

GLASSBORO PUBLIC SCHOOLS
GLASSBORO, NEW JERSEY

REPORT OF THE SUPERINTENDENT OF SCHOOLS FROM THE
ASSISTANT SUPERINTENDENT
Craig Stephenson

July 22, 2026

I. GLASSBORO ALTERNATIVE EVENING HIGH SCHOOL

Rob Hemmes, Head Teacher

None at this time

II. STATE AND FEDERAL PROGRAMS

A. English As A Second Language

Amy Masso: District-wide ESL Support

May 2026

Number of children currently identified in district:

The district-wide breakdown is listed below:

District-wide Enrollment:

<i>GRADE</i>	<i>TOTAL</i>
PRE-K	
3/4	15
K	11
1	13
2	9
3	17
4	11
5	8
6	5
7	11
8	4
9	7
10	12
11	3
12	3
TOTAL	129

Languages spoken by Multilingual students across the district include:

- Spanish
- Arabic
- Mandarin
- French
- Kabyle

- Urdu
- Turkish
- Greek
- Punjabi
- Pashto
- Persian/Dari
- Haitian Creole
- Portuguese
- Ukranian

New entrants to the district identified as multilingual learners through Home Language Surveys, then assessed using the WIDA screener to determine eligibility for ESL services. Notices are then mailed to parents to inform them of their eligibility.

To exit ESL services, a student must achieve an overall score of 4.5 on the ACCESS assessment in the spring or the WIDA MODEL mid-year assessment. The midyear assessment was administered to multiple students at Dorothy L Bullock, Thomas E Bowe, and Glassboro High School in January. Sixteen students were exited from ESL services at the end of the second marking period after scoring a 4.5 or higher overall language proficiency score on the WIDA Model. These students will be monitored for a period of 2 years to ensure they are no longer in need of ESL support.

WIDA ACCESS scores should arrive to the district on June 18, 2026. Results will be shared with ESL parents, staff, principals, and central office.

Pre-Kindergarten students are identified and receive consultation services through collaboration between the ESL teacher and the classroom teacher as needed. Kindergarten through 5th grade receive daily skill-based lessons in addition to Foundations support and vocabulary instruction based on the Wit & Wisdom lesson/module the class is currently focusing on through either a pull-out model based on students' level of language proficiency. Grades 6 through 8 receive content instruction, and language arts skill support based on their language proficiency level. Level 1 & 2 students receive ELA replacement in addition to their ESL period each day. Level 3 & 4 students receive one ESL period each day. In grades 9-12, students receive one ESL period each day. The transition has been made to a sheltered instruction model for all students and all teachers who are instructing Multilingual Learners will be given 15 hours of Sheltered English Instruction training through Stockton University's SEI online training modules.

B. Title I - Basic Skills Improvement Program

Amy Masso-Ferrer: Supervisor of Basic Skills
Dorothy L. Bullock School

Summary of J. Harvey Rodgers and Bullock BSI ELA Services – May 2026

K – 5 th Grade BSI Student Totals										
Grade	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	

K	Assessing	22	22	22	22	22	22	22	22	
1 st	17	17	17	17	13	13	9	9	9	
2 nd	9	9	9	9	14	14	14	14	14	
3 rd	8	8	8	8	13	13	13	13	13	
4 th	8	8	8	8	13	13	12	12	12	
5 th	8	8	8	8	13	13	13	13	13	
Total	50	72	72	72	88	88	83	83	83	
Exited	—	—	—	—	17		6			

At J. Harvey Rodgers School, all kindergarten students are assessed on knowledge of the letters and sounds through a screener and the kindergarten screener given by Mrs. Owens in addition to the MAP fluency assessment. Students were also assessed for letter naming fluency with the DIBELS screener. Multiple measures previously mentioned were used to identify students for services through Basic Skills Instruction (BSI). Consent forms were sent home and students began BSI services. The program will focus on the following: phonemic awareness skills: rhyme, syllable segmentation, phoneme segmentation and identifying initial sounds in consonant-vowel-consonant words. The upper- and lower-case letters will be introduced along with the sounds they make and vocabulary pictures that coordinate with each letter. A variety of multi-sensory activities using Orton Gillingham and Science of Reading strategies will be used.

At Dorothy L. Bullock School students are identified through the MAP ELA and Fluency assessments as well as DIBELS screener scores that were administered in January, as well as input from classroom teachers. Students will receive 30 minutes of daily Basic Skills instruction in English Language Arts (ELA) through either push-in or pull-out supplemental teaching models focusing on specific skill deficits in phonics and phonemic awareness skills and/or a focus on foundational literacy skills, comprehension, fluency, etc. A variety of multi-sensory activities using Science of Reading and Orton Gillingham strategies will be used. Assessment data is used to determine the specific skills/concepts that are needed to teach/reinforce and for creation of goals and instructional groups for tiered interventions and differentiation. Students will participate in a 6-week RTI cycle and will be progress-monitored throughout the cycle to determine if they will continue to receive services or if they will be exited back to Tier 1 small group instruction in the classroom. Groups will remain fluid based on data collected and student needs. New students will enter based on skills groups and their identified needs. The team is coming up on the last couple of weeks of the first 6-week intervention cycle and will begin testing upon return from winter break to see which students will exit and which will remain for the next cycle. At the end of the last 6-week cycle, 6 students reached or exceeded their goals and were exited from services. A new 6-week cycle has begun with the BSI staff servicing 61 students from grades 1-5.

Basic Skills teachers at all levels will collaborate with classroom teachers to enhance and support the skills being taught in the classroom. The number of students in the chart above are students who are currently receiving services. The parents/guardians of those students have received consent forms and notification of services. In addition to BSI services, classroom teachers will provide the necessary support through differentiation/tiered supports. The students who were exited in the spring of 2025 will be monitored by the BSI staff in addition to their classroom teachers to ensure they are maintaining the skills that they were

taught through BSI interventions. If concerns arise, students are eligible to re-enter the program for remediation.

III. **CURRICULUM**

A. **Field Trips**

Field trips for the 2026-2027 school year:

DATE	SCHOOL	TO
10/15/26	Bowe	Clean Ocean Action Student Summit, South Seaside Park, NJ

B. **Curriculum Committees:**

The following curriculum committees met during the month of June 2026: N/A

IV. **PERSONNEL**

A. **New Staff Members**

The following staff members were hired or transferred to another position during the month of June 2026:

Danielle Barber	Grade 2 Teacher	Bullock
Hailey Toy	Grade 1 Teacher	Bullock
Ambbar Marrero Santos	Spanish Teacher	Bowe
Amrita Saini	Spec Ed Teacher	Bowe
Diana Crespo	Spanish Teacher	GHS
Nicolette Senior	Spec Ed Teacher	Rodgers
Ahmed Ahmed	Spec Ed/ERI Aide	Bowe/GHS
Sianna Wedderburn	short term Gen Cred Aide	ESY
Shaye Deopp	School Nurse	Bullock
Amanda Hannigan	Asst. Principal	Bullock
Toni Giordano	Supervisor	Mitcho ECC
Tracey Smith	Bus Driver	District
Ian Sweeney	Computer Tech	District
Lisa Rencher from ICS Teacher to Floater Teacher		Bowe
Anthony Corma from ICS Teacher Bullock to Bowe		

Vacancies

Assistant Football Coach
 Assistant Girls Tennis Coach
 Assistant Girls Soccer Coach
 Groundskeeper
 Preschool Classroom Aide

Special Education Teacher Inclusion Classroom
Assistant Transportation Supervisor
Paraprofessional Special Education – Bowe Middle School
Classroom and 1:1 Aide – Elementary
Classroom and 1:1 Aide – Middle School
School Security Specialist
Special Education Teacher – Multiple Disabilities

B. Substitute Teachers

From this point on all potential Substitutes are being referred to
ESS/Source4Teachers.

V. MISCELLANEOUS