



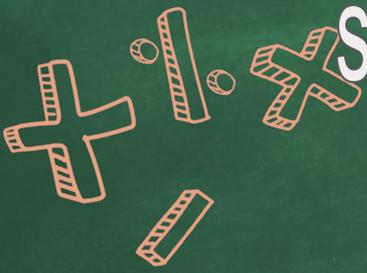
Special Programs

Voorhees Township Public Schools

March 24, 2025

ESL

A B C

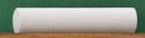
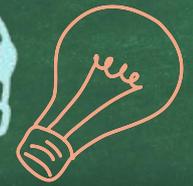
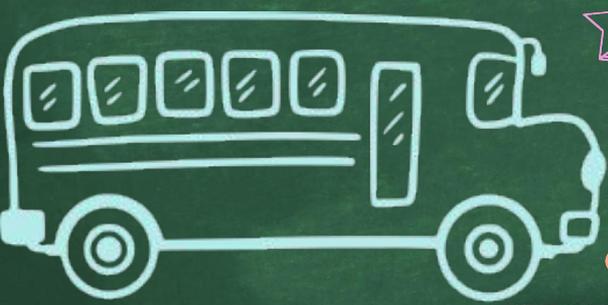


Special Education Programs



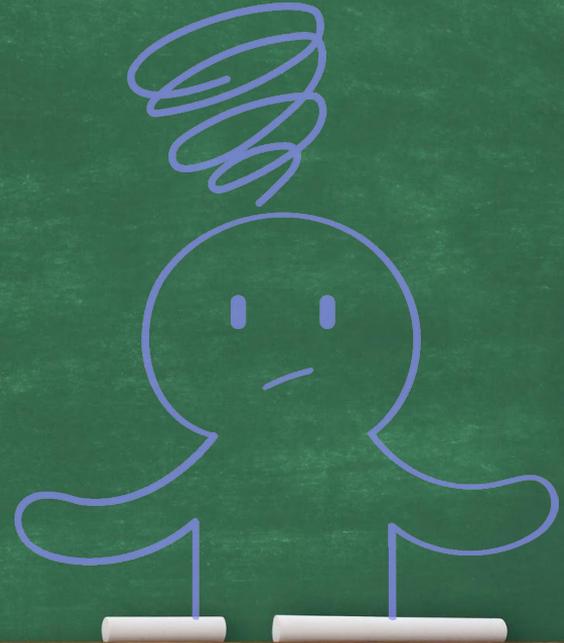
Dr. Melody Alegria, Director
of Special Services

$$\frac{1}{4} + \frac{1}{2} = \frac{3}{4}$$



Did you know?

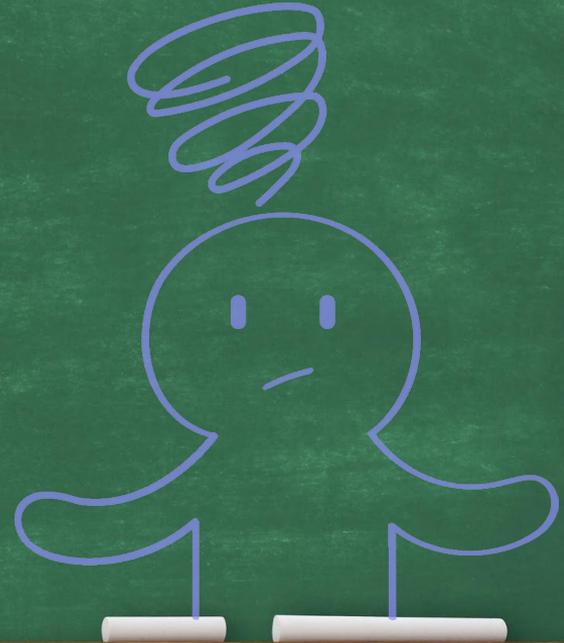
- We currently serve over 550 students with an IEP for Special Education or Speech only Services
- Special Services works with school staff to support students as soon as a concern is brought up for a student
- Our staff is made up of Speech Language Pathologists, Occupational Therapists, Physical Therapists, Psychologists, Social Workers, BCBA's, and Learning Consultants



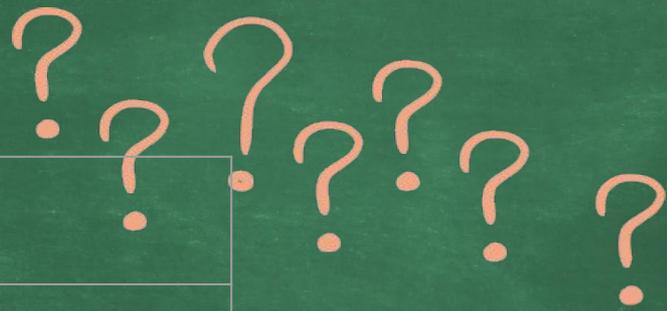
What does the Child Study

Team do?

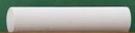
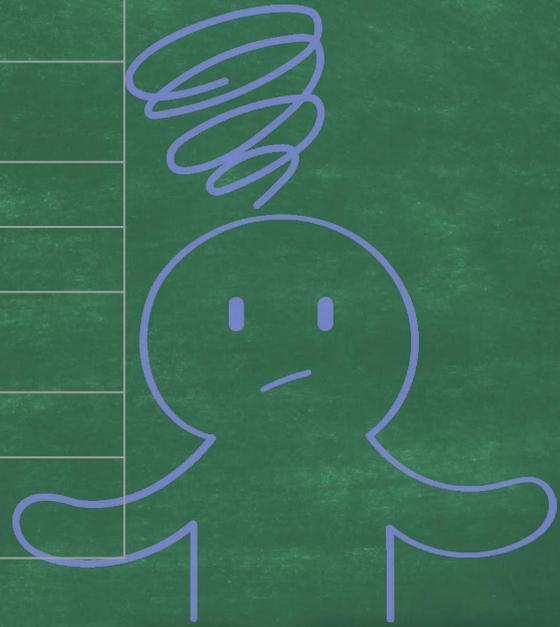
- Support Teachers, Administrators, and Instructional Associates
- Classroom observation of students on their caseload
- Write reports, IEPs and hold/attending IEP meetings
- Provide School Based Counseling and Social Skills
- Related Services to provide school based therapy in their discipline
- Many other methods of support
- Testing in their specific discipline



Who are the members?



Michael Kotch, Psychologist	E.T. Hamilton Elementary
Holly Rosica, LDTC	Kresson Elementary
Kiera Williams (preschool), Social Worker	Kresson Elementary
Lisa Brooks, LDTC (Autism and LLD @ Osage)	Kresson, Osage, Signal Hill
Amy Behnke, Social Worker	Osage Elementary
Amanda Packen, Psychologist	Signal Hill Elementary
Melissa Williams (8th Grade), Psychologist	Voorhees Middle School
Dawn Danley (7th Grade), LDTC	Voorhees Middle School
Jennifer Howard (6th grade and MD, LLD), Psychologist	Voorhees Middle School



Special Education

Programs



In-Class Support:

- Both teachers listed on the roster
- Plan lessons collaboratively; shared in Atlas
- Small group instruction
- Accommodations and modifications to curriculum
- Teacher support: ICS focus group, Administrative check ins

Resource Room:

- Differentiate Instruction
- Curriculum supports: Wonderworks (K-2)
SPIRE
- Teacher support: Lead Teacher
Wonderworks training, Administrative check ins

Special Education

Programs

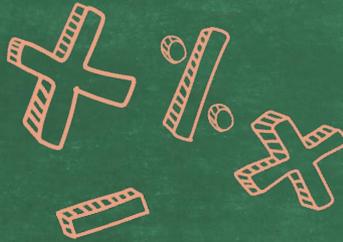


Language Learning Program:

- Differentiate Instruction
- Curriculum supports:
 - Reading: Wonderworks, SPIRE, EDMARK, Visualizing and Verbalizing
 - Math: Touch Math, manipulatives
 - Writing: Wonderworks, Handwriting without Tears
- Teacher support: Lead Teacher, Administrative check-ins, BCBA consultations

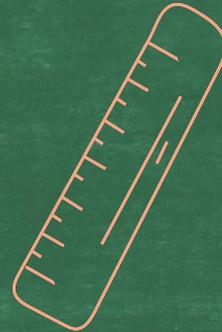
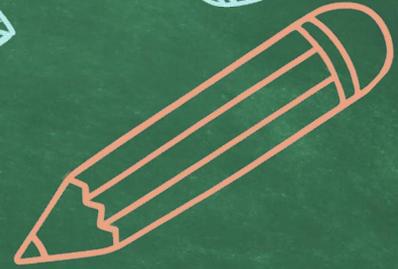
Autism Program:

- Individualized behavior, instructional, and functional routine plans
- Curriculum Supports: STAR curriculum, EDMARK, BOOM cards, TouchMath, Reading Milestones, Accessible Literacy Learning, Happy Numbers
- Teacher Supports: Administrative Check In, STAR Training, BCBA consultation, Pyramid Consultation, monthly collaborative meetings



Great Things happening!

- Static Communication Boards
- VTPD Collaboration
- Peer Buddies
- Adaptive Specials
- Executive Functioning



Things to celebrate STATIC COMMUNICATION BOARDS ON OUR PLAYGROUNDS



Things to celebrate

STATIC COMMUNICATION BOARDS

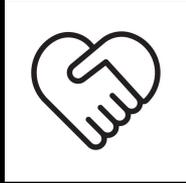
ON OUR PLAYGROUNDS



PEER BUDDIES



Buddy Day 2024



Buddy Day 2024





Resources and Who to Contact!

Dr. Melody Alegria, Director of Special Services
alegria@voorhees.k12.nj.us

Ms. Donna Ross, Supervisor of Special Services
rossd@voorhees.k12.nj.us

Special Services Website
<https://www.voorhees.k12.nj.us/Page/400>





English as a Second Language (ESL) Program

Identifying Multilingual Learners (MLs)

The ESL Program is designed for students whose first language is any language other than English.

The New Jersey Department of Education requires the following when identifying a student as a Multilingual Learner (ML):

- **Step 1:** Home Language Survey
- **Step 2:** Records Review
- **Step 3:** English language proficiency assessment

Preschool only utilizes Steps 1 and 2

What is ESL?

“A daily class period of second-language acquisition instruction . . . based on a student’s English language proficiency . . . [and instruction that] teaches language development standards and incorporates the cultural aspects of the students’ experiences.”

(~N.J.A.C. 6A:15, Bilingual Education)

Voorhees ESL Program (Preschool)

In preschool, the ESL teacher provides ongoing support:

- Office hours
- Additional resources
- Coaching collaboration
- Modeling strategies

ESL Program (K-8)

- Students are pulled out for a minimum of one class period a day, every day:
 - 30 mins in elementary (E.T. Hamilton, Kresson, Osage, and Signal Hill)
 - 45 - 55 mins in middle (Voorhees Middle School)
- Additional instruction may be provided to students, depending on individual needs (push in and/or pull out)

Curriculum (Preschool)

The **Creative Curriculum** provides several supports:

- Language Models and Scaffolding
- Home Language Support
- Visual and Interactive Learning
- Vocabulary Development
- Small Group and Individualized Instruction
- Family Engagement Opportunities

Curriculum (Kindergarten)

Reach for the Stars prepares very young learners to study school subjects in English. It combines best practices for teaching phonics with real-world photography to help learners read, write, and talk about themselves and the world around them.

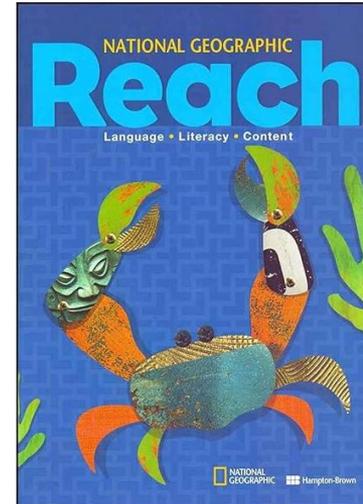
- Systematic phonics instruction is taught through real-world examples/photography.
- Songs and chants introduce language/vocabulary learners need to speak confidently.
- Video and projects help learners develop key social-emotional skills for success.



Curriculum (Grades 1-5)

National Geographic Reach:

- Integrates science, social studies, and language arts content with National Geographic's rich, high-quality visuals and texts.
- Thematic units build vocabulary, grammar, and language skills.
- Emphasizes inquiry-based learning and critical thinking, encouraging students to explore and ask questions about the world around them.
- Focuses on global awareness and cultural diversity



Curriculum (Grades 6-8)

National Geographic Inside:



- Combines engaging content with rigorous language development and literacy instruction.
- Covers a wide range of topics (science, history, and global issues)
- Divided into levels that correspond to students' language proficiency and academic needs.
- Focuses on building academic vocabulary, reading comprehension, writing skills, and critical thinking.
- Includes project-based learning and activities that promote collaboration and communication.
- Emphasizes real-world connections and cultural perspectives, aiming to prepare students for academic success and global citizenship.

What is ACCESS for ELLs?

ACCESS for ELLs is a suite of assessments that measures students' proficiency measures in the English language. Students are assessed in four domains: Speaking, Listening, Reading, and Writing.

ACCESS Score Reports for Families



Individual Student Report 2023

This report provides information about the student's scores on the ACCESS for ELLs English language proficiency test. This test is based on the WIDA English Language Development Standards and is used to measure students' progress in learning English. Scores are reported as Language Proficiency Levels and as Scale Scores.

Language Domain	Proficiency Level (Possible 1-5)	Scale Score (Possible 100-600) and Confidence Band (See Interpretive Guide for Score Reports for Definitions)
Listening	4.8	520
Speaking	3.4	360
Reading	5.8	600
Writing	3.5	370
Oral Language (50% Listening + 50% Speaking)	3.8	400
Literacy (50% Reading + 50% Writing)	3.9	410
Comprehension (70% Reading + 30% Listening)	5.5	580
Overall*	3.9	410

*Overall score is calculated only when all four domains have been assessed. NA: Not available.

Domain	Proficiency Level	Students at this level generally can...
Listening	4	<ul style="list-style-type: none"> understand oral language in English related to specific topics in school and can participate in class discussions, for example: <ul style="list-style-type: none"> Exchange information and ideas with others Correct people and events based on oral information Apply key information about processes or concepts presented orally Identify problems or points of view on issues in oral discussions
Speaking	3	<ul style="list-style-type: none"> communicate ideas and details orally in English using several connected sentences and can participate in short conversations and discussions in school, for example: <ul style="list-style-type: none"> Relate stories or events Share ideas and provide details Describe processes or procedures Give opinions with reasons
Reading	5	<ul style="list-style-type: none"> understand written language in English from all academic classes, for example: <ul style="list-style-type: none"> Recognize, explain, and predict the effects and consequences of events from written affirmations Compare ideas and information across various texts Recognize claims and supporting evidence around specific issues or concepts
Writing	3	<ul style="list-style-type: none"> communicate in writing in English using language related to common topics in school, for example: <ul style="list-style-type: none"> Describe familiar issues and events Create stories or short narratives Describe processes and procedures with some details Give opinions with reasons in a few short sentences

Student information

Student performance in each domain

Descriptors of what your child can do

ESL PROGRAM CONTACT INFORMATION

Julie Lyons
Supervisor of ESL
x6183
lyons@voorhees.k12.nj.us

Maryellen Fitzpatrick
ESL Teacher at ETH
x3125
fitzpatrick@voorhees.k12.nj.us

Sharon Robertson
ESL Teacher at Osage
x4163
robertson@voorhees.k12.nj.us

Ann-Jeanette Morales
ESL Teacher at Kresson
X2132
moralesa@voorhees.k12.nj.us

Christy Talbot
ESL Teacher at VMS
X5121
talbot@voorhees.k12.nj.us

Amanda Nemec
ESL Teacher at Signal Hill
X1148
nemec@voorhees.k12.nj.us

Voorhees Preschool Program

$$\sqrt{\frac{3}{4}} = (a^2) \text{ Overview}$$

Every Child is Unique



The Creative Curriculum

The Creative Curriculum is designed for children ages 3-5. Because of this, each item in the curriculum is planned to be **differentiated**, open-ended, and to provide a spiraled version of material so that as it's explored at each level, the children deepen their understanding with each exposure.

Differentiation means tailoring **instruction** to meet individual needs



Differentiated Instruction



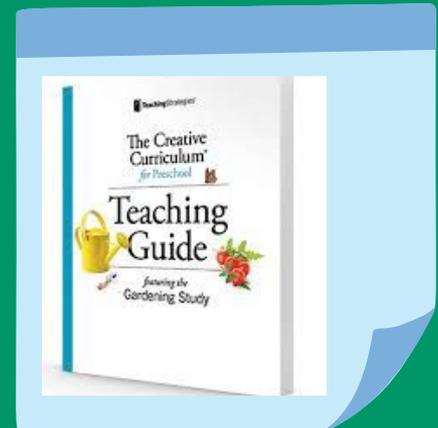
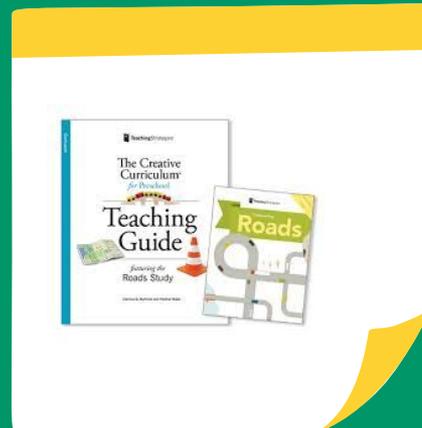
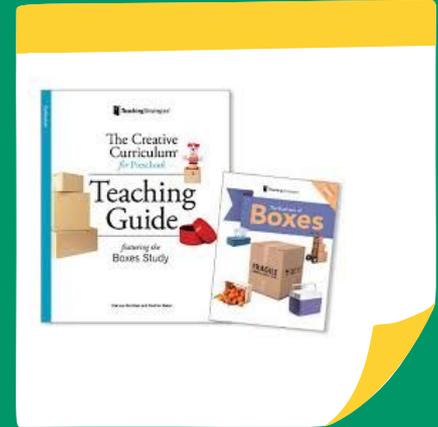
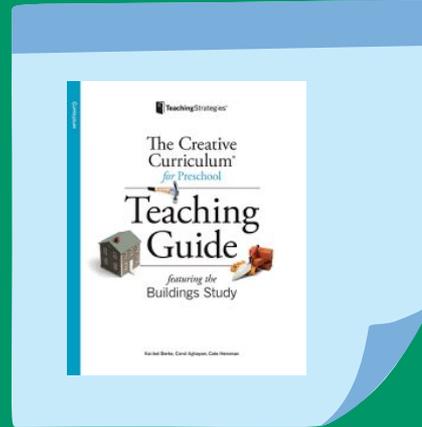
Objective 15 Demonstrates phonological awareness

a. Notices and discriminates rhyme

Not Yet	1	2	3	4	5	6	7	8	9
		Joins in rhyming songs and games <ul style="list-style-type: none">• Hums along and joins in random words in rhyme• Sings with a group, "One, two, buckle my shoe..."		Fills in the missing rhyming word; generates rhyming words spontaneously <ul style="list-style-type: none">• Completes the rhyme in the phrase, "The fat cat sat on the ____ (mat)."• Chants spontaneously, "Me, fee, kee, lee, loe, bee."		Decides whether two words rhyme <ul style="list-style-type: none">• "Do bear and chair rhyme? What about bear and goat?"• Matches rhyming picture cards		Generates a group of rhyming words when given a word <ul style="list-style-type: none">• Says, "Bat, sat, lat," when asked, "What words rhyme with cat?"	
	Red	Orange	Yellow	Green	Blue	Purple			

Curriculum Studies

(studies build children's confidence, creativity, and critical thinking skills through hands-on, project-based investigations. They promote discovery and inquiry with opportunities for children to think critically and develop process skills with rich, hands-on investigations of relevant and interesting topics in the classroom)



Every Child is Unique



The Creative Curriculum

Designed for use with children age 3-5

Daily Educational Components

Morning Meeting

Choice Time

Small Group

Shared Reading

Shared Writing

Nap/Rest Time

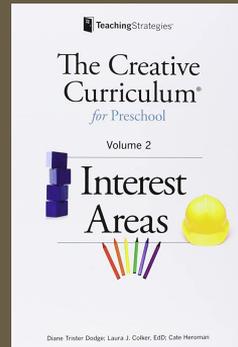
Gross Motor Time



Morning Meeting



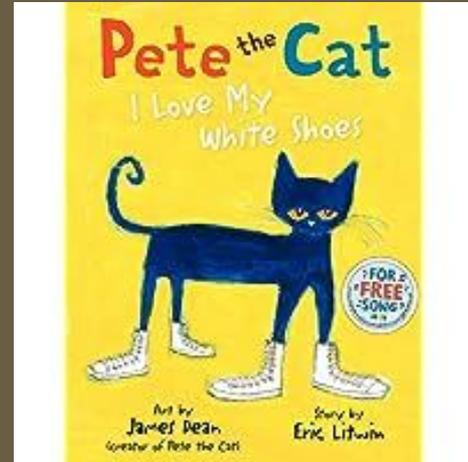
Choice Time



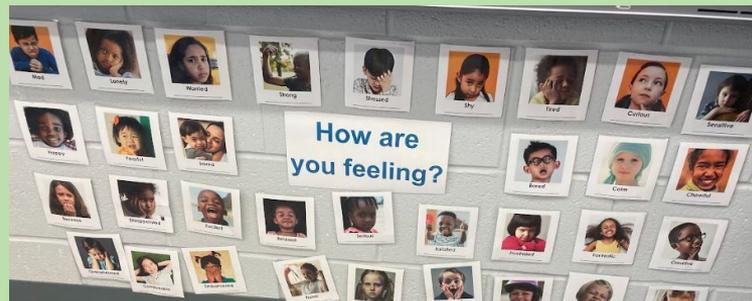
Small Group



Shared Reading & Writing



Behavior Supports



<https://challengingbehavior.org/>

Inclusion Classroom Structure

- 15 students per class
- 1 Teacher
- 1 Instructional Associate

Preschool Supports

- PICs (Preschool Instructional Coaches)
- PIRS (Preschool Intervention and Referral Specialists)
- CPIS (Community Parent Involvement Specialist)
- Social Workers & Family Workers
- Preschool Nurses

Voorhees Early Childhood Development Center (VECDC)



May 5, 2025

Meet our Administrators!

In addition to our building principals and our provider site directors, meet our leadership team!



Dr. Hackett
Superintendent of
Schools



Mr. Moskowitz
Assistant Superintendent
for Curriculum and
Instruction



Dr. Alegria
Director of Special
Services



Ms. Lyons
Director of Early
Childhood & Literacy

Meet our Team (continued) . . .

Building/Site Administrators:

Kresson Elementary Principal: Stacey Morris

VECDC Principal: Lynette Lewis

Today's Learning Center Directors: Sima Patel & Jessica Maisuria

Fervent Beginnings Director: Lori Corry

Preschool Program Staff:

PICs: Jennifer Sapio & Leanna Vrobel

PIRS: Kirsten Ambrozaitis & Tara Senechal

CPIS/Social Worker: Briella Taylor

Social Worker: Kate Cardente

Thank you!

