

# Superintendent's Report Orange Public Schools “Good to Great”

Gerald Fitzhugh, II, Ed.D.  
Superintendent of Schools  
“The Teaching Superintendent”  
August 9, 2023

Focus Core Area Numbers 1- 4  
District Goal Number 1-4 and All Sub Sections





# Summer School Programming

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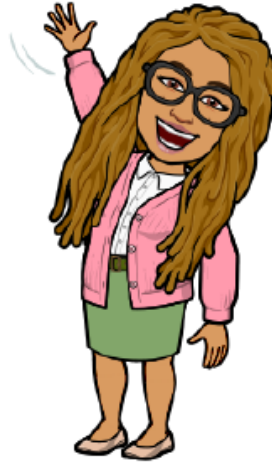
- From the academic acumen to the social emotional supports, summer programming encompassed the whole child.
- Summer attendance was vital to acquisition of instructional understanding. We expected students to be present and engaged throughout the summer months.
- The district will provide those attending summer programming (academic programs) the end of session progress report to track progress. All summer administrators sent progress report to all schools for planning purposes for September 2023.



## Visual & Performing Arts Summer Program

July 5-29, 2023

Ms. M. Alexander, Art Educator  
Mrs. L. Alexander- Taylor, Summer Administrator  
Mr. J. Clerie, VPA Supervisor



# Summer School Programming

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Visual & Performing Arts  
Summer Highlights



# School Begins on September 7, 2023

School Level	Arrival Time for Students	Arrival Time for Staff	End Time for Students	End Time for Staff
Elementary Level (Including Pre-Kindergarten)	8:30 AM	8:20 AM	3:00 PM	3:10 PM
Orange High School	8:20 AM	8:05 AM	2:40 PM	2:55 PM
Orange Preparatory Academy of Inquiry and Innovation	8:25 AM	8:20 AM	2:50 PM	2:55 PM
STEM Innovation Academy of the Oranges	8:20 AM	8:15 AM	Mondays 2:20 PM for Teacher Professional Development Tues – Fri 3:30 PM	4PM* *includes stipend
Twilight Program	3:30 PM* *3:00 PM - lunch	3:00 PM	7:30 PM	7:30 PM



# Return to Schools

## Staff: Friday, September 1, 2023

## Students: Thursday, September 7, 2023

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- **Return to School Dates for Staff and Students:** As a reminder, the first day for staff is Friday, September 1, 2023. The first day will begin with the Superintendent's Convocation with other exciting activities planned to bring a dynamic staff back together on one accord. Monday, September 4, 2023, the district will be closed in observance of Labor Day. Tuesday, September 5, 2023, is the district professional development day for STAFF ONLY. Wednesday, September 6, 2023, is the last district professional development day for STAFF ONLY prior to students returning on Thursday, September 7, 2023.
- Staff will receive information in the coming days regarding the Superintendent's Convocation that will take place on Friday, September 1, 2023.
- All schools are preparing their welcome back letters. Letters will go out the Week of August 14<sup>th</sup>. Additionally, letters will live on each school's website.
- **Breakfast and Lunch Menus will Continue This Year (Monthly):** As shared this past school year, we will continue to share breakfast and lunch menus for your planning purposes. Prior to September 7<sup>th</sup>, all families will be notified of the September menus for Pre-Kindergarten, Elementary, and Secondary. Thank you to the Office of Food Services for ensuring that menus will continue this upcoming school year.

# Important Information as we move to open on September 7, 2023

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- **Calendars to Continue this School Year:** This year, we will continue pushing out the calendars each month on the website of each school as well as via our social media handles. Look out for the September calendars by school the Week of August 21, 2023.
- **Superintendent's Weekly Update:** Yes, the Superintendent's Weekly Update will continue district wide beginning the Week of September 11, 2023. This update will provide each of you with the sense of the district's direction related to content pedagogy and practice as well as wellness and programming. Please take a moment to read the contents accordingly.
- **District Goals and the Strategic Plan Reminders**  
The district goals and strategic plan are the guiding force in the development of the Orange Public School District. You are encouraged to review each plan and ask questions related to development of the whole child as well as the district's partnership with families.
- The following link is for the District Goals: <https://www.orange.k12.nj.us/Page/30018>.
- The following link is for the Strategic Plan: <https://www.orange.k12.nj.us/domain/3344>.



# Back to School Nights Announced: July 2023

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- **Back to School Nights (BTSN) Announced:** All Back to School Nights were announced in the month of July on our social media handles as well as district website. We wanted to get the dates out as soon as possible for planning purposes. Please visit the district website [www.orange.k12.nj.us](http://www.orange.k12.nj.us) under latest news and announcements to view the calendar of BTSN programs district wide. The next slide will provide you with all dates. This information was posted on the district website as well as our social media handles.

# Back to School Nights

## September-October 2023

Name of School	Date for Back to School Night
Orange Preparatory Academy of Inquiry and Innovation	Monday September 25, 2023
Orange High School	Monday, September 11, 2023
Rosa Parks Community School	Tuesday September 26, 2023
Scholars Academy	Thursday, September 28, 2023
John Robert Lewis ECC	Monday, October 2, 2023
Orange Early Childhood Center	Thursday, September 14, 2023
Central Elementary School	Wednesday, September 20, 2023
STEM Innovation Academy of the Oranges	Wednesday September 27, 2023
Heywood Avenue School	Monday, September 18, 2023
Forest Street Community School	Tuesday, September 12, 2023
Park Avenue School	Tuesday, September 19, 2023
Twilight Program	Monday, September 11, 2023
Lincoln Elementary School	Thursday, September 21, 2023
Oakwood Avenue Elementary School	Thursday, September 14, 2023
Cleveland Street School	Wednesday, September 13, 2023



# Departmental Priorities for SY 23-24

All Department Heads (Superintendent, Business Administrator,  
Executive Directors)

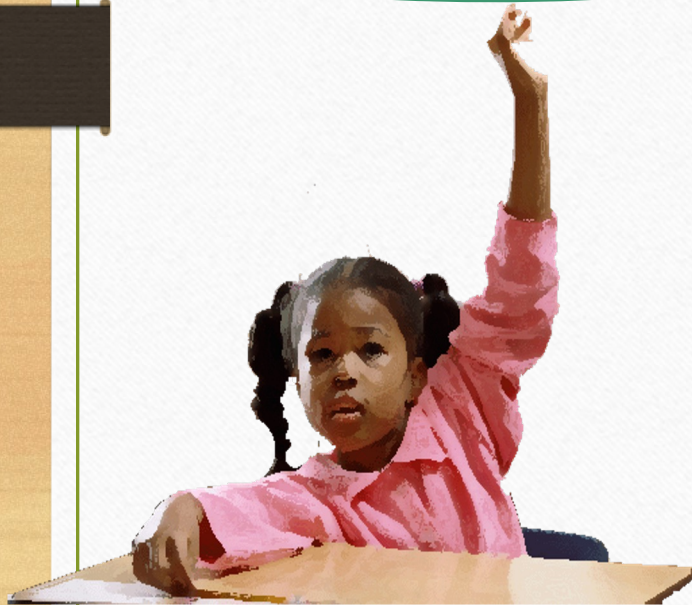
August 9, 2023

All District Goals and Sub Sections

All Core Focus Areas of the Orange Strategic Plan



# Office of the Superintendent



- ▶ Build the coaching capacity of principals and assistant principals in order to support teachers' instructional practices across content areas.
- ▶ Continue to provide professional development that is targeted and intentional across content areas and disciplines.
- ▶ Ensure alignment to the curriculum; through monitoring consistently

## **Bilingual Education, English As a Second Language, and World Languages**

- ▶ Expand and support the Bilingual/ESL classes across the district
- ▶ Improve teacher pedagogies in relation to the implementation of sheltered English practices and facilitate the development of Bilingual and ESL teachers as they teach to the New Jersey Student Learning Standards.
- ▶ Increase the number of students taking and achieving passing level scores on STAMP (Standards-based Measurement of Proficiency) assessments in Spanish and French.
- ▶ Ensure that the World Language adoption is strategic, intentional, and with instructional merit.



# Office of Early Childhood Learning



- ▶ Continue to build the capacity of preschool coaches and early childhood administrators as they support teachers' in creating meaningful learning experiences for children throughout the school day.
- ▶ Build on the concept of dramatic play in kindergarten and incorporate block play in the first grade classrooms.
- ▶ Expand on cultural competency in the early childhood classroom.
- ▶ Continue to use the science of reading as a base to develop meaningful learning experiences while engaged in Concepts about Print, Phonological Awareness, and the Alphabetic Principle.

# Business Office

## Food & Nutrition

- ▶ Purchase and implement new and updated Point of Sales hardware at all schools. Which includes monitors, pin pads, and manager office scanner.
- ▶ Complete the remodel and overhaul at OPA and Stem High School for their serving lines.
- ▶ Acquire a new POS software management company.

## Facilities

- ▶ Increase preventative maintenance to align with the Annual Comprehensive Maintenance Plan (CMP)
- ▶ Continue exploring different grant opportunities to address serious facility conditions in the district
- ▶ Continue working on the Energy Savings Improvement Plan (ESIP) to replace major building systems

## Finance & Accounting

- ▶ Establish and implement a new Financial Accounting System (Genesis)
- ▶ Work towards receiving the meritorious budget award
- ▶ Work towards receiving the certificate of excellence in Financial Reporting for the Annual Comprehensive Financial Report





# Office of Human Resources



## **Talent Recruiting, Attrition and Recognition Strategic Plans**

The Office of Human Resources (OHR) will develop and implement a talent recruiting plan that will outline three (3) unique strategies and approaches to hiring.

1. The OHR will develop an attrition strategy to be implemented by no later than January 1, 2024. Inclusive of this plan will provide mental and physical health as these areas support staff retention and development.
2. The recognition plan will be an extension of the retention/attrition strategy plan.
3. The OHR will retain 45% of the 2023-2024 new hires inclusive of certified and non-certified staff.

**Streamline and implement automatic processes** for the following areas based on current HR (Human Resources) practices, trends, and data to support overall district administrative effectiveness.

Examples:

- Recommendation for Hire process will move to a fully automated workflow for permanent and stipend positions; and
- The OHR will develop an automated interactive orientation process; and
- All performance evaluations will be web-based. All administrators will undergo performance evaluation training led by the Executive Director of Human Resources and the Superintendent of Schools or his designee.
- The OHR will continue to convert all personnel platforms using Accuscan.

**Streamline and implement automatic processes** for the following areas based on current HR (Human Resources) practices, trends, and data to support overall district administrative effectiveness.

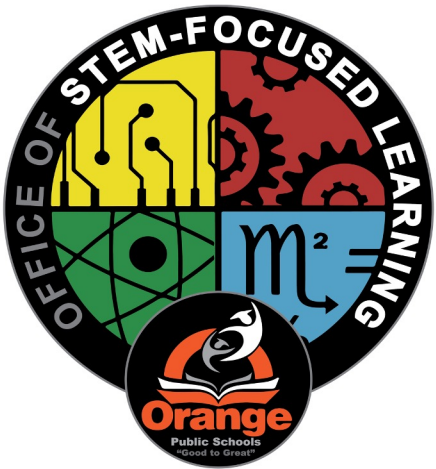
Examples:

- Recommendation for Hire process will move to a fully automated workflow for permanent and stipend positions; and
- The OHR will develop an automated interactive orientation process; and
- All performance evaluations will be web-based. All administrators will undergo performance evaluation training led by the Executive Director of Human Resources and the Superintendent of Schools or his designee.
- The OHR will continue to convert all personnel platforms using Accuscan.

**Develop Employee Handbooks for all staff and school-based handbooks.** This will require that the OHR will work with building administrators to develop handbooks for their respective staff and faculty.

**Employee Wellness** - The OHR will develop an Employee Wellness Program including district offerings and optional products to support their career development and retirement planning.

# Office of STEM- Focused Learning

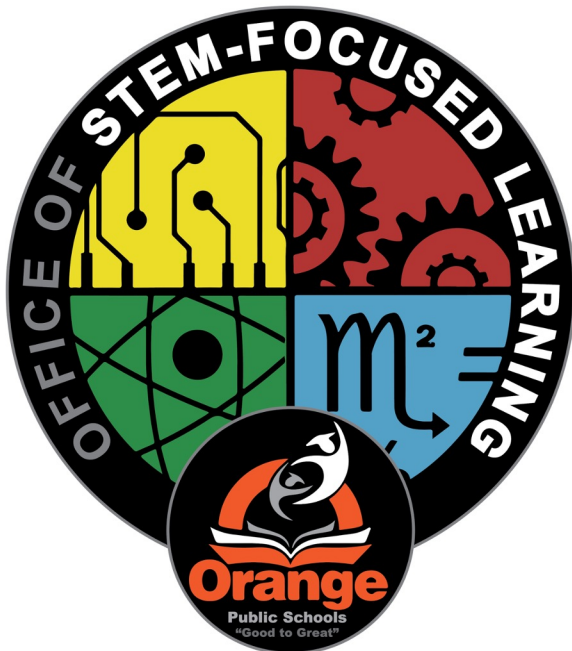


## Mathematics

- ▶ Leverage professional learning opportunities and identified teacher leaders to strengthen implementation of curricular resources and instructional best practices across all mathematics classrooms (General Education, Multilingual, Special Needs).
- ▶ Utilize multiple measures of data to design and institute an overall districtwide intervention and acceleration strategy to provide intensive academic supports that meet students where they are academically and promote their development and achievement.
- ▶ Expand opportunities for students to engage with mathematics beyond the classroom through local and state competitions, Family Math Nights, and additional programming outside of the school day.



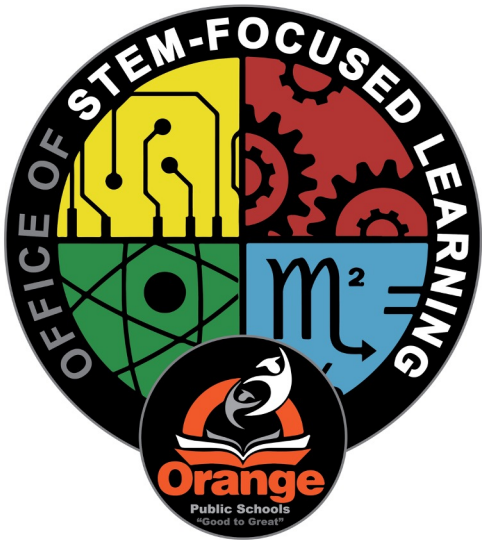
# Office of STEM- Focused Learning



## Science

- ▶ Improve student achievement on local and state assessments by leveraging professional development and lead teachers to improve pedagogy and facilitation of three-dimensional instruction across the district.
- ▶ Continue to enhance and strengthen Honors and Advanced Placement level curricula and pedagogy in Biology, Chemistry, Physics, and Environmental Science.
- ▶ Expand, develop, and support opportunities for students to experience science beyond the classroom through Science Nights, Science Fairs, local and state competitions, and more.

# Office of STEM- Focused Learning



## STEM

- ▶ Explore opportunities (ex: PLTW, TinkRworks, Robotics) to strengthen STEM programming across ALL schools.
- ▶ Seek out and cultivate professional learning partnerships with tertiary institutions that provide STEM-related professional development opportunities.
- ▶ Expand opportunities for students to develop and showcase their talents through STEM Fairs, local and state competitions, STEM Nights, Robotics Clubs, and Group Challenges.



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- ▶ Build upon our Parent University Model offering parents workshops and training opportunities attending to their needs, interests, and opportunities for exploration and discovery
- ▶ Collaborate with all district schools in the implementation of our District and School Title I Parent and Family Engagement Plans that is data informed and incorporates models of research-based best practices;
  - ▶ attends to the individual and collective needs identified by the stakeholders of all district schools and departments;
  - ▶ capitalizes on the community resources available within and surrounding our school community;
  - ▶ intentionally focuses on developing business partnerships and defining ways for these entities to meaningfully engage with the work of the school district;
  - ▶ and is widely communicated for all stakeholders to fully benefit from.

# Office of Innovation



## Physical Education

- ▶ Support our Physical Education teachers in utilizing new curricula resources to design and implement engaging Health lessons, administer common assessments, and utilize achievement data to inform teaching practices and provision of student supports
- ▶ Continue to build upon and expand partnerships to supplement Physical Education/Health curriculum to;
  - ▶ Serve as possible feeders to our secondary sports programs, specifically Tennis

## Titles & Grants

- ▶ Research and submit applications for available grant opportunities and increased funding
- ▶ Support all departments and schools in utilizing title and grant funding to maximize the opportunities to address learning acceleration and learning loss with innovative and research-based approaches

## Essex County College (ECC) Early College Programs

- ▶ Continue to plan and support cohorts of students through a four-year program of study leading to the attainment of an Associate of Arts degree while also earning their high school diploma



# Office of Humanities



## English Language Arts

- Refine and continue an overall districtwide intervention strategy such to provide intensive academic supports to students who are multiple grades below grade level beginning as early as Grade K.
- Introduce new foundation skills assessment in grade 3 to better determine learning loss and provide clear road maps for targeted instruction and acceleration.
- Establish and implement the Humanities Block in grades K and 1.

## Social Studies

- Implement new curricula utilizing the new curricular resource with a focus on developing written expression.
- Continue to collaborate with Early Childhood to utilize the Social Studies themed topics to incorporate dramatic play and blocks into the kindergarten and 1st grade classrooms.

## Visual & Performing Arts

- Support the execution of curricula and pedagogy to increase students' opportunities to progress through the performance bands identified by the New Jersey Department of Education: Proficient, Accomplished, and Advanced.
- Foster and further solidify partnerships with community-based organizations and institutions of higher learning to explore, instruct, and promote the arts.
- Expand opportunities for students to showcase their talents in and outside of school through exploiting opportunities for performances, competitions, and contests.

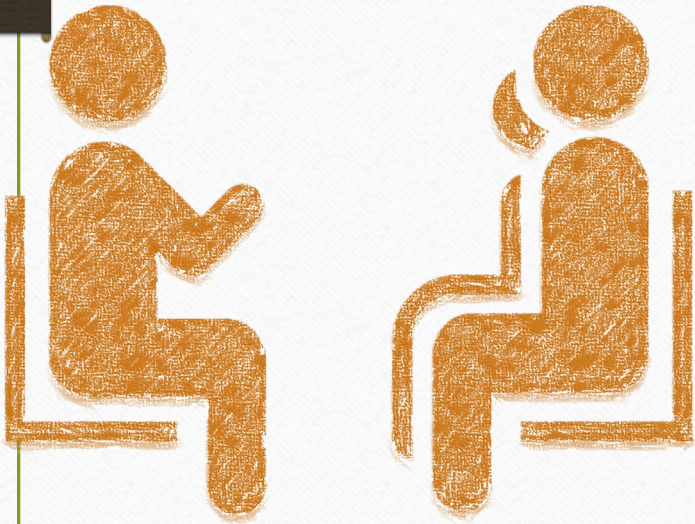
# Office of Special Education and Behavioral/Academic Intervention



- ▶ Continue to implement and refine the Coaching Cycle for special education self-contained programs.
- ▶ Enhance and expand on the Applied Behavioral Analysis (ABA) practices for students with Autism.
- ▶ Expand on intervention strategies and targeted supports that are specifically aligned to the student's classification and disability.
- ▶ Develop and implement Executive Function Skills in the Classroom.
- ▶ Increase opportunities for project-based learning in the special education self-contained programs.
- ▶ Provide professional development on SEL specific to students with disabilities.



# Office of Guidance, Scheduling, & Testing



- ▶ Conduct a comprehensive audit on student transcripts to ensure graduation rates are aligned to State mandated percentages.
- ▶ Enhance, expand, and support SEL and Restorative practices for teachers and students in grades Pre-K-12.
- ▶ Explore all prospects to increase scholarship opportunities for students.
- ▶ Develop a timeline for the distribution of teacher and student schedules.
- ▶ Provide professional development for staff to address the social emotional needs of students that directly impact student progression.
- ▶ Establish a Districtwide Assessment calendar that improves the alignment of District-level assessment content, priorities, calendars, and windows with Statewide testing windows to improve the student assessment experience, gain a better understanding of assessment data, and improve overall curriculum articulation instruments (curriculum guides, lesson plans, pacing calendars, etc.)



# Strategic Plan Core Focus Areas

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All District Goals and Sub Sections  
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# Core Focus Area One

**Core Focus Area One: Strong Home-School Community Connection**  
Establish and communicate a shared vision for family-school engagement by a committee of stakeholders, led by the Superintendent of Schools.

Revise the framework for parent, family, and community engagement in order to increase student and family connectivity to community resources, programs, services, and partnerships.

Ensure that meaningful communication with families and community members is readily available and easily accessible.

Integrate ongoing and meaningful input from parents and stakeholders into planning and decision-making,

Increase capacity across the district through the implementation of research-based strategies to engage families and communities in education and develop successful parent-family-community partnerships.

Continue to establish community and business partnerships to strengthen student work-based and out of school learning experiences.

# Core Focus Area Two

## Core Focus Area Two: Student Universal Supports

Develop a district wide universal learning supports system that addresses barriers to learning and teaching and eliminates the predictability of outcomes for all students based on race, gender, socio-economic status, learning modality, language, or sexual orientation

Conduct a comprehensive assessment (program evaluation) to develop a district-wide universal learning supports plan and select relevant programs, interventions, and tiered supports match the unique needs of each school and student.

Build capacity to collaborate with existing providers and recruit new partners, strategically bringing additional resources into the school that builds capacity without duplicating efforts.

Develop a system for ongoing data tracking and evaluation to ensure high-quality implementation and continuous improvement of student learning supports.

Work together with parents, caregivers, and community partners to help schools meet the needs of the whole child.



# Core Focus Area Three

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## **Core Focus Area Three: Human Capital and Job-Embedded Professional Development**



Establish a model to recruit, support, and develop newly hired teachers and staff through coaching, peer collaboration, fellowships, and residencies, and mentorship.



Establish an effective leadership development framework that strengthens and aligns support for school leaders to serve as instructional leaders.



Implement job-embedded professional development that provides differentiated support and learning opportunities for instructional staff, creates leadership opportunities for teachers and coaches, and affords incentives for continuous learning.



Allocate the resources and staffing necessary to ensure that special learners and ELL students receive mandated services and programs to meet their learning needs.



Adopt a Diversity, Equity, and Inclusion (DEI Framework) that supports the development and retention of a diverse workforce and addresses systemic inequities.

# Core Focus Area Four

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## Core Focus Area Four: Rigorous and Relevant Curricula and Instruction



Continue to identify, develop, and implement inclusive, evidence-based, and college and career ready standards-aligned pre-k through grade 12 instructional materials and curricula for all learners and subgroups, and across all disciplines.



Advance the use and management of a multi-faceted district-wide assessment system that is aligned to curricula, integrates multiple measures, and allows accessibility and modifications, and that acts as a continuous thread of instructional practice.



Continue to identify, develop, and leverage digital design formats and capabilities that can support learning in in-person, remotely, or in hybrid formats, enabling improved continuous access to and engagement with instructional content.



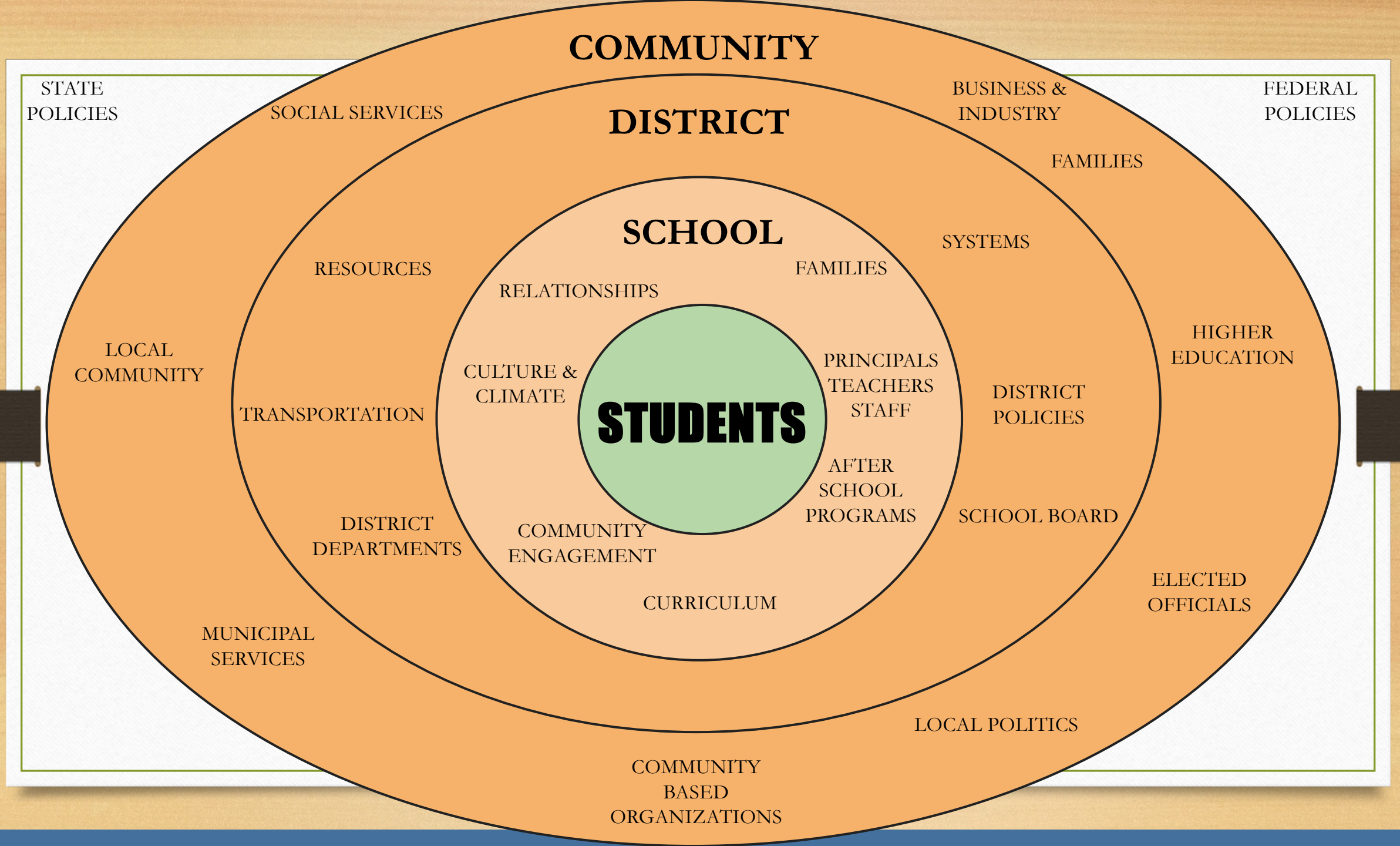
# Core Focus Area Four

## **Core Focus Area Four: Rigorous and Relevant Curricula and Instruction**

Coordinate efforts with state agencies and community partners to establish a strong Early Childhood/Pre-K 3 continuum that prepares students for elementary schools and generates enthusiasm for learning.

Build out career-centered programs that specialize in the skilled trades, applied sciences, modern technologies, and career oriented courses, and opportunities for students to gain work experience through internships, job shadowing, on the job training, and industry certification opportunities.

Research, identify, and integrate evidence-based pre-k through grade 12 social-emotional learning (SEL) aligned resources and practices throughout curriculum, instruction, assessment, and professional development rating.





# School Self-Assessment for Determining Grades under the Anti-Bullying Reform Act

Gerald Fitzhugh, II, Ed.D.  
Superintendent of Schools  
“The Teaching Superintendent”  
August 9, 2023  
Focus Core Area Number 1-4  
District Goal Number 1-4



# Statement of Purpose

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- To assess the effectiveness of the harassment, intimidation and bully (H.I.B.) ***process*** and ***implementation*** for all schools in the Orange Township School District.



# Core Element #1 and #2

## Core Element #1: HIB Programs, Approaches & Initiatives

- The school annually establishes HIB programs, approaches and initiatives.
- The school annually implements and documents HIB programs, approaches or other initiatives.
- The school annually assesses HIB programs, approaches or other initiatives.
- The school's HIB programs, approaches or other initiatives are designed to create school-wide conditions to prevent and address HIB.
- The school safety team (SST) has identified

## Core Element #2: Training on the BOE-Approved HIB Policy

- School employees, contracted service providers and volunteers are provided training on the HIB policy.
- The HIB policy training includes instruction on preventing HIB on the basis of protected categories enumerated in the ABR and other distinguishing characteristics that may incite incidents of discrimination or HIB.
- The HIB policy was discussed with students, in accordance with the district's process for these discussions.

# Core Element #3 and #4

## **Core Element #3: Other Staff Instruction & Training Programs**

- Each teaching staff member completed at least 2 hours of instruction in suicide prevention that included information on HIB, in each five-year professional development period.
- Each teaching staff member completed at least 2 hours of instruction on HIB prevention, in each five-year professional development period.
- The school anti-bullying specialist (ABS) was given time during the usual school schedule to participate in in-service training in preparation to act as the ABS.
- The members of the school safety team (SST) were provided with professional development in effective practices of successful school climate programs or approaches.
- School leaders have received information on the

## **Core Element #4: Curriculum & Instruction on HIB & Related Information & Skills**

- The school provided ongoing, age-appropriate instruction on preventing HIB in accordance with the Core Curriculum Content Standards.
- The school observed the “Week of Respect,” during the week beginning with the first Monday in October of each year, recognizing the importance of character education by providing age-appropriate instruction focusing on HIB prevention.



# Core Element #5 and #6



## Core Element #5: HIB Personnel

- The principal appointed a school anti-bullying specialist (ABS).
- The ABS met at least two times per school year with the district anti-bullying coordinator (ABC).
- The school safety team (SST) met at least two times per school year.

## Core Element #6: School-Level HIB Incident Reporting Procedure

- The school implemented the district's procedure for reporting HIB that includes all required elements.
- The school implemented the district's procedure for reporting new information on a prior HIB report.

# Core Element #7 and #8



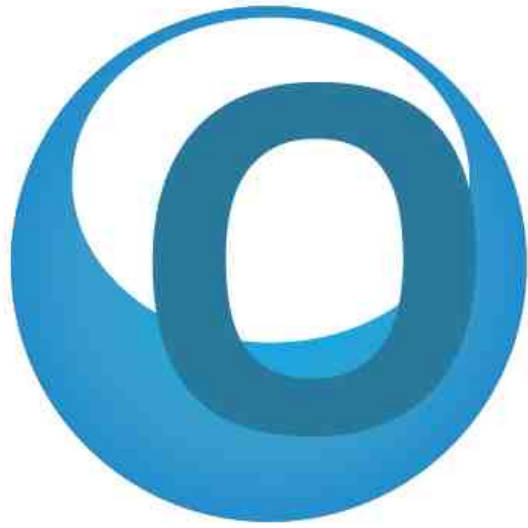
## Core Element #7: HIB Investigation Procedure

- The school followed the BOE-approved policy on HIB investigation procedures, which provides for:
- Notification to parents of alleged offenders and alleged victims in each reported HIB incident.
- Completion of the investigation within 10 school days of the written incident report.
- Preparation of a written report on the findings of each HIB investigation.
- Results of the investigation reported to the

## Core Element #8: HIB Reporting

- The school has a procedure for ensuring that staff member reports (i.e., verbal and written) include the required information for all incidents of violence, vandalism and HIB.





# Data Results

Examining results and designing corrective action plans



# OPS: School Self-Assessment for Determining Grades under ABR

<u>Core Elements</u>	<u>Core Element # 1</u> <u>(Max 15)</u>	<u>Core Element # 2</u> <u>(Max 9)</u>	<u>Core Element # 3</u> <u>(Max 15)</u>	<u>Core Element # 4</u> <u>(Max 6)</u>	<u>Core Element # 5</u> <u>(Max 9)</u>	<u>Core Element # 6</u> <u>(Max 6)</u>	<u>Core Element # 7</u> <u>(Max 12)</u>	<u>Core Element # 8</u> <u>(Max 6)</u>	<u>TOTAL SCORE</u> <u>(Max 78)</u>
Orange High School	14	8	15	6	8	5	12	6	76
Orange Preparatory Academy	13	9	14	5	9	6	12	6	75
Oakwood Avenue School	13	9	15	6	9	6	12	6	77
Forest Street School	15	9	14	6	9	6	12	6	76
Rosa Parks Community School	15	8	14	6	9	6	12	6	76
Lincoln Avenue School	13	9	13	6	9	6	12	6	76
Heywood Avenue School	15	9	15	5	8	6	12	6	76
Cleveland Street School	15	8	14	6	9	6	12	6	74
Park Avenue School	15	9	15	6	8	5	11	6	76
Central Elementary School	14	9	15	6	8	6	12	6	77
Orange Early Childhood Center	15	9	15	6	9	6	12	6	75
STEM Innovation Academy of the Oranges	15	9	15	5	9	6	12	6	77



# Attendance Presentation from the Month of June 2023

Gerald Fitzhugh, II, Ed.D.  
Superintendent of Schools  
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August 9, 2023  
Focus Core Area Number 1-4  
District Goal Number 1-4



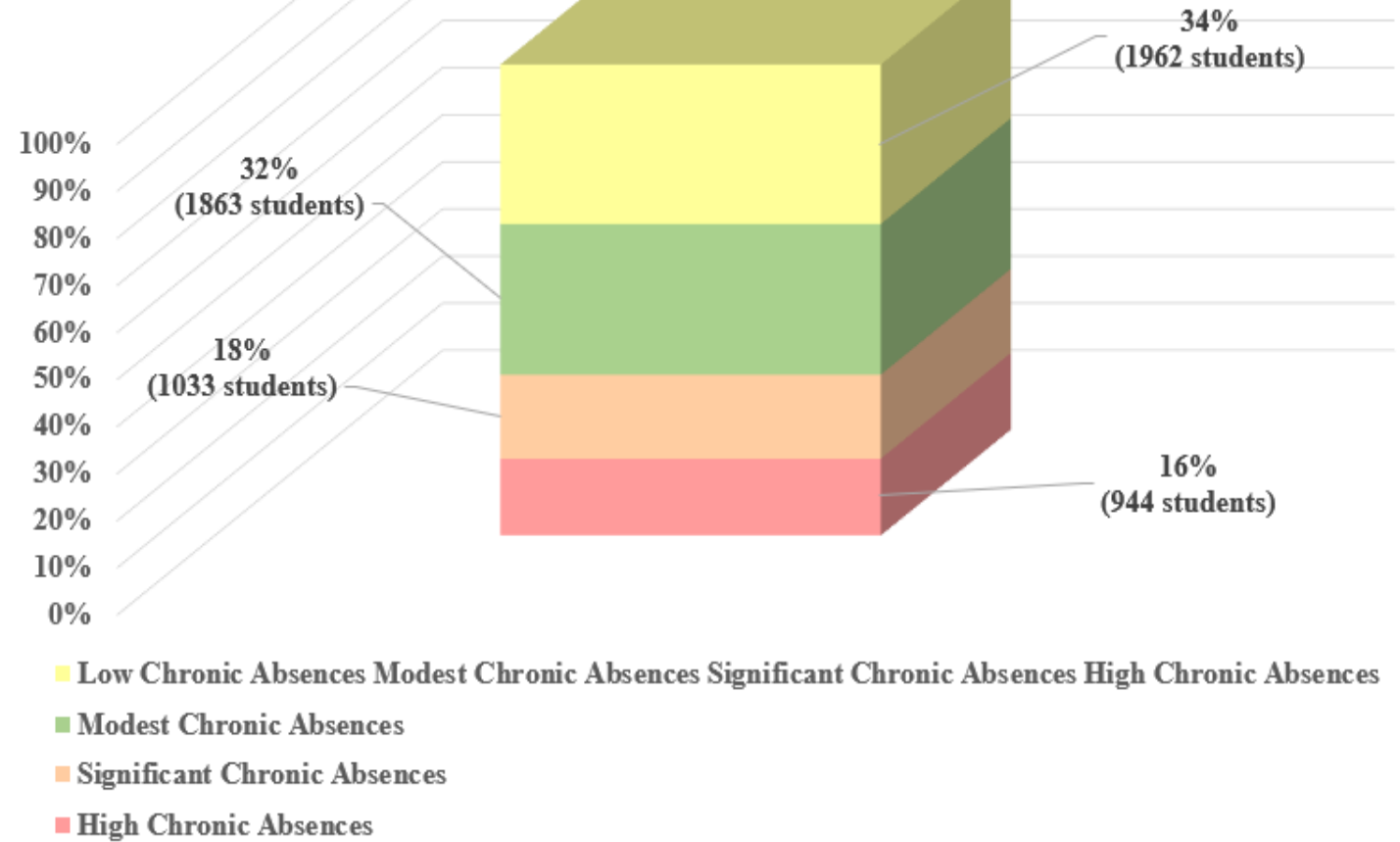
Chronically  
Absence  
Categories  
are  
Identified  
As:

Absences Category	Cumulative Days Absent for the Month of June 2023
Low Chronic Absences	0 to 5.99 days
Modest Chronic Absences	6 to 11.99 days
Significant Chronic Absences	12 to 17.99 days
High Chronic Absences	18 days or more

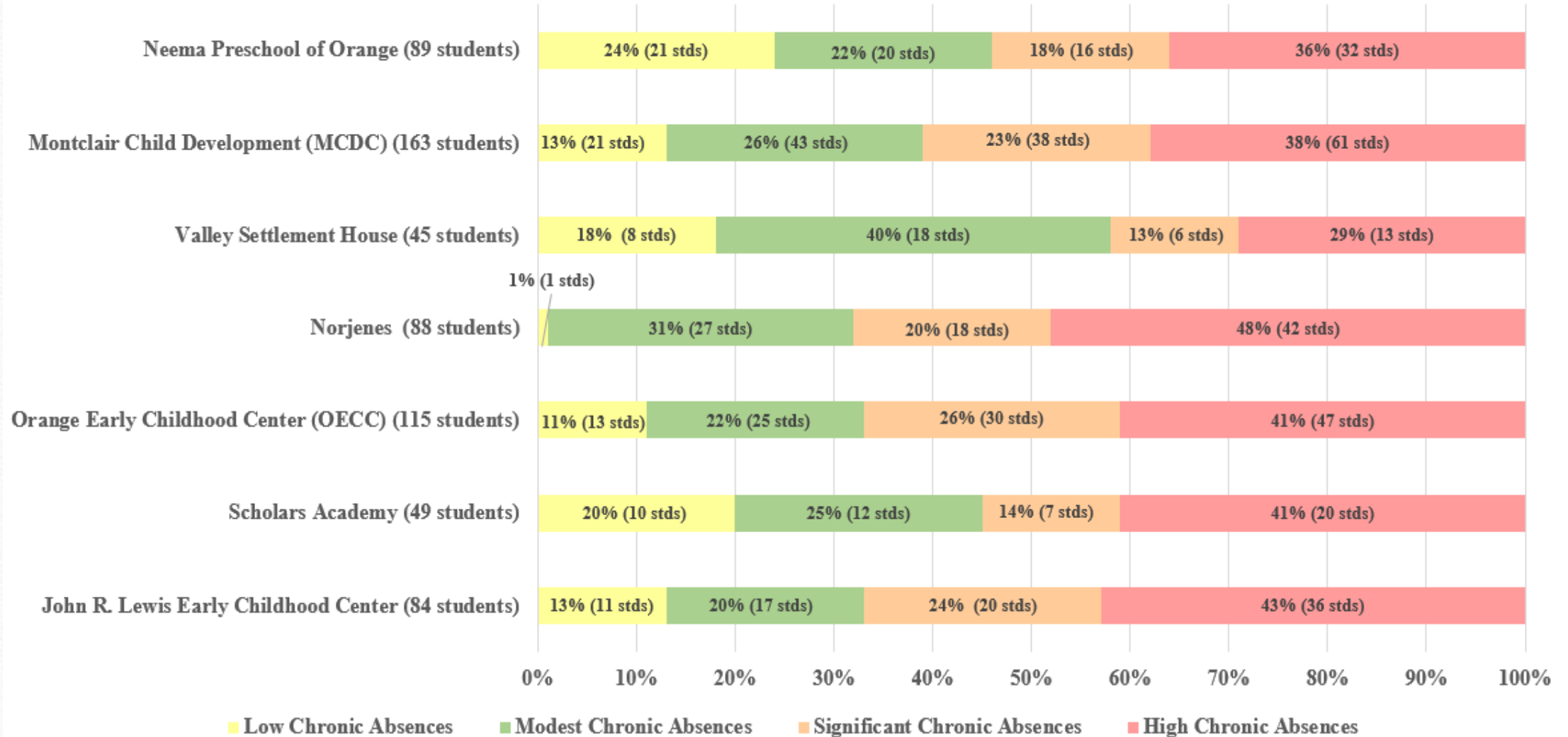
\*Students are chronically absent when excused or unexcused absences are equal to or greater than 10% of the total number of days enrolled in the school year.



## Cumulative Absences for the Month of June by Category

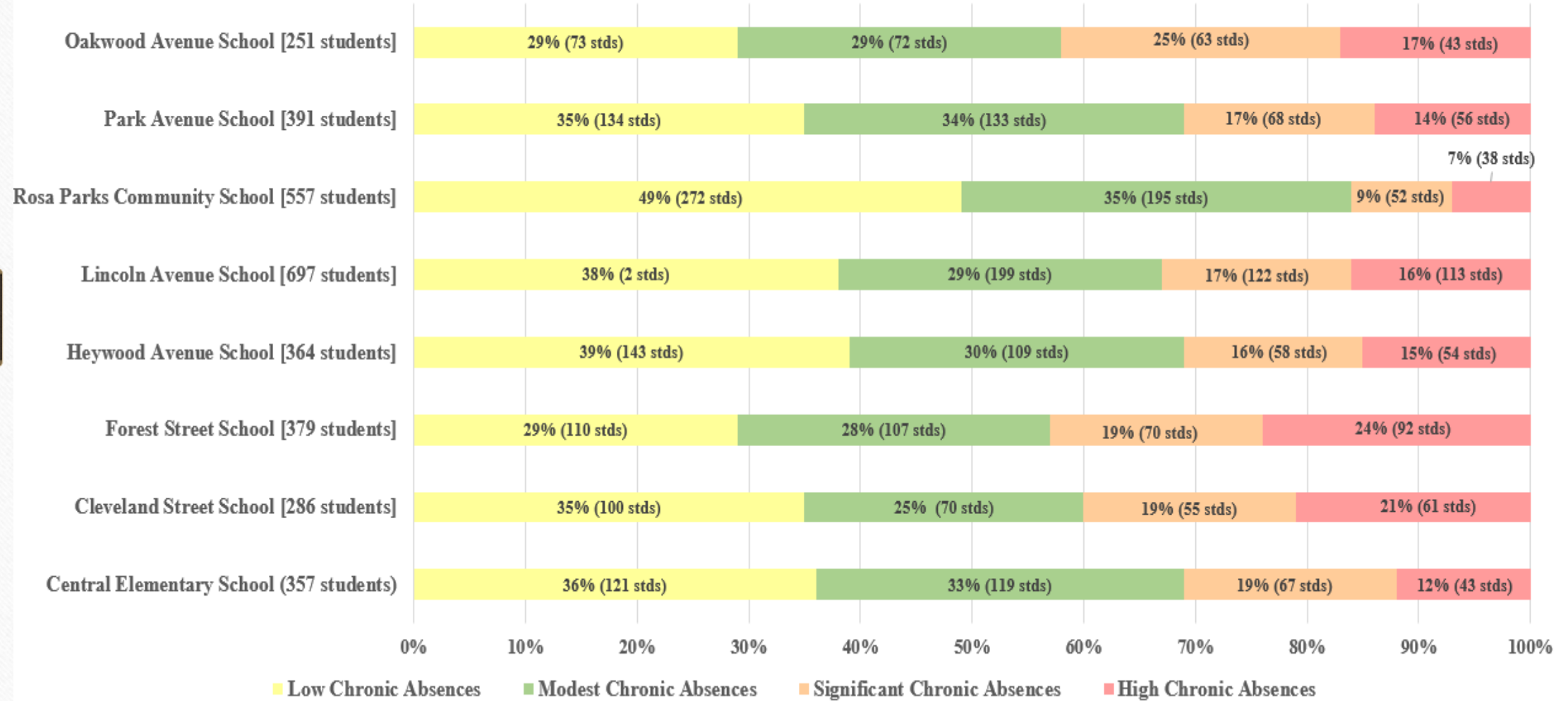


### Cumulative Absences by School for the Month of June Early Childhood Program

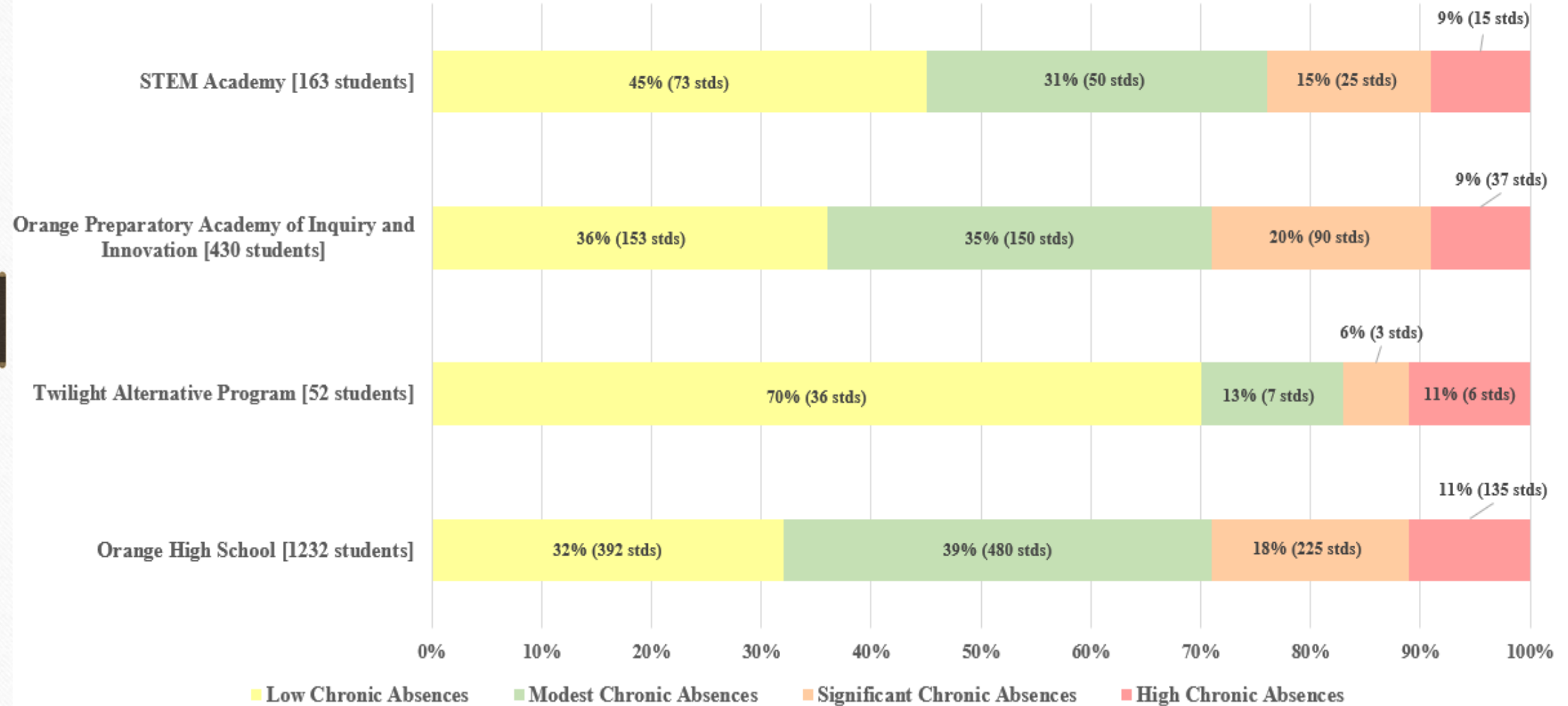




### Cumulative Absences by School for the Month of June Kindergarten through Grade 7

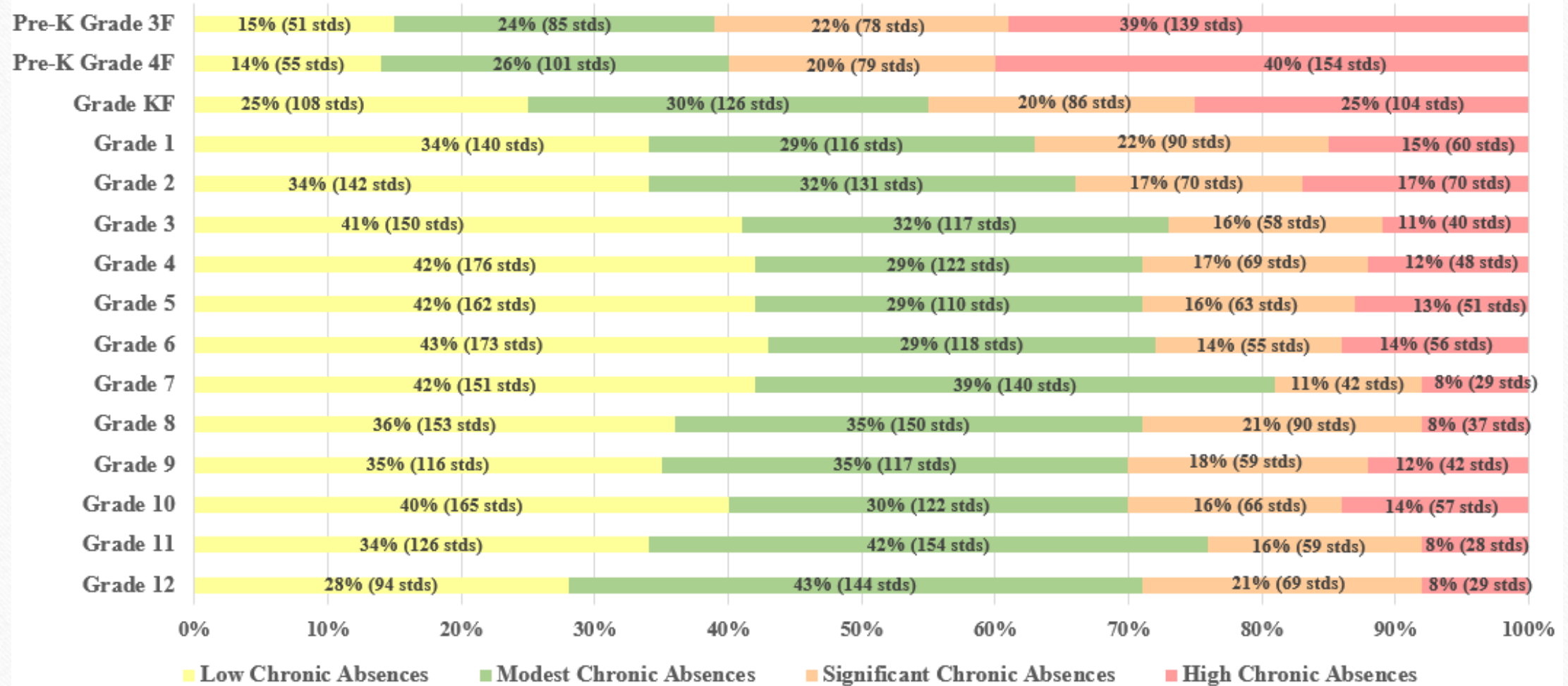


### Cumulative Absences by School for the Month of June Grades 8 through 12

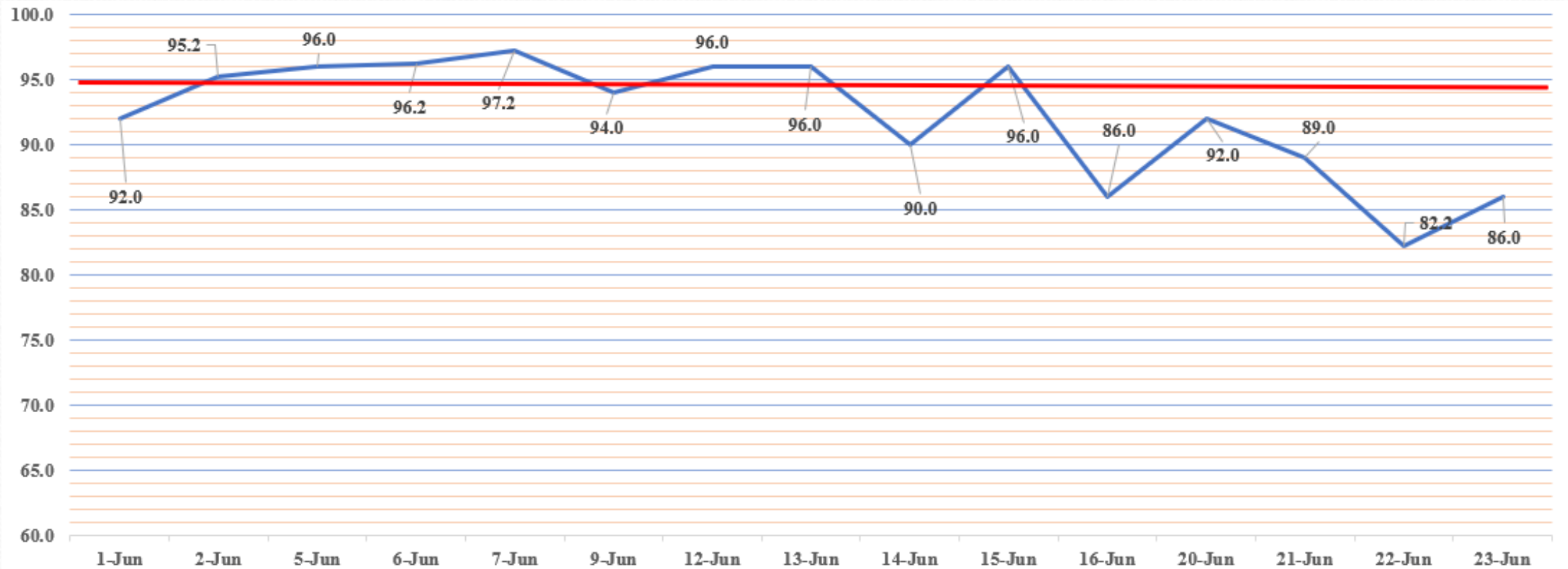




### Cumulative Absences for the Month of June by Grade Level



June 2023  
Average Daily Attendance Percentages  
**\*State Average is 95%**  
District Average Daily Attendance was 93%  
*\*Half Day Dismissals - June 20, 2023 – June 23, 2023*





# The Orange Public Schools Facilities Update



Mr. Lamont Zachary  
Assistant School Business Administrator  
August 9, 2023  
Focus Core Area Number 1-4  
District Goal Number 3





# District Facility Maintenance & Custodial Services Updates

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- The summer cleaning has commenced, and it involves deep cleaning of all classrooms and offices. The custodial crew will remove and clean all the furniture, wipe down all the walls, and clean the vents. They will also ensure all lights work and strip and wax the floors to create a healthy and bright learning environment.
- Our school district has been hard at work this summer, implementing various projects to enhance the learning and working environment.
- At Heywood Avenue School, we have upgraded our Building Management System (BMS) to regulate the cooling and heating systems better.
- Our efforts at Forest Street Community School include replacing all of the cooling and heating units and installing a new boiler to upgrade the BMS system.
- At STEM Innovation Academy of the Oranges, we are converting our boiler from oil to gas to improve energy efficiency, reducing overall energy bills.



# District Facility Maintenance & Custodial Services Updates

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At our Administration Building, we created more parking spaces for staff use by adding access (stairs) to 455 Fairview, making it easier for staff to park their cars and come to work.

At Orange High School we have repaved the front parking lot, ensuring a smooth and hazard-free surface for students and staff.

At Lincoln Avenue School, we are troubleshooting the HVAC system and replaced several pumps to ensure a comfortable learning environment for students and staff.

We have repaved the parking lot at Orange Early Childhood Center, making it safer and easier for parents to drop off their children.

We have also repaired the concrete around the playground at Central Elementary School to prevent potential tripping hazards, ensuring the safety of our students during their playtime.

Lastly, we have added air conditioning to the cafeteria at Orange Preparatory Academy of Inquiry and Innovation by installing split units, providing a comfortable and pleasant environment for students and staff during meal times.

# Forest Street School

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# Forest Street School

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Installation of the new boiler





# Central Elementary School





# Orange High School





Orange Early Childhood Center





Orange Preparatory of Inquiry and Innovation



# STEM Innovation Academy of the Oranges

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- We are preparing the boiler room for asbestos removal and to replace the boiler with a new and energy-efficient one.





# Cleveland Street School

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- Progress report
- The following slides will show some of the ongoing construction.



# Cleveland Street School

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- Removed existing top step.





# Cleveland Street School

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- Attic – Setup temporary attic access Prep for roof access replacement

# Cleveland Street School

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- 3<sup>rd</sup> floor prep for sheetrock ceiling installation.



# Orange Board of Education

- Work orders are being entered into Brightly (work order reporting system), from classroom lights being out to steam pipes breaking. The team and I, under the guidance of Mr. Ballard, will continue to address all issues as they are entered into the system. In doing so, we can ensure that we have a safe and clean learning environment for our children and staff.

# In the Month of August 2023

- The team and I, under the direction of Mr. Ballard, will continue to meet with the Schools Development Authority and Terminal Construction to make sure that there is progress related to the Construction at the Orange High School renovation and the Cleveland Street School Project.





## Reminder from the Office of Facilities

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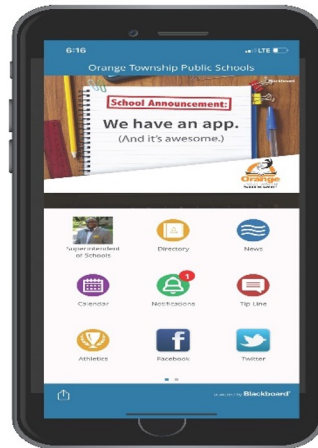
- We will continue to update the community, staff, and Board of Education members of all progress.
- The health and safety of staff and students are at the apex of all facilities undertakings.

Reminder: The Orange App  
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You know I am sending blasts out for folks to sign up...Stay Tuned

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