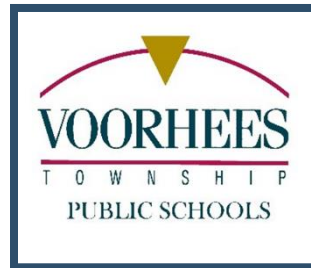


DISTRICT ANNUAL REPORT 2017-2018 SCHOOL YEAR



**Prepared and Compiled by Susan Donnelly
Submitted to the Voorhees Township Board of Education
August 29, 2018**

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SUPERINTENDENT'S MESSAGE
RAYMOND J. BROSEL, JR.
2017-2018
The Year in Review

The Voorhees Township Public School District continues to offer state of the art instructional programs and facilities. We provide a wide range of outstanding curricular and co-curricular opportunities designed to meet the needs of all students. We continue to implement techniques and strategies that enhance 21st Century Learning. Our staff strive to instruct through collaboration, communication, critical thinking and creativity. As a district, we are privileged to work with accomplished and creative professionals, as well as dedicated parents who are united in their vision to strengthen and improve student learning.

School safety and security remains a top priority. We take pride in our rapport with the Voorhees Police Department. We work collaboratively and continuously update and review our school safety policies and procedures.

Each year we provide great opportunities for our students to explore. Whether it is on a sports team, community service club, or a stage production in our theater where the talent of our students provides an amazing performance for the audience.

This was our fourth year implementing the PARCC assessment. The changes in the implementation of PARCC proved to be a success. Voorhees students continue to achieve at or above the state average.

We work closely with the community to enhance the educational experiences provided for the students. Each school has an active PFA, enthusiastic teaching staff and very dedicated support staff. We are very proud of our students and the wonderful staff who guide the children toward excellence in education.

Raymond J. Brosel, Jr., Superintendent
Voorhees Township Public Schools

For more information, contact Susan Donnelly, Coordinator of Special Projects:
info@voorhees.k12.nj.us

**Business Office
2017-2018 Annual Report**

Dr. Frank T. DeBerardinis

**Assistant Superintendent
For Business
Board Secretary**

2017-2018 ANNUAL REPORT BUSINESS OFFICE
DR. FRANK T. DEBERARDINIS
ASSISTANT SUPERINTENDENT FOR BUSINESS
BOARD SECRETARY

Historical Perspective: In the 2009-2010 fiscal year, Governor Christie implemented financial measures to cope with the State of New Jersey's growing budget deficit. The result of these measures was a \$4.3 million reduction in State aid for the Voorhees Township School District. We were able to financially stabilize the District through appropriation of District reserves, a freeze in District spending during the 2009-2010 school year, additional reductions in spending for the 2010-2011 school year and a 3¢ tax increase for the 2010-2011 Budget. The tax increase is in line with past increases, but was not acceptable to the community during the current economic conditions.

We must now function within the newly enacted economic parameters established by the Governor and State legislators. The legislature passed a 2% cap on the tax levy, with limited exceptions. Our District had to compensate for the \$4.3 million loss in State aid while complying with the more restrictive 2% cap on the tax levy.

In order to meet this extraordinary challenge, we implemented a comprehensive solution which significantly impacted the way in which our District will function in the future. With input from the community, we clearly established the core services the District must provide to our students to ensure a superior education. We also challenged the community to define the overall educational environment they desire for their children through their vote on the budget proposal. We challenged the community, but we first challenged ourselves. We submitted the 2011-2012 budget with a reduction in spending from the previous year of over \$1.8 million without reducing educational programs. The budget was approved by the voters. The 2012-2013 budget was the first budget not voted on by the residents of Voorhees but was required to be within the 2% cap on the tax levy. The district was required to budget for a new Charter School while appealing final approval. The Charter was eventually denied and budget adjustments were made to utilize the funds in a more productive manner for the students of Voorhees. The Board must continue its vigilance on the creation of future Charter Schools in Voorhees because of their devastating effect on the students and community of the district. However, the District was required to Budget \$52,514 to be transferred to Charter Schools for the 2015-2016 Fiscal year and continued into the 2017-18 Fiscal year

During the 2015-2016 school year the District underwent the Department of Education of the State of New Jersey's Quality Single Accountability Continuum (QSAC) district performance review (DPR) The district received a designation of "**High Performing**" scoring 100% in Fiscal management, Operations and Governance. This rating was made possible by the quality and dedication of the staff.

Fiscal year 2018 was extremely challenging but at the same time a rewarding year. We continued the implementation of the projects approved in the 2015- 2020 Long Range Facility Plan. The projects are being funded through two sources, 60% through the December 2007 Bond Referendum and 40% through State Debt Service Aid.

The Revised LongRange Facility Plan for 2015 to 2020 was completed in-house under the supervision of Cynthia McClain and was approved by the Board of Education on June 15, 2016 and revised June 13, 2018. The revised fiveyear Comprehensive Maintenance Plan 2016-2021 was prepared with assistance from Mr. Clark Mathes and approved by the Board of Education on October 24, 2016. This plan is the foundation of the State Facilities

requirement for budgeting and the basis for “**The Safety, Security and Rehabilitation Program**”. The program was implemented to ensure the health and safety of the students and staff and included: Secured and monitored entrances to all facilities, installation of 3M glass coating on all glass entrances to harden and prevent the shattering of glass, maintaining the door monitoring system in each elementary school, upgrading the video surveillance systems in each school and installing multiple monitoring stations, installing and maintaining emergency alert (panic buttons) in each school, installing a new locking system in every classroom in the district, installing a new locking system in all large meeting rooms, installing an integrated lockdown blue strobe alert system with a new phone system for automated notification of staff and emergency personnel, upgrading of outside lighting to complement the new video surveillance system, maintain a FOB entry system for childcare. The District has also entered into an agreement with the Township for a police presence in each school on a full-time. This agreement has been extended to the summer CER programs.

The “**Go Green initiative**” is an on-going program to reduce energy cost, preserve natural resources and reduce the carbon footprint of the Voorhees school district in its entirety. The four step plan consisted of Phase I and II of the Solar project at the Middle School, enrollment in the Demand Response Program for the East Coast Power Grid and the Comprehensive Energy Efficiency Lighting Retrofit and Replacement Program. The Solar Energy System Phase I and Phase II were fully functional during 2008-2009 and began to reduce energy costs. The District also sells the Solar Energy Credits on the open market providing a source of income to reduce energy costs. The program has also included the replacement of facility roofs with insulated energy efficient roofing, installation of new energy efficient HVAC units in all schools, installation of new energy efficient lighting in all large spaces throughout the district, installation of light monitoring devices in all facilities, replacement of windows at Kresson School with energy efficient windows, installation of an energy monitoring system in the Middle School, replacement of hot water system at Middle School with a state of the art energy efficient system. The district also completed the conversion to an energy saving wireless clock system in all buildings. The District under Clark Mathes leadership has also made a strong and effective move to the utilization of green products for all cleaning requirements. This process is on-going and will continue to evolve.

We continue to meet the challenge of providing mandatory educational programs with a capped budget by reducing non-instructional costs. The largest and most substantive changes continue to occur in the District’s Risk Management Insurance Program. The continued participation in the Burlington County Insurance Pool Joint Insurance Fund has substantially reduced our insurance costs and eliminated consulting fees. This was accomplished through the efforts of Cynthia McClain, who supervises the program and has assumed the responsibilities of the District Insurance Consultant, completely eliminating the need for an outside Broker.

We continue to meet the challenge of the most far reaching changes in the State purchasing laws in the State’s history which were passed in 2002 and fully implemented in the 2003-2004 school year and continue to be revised annually. Dr. DeBerardinis continues to maintain the distinction of a Qualified Purchasing Agent, helping the Business Office personnel to meet these changes diligently and professionally. The revised and updated District Purchasing Manual was prepared and approved by the Board of Education on May 1, 2018. The periodic review and updating of the Manual is accomplished through the efforts of Cynthia McClain and Michelle Mortelliti.

Fiscal year 2018 marked the continued restructuring of the Business Office. In order to more efficiently serve the needs of the District and improve the internal control of the

Business Office functions, the physical structure and work flow of responsibilities continue to be restructured and the Board approved a revised Standard Operating Procedures Manual on May 1 2018. The purchasing process for the Food Service Program was restructured and made part of the district's regular purchasing system. The restructuring is an ongoing process and will continue through the 2018-2019 school year.

The Business Office completed the enormous task of converting all the operational software from EMC to System 3000. The new software has greatly improved efficiency and effectiveness. New state laws continue to present challenging opportunities in all areas of supportive services including budgeting, purchasing, accounting, payroll, employee benefits, transportation services, food services, buildings and grounds, maintenance and custodial.

The Business Office continues to advance in technology to permit more transactions to be computerized such as the logging of purchase orders, tracking of purchase order research and correspondence. The Business Office, through Internet access, is able to retrieve purchasing information including vendors, cost of items and state contracts from the Department of the Treasury. In compliance with the State of New Jersey, the gathering of New Jersey Business Registrations from all vendors is completed each year through the efforts of Melissa Dammer and Michelle Mortelliti. The payroll system was also converted to the new System 3000 which has improved efficiency and accountability. An employee payroll portal was created for every employee in the district providing online services and up to date notifications of payment information. The new system also eliminates the printing of payroll checks and stubs. The verification of payroll required by the DOE was completed during 2015-2016 and must be re-verified every three (3) years. Payroll services continue to be expanded and improved for district employees. The implementation of the new IRS regulations was accomplished through a contract with OMNI. All 403(b) transactions are processed through OMNI, helping to ensure IRS compliance. All functions required for the processing of payroll have been accomplished under the direction of Carol Trost.

The Business Office completed the process of implementing the new GASB34 standard which redefines the accounting for fixed assets and the reporting of the District's financial statements. This was accomplished through the efforts of Cynthia McClain. The Business Office conducted a physical inventory in 2000 and continues to update this document annually to comply with the new capital outlay amount of \$2,000 in compliance with GASB34.

Health benefits administration continued to be a major challenge, moving from the State Health Benefits Plan to the School Health Insurance Fund and from a Direct 10 base plan to a Direct 15 base plan. The administration of health benefits and COBRA have been consolidated under Lisa Sollenberger. This consolidation improved efficiency and the service provided to district employees. The 2017-2018 year was only the second time the extremely complex reporting of individual health benefits to the IRS had to be completed. Lisa Sollenberger was responsible for successfully carrying out the task and submitting all the required data in a timely fashion. Additionally, Lisa Sollenberger continues to assume additional duties in employee services by managing the Worker's Compensation Program and implementing a Flexible Spending Account program for all eligible employees. In conjunction with Carol Trost, Payroll Supervisor, the implementation of State Law (Chapter 78, 2011) regulating the mandatory health benefit contribution has become an on-going process and continues to add complexity and challenges to both the administration of health benefits and the processing of the payroll.

The district continues to utilize TD Bank's on-line system. This process has accomplished our goal to control the work flow associated with banking and financial

reporting. The new Treasury Direct system has been fully implemented under the direction of Cynthia McClain.

Under Diane Turner, the transportation system continues to meet the challenge for continued efficiency while serving the needs of the students. The efficiency rating for 2017-2018 was 1.24%. The DOE standard is 1.20%. Currently, 2341 students are provided transportation services. Bus routes continue to be reviewed and revised to improve safety and efficiency. The new cap placed on transportation contracts has resulted in bus companies not renewing routes that were not cost effective. However, the economy has deterred bus companies from continuing this practice. The District had to continue to re-bid a few routes this year resulting in an additional cost to the Board. The transportation computerized scheduling and routing program was upgraded to accommodate the increase in demand. The new program Transfinder was installed and fully functional for the 2017-2018 School year.

The expertise of the maintenance staff has been improved by the employees' continued participation in workshops and licensing. The Board has reinforced its commitment to continued education by maintaining a Master Mechanic stipend. The district continues to provide a safe environment for all students and employees. The District has fulfilled requirements under AHERA, ADA and continues to test the air and water supplies of all facilities on an annual basis. In addition, each facility is required to complete a health and safety check list on a monthly basis. Clark Mathes, with assistance from Mark Mignone, has fully implemented the new computerized work system called "SchoolDude." Work order e-mails are sent directly to the cell phone of the mechanic and/or to the appropriate contractor. The district continues to utilize a hybrid system of management for maintaining the District's grounds and facilities. A hybrid system utilizes a combination of in-house expertise and outsourcing to contractors, who have been approved as the lowest qualified bidder for specific trades.

We continue to expand the district warehouse system maintained in the old Kresson School. The system enables schools to better utilize storage space within their buildings and implement district wide control of paper products and cleaning agents.

Dr. DeBerardinis has served on the New Jersey ASBO Ethics, Legislative and Finance committees. He has also volunteered to mentor candidates applying for School Business Administrator Certificates. He also serves on the Finance Committee of the BCJIF. He has also maintained the distinction of Registered School Business Administrator by the International Association of School Business Officials and the Certified Government Financial Manager distinction from the Association of Governmental Accountants. The Assistant School Business Administrator, Cynthia McClain, maintains the distinction of a Registered School Business Official and continues to expand her expertise in the profession. She was chosen by the New Jersey ASBO to serve on the Auditing and Finance Committee and the Budget Committee and elected to serve as Vice President of the Burlington County Joint Insurance Fund.

Since becoming the Coordinator of CER, Michael Redfearn has helped to maintain and expand the stature of the program in the community. A number of programs increased while rates were reduced, providing a commendable service to the district. Under Michael Redfearn's leadership, a successful Saturday Enrichment Program was initiated and a very successful Kindergarten CER program (KCER) was also implemented. Through the findings from the research project implemented by Dr. DeBerardinis, with the assistance of Cynthia McClain, the Food Service Program has become completely self-supporting and not requiring a subsidy from the General Fund. Only 24% of the Districts in the State of New Jersey are self-supporting. The Food Service Program had to cope with the sudden and

unexpected departure of the Food Service Director at the end of October, 2016. The district under an emergency contract retained a FSMC Nutri Serv to be a consultant and to successfully continue the program without interruption. The district awarded a contract to NutriServ to Manage the Food Service program in 2017-218. The program continues to be self-supporting.

The Assistant Superintendent for Business designed a research project to evaluate the feasibility of privatizing the management of the food service program in order to reduce or eliminate district subsidies from the general education budget. The research compared the food service operations of two schools. One school was managed by a food service management company (FSMC) and the other was district managed. The research also compared the results of the research project to a data base developed from three years of data of thirty school districts' food service programs.

The findings of the six-month study showed the district managed program outperformed the privatized program on the performance indicators of per-pupil profit/loss, student participation, and in student preference for the quality of the food and service. The findings of the study also identified a correlation between the variables of enrollment and per-pupil profit/loss. As enrollment increased operating profit increased, or operating losses were reduced. The variable of wealth was identified as having a negative correlation with the variable of student daily participation. As wealth increased daily participation decreased. The results were consistent in comparison with similar districts, but were challenged when compared to a wider sample of districts.

The findings of the study suggest research must be utilized at the local district level to determine the most effective management structure of the food service program for the individual district. Research also suggests there are instances where privatizing improves the operation of the food services program but there are also instances where a well-managed district-operated program may be able to outperform its competition from the food service management companies.

To keep pace with the growing technology of our in-house computer capabilities, the Business Office staff attended workshops on pension, GAAP, CAFR, health benefits, transportation and computer system implementation of new software programs. Mrs. McClain's expertise in all areas of technology and accounting has been instrumental in increasing productivity and meeting all State and Federal regulations. The success of the Business Office operation is directly associated to the quality of the people employed.

Curriculum and Instruction

Dr. Diane Young

Assistant Superintendent

2017-2018 District Results

Curriculum and Instruction
Dr. Diane Young
Assistant Superintendent

During the 2017-2018 school year, instructional staff and administrators worked collaboratively to accomplish the following goals:

- Continue to encourage high academic achievement by providing instruction that is rigorous, relevant, and individualized based on students' readiness, interests, and learning styles.
- Increase authentic and personalized digital learning implementation by enhancing teachers' knowledge of 21st century skills that focus on thoughtful communication, critical thinking, problem solving, collaboration, creativity, and digital citizenship, and by supporting their efforts to meet NJ Future Ready certification indicators in the areas of curriculum, instruction and assessment, use of space and time, community partnerships, and personalized professional learning.
- Provide professional development focused on the NJ Student Learning Standards in the areas of math, literacy, and science.
- Create learning environments that embrace the social and emotional needs of every child through increased student engagement and creativity.
- Increase awareness of the importance of consistent attendance by students and staff.

In June of 2018, New Jersey school districts received the results of the Partnership for Assessment of Readiness for College and Career or PARCC. This data, presented in the charts below, was provided earlier than in previous school years. In most cases, the results demonstrated that the students in the Voorhees Township School District performed better than the previous year. Teachers and administrators will continue to utilize the comprehensive data to identify specific learning standards that students mastered as well as learning standards that students have not achieved. The data allows teachers to better plan instruction to ensure that all students are college and career ready. Additionally, more students participated in the PARCC assessment compared to previous years. The charts below show student participation rates as well as results of the assessments.

PARCC REFUSALS BY GRADE				
	2015	2016	2017	2018
Grade 3	7	8	2	5
Grade 4	38	9	5	6
Grade 5	32	28	12	4
Grade 6	31	21	16	6
Grade 7	37	24	15	18
Grade 8	72	23	11	7
Total	217	113	61	46

LANGUAGE ARTS LITERACY PARCC SCORES PERCENT OF STUDENTS CONSIDERED COLLEGE AND CAREER READY				
	2015 District % >= Level 4	2016 District % >= Level 4	2017 District % >= Level 4	2018 District% >= Level 4
Grade 3	62%	66%	65%	72%
Grade 4	73%	74%	74%	71%
Grade 5	71%	73%	75%	82%
Grade 6	64%	64%	68%	74%

Grade 7	54%	59%	68%	76%
Grade 8	65%	58%	65%	71%

*Orange indicates improvement

**MATH PARCC RESULTS
PERCENT OF STUDENTS CONSIDERED COLLEGE AND CAREER READY**

	2015 District % >= Level 4	2016 District % >= Level 4	2017 District % >= Level 4	2018 District % >= Level 4
Grade 3	56%	67%	73%	75%
Grade 4	53%	57%	61%	62%
Grade 5	53%	58%	62%	69%
Grade 6	41%	50%	52%	53%
Grade 7	43%	50%	55%	59%
Grade 8	35%	17%	23.4%	36%
Algebra I	93%	92%	94%	99%

*Orange indicates improvement

As required by the New Jersey Department of Education, teachers created student growth objectives. These objectives were established through collaboration with building

administrators. The goal was for teachers to determine quality assessments that would evaluate student grade level content knowledge at the beginning of the year and then to assess student progress at the end of the school year. The results of the student growth objectives are listed by building below.

School	SGO Average
Hamilton	3.77
Kresson	3.88
Osage	3.94
Signal Hill	3.90
VMS	3.86

Based on a 4 point scale

Teachers and administrators focused on analyzing student assessment data to plan programs that meet the academic needs of all learners. To ensure student success in all areas, teachers used assessment data to inform their instruction and provide differentiated experiences for their students. As has been our mission for many years, Voorhees Township School District staff continued to have high expectations for student academic achievement. During the 2017-2018 school year, professional development for teachers focused on literacy, math, and 21st-century technology standards. All elementary teachers were trained on the new literacy program. Middle school teachers were trained on the new math program that will be implemented in the Fall of 2018. Both elementary and middle school teachers attended workshops taught by district technology specialists focused on Future Ready standards as defined by the New Jersey Future Ready Framework. Using technology as the tool to transform educational tasks that were previously inconceivable is the goal of the SAMR model of technology integration as well as the Future Ready Framework. The district applied to be recognized by the Future Ready Task Force as a district that is dedicated to providing students opportunities that will prepare them for the modern world. The certification process will allow teachers, administrators, and specialists to reflect on their progress so they can develop a plan to address weaknesses in our educational programs and plan future professional development.

Character education programs continue to be an integral part of the districts’ curriculum and instruction. Digital citizenship has become a significant focus in both our elementary and middle school character education programs.

Additionally, we recognize that our students’ emotional needs are as critical as their academic and social needs. Therefore, a task force has been created to explore ways to support our students with chronic anxiety and to develop programs that will help our teachers proactively support the emotional health of our students. The task force will participate in comprehensive professional development and will lead the training in their schools. Already, teachers and guidance counselors have planned to implement programs to reduce the amount of anxiety for our children and to better support those students who are experiencing anxiety at school.

As a district, we continue to work collaboratively to ensure that the Voorhees School District’s vision for instruction, *Voorhees Township School District strives to meet the unique needs of all stakeholders by providing comprehensive, innovative, and creative instructional programs that prepare lifelong learners to succeed in an ever-changing global society is achieved. We are committed to providing all students the educational experiences*

and resources that are necessary for them to be competitive in our ever-changing global society. Additionally, we are focused on creating a favorable school climate in which students feel safe taking educational risks and can develop a love of learning. In Voorhees Township School District, we are living our brand each day, and we will continue to strive to encourage innovation, to engage all learners, and to inspire lifelong learning!

Innovate, Inspire, Engage

SPECIAL SERVICES

2017 -2018

Dr. Elaine Hill
Director Special Services

SPECIAL SERVICES DEPARTMENT
Dr. Elaine Hill
Director of Special Services

The Special Services department includes all services related to the identification and evaluation of potentially disabled students as well as the provision of special education and related services and/or speech language services to students deemed eligible. This department also coordinates home instruction for students unable to attend school on a temporary basis.

Staff members include Child Study Team personnel, teachers, related service providers, instructional associates and home providers. All of them interact directly with children and provide consultative services to the school staff and parents.

Child Study Team Services

The function of the Child Study Team is to provide diagnostic, evaluative, consultative, and related services to the school community. CST staff includes 2 full teams serving the preschool and elementary levels. For the middle school team, we have two school psychologists and a learning consultant. Each child study team member evaluates at least one student per week, serves as case manager for approximately 50 students and participates on a committee entitled Response to Intervention. Select evaluations are conducted by private agencies when current staff schedules cannot meet timelines. CST personnel provide on-going consultation and support to all staff to facilitate the implementation of IEP's. Related services personnel include: 5 full-time speech therapists as employees; one 60% - time equivalent; one 40% -time equivalent as a contracted speech therapist; 1.8 occupational therapists, one 60%-time physical therapist, one 80%-time behavior therapist for preschool and elementary schools and one 60%-time contracted behavior specialist for VMS.

Instructional Staff

Teacher/IA	Kresson	Hamilton	Osage	SH	VMS	Total
2009-10	5.5/9	6.5/12	10/11	10/13.5	19/9	51/54.5
2010-11	7/9	6/13	10/10	10/13.5	17/9	50/54.5
2011-12	6/7	5/10	10/11	10/12.5	17/13	48/53.5
2012-13	6/8	5/10	10/13	10/12	17/12	48/55
2013-14	6/7	5/9.5	9/12	10/12.5	18/10	48/51
2014-15	5/5.5	6/7.5	10/11.5	8/11	19/12.5	48/48
2015-16	6/10	5/8	10/13	8/12	17/13	46/39/17
2016-17	7/5+5	5/5+4	10/10+5	9/10+3	17/7+7	48/37+24
2017-18	7/5+6	7/5+13	10/10+2	10/11+5	17/6+5	50/37+31

There were 139 referrals this year. Of that number 93 were school age and 46 were preschoolers. Only sixty-seven (48%) were deemed eligible for special education and related services. Of the newly classified students 46 were school age and 21 were preschoolers. For the 17-18 school year we opened two new preschool classes. This year we will close one preschool class and open two new kindergarten classes.

Preschool Referrals

04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18
53	51	49	43	40	51	35	43	63	37	41	56	41	46

School Age Referrals

Kresson	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18
Males	10	14	14	10	7	10	6	4	3	7	11	10	6	12
Females	5	5	1	6	4	8	3	5	8	6	9	6	3	10
Enrollment	470	472	467	442	440	397	394	360	344	314	374	379	398	398
	3.2%	4%	3.2%	3.6%	2.5%	4.5%	2.3%	2.5%	3.2%	4.1%	5.3%	4.2%	2.2%	5.5%

Hamilton	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18
Males	13	17	12	15	11	9	4	12	2	6	8	6	5	8
Females	12	6	5	8	7	5	7	8	4	7	8	7	4	4
Enrollment	552	571	545	537	514	508	488	484	454	418	419	412	383	385
	4.5%	4.0%	3.1%	4.2%	3.5%	2.8%	2.25%	4.1%	1.3%	3.1%	3.8%	3.1%	2.3%	3.1%
SH	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18
Males	5	13	11	15	9	14	5	11	9	11	23	13	7	12
Females	9	8	3	9	9	8	2	6	7	12	5	11	8	12
Enrollment	476	561	479	533	574	571	537	547	512	499	473	489	484	504
	2.9%	3.7%	2.9%	4.5%	3.1%	3.8%	1.3%	3.1%	3.1%	4.6%	5.9%	4.8%	3.0%	4.7%
Osage	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18
Males	13	15	16	18	13	11	10	9	17	12	21	22	11	11
Females	7	5	5	8	7	6	6	6	6	10	20	7	9	10
Enrollment	630	637	629	599	616	616	640	646	651	655	643	638	606	671
	3.2%	3.1%	3.3%	4.3%	3.2%	2.7%	2.5%	2.3%	3.5%	3.3%	6.3%	4.5%	3.3%	3.1%
Total Elementary	2128 3.5%	2240 3.7%	2120 3.1%	2111 4.2%	2144 3.1%	2092 3.4%	2059 2%	2037 3.0%	1961 2.9%	1916 3.7%	1909 5.5%	1861 4.1%	1871 2.8%	1958 4%

VMS	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18
Males	9	6	10	9	6	5	10	8	4	5	18	11	8	8
Females	7	3	0	3	3	3	3	6	6	3	6	2	5	4
Enrollment	1225	1175	1201	1189	1196	1154	1175	1151	1136	1107	1110	1063	1072	1045
	1.3%	0.76%	.8%	1%	.75%	.7%	.01%	1.2%	.88%	.72%	2.1%	1.2%	1.2%	1.2%
Total District Referrals	90/ 3353 2.6%	92/ 3416 2.7%	77/ 332 2.3%	101/ 3300 3%	76/ 334 2.3%	79/ 324 2.4%	56/ 3234 1.7%	75/ 3188 2.35%	66/ 309 2.13%	79/ 3023 2.6%	129/ 3019 4.2%	91/ 2981 3%	66/ 2943 2.2%	96 3003 3.1%

Based on total enrollment as of June 30th

Special Education Enrollment

The New Jersey Administrative Code requires districts to provide services to students with disabilities in either of two categories: Eligible for Special Education and Related Services or Eligible for Speech /Language Services. The following chart outlines enrollment in each of the schools:

Eligible for Special Education/Eligible for Speech Only by School/School Enrollment

	PS	SH	Hamilton	Kresson	Osage	VMS	OD	Total	% of enrollment	
2015	28	47/28/457	43/36/418	36/7/367	49/16/641	139/12/1107	17	359/99/2991	12%/3.3%	15.3%
2016	24	40/32/474	40/34/410	43/14/373	54/16/629	134/11/1055	16	351/107/2943	11.9%/3.6%	15.5%
2017	35	49/30/484	37/33/383	54/37/398	66/27/606	96/10/1072	17	354/137/2943	12.0%/4.6%	16.6%
2018	48	50/33/504	46/28/385	63/26/398	57/27/671	88/9/1045	14	366/123/3003	12.1%/4.0%	16.2%

Current Enrollment for Special Education/Speech by School as of June 2018

	2016	2017	2018
Eligible for SERS	363	354	366
Newly Eligible	71	56	67
Transfers In	14	39	44

Graduated	48	49	47
Moved out	27	23	26
Declassified	7	9	8
Eligible for Speech	128	137	123
District enrollment	2981	2943	3003

Declassifications

	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18
Preschool	0	5	1	8	6	3	8	3	5	0	0	0	0
Elem/VMS	3	11	11	12	14	22	10	14	8	5	7	9	8
Totals	3	16	12	20	20	25	18	17	13	5	7	9	8

Special Education Programs

The state department of education issued its annual performance report on how well each district met the State Performance Plan Indicators (<http://www.state.nj.us/specialed/sppi1011/reports/07/5400.html>). The report addresses *graduation rates, drop-out rates, performance on state assessments, suspensions/expulsions, education environments, preschool Environments, preschool outcomes, parental involvement, disproportionality, child find, early childhood transition, secondary transition and post- secondary outcomes*. Some areas are not applicable to our district. Of the relevant targets for our district we met expectations for suspensions/expulsions, educational environments, disproportionality participation in state assessments, and early childhood transition. For Child Find the district evaluated 98.9% of students within 90-day timeline and 100% of all children exiting Early Intervention were evaluated and placed in a program by their third birthday.

We continue to exceed the state targets with inclusion of school-age students with disabilities in general education classes. For preschoolers we met our target for including preschoolers in inclusive settings. We need to increase the time spent in general education preschool classrooms for students with more significant disabilities.

K-8	In general education 80% or more Voorhees/State target	In general education between 79%-41% no state target	In general education 40% or less Voorhees/State target	Out of district placement Voorhees/State target
2008-09	51.1%	32.6	11.7%	4.6%
2009-10	56.2%	27.7	13.4%	2.7%
2010-11	53.6% / >44%	30.5	13.1% / <19%	2.8% / <8%
2011-12	53.7%/48%	30%	11.4%/16.5%	4.9%/7.8
2012-13	59%/48%	28.8%	8.4%/16.5%	3.8%/6.7%
2013-14	57.2%/48%	30.5%	7.3%/16.5	5%/7.6%
2014-15	52.9%/48.5%	35.2%	7.9%/16%	4%/7.4%
2015-16	51.7%/49%	48.3%	7.1%/15.5%	4.2%/7.4%
2016-17	56.2%/49.5%	34.6%	6.5%/15%	2.7%/7.2%

Ages 3-5	Percent of Preschoolers in inclusive settings/state target	Percent of Preschoolers in separate settings/state target	Other (general education + resource)
2012-13	39.5%/42.5%	55.3%/36%	5.2%
2013-14	41.5%/42.5%	56.1%/36%	2.4%
2014-15	39%/43%	53.7%/35.5%	7.3%
2015-16	26.2%/43.5%	59.5%/35%	14.3%
2016-17	55.9%/44%	42.4%/34.5%	1.7%

Regarding participation in the PARCC assessment we increased our participation rate from 95% to 96.1% in literacy and math to meet state targets. The district did not meet state standards for proficiency in literacy or math for grades 3 through 8.

No data could be reported to the Preschool Outcomes due to the small sample size.

Federal Flow-Through Grant Projects

Basic Grant FT5400-18

The Basic Allocation was \$651,661 and was used to offset the salaries of 10 instructional associates and tuition for 4 students placed in schools for the disabled. Monies allocated for services to students in non-public schools provided tutoring, speech therapy and occupational therapy and supplies most of which went to Kellman Brown Academy.

Preschool Grant PS5400-18

The allocation of \$31,660 offset the salary of one instructional associate. Non-public funds provided occupational therapy and physical therapy to students at Beth El.

Homebound Instruction

Home Instruction is a service coordinated by the Child Study Team office for students who need to be absent from school for an extended period due to illness, injury or suspension from school. Home instruction may also be provided as deemed appropriate for students with disabilities via the IEP process. During the 2017-18 school year a total of 21 students received home instruction. Sixteen were out of school due to behavioral/mental health issues and 5 students for physical health issues.

Staff Development

Snider	Alyson	VMS	speech	Differentiated Intervention
Lynn	Ryan	VMS	teacher	EIRC Literacy Consortium
Flynn	Ryan	VMS	teacher	EIRC Literacy Consortium
Flynn	Ryan	VMS	teacher	EIRC Literacy Consortium
Flynn	Ryan	VMS	teacher	EIRC Literacy Consortium
Sandone	Francine	VMS	psychologist	NJ School Psychologists Conference
Petersen	Donna	VMS	CST	Out of district school tours
Wick	Stephanie	VMS	CST	Out of district school tours
Sandone	Francine	VMS	CST	Out of district school tours
Brown	Jim	VMS	Teacher	SPIRE
Seppanen	Shawn	SH	Teacher	Behavior/classroom management
Walters	Denise	SH	OT	Complex feeding issues webinar
Medina	Celines	SH	IA	CPI training
Walters	Denise	SH	OT	Feeding webinar
Frasca	Danielle	SH	Teacher	PECS training
Ehly	Laura	SH	Teacher	PECS training
Frasca	Danielle	SH	Teacher	PECS training
Walshe	Debby	SH	Teacher	PECS training
Walters	Denise	SH	OT	Pediatric kinesiology training
Trunkwalter	Donna	SH	Teacher	Review sped reading materials

Zanetich	Beth	SH	Speech	Speech workshop
Berry	Lawrence	SH	OT	Vestibular disorder workshop
Trunkwalter	Donna	SH	Teacher	Wilson Foundations workshop
Naulty	Nancy	Osage	IA	CPI training
Lenthe	Julie	Osage	IA	CPI training
Dorman	Linda	Osage	IA	CPI training
Peluszak	Caitlin	Osage	Teacher	CPI training
Zwicker	Gordon	Osage	Teacher	CPI training
putman	Erin	Osage	Teacher	NJ CEC conference
Peluszak	Caitlin	Osage	Teacher	NJ CEC conference
Ganzman	Ilene	Osage	Speech	Smart but scattered workshop
Storey	Andrea	Osage	Teacher	Spire cooper learning center
Kaighn	Traci	Osage	Teacher	Spire workshop
Brand	Kim	Kresson	Speech	Complex feeding issues webinar
Brand	Kim	Kresson	Speech	Conference on dyslexia
Ambrozaitis	Kirsten	Kresson	Teacher	CPI
Findley	Lisa	Kresson	IA	CPI training
Verma	Asha	Kresson	Teacher	CST translation
Farrell	Melissa	Kresson	Teacher	Foundations
Farrell	Melissa	Kresson	Teacher	Foundations
Andrew	Barb	Kresson	Specialist	Foundations training
Ambrozaitis	Kirsten	Kresson	Teacher	PECS
Bbrand	Kim	kresson	Speech	Webinar
Romaniello	Diane	Hamilton	Speech	Childhood apraxia of speech
Bbravman	Marybeth	Hamilton	IA	CPI training
Deaugustine	Lisa	Hamilton	IA	CPI training
Grossman	Lise	Hamilton	IA	CPI training
Mina	Fran	Hamilton	IA	CPI training
Walshe	Debby	Hamilton	IA	CPI training
Geiter	Karen	Hamilton	IA	CPI training
Nair	Priya	Hamilton	IA	CPI training
Mazza	Catherine	Hamilton	IA	CPI training
Lapinson	Hope	Hamilton	IA	CPI training
Newkirk	Amber	Hamilton	IA	CPI training
Scholefield	Dawn	Hamilton	Teacher	CPI training
				Evidence based play therapy program
Romaniello	Diane	Hamilton	Speech	
Gallo	Kelli	Hamilton	Teacher	PECS to Speech generated devices
Lapinson	Hope	Hamilton	IA	PECS training
Newkirk	Amber	Hamilton	IA	PECS training
Rossi	Christina	Hamilton	IA	PECS training
Trost	Kelli	Hamilton	Teacher	PECS training
Mazurek	Robin	Hamilton	Teacher	Spire workshop
Romaniello	Diane	Hamilton	Speech	Transitioning from PECS to SGDs
Giordano	Paula	Hamilton	Teacher	Wilson Foundations workshop

Hesson	Marlo	Hamilton	Teacher	Wilson Foundations workshop
Rauer	Brielle	Hamilton	Teacher	Wilson Foundations workshop
Yarnal	Brooke	CST	OT	Complex feeding issues webinar
Stephens	Marguerite	ADMIN	CST	Anger management workshop
Kotch	Michael	ADMIN	CST	Juvenile justice presentation
Behnke	Amy	ADMIN	CST	NASSW fall workshop
Demski	Jennifer	ADMIN	CST	NJ autism conference
Ross	Donna	ADMIN	CST	NJ special education law
Ross	Donna	ADMIN	CST	NJ special education law
Behnke	Amy	ADMIN	CST	NJ ASSW fall workshop
Hill	Elaine	ADMIN	CST	Specially designed instruction

EDUCATIONAL TECHNOLOGY

2017-2018

Bruce Taylor
Director of Educational Technology

Educational Technology

Bruce Taylor, Director

The current Voorhees Township School District Technology for Digital Learning Plan was completed during the winter of 2017-2018. This three-year plan was approved by the Board of Education and submitted to the Camden County Office for approval during January, 2018.

All components developed in the plan were reviewed to ensure compliance with New Jersey State Department of Education Guidelines required for funding from the following sources:

- No Child Left Behind
- E-Rate funding via compliance with the Telecommunications Act of 1996 and Children's Internet Protection Act (CIPA)

These criteria include the establishment of linkages with the following external plans:

- Future Ready Schools (White House Future Ready Summits)
- Framework for 21st Century Learning (The Partnership for 21st Century Skills)
- National Educational Technology Standards (International Society for Technology in Education – ISTE)
- New Jersey Core Curriculum Content Standards, including 2014 Educational Technology Standard 8.1 with student assessment and state reporting components

Linkages have also been identified across many other ancillary plans. These plans, at least in part, serve to determine and reinforce roles and levels of responsibility of individuals, schools and the district as a whole, toward meeting the technology goals in the Voorhees Township School District.

Current corporate partners, technology vendors and various experts were consulted throughout the planning process as solutions for voice, data and video applications were placed under consideration. In addition to the review and selection of technology products and services, opportunities for educational institutions, creative-financing programs, customer support options and product futures were explored. Relationships formed or renewed in this process will continue to serve the district during the incremental implementation of this plan.

The district's main goals for technology initiatives through the year 2019 have been established to meet district technology needs, as identified by the committee, and are set within the eight major areas of the action plan. The revised technology plan document serves as a next edition in an ever-evolving process, and will always be subject to periodic changes as deemed appropriate.

Our district's "Technology for Digital Learning Plan 2016-19" has personalized student learning at the center in setting our goals for evolving our district's Digital Learning Readiness posture. This plan was approved in January 2017.

If our students are to graduate college and career ready in today's high tech, connected society, they must be competent digitally, proficient with technology, the Internet, 21st Century skills, and digital learning. The framework adopted by the NJDOE and us, according to the U.S. Department of Education, is designed to set out a roadmap to achieve that success and to commit districts to move as quickly as possible towards a shared vision of preparing students to thrive today and tomorrow. This can only be accomplished through a systemic approach to change., we must align each of the following eight (8) key categories in order to implement and sustain successful digital learning:

- Curriculum, Instruction, and Assessment
- Use of Time
- Technology, Networks, and Hardware
- Data and Privacy
- Community Partnerships
- Professional Learning
- Budget and Resources
- Empowered, Innovative Leadership

Each of these goes hand in hand, with all being equally important, interrelated, and interdependent.

In the early spring of 2016, the New Jersey Department of Education launched a statewide Digital Learning initiative that was developed in alignment with the U.S. Department of Education's "Future Readiness" initiative. The NJDOE established the NJTRAx database to gauge the technology readiness of New Jersey schools and districts for online testing as well as provide a digital learning tool.

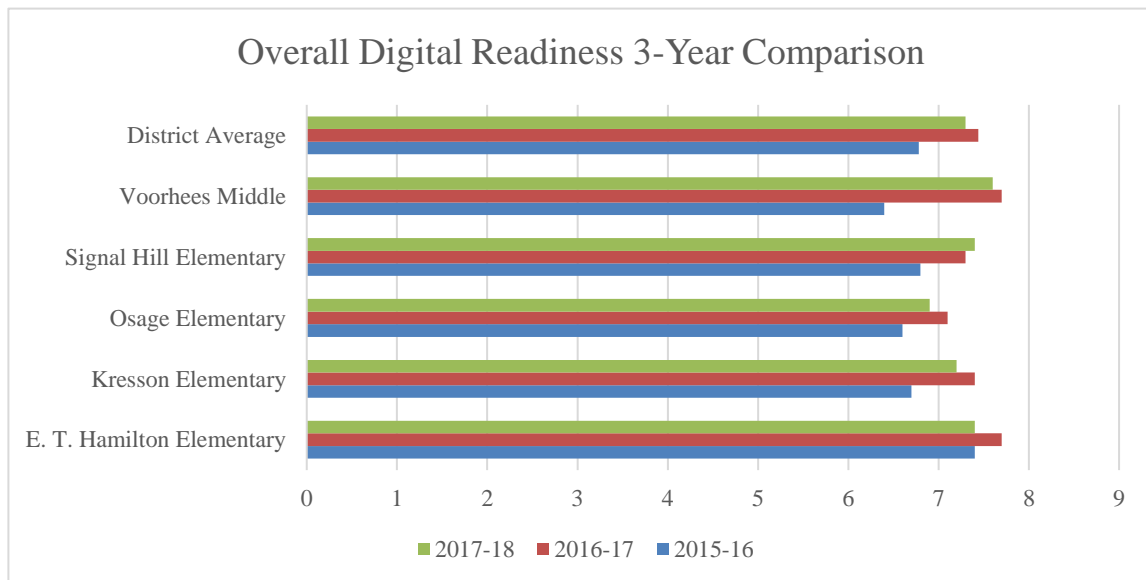
The NJTRAx technology readiness database is designed to collect and store the datasets that inform readiness ratings. These ratings are published in reports that are customized for each school, district, region, and for the state. NJTRAx has been revised to reflect the single administration for the Spring PARCC Assessments as well as for the possibility of field test units. The districts will continue to keep the data in NJTRAx up to date so that the data reflects the present reality of the district.

To assist districts with developing digital learning environments, new digital learning surveys and reporting capabilities have been added to the NJTRAx interactive technology readiness data and reporting system. Each district school now has the ability to track and strategically plan for digital learning policies and practices. The launch of NJTRAx Digital Learning (DL) is part of the NJDOE Educational Technology's long-term Digital Learning Initiative (DLI) and Voorhees Township School district has embraced the established framework as we evolve our local Digital Learning Readiness posture.

Each of our schools is now using the NJTRAx Digital Learning tool to document their readiness and implementation ratings for digital learning, and we use the Digital Learning framework to assist each school to be ready for digital learning. Stakeholders may gain insight into the school’s digital learning readiness, its digital learning implementation, and the gaps the school currently has that must be closed if they are to use technology efficiently and effectively, in ways that increase our students’ college and career readiness.

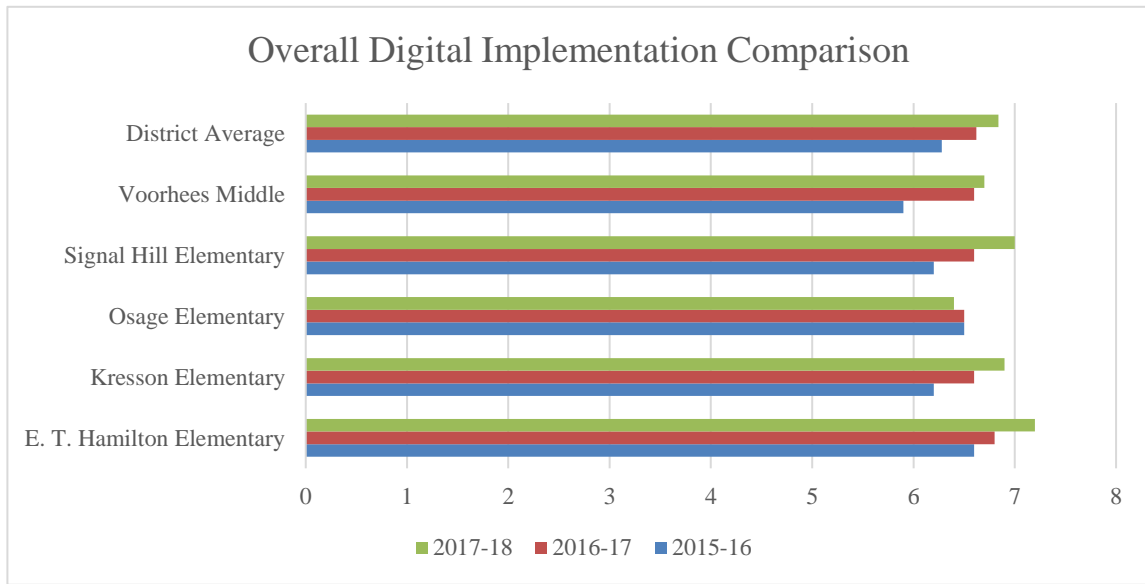
Grounded in a key set of indicators for effective implementation of digital learning, six surveys were used to collect data from six different stakeholder groups. Those six include: students, parents/guardians, teachers, school administrators, information technology coordinator, and educational technology coordinator. The data has been collected and a customized report for each school has been generated with its readiness ratings for digital learning and comparisons of perspectives across the survey respondent groups. Sponsored by the New Jersey Department of Education, this Digital Learning tool is a school version of the District Readiness Assessment (<http://dashboard.futurereadyschools.org/>) used at the White House Future Ready Summits (<http://tech.ed.gov/futureready/>). Stakeholder groups in each of our school communities had completed the survey process during the established March-April 2016, February-May 2017, and February-May 2018 windows, and although the full content of each school’s report may be found posted on the district’s website (<http://www.voorhees.k12.nj.us/Page/82984>), the following illustration provides comparative data related to Overall Digital Readiness and Overall Digital Implementation during 2015-16, 2016-17 and 2017-18:

2017-18 NJTRAx Overall Digital Learning Readiness Growth Report



The Digital Learning Readiness Rating is scored on a continuum from Investigating, to Envisioning, Planning, and Staging for implementation. Each of the ratings is based on a scale of 0-10.

Investigating	0-3	Envisioning	4-5	Planning	6-7	Staging	8-10
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A school’s implementation rating represents the extent to which digital learning is implemented with students. The Digital Learning Implementation Rating is scored on a scale of 1-10 on a continuum from no/low implementation, to moderate, and then high implementation. Only 5 of the 8 gears are used to calculate the implementation score, since the other three gears do not directly impact students.

No/Low Implementation	0-3	Moderate Implementation	4-7	High Implementation	8-10
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BASIC SKILLS IMPROVEMENT PROGRAM

ANNUAL REPORT

2017-2018

**Dan Mattie
Director of Program Development**

BASIC SKILLS IMPROVEMENT PROGRAM
Dan Mattie
BASIC SKILLS IMPROVEMENT PROGRAM DESCRIPTION

The Basic Skills Improvement Program is a federally and locally funded program that provides supplemental instruction in reading, math, and writing to Voorhees Township students in grades pre-kindergarten through eighth. This year Voorhees Township received **\$240,337** from the federal government to help fund the program.

The district serviced Basic Skills students with class sizes at or below fifteen (15) students, thus increasing student/teacher contact time. Basic Skills teachers saw kindergarten children at least twice a week for twenty minutes each session. Elementary students in grades kindergarten through five were seen a minimum of one hour a week in two 30 minute sessions for each content area serviced. Osage students were seen five times per week because they are the district’s Title I school. In all elementary schools, we are working to implement a “push in” model so that students can remain in the regular classroom and participate in the regular classroom teacher’s lesson. BSIP teachers can then work within the regular classroom with small groups after the lesson has been presented. The push-in model worked very well during the 17-18 school year and will be expanded for 18-19. In the Middle School, the Basic Skills teachers taught students math and language arts five days a week with a reduced class size. Students were also provided instruction via extended-day programs in all elementary schools and via an NJ Assessment prep class at the Voorhees Middle school.

PARTICIPATING STUDENTS FOR 2017-2018

Kindergarten-----	27
Grade 1-----	35
Grade 2-----	40
Grade 3-----	25
Grade 4-----	33
Grade 5-----	35
Grade 6-----	36
Grade 7-----	28
Grade 8-----	24
 Total Students-(unduplicated total) -----	 283

BSIP STAFF

- Supervisor - Part Time
- Elementary Level – 6 Full Time Teachers
- Middle School – 4 Full Time Teachers
- Extended-Day Program in each elementary school

BSIP MEETINGS

Collaboration meetings were conducted with program staff to coordinate the Basic Skills Improvement Program throughout the district:

September 13, 2017

June 13, 2018

Additional meetings were scheduled as needed with BSIP staff members, guidance counselors, and school administrators. District meetings for parents of Basic Skills students were conducted during each building's Back to School Nights held in the fall 2017.

TEST RESULTS/PROGRAM EVALUATION

The Voorhees Township Public School district measures success in the Basic Skills Improvement Program through district testing, standardized testing programs, and New Jersey State assessments. The district uses the test results to determine whether students perform well enough to exit from the Basic Skills Program or remain for the next school year. During the 2017-2018 school year, kindergarten and first grade students were evaluated using a district profile that combined unit test score results and other formal and informal evaluation data. Students in grade two were evaluated using the district developed profile sheets. Students in grades three through eight were evaluated using a district profile in conjunction with the results of the New Jersey Assessment. The following chart indicates the percentage of students in each grade level who performed well enough to exit the Basic Skills Improvement Program in each of the subject areas.

English Language Arts Results

Grade	Total Students	Number Exited	Percent Exited
Kindergarten	25	14	56
First Grade	27	15	56
Second Grade	25	13	52
Third Grade	15	11	73
Fourth Grade	23	15	65
Fifth Grade	22	20	91
Sixth Grade	18	3	17
Seventh Grade	10	4	40
Eighth Grade	10	2	20

Math Results

Grade	Total Students	Number Exited	Percent Exited
Kindergarten	0	0	0
First Grade	17	8	47
Second Grade	27	16	59
Third Grade	20	12	60
Fourth Grade	26	7	27
Fifth Grade	31	13	42
Sixth Grade	29	4	14
Seventh Grade	25	8	32
Eighth Grade	20	1	5

ENGLISH AS A SECOND LANGUAGE PROGRAM

2017 - 2018

ANNUAL REPORT

**Susan Donnelly
Coordinator of Special Projects**

ENGLISH AS A SECOND LANGUAGE

Susan Donnelly
Coordinator of Special Projects

Introduction

The Bilingual Education Act (N.J.S.A. 18A: 35-16) was enacted to ensure that students of limited English proficiency are provided instruction, which will allow them to continue to develop academic skills while acquiring English language skills. Chapter 212 as amended also reaffirmed the need to provide special instructional programs to children who do not know sufficient English to work successfully in an English-only classroom. State bilingual categorical aid is made available to districts to assist them in meeting the educational needs of these children. To qualify for these funds, districts are required to submit a program plan describing how these services will be provided.

The Voorhees Township Public School's ESL Program

Currently, the ESL Program in the Voorhees Township School District is organized to meet the needs of its LEP students on three proficiency levels: beginning, intermediate, and advanced. Students are grouped both by proficiency level and grade level. When grouped by proficiency level, we use cross grading. When grouped by grade level, we use multiple proficiency levels together, thus providing opportunities for the more advanced students to apply their newly acquired skills in a controlled, risk-free setting. Preschool ESL students are serviced through an in-class support model. At the elementary school level, we use a pull out program that provides ESL students a minimum of 30 minutes of ESL instruction each day. In the middle school, a pull out program is also used. Students at the middle school level are afforded ESL instruction a minimum of 45 minutes per day.

2017-2018 Program Data

Budget Resources:

Local Funding

Federal Funding

Staff:

Coordinator (P/T)
2 Full Time ESL Teachers

ESL Students

School	Total Students in Program this School Year
Signal Hill	16
Osage	42
Middle	9

Total	67
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Student Exiting Procedures

Student’s progress is assessed and monitored throughout the year and a final review occurs annually. Using the Multiple Exit Criteria Form students are either exited or remain in the ESL program following the review. The form requires the completion of nine areas of information that is completed jointly by the ESL teacher, the regular classroom teacher and/or the reading specialist. Based on a total score 15 or less, a recommendation is made to have the student either remain or exit the ESL program. A student profile sheet is initiated based on classroom performance observed by the ESL teacher, the regular classroom teacher and/or the reading specialist. Once exited, the student is monitored for a period of one (1) school year to ensure success in the regular program and to provide periodic assistance, if required. A State report also includes the number of students who have moved out of the district or who have exited the ESL program.

Language Breakdown

Arabic	Bengali	Cantonese	German
Gujarati	Hebrew	Hindi	Japanese
Korean	Mandarin	Maithili	Marathi
Nepali	Portuguese	Punjabi	Russian
Sinhala; Sinhalese	Spanish; Castilian	Tagalog	Tamil
Telugu	Turkish	Vietnamese	

ESL teachers assess students when they enter our school district using the W-APT test. One of five levels of Performance, 5: - Full English Proficiency, 4: - Advanced; 3: - Upper Intermediate; 2: - Lower Intermediate; and 1: - Beginners, was determined for our ESL students through the use of a rubric. These levels of performance provide the required assessment that will demonstrate progress of our limited English proficient students in English proficiency. ESL students participate in the State ACCESS WIDA Computer based testing to monitor progress in the program. Additionally, district staff continues to enhance instruction through an assortment of training opportunities. Our ESL teachers also work closely with classroom teachers to provide strategies to encourage our ESL students. Students also take the ACCESS test annually to assess progress in the program.

Grade K – 5 objectives emulate Hampton Brown’s Avenues program, where grades 6 – 8 reflect objectives that are in the High Point program. Pre-K objectives have been adapted from the program and will be available for students when appropriate. All objectives cover language, literacy and content instruction (Social Studies, Science, Mathematics, and Fine Arts) and are correlated to the World-Class Instructional Design Assessment Standards, as well as selected New Jersey Core Curriculum Standards for Language Arts Literacy.

Our elementary ESL teachers and general education teachers also have access to an ESL component of the districts’ “Reading Streets” literacy program. By using this component, ESL teachers can support their students on the same skills, concepts, and themes being taught during their language arts instruction. The ESL component of Reading Street is broken down into three parts; English Language Learning and Literacy, Grammar Instruction for English Language Learners, and Phonics Instruction for English Language Learners. This program has been very successful for our students.

Language Arts Literacy

2017-2018

ANNUAL REPORT

Mary Tadley
Assistant Principal/District Supervisor

LANGUAGE ARTS LITERACY

Mary Tadley

Assistant Principal/Supervisor

This year our district continued to focus on the New Jersey student learning standards and making our students 21st century learners, particularly in language arts. Last year, our teachers, reading specialists, and language arts supervisors worked to create supplementary materials and lessons to ensure that we are meeting all of the New Jersey Student Learning Standards.

At the elementary level, we have continued to use the Pearson Reading Street Program but made modifications, as necessary, to ensure we are teaching all of the required standards. Last year, literacy committees were formed for grades 2-5 to closely examine our current series and make changes as needed. Changes included adding supplemental materials to our program, purchasing digital subscriptions for a variety of online tools, modifying assessments, and integrating novel units into the upper grades curriculum. After the committee work was completed, each grade met to learn about the new changes and plan for the upcoming school year. Teachers were given new materials as well as an updated scope and sequence to use next school year. This year was also our first year using the i-ready assessment program. This program allowed us to monitor students' progress throughout the year by having students in grades 2-5 take three diagnostic assessments in the 2017-2018 school year. These assessments provided teachers with a lot of data about students' strengths and weaknesses. We were able to use that data to drive instruction. We also purchased i-ready workbooks to help teachers target student's weak areas and work toward improvement. An online learning tool was also purchased for students that needed the most help.

Also at the elementary level this year, we formed a textbook selection committee to analyze available curriculums for language arts and choose one for the 2018-2019 school year that will best meet the needs of Voorhees students in grades K-5. Teachers from every school and all grade levels were represented on the committee as well as administrators and reading specialists. After reviewing three programs, the district teachers voted and chose to adopt the Journeys program from Houghton Mifflin Harcourt. We provided teachers with training from the company as well as training with our reading specialists throughout the year. The program will be officially launched in September. We plan to continue to use i-Ready this year as well.

At the middle school level, successful change continues with literacy instruction in both the special education and basic skills programs. The Hampton-Brown Inside series continues to be a great fit for the needs of sixth grade special education and B.S.I.P. students, while Pearson-Prentice Hall's - The Reader's Journey continues to be the favorite for both seventh and eighth grades. Each provided program connections to the five literacy standards in reading, writing, language, listening and viewing, while also supporting the differentiated instructional model throughout; and mirrored or supported district language arts literacy curriculum.

The English Language Arts Literacy Curriculum Guide encourages development of each child's ability to communicate is provided through the compilation of this inclusive curriculum. It incorporates many aspects of scholarly vocabulary development to enhance and improve reading comprehension of complex and other text, writing strategies, speaking and listening skills, research skills, and technology applicable instruction to provide increased proficiency in the area of English Language Arts. Considering that our district believes that the English Language Arts goes beyond functional literacy in all content areas,

we intend to foster lifelong literacy and learning for our students. It is therefore essential to prepare our students with college and career readiness skills through literacy and other instruction, as referenced in our Language Arts Literacy Curriculum Guide.

Countless methods and/or strategies for assessment are in place, and continue to be monitored effectively in classrooms throughout each grade level. All assisted with guiding instruction. Research formats recommended in the past, assisted with the creation of assessment and other strategic procedures for district staff. Assessment procedures provide provisions for continued monitoring of instruction, student mastery and/or need for reinforcement or re-teaching. The creation of Benchmark assessments assisted with monitoring implementation of selected Common Core Standards that provide the most instructional change.

Technology continues to be infused as an integral part of our district's Literacy curriculum. Offline and/or online resources continue to be used. Smartboard technology also provides an excellent support for staff through the manipulation and visual representation of text and graphic displays in a highly interactive motivating approach. Each year more i-pads are purchased to have 1:1 devices available for all students. Students are also using their personal devices at home to access the reading program. Students in the middle school, all fifth grade students, and select elementary classrooms, now have 1:1 I-pads. This allows for constant access to the reading program, E-Books, educational apps, and countless other tools that enhance their language arts skills.

The use of literature and/or novel reading to teach skill development continues to be in place. Reading and Library/Media specialists have available skill development materials and technologies for use with selected literature. Specific novels for reading instruction are provided through the use of classroom libraries as an option. Guidelines and criteria for the selection of replacement novels occur mainly at the middle school since this resource is not included in the Language Arts Literacy Curriculum Guide. Observation, careful monitoring and modifications of the program as needed to benefit our students and staff is always considered.

A focus on Writer's Workshop lessons within Pearson Reading Street program, and other instructional skill development strategies provided by our staff, along with various word-processing programs have assisted with writing instruction. The reading/writing connection within the integration of Language Arts Literacy ensures the creation of a balanced literacy program in our district. In years past, all teachers in grades 1-5 received one day of professional development to refresh their knowledge of Writer's Workshop. The in-service was led by master teachers in the district who have demonstrated their understanding of the Writer's Workshop program.

Foundations is still being used in grades K-2 in our elementary schools. This program is a systematic approach to teaching children foundational skills such as phonemic awareness, phonics, high frequency word study, reading fluency, vocabulary, comprehension strategies, spelling, and handwriting. Teachers reported that this program was able to be used in conjunction with the Reading Street Program. Many found that it was another tool to help struggling learners.

The library media specialists throughout the district were also involved in a variety of unique activities that directly related to their specialty area. The online card cataloging system continues to be widely used. The Information Literacy Curriculum for kindergarten through fifth grade continues to enhance library/media specialists' and classroom teachers' instruction of integrated library/media skills. Staff has used the full range and maximum utilization of available technology resources cited in this curriculum. The collaborative

efforts of the district's educational technology department always assist with ensuring successful implementation of this curriculum.

Our district's teaching of Language Arts Literacy (English Language Arts) at all levels, continues to strive toward consistency and the maintaining of the highest and required standards. School-wide and district in-services for staff have been enhanced for the continuation of needed collaboration that ensures that district goals are met. Our district's state of the art strategic goals and objectives in the Literacy area seeks to continually strive to maintain and provide students and staff with the statistically best and current methods of instruction and materials. Our main goal is to constantly strive to keep the 21st Century Skills in mind for our student's ultimate success to compete in our global community.

E.T. HAMILTON SCHOOL
Northgate Drive

2017-2018

Andrew H. Moskowitz
Principal

**E.T. HAMILTON SCHOOL
ANDREW H. MOSKOWITZ, PRINCIPAL
2017-2018**

ENROLLMENT

<u>Grade</u>	<u>Number of Students</u>	<u>Number of Classes</u>
Pre-K	6	1
K	46	2
1	54	3
2	49	2
3	78	3
4	72	3
5	75	3

SPECIAL NEEDS

<u>Programs</u>	<u>Number of Students</u>
B.S.I.P. Reading	13
B.S.I.P Math	12
B.S.I.P. Reading and Math	9
Speech	77
Resource Room	26
Self-Contained	20

SCHOOL PROGRAMS

<u>Programs</u>	<u>Grades Included</u>
21 st Century Training Teaching Tools Training	Teachers
6 th Grade Orientation	5
Ability Awareness Activities	K-5
American Education Week	K-5
Anti-Bullying Assembly	K-5
Art Expo	K-5
Author Assembly	K-5
Authors' Nights	1
Back-to-School Night	K-5
Bags for Books Collection (Mrs. Rosenberg)	K-5
Band and Chorus Demonstration	5
Bullying Prevention Assembly (Corey the Dribbler)	K-5
Chick Hatching Project	1
Cyberbullying and Internet Safety Assembly	K-5
Eastern High School Presentation of High School Play	3-5
End of Year Talent Show	K-5
Enrichment Program Challenge Bowl	3-5
Enrichment Program Shakespeare Convocation	4-5 Flag Day Assembly
Enrichment Program STEAMFEST	4-5
Field Day	K-5
Field Trips	K-5
Fifth Grade Day	5

Fire Prevention Week/Voorhees Fire Co. Visit	K&1
First Grade Open House	1
Halloween Parade	K-5
Hawks of a Feather Character Education Program	K-5
Holiday Sing-Along	K-5
Josh the Otter Book Assembly (Rotary Club)	1
Kindergarten Moving Up Ceremony	K
Kindergarten Orientation	K
Move-Up Day Presentation	5
Operation Yellow Ribbon (Collection of supplies for the troops)	K-5
PARCC Enrichment	3-5
Professional Learning Communities (PLC's)	K-5
Respect Week	K-5
Rotary Club Presentation (Dictionaries)	3
School Pictures	K-5
School Spirit Week	K-5
Skate Zone Assembly	5
Spring Concert	4 & 5
Strings and Band Concert	4&5
Veterans' Day Assembly	K-5
Violence and Vandalism-/Halloween Safety	1-5
Volleyball Pep Rally	K-5
VTEA Flu Clinic	Teachers
Winter Concert	1, 2, 3

PARENT FACULTY ASSOCIATION

5th Grade Day
 Book Fair
 Candy Bingo Night
 Chipotle Night
 Color-Run
 Family Skating Night
 HPFA Breakfast (for Teachers)
 Halloween Candy Drive/McDonald's House
 HPFA Membership Drive
 HPFA Signature Project
 HPFA Teacher Appreciation Week
 Helping Hands Collections /Packaging Night
 Holiday Shop
 Iron Hill Night
 Jersey Mike Fundraiser
 Magazine Sale
 Mr. Softee
 Movie Night at VMS
 Rita's Water Ice Night
 Parents' Night Out
 Passarielli Night
 Pancheros & Yo Momma Dine Outs
 Science Fair
 School Kidz Sale

School Store
 Staff Luncheon
 Spiritwear
 Springdale Farms Hay Ride
 The Giving Tree
 Volunteer Parents/Lunchroom Volunteers
 Winter Carnival
 Yankee Candle Sale
 Yearbook

NUMBER OF STAFF

Certificated Full-Time (includes 1 administrator)	32
Certificated Part-Time or Shared:	6
Non-Certificated Full-Time	13
Non-Certificated Part-Time or Shared	13

E. T. Hamilton Annual Required Training			
Topic	Date	Participants	Method
Staff Training			
Substance Abuse Staff Training	9/25/17 Throughout the year	Staff/faculty meeting	Reviewed policy-principal: Power Point.
HIB bullying/student harassment staff training	9/06/17, 9/25/17, 11/06/17, 01/09/18	Staff/faculty meetings	Discussion with the Principal/counselor/GCN Training
	2/1/18	Counselor	Classroom discussions
	Throughout the year	Volunteers	Mr. Myers/HIB Climate Survey.
Staff Harassment Training	9/25/17 Throughout the year	Staff/faculty meeting	Policy mentioned by the principal at faculty meeting.
Suicide Awareness, Prevention Training	9/25/17 Throughout the year	Staff/faculty meeting	District Staff GCN training for new staff. Review of district policies/procedures by the principal.
School Safety/Emergency Plan Training	9/6/17 9/25/17	Staff/faculty Meetings	Copies to all and reviewed at meetings

	9/6/17 2/21/18	Committee Members/ Crisis Team Meetings	Introduced the Crisis Prevention Team and procedures-principal. Discussed emergency drills. Reviewed the security plan with the principal.
	9/11/17 11/07/17 05/24/18	Committee Members/ School Safety (HIB)Committee Meetings	Discussed HIB Survey and the climate of the school. Reviewed polices and regulations
Sexual Harassment of Students-Training	9/25/17	Staff/faculty Meeting	Discussion of policy at faculty meeting. GCN training for new staff.
Missing/Abused/Neglected Children Training	9/25/17 Throughout the year	Staff/faculty meeting	Principal reviewed (DCP&P) requirements and district policy.
Equal Educational Opportunity/Achievement Gap training	9/25/17 Not GAP Trained	Staff/faculty meeting	Presented through the faculty meeting agenda.
Blood Borne Pathogens	9/25/17 Throughout the year	Staff/faculty meeting	Nurse presented information. GCN training for new staff.
Violence and Vandalism Week Activities for staff	Week of 10/16/17-10/20/17 Throughout the year	Staff/students	Faculty meeting and events were completed with collaboration by grade level partners on activities during the week. Counselor presented lesson in classrooms. Streaming videos Stories
Violence and Vandalism		Staff	

Allergy Management	Throughout the year 09/25/17 11/06/17 01/09/18	Staff/faculty meeting	Various activities in classrooms. Review of policy GCN training done individually.
Asthma	09/25/17 Throughout the year	Staff/faculty meeting	Review policies with the school nurse. GCN Training for new staff.
Eye Protection	09/25/17 Throughout the year	Staff/faculty meeting	GCN training individually for new staff. School nurse presented information.
Intervention and Referral	Throughout the year	RTI meetings	Counselor and CST members.
School Nurse delegates for Epi-Pen	Throughout the Year (4 times; presented refresher trainings at the end of each marking period.)	Delegates	Nurse-trained individually all delegates
Expectations for Pupil Conduct	11/06/17	Staff/faculty Meeting	Principal reviewed policies.
Pupil Discipline Code of Conduct	11/06/17	Staff/faculty Meeting	Principal reviewed policies

Diabetes Awareness	11/06/17 Throughout the year	Nurse and staff	Principal reviewed procedures Power Point presentation by the Principal
Gang Awareness Policy	9/25/17	Faculty Meeting	Power Point
Student Training			
Bullying/Harassment Training	Throughout the year	Students K-5	Information/lessons from counselor and teachers; Health classes; Assembly with Grade 5.
Substance Abuse Training	Throughout the year	Students 1 st -5 th	Health classes
Violence and Vandalism Week Activities for students	Respect week 10/02/17-10/06/17; V&V week 10/16/17-10/20/17	Students and staff	Reading poems Writing songs Bulletin boards Announcement Class Posters Counselor presented in classrooms-see counselors' plans and teachers required student training worksheets.

E. T. Hamilton Annual Teacher Training			
Topic	Date	Participants	Method
Staff Training			

21 Century Learning Skills Training	1/16/18, 1/17/18, 1/18/19	K-5 staff	Workshop
iReady Diagnostic Test	Fall 2017 and Spring 2018	Staff	Workshop
CPI Training	Fall 2017	Staff	Workshop
Microsoft 365	Fall 2017	Staff	Presentations
Reading Committee	Fall 2017 and Spring 2018	Staff	Presentations

KRESSON ELEMENTARY SCHOOL

7 School Lane

**2017 - 2018
Annual Report**

**Stacey Morris
Principal**

**Kresson School
2017 - 2018 Annual Report
Stacey Morris
Principal**

Enrollment

<u>Grade</u>	<u>Number Of Students</u>	<u>Number Of Classes</u>
K	63	3
1	77	4
2	61	3
3	75	3
4	59	3
5	74	3

Special Needs

<u>Programs</u>	<u>Number of Students</u>
B.S.I.P. (Reading)	27
B.S.I.P. (Math)	26
Speech	59
Resource Room	41
Self-Contained	14
Enrichment Program	27

School Programs

<u>Programs</u>	<u>Grades Included</u>
Back-To-School Night (1)	K – 5 th
Winter Concert	3 rd – 5 th
Spring Concert	1 st – 2 nd
Instrumental Music Program	4 th – 5 th
Art Show	1 st – 5 th
Fun & Fitness Day	1 st – 5 th
Voorhees Fire Co. Visit	1 st – 2 nd
Kindergarten Orientation	Kindergarten
Kindergarten Celebration Day	Kindergarten
New Parent Orientation (1)	1 st – 5 th
Reading Incentive Program	K – 5 th
Fifth Grade "Promotion Day"	5 th
EP Challenge Bowl	3 rd – 5 th
EP Convocations	4 th – 5 th
Talent Show	4 th – 5 th
Grand Friends' Day	3 rd
Digital Citizenship	K – 5 th
STEAM Fair	K – 5 th
Josh the Otter	K

School Programs

Programs

Grades Included

Field Trips	K – 5 th
Skywatch	K – 5 th
Literacy After School Class	3 rd – 5 th
Spelling Bee	3 rd – 5 th
Math 24 Challenge	4 th – 5 th
Week of Respect	K – 5 th
Literacy After School Enrichment	3 rd – 5 th
Math After School Enrichment	3 rd – 5 th
American Education Week	K- 5 th

School Assemblies

Welcome Back Assembly
 Halloween Safety - Voorhees Police
 “Good Fortune” – Sadecky’s Puppets
 Education Jeopardy - Unique, Inc
 Reading Incentive Assembly
 Volleyball Pep Rally and Kick-Off Assembly
 Bus Safety Program
 Voorhees Rotary Club – Water Safety
 Voorhees Rotary Club – Dictionaries
 Kresson Character Counts Assemblies
 Author Assemblies

Parent/Faculty Association Activities

General Meetings (evening)
 Assembly Programs
 Yearbook
 Welcome Back Staff Breakfast
 Staff Appreciation Luncheon
 Fifth Grade Promotion Activities
 Grand Friends’ Day
 Reading Incentive Program
 Student Artwork Project
 Family Movie Night
 Winter Carnival
 Welcome Back Picnic
 Candy Bar Bingo

KPFA Fundraisers

Holiday Shop
 Scholastic Book Fair
 Dining Out Events
 School Store
 Color FunRun
 Spirit Wear
 Victorious Bandana Sale
 KidStuff Coupon Book Sale
 Bake Sales
 Rita’s Water Ice
 Family Painting Night

KPFA Community Service Activities

The Giving Tree
 Adopt-A-Family
 Alicia Rose Victorious Foundation

Other Activities

Safety Patrol
 Beginning/Advanced Band
 Orchestra
 Choir
 Adopt-A-Cop – Grade 3 – Sponsored by VTPD

Number of Staff

Certificated	43
Non-Certificated	22

Kresson School Annual Required Training			
Topic	Date	Participants	Method
Staff Training			
Substance Abuse Staff Training Alcohol, Tobacco, & Other Drugs	9/18/17 Throughout the year	All Staff	Faculty Meeting PowerPoint Review & Discussion
Bullying/Student Harassment Staff Training (HIB) Pupil Discipline/Code of Conduct	9/6/17, 9/18/17 Throughout the year	All Staff Volunteers	Staff Handbook PowerPoint District Website Faculty Meeting
Staff Harassment Training	9/18/17	All Staff	Faculty Meeting Power Point
Student Sexual Harassment	9/18/17	All Staff	Presentation GCN
Suicide Awareness, Prevention Training (and connection to HIB)	9/18/17 Throughout the year	All Staff	Faculty Meeting Review of District Policies/Procedures District Website PowerPoint GCN for New Staff
School Safety/Emergency Plan Training	9/6/17, 9/18/17 Throughout the year 9/6/17, 2/22/17 9/6/17, 11/7/17, 5/18/18	All Staff / Faculty Meetings Crisis Team Meetings School Safety Committee	Copies to all and reviewed at meetings. Introduced the Crisis Team and procedures. Discussed emergency drills. Reviewed security plan and discussed HIB survey and school climate.
Missing/Abused/Neglected Children Training	9/18/17, 10/9/17	All Staff	Faculty Meeting reviewed requirements and district policy.
Equal Educational Opportunity/Achievement Gap training	9/18/17	All Staff	Faculty Meeting PowerPoint
Blood Borne Pathogens	9/18/17	All Staff	Faculty Meeting PowerPoint

Asthma Training	9/18/17, 10/9/17	New Staff	Nurse Handouts GCN
Violence and Vandalism Week Activities for staff	10/9/17 Ongoing throughout the school year	Certified Teachers	Faculty Meeting Handouts Classroom lessons Assembly programs
Eye Protection	9/18/17	Designated staff and teachers as needed	Nurse individual instruction
Intervention and Referral	Throughout the year	RTI meetings	Principal reviewed policies / Reading Specialist gave individual instructions
School Nurse delegates for Epi-Pen	Throughout the year (4 times)	Delegates	Nurse Training
Expectations for Pupil Conduct	11/6/17 Throughout the year	All Staff	Faculty Meeting
Pupil Discipline Code of Conduct	11/6/17	All Staff	Faculty Meeting Power Point
Diabetes Awareness	Throughout the year	Nurse	Reviewed medical procedures
Gang Awareness Policy	11/6/17	All Staff	Faculty Meeting Power Point

Student Training			
Bullying/Harassment Training	Throughout the year	Students K - 5	Policies to all students/parents Health Lessons Guidance lessons Week of Respect Character Education Assemblies and Activities
Substance Abuse Training	Throughout the school year	Grades 1 -5	Health Curriculum
Violence and Vandalism Week Activities for students	Week of 10/16/17 – 10/20/17	All Students	Grade level presentations and activities by staff Police Visit and Assembly on Halloween Safety/Crime Prevention

OSAGE ELEMENTARY SCHOOL
Somerdale Road

2017-2018
Annual Report

Robert Cranmer
Principal

**Osage School
Voorhees Township School District
Robert Cranmer, Principal**

Enrollment

	Number of Students	Number of Classes
K	107	6
1	116	5
2	129	6
3	88	4
4	116	5
5	113	5
Self-Contained	13	3
Total Students	669	

Special Needs Programs	Number of Students
BSIP Literacy & Math	82
Speech	52
Resource Room	33
Inclusion	8
ESL	42
Special Education	
Autism	3
Specific Learning Disability	19
Other Health Impaired	20
Communication Impaired	11
Multi-Disabled	2
Emotionally Disturbed	0
Vision Impaired	1
Cognitively Impaired	0
Auditory Impaired	0

School Programs

Programs	Grades Included
Kindergarten Orientation	Kindergarten
Back-to-School Night	All Grades
American Education Week	All Grades
Family Literacy Night	All Grades
Family Fitness Challenge	1-5
Hall of Presidents	2
Instrumental Concert	4 & 5
December Concert	5
March Concert	4
May Concert	3
Field Day	All Grades
Fifth Grade Parent/Student Promotion Luncheon	5
Student Talent Show	4 & 5
Kindergarten Promotion	Kindergarten
Parent Volunteer Appreciation Night	Parents
Homework Helpers	1-5
Holiday Sing-A-Long	All Grades
Literacy After School Clubs	4&5
Extended Day BSIP Program	3-5
Voorhees Fire Department Visit	1 & 2
New Parent Orientation	All Grades
Heritage Food Festival	4
Spelling Bee	4
EP Challenge Bowl	3 rd – 5 th
EP Convocations	4 th – 5 th
Math 24 Challenge	4 th – 5 th

School Assemblies

Fire Prevention	(All Grades)
Bus Safety Program	(K, 1 & 2)
Saddecky Puppets – Respect/Character Ed/HIB	(All Grades)
Halloween Safety	(All Grades)
Eastern High School Musical	(All Grades)
Voorhees Color Run Assembly/Pep Rally	(All Grades)
Peace Corps Assembly	(5 th Grade)
Brain Wash Assembly	(All Grades)
Author Day	(All Grades)
Elephant and Bird Sanctuary Assembly	(All Grades)
Voorhees VTEA Volleyball Assembly/Pep Rally	(All Grades)
Voorhees Rotary Club – Water Safety	(kindergarten)
Voorhees Rotary Club – Dictionaries	(Grade 3)

Parent/Faculty Organization Activities

Five General Meetings

8 Assemblies

Staff Holiday Treats

Staff Appreciation Week

Family Fun Night

Welcome Back Movie Night

Skating Party

Trunk or Treat

Fifth Grade Promotion Luncheon

OPF Fundraisers

Osage Designer Bag Bingo
Otis Spunkmeyer Cookie Sale
T-Shirt Sale
Gertrude Hawk
Holiday Gift Shop
School Book Fair
Color Run
Pretzel Sales
General Mills Box Tops
Otis Spunkmeyer Cookie Sale
Chick-fil-A
Rita's Water Ice Nights

OPF Community Service Activities

Giving Tree
Alicia Rose Victorious Foundation
Food Drive

Other Activities

Safety Patrol
Beginning/Advanced Band
Gym Club
Peer Helpers
Office Helpers
Guidance Club
Homework Helpers
Adopt-A-Cop – Grade 3 – Sponsored by Voorhees Police

Number of Staff

Certificated - 58
Certificated Part-Time or Shared - 9
Non-Certified - 15

Osage School Annual Required Training			
Topic	Date	Participants	Method
Staff Training			
Substance Abuse Staff Training	September 18, 2017	All Staff	Faculty Meeting – Reviewed Policy Power Point Presentation
Harassment, Intimidation, and Bullying Staff Training & Pupil Discipline/Code of Conduct	September 6, 2017, September 18, 2017, Throughout the year	All Staff	Faculty Meeting, Staff Handbook, District Website, PowerPoint Presentation
Staff Harassment Training	September 18, 2017	All Staff	Faculty Meeting – Reviewed Policy Power Point Presentation, GCN Presentation
Sexual Harassment	September 18, 2017	All Staff	Faculty Meeting – Reviewed Policy Power Point Presentation
Suicide Awareness and Prevention	September 18, 2017 Throughout the year	All Staff	Faculty Meeting – Reviewed Policy Power Point Presentation GCN for New Staff
School Safety/Emergency Plan Training	September 6, 2017 September 18, 2017 Throughout the year 9/6/17, 11/7/17, 5/24/18	All Staff Crisis Team Meetings and School Safety Committee	Plan provided to staff in September as part of the Faculty Handbook and then reviewed throughout the year at faculty and grade level meetings. Drills were practiced on a regular basis. Discussed emergency drills. Reviewed security plan and discussed HIB survey and school climate

Missing/Abused/Neglected Children Training	September 18, 2017 October 9, 2017	All Staff	Faculty Meeting – Reviewed Policy Staff Handbook
Equal Educational Opportunity/Achievement Gap training	September 18, 2017	Certified Teachers	Faculty Meeting – Reviewed Policy Power Point Presentation, Grade Level Meetings focus on Student Achievement
Blood Borne Pathogens	September 18, 2017	All Staff New Staff –	Faculty Meeting – Power Point Presentation New Staff - GCN
Violence and Vandalism Week Activities for staff	Faculty Meeting October 9, 2017 Ongoing throughout the year	Certified Teachers	Faculty Meeting
Asthma Training	September 18, 2017 October 9, 2017	All Staff	Presentation and Printed Materials provided by Susan Guerin New Staff - GCN
Epi-Pen Training	Throughout Year	Designated Staff and teachers as needed	Nurse, Sue Guerin, provided individual instruction
Eye Protection	Throughout Year September 18, 2017	Designated Staff and teachers as needed All Staff	Nurse instruction Faculty Meeting
Intervention and Referral	Throughout Year	RTI Meetings	Principal/Assistant Principal/ Counselor provide instruction
Expectations for Pupil Conduct	11/6/17	All Staff	Faculty Meeting

Pupil Discipline Code of Conduct	11/6/17	All Staff	Faculty Meeting Power Point
Diabetes Awareness	Throughout Year	Nurse	Reviewed medical procedures
Gang Awareness Policy	11/6/17	All Staff	Faculty Meeting Power Point
Student Training			
Harassment, Intimidation, Bullying Training	Through-out school year Guidance Lessons	All Students	Maura Abate conducted lessons and provided materials for students
	Week of Respect Activities		Character education assemblies and activities
	Health Lessons	Grades 1-5	
Substance Abuse Training	Throughout Year	Grades 1-5	Health Curriculum
Violence and Vandalism Week Activities for students	Week of October 16, 2017 (10/16/17-10/20/17)	All Students	Teachers implemented lessons and activities Police Visit on Halloween Safety/Crime Prevention

Signal Hill School

Signal Hill Drive

**2017-2018
Annual Report**

**Sharon R. Stallings
Principal**

Signal Hill School

**Enrollment
June 2018**

Grade	Number of Students	Number of Classes
Pre School Disabled (half day)	0	0
Pre School Disabled (full day)	21	3
Pre School Included	52	4
Kindergarten	56	3
1	69	4
2	70	3
3	69	3
4	79	4
5	84	4
Multiply Disabled	8	1
Homebound	1	
Total	509	

Programs	Number of Students
B.S.I.P. (Kindergarten)	7
B.S.I.P. (Reading/Language only)	10
B.S.I.P. (Math only)	19
B.S.I.P. (Reading & Math)	16
Speech (K-5)	66
Speech (Preschool)	42
Resource Centers	57
In Class Support	15
Multiply Disabled	8
Pre School Disabled (half day)	0
Pre School Disabled (full time)	20
Pre School Included (ages 3 and 4)	51
English as a Second Language	16
Enrichment Program (3-5)	26
Enrichment Program Sparks (K-2)	18
Math Sparks	90

School Programs

Programs	Grades Included
Husky PRIDE Character Education Program	All
New Parent Orientation Tea	All New Parents
Back-to-School Night	PS, K-5
Fire Prevention Week Visit	K-1
School Violence Prevention Week Activities	All
Halloween Parade	All
American Education Week Visitation (400+ parent visitors)	All
American Presidents and First Ladies Wax Museum presented by 4 th grade	All
International and Influential Leaders presented by Mrs. Gallagher and Ms. Bates classes	
Lunches from the Heart	1-5
Music Concert	2-3
Music Concert	4-5
Student Abilities Awareness Week/Poster Contest	All
Family Fitness Challenge	1-5
Instrumental Concert	Bands/Orchestra
Fun and Fitness Day	1-5
STEM Day (Sponsored by SHPFA)	All
Author in Residence	1-5
Parent Volunteer Tea	All
Math Day	All
Fifth Grade Luncheon/Promotion	5
Around the World in Three Days International Studies	All
Voorhees Color-a-Thon	All
Rotary Club Dictionary Presentation	3
Rotary Club “Josh the Otter” Water Safety Presentation	K

Co-Curricular Activities

Safety Patrol	Grade 5
Beginner and Advanced Bands	Grades 4 and 5
String Orchestra	Grades 4 and 5
Guidance - Banana Splits	Grades 1 thru 5
Guidance - Kool Kids	Grades 1 thru 5
Guidance - Taking Charge	Grades 1 thru 5
Computer Club	Various Students
Husky Service Team	Grades 3 thru 5

After School Activities

Language Arts Club	Grades 3, 4, 5
Math Club	Grades 3, 4, 5

School Assemblies

Husky PRIDE Assemblies held throughout the year
Fire Safety – Voorhees Twp. Fire Department
Respect/Anti-Bully Assembly
Husky PRIDE Assembly – Brian Dawkins, Philadelphia Eagles
VTEA Pep Rally
Eastern Regional High School drama assembly
*Color Run Kickoff Assembly
Rotary Club Books Presented to Kindergarten – “Josh the Otter” water safety
Rotary Club Dictionary Presentation to 3rd Grade
*Mad Science STEM Day Assembly
*Assemblies provided by Signal Hill Parent Faculty Association

Signal Hill Parent/Faculty Association Activities

General Meetings
Fall Festival
Box Tops for Education
Various Dining Out Fundraisers
Book Fair Preview Evening/Book Fair
Movie Morning
Signal Hill Skates
Holiday Shop
School Store
Signal Hill Spiritwear Fundraiser
Staff Appreciation Week Daily Treats
Yearbook Sale
Back to School Supply Kit Fundraiser
Teacher Cookie Exchange
Color A Thon District Wide Fundraiser
Fifth Grade Promotion and Game Day Activities
Community Service Projects:
 Thanksgiving Family Food Drive, The Giving Tree, MLK Day of Service - JFCS
 Food Drive

Special Programs

Husky Service Team Projects – Animal Welfare Association Supply Drive, Philadelphia Veteran’s Hospital Supply Drive, Book Smiles Book Drive, Crayola ColorCycle Marker and Crayon Drive, Sing-A-Long at two local nursing homes

Number of Staff

Certificated:

Full Time at Signal Hill	40
Shared with other schools	8

Non-Certificated:

Support Staff (office, maintenance, cafeteria)	10
Instructional Associates	16

Student Recognition Awards

Signal Hill 5th Grader, Hailey Kao, won the Innovative Orthodontics Design a T-Shirt Contest. Her t-shirt theme “Love Our Differences” was printed on t-shirts and given to her classmates in Mrs. Lescher’s class.

About thirty 5th grade students participated in the American Patriot Essay Contest by writing on the topic of “What the American Flag Means to Me.” The contest is sponsored by PNC Bank and entries were evaluated on creativity, poignancy, and clarity. The grand prize winner receives a school visit by a 75-foot tall hot air balloon! The winner will also receive VIP tickets to attend the QuickChek New Jersey Festival of Ballooning in July. Students worked on writing their essays for about two weeks, then submitted final copies which were sent to the contest headquarters.

Third Grader, Shubh Mehta from Ms. Cole’s class, came in 3rd place for the Camden County Poster Contest. His poster entitled “Sometimes life goes smoothly, sometimes something unexpected happens, the important thing is that you should know how to go through it!” included hand drawn pictures of Camden County.

Signal Hill School Annual Required Training			
Topic	Date	Participants	Method
Staff Training			
School Safety/Emergency Plan Training	9/6/17 9/26/17, 12/11/17, 1/10/18, 3/12/2018, 4/16/2018, 5/14/2018	All Staff	Plans distributed to all staff and substitutes in September in individual mailboxes. Plans reviewed and discussed with all staff at Faculty Meetings.
Student Code of Conduct	9/6/17, 9/26/17, 10/16/17, 11/6/17	All Staff	Presentation, review and discussions of Code at Faculty Meetings
Violence and Vandalism Week Activities for staff	10/16/17 – 10/21/17	All Staff	Presentation at Faculty Meeting online resources and assemblies

Blood Borne Pathogens	9/6/17 – 12/14/2017	All Staff	Online training – GCN Faculty Meeting Overview
Asthma, Diabetes Training	9/6/17 - 9/26/2017	All Staff	School Nurse presentation and On line training by GCN
Bullying/Harassment Training	9/6/17, 9/26/2017, 10/16/17	All Staff	Guidance Counselor Presentation and On line training by GCN. Review of Policy 5512.
Substance Abuse Staff Training	9/6/17 - 9/26/17	All Staff	On line training by GCN. Review of Policy 5530.
Missing/Abused/Neglected Children Training	9/6/17 - 12/14/17	All Staff All Volunteers	Online training by GCN/Library/Media Specialist. Review of Policy 8462. – PP presentation
Staff Affirmative /Achievement Gap/Action/Harassment Training	9/6/17 – 12/14/17	All Staff	On line training by GCN. Review of Policy 2260.
Eye Protection Training	9/6/17	All Staff	School Nurse Presentation at Faculty Meeting. Review Policy #7432.
Sexual Harassment Students	9/6/17	All Staff	Power Point Presentation and Review of Policy 5741
Response to Intervention Training	9/16/17, 12/14/17	All Staff	Presentation at Faculty Meeting. Review of Policy and Staff Handbook Guidelines.
Suicide Prevention Review	9/26/17	All Staff	Policy 5350 reviewed at Faculty Meeting

Student Training			
Violence and Vandalism Week Activities for students	10/16/17 – 10/20/17	All Students K-5	Classroom lessons as outlined in NJDOE Guidelines
Bullying/Harassment Training	9/11/17 – 12/20/17	Classroom K-5	Classroom lessons
Bullying/Harassment Training	10/24/17	Assembly for all students K-5	Sadecky Puppets Assembly
Substance Abuse Training	ongoing	Students Grades 1-5	Class instruction by Health Teachers

VOORHEES MIDDLE SCHOOL

Holly Oak Drive

**2017-2018
Annual Report**

**Kristine Calabria, Principal
Richard Behler, 6th grade, Assistant Principal
Robert Rossi, 7th grade, Assistant Principal
Russel Winsett, 8th grade, Assistant Principal**

Voorhees Middle School

Holly Oak Drive

Kristine Calabria, Principal
 Richard Behler, 6th grade, Assistant Principal
 Robert Rossi, 7th grade, Assistant Principal
 Russel Winsett, 8th grade, Assistant Principal

**2017-2018
 Enrollment**

Grade	Number of Students	Number of Classes
6	331	15
7	360	15
8	348	14

Special Needs

Programs	Number of Students
B.S.I.P	80
Speech	13
Resource Center	99
Self-Contained Special Ed.	4
English as Second Language	9

School Programs

Programs	Grades Included
New student orientation program	6-8
Back-to-School Nights	6-8
Environmental Studies at Camp Ockanickon	6
Concerts in winter and spring	6-8
Drama production	6-8
All South Jersey Music	6-8
Olympic Band	6-8
School Clubs	6-8
Student Yearbook	6-8
Drama Club	6-8
Running Club	6-8
Student Council	6-8
Voorhees Viking Volunteers	6-8

Science Olympiad	6-8
School Newspaper	6-8
Reflections Magazine	6-8
Computer Club	6-8
Environmental Science	6-8
Free To Be Club	6-8
Viking Shop	6-8
Adopt-a-Grandparent	6-8
Intramurals	6
Odyssey of the Mind	6-8
S.P.O.R.T.	6-8
School Bands	6-8
Stage Crew	6-8
School Chorus	6-8
Chess Club	6-8
String Orchestra	6-8
Technology Club	6-8
Homework Club	6-8

Parent/Faculty Organization Activities

- Assistance with 6th grade summer orientation program
- Magazine/cookie Sale
- Flower Sale
- Assist with Back-to-School Night
- Assist with school pictures
- BJ 's Membership Program
- Teacher Appreciation Luncheon
- Parent volunteers in the school
- Spirit Wear Sale
- 8th Grade Dinner Dance & Barbeque
- Dodge ball Tournament
- Movie Night
- Dances
- Color Run

Number of Staff

Certificated	99
Non-Certificated	36

Voorhees Middle School Annual Required Training			
Topic	Date	Participants	Method
Staff Training			
Substance Abuse Staff Training	September 2017	All Staff	Faculty Meeting
Bullying/Student Harassment Staff Training	September 2017	All Staff	Faculty Meeting PowerPoint Presentation
Suicide Prevention	September 2017	All Staff	Faculty Meeting
School Safety/Emergency Plan Training	Monthly Training throughout the 2017-2018 school year.	All Staff	Plan provided to staff in September as part of the Faculty Handbook and then reviewed 1 time per month during faculty meetings. Drills were practiced on a regular basis.
Missing/Abused/Neglected Children Training	September 2017	All Staff	Faculty Meeting
Equal Educational Opportunity/Achievement Gap training	Weekly During Team Meetings Faculty Meetings	Certified Teachers All Certified Staff	Team Meetings focus on Student Achievement Focus of Faculty Meeting on Improved Instruction to meet the academic needs of all students Assessment Data
Blood Borne Pathogens	September 2017	All Staff	Faculty Meeting

Violence and Vandalism Week Activities for staff	October 2017	Certified Teachers	Presentation and materials provided to teachers by Guidance Counselors Shari Kauffman Cyber-Bullying Training
Asthma Training	September 2017	All Staff	Faculty Meeting PowerPoint Presentation
Epi-Pen Training	6 Sessions throughout the 2017-2018 school year	Designated Staff: Staff Delegates	Marissa DelPalazzo and Taylor Dansky provided individual instruction
Eye Protection Training	September 2017	New staff	PowerPoint Presentation
Cyber Security & Password Security Training	February 2018	All Staff	Shari Kauffman provided training
Student Training			
Bullying/Harassment Training	Through-out school year Health lessons, Assemblies	All Students	Guidance Counselors conducted lessons and provided materials for students Shari Kauffman provided training on Digital Citizenship
Substance Abuse Training	Health Education	Grades 6-8	1 Cycle of 6 weeks Health Lessons for all students

COMMUNITY EDUCATION AND RECREATION

**C/O Voorhees Middle School
1000 Holly Oak Drive**

**2017 - 2018
Annual Report**

Michael Redfearn, Coordinator

COMMUNITY EDUCATION AND RECREATION

Michael Redfearn, Coordinator

JULY 01, 2017 – JUNE 30, 2018

Community Education-Recreation (CER) has been in existence for the past 37 years. It is one of the still existing original programs in the state of New Jersey. It has grown to encompass many services and programs both to the school and the community. Voorhees CER was one of the very first Child Care Programs in the State of New Jersey and served as a model for many area schools. CER now accepts electronic payments in addition to credit/debit cards and will soon introduce an electronic registration tool for all School Age Care Families.

In 2011 CER successfully offered an extended kindergarten program at all (4) elementary schools. This program allows parents to participate in a tuition based kindergarten program providing a full day of instruction.

All after hour scheduling of all five schools for use by community and civic groups is the responsibility of the CER Office

Summer time at CER encompasses a 5 week Summer Day Camp program, a Theatre Camp, and many academic, sports and just “fun” camps. For working parents, we also have child care before and after each of these programs. We offer Saturday Spectacular Classes for students. CER also now has a year round tennis program for children and adults of Voorhees Township. Our staff for all these various programs is what makes CER a continuing success!

CER Tennis Program
 4 Terms – Adult & Children
 Participants 160

K-CER 2017-2018

Signal Hill	41
Kresson	38
ETH	31
Osage	32

School Age Care Program – 2017-2018

Number of participants:

E. T. Hamilton	167
Osage	221
Kresson	183
Signal Hill	161

Summer Programs

Summer Day Camp 2018	394
Summer Day Camp Child Care	216
26 other clinics & programs	1100
Funshine	130

Saturday Spectacular- 2 Terms –Winter and Spring

Classes offered:	8 per term
Classes held:	8 per term
Number of registrants:	127

School/theater use by civic, service, social, cultural, business and professional groups:
1105 permits.

COMMUNITY EDUCATION AND RECREATION

**C/O Voorhees Middle School
1000 Holly Oak Drive**

**2016 - 2017
Annual Report**

Michael Redfearn, Coordinator

COMMUNITY EDUCATION AND RECREATION
Michael Redfearn, Coordinator
JULY 01, 2016 – JUNE 30, 2017

Community Education-Recreation (CER) has been in existence for the past 36 years. It is one of the still existing original programs in the state of New Jersey. It has grown to encompass many services and programs both to the school and the community. Voorhees CER was one of the very first Child Care Programs in the State of New Jersey and served as a model for many area schools. In 2011 CER successfully offered extended kindergarten at all (4) elementary schools. CER was the “parent” of many sports programs, ie. Basketball, soccer, football and wrestling. We are also the sponsor of the Voorhees Theater Company. The scheduling of school use for all 5 schools and the Voorhees Schools Theater is the responsibility of CER. Summer time at CER encompasses a 5 week Summer Day Camp program, a Theatre Camp, and many academic, sports and just “fun” camps. For working parents, we also have child care before and after each of these programs. We offer Saturday Spectacular Classes for students. CER also now has a year round tennis program for children and adults of Voorhees Township. Our staff for all these various programs is what makes CER a continuing success!

CER Tennis Program - 4 Terms – Adult & Children - Participants 180

K-CER 2016-2017

Signal Hill	36
Kresson	42
ETH	17
Osage	28

School Age Care Program – 2016-2017

E. T. Hamilton	167
Osage	221
Kresson	152
Signal Hill	158

Summer Programs

Summer Day Camp 2017	389
Summer Day Camp Child Care	216
26 other clinics & programs	1100
Funshine	130

Saturday Spectacular- 2 Terms –Winter and Spring

Classes offered:	8 per term
Classes held:	8 per term
Number of registrants:	111

School/theater use by civic, service, social, cultural, business and professional groups:
 1057 permits.

PUBLIC INFORMATION OFFICE

**Annual Report
2016 - 2017**

**Susan Donnelly
District Coordinator of Special Projects**

**PUBLIC INFORMATION OFFICE
2017-2018**

Susan Donnelly, District Coordinator of Special Projects

Publications (Includes: gathering information, writing, editing, layout and distribution.)

- Budget Fact Sheets
 - Kindergarten Booklet for Registration in March; 400 copies
 - Monthly Calendar to Parents
 - Emergency letters and flyers to all parents (such as security issues, delayed openings etc.)
 - Special Projects – School Safety Forum in collaboration with Eastern Regional High School, Voorhees Township Committee and Voorhees Township Police Department.
- Steered Straight
- Annual Report: compiled and edited the annual report of the district’s progress in 2016-2017, and presented it to the Board of Education at its August meeting
 - Mobile App: Implementation of Mobile App - maintain and publish events and news
 - Social Media – Maintain District Facebook Page highlighting the District

Writing and Editing

- Press Releases that either invited media to cover an event or reported on an event with photograph and story. (Included coordination, gathering information, trips to schools to photographs, writing, e-mail.)
- Writing copy for district-wide publications, except Annual Report
- Annual Report – Staff recognition, Affirmative Action report, Public Information Office report
- District web site – update content daily/weekly as needed: Announcements, News & Events, Calendar, Information, Frequently Asked Questions;
- Letters to Key Communicators and Parent/Faculty Associations

Media Relations

- Inviting media to cover school activities
- Serving as District Spokesperson
- Directing Media to Topics for Feature Stories
- Providing Media with Budget information and answering questions regarding same
- Coordinating Media Events
- Liaison to ETV19 – write and create all district information that is on local access TV channel 19

Web Site Use and Maintenance

- Developed, planned and coordinated all activities associated with website
- Ongoing training of Technology Staff and district staff on Blackboard
- Work with department staff to create and update specific information
- Update all timely data from Information Guide in summer (including calendar)
- Make changes to calendars as needed
- Publish photos and news of district activities and events
- Add Pertinent Information to Website as needed
- Post all school delayed openings and closing (remotely as needed 24 hours a day)
- Coordinate all district website development and implementation
- Virtual Backpack for District and Community-wide notices

Calendar

- Gathered and organized all district/school events
- Created and updated District/School website calendars, monthly calendar distributed to all students, posted to website

Telephone

- Information to Realtors and Prospective Home Buyers
- Parents (questions, concerns etc.)
- School Calendar Questions
- Request for District Demographics etc.
- Feedback from Businesses and other Community Groups

School Communication System

- Manage and maintain the Emergency Communication System (School Messenger and Blackboard) that allows for immediate or future mass phone or e-mail messaging
- Train building administrators and secretaries on Blackboard and Mass Communication
- Send a regular E-News from the district to all parents with up to date district/community information.
- Sends special weather or emergency notifications to staff and parents as needed on call 24 hours/7days week.

Special Projects (as needed)

- Reporting to top administration on social and political pulse of the community, as well as its attitude toward the school district
- Planned and Organized the 3rd year for “Steered Straight”, Addiction Epidemic Program for students at the Voorhees Middle School and parents of the community.
- Open communication with Key Communicators, community leaders; plan, organize and attend meetings throughout the year between community leaders and the Administrative Staff.
- Organize and plan for staff recognitions including retirement plaques and other certificates as needed
- Create data base of all PFA officers for 2017-2018 and share with superintendent and assistant superintendents
- Assisting district staff members with public relations, media publications and special events
- Maintain and manage Parent Notification System adopted for all schools and staff that allows for “instant” telephone communication in case of emergencies or for other school/district related needs
- Continued development and implementation of the district’s “Paperless” initiative
- Coordinate District Health Services
- Coordinate District Attendance/Residency procedures
- District Anti-Bullying Coordinator
- Appointed District School Safety Specialist as required by the State Department of Education

AFFIRMATIVE ACTION OFFICE

Susan Donnelly - Affirmative Action Officer

**2017-2018
Annual Report**

Affirmative Action Office
Susan Donnelly, Affirmative Action Officer

District Anti-Bullying Coordinator**Responsibilities:**

- Responsible for coordinating and strengthening the school district's policies to prevent, identify, and address harassment, intimidation, or bullying of pupils
- Collaborate with school Anti-Bullying Specialists in the district, the Board of Education, and the Superintendent to prevent, identify, and respond to harassment, intimidation, or bullying of pupils in the district
- Provide data, in collaboration with the Superintendent, to the Department of Education regarding harassment, intimidation, or bullying of pupils
- Execute such other duties related to school harassment, intimidation, or bullying as requested by the Superintendent
- Meet at least twice a school year with the school Anti-Bullying Specialist(s) to discuss and strengthen procedures and policies to prevent, identify, and address harassment, intimidation, and bullying in the district.
- Coordinate requested hearings before the Board of Education
- Conducted special investigations as needed (Out of District placement, parent request)

Staff Training 2017-2018

State law requires that every staff member receive annual Affirmative Action Training. In compliance with this requirement, the AAO:

- Training tutorial was required of all staff during December and January (GCN).
- Verification of completion is maintained.
- In addition, the AAO ensured that all student teachers, CER employees, and substitutes receive AA training.
- Coordinated and planned CPR/First Aid/AED training for district staff

Investigations

The Affirmative Action Officer investigated complaints/incidents regarding discrimination/sexual harassment between students and or staff members. Cases and details are on file in the AAO.

Staff Recognition

In early June of 2018, all staff received a request for information about any honor or recognition received, graduate degree achieved, or public office held outside the Voorhees School district in the 2017-2018 school year. The Public Information Office received the following responses:

Celeste Codario, RN, Osage

Ronald Codario, MD, son Joseph Codario (a graduate of Voorhees schools) and I along with 15 volunteers traveled to Lima, Peru for a medical mission. While there, they screened and treated with the help of a Peruvian doctor and several Peruvian medical students close to 500 Peruvians seeking medical attention.

Frank DeBerardinis, Assistant Superintendent for Business, Administration Building

Elected to serve on the Executive Committee of the School Health Insurance Fund

Susan Donnelly, Coordinator of Special Projects, Administration Building

Completed Certification for Educational Supervisor from Rowan University

Sharita Flores, Teacher, Osage School

Completed Master's Degree in School Administration from Rowan University

Stacey Jansen, Teacher, Voorhees Middle School

Sang with the Philadelphia Orchestra Choir for the "Glorious Sounds of Christmas".

Cindy McClain, Assistant Business Administrator, Administration Building

Chosen to serve as President of the Burlington County Joint Insurance Fund

Christine Miller, Teacher, Osage

Completed a 200 Hour Yoga Alliance Teacher Training Certification

Colleen Rossi, Teacher, Osage

Rider University-Finished all 60 Credits for Clinical and Mental Health Counseling, Fall 2017
Princeton Theological Seminary-Certificate in Theology and Ministry, Spring 2018

Appendix A

Retirees & 25 Year Service Award Recipients 2017-2018

Retirees

**Linda Butler
Elanor Clark
Denise Costigan
Philip Falkowski
Joseph Flanigan
Robin Herman
Thomas McLaughlin
Lawrence Osborne
Donna Piva
Carole Rosenberg
Loriann Schmidt
Madelyn Silverman
Eileen Yaffa**

25 Year Service Award Recipients

**Christine Miller
Theresa Flynn-Nason
Tracey Rossi
Colleen Rossi
Diane Young**

