

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

Gerald Fitzhugh, II, Ed.D.
Superintendent of Schools
“The Teaching Superintendent”
February 28, 2024

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





Scholarships Update

Gerald Fitzhugh, II, Ed.D.

Superintendent of Schools

“The Teaching Superintendent”

February 28, 2024

Focus Core Area Numbers 1 & 2

District Goal Number 1&4 and All Sub Sections



Scholarship Update as of February 26, 2024

- This past week, I requested scholarship totals for the Orange High School and STEM Innovation Academy of the Oranges. As shared previously, I will report out on scholarships, so the community and Board of Education are very much aware of information in real time.
- OHS: \$7,753,589
- STEM: \$4,383,280
- Total as of February 9th: \$12,136,869
- January 5th's Numbers are below.....
- OHS - \$4,317,500
- STEM - \$4,195,280
- Total: \$8,512,780.00

Congratulations thus far to the Class of 2024 as well as our guidance, instructional, and administrative staff members for working so diligently with our scholars.

Last year, we amassed over 35 million dollars in scholarships district wide. We are well on our way....More to come!

Celebration of Students

Student of the Month Announcement

Gerald Fitzhugh, II, Ed.D.
Superintendent of Schools
“The Teaching Superintendent”
February 28, 2024
Focus Core Area Numbers 1 & 2
District Goal Number 1&4 and All Sub Sections



Students of the Month
JANUARY 2024
Congratulations to our STAR Students!

| Name of School | Student of the Month |
|---------------------------------|------------------------|
| Central Elementary School | Ashley Japon Tene |
| Cleveland Street School | Jayden Garcia |
| Forest Street Community School | Ariah Lambert |
| Heywood Avenue School | Rodlin Paul |
| Lincoln Avenue School | Collin Benjamin |
| Oakwood Avenue Community School | Danna Semanate Quishpe |

| Name of School | Student of the Month |
|--|----------------------|
| Orange High School | Leina Neptune |
| Orange Preparatory Academy | Oscar Vasquez |
| Park Avenue School | Neveah Holman |
| Rosa Parks Community School | Therese Akemda |
| STEM Innovation Academy of the Oranges | Emelyn Morales |
| The Twilight Program | Jah-Fir Morris |

Strategic Plan Core Focus Areas

Gerald Fitzhugh, II, Ed.D.
Superintendent of Schools
“The Teaching Superintendent”
February 28, 2024
All District Goals and Sub Sections
All Core Focus Areas of the Orange Strategic Plan

Core Focus Area One

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

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

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

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

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

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

Core Focus Area Two

Core Focus Area Two: Student Universal Supports

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

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

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

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

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

Core Focus Area Three

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

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

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

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

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

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

Core Focus Area Four

Core Focus Area Four: Rigorous and Relevant Curricula and Instruction

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

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

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

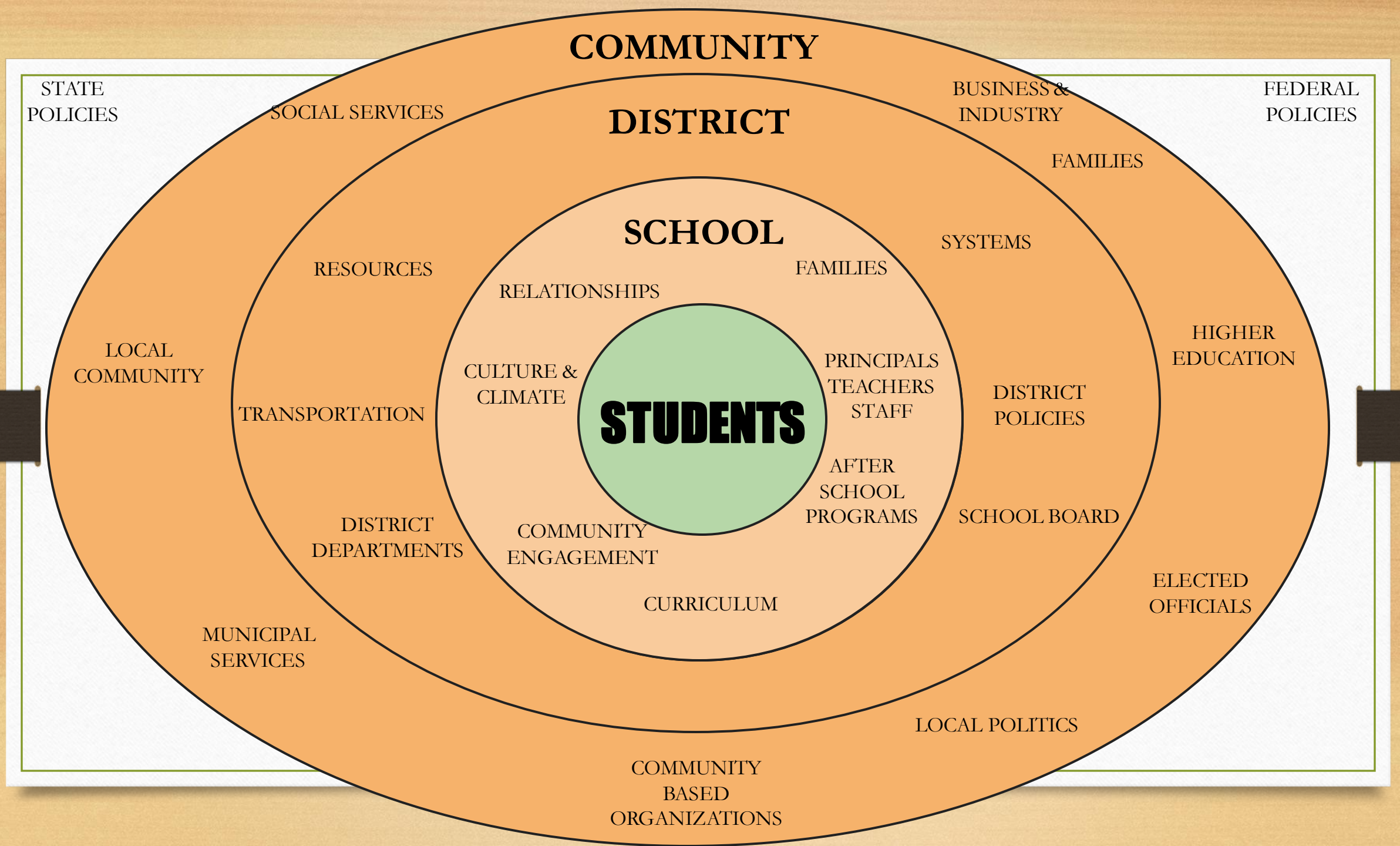
Core Focus Area Four

Core Focus Area Four: Rigorous and Relevant Curricula and Instruction

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

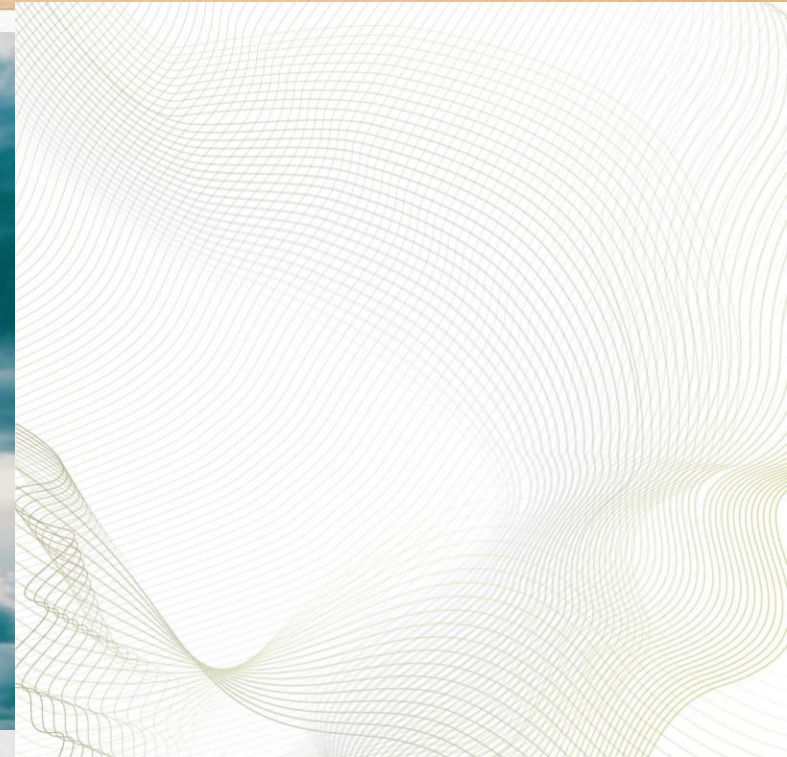
Build out career-centered programs that specialize in the skilled trades, applied sciences, modern technologies, and career oriented courses, and opportunities for students to gain work experience through internships, job shadowing, on the job training, and industry certification opportunities.

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





Together
Everyone
Achieves
More



Presented by:
OFFICE OF SPECIAL EDUCATION AND BEHAVIORAL INTERVENTION
Mrs. Shelly Harper, Executive Director

AGENDA

Core Values of Special Education

Department Goals/Special Education Law

Special Education Programs by School

Special Education Core Groups

Special Education Parent Advisory Group (SEPAG)

Core Values of Special Education

Special Education is at the core of how schools address the needs of students with disabilities and provide support in helping students achieve annual goals outlined in the IEP's.

Special Education provides a process of learning for students with exceptional needs.

Special Education programs and practices are designed for students who require modified lessons, special equipment, related services and/or care within or outside of the traditional classroom.



Special Education and Behavior Intervention Department Goals

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

Special Education

PRELIMINARY AUDIT TARGETS

- ❖ Increase program options to meet the needs of increasing population
- ❖ Add a specific child study team to work with students placed out of district
- ❖ Increase professional development for teaching staff and aides
- ❖ Streamline I&RS/RTI programs and provide additional resources and training to this area
- ❖ Strengthen transition and post-18 programs
- ❖ Increase PSD classes
- ❖ Review budget and allocation

Special Education Programs by School

| School | Program |
|--|--|
| Central Elementary School | Inclusion In-class Support |
| Cleveland Street School | In-class Support LLD Program |
| Forest Street Community School | Inclusion In-class Support |
| Heywood Avenue School | Inclusion MD Program |
| Lincoln Avenue School | In-class Support LLD Program BD Program |
| Oakwood Avenue Community School | MD Program |
| Park Avenue School | In-class Support Autistic Program MD Program |
| Rosa Parks Community School | In-Class Support |
| Orange Preparatory Academy of Inquiry and Innovation | Inclusion Resource Replacement MD Program LLD Program |
| Orange High School | Inclusion Resource Replacement Mild Cognitive Program LLD Program |
| The Twilight Program | In-Class Support |



Child Study Team and Related Service Providers



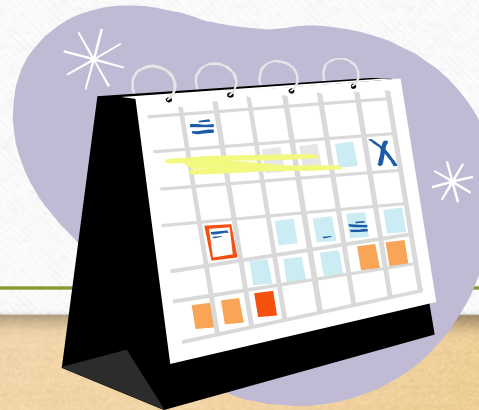
| Social Worker | |
|------------------------|--|
| School Psychologist | |
| Learning Consultant | |
| Speech Pathologist | |
| Occupational Therapist | |
| Physical Therapist | |
| BCBA | |

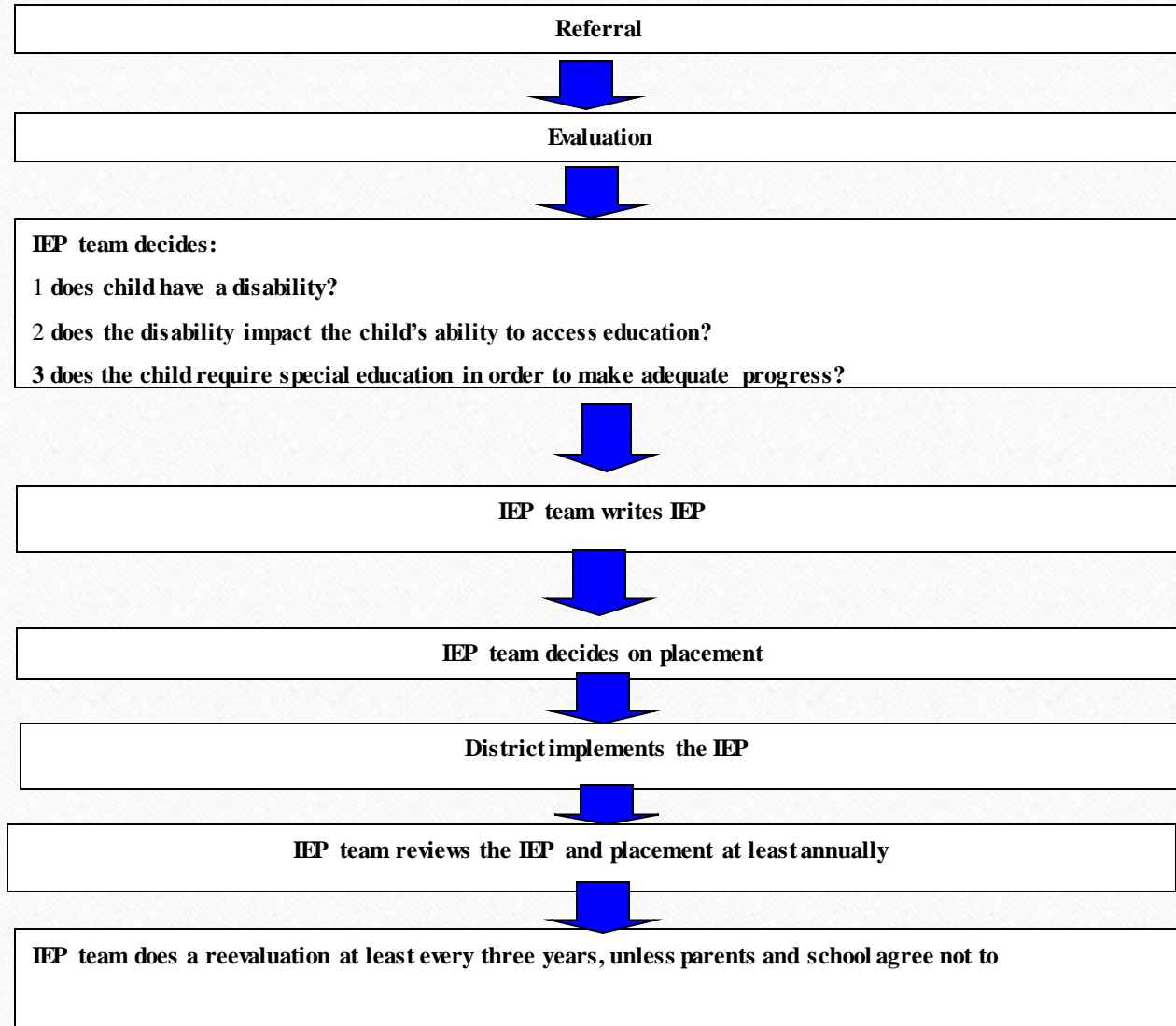
INDIVIDUALS WITH DISABILITIES EDUCATION ACT OVERVIEW

- Under IDEA, school districts are required to provide a free appropriate public education (FAPE) to every eligible student. **FAPE means special education and related services that:**
 - are provided to children with disabilities at public expense, under public supervision and direction, and without charge;
 - include preschool (age 3) and up to age 21. Age 18 is normal – to age 21 is not.
 - are provided in keeping with an individualized education program (IEP) that meets the requirements of IDEA.
 - States must also educate disabled students in the least restrictive environment (LRE), which means with their peers in a general education classroom, to the maximum extent possible.

TIMELINE

- Within 20 calendar days of written request for referral, an identification meeting must be held to determine if evaluations are warranted
- Evaluations, determination of eligibility, and implementation of IEP, if appropriate, must be completed within 90 calendar days from receipt of the written referral
- Exceptions to the 90-day timeline include:
 - Student moves to a different district during evaluation time frame and parents and District agree to extend deadline
 - Parents repeatedly fail or refuse to make the student available for the evaluation





**The
IEP
Team**

Student
(as appropriate)

**Regular
Education
Teacher**

**School
System
Rep.**

Case Manager

Parents

**Others with
Knowledge or
Special Expertise
about the
Child**

**A Person
Who Can
Interpret
Evaluation
Results**

**Special
Education
Teacher (s)**

Individualized Education Plan

“IEP” means a written plan which sets forth present levels of academic achievement and functional performance, measurable annual goals and short-term objectives, and describes an integrated, sequential program of individually designed instructional activities and related services necessary to achieve the stated goals and objectives. This plan shall establish the rationale for the student's educational placement and serve as the basis for program implementation.



Program Options

District not required to provide best or most expensive program.

The District must provide, in the least restrictive environment, a placement meeting all program requirements and related services set forth in IEP, that provides meaningful educational benefit.

Advising Parents of their Rights Copy of the Procedural Safeguards

Districts have an affirmative and legal obligation to advise parents of their rights.

Provide parents with Procedural Safeguards one time per school year, and upon:

initial referral

parental request for evaluation

receipt of State complaint

receipt of first due process in school year

a recommended change of placement due
parental request

34 C.F.R. 300.504

PRISE

- Parental Rights In Special Education
- Booklet explaining special education process and the rights of students and parents
- Must be given to parents as listed on handout



Special Education Parent Advisory Group

What is a Special Education Parent Advisory Group (SEPAG)?

A Special Education Parent Advisory Group, or SEPAG (sea-pag) is a state-mandated, district-level, parent-driven group charged with providing input to the local school district on system-level challenges in Special Education and related services.

“Each district board of education shall ensure that a special education parent advisory group is in place in the district to provide input to the district on issues concerning student with disabilities (N.J.A.C. 6A:12-1.2 (b))

- The regulation allows parents and school district leaders to create and run an advisory group that meets local needs. SEPAG requirements open the door to collaboration that can make a difference.
- A SEPAG should be structured to benefit all students with disabilities, not just a single group of students, or a single issue. The more inclusive a SEPAG is, the more opportunities there are to achieve positive outcomes.

What is the purpose and function of a SEPAG?

- A SEPAG gives parents the opportunity to provide direct input to their school district about policies, programs, practices, and services that have an impact on students with disabilities and their families. An effective SEPAG can increase the proactive involvement of families by inviting input that can be used to shape local special education policy.
- Help improve educational outcomes and well-being for all students, including those with disabilities
- Help identify unmet needs
- Help shape the development of programs, services, and policies;
- Improve district culture and climate.





Career Technical Education
(CTE) Programs

Orange High School

February 2024 - National CTE Month
Faith Alcantara, Executive Director of
Innovation



Our CTE Programs

Audio Visual Technology & Film

Intro to Digital Media
Digital Media
Filmmaking

Graphic Arts

Graphic Arts
Web Design
Graphic Arts Production

Culinary

Basic Foods
Diet & Nutrition
Food Service Prep

Health Sciences

Dynamics of Health Care in Society
Fundamentals of Health & Wellness
Emergency & Clinical Care

Additional CTE Courses

CISCO Networking Academy I and II, Comp TIA +
Introduction to Graphic Arts
Introduction to Health Care in Society
Cosmetology I

Entrepreneurship

Business Finance
Marketing
Entrepreneurship

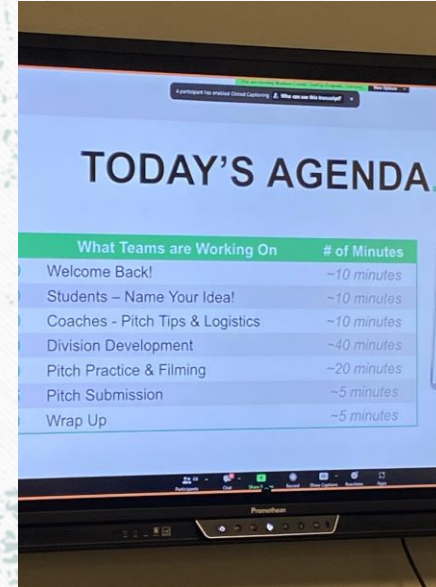
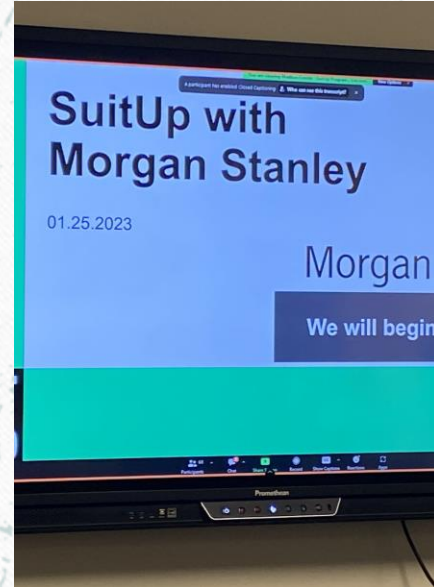
ROTC

Naval Science I/II
Naval Science III
Naval Science IV

675+ students
enrolled in
CTE courses



Entrepreneurship





Audio Visual Technology & Film



Culinary

Discover the power of a healthy life

CTE Health Fair

Visit the OHS Gymnasium for an event full of information, fun activities and opportunities to improve your well-being. All families and students of the Orange community are welcome!

March 13, 2024
Orange High School
 3:30 pm - 7:00 pm






CTE HEALTH FAIR

Discover the power of a healthy life.

Visit the OHS Gymnasium, for an event full of information, fun activities and opportunities to improve your well-being.

All families and students of the Orange community are welcome!

March 13, 2024
Orange High School
 3:30 pm - 7:00 pm






Graphic Arts

CTE Health Fair

Discover the power of a healthy life.

Orange High School
March 13, 2024
 3:30 pm - 7:00 pm

Visit the OHS Gymnasium for an event full of information, fun activities and opportunities to improve your well-being.

All families and students of the Orange community are welcome!





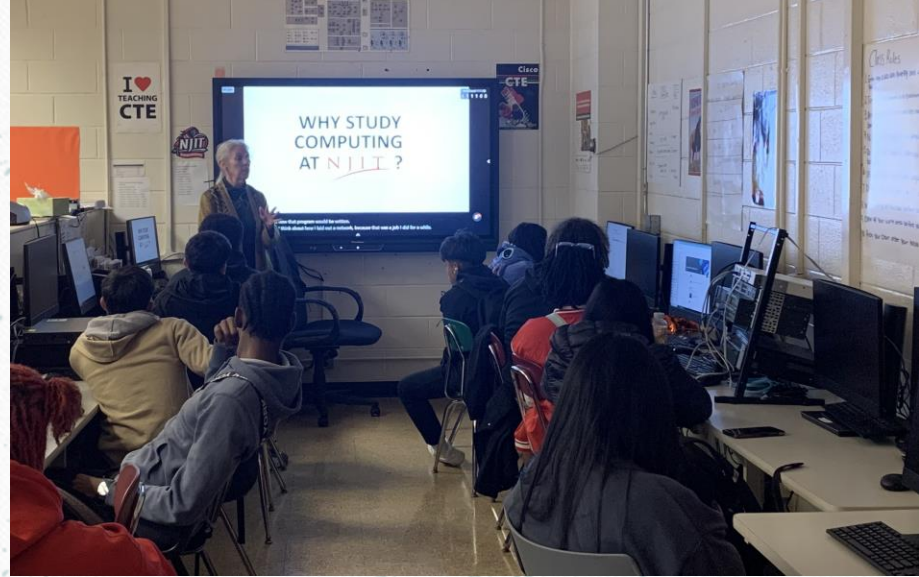





Health Science



ROTC



CISCO

Career & Technical Student Organization (CTSO)



Industry Valued Skills/Credentials



Marriott Hotels Verizon Cooperman Barnabas Medical Center Pollum Productions

Cinema Ed Army National Guard U.S. Marine Corps U. S. Air Force

Rutgers University Fairleigh Dickinson University Syracuse University

Kean University Hudson County Community College

Advisory Boards



Work Based Learning

University Partnerships – Dual Credit



Career & Technical Education (CTE) Middle School Exploration Program

Space is LIMITED!

Orange Public Schools

***Open to Students in Grades 7 and 8**

January 13, 2024
January 20, 2024
January 27, 2024

9 am - 12 pm
Orange High School

Register using the link or QR code below:
<https://bit.ly/3Neek6A>

Programs Offered

- Culinary Arts
- Entrepreneurship
- Health Science
- Naval JROTC

For more information or to register, contact Mr. Jahmel Drakeford
 Supervisor of CTE at drakefja@orange.k12.nj.us

Made with PosterMyWall.com

***Next Session: April
2024***

Coming Up




Doc Film Boot

2024 – 2025 School Year

****Cosmetology II**

(1st course in a three course sequence to prepare students for state licensing)



CTE (Career & Technical Education) programs
at OHS prepares our students for college and
career success.

A Few Reminders

- Please check out our social media as well as district website for the most up to date information about the Orange School District.
- Utilize reopeningofschools@orange.k12.nj.us as the forum to ask your questions. Please allow 24-48 hours for a response.
- Preschool Registration for the 2023-2024 school year will take place on January 23rd and January 30th from 10:00 AM – 12:00 PM, at the Orange Early Childhood Center, 397 Park Avenue. Visit orange.k12.nj.us/domain/528 for more information, and email prekindergartenregistration@orange.k12.nj.us with any questions.

The Orange Public Schools Facilities Update

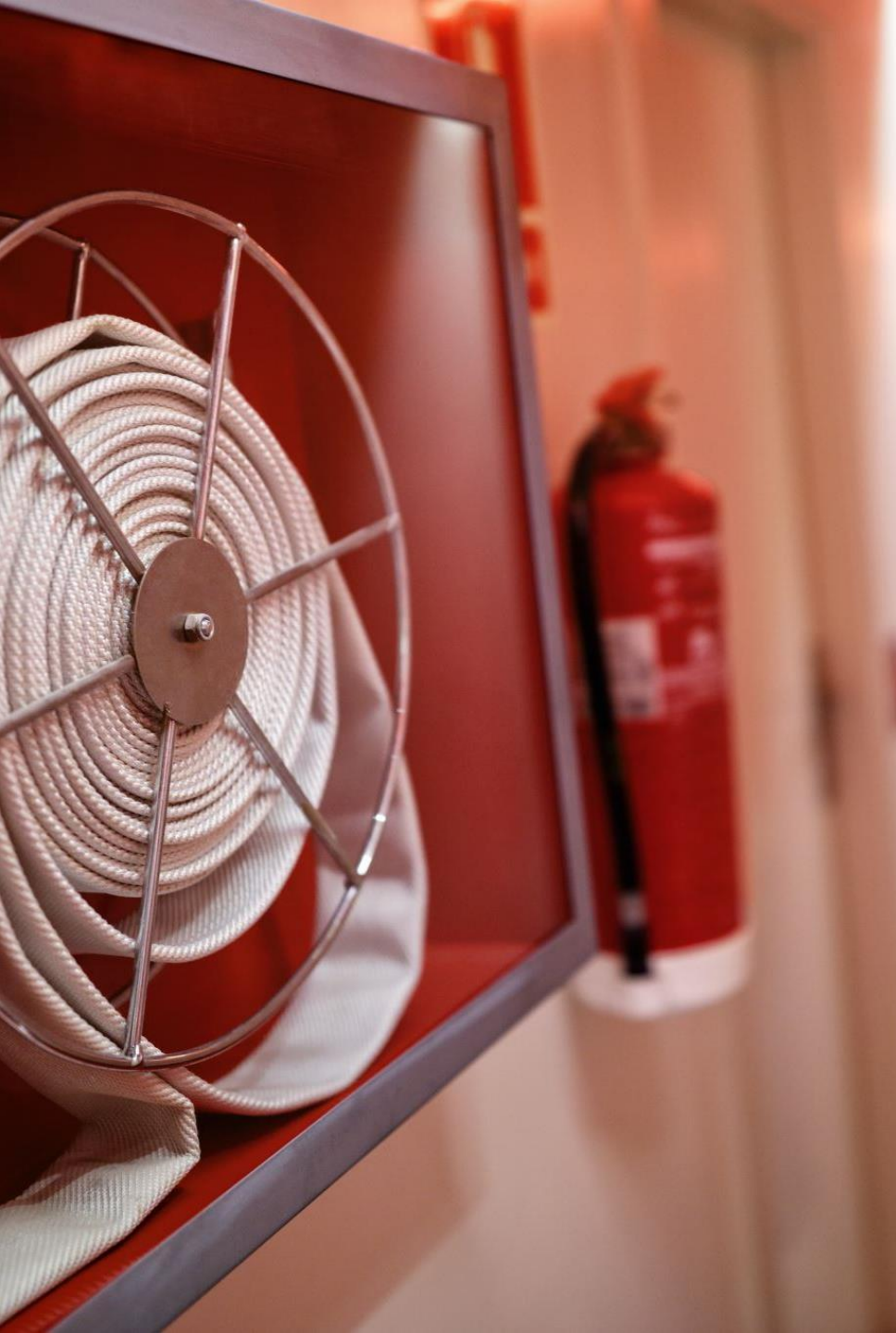


Mr. Edwin Vasquez
Manager of Buildings and Grounds
February 28, 2024
Focus Core Area Number 1-4
District Goal Number 3

The background of the slide is a photograph of a school hallway. On the left and right sides, there are rows of wooden lockers. In the upper left corner, a round analog clock is visible on the wall. The hallway has a tiled floor and fluorescent lighting fixtures on the ceiling. The entire image is dimmed to serve as a background for the text.

District Facility Maintenance & Custodial Services Updates

-
- **Thorough cleaning and disinfecting occurs daily for of all touch points in the building (examples include but are not limited to door handles, bathrooms, entrances, exits, and handrails)**
 - **Walk-throughs of all district school facilities**
 - **Meetings between the District and PCI are held regularly based on updates related to COVID-19 mandates and expectations**
 - **Facility projects continue so we can ensure a safe and clean learning environment for our children and staff.**



Orange Board of Education Facilities Updates

We prepared to deal with winter storms in January so schools could open on time.

At Rosa Parks Community School, work on replacing old boilers is ongoing.

We are also addressing any steam pipes that require repair or replacement.

Due to its age, the grease trap at Orange High School has started to leak and needs to be replaced.

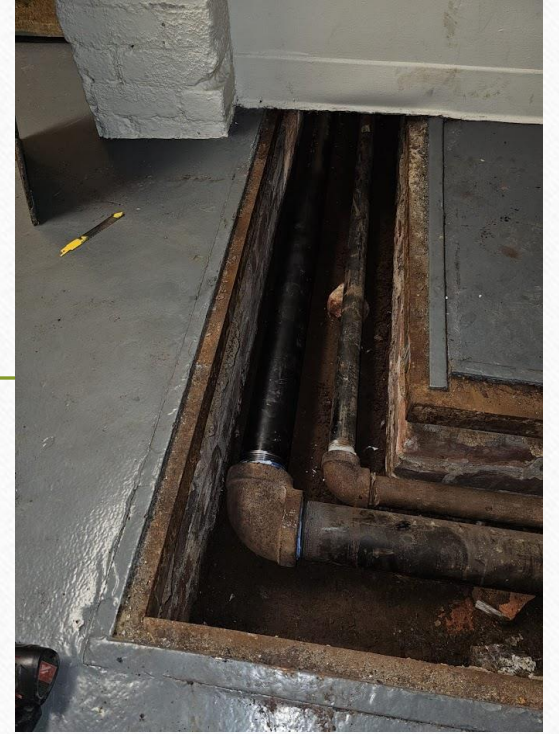
We have been facing significant problems with the restrooms in the new addition. This is caused by sewage backing up into the building. Mr. Ballard helped us by reaching out to the School Development Authority. They sent a plumber to assist in resolving the issue. Thanks to their help, we identified the problem and are now in a position to fix it.

At STEM, the facilities team addressed roof leaks and repaired the affected classrooms.

Winter Preparation

- Facilities Team loading the trucks with salt in preparation for potential storms





Replacing pipes that had steam leaks



Minor roof repair at STEM Academy



Rosa Parks Community School

WE ARE CURRENTLY
WORKING ON INSTALLING
THE SECOND BOILER.



Rosa Parks Community School

Orange High School



- This is a sewage backup issue in the new addition of Orange High School.



Cleveland Street School

- The Cleveland project is moving along on schedule. Here are a few pictures of what it currently going on.





Cleveland Street School



Cleveland Street School

Orange Board of Education

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

In the Month of February 2024

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

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

Attendance Presentation from the Month of January 2023



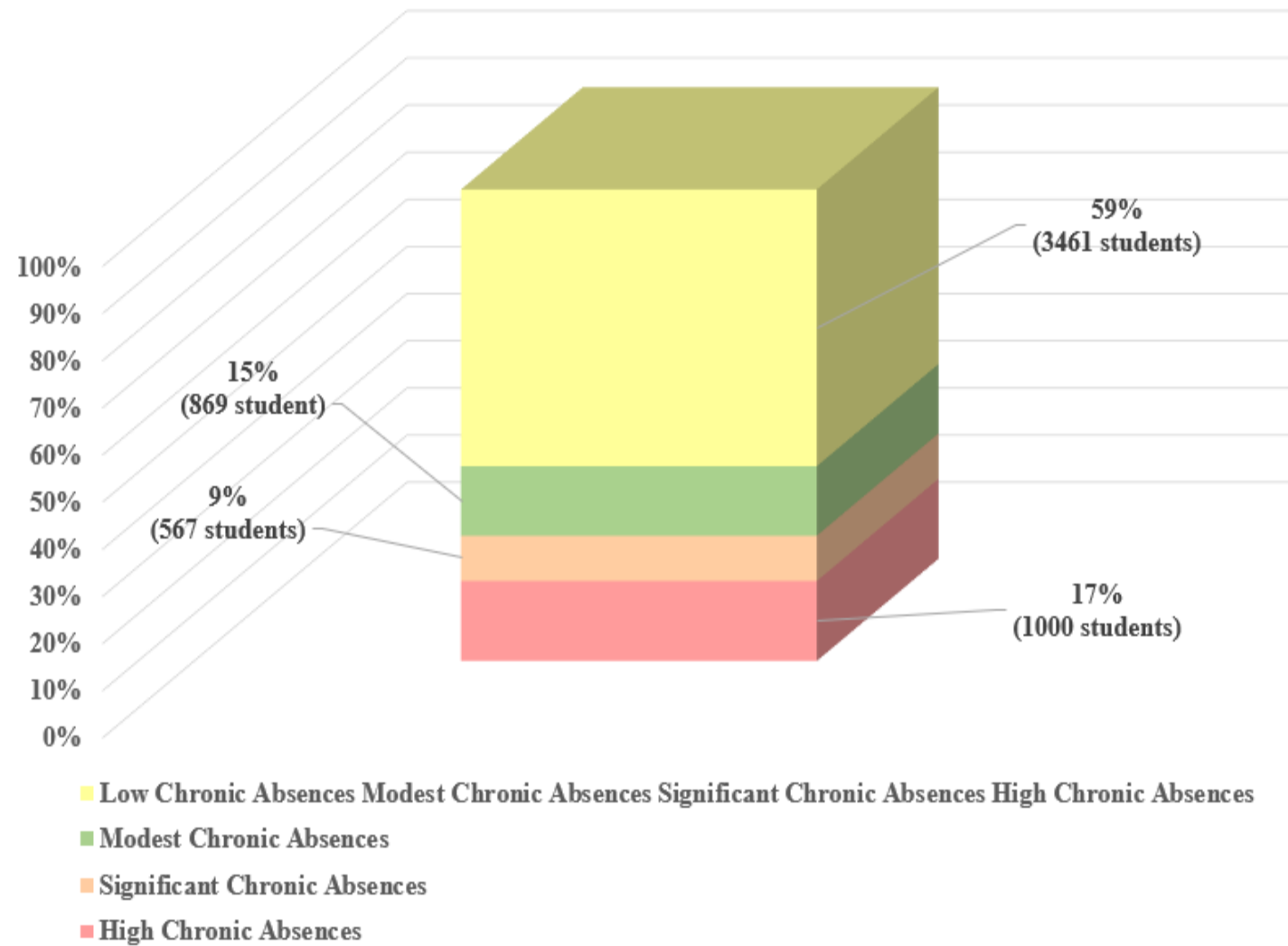
Gerald Fitzhugh, II, Ed.D.
Superintendent of Schools
“The Teaching Superintendent”
February 28, 2024

**Chronically
Absence
Categories
are Identified
As:**

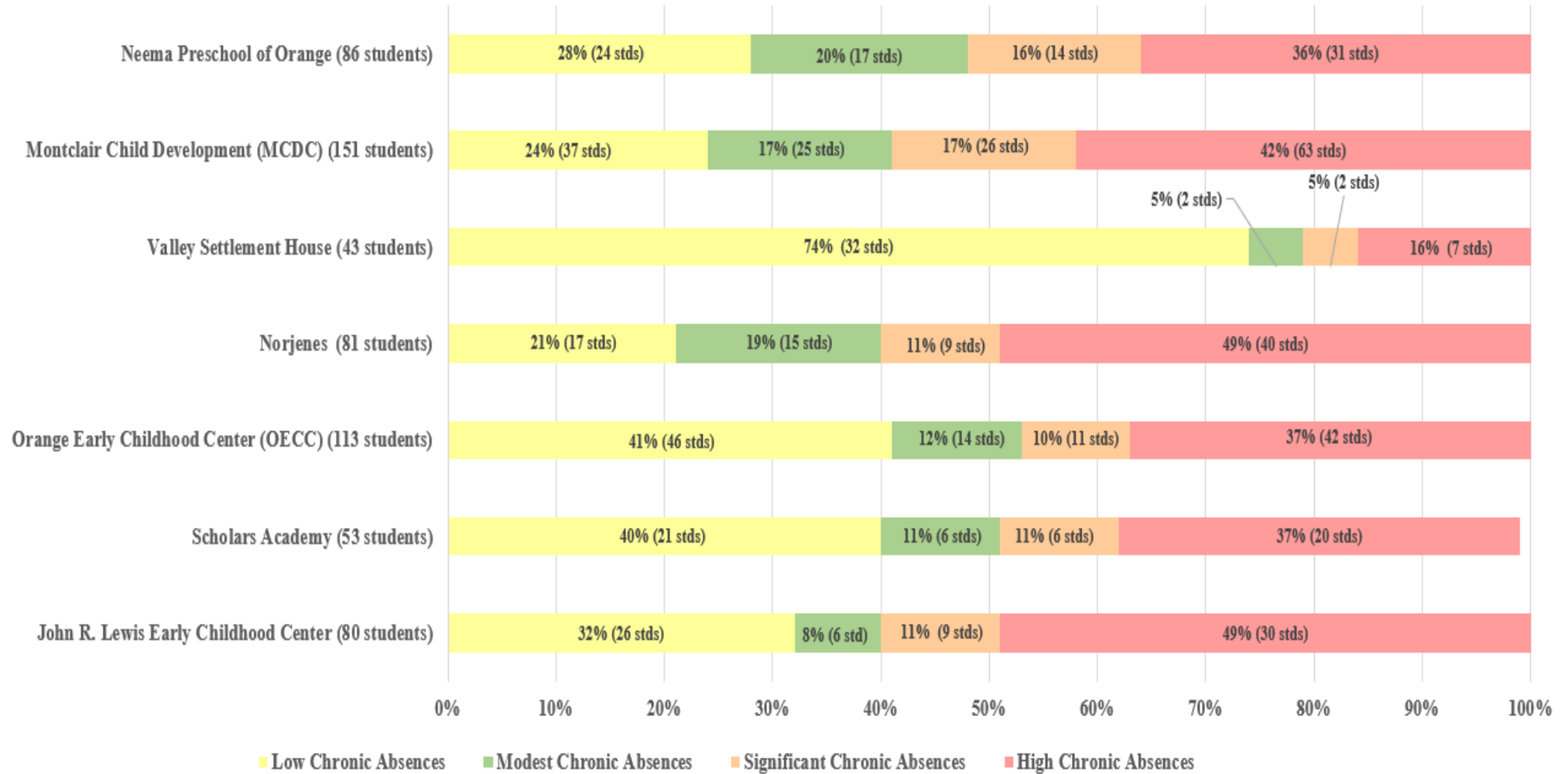
| Absences Category | Cumulative Days Absent for the Month of January 2024 |
|------------------------------|--|
| Low Chronic Absences | 0 to 4.99 days |
| Modest Chronic Absences | 5 to 6.99 days |
| Significant Chronic Absences | 7 to 8.99 days |
| High Chronic Absences | 9 days or more |

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

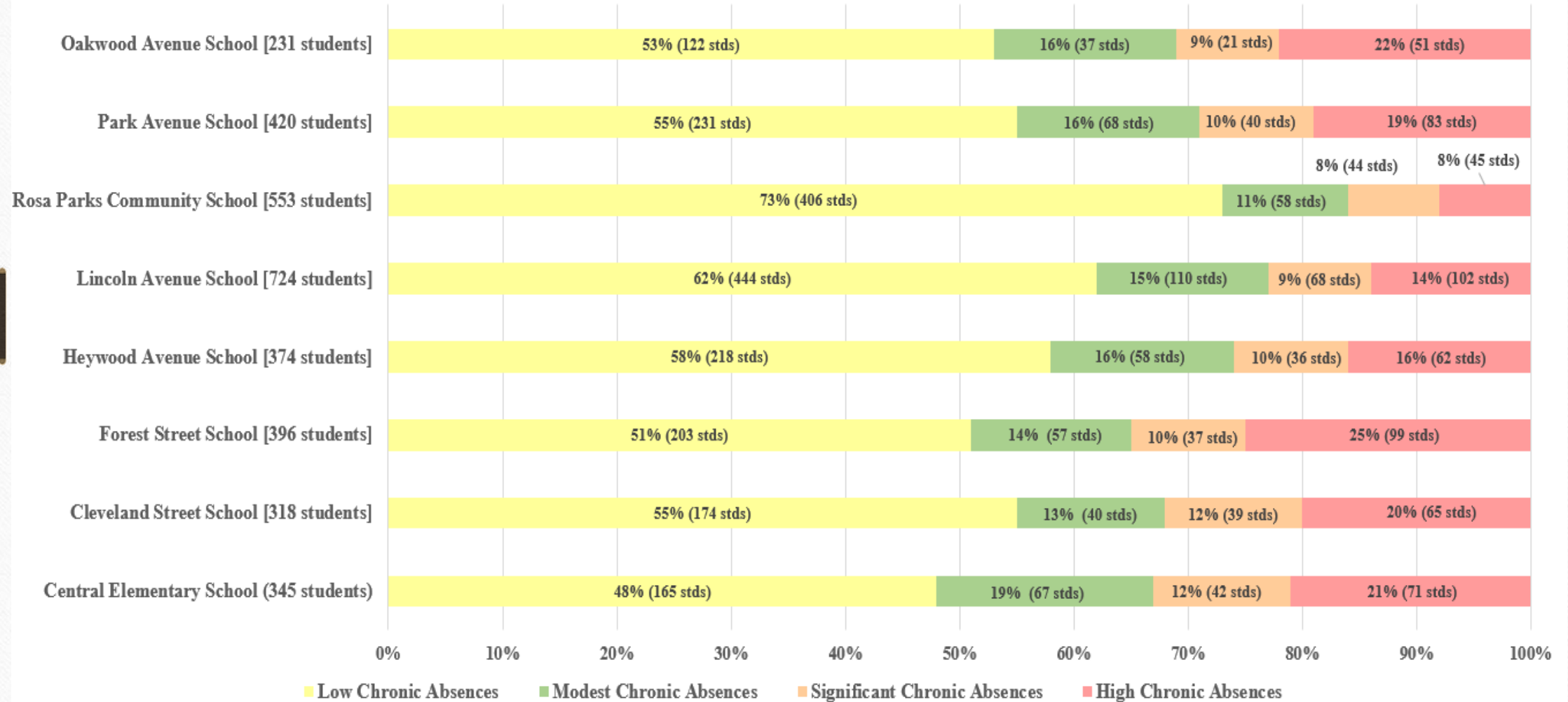
Cumulative Absences for the Month of January by Category



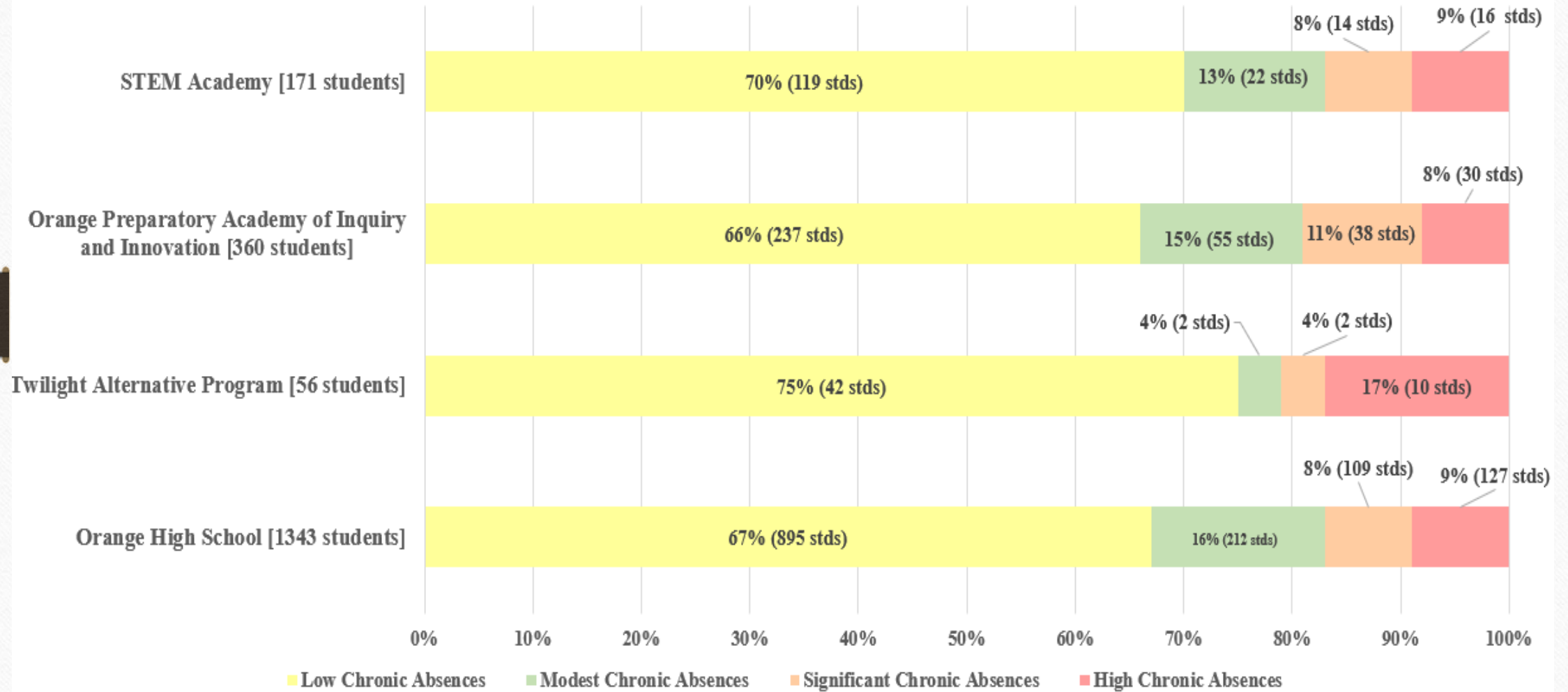
**Cumulative Absences by School for the Month of January
Early Childhood Program**



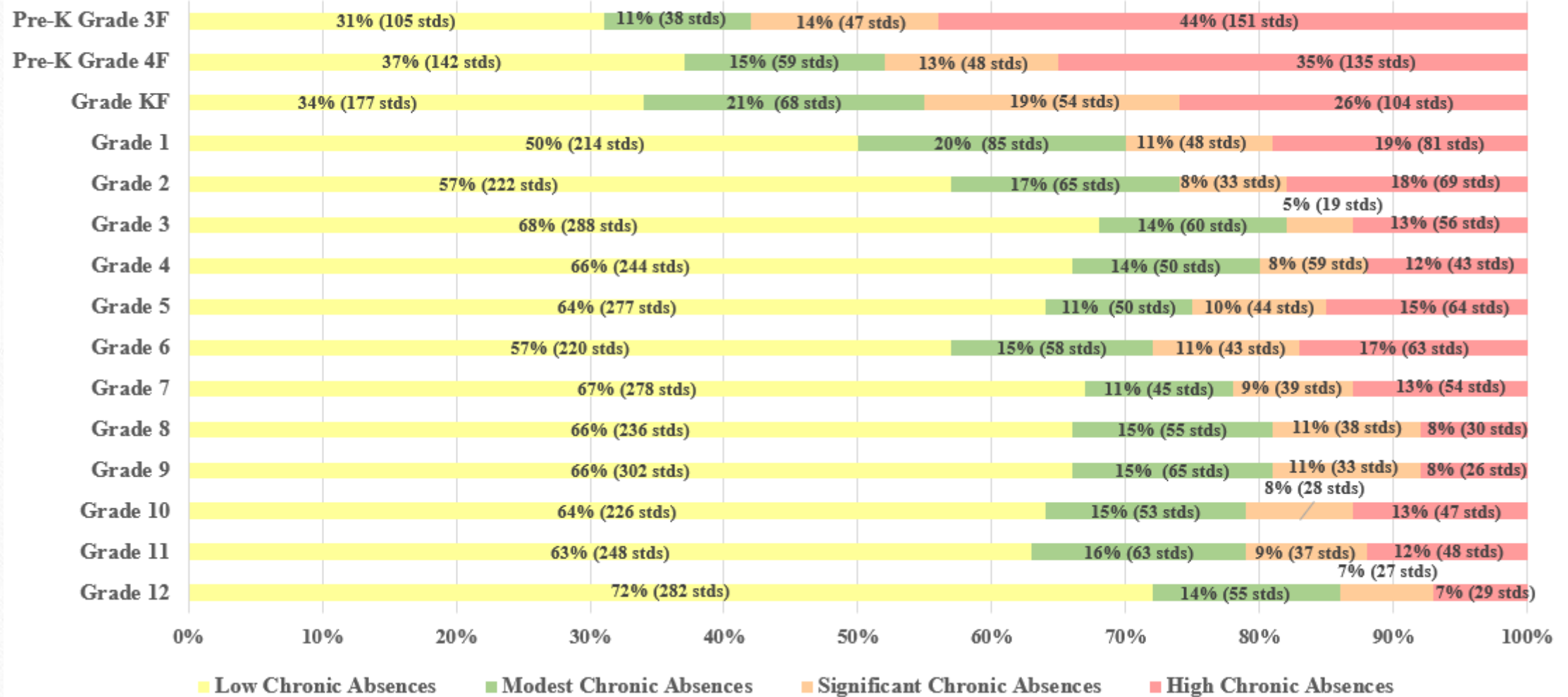
Cumulative Absences by School for the Month of January Kindergarten through Grade 7



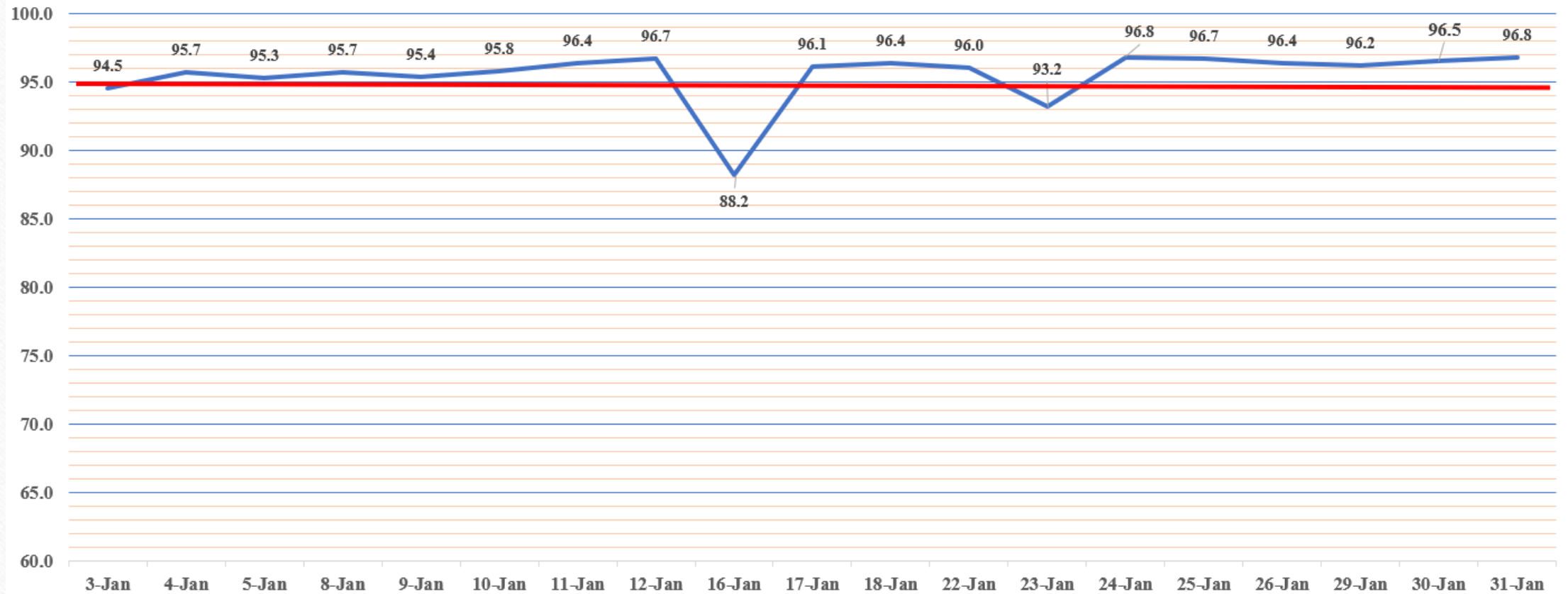
Cumulative Absences by School for the Month of January Grades 8 through 12



Cumulative Absences for the Month of January by Grade Level



January 2024
Average Daily Attendance Percentages
***State Average is 95%**
District Average Daily Attendance was 96%



Orange Public Schools Social Media





Social Media Hashtags:

#GoodtoGreat

#MovingintoGreatness

#OrangeStrong

Follow us:

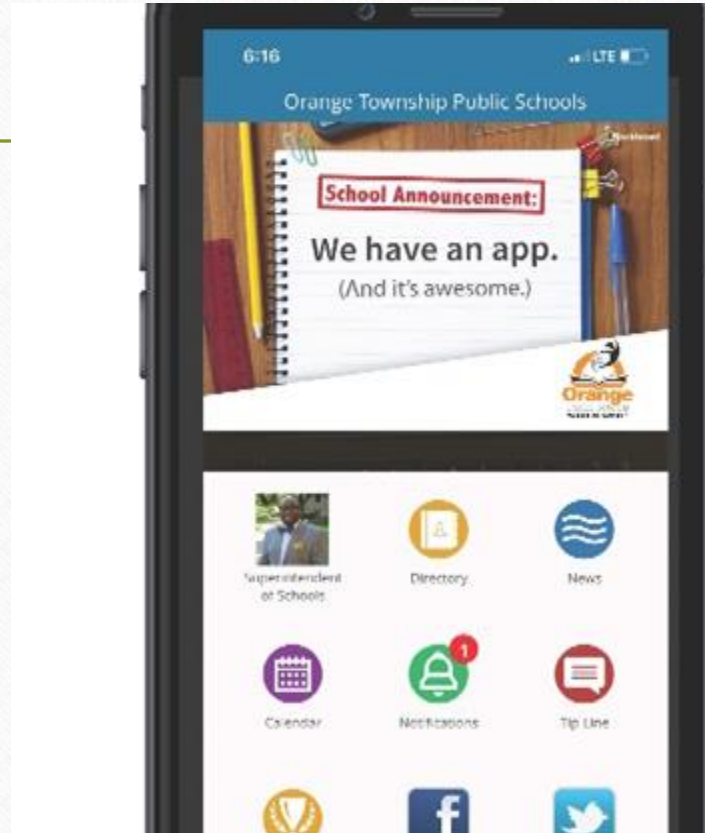
-  - Orange Public School District
-  - @ops_district
-  - opsdistrict
-  - Orange Public School District



Reminder: The Orange App

Have you signed up?

You know I am sending blasts out for folks to sign up...Stay Tuned



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