

**MEMORANDUM OF UNDERSTANDING
BETWEEN
CENTER FOR FAMILY SERVICES
AND THE
LAWNSIDE SCHOOL DISTRICT**

The Department of Children and Families (DCF) New Jersey Statewide Student Support Services (NJ4S) – Camden County-Vicinity 4 initiative includes a partnership between Center For Family Services, a nonprofit organization, and Lawnside School District, as well as social service organizations, and community-based organizations. The efforts, resources and strategies of the DCF NJ4S-Camden County Vicinity 4 initiative are targeted to provide comprehensive academic, social, and health services for students, students' family members, and community members that are designed to improve education outcomes for children.

In an effort to create an effective, efficient and successful initiative across Camden County, Center For Family Services has developed a structure that is responsive to the measurable outcomes set forth in the scope of the New Jersey Statewide Support Services (NJ4S) program by the New Jersey Department of Children and Families:

- Promote positive mental health
- Teach and strengthen social, emotional, and behavioral skills
- Support a positive school climate and staff well-being

Through this structure, CFS will recognize the whole family – in addition to the individual student – as the focus of support and to increase student achievement; provide a standard set of supports and services, with local adaptations, that leverage the best approaches the field has to offer, so that no matter where a student lives, they can be assured of accessing a core set of high-quality services and programming; involve communities in design and implementation and integrate programming within the communities; and intentionally integrate with existing statewide

and community-based services and supports for school aged youth, to maximize public funding and avoid duplication of services.

The Mission: The mission of the New Jersey Statewide Student Support Services (NJ4S) is to increase opportunities and improve outcomes for all children, including future generations of children who live in the communities, by working with and supporting parents and children as they focus on success through youth development, value of education, working hard and going on to obtain college and career opportunities.

The Vision: The efforts, resources and strategies of the New Jersey Statewide Student Support Services (NJ4S) partners will be targeted to significantly improve the educational and developmental outcomes of the children and youth in the target neighborhood, while greatly strengthening the social, communal, and familial infrastructures that support and nurture their success.

Theory of Change/Action: Center For Family Services' NJ4S Hub will provide an array of prevention and early intervention services to school districts both in schools and at community locations. Center For Family Services' NJ4S Hub will utilize prevention, screening, brief clinical intervention, and referral to treatment using evidence-based practices, to promote positive youth outcomes. We will do this by working with school leaders and staff to use programming to teach—and strengthen—social, emotional, and behavioral skills, and to foster a positive school climate and staff well-being.

New Jersey Department of Children and Families NJ4S – Camden County Vicinage 4 Initiative Values:

- **All children and families have the potential to be successful.** Center For Family Services and its partners will be intentional in providing comprehensive services to students and families in a holistic way. The NJ4S Camden County Vicinage 4 team will

existing certified staff trainers to train interested school staff in trauma-informed care and other appropriate evidence-based practices (as approved by the Advisory Group).

- **Creating a culture of inclusivity.** CFS embraces cultural competence and awareness as a critical component of workplace culture and service delivery. We are dedicated to incorporating multicultural principles and practices throughout our innovative continuum of care, providing programs and services that are linguistically appropriate, culturally relevant, and sensitive. Through collaborative and culturally responsive service delivery, CFS honors individuals and families as experts in their own lives.

Roles and Responsibilities

Center For Family Services is the lead organization for the DCF NJ4S – Camden County Vicinage 4 initiative. As the lead social services agency, Center For Family Services is committed to a collective impact approach in joining with partners to identify and fill gaps in services, ensuring a seamless continuum to improve outcomes for children and families in Camden County. Center For Family Services will:

- Provide leadership and infrastructure to support the implementation.
- Serve as the liaison between NJ4S – Camden County Vicinage 4 partner organizations to support successful coordination of services to the target population.
- Provide mental health screening, assessment, and services to include:
 - **Tier 1 Services (Universal Services)** *Purpose: Universal prevention interventions to support the strengthening of families. Services focus on improving mental health/well-being, social connections, job readiness/career exploration, and classroom management/disruptive behaviors. Services can be delivered through school-/district-wide programming or through partnerships with others - through workshops, webinars, assemblies, training, and evidence-based interventions.*
 - **Tier 2 Services (Small Groups)** *Purpose: Selective services and support to address mental health concerns are provided for groups of students who have been identified through referral, needs assessments and school teaming processes as being at risk for a given concern or problem. When problems are identified early and support put in place, positive youth development is promoted, and problems can be eliminated or reduced.*

work with school administrators, teachers, social work team and parents to identify overall family needs and refer within the pipeline to ensure all needs are addressed through a solutions-based approach.

- **Solutions will be family-focused, culturally-competent, and community-based.** NJ4S-Camden County Vicinage 4 partners will create localized opportunities for families living in the school communities to receive services and access resources that promote overall family well-being. Programs and service provision will reflect the needs of families across Camden County school districts.
- **Efforts will be driven by data and evidence-based or evidence-informed practice.** CFS uses Electronic Health Records across programming to track client data and outcomes. Center For Family Services has extensive experience providing regular programmatic and fiscal reports for services provided in partnership with the Department of Children and Families. Reports will be submitted quarterly to the Advisory Group.
- **Creating Trauma-Informed Approaches.** All Hub staff will receive training on Trauma-Informed Care, Mental Health First Aid, Psychological First Aid, and the Nurtured Heart Approach. We will ensure Hub staff demonstrate a strong understanding of the impact of trauma on youth brain development. NJ4S staff will be expected to strive to preserve the dignity of the youth and families they serve, providing opportunities for skill development and promoting wellbeing through strengths-based, trauma-informed practices.

Because so many students have experienced trauma, this initiative creates opportunities to provide additional training for school staff regarding a trauma-informed school climate. We will bring CFS' strength and experience in providing trauma-informed care to our collaborative implementation of the NJ4S Hub and partnering schools. CFS will leverage its

- **Tier 3 (Individual Mental Health Services)** -*Purpose: Indicated services and supports (Tier 3) to address mental health concerns are individualized to meet the unique needs of each student and families who are displaying concern in multiple life domains (home, school, and community). When individualized interventions are put in place, the severity and intensity of problem behavior decrease.*
 - Collaborate in the development and selection of Evidence-Based Mental Health Interventions with district staff.
 - Facilitate EBP Mental Health Interventions, including linkages to psychiatric care, and treatment planning.
 - Monitor that chosen Evidence Based Interventions are being implemented with fidelity.
 - Monitoring the progress of students receiving interventions.
 - Communicating with students and staff on student progress in interventions.
 - Coordinate referral to psychiatric evaluation for individual students as needed.
 - Participate on the Intervention Support Teams (as requested) to provide consultation and problem-solving strategies.
 - Facilitate transitions to and from community agencies and programs by utilizing a continuum of supports.
- Coordinate and allocate funding for both infrastructure and the continuum of solutions.
- Establish effective data management and training to support partners in data collection.
- Collect, track, and analyze the full range of data necessary to effectively coordinate a seamless continuum of comprehensive solutions.
- Report progress and outcomes to funders, partners, and community members.
- Host community outreach events to spread the word and build accessibility to services and resources offered through the NJ4S-Camden County Vicinage 4 program.

Lawnside School District would provide access and support communication to key personnel to aid in the facilitation of service coordination to students and families through the NJ4S program structure. Within the scope of the NJ4S Program for Camden County Vicinage 4, the **Lawnside School District** will:

- Identify district/school representative(s)/Point(s) of Contact to facilitate successful integration of community mental health providers into school(s), and to address any concerns.

- Facilitate the inclusion and active participation of community partners in school teams that utilize best practices in teaming.
- Establish a process for teams and team members to ensure frequent and consistent communication with NJ4S representative(s).
- Participate in data-driven decision models and referral processes that promote early identification and intervention for students.
- Obtain written consent before submitting NJ4S referral for Tier 2 and/or 3 services.
- Ensure a teacher/school representative will be present during ALL Tier 2 (group services) to support school policies and procedures, and overall school safety.
- Provide confidential individual and group space in school(s) that includes access to mechanisms for communicating with families and other providers (e.g., phone, internet access, smartboard, etc.).

Accountability

All parties commit to ensuring that all of the solutions are of high quality and new solutions are identified and implemented to meet the changing needs necessary to change the outcomes for the target population.

- If applicable, actively use the centralized data system to connect families and community members with solutions identified above.
- Exert reasonable efforts to perform the activities as described and summarized in this partnership agreement.
- Keep organizational information up to date with all respective parties.
- Regularly utilize outcome and performance data to influence changes in NJ4S Camden County Vicinage 4 programming that will achieve better outcomes.
- Commit to working with the New Jersey Department of Children and Families and the selected evaluator to ensure data collection and program design meet national evaluation standards.

Acknowledgment and Signature

This partnership agreement is in effect upon the signature and is to be reviewed annually by a group of representatives from the NJ4S Camden County Vicinage 4 implementation team. The annual review will include an evaluation of the progress being made regarding the NJ4S Camden County Vicinage 4 objectives and outcomes identified in the proposal.

By signing this Memorandum of Understanding, my organization agrees to uphold the vision and values of the NJ4S Camden County Vicinage 4 Program and to actively participate as a collaborative partner to carry out activities identified in the continuum of solutions.

Richard Stagliano, CEO
Center For Family Services

School District Representative
Lawnside School District

Date: _____

Date: _____

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**Lawnside Public School District
Stakeholder Consultation Team Meeting
November 28, 2023
Agenda**

Annual School Plan Update

- Meetings with State Representative(10/16 & 11/27)
- Next meeting will be held after Feb 15(finalized date:TBD)
- Smart Goal status
- Culture and Climate

-Committee Input:

- Ask the State Representative if we can have a virtual and in-person meeting moving forward.
- Tips to assist in sickness prevention(fact sheet to parents)
- Adjusting testing window
- Educating families on routines (Cinnamon) especially during testing(send out in April's newsletter)
- Collaborate with PTA(Daily activity)
- Message Board:Items can be seen clearly

Comprehensive Needs Survey

- Sent out in the October newsletter
- No one completed the survey
- Resending in December Newsletter

-Committee Input

- Place survey on classdojo, district website, via paper(send the survey out separately...not in newsletter)
- Survey must be the main point
- All Call
- Competition for the students who submit the most surveys
- Simplifying the survey

Community Outreach and Feedback

- How can we reach a bigger audience(*Ms. Taylor: Crossing Guards)
- Help with attendance and lateness
- 5 crossing guards
- Vance to make copies by Monday 12/4

-Committee Input

- Question? Engage all stakeholders
- Email the churches
- Town Watch
- Business
- Share town council meetings
- Message Board at Borough Hall

Final Thoughts from the Committee

- How can all residents get involved via the all call?
- Borough Hall may look into an all call system
- Add community members to the all call(contact Mr. Gordon)
- Representatives from all organizations in Lawnside



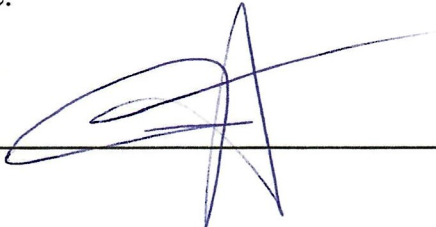
School Safety and Security Plan Annual Review Statement of Assurance

In accordance with *N.J.A.C. 6A:16-5.1 School Safety and Security Plans*, each school district is required to have comprehensive plans, procedures and mechanisms that provide for safety and security in the school district's public schools. The School Safety and Security Plan (SSSP) must meet the minimum state requirements and clearly define plans, policies and procedures for prevention of, response to and recovery from emergencies and crises. The SSSP is developed and reviewed with key stakeholders such as law enforcement agencies, public health agencies, social services providers, emergency management planners, district, school and other community resources. By the third week of October, districts together with key stakeholders, are required to review and update their district's SSSP.

School districts are required to annually submit this Statement of Assurance to their County Office of Education by November 30 of each year.

Certification

I, Ronn Johnson, being the Chief School Administrator of Lawnside, in Camden County, do hereby certify that, pursuant to *N.J.A.C. 6A:-5.1*, the plans, policies and procedures of the School Safety and Security Plan have met the minimum requirements and were reviewed and updated as appropriate.

Signed:  Date: 11/27/23

SCHOOL BUS EMERGENCY EVACUATION DRILL REPORT

School Bus emergency evacuation drills shall be conducted twice each school year according to the New Jersey Administrative Code (NJAC 6A:27-11.2).

Emergency evacuation drills and safety education

(a). School administrators shall organize and conduct emergency exit drills at least twice within the school year for all students who are transported to and from school.

1. All other students shall receive school bus evacuation instruction at least once within the school year.

(b). The school bus driver and bus aide shall participate in the emergency exit drills.

(c). Drills shall be conducted on school property and shall be supervised by the principal or person assigned to act in a supervisory capacity.

(d). Drills shall be documented in the minutes of the local board of education at the first board meeting following the completion of the emergency exit drill. The minutes shall include, but are not limited to, the following:

1. Date of the drill;
2. Time of day the drill was conducted;
3. School name;
4. Location of the drill;
5. Route number(s) included in the drill; and
6. Name of school principal, or person(s) assigned, who supervised the drill.

REPORT OF THE COMPLETION OF THE SCHOOL BUS EMERGENCY EVACUATION DRILL TO THE BOARD OF EDUCATION

Date of the school bus emergency evacuation drill:

November 29, 2023

Time of day the drill was conducted:

9:00am

School Name:

Lawnside Public School District

Location of the Emergency Evacuation Drill:

Lawnside Public School

Route Number(s):

Trip # 03746

Name of the school principal/person(s) overseeing the drill:

Alyssa Miller

Director of Curriculum : Instruction

Other information relative to the emergency evacuation drill:



Office of Comprehensive Support

Purpose:	End of Cycle 1 Meeting
Date:	11/27/23 @ 1 PM
Location:	Lawnside School
Attendees:	Principal, District and School Leadership Team Required to attend Regional Support Team Contact

Agenda

10 mins	<p>Welcome and Purpose</p> <ul style="list-style-type: none">• Four times a year, we schedule time to have a collaborative, reflective, problem-solving conversation, rooted in data, about your school's progress towards your goals and action steps.• These meetings are not meant to be a "gotcha", instead we hope to have an honest conversation about where your students and your school are, entering this conversation with a continuous improvement and growth mindset.• In addition, these conversations help us nurture a sense of collective efficacy at your school.• REFLECTION: How has the leadership team demonstrated the beliefs and actions shared during the ASP Kick-off thus far? <p><i>"Collective Efficacy in a school is the perceptions of teachers that the faculty as a whole can execute courses of action required to positively affect student achievement...In other words, the school sees itself as an effective agent of change"</i> <i>-Definition borrowed from the American Federation of Teachers</i></p>
60 mins	<p>End of Cycle 1 Conversation</p> <p>Review the data that your team collected during this first quarter:</p> <ul style="list-style-type: none">• Progress toward measurable goals included in the annual school plan;• Student achievement data; and• Climate and culture data, at the aggregate and student subgroup levels, including, but not limited to, in-school suspensions, out-of-school suspensions, chronic absenteeism, student attendance, faculty attendance, and incidents of violence, including harassment, intimidation, or bullying. <p>For each SMART Goal...</p> <ol style="list-style-type: none">1. What data tells if the interim goal is met/not met? Is the school on track to meet the overall goal?2. What shifts in systematic/instructional practice can be highlighted as a result

Office of Comprehensive Support

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Notes and Next Steps from 11/27 EOC 1 Meeting

Goal 1 – ELA

Next Steps:

The team came up with a plan for improving participation on the next administration:

1. There will be a testing schedule set up for the middle school to allow students more time than a regular class period to finish the assessment.
2. Teachers will have consistent messaging about rushing and have a protocol for addressing yellow and red flagged students.
3. Ms. Kirk will manage missed assessments and retakes, making sure students show her their score before they leave.
4. The next window is January 16-26. The first week will be for testing, the second for make ups and retakes. Ms. Miller will analyze participation during this period to ensure we meet the 95% participation benchmark.
5. To build student investment in the assessment, consider having the 5th grade team share their best practices.

The team discussed how to improve the I&E strategy for this goal:

1. Submit a survey to better understand what is working and what can be improved.
2. February PD to analyze data and determine groupings and how best to provide intervention.
3. Consider other times during the day when iReady or other interventions could lend more structure to a class.

The team discussed how to improve the attendance strategy:

1. Top priority-- ensure that systems are collecting accurate data. What is the system to ensure that students are correctly marked absent or tardy by the end of the day? Make sure that this data is uploaded correctly into NJSMART.
2. Plan a refresh of communication related to attendance expectations, including clarity on the tardiness policy, and some messaging about coming to school if you are well even if your siblings stay home sick.
3. Tie in attendance awards to the PBSIS events

Goal 2 – SEL

This goal was not met. It is marked NA, but that is because the team did not define clearly how to measure this goal, which was the main recommendation that came out of the Kick off Meeting. We did not leave the room until we had gained clarity on this goal:

*** Goal:** By June 2024, 95% of classrooms will demonstrate a 3 to 1 positive reinforcement to correction ratio during walkthroughs and evaluations.

Next Steps:

1. Define the % of classrooms for EOC 2, EOC 3.
2. Communicate the goal with clarity to teachers.
3. Create a system for tracking this in learning walks.
4. PBSIS Committee to create a system to support all teachers to have tickets to give to students.

Goal 3 – MATH

Next Steps:

See the next steps under Goal 1. All apply to this goal as well.

Goal 4 – PLC

Next Steps:

1. Ensure more time for data analysis during the 2 PLC meetings per month. Ensure that there is a clear output/document that teachers submit following their data analysis.