

# **Voorhees Township Public Schools DISTRICT ANNUAL REPORT 2021-2022 SCHOOL YEAR**



**Prepared by Susan Donnelly**  
***Submitted to the Voorhees Township Board of Education***  
***August 2022***

**VOORHEES TOWNSHIP BOARD OF EDUCATION**  
**329 Route 73, Voorhees, NJ 08043**

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**Administration**

Michael Redfearn, Acting Superintendent of Schools  
Dr. Diane Young, Assistant Superintendent for Curriculum and Instruction  
Helen Haley, CPA, Business Administrator

**Principals**

Kris Calabria – Voorhees Middle School  
Robert Cranmer – Osage Elementary School  
Sharon Stallings – Signal Hill Elementary School  
Stacey Morris – Kresson Elementary School  
Andrew Moskowitz – E.T. Hamilton Elementary School

**Assistant Principals**

Caitlyn Holloway – Voorhees Middle School  
Idalis Kizee - Voorhees Middle School  
Russel Winsett - Voorhees Middle School  
Mary Tadley – Osage Elementary School

**Directors and Supervisors**

Director of Special Services..... Dr. Melody Alegria  
Director Educational Technology..... Bruce Taylor  
Supervisor of Special Projects..... Susan Donnelly  
Assistant Business Administrator..... Danielle Trucano  
Director of Buildings & Grounds.....Clark Mathes  
Supervisor of Buildings & Grounds.....Mark Mignone  
Director of CER.....Michael Redfearn

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## SUPERINTENDENT'S MESSAGE

**Michael T. Redfearn**

**2021 – 2022**

The Voorhees Township School District was committed to returning our students to five full days of instruction for the 2021-2022 school year. Once again, the lingering effects of the COVID pandemic presented many challenges. To adhere to CDC recommendations on isolation and quarantine, staff were asked to deliver virtual remote learning and in-person instruction simultaneously. While simultaneously monitoring the wearing of masks, taking temperatures, and ensuring 3-6 feet of social distancing.

The Voorhees Township School District was forced to navigate staff shortages due to COVID. We successfully navigated these shortages in transportation, food services, and teaching substitutes. Our school nurses worked tirelessly to ensure our students and staff's health and safety.

Our theme for the 2021-2022 school year was **#Strongertogether**. The pandemic taught us we could quit or find a way to push through when faced with adversities. During these challenging times, the Voorhees Township Community chose to shine. Teachers, students, and parents joined together to deliver the best possible education while keeping our community safe.

As we journeyed through the 2021-2022 school year, face coverings became optional, cafeteria shields were removed, and traditional activities were reintroduced (concerts, trips, assemblies, graduations, and move-up days). The Covid -19 Pandemic has taught us to be innovative and flexible.

It is our hope as we begin to prepare for the 2022-2023 school year that our students can return and enjoy all the normal traditional school activities. I am confident that as a community, we will be able to overcome any future challenges and continue to provide our students with the best education possible.

Due to the COVID pandemic, The Voorhees Township School District will continue to address learning loss and our student's social and emotional well-being. Our Summer Learning Academy will take place **from June 27, 2022, to July 28, 2022**. Our staff will continue to utilize our SEL program "Move this World."

On behalf of the Voorhees Township School District, I would like to extend my most profound appreciation to all our staff, students, and parents for your patience and understanding.

Respectfully,  
Michael T. Redfearn  
Acting Superintendent

**Business Office  
2021-2022 Annual Report**

**Helen G. Haley, CPA**

**Business Administrator/  
Board Secretary**

**2021-2022 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 and \$293,494 for fiscal year 2020-2021. As a result of this law, we anticipated further reductions in state aid over a seven year period. For fiscal year 2021-2022, the decrease is \$318,731. Fiscal year 2021-2022 was the peak year for this decrease based on the formula, so it was expected to taper off through fiscal year 2024-2025. Due to implementing full-day kindergarten (formerly calculated at 50%) and an increase in special education enrollment, the formula caused our state aid to increase for fiscal year 2022-2023. Going forward, if enrollment continues to increase, our state aid should increase as well. Overall, state aid represented approximately 7.9% of our revenue for fiscal year 2021-2022. In fiscal year 2022-2023, the percentage increases to 9.7% of revenue with the increased aid. 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 2021-22:**

In July 2021, we celebrated the groundbreaking for the 10 classroom addition at Kresson Elementary School. As construction progressed, we had a beam signing ceremony in March 2022 where students, teachers, administrators and Board Members signed a beam that was later placed in the addition. The construction project is scheduled to be completed in late August 2022 and will house preschool, kindergarten and self-contained classrooms.

Other construction projects that occurred during the year were:

- Signal Hill Media Center Renovations
- VMS Soffit & Fascia Replacement
- VMS Fire Alarm System Replacement
- HVAC Unit Installations
- Replacement of Interior and Exterior Doors
- Maintenance Building Located at VMS

Clark Mathes, Director of Buildings & Grounds and Mark Mignone, Supervisor of Buildings & Grounds continue to do an excellent job managing these projects as well as the numerous annual maintenance responsibilities.

In August 2021, the District began using BoardDocs as the platform for the school board agenda. This software makes the entire process electronic and is used during meetings and for posting the minutes. Since BoardDocs is used by numerous other districts in NJ and throughout the country, it is a good research tool as well since the search feature is easy to use.

When in-person school resumed in September 2022, both breakfast and lunch were made available to all students at no cost per guidelines by the Department of Agriculture. Participation increased and our Food Service Department, led by Tina Artusa, Food Service Director, worked diligently to adapt to the changes. FY 2021-2022 was the end of the five year renewal for Nutri-Serve, so we advertised a request for proposals (RFP) for food service management companies. There were two proposals submitted and after review, the contract was awarded to Nutri-Serve in May 2022 for fiscal year 2022-2023. This contract can be renewed for four additional years.

At the start of the school year, we also had changes in our Transportation Department. Our retired Transportation Coordinator, Diane Turner, returned to assist in the transition until the new Transportation Coordinator, Robert Sidor, started in January 2022. During the year, we recognized our bus drivers for their service by providing special treats in December and June. In May 2022, we joined with Eastern Camden County School District for a transportation bid that combined routes that could be tiered in order to provide a cost savings to both districts.

The Business Office had two long time employees retire during fiscal year 2021-2022. Lisa Sollenberger, Executive Secretary to the Business Administrator retired in September 2021 and Michelle Mortelliti, Accounts Payable retired in June 2022. Both of these individuals made significant contributions to our department over the years and will definitely be missed. These positions have been filled with current employees, Tricia Malady and Tatiana Weinstock, respectively.

Tricia Malady, Executive Secretary to the Business Administrator, has been a welcome addition to the Business Office. She transferred from the E.T. Hamilton School. Tricia has taken over the responsibilities of implementing and managing BoardDocs, working with insurance companies for health, workers' compensation and wellness, assisting with Business Office projects, etc. Her knowledge as a Google Certified Educator and her experience with the Genesis Student database have been greatly appreciated.

A reorganization of the Business Office was implemented on July 1, 2022. Mark Mignone obtained his Qualified Purchasing Agent certificate in June 2021, so the procurement responsibilities were shifted to Mark to do along with his responsibilities as Supervisor of Buildings & Grounds and coordinator of the district's self-insured insurance and risk program. Tatiana (Tanya) Weinstock held the position of Business Office Clerk/Registrar. Upon Michelle Mortelliti's retirement, Tanya applied for the Accounts Payable position, so Tanya now holds the titles of Accounts Payable/Registrar. Christine Todd and Regina Disco enter purchase orders for the District and Maintenance as well as maintain vendor files, certificates of insurance, etc. Regina also works closely with Food Service and handles all of the required annual and quarterly forms for school nutrition electronic application and reimbursement system (SNEARS).

Melissa Dammer, Payroll Specialist, processes the semi-monthly payroll, quarterly pension reporting and tax submissions as well as processes W-2s and answers payroll questions from employees as they arise.

In March 2022, Danielle Trucano, Assistant Business Administrator was acknowledged by NJASBO as a Registered School Business Official (RSBO). This professional registration “offers both the acknowledgment and recognition for professionals on all levels of school business management”....and identifies “the true professionals in the field, the ones with the background, training and on-the-job experience to merit the honor.” Danielle has been instrumental in managing the various COVID related grants as well as obtaining another audit with no findings or recommendations. The District also underwent a Department of Agriculture procurement audit for the year ending 6/30/21 and there were no corrective actions needed. A QSAC review of the District was performed by the county office in FY 2021-2022. We expect the scoring of this review in the near future.

Fiscal year 2021-2022 was a year of retirements and changes in staffing for the Business Office, but change gives us the opportunity to take a fresh look at how we do things. We have a great staff of dedicated employees that enjoy new challenges. Much was accomplished and we look forward to the next fiscal year.

**Curriculum and Instruction**

**Dr. Diane Young**

**Assistant Superintendent**

**2021-2022 District Results**

## Curriculum and Instruction

**Dr. Diane Young**

**Assistant Superintendent**

### 2021-2022 District Results

During the 2021-2022 school year, which continued to be challenging due to the global pandemic, instructional staff and administrators worked collaboratively to accomplish the following goals:

- Provide students with high-quality educational experiences that are differentiated and authentic
- Ensure students have opportunities to collaborate, problem-solve, think critically, and be creative
- Provide assessments that are informative and valid
- Establish relationships between school community members based on kindness, caring, respect, empathy, and support
- Provide students and teachers access to quality resources

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 summer, administrators analyzed the results from the iReady assessments and the New Jersey Student Learning Assessment in literacy and math to evaluate student achievement (See iReady Data and NJSLA Data Below).

#### **Literacy Scores Comparison to Determine Learning Loss (Percent on or above grade level/1 year below/2 or more grade levels below)**

| <b>Hamilton</b> |                         |                         |                         |
|-----------------|-------------------------|-------------------------|-------------------------|
| <i>Grade</i>    | <i>2018-2019-iReady</i> | <i>2020-2021-iReady</i> | <i>2021-2022-iReady</i> |
| First           | N/A                     | 68/30/2                 | 78/22/0                 |
| Second          | 94/6/0                  | 91/9/0                  | 87/11/2                 |
| Third           | 83/8/9                  | 90/7/3                  | 91/6/2                  |
| Fourth          | 78/22/0                 | 84/16/0                 | 74/22/4                 |
| Fifth           | 75/18/7                 | 67/25/7                 | 74/15/11                |

| <b>Kresson</b> |                         |                         |                         |
|----------------|-------------------------|-------------------------|-------------------------|
| <i>Grade</i>   | <i>2018-2019-iReady</i> | <i>2020-2021-iReady</i> | <i>2021-2022 iReady</i> |
| First          | N/A                     | 96/4/0                  | 81/20/0                 |
| Second         | 85/14/1                 | 81/19/0                 | 83/14/3                 |
| Third          | 88/9/4                  | 85/8/7                  | 92/4/4                  |
| Fourth         | 73/26/1                 | 56/33/11                | <b>82/15/3</b>          |
| Fifth          | 63/24/13                | 67/15/18                | 66/21/12                |

| <b>Signal Hill</b> |                         |                         |                          |
|--------------------|-------------------------|-------------------------|--------------------------|
| <i>Grade</i>       | <i>2018-2019-iReady</i> | <i>2020-2021-iReady</i> | <i>2021-2022- iReady</i> |
| First              | N/A                     | 75/22/3                 | 84/16/0                  |
| Second             | 88/10/1                 | 90/10/0                 | 87/11/1                  |
| Third              | 86/7/8                  | 86/7/8                  | 96/4/0                   |
| Fourth             | 78/19/3                 | 75/22/3                 | 75/18/7                  |
| Fifth              | 70/20/10                | 69/19/13                | 75/21/4                  |

| <b>Osage</b> |                         |                         |                          |
|--------------|-------------------------|-------------------------|--------------------------|
| <i>Grade</i> | <i>2018-2019-iReady</i> | <i>2020-2021-iReady</i> | <i>2021-2022- iReady</i> |
| First        | N/A                     | 76/24/0                 | 76/22/2                  |
| Second       | 78/16/6                 | 78/19/3                 | 74/19/8                  |
| Third        | 86/11/3                 | 83/13/5                 | 79/9/12                  |
| Fourth       | 73/21/7                 | 64/28/7                 | 73/24/4                  |
| Fifth        | 66/22/13                | 75/19/6                 | 69/18/13                 |

**Math Scores Comparison to Determine Learning Loss (Number indicates % on or above grade level)**

| <b>Hamilton</b> |                         |                          |
|-----------------|-------------------------|--------------------------|
| <i>Grade</i>    | <i>2020-2021-iReady</i> | <i>2021-2022- iReady</i> |
| First           | 82/18/0                 | 72/27/1                  |
| Second          | 74/26/0                 | 76/25/0                  |
| Third           | 66/30/5                 | 83/13/4                  |
| Fourth          | 88/11/2                 | 86/11/4                  |
| Fifth           | 78/15/8                 | 75/15/5                  |

| <b>Kresson</b> |                         |                          |
|----------------|-------------------------|--------------------------|
| <i>Grade</i>   | <i>2020-2021-iReady</i> | <i>2021-2022- iReady</i> |
| First          | 73/27/0                 | 79/20/2                  |
| Second         | 72/25/3                 | 73/26/2                  |
| Third          | 67/29/4                 | 87/9/4                   |
| Fourth         | 61/27/13                | 79/15/6                  |
| Fifth          | 68/24/8                 | 70/19/11                 |

| <b>Signal Hill</b> |                         |                          |
|--------------------|-------------------------|--------------------------|
| <i>Grade</i>       | <i>2020-2021-iReady</i> | <i>2021-2022- iReady</i> |
| First              | 67/32/0                 | 82/16/1                  |
| Second             | 87/13/0                 | 81/17/1                  |
| Third              | 75/21/1                 | 79/20/1                  |
| Fourth             | 64/34/1                 | 77/21/1                  |

|       |         |         |
|-------|---------|---------|
| Fifth | 65/27/7 | 76/21/3 |
|-------|---------|---------|

| Osage  |                  |                   |
|--------|------------------|-------------------|
| Grade  | 2020-2021-iReady | 2021-2022- iReady |
| First  | 63/36/1          | 67/33/2           |
| Second | 65/31/4          | 49/42/9           |
| Third  | 67/25/8          | 69/26/4           |
| Fourth | 68/24/8          | 77/17/7           |
| Fifth  | 73/21/7          | 67/23/9           |

Blue- improved score

Yellow- significant decline

| Language Arts NJSLA Results |         |      |         |      |         |      |         |      |         |      |
|-----------------------------|---------|------|---------|------|---------|------|---------|------|---------|------|
|                             | Level 1 |      | Level 2 |      | Level 3 |      | Level 4 |      | Level 5 |      |
| Grade                       | 2019    | 2022 | 2019    | 2022 | 2019    | 2022 | 2019    | 2022 | 2019    | 2022 |
| 3                           | 6%      | 8%   | 7%      | 11%  | 12%     | 19%  | 61%     | 52%  | 14%     | 10%  |
| 4                           | 3%      | 7%   | 4%      | 8%   | 16%     | 21%  | 50%     | 48%  | 27%     | 16%  |
| 5                           | 3%      | 5%   | 6%      | 8%   | 19%     | 17%  | 56%     | 57%  | 17%     | 13%  |
| 6                           | 4%      | 7%   | 4%      | 12%  | 19%     | 32%  | 54%     | 43%  | 20%     | 5%   |
| 7                           | 3%      | 4%   | 5%      | 9%   | 13%     | 19%  | 32%     | 43%  | 46%     | 26%  |
| 8                           | 3%      | 8%   | 7%      | 8%   | 17%     | 14%  | 39%     | 40%  | 35%     | 29%  |

| Math NJSLA Results |         |      |         |      |         |      |         |      |         |      |
|--------------------|---------|------|---------|------|---------|------|---------|------|---------|------|
|                    | Level 1 |      | Level 2 |      | Level 3 |      | Level 4 |      | Level 5 |      |
| Grade              | 2019    | 2022 | 2019    | 2022 | 2019    | 2022 | 2019    | 2022 | 2019    | 2022 |
| 3                  | 3%      | 6%   | 8%      | 9%   | 13%     | 18%  | 45%     | 45%  | 31%     | 22%  |
| 4                  | 3%      | 4%   | 7%      | 12%  | 23%     | 22%  | 55%     | 50%  | 13%     | 13%  |
| 5                  | 3%      | 7%   | 12%     | 15%  | 19%     | 23%  | 52%     | 41%  | 15%     | 15%  |
| 6                  | 5%      | 9%   | 19%     | 22%  | 31%     | 25%  | 38%     | 37%  | 7%      | 7%   |

|   |     |     |     |     |     |     |     |     |     |     |
|---|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 7 | 5%  | 4%  | 15% | 15% | 26% | 31% | 38% | 40% | 16% | 11% |
| 8 | 20% | 18% | 16% | 28% | 28% | 32% | 35% | 21% | .4% | .4% |

Blue- improved score

Yellow- significant decline (More than 5%)

During the 2021-2022 school year, professional development for teachers focused on using data to plan targeted instruction and social/emotional learning. Middle school teachers received extensive training focused on implementing iReady and using the program to inform instruction. Additionally, all staff received training on the Atlas Digital Curriculum Platform and worked collaboratively to update the curriculum per the New Jersey Department of Education requirements. Finally, all staff received professional development on the social and emotional learning curriculum, Move This World. Teachers and administrators attended workshops and worked with guidance counselors to implement the curriculum. In addition to the classroom social and emotional support programs, SEL programs occurred after school hours. Guidance counselors provided after-school programs, which increased individualized counseling for students. Evening study skills courses took place online and were available to elementary and middle school students. The Center for Emotional Health welcomed parents monthly to attend a support group that provided them with information and guidance about their children's social and emotional health.

As a district, we continue to work collaboratively to ensure that the Voorhees School District's vision for instruction is realized. Our ability to implement our vision for instruction has been challenging due to the lasting impact of the global pandemic. However, teachers continued to work diligently to provide quality instruction to their students that was targeted and differentiated. In addition to quality instruction, staff and administrators focused on creating a favorable school climate in which students felt safe taking educational risks while developing a love of learning. In Voorhees Township School District, we continue to live our brand each day despite the challenges we face, and we will continue to strive to encourage innovation, to engage all learners, and to inspire lifelong learning!

**Innovate, Inspire, Engage**

**Curriculum and Instruction**

**SPECIAL SERVICES**

**2021 -2022**

**Dr. Melody Alegria  
Director of Special Services**

**SPECIAL SERVICES DEPARTMENT**  
**Dr. Melody Alegria**

**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. Each team member directly interacts with children and provides 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. CST personnel provide on-going consultation and support to all staff to facilitate the implementation of IEPs. 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 contracted with multiple agencies to provide Registered Behavior Technicians.

**Instructional Staff**

| <u>Teacher/FTIA/PTIA/RB</u><br><u>T</u> | <u>Kresso</u><br><u>n</u> | <u>Hamilto</u><br><u>n</u> | <u>Osage</u>  | <u>SH</u>    | <u>VMS</u>   | <u>Total</u>    |
|---|---------------------------|----------------------------|---------------|--------------|--------------|-----------------|
| 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/<br>2 | 17/7+3/<br>3 | 50/36+23/1<br>2 |
| 2020-21                                 | 7/6+4/5                   | 8/4+7/4                    | 10/9+1        | 10/8+4/<br>5 | 19/2+3/<br>3 | 54/29+19/1<br>8 |
| 2021-22                                 | 7/8+4/6                   | 10/4+9/9                   | 10/11+3/<br>2 | 13/6+3/<br>6 | 15/2+2/<br>6 | 55/31+21/2<br>9 |

There were 107 referrals this year. Of that number 62 were school age and 45 were preschoolers.

**Preschool Referrals**

| Year | 12-13 | 13-14 | 14-15 | 15-16 | 16-17 | 17-18 | 18-19 | 19-20 | 20-21 | 21-22 |
|------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
|------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|

|       |    |    |    |    |    |    |    |    |    |    |
|-------|----|----|----|----|----|----|----|----|----|----|
| Total | 63 | 37 | 41 | 56 | 41 | 46 | 62 | 47 | 38 | 45 |
|-------|----|----|----|----|----|----|----|----|----|----|

### School Age Referrals

| E.T. Hamilton | 12-13 | 13-14 | 14-15 | 15-16 | 16-17 | 17-18 | 18-19 | 19-20 | 20-21 | 21-22 |
|---------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| Males         | 2     | 6     | 8     | 6     | 5     | 8     | 8     | 3     | 6     | 5     |
| Females       | 4     | 7     | 8     | 7     | 4     | 4     | 5     | 3     | 5     | 4     |
| Enrollment    | 454   | 418   | 419   | 412   | 383   | 385   | 398   | 389   | 379   | 525   |
|               | 1.3%  | 3.1%  | 3.8%  | 3.1%  | 2.3%  | 3.1%  | 3.2%  | 1.5%  | 2.9%  | 1.7%  |

| Kresson                  | 12-13   | 13-14   | 14-15    | 15-16   | 16-17   | 17-18   | 18-19    | 19-20   | 20-21   | 21-22   |
|--------------------------|---------|---------|----------|---------|---------|---------|----------|---------|---------|---------|
| Males                    | 3       | 7       | 11       | 10      | 6       | 12      | 6        | 3       | 2       | 13      |
| Females                  | 8       | 6       | 9        | 6       | 3       | 10      | 3        | 4       | 6       | 3       |
| Enrollment               | 344     | 314     | 374      | 379     | 398     | 398     | 384      | 385     | 369     | 425     |
|                          | 3.2%    | 4.1%    | 5.3%     | 4.2%    | 2.2%    | 5.5%    | 2.3%     | 1.8%    | 2.2%    | 3.8%    |
| Osage                    | 12-13   | 13-14   | 14-15    | 15-16   | 16-17   | 17-18   | 18-19    | 19-20   | 20-21   | 21-22   |
| Males                    | 17      | 12      | 21       | 22      | 11      | 11      | 2        | 9       | 9       | 5       |
| Females                  | 6       | 10      | 20       | 7       | 9       | 10      | 17       | 13      | 5       | 11      |
| Enrollment               | 651     | 655     | 643      | 638     | 606     | 671     | 681      | 696     | 705     | 563     |
|                          | 3.5%    | 3.3%    | 6.3%     | 4.5%    | 3.3%    | 3.1%    | 2.7%     | 3.1%    | 2.0%    | 2.8%    |
| Signal Hill              | 12-13   | 13-14   | 14-15    | 15-16   | 16-17   | 17-18   | 18-19    | 19-20   | 20-21   | 21-22   |
| Males                    | 9       | 11      | 23       | 13      | 7       | 12      | 15       | 4       | 6       | 6       |
| Females                  | 7       | 12      | 5        | 11      | 8       | 12      | 13       | 3       | 8       | 8       |
| Enrollment               | 512     | 499     | 473      | 489     | 484     | 504     | 442      | 486     | 460     | 444     |
|                          | 3.1%    | 4.6%    | 5.9%     | 4.8%    | 3.0%    | 4.7%    | 6.3%     | 1.4%    | 3.0%    | 3.2%    |
| Total Elementary         | 12-13   | 13-14   | 14-15    | 15-16   | 16-17   | 17-18   | 18-19    | 19-20   | 20-21   | 21-22   |
|                          | 1961    | 1916    | 1909     | 1861    | 1871    | 1958    | 1978     | 1956    | 1913    | 1957    |
|                          | 2.9%    | 3.7%    | 5.5%     | 4.1%    | 2.8%    | 4%      | 4%       | 2.1%    | 2.5%    | 2.8%    |
| VMS                      | 12-13   | 13-14   | 14-15    | 15-16   | 16-17   | 17-18   | 18-19    | 19-20   | 20-21   | 21-22   |
| Males                    | 4       | 5       | 18       | 11      | 8       | 8       | 7        | 6       | 4       | 5       |
| Females                  | 6       | 3       | 6        | 2       | 5       | 4       | 4        | 8       | 2       | 2       |
| Enrollment               | 1136    | 1107    | 1110     | 1063    | 1072    | 1045    | 1042     | 1018    | 1027    | 965     |
|                          | .9%     | .72%    | 2.1%     | 1.2%    | 1.2%    | 1.2%    | 1.05%    | 1.4%    | .6%     | .7%     |
| Total District Referrals | 12-13   | 13-14   | 14-15    | 15-16   | 16-17   | 17-18   | 18-19    | 19-20   | 20-21   | 21-22   |
|                          | 66/3097 | 79/3023 | 129/3019 | 91/2981 | 66/2943 | 96/3003 | 142/3020 | 56/2975 | 53/2967 | 62/2997 |
|                          | 2.13%   | 2.6%    | 4.2%     | 3%      | 2.2%    | 3.1%    | 4.7%     | 1.8%    | 1.8%    | 2.1%    |

Based on total enrollment as of June 30<sup>th</sup>

### 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 2022**

|          | P<br>S | SH            | Hamilt<br>on  | Kresso<br>n   | Osage         | VMS             | O<br>D | Total             | % of<br>enrollment |           |
|----------|--------|---------------|---------------|---------------|---------------|-----------------|--------|-------------------|--------------------|-----------|
| 201<br>5 | 2<br>8 | 47/28/4<br>57 | 43/36/4<br>18 | 36/7/36<br>7  | 49/16/6<br>41 | 139/12/1<br>107 | 17     | 359/99/29<br>91   | 12%/3.3<br>%       | 15.3<br>% |
| 201<br>6 | 2<br>4 | 40/32/4<br>74 | 40/34/4<br>10 | 43/14/3<br>73 | 54/16/6<br>29 | 134/11/1<br>055 | 16     | 351/107/2<br>943  | 11.9%/3.<br>6%     | 15.5<br>% |
| 201<br>7 | 3<br>5 | 49<br>/30/484 | 37/33/3<br>83 | 54/37/3<br>98 | 66/27/6<br>06 | 96/10/10<br>72  | 17     | 354/137/2<br>943  | 12.0%/4.<br>6%     | 16.6<br>% |
| 201<br>8 | 4<br>8 | 50<br>/33/504 | 46/28/3<br>85 | 63/26/3<br>98 | 57/27/6<br>71 | 88/9/104<br>5   | 14     | 366/123/3<br>003  | 12.1%/4.<br>0%     | 16.2<br>% |
| 201<br>9 | 4<br>8 | 62/22/4<br>70 | 53/25/3<br>98 | 56/29<br>/384 | 62/19/<br>681 | 90/8/104<br>2   | 27     | 393/103//3<br>020 | 13%/3.4<br>%       | 16.4<br>% |
| 202<br>0 | 4<br>7 | 53/32/4<br>85 | 45/31/3<br>89 | 52/32/3<br>85 | 65/19/6<br>95 | 139/12/1<br>018 | 32     | 386/126/2<br>975  | 12.9%/4.<br>2%     | 17.2<br>% |
| 202<br>1 | 4<br>1 | 52/28/4<br>60 | 49/23/3<br>79 | 57/27/3<br>69 | 72/15/7<br>05 | 135/8/10<br>27  | 27     | 433/101/2<br>967  | 14.6%/3.<br>4%     | 18.0<br>% |
| 202<br>2 | 4<br>9 | 53/38/4<br>44 | 70/30/5<br>25 | 59/35/4<br>25 | 61/15/5<br>63 | 124/7/96<br>5   | 28     | 444/125/2<br>997  | 14.8%/4.<br>2%     | 19.0<br>% |

#### Current Status as of June 2022

|                     | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 |
|---------------------|------|------|------|------|------|------|------|
| Eligible for SERS   | 363  | 354  | 366  | 393  | 386  | 433  | 444  |
| Newly Eligible      | 71   | 56   | 67   | 72   | 60   | 65   | 77   |
| Transfers In        | 14   | 39   | 44   | 39   | 29   | 32   | 36   |
| Graduated           | 48   | 49   | 47   | 45   | 44   | 48   | 46   |
| Moved out           | 27   | 23   | 26   | 28   | 28   | 30   | 47   |
| Declassified        | 7    | 9    | 8    | 15   | 13   | 13   | 10   |
| Eligible for Speech | 128  | 137  | 123  | 108  | 158  | 101  | 125  |
| District enrollment | 2981 | 2943 | 3003 | 3020 | 2975 | 2967 | 2997 |

#### Declassifications

|           | 12-13 | 13-14 | 14-15 | 15-16 | 16-17 | 17-18 | 18-19 | 19-20 | 20-21 | 21-22 |
|-----------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| Preschool | 3     | 5     | 0     | 0     | 0     | 0     | 4     | 3     | 3     | 0     |
| Elem/VMS  | 14    | 8     | 5     | 7     | 9     | 8     | 11    | 10    | 10    | 10    |
| Totals    | 17    | 13    | 5     | 7     | 9     | 8     | 15    | 13    | 13    | 10    |

### Special Education Programs Report for 2020-2021 School Year

The state department of education issued its annual performance report on how well each district met the State Performance Plan Indicators. The report is published each year for the preceding year and 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 applicable and those that could be measured in light of Covid 19, we met all expectations except for Indicators 11 and 12 focused on Compliance.

Effective oversight and supervision (Indicators 11 and 12) should have been at 100% however due to Covid 19 and the delays that caused, our data shows that 96.34% of the time did we meet target dates for the completion of the referral process and 66.67% of the time children turning 3 exiting Early Intervention were identified and in a preschool program by the age of three. This is lower than usual due to Covid but greater than many of the districts in Camden County, and an improvement from the 2019-2020 SY. This lower rate is since CST members were unable to assess many of the children due to the shut down and because parents did not want children exposed to our evaluators.

| K-8     | In general education<br>80% or more<br>Voorhees/State target | In general education<br>between 79%-41% no<br>state target | In general education<br>40% or less<br>Voorhees/State target | Out of district<br>placement<br>Voorhees/State<br>target |
|---------|--|--|--|--|
| 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%  |
| 2019-20 | 50.6%/50.5%  | 36.4%  | 8.3%/14%   | 4.7%/6.9%  |
| 2020-21 | 50.5%/45%  | 35.97%   | 9.23%/14.75%   | 4.32%/6.75%  |

| Ages<br>3-5 | Percent of Preschoolers in<br>inclusive settings 80% of<br>time/state target | Percent of Preschoolers in<br>separate settings/state target | Other (general<br>education +<br>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% |
| 2019-20 | 64.9/46%  | 35.1%/34%     | 0%    |
| 2020-21 | 64.1%/47% | 33.33%/38.75% | N/A   |

### **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. This year a home instruction manual was developed and implemented to ensure alignment with QSAC and NJ Code. This manual was reviewed with administrators, school counselors, and child study team members. This year, there were approximately 15 students on intermittent home instruction. Each medical home instruction situation received prior approval by the School District Physician, per the newly developed and implemented Home Instruction Manual and State Guidelines.

### **Staff Development**

For the 2021-2022 school year much of the staff development focused on inclusionary practices for all special education staff. Each month, there was mandatory professional development provided for Special Services staff (Instructional Associates and Administration was also invited). These sessions were led by an inclusion facilitator.

**EDUCATIONAL TECHNOLOGY**

**2021-2022**

**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 was submitted to the superintendent in October 2020 but it was determined that approval by the Board of Education wasn't necessary as district technology plans are no longer required by the state of New Jersey.

All components developed in the plan were reviewed to ensure compliance with 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 21<sup>st</sup> Century Learning (The Partnership for 21<sup>st</sup> 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:

- Curriculum, Instruction, and Assessment
- Use of Time
- Technology, Networks, and Hardware
- Data and Privacy
- Community Partnerships

- Professional Learning
- Budget and Resources
- Empowered, Innovative Leadership

The revised technology plan document serves as a next edition in an evolving process, and it will always be subject to periodic changes as deemed appropriate. This revision incorporates data taken from the following sources, which may be found in the Strategic Planning area in the document:

- 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)

The Gap Analysis components above were also used by school task force members in the formulation of school-based action plans. These school plans have been incorporated into the larger district plan for easy reference.

New Jersey State Learning Standards (NJSLs) 8.1 Computer Science, 8.2 Design Thinking; and 9.4 Life Literacies & Key Skills will be implemented in the 2022-23 school year.

2020-2023 marks the 10th revision to the original document written in 1991, and it may be obtained on the district's website: <https://www.voorhees.k12.nj.us/Page/47518>

**ENGLISH AS A SECOND LANGUAGE PROGRAM**

**2021 - 2022**

**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.

### **2021 – 2022 Program Data**

#### **Budget Resources:**

Local Funding

Federal Funding

#### **Staff:**

Coordinator  
3 Full Time ESL Teachers

## **ESL Students**

| <b>School</b> | <b>Total Students in Program this School Year</b> |
|---------------|---|
| ET Hamilton   |   |
| Signal Hill   | 17  |
| Osage         | 63  |
| Middle        | 14  |
| <hr/>         |   |
| <b>Total</b>  | <b>94</b>   |

## **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**

**2021-2022**

**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 21<sup>st</sup> century learners, particularly in language arts. The 2021-2022 marked our fourth year using the Journeys literacy program at the elementary level in grades K-5.

Our teachers are very comfortable using the Journeys program at this point and they utilize the online component as well as traditional paper & pencil materials. The online component of Journeys was incredibly helpful as we continued to have situations where students learned from home for situations regarding covid-19. Teachers were able to continue with the program even with some of our students working from home at times. To assist teachers in assessing students we purchased accounts for staff in Spelling City and Vocabulary A-Z. These online resources allowed for more frequent assessment and allowed teachers to continue to use data to drive their instruction for their remote students.

This year was our fifth year using the i-ready assessment program. This program allowed us to monitor students' progress throughout the year by having students in grades K-8 take diagnostic assessments in the 2021-2022 school year. Students took three diagnostic assessments this year using iReady tool (September, January, and May). Additionally, teachers had access to the instructional tools available in iReady. Teachers were able to assign lessons and assessments based on student data and progress. This was also the first year that kindergarten students began using the iReady diagnostic tool.

iReady was invaluable this year as all students returned to in person learning. We needed a way to truly assess our kids and look for any learning loss. iReady provided a lot of data that our teachers were able to use to drive instruction. We also used iReady to help identify students that would benefit from small group instruction such as basic skills or reading intervention groups. Moving forward we will continue to use both the Journeys program and iReady program as tools for instruction.

Foundations is still being used in grades K-2 in our elementary schools. This program is a systematic approach to teaching children foundational skills such as phonemic awareness, phonics, high frequency word study, reading fluency, vocabulary, comprehension strategies, spelling, and handwriting. Teachers reported that this program was able to be used in conjunction with the 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 2021-2022 school year was the first year that our middle school students used iReady. Teachers did a great job using the iReady data to guide instruction. Teachers also got more comfortable using the iReady instructional component as part of their lessons. Overall, students made great progress in ELA on iReady.

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.

This year, our district began using the Atlas Curriculum Mapping Program. Throughout the year, staff including administrators, reading specialists, and teachers worked to create our Atlas database. All staff now have access to this program which allows everyone to view unit and lesson plans, standards, scope and sequence charts, and more helpful information for teachers. This will allow for more consistency throughout our schools and also allow parents to see curriculum expectations.

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. All students have 1:1 devices which were brought to and from school this year for hybrid and remote learning. 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 21<sup>st</sup> Century Skills in mind for our student's ultimate success to compete in our global community.

**E.T. HAMILTON SCHOOL**  
**Northgate Drive**

**2021-2022**

**Andrew H. Moskowitz**  
**Principal**

**E.T. HAMILTON SCHOOL**  
**ANDREW H. MOSKOWITZ, PRINCIPAL**  
**2021-2022**

**ENROLLMENT**

| <b><u>Grade</u></b> | <b><u>Number of Students</u></b> | <b><u>Number of Classes</u></b> |
|---------------------|----------------------------------|---------------------------------|
| K                   | 89                               | 4                               |
| 1                   | 90                               | 4                               |
| 2                   | 85                               | 4                               |
| 3                   | 83                               | 4                               |
| 4                   | 76                               | 4                               |
| 5                   | 85                               | 4                               |

**SPECIAL NEEDS**

| <b><u>Programs</u></b>    | <b><u>Number of Students</u></b> |
|---------------------------|----------------------------------|
| B.S.I.P. Reading          | 22                               |
| B.S.I.P Math              | 15                               |
| B.S.I.P. Reading and Math | 12                               |
| Speech                    | 73                               |
| Resource Room             | 21                               |
| Self-Contained            | 18                               |

**SCHOOL PROGRAMS**

| <b><u>Programs</u></b>                               | <b><u>Grades Included</u></b> |
|--|-------------------------------|
| Anti-Bullying Assembly (Virtual)                     | K-5                           |
| Author Assembly (Virtual)                            | K-5                           |
| Back-to-School Night (Virtual)                       | K-5                           |
| Band and Chorus Demonstration                        | 5                             |
| Bullying Prevention Assembly (Virtual)               | K-5                           |
| Cyberbullying and Internet Safety Assembly (Virtual) | K-5                           |
| Fire Prevention Week/Voorhees Fire Co. Visit         | K&1                           |
| First Grade Open House                               | 1                             |
| Halloween Parties                                    | K-5                           |
| Hawks of a Feather Character Education Program       | K-5                           |
| Josh the Otter Book Assembly (Rotary Club)           | K                             |
| Kindergarten Orientation and Moving Up Ceremony      | K                             |
| 5 <sup>th</sup> Grade Outdoor Graduation Ceremony    | 5                             |
| Enrichment Program                                   | 1-5                           |
| Morning Program for remediation                      | 2-5                           |
| Professional Learning Communities (PLC's)            | K-5                           |
| Respect Week   | K-5                           |
| School Pictures (Fall)                               | K-5                           |
| School Spirit Weeks                                  | K-5                           |
| Valentine's Day Parties                              | K-5                           |
| Violence and Vandalism-/Halloween Safety             | 1-5                           |
| Music Concert  | 4-5                           |

## **PARENT FACULTY ASSOCIATION**

5th Grade Outdoor Graduation Day  
 Anti-Bullying Live-Virtual Assembly "The Matt Wilhelm Show"  
 Book Fair  
 Candyland Carnival  
 Candy Gram Fundraiser  
 Cards for a Cause ~ 5th Grade Fundraiser  
 Chalk-the-Walk Event  
 Fall and Spring Donation Clothing Drive  
 Halloween Class Parties  
 Halloween Candy Drive/McDonald's House  
 Helping Hands Collections /Packaging Night  
 Hawk Market  
 Hawk Pride Days  
 HPFA Breakfast (for Teachers)  
 HPFA Membership Drive  
 Holiday Shop  
 Jersey Mike's Fundraiser  
 The Giving Tree  
 Magazine Sale  
 Masso's Dine and Donate  
 Mr. Softee  
 Outdoor Movie Night  
 Pancharo's Dine and Donate  
 Passariello's Night  
 Pleasant Valley Golf Fundraiser  
 School T-Shirts  
 Staff Luncheon  
 Spiritwear  
 Teacher Appreciation Week  
 Yearbook

### **NUMBER OF STAFF**

|   |    |
|---|----|
| Certificated Full-Time (includes 1 administrator) | 46 |
| Certificated Part-Time or Shared:                 | 5  |
| Non-Certificated Full-Time                        | 8  |
| Non-Certificated Part-Time or Shared              | 8  |

| E. T. Hamilton Annual Required Training        |                                |                        |  |
|--|--------------------------------|------------------------|--|
| Topic  | Date                           | Participants           | Method   |
| Staff Training                                 |                                |                        |  |
| Substance Abuse Staff Training                 | 9/20/21<br>Throughout the year | Staff/faculty meeting  | Reviewed policy-principal: Power Point.              |
| HIB bullying/student harassment staff training | 9/01/21,<br>9/20/21,           | Staff/faculty meetings | Discussion with the Principal/counselor/GCN Training |

|  |   |   |  |
|--|---|---|--|
|  | 9/01/21<br><br>Throughout the year  | HIB Law Update<br><br>Counselor   | Presentation by the principal.<br><br>Mr. Myers/HIB Climate Survey.  |
| Staff Harassment Training                  | 9/20/21<br>Throughout the year  | Staff/faculty meeting   | Policy mentioned by the principal at faculty meeting.  |
| Suicide Awareness, Prevention Training     | 9/20/21<br>Throughout the year  | Staff/faculty meeting   | District Staff<br><br>GCN training for new staff. Review of district policies/procedures by the principal.   |
| School Safety/Emergency Plan Training      | 9/01/21<br>9/20/21<br><br>9/2/21<br>2/11/22<br><br>9/27/21,<br>11/01/21<br>05/23/22 | Staff/faculty Meetings<br><br>School Crisis Committee<br><br>School Safety (HIB) Committee Meetings | Copies to all and reviewed at meetings<br>Introduced the Crisis Prevention Team and procedures-principal.<br><br>Members discussed emergency drills. Reviewed the security plan with the principal.<br><br>Committee members discussed HIB Survey and the climate of the school. |
| Sexual Harassment of Students-Training     | 9/20/21   | Staff/faculty Meeting   | Reviewed policies and regulations<br><br>Discussion of policy at faculty meeting. GCN training for new staff.  |
| Missing/Abused/Neglected Children Training | 9/20/21<br><br>Throughout the year  | Staff/faculty meeting   | Principal reviewed (DCP&P) requirements and district policy.   |

|  |  |                       |   |
|--|--|-----------------------|---|
| Equal Educational Opportunity/Achievement Gap training | 9/20/21<br>Not GAP Trained                       | Staff/faculty meeting | Presented through the faculty meeting agenda.   |
| Blood Borne Pathogens                                  | 9/20/21<br>Throughout the year                   | Staff/faculty meeting | Nurse presented information. GCN training for new staff.  |
| Violence and Vandalism Week Activities for staff       | Week of 10/18/21-10/22/21<br>Throughout the year | Staff/students        | Faculty meeting and events were completed with collaboration by grade level partners on activities during the week.<br><br>Counselor presented lesson in classrooms.<br><br>Streaming videos<br>Stories |
| Violence and Vandalism                                 | Throughout the year                              | Staff                 | Various activities in classrooms.   |
| Allergy Management                                     | 09/20/21<br>10/18/21                             | Staff/faculty meeting | Review of policy<br>GCN training done by everyone. Nurse reviews procedures.  |
| Asthma   | 09/20/21<br>Throughout the year                  | Staff/faculty meeting | Review policies with the school nurse.<br>GCN Training for new staff.   |
| Eye Protection   | 09/20/21<br>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                   |
| Emergency First Aid Procedures     | 01/10/22  | Staff/faculty Meeting | Nurse reviewed policies.                                   |
| Diabetes Awareness                 | 01/10/22  | Staff/faculty Meeting | Nurse reviewed policies                                    |
|                                    | Throughout the year   | Nurse and staff       | Principal and School Nurse reviewed procedures with staff. |
| Gang Awareness Policy              | 9/20/21   | Faculty Meeting       | Principal reviewed procedures                              |
| Social Media Policy                | 09/20/21  | Faculty Meeting       | Power Point presentation by the principal.                 |
| Student Training                   |   |                       |  |
| Bullying/Harassment Training       | Throughout the year   | Students K-5          | Information/lessons from counselor and teachers; Health    |

|   |   |  |  |
|---|---|--|--|
|   |   |  | classes; Assembly with Grade 5.  |
| Substance Abuse Training                            | Throughout the year                         | Students' 1 <sup>st</sup> -5 <sup>th</sup> | Health classes   |
| Violence and Vandalism Week Activities for students | Respect week 10/18/21-10/22/21.<br>V&V week | Students and staff                         | Reading poems<br>Writing songs<br>Bulletin boards<br>Announcement<br>Class Posters<br>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                                |                      |              |   |
| CPI Training                                  | Spring 2022          | K-5 Staff    | Assemblies  |
| ESL Program                                   | 11/15/21             | Staff        | Dr. Maryellen Fitzpatrick, ESL teacher presentation |
| Gifted and Talented Program                   | 11/15/21             | Staff        | Mrs. D'Amico, EP teacher presentation               |
| Google Classroom & Clear Touch Board Training | September in-service | Staff        | Workshop  |
| Move This World SEL Program                   | September in-service | Staff        | Workshop  |

**KRESSON ELEMENTARY SCHOOL**

**7 School Lane**

**2021 - 2022  
Annual Report**

**Stacey Morris  
Principal**

**Kresson School  
2021 - 2022 Annual Report  
Stacey Morris  
Principal**

**Enrollment**

| <b><u>Grade</u></b> | <b><u>Number<br/>Of Students</u></b> | <b><u>Number<br/>Of Classes</u></b> |
|---------------------|--------------------------------------|-------------------------------------|
| K                   | 81                                   | 4                                   |
| 1                   | 61                                   | 3                                   |
| 2                   | 65                                   | 3                                   |
| 3                   | 72                                   | 3                                   |
| 4                   | 63                                   | 3                                   |
| 5                   | 83                                   | 4                                   |

**Special Needs**

| <b><u>Programs</u></b> | <b><u>Number of Students</u></b> |
|------------------------|----------------------------------|
| B.S.I.P. (Reading)     | 31                               |
| B.S.I.P. (Math)        | 24                               |
| Speech                 | 80                               |
| Resource Room          | 48                               |
| Self-Contained         | 23                               |
| Enrichment Program     | 61                               |

**School Programs**

| <b><u>Programs</u></b>                    | <b><u>Grades Included</u></b>     |
|---|-----------------------------------|
| Back-To-School Night                      | K – 5 <sup>th</sup>               |
| Instrumental Music Program                | 4 <sup>th</sup> – 5 <sup>th</sup> |
| Fun and Fitness Day                       | K – 5 <sup>th</sup>               |
| Kindergarten Orientation                  | Kindergarten                      |
| Kindergarten Move Up Day                  | Kindergarten                      |
| New Parent Orientation                    | K – 5 <sup>th</sup>               |
| Reading Incentive Program                 | K – 5 <sup>th</sup>               |
| Fifth Grade "Promotion Day"               | 5 <sup>th</sup>                   |
| STEAM Days                                | K – 5 <sup>th</sup>               |
| Josh the Otter (Water Safety)             | K                                 |
| Spelling Bee                              | 3 <sup>rd</sup> – 5 <sup>th</sup> |
| Math 24 Challenge                         | 4 <sup>th</sup> – 5 <sup>th</sup> |
| Week of Respect                           | K – 5 <sup>th</sup>               |
| Literacy and Math Extended Day Enrichment | 2 <sup>nd</sup> – 5 <sup>th</sup> |
| American Education Week                   | K- 5 <sup>th</sup>                |
| Kresson Character Counts Education        | K – 5 <sup>th</sup>               |

### **School Assemblies - Virtual**

Welcome Back Virtual Assembly  
Halloween Safety - Voorhees Police  
Reading Incentive Assembly  
Kresson Character Counts Assemblies  
Author Assemblies

### **Parent/Faculty Association Activities**

General Meetings (evening)  
Yearbook  
Welcome Back Picnic  
Spring Fling Event  
Welcome Back Staff Breakfast  
Staff Appreciation Week / Luncheon  
Fifth Grade Promotion Activities  
Reading Incentive Program  
Student Artwork Project

### **KPFA Fundraisers**

Holiday Shop  
Scholastic Book Fair  
Dining Out Events  
Spirit Wear  
Victorious Bandana Sale  
KidStuff Coupon Book Sale  
Diane's Water Ice  
Pretzel Sales

### **KPFA Community Service Activities**

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

### **Other Activities**

Beginning/Advanced Band  
Orchestra

### **Number of Staff**

Certificated  
Non-Certificated

44  
19

| <b>Kresson School Annual Required Training</b>                                       |   |   |  |
|--|---|---|--|
| <b>Topic</b>   | <b>Date</b>   | <b>Participants</b>   | <b>Method</b>  |
| <b>Staff Training</b>  |   |   |  |
| Substance Abuse Staff Training<br>Alcohol, Tobacco, & Other Drugs                    | 9/13/21<br><br>Throughout the year  | All Staff   | Faculty Meeting<br>PowerPoint<br>Review & Discussion   |
| Bullying/Student Harassment Staff Training (HIB)<br>Pupil Discipline/Code of Conduct | 9/2/21, 9/13/21<br><br>Throughout the year  | All Staff<br>Volunteers   | Staff Handbook<br>PowerPoint<br>District Website<br>Faculty Meeting  |
| Staff Harassment Training  | 9/13/21   | All Staff   | Faculty Meeting<br>Power Point   |
| Student Sexual Harassment  | 9/13/21   | All Staff   | Presentation<br>GCN  |
| Suicide Awareness, Prevention Training (and connection to HIB)                       | 9/13/21<br><br>Throughout the year  | All Staff   | Faculty Meeting<br>Review of District Policies/Procedures<br>District Website<br>PowerPoint<br>GCN for New Staff   |
| School Safety/Emergency Plan Training  | 9/1 – 9/2/21, 9/13/21<br><br>Throughout the year<br><br>9/1/21, 2/24/22, 5/24/22<br><br>9/1/21, 11/16/21, 3/25/22 | All Staff / Faculty Meetings<br><br><br>Crisis Team Meetings/PRT<br><br>School Safety Committee | Copies to all and reviewed at meetings.<br>Introduced the Crisis Team and procedures.<br><br>Discussed emergency drills. Reviewed security plan and discussed HIB survey and school climate/school reopening plan. |
| Missing/Abused/Neglected Children Training   | 9/13/21, 10/18/21   | All Staff   | Faculty Meeting reviewed requirements and district policy.   |
| Equal Educational Opportunity/Achievement Gap training                               | 9/13/21   | All Staff   | Faculty Meeting<br>PowerPoint  |

|   |  |   |   |
|---|--|---|---|
|   |  |   |   |
| Blood Borne Pathogens                               | 9/13/21  | All Staff                                     | Faculty Meeting<br>PowerPoint   |
| Asthma Training                                     | 9/13/21,<br>10/18/21                                     | New Staff                                     | Nurse Handouts<br>GCN   |
| Violence and Vandalism<br>Week Activities for staff | 10/18/21<br><br>Ongoing<br>throughout the<br>school year | Certified<br>Teachers                         | Faculty Meeting<br>Handouts<br>Classroom lessons<br>Assembly<br>programs                  |
| Eye Protection                                      | 9/13/21  | Designated staff<br>and teachers as<br>needed | Nurse individual<br>instruction   |
| Intervention and Referral                           | Throughout the<br>year                                   | RTI meetings                                  | Principal reviewed<br>policies / Reading<br>Specialist gave<br>individual<br>instructions |
| School Nurse delegates for<br>Epi-Pen               | Throughout the<br>year (4 times)                         | Delegates                                     | Nurse Training  |
| Expectations for Pupil<br>Conduct                   | 11/15/21<br>Throughout the<br>year                       | All Staff                                     | Faculty Meeting   |
| Pupil Discipline Code of<br>Conduct                 | 11/15/21   | All Staff                                     | Faculty Meeting<br>Power Point  |
| Diabetes Awareness                                  | 12/13/21<br>Throughout the<br>year                       | Nurse   | Reviewed medical<br>procedures  |
| Gang Awareness Policy                               | 12/13/21   | All Staff                                     | Faculty Meeting<br>Power Point  |

|   |                             |                |  |
|---|-----------------------------|----------------|--|
|   |                             |                |  |
| <b>Student Training</b>                             |                             |                |  |
| Bullying/Harassment Training                        | Throughout the year         | Students K - 5 | Policies to all students/parents<br>Health Lessons<br>Guidance lessons<br>Week of Respect<br>Character<br>Education Virtual Assemblies and Activities<br>Move This World<br>SEL Curriculum |
| Substance Abuse Training                            | Throughout the school year  | Grades 1 -5    | Health Curriculum  |
| Violence and Vandalism Week Activities for students | Week of 10/18/21 – 10/22/21 | All Students   | Grade level presentations and activities by staff<br><br>Police Visit and Virtual Assembly on Halloween<br>Safety/Crime Prevention   |

**OSAGE ELEMENTARY SCHOOL**  
**Somerdale Road**

**2021-2022**  
**Annual Report**

**Robert Cranmer**  
**Principal**

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

**Enrollment**

|                       | <b>Number of Students</b> | <b>Number of Classes</b> |
|-----------------------|---------------------------|--------------------------|
| <b>K</b>              | 86                        | 4                        |
| <b>1</b>              | 83                        | 4                        |
| <b>2</b>              | 91                        | 5                        |
| <b>3</b>              | 95                        | 5                        |
| <b>4</b>              | 111                       | 5                        |
| <b>5</b>              | 99                        | 5                        |
| <b>Self-Contained</b> | 0                         | 0                        |
| <b>Total Students</b> | 565                       |                          |

| <b>Special Needs Programs</b> | <b>Number of Students</b> |
|-------------------------------|---------------------------|
| BSIP Literacy & Math          | 110                       |
| Speech                        | 36                        |
| Resource Room                 | 38                        |
| Inclusion                     | 19                        |
| ESL                           | 32                        |
| Special Education             |                           |
| Autism                        | 8                         |
| Specific Learning Disability  | 34                        |
| Other Health Impaired         | 11                        |
| Communication Impaired        | 8                         |
| Multiply Disabled             | 0                         |
| Emotionally Disturbed         | 1                         |
| Vision Impaired               | 0                         |
| Cognitively Impaired          | 0                         |
| Auditory Impaired             | 16                        |

## **School Programs**

### **Programs**

Kindergarten Orientation  
Back-to-School Night  
American Education Week  
Fifth Grade Parent/Student Promotion Ceremony  
Kindergarten Promotion  
Parent Volunteer Appreciation Night  
Homework Helpers  
Literacy After School Clubs  
Extended Day BSIP Program  
New Parent Orientation

### **Grades Included**

Kindergarten  
All Grades  
All Grades  
5  
Kindergarten  
Parents  
1-5  
4&5  
3-5  
All Grades

## **School Assemblies**

|  |              |
|--|--------------|
| Voorhees Rotary Club – Water Safety    | (K & 1)      |
| Author Sandra Markle                   | (All Grades) |
| Pete’s Diary (student with disability) | Grade 4      |
| Talent Show                            | (All Grades) |
| Instrumental Concert                   | (All Grades) |

## **Parent/Faculty Organization Activities**

Five General Meetings  
Staff Holiday Treats  
Staff Appreciation Week  
Fifth Grade Promotion Ceremony

**OPF Fundraisers**

T-Shirt Sale  
Gertrude Hawk  
Square 1 Art  
School Book Fair  
Pretzel Sales  
General Mills Box Tops  
McDonald's Booster  
Wendy's Booster

**OPF Community Service Activities**

Holiday Donations  
Food Drive

**Other Activities**

Beginning/Advanced Band  
Homework Helpers

**Number of Staff**

Certificated - 54  
Certificated Part-Time or Shared - 5  
Non-Certified - 16

| Osage School Annual Required Training  |  |   |  |
|--|--|---|--|
| Topic  | Date   | Participants  | Method   |
| Staff Training   |  |   |  |
| Substance Abuse Staff Training<br>Alcohol, Tobacco and other Drugs                       | September 13, 2021   | All Staff   | Faculty Meeting – Reviewed Policy Power Point Presentation   |
| Harassment, Intimidation, and Bullying Staff Training & Pupil Discipline/Code of Conduct | September 2, 2021,<br>September 13, 2021,<br>Throughout the year                                   | All Staff   | Faculty Meeting, Staff Handbook, District Website, PowerPoint Presentation   |
| Staff Harassment Training  | September 13, 2021   | All Staff   | Faculty Meeting – Reviewed Policy Power Point Presentation, GCN Presentation   |
| Sexual Harassment<br><br>Student Sexual Harassment                                       | September 13, 2021<br><br>September 13, 2021   | All Staff   | Faculty Meeting – Reviewed Policy Power Point Presentation   |
| Suicide Awareness and Prevention   | September 13, 2021<br>Throughout the year  | All Staff   | Faculty Meeting – Reviewed Policy Power Point Presentation<br>GCN for New Staff  |
| School Safety/Emergency Plan Training  | September 1 & 2, 2021<br>September 13, 2021<br>Throughout the year<br><br>9/1/21, 2/23/22, 5/24/22 | All Staff<br><br><br>Crisis Team Meetings and School Safety Committee | Plan provided to staff in September as part of the Faculty Handbook and then reviewed throughout the year at faculty and grade level meetings. Drills were practiced on a regular basis.<br><br>Discussed emergency drills. Reviewed security plan and discussed HIB survey and school climate |

|  |  |  |   |
|--|--|--|---|
| Missing/Abused/Neglected Children Training             | September 13, 2021<br>October 18, 2021                             | All Staff  | Faculty Meeting – Reviewed Policy Staff Handbook  |
| Equal Educational Opportunity/Achievement Gap training | September 13, 2021   | Certified Teachers                                       | Faculty Meeting – Reviewed Policy Power Point Presentation, Grade Level Meetings focus on Student Achievement |
| Blood Borne Pathogens                                  | September 13, 2021   | All Staff<br>New Staff –                                 | Faculty Meeting – Power Point Presentation<br>New Staff - GCN   |
| Violence and Vandalism Week Activities for staff       | Faculty Meeting<br>October 18, 2021<br>Ongoing throughout the year | Certified Teachers                                       | Faculty Meeting   |
| Asthma Training  | September 13, 2021<br>October 18, 2021                             | All Staff  | Presentation and Printed Materials provided by Victoria Crews<br>New Staff - GCN                              |
| Epi-Pen Training                                       | Throughout Year  | Designated Staff and teachers as needed                  | Nurse, Victoria Crews, provided individual instruction  |
| Eye Protection   | Throughout Year<br><br>September 13, 2021                          | Designated Staff and teachers as needed<br><br>All Staff | Nurse instruction<br><br>Faculty Meeting  |
| Intervention and Referral                              | Throughout Year  | RTI Meetings   | Principal/Assistant Principal/ Counselor provide instruction  |
| Expectations for Pupil Conduct                         | 11/15/21   | All Staff  | Faculty Meeting   |

|   |   |              |   |
|---|---|--------------|---|
| Pupil Discipline Code of Conduct                    | 11/15/21  | All Staff    | Faculty Meeting Power Point                                       |
| Diabetes Awareness                                  | 12/13/21<br>Throughout Year                     | Nurse        | Reviewed medical procedures                                       |
| Gang Awareness Policy                               | 12/13/21  | All Staff    | Faculty Meeting Power Point                                       |
| Student Training                                    |   |              |   |
| Harassment, Intimidation, Bullying Training         | Through-out school year                         | All Students | Maura Abate conducted lessons and provided materials for students |
|   | Guidance Lessons                                |              |   |
|   | Week of Respect Activities                      |              | Character education assemblies and activities                     |
|   | Health Lessons                                  | Grades 1-5   |   |
| Substance Abuse Training                            | Throughout Year                                 | Grades 1-5   | Health Curriculum   |
| Violence and Vandalism Week Activities for students | Week of October 18, 2021<br>(10/18/21-10/22/21) | All Students | Teachers implemented lessons and activities                       |

**Signal Hill School**

**Signal Hill Drive**

**2021 - 2022  
Annual Report**

**Sharon R. Stallings**  
**Principal**  
**Signal Hill School**

**Enrollment**  
**June 2022**

| <b>Number<br/>Grade of Students</b> | <b>Number<br/>of Classes</b> |  |
|-------------------------------------|------------------------------|--|
|-------------------------------------|------------------------------|--|

|                                |         |   |
|--------------------------------|---------|---|
| Pre School Disabled (half day) | 0       | 0 |
| Pre School Disabled (full day) | 22      | 3 |
| Pre School Included            | 46      | 2 |
| Kindergarten                   | 66      | 4 |
| 1                              | 69      | 4 |
| 2                              | 71      | 3 |
| 3                              | 71      | 4 |
| 4                              | 76      | 4 |
| 5                              | 68      | 3 |
| Multiply Disabled              | 0       | 0 |
| Homebound                      | 2       |   |
| <br>Total                      | <br>491 |   |

| <b>Programs</b> | <b>Number of Students</b> |
|-----------------|---------------------------|
|-----------------|---------------------------|

|                                    |    |
|------------------------------------|----|
| B.S.I.P. (Kindergarten)            | 4  |
| B.S.I.P. (Reading/Language only)   | 11 |
| B.S.I.P. (Math only)               | 31 |
| B.S.I.P. (Reading & Math)          | 46 |
| Speech (K-5)                       | 75 |
| Speech (Preschool)                 | 42 |
| Resource Centers                   | 52 |
| In Class Support                   | 25 |
| Multiply Disabled                  | 0  |
| Pre School Disabled (half day)     | 24 |
| Pre School Disabled (full time)    | 22 |
| Pre School Included (ages 3 and 4) | 23 |
| English as a Second Language       | 11 |
| Enrichment Program (3-5)           | 17 |
| Enrichment Program Sparks (K-2)    | 10 |
| Math Sparks                        | 61 |

**School Programs**

| <b>Programs</b> | <b>Grades Included</b> |
|-----------------|------------------------|
|-----------------|------------------------|

|   |                 |     |
|---|-----------------|-----|
| 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             |     |
| Virtual Presidential and First Ladies Guess Who<br>presented by 4 <sup>th</sup> grade | 1               |     |
| Lunches from the Heart ( <i>Canceled due to COVID 19</i> )                            |                 | K-5 |
| Art Show( <i>Canceled due to COVID 19</i> )   | K-5             |     |
| Music Concert   | 4-5             |     |
| Instrumental Concert  | Bands/Orchestra |     |
| Fun and Fitness Day   | K-5             |     |
| Virtual Author Visit  | K-5             |     |
| Math Day  | All             |     |
| Fifth Grade Promotion   | 5               |     |
| Around the World International Studies  | All             |     |
| Rotary Club Dictionary Donation Presentation  |                 | 3   |
| Rotary Club “Josh the Otter” Water Safety   | K               |     |

### Co-Curricular Activities

|   |                  |
|---|------------------|
| Safety Patrol ( <i>Canceled due to COVID 19</i> ) | 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          |

### Before School Activities

|                    |              |
|--------------------|--------------|
| Language Arts Club | Grades 1 - 5 |
|--------------------|--------------|

### School Assemblies

Virtual and In-Person Husky PRIDE Assemblies held throughout the year  
 Fire Safety – Voorhees Twp. Fire Department  
 Respect/Anti-Bully Virtual Assembly  
 VTEA Pep Rally (*Canceled due to COVID 19*)  
 STEAM Day Assembly (*Canceled due to COVID 19*)  
 5<sup>th</sup> Grade Promotion Assembly - Mad Science  
 Assemblies provided by Signal Hill Parent Faculty Association

## Signal Hill Parent/Faculty Association Activities

Virtual General Meetings  
Various Dining Out Fundraisers  
Book Fair  
Holiday Shop (*Canceled due to COVID 19*)  
School Store (*Canceled due to COVID 19*)  
Signal Hill Spirit Wear Fundraiser  
Staff Appreciation Week Daily Treats  
Yearbook Sale  
Back to School Supply Kit Fundraiser  
Teacher Cookie Exchange (*Canceled due to COVID 19*)  
Fifth Grade Promotion and Game Day Activities  
Community Service Projects:  
    Thanksgiving Family Food Drive  
    The Giving Tree  
    MLK Day of Service (*Canceled due to COVID 19*)

## Special Service Programs/Projects

State of New Jersey - Department of Children and Families - DCPP - Gift Card Donations  
Husky Service Team Projects – Animal Welfare Association Supply Drive, Philadelphia  
    (*Canceled due to COVID 19*)  
Veterans Hospital Supply Drive, Book Smiles Book Drive  
    (*Canceled due to COVID 19*)  
Sing-A-Long at local nursing homes (*Canceled due to COVID 19*)  
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) | 12 |
| Instructional Associates                       | 11 |

## Signal Hill School Recognition/Awards

1. *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.*
- 2) *4th Grade Student - Tejal Fillmore participated and was a Grand Prize Winner of the 3rd Annual 2022 Book Song Challenge. Signal Hill School and Tejal were the recipients of a \$1,000 Bookshop gift card award of new books for Signal Hill School Library/ Media Center. Tejal's Instagram page is located at @WayPastBooks. This is Tejal's second time winning this award.*

| Signal Hill School Annual Required Training                   |   |              |   |
|---|---|--------------|---|
| Topic   | Date  | Participants | Method  |
| Staff Training  |   |              |   |
| School Safety/Emergency Plan Training (In-person and Virtual) | 9/2/21,<br>9/13/21,<br>10/18/21,<br>11/15/21<br>12/13/21,<br>1/11/22<br>2/18/22<br>3/14/22<br>4/11/22<br>monthly drills | All Staff    | Plans distributed to all staff and substitutes in September/October in individual mailboxes and virtually. Plans reviewed and discussed with all staff at Virtual and other in-person Faculty Meetings, ongoing drills. |
| Student Code of Conduct                                       | 9/2/21,<br>9/12/21,<br>10/29/20,<br>12/13/21  | All Staff    | Presentation, review and discussions of Code at Virtual Faculty Meetings/Memos  |
| Violence and Vandalism Week Activities for staff              | 10/18/21<br>–<br>10/22/21   | All Staff    | Presentation at Virtual Faculty Meeting, online resources, guidance and assemblies  |
| Blood Borne Pathogens   | 9/2/21 –<br>12/10/21  | All Staff    | Online training – GCN Faculty Meeting Overview  |
| Asthma, Diabetes Training                                     | 9/2/21 –<br>12/10/21  | All Staff    | School Nurse presentation and On line training by GCN   |
| Bullying/Harassment Training                                  | 9/2/20 –<br>10/18/21  | All Staff    | Guidance Counselor Presentation and On line training by GCN. Review of Policy 5512.   |

|   |                   |                                |   |
|---|-------------------|--------------------------------|---|
| Substance Abuse Staff Training                                | 9/2/20 – 10/18/21 | All Staff                      | On line training by GCN. Review of Policy 5530.   |
| Missing/Abused/Neglected Children Training                    | 9/2/20 – 10/18/21 | All Staff<br>All<br>Volunteers | Online training by GCN/Library/Media Specialist. Review of Policy 8462. – PP presentation |
| Staff Affirmative /Achievement Gap/Action/Harassment Training | 9/2/20 – 10/18/21 | All Staff                      | Online training by GCN. Review of Policy 2260.  |
| Eye Protection Training                                       | 9/2/21            | All Staff                      | School Nurse Presentation at Faculty Meeting. Review Policy #7432.                        |
| Sexual Harassment Students                                    | 9/2/21            | All Staff                      | PowerPoint Presentation and Review of Policy 5741   |
| Response to Intervention Training                             | 9/13/21           | All Staff                      | Presentation at Faculty Meeting. Review of Policy and Staff Handbook Guidelines.          |
| Suicide Prevention Review                                     | 9/13/21           | All Staff                      | Policy 5350 reviewed at Faculty Meeting   |

| Student Training                                    |                     |                               |   |
|---|---------------------|-------------------------------|---|
| Violence and Vandalism Week Activities for students | 10/18/21 – 10/22/21 | All Students K-5              | Classroom lessons as outlined in NJDOE Guidelines |
| Bullying/Harassment Training                        | 10/18/21 – 10/22/21 | Classroom K-5                 | Classroom lessons/Assembly                        |
| Bullying/Harassment Training                        | 10/18/21 – 10/22/21 | 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**

**2020-2021**

**Annual Report**

**Kristine Calabria, Principal**

**Caitlin Holloway, 6<sup>th</sup> 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, 6<sup>th</sup> grade, Assistant Principal  
 Idalis Kizee, 7<sup>th</sup> grade, Assistant Principal  
 Russel Winsett, 8<sup>th</sup> grade, Assistant Principal

**2020-2021  
Enrollment**

| Grade | Number<br>of Students | Number<br>of Classes |
|-------|-----------------------|----------------------|
| 6     | 340                   | 15                   |
| 7     | 336                   | 15                   |
| 8     | 348                   | 16                   |

**Special Needs**

| Programs                   | Number of Students |
|----------------------------|--------------------|
| B.S.I.P                    | 94                 |
| Speech                     | 16                 |
| Resource Center            | 136                |
| Self-Contained Special Ed. | 13                 |
| English as Second Language | 15                 |

**School Programs**

| Programs                                | Grades Included |
|---|-----------------|
| 6 <sup>th</sup> Grade Orientation Video | 6               |
| Back-to-School Nights                   | 6-8             |
| Drama production                        | 6-8             |
| <b>School Clubs</b>                     | <b>6-8</b>      |
| 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 |
| Trail Blazers         | 6-8 |
| Homework Club         | 6-8 |

### **Parent/Faculty Organization Activities**

Assist with school pictures  
 BJ 's Membership Program  
 Parent volunteers in the school  
 Spirit Wear Sale

### **Number of Staff**

|                  |    |
|------------------|----|
| Certificated     | 97 |
| Non-Certificated | 14 |

| Voorhees Middle School Annual Required Training        |  |                     |   |
|--|--|---------------------|---|
| Topic  | Date   | Participants        | Method  |
| Staff Training   |  |                     |   |
| Substance Abuse Staff Training                         | September 2020   | All Staff           | Faculty Meeting   |
| Bullying/Student Harassment Staff Training             | September 2020   | All Staff           | Faculty Meeting<br>PowerPoint Presentation  |
| Suicide Prevention                                     | September 2020   | All Staff           | Faculty Meeting   |
| School Safety/Emergency Plan Training                  | Monthly Training throughout the 2020-2021 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 2020   | All Staff           | Faculty Meeting   |
| Equal Educational Opportunity/Achievement Gap training | Weekly During Team Meetings                            | Certified Teachers  | Team Meetings focus on Student Achievement.   |
|  | Faculty Meetings                                       | All Certified Staff | Focus of Faculty Meeting on Improved Instruction to meet the academic needs of all students<br>Assessment Data  |
| Blood Borne Pathogens                                  | September 2020   | All Staff           | Faculty Meeting   |

|   |  |                                   |  |
|---|--|-----------------------------------|--|
| Pandemic Response Team                      | September-June 2020-2021                           | Certified Teachers & Staff        | Meetings   |
| Asthma Training                             | September 2020                                     | All Staff                         | Faculty Meeting PowerPoint Presentation  |
| Epi-Pen Training                            | 6 Sessions throughout the 2020-21 school year      | Designated Staff: Staff Delegates | Marissa DelPalazzo and Taylor Dansky & Stefany Emerson provided individual instruction   |
| Eye Protection Training                     | September 2020                                     | New staff                         | PowerPoint Presentation  |
| Cyber Security & Password Security Training | February 2020                                      | 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<br>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**

**2021 - 2022  
Annual Report**

**Michael Redfearn, Coordinator**

## **COMMUNITY EDUCATION AND RECREATION**

**Michael Redfearn, Coordinator**

**JULY 01, 2021 – JUNE 30, 2022**

Community Education-Recreation (CER) has been in existence for the past 38 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, youth programs, rental/usage of our district facilities to residents and local sports/athletic organizations. Under Michael Redfearn's leadership, a successful Saturday Enrichment Program returned for the 2021-2022 school year. 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.

During the 2021-2022 school year CER was able to slowly bring back many of its programs that were put on hold with COVID-19. 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**

4 terms – Summer of 2021, Fall 2021, Winter 2022 and Spring 2022– Adult & Children  
Participants 139

### **School Age Care Program – 2021-2022**

Number of participants:

|                |    |
|----------------|----|
| E. T. Hamilton | 85 |
| Osage          | 97 |
| Kresson        | 77 |
| Signal Hill    | 94 |

### **Summer Programs**

Summer Day Camp – 163 Participants

Voorhees Theater Camp – 77 Participants.

Saturday Spectacular  
142 -Participants

School/theater usage:  
57 permits.

**PUBLIC INFORMATION OFFICE**

**2021-2022 Annual Report**

**Susan Donnelly, Supervisor of Special Projects**

**PUBLIC INFORMATION OFFICE**  
**2021-2022**  
**Susan Donnelly, Supervisor of Special Projects**

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

- Kindergarten On-line brochure
- 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 2021-2022 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.

### **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 (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.
- 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**

**2021 - 2022 - Annual Report**

**Susan Donnelly - Affirmative Action Officer**

**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 2021-2022**

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

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

**Investigations**

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

## **Staff Recognition**

*In early June of 2022, all staff received a request for information about any honor or recognition received, graduate degree achieved, or public office held outside the Voorhees School district in the 2021-2022 school year. The Public Information Office received the following responses:*

### **Christine Blizzard-Wrobel – Voorhees Middle School, STEM Teacher**

Completed the certification for Apple Learning Coach and was a part of the pilot program. The Apple Learning Coach program trains educators in coaching roles to learn how to best help teachers maximize Apple technology, emphasizing “classroom creation instead of just classroom consumption”.

### **Maria Pinizzotto – Kresson, 2nd Grade Teacher**

Earned Master's Degree in Educational Leadership

### **Erin Putman - Osage School, Teacher**

Graduate of the NJ Partners in Policymaking Class of 2021. New Jersey Partners in Policymaking is an 8-month leadership development and advocacy education program for adults with developmental disabilities and family members available through The Boggs Center on Developmental Disabilities with funding from the New Jersey Council on Developmental Disabilities. The goal of this program is to prepare the next generation of disability advocates to work toward meaningful change in our state.

### **Melissa Smith - Osage School, 3rd Grade Teacher**

Completed Master's Degree through Walden University - Master of Science in Education, Specializing in Integrating Technology in the Classroom

### **Danielle Trucano - Administration Building, Assistant Business Administrator**

Professional Recognition as a Registered School Business Official (RSBO) which is recognition through the NJASBO in a particular area of oversight in a district - accounting.

### **Lynn Wynters – Osage, 3rd Grade Teacher**

Received a Master's Degree in Elementary Education with a Specialization in Integrating Technology into the Classroom

## **Appendix A**

### **Retirees & 25 Year Service Award Recipients**

**2021 - 2022**

**Retirees**

**Richard Behler  
Regina Borreggine  
Linda Carter  
Denise Lewis  
Michelle Mortellti  
Lisa Sollenberger  
David Thompson  
Jennifer Waro  
Tamie Wilhelm**

**25 Year Service Award Recipients**

**Jill Locke  
Regina Borreggine  
Tim Hassall**