

Superintendent's Convocation Orange Public Schools "Good to Great"



Gerald Fitzhugh, II, Ed.D.
Superintendent of Schools
"The Teaching Superintendent"
September 1, 2021

Beginning
with a
Moment of
Silence

- As you know, we have personally lost family members, friends, and extended family as a result of the pandemic we must continue to lean on one another during these trying times.
- Before we begin the 2021-2022 Superintendent's Convocation, let us take a moment of silence to honor those that we have lost.

Thank You Staff

- Thank you to our entire staff for coming together for one another as well our students. We have a great group of folks!
- Through the summer program 2021, we added nuances to improve practices during the course of the summer. Parent comments that were emailed to the Superintendent of Schools: “I like the real time learning.” “My child loved seeing his teacher.” “I feel that Orange is ahead of many districts. Please tell the staff thank you.” We had a mixture of in-person and remote experiences for students.
- Your continued commitment to the craft called “teaching and learning” is certainly appreciated. Always know we are in this together.
- Welcome to the New Staff!!!!!! We are so excited to see you today virtually.....

Secondary Schools

Orange Preparatory Academy

Orange High School

The Twilight Program

STEM Innovation Academy of the Oranges

School Level Shout-Outs
Welcome Back TEAM!

Elementary Schools

[Central Elementary School](#)

[Cleveland Street School](#)

[Forest Street Community School](#)

[Heywood Avenue School](#)

[Lincoln Avenue School](#)

[Oakwood Avenue Community School](#)

[Park Avenue School](#)

[Rosa Parks Community School](#)

School Level Shout-Outs
Welcome Back TEAM!

Early Childhood Schools

Orange Early Childhood Center

Scholars Academy

John Robert Lewis Early Childhood Center

School Level Shout-Outs
Welcome Back TEAM!

Celebration of Staff 10-20-30 Years of Service

Gerald Fitzhugh, II, Ed.D. Superintendent of Schools

&

Glasshebra Jones, Executive Director of Human Resources





**10 YEARS OF
SERVICE
2021-2022**

**OLAPEJU ADENIJI
DANIEL ALFANO
NICHOLAOS BALIOS
ANA BARROS
WILNIE BELFORT
MARY ELLEN BERBERICH
BRIAN CANARES
NOEL CRUZ
CAYCE CUMMINS
CAROL DALY
KRISTEN EDDY
WENDYANN EDWARDS
CARMEN ESPICHAN
MARGARITA GOMEZ**

10 YEARS OF SERVICE 2021-2022

LAKENYA GRIFFIN-FRANCIS

KUSUM JETHWA

JANICEA JONES-VANCE

DEBRA JOSEPH-CHARLES

LESLIE LETNOM

MARC LEVENSON

WILVANA MESIDOR-VINCENT

ABISOLA OSHUNTOLU

DANITA PURYEAR

DEVONII REID

PAMELLA SCOTT

MELISSA STRELEC

ADDILEE SUMTER

SHARONDA TANNER

10 YEARS OF SERVICE 2020-2021

AMIRA ABDUL-ZAHIR
CLAUDIA ALVARADO-WEINER
JAMIL DAVIS
ROBERT DILWORTH
MEGAN GUERRIERO
ROSETTA GUILFORD
KENNETH HAYES
STEVEN HEMMINGWAY
AMIRAH R HUTCHINS
NAHEELAH IRVING
MICHELLE KANE
GERALD MURPHY
CHELSEY PAIS
MICHAEL SEIDEL
MARCEY THOMAS
DON COREY WASHINGTON
CHRISTAL WHITE



**15 YEARS OF
SERVICE
2021-2022**

**SPEKER ANTOINE
NAZI BADDRUDDIN
MARY E BARRIOS
AMY H BURNS
MENG LI CHI LIU
ESAK CRAWLEY
COURTNEY HARRIS-LEE
VIVIAN J PAIZ
JAIME PARZIALE
JAMILLAH RAWLS
GAGANDEEP K SINGH
DARRYL SMITH
GAIL SMITH
FRANKLIN TAFUR**

15 YEARS OF SERVICE 2020-2021

MARIA ADAME

EMMANUELLA AUSTIN

MARPESSA R BELL

MALIKA S BERRY

KRISTA M BROWNE

HENRY DOBSON

CRYSTAL FORD-MCPHOY

BENJAMIN S FROST

THADDEUS HAMMOND

TARELL HARP

ADRIANA HERNANDEZ L

JACQUELYN HENRY

**15 YEARS OF
SERVICE
2020-2021**

**KAREN MACHUCA
JULIANA G PEREZ
ROBERT PETTIT
JUDITH POWELL
LORRI RISBROOK-OLIVERA
STEPHANIE J SMITH
PRAMAWATTIE SPRINGER
SYREETA SPRINGER
ANDREA STAPLETON-LOUIS
JACOB A WARTA
AGNIESZKA WSZOLKOWSKI
TESS VITAL**



**20 YEARS OF
SERVICE
2021-2022**

MARIA ALBUQUERQUE

MILAGROS O ANTO

JULIA MARIA ANTOINE

SIDNEY FLOURNOY

STEPHANIE M HILL

SHANNON KEOGH

KAREN M MIOLA

CAROLINE ONYESONWU

DENNIS M PETERSON

SPATZ GRANT JENNIFER

TARA J STEVENS

**20 YEARS OF
SERVICE
2020-2021**

JENEFER V CAMPBELL
TRACY ANN CLENAGHAN
CHERYL FORBES
BELLA GOMEZ
MYRON HACKETT
KEVA HOLMAN
ROBYN M HOLMES
DAWN R MARTIN
JOSEPHINE MCKENNA
YOLANDA MOSES
LAURA W SACKS
TAHIRAH STEWART
MARIA VERA
ANTOINE SAMA WIGGINS



**30 YEARS OF
SERVICE
2021-2022**

MARIA BEAGHEN

**30 YEARS OF
SERVICE
2020-2021**

**JOCELYNE LAURORE
TAMMY BALDWIN**



Sharing of Great News from SY 2020-2021 Heywood Avenue School

Academic

Heywood College & Career Day and the Engineering Week Celebration

- Virtual School Assembly
- We focused on careers and pathways focused on engineering/architecture with guest speakers
- We invited individuals from the community to speak about their college and how it prepared them for their current career

Heywood's Poetry Night (4/29/21)

- Virtual School Event
- Heywood hosted our 1st virtual poetry event called "A Night of Poetry" - Power & Resilience in our Words.
- We invited our students, families, staff, and community to recite and record one of their favorite poems using FlipGrid.

Social/Emotional

Multicultural Day (6/17/21)

- Virtual School Assembly
- We departed our school aboard Heywood Airlines and traveled to 5 beautiful destinations around the world to meet a few friends of Heywood.

Colorific SEL Day (4/28/21)

- In-Person Event (Socially distanced)
- Heywood hosted a day filled with fun, relays, dancing, science, music, and most of all... COLOR w/ Pre-K-K at Heywood, Gr. 1-7 at Metcalf Park

Tea Party hosted by Sisters-Sisters & Sisters with Purpose

- In-Person Event (Socially distanced) 5/10/21
- Mentoring Group Annual Tea Party
- Participants wore a dress or outfit that made them feel their best while we drank tea, bonded as sisters, and reflected on our journey of sisterhood and personal growth.



Sharing of Great News from SY 2020-2021 Oakwood Avenue School

- This past school year The Oakwood Times, our school newspaper, was established. Led by teachers, Dr. Rose Morrisroe and Claudia Hrabar, our young student journalists were introduced to fact-based journalism focused on the awesome initiatives and work that is happening at Oakwood Avenue Community School and the Orange Community.
- Oakwood Avenue Community School was selected for a \$3,000 Garden Grant from Whole Kids Foundation. We were selected from over 1,400 applications received from across the U.S. and Canada. Nurse Judith Powell sought and secured the grant for SY2021-22.

Sharing of Great News from SY 2020-2021 Scholars Academy

- Gifted Education Science Teacher, **Mrs. Kate** Dormann, was selected as Teacher of the Year by the New Jersey Association of Gifted Children (NJAGC) for her dedication and commitment to gifted education and learners.
- Scholars Academy and Heywood Avenue student, Avien Abney, received the Distinguished Student Award for Grades 3-5 from the New Jersey Association of Gifted Children (NJAGC) for his contributions to the community with his book co-written with his father, Random Thoughts: How Reading Helped Me Make Sense of My Thinking.
- Mrs. Regina Nadbielny, Gifted Education STEM teacher, was awarded the Computer Science Teaching Excellence Award through CSTA (Computer Science Teachers Association and Infosys Foundation). She is one of 10 recipients across the country to receive this award which includes a \$7,500 cash award!

Sharing of Great News from SY 2020-2021 Orange Preparatory Academy

- We ended the school year with our moving up ceremony for our 8th grade students alone with a two day clap out for our freshman who were heading over to Orange High Schools. The families totally enjoyed themselves as they celebrated the many accomplishments of their students. 8th grade students received a certification of advancement into high school.
- We held our first ever Summer Bridge Program where rising 8th and 9th grade students were engaged in daily project-based learning activities in the areas of Math, Science, English as well as Social Emotional Learning. The culminating program allowed students to showcase their work through student presentations and demonstrations to a packed-house audience in the Rosa Parks Community School Gymnasium. Students were given certifications of achievement.

Sharing of Great News from SY 2020-2021 Cleveland Street School

- Hosted very successful in-person moving up / moving on ceremonies.
- Publicly recognized two of our outstanding parent volunteers via Class Dojo and Social Media Platforms.
- Officially a One-to-One device school.
- Effectively established Chromebook / Student Supply Kiosks ensuring all students had the resources they needed to be successful.
- Solid student and staff participation in Wellness Wednesdays self-care activities – students/families/staff posted their self-care activities on class dojo and Padlet.
- Fully prepared for all students to return to the building – multiple entrances, temperature checks, 3’ social distancing, “wellness room” and Multiple cafeteria eating areas.
- Established school-level priorities aligned to the school’s ASP, District Goals and Strategic Plan

Sharing of Great News from SY 2020-2021 Forest Street Community School

- **Participation Rates:** During the virtual learning experience Forest Street Community School was able to maintain 89% participation rates. These rates were attained through the efforts and hard work of administration, teachers, school counselor and Community School Coordinator contacting and maintaining constant communication with parents to ensure students were online and engaged.
- **Instrument Donations:** In June Mrs. Pinhasovich, our Vocal and Instrumental Music Teacher appealed to the Westfield Community via Facebook for gently used or new instrument donations. We were extremely happy to receive so many community members respond as we received 29 instruments.
- **Coding Café:** Developed during the school year based on student interest and desire to work on coding outside of the instructional time. Student worked collaboratively on coding and utilized the information gained during class to create and complete projects designed by Mrs. Florczak.
- **Principal's Read Aloud:** This monthly activity provided students an opportunity to meet with the principal virtually and listen to a story that highlighted the various cultures represented at Forest Street Community School. After each reading a small discussion session was held to review the moral of the story and connections students made with the characters. Many parents joined in as well!

Sharing of Great News from SY 2020-2021 STEM Innovation Academy of the Oranges

- 42% of STEM Academy's graduating class maintained a 3.5 GPA or higher in all 4 years of their HS career
- 84% of STEM Academy's graduating class are pursuing majors in STEM-related fields
- 100% of STEM Academy's graduating class have been accepted into at least 1 college
- 100% of our students have passed all of their Mathematics and ELA assessments to meet graduation expectations
- 38 STEM Scholars collectively received over \$8,000,000 in Scholarships
- While NJ requires a 120 credit-minimum to meet graduation requirements, our students, on average have accrued 172 credits between grade 8 and 12.



Sharing of
Great News
from SY
2020-2021
Lincoln
Avenue
School

- Teachers became creative on utilizing interactive online tools to create engaging lessons for their students. We saw an increase in student participation over the course of the school year due to the tools used.
- Our Social Worker & School Counselor implemented SEL groups with students to meet with them either once a week or every other week to help support them with social emotional learning. We also continued to employ SEL supports for teachers to help support them during the Pandemic.



Sharing of Great News from SY 2020-2021 Park Avenue School

- Family Literacy Carnival was our first in-person event for the year. It has become an annual event at PAS. Teachers are always excited about planning for this event months in advance and it is one of our most attended events. Our goal is to give our students an opportunity to see just how fun reading and writing can be with a carnival atmosphere.
- Students engaged in games and were given books to go home with. The love of reading is something we want to instill in our students every chance we get.

Sharing of Great News from SY 2020-2021 Park Avenue School



- The staff at Park Avenue continued to do their best to keep our students in good spirits as they worked from home virtually during a pandemic.
- With the help of the Park Avenue School secretary Ms. Jervis, goodie bags were made for students and staff walked the streets to travel to the homes of our students just to let them know how much we have missed them. The students were ecstatic about seeing their administrators and teachers.

Sharing of
Great
News
from SY
2020-2021
Central
Elementary
School

- Writing has been and continues to be a big focus at Central. What better way to highlight our students writing skills than to participate in the Orange Resilience Poetry Contest. Students were able to share their thoughts through poetry. Central is pleased to have four winners recognized:
- **From Kindergarten:**
- Shamir Orinkard-Thomas won 1st place .
- Abigail Octave-Celestine won 2nd place .
- Ava Collins won 3rd place .
- **In the Grade 1 & 2 category:**
- Brandon Butler won 1st place .

Sharing of Great News from SY 2020-2021 Central Elementary School

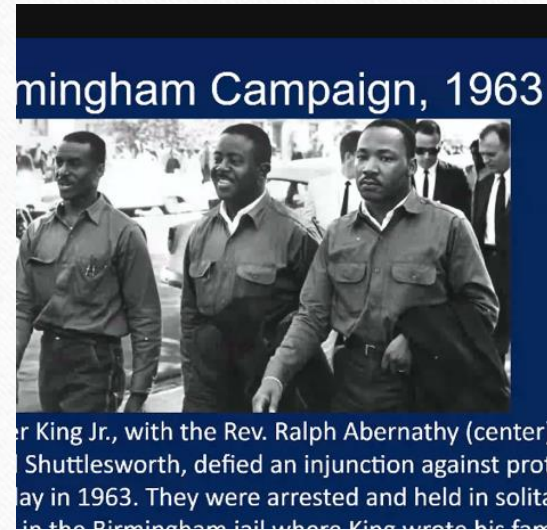
- **Winter Wonderland Literacy Night:** Families were asked to register for the event. Staff members created bags for families to pick up that included everything that they would need for the event. Parents were guided to different rooms where a staff member shared a books, facilitated an activity and of course students were able to have hot chocolate and cookies. All of which were provided.



Sharing of Great News from SY 2020-2021 Orange High School

Asynchronous Wednesdays allowed tiered trainings for ALL departments. Focus areas:

- Analysis of student data used to develop tiered instruction and differentiate the learning for individual students.
- Technology trainings for tools such as breakout rooms and Google Suite.
- Library Media Specialist training on research and available databases to help all disciplines to follow the same research process.
- Questioning design and Bloom's Cues.



Sharing of Great News from SY 2020-2021 Orange High School

- Social-Emotional Highlight: Home Visits consistently conducted by the school principal, social worker and attendance officer allowed for targeted home support. Families were able to receive information on supports available for their children (i.e. breakfast and lunch program, food bank flyers, food baskets, therapy through Family Connections).



...the creative freedom to illustrate anything from the good that
...the glue that holds together our democracy, or bad that threaten to
...both democracy, and equality.

**BLACK HISTORY
MONTH**

STUDENTS EXPRESS BLACK
HISTORY EVENTS THROUGH
ART

alive today.

More project posts are shared
here:

<https://padlet.com/abrooks55/g0su0apuryoyos3>



benefit of military service in honor of Black History Month.



021 Optimized
video

Sharing of Good News from SY 2020-2021 Orange High School

Academic Highlight: Teachers and students stepped out of their comfort zones and utilized new technology tools to create robust classroom discussions.

- Kami for annotation and problem-solving.
- Padlet and Jamboard for discourse through writing.
- Screencastify for recording directions. This was particularly helpful for our English Learners.
- Google Forms for formative assessments.

Sharing of
Great News
from SY
2020-2021
John Robert
Lewis Early
Childhood
Center

- Through the hard work, dedication and daily communication of our teachers, staff, students and families, JRLECC's average weekly participation rate for virtual/distance into hybrid learning was 89.9%.
- The staff at the JRLECC was able to produce a beautiful and memorable in-person, socially distanced Moving On Ceremony for our students that had a great response. This success was evidenced by the great number of participation and attendance of students, parents and families at each ceremony.
- A community partnership, with St. John the Evangelist Church in Fanwood, provided an opportunity in December for all Orange Public Schools students in Pre-K through grade seven, to receive a gift before the holiday break.

Sharing of
Great News
from SY
2020-2021
Rosa Parks
Community
School

Parent Communication & Community Outreach

- 90% of parents at RPCS are connected to ClassDojo.
- Parents elected an executive board for the PTO.
- The annual Literacy Night and STEM Night were held outdoors last Spring. Each event hosted more than 100 people from the RPCS community. We held two virtual Paint Nights.

Technology Integration

- Staff members worked to learn multiple technology platforms to successfully teach remotely.
- The technology platforms included: Pear Deck, Kami, Jamboard, Flig Grid, Padlet, etc.

Sharing of
Great News
from SY
2020-2021
Rosa Parks
Community
School

In-Person Summer School

- On average 145 students attended RPCS Summer School (Over 90% attendance rate).
- Students were engaged daily and excited to be back to the school grounds.
- Students who struggled remotely, improved during the summer program-received attendance and performance awards.

Sharing of
Great News
from SY
2020-2021
Orange
Early
Childhood
Center

OECC Academic Good News

- Students mastered how to use their tablets and to navigate Zoom
- Students became technologically savvy as they learned how to mute, turn the video on/off, adjust their screen, and join rooms for small group instruction
- Using read aloud time, students excelled in their listening and comprehension skills
- Teachers learned new technology skills and presented lessons in a fun and interactive manner
- Teachers learned how to deliver quality instruction via the virtual platforms
- Through our book study, staff became familiar with the term anti-bias education, and we were able to use what we learned to revise our vision, mission, and shared beliefs for the school

Sharing of
Great News
from SY
2020-2021
Orange
Early
Childhood
Center

OECC Social and Emotional Good News

- Staff participated and benefited from Wellness Wednesdays - we were able to reflect, rejuvenate, and support one another as a school body
- Teachers and families worked as partners in developing the children's conflict resolution skills - they had the same materials and used the same language
- The Preschool Intervention and Referral Specialists provided biweekly fun activities to support the development of social and emotional skills
- The Preschool Intervention and Referral Specialist conducted 4 focused, intentional, and targeted PD sessions in multiple languages for families and staff to support SEL

Sharing of Great News from SY 2020- 2021 Twilight U

- The college, career and care team hosted at least two graduation conferences for all candidates for graduation
- Establishment of care teams for every full time Twilight student
- Provided academic interventions to more than 100 part time students
- Maintained 96% of staff throughout the year
- Celebrated the return of 30% of our full time students to hybrid learning 43% of our students with IEP attended on-site during phase IV.
- Twilight U piloted our trimester extension program as an intervention to credit deficiencies and/or low student achievement motivation.
- Twilight U piloted the spring school intervention for rising 10th grade students. This enabled dozens of students to enter grade 10 with sufficient credit.
- 86% of students with IEPs were actively engaged and 50% of the same population met graduation requirements within cohort.

Departmental Priorities Orange Public Schools “Good to Great”



Gerald Fitzhugh, II, Ed.D.
Superintendent of Schools

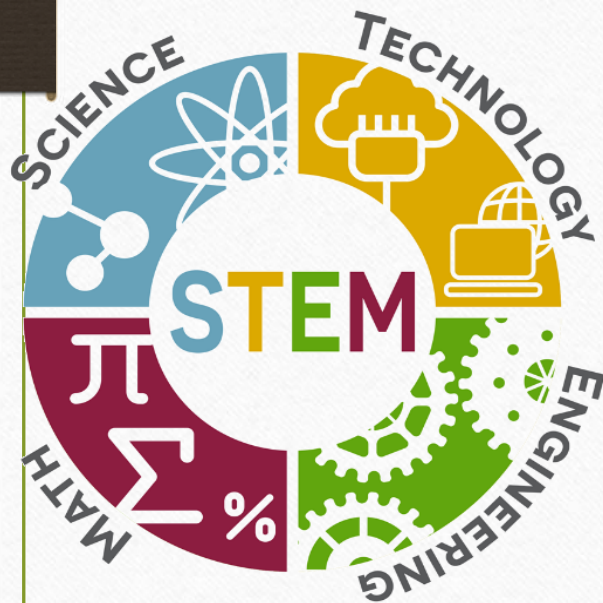
“The Teaching Superintendent” & Tina Powell, Ed.D.
Assistant Superintendent as well as the Ex. Directors

Office of Early Childhood Learning



- Build the coaching capacity of preschool coaches to better support teachers' instructional practices in social and emotional development, fine motor skills, and literacy development.
- Incorporate dramatic play and essential resources into the kindergarten classrooms.
- Implement four preschool bilingual transitional classrooms with embedded support for teachers and families.
- Create a preschool curriculum resource that outlines how children learn at this age as well as the scope and sequence of foundational skills in each content area to support teaching and learning.

Office of STEM-Focused Learning



Mathematics

- Design and institute 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.
- Expand our Master Class models such to promote the overall development of conceptual understanding, to increase depth or knowledge, to foster the use of mathematical routines, and to encourage the use of rich tasks using differentiated PD opportunities.
- Gain a better understanding of overall learning loss resulting from COVID-19 such to address unfinished learning via the collection of student work and student exemplars.
- Introduce more tailored and content-driven PD for and ELL and SN teachers (particularly in support of the Go Math curriculum).
- Establish metrics for calculating “indicator scores” and “cut scores” that provide predictive validity on state assessments for all benchmark and interim assessments in Mathematics, ELA, and Science such to quickly identify cohorts of consistently underperforming and low-performing students in need of additional targeted supports and to promote opportunities for acceleration and enrichment in the form of on-going and targeted supports and to establish long- and short-term goals.

Science

- Reinforce the rigor of Honors level curricula and promote a 2-year approach to improve access to AP level offerings in Bio, Chemistry, Physics, and ENV Science.
- Ensure that all MS/HS Science Labs are OSHA-compliant.
- Improve teacher pedagogies in relation to the implementation of the NGSS; and facilitate the pedagogical development of Lead Teachers and support their ability to turnkey to and train others.
- Ensure standardization of curriculum and assessment across the district such to address the Crosscutting Concepts and encourage engagement with the Science and Engineering practices.
- Develop Common Labs & identify materials (phenomena included) that are more culturally relevant.

STEM/STEM Academy

- Explore opportunities (ex: PLTW, TinkrWorks) to establish STEM programming across ALL K – 7 schools.
- Reinstate professional learning partnerships with tertiary institutions that provide STEM related professional development opportunities (PRISM, WOODROW WILSON, MSU, KEAN, NJCU, NJIT, RUTGERS, William Paterson, RIDER, NJCTL, TCNJ, RELAY, & MISE).
- Expand, develop, and support innovative opportunities for students to engage in project-based instruction & Capstone development
- Expand opportunities for students to showcase their talents through STEM Fairs, competitions, STEM nights, Robotics Clubs, and Group Challenges.
- Engage highly motivated high school students in a tutoring initiatives in support of their community service hours.
- Develop the STEM Innovation Academy’s Graduate Center for Innovative Practice to serve as a conduit for cultivating high-impact teachers capable of reimagining educational settings with a focus on equity, deeper learning and shared leadership.
- Provide more tailored Professional Learning opportunities for STEM teachers by instituting individualized PD plans for all STEM teachers
- Devise a rigorous AP/SAT strategy to promote improved success.

Office of Humanities



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

- Expand and support the Bilingual class offerings to grade 3 at two elementary schools.
- 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.

English Language Arts

- Design and institute 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 grades K-2 to better determine learning loss resulting from COVID-19 and provide clear road maps for targeted instruction and acceleration.
- Implement and support new curricula for grades 3-8 to attend to learning loss while moving students towards standards mastery.
- Improve the implementation of the Writing Folder Initiative across all grade levels.

Social Studies

- Implement district wide Benchmarks and Performance Tasks that build from Document Based Questions (DBQs) and transition to On Demand Writing drawing from the New Jersey Student Learning Standard for Social Studies.
- Institute Coaching Cycles that focus on the intentional implementation and execution of standards-based Writing instruction in the Social Studies classroom.
- Collaborate with Early Childhood to utilize the Social Studies curriculum to incorporate dramatic play into the kindergarten classrooms.

Visual & Performing Arts

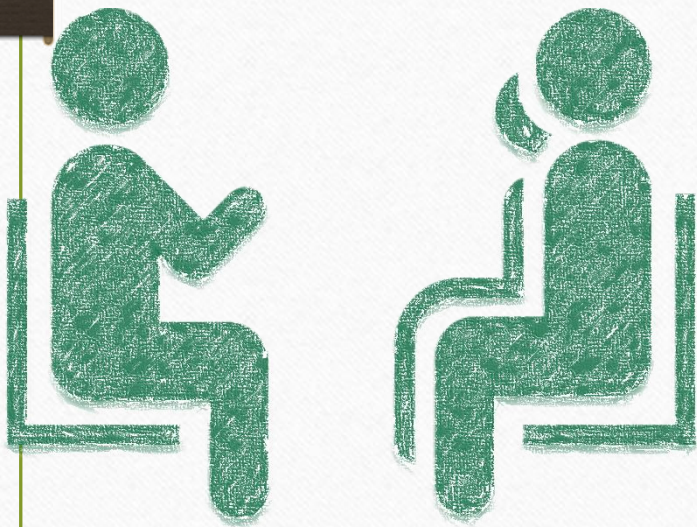
- Review curricula, pedagogy, and schedules to increase students' opportunities to progress through the performance bands identified by the New Jersey Department of Education: Proficient, Accomplished, and Advanced.
- Support the execution of the newly revised curricula, which incorporate the new New Jersey Student Learning Standards for the Visual and Performing Arts, through coaching and collaborative planning.
- Reinstate and expand 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



- Develop and implement the Coaching Cycle for special education self-contained programs.
- Enhance and expand on the Applied Behavioral Analysis (ABA) practices for students with Autism.
- Design and implement intervention strategies and targeted supports that are specifically aligned to the student's classification and disability.
- Expand opportunities for project-based learning in the special education self-contained programs.
- Provide professional develop 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 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.)

Reopening Schools



Updates from Dr. Fitzhugh, Superintendent,
Dr. Powell, Assistant Superintendent of Innovation and Systems &
Ms. Jones, Executive Director of Human Resources



“The safe reopening of schools is very important to the Orange School District. During the summer, we spent countless hours touring and planning for the safe return.

Dr. Fitzhugh
Superintendent of schools



Considerations: Testing & Vaccinations

Keeping school buildings open depends upon awareness of and immediate action on any COVID-19 concerns in our buildings.

The District instituted voluntary weekly rapid-testing in all school buildings beginning on May 24, 2021. Our testing partners at JL Hudson Holdings, LLC come to district schools each week and test in-person staff and students from grades 1-12.

On **Tuesday, September 14, 2021**, the district is initiating a **Mobile Vaccine Clinic** running from **3:30pm-6:30pm** at Lincoln Avenue School using the Pfizer vaccine.

- Tuesday, September 14 for 1st dose and Tuesday & October 5 for 2nd dose.
- Everyone 12+ is eligible to receive the vaccine. The clinic is open to all – students, faculty, families, etc.
- **Preregistration:** A Google Form will be created and sent out to staff and families



Considerations: Instructional Time and Masks

- Instruction must occur 180 instructional days (as defined by the district calendar and can be in person or virtual).
- School day will be the length of the school day.
- Masks will be required by all staff and students. We simulated this actionable during the summer of 2021 with much success. Mask breaks will be provided as well.



Masks and the Mandate

- The following principles apply to the use of masks in schools:
- Masks and/or barriers do not preclude an individual from being identified as a close contact to a COVID-19 case.
- Information should be provided to staff and students on proper use, removal, and washing of masks.
- The most effective fabrics for cloth masks are tightly woven such as cotton and cotton blends, breathable, and in two or three fabric layers. Masks with exhalation valves or vents, those that use loosely woven fabrics, and ones that do not fit properly are not recommended.
- Masks should be washed after every day of use and/or before being used again, or if visibly soiled or damp/wet.
- Disposable face masks should be changed daily or when visibly soiled, damp or damaged.
- Students, teachers, and staff should have access to additional disposable or cloth masks in case a back-up mask is needed (e.g. mask is soiled or lost during the day).
- Clear masks that cover the nose and wrap securely around the face may be considered in certain circumstances including for the teaching of students with disabilities, young students learning to read, or English language learners.

Hand Hygiene & Respiratory Etiquette

- We will continue to teach and reinforce hand washing with soap and water for at least 20 seconds. If soap and water are not readily available, hand sanitizer that contains at least 60% alcohol can be used (for staff and older children who can safely use hand sanitizer).
- We will inform students and staff to cover coughs and sneezes
- Used tissues should be thrown in the trash and hand hygiene as outlined above should be performed immediately.
- We will maintain adequate supplies including soap, hand sanitizer with at least 60 percent alcohol (for staff and older children who can safely use hand sanitizer), paper towels, tissues, and no touch trash cans.
- Hand hygiene should take place: Upon arrival at school. Before and after meals and snacks. After going to the bathroom. Before leaving for the day. } After blowing nose, sneezing, or coughing into tissue. When hands are visibly soiled. Assist/observe young children to ensure proper hand washing

Meals at the School Site

- Maintaining physical distancing between students and staff
- Considering alternatives to use of group dining areas such as eating in classrooms or outdoors. Staggering eating times to allow for greater physical distancing.
- Maintaining student cohorts and limiting mixing between groups.
- Avoiding offering self-serve food options.
- Discouraging students from sharing meals.
- We will continue routine cleaning between groups

Illness while on the School Site

- Children and staff with COVID-19 symptoms should be separated away from others until they can be sent home. Students who are sick and not already wearing a mask should be provided one to wear unless the student has a contraindication to doing so. If a mask is not tolerated by the ill student or staff member, other staff should be masked and follow maximum physical distancing guidelines (at least 3 feet away).
- Ask ill student (or parent/guardian) and staff whether they have had potential exposure to COVID-19 in the past 14 days meeting the definition of a close contact. Individuals should be sent home and referred to a healthcare provider. Persons with COVID-19- compatible symptoms should undergo COVID-19 testing.
- Schools with testing capacity should test ill students and staff, consistent with any federal and state requirements, including requirements regarding parental consent. Ill individuals who test positive should be reported to the LHD and contact tracing should begin. Ill individuals that test negative should be referred to a healthcare provider, who may consider additional COVID-19 testing.

Reporting
Procedures if
COVID-19
Positive
Results are
shared at the
school/district
level

- The district will notify LHDs (Local Health Department) when students or staff: Are ill and have potential COVID-19 exposure; When they see an increase in the number of persons with COVID-19 compatible symptoms.
- Test positive for COVID-19 (when in-school testing is performed). The district must be prepared to provide the following information when consulting with the LHD: Contact information for the ill persons; The date the ill person developed symptoms, tested positive for COVID-19 (if known), and was last in the building;
- Types of interactions (close contacts, length of contact) the person may have had with other persons in the building or in other locations; Names, addresses, and telephone numbers for ill person's close contacts in the school; Vaccination status if known.
- Any other information to assist with the determination of next steps

Staff Vaccination Mandate Effective Immediately

An individual's vaccination status determines the specific health and safety procedures that the district will be required to follow (e.g., social distancing, quarantine or exclusion from the school in the event of a COVID-19 outbreak or travel, etc.). Therefore, pursuant to the New Jersey Department of Education's guidance under the Road Forward, districts are encouraged to have a system in place to determine the vaccination status of students and staff.

By October 18, 2021, all employees will be required to submit proof of their vaccination status to the Office of Human Resources.

Staff have two options to comply:

- Submissions may be submitted via email, with the understanding that the district is not liable for any potential security breaches, although, the district takes every necessary precaution to prevent breaches.
- Staff may drop off a copy of their vaccination card to the Office of Human Resources drop box located in the department.

NJDOE The Road Forward. August 2021

Acceptable Proof of Vaccination Include:

- CDC COVID-19 Vaccination Card;
- Official record from the New Jersey Immunization Information System or other State immunization registry;
- Record from a health care provider's portal/medical record system on official letterhead signed by a licensed physician, nurse practitioner, physician's assistant, registered nurse or pharmacist;
- Military immunization or health record from the United States Armed Forces; or
- Docket mobile phone application record or any state specific application that produces a digital health record.
- Individuals not providing proof of vaccination must be considered to not be fully vaccinated. Any vaccine authorized for use in the U.S. (currently Moderna, Pfizer, and Johnson & Johnson) will be accepted. **Your response and any documentation which you may provide will be kept strictly confidential.**

COVID-19 – What if I have been exposed or test Positive?

Staff members who test positive or have been exposed to COVID-19 must immediately report their case to their principal (all building level staff) **or** Director (for staff assigned to the Administrative Building). The staff person's supervisor will notify the Superintendent of Schools, School Business Administrator, and Executive Director of Human Resources, who will contact the Township of Orange Health Director.

A negative PCR test will be required in order to return to work. Results from the PCR test must be provided to the Executive Director of Human Resources. During the quarantine period, staff members are required to use their accrued personal time, e.g. sick days, vacation or personal.

Contract tracing will be conducted by HR only within 24 hours. **Employees are not to disclose their case or potential case to anyone other than their immediate supervisor, as this is a highly confidential matter.** Employees will be interviewed and must provide a written statement to the Executive Director of Human Resources by the end of the business day.

COVID-19 Addressing Your Concerns

- If I am asked to quarantine by the school district due to possible exposure, what type of day do I have to use and **will** I be teaching from home? Staff will not be charged their personal accrued time, if there is a District/school wide mandate to quarantine.
- If I have to quarantine due to a family member's possible exposure, what type of day do I have to use and **can** I teach from home?
 - Staff members who must quarantine due to a family member's possible exposure will be required to use their accrued personal time or apply for FMLA/NJFLA.
 - At this juncture, staff will not be permitted to work remotely.

**Introducing
OPS'
Employee
Assistance
Program**

Effective September 1, 2021

Educators' Employee Orientation -
ESI Group (theeap.com)

More information is available on our
website under Office of Human
Resources – Employee Benefits

**Important
Reminder:
NJ School
Employees
Health
Benefits
Program
BenefitsSolver**

- The State of New Jersey now uses BenefitsSolver to communicate with members regarding their medical benefits plan/eligibility.
- A previous email was shared with all users informing you that all enrolled staff are required to visit BenefitsSolver and register.
- Information regarding BenefitsSolver is available on the Office of Human Resources' webpage.
- [NJWELL \(state.nj.us\)](http://state.nj.us)

The Orange Public Schools Business Office Update



Mr. Jason E. Ballard, CEFM, QPA, RSBO
School Business Administrator

&

Mr. Lamont T. Zachary
Assistant School Business Administrator
September 1, 2021

The Business Office

1. Mission of the Business Office

2. Functions of the Business Office:

❖ Accounting & Financial Reporting

❖ Accounts Payable

❖ Budgeting

❖ Facilities

❖ Food & Nutrition Service

❖ Information Technology

❖ Payroll & Employee Benefits

❖ Print Shop

❖ Purchasing

❖ Risk Management

❖ Security

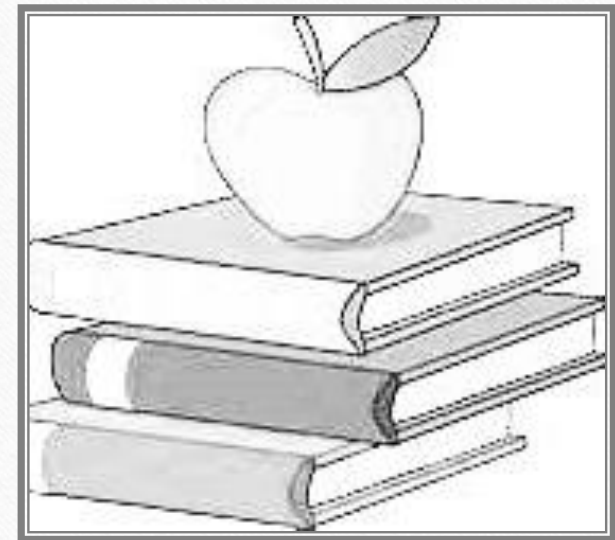
❖ Board & Community Relations

3. Fully Automated Business Operations

Mission of the Business Office

The Business office is committed to the district's goals of providing the necessary support for a thorough and efficient education of our most valuable investment – our students.

This is accomplished through effective and efficient fiscal management, providing a safe and healthy environment conducive to learning.



District Stipends

ORANGE TOWNSHIP PUBLIC SCHOOLS

ALL LETTERS MUST BE TYPED **WITH POSTING NUMBER** INDICATED
AND SUBMITTED TO THE POSTING ADMINISTRATOR LISTED BELOW

451 LINCOLN AVENUE
ORANGE, NEW JERSEY 07050

SY 2021-2022

*To Apply:
Submit a letter of interest with posting
number to the originating administrator.*

Posting #: _____

Please post on: August 13, 2021 Posting Ends: As Soon As Filled

ACCOUNT LINE: 15-190-100-106-C-SD-0000
PLEASE VERIFY TO PROVIDE CORRECT FUND ACCOUNT NUMBER

Program: Forest Street Community School P.M. Supervisory Program

Date Submitted: August 10, 2021

POSITION	SALARY	LOCATION	EFF. DATE	CERTIFICATION	SKILLS/REQUIREMENTS
(1) P.M. Supervisory Paraprofessionals	\$15.00 Per Hour X 183 Days Not To Exceed \$1,372.50	Forest Street Community School	School Year September, 2021 – June, 2022	Highly Qualified Paraprofessional Credits	<ul style="list-style-type: none"> • Preferably a member of the Forest Street School Staff. • Must be able to work as a team member. • Must possess exceptional communication skills. • Must have the ability to maintain a safe environment during the program. • Must have a good rapport with the students and parents.
			EFF. TIME 3:20 P.M. – 3:50 P.M.		

"WE ARE AN EQUAL OPPORTUNITY AFFIRMATIVE ACTION EMPLOYER"

(1) ADMINISTRATOR ORIGINATING POSTING: Dr. Yancisca Loften Cooke, Principal  PHONE/EXT: 973-677-4120
PLEASE PRINT ADMINISTRATOR NAME AND SIGN UPON APPROVAL

(1) _____ Date _____
Jason Ballard, School Business Administrator

(2) _____ Date _____
Gerald Fitzhugh, II, Ed.D., Superintendent of Schools

(3) _____ Date _____
Glasshebra Dismuke, MPA, SHRM-CP
Executive Director of Human Resources

District Stipends

	A	B	C	D	E	F	G	H	I	J	K
	Name	Empl Number	Location	Account Line	Stipend Type	Stipend Rate	Hours	Budget	Expensed	Balance	
1	John Doe	35845	Park	10-000-000	Teacher	\$ 35	100	\$ 3,500.00	\$ (2,000.00)	\$ 1,500.00	
2								\$ -		\$ -	
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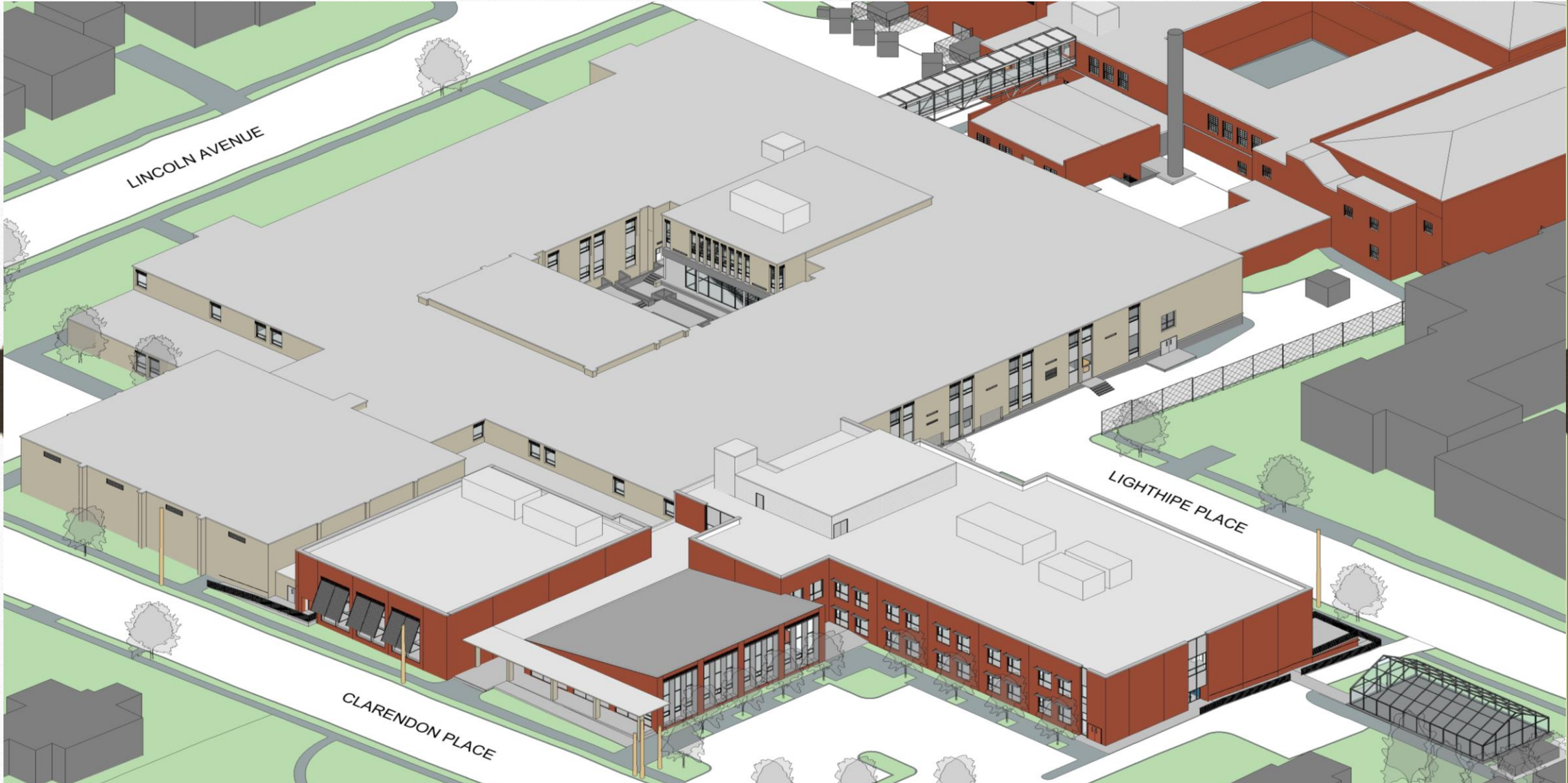
FACILITIES UPDATE / SDA PROJECT

OHS Addition - Target Space Program

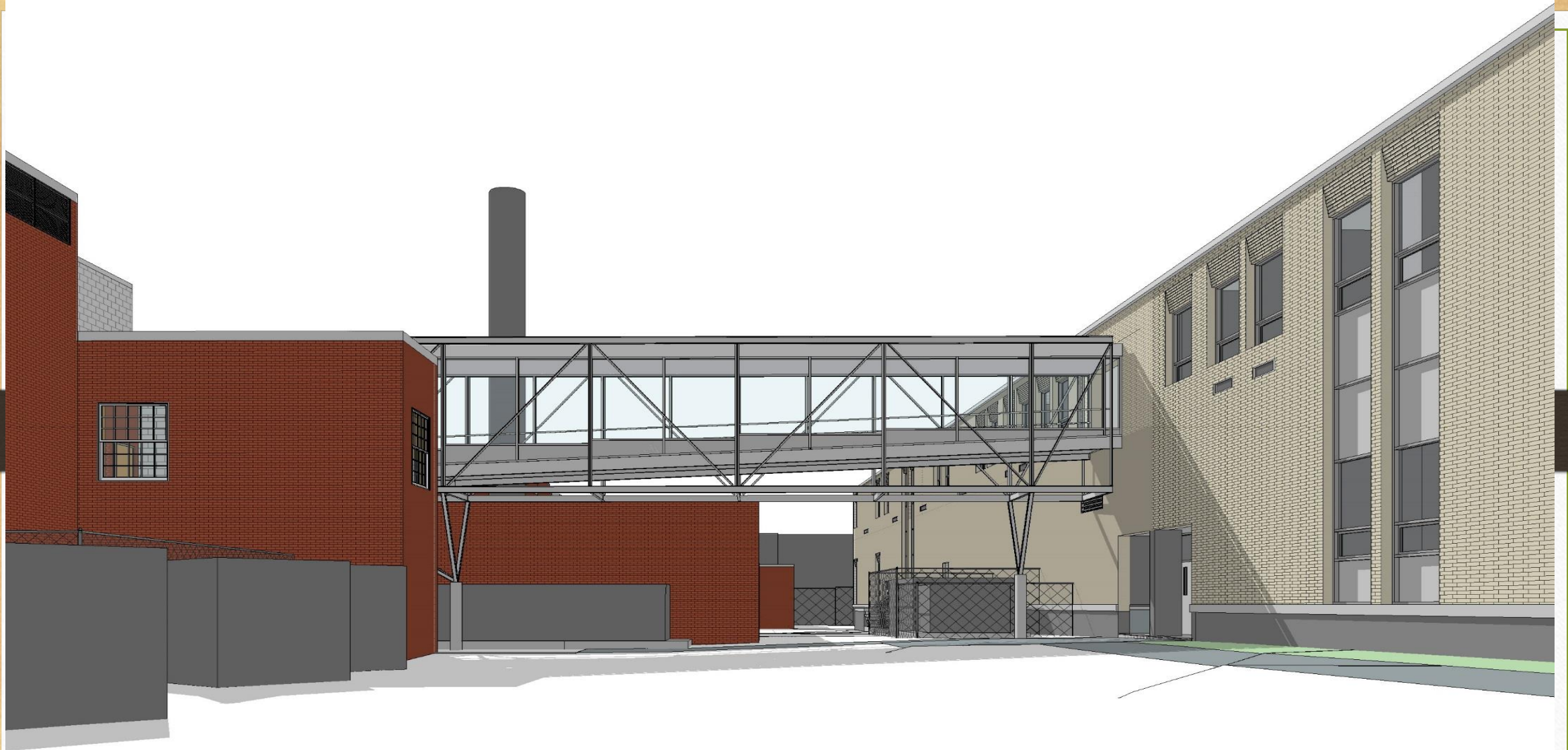
		Qty.	Occ.	Total Occ.	SF	Total SF
	General Classrooms	15	24	360	750	11,250
	Art Classrooms	3	24	72	1,250	3,750
	Drama Classroom	1	24	24	1,200	1,200
	Technology Lab	2	24	48	1,600	3,200
	Robotics Lab	1	24	24	1,600	1,600
	Auxiliary Gym	1	48	48	5,200	5,200
	Media Center	1	0	0	5,000	5,000
	Remote Admin. Office	2	0	0	150	300
Total Net SF						31,500
	Circulation					
	Support Spaces					
	Grossing Factor					1.55
	Total Grossing Factor SF					17,325
Total Gross SF						48,825

OHS Renovations

- Replaced existing roof
- Replaced mechanical room doors and frames Remove four Temporary Classroom Units
- Conversion of the existing Media Center to an Auxiliary Dining Room Replace existing wood doors and frames
- Replacement existing stair doors and frames with fire rated doors and frames Replace existing classroom floor tiles,
- Repairing of the terrazzo stair nosing
- Soundproofing Music and Band rooms
- Repairing and replacement of damaged lockers in the Boys and Girls and locker rooms Repairing/ replacement of locker room shower mixing valves
- Replacement of light fixtures in the Boys and Girls shower and drying rooms Replacement toilet partitions in group toilet rooms
- Renovation of four Science classrooms Replace electric drinking fountains Providing additional power to Music Room



Orange High School



Orange High School



YEZZI ASSOCIATES
 PLANNING
 ENGINEERING
 INTERIORS
 LANDSCAPE
 ARCHITECTURE

18 Washington Street
 P.O. Box 1835
 Torrey Hills, NJ 08754
 Tel: 732-240-3433
 Fax: 732-240-3463
 E-mail: info@yezziassociates.com
 Website: www.yezziassociates.com

Massimo Francis Yezzi, Jr.
 Architect No. C-14129 -NJ
 Planner No. 2368 -NJ
 Architect No. 018392 -NJ
 Architect No. 0127399 -NJ
 Architect No. 7460 -CT
 Architect No. 8475 -MA
 Architect No. 5876 -SO
 Architect No. 02384 -FL
 Architect No. 5733 -NY
 Architect No. 9787-003 -MS
 Architect No. 39914 -NCARB
 Architect No. 335837 -VA

Gianni Y. Perugini
 Architect No. 47443 -AZ
 Architect No. 407345 -CA
 Architect No. A65341 -MD
 Architect No. 15338 -ME
 Architect No. 033031-1 -MI
 Architect No. 033-000308 -NY
 Architect No. 21314 -TX
 Architect No. 1088-003 -VA
 Architect No. 82508 -NCARB
 L&D Accredited Professional

Daniel M. Sennott
 Architect No. 21A01897900-NJ
 Architect No. 73872 -NCARB

DATE: _____

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PROJECT No. _____
 DATE: _____

3D VIEW
 2

G	
P	
APP	4
V	



3D VIEW
 2
 P-3 SCALE: N.T.S.

Orange High School

The Schools Development Authority and Terminal Construction continued to push to get some major work done this summer which included the following:

- They have replaced air handling units throughout the existing building.
- All doors in the existing building have been replaced.
- The renovation of the existing media center to convert it into the 2nd cafeteria for our students is well underway. The exterior curtain wall has been removed as the new stairway to connect the 1st & 2nd floors is erected.
- The new elevator shaft that connects these two floors together has been built.
- Weekly meetings and site visits continue to take place at the building with the SDA, Terminal Construction and the SBA's office. These meetings are critical to a successful opening of the school for September 2021.
- On July 29, 2021, the Superintendent and the School Business Administrator invited the Facilities Committee to walk Orange High School to see the progress and to also look at the new addition. Take a look at the following pictures on the next few slides.

A photograph of a construction site for the Orange High School and the Orange Prep Bridge. The scene is dominated by a large yellow crane in the center, positioned on a concrete pad. In the foreground, numerous long, grey steel beams are laid out in neat rows on the ground. To the left, there are stacks of grey concrete blocks. In the background, a large brick building is visible, and a yellow truck with 'KENVII' written on its side is parked. The sky is overcast and grey. The entire image is framed by a white border, and the text is overlaid in a white serif font. A thin white horizontal line is positioned below the text.

Orange High School & the Orange Prep Bridge The Beginning Phase

The background image shows a multi-story brick building under construction. The brickwork is dark red. There are several windows with white frames. In the foreground, there are some construction materials and equipment, including what looks like a red scissor lift and some pipes. The overall scene is somewhat dimly lit, suggesting an overcast day or a shaded area. The title text is overlaid on this image in a white, serif font.

Orange High School & the
Orange Prep Bridge
The Beginning Phase

Orange High School & the Orange Prep Bridge



The background image shows a construction site. On the right, there is a brick building with several windows. To the left, there is a concrete structure under construction, possibly a bridge or a large walkway, with yellow safety railings and scaffolding. The scene is dimly lit, suggesting dusk or dawn. The text is overlaid on this image.

Orange High School & the Orange Prep Bridge The Beginning Phase

Orange High School

- The former media center located on the 2nd floor of the existing building is featured on this slide.
- All furniture has been removed and the room is currently being renovated.





Orange High School

THE NEW WING: ISN'T IT AMAZING?

SDA PROJECT-
Cleveland Elementary
School
Addition/Renovation

Additions:

- ✓ Multipurpose room (4,800 SF) with Stage (1,200 SF)
- ✓ Prep. Kitchen with server (1,200 SF)
- ✓ Main Lobby & Security Post
- ✓ Boys & Girls rest rooms (on 3rd Floor)

Program-driven Renovations:

- ✓ Child study team space
- ✓ Small group instruction space
- ✓ Toilets for Nurse's office & Staff (on each floor)
- ✓ Art & Science Project labs
- ✓ Self-contained Special Education classroom
- ✓ Custodial & Building support space

Cleveland Elementary School has been relocated to Our Lady of the Valley School while construction is ongoing (approx. two & half School years)

CLEVELAND
ELEMENTARY
SCHOOL
**Program-Driven
Renovations**

- Provision of child study team office space.
- Provision of small group instruction space.
- Provision of a toilet room in the nurse's office.
- Provision of a staff toilet on each floor of the facility.
- Provision of an Art/Science Project Lab in lieu of separate Art and Science spaces.
- Replacement of one Grade 6 Classroom with a Science Lab (incl. support).
- Provision of one self-contained special education classroom.
- Provision of custodial and building support space as feasible

CLEVELAND
ELEMENTARY
SCHOOL
Renovations
Cont.

Exterior

- Replace existing EPDM roof
- Limited masonry repointing
- Lower level water infiltration and exterior grading
- Roof downspout discharge and site drainage
- Fencing
- Parking Lot Repair

The Design of the New Cleveland



Cleveland Street School Interior Renovation In Progress



Cleveland Elementary School

The Schools Development Authority and Brockwell and Carrington were pushing to get some major work done this summer which included the following:

- Full abatement of asbestos containing material from the whole building.
- The entire building has been completely gutted in preparation for the new building academic program.
- Erection of the new addition that will house the cafe-gymnasium (cafeteria, gymnasium, auditorium)
- The new elevator shaft that connects these two floors together has been built.
- Bi-weekly meetings and site visits continue to take place at the building with the SDA, Brockwell & Carrington and the SBA's office. These meetings are critical to a successful opening of the school for September 2022 instead of January 2023.

Cleveland Street School

On July 29, 2021, the Superintendent and the School Business Administrator invited the Facilities Committee to walk through Cleveland Street School to see the progress up-close and personal.

The following pictures will give you a glimpse of where we are at Cleveland. We are certainly moving in the right direction.

Cleveland Street School



Cleveland Street School



Cleveland Street School



Cleveland Street School



Cleveland Street School



New
Initiatives/Upcoming
Projects

- Energy Savings Improvement Program (E.S.I.P)
 - Government entities in New Jersey can pay for energy-related improvements to their facilities using the value of energy savings that result from the improvements.
 - The ESIP law, enacted in 2009, governs a type of performance contract. It provides all types of government entities – from school boards to municipalities to state governments – with a flexible tool to lessen their environmental impact, save money, and reduce their energy usage for minimal costs.
 - ESIP can help accomplish any retrofit strategy (major HVAC, minor HVAC, onsite generation, facility improvements, etc.), but can also leverage multiple strategies.
 - Previously, ESIP was mainly used as a way to find energy savings and upgrade equipment.
 - Today it is also used to help upgrade facilities to mitigate air quality concerns heightened by COVID-19, through enhanced building HVAC systems.

(E.S.I.P) Continued

- As government entities struggle to offset these costs, a performance contract can be a solution to afford the upgrades.
- ESIP is based on financing today's improvements off of tomorrow's savings for little to no cost.
- **The first step to commencing an ESIP project is to perform an energy audit.** This assessment of your facilities allows the auditor to recommend energy conservation measures (ECMs).
- ECMs have different costs, savings and lifespans, and depending on the budget, the entity can consider any or all of the measures for implementation.
- Certain ECMs are also eligible for rebates or incentives through New Jersey's Clean Energy Program (NJCEP) or Board-approved utility energy efficiency programs.
- NJCEP offers a free **Local Government Energy Audit (LGEA)** that meets the ESIP criteria.

Online Facility Reservation System



What is Facilitron?



Managing facility operations and event schedules can be a difficult task, but especially so if you are using outdated software, juggling spreadsheets or even using old-fashioned pen-and-paper.



Entering facility reservations into these inefficient systems is tedious, leaves too much room for human error, and makes relevant real-time data reporting difficult, if not impossible.



These problems are compounded when managing multiple locations across a county or state, such as with public space owners like cities and school districts.

Facilitron

Automate

Automate scheduling and reservation requests—for both internal users and external organizations.

Track and understand

Track and understand the cost of maintaining your facilities.

Bring

Bring transparency and visibility into facility use through our centralized platform and data control center.

Centralize

Centralize communications and make data accessible to administrative and operational staff.

Schedule

Schedule facility services and maintenance tasks.

Facilitron

Schedule internal events and connect your calendar app

Manage external requests

Precisely manage reservation details

Renters can search and request facilities

Custom applications and checkout

Streamline invoicing

Internal and external comments and history

Manage facilities from anywhere


Facilitron

Event Scheduling & Reservations

- Effectively managing event schedules and reservation requests for frequently used spaces can be tedious—Facilitron makes it easy. The core of the Facilitron platform is our event scheduling and reservation system. Using our system, administrators can easily manage buildings, fields, gyms, pools, auditoriums, meeting or conference rooms, and other spaces available to the community and internal staff.

Facilitron

Event Scheduling & Reservations



Facilitron School District
www.facilitron.com/facilitron

Facilitron High School District ▾ Help

Events Calendar
 View Details
Sunday ▾

Organizations (5) ▾
Facility Type (43) ▾
Services ▾
Status (A, P) ▾
Type (I, E, M) ▾
★ Save ★
Year
4 Weeks ▾
Calendar ▾
+ Notice
+ Event

Feb 16 — Mar 14, 2020
 Today < >

Sun 16	Mon 17	Tue 18	Wed 19	Thu 20	Fri 21	Sat 22
7am - 10pm Set on Stage Independence High School (ESUHSD) Theater	7am - 10pm Set on Stage Independence High School (ESUHSD) Theater	6am - 6pm Women's Circle Youth Workforce Development Independence High School (ESUHSD) Multi Use Room - C Commons	6am - 7am FIT Classes ▲ Focused Integrated Training Evergreen Valley High School Gym - Weight Room (Room G208)	6am - 6pm Santa Clara County Registrar of Voters. Polling site ▲ Santa Clara County Independence High School (ESUHSD) Multi Use Room - D Commons (Room D)	6am - 6pm Santa Clara County Registrar of Voters. Polling site ▲ Santa Clara County Independence High School (ESUHSD) Multi Use Room - D Commons (Room D)	7am - 10pm CCS Championships Wrestling ▲ Central Coast Section - C.I.F. Independence High School (ESUHSD) Gym - Large
7:30am - 1:30pm Church service ▲ Christian Worship Center Mt. Pleasant High School Theater	7am - 7:30pm Google Monthly Parking ▲ Google LLC Evergreen Valley High School Parking Lots	6am - 6pm Women's Circle Youth Workforce Development Independence High School (ESUHSD) Career Center	7am - 10pm Set on Stage Independence High School (ESUHSD) Theater	6am - 7am FIT Classes ▲ Focused Integrated Training Evergreen Valley High School Spin Aerobic Room (Room G205)	7am - 10pm CCS Championships Wrestling ▲ Central Coast Section - C.I.F. Independence High School (ESUHSD) Gym - Large	7am - 10pm Set on Stage Independence High School (ESUHSD) Theater
7:30am - 1:30pm Church service ▲ Christian Worship Center Mt. Pleasant High School Classroom (Small) (7)	8:30am - 6pm Hi-Five School Kids Camp ▲ Hi-Five Sports Club Evergreen Valley High School Room P-1 - Portable Classroom	7am - 10pm Set on Stage Independence High School (ESUHSD) Theater	7am - 7:30pm Google Monthly Parking ▲ Google LLC Evergreen Valley High School Parking Lots	7am - 10pm Set on Stage Independence High School (ESUHSD) Theater	7am - 10pm Set on Stage Independence High School (ESUHSD) Theater	7am - 8pm Naatya Raaga 2020 ▲ One School At A Time(OSAAT) Evergreen Valley High School Theater
7:30am - 1:30pm Church service ▲ Christian Worship Center Mt. Pleasant High School Multi Purpose Room (Building 1000, Ro	9am - 12pm Badminton Practice Badminton Practice Mt. Pleasant High School Gym	7am - 7:30pm Google Monthly Parking ▲ Google LLC Evergreen Valley High School Parking Lots	7am - 6pm Women's Circle Youth Workforce Development Independence High School (ESUHSD) Multi Use Room - C Commons	7am - 7:30pm Google Monthly Parking ▲ Google LLC Evergreen Valley High School Parking Lots	7am - 7:30pm Google Monthly Parking ▲ Google LLC Evergreen Valley High School Parking Lots	7am - 3pm CCS Championships Wrestling ▲ Central Coast Section - C.I.F. Independence High School (ESUHSD) Gym - Small
8am - 8pm United Soccer League Associated Gamt ▲ United Soccer League Associated Independence High School (ESUHSD) Field - Football Stadium	10am - 11am Hi-Five School Kids Camp ▲ Hi-Five Sports Club Evergreen Valley High School Basketball Courts (Outdoor)	8:30am - 6pm Hi-Five School Kids Camp Youth Workforce Development Evergreen Valley High School Room P-1 - Portable Classroom	7am - 6pm Women's Circle Youth Workforce Development Independence High School (ESUHSD) Career Center	7am - 6pm Women's Circle Youth Workforce Development Independence High School (ESUHSD) Multi Use Room - C Commons	7am - 9am CCS Championships Wrestling ▲ Central Coast Section - C.I.F. Independence High School (ESUHSD) Gym - Small	7am - 11am Boys and Girls Soccer Mt. Pleasant High School Field - Soccer
+5 more	+45 more	+53 more	+47 more	+52 more	+46 more	+19 more
23	24	25	26	27	28	29
6am - 6pm Santa Clara County Registrar of Voters. Polling site ▲ Santa Clara County Independence High School (ESUHSD) Multi Use Room - D Commons (Room D)	12am - 11:55pm EVHS theater event Evergreen Valley High School Classroom - Standard (3)	12am - 11:55pm EVHS theater event Evergreen Valley High School Classroom - Standard (3)	12am - 11:55pm EVHS theater event Evergreen Valley High School Classroom - Standard (3)	12am - 11:55pm EVHS theater event Evergreen Valley High School Classroom - Standard (3)	12am - 11:55pm EVHS theater event Evergreen Valley High School Classroom - Standard (3)	6am - 6pm Santa Clara County Registrar of Voters. Polling site ▲ Santa Clara County Independence High School (ESUHSD) Multi Use Room - D Commons (Room D)
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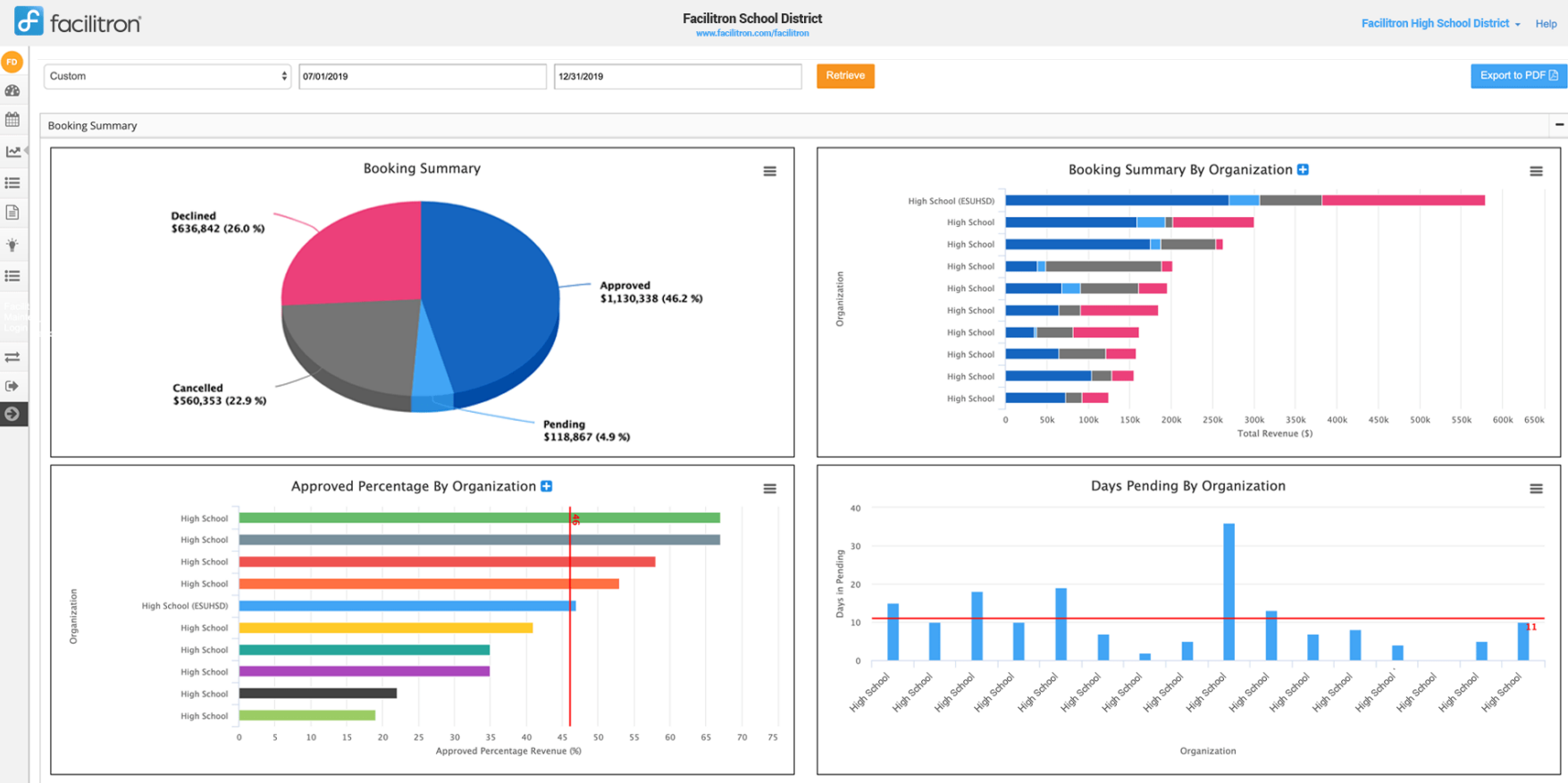
Facilitron

Reporting & Analytics

- Data-driven decision making is transforming the way facility owners operate. Facilitron collects and organizes important [facility use data](#) in one place at no cost to users. Facility owners, such as cities and public schools, have seen a significant increase in recovery cost revenue while administrators have greatly improved efficiency and cut administrative costs by 75% or more annually.

Facilitron

Reporting & Analytics



Start Strong Assessment



Tina Powell, Ed.D.
Assistant Superintendent
of Innovation and Systems
September 1, 2021

PURPOSE

- To supplement existing efforts to gather standards-based data about students at the beginning of the school year
- To maximize instructional time and quickly provide critical data to teachers and school leaders
- To address students' unique needs at the beginning of the school year
- To determine where “Strong Support May Be Needed”; “Some Support May Be Needed”; and “Less Support May Be Needed”
- Intended to satisfy the federal statewide assessment requirement to administer general assessments in English language arts (ELA), mathematics, and science for the 2020-2021 school year

OVERVIEW



Can be administered in a single class period (45 – 60 min)

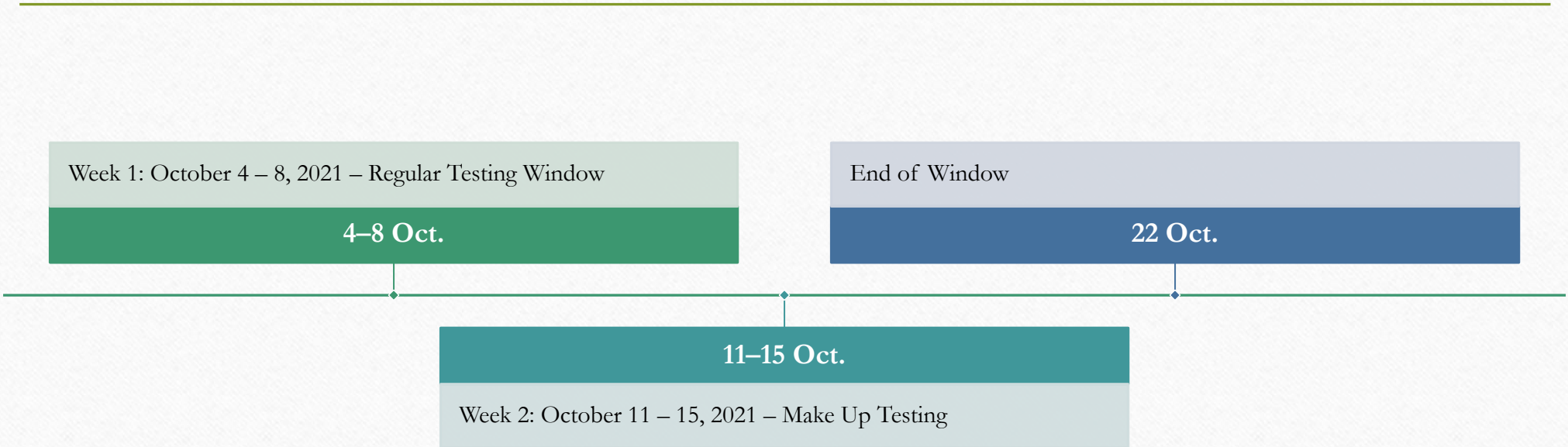


Aligned to the previous year's academic standards to help educators understand the level of support students require for current grade level instruction



Available across content areas: ELA (4 – 10), Mathematics (4 – 8, Alg 1, Alg 2, Geo) , Science (6, 9, 12)

Testing Dates



WHAT IS TESTED?

SY 2021-2022

Start Strong Assessment Fall 2021

District testing Window - October 4-15, 2021

Duration of unit: 45-60 minutes – one unit per content area (ELA, Math & Science) - 1 unit per day

Assessment is machine scored and results are immediate (or released by October 22)

Student's Grade for the 2021-2022 academic SY	ELA	Math	Science
Grade 4	ELA04 (Grade 3 Content) Literary Passage 10 points for EBRS/THCR items Informational Passage 8 points for EBRS/THCR items (No writing on the assessment but can be accessed through the released items)	MAT04 (Grade3 Content) Operations & Algebraic Thinking Numbers & Operations - Base ten Numbers & Operations - Fractions Measurement & Data (24-25 points)	NA
Grade 5	ELA05 (Grade 4 Content) Literary Passage 10 points for EBRS/THCR items Informational Passage 8 points for EBRS/THCR items (No writing on the assessment but can be accessed through the released items)	MAT05 (Grade 4 Content) Operations & Algebraic Thinking Numbers & Operations - Base ten Numbers & Operations - Fractions Measurement & Data (24-25 points)	NA

Start Strong Assessment Fall 2021

District testing Window - October 4-15, 2021

Duration of unit: 45-60 minutes – one unit per content area (ELA, Math & Science) - 1 unit per day

Assessment is machine scored and results are immediate (or released by October 22)

Student's Grade for the 2021-2022 academic SY	ELA	Math	Science
Grade 6	ELA06 (Grade 5 Content) Literary Passage 10 points for EBRS/THCR items Informational Passage 8 points for EBRS/THCR items (No writing on the assessment but can be accessed through the released items)	MAT06 (Grade 5 Content) Operations & Algebraic Thinking Numbers & Operations Base ten Numbers & Operations – Fractions Measurement & Data (24-25 points)	SC06 (3-5 Content) Life -10 points Earth & Space - 8 points Physical - 7 points (investigating Sense making, critiquing are all combined with topics)
Grade 7	ELA07 (Grade 6 Content) Literary Passage 10 points for EBRS/THCR items Informational Passage 8 points for EBRS/THCR items (No writing on the assessment but can be accessed through the released items)	MAT07 (Grade 6 Content) Ratio & Proportional Reasoning (RP1-3) 9 points The Number System (NS 1-3) 6 points Expressions & Equations (EE 1-4) 5 points (23-28 points)	NA
Grade 8	ELA08 (Grade 7 Content) Literary Passage 10 points for EBRS/THCR items Informational Passage 8 points for EBRS/THCR items (No writing on the assessment but can be accessed through the released items)	MAT08 (Grade7 Content) Ratio & Proportional Reasoning (RP1-3) 9 points The Number System (NS 1-3) 6 points Expressions & Equations (EE 1-4) 5 points (23-28 points) ALG01 (Grade 8 Content for Algebra I) The Number System (NS 1-3) Expressions & Equations (EE 1-4) Functions (23-28 points)	NA

Start Strong Assessment Fall 2021

District testing Window - October 4-15, 2021

Duration of unit: 45-60 minutes – one unit per content area (ELA, Math & Science) - 1 unit per day

Assessment is machine scored and results are immediate (or released by October 22)

Student's Grade for the 2021-2022 academic SY	ELA	Math	Science
Grade 9	ELA09 (Grade 8 Content) Literary Passage 10 points for EBRS/THCR items Informational Passage 8 points for EBRS/THCR items (No writing on the assessment but can be accessed through the released items)	ALG01 (Grade 8 Content for Algebra I) The Number System (NS 1-3) Expressions & Equations (EE 1-4) Functions (23-28 points) ALG02 (Algebra I Content) Seeing Structures in expressions (SSE) Arithmetic with Polynomials, Rational Expressions (APR) Reasoning with Equation & Inequalities (REI) Interpreting Functions (IF) (27 points) Geometry (Grade 8 Content from Geometry) (23-28 points)	SC09 (Middle School Content) Life -10 points Earth & Space – 8 points Physical – 7 points (investigating Sense making, critiquing are combined with topics)
Grade 10	ELA10 (Grade 9 Content) Literary Passage 10 points for EBRS/THCR items Informational Passage 8 points for EBRS/THCR items (No writing on the assessment but can be accessed through the released items)	ALG01 (Grade 8 Content for Algebra I) The Number System (NS 1-3) Expressions & Equations (EE 1-4) Functions (23-28 points) ALG02 (Algebra I Content) Seeing Structures in expressions (SSE) Arithmetic with Polynomials, Rational Expressions (APR) Reasoning with Equation & Inequalities (REI) Interpreting Functions (IF) (27 points) Geometry (Grade 8 Content from Geometry) (23-28 points)	NA

Start Strong Assessment Fall 2021

District testing Window - October 4-15, 2021

Duration of unit: 45-60 minutes – one unit per content area (ELA, Math & Science) - 1 unit per day

Assessment is machine scored and results are immediate (or released by October 22)

Student's Grade for the 2021-2022 academic SY	ELA	Math	Science
Grade 11	NA	ALG01 (Grade 8 Content for Algebra I) The Number System (NS 1-3) Expressions & Equations (EE 1-4) Functions (23-28 points) ALG02 (Algebra I Content) Seeing Structures in expressions (SSE) Arithmetic with Polynomials, Rational Expressions (APR) Reasoning with Equation & Inequalities (REI) Interpreting Functions (IF) (27 points) Geometry (Grade 8 Content from Geometry) (23-28 points)	NA
Grade 12	NA	ALG01 (Grade 8 Content for Algebra I) The Number System (NS 1-3) Expressions & Equations (EE 1-4) Functions (23-28 points) ALG02 (Algebra I Content) Seeing Structures in expressions (SSE) Arithmetic with Polynomials, Rational Expressions (APR) Reasoning with Equation & Inequalities (REI) Interpreting Functions (IF) (27 points) Geometry (Grade 8 Content from Geometry) (23-28 points)	SC12 (High School Content) Life - 10 points Earth & Space – 8 points Physical – 7 points (Investigating, Sense making, Critiquing are combined with topics)



Reporting

Sample Student Report

Start Strong 2020-2021

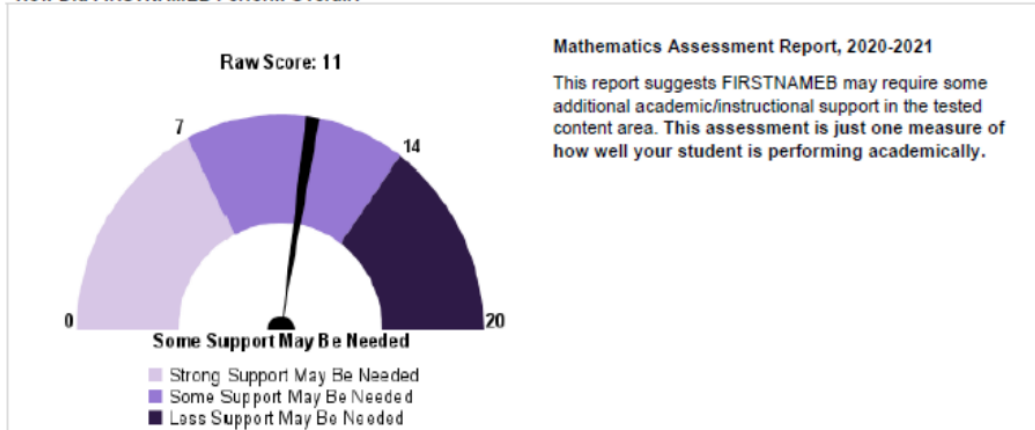
Student Report

FIRSTNAMEB LASTNAMEB (7000000818)

Test Details

Test Name Grade 04 Mathematics	Grade 04	Date of Birth 11/16/2002
Test Date 07/09/2020	Testing District INT ELAMATHDIST	Testing School INTELAMATHDIST1 (110000-111)

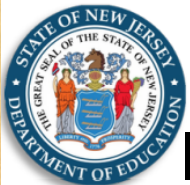
How Did FIRSTNAMEB Perform Overall?



The Mathematics Content Standards that the Start Strong Assessment measures are considered major content clusters within the New Jersey Student Learning Standards (NJSLs). The NJSLs concentrates on a clear set of math skills and concepts that students should understand and be able to do in any given year.

For more information, please refer to the NJ Start Strong Score Interpretation Guide in the Start Strong section at the [NJSLA Resource Center, https://nj.mypearsonsupport.com](https://nj.mypearsonsupport.com).

- Districts are strongly encouraged to share information with parents, guardians, and the education community.
- These assessments provide an overall raw score and level of support indicator to be used with other data to inform decision making.
- A student's overall level of support should be considered for decision-making while the raw score is used as a reference for how that level of support is determined.
- Raw scores should not be calculated or used as % correct or translated into A–F grades.
- Results are not intended to be used for decision-making in isolation of other data.



Results by Question Report: By Assessment

Reports provide links to interactive items. These items are not secure and may be useful to review following the administration. Student responses for multiple-choice and multiple-select items will be provided.

Results by Question Report

Filters Clear Hide

Organization Name*

PV BE SCHOOL 507 (5... x ▾)

Test Name*

Algebra I x ▾

Form*

20A1HSSSTE01000001 ▾

Reporting Group

Select one or more

Show Students

Total Students Reported: 3 Print

Question	Standards	Reporting Concepts	Correct	Incorrect	Partial
Question 1 i	8.EE.A.1 i	Radicals, Integer Exponents, Proportional Relationships, and Lines	3 (100%)	0 (0%)	0 (0%)
Question 2 i	8.EE.A.4 i	Radicals, Integer Exponents, Proportional Relationships, and Lines	3 (100%)	0 (0%)	0 (0%)
Question 3 i	8.EE.A.2 i	Radicals, Integer Exponents, Proportional Relationships, and Lines	3 (100%)	0 (0%)	0 (0%)
Question 4 i	8.EE.A.2 i	Radicals, Integer Exponents, Proportional Relationships, and Lines	3 (100%)	0 (0%)	0 (0%)
Question 5 i	8.EE.C.8.a i	Linear Equations	3 (100%)	0 (0%)	0 (0%)
Question 6 i	8.EE.C.7.b i	Linear Equations	3 (100%)	0 (0%)	0 (0%)
Question 7 i	8.EE.C.8.b i	Linear Equations	3 (100%)	0 (0%)	0 (0%)
Question 8 i	8.EE.C.8.a i	Linear Equations	3 (100%)	0 (0%)	0 (0%)
Question 9 i	8.F.A.1 i	Functions	3 (100%)	0 (0%)	0 (0%)
Question 10 i	8.F.A.3 i	Functions	3 (100%)	0 (0%)	0 (0%)
Question 11 i	8.F.A.1 i	Functions	3 (100%)	0 (0%)	0 (0%)



Results by Question Report: By Student

Reports provide links to interactive items. These items are not secure and may be useful to review following the administration. Student responses for multiple-choice and multiple-select items will be provided.



Results by Question Report

Filters Clear Hide

Organization Name *

Test Name *

Form *

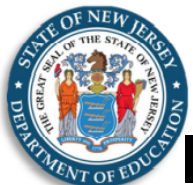
Group

Show Students

Total Students Reported: 5

Displaying 25

Student Name	Test Date	Question 5	Question 6	Question 7	Question 8
Standard: CODE345		6 (60%)	3 (30%)	5 (50%)	7 (70%)
Arizona, StudentA (1234567890)	10/01/2020	✔️	✔️	✔️	✔️
Bismark, StudentB (2348911230)	10/15/2020	🕒	🕒	🕒	🕒
Duluth, StudentC (5468615118)	11/01/2020	✔️	🕒	🕒	✔️
Kansas, StudentD (9879878978)	01/01/2021	✔️	🕒	✔️	✔️
Loveland, StudentE (7787555775)	10/15/2020	🕒	🕒	🕒	🕒
Montana, StudentF (3456789012)	11/01/2020	🕒	🕒	🕒	🕒
Queens, StudentG (4891123016)	10/15/2020	✔️	✔️	✔️	✔️
Tulsa, StudentH (6151182347)	01/01/2021	🕒	🕒	🕒	✔️
Vermont, StudentI (8798789786)	01/01/2021	✔️	🕒	✔️	✔️
Washington, StudentJ (0787555775)	10/15/2020	✔️	✔️	✔️	✔️



Results by Question Report: Item Preview



Item Preview

Question 17
1 (17%)
8.EE.B.5
MATH

Question 18
3 (50%)
8.EE.B.5
MATH

Question 19
1 (17%)
8.EE.C.7.b
MATH

Question 20
3 (50%)
8.FA.2
MATH

In the equation shown, what is the value of n ?

$$\frac{9^7}{9^n} = 9^2$$

Enter your answer in the box.

▶

🔊

◀

▶

⚙️

Exhibits



Student Performance Item Level Report

Provides detailed information about each item a student completed including the standard the item was aligned to, the associated reporting concept, and the student response.

Note: Responses to some technology enhanced items (e.g. drag and drop) will appear as n/a; however, an indication of correct, incorrect, or partially correct is provided.

Fall Administration				Student Performance			
LName, FirstName (1234567890)							
Student Code 1234567890		Test Name Grade 10 ELA		Subject English Language Arts			
District GARFIELD DISTRICT (15)		School BRYCE VALLEY SCHOOL (16997)		Test Date 11/01/2020			
Question Number	Correct Response	Student Response	Performance	Points Earned	Points Possible	Standards	Reporting Concepts
Grade 03 ELA							
Some Support may be needed							
1	C	C	✓	1	1	RL.9-10.1, RL.9-10.2	Literature
2	D	D	✓	1	1	RL.9-10.1, RL.9-10.2	Literature
3	n/a	n/a	○	0	1	RL.9-10.1, RL.9-10.2, RL.9-10.3	Literature
4	A::D::E	A:::E	◐	2	3	RL.9-10.1, RL.9-10.3, RL.9-10.6	Literature
5	D	D	✓	1	1	RI.9-10.1, L.9-10.4, RI.9-10.4	Informational
6	A	A	✓	1	1	RI.9-10.1, RI.9-10.6	Informational
7	n/a	n/a	○	0	1	RI.9-10.1, RI.9-10.4	Informational
8	D	D	✓	1	1	RI.9-10.1, RI.9-10.6	Informational
9	C	C	✓	1	1	RI.9-10.1, RI.9-10.2	Informational
10	n/a	n/a	✓	1	1	RI.9-10.1, RI.9-10.6	Informational
Reporting Concept Descriptions							
Literature	In this reporting category, students should be able to demonstrate knowledge of key ideas and details, craft and structure, and integration of knowledge and ideas when reading literary texts from the prior grade-level. Students should also be able to quote accurately from a text when explaining what the text says explicitly and when drawing inferences from readings from the prior grade-level.						
<ul style="list-style-type: none"> ✓ Correct response ◐ Partially Correct response ○ Incorrect response — No response received n/a Response to a question type other than single/multiple choice 							



Curriculum and Instructional Planning

Start Strong provides a data point to support curriculum and instructional planning.



District Curriculum Directors

- District-level curriculum planning (reconsideration of prerequisite concepts and skills)
- Evaluate scope and sequence based on distribution of student support needs
- Provide professional learning supports for differentiation and scaffolding based on student results



Teachers

- Engage in process of regularly monitoring student performance
- Establish a continuum of supports and interventions for students based on data
- Focus instructional planning time on analysis of data to enhance student engagement and learning



School Administrators

- Develop or use existing problem-solving teams to provide data-driven decision making to promote positive student outcomes
- Allocate time and resources to instructional planning and PLCs
- Enhance intervention services (Multi-Tiered System of Support (MTSS) and Response to Intervention (RTI) framework)



Academic Intervention Strategies

Academic Intervention Strategies should...

- Identify end of course and interim goals
- Identify students based upon a specific criteria
- Set short-term, specific, and measurable academic goals that speak to ON GRADE LEVEL PERFORMANCE communicated to teacher, parents, students (What are your points of comparison?)
- Provide students with acceleration opportunities to address gaps 'while maintaining grade level standards
 - Grade Level Norms, NJSLA Performance, Class or District Averages, %tile norms
- Use assessment to revisit content when needed in small group and/or intervention settings
- Monitor progress
- Report progress continually
- Celebrate successes
- Repeat...

District Goals for SY 21-22



Gerald Fitzhugh, II, Ed.D.
Superintendent of Schools
“The Teaching Superintendent”
September 1, 2021

District Goal #1: 21st Century Integration

Overarching Overview of the Goal: The Orange Public Schools will continue to invest in its teachers. The district values and promotes a culture of excellence in teaching and learning through increased and improved opportunities for quality, sustained professional development that address district needs and individual school needs as outlined by data points. The emphasis has been on best practices in teaching and learning. As a result of the pandemic, a continued understanding of providing targeted and intentional delivery of instruction is paramount district-wide.

Subgoal One: Increase in the number of job-embedded professional learning opportunities that incorporate the expertise of building principals planning alongside district administration by 60% from SY 20-21

- Administrative Meetings will continue to be instructionally-focused learning sessions for principals and district administrators. Ultimately, all training sessions will be germane to data points resulting from walk-through trend analyses.
- Administrative meetings will continue to have instructionally focused agendas with accompanying sign in sheets. Zoom/Google Meet as well as in person meetings will take place for horizontal and vertical articulation supports to build content knowledge and pedagogy if applicable.

District Goal #1: 21st Century Integration

Overarching Overview of the Goal: The Orange Public Schools will continue to invest in its teachers. The district values and promotes a culture of excellence in teaching and learning through increased and improved opportunities for quality, sustained professional development that address district needs and individual school needs as outlined by data points. The emphasis has been on best practices in teaching and learning. As a result of the pandemic, a continued understanding of providing targeted and intentional delivery of instruction is paramount district-wide.

Subgoals 2 & 3: By May 2022, 60% of students in each preparedness group will meet or exceed their assigned end of year growth target in mathematics.

- The assessments that will be used to measure progress towards the assigned growth targets include the iReady Diagnostic, NWEA MAP, District Benchmark Assessments, and select Performance Tasks in the area of Mathematics.
- The district will continue to report out all data in the area of mathematics.

By May 2022, 60% of students in each preparedness group will meet or exceed their assigned end of year growth target in ELA.

- The assessments that will be used to measure progress towards the assigned growth targets include the FRA, SRI, Insight, District Benchmarks, and Performance Tasks in the area of English Language Arts.
- The district will continue to report out all data in the area of English Language Arts.

District Goal #1: 21st Century Integration

Overarching Overview of the Goal: The Orange Public Schools will continue to invest in its teachers. The district values and promotes a culture of excellence in teaching and learning through increased and improved opportunities for quality, sustained professional development that address district needs and individual school needs as outlined by data points. The emphasis has been on best practices in teaching and learning. As a result of the pandemic, a continued understanding of providing targeted and intentional delivery of instruction is paramount district-wide.

Subgoal 4: Provide Learning Loss Support through disaggregation of data and pre-assessments across content areas.

- Institute intervention supports at the elementary level through the master schedule to remediate areas of academic concern.
- Provide High School Students with SAT and NJSLA Prep courses in the master schedule.
- Partner with Bank Street College to provide Early Childhood Supports for the district's youngest learners.

District Goal #2: Community Engagement

Overarching Overview of the Goal: The Orange Public Schools will continue a system of consistent communication system for disseminating and receiving information between school administration, teachers, staff, students, parents, and the community.

Subgoal 1: Increase the timeliness, access, and effectiveness of all communication with all stakeholders via multiple measures by 50% from the previous school year (the previous year was at a 35% increase.)

- Social Media Platforms & Website (Instagram, Facebook, and Twitter)-Utilize the platforms for immediate news-worthy information as well as the district website via the latest news and announcements section.
- RoboCalls via School Wires at the district and school levels; we are incorporating more text to speech and emails for SY 21-22 at 35%.
- Superintendent's Report (online access to staff and community stakeholders) the day immediately following the board meeting by noon.
- Routine face-to-face opportunities to engage with community and stakeholders via PTO, Back to School Nights, Report Card Conference Nights, Community Events within Orange Township as well as partnership meetings based on those established and forthcoming within the school district. We will continue the parent and student councils at the Superintendent's Level.
- Provide Bilingual Supports for all families to ensure their engagement within the school district.

District Goal #2: Community Engagement

Overarching Overview of the Goal: The Orange Public Schools will continue a system of consistent communication system for disseminating and receiving information between school administration, teachers, staff, students, parents, and the community.

Subgoal 2: Increase the use of emerging and available communications outlets to transmit information by 30%

- Partner with universities (local and throughout the state) in order to get information to prospective candidates for job fairs and other industry level announcements. We will conduct virtual and in-person job fairs as well to widen the search for potential candidates outside of the University realm.
- Continue to utilize the Orange Public School App for more timeless information.
- Continue to utilize the Emergency Pop Up on the website for transmitting important, time sensitive information weekly.
- Provide Translations on all documents that are disseminated from schools and district offices.

District Goal #2: Community Engagement

Overarching Overview of the Goal: The Orange Public Schools will continue a system of consistent communication system for disseminating and receiving information between school administration, teachers, staff, students, parents, and the community.

Subgoal 3: Continue Parent and Student Councils at the Superintendent's Level

- Have monthly meetings with parents and students about academics as well as self-care supports; student council meetings will take place separately from the parent council.
- Continue the Bilingual Parent Advisory and ensure that the meetings are quarterly.
- Continue the Special Education Advisory Council Meetings and ensure that the meetings take place quarterly.
- Continue the Early Childhood Advisory Council Meetings and ensure that the meetings take place quarterly.

District Goal #3: Facilities and Finance

Overarching Overview of the Goal: The Orange Public Schools will continue to redesign the fiscal management, operations, and human resources of the organization to ensure a system of accountability, transparency, and efficiency for the optimal delivery of services.

Subgoal 1: Create a district budget under constraints that accommodates and supports the needs of central office departments, all schools and students while sustaining systems that have yielded results through a strategic assessment of data

- Analyze and clarify how all budgeted funds are allocated and expended at the department and school levels
- Examine and evaluate contracted services provided to the district and continuously improve effectiveness
- Identify and execute capital projects (short term/long term, prioritized, and categorized on the basis of need)

District Goal #3: Facilities and Finance

Overarching Overview of the Goal: The Orange Public Schools will continue to redesign the fiscal management, operations, and human resources of the organization to ensure a system of accountability, transparency, and efficiency for the optimal delivery of services.

Subgoal 2: Implement innovations that empower teaching and learning as well as efficiently allocate funding within their locations

- Redesign district- and school-level organization charts that provide departments and schools with a blueprint of essential instructional and non-instructional positions
- Provide a new vehicle to budget more efficiently and effectively at the district and school levels
- Create a staff retention program via the Kathy Kram Model for novice educators district wide.
- Create a long-term and short-term facilities development plan to outfit buildings district wide in the effort of expanding programming throughout the school district.

District Goal #4: Social and Emotional Supports

Overarching Overview of the Goal: The Orange Public Schools will continue to ensure that all students will receive social and emotional support to become adaptable, confident citizens who embody self-awareness and strong interpersonal skills, and who are capable of responsible decision-making and managing their emotions and behaviors.

Subgoals 1 & 2: Provide research-based curriculum to strengthen students' social/emotional relationships

- Continue to utilize Restorative Practices as a means of providing effective supports to students in the effort of problem solving.
- Utilization of the ESSER II funding in mental health to provide students another avenue to combat social-emotional concerns and thus remediate areas of deficiency related to mental health.

Enhance community-based partnerships in order to assist students and families

- Utilize the District's community engagement officer to assist school-based staff with establishing partnerships to support families and students and thus have a vehicle to support families Pre-K through Twelve.
- Provide self-care supports for students and families based on surveys (conducted twice per year) as well as discussion with support staff members.

COMMUNITY

DISTRICT

SCHOOL

STUDENTS

STATE
POLICIES

SOCIAL SERVICES

BUSINESS &
INDUSTRY

FEDERAL
POLICIES

FAMILIES

RESOURCES

SYSTEMS

FAMILIES

HIGHER
EDUCATION

LOCAL
COMMUNITY

RELATIONSHIPS

PRINCIPALS
TEACHERS
STAFF

DISTRICT
POLICIES

TRANSPORTATION

CULTURE &
CLIMATE

AFTER
SCHOOL
PROGRAMS

SCHOOL BOARD

DISTRICT
DEPARTMENTS

COMMUNITY
ENGAGEMENT

CURRICULUM

ELECTED
OFFICIALS

MUNICIPAL
SERVICES

LOCAL POLITICS

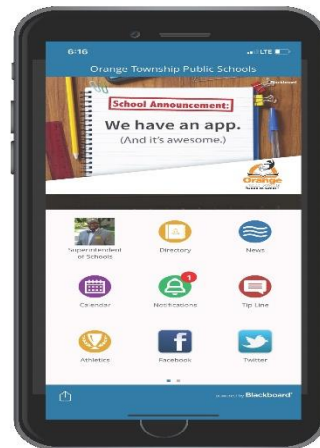
COMMUNITY
BASED
ORGANIZATIONS

Reminder: The Orange App

Have you signed up?



Announcing the NEW Orange Public Schools Mobile App!



Designed specifically to keep you better informed, in REAL time!

Available for Apple and Android devices.

The app is **FREE** and available for **download today**. You are **encouraged to sign up**.

Download the new app in 3 easy steps:

1. On your smartphone, go to the iTunes App Store® or Google Play®
2. Search **Orange Public Schools**
3. Then select our **Orange Public Schools** app for free download

School news in the palm of your hand, your new Orange Public Schools mobile app is just a few taps away.



Download it today!

Virtual Information Session: Testing Program



Date: September 8, 2021 at 6:00pm

Link: <https://bit.ly/3ylpuff>

After registering, you will receive a confirmation email containing information about joining the meeting.

A representative from Saint Barnabas Medical Center will provide information regarding the COVID-19 Vaccine Clinic.

**“VIRTUAL” INFORMATION
SESSION:**

Orange Public Schools

COVID-19

Testing Program

&

Saint Barnabas

Medical Center

Vaccine Clinic



Orange Public Schools COVID-19 Testing Program

COMMUNITY PARTNER:

JLHH Holdings, LLC, is organizing "Free" COVID-19 testing for students enrolled in district schools and staff members. Testing is "voluntary", however, participants must register!

REGISTER TODAY

Pre-registration is
**September 7, 2021 thru
September 10, 2021.**

Testing begins on
September 13, 2021.

COVID-19 Vaccine Clinic

Date: September 14, 2021
Location: Lincoln Avenue School
(216 Lincoln Avenue, Orange, NC)

To register visit:
<https://bit.ly/3gyP7mV>

*Vaccine will be administered by
representatives from Saint Barnabas
Medical Center.

"FREE" COVID-19 TESTING FOR STUDENTS ENROLLED IN DISTRICT SCHOOLS AND STAFF MEMBERS. TESTING IS "VOLUNTARY", HOWEVER, PARTICIPANTS MUST REGISTER!



Dr. Sampson Davis, MD

Head of Operations at JL Hudson Holdings, LLC, is the leading force behind the group of physicians that are combating the fight against COVID-19. You may already be familiar with Dr. Davis as he is also known as one of "The Three Doctors" who are nationally known philanthropists, inspirational speakers, and NY Times best-selling authors.

**FOR MORE INFORMATION AND TO REGISTER, VISIT
THE ORANGE PUBLIC SCHOOLS WEBSITE (COVID-19 RESOURCES PAGE) AT:
[HTTPS://BIT.LY/3YBZC6G](https://bit.ly/3ybzc6g)**

Orange Public Schools Social Media





Social Media Hashtags:

#GoodtoGreat

#FROrange

#OrangeStrong

Follow us:

-  - Orange Public School District
-  - @ops_district
-  - opsdistrict
-  - Orange Public School District



Welcome from Yancisca Loften-Cooke, Ed.D.

Yancisca Loften-Cooke, Ed.D.

Union President of the Orange Administrators and Supervisors
Association

September 1, 2021



Welcome from Lisa Catanzarite

Ms. Lisa Catanzarite

Union President of the Orange Education Association

September 1, 2021