

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



Gerald Fitzhugh, II, Ed.D.
Superintendent of Schools
“The Teaching Superintendent”
November 9, 2021

COVID-19 District Update



Mr. Barry Devone
Community Engagement Officer
November 9, 2021
Focus Core Area Number 2
District Goal Number 2 and 4

COVID-19 Vaccine Update

- Orange Public Schools is collaborating with the City of Orange Health Department and Essex County to offer "Mobile Vaccine Clinics" at four district schools. Consequently, your respective schools have been identified as locations to participate in the initiative due to its strategic location in the city. The Pfizer COVID-19 Vaccine will be available to students ages 5 years and older, their family members and district staff members. A mobile van will be parked "outside" the school so interested parties can receive the vaccine.
- More information will be forthcoming via a flyer and a Zoom Information Session will be held on Thursday, November 11, 2021, at 6pm. Dr. Zambrano will be facilitating a discussion on the COVID-19 vaccines. Below is a list of the participating schools

Vaccination Cycles within our District

I. Park Avenue School at 3:30pm - 7:30pm

- ***Address:*** 231 Park Avenue
- First Dose: 11/11/21
- Second Dose: 12/03/2021

II. Rosa Parks Community School at 4:00pm - 7:00pm

- ***Address:*** 369 Main St., Orange, NJ
- First Dose: 11/19/21
- Second Dose: 12/09/21

III. Lincoln Avenue School at 4:00pm - 7:00pm

- ***Address:*** 216 Jackson Avenue, Orange, NJ
- First Dose: 12/16/21
- Second Dose: 1/6/22

IV. Heywood Avenue School at 4:00pm - 7:00pm

- ***Address:*** 421 Heywood Avenue, Orange, NJ
- First Dose: 1/13/22
- Second Dose: 2/3/22



VIRTUAL COVID-19 Information Session



Dr. Rosario Zambrano will provide an update on the COVID-19 Vaccines for Children and Adults.

Dr. Sampson Davis will provide an update on the District's COVID-19 Testing Program.



Q & A Session with physicians

Orange Public Schools
in collaboration with
the City of Orange Township
and
Essex County Mobile Citizens Office



Thursday,
November 11, 2021



6:00pm-7:00pm

Spanish and Haitian Creole
Translation services available

To register, scan
the QR Code:



OR VISIT
<https://bit.ly/3nObUxP>

Reminder to Families

Keeping Everyone SAFE

- If your child is sick or exhibiting symptoms, they are NOT to come to school. Get your child tested. What does this do? This allows for staff and students to remain safe and thus not have to quarantine. We must all be responsible during this pandemic. Reminder, the pandemic is NOT over....
- On the next slide, I am going to remind everyone of the symptomology...

Symptoms of COVID-19

- Symptoms may appear 2 -14 days after exposure to the virus. People with these symptoms may have COVID-19:
 - Fever or chills
 - Cough
 - Shortness of breath or difficulty breathing
 - Fatigue
 - Muscle or body aches



Additional Symptoms of COVID-19

- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea
- **Special Note:** All schools are outfitted with isolation rooms should students become sick during the day. The most important component is that when called, the parent/guardian must come immediately to pick up the sick child. This allows for lessening the spread of illness.



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.

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.

Attendance Presentation from the Month of October 2021

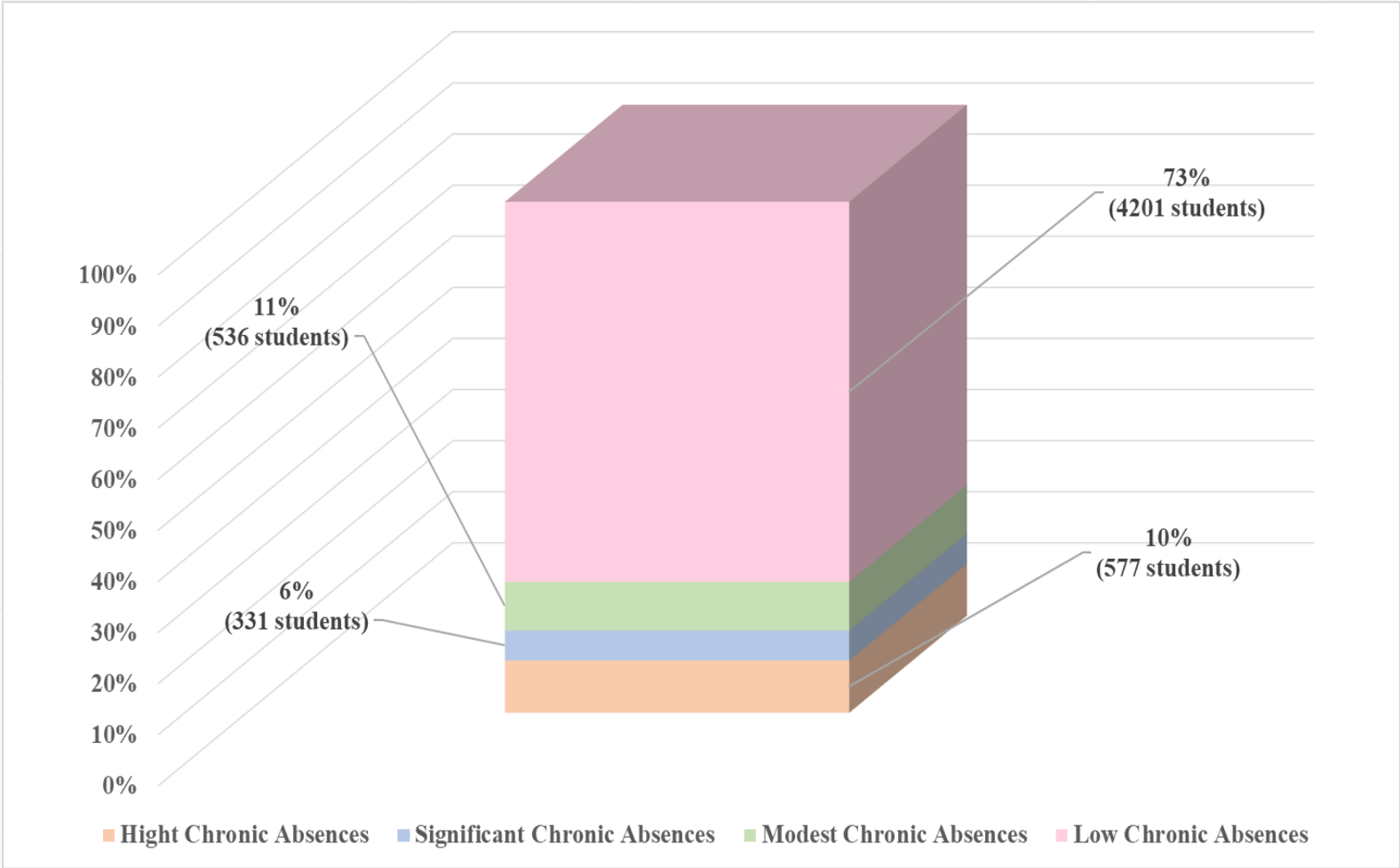


Gerald Fitzhugh, II, Ed.D.
Superintendent of Schools
“The Teaching Superintendent”
November 9, 2021
Focus Core Area Number 1-4
District Goal Number 1-4

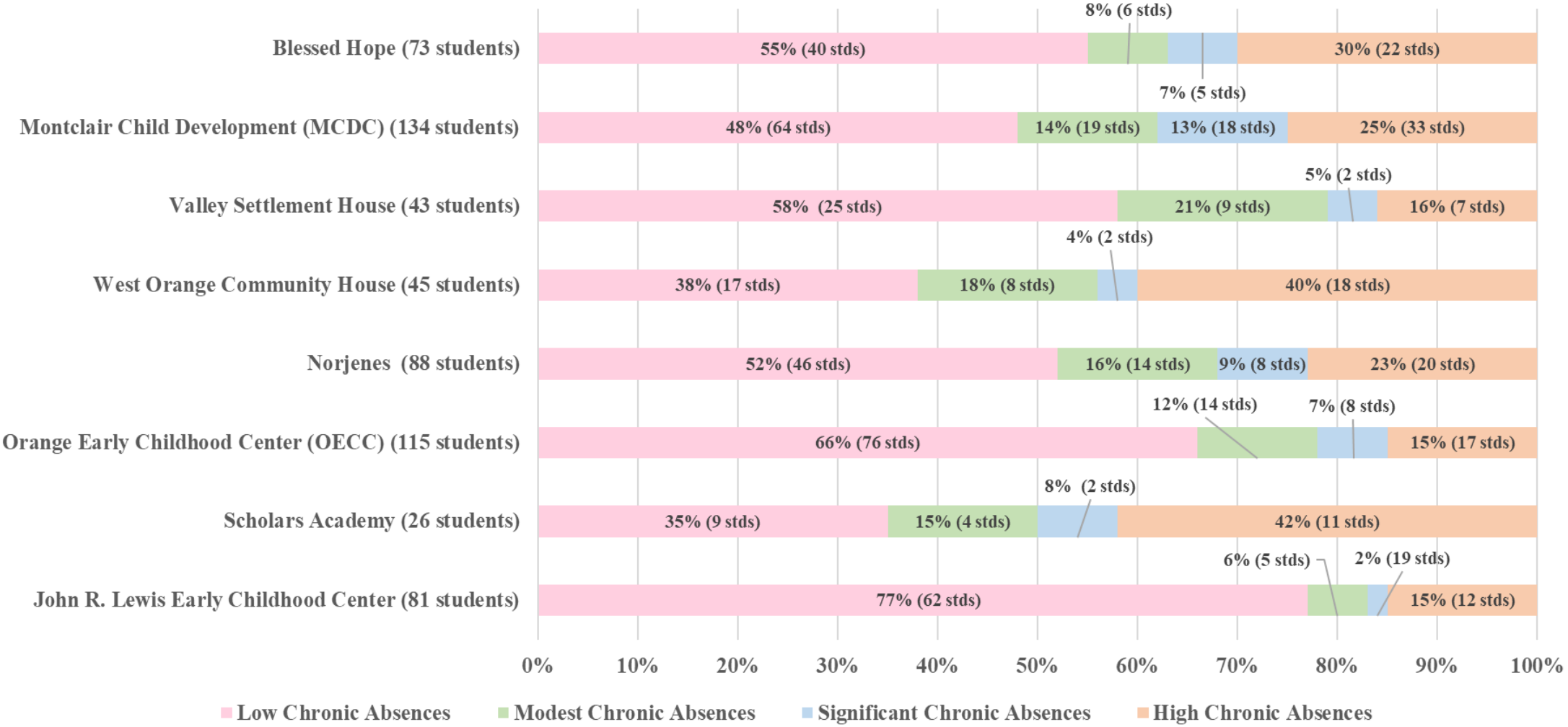
**Chronically
Absence
Categories
are Identified
As:**

Absences Category	October Days Absent
High Chronic Absences	4 days or more
Significant Chronic Absences	3 to 3.99 days
Modest Chronic Absences	2 to 2.99 days
Low Chronic Absences	0 to 1.99 days

October Absences by Category

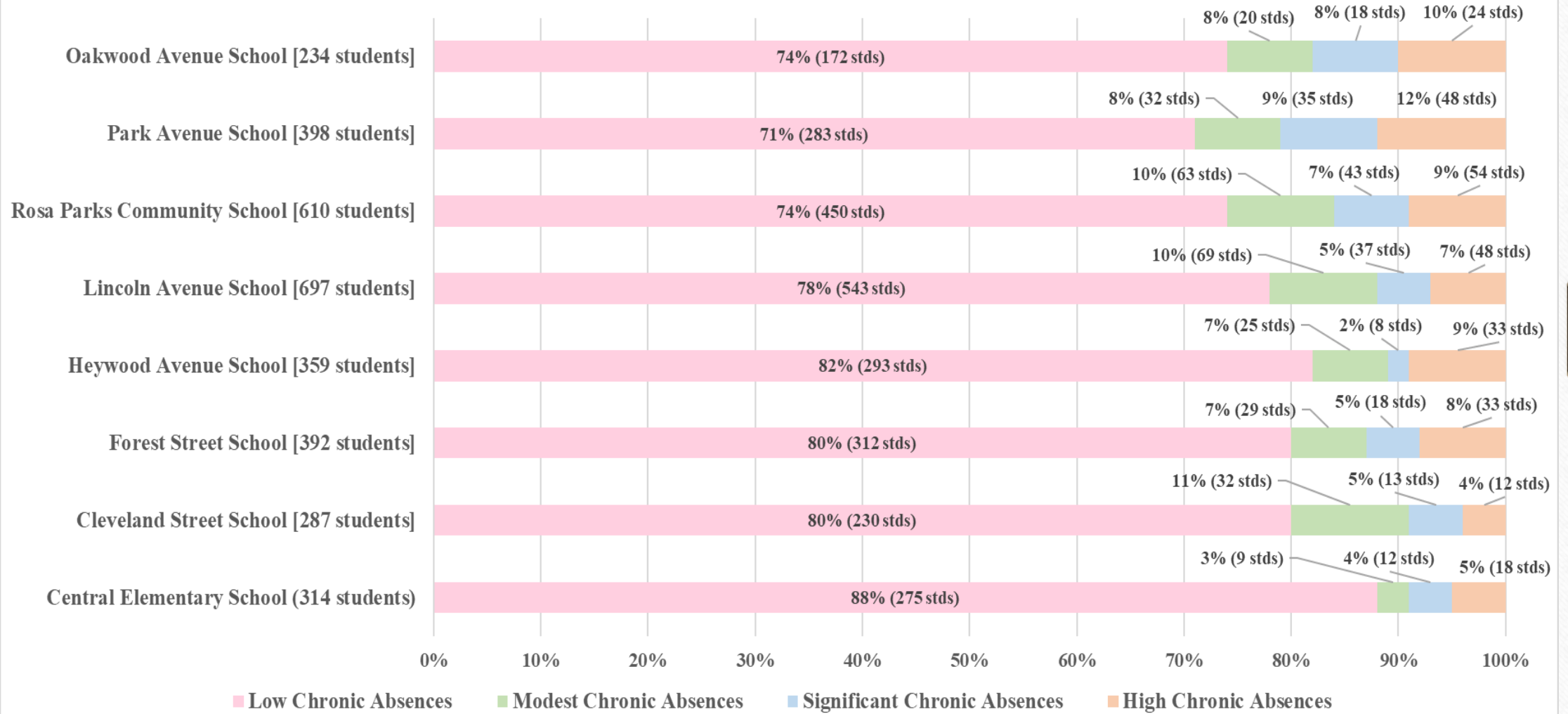


October Absences by School Early Childhood Program

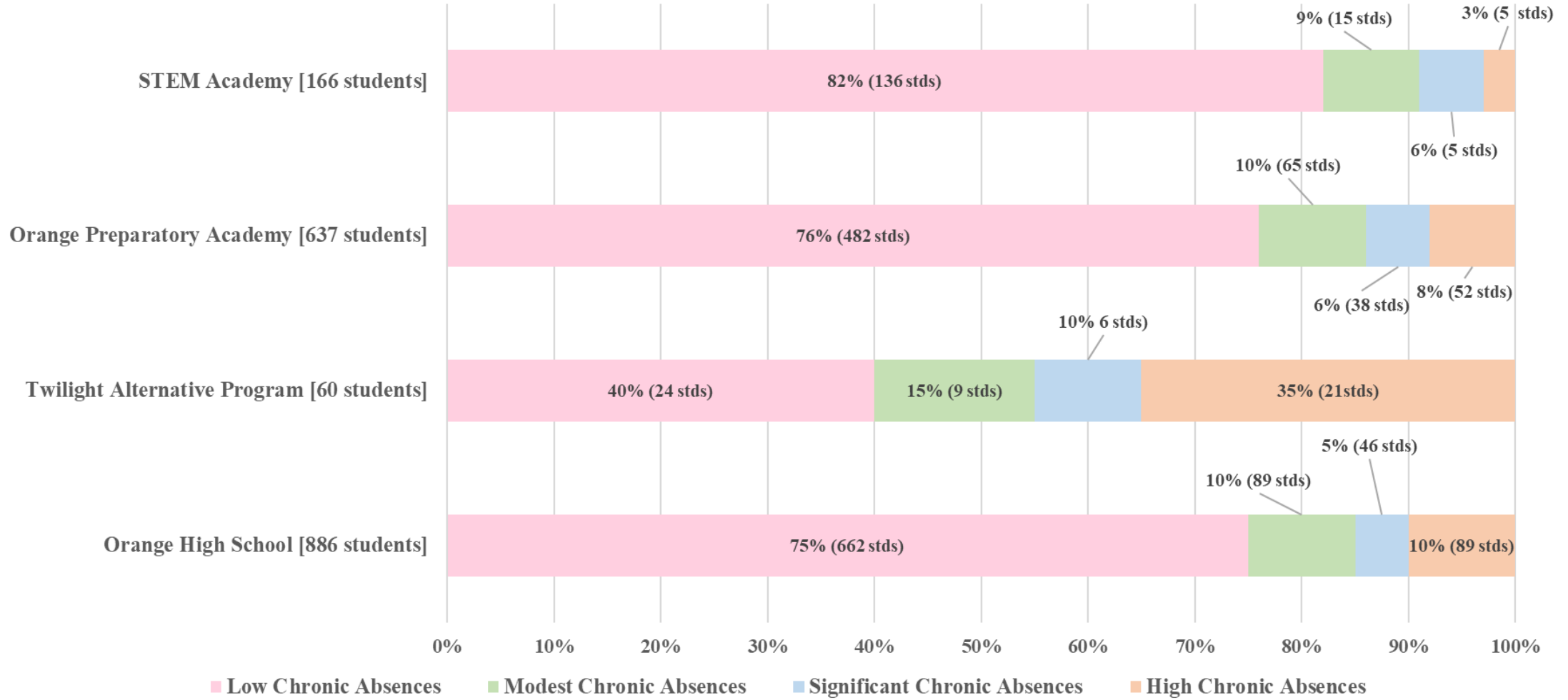


■ Low Chronic Absences
 ■ Modest Chronic Absences
 ■ Significant Chronic Absences
 ■ High Chronic Absences

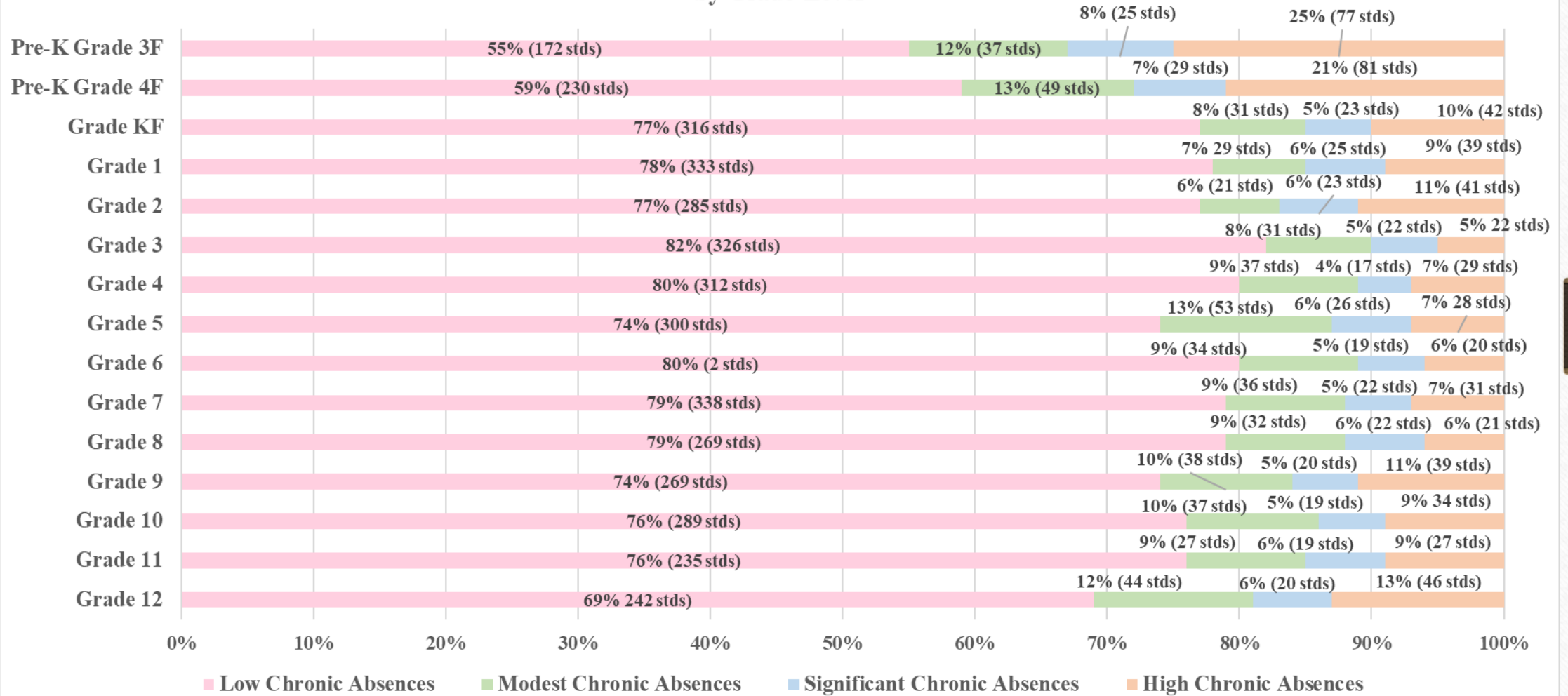
October Absences by School Kindergarten through Grade 7



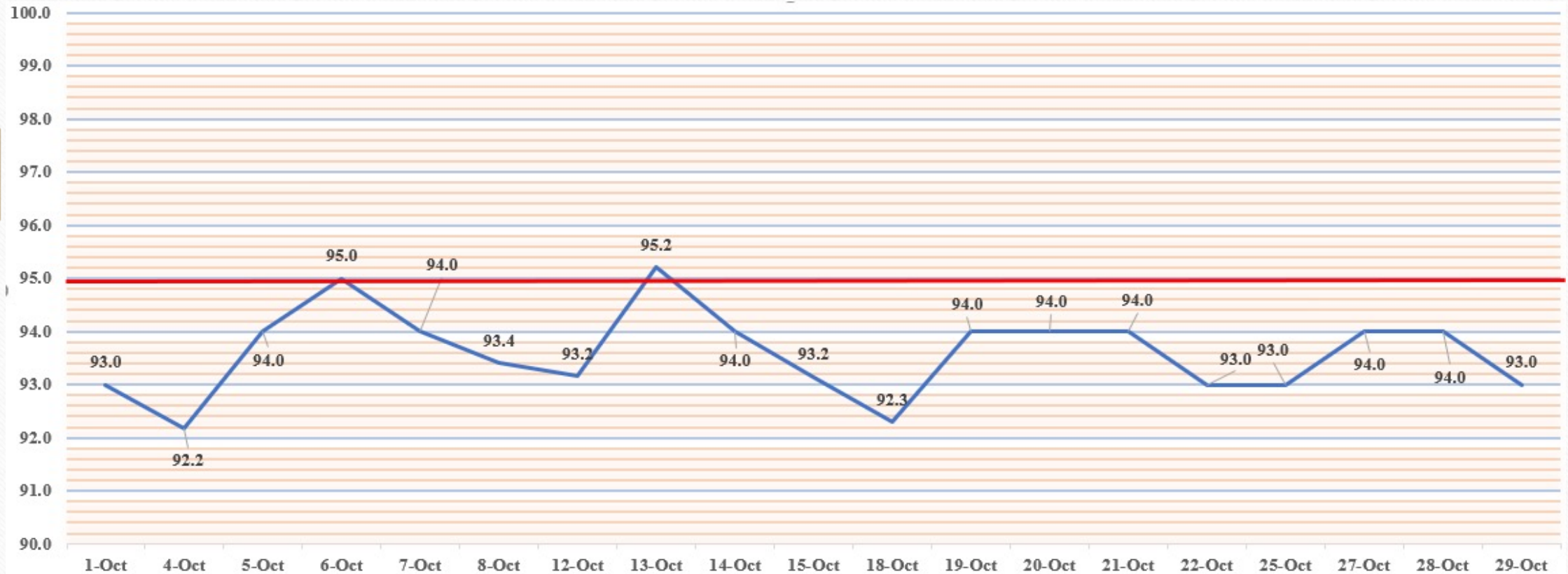
October Absences by School Grades 8 through 12



October Absences by Grade Level



October 2021
Average Daily Attendance Percentages
***State Average is 95%**
District Average Daily Attendance was 95%



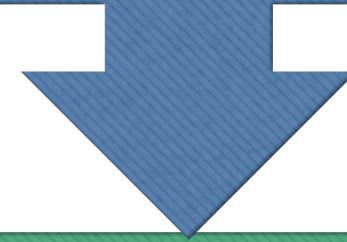
The Orange Public Schools Facilities Update



Edwin Vasquez
Manager of Security
November 9, 2021
Focus Core Area Number 1-4
District Goal Number 3

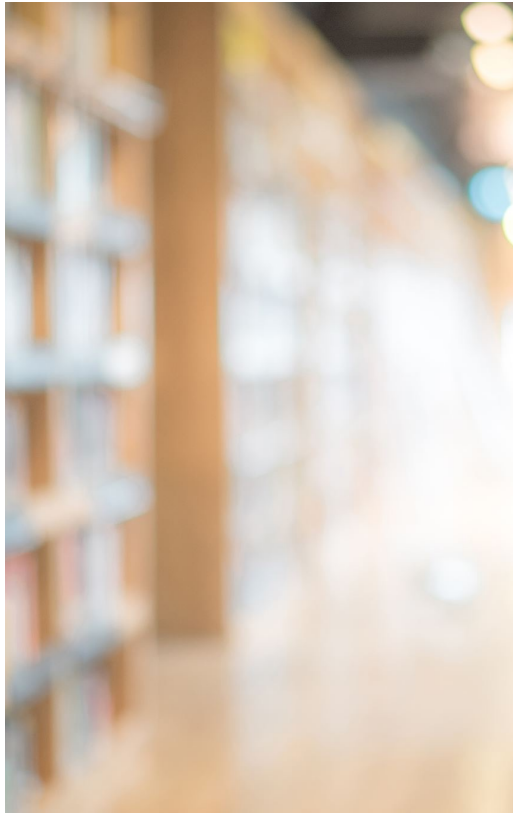
District
Facility
Maintenance
& Custodial
Services
Update

Thorough daily cleaning and disinfecting
of all touch points in the building;
(examples include but not limited to door
handles, bathrooms, entrances, exits, and
banisters)



PCI has been a part of district meetings
based on updates related to COVID-19
mandates and expectations.

October 2021 District Updates



In the Month of October, we continued to address facility-based issues as they are inputted into School Dude. For example, repairing a fence at Oakwood Avenue School, patching the roof at both the John Robert Lewis Early Childhood Center and the Administration Building. Additionally, we patched a hole on the blacktop at Heywood Avenue School.

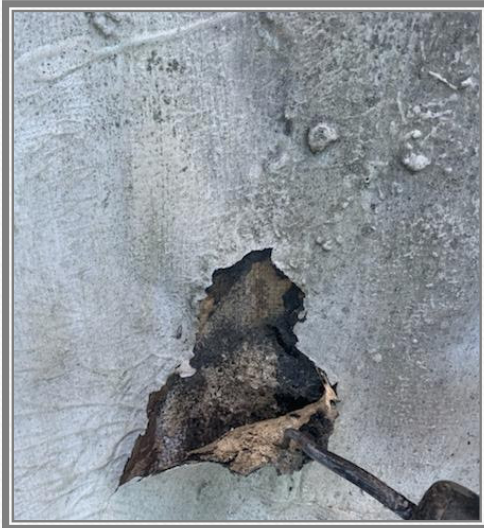
BRG have started repairing all windows and replacing damaged screens. They are expected to be completed with this project by November 5, 2021. The district utilized ESSER II fund this project. As a result of the return to school walk throughs last school year, this was an identified area of concern.

Oakwood Avenue School

- It was report that the fence at Oakwood was coming out of the ground. PCI repaired the fence and properly secured it in the ground.



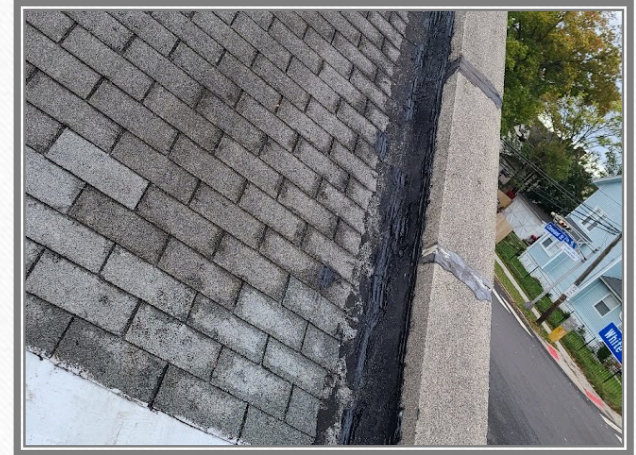
Roof Repairs at the Administration Building



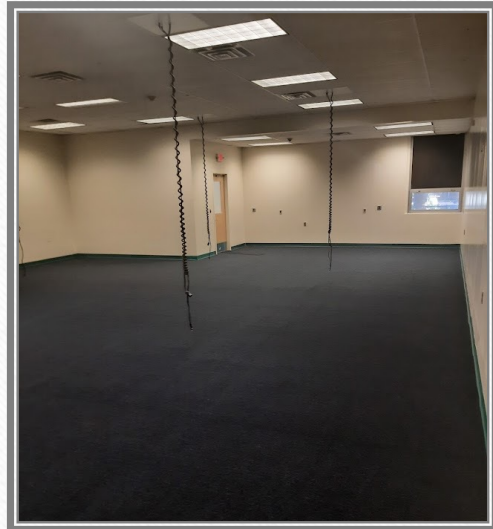
- As a result of the last couple of storms, the roof was damaged. Further, the team noticed that there was minor damaged ceiling tile in the main lobby as well. Tremco Roofing Company assisted with the roof repairs.

John Robert Lewis Early Childhood Center

- We had several leaks at JRLECC. Tremco Roofing Company and PCI have done some patch work. We are in a better place now due to these repairs.



Orange High School



- The School Development Authority (SDA) installed a new HVAC system in Room 113. The district took advantage of that time to install new carpet and refresh the paint. Now the classroom can be used for instructional purposes.

Heywood Avenue School

- It was reported by the Heywood Leadership Team that there was a sink hole on the blacktop. To ensure the safety of students and staff, PCI filled the hole and patched it. This is a temporary fix as we are currently investigating the root cause. We wanted to fix the issue so students can utilize the space for recess.



Month of December 2021

- Mr. Ballard and I will continue to meet with the School Development Authority (SDA) and Terminal Construction every two weeks to keep the district up to date with the ongoing progress at the Orange High School. Bi-weekly meetings will continue regarding the renovation progress at Cleveland Street School.

Reminder from the Office of Facilities

We will continue to update the community, staff, and Board of Education Members of all progress.

The health and safety of all staff and students are at the apex of all facilities undertakings.

Celebration of Students

Student of the Month Announcement



Gerald Fitzhugh, II, Ed.D.
Superintendent of Schools
“The Teaching Superintendent”
November 9, 2021

Students of the Month

October 2021

Congratulations to our STAR Students!

Name of School	Student of the Month	Name of School	Student of the Month
Orange High School	Jayden Robinson Grade Eleven	Lincoln Avenue School	Yeferson Cruz Grade Two
Orange Preparatory Academy	Felix Gutierrez Landaverde Grade Nine	Oakwood Avenue School	Genesis Alaia Santos Grade One
Twilight U	Edison Garcia Grade Twelve	Rosa Parks Community School	Mathew Pintado Grade Seven
Cleveland Street School	Jean Carlos Mamani Grade Four	Park Avenue School	Christnyse Destine Grade Seven
Forest Street School	Sire Felix Grade First	STEM Innovation Academy of the Oranges	Tamyra Rumble Grade Eleven
Heywood Avenue School	Chelsea Bennett Grade Four	Central Elementary School	Johan Abreu Tenecela Grade Two

Dynamic Learning Map Assessment Results



Shelly Harper
Executive Director of Special Education and Intervention
November 9, 2021
Focus Core Area Number 4
District Goal Number 1

Statement about DLM Testing

- As per the New Jersey Department of Education Broadcast, it is important that we inform all community stakeholders of impact of COVID-19 on assessment results.
- The 2020-2021 academic year was significantly impacted by the COVID-19 pandemic. Results may reflect the unusual circumstances for instruction and assessment this year. We were asked to use results with caution.
- All districts are required to report test results within 60 days of receipt. This is also a NJQSAC requirement. As you know, we have a current standing of 83% in Instruction and Programs. Shared in June 2020, this rating has deemed the district as one that is high performing.

What is the Dynamic Learning Map (DLM) Assessment?

- Dynamic Learning Maps assessments are for students with the most significant cognitive disabilities for whom general state assessments are not appropriate, even with accommodations. DLM assessments offer these students a way to show what they know and can do in English language arts, mathematics, and science.
- DLM assessments also help parents and educators set high academic expectations for their students. Results from DLM assessments are used to inform instruction and meet accountability requirements for reporting student achievement.

DLM Accessibility

- DLM assessments are designed to maximize accessibility for students with significant cognitive disabilities. Assessments are built to allow multiple ways for students to demonstrate their knowledge, skills, and understandings.
- Students taking DLM assessments have access to unique accessibility tools and supports that meet their needs and preferences. Some of these tools and supports are built into the online assessment system while others are provided by the teacher. Educators and Individualized Education Program teams decide which tools and supports a student's needs.
- The district is allowed to test 1% of the population for this assessment. Students that are identified to take part in this assessment are identified as students who are significantly cognitive delayed. The next slide will share the indicators for participation and non-participation.

DLM Non-Participation Factors

The following factors shall **not** be used to determine participation in the DLM:

- English Language Learner (ELL) status
- Anticipated disruptive behavior during testing
- Poor attendance or extended absences
- Anticipated poor performance on the general statewide assessment
- Impact of the student's score on the accountability system
- Need for accommodations to participate in the general statewide assessment
- Administrative decision

Non-Participation Outline Continuation

The following factors may not be the **sole** criteria used to determine participation in the DLM:

- Student's disability category
- Percent of day in special education
- Academic and related services the student receives
- Instructional setting

Participation Criteria Form

Criteria	Response	Response: Yes	Response: No
1. The student has a disability that significantly impacts intellectual functioning and adaptive behavior	Yes No	Go to Question 2	Stop. The student is not eligible to take the DLM for this content area.
2. The student is primarily taught using the DLM Essential Elements.	Yes No	Go to Question 3	Stop. The student is not eligible to take the DLM for this content area.
3. The student requires extensive, repeated individualized instruction and support that is not of a temporary or transient nature.	Yes No	Go to Question 4	Stop. The student is not eligible to take the DLM for this content area.
4. The student uses substantially adapted materials and individualized methods of accessing information.	Yes No	Go to Question 5	Stop. The student is not eligible to take the DLM for this content area.
5. The student's significant intellectual disability will impact post school outcomes. (e.g. supported housing or employment)	Yes No	The student is eligible to take the DLM for this content area.	Stop. The student is not eligible to take the DLM for this content area.

Achievement Levels as Outlined on the DLM

- The student demonstrates **emerging** understanding of and ability to apply content knowledge and skills represented by the Essential Elements
- The student's understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements is **approaching the target**.
- The student's understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements is **at target**.
- The student demonstrates **advanced** understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements.

District Assessment Results

Total of 47 Students Tested District Wide

Grade	Subject(s)	Number of Students Tested	Emerging	Approaching (Target)	At-Target	Advanced	At Targeted or Advanced
Three	ELA	2	1	0	1	0	50%
	Math	2	1	0	0	1	50%
Four	ELA	3	3	0	0	0	0%
	Math	2	0	1	1	0	50%
Five	ELA	1	0	0	1	0	100%
	Math	1	0	0	1	0	100%
	Science	1	0	1	0	0	0%
Six	ELA	2	1	0	1	0	50%
	Math	2	2	0	0	1	0%

District Assessment Results

Total of 47 Students Tested District Wide

Grade	Subject(s)	Number of Students Tested	Emerging	Approaching (Target)	At-Target	Advanced	At Targeted or Advanced
Seven	ELA	4	1	2	0	0	25%
	Math	4	2	2	0	1	0%
Eight	ELA	4	1	1	2	0	50%
	Math	4	2	1	1	0	25%
	Science	4	1	2	1	0	25%
Eleven	ELA	1	0	1	0	0	0%
	Math	1	0	0	1	0	100%
	Science	1	0	0	1	0	100%
Twelve	ELA	4	1	2	1	0	25%
	Math	4	2	1	1	1	25%

ACCESS Assessment Results



Tina Powell
Assistant Superintendent of Innovation and Systems
November 9, 2021

Purpose of ACCESS Testing for ELL's

- Is administered to Kindergarten through Grade 12 students who have been identified as English language learners (ELLs)
- Is given annually to monitor students' progress in learning academic English
- Is anchored in the WIDA English Language Development Standards
- Assesses the four language domains of Listening, Speaking, Reading and Writing

ELD Standards Statements

- The ELD Standards Statements provide educators with a connection between language development and academic content area learning. Like a string of flags hanging in the classroom, the statements represent the broad and ever-present language of the disciplines.

Key Language Usage (Can Do Descriptors)

- Four Key Language Uses represent prominent language uses across the disciplines: narrate, inform, explain, and argue. KLUs bring focus and coherence to the language of schooling, helping educators prioritize and organize curricular planning for content and language integration. KLUs represent the most prominent ways students use language as they investigate and explain phenomena, support claims with evidence, and share stories about their experiences.

Language Expectations

- Language Expectations – written for all grade-level clusters – point to common, visible ways students need to use language to meet grade-level academic content standards. They are like language destination points on a map that we want all students to reach. Educators can use them to set curricular priorities in order to support students in expanding what they can do with language.

Proficiency Language Descriptors (PLD's)

- PLDs describe typical ways multilingual learners might develop across six levels of English proficiency. They help us see how students are growing in their language development as they move toward meeting Language Expectations. However, language development is not a linear process – like garden vines reaching for the sun, students may take various paths to develop language.
- Entering 1.0 – 1.9
- Emerging 2.0 – 2.9
- Developing 3.0 – 3.9
- Expanding 4.0 – 4.9 [4.5 official score that allows exiting]
- Bridging 5.0 – 5.9
- Reaching 6.0

Proficiency Language Descriptors (PLD's)

Entering level - student demonstrates very little understanding of English, has limited verbal expression and relies upon visual cues, does not read or comprehend in English and has little or no ability to write in English.

Emerging level - student demonstrates a limited understanding of spoken English, makes significant errors when speaking, is very difficult to understand, comprehends only simple sentences, reads simple words with many modifications and uses identifiable sentence structure, but lacks sequential ideas.

Developing level - student demonstrates a fair understanding of spoken English, can be understood when speaking (however, often must rephrase to be understood), reads utilizing strategies and some modifications for comprehension and is developing writing skills.

Expanding level - student has an extensive understanding of spoken English, can be easily understood when speaking, reads and comprehends with only minor modifications and writes with occasional grammatical errors in organized sentences.

Bridging level - student understands, speaks, reads and writes comparable to a native English speaker. This student is then released from ESL services, but monitored for two consecutive years, then exited from the program.

Reaching level - student has been monitored for 2 consecutive years and has been exited from ESL program services.

District Assessment Results

Total of 457 Students Tested District Wide

	CES	%	CSS	%	FSS	%	HAS	%	LAS	%	OAS	%	OPA	%	RPCS	%	PAS	%	OHS	%	OPS
Entering	25	31%	15	32%	9	35%	7	28%	39	46%	16	55%	15	45%	28	26%	8	31%	48	37%	162
Emerging	24	30%	14	30%	7	27%	6	24%	30	35%	7	24%	10	30%	32	30%	9	35%	47	36%	139
Developing	30	38%	13	28%	7	27%	9	36%	13	15%	5	17%	7	21%	41	39%	6	23%	33	25%	131
Expanding	1	1%	5	11%	3	12%	3	12%	3	4%	1	3%	1	3%	5	5%	3	12%	3	2%	25
Bridging	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Reaching	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Total Tested	80		47		26		25		85		29		33		106		26		131		457
Total Students	113		48		51		32		148		29		80		112		39		144		652
Total Testing Out	0		2		2		2		1		1		0		0		3		0		11

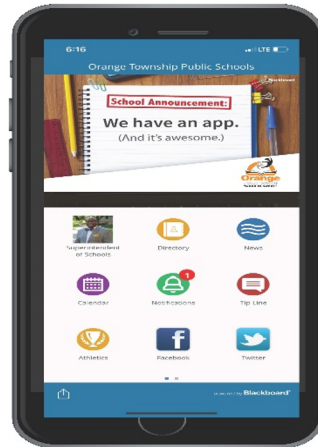
*** As of June 2021, 11 students achieved proficiency of the 457 tested, or 2%

Reminder: The Orange App Have you signed up?

We have approximately 1,607.....You know I am sending blasts out for folks to sign up...Stay Tuned



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:

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2. Search **Orange Public Schools**
3. Then select our **Orange Public Schools** app for free download

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