions to address their students’ absenteeism.

Table 9: Interim Progress Summary

Tier	Data-Driven Strategies	Data-Driven Strategies	Date
1 Universal	Communicate with caregivers using emails, presentations, and parent workshops to encourage students to attend school on a regular basis.	Attendance letters	February 2025
2 Small Group	Attendance letters and phone calls	Parent contact - awareness	February 2025
2 Small Group	Nurse and School Counselor check-ins	Check-ins	February 2025
3 Individualized	Individual parent meeting, DCPP, file truancy charges, CAP plan for attendance	In-person meetings	February 2025

Percent of population currently Chronically Absent: 20.47% Date: 2/28/2025

Summative Review of CAP Progress



This table should be completed at the end of the school year to examine whether the strategies included in table 7 are having the intended impact on a school's chronic absenteeism rate. This is an opportunity for schools to look closely at the strategies they have implemented and determine if they were implemented with fidelity. Schools can rethink the strategies if they have new data suggesting that they apply other interventions to address their students' absenteeism in the upcoming school year.

Table 10: Summative Progress Summary

Tier	Data-Driven Strategies	Outcome Met Y/N	Completion Date	If outcome not met, % of students receiving intervention that remain CA
1 Universal	Fill in here	Y/N	mm/dd/yy	%
2 Small Group	Fill in here	Y/N	mm/dd/yy	%
2 Small Group	Fill in here	Y/N	mm/dd/yy	%
3 Individualized	Fill in here	Y/N	mm/dd/yy	%

Percent of population currently Chronically Absent: _____ Date: _____