



TOIS

Chronic Absenteeism

Report

2025-2026



Survey Snapshot



TOTAL RESPONDENTS

137

PARENT
GUARDIAN
RESPONSES



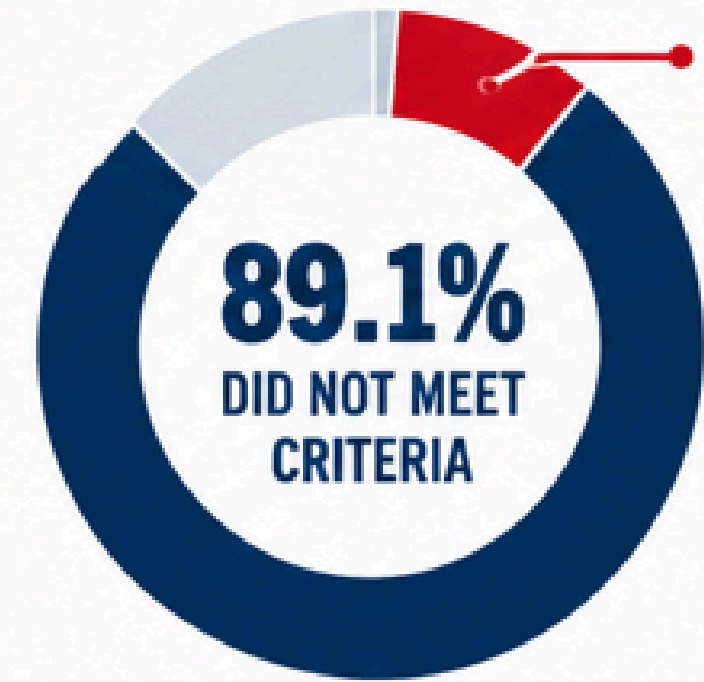
ATTENDANCE IMPACTS ACADEMIC PROGRESS



79.6% of respondents agree that missing two days of school each month can have a significant impact on a student's academic progress.



CHRONIC ABSENTEEISM



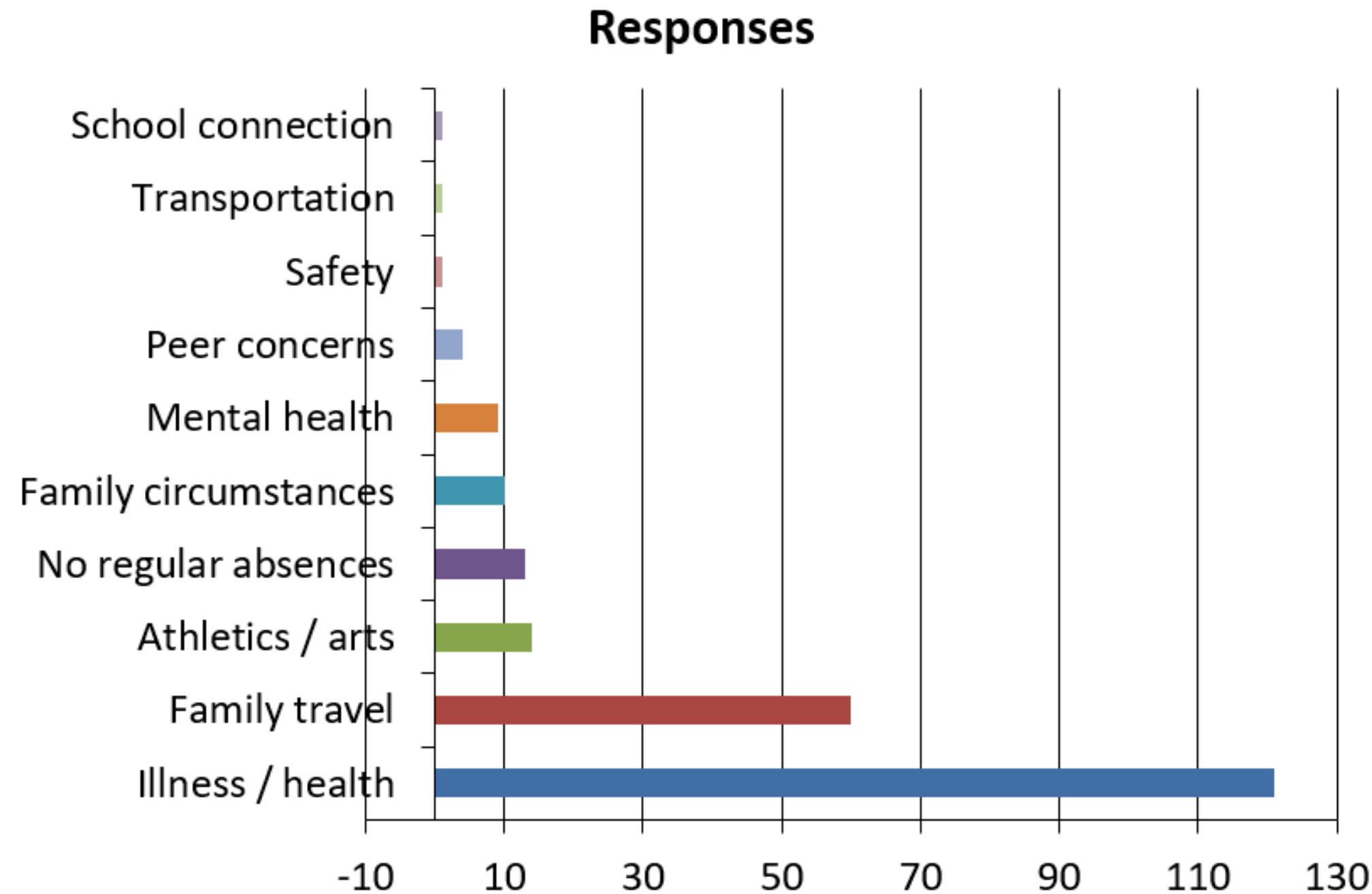
8.0%
WERE
CONSIDERED
CHRONICALLY
ABSENT

89.1% of respondents reported their students did not meet the criteria for chronic absenteeism.

8.0% of respondents reported their students were considered chronically absent.



What Contributed to Absences?



88.3%
Illness / health

43.8%
Family travel

School safety, transportation,
and school connection were
selected by very few
respondents.

Please note: Multiple selections were permitted



A closer Look: Ten or More Absences



11

students reported
10+ absences



7 of 11

families selected
“No additional
support needed”



64%

of this group



Key Finding: Chronic absenteeism may not always be perceived by families as an attendance problem requiring school intervention.



Common Threads in Open-Ended Responses

- Illness was frequently described as legitimate, necessary or unavoidable
- Some families questioned why medically documented absences still count toward attendance totals
- Parents described difficulty catching up after extended absences, particularly when coordinating work across multiple teachers
- Some families suggested stronger consequences; others emphasized incentives, establishing a relationship with a trusted adult, and developing a positive school connection
- A very small subset identified mental health, peer relationships, bullying, or school avoidance as a reason to miss school



Response to Parent Feedback

PARENT FEEDBACK / CONCERN	CURRENT TOIS RESPONSE
 Legitimate illness should be excused.	Excused absence classifications follow NJDOE requirements. TOIS works with families to verify absences and ensure qualifying religious holidays/events are coded appropriately.
 Students need help catching up.	Students with qualifying extended medical absences may receive home instruction. Teachers provide weekly extra help, with alternate options when needed, and late buses are available three days per week.
 Families need better communication.	Text-message absence verification notices are a district initiative implemented this year. Secretarial staff report that these notices are increasing communication with families and helping verify absences.
 Stronger accountability is needed.	When attendance patterns emerge, TOIS meets with students and families to establish attendance goals and action plans. Students with significant concerns may also be invited to the SLTW Mentoring Program.
 Students need motivation & connection.	TOIS uses positive attendance incentives, including marking-period rewards (e.g., yearbook, Sodexo snack, Chick-fil-A gift cards), along with mentoring, clubs/activities, counseling, and trusted-adult supports to strengthen school connection.
 Consider a fall break or designated extended break.	Some families suggested an additional break to reduce absences associated with family travel. The district calendar is not a TOIS-level decision; this feedback can be shared with Central Office and the Board of Education for future calendar discussions.

Build Upon What's Working

- Maintain and monitor the district's new text verification process to assess its impact on reporting and family engagement.
- Increase opportunities to clarify NJDOE attendance classifications with students and families.
- Refine re-entry supports for students returning from extended absences.
- Build upon existing positive incentives and relationship-based interventions that encourage attendance and engagement.
- Sustain the use of Spartan Success Plans, establishing manageable goals with students and families when attendance patterns emerge.
- Preserve and strengthen the sense of safety, belonging, and school connection reflected in the survey results.





Q & A

QUESTION AND ANSWER



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Corrective Action Plan 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 Ocean School District
Principal Name & School Name	Christopher Amato Township of Ocean Intermediate School
Date Presented to the Board of Education	September 29, 2026
Grade Levels	5-8
Problem Solving Team Members (refer to Section 3: Problem Solving Team)	Christopher Amato, Laura Macaluso, Patrick O'Neill
Start Date of CAP	September 1, 2026

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Table 2: Corrective Action Plan Data, Systems Processes- School-wide and subgroup data

Chronic Attendance Early Warning System Data Source	Prior year attendance data % of students Chronically Absent	Notes
2024-2025 Chronic Absenteeism Data	TOIS: 12.5%	
2024-2025 Sub Group Data	TOIS: Hispanic/Latino (19.2%), Two or more races (12.5%), Black/African American(12.2%), White (10.5%)	

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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
Watch List (Tier 1)	Genesis Attendance Portal	Student attendance rate falls below 95% or an emerging pattern of absences is identified	Attendance will be reviewed biweekly to identify emerging patterns and determine if additional intervention is needed.
Warning List (Tier 2)	Genesis Attendance Portal	Student attendance rate falls below 92% or demonstrates a recurring/persistent pattern of absences	Families will be contacted to discuss attendance, identify potential barriers, and connect students with appropriate school-based supports. Attendance progress will be monitored regularly.
At Risk List (Tier 3)	Genesis Attendance Portal	Student reaches or is projected to reach the chronic absenteeism threshold of 10% of school days missed	An individualized attendance plan will be developed to address identified barriers, establish attendance goals, and provide appropriate interventions. Progress will be reviewed regularly with the student and family.





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

Total responses	Parents' perceptions regarding the reasons why students are chronically absent	Percent
137 total responses	Illness	88.3%
	Family Travel	43.8%
	Competitive Athletic Events	10.2%
	Family Circumstances	7.2%
	Mental Health	6.6%
	Social/Peer	2.9%
	Student Safety	< 1%
	Other	< 1%

Please note: Respondents were able to select more than one option. Therefore, percentages will not add to 100

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

Inventory Current Strategies	Inventory Current Strategies Reflection
Create a welcoming, safe, and inclusive school environment that promotes student belonging and positive character.	TOIS prioritizes positive relationships, SEL, and student recognition to ensure students feel connected, supported, and valued within the school community.
Provide clubs, activities, athletics, intramurals, and other opportunities for student involvement.	A wide range of extracurricular opportunities provides students with additional ways to connect with peers, staff, and the school community.
Maintain consistent communication with students and families.	TOIS communicates regularly through the TOIS Monthly Newsletter, Genesis, email, school events, and other communication methods to keep families informed and engaged.
Provide academic supports and opportunities for additional assistance.	Teacher extra help, intervention programs, I&RS/MTSS supports, and progress monitoring provide assistance when students experience academic difficulties.
Provide school-based counseling and student support services.	School counselors and other support staff assist students with academic, social, emotional, and school-related concerns that may impact engagement and attendance.

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

Inventory Current Strategies	Inventory Current Strategies Reflection
Provide targeted counseling and social-emotional supports.	Counselors and support staff provide individual and small-group support to address social, emotional, behavioral, and school-related concerns that may impact attendance.
Utilize I&RS/MTSS and collaborative problem-solving processes.	Student support teams identify barriers, develop targeted interventions, and monitor student progress when academic, behavioral, social-emotional, or attendance concerns arise.
Provide individualized academic interventions and supports. .	Targeted intervention, teacher extra help, progress monitoring, and individualized academic supports are available for students whose academic difficulties may contribute to disengagement or absenteeism.
Engage families when individual student concerns arise.	Administrators, counselors, teachers, and support staff communicate with families to identify concerns, develop solutions, and connect students and families with appropriate school or community resources.
Provide health and wellness supports.	School nurses, counselors, and other support personnel assist students and families when physical health, mental health, or wellness concerns create barriers to regular attendance.

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Identified Areas for Improvement

Beginning

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

Are a. No.	Area Identified for Improvement	What school level data prioritizes this area as needing improvement?
1	Family understanding and awareness of chronic absenteeism	Three consecutive years of chronic absenteeism indicate a need to strengthen family understanding of the cumulative impact of missed instructional days, including both excused and unexcused absences. Parent survey results will provide additional data regarding family perceptions of attendance.
2	Early identification and intervention for students developing patterns of absenteeism	Attendance data indicate a need to intervene before students reach the chronic absenteeism threshold. Student attendance will be monitored regularly to identify emerging patterns and provide earlier outreach and support.
3	Consistent family communication and engagement regarding attendance	A review of attendance practices indicates a need for consistent, proactive communication with families as absences accumulate, rather than waiting until a student has already reached chronic absenteeism.
4	Identification of individual barriers and root causes contributing to absenteeism	Chronic absenteeism may result from a variety of factors. Parent survey data and individual student/family conversations will be used to identify barriers and guide appropriate interventions.

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5	Student connection, engagement, and individualized support	Attendance data, parent survey results, and student-level information will be used to identify students who may benefit from counseling, trusted-adult check-ins, academic assistance, extracurricular involvement, or other individualized supports.
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Data-Informed Strategies to Address Student Absenteeism



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

Tier	Data-Driven Strategies	Problem-Solving Team Member(s)	Completion Date
1 Universal	Attendance Awareness & Positive Culture — Promote the importance of regular attendance through the TOIS Monthly Newsletter, school events, family communications, student messaging, and recognition of improved and consistent attendance. Anticipated Outcome: Increase student and family awareness of the importance of attendance and reduce preventable absences.	Principal, Assistant Principals, Counselors, Teachers	Ongoing 2026-2027

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1 Universal	Early warning system - Regularly review attendance data to identify student developing patterns of absenteeism and initiate early intervention Anticipated Outcome: Earlier identification and intervention for students at risk for chronic absenteeism.	Principal, Assistant Principals, Counselors, Data Team	Ongoing 2026-2027
2 Small Group	Family Outreach & Barrier Identification - Contact families when attendance concerns emerge to identify barriers and connect families with appropriate supports. Anticipated Outcome: Increase family engagement and reduce the number of students progressing from emerging attendance concerns to chronic absenteeism.	Assistant Principals, Counselors, Teachers	Ongoing 2026-2027
2 Small Group	Student Connection & Barrier-Based Supports - Students demonstrating attendance concerns will receive supports based upon identified needs. Interventions may include regular check-ins with a trusted adult, counseling/social-emotional support, academic intervention or extra help, peer/social support, health-related resources,	Administrators, Counselors, Teachers, CST, Nurse, Support Personnel	Ongoing 2026-2027

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	school engagement opportunities, or connections to community resources. Anticipated Outcome: Address underlying barriers to attendance while increasing student connection, engagement, and attendance.		
3 Individualized	Individual Attendance Intervention Plan - Students who are chronically absent or demonstrate significant attendance concerns will receive an individualized attendance intervention plan, known as the Spartan Success Plan, through a collaborative problem-solving process. The team will identify the primary barrier(s), establish measurable attendance goals, determine individualized interventions, engage the family, assign responsible staff members, and regularly monitor progress. Anticipated Outcome: Improve attendance for students with significant or persistent absenteeism through individualized intervention and progress monitoring.	Administrators, Counselors, CST, Teachers, Nurse, Family, Support Personnel	Ongoing 2026-2027

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Interim Review of CAP Progress



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: _____

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Summative Review of CAP Progress



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: _____

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