DISTRICT ANNUAL REPORT
2019 - 2020 SCHOOL YEAR

Prepared and Compiled by Susan Donnelly
Submitted to the Voorhees Township Board of Education
August 2020

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SUPERINTENDENT'S MESSAGE
DR. DAVID GENTILE
2019 - 2020

Living our lives during a pandemic has meant changing our routines. Prior to Covid-19, if you needed to go to the local supermarket or convenience store you took with you your car keys, wallet, and your smartphone. Now, before heading out you must remember to bring a mask or face covering with you. If you are anything like me, initially there were times when I arrived at the destination only to realize that I forgot my mask. Over time, the requirement to always have a face covering with you became second nature. That is part of the strength of humanity, our ability to adapt to our environment or conditions. The initial adjustment to any new disruption to our lives is always difficult, but over time we find a way to create new routines until a new normal is established. I very much look forward to the time when this pandemic is behind us and we are free to return to our former normal. Until then, I would like to encourage everyone to put trust in our students to adjust, adapt, and ultimately thrive despite the challenge currently facing us.

The challenge that is currently in front of us as a school community is to make the best of less than ideal circumstances. The Governor has ordered school district officials to create a return to school plan that is aligned with The Road Back Guidance by NJDOE. In the 104 page document, one of the many requirements is that each school district plan include a return to 'in-person' learning. We questioned as to whether a school district could decide instead to only offer a full virtual schedule to all students, we were told by the New Jersey Department of Education that was not permitted. Therefore, there is no choice for our district other than to decide how to offer in-person learning while simultaneously meeting the other health & safety requirements.

My recommendation currently is to create a Hybrid offering for parents who want to choose to send their children to school for in-person instruction for at least some of the time. For those parents who are not ready to send their children into school they may select the option of full virtual learning. Our current plan, a working document, is located Voorhees Township Schools.

Will remote instruction be different than last school year? Yes. Our teachers last March with very little time to plan did a great job of seeing our students through a difficult time. Through that experience we learned much about what works well in remote learning and also about what does not. One key difference will be the amount of time the teacher and students will be engaged together during the learning experience. Through the use of video chat in Google Meet, we plan to bring the classroom to the students learning remotely. The learning model for this school year will include both students in-person in the classroom and those participating through remote learning. Students in both will progress through the school day together. The teacher will use their laptop/iPad camera and microphone to show students at home the instruction that is being provided in the classroom. Students at home will see the same thing as the students sitting in desks (spread 6ft apart). The teacher can use the technology display board, Cleartouch Interactive Display Tool to demonstrate how to complete a math problem or to show a short video to prompt the students thinking about a particular topic. Students at home and in the classroom can ask questions or give responses to teacher prompts. I participated in a demonstration of this learning model in action and it felt much different than last school year.

For parents who are concerned that students will be sitting idle for long amounts of time in front of a screen in remote learning, the teachers will build in various breaks and transitions. The students will take breaks for independent practice or comfort just like they would in a normal classroom setting. I am confident that with a little time to adjust our staff and students will build positive new routines to thrive in this new environment.

Lastly, I want to thank all of those who have participated in the input gathering process this summer. After the NJDOE published the Road Back guidance, we began gathering input and feedback from our learning community. We continue to gather input and all new ideas are still being considered. Since the district plan is intended to be a working document, we will continue to change our approach if we believe it will improve our students learning environment. I recognize that there is a great deal of emotion and disagreement regarding what is best for our students. Please keep in mind that as your superintendent I am charged with recommending a plan for returning to school during a pandemic. Although I do not believe any plan for doing so could be perfect or address every opinion, I do believe this plan gives the parents the right to make a key choice. It is up to each parent to decide if returning to school in-person this September is right for them. Although we are asking parents to decide and commit to a full marking period, we will be open to those who request a change at any point before.

Thank you for being an active partner in shaping the future of education for the Voorhees Township Public School District.

Regards,

David N. Gentile

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

Business Office
2019-2020 Annual Report

Helen G. Haley, CPA

Business Administrator/
Board Secretary

2019-2020 ANNUAL REPORT BUSINESS OFFICE
HELEN G. HALEY, CPA
BUSINESS ADMINISTRATOR/
BOARD SECRETARY

Historical Perspective:

In July 2018, with the FY 2019 Appropriations Act, our state aid was reduced by $337,168 and in March 2019 with the passing of Chapter Law 67, our state aid was reduced by $189,295 for fiscal year 2019-2020. As a result of this law, we anticipate further reductions in state aid over a seven year period based on the formula that is in place. For fiscal year 2020-2021, the decrease is $293,494. The peak year for this decrease is expected to be fiscal year 2021-2022. Overall, state aid represents approximately 9.3% of our revenue. We have been able to maintain programs while staying within the 2% cap on the local tax levy by utilizing our reserve funds.

Fiscal Year 2019-20:

On January 1, 2019, I became the Business Administrator/Board Secretary and Danielle Trucano, MA became the Assistant Business Administrator, so FY 2019-20 was the first full-year budget where we were involved in the formation, review and approval of the budget and implementing it throughout the year ending on June 30, 2020. In addition, we were involved in preparing audit workpapers and working on the annual audit for FY 2018-2019. The audit was conducted by Bowman & Company and the District received no audit findings or recommendations.

During FY 2019-20, we implemented additional procedures to increase automation and improve efficiency. Further use of the budget module in Systems 3000 and electronic budget requests for each school/department were introduced. Electronic purchase orders with scanned supporting documents are now the norm. In addition, electronic "extra pay" forms were instituted to obtain Board approval for non-contractual pay and electronic time sheets are used to increase the efficiency of processing and tracking of time worked. Google Suite training was held for all "front office"/support staff which really made collaborative work much easier during the year. For the free/reduced meal applications, we introduced an online application via the LunchTime software that streamlines the application process and permits parents to apply using an app on their phone or a link on our District website.

One goal for the year was to increase bidding to ensure that the District was obtaining competitive pricing. In August 2019, we held the District's first reverse-bid opening for the sale of older version iPads and the successful bid generated $126,560 in revenue for the District which was significantly higher than quotes we had received. We also joined a National Cooperative and were able to benefit from the prices and quick shipping of Amazon Business through the national contract. In January 2020, we advertised a request for proposal for an architect of record and LAN Associates was appointed. Since that time, they have designed and bid several projects for the District. In June 2020, we solicited competitive quotes for the financing of Clear Touch Interactive Panels. The successful financial institution was TD Equipment Financing with a rate of 1.07% for a period of two years.

The Long Range Facilities Plan for 2020-2025 was updated and Board approved on June 15, 2020, then resubmitted to the NJDOE Facilities Department. The revised five-year Comprehensive Maintenance Plan for 2017-2022 was prepared with assistance from Mr. Clark Mathes and was approved by the Board of Education in October 2019. This plan is the foundation of the State Facilities requirement for budgeting and the basis for "The Safety,

Security and Rehabilitation Program". During the year, the following projects were initiated: continuation of the replacement of carpets with hard-surface flooring and completion of the LED lighting throughout the district as part of the "Go Green Initiative". Other projects were researched and were completed such as a new playground at Osage Elementary.

We continue to meet the challenges of the stringent state procurement laws while updating our Purchasing Manual to reflect these changes. The revised and updated District Purchasing Manual was prepared and approved by the Board of Education in June 2019. The periodic review and updating of the manual was accomplished through the efforts of Danielle Trucano and Michelle Mortelliti. Helen Haley continues to maintain the Qualified Purchasing Agent certificate, allowing the District to benefit from the higher bid threshold of $44,000 and to stay current with changes. In addition, we plan to increase the use of RFPs and bids.

During Fiscal Year 2018-2019, the District hired Assetworks to perform an updated physical inventory and implemented their software to track fixed assets, thus eliminating the spreadsheet and streamlining the process. This process will be updated for FY 2019-2020.

During Fiscal Year 2018-2019, the District introduced a second option for health insurance coverage by adding Aetna as a choice as well as continuing to offer AmeriHealth. During FY 2019-2020, this option has proven to be a good fit for the employees and approximately 30% of our employees made the switch. Lisa Sollenberger manages healthcare, COBRA, new hire enrollment, the Worker's Compensation Program and the Flexible Spending Account program for all eligible employees. Ms. Sollenberger is also responsible for ACA compliance and annual reporting. For 2021, there will be changes to healthcare where a State of New Jersey plan will have to be implemented. In addition, the District has been awarded a Wellness Grant from the Schools Health Insurance Fund (SHIF) and Ms. Sollenberger will be the Coordinator of this grant with our employees.

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

After many dedicated years of service to the District, Carol Trost retired on July 31, 2019. Melissa Dammer who was our Purchasing Coordinator replaced Mrs. Trost as the Payroll Specialist. The Purchasing Coordinator position was filled by Christine Todd who transferred from the Special Education Department. Cross-training of positions has been a goal during this transition period since it helps to strengthen our team so we can better support one another as well as the District. Cross-training of each position in the Business Department has been a goal that has been accomplished with the formation of a new Business Office position in the FY 2020-2021 budget.

Another long-time, valued employee, Diane Turner retired on July 31, 2020. Under Mrs. Turner, the transportation system continued to meet the challenge for continued efficiency while serving the needs of the students. The efficiency rating for 2019 was 1.055%. The DOE standard is 1.20%. Approximately, 2,200 students are provided transportation services. Mrs. Turner's expertise in the transportation field is unmatched and we greatly appreciated it. She was instrumental in creating a plan to negotiate with the transportation companies during the COVID-19 school closure so they would assist in the meal distribution to students. It was a big success in team building and accomplishing the goal of meeting the needs of families during this time. Vicki Szatkowski began on June 1, 2020 as the Transportation Coordinator and worked alongside Mrs. Turner to train and assist with the meal distribution. Mrs. Szatkowski will work closely with the transportation companies to ensure a smooth transition.

Mark Mignone, Supervisor of Buildings and Grounds has taken on the duties of Safety Coordinator as well as his other responsibilities. It was a good fit with his close interactions

with the Building Foremen and it will help with our insurance ratings. Mr. Mignone holds safety meetings with the maintenance and custodial staff and arranges for workshops and licensing of the staff to keep them aware of potential risks. 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 checklist on a monthly basis. Clark Mathes, Director of Buildings and Grounds, with assistance from Mr. Mignone, has fully implemented the 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. Mr. Mathes has become certified in Project Management and Mr. Mignone is in the process of obtaining his Qualified Purchasing Agent (QPA) certificate. Both Mr. Mathes and Mr. Mignone are instrumental in District projects, bids and meeting with the architect and potential contractors. They both go above and beyond to ensure safety of our buildings and staff. Some of the larger projects have been replacing carpeting with hard-surface flooring in classrooms, cafeterias and all-purpose rooms, arranging for the purchase and installation of playground equipment, researching and procurement of the UVC Lighting Disinfection System, purchasing PPE, etc.

Danielle Trucano, Assistant Business Administrator and Mr. Mignone have been working on the submission of several grants. The Alyssa's Law Grant is for $158,702 and will fund additional security cameras district-wide. The FEMA Grant will be submitted in the near future and has the potential to reimburse the District 75% of expenses incurred relating to COVID-19. Ms. Trucano worked on the CARES Grant with Dr. Young to fund the summer enrichment program and summer academic clubs. This grant is for $180,892.

Michael Redfearn, Coordinator of CER, has helped to maintain and expand the stature of the program in the community. CER prides itself as being an essential bridge between the school district and the community. Operating daily from 7:00am to 10:00pm providing services such as Before and After School Child Care, an Extended Full-Day Kindergarten Option and rental/usage of our District facilities to residents and local sports/athletic organizations. Under Michael Redfearn's leadership, a successful Saturday Enrichment Program was initiated and a very successful Kindergarten CER program (KCER) was also implemented. These programs continue to grow in popularity with our families.

The District continues to use NutriServ as the Food Service Management Company and in September 2019, we got a new Food Service Director, Tina Artusa. During the COVID-19 school closure, Mrs. Artusa was instrumental in organizing the Cafeteria Managers and Cafeteria Helpers as well as ordering food so meals could be distributed each week. It was a monumental task, but up to 396 students were provided with breakfast and lunch for a five day period each week from March through June 2020. As mentioned above, prior to the COVID-19 school closure, we instituted an electronic free/reduced meal application and parents can also replenish their accounts online. We will promote that again for FY 2020-2021. With the revision of the Outstanding Food Service Charges policy, automated calls and letters will continue to be sent to parents as a reminder to replenish negative account balances once school begins again.

The District is moving towards Central Registration for FY 2020-2021. Kindergarten registration had started at the Administration Building prior to the COVID-19 school closure.

One of the responsibilities of the new Business Office Clerk will be to train in Central Registration so it can be consolidated into one location rather than at each school. She will also cross-train in Transportation and Accounts Payable. This new staff member is starting on August 3, 2020.

Both VTEA and VTAA contracts were due to expire on June 30, 2020. With the help of both unions, contract negotiations and settlements were achieved with VTEA and VTAA in June 2020 for a one-year contract.

The biggest challenge of FY 2019-2020 was the COVID-19 school closure. I have to commend the dedication and teamwork that I witnessed amongst the Business Office, Food Service Department and Buildings & Grounds Department as well as CER. They did not miss a beat and took files, laptops, etc. home and also came into the office. Regina Disco, Christine Todd and Michelle Mortellitti worked together and alternated dates in order to process purchase orders and pay bills. Mr. Mathes and Mr. Mignone picked up mail from the post office, delivered meals to student's houses, opened schools up for iPad pickups, opened VMS for food deliveries, carried boxes of meals to the buses, attended bid openings, etc. Melissa Dammer came into the office to process payroll along with Danielle Trucano who was working on financials. Diane Turner negotiated with transportation companies and worked on bus routes during Spring Break and then shifted gears when it was decided to have the buses take meals to the schools and three remote locations. Lisa Sollenberger worked on scheduling meetings, preparing and posting bid advertisements and creating meeting agendas. Mike Redfearn and Christine Todd worked closely to make sure all refunds were entered, processed and refunded to the parents for K-CER and summer programs. Ms. Artusa and the Cafeteria Staff came in each week to assemble thousands of meals to be distributed to students. All these areas were considered essential employees and they took their responsibilities to heart. I am very proud of their hard work and dedication. Overall, it was a good year and we accomplished great things!

Curriculum and Instruction

Dr. Diane Young

Assistant Superintendent

2019-2020 District Results

Curriculum and Instruction

Dr. Diane Young

Assistant Superintendent

During the 2019-2020 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.

- ✓ Gain knowledge of Google Classroom and implement programs to deliver instruction and manage student assignments.

- ✓ 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.

Typically, in June, New Jersey school districts received the results of the New Jersey Student Learning Assessment. However, due to COVID19 students did not participate in the assessment.

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 assess student progress at the end of the school year. The results of the student growth objectives were not able to be computed due to COVID19.

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 2019-2020 school year, professional development for teachers focused on literacy, math, and 21st-century technology standards. All elementary teachers collaborated in professional learning communities to make adjustments to the new literacy program. Similarly, middle school teachers worked together to determine best practices related to the new math program that was implemented in the Fall of 2018. Additionally, all staff members in the district were trained to utilize Google Classroom and other Google Applications, which was a lifesaver during remote instruction. The iReady Digital Assessment and Instructional Program

were expanded for use in Math at the 4th-grade level to address weaknesses in assessment data.

During remote learning, iReady was available for students in both literacy and math in grades 1-5. The final diagnostic assessment was not completed due to COVID19.

The administrators and staff recognize that students' emotional needs are as critical as their academic and social needs. Therefore, the task force 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 provided training at the building level to staff and parents. An additional parent workshop was conducted at the middle school by Dr. Gotlieb from the Center for Emotional Health

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.* Our ability to implement our vision for instruction was tested during the process of remote learning. Teachers worked tirelessly to provide quality instruction to their students remotely. We learned a lot from the approximately four months that teachers implemented remote instruction and we are better prepared to face future challenges. In addition to quality instruction, we are focused on creating a favorable school climate in which students feel safe taking educational risks and can develop a love of learning during both remote learning and in-person 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

2019 -2020

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 full time occupational therapist; one 40% time contracted therapist; one 60% time physical therapist, one 80% time behavior therapist for preschool and elementary schools and one 60%-time contracted behavior specialist for VMS. The district contacts with an agency to provide Registered Behavior Therapists.

Instructional Staff

Teacher/FTIA/PTIA/RBT	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
2018-19	7/6+5	7/6+13	10/9+2	10/9+5	17/4+5	51/34+30
2019-20	7/6+5/4	7/4+8/3	9/10+1	10/9+6/2	17/7+3/3	50/36+23/12

There were 103 referrals this year. Of that number 56 were school age and 47 were preschoolers. .

Preschool Referrals

08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20
40	51	35	43	63	37	41	56	41	46	62	47

School Age Referrals

Kresson	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20
Males	7	10	6	4	3	7	11	10	6	12	6	3
Females	4	8	3	5	8	6	9	6	3	10	3	4
Enrollment	440	397	394	360	344	314	374	379	398	398	384	385
	2.5%	4.5%	2.3%	2.5%	3.2%	4.1%	5.3%	4.2%	2.2%	5.5%	2.3%	1.8%
Hamilton	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18		
Males	11	9	4	12	2	6	8	6	5	8	8	3
Females	7	5	7	8	4	7	8	7	4	4	5	3

	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20
Enrollment	514	508	488	484	454	418	419	412	383	385	398	389
	3.5%	2.8%	2.25%	4.1%	1.3%	3.1%	3.8%	3.1%	2.3%	3.1%	3.2%	1.5%
SH	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20
Males	9	14	5	11	9	11	23	13	7	12	15	4
Females	9	8	2	6	7	12	5	11	8	12	13	3
Enrollment	574	571	537	547	512	499	473	489	484	504	442	486
	3.1%	3.8%	1.3%	3.1%	3.1%	4.6%	5.9%	4.8%	3.0%	4.7%	6.3%	1.4%
Osage	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20
Males	13	11	10	9	17	12	21	22	11	11	2	9
Females	7	6	6	6	6	10	20	7	9	10	17	13
Enrollment	616	616	640	646	651	655	643	638	606	671	681	696
	3.2%	2.7%	2.5%	2.3%	3.5%	3.3%	6.3%	4.5%	3.3%	3.1%	2.7%	3.1%
Total Elementary	2144	2092	2059	2037	1961	1916	1909	1861	1871	1958	1978	1956
	3.1%	3.4%	2%	3.0%	2.9%	3.7%	5.5%	4.1%	2.8%	4%	4%	2.1%
VMS	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20
Males	6	5	10	8	4	5	18	11	8	8	7	6
Females	3	3	3	6	6	3	6	2	5	4	4	8
Enrollment	1196	1154	1175	1151	1136	1107	1110	1063	1072	1045	1042	1018
	.7%	.7%	.01%	1.2%	.9%	.72%	2.1%	1.2%	1.2%	1.2%	1.05%	1.4%
Total District Referrals	76/ 3340 2.3%	79/ 3246 2.4%	56/ 3234 1.7%	75/ 3188 2.35%	66/ 3097 2.13%	79/ 3023 2.6%	129/ 3019 4.2%	91/ 2981 3%	66/ 2943 2.2%	96 3003 3.1%	142 3020 4.7%	56 2975 1.8%

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 as of June 2020

	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%
2019	48	62/22/470	53/25/398	56/29 /384	62/19/ 681	90/8/1042	27	393/103//3020	13%/3.4%	16.4%
2020	47	53/32/485	45/31/389	52/32/385	65/19/695	139/12/1018	32	386/126/2975	12.9%/4.2%	17.2%

Current Status as of June 2019

	2016	2017	2018	2019	2020
Eligible for SERS	363	354	366	393	386
Newly Eligible	71	56	67	72	60
Transfers In	14	39	44	39	29
Graduated	48	49	47	45	44
Moved out	27	23	26	28	28
Declassified	7	9	8	15	13
Eligible for Speech	128	137	123	108	158
District enrollment	2981	2943	3003	3020	2975

Declassifications

	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	19-20	20-21
Preschool	8	6	3	8	3	5	0	0	0	0	4	3

Elem/VMS	12	14	22	10	14	8	5	7	9	8	11	10
Totals	20	20	25	18	17	13	5	7	9	8	15	13

Special Education Programs

The state department t 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 targets appropriate for our district, we met expectations for suspensions/expulsions, educational environments for school age students, disproportionality, participation in state assessments, and early childhood transition, Child Find and Placement of children turning 3 leaving the Early Intervention system. Ninety eight percent of students referred for an evaluation were placed in a program within the 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. We met our target for including preschoolers in inclusive settings for the majority of the day. However, we need to decrease the percentage of preschoolers who are educated in separate settings.

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%
2017-18	53.4%/50%	36%	7.9%/15%	2.7%/7.1%
2018-19	56.2%/49.5%	34.6%	6.5%/15%	2.7%/7.2%

Ages 3-5	Percent of Preschoolers in inclusive settings 80% of time/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%
2017-18	41.1%/44%	46.4%/34.5%	12.5%

| 2018-19 | 50%/45% | 35.5%/34% | 14.5% |

Regarding the PARCC assessment, our participation rate decreased to 94.6% for language arts literacy 94% for math. We did not meet the state target of 97% for participation.   The district did not meet state standards for proficiency in literacy or math for grades 3 through 8. It is interesting to note that 3 cohorts of students showed improvement in the percentage meeting state targets in both literacy and math over the last 2 years while the alternate cohort had fewer students meeting criteria. There is a tendency for the percentage meeting criteria to decrease with each succeeding grade.

IDEA-B Grant Funds

Basic Grant FT5400-2020

The Basic Allocation was $722, 088 and was used to offset the salaries of 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 and Beth El.

Preschool Grant PS5400-20

The allocation of $36,371 offset the salary of one instructional associate. There was no allocation of funds for preschool for 19-20.

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 2019-20 school year a total of 12 students. This is less than we typically have which is likely the result of being school shut down in March due to Covid 19. Forty-one percent were out of school due to mental health and/or behavioral issues. Most were middle school students.

Staff Development

For the 19-20 school year much of the staff development focused on literacy instruction and technological tools. CST members and select speech therapists attended professional workshops related to their area of expertise.

EDUCATIONAL TECHNOLOGY

2019-2020

Bruce Taylor
Director of Educational Technology

The revised Voorhees Township School District Technology for Digital Learning Plan was completed during the summer of 2020. This three-year plan will be for approval by the Board of Education for approval in September, 2020.

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:

- 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 Student Learning Standards, including new 2020 Computer Science and Design Thinking

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 2023 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, aligned directly with the Future Ready Framework. 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. This revision incorporates data taken from the following sources:

- Future Ready Schools – NJ Bronze Certification Gap Analysis
- NJTRAx Digital Learning Survey Data – Gap Analysis
- COVID-19 Pandemic: Planning for the Delivery of Remote Education (Lessons Learned)

Future Ready Schools (New Jersey) – Gap Analysis

We exist in an information age, powered by new technology connecting people, ideas, data, and content in rapidly changing ways. As we work to prepare Voorhees students for this world, we must ensure our schools provide them with the technology-rich environments they need in order to be engaged and successful members of a digital society and workforce. To achieve this, Voorhees schools need to continue to establish a culture of digital innovation, where educators are empowered to deepen and extend student learning through the use of technology, digital content, and media.

Based on the National Future Ready Framework, Future Ready Schools – New Jersey was created in 2017. Between then and 2018-19, the district engaged in pursuing and obtaining FRS-NJ Bronze Certification by meeting the established criteria. This was the driving force in our planning for digital learning, and the evaluation of the data collected during this process provided an opportunity to reflect on our practices and identify gaps needing attention going forward.

Future Ready Schools – New Jersey (FRS-NJ) is a certification program designed to promote transformational change in schools and districts throughout New Jersey, whether they are public, private, or charter. FRS-NJ provides the guidance, support, direction, and resources schools need to achieve "Future Ready" goals, while fostering inclusive collaboration within schools and districts, and between them throughout the state.

The program was originally a partnership of the New Jersey Department of Education (NJDOE), the New Jersey School Boards Association (NJSBA) and New Jersey Institute of Technology (NJIT). It is based on the work of the national Future Ready Schools initiative, and the structure and success of the Sustainable Jersey for Schools Certification Program. As of January 15, 2020, the program administration officially moved to The Sustainability Institute at the College of New Jersey (SI@TCNJ). SI@TCNJ is the institutional home and administrator of the Sustainable Jersey for Schools program upon which FRS-NJ was modeled.

The national Future Ready Framework, developed by the Alliance for Excellent Education, serves as an organizational umbrella for all discussions and decisions related to the use of technology in the classroom and the technical, professional, and leadership support needed to ensure the most effective and efficient Future Ready practices.

The Future Ready Schools – New Jersey certification program started with the foundation of the Future Ready Framework, and "New Jersey-ized" it so the state's districts, schools, educators, and leaders have a local support structure and framework .

The state model of the national framework has been created by FRS-NJ task forces, made up of hundreds of educators, leaders, and stakeholders, who dedicate their time and expertise to create the New Jersey Indicators of Future Readiness. These indicators help guide schools and districts towards future readiness by providing them with the knowledge of what successful Future Ready practices look like in a given "gear," or section, of the national framework. At

the same time, they provide guidance, support, and connections to resources that can help them achieve success.

The FRS-NJ Indicators of Future Readiness are the heart and soul of the FRS-NJ certification program. Organized at all levels into three overarching themes that further condense the national Future Ready framework for the context of New Jersey, the themes are Leadership; Education and Classroom Practice; and Technology Support and Services.

The FRS-NJ certification process is designed to foster inclusive collaboration, organize discussions and decisions, and support school and district efforts to best prepare students for success.

Each step in the three phases of the program is designed to guide these efforts. Those phases are the district commitment phase, the school participation phase, and the school certification phase.

Phase I: District Commitment

I. Superintendent signs the Future Ready Pledge

II. The Board Resolution is implemented

III. District-Level Future Ready Team is established

IV. District Self-Assessment is conducted

V. District Commitment Pre-Application is submitted

The District Commitment Phase ensures that district leadership and staff are dedicated to supporting their school's efforts, and that these efforts are collaborative. Once our district committed, all schools in the district declared their participation and applied for certification. To become a committed district, the superintendent first signed the national Future Ready Pledge. The board of education then passed a board resolution that established the District-Level Future Ready Team and officially declared the district's commitment to supporting its schools' Future Ready efforts.

The district's Future Ready team is both inclusive and collaborative, and consisted of members including at least one board member, the superintendent, the technology director or other IT personnel, a librarian/media specialist, a student representative, and other dedicated leaders and educators. The district then conducted a self-assessment to establish an understanding of where we stand with regard to the Future Ready Framework, and then submitted a pre-application to FRS-NJ to declare our commitment.

Phase II: School Participation

I. School-Level Future Ready Team established

II. School Participation Letter signed

III. School submits their Declaration of Participation

The School Participation Phase featured establishment of the school-level Future Ready teams, and official declaration of each school's participation in the certification program. In this phase, each school established its own School-Level Future Ready Team, which acted as the front-line team towards certification, with collaborative and integral support of the district-level team. Each school's Future Ready team was inclusive and collaborative, and consisted of the principal, a librarian/media specialist, and representatives of each academic and supporting department in the school (primarily each school's pre-existing "Innovation Committee"). Each school separately declared its participation by signing a school participation letter and submitting it to the FRS-NJ team.

Phase III: School Certification

I. School team develops an Action Plan for Certification

II. Implement actions to achieve success in the FRS-NJ Indicators of Future Readiness

III. Submit evidence of success

The School Certification Phase (https://www.frsnj.org/certifications) was the most important phase, and it enabled each school to independently apply for certification by taking actions that lead to success through the Future Ready Schools – New Jersey Indicators of Future Readiness. As the indicators are updated each year by the FRS-NJ task forces, this is the only phase that is not rolling, and has a deadline for submission. Each school reviewed the 2017-18 indicators and developed an action plan for certification based on the mandatory actions of the process, the goals of the school, and also on the realities of the school. Indicators are organized so that schools in varying situations were able to work towards Future Readiness without being excluded due to size or organization. Our schools implemented this plan and prepared evidence for submission towards each chosen indicator. Evidence was in the form of theme-based narratives and examples of activities declared for each indicator. This design ensured accuracy in certification, provided our schools with an effective guide and process, and avoided certification being more of a burden than a support.

The submitted application was reviewed by the FRS-NJ awards committee, which provided feedback and identified example submissions, to be included in the following year's indicators. In this way, the success of certified schools may inform and inspire participants who come after.

During 2017-18 cycle, FRS-NJ introduced two additional tiers of certification to provide schools that are certified at the basic level with a continued path to progress. Future Readiness is not an endpoint, but rather a continuous journey. Future Ready Schools – New Jersey will use these tiers to help guide schools and districts towards higher degrees and greater rigors of Future Readiness.

The full rollout of three tiers of certification was completed with the 2018-19 certification cycle. Our schools achieved the first tier (Bronze) during 2017-18 and were honored and celebrated at the FRS-NJ Awards Ceremony at NJSBA Workshop 2018. From that point we have three years until that certification expires, during which we can either renew certification, or seek the next level (Silver).

Beginning in 2018-19, our district and school FRS-NJ teams have conducted a gap analysis using the feedback data provided by the FRS-NJ awards committee, and we have identified areas to be included in our action planning at both the school and district level. Although more inclusive, representing results measured by indicators (https://www.frsnj.org/indicators) in all categories within all three themes, the following represent the top 5 indicators requiring improvement as identified by each school from the theme, Education and Classroom Practice.

FRS-NJ Bronze Certification Top Indicators Needing Improvement by School

Indicators	HES	KES	OES	SHES	VMS	Total
Student Choice	1	1	1	1	1	5
Student-Driven, Self-Directed	1	1	1	1	1	5
Ongoing Reflection and Refinement	1	1	1	1	1	5
Personal Learning Network	1	1			1	3
Professional Learning to Support Integrated Instructional Technology		1		1		2
Professional Learning Plan	1					1
Communicating and Celebrating 21st Century Learning			1			1
Computer Science			1			1
Blended Learning					1	1
Flexible Instruction Process				1		1

We have also explored the criteria needed to move each school to the Silver certification level during the 2020-21 school year, and we are incorporating those indicators into our planning process as well.

NJTRAx Digital Learning Survey Data – Gap Analysis
Each of our schools continues to use the NJTRAx Digital Learning tool to document their readiness and implementation ratings for digital learning, and these surveys are based on the Future Ready 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 have been used every year since 2015-16 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 have been completing the survey process every year since 2015-16, during the established March-June window, and although the full content of the district report and 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 multi-year comparative data related to Overall Digital Readiness and Overall Digital Implementation:

2018-19 NJTRAx Overall Digital Learning Readiness Growth
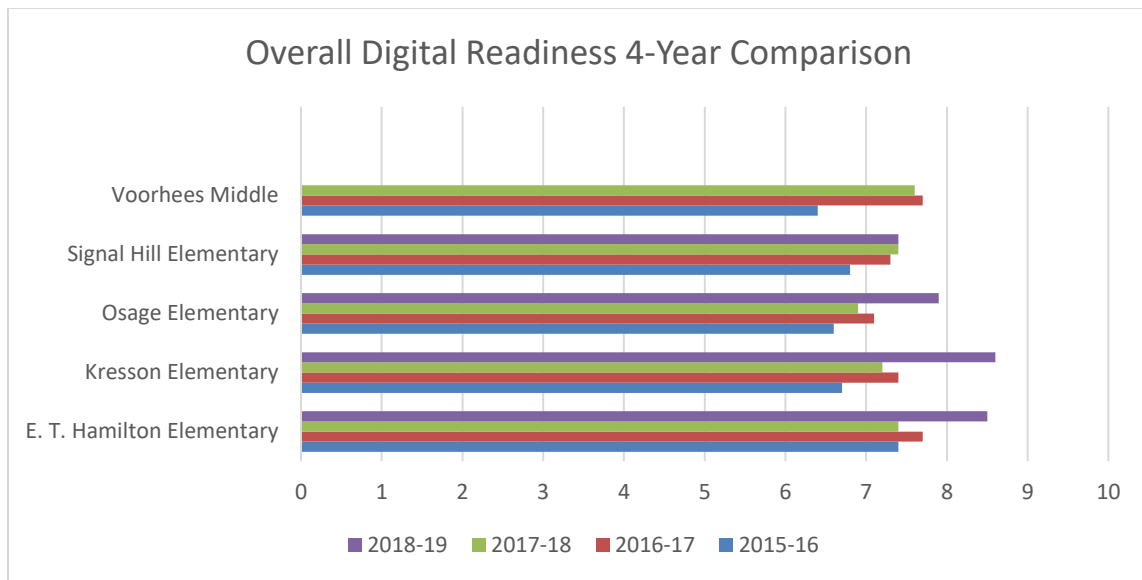
The Digital Learning Readiness Rating is scored on a continuum from Investigating, to Envisioning, Planning, and Staging for implementation. Each of the ratings is based on a scale of 0-10.

Investigating	0-3	Envisioning	4-5	Planning	6-7	Staging	8-10

NJTRAx Digital Learning Readiness Report Comparison Data

	Overall Digital Readiness Ratings				
	2015-16	**2016-17**	**2017-18**	**2018-19**	**4-YR Growth**
E. T. Hamilton Elementary	7.4	7.7	7.4	8.5	15%
Kresson Elementary	6.7	7.4	7.2	8.6	28%
Osage Elementary	6.6	7.1	6.9	7.9	20%
Signal Hill Elementary	6.8	7.3	7.4	7.4	9%
Voorhees Middle School	6.4	7.7	7.6		

2018-19 Voorhees Middle School Data Not Available

2018-19 NJTRAx Overall Digital Learning Implementation Growth
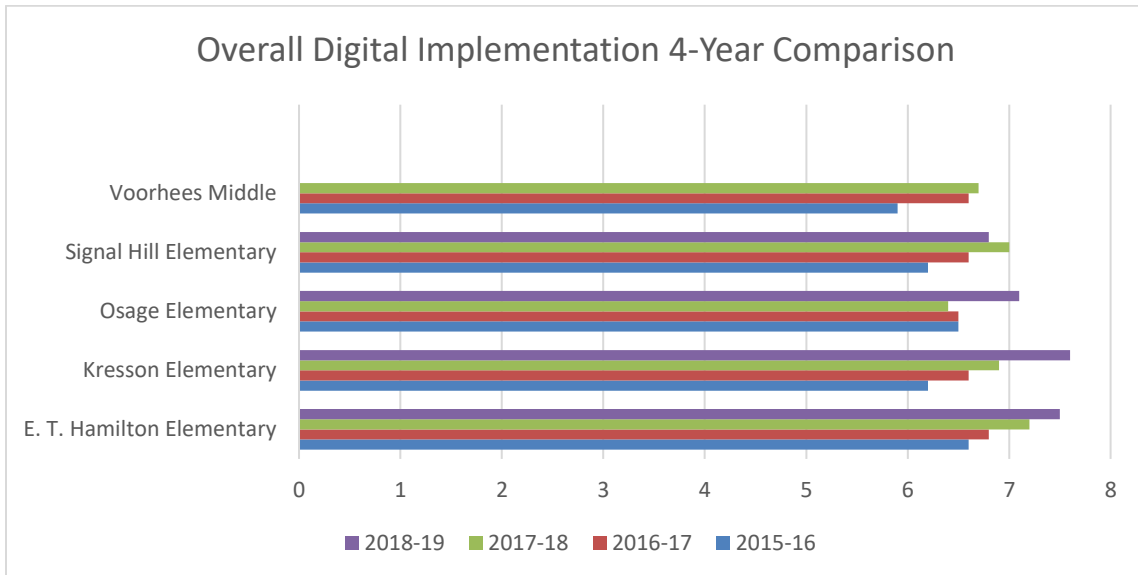
A school's implementation rating represents the extent to which digital learning is implemented with students. The Digital Learning Implementation Rating is scored on a scale of 1-10 on a continuum from no/low implementation, to moderate, and then high implementation. Only 5 of the 8 gears are used to 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

NJTRAx Digital Learning Readiness Report Comparison Data

Overall Digital Implementation Ratings

	2015-16	2016-17	2017-18	2018-19	Growth	R-I Gap
E. T. Hamilton Elementary	6.6	6.8	7.2	7.5	14%	1
Kresson Elementary	6.2	6.6	6.9	7.6	23%	1
Osage Elementary	6.5	6.5	6.4	7.1	9%	0.8
Signal Hill Elementary	6.2	6.6	7	6.8	10%	0.6
Voorhees Middle School	5.9	6.6	6.7			

2018-19 Voorhees Middle School Data Not Available

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 skill, 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. With student learning at the center, as we revise this "Technology for Digital Learning Plan 2020-23", we must align each of the following eight (8) key categories (gears) 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. These categories are consistent with the Action Plan Target Areas established in the previous district technology plan, and survey data (a rating score with explanation) is available for inspection in each of the sub-components beneath each of the eight key categories.

Each school's Innovation Committee (FRS-NJ School Planning Team) has contributed a series of school-based goals, based on their ongoing NJTRAx Digital Learning Readiness survey results and Future Ready Schools – New Jersey Bronze Certification Gap Analysis data, to focus on more localized needs. These complement the overall set of district goals and tasks listed in the Action Plan portion of this document. These surveys will be administered again in upcoming years so that we may use the data to measure growth and adjust the focus of our efforts. For each school and at the district level we hope to see the Digital Learning Readiness Growth and the Digital Learning Implementation Growth scores increase, and at the same time due to a faster rate of growth on the implementation side, we hope to see the gap size be reduced between Readiness and Implementation.

Unfortunately, due to the COVID-19 interruption to the school year, we chose not to administer the NJTRAx survey for 2019-20. We intend to administer again during the 2020-21 school year.

COVID-19 Pandemic: Planning for the Delivery of Remote Education

Summary of Events

When the New Jersey governor ordered mandatory school closures in mid-March, 2020, in response to the COVID-19 pandemic, it was part of the state's response, based on research and data, calling for social distancing. To accommodate this order and to ensure continuity of learning, the New Jersey Department of Education issued guidance allowing days of remote learning, under the auspices of home instruction, to count toward the state's requirement to provide 180 days of instruction. This action forced the district to quickly evaluate its capabilities from the standpoint of available instructional technology resources (hardware, software and connectivity), staff remote learning management capacity, anticipated professional development needs, coaching and instructional support. It also exposed some misconceptions about compliance rules and the need for standardization. The lessons learned and resulting remediation steps were an unexpected part of our strategic planning, however important going forward.

On March 16, 2020, the district executed its remote learning plan, which had been written and shared with staff during the previous week. Technology specialists worked with teachers during that time to coach them through the process of delivering remote instructions, refresh them in the use of Google Classroom (our learning management system for assignment workflow) as a follow-up from recent in-person training, provide them with a collection of online instructional resources. Unfortunately, the district missed an opportunity to distribute all elementary school 1:1 iPads for home use prior to our closure, and had to make later accommodations for device pick up by parents as needed. Middle school students already had their devices.

The content in the original plan determined that Remote Learning, "can include but is not limited to online learning, asynchronous learning, digital learning, blended learning, or old school paper and pencil instruction." Expectations for teachers in this plan include considerations concerning lesson plans, instructional hours, attendance and home-school communications. The original plan did not set any expectation for teachers to conduct synchronous distance learning activities, although there was nothing in there that precluded it either.

Following the second week of remote learning, with the Stay at Home order extended further, the expectation for district staff to elevate efforts to engage with students via synchronous, video conference-based distance learning activities. This required coordination in the creation of schedules so that teachers can share the instructional time available. An examination of other options, such as "flex" planning days and the establishment of virtual "office hours" for individual and small group meetings. The challenge of determining how students would be assessed and graded came into play, especially after it was decided that the remainder of the school year would be conducted in remote learning mode. The year-end collection of student 1:1 iPads also became a logistical planning item.

During the early days of remote learning, with some measure of haste but with good intentions, the curriculum department rolled out the videoconferencing platform, Zoom, to all students and staff without consulting the technology department. Teachers and students were encouraged to create accounts, they were trained and encouraged to use this as an instructional tool. To counter, with heightening external pressure to expand remote instruction to include the use of videoconference meeting tools for those teachers willing, the technology department strongly recommended the use of Google Hangouts Meet (one of the G Suite Core Services) instead of Zoom for several important reasons.

The technology department cited concerns observed in the process related to the potential for regulatory compliance violations, appealed to maintain standardization (at a time when a variety of new distance learning resources were being offered up by vendors), and expressed concerns about students conducting non-supervised activities from their homes using non-approved apps on district-owned devices. Beyond all of this, efforts to protect students and staff from heightened cybersecurity risks became important as well, as was the need to shift data backup/recovery focus to cloud-based storage.

The Compliance Issue

With Zoom as an example, for a school district to properly use any online products or services being offered and made available to the school district, it must be in compliance with several government regulations, including the Children's Online Privacy and Protection Act (COPPA) and the Family Educational Rights and Privacy Act (FERPA), Children's Internet Protection Act (CIPA), and others – brief descriptions and links are available on the district's website (https://www.voorhees.k12.nj.us/Page/86560). District policies reflect these regulations and are in place to protect student information (BOE Policy 8330: Pupil Records), as well as to ensure student online safety and the proper use of district-owned devices and endorsed resources (BOE Policy 2361 - Student Internet Safety & Technology Acceptable Use Policy).

Compliance with COPPA amounts to obtaining parental permission for their minor students to use online services, but it must include an acknowledgement that this permission is being granted in agreement with service provider's Privacy Policy and stated position on Data Use Practices.

The requirement that staff treat any recording as a student record is a real one, and we had recommended that some sessions be recorded to benefit students who may not be able to participate live, or for the protection of the teacher (especially in a one-on-one instructional setting with no other adult present). The district's Technology/Media Consent Form does obtain parental consent for the student to "participate in a live or recorded broadcast" and may satisfy this condition. The status of parental consent on is item is visible to teachers in the student information system. Students without this consent may be advised to turn their camera off or dial-in by phone during participation. A new generic videoconferencing permission form was implemented, but it was not product specific and therefore the content did not seek parent acknowledgement of Zoom's privacy policy and how student information would be used.

The Need for Platform Standardization

If the district chose to do so, we could have followed the Administrator's Guide and rolled out Zoom in a way that met compliance standards. This would have involved an authorized district official agreeing to Terms and Conditions and then provisioning accounts for all users. We have a similar relationship with several other service providers like Google, Apple, Microsoft, Clever, etc., and perform many of the same required management tasks. All of these relationships are based on the vetting of company privacy policies (https://www.voorhees.k12.nj.us/Page/93989) by the district and obtaining the needed parental permission.

We've recognized in recent years, however, that there is a real need for standardization on the products and services we use. For example, examining the various options being employed by staff for learning management – digital assignment workflow, the potential for a single student to have to use multiple platforms just to submit his/her work to different teachers based on product preference had become a real issue. Teachers have been using eBackpack, Microsoft Teams, See Saw, Apple SchoolWork, and now Google Classroom for this purpose, and that's unfair (and somewhat confusing) to the student who can't use just one of these for all classes. As a solution to this issue, the standardization on Google Classroom beginning in 2020-21 has become a stated district goal. In this situation, when we have a standard application platform already in place (G Suite), it makes little sense to deviate from that plan and introduce something additional or in its place. This is especially true in the remote learning environment.

Furthermore, from the standpoint of technology management, support and training (especially with a small IT staff), the standardization of products and services is considered a best practice. Just the seemingly easy task of adding that one new videoconferencing permission form onto the Genesis SIS Parent Portal took several hours, spawning 15-20 parent help desk requests posted every day in the next week for assistance in logging in and gaining access.

Provisioning user accounts (any platform) involves the extraction of student and staff data from Genesis and importing it into the third party service, then setting up automation so these file transfers occur nightly to accommodate account creation for newly registered students, and the removal of accounts for those who transfer out. We are already currently doing this for about 10 third-party systems, between data management applications and instructional platforms, and this comes with quite a bit of maintenance and troubleshooting responsibility. Considering the addition of another resource to this scenario should require an understanding of the total set of tasks involved in successful implementation in order to evaluate its worth.

Our technology specialists are responsible for providing support (both technical and instructional) to all staff using products and services for digital learning. In order to maximize the effectiveness of our human resources, streamlining the variety down into a smaller collection of those best practice tools and services adds value.

Working with our technicians, their efforts to resolve device connectivity issues, environmental problematic conditions, user errors, etc., are increased exponentially as the scope of products and services are increased. During remote learning, trying to help people

with a combination of personally owned and district-owned devices makes things more complex, that's why the district has standardized on Apple iPads for tablets, Dell Latitude (laptops), and Dell OptiPlex (desktop PCs).

As coaches, their tasks include supporting staff in instructional planning and delivery strategies, as well as the preparation, delivery and follow-up support of professional development. This year our professional development focus has been on G Suite applications, with a focus on Google Classroom. Under the current remote learning challenges we are facing, the introduction of Google Hangouts Meet is a logical extension of the training recently concluded, and being able to show staff how to integrate Meet with Classroom and other products like Slides (with the Q&A interactive feature) makes quite a bit of sense. Having to train and support multiple videoconferencing products, including Zoom, Meet, and possibly Microsoft Teams (Skype for Business) would put an unnecessary strain on this group.

Cybersecurity Risk Mitigation

Taking advantage of current events is a common tactic that cybercriminals use to fuel their malicious activities. With the global pandemic of COVID-19 and an overwhelming desire for the most current information, it has been difficult for users to ensure they are clicking on reliable resources. Malicious activity has come through just about every channel: email, social media, text and phone messages, and misleading or malicious websites. The range of current malicious activity attempting to exploit COVID-19 worldwide varies. A few common examples include:

- **Fake tests or cures**. Individuals and businesses have been selling or marketing fake "cures" or "test kits" for COVID-19. These cures and test kits are unreliable, at best, and the scammers are simply taking advantage of the current pandemic to re-label products intended for other purposes.

- **Illegitimate health organizations**. Cyber criminals posing as affiliates to the World Health Organization (WHO), the Centers for Disease Control and Prevention (CDC), doctor's offices, and other health organizations will try to get someone to click on a link, visit a website, open an attachment that is infected with malware, or share sensitive information. This malicious activity might originate as a notice that one has been infected, one's COVID-19 test results came back, or as a news story about what is happening around the world.

- **Malicious websites.** Fake websites and applications that claim to share COVID-19 related information will actually install malware, steal your personal information, or cause other harm. In these instances, the websites and applications may claim to share news, testing results, or other resources. However, they are only seeking login credentials, bank account information, or a means to infect devices with malware.

- **Fraudulent charities**. There has been an uptick in websites seeking donations for illegitimate or non-existent charitable organizations. Fake charity and donation websites will try to take advantage of one's good will. Instead of donating the money to a good cause, these fake charities keep it for themselves.

The Department of Justice (DOJ) has sought to detect, investigate, and prosecute cyber threat actors associated with any wrongdoing related to COVID-19. Individually, most state law enforcement agencies and other judicial officials are also treating these malicious actions as a high priority.

It became important that our staff and students exercise extreme caution in handling any email with COVID-19-related subject lines, attachments, or hyperlinks in emails, online apps, and web searches, especially unsolicited ones. Additionally, we needed to make sure that all are wary of social media posts, text messages, or phone calls with similar messages. We've had to reinforce the need for being vigilant, as cyber actors are very likely to adapt and evolve to the nation's situation and continue to use new methods to exploit COVID-19 worldwide. By sharing the four precautions below, we have been better able to protect ourselves from these threats:

1. Avoid clicking on links and attachments in unsolicited or unusual emails, text messages, and social media posts.
2. Only utilize trusted sources, such as government websites, for accurate and fact-based information pertaining to the pandemic situation.
3. NEVER give out personal information, including banking information, Social Security Number, or other personally identifiable information over the phone or email.
4. Always verify a charity's authenticity before making donation

Going Forward

The unanticipated closure of our public school buildings in favor of remote learning as a means for completing the 2019-20 school year had caused district officials to act in the formulation and implementation of new plans, many of which primarily involved the integration and use of technology products, services and support staff. With that, effective communications between the curriculum and operations offices with the technology department was a key to success. With the uncertainty of this new environment being clouded further by diverse offerings, ideas, opportunities and new risks, the district's interests were to be best served by keeping the decision-making process aligned with its governing values, principles and previously established practices. Through the implementation of remote learning, there were many lessons learned that have been incorporated into this digital learning plan:

- Revise the district's Remote Learning plan based on best practices, real world experiences and lessons learned, maintain it annually, having it ready for future emergency use if needed

- Ensure proper articulation and coordination of efforts between the leadership team and the technology department at all times, but especially during a crisis

- Understand established goals and resources available for digital learning, and implement them in the distance learning realm (little modification should be necessary)

- Standardize on resources used to avoid confusion and to facilitate efforts to provide training, instructional support and technical support

- Use multiple criteria when vetting new technology products and services for sudden implementation, as with any implementation:

    o Recognize the terms and conditions, as well as the privacy policy established by all digital learning vendors prior to approving those products and services for use

    o Maintain awareness of regulatory compliance issues related to district responsibility to ensure student privacy and safety

    o Certify that district permission forms for minor student use of digital learning tools meet regulatory compliance standards, e.g., COPPA, FERPA, CIPA, etc.

    o Weigh the pros and cons for deviating from the use of established or standardized products, services and/or procedures

    o Estimate the impact of product selection and implementation would have on the efforts of the technology staff

    o Recognize limitations on product feature controls off premises and anticipate/monitor student behavior in the unsupervised environment

- Promote and sustain good cyber hygiene, with situational awareness of effects based on changing societal conditions, in order to prevent or mitigate risk

- Adapt disaster recovery measures to ensure protection of data and other resources in the alternate educational environment

2020-2023 marks the 10th revision to the original document written in 1991. The completed Educational Plan 2020-23 will be presented to the Voorhees Township Board of Education for approval during the fall of 2020.

TITLE I/BASIC SKILLS IMPROVEMENT PROGRAM

ANNUAL REPORT

2019-20120

Dan Mattie
Director of Program Development

TITLE I/BASIC SKILLS IMPROVEMENT PROGRAM
Dan Mattie
Title I/BASIC SKILLS IMPROVEMENT PROGRAM DESCRIPTION

The Title I/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 **$225,013** 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 continues to work well and will continue being expanded for 20-21. In the Middle School, the Basic Skills teachers taught students math and language arts five days a week with a reduced class size. This will more than likely change for 20-21 by having the BSIP teacher push-in for instruction. 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.

Due to the COVID-19 pandemic, numbers and statistics will not be available until Fall 2020.

PARTICIPATING STUDENTS FOR 2019-2020

	Hamilton	Kresson	Osage	Signal Hill	VMS
Kindergarten					
Grade 1					
Grade 2					
Grade 3					
Grade 4					
Grade 5					
Grade 6					
Grade 7					
Grade 8					
Totals					

Grand Total (unduplicated):

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 Title I/Basic Skills Improvement Program throughout the district:

September 11, 2019

June meeting not held due to COVID-19

Additional meetings were scheduled as needed with BSIP staff members, guidance counselors, and school administrators. District meetings for parents of Title I/Basic Skills students were conducted during each building's Back to School Nights held in the fall 2019.

ASSESSMENT RESULTS/PROGRAM EVALUATION

State Assessment not administered due to COVID-19

The Voorhees Township Public School district measures success in the Title I/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.

English Language Arts Results – NJSLA-ELA
Duplicated List

Grade	Total Students	Number Exited	Percent Exited
Kindergarten			
First Grade			
Second Grade			
Third Grade			
Fourth Grade			
Fifth Grade			
Sixth Grade			
Seventh Grade			
Eighth Grade			

10

Math Results – NJSLA – Math
Duplicated List

Grade	Total Students	Number Exited	Percent Exited
Kindergarten			
First Grade			
Second Grade			
Third Grade			
Fourth Grade			
Fifth Grade			
Sixth Grade			
Seventh Grade			
Eighth Grade			

VOORHEES
T O W N S H I P
PUBLIC SCHOOLS

Dan Mattie, Director of Program Development
856-751-8446

Title I/Basic Skills
District Program Overview
2019-2020

What is Title I/BSIP?
- District-wide supplemental instruction program
- Provides students with reinforcement in the areas of reading, math, and language arts
- It is not associated with special education

How is the Program Funded?
- Local/State Funds – Received Annually
- Federal Title I Funds Received Annually – Through ESEA/ESSA Consolidated Grant Application

How are students selected for participation?
- State and standardized assessment scores are below the minimum levels of proficiency
- Teacher recommendation
- Child Study Team recommendation
- Student was enrolled in a program in another school district
- Parent request

What is the format of the program?
- Individual/Group Improvement Plans
- Meet regularly according to student needs
- Instructors push-in to regular classroom and pull out small groups as needed
- Ongoing communication between homeroom teacher and BSIP teacher

How are parents kept informed?
- BSIP progress reports sent 2nd and 4th marking periods
- Scheduled conferences at conference time

If you have any further questions, please contact your child's BSIP teacher

District BSIP Instructors

Hamilton	**Mrs. Gossin**
Kresson	**Mrs. Palmer**
Osage	**Mrs. Bradley, Ms. McKernan, Mr. Petit de Mange**
Signal Hill	**Mrs. Nolan**

ENGLISH AS A SECOND LANGUAGE PROGRAM

2019 - 2020

ANNUAL REPORT

Susan Donnelly
Supervisor of Special Projects

ENGLISH AS A SECOND LANGUAGE

Susan Donnelly
Supervisor 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.

2019 - 2020 Program Data

Budget Resources:

        Local Funding   Federal Funding

Staff: Coordinator
               3 Full Time ESL Teachers

ESL Students

School	Total Students in Program this School Year
Signal Hill	18
Osage	55
Middle	16
Total	**89**

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 WIDA Screener 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.

The district has provided an update to instructional materials for all grade levels. The National Geographic Reach and Inside programs will be used for English language learners. In addition, an on-line component was purchased to provide on-line access to materials. 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 Student Learning 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

2019-2020

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. The 2019-2020 school year was the second year that Voorhees Township Public Schools used the Journeys literacy program at the elementary level.

We have continued to support the teachers while using the new program this year by allowing for collaboration time as needed and meeting as grade levels to discuss the program. Reading Specialists from each building also meet quarterly with district curriculum administrators to review the curriculum, assess data, and make decisions on best practice. Teachers report that the Journeys text is rigorous and provides necessary supports for all learners. The online component of Journeys has also proved to be very helpful, especially as we moved to remote learning in March of 2020.

This year was our third 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 diagnostic assessments in the 2019-2020 school year. Students would typically take 3 diagnostic assessments throughout the year but this year due to the change to remote learning, students took 2 diagnostic assessments (September and January).

These assessments provided teachers with a lot of data about students' strengths and weaknesses We were able to use that data to drive instruction. This data has also proven to be a great tool for special education and RTI students, as well as a tool to help guide our gifted students.

Moving forward we will continue to use both the Journeys program and iReady program as tools for instruction. Next year in addition to the diagnostic tool for iReady, all students will also have access to the instructional portion of the program. We anticipate this to be a huge asset especially if we again are on remote instruction for any period of time.

Fundations 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 Journeys literacy program. Many found that it was another tool to help struggling learners

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 standards-based instruction guides the Literacy Lessons for regular education classrooms in grades 6 – 8. Teachers use CommonLit, NewsELA and other resources to differentiate their instruction based on student needs. Teachers meet throughout the year in grade level PLC's to focus instruction and create common assessments based off of student needs.

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, and almost all elementary students, now have 1:1 devices. 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..

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

2019-2020

Andrew H. Moskowitz
Principal

E.T. HAMILTON SCHOOL
ANDREW H. MOSKOWITZ, PRINCIPAL
2019-2020

ENROLLMENT

Grade	Number of Students	Number of Classes
K	60	3
1	74	3
2	61	3
3	64	3
4	54	3
5	76	3

SPECIAL NEEDS

Programs	Number of Students
B.S.I.P. Reading	14
B.S.I.P Math	8
B.S.I.P. Reading and Math	16
Speech	76
Resource Room	29
Self-Contained	17

SCHOOL PROGRAMS

Programs	Grades Included
Google Suite Classroom	Teachers
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
Band and Chorus Demonstration	5
Bullying Prevention Assembly	K-5
Chick Hatching Project	1
Cyberbullying and Internet Safety Assembly	K-5
Enrichment Program Challenge Bowl	3-5
Enrichment Program Shakespeare Convocation	4-5
Enrichment Program STEAMFEST	4-5
Drive-Thru Graduation	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 Virtual Moving Up Ceremony	K
Kindergarten Orientation	K
5th Grade Virtual Graduation	5
NJSLA Enrichment Program (After-School)	3-5
Professional Learning Communities (PLC's)	K-5
Respect Week	K-5
Rotary Club Presentation (Dictionaries)	3
School Pictures (Fall)	K-5
School Spirit Week	K-5
Violence and Vandalism-/Halloween Safety	1-5
Volleyball Pep Rally	K-5
Winter Concert	1, 2, 3

PARENT FACULTY ASSOCIATION

5th Grade Virtual Graduation Day
Book Fair
Candy Bingo Night
Candy Grams for Valentine's Day
Chipotle Night
Enrichment Program Creativity and 24 Event
Family Skating Night
Field Trip Buses
HPFA Breakfast (for Teachers)
Halloween Candy Drive/McDonald's House
Hawk Pride Days
HPFA Chalk-the-Walk Event
HPFA Membership Drive
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 Dine Outs
School T-Shirts
Virtual STEM Science Fair
School Kidz Sale
School Store
Staff Luncheon
Spiritwear
Springdale Farms Hay Ride
The Giving Tree
Winter Carnival
Yankee Candle Sale
Yearbook

NUMBER OF STAFF

Certificated Full-Time (includes 1 administrator)   35
Certificated Part-Time or Shared: 4
Non-Certificated Full-Time   6
Non-Certificated Part-Time or Shared   8

E. T. Hamilton Annual Required Training			
Topic	Date	Participants	Method
Staff Training			
Substance Abuse Staff Training	9/23/19 Throughout the year	Staff/faculty meeting	Reviewed policy-principal: Power Point.
HIB bullying/student harassment staff training	9/03/19, 9/23/19, 10/22/19 01/06/20 Throughout the year	Staff/faculty meetings Counselor	Discussion with the Principal/counselor/ GCN Training Mr. Myers/HIB Climate Survey.
Staff Harassment Training	9/23/19 Throughout the year	Staff/faculty meeting	Policy mentioned by the principal at faculty meeting.
Suicide Awareness, Prevention Training	9/23/19 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	9/3/19 9/23/19 2/10/20 9/4/19 2/19/20	Staff/faculty Meetings Faculty Meeting School Crisis Committee	Copies to all and reviewed at meetings Introduced the Crisis Prevention Team and procedures-principal. Captain DelPalazzo discussion of Emergency Procedures Members discussed emergency drills.

			Reviewed the security plan with the principal.
	9/12/19, 11/05/19	School Safety (HIB) Committee Meetings	Committee members discussed HIB Survey and the climate of the school.
Sexual Harassment of Students-Training	9/23/19	Staff/faculty Meeting	Reviewed polices and regulations

Discussion of policy at faculty meeting. GCN training for new staff. |
| Missing/Abused/Neglected Children Training | 9/23/19

Throughout the year | Staff/faculty meeting | Principal reviewed (DCP&P) requirements and district policy. |
| Equal Educational Opportunity/Achievement Gap training | 9/23/19 Not GAP Trained | Staff/faculty meeting | Presented through the faculty meeting agenda. |
| Blood Borne Pathogens | 9/23/19 Throughout the year | Staff/faculty meeting | Nurse presented information. GCN training for new staff. |
| Violence and Vandalism Week Activities for staff | Week of 10/07/19-10/11/19 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	Throughout the year	Staff	Various activities in classrooms.
Allergy Management	09/23/19 12/09/19	Staff/faculty meeting	Review of policy GCN training done by each individual. Nurse reviews procedures.
Asthma	09/23/19 Throughout the year	Staff/faculty meeting	Review policies with the school nurse. GCN Training for new staff.
Eye Protection	09/23/19 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	11/19/19	Staff/faculty Meeting	Principal reviewed policies.

Pupil Discipline Code of Conduct	11/19/19	Staff/faculty Meeting	Principal reviewed policies
Emergency First Aid Procedures	11/19/19	Nurse and staff	Principal and School Nurse reviewed procedures with staff.
Diabetes Awareness	11/19/19 Throughout the year	Nurse and staff	Principal reviewed procedures Power Point presentation by the Principal
Gang Awareness Policy	9/23/19	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 1st-5th	Health classes
Violence and Vandalism Week Activities for students	Respect week 10/07/19-10/11/19; V&V week	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			
Anxiety Training	2/7/19	K-5 Staff	Workshop
Character Education Assemblies	10/25/19 12/06/19 03/13/20	K-5 Staff	Assemblies
CPI Training	Fall 2019	Staff	Workshop
Google Classroom	February in-service	Staff	Workshop
Reading Committee	Fall 2019 and Spring 2020	Staff	Presentations
Science Training	Winter 2020	K-5 Teachers	Collaboration

KRESSON ELEMENTARY SCHOOL

7 School Lane

2019 - 2020
Annual Report

Stacey Morris
Principal

Kresson School
2019 - 2020 Annual Report
Stacey Morris
Principal

Enrollment

Grade	Number Of Students	Number Of Classes
K	49	3
1	54	3
2	65	3
3	82	4
4	58	3
5	77	3

Special Needs

Programs	Number of Students
B.S.I.P. (Reading)	21
B.S.I.P. (Math)	21
Speech	76
Resource Room	22
Self-Contained	16
Enrichment Program	33

School Programs

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

Josh the Otter   *K*

School Programs

Programs	**Grades Included**
Field Trips	*K – 5th*
Skywatch	K – 5th
Spelling Bee	3rd – 5th
Math 24 Challenge	4th – 5th
Week of Respect	K – 5th
Literacy After School Enrichment	3rd – 5th
Math After School Enrichment	3rd – 5th
American Education Week	K- 5th
Kresson Character Counts Education	K – 5th

School Assemblies

Welcome Back Assembly
Halloween Safety - Voorhees Police
Sadecky's Puppets Character Education Assembly
Reading Incentive Assembly
Bus Safety Program
Voorhees Rotary Club – Water Safety
Voorhees Rotary Club – Dictionaries
Kresson Character Counts Assemblies
Author Assemblies
NED's Kindness Adventure Assembly

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
Welcome Back Picnic
Candy Bar Bingo

KPFA Fundraisers

Holiday Shop
Scholastic Book Fair
Dining Out Events
School Store
Spirit Wear
Victorious Bandana Sale
KidStuff Coupon Book Sale
Bake Sales
Rita's Water Ice

KPFA Community Service Activities

The Giving Tree
Adopt-A-Family
Alicia Rose Victorious Foundation
Book Smiles
Koala Pencil Fundraiser to support Australia fires

Other Activities

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

Number of Staff

Certificated	42
Non-Certificated	26

Kresson School Annual Required Training			
Topic	Date	Participants	Method
Staff Training			
Substance Abuse Staff Training Alcohol, Tobacco, & Other Drugs	9/16/19 Throughout the year	All Staff	Faculty Meeting PowerPoint Review & Discussion
Bullying/Student Harassment Staff Training (HIB) Pupil Discipline/Code of Conduct	9/4/19, 9/16/19 Throughout the year	All Staff Volunteers	Staff Handbook PowerPoint District Website Faculty Meeting
Staff Harassment Training Student Sexual Harassment	9/16/19 9/16/19	All Staff All Staff	Faculty Meeting Power Point Presentation GCN
Suicide Awareness, Prevention Training (and connection to HIB)	9/16/19 Throughout the year	All Staff	Faculty Meeting Review of District Policies/Procedures District Website PowerPoint GCN for New Staff
School Safety/Emergency Plan Training	9/4/19, 9/16/19 Throughout the year 9/4/19, 3/24/20 9/4/19, 11/12/19, 5/20/20	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	9/16/19, 10/7/19	All Staff	Faculty Meeting reviewed requirements and district policy.
Equal Educational Opportunity/Achievement Gap training	9/16/19	All Staff	Faculty Meeting PowerPoint
Blood Borne Pathogens	9/16/19	All Staff	Faculty Meeting

Asthma Training	9/16/19, 10/7/19	New Staff	PowerPoint Nurse Handouts GCN
Violence and Vandalism Week Activities for staff	10/7/19 Ongoing throughout the school year	Certified Teachers	Faculty Meeting Handouts Classroom lessons Assembly programs
Eye Protection	9/16/19	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	11/18/19 Throughout the year	All Staff	Faculty Meeting
Pupil Discipline Code of Conduct	11/18/19	All Staff	Faculty Meeting Power Point
Diabetes Awareness	12/9/19 Throughout the year	Nurse	Reviewed medical procedures
Gang Awareness Policy	12/9/19	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 10/21/19 – 10/25/19	All Students	Grade level presentations and activities by staff

Police Visit and Assembly on Halloween Safety/Crime Prevention |

OSAGE ELEMENTARY SCHOOL
Somerdale Road

2019-2020
Annual Report

Robert Cranmer
Principal

Osage School
Voorhees Township School District
Robert Cranmer, Principal

Enrollment

	Number of Students	Number of Classes
K	106	6
1	120	6
2	123	6
3	125	6
4	123	5
5	99	4
Self-Contained	6	1
Total Students	702	

Special Needs Programs	Number of Students
BSIP Literacy & Math	92
Speech	58
Resource Room	38
Inclusion	13
ESL	56
Special Education	
Autism	9
Specific Learning Disability	21
Other Health Impaired	16
Communication Impaired	14
Multi-Disabled	2
Emotionally Disturbed	2
Vision Impaired	0
Cognitively Impaired	0
Auditory Impaired	19
Mild Intellectual Disability	1

School Programs

Programs	Grades Included
Kindergarten Orientation	Kindergarten
Back-to-School Night	All Grades
American Education Week	All Grades
Family Literacy Night	*All Grades*
Celebrate America	*2*
Instrumental Concert	*4 & 5*
December Concert	5
March Concert	4
May Concert	*3*
Field Day	*All Grades*
Fifth Grade Parent/Student Promotion Ceremony	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	3rd – 5th
EP Convocations	4th – 5th
Math 24 Challenge	*4th – 5th*

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)*
Author Visit	(5th Grade)
Author Day	(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 planned
Staff Holiday Treats
Staff Appreciation Week
Family Fun Night
Welcome Back Movie Night
Skating Party
Trunk or Treat
Fifth Grade Promotion Ceremony

OPF Fundraisers
Osage Candy Bar Bingo
T-Shirt Sale
Gertrude Hawk
Square 1 Art
School Book Fair
Pretzel Sales
General Mills Box Tops
Otis Spunkmeyer Cookie Sale
Rita's Water Ice Nights

OPF Community Service Activities
Giving Tree
Food Drive

Other Activities
Safety Patrol
Beginning/Advanced Band
Gym Club
Peer Helpers
Office Helpers
Guidance Club
Homework Helpers

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 Alcohol, Tobacco and other Drugs	September 16, 2019	All Staff	Faculty Meeting – Reviewed Policy Power Point Presentation
Harassment, Intimidation, and Bullying Staff Training & Pupil Discipline/Code of Conduct	September 4, 2019, September 16, 2019, Throughout the year	All Staff	Faculty Meeting, Staff Handbook, District Website, PowerPoint Presentation
Staff Harassment Training	September 16, 2019	All Staff	Faculty Meeting – Reviewed Policy Power Point Presentation, GCN Presentation
Sexual Harassment Student Sexual Harrassment	September 16, 2019 September 16, 2019	All Staff	Faculty Meeting – Reviewed Policy Power Point Presentation
Suicide Awareness and Prevention	September 16, 2019 Throughout the year	All Staff	Faculty Meeting – Reviewed Policy Power Point Presentation GCN for New Staff
School Safety/Emergency Plan Training	September 4, 2019 September 16, 2019 Throughout the year	All Staff	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.
	9/4/19, 9/4/19, 11/5/19, 5/23/20	Crisis Team Meetings and School Safety Committee	Discussed emergency drills. Reviewed security plan and discussed HIB survey and school climate

Missing/Abused/Neglected Children Training	September 16, 2019 October 7, 2019	All Staff	Faculty Meeting – Reviewed Policy Staff Handbook
Equal Educational Opportunity/Achievement Gap training	September 16, 2019	Certified Teachers	Faculty Meeting – Reviewed Policy Power Point Presentation, Grade Level Meetings focus on Student Achievement
Blood Borne Pathogens	September 16, 2019	All Staff New Staff –	Faculty Meeting – Power Point Presentation New Staff - GCN
Violence and Vandalism Week Activities for staff	Faculty Meeting October 7, 2019 Ongoing throughout the year	Certified Teachers	Faculty Meeting
Asthma Training	September 16, 2019 October 7, 2019	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 16, 2019	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	11/11/19	All Staff	Faculty Meeting

Pupil Discipline Code of Conduct	11/11/19	All Staff	Faculty Meeting Power Point
Diabetes Awareness	12/9/19 Throughout Year	Nurse	Reviewed medical procedures
Gang Awareness Policy	12/9/19	All Staff	Faculty Meeting Power Point
Student Training			
Harassment, Intimidation, Bullying Training	Through-out school year Guidance Lessons Week of Respect Activities Health Lessons	All Students Grades 1-5	Maura Abate conducted lessons and provided materials for students Character education assemblies and activities
Substance Abuse Training	Throughout Year	Grades 1-5	Health Curriculum
Violence and Vandalism Week Activities for students	Week of October 21, 2019 (10/21/19-10/25/19)	All Students	Teachers implemented lessons and activities Police Visit on Halloween Safety/Crime Prevention

Signal Hill School

Signal Hill Drive

2019 - 2020
Annual Report

Sharon R. Stallings
Principal

Signal Hill School

Enrollment
June 2019

Grade	Number of Students	Number of Classes
Pre School Disabled (half day)	0	0
Pre School Disabled (full day)	13	2
Pre School Included	54	4
Kindergarten	60	3
1	72	4
2	67	4
3	73	3
4	72	3
5	79	4
Multiply Disabled	7	1
Homebound	1	
Total	498	

Programs	Number of Students
B.S.I.P. (Kindergarten)	7
B.S.I.P. (Reading/Language only)	23
B.S.I.P. (Math only)	24
B.S.I.P (Reading & Math)	47
Speech (K-5)	56
Speech (Preschool)	50
Resource Centers	34
In Class Support	13
Multiply Disabled	7
Pre School Disabled (half day)	0
Pre School Disabled (full time)	13
Pre School Included (ages 3 and 4)	54
English as a Second Language	18
Enrichment Program (3-5)	26
Enrichment Program Sparks (K-2)	14
Math Sparks	80

School Programs

Programs	Grades Included
Husky PRIDE Character Education Program	All
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	All
American Presidents and First Ladies Wax Museum presented by 4th grade	4
Lunches from the Heart	PS-5
Art Show	K–5
Music Concert	2-3
Music Concert *(Canceled due to COVID 19)*	4-5
Family Fitness Challenge	1-5
Instrumental Concert *(Canceled due to COVID 19)*	Bands/Orchestra
Virtual Fun and Fitness Day	1-5
STEAM Day (*(Canceled due to COVID 19)*	All
Author in Residence (*Authored Canceled*)	1-5
Math Day *(Canceled due to COVID 19)*	All
Virtual Fifth Grade Promotion	5
Virtual Around the World in Three Days International Studies	All
Rotary Club Dictionary Presentation	3
Rotary Club "Josh the Otter" Water Safety (Canceled due to COVID 19)	K
The Great Kindness Challenge	All

Co-Curricular Activities

Safety Patrol	Grades 4 and 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
Husky Welcome Committee	Grade 5

After School Activities

Language Arts Club *(Canceled due to COVID 19)*	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
Walnut Street Theatre Respect/Anti-Bully Assembly
VTEA Pep Rally *(Canceled due to COVID 19)*
*Mad Science STEAM Day Assembly (Canceled due to COVID 19)
5th Grade Promotion Luncheon Assembly (Canceled due to COVID 19)
*Assemblies provided by Signal Hill Parent Faculty Association

Signal Hill Parent/Faculty Association Activities

General Meetings
Springdale Farms Hayride and Campfire Fall Activity
Box Tops for Education
Various Dining Out Fundraisers
Virtual and other Book Fair
Holiday Shop
School Store
Signal Hill Spirit wear Fundraiser
Staff Appreciation Week Daily Treats
Yearbook Sale
Back to School Supply Kit Fundraiser
Teacher Cookie Exchange
Virtual Fifth Grade Promotion and Summer Picnic Event Activities
Community Service Projects:
       Thanksgiving Family Food Drive, The Giving Tree, MLK Day of Service

Special Programs

Husky Service Team Projects – Animal Welfare Association Supply Drive, Philadelphia
       Veteran's Hospital Supply Drive, Book Smiles Book Drive, Lions Club Eyeglass
       Drive, Sing-A-Long at local nursing homes, Alicia Rose Victorious Foundation.

Number of Staff

Certificated:
Full Time at Signal Hill   48
Shared with other schools   5

Non-Certificated:
Support Staff (office, maintenance, cafeteria)   10
Instructional Associates   15

Signal Hill School Recognition/Awards

*New Jersey School of Character Award through Character.org and The New Jersey Alliance
for Social, Emotional and Character Development (NJASECD) presented our school with an*

award. Signal Hill School was recognized for an exemplary level of achievement for its implementation of the Eleven Principles of Effective Character Education, helping to form good character in our students. The New Jersey State School of Character Award is from 2019 – 2023.

Signal Hill School Annual Required Training			
Topic	Date	Participants	Method
Staff Training			
School Safety/Emergency Plan Training	9/5/19 9/16/19, 12/9/19, 1/13/19, 2/10/2019,	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	9/5/19, 9/16/19, 10/21/19, 11/4/19	All Staff	Presentation, review and discussions of Code at Faculty Meetings/Memos
Violence and Vandalism Week Activities for staff	10/14/19 – 10/18/19	All Staff	Presentation at Faculty Meeting online resources and assemblies
Blood Borne Pathogens	9/5/19 – 12/9/2019	All Staff	Online training – GCN Faculty Meeting Overview
Asthma, Diabetes Training	9/5/19 - 12/14/2019	All Staff	School Nurse presentation and On line training by GCN
Bullying/Harassment Training	9/5/19, 9/16/2019, 10/21/19	All Staff	Guidance Counselor Presentation and On line training by GCN. Review of Policy 5512.
Substance Abuse Staff Training	9/5/19 - 9/16/19	All Staff	On line training by GCN. Review of Policy 5530.
Missing/Abused/Neglected Children Training	9/5/19 - 12/9/19	All Staff All Volunteers	Online training by GCN/Library/Media Specialist. Review of Policy 8462. – PP presentation
Staff Affirmative /Achievement Gap/Action/Harassment Training	9/5/19 – 12/14/19	All Staff	On line training by GCN. Review of Policy 2260.

Eye Protection Training	9/5/19	All Staff	School Nurse Presentation at Faculty Meeting. Review Policy #7432.
Sexual Harassment Students	9/5/19	All Staff	Power Point Presentation and Review of Policy 5741
Response to Intervention Training	9/25/19, 12/18/19	All Staff	Presentation at Faculty Meeting. Review of Policy and Staff Handbook Guidelines.
Suicide Prevention Review	12/18/19	All Staff	Policy 5350 reviewed at Faculty Meeting

Student Training			
Violence and Vandalism Week Activities for students	10/14/19 – 10/18/19	All Students K-5	Classroom lessons as outlined in NJDOE Guidelines
Bullying/Harassment Training	9/20/19 – 12/10/18	Classroom K-5	Classroom lessons/Assembly
Bullying/Harassment Training	11/22/19	Assembly for all students K-5	Husky Pride Assembly
Substance Abuse Training	ongoing	Students Grades 1-5	Class instruction by Health Teachers

VOORHEES MIDDLE SCHOOL

Holly Oak Drive

2019-2020
Annual Report

Kristine Calabria, Principal
Caitlin Holloway, 6th grade, Assistant Principal
Idalis Kizee, 7th grade, Assistant Principal
Russel Winsett, 8th grade, Assistant Principal

Voorhees Middle School
Holly Oak Drive
Kristine Calabria, Principal
Caitlin Holloway, 6th grade, Assistant Principal
Idalis Kizee, 7th grade, Assistant Principal
Russel Winsett, 8th grade, Assistant Principal

2019-2020
Enrollment

Grade	Number of Students	Number of Classes
6	329	16
7	339	15
8	348	15

Special Needs

Programs	Number of Students
B.S.I.P	82
Speech	49
Resource Center	99
Self-Contained Special Ed.	4
English as Second Language	16

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
Assist with Back-to-School Night
Assist with school pictures
BJ 's Membership Program
Parent volunteers in the school
Spirit Wear Sale
Dances

Number of Staff

Certificated	106
Non-Certificated	25

Voorhees Middle School Annual Required Training			
Topic	Date	Participants	Method
Staff Training			
Substance Abuse Staff Training	September 2019	All Staff	Faculty Meeting
Bullying/Student Harassment Staff Training	September 2019	All Staff	Faculty Meeting PowerPoint Presentation
Suicide Prevention	September 2019	All Staff	Faculty Meeting
School Safety/Emergency Plan Training	Monthly Training throughout the 2019-2020 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 2019	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 2019	All Staff	Faculty Meeting

Violence and Vandalism Week Activities for staff	October 2019	Certified Teachers	Presentation and materials provided to teachers by Guidance Counselors Shari Kauffman Cyber-Bullying Training
Asthma Training	September 2019	All Staff	Faculty Meeting PowerPoint Presentation
Epi-Pen Training	6 Sessions throughout the 2019-20 school year	Designated Staff: Staff Delegates	Marissa DelPalazzo and Taylor Dansky provided individual instruction
Eye Protection Training	September 2019	New staff	PowerPoint Presentation
Cyber Security & Password Security Training	February 2019	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

2019 - 2020
Annual Report

Michael Redfearn, Coordinator

COMMUNITY EDUCATION AND RECREATION
Michael Redfearn, Coordinator
JULY 01, 2019 – JUNE 30, 2020

Community Education-Recreation (CER) has been in existence for the past 39 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. Financially self-sustaining CER requires no assistance from local, state or federal governmental sources.

Michael Redfearn, Coordinator of CER, has helped to maintain and expand the stature of the program in the community. CER prides itself as being an essential bridge between the school district and the community. Operating daily from 7am to 10pm providing services such as Before and After School Child Care, Extended Full Day Kindergarten Option and rental/usage of our district facilities to residents and local sports/athletic organizations. Under Michael Redfearn's leadership, a successful Saturday Enrichment Program was initiated and a very successful Kindergarten CER program (KCER) was also implemented. These programs continue to grow in popularity with our families.

CER manages, staffs and maintains a nine hundred seat performing arts center located at the Voorhees Middle School. Manages and staffs all school buildings on weekends providing our youth with indoor practice/game space and the community with meeting space. CER also works closely with all PFA groups providing them with meeting space and fundraising opportunities that utilize our schools and the VMS Theater. In the Spring of 2019, CER entered into a movie license agreement that will provide our parent organizations the ability to utilize "Movie Nights" at no cost to them. CER also works with local business (restaurants, hotels, convenience stores) providing them schedules of all theater activities so that they are prepared for a significant increase in business.

CER registers approximately 600 students each year for our School Age Care Program. In July of 2018, CER initiated a new online SAC registration/payment process. Over the past year this process has been extremely successful and has been well received by the community. Billing families hourly only for time spent in our SAC Program has always been a popular and well-received procedure/policy.

Unfortunately, due to the Covid-19 Pandemic CER was forced to cancel all summer programs for 2020. CER voluntarily discontinued all evening and weekend building rentals ahead of the mandatory state shutdown.

CER is an integral component of the Voorhees Township School District. CER works closely with the community, township sports and recreation, police, fire and various other!

CER Tennis Program
2 Terms – Adult & Children
Participants 83

K-CER 2019-2020
       Signal Hill   46
       Kresson   27
       ETH   38
       Osage   39

School Age Care Program – 2019-2020
Number of participants:
       E. T. Hamilton   176
       Osage   191
       Kresson   176
       Signal Hill   155

Summer Programs 2020
       Canceled due to Covid -19

Saturday Spectacular- 2 Terms –Winter and Spring
       Classes offered: 9 per term
       Classes held: 9 per term
       Number of registrants: 176

School/theater use by civic, service, social, cultural, business, and professional groups:
       1094 permits.

PUBLIC INFORMATION OFFICE
2019-2020
Susan Donnelly, Supervisor of Special Projects

PUBLIC INFORMATION OFFICE
2019-2020
Susan Donnelly, Supervisor of Special Projects

Publications (Includes: gathering information, writing, editing, layout and distribution.)
- 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.)
- Annual Report: compiled and edited the annual report of the district's progress in 2018-2019, and presented it to the Board of Education at its August meeting
- 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

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
- Kept consistent email and phone call communications regarding food service during remote learning.
- Updated teachers, staff and parents in response to remote learning updates.
- 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
- 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 signs and video of retirees.
- Create data base of all PFA officers for 2019-2020 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
- Coordinated Central Registration for Kindergarten
- Created Central Registration during remote learning as buildings had limited access.
- 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

2019 - 2020
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 2019-2020
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.

Appendix A

Retirees & 25 Year Service Award Recipients
2019-2020

Retirees

Carmella Bell
Judith Berman
Colleen Canale
Michael Canale
Theresa Flynn-Nason
Susan Guerin
Cynthia Koehler
Donna Macphee
Joan Manzo
Carol Mitchell
Diane Romaniello
Jeffrey Routzahn
Carol Trost
Noreen Wilson
Diane Wooden
Denise Walters

25 Year Service Award Recipients

Marlene Cosenza
Karen Jacobs
Jennifer Palmer