

Tenakill 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	Closter School District
Principal Name & School Name	Christi Cipollini Tenakill Middle School
Date Presented to the Board of Education	October 8, 2026
Grade Levels	5-8
Problem Solving Team Members (refer to Section 3: Problem Solving Team)	Nurse Principal Assistant Principal Counselors CST
Start Date of CAP	September 2026

Systems Processes

In accordance with NJTSS’ Data-Based Decision Making, the NJDOE encourages districts to establish a Chronic Absenteeism Early Warning System (CA EWS), a system to detect patterns, trends, and perception data that could indicate increased risk 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 to consider 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 Chronic Absenteeism Data	All students: 5.8% Asian or Pacific Islander: 1.2% Hispanic: 19.1% White: 6.3% Multilingual learners: 4.8% Students with Disabilities: 16.7%	Students in Closter School District tend to plan extended vacations and/or visits to their native country while school is in session.
2024-2025 Chronic Absenteeism Data	All Students: 7.8% Asian or Pacific Islander: 2% Hispanic: 18.4% White: 10.5% Multilingual learners: 15.2% Students with disabilities: 22.1%	Students in Closter School District tend to plan extended vacations and/or visits to their native country while school is in session. Several students in the data report repeat absences due to chronic health issues or diagnoses.

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) 25-26	Source	Number of Absences	Notes
Hispanic	Realtime Student Data Management System	18+ absences	Parent Notification and/or Conference Doctor's Notes Requested and/or Submitted Principal Communication and/or DCPD Notification if necessary I&RS Referral or collaboration with CST/504 Team
Multi-lingual learners	Realtime Student Data Management System	18+ absences	Parent Notification and/or Conference Doctor's Notes Requested and/or Submitted Principal Communication and/or DCPD Notification if necessary I&RS Referral or collaboration with CST/504 Team
Students with Disabilities	Realtime Student Data Management System	18+ absences	Parent Notification and/or Conference Doctor's Notes Requested and/or Submitted Principal Communication and/or DCPD Notification if necessary I&RS Referral or collaboration with CST/504 Team

- 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 with questions about parents' beliefs about why students are chronically absent and recommendations for improving 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

[Closter Public Schools Chronic Absenteeism-Parent/Caregiver Survey](#) (TMS Parent/Caregiver Survey Link)

Total responses	Parents' perceptions regarding the reasons why students are chronically absent	Percent
75	Illness	100%
31	Vacation	41.3%
15	Religious Observance	20%
10	Visit family/relatives	13.3%
9	Family bereavement	12%
34	Medical Appointments	45.3%
5	Other personal reasons	6.7%

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
Automatic call home when a student is absent. Personalized letter to home when a student is addressing repeated absences.	These strategies are helpful in informing parents and guardians of the absence, attendance policy, and possible repercussions regarding continued absences.
Realtime provides us with Attendance Tracking Software.	The use of attendance software has been effective in identifying patterns of chronic absenteeism. However, the challenge lies in addressing these issues promptly and effectively.
Partnership with local police for welfare checks.	Police are notified of the absence, if not reported by parents and no school contact can be made with the parent or guardian. Police report to the home to ensure the student is safe and well.

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
Develop check-ins with students and counselors to determine if there is something keeping students from attending school on a regular basis.	In early education grade levels, communication with all stakeholders is critical to supporting student absences.
Nurse phone call home for chronic absenteeism. Nurse communicates with Principal and Teacher regarding absences.	Demonstrate interest regarding the well-being of students. Also, if there is a medical concern with the parent getting their child to school on time, this can help resolve the issue through open communication and understanding.
Provide student support to help the student catch up on missed work.	Students that are already behind or don't understand the work may see less of a reason to attend school and may feel that they can never catch up.
Refer students to the I & RS committee.	Students with poor attendance will benefit from receiving resources and service through the I&RS Committee.
Partner with JFCIU and Bergen's promise for home-school connection support and for additional support at home.	Students with poor attendance often need support in the home. Services provided by case workers with JFCIU and Bergen's promise help families seek counseling, resources and more to support improved student attendance rates.

Identified Areas for Improvement

Beginning

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	Hygiene lessons	Parent/Caregiver Survey
2	Attendance reminders in newsletter	Parent/Care Giver Survey Realtime Data
3	Positive Start-September Attendance Encouragement Letters	ESSA Accountability Profile Realtime Data Parent/Care Giver Survey
4	Ongoing 504 and IEP Case Manager Collaboration	ESSA Accountability Profile
5	ML Fall and Spring Conferences for home-school connection	ESSA Accountability Profile

Data-Informed Strategies to Address Student Absenteeism

Beginning

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	Hygiene lessons to improve student hygiene and reduce illness-related absences.	TMS Nurse	June 2027
1 Universal	Attendance reminders in the Tenakill Times to remind families about the importance of school attendance and the supports available to maintain or improve school attendance, and reduce travel and appointments that cause missed school.	Principal and Assistant Principal	June 2027
2 Small Group	Positive Start-September Attendance Letters sent to all families with 2+ absences aligned with vacation and/or other chronic absenteeism categories for the month of September to offer support and increase lines of communication around absences.	Principal	June 2027
3 Individualized	Ongoing 504 and IEP collaboration meetings to support student needs in alignment with attendance. Parent conferences held for individual students to target student needs.	Principal, Assistant Principal, Counselors, Teachers, CST	June 2027

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	Fill in here	Fill in here	mm/dd/yy
2 Small Group	Fill in here	Fill in here	mm/dd/yy
2 Small Group	Fill in here	Fill in here	mm/dd/yy
3 Individualized	Fill in here	Fill in here	mm/dd/yy

Percent of population currently Chronically Absent: _____ Date: _____

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: _____