Green Township School District
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%.

District Name	Green Township School District
Principal Name & School Name	Jon Paul Bollette, Green Hills School
Date Presented to the Board of Education	5/1/24
Grade Levels	PREK-8
Problem Solving Team Members (refer to Section 3: Problem Solving Team)	Principal, Superintendent, Guidance Counselor, School Nurse, Relevant Teachers to Student Experiencing Chronic Absenteeism
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.

Chronic Attendance Early Warning System Data Source
Attendance of Previous Years
Students who experienced Chronic Absenteeism in Previous Years
Notification from stakeholders about a negative shift in student attendance, behaviors, or grades
Feedback from parents / guardians regarding student attendance, behaviors, and grades

Inventory of Current Strategies

Interventions, Tier 1, 2, 3

Inventory Current Strategies	Inventory Current Strategies Reflection
Tier 1 - Letters sent home to families at 5 absences and then every 5 after that	Parents often reach out to discuss this letter.
Tier 2 - Meetings are held with students who have an excess of 10 absences.	Meetings can support the development of plans.
Tier 2 - Conversations between the student and school staff are held to provide additional supports for the student to encourage the student to attend school on a regular basis.	Individual student meetings can support the students in their attendance at school.
Tier 3 - Legal proceedings and court involvement as per district policy and regulation	This has not been implemented since the pandemic and is a path of last resort.

Identified Areas for Improvement

Beginning

Factors Contributing Towards Chronic Absenteeism

Area. No.	Area Identified for Improvement	What school level data prioritizes this area as needing improvement?
1		
2		
3		

Data-Informed Strategies to Address Student Absenteeism

Beginning

Tier	Data-Driven Strategies	Problem-Solving Team Member(s	Completion Date
1 Universal	Strategy Description: Anticipated Outcome:	Name(s): Title(s):	mm/dd/yy
2 Small Group	Strategy Description: Anticipated Outcome:	Name(s): Title(s):	mm/dd/yy
3 Individualized	Strategy Description: Anticipated Outcome:	Name(s): Title(s):	mm/dd/yy

Interim Review of CAP Progress

Beginning **In Progress**

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
3 Individualized	Fill in here	Fill in here	mm/dd/yy

Percent of population currently Chronically Absent: _____ Date: _____ Summative Review of CAP Progress

Beginning > In Progress > Complete

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	%
3 Individualized	Fill in here	Y/N	mm/dd/yy	%

Percent of population currently Chronically Absent: _____ Date: _____