

# 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                                            | Laura Damato, Jefferson School                                                          |
| Date Presented to the Board of Education                                | 4/29/25                                                                                 |
| Grade Levels                                                            | 5th                                                                                     |
| Problem Solving Team Members (refer to Section 3: Problem Solving Team) | Laura Damato, Laurie Roof (VP), Gayle Sumner (Nurse), Fatima DeCorte (School Counselor) |
| Start Date of CAP                                                       | 09/01/2024                                                                              |

## 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                                                                                                                                     |
|-----------------------------------------------------|-------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| 2023-2024 Grade 5                                   | 15.3                                                        | Many of these absences were family vacations (not meeting the 10 day mark), extended sickness, and family issues impacting transportation |

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

| Unique Student Identifier<br>(Identifying Students At-Risk for Chronic Absenteeism) | Source  | Ranges of Absences | Notes                                                                                                                          |
|-------------------------------------------------------------------------------------|---------|--------------------|--------------------------------------------------------------------------------------------------------------------------------|
| Grade 5: 372<br>F/R:160, SE: 44, ELL: 7                                             | Genesis | 2-9% absent        | Absenteeism data was reviewed by program and based on the data focused on F/R lunch, ELL status, and Special Education status. |
| Grade 5: 34<br>F/R: 14, SE: 3, ELL: 1                                               | Genesis | 10-12% absent      | Absenteeism data was reviewed by program and based on the data focused on F/R lunch, ELL status, and Special Education status. |
| Grade 5: 54<br>F/R: 32, SE: 8, ELL:2                                                | Genesis | 13%+ absent        | Absenteeism data was reviewed by program and based on the data focused on F/R lunch, ELL status, and Special Education status. |

- 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                                                                          |
|-------------------|---------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| #31               | (NJSCI SSR.4.) My child has a strong relationship with at least one adult in their school.                          | 1% - Strongly Disagree<br>19% - Disagree<br>52% - Agree<br>26% - Strongly Agree  |
| #31               | (NJSCI SSR.4.) PS.2. My child feels safe at school.                                                                 | 3% - Strongly Disagree<br>3% - Disagree<br>64% - Agree<br>30% - Strongly Agree   |
| #32               | (NJSCI SVI.3.) In this school, my child has chances to: join clubs, groups, or other activities that interest them. | 3% - Strongly Disagree<br>28% - Disagree<br>41% - Agree<br>28% - Strongly Agree  |
| #37               | (NJSCI FSE.2.) The school involves parents and families in making decisions.                                        | 14% - Strongly Disagree<br>19% - Disagree<br>43% - Agree<br>24% - 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                         |
|----------------------------------------------------------|-----------------------------------------------------------------|
| Parent Communication (Handbook, open house, townhall)    | These are a receptive Tier 1 strategy                           |
| PBSIS                                                    | This program provides a solid foundation for SEL                |
| Student Communication (Assemblies, Morning Meeting, etc) | These are a proactive way to set expectations with the students |

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                                                                  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| Genesis provides personalized letters to parent email addressing student repeated absences. Letters are sent day 5 , 9, and 15. (Vice Principal, School Counselor, Nurse) | These allow for parents to be notified of their child's attendance and consequences of the lack thereof. |
| Incentives set through PBSIS ((Vice Principal, School Counselor, Nurse)                                                                                                   | Positive incentives have proved to be successful and help motivate students.                             |
| Individualized Attendance Plans Based on Specific Need ((Vice Principal, School Counselor, Nurse)                                                                         | These are the most personalized and focused of the student plan.                                         |
| Police support with Welfare Check/ Truancy/ Court (Principal)                                                                                                             | These are rare occasions.                                                                                |



# 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/ Phobias                                                | CST/ 504                                                             |
| 2         | Family Situations                                               | Parent Communications                                                |
| 3         | Immigration Concerns                                            | Parent Communications                                                |
| 4         | Education of The Impacts of Absenteeism on Academic Performance | Grades, Communications                                               |



## 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<br>Universal | <p>Strategy Description: Communicate with caregivers using emails, presentations, and parent workshops to encourage students to attend school on a regular basis.</p> <p>Anticipated Outcome: Easy communication can help to identify and rectify barriers to attendance.</p>                                                                                                                                                                                                                                                                                                         | Laura Damato, Laurie Roof (VP), Gayle Sumner (Nurse), Fatima DeCorte (School Counselor) | Ongoing         |
| 1<br>Universal | <p>Strategy Description: Make attendance an item for discussion at all school events including back-to-school night, parent conferences and other opportunities to share goals with various stakeholders.</p> <p>Anticipated Outcome: By making attendance an item for discussion at all school events, stakeholders will gain a heightened awareness of its importance, leading to increased parental involvement, improved communication, and a collaborative effort to support students' regular attendance, resulting in a measurable reduction in overall absenteeism rates.</p> | Laura Damato, Laurie Roof (VP), Gayle Sumner (Nurse), Fatima DeCorte (School Counselor) | Ongoing         |

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                |                |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|----------------|
| <p>2</p> <p>Small Group</p>    | <p>Strategy Description: Make personal calls to families of at-risk students if a student is absent 5 or more days after the first trimester. Continue to send out quarterly attendance notification letters that indicate the percentage of the school year missed.</p> <p>Anticipated Outcome: Making personal calls to families of at-risk students when they are absent 5 or more days after the first trimester will foster a strong school-home partnership, resulting in increased parental awareness of attendance issues and potential barriers. This proactive outreach is expected to lead to a reduction in chronic absenteeism, as families will feel supported and encouraged to address attendance challenges promptly, ultimately resulting in improved student attendance and academic performance.</p>                                                              | <p>Laura Damato, Laurie Roof (VP), Gayle Sumner (Nurse), Fatima DeCorte (School Counselor)</p> | <p>Ongoing</p> |
| <p>3</p> <p>Individualized</p> | <p>Strategy Description: Schedule a parent meeting and refer students for additional support and evaluation as needed. For instance, if a student is dealing with anxiety, a school support person such as a social worker, mentor, counselor or psychologist may be able to assist the student or suggest outside resources to parents that they may utilize.</p> <p>Anticipated Outcome: By creating a plan and referring students for additional support and evaluation as needed, the school can provide targeted assistance to address underlying issues affecting attendance, such as anxiety or other mental health concerns. This proactive approach is expected to result in improved emotional well-being, increased coping skills, and a more conducive learning environment, leading to enhanced attendance rates, academic performance, and overall student success.</p> | <p>Laura Damato, Laurie Roof (VP), Gayle Sumner (Nurse), Fatima DeCorte (School Counselor)</p> | <p>Ongoing</p> |

## 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<br>Universal      | Communicate with caregivers using emails.<br>presentations, and parent workshops to encourage students to attend school on a regular basis.                                                                                                                                                                                           | We are seeing success with this strategy for most of our population.                             | 02/25 |
| 2<br>Small Group    | Make attendance an item for discussion at all school events including back-to-school night, parent conferences and other opportunities to share goals with various stakeholders.                                                                                                                                                      | We are seeing success with this strategy for most of our population.                             | 02/25 |
| 2<br>Small Group    | Make personal calls to families of at-risk students if a student is absent 5 or more days after the first trimester. Continue to send out quarterly attendance notification letters that indicate the percentage of the school year missed.                                                                                           | We have added check-ins and small group support with our counselor and nurse and vice Principal. | 02/25 |
| 3<br>Individualized | Schedule a parent meeting and refer students for additional support and evaluation as needed. For instance, if a student is dealing with anxiety, a school support person such as a social worker, mentor, counselor or psychologist may be able to assist the student or suggest outside resources to parents that they may utilize. | We have added DCPD reports, welfare checks and court filings of truancy.                         | 02/25 |

Percent of population currently Chronically Absent: 13.68 Date: 2/28/25

## 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<br>Universal      | Fill in here           | Y/N             | mm/dd/yy        | %                                                                       |
| 2<br>Small Group    | Fill in here           | Y/N             | mm/dd/yy        | %                                                                       |
| 2<br>Small Group    | Fill in here           | Y/N             | mm/dd/yy        | %                                                                       |
| 3<br>Individualized | Fill in here           | Y/N             | mm/dd/yy        | %                                                                       |

Percent of population currently Chronically Absent: \_\_\_\_\_ Date: \_\_\_\_\_