

Glassboro Public Schools



MEMO

To: Dr. Mark Silverstein, Superintendent of Schools

From: Dr. Robert Preston, Chief Academic Officer

Date: June 9, 2022

Re: Action Memo
June 14, 2022 Board Meeting

Recommend BOE approve the Clayton Model Pilot Program application. If we are one of the 30 schools selected, we will receive two part-time specialists, one focused on behavior related supports and the other on clinical counseling, for the school year. Each specialist would be in the school 2-3 days per week. They will provide student support services such as counseling, positive behavior support plans, and small group support, as well as social skills and character development. This would be no cost to the district. The Clayton Model Pilot Program is only at Dorothy L. Bullock for school year 2022-2023. (See attachment.)

Clayton Model Pilot Program Application 2022-2023 School Year

Project Purpose

The New Jersey Department of Education (NJDOE), in accordance with P.L. 2021 c. 85, is required to establish a 4-year pilot program to implement the Clayton Model Program in public schools (PreK-5.) The Clayton Model is an agile, universal school-based social emotional and trauma-informed intervention program developed by New Jersey's Clayton Public School District (CPSD.) The Clayton Model is structured to offer a network of support services for students in grades Pre-K-5, spanning from individual student support, teacher resources, and classroom strategies to tools for parents to incorporate SEL strategies in the home (available to all students within a school regardless of classification.) The Clayton Model has been implemented by the Clayton Public School District since 2009.

The four-year pilot program will include up to thirty (30) New Jersey schools in three identified counties (Gloucester, Bergen, Middlesex) by 2026. School districts seeking to participate in the pilot program **shall identify one school within the district per application** to implement the Clayton Model Pilot Program as outlined by the Walter Rand Institute at Rutgers University, Camden. (Note: Districts who choose to apply for multiple schools should submit a separate application for each.)

If selected, pilot schools will participate in the Clayton Model Pilot Program for up to four years (contingent on the availability of funds). Pilot schools will be required to provide administrative oversight, technical assistance, and resources throughout the pilot years to support successful implementation of the Clayton Model Program at their school. At the end of this pilot, the Commissioner will issue a recommendation on the feasibility of continuation and/or expansion the Clayton Model Program in other schools and districts in New Jersey.

Identified schools selected to participate in the Clayton Model Pilot Program shall designate a classroom (or office space) where program services can occur; this space is referred to as the "Child Connection Center." The Child Connection Center (CCC) is created within each participating school as a structured, student-centered environment where students/families can participate in accessing a network of social emotional support designed to promote positive youth development and academic achievement. The overarching goal of the CCC is to provide support for children so that they *come to the classroom ready to learn*. In turn, districts receive two part-time specialists (one focused on behavior-related supports and the other focused on clinical counseling supports) to each be present in the school 2-3 days per week), providing the following types of services:

Student Support Services

(Designed to Strengthen Social-Emotional Skills)

- Counseling
- Positive Reinforcement & Behavior Support Plans
- Social Skills & Character Development Opportunities
- Small Group Support
- Individual Student Referrals

Teacher & Classroom Strategies

(Flexing to Incorporate Social and Emotional Learning (SEL) throughout the Day)

- In-class Support for Teachers
- Engagement & Reinforcement of Support Services
- Professional Development Opportunities
- Teacher Collaboration

Parenting Strategies

(Resources for SEL Strategies in the Home)

- Engagement & Reinforcement of Student Support Services & Behavior Plans
- Behavior Support & Positive Reinforcement
- Social Skills & Character Development

The Clayton Model is flexibly implemented within schools' existing student support structures. SEL coordinators and specialists work collaboratively with school staff to identify the SEL needs at both the institutional and student levels on a yearly basis, then supplement existing school systems with targeted, context-specific SEL supports. Annual review of existing supports with school administrators, teachers, and SEL coordinators and specialist positions enable Clayton Model staff to adapt strategies for the coming school year to meet the changing needs of the school and students they serve.

Participating Special Service School Districts and identified partner schools utilize the Clayton Model Training Center (located at Herma Simmons Elementary School in Clayton, NJ) as their onsite resource for professional development, training, and coordination of efforts to ensure that services are aligned and in congruence with this scope of work. Participating Districts share a centralized referral process and participate in a comprehensive evaluation led by The Senator Walter Rand Institute for Public Affairs (WRI) at Rutgers University-Camden. This pilot program presents an opportunity for schools to rethink their SEL support practices and empowers educators to successfully integrate and build a culture around SEL into their schools.

School districts, charter schools and renaissance school projects that are interested in participating in this pilot program should complete the attached application and submit to the Office of Student Support Services at SafeSupportiveSchools@doe.nj.gov by **June 10, 2022**.

Part A: Cover Page

(Complete and attach as the first page of application.)

Each school interested in participating in the Clayton Model Pilot Program must complete the following application.
Applications are due to the Office of Student Support Services via email at: (SafeSupportiveSchools@doe.nj.gov).

Local Education Agency Information

District Name:

Complete Mailing Address:

School Name:

Complete Mailing Address:

Pilot Program Lead Contact Information

Name:

Title:

Telephone:

Email:

Selected School Principal Contact Information

Name:

Telephone:

Email:

Fiscal Contact Information

Name:

Title:

Telephone:

Email:

Type of Education Provider

Check the option that best describes your organization:

- School District Charter School Renaissance School

Grade Levels within Identified School:

Check the option that best describes your organization:

Pre-K K 1st 2nd 3rd 4th 5th

Part B: Assurances

(Complete and attach after cover page)

Participation in Clayton Model Pilot Program requires a strong commitment from both the district and participating school(s) to implement, monitor and evaluate their implementation of social and emotional learning practices in accordance with P.L. 2021 c. 85.

Project districts and schools applying to participate in the pilot program agree to the following assurances if they are selected for project participation.

Assurances

The school identified for project participation by the district shall:

- Commit to participating in this project for the 2022-2023, 2023-2024, 2024-2025, and 2025-2026 school years;
- Designate a staff member who shall serve as an on-site supervisor of the pilot program staff within your school (typically the building Principal or Vice Principal), enable the collection of data and facilitate reporting of the program's implementation and outcomes to school district stakeholders, the Walter Rand Institute, Rutgers University, and Clayton Model Pilot Program Administrators;
- Provide administrative support to encourage school-wide/community engagement in the Clayton Model Pilot Program, this implies clear articulation of the program to teachers and staff (during back to school presentations, administrative meetings, staff in-services, etc.); frequent monitoring of the program through regular communication with Clayton Model staff and Program Coordinators; supporting high visibility of the Clayton Model program throughout the school community (e.g. posting CCC information on school website, sharing CCC brochures and program information with students, families and staff); support integration of Clayton Model staff into the school community (enabling those staff to be present within the school, in classrooms, on the playground, and in the lunchroom, etc.) and permit Clayton Model staff to participate in I&RS, PIRT and PBSIS (etc.) programs (as deemed relevant/applicable);
- Comply with all mandatory evaluation requirements including sharing school-wide data; tracking outcomes for students and families; and participation in evaluation surveys, interviews, and small focus groups during scheduled intervals (for staff and administration);
- Support implementation of the Clayton Model Pilot Program with guidance from Clayton Model Pilot Program staff including: follow the schedule of orientation sessions (for administration and whole-staff); facilitate open communications between the Clayton Model staff and the school community; connect Clayton Model staff with existing SEL supports within the school; and communicate regularly the school's SEL needs with the Clayton Model staff;
- Provide a physical office/meeting space/classroom within the school and designate the area as the "Child Connection Center." The Child Connection Center (CCC) is a space ideal for at least 4-6 people. This space is somewhat private so that students and/or families can engage in counseling-based conversations, small group sessions, etc.;
- Provide Technology & IT Support to the Clayton Model Pilot Program staff; provide an individualized phone extension for the Child Connection Center (CCC); provide a school-based email address for on-site Clayton Model staff, and enable those staff access to the school's student data-base system;

- Enable the collection of baseline data, as directed by The Walter Rand Institute, Rutgers University, to establish goals and inform an implementation plan for SEL practices. Describe the school's ability to meet mandatory evaluation requirements including sharing school-wide data; tracking outcomes for students and families; and participation in evaluation surveys, interviews, and small focus groups (for staff and administration);
- Obtain appropriate school-level or district-level approvals and submit a Letter of Cooperation signed by the building principal by August 19, 2022; this Letter of Cooperation indicates the school's agreement to participate as a program site in a Rutgers' research project related to the Clayton Model Pilot Program during the duration of their involvement with the Pilot; and
- Share school-based data with the Rutgers Clayton Model team promptly, as requested (i.e., number of office or discipline referrals, number of suspensions, attendance rate, graduation rate, , perceptions of progress.)

Name of Chief School Administrator or Superintendent:

Signature of Chief School Administrator or Superintendent:

Date:

Name of Nominated School Principal:

Signature of Nominated School Principal:

Date:

Part C: Application Narrative
(Complete and attach after assurances)

Please provide a response to the following:

1. Describe the school’s capacity to implement the Clayton Model Pilot Program, beginning in the 2022-2023 school year. How does the school demonstrate a commitment to collaboration with existing programs in order to meet the needs of the school community?
2. SEL is a unifying thread that helps bring together district priorities, impacting central office staff, school leaders, teachers, students, and families. Discuss the school’s commitment to incorporating SEL practices as part of the regular school culture.
3. What is the anticipated impact this project will have on the school? Why do you believe *your* school would benefit from participating in the Clayton Model Pilot Program?
4. A four-year commitment to implementing the Clayton Model Pilot Program can be challenging. Provide an example demonstrating how the school has implemented long-term initiatives in the past.

Please complete 5–14 below:

5. School Name:
6. Total Number of Enrolled Students:
7. Student Absenteeism Rate (provide a grade-level breakdown):
8. Current In-School Suspension Rate (provide a grade-level breakdown):
9. Current Out-of-School Suspension Rate (provide a grade-level breakdown):
10. Current number of discipline referrals for the 2021-2022 school year (provide a grade-level breakdown):
11. Percentage of students scoring below state assessment expectations for ELA in the 2020-2021 school year (provide a grade-level breakdown):
12. Percentage of students scoring below state assessment expectations for Math in the 2020-2021 school year (provide a grade-level breakdown):
13. Percentage of enrolled students qualifying for free or reduced-price lunch under the federal School Lunch Program:
14. Please describe in the table below any existing SEL initiatives, programs, practices, resources, and/or outside supports (district- or school-level) that you feel are making a positive impact on your school climate. You may add rows as needed.

Names of initiatives, programs, practices, resources, and/or outside supports	Description of its objective(s) and how you think it impacts your school climate
Enter Text	Enter Text
Enter Text	Enter Text
Enter Text	Enter Text
Enter Text	Enter Text
Enter Text	Enter Text

Note: Your application will not be considered without the required signature.