

VOORHEES TOWNSHIP

PUBLIC SCHOOLS DISTRICT

ANNUAL REPORT

2025- 2026

School Year



Prepared by
Susan Donnelly

Submitted to the
Board of Education
August 2026

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SUPERINTENDENTS' MESSAGE

Dr. Neely Hackett

2025-2026

Greetings Voorhees Township Public Schools Community,

As we close the 2025–2026 school year, I am proud to reflect on a year defined by growth, innovation, and achievement across the Voorhees Township School District. I am deeply grateful for the commitment of our talented staff, the leadership and support of our Board of Education, and the partnership of our families and community members who continue to play an essential role in the success of our students.

Throughout the year, we remained focused on creating meaningful opportunities for students to learn, grow, and thrive. Our work was guided by data-informed decision-making, stakeholder feedback, and a shared commitment to continuous improvement. Together, we celebrated academic successes, expanded opportunities for students, strengthened programs and services, and advanced initiatives designed to meet the evolving needs of our school community.

As you review the highlights of new initiatives and progress monitoring included in this report, I hope you share in the pride of all that we have accomplished together. The achievements of this year are a testament to the dedication, resilience, and collaborative spirit that define the Voorhees Township School District.

Academic Achievement and Student Success

- Met the New Jersey Department of Education (NJDOE) annual growth and progress targets for the 2024–2025 school year for the All Students reporting group and most student subgroups, reflecting the district's ongoing commitment to academic achievement. Efforts will continue to support all subgroups in meeting future performance targets.
- Reduced chronic absenteeism across the district, supporting improved student achievement and engagement.
- Implemented the NJDOE-required K–3 Reading Screener using the i-Ready Universal Screener to identify students who may need additional reading support and intervention.
- Hosted a virtual parent workshop to educate families about the reading screener, literacy development, and early intervention supports.

Teaching and Learning

- Developed protocols to improve the administration of English Language Arts and Mathematics benchmark assessments in grades 2–5, focusing on assessment timing, standards alignment, data collection, and data analysis.

- Continued to use student achievement data to inform instruction and provide targeted learning experiences that support both academic intervention and enrichment, ensuring students receive instruction aligned to their individual learning needs.
- Launched a five-year implementation plan for the Sheltered Instruction (SI) Model and established a long-term professional learning plan to train all instructional staff, ensuring districtwide implementation of the model by August 2027 and strengthening instructional practices that support Multilingual Learners.
- Strengthened digital literacy and citizenship skills by providing all students in grades 3–8 with instruction on digital safety, responsible technology use, and identifying misinformation.

School Climate and Safety

- Continued emphasizing consistent implementation of Regulation 5600 and the district's behavior chart to promote fairness, accountability, and positive student outcomes.
- Expanded school-based behavior incentive programs designed to encourage positive behavior and strengthen school climate.
- Hosted a districtwide virtual parent workshop focused on the Code of Conduct, Regulation 5600, behavior expectations, consequences, incentives, and home-school partnerships.

Staff Development and Wellness

- Expanded staff professional development and wellness initiatives through a customized in-service program that offered choice-based academic workshops informed by staff feedback and a variety of wellness activities designed to promote employee well-being and work-life balance.

Family and Community Engagement

- Hosted the district's first Parent Academy, providing families with interactive workshops, educational resources, and community vendors.
- Expanded opportunities for family engagement through virtual workshops and informational sessions throughout the year.
- Hosted the district's inaugural Title III Multilingual Family Night, recognizing students who successfully exited the English as a Second Language (ESL) program while providing families with resources and learning strategies to support English language development at home.
- Introduced livestreaming of all fifth-grade promotion ceremonies, allowing family members and friends who could not attend in person to celebrate this important milestone.

Communication and Operations

- Introduced text messaging as an emergency communication tool for families to provide timely updates regarding school closings, transportation issues, and other urgent matters.

- Implemented a Residency Verification Program to help ensure district resources are used appropriately and to maintain fairness and accountability for taxpayers.

Fiscal Responsibility

- Developed a balanced budget for the 2026–2027 school year while maintaining instructional programs and staffing levels.
- Continued to prioritize responsible stewardship of district resources while supporting student achievement and district initiatives.

Looking Ahead to 2026–2027

- Expanding student support services through the addition of an Emotional Regulation Impairment (ERI) program for Kindergarten and Grade 1 students.
- Increasing specialized programming to provide targeted support in emotional regulation, coping skills, social development, and behavioral growth while maintaining access to meaningful academic experiences.
- Implementing a Uniform Grading Profile (UGP) for grades 2–5 to provide a common framework that supports consistency in grading and reporting student achievement across the district.

Together, we will continue to build on this year's accomplishments as we pursue new opportunities to strengthen our schools and support the success of every student. Thank you for your continued support and partnership as we work together to provide every student with an exceptional educational experience. I am excited about the future and confident that our best days are still to come.

Dr. Neely Hackett
Superintendent

**Business Office
2025-2026 Annual Report**

Helen G. Haley, CPA

**Business Administrator/
Board Secretary**

2025-2026 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 based on adjustments to the funding formula. As a result of this law, we anticipated further reductions in state aid over a seven-year period. Fiscal year 2024-2025 was the seventh and last year of Chapter Law 67. For fiscal year 2024-2025, many districts received a significant reduction in state aid and subsequently received a Stabilized School Budget Aid Grant for 45% of the reduction. The net decrease in state aid experienced by our District for fiscal year 2024-2025 was \$579,126 (a reduction of \$1,052,957 offset by Stabilized School Aid of \$473,831). Stabilized School Aid was not continued for 2025-2026, so for fiscal year 2025-2026, net state aid decreased by \$253,064. With rising costs and decreased state aid, it is getting increasingly difficult to balance the budget. Through 2025-2026, we have been able to maintain programs while staying within the 2% cap on the local tax levy by utilizing our reserve funds, analyzing cost-cutting measures, and researching revenue options; however, fiscal year 2025-2026 ended with minimal surplus to apply to future years and no contributions to reserves.

As part of the annual state aid reports for each school district, the NJ Department of Education calculates the District's adequacy budget and local fair share relating to the local tax levy. Through 2023-2024, the District satisfied the local fair share amount, and since it was less than the calculated adequacy budget amount, the District received Equalization Aid. Due to increased property values and income levels in Voorhees Township, there was a shift in the calculated fair share in 2024-2025 and 2025-2026, where the local tax levy no longer met the fair share amount. As a result, the District no longer receives Equalization Aid. This trend of being below the local fair share continued into 2026-2027, which was the first year that taxes were increased above the 2% by utilizing the health care banked cap adjustment to offset the rising costs of health care costs.

In July 2022, the District was notified that we were eligible to apply for Preschool Expansion Aid (PEA). The application was submitted in August 2022 and approved by the New Jersey Department of Education (NJDOE) in September 2022 for implementation of full-day kindergarten on October 3, 2022. Based on the calculation of our preschool universe, we needed to provide classroom space for approximately 500 students within a five year period. For the first year, we had approximately 70 preschool students which were placed in our classrooms at Kresson Elementary School and one provider location. In year two of full-day preschool, we had approximately 163 students consisting of 42 students at Kresson Elementary School and 121 students at three private preschool provider locations. In anticipation of providing classrooms to 500 students, a building was purchased on April 25, 2024. A construction contract for renovations to the building was awarded on June 10, 2024 to convert the building into a preschool with 24 classrooms. A memorandum of understanding with the Gibbsboro Board of Education was signed for them to utilize 5 of the 24 classrooms. The purchase and renovation of the building was funded with capital reserve funds and 6 million dollars from the Preschool Facilities Expansion Grant with a goal to open for students in the 2024-2025 school year. On June 2, 2025, the new preschool

building called the Voorhees Early Childhood Development Center (VECDC) opened with over 90 preschool students in attendance. This project represents a shared service, a repurposing of an existing building and the implementation of full-day preschool for two school districts.

Fiscal Year 2025-2026:

Fiscal year 2025-2026 represented year four of implementation of full-day preschool. Enrollment at the October 15, 2025 count was 376 preschool students with 267 students in-district and 109 students at two provider locations as compared to October 15, 2024 which had 122 preschool students with 40 students in-district and 82 at two provider locations. In September 2025, the VECDC opened all 24 classrooms with Gibbsboro students occupying 5 and Voorhees Township occupying 19. A ribbon cutting ceremony was held to celebrate the grand opening.

Other construction projects that occurred during the year were:

- Installation of hard-surface flooring
- Security camera installation
- Door hardware upgrades
- Playground upgrade at Kresson Elementary School
- ROD Grant Funded Projects:
 - Replaced HVAC units in D-wing at Voorhees Middle School.
 - Installed a boiler at Osage Elementary School
 - Installed a boiler at Signal Hill Elementary School

Clark Mathes, Director of Buildings & Grounds and Thomas Higgs, Supervisor of Buildings & Grounds work on the various projects as well as supervise the custodial staff. Mr. Mathes and Mr. Higgs do an excellent job managing these projects as well as the numerous annual maintenance responsibilities. In addition, Mr. Mathes holds a certificate in Project Management, so his expertise in this area has greatly contributed to the renovation of the Voorhees Early Childhood Development Center and maintenance projects that must be completed during summer, winter and spring breaks when the buildings are unoccupied. Mr. Higgs also assists in the procurement process by reviewing purchase orders for proper compliance with purchasing laws and regulations. Mr. Mathes retired on June 30, 2026 after 25 years of service to the District. Effective July 1, 2026, Mr. Higgs became the Director of Buildings & Grounds and Shaun Hazlett became the Supervisor of Buildings & Grounds.

The District continues to receive monetary awards in recognition of our safety programs and claims experience with the Joint Insurance Fund (JIF). We continue to achieve Elite II status for safety following receiving Safety District of the Year in 2022. Mr. Mathes schedules various safety training sessions for the maintenance and custodial staff, our staff attends monthly JIF meetings and/or workshops hosted by the JIF, and reporting of potential claims is done in a timely manner. Mr. Mathes was awarded the 2025 Safety Star of the Year at the annual JIF insurance dinner in December 2025 in recognition of his safety efforts in the District.

Tricia Malady, Executive Assistant to the Business Administrator, also contributed to the safety award Elite II status due to the timeliness of our claims reporting since she is involved in the

reporting of workers' compensation claims. Mrs. Malady also applies for and manages our Wellness Grant that we receive from the Schools Health Insurance Fund (SHIF). This year, Mrs. Malady planned a day full of wellness activities for the teachers and staff to participate in during an in-service professional development day. It was a success and received good reviews by the teachers and staff. Mrs. Malady also attends monthly SHIF meetings and coordinates the renewal of the various health insurance employee benefits. In addition to these responsibilities, Mrs. Malady acts as backup for the Transportation Coordinator in her absence.

In October 2025 and February 2026, we held Food Advisory Committee virtual meetings. These meetings were co-hosted by Mrs. Haley and our Food Service Director, Tina Artusa. Parents were encouraged to submit questions ahead of time relating to meals and other food service related topics. These questions were addressed at the virtual meeting and time was allotted for additional questions as well as discussion and suggestions. Some new menu items were implemented as a result. In accordance with state guidelines relating to free and reduced lunch status, the District began offering breakfast at E.T. Hamilton Elementary and Kresson Elementary Schools in 2025-2026. In 2026-2027, breakfast will be added to the VECDC as well.

As the preschool program expanded, our Transportation Coordinator, Andrea Graham, has had to add additional transportation routes. We also renewed the jointure with Eastern Camden County School District for a transportation contract that combined routes that are tiered in order to provide a cost savings to both districts. The two buses that were obtained with ESSER grant funds are being operated by one of the local transportation companies through a leasing agreement where the company pays a monthly fee for the use of the buses while using them on contracted routes for our students. In April 2026, we recognized our bus drivers for their service by providing bus-shaped cookies to bus drivers, bus aides, bus supervisors and front office secretaries.

In the Business Office, Christine Todd and Regina Disco enter purchase orders for the District and Maintenance as well as maintain vendor files, certificates of insurance, etc. Mrs. Disco also works closely with Food Service and handles all of the required annual and quarterly forms for the school nutrition electronic application and reimbursement system (SNEARS) as well as assisting with the Summer EBT submissions. Mr. Higgs reviews the procurement aspect of each purchase order and Tatiana (Tanya) Weinstock processes Accounts Payable. Mrs. Weinstock is also the Registrar for the District and is involved with both preschool and kindergarten registration as well as students that move into the District. She coordinates with the various schools and transportation in this role.

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.

Danielle Kirey, Assistant Business Administrator, is instrumental in the annual budgeting process and continues to manage the spending, reporting and reimbursement of various grants as well as the overall budget. Ms. Kirey is also the Fiscal Specialist for the Preschool Expansion Aid (PEA) program which began in FY 2022-2023 when the District was approved to implement full-day preschool. Ms. Kirey works on the overall PEA budget and facilitates the provider budgets. In May 2023, Danielle worked with the architect to submit a grant application for the Universal Preschool Facilities Expansions Grant which was awarded for \$6,000,000 in FY 2023-2024 and has

subsequently been funded. This grant substantially assisted with funds for adding preschool classrooms to provide for the projected five hundred students in our preschool universe. In 2025-2026, auditors from the state visited the VECDC to verify the grant funds that were spent on the renovations. They were very impressed with the end result! Another highlight of 2025-2026 is receiving positive remarks from the annual financial audit of the District. Ms. Kirey also manages the investment of funds during the year and provides guidance for the bookkeeping process for Student Activities and CER.

Fiscal year 2025-2026 was a year with a continued focus on preschool expansion, with the opening of all 24 classrooms at VECDC. It was also a year focused on three ROD Grants, summer projects and focusing on ways to address the rising costs of healthcare, transportation and utilities. We will continue to monitor the budget during the upcoming year and in planning for the 2027-2028 budget.

CURRICULUM AND INSTRUCTION

Andrew Moskowitz

Assistant Superintendent

2025 – 2026 District Results

Curriculum and Instruction
Andrew Moskowitz
Assistant Superintendent
2025-2026 District Results

During the 2025-2026 school year, instructional staff and administrators worked collaboratively to accomplish the following goals:

- Provided students with high-quality educational experiences that are differentiated and authentic.
- The district remained committed to helping students become confident, responsible, and safe digital learners. Students in grades 3–8 participated in age-appropriate instruction focused on digital citizenship, online safety, and media literacy, including strategies for identifying misinformation and evaluating the credibility of online sources. As evidence of their learning, students completed grade-level projects demonstrating their understanding of responsible technology use, online safety practices, and critical evaluation of digital information. These learning experiences were intentionally integrated into the district's curriculum, ensuring that digital citizenship skills were taught in authentic classroom contexts and connected to core academic content.
- The district focused on building the capacity of elementary teachers in grades K–5 to support multilingual learners through professional learning in Sheltered Instruction. K–5 teachers participated in training on research-based instructional practices designed to increase access to grade-level content while supporting English language development. The primary focus during the year was to develop teachers' understanding of the Sheltered Instruction framework and establish a strong foundation for future implementation. While K–5 teachers began incorporating selected sheltered instruction strategies into classroom instruction, full implementation was not expected during the training year. The district will continue to provide ongoing professional development, coaching, and classroom support during the 2026–2027 school year to ensure consistent implementation of sheltered instruction practices across all elementary classrooms.
- The district implemented the National Geographic Cengage *Lift* (ESL) English as a Second Language program for students in grades 6–8. The adoption of this research-based instructional program provided multilingual learners with high-quality, standards-aligned resources designed to strengthen English language development while supporting academic success across content areas. The middle school teacher received training and instructional resources to support implementation of the program. The *Lift* curriculum emphasizes academic vocabulary, reading, writing, speaking, and listening through engaging, real-world content, providing multilingual learners with meaningful opportunities to develop language proficiency and build confidence in using English in academic settings. The implementation of *Lift* established a strong instructional foundation for middle school ESL programming and will continue to be refined through ongoing professional learning and instructional support.

- During the 2025–2026 school year, the district successfully completed the third year of its accelerated mathematics program for students in grades 4 and 5. The program continued to provide advanced learners with rigorous, standards-based instruction that promoted deeper conceptual understanding, mathematical reasoning, and problem-solving skills while preparing students for future advanced coursework.
- Throughout the 2025–2026 school year, teachers and administrators continued to use English Language Arts (ELA) and Mathematics Benchmark Assessment data in grades 3–8 to inform instructional decision-making. Assessment results were analyzed to identify student strengths and areas for growth, guide targeted interventions, monitor progress, and adjust instruction to meet the diverse learning needs of all students.
- The district continued its commitment to fostering students' social-emotional development through the implementation of the CharacterStrong Social-Emotional Learning (SEL) program in grades K–8. School Counselors delivered grade-level SEL lessons that promoted self-awareness, self-management, relationship skills, responsible decision-making, and a positive school climate. The continued use of CharacterStrong reinforced the district's commitment to supporting students' academic success, well-being, and overall development.

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 in literacy and math to evaluate student achievement (See iReady Data Below).

Literacy Scores Comparison (Percent on or above grade level/1 year below/2 or more grade levels below)

Hamilton				
<i>Grade</i>	<i>2022-2023 iReady</i>	<i>2023-2024 iReady</i>	<i>2024-2025 iReady</i>	<i>2025-2026 iReady</i>
First	89/11/0	87/16/0	70/30/0	72/28/0
Second	83/14/2	93/6/1	79/19/1	79/15/6
Third	85/11/4	88/8/3	86/8/5	82/13/6
Fourth	83/15/1	82/8/2	80/18/0	75/21/1
Fifth	70/21/9	80/9/11	73/24/0	72/23/2

Kresson				
<i>Grade</i>	<i>2022-2023 iReady</i>	<i>2023-2024 iReady</i>	<i>2024-2025 iReady</i>	<i>2025-2026 iReady</i>
First	86/14/0	91/10/0	89/10/0	87/13/1
Second	89/8/3	83/9/8	94/4/1	83/11/7
Third	87/10/3	90/8/0	87/5/7	91/6/3
Fourth	74/23/3	68/25/3	82/17/2	68/20/1
Fifth	70/22/9	77/20/3	74/21/5	79/20/1

Signal Hill				
<i>Grade</i>	<i>2022-2023 iReady</i>	<i>2023-2024 iReady</i>	<i>2024-2025 iReady</i>	<i>2025-2026 iReady</i>
First	84/16/0	92/8/0	83/17/0	74/26/0
Second	96/4/0	85/13/1	92/7/0	86/13/2
Third	91/9/0	90/7/4	87/7/6	91/7/1
Fourth	82/14/4	69/29/0	79/20/1	67/27/3
Fifth	81/10/10	81/18/1	77/19/3	75/16/6

Osage				
<i>Grade</i>	<i>2022-2023 iReady</i>	<i>2023-2024 iReady</i>	<i>2024-2025 iReady</i>	<i>2025-2026 iReady</i>
First	86/10/3	80/19/1	80/18/2	79/21/0
Second	84/13/2	75/18/6	65/27/8	79/16/4
Third	77/9/13	89/7/1	82/5/8	73/11/13
Fourth	75/15/9	64/26/4	68/26/1	70/22/1
Fifth	70/27/3	70/18/6	65/21/10	59/31/5

Math Scores Comparison (Number indicates % on or above grade level)

Hamilton				
<i>Grade</i>	<i>2022-2023 iReady</i>	<i>2023-2024 iReady</i>	<i>2024-2025 iReady</i>	<i>2025-2026 iReady</i>
First	84/16/0	79/21/0	73/27/0	77/21/2
Second	77/20/3	85/15/0	83/15/2	77/23/0
Third	75/25/0	81/16/2	78/21/1	73/22/4
Fourth	90/8/3	87/12/1	81/13/4	84/12/2
Fifth	79/20/1	85/12/3	82/16/0	77/20/1

Kresson				
<i>Grade</i>	<i>2022-2023 iReady</i>	<i>2023-2024 iReady</i>	<i>2024-2025 iReady</i>	<i>2025-2026 iReady</i>
First	78/21/1	83/17/0	80/18/1	77/23/0
Second	90/5/5	69/10/0	73/25/1	85/11/4
Third	77/21/1	89/10/0	77/18/2	85/16/0
Fourth	88/8/5	77/22/0	97/2/0	68/26/3
Fifth	73/17/11	94/5/2	67/25/7	95/6/0

Signal Hill				
<i>Grade</i>	<i>2022-2023 iReady</i>	<i>2023-2024 iReady</i>	<i>2024-2025 iReady</i>	<i>2025-2026 iReady</i>

First	77/22/1	84/16/0	74/27/0	67/33/0
Second	92/8/0	77/17/6	79/20/1	75/22/3
Third	78/22/0	87/12/1	78/19/1	83/15/1
Fourth	82/14/5	85/15/0	94/6/0	78/15/4
Fifth	83/10/7	77/20/1	87/11/1	89/6/4

Osage				
Grade	2022-2023 iReady	2023-2024 iReady	2024-2025 iReady	2025-2026 iReady
First	66/29/5	74/23/4	71/27/2	64/36/0
Second	72/21/7	51/39/10	62/25/13	72/25/3
Third	71/21/8	75/22/2	79/13/3	72/17/8
Fourth	73/16/10	70/18/8	76/17/2	70/21/4
Fifth	80/14/6	73/18/3	65/24/9	72/15/5

Blue- improved score

During the 2025–2026 school year, the district provided a comprehensive professional development program designed to strengthen instructional practices, improve student achievement, support educator well-being, and ensure staff were prepared for new state initiatives. District-wide in-service days were held on August 27, August 28, October 20, and March 20, providing educators with meaningful opportunities to collaborate, refine instructional practices, and deepen their professional knowledge.

Professional learning focused on evidence-based instructional practices across all grade levels. Preschool teachers participated in Teaching Strategies: Exploring the Teacher's Role in Interest Areas and Pyramid Model Training, enhancing developmentally appropriate instruction, classroom environments, and social-emotional supports for young learners. Selected K–5 teachers engaged in Sheltered Instruction Training to strengthen instructional practices that support multilingual learners, while all K–3 teachers received training on the K–3 Universal Screener to improve early literacy assessment and intervention. In preparation for the state's field test, all Grades 3–8 educators participated in training on the new adaptive NJSLA assessment, ensuring they understood the updated assessment format and expectations.

To provide personalized and meaningful professional learning opportunities, staff participated in a variety of choice workshops aligned with district instructional priorities. Elementary educators selected from academic-focused sessions, including Recognizing Bias, Gifted and Talented workshops designed to better meet the needs of advanced learners, Self-Regulated Strategy Development (SRSD) for writing instruction in Grades K–2, and NJSLA Writing professional development for Grades 3–5. The district also prioritized meeting the academic, behavioral, communication, and social-emotional needs of all students through professional learning in Behavioral Support Classroom Strategies, Augmentative and Alternative Communication (AAC) Supports and Strategies, and Trauma-Informed Practices in the Classroom. Recognizing that effective teaching begins with healthy and supported educators, the district further invested in staff well-being through Mindfulness and Wellness training. Collectively, these professional learning experiences reflected the district's commitment to continuous improvement by strengthening instructional practices, fostering inclusive and

equitable learning environments, building educator capacity to meet the diverse needs of students, and promoting the well-being of both students and staff.

As a district, we remain committed to collaboratively realizing the vision for instruction set forth by the Voorhees School District. Our teachers have worked tirelessly to deliver targeted and differentiated quality instruction to their students. Alongside this, our staff and administrators have prioritized fostering a positive school climate, where students feel secure in taking educational risks and developing a passion for learning. In the Voorhees Township School District, we embody our mission each day, overcoming obstacles while striving to promote innovation, engage all learners, and inspire a lifelong love of learning.

SPECIAL SERVICES

2025-2026

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

**Ms. Donna Ross
Supervisor of Special Services**

SPECIAL SERVICES DEPARTMENT
Dr. Melody Alegria, Director of Special Services
Ms. Donna Ross, Supervisor of Special Services

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 on average, serves as case manager for approximately 60 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: eight full-time speech therapists, three full-time occupational therapists, one full-time physical therapist, one 80% time board certified behavior analyst for preschool, Kresson Elementary School, one full-time board certified behavior analyst for Signal Hill Elementary, and Osage Elementary, and one full-time board certified behavior analyst for ETH Elementary, VMS and ECDC. The district contracted with an agency to provide Registered Behavior Technicians (RBTs); however, we have increased our in-house Instructional Associates and in-house certified RBTs.

Instructional Staff

<u>Teacher/FTIA/PTIA/R BT</u>	<u>Kresson</u>	<u>Hamilton</u>	<u>Osage</u>	<u>SH</u>	<u>VMS</u>	<u>ECDC</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+6/2	17/7+3/3		50/36+23/12
2020-21	7/6+4/5	8/4+7/4	10/9+1	10/8+4/5	19/2+3/3		54/29+19/18
2021-22	7/8+4/6	10/4+9/9	10/11+3/2	13/6+3/6	15/2+2/6		55/31+21/29
2022-23	13/6+11/12	7/3+2/0	10/8+3/1	10/7+0/8	18/3+2/2		58/27+18/23
2023-2024	13/10+7/13	6/3+5/0	10/8+4/0	9/7+3/4	19/5+2/3		57/33+21/20
2024-2025	12/21+4/7	6/4+3/0	10/9+3/1	9/11+3/1	19/5+3/2		56/50+16/11
2025-2026	11/22+3/2	6/5+3/0	8/10+4/0	9/15+1/2	20/12+3/1	1/2/1	55/66+14/6

There were 132 referrals this year. Of that number 88 were school age and 44 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	22-23	23-24	24-25	25-26
Total	63	37	41	56	41	46	62	47	38	45	43	56	39	44

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	22-23	23-24	24-25	25-26
Males	2	6	8	6	5	8	8	3	6	5	15	10	12	10
Females	4	7	8	7	4	4	5	3	5	4	4	10	9	8
Enrollment	454	418	419	412	383	385	398	389	379	525	509	509	521	546
	1.3%	3.1%	3.8%	3.1%	2.3%	3.1%	3.2%	1.5%	2.9%	1.7%	3.7%	3.9%	4.0%	3.2 %

Kresson	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25	25-26
Males	3	7	11	10	6	12	6	3	2	13	6	10	4	9
Females	8	6	9	6	3	10	3	4	6	3	3	6	2	6
Enrollment	344	314	374	379	398	398	384	385	369	425	514	523	537	532
	3.2%	4.1%	5.3%	4.2%	2.2%	5.5%	2.3%	1.8%	2.2%	3.8%	1.8%	3.1%	1.1%	2.8%
Osage	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25	25-26
Males	17	12	21	22	11	11	2	9	9	5	13	16	8	10
Females	6	10	20	7	9	10	17	13	5	11	11	4	5	7
Enrollment	651	655	643	638	606	671	681	696	705	563	549	534	516	516
	3.5%	3.3%	6.3%	4.5%	3.3%	3.1%	2.7%	3.1%	2.0%	2.8%	4.4%	3.7%	2.5%	3.2%
Signal Hill	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25	25-26
Males	9	11	23	13	7	12	15	4	6	6	9	4	8	16
Females	7	12	5	11	8	12	13	3	8	8	4	3	7	10
Enrollment	512	499	473	489	484	504	442	486	460	444	452	441	432	444
	3.1%	4.6%	5.9%	4.8%	3.0%	4.7%	6.3%	1.4%	3.0%	3.2%	2.9%	1.6%	3.5%	5.9%
Total Elementary	1961	1916	1909	1861	1871	1958	1978	1956	1913	1957	2024	63/2024	55/2006	76/2038
	2.9%	3.7%	5.5%	4.1%	2.8%	4%	4%	2.1%	2.5%	2.8%	3.2%	3.1%	2.7%	3.7%
VMS	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25	25-26
Males	4	5	18	11	8	8	7	6	4	5	3	4	8	9
Females	6	3	6	2	5	4	4	8	2	2	5	5	4	3
Enrollment	1136	1107	1110	1063	1072	1045	1042	1018	1027	965	957	969	987	1005
	.9%	.72%	2.1%	1.2%	1.2%	1.2%	1.05 %	1.4%	.6%	.7%	0.8%	0.9%	1.2%	1.2%
Total District Referrals	66/3097	79/3023	129/3019	91/2981	66/2943	96/3003	142/3020	56/2975	53/2967	62/2997	73/2981	72/2976	67/2993	88/3043
	2.13 %	2.6%	4.2%	3%	2.2%	3.1%	4.7%	1.8%	1.8%	2.1%	2.4%	2.4%	2.2%	2.9%

Based on total enrollment as of June 30th

Special Education Enrollment

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

Eligible for Special Education/Eligible for Speech Only by School/School Enrollment as of June 2026

	PS	SH	Hamilton	Kresson	Osage	VMS	OD	HB	Total	% of enrollment	
2015	28	47/28/457	43/36/418	36/7/367	49/16/641	139/12/110 7	17		359/99/2991	12%/3.3%	15.3%
2016	24	40/32/474	40/34/410	43/14/373	54/16/629	134/11/105 5	16		351/107/2943	11.9%/3.6%	15.5%
2017	35	49 /30/484	37/33/383	54/37/398	66/27/606	96/10/1072	17		354/137/2943	12.0%/4.6%	16.6%
2018	48	50 /33/504	46/28/385	63/26/398	57/27/671	88/9/1045	14		366/123/3003	12.1%/4.0%	16.2%
2019	48	62/22/470	53/25/398	56/29 /384	62/19/ 681	90/8/1042	27		393/103//3020	13%/3.4%	16.4%
2020	47	53/32/485	45/31/389	52/32/385	65/19/695	139/12/101 8	32		386/126/2975	12.9%/4.2%	17.2%
2021	41	52/28/460	49/23/379	57/27/369	72/15/705	135/8/1027	27		433/101/2967	14.6%/3.4%	18.0%
2022	49	53/38/444	70/30/525	59/35/425	61/15/563	124/7/965	28		444/125/2997	14.8%/4.2%	19.0%
2023	49	65/37/452	44/42/509	60/46/514	72/17/549	133/6/957	27		450/148/2981	15.1%/5.0%	20.1%
2024	49	59/29/441	48/49/509	59/46/523	73/27/534	138/4/969	24		450/155/3122	14.4%/4.9%	19.3%
2025	47	61/29/432	48/38/521	60/49/537	68/33/516	139/11/987	33		456/160/3198	15.2%/5.3%	20.5%
2026	42	68/27/444	54/33/546	60/51/532	54/24/516	147/11/100 5	26	5	456/146/3427	13.3%/4.2%	17.5%

Current Status as of June 2026

	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
Eligible for SERS	363	354	366	393	386	433	444	450	450	456	456
Newly Eligible	71	56	67	72	60	65	77	67	62	65	59
Transfers In	14	39	44	39	29	32	36	19	24	28	32
Graduated	48	49	47	45	44	48	46	40	38	52	52
Moved out	27	23	26	28	28	30	47	28	33	30	24
Declassified	7	9	8	15	13	13	10	15	11	12	12
Eligible for Speech	128	137	123	108	158	101	125	148	155	160	146
District enrollment	2981	2943	3003	3020	2975	2967	2997	2981	3122	3198	3427

Declassifications

	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25	25-26
Preschool	3	5	0	0	0	0	4	3	3	0	6	1	2	3
Elem/VMS	14	8	5	7	9	8	11	10	10	10	9	10	10	9
Totals	17	13	5	7	9	8	15	13	13	10	15	11	12	12

Special Education Programs Report for 2025-2026 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, we met expectations for the following indicators: 3a: 4th and 8th Grade Math & ELA Participation; 3b: 4th Grade Math & ELA Proficiency NJSLA; 3c: 4th Grade Math Proficiency DLM; 3c: 8th Grade ELA Proficiency DLM; 5a: School Age LRS>80%; 5b: School Age LRE <40%;5e: School Age LRE Separate Programs/Schools; 8: Parent Involvement. The following targets were not met: 3b: 8th Grade ELA & Math Proficiency NJSLA; 3c: 8th Grade Math Proficiency DLM; 3c: 4th Grade ELA Proficiency DLM; 6a: Preschool LRE Regular Program; 6b: Preschool LRE Separate Setting; 6c: Preschool LRE Home; 11: Child Find; 12: Early Childhood Transition.

Indicator 3 portrays assessment participation and proficiency. This indicator is separated into 4 subgroups (a) participation rate for students with IEPs, (b) proficiency rates for children

with IEPs against grade-level academic achievement standards, (c) DLM proficiency rates, and (d) gap in proficiency rates for children with IEPs and for all students against grade-level standards. Standards were met for indicator 3a (participation) and 3b (4th grade ELA and math proficiency). Eighth grade math proficiency should have been at 14.5%; however, our district fell short at 10%. Eighth grade ELA proficiency has a state target of 21.50%; however, our district fell short at 20%. This is a noted increase from the previous year, where we fell at 14.72%. Our district exceeded the target of 24.50% in fourth grade ELA proficiency with a rate of 45.61%. Our district also exceeded the fourth grade math proficiency target of 26% with a proficiency rate of 38.60%. Indicator 3c reports proficiency rates for students who are administered the DLM, an alternative assessment to the NJSLA. Fourth grade Math proficiency on the DLM assessment has a state target of 37.25% and Eighth grade ELA proficiency on the DLM has a target of 38.50%. The published report indicates our district met both of these targets; however, for confidentiality reasons, specific numerical data is not available because fewer than 10 students were administered the assessments. Eighth grade Math proficiency on the DLM assessment has a state target of 18.25%, and Fourth grade ELA proficiency on the DLM has a target of 31.25%. The published report indicates our district did not meet these targets; however, for confidentiality reasons, specific numerical data is not available because fewer than 10 students were administered the assessments. Indicator 3d reports the gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards. Our district met the target for Indicator 3d: Fourth grade ELA proficiency gap; however, we fell short of the target for the math proficiency gap in both fourth and eighth grade, as well as the eighth grade ELA proficiency gap. Previous remediation targeted towards elementary ELA resources which include consistent implementation of research based programs such as Wonders, WonderWorks, and SPIRE, appear to have positively impacted our 4th grade ELA proficiency and proficiency gap. Looking forward, our department intends to implement and research additional resources that will target 8th grade ELA proficiency, as well as 4th and 8th grade Math proficiency. These resources include the use of SPIRE programming in our VMS programs as needed, intervention and resources through IXL, sampling of new Language Arts programming, and implementation of the Number Worlds Math Program in our LLD and certain resource room classes.

Indicator 6b reports on the percentage of preschool children who are enrolled in a separate special education class, separate school, or residential facility. The state target is set at 37.75%, while our district percentage was at 52.78% for the 2025-2026 school year. Continued expansion of our preschool program, along with increased opportunities for inclusive experiences and a partnership with NJPIEP (NJ Preschool Inclusive Education Project) were implemented to support this target.

Important to note with Indicators 11 and 12 is the State reached out to districts after the reports were released to explain the dip in percentages. As a State, the data has been reported incorrectly in the past, however, in order to re-align with IDEA, we are required to report differently. Moving forward, we will ensure our reporting is aligned to IDEA and the new reporting guidelines of the NJDOE.

K-8	In general education 80% or more Voorhees/State target	In general education between 79%-41% no state target	In general education 40% or less Voorhees/State target	Out of district placement Voorhees/State target
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%
2021-22	50%/45%	33.87%	11.69%/14.75%	4.44%/6.75%
2022-23	51.3%/45%	36.8%	11.90%/14.50%	3.72%/6.50%
2023-24	51.3%/45.5%	36.8%	11.90%/14.50%	3.72%/6.50%
2024-25	55.79%/>=46.00%	34.91%	9.30%/<=14.25%	3.75%/<=6.25%

Ages 3-5	Percent of Preschoolers in inclusive settings 80% of time/state target	Percent of Preschoolers in separate settings/state target	Other (home)
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
2021-22	53.13%/47%	46.88%/38.75%	NA
2022-23	50%/ 47.50%	47.22%/38.25%	1.8%
2023-24	50%/ 47.50%	47.22%/38.25%	1.8%
2024-25	44.44%/>=48.00%	52.78%/<=37.75%	2.78%

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. 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 5 students on intermittent home instruction. Each medical home instruction situation received prior approval by the School District Physician, per the recently developed and implemented Home Instruction Manual and State Guidelines.

Staff Development

For the 2025-2026 school year, staff development was tailored to address the unique needs of the programs and students for whom each teacher was responsible. Our in-class support

teachers were encouraged to use allotted collaboration time quarterly, and several teachers participated in a county-wide professional learning class in January. Our Supervisor of Special Services maintained communication with teaching pairs to ensure opportunities for professional development and collaboration were made available. Our in-class support teachers also participated in monthly grade-level PLC meetings with their general education co-teaching pairs. Teachers in our resource room continued to implement the SPIRE decoding intervention program, with several teachers taking advantage of opportunities for peer to peer observation and support. Our resource room teachers also continued to grow their practice and implementation of intervention strategies through a collaborative monthly PLC, during which time they engaged in collaborative discussions, data collection, and peer-to-peer coaching. Teachers in our LLD programs were given training and coaching on the Lindamood Bell Visualizing and Verbalizing program, which capitalizes on language development and working memory to improve receptive and expressive language skills, reading comprehension, and written expression. Training and in-person coaching sessions were facilitated by one of our speech/language therapists, who also served as our LLD lead teacher. All teachers in our in-class support, resource room, and LLD programs were provided access to Wonders and Wonderworks, as well as professional development opportunities to support the implementation of the program. We continued to expand upon our Peer Buddy Program with students in our autism program and their general education peers. This program was consistently implemented in both Kresson School and Signal Hill School this year to further cultivate an inclusive, equitable environment for all students. Our autism and MD programs maintained Community Based Instruction trips and followed guidelines established in our CBI handbook which outlined procedures, task analyses and techniques for school-to-home connections. Our LLD and MD teachers at VMS implemented a new curriculum, Unique Learning Systems, which provides standards-based alignments through intentional differentiation, interactive student dashboards, and progress monitoring. Our teachers worked closely to participate in self-guided professional learning during after school PLC's to implement all components of this program. Teachers, RBT's, and instructional associates in our autism and preschool disabilities program received frequent in person training through our BCBA's and autism teachers to foster improved implementation of prompt hierarchy strategies, de-escalation and teaching techniques. Our in-district BCBA's provided follow up coaching and support sessions to review key information for classroom set up, intense teaching trials, functional routines, and reinforcement systems. Additionally, we implemented quarterly afterschool professional learning for our instructional associates assigned to the autism program with topics focusing on prompt strategies, discrete trial instruction, sensory integration techniques, and functional communication through play-based learning. Our March In-Service offered additional professional learning opportunities for all staff. Topics related to our department included behavior management strategies, small group instruction and differentiation, co-teaching implementation, planning and managing, use of AAC devices, and trauma-informed instruction. Finally, our department hosted specialist training sessions for QBS Safety Care, which focuses on preventative and de-escalation strategies, with instruction also being provided for safe and responsible physical management when necessary. Our district has supported professional development for seven Safety Care trainers, who throughout the 2025-2026 school year, trained 65 staff

EDUCATIONAL TECHNOLOGY

2025-2026

Bruce Taylor
Director of Educational Technology

EDUCATIONAL TECHNOLOGY
2025-2026
Bruce Taylor
Director of Educational Technology

The revised Voorhees Township School District Technology for Digital Learning Plan was completed during the summer of 2023. This three-year plan was submitted to the superintendent in October, 2023 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 21st Century Learning (The Partnership for 21st Century Skills)
- National Educational Technology Standards (International Society for Technology in Education – ISTE)
- New Jersey Student Learning Standards, including new 2020 Computer Science and Design Thinking

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

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

The district's main goals for technology initiatives through the year 2026 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
- Digital Star School Certification Program Criteria Analysis
- NJTRAx Digital Learning Survey Data – Gap Analysis
- “Artificial Intelligence (AI) and the Future of Teaching and Learning: Insights and Recommendations” - The Department of Education’s Office of Educational Technology (OET)

The Gap Analysis components above were also used by school task force members in the formulation of school-based action plans. These school plans were previously created for the 2020-23 plan, carried over to the 2023-26 plan, and 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 was initially implemented in the 2022-23 school year and action items will carry through the term of the 2023-26 plan.

Fifty (50) action items related to generative artificial intelligence have been introduced in the 2023-26 digital learning plan.

BOE Policy 2365 Acceptable Use of Generative Artificial Intelligence was adopted in March, 2024, and it is directly aligned with the VTSD Acceptable Use of Generative Artificial Intelligence Plan which was created and adopted earlier this year. The VTSD Acceptable Use of Generative Artificial Intelligence Plan was modified this year, replacing the standardization on a single platform, Magic School AI, with an evaluation criterion for vetting other AI platform vendors and selecting additional platforms for approved use. Additional approved AI platforms include Google Gemini for Workspace, Notebook LM and Snorkl.

The 2023-2026 version of the district’s technology plan for digital learning is the 11th revision to the original document written in 1991. Beyond focusing on the Future Ready Framework, we are evaluating promising opportunities for Artificial Intelligence (AI) in education, as well as identified risks, and incorporating the available educational technology guidance into our plan. We are thinking about AI in positive ways, including how our teachers can leverage the different tools to help make their everyday tasks easier, which in turn allows them to focus more on the students’ classroom experience. The Technology Plan for Digital Learning 2027-30 is a planned revision that will be available at the end of next school year.

**PRESCHOOL
2025-2026**

ANNUAL REPORT

**Jaimi Molinelli-Bragg
Director of Early Childhood / K-5 Literacy / ESL**

Preschool
Jaimi Molinelli-Bragg
Director of Early Childhood / K-5 Literacy / ESL

The 2025-2026 school year marked the district's third year participating in the Preschool Expansion Aid (PEA) program. Throughout the year, the district served 404 students across four sites: Kresson Elementary, Fervent Beginnings, Today's Learning Center, and the Voorhees Early Childhood Development Center (VECDC).

As part of its New Jersey Department of Education (NJDOE) approved, high-quality preschool program, the district provides a full-day schedule led by one certified teacher and one instructional associate. Class sizes are capped at 15 students per room to promote small-group learning, which includes students with special needs.

The district uses the state-approved, research-based Creative Curriculum and its accompanying assessment platform, Teaching Strategies GOLD. Together, they provide materials and resources that support intentional, engaging, and developmentally appropriate learning experiences for young children. Through this curriculum, students enjoy hands-on, real-world experiences throughout the year through daily explorations, interest areas, classroom visitors and guest readers, celebrations of learning, Wow experiences, assemblies, and field trips. This year, for example, students had a fun-filled and educational assembly trip to Johnson's Farm.

In addition to the Creative Curriculum, Voorhees implements the Pyramid Model which is an evidence-based framework designed to promote positive social-emotional development and help children build strong, healthy relationships.

Preschool staff and families are supported by a dedicated team that includes two Preschool Instructional Coaches (PICs), two Preschool Intervention and Referral Specialists (PIRS), and two Social Workers (one of whom also serves as the Community Parent Involvement Specialist, CPIS). In addition, each provider site has a Family Worker who partners with the Social Workers to support families and strengthen home-school connections.

Community members, families, and staff also participate in the Voorhees Early Childhood Advisory Committee (VECAC), which promotes collaboration, family and community engagement, and gathers feedback to support ongoing program growth and improvement. Through VECAC, the district was able to offer four Parent Education Nights, including our inaugural Around the World Event that celebrated the diversity of our preschool community.

To support smooth early childhood transitions, the P-3 Committee continued to meet this year with representatives from administration, kindergarten teachers, preschool teachers, and private provider staff. This committee facilitated vertically articulated visits for staff, the development of a transition action plan, and shared professional development. The committee also partnered with the VECAC Transition Subcommittee to organize visits that allowed each preschool class to spend time in a "partner" kindergarten classroom.

During these visits, rising kindergarten students had the opportunity to meet a kindergarten teacher, experience a kindergarten setting, and participate in a scavenger hunt with a kindergarten buddy. This fun and interactive activity introduced them to important locations around the elementary school (including the nurse's office, library, art room, music room, gym, and cafeteria), helping them feel more comfortable and confident as they prepare for kindergarten.

Throughout the year, our preschool program continued to participate in the New Jersey Preschool Inclusive Education Project (NJPIEP). The committee met monthly with our liaison from Montclair University to develop action steps targeted to increase inclusive practices and provide the necessary support for Pyramid Model implementation. Through this project, our committee was also able to visit a model inclusive preschool program in the Glassboro School District to foster our goal of becoming a model inclusive preschool program.

In the spring, the district began preparing for the 2026-2027 year with preschool registration opening February 1, 2026. In May and June, virtual preschool information sessions were held for newly registered families to provide an overview of the preschool program, before and after care services, health care requirements and services as well as a sample of a student's educational day.

The 2025-2026 also marked the first full year of service for the Voorhees Early Childhood Development Center, with the ribbon cutting ceremony occurring in September. Within the school year, this district building serviced 19 classrooms of Voorhees students along with 5 classrooms of Gibbsboro students. With this joint partnership, the Voorhees and Gibbsboro communities are able to collaborate in providing high quality preschool to our youngest learners.

Looking ahead to the 2026-2027 school year, the district will serve students across four sites with a total of 31 classrooms, moving closer to its goal of serving all eligible children within five years.

ENGLISH AS A SECOND LANGUAGE

2025-2026

ANNUAL REPORT

Jaimi Molinelli-Bragg
Director of Early Childhood / K-5 Literacy / ESL

English As a Second Language
Jaimi Molinelli-Bragg
Director of Early Childhood / K-5 Literacy / ESL

Introduction

The Bilingual Education Act (N.J.S.A. 18A:35-16) was enacted to ensure that students of limited English proficiency receive instruction that enables them to continue developing academic skills while they acquire English language proficiency. Chapter 212, as amended, reaffirmed the need for specialized instructional programs to support students who do not yet have sufficient English proficiency to succeed in an English-only classroom.

More recently, Chapter 15 of the Bilingual Code was amended and readopted to reflect updated requirements and best practices for serving multilingual learners (MLs). The new code emphasizes continuous improvement of academic programs, supports for the whole child, family engagement, and staff capacity-building. These code changes aim to prepare multilingual learners for post-secondary success.

Additionally, state bilingual categorical aid is provided to help districts meet these goals. To qualify for this funding, districts must submit a detailed program plan describing how they will implement these instructional services and supports.

The English as a Second Language (ESL) Program in Voorhees Township Public Schools

The Voorhees Township School District's ESL program is designed to support multilingual learners (MLs) at all levels of English proficiency; newcomer, beginning, intermediate, and advanced. In addition, districts operating NJDOE-approved preschool programs must identify multilingual learners starting at the preschool level.

The ESL teacher who supports preschool provides ongoing assistance by meeting with teachers to address questions about their students' language needs, delivering professional development to preschool staff, modeling effective strategies for working with multilingual learners, collaborating with our preschool coaches, and supplying home-language books to enrich preschool classroom libraries.

At the elementary level, we use a pull-out model to provide ESL students with a minimum of 30 minutes of targeted ESL instruction each day. The middle school also uses a pull-out model, where students receive ESL instruction for a minimum of 45 minutes per day.

2025-2026 Program Data

Budget Resources:

Local Funding

Federal Funding

Staff:

Supervisor

5 Full-Time ESL Teachers

ESL Students

School	Total Students in Program this School Year
ET Hamilton	23
Kresson	22
Osage	34
Signal Hill	8
Middle	26
Preschool	41
Total	154

Language Breakdown

Arabic	Bengali	Burmese	Central Khmer
Chinese	Creoles and Pidgins	Gujarati	Hebrew
Hindi	Italian	Japanese	Kannada
Korean	Konkani	Kurdish	Marathi
Malayalam	Nepali	Punjabi	Russian
Spanish; Castilian	Sourashtra	Tamil	Telugu
Thai	Turkish	Ukrainian	Urdu
Vietnamese			

Program Entrance and Exit

ESL teachers assess students entering our school district using the World-Class Instructional Design and Assessment (WIDA) Screener test. This screener evaluates students across four domains: Listening, Reading, Speaking, and Writing. The test scores help educators identify students as Multilingual Learners (MLs) and determine their eligibility for ESL services. Each year, ESL students take the statewide WIDA ACCESS assessment. This computer-based test monitors student progress in the ESL program and helps determine which students may be ready to exit the program.

Student progress is assessed and monitored throughout the year, with a comprehensive review conducted annually. Students who score 4.5 or higher on the WIDA ACCESS test undergo

further evaluation using an English language observation form. This form takes into account classroom performance, progress on standardized and grade-level tests, as well as teacher recommendations and observations, to determine if the student is ready to exit the program. Once exited, students are monitored for two school years to ensure their continued success in the regular classroom and to provide periodic support if needed. Additionally, the state report tracks the number of students who have exited the ESL program or who have moved out of the district.

Curriculum and Professional Development

The National Geographic Reach and Lift programs are used to support Multilingual Learners. Additionally, an online component was purchased to provide digital access to instructional materials. All objectives address language, literacy, and content area, including Social Studies, Science, Mathematics, and Fine Arts, and are aligned with WIDA standards as well as selected New Jersey Student Learning Standards for English Language Arts.

District staff continuously enhance instruction through a variety of training opportunities. Annual professional development on ACCESS testing is provided for all teachers and administrators who work with MLs, as well as for the Director of ESL.

Our ESL teachers also deliver annual training sessions to classroom teachers, sharing effective instructional strategies to better support ESL students. Furthermore, all ESL teachers are trained in Sheltered English Instruction (SEI), ensuring they are well-prepared to meet the diverse language needs of our students. ESL teachers collaborate closely with classroom teachers to promote and encourage student academic growth.

Bilingual Waiver

In accordance with New Jersey state guidelines, school districts are required to implement a bilingual education program when there are 20 or more students in a single language group. This year, our district has met that threshold with Turkish-speaking students. Since we do not currently offer a bilingual curriculum in Turkish, we were required to apply for a state bilingual program waiver.

Our state-approved bilingual program alternative for the 2025-2026 school year is high-intensity ESL instruction. While this model has helped support our Multilingual Learners (MLs), it is not a sustainable long-term solution if enrollment trends continue.

To proactively address this, the district has developed a three-year rollout plan to transition to Sheltered English Instruction (SEI) as our new approved program alternative. SEI is a research-based approach designed to make academic content comprehensible while supporting English language development. It benefits both current and former MLs as well as general education students by integrating language objectives with content instruction.

This professional development is designed to help teachers reflect on their current practices and apply SEI strategies to better meet the needs of students at all levels of English proficiency. By

equipping educators with these tools, we aim to ensure that all students have equitable access to rigorous academic content and the support they need to succeed.

ENGLISH LANGUAGE ARTS

Jaimi Molinelli-Bragg
Director of Early Childhood / K-5 Literacy / ESL

English Language Arts
Jaimi Molinelli-Bragg
Director of Early Childhood / K-5 Literacy / ESL

This year, the district completed its third full year of implementing McGraw Hill’s Wonders, our evidence-based K-5 ELA program. In 2023-2024, Grades K–2 began using the program, and in 2024-2025 Grades 3-5 successfully implemented the program as well. Wonders empowers students to take an active role in their learning and exploration. Its best-in-class differentiation resources support strong outcomes for all learners, while meaningful, authentic literature invites students to explore the world around them and gain a deeper understanding of themselves and each other.

Teachers in Grades K–1 also used Foundations, a research-based, systematic program for teaching foundational literacy skills, including phonemic awareness, phonics, high-frequency word recognition, reading fluency, vocabulary, comprehension strategies, spelling, and handwriting. Both Foundations and Wonders align with the most recent version of the New Jersey Student Learning Standards for English Language Arts (NJSLA-ELA).

Throughout the 2025-2026 school year, teachers participated in professional development on Wonders writing instructional routines. In addition, professional development coaches and reading specialists provided ongoing support to help teachers implement the program effectively.

Reading specialists continue to play a vital role in our ELA curriculum development. They meet regularly throughout the school year to address teachers’ needs, provide guidance, and offer solutions. In addition to supporting classroom instruction, they also work directly with students who require additional literacy support and remediation.

We continued to use i-Ready to support and assess student progress in ELA across grades K-8. The program served as both a diagnostic tool and a source of instructional lessons. Teachers used i-Ready to enrich instruction for students who were ready for more advanced material, provide remediation when needed, and supplement current learning standards.

Beginning in the 2025–2026 school year, the NJDOE required all students in grades K-3 to participate in universal screening for early literacy support. Voorhees used i-Ready as our screening tool, which includes the i-Ready Diagnostic (already in use) and new Literacy Tasks to meet both universal and dyslexia screening requirements.

All K-3 students completed the Diagnostic and Literacy Tasks in the fall and winter, with additional Literacy Tasks administered in spring only to students scoring below benchmark in the fall. Only students scoring below benchmark in the winter completed both the diagnostic and the literacy tasks in the spring. Enrichment teachers, reading specialists, and basic skills teachers will administer the Literacy Tasks. Teachers received training in September on how to interpret the data and use it to inform small groups, scaffold instruction, and collaborate with specialists to support student success. In addition, the NJDOE required all certified staff and administrators to complete training on supporting high-quality, evidence-based literacy instruction from preschool through grade six.

The district continues to use Atlas, an online platform for curriculum planning and pacing that supports standards-based instruction. The curriculum will continue to be updated in Atlas as needed, to ensure it remains aligned with district goals and priorities.

Teachers now submit their lesson plans through OnCourse, a platform that promotes greater consistency and appropriate pacing across the district. OnCourse also enables teachers to easily share plans and resources with one another.

The English Language Arts Curriculum Guide is an inclusive curriculum that fosters the development of each child's ability to communicate. 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 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 English Language Arts Curriculum Guide.

All students in Voorhees Township Public Schools continue to have 1:1 devices that support reading and writing initiatives. Supplemental programs such as iReady and BrainPop can be accessed through students' devices. Additional educational technology applications that support the mastery of ELA standards will continue to be explored.

Support staff in each school are available to support teachers in the area of ELA. Library/Media Specialists assist teachers in gathering information and material as needed. They also manage databases that are used by our teachers and students, and our technology specialists support the necessary programs to enhance our language arts curriculum.

In the 2026-2027 school year, the NJDOE is requiring all public schools to provide cursive handwriting instruction in grades 3-5. The district will be implementing the Zaner-Bloser handwriting program that will be supported by our professional development coaches throughout the school year.

E.T. HAMILTON SCHOOL
Northgate Drive

2025-2026

Mary Tadley
Principal

**E.T. HAMILTON SCHOOL
MARY TADLEY, PRINCIPAL
2025-2026**

ENROLLMENT

<u>Grade</u>	<u>Number of Students</u>	<u>Number of Classes</u>
K	89	4
1	81	4
2	82	4
3	107	5
4	100	4
5	87	4

SPECIAL NEEDS

<u>Programs</u>	<u>Number of Students</u>
B.S.I.P. Literacy & Math	72
Speech	62
Resource Room	45
Inclusion	43
Self-Contained	0

SCHOOL PROGRAMS

<u>Programs</u>	<u>Grades Included</u>
Art Show	K-5
Author Assembly (virtual) A. Rex(k-2) B.. O'Connor (3-5)	K-5
Back-to-School Night	K-5
Character Education Assemblies	K-5
Clubs	3-5
Eastern High School -Footloose Musical	K-5
Family Night	K-5
Fire Prevention Week/Voorhees Fire Co. Visit	K&1
First Grade Open House	1
Field Day	K-5
Flag Day Assembly	2-5
Halloween Parties	K-5
Holiday Season Parties	K-5
Holocaust Survivor -Maude Dahme	5
Instrumental Concert	4-5
Josh the Otter Book Assembly (Rotary Club)	K
Kindergarten Orientation and Moving Up Ceremony	K
Literacy Night	K-5
5 th Grade Graduation Ceremony	5
Enrichment Program	K-5
Miss New Jersey Assembly -Mental Health	3-5
Morning Program for remediation	2-5

Music Concerts	K-5
Professional Learning Communities (PLC's)	K-5
Respect Week	K-5
Recycle Parade	
Safety Patrol	K-5
School Pictures	K-5
School Spirit Weeks	K-5
Student Council	3-5
Talent Show	K-5
Valentine's Day Parties	K-5
Weatherman	4

PARENT FACULTY ASSOCIATION

5th Grade Graduation Day
 Alicia Rose Foundation Bandana Sale
 Book Fair
 Book Fair Grand-Friends Event
 Chalk-the-Walk Event
 Dine outs -monthly
 Halloween Class Parties
 Halloween Candy Drive/McDonald's House
 Helping Hands Collections /Packaging Night
 Hawk Market
 Hawk Pride Days
 Hawk Winter Break Bingo
 HPFA Breakfast (for Teachers)
 HPFA Membership Drive
 Holiday Shop
 Hungry Hawks
 Ice Skating Party
 Image Beauty Give back
 The Giving Tree
 Teacher Night at McDonald's
 Monster Mini- Golf Fundraiser/ Family Night Out
 Mr. Softee
 Picture Day
 Phillies Game
 Roller Skating Party at Hot Wheelz Cherry Hill
 School T-Shirts for the field trips
 Staff Luncheon
 Spiritwear
 Teacher Appreciation Week
 Trunk or Treat
 Yearbook

NUMBER OF STAFF

Certificated Full-Time (includes 1 administrator) 44

Certificated Part-Time or Shared:	10
Non-Certificated Full-Time	10
Non-Certificated Part-Time or Shared	9

E. T. Hamilton Annual Required Training			
Topic	Date	Participants	Method
Staff Training			
Substance Abuse Staff Training	9/08/25 Throughout the year	All staff	Reviewed policy-principal: Power Point.
HIB bullying/student harassment staff training	8/27/25	All staff	Discussion with the Principal/counselor/GCN Training
HIB Law Update	8/27/25		
Staff Harassment Training	9/08/25 Throughout the year	Staff/faculty meeting	Policy mentioned by the principal at faculty meeting.
Sexual Harassment	9/08/25	All Staff	
Student Sexual Harassment	9/08/25		
Suicide Awareness, Prevention Training	9/08/25 Throughout the year	Staff/faculty meeting	District Staff GCN training for new staff. Review of district policies/procedures by the principal.
School Safety/Emergency Plan Training	8/27/25	Staff/faculty Meetings	Copies to all and reviewed at meetings Introduced the Crisis Prevention Team and procedures-principal.
	10/08/25, 12/04/25, 3/09/26	School Crisis Committee	Members discussed emergency drills. Reviewed the security plan with the principal.
	10/08/25, 12/04/25,		Committee members

	3/09/26	School Safety (HIB) Committee Meetings	discussed HIB Survey and the climate of the school.
Missing/Abused/Neglected Children Training	9/08/25 10/13/25	Staff/faculty meeting	Principal reviewed (DCP&P) requirements and district policy.
Equal Educational Opportunity/Achievement Gap training	9/08/25	Certified Teachers	Presented through the faculty meeting agenda and power point presentation. Grade level meetings focused on student achievement
Blood Borne Pathogens	9/08/25	All Staff/New Staff	Nurse presented information. GCN training for new staff.
Violence and Vandalism Week Activities for staff	Faculty Meeting 10/13/25	Staff/students	Faculty meeting and events were completed with collaboration by grade level partners on activities during the week. Counselor presented lessons in classrooms.
Violence and Vandalism	Throughout the year	Staff	Various activities in classrooms.
Allergy Management	09/08/25 10/13/25	Staff/faculty meeting	Review of policy GCN training done by everyone. Nurse reviews procedures.

Asthma	09/08/25, 10/13/25 Throughout the year	Staff/faculty meeting	Review policies with the school nurse. GCN Training for the new staff.
Eye Protection	09/08/25 Throughout the year	Staff/faculty meeting	GCN training individually for new staff. School nurse presented information.
Intervention and Referral	Throughout the year 8/27/25	RTI meetings	Counselor and CST members.
School Nurse delegates for Epi-Pen	Throughout the Year (4 times; presented refresher training at the end of each marking period.)	Delegates	Nurse-trained individually all delegates
Diabetes Awareness	01/12/26 Throughout the year 01/12/26	All Staff Nurse and staff Nurse and staff	Nurse reviewed policies Principal and School Nurse reviewed procedures with staff.
Gang Awareness Policy			

Social Media Policy	09/08/25	Faculty Meeting	Principal reviewed procedures Power Point presentation by the principal.
Student Training			
Bullying/Harassment Training	Throughout the year Anti-Bullying “HAWK” assemblies Character Ed Assemblies Specifically designed lessons, as needed, throughout the year	Students K-5	Information/lessons from counselor and teachers; Health classes; Assembly with all grades
Substance Abuse Training	Throughout the year	Students’ 1 st -5 th	Health classes
Violence and Vandalism Week Activities for students	Week of Respect 10/06/25-10/10/25	Students and staff	Bulletin boards Announcement Class Posters Counselor presented in classrooms. Theme week for the entire school. Teacher implemented lessons and activities

KRESSON ELEMENTARY SCHOOL

7 School Lane

**2025 - 2026
Annual Report**

**Stacey Morris
Principal**

Kresson School
2025 - 2026 Annual Report
Stacey Morris
Principal

Enrollment

<u>Grade</u>	<u>Number Of Students</u>	<u>Number Of Classes</u>
Pre-K 3yr old	30	4
Pre-K 4yr old	36	5
K	75	7
1	88	8
2	75	5
3	71	3
4	88	4
5	69	3

Special Needs

<u>Programs</u>	<u>Number of Students</u>
B.S.I.P. (Literacy)	23
B.S.I.P. (Math)	25
K – 5 Speech	116
Pre-K Speech	18
Resource Room	36
Self-Contained	30
Enrichment Program (grades 3 – 5)	30
Enrichment Sparks (grades K – 2)	27

School Programs

<u>Programs</u>	<u>Grades Included</u>
Back-To-School Night	Pre-K – 5 th
Instrumental Music Program	4 th – 5 th
Fun and Fitness Day	K – 5 th
Turkey Trot	K – 5 th
Preschool Orientation	Pre-K
Preschool End of Unit Celebrations	Pre-K
Preschool Promotion Day	Pre-K
Kindergarten Orientation	Kindergarten
Kindergarten Move Up Day	Kindergarten
New Parent Orientation	Pre-K – 5 th
Reading Incentive Program	K – 5 th

Fifth Grade "Promotion Day"
STEM Days

5th
K – 5th

School Programs Continued

Josh the Otter (Water Safety)
Spelling Bee
Math 24 Challenge
Week of Respect
Week of Kindness
Autism Awareness Week
Literacy and Math Before School Program
Kresson P.R.I.D.E Character Education
Donuts with Dad
Muffins with Mom

K
3rd – 5th
4th – 5th
Pre-K – 5th
Pre-K – 5th
Pre-K – 5th
2nd – 5th
Pre-K – 5th
Pre-K - K
Pre-K - K

School Assemblies

Welcome Back Assembly
Halloween Safety - Voorhees Police
Bike Safety – PE and Voorhees Police
Reading Incentive Assembly
Kresson P.R.I.D.E. Assemblies
Author Assemblies
Joe Romano Character Ed Assembly
Preschool Read Aloud Assembly
1st Grade Officer Broccoli Read Aloud Assembly
Eastern High School Musical Assembly

KPFA Activities and Sponsorships

General Meetings (evening)
Yearbook
Welcome Back Picnic
Trunk-or-Treat
Turkey Trot
Candy Bar Bingo
Welcome Back Staff Breakfast
Woot-Woot Wagon – Teacher In-Service Days
Staff Appreciation Week / Luncheon
Fifth Grade Promotion Activities
Reading Incentive Program
Student Artwork Project - Art to Remember
School Assemblies

End of Year Foam Fest

KPFA and 5th Grade Committee Fundraisers

Halloween Boo Bags
Holiday Shop
Food Book
Thanksgiving Pies
Joe Corbi's Pizza
Scholastic Book Fair
Dining Out Events
Shop and Donate Events
Cookie Kits
Monster Mini-Golf
Rockbox Fitness
Hot Wheelz Skating
Spirit Wear
Fall and Spring Flower Sales
Diane's Water Ice
Pretzel Sales
Graduation Lawn Signs

KPFA Community Service Activities

The Giving Tree Holiday Gifts
Feed-A-Family Thanksgiving Meals
Super Scooper Autism Event
First Responders Recognition
Custodian Appreciation Day Recognition
Nurses' Office Clothing Donations

Other Activities

Beginning/Advanced Band
Orchestra
After School Clubs
Safety Patrol
Student Council

Number of Staff

Certificated	59
Non-Certificated	47

Kresson School Annual Required Training			
Topic	Date	Participants	Method
Staff Training			
Substance Abuse Staff Training Alcohol, Tobacco, & Other Drugs	9/15/25 Throughout the year	All Staff	Faculty Meeting PowerPoint Review & Discussion
Bullying/Student Harassment Staff Training (HIB) Pupil Discipline/Code of Conduct	8/27/25, 9/15/25 Throughout the year	All Staff Volunteers	Staff Handbook PowerPoint District Website Faculty Meeting
Staff Harassment Training	9/15/25	All Staff	Faculty Meeting Power Point
Student Sexual Harassment	9/15/25	All Staff	Presentation GCN
Suicide Awareness, Prevention Training (and connection to HIB)	9/15/25 Throughout the year	All Staff	Faculty Meeting Review of District Policies/Procedures District Website PowerPoint GCN for New Staff
School Safety/Emergency Plan Training	8/27/25, 9/15/25 Throughout the year 9/11/25, 2/19/26, 5/12/26 9/10/25, 11/13/25, 3/24/26	All Staff / Faculty Meetings Crisis Team Meetings/PRT School Safety Committee	Copies to all and reviewed at meetings. Introduced the Crisis Team and procedures. Discussed emergency drills. Reviewed security plan and discussed HIB survey and school climate/school reopening plan.

Missing/Abused/Neglected Children Training	9/15/25, 10/13/25	All Staff	Faculty Meeting reviewed requirements and district policy.
Equal Educational Opportunity/Achievement Gap training	9/15/25	All Staff	Faculty Meeting PowerPoint
Blood Borne Pathogens	9/15/25	All Staff	Faculty Meeting PowerPoint
Asthma Training	9/15/25 10/13/25	New Staff	Nurse Handouts GCN
Violence and Vandalism Week Activities for staff	10/13/25 10/20/25- 10/24/25 Ongoing throughout the school year	Certified Teachers	Faculty Meeting Handouts Classroom lessons Assembly programs
Eye Protection	9/15/25	Designated staff and teachers as needed	Nurse individual instruction
Intervention and Referral	Throughout the year	RTI meetings	Principal reviewed policies / Reading Specialist gave individual instructions
School Nurse delegates for Epi-Pen	Throughout the year (4 times)	Delegates	Nurse Training
Expectations for Pupil Conduct	11/17/25 Throughout the year	All Staff	Faculty Meeting
Pupil Discipline Code of Conduct	11/17/25	All Staff	Faculty Meeting Power Point
Diabetes Awareness	12/8/25	Nurse	Reviewed medical procedures

Gang Awareness Policy	Throughout the year 12/8/25	All Staff	Faculty Meeting Power Point
Student Training			
Bullying/Harassment Training	Throughout the year	Students PreK - 5	Policies to all students/parents Health Lessons Guidance lessons Week of Respect Week of Kindness Character Ed Assemblies and Activities Character Strong SEL Curriculum
Substance Abuse Training	Throughout the school year	Grades 1 -5	Health Curriculum
Violence and Vandalism Week Activities for students	Week of 10/20/25 – 10/24/25	All Students	Grade level presentations and activities by staff Police Visit and Assembly on Halloween Safety/Crime Prevention

OSAGE ELEMENTARY SCHOOL
Somerdale Road

2025-2026
Annual Report

Robert Cranmer
Principal

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

Enrollment

	Number of Students	Number of Classes
K	78	4
1	78	4
2	98	4
3	75	4
4	102	5
5	85	4
Self-Contained	8 (included in grade level count as there was no HR for SC)	1
Total Students	516	

Special Needs Programs	Number of Students
BSIP Literacy & Math	92
Speech	33
Resource Room	27
Inclusion	35
Special Class	
Mild/Moderate Learning or Language Disabilities	7
ESL	39
Special Education	
Autism	9
Specific Learning Disability	27
Other Health Impaired	13
Communication Impaired	17
Multiple Disabled	2
Emotionally Disturbed	0
Vision Impaired	0
Cognitively Impaired	0
Auditory Impaired	0
Eligible for Speech-Language Services	24

Moderate Intellectual Disability	1
Emotional Regulation Impairment	1

School Programs

Programs	Grades Included
Kindergarten Orientation	Kindergarten
Back-to-School Night	All Grades
American Education Week	All Grades
Fifth Grade Parent/Student Promotion Ceremony	5
Kindergarten Promotion	Kindergarten
Homework Helpers	1-5
Extended Day BSIP Program	3-5
New Parent Orientation	All Grades
Advanced Math Program	4-5
After School Clubs	3-5
Family Literacy Night	All Grades
New Parent Session (Returning streets to Osage)	All Grades

School Assemblies

Talent Show	All Grades
Instrumental Concert	All Grades
USA Day	All Grades
Josh the Otter	Kindergarten
Flag Day	All Grades
Fire Prevention	All Grades
Character Education (once a month)	All Grades
Student Council	Grades 3-5
Holiday Ensemble	All Grades
Eastern Performance "Footloose"	All Grades
NJ Transit Safety Assembly	All Grades
Awards Ceremony	Grades 4-5

Parent/Faculty Organization Activities

Five General Meetings
Osage Chalk the Walk
Welcome Back to School Social
Thanksgiving Feast

Staff Holiday Treats
Staff Appreciation Week
Fifth Grade Promotion Ceremony

OPF Fundraisers

T-Shirt Sale
Gertrude Hawk
Square 1 Art
School Book Fair & Family Night
Holiday Shoppe
Pretzel Sales
Box Tops for Education (Digital)
Raiseright.com
McTeacher's Night/McDonald's Booster
Lifetouch Spring Pictures
Yearbook
Car Wash
Trunk or Treat
Pajama Day
Skating Party (Hot Wheelz)
Flyers Game
Candy Bar Bingo
Charleston Wrap
Pretzel Factory Booster Night
Dine and Donate - Sal Vito's
Dine and Donate - Nick & Joe's Pizza
Dine and Donate - LaMoralense Plus
Candy Grams (Valentine's Day & Holiday)
Movie Night
Golf Land Booster Night

Community Service Activities

Holiday Donations
Food Drive

Other Activities

Beginning/Advanced Band
Student Council
Field Day
Fifth Grade Fun Day

Number of Staff

Certificated – 52
 Certificated Part-Time or Shared - 7
 Non-Certificated - 28

Osage School Annual Required Training			
Topic	Date	Participants	Method
Staff Training			
Substance Abuse Staff Training Alcohol, Tobacco and other Drugs	September 15, 2025	All Staff	Faculty Meeting – Reviewed Policy Power Point Presentation
Harassment, Intimidation, and Bullying Staff Training & Pupil Discipline/Code of Conduct	August 27, 2025, September 15, 2025, Throughout the year	All Staff	Faculty Meeting, Staff Handbook, District Website, PowerPoint Presentation
Staff Harassment Training	September 15, 2025	All Staff	Faculty Meeting – Reviewed Policy Power Point Presentation, GCN Presentation
Sexual Harassment	September 15, 2025	All Staff	Faculty Meeting – Reviewed Policy Power Point Presentation
Student Sexual Harrassment	September 15, 2025		
Suicide Awareness and Prevention	September 15, 2025 Throughout the year	All Staff	Faculty Meeting – Reviewed Policy Power Point Presentation GCN for New Staff

School Safety/Emergency Plan Training	August 27 & 28, 2025 September 15, 2025 Throughout the year 8/28/25, 11/13/25, 2/12/26, 3/13/26, 5/13/26	All Staff Crisis Team Meetings and School Safety Committee	Plan provided to staff in September as part of the Faculty Handbook and then reviewed throughout the year at faculty and grade level meetings. Drills were practiced on a regular basis. Discussed emergency drills. Reviewed security plan and discussed HIB survey and school climate
Missing/Abused/Neglected Children Training	September 15, 2025 October 13, 2025	All Staff	Faculty Meeting – Reviewed Policy Staff Handbook

Equal Educational Opportunity/Achievement Gap training	September 15, 2025	Certified Teachers	Faculty Meeting – Reviewed Policy Power Point Presentation, Grade Level Meetings focus on Student Achievement
Blood Borne Pathogens	September 15, 2025	All Staff New Staff –	Faculty Meeting – Power Point Presentation New Staff - GCN
Violence and Vandalism Week Activities for staff	Faculty Meeting October 13, 2025 Ongoing throughout the year	Certified Teachers	Faculty Meeting
Asthma Training	September 15, 2025 October 13, 2025	All Staff	Presentation and Printed Materials provided by Victoria Crews New Staff - GCN
Epi-Pen Training	Throughout Year	Designated Staff and teachers as needed	Nurse, Victoria Crews, provided individual instruction
Eye Protection	Throughout Year September 15, 2025	Designated Staff and teachers as needed All Staff	Nurse instruction Faculty Meeting

Intervention and Referral	Throughout Year	RTI Meetings	Principal/Assistant Principal/ Counselor provide instruction
Expectations for Pupil Conduct	11/17/25	All Staff	Faculty Meeting
Pupil Discipline Code of Conduct	11/17/25	All Staff	Faculty Meeting Power Point
Diabetes Awareness	12/8/25 Throughout Year	Nurse	Reviewed medical procedures
Gang Awareness Policy	12/8/25	All Staff	Faculty Meeting Power Point
Student Training			
Harassment, Intimidation, Bullying Training	Through-out school year Guidance Lessons Week of Respect Activities Health Lessons	All Students Grades 1-5	Counselor conducted lessons and provided materials for students Character education assemblies and activities
Substance Abuse Training	Throughout Year	Grades 1-5	Health Curriculum
Violence and Vandalism Week Activities for students	Week of October 6, 2025 (10/6/25-10/10/25)	All Students	Teachers implemented lessons and activities

Signal Hill School

Signal Hill Drive

**2025 - 2026
Annual Report**

**Lauren M. Salls
Principal**

**Signal Hill School
2025 – 2026 Annual Report
Lauren M. Salls
Principal**

Enrollment

Grade	Number of Students	Number of Classes
Self-Contained	17	3
Kindergarten	66	3
1	57	3
2	64	4
3	84	4
4	74	4
5	82	4
Total	444	

Programs	Number of Students
B.S.I.P. (Kindergarten)	17
B.S.I.P. (Reading/Language only)	34
B.S.I.P. (Math only)	18
B.S.I.P. (Reading & Math)	26
Speech (K-5)	54
Speech (Autism)	16
Resource Room	53
In Class Support	49
English as a Second Language	7
Enrichment Program (3-5)	29
Enrichment Program (K-2)	11

School Programs

Programs	Grades Included
Husky PRIDE Character Education Program	K-5
Paws of Fame	K-5
Back-to-School Night	K-5
Kindergarten Orientation	K
Kindergarten Move-Up Day	K
New Student Orientation	1-5

Fire Prevention Week Visit	K-5
Week of Respect	K-5
The Great Kindness Challenge	K-5
“Voices That Changed Our World” Wax Museum	4
Art Show	K-5
Music Concert	3, 4-5
Instrumental Music Program	4-5
Fun and Fitness Day	K-5
Math Day	K-5
Fifth Grade Promotion	5
Around the World International Studies	K-5
Rotary Club “Josh the Otter” Water Safety	K
Math 24 Challenge	3-5
Math Sparks	3
ELA Sparks	3-5
Tech Sparks	4-5
First Grade Author’s Night	1
Buddy Program	1-5

Co-Curricular Activities

Literacy and Math Extended Day Enrichment	4-5
Safety Patrol	5
Student Council	3-5
Board Game Club	3-5
Community Helpers Club	3-5
Husky All-Star Club	3-5
Lucky 13 Club	3-5
Modern Michaelangelos Club	3-5
Recipe Club	3-5
STEM Club	3-5
Husky Welcome Committee	3-5
Beginner and Advanced Bands	4-5
String Orchestra	4-5
Guidance - Coping	K-5
Guidance - Worry Warriors	K-5
Guidance - Smiles	K-5
Guidance - Taking Charge	K-5
Book Song Challenge	K-5

School Assemblies

Husky PRIDE Assemblies held throughout the year
Fire Safety – Voorhees Twp. Fire Department
Respect/Anti-Bullying Assembly
Hour of AI Assembly
Student Council Assembly
Instructional Music Assembly
Around the World Assembly
Story Time Event Assembly (Voorhees Township Police Department)
K-9 Demo Assembly (Voorhees Township Police Department)

Signal Hill Parent/Faculty Association Activities

General Meetings
Dining Out Fundraisers
School Assemblies
Welcome Back Staff Luncheon
Back to School Supply Kit Fundraiser
Book Fair/Book Fair Family Night
Holiday Shop
Staff Appreciation Week
Yearbook Sale
Fifth Grade Promotion and Game Day Activities
Pretzel Fundraiser
Spirit Wear Sales
Adopt-a-Family Food Drive (Community Service)
The Giving Tree (Community Service)
MLK Service Event (Community Service)

Special Service Programs/Projects

State of New Jersey - Department of Children and Families - DCPD - Donations
Share the Love Toy Drive
Alicia Rose Victorious Foundation Bandana Sale

Number of Staff

Certificated:

Full Time at Signal Hill	44
Shared with other schools	9

Non-Certificated:

Support Staff (office, maintenance, cafeteria)	10
Instructional Associates	14

Signal Hill School Recognition/Awards

1. *Book Song Challenge - Signal Hill School students were selected as Grand Prize Winners of the 2026 Book Song Challenge. As a result, Signal Hill School received \$8,000 for the school library, which will be used to purchase new books.*

Signal Hill School Annual Required Training

Signal Hill School Annual Required Training			
Topic	Date	Participants	Method
Staff Training			
School Safety/Emergency Plan Training	8/27/25 9/8/25 10/13/25 11/10/25 12/8/25 1/12/26 2/9/26 3/9/26 4/13/26 5/11/26 6/8/26 monthly drills	All Staff	Plans distributed to all staff and substitutes in August 2025 in individual mailboxes. Plans reviewed and discussed with all staff at Faculty Meetings; ongoing monthly drills.
Pupil Discipline/Code of Conduct	8/27/25 9/8/25 10/13/25 11/10/25 12/8/25 1/12/26 2/9/26 3/9/26 4/13/26 5/11/26 6/8/26	All Staff	Staff Handbook; Discussion at Faculty Meetings; Policy Review - 5600
Violence and Vandalism Week Activities for staff	Week of Respect 10/6/25 – 10/10/25; 10/20/25- 10/24/25	All Staff	Presentation at Faculty Meeting; online resources, guidance and assemblies
Blood Borne Pathogens	9/8/25 – 12/5/25	All Staff	Online training – GCN Faculty Meeting Overview
Asthma, Diabetes Training	9/8/25 – 12/5/25	All Staff	Faculty Meeting Presentation and online training by GCN

	2/9/26		
Bullying/Harassment Training	8/27/25 – 12/5/25	All Staff	Staff Handbook; Faculty Meeting Presentation and online training by GCN; Policy Review - 5512; District website
Substance Abuse Staff Training	8/27/25 – 12/5/25	All Staff	Faculty Meeting Presentation and Online training by GCN Policy Review - 5530
Missing/Abused/Neglected Children Training	9/8/25 – 12/5/25 11/10/25	All Staff All Volunteers	Faculty Meeting Presentation and online training by GCN; Policy Review - 8462
Staff Affirmative /Achievement Gap/Action/Harassment Training	9/8/25 – 12/5/25	All Staff	Online training by GCN; Policy Review - 2260
Eye Protection Training	9/8/25	All Staff	Faculty Meeting Presentation; Policy Review - 7432
Sexual Harassment Students	9/8/25	All Staff	PowerPoint Presentation and Policy Review - 5751
Response to Intervention Training	Throughout school year	All Staff	RTI Meetings; Presentation at Faculty Meeting and Grade Level Meetings. Review of Policy and Staff Handbook Guidelines
Suicide Prevention Review	9/8/25	All Staff	Faculty Meeting Presentation; Policy Review -5350
Gang Awareness Policy	2/9/26	All Staff	Faculty Meeting Presentation
Student Training			
Violence and Vandalism Week Activities for students	Week of Respect (10/6/25-10/10/25)	All Students K-5	Classroom lessons as outlined in NJDOE Guidelines
Bullying/Harassment Training	ongoing	All Students K-5	Classroom lessons/Grade level HIB Assemblies/Husky Pride Assemblies/Anti-Bullying Assembly
Substance Abuse Training	ongoing	Students Grades 1-5	Class instruction by Health Teachers

VOORHEES MIDDLE SCHOOL

**1000 Holly Oak Drive
Voorhees, NJ 08043
856-795-2025**

**2025-2026
Annual Report**

**Alecia Inge, Principal
Vicki Biederman, 6th grade, Assistant Principal
Michael Weppler, 7th grade, Assistant Principal
Russel Winsett, 8th grade, Assistant Principal**

2025-2026 Enrollment

Grade	Number of Students	Number of Classes
5	3	2
6	348	15
7	329	15
8	325	15

Special Needs

Programs	Number of Students
B.S.I.P	84
Speech	74
Resource Center	150
Self-Contained Special Ed.	12
English as Second Language	29

School Programs

	Grades Included	
6 th Grade Orientation	6	
6 th Grade Environmental Camp	6	
Back-to-School Nights	6-8	
Parent/Teacher Conferences	6-8	
Week of Respect	6-8	
Red Ribbon Week	6-8	
Autism Awareness and Acceptance Week	6-8	
Spirit Week	6-8	
Book Fair Community Night	6-8	
Holiday Food and Toy Drive	6-8	
MLK Month of Service Project	6-8	
Drama Production	6-8	
Character Strong(Character Awards)	6-8	
Walk-A-Thon	6-8	Penny
Wars Fundraiser	6-8	
Viking Virtues Positive Behavior Program	6-8	
VMS H.E.R.O. Attendance Recognition	6-8	
Fall & Spring Instrumental Music & Chorus Concerts	6-8	
8 th Grade Graduation	8	

School Clubs

Student Yearbook	6-8
Drama Club	6-8
Running Club	6-8
Student Council	6-8
Interact	6-8
Science Olympiad	6-8
School Newspaper	6-8
ESPORT	6-8
EmpowerMENT	6-8
Environmental Science	6-8
Viking Shop	6-8
Adopt-a-Grandparent	6-8
Intramurals	6
S.A.F.E	6-8
S.P.O.R.T.	6-8
Viking Band	6-8
VMS Chorus	6-8
Chess Club	6-8
VMS Orchestra	6-8
Technology Club	6-8
Trail Blazers	6-8
Homework Club	6-8
VMS Jazz Band	6-8
Noreman Band	6-8
Multicultural Club	6-8
Math Club	6-8
Dungeons & Dragons Club	6-8

Sports

Baseball	6-8
Basketball(Boys & Girls)	6-8
Field Hockey	6-8
Soccer(Boys & Girls)	6-8
Softball	6-8
Track & Field	6-8
Wrestling	6-8
Cheerleading	6-8

Parent/Faculty Organization Activities

7th Grade Halfway Through Middle School
 Community Dine-Outs
 Parent Volunteers for Walk-A-Thon
 Teacher Appreciation Week
 Skate Night
 Staff Luncheons
 Spirit Wear Sale
 8th Grade Dance
 8th Grade Luncheon
 DodgeBall Tournament / Basket Raffle
 ViKIND Giveaway for Students-Week of Respect
 Mr. Softee
 Polar Express Day for All Students
 Spring Give Away for All Students
 Chalk the Walk
 Candy Buffet for Teachers
 End of Year Pretzels for 6th & 7th Grade

Number of Staff

Certificated	104
Nurses	2
Non-Certificated	33

Voorhees Middle School Annual Required Training			
Topic	Date	Participants	Method
Staff Training			
Bullying/Student Harassment Staff Training- HIB Laws	September 2025	All Staff	Faculty Meeting
GCN	September 2025	All Staff	Faculty Meeting
School Safety/Emergency Plan Training	Monthly Training throughout the 2025 - 2026 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. This year we completed a room clear drill in addition to shelter in place, lockdown, evacuation, and fire drills.
Medical Review-Bloodborne Pathogens/Hypoglycemia/Asthma/Seizures	September 2025	All Staff	Faculty Meeting/Marisa DelPallazzo & Stefany Emerson
Charlotte Danielson Instructional Training	September 2025	All Staff	Faculty Meeting
Diabetes Awareness Training	September 2025	All Staff	Presentation
Gang Awareness Training	September 2025	All Staff	Presentation
Missing/Abused/Neglected Child Training	October 2025	All Staff	Faculty Meeting
CST Training	February 2026	All Staff	Presentation
De-escalation Strategies	March 2025	All Staff	Faculty Meeting
SEL/Wellness Day	March 2026	All Staff	Vendors and staff members facilitate stations that promote wellness, mindfulness, and a variety of social emotional activities for staff.
NJSLA-Adaptive Training	October 2025 April 2026	All Staff	Presentation-Michael Weppler
PDP Professional Growth	May 2026	All Staff	Presentation www.effectiveeducators.com

Completing Annual Evaluations	May 2026	All Staff	Presentation
ESL Training	October 2025 January 2026	All Staff	Faculty Meeting

Student Training			
Bullying/Harassment Training	Through-out school year Health lessons, Assemblies	All Students	Counselors conducted lessons and provided materials for students
District Anti-Bullying Coordinator & Principal Assembly	October 2025	Grades 6-8	Shari Kauffman provided training on Digital Citizenship
Beautiful Tomorrow, anti-bullying specialist assembly	March 2026	Grades 6-8	Jason Lewis, motivational speaker
Substance Abuse Training	Health Education	Grades 6-8	1 Cycle of 6 weeks Health Lessons for all students
NOPE Assembly	January 2026	Grade 8	
Character Awards Assemblies & Mini Lessons	End of each marking period	Grades 6-8	Grade level counselors and administrators facilitate a mini-lesson on character traits and teachers give character awards to deserving students

Character Strong Lessons	September 2025 - June 2026	Grades 6-8	Counselors teach lessons to their grade levels each marking period utilizes the Character Strong Curriculum
NJSLA-Adaptive Training	October 2025	Grades 6-8	Presentation- Shari Kauffman & Wendy Farquhar teaching students about the new state testing format.
Combating Hate on the Internet	March 2026	Grade 7	Classroom presentations about identifying and avoiding hate speech on social media platforms and the internet.

COMMUNITY EDUCATION AND RECREATION

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

**2025 - 2026
Annual Report**

Kristine Calabria, Coordinator

COMMUNITY EDUCATION AND RECREATION

Kristine Calabria, Coordinator

JULY 01, 2025 – JUNE 30, 2026

Community Education-Recreation (CER) has existed for the past 42 years. It is one of the original programs that still exist in New Jersey. It has grown to encompass many services and programs for the school and the community. Voorhees CER was one of the very first Childcare 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.

Kristine Calabria, Coordinator of CER, has helped maintain and expand the program's stature in the community. CER prides itself on being an essential bridge between the school district and the community. Operating daily from 7 a.m. to 10 p.m., it provides services such as before- and After-School Child Care, youth programs, and rental/usage of our district facilities to residents and local sports/athletic organizations.

CER manages, staffs, and maintains a nine-hundred-seat performing arts center at Voorhees Middle School. On weekends, it manages and staffs all school buildings, 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.

CER Tennis Program

4 terms – Summer of 2025, Fall 2025, Winter 2026 and Spring 2026 – Adult & Children
Participants 151

School Age Care Program – 2025-2026

Number of participants:

E. T. Hamilton	90
Osage	100
Kresson	95
Signal Hill	115

Summer Programs

Summer Day Camp – 172 Participants

Voorhees Theater Camp – 135 Participants.

Saturday Spectacular

160 -Participants

School/theater usage: 130 permits

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PUBLIC INFORMATION AND COMMUNICATIONS

2025 - 2026

Susan Donnelly, Supervisor of Special Projects

COMMUNICATIONS AND PUBLIC INFORMATION

2025 – 2026

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 2025-2026 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

- 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

Web Site Use and Maintenance

- Developed, planned, and coordinated New Website Design.
- Implemented Weglot – translation tool for website users
- Implemented “Ask Voxy” – AI tool for website searches
- Ongoing training of Technology Staff and district staff on Finals site
- 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)
- 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

- Introduced text messaging as an emergency communication tool for families to provide timely updates regarding school closings, transportation issues, and other urgent matters
- 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 regular E-News from the district to all parents with up-to-date district/community information.
- Send special weather or emergency notifications to staff and parents as needed on call 24 hours/7 days week.

Special Projects (as needed)

- 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.
- 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

Retirees & 25 Year Service Award Recipients

2025 - 2026

District Retirees

Barbara Andrew
Leanne Binkley
Tim Hassall
James Jordan
Clark Mathes
Karyn Montgomery
Tracey Redfearn
Holly Rosica
Rob Rossi
Mary Thompson
Donna Trunkwalter

25 Year Service Award Recipients

Kelly Beck
Andrea Storey
Janetta Barnhart
James Brown
Jennifer Buono
Frank Concepcion
Virginia Concepcion
Susan Donnelly
Jeffrey Lanzilotta
Cliff Levine
Erin Putman
Rachel White
Julia Zielinski
Nancy Long-Badessa
Lise Grossman
Nancy Naulty
Danielle Clark