

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 Public Schools	
Principal Name & School Name	Althea Bossard Union High School	
Date Presented to the Board of Education	4/29/25	
Grade Levels	9 - 12	
Problem Solving Team Members (refer to Section 3: Problem Solving Team)	Attendance Committee: Althea Bossard (Principal), Will Eichert (VP), Cheryl Fiske (VP), Desmond Stapleton (VP), Shawn Paterno (VP) Antonio DeBellonia (Attendance Coordinator), Julia Saladino ((Teacher), Robert Dally (Teacher), Urgens Charles Saint (counselor), Ingrid Soares (SAC),	
Start Date of CAP	9/1/2024	

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 9 2023-2024 Grade 10 2023-2024 Grade 11 2023-2024 Grade 12	Based on the NJ School Performance Report, 531 UHS students are considered chronically absent or 22.1% and did not meet ESSA target of 17.2% 9th grade chronically absent 17.7% 10th grade chronically absent 18.01% 11th grade chronically absent 15.6% 12th grade chronically absent 26.2%	Review of the NJ School Performance Report and Genesis Reports based on ten percent or more.

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
Grade 9 (306 students) Grade 10 (296 students) Grade 11(320 students) Grade 12 (342 students) ELL - 27.4% SWD - 28.1% ECON DIS - 32%	LinkIt!	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 9 (54 students) Grade 10 (47 students) Grade 11 (44 students) Grade 12 (55 students) ELL - 27.4% SWD - 28.1% ECON DIS - 32%	LinkIt!	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 9 (48 students) Grade 10 (58 students) Grade 11 (54 students) Grade 12 (92 students) ELL - 27.4% SWD - 28.1% ECON DIS - 32%	LinkIt!	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
84	(NJSCI SSR.4.) My child has a strong relationship with at least one adult in their school.	2% - Strongly Disagree 17% - Disagree 56% - Agree 25% - Strongly Agree
93	(NJSCI SSR.4.) PS.2. My child feels safe at school.	5% - Strongly Disagree 32% - Disagree 53% - Agree 10% - Strongly Agree
93	(NJSCI SVI.3.) In this school, my child has chances to: join clubs, groups, or other activities that interest them.	0% - Strongly Disagree 6% - Disagree 66% - Agree 28% - Strongly Agree
92	(NJSCI FSE.2.) The school involves parents and families in making decisions.	10% - Strongly Disagree 29% - Disagree 49% - Agree 12% - 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
- Genesis will continue to provide parental notification on days students are absent as well as letters at 4,7,9, and 10 absences - Freshman Orientation - Student Handbook	This automatic and timely notification to parents is essential to effective communication and collaboration about student attendance.
- Genesis will continue to provide parental notification on days students are absent, as well as letters at 4,7,9, and 10 absences - Principal's Update - Attendance Committee Meetings with Parents	Attendance letters are placed in the parent portal when a student reaches 4, 7 & 9 unexcused absences from school.
Works with the police department to complete well visits for students not present at school.	Creating informal and scheduled meetings with students about needs and concerns regarding attendance and school culture is paramount to addressing them effectively.

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| <ul style="list-style-type: none">● Counselor meetings with students● Class meetings with administration● Voluntary student roundtables to discuss student needs/concerns | |
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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
Teacher/staff check-ins for students at-risk for chronic absenteeism	Effective to have awareness of individual student needs and concerns, both academically and socially and emotionally.
Formal parent meetings with the attendance coordinator and the vice principal	Collaboration with CST and 504 committees as well as action planning based on individual student needs.
There was a plan discussed with the teacher, student, and the parent on how to improve attendance	Communication and awareness of concerns and of family needs and challenges, including medical circumstances.
Attendance Committee There was a plan discussed with the teacher, student, and the parent on how to improve attendance	Students are provided with restorative practices to earn credits including referring to counseling programs, completing "seat time," working with support staff, or schedule planning based on credit loss.



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	Students chronically absent.	Link It Data, Genesis Chronic Absenteeism Report
2	Parent engagement and communication needs to be increased.	NJSCI Survey Results (Parent Respondent Numbers)
3	School Phobia	504 and CST referrals
4	Instability with home life	504 and CST referrals

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): Althea Bossard, Will Eichert, Cheryl Fiske, Desmond Stapleton, Shawn Paterno, Antonio DeBellonia, Julia Saladino, Robert Dally, Urgens Charles Saint, Ingrid Soares Title(s): Administration, Attendance Coordinator, Teachers, School Counselors, SAC	Ongoing
1 Universal	Strategy Description: -updated policies and procedures Anticipated Outcome: -more consistent practices for loss of credit appeals and credit retrieval -updated district policy and UHS school handbook regulations -Genesis notification communication process to parents	Name(s): Althea Bossard, Will Eichert, Cheryl Fiske, Desmond Stapleton, Shawn Paterno, Antonio DeBellonia, Julia Saladino, Robert Dally, Urgens Charles Saint, Ingrid Soares Title(s): Administration, Attendance Coordinator, Teachers, School Counselors, SAC	Ongoing

2 Small Group	Strategy Description: -analyze data at beginning of school year and set up meetings with students identified with chronic absenteeism concerns -target necessary demographics through parent outreach and small group opportunities Anticipated Outcome: -engage parents of economically disadvantaged students and students with disabilities and provide supports (highest absences when data is disaggregated)	Name(s): Althea Bossard, Will Eichert, Cheryl Fiske, Desmond Stapleton, Shawn Paterno, Antonio DeBellonia, Julia Saladino, Robert Dally, Urgens Charles Saint, Ingrid Soares Title(s): Administration, Attendance Coordinator, Teachers, School Counselors, SAC	Ongoing
3 Individualized	Strategy Description: - A-meet more frequently and plan meetings with students/parents re: attendance -timely attendance/tardy/behavior contracts Anticipated Outcome: -proactive rather than reactive approaches to attendance committee meetings	Name(s): Althea Bossard, Will Eichert, Cheryl Fiske, Desmond Stapleton, Shawn Paterno, Antonio DeBellonia, Julia Saladino, Robert Dally, Urgens Charles Saint, Ingrid Soares Title(s): Administration, Attendance Coordinator, Teachers, School Counselors, SAC	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	Letters are sent to the parents	Link It Data, Genesis Chronic Absenteeism Report	2/28/25
2 Small Group	Nurse and counselor check-ins	NJSCI Survey Results (Parent Respondent Numbers)	2/28/25
2 Small Group	Nurse and counselor check-ins	Link It Data, Genesis Chronic Absenteeism Report	2/28/25
3 Individualized	Attendance Committee Meetings, DCP&P	Link It Data, Genesis Chronic Absenteeism Report	2/28/25

Percent of population currently Chronically Absent: 19.46% Date: (09/2024 – 02/2025)

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: 19.46% Date: 2/28/2025