2025-2026 ELEMENTARY & SECONDARY MANUAL

Curriculum & Instruction

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ORANGEBURG COUNTY SCHOOL DISTRICT





OCSD Mission

The mission of Orangeburg County School District, the catalyst of innovation and excellence, is to ensure all students discover and develop their person, purpose and platform through high-quality educational experiences distinguished by:

- a culture of collaboration, equity and inclusion
- a creative learning environment with inspiring opportunities
- a commitment to nurture the academic, physical, social and emotional well-being of all.

Beliefs

We believe that …

- honoring individuality through respect and empathy empowers and promotes acceptance, which builds family and community.
- effective communication is key to understanding others.
- purpose is the core of existence.
- moral values shape who we are.
- a servant's heart encompasses love that is manifested in action and deed toward self and mankind.
- freedom is an inherent right.
- time is life's most valuable asset.
- growth mindset is necessary to adapt and embrace change.

Strategic Objectives

- Every student will discover his/her inner self while creating a blueprint demonstrating his/her unique purpose.
- Every student will have the confidence and competency to use his/her voice to positively impact the community and world.
- Every student will live an extraordinary life dedicating his/her person to a noble purpose from his/her chosen platform.

Strategies

- We will sustain a culture that ensures collaboration, equity and inclusion.
- We will provide high-quality and engaging opportunities through academics, arts, athletics and activities.
- We will recruit, train, and retain highly effective faculty and staff.
- We will ensure stakeholders' voices are heard and honored in our school system.
- We will provide high-quality, state-of-the-art facilities for our students and community.

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Purpose

This Principal's Manual is designed to provide information necessary for principals and school leaders to conduct a smooth and successful school year. It is meant to be used in conjunction with other resources to include both the Academic Calendar and Planner, the Weekly Communications Document, and other departments. The Office of Curriculum & Instruction has high expectations for ensuring that all schools have common knowledge and common language to ensure a school system of excellence. Furthermore, this manual is designed to be a professional guide to allow principals to reflect on their leadership practices, and the alignment thereof to their daily work and the evidence that will substantiate that work. Throughout the manual, there are monthly activities aligned to PADEPP Standards that are structured to provide information to assist and support effective leadership. Additional support documents can be found in the appendices of this manual and Canvas.

Orangeburg County Consolidated School District
2025-2026 Focus Areas
"Leadership for Change"

- **Supporting New and 2nd Year Leaders**
- **System-wide Emphasis**
- **Clarifying Roles and Responsibilities**
- **Preserving Core Successes & Stimulating Progress**
- **Confronting the Brutal Facts**
- **Customer Service**

District Departmental Links

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Leadership- Guiding Expectation: Individualized instructional leadership support to school leaders

School Climate: Mission, Vision, and Core Values (PADEPP: 1, 4)

April–August

How do I learn/respect the school history and culture while building relationships?

Review April – August

- Offer "meet and greet" small-group meetings with key stakeholders. Listen and gather background information regarding what is working well and points of pride. Share enthusiasm for the future. Ask staff what traditions and instructional practices are fundamental to the success of the school. ***What makes them proud to be a staff member? What suggestions do they have for improvements?***
- Meet individually with staff members to begin developing relationships and learn what type of support is wanted/needed from the school and/or leaders.
- Reassure the staff that you are an advocate for students, teachers, and the community. Strategically plan for small wins on day one, week one, and ongoing, based on what you learn.
- Establish routines that demonstrate high visibility. ***Have you toured your community and made plans to attend key events?***
- Establish routines that demonstrate open and approachable leadership.
- Review climate and engagement surveys for trends, history, and points of pride.
- Refrain from making hasty decisions or changes. Listen and learn.
- Consult with Director before instituting change. Proceed with caution; less is more.
- Write positive notes to individual staff, parents, and community/business leaders.
- Monitor the cleanliness of your buildings/campuses with custodial staff.

September–December

How do I ensure my actions cultivate a positive and safe learning environment?

Review September –December

Highlight/celebrate key findings and strengths related to staff performance, instruction, student achievement, student behavior, student attendance and parent/community perceptions.

Collaborate and network with the community and staff to develop and provide rich parent-involvement opportunities. ***In what ways are the community and families involved in the school? How can this be enhanced?***

Ask open-ended questions and encourage a variety of opinions. Welcome new or differing ideas.

Build on existing rewards and recognition plans to celebrate successes.

Support the Multi-tiered system of support (MTSS) process. Support enrichment and extended learning opportunities.

Collaborate with appropriate personnel to meet the needs of students, staff, and parents.

Address behavior expectations and consequences in a calm, fair, and consistent manner. ***How are you promoting student leadership and high levels of student engagement?***

Model and provide positive working conditions. ***How are you working with all building leaders (head custodian, department chairs) to ensure continuity of a positive climate across the school?*** Climate begins and ends with YOU.

Facilitate grade-level, department, and various team meetings in order to know the people, know the work, and know the needs.

Have required postings in classrooms; promote a relevant print rich environment.

January–April

What processes are in place to connect and engage all stakeholders in shared decision making?

Review January – April

Gather needs-assessment data from variety of sources: teams, individuals, departments, committees, PTA, School Council, business leaders, etc.

Make natural connections between the current needs and what you have learned regarding school history and culture. Be respectful of the past.

Use teams to make recommendations for school wide goals and initiatives. Involve many stakeholders.

Consult with Director before instituting change. Proceed with caution; less is more.

Remain visible and approachable.

Continue building personal relationships with individuals. Try to get to know personal things about your staff (e.g., children, hobbies, and spouse).

Collaborate and network with the community and staff to develop and provide rich parent-involvement opportunities. ***In what ways are the community and families involved in the school? How can this be enhanced?***

Consider communication methods (newsletter, website, phone calls, text messages, Facebook, Twitter, etc.) that will be used to communicate with stakeholders

Notes:

- **SIC / PTO/Parent Liaison**
- **Community / School Events**
- **Student Council**
- **Behavior Interventionists / Management Systems**
- **American Education Week**
- **Business Partnerships**
- **Social Committee**
- **SRP Revisions and Updates**
- **Time to Teach**

Operations- Guiding Expectation: Effective Communication and Service

Operations and Organizational Management (PADEPP: 3)

April–August

How do I effectively organize and plan to demonstrate proactive decision-making and efficient operations?

Review April – August

Review the budget with the bookkeeper/Director of Schools. Ask about various funding sources—Title I, grants, athletic, per pupil, local funds.

Develop regular schedules for leadership teams and department heads (i.e., student support services, attendance)

Ensure that all staff members have access to necessary summer staff development. Are staff members who are in new positions taking essential training/courses to ensure their effectiveness?

Review the school organizational practices that are in place without making immediate changes.

Watch your enrollment carefully. (If it looks like you will be gaining or losing personnel points, begin making plans to review the options.)

Delegate duties and responsibilities for all school processes and initiatives as applicable (i.e., attendance).

Review registration plans: both summer registration and August registration.

Review and make needed changes to crisis management plan and safety plan. Meet with SRO to review school plan and facility. Share these plans with all stakeholders.

Meet with custodial staff to plan for summer cleaning and schedule.

Meet with front office staff to determine work summer schedule.

Meet with leadership team, PTA, and School Council to make calendar updates.

September–December

What tools, processes, and policies are in place to ensure a safe, secure, and orderly facility and grounds?

Review September – December

Review fiscal records regularly to ensure accountability for all funds.

Monitor priorities relative to programs, planning, class size etc.

Seek input and share in management decisions from stakeholders.

Ensure that office staff and all singleton positions (Technology Coordinator, counselors/social worker, APs, etc.) are cross-trained, and that a backup plan is in place.

Meet contractual obligations in a timely manner. Oversee and ensure that all direct reports are meeting obligations in a timely manner as well.

Develop a system for timely, consistent, and effective responses to all stakeholders.

Work with PTA/Booster Clubs to ensure that the MOAs are renewed by October 1, per the three year schedule for the clusters.

Review procedures for safety drills/fire drills/evacuation plan. **How would you reunite parents with students during a crisis situation?** *If a crisis occurs during dismissal, how would you provide assistance for a bus seeking shelter? What processes would be unique in situations where the students belong to another campus?* **Have you reviewed the plan with your Director?**
How will you communicate with parents during a crisis?

January–April

Are the procedures in place effective?

Review January – April

Review Acceptable Use Policy and Reporting Procedures

Review the procedures for student laptops devices in reference to collecting and storing them.

Review Student Activity balances to ensure that the year-end balances are within guidelines.

Review fiscal records regularly to ensure accountability for all funds.

Review forecast numbers to make sure projections are reasonable.

Review the schedules and make necessary changes. Survey key stakeholders when considering changes to under- stand the reasoning behind current schedules and processes.

Work with PTA/SIC to ensure that the PTA board/officers election processes are in place and that the timeline is followed.

Work with current School Improvement Council to ensure that election processes are in place and that the timeline is followed.

Review procedures for Statewide Emergency Drill.

Seek input and share in management decisions.

Meet contractual (Title, MOAs, etc) obligations in a timely manner. Oversee and ensure that all direct reports are meeting obligations in a timely manner as well.

Review procedures for safety drills/fire drills/evacuation plan

Notes:

- **Timely expenditure – All Budgets-Financial Audit**
- **Custodial building walk through forms/inspections**
- **Monthly Drill Reports**
- **AUP-students and staff**
- **Front office coverage throughout the day**
- **Handbooks**
- **Frontline-Usage & Monitoring**

Life Long Learning- Guiding Expectation: Staffing

Meaningful Professional Capacity of School Personnel (PADEPP: 3)

April–August

How do I support a highly-certified staff?

Review April – August

Review all Letters of Concern and/or Improvement Plans for the past school year and read all Professional Development Plans for the upcoming year. Plan who will monitor the progress and how will it be documented.

Review staff members who may be ready for teacher leadership within the school. *What opportunities are available?*

Plan communication with returning employees to build excitement for the approaching year. Share details regarding calendars and schedules, continuing priorities and initiatives.

Ensure the evaluation process is on track or complete for all employees. Adhere to timelines from Human Resources.

Gather certification information for all staff. ***Are all staff members certified in current positions?***

Based on the current staffing plan, what vacancies need immediate attention?

Throughout the summer, compare your staff allocation roster and local school roster to ensure accuracy.

Prepare a welcome back letter to all stakeholders to include staff, students and parents.

Work with your Director and HR regarding the hiring process and access to electronic tools/databases for hiring certified and classified staff.

Plan communication with new employees to welcome and to share mentoring and professional learning plans, orientation details, benefit information, etc.

September–December

What processes are in place to ensure the current and future staffing plans support increased student progress?

Review September – December

Work with the appropriate Coordinator and Human Resources to adjust staffing plans, as needed, due to enrollment changes. Plan communication with stakeholders.

Use student academic data and teacher observation data to plan continued professional learning.

Provide support for teachers needing assistance to meet expectations.

Provide challenges for those needing growth opportunities/teacher leader-ship.

Review formative and summative data by individual teacher, teams, grade levels, and total school.

Discuss results with the administrative team. ***Do the staffing assignments support increases in student achievement? What requires a closer look?***

Use the evaluation process to continue building teacher capacity and document actions.

Compare enrollment and Full-Time Equivalent (FTE) employees to prior year. Consider ways to maximize funding with future staffing plans.

Learn about what is in place to en-courage regular and prompt employee attendance.

Meet regularly with classified staff to determine their effectiveness in assigned duties.

Keep staff evaluations/support as a central part of administrative team meetings.

January–April

How do I retain, recommend, and induct staff, based on school needs?

Review January – April

Follow the teacher evaluation process and timeline to conduct mid-year and final evaluation conferences. Finalize Professional Development Plans and Letters of Direction.

Use all available data to make recommendations for contract renewals.

Submit names and documentation to Human Resources Staffing personnel for possible non- renewal consideration, if needed.

Gather information on staff preferences, instructional needs, and community expectations in preparation for a new staffing plan.

Use your personnel allotment and all other available information to work with the administrative team, Human Resources Department and Coordinator on a draft staffing plan for the next year.

Work with your Human Resources staffing director on the transfer and hiring process and upcoming job fairs.

Review results of intent forms; submit request for new personnel or program to Human Resources Staffing Director and Director.

Review plans for April-August regarding welcoming, mentoring, and communicating with new and existing employees.

Notes:

- **Staffing, scheduling, welcome back to school letters, open house, faculty, and staff orientation**

Ethics and Professional Norms (PADEPP: 6, 7)

April–August

How do I ensure that our school and staff work within professional and ethical guidelines to meet all local, state, and federal requirements?

Review April – August

Model respect, sensitivity, professional appearance, demeanor, and confidentiality.

Review and provide orientation to all staff on Board Policies

Review the current staff handbook for background information. Make notes of areas to discuss/review.

Review the current professional learning plan. Make notes on what is working well.

Create a communication plan for frequent updates/reminders on policies, procedures, and guidelines.

Model and maintain clear expectations for professional duties and responsibilities.

Meet contractual obligations in a timely manner. Oversee and ensure that all direct reports are meeting obligations in a timely manner as well.

Notes

SIC
School Communication
Parenting Events
Survey Results
Multi-Cultural Events
Financial Audits
On Going Collaboration

September–December

In what ways do my actions demonstrate the importance of professional learning?

Review September – December

Demonstrate professional knowledge by remaining current with district initiatives, priorities, research, educational trends, and best practices.

Participate in local, district, and other professional learning in order to support the continued learning of the school.

Work in a collegial manner with all stakeholders to promote the importance of the vision and mission.

Model and maintain clear expectations for professional duties and responsibilities.

Provide time and resources for staff to participate in professional learning aligned to school goals/priorities.

Demonstrate the importance of continued learning by offering and leading study teams, peer observations, book studies, and collaborative planning.

Work collaboratively with cluster and system leaders.

Encourage innovation to improve student learning.

Model respect, sensitivity, professional appearance, demeanor, and confidentiality.

Meet contractual obligations in a timely manner. Oversee and ensure that all direct reports are meeting obligations in a timely manner as well.

January–April

What processes are in place to evaluate the effectiveness of professional learning and provide leadership for research- based trends and practices?

Review January – April

Evaluate the quality/delivery of each professional learning opportunity during the year through surveys and focus groups.

Monitor the implementation of professional learning strategies through frequent observations and feedback.

Evaluate the impact of professional learning strategies by measuring student growth. ***Do you have evidence of growth in student achievement based on your school data and examining student data?***

Involve stakeholders (including data teams) in the use of all available information. Evaluate the overall effectiveness of professional learning. Make recommendations for future learning.

Draft a new professional learning plan that will be adjusted when end-of-year data is available.

Continue to encourage innovation in learning.

Model respect, sensitivity, professional appearance, demeanor, and confidentiality.

Model and maintain clear expectations for professional duties and responsibilities.

Meet contractual obligations timely. Oversee and ensure that all direct reports are meeting obligations timely as well.

School Community- Guiding Expectations:

Teachers: Instruction is visibly personalized, engaging and informed by data.
Students: Students are involved in and take ownership for their own learning and behavior.
Environments: All activities, services and programs are evaluated through the lens of access and equity.
On-going Progress Monitoring and Revisions of the OCSD District-Wide Curricula

Curriculum, Instruction, Planning and Assessment (PADEPP: 2, 8, 9)

April–August

How do I effectively plan and engage stakeholders in instruction to increase student achievement?

Review April – August

Analyze academic achievement data and instructional strategies to determine areas of need for staff development.

Send a survey to teachers to see which learning opportunities were effective and what is still needed. Consider district initiatives when developing the staff development plan.

Meet with leadership team to plan staff development for the upcoming year, based on the survey results and assessment data.

Are preparations in place for summer school?

Identify an advocate for every student in the building.

Meet with individual teachers after reviewing their data to discuss needed growth.

Set up surveys to be administered after each staff development session to determine effectiveness.

Set up collaborative planning teams and goals. *How will we develop our teacher instructional leaders?*

Ensure that all staff members have access to necessary summer staff development. *Are staff members who are in new positions participating in essential training to ensure their effectiveness?*

What instructional frameworks, learning models,** Intervention plans etc., **are in place at my school?

What processes are in place to ensure authentic grading?

September–December

What tools are in place for continued learning?

Review September – December

Review staff development surveys and results of observations to determine effectiveness and academic growth.

Lead or become a regular participant in staff development session. Assistant Principals and Instructional Coaches should also participate.

Engage in and monitor Professional Learning Communities

Lead and train staff in data analysis to guide instruction.

Monitor instructional programs to determine the impact on student achievement and evaluate effectiveness.

Work collaboratively with staff to identify needs and monitor instructional programs, school initiatives and other school related processes.

Does your school have a data room (digital) and/ or datawall? If not, how will all stakeholders access the data?

Monitor Student Support Team/Multi-tiered Systems of Support (MTSS) processes. Require periodic updates.

Know and inform all stakeholders of current national, state, and local assessment updates and the impact on instructional practices. ***Do your classroom and local assessments reflect the same level of rigor?***

Monitor grading and retention policies to ensure compliance.

January–April

Are the instructional strategies that are in place effective?

Review January – April

Monitor learning opportunities provided to the staff.

Review data to identify any mid- year actions/adjustments that need to take place. ***What is being done for at-risk students to address their gaps in learning? Is credit recovery being planned for middle and high school students?***

Monitor Student Support Team/Multi-tiered Systems of Support (MTSS) processes. Ask for updates.

Visit and monitor Professional Learning Community Teams

Monitor instructional programs to determine the impact on student achievement and evaluate effectiveness.

Review grading procedures.

Identify and make plans for summer school

Review and monitor the usage of approved Professional Development providers

Notes:
2022-2023 School Professional Development Plan
Data Trackers
State Assessment Data Action Plan
Classroom Observations
Frontline Professional Development Reports
NIET Reports and Action Plans
Professional Development Surveys
Grading Practices and Procedures
PLCs
Advisor / Advisee
Student Mentors
Student Support Services Framework
Monitoring Plan

Guiding Practice Evidence Based Standards Driven Instruction:

Curriculum, Instruction, Planning and Assessment (PADEPP: 2, 8, 9)

April–August

How do I support the district's mission by identifying, articulating, and planning to meet the educational needs of students, staff, and stakeholders?

Review April – August

Review and analyze interim data andend-of-course test data to guide instruction.

Review the assessment calendar and prepare schedules andresponsibilities.

Share standardized testing results with staff, students, and stakeholders as you plan for instructional improvement.

Review individual teacher test results inorder to celebrate gains and/or reflect on areas for growth.

Review State and district longitudinal assessment trends and other data points in order to compare test results and receive other valuableinformation.

Review results for current School Improvement Plans andprepare next year's plans with updated goals, objectives, and implementation plan.

Review perception surveys from staff, students, and parents to plan for improvements.

Review assessment calendar to ensure that all assessments are on the master schedule and responsibilities havebeen delegated.

Know and inform all stakeholders of current national, state, and local assessment updates and the impact on instructional practices. ***Do your classroomandlocalassessments reflectthesamelevelofrigor?***

Monitor individual student performance, relative to predictedscores.

Monitor student attendance and other areas to include 504, IEPs, and MTSS plans

September–December

What assessment tools are in place to connect and engage all stakeholders?

Review September – December

Review testing schedule. Prepare teachers for administration of fall assessments.

Assist teachers in understanding andusing the results of fall assessments.

Make sure teachers are informed on howto use tools that give specific data information.

Ensure teachers post gradesregularly.

Review grade distribution among teachers.

How are your teams using formative assessments to guide their instructional practices?

What parent communication plans are in place regarding student academic progress related to graduation, promotion, and retention?

Monitor and support the Multi-tiered Systems of Support (MTSS) processes. Observe extended-learning opportunities. Collaborate with staff and parents to meet the needs of all students.

Continue to evaluate the effectiveness ofall instructional practices and make necessary adjustments throughout the year.

Continue to inform all stakeholders of updates in schoolassessments.

Prepare teachers for the new types of assessments that may be administered.

Monitor individual student performance relative to predictedscores.

Prepare staff for perception survey.

January–April

Are the assessment tools in place being used frequently in the correct manner?

Review January – April

Are the assessment tools in place being used frequently in the correct manner?

Prepare for spring standardized testing by meeting with staff, School Improvement Council and PTA.

Prepare and review summer testing calendar. Parent communication continues to be critical as it relates to graduation, promotion, and retention.

Assess instructional programs for effectiveness.

Use protocols for analyzing all summative data as well as formative data, including observations, student work, etc.

Complete results for current School Plan for Improvement and prepare next year's SIP with updated goals, objectives, and implementation plan.

Prepare a State of the School presentation for all stakeholders. Review with Director of School prior topresentation.

Monitor individual student performance, relative to predictedscores.

Submit Read to Succeed Plan to Curriculum Division.

Notes:
School Professional Development Plan
Data Trackers
State Assessment Data Action Plan
Classroom Observations
Frontline Professional Development Reports
NIET Reports and Action Plans
Professional Development Surveys
Grading Practices and Procedures
PLCs
Advisor / Advisee
Student Mentors
Student Support Services Framework
Monitoring Plan

Guiding Practice Job-Embedded Professional Development Continued:

Meaningful Professional Capacity of School Personnel (PADEPP 2 & 8)

April–August

What reflections do you want to share with various employees as you conduct end-of-year conferences?

Review April–August

Ensure that summative conferences have been held on all certified employees.

Ensure that all classified employees' evaluations have been completed.

Prepare evaluation cycle and evaluation assignments for the next school year.

Identify ways to reward/recognize staff.

Read/review Professional Development Plans (PDP) that will be in place for the upcoming school year.

Conduct pre-evaluation conferences with certified staff and Assistant Principals in August. Communicate with teachers and Assistant Principals that the orientation regarding their goals

Ensure CERDEP plan is in place, especially for substitute teachers.

Maintain daily visibility in classrooms to monitor instruction.

Ensure that all administrators have completed or updated credentialing for the evaluation process.

Ensure the evaluation process is on track or complete for all employees. Adhere to timelines from Human Resources

Discuss ongoing evaluations and concerns during your weekly administrative meetings.

September–December

Does your observation feedback promote continued learning and provide for celebrations?

Review September – December

Assistant Principals will review their PD School Improvement Plans to determine alignment with school improvement goals. Review certified staff goals as well

Ensure that two brief evaluations are conducted on all teachers with specific feedback provided for improvement. Aim for completion by the end of October.

Conduct one formative evaluation of all teachers. Aim for completion by November 1.

Ensure that staff members who are struggling are being given support. Use Professional Development Plans (PDPs) and Improvement Plans as needed. Conference with employees and keep written conference notes.

Schedule monthly Professional Development Plan reviews and document.

Schedule mid-year conferences to be held in December-January.

Maintain daily visibility in classrooms to monitor instruction.

Monitor evaluation timelines for compliance.

Consult with your Human Resources Staffing Director and ED if you have a staff member who you are considering for non-renewal.

How are you ensuring completion and consistency of staff evaluations across your administrative team? Are you observing together? Are you discussing observations?

January–April

Based on observations and formative data, what implications are there for staff development and professional development plans?

Review January – April

Plan for Staffing Conference

Plan for mid-year conferences to be held in December-January for certified and classified staff.

Conduct two brief observations and one formal. Aim for completion by the end of February and March respectively.

Plan for final renewal recommendations and documentations to HR, Superintendent, Director

Re-employment and contract reconciliation meetings in HR.

Contracts delivered to schools and departments in late April; due back to HR in early May.

Ensure that staff members who are struggling are being given support. Use Professional Development Plans (PDPs) and Improvement Plans as needed. Conference with employees and keep written conference notes.

Schedule monthly Professional Development Plan reviews and document.

Maintain daily visibility in classrooms to monitor instruction.

Plan to attend Teacher of the Year Program in May

Notes:
SCLead-Documentation
SCTS 4.0 Data
25% of Classroom Observations Entered Electronically Weekly
Structured Teacher Absence Plans
Leadership Team Meetings

Community- Guiding Expectation: Effective Communication and Service

Meaningful Engagement of Families and Communities (PADEPP: 5)

April–August

How do I connect and engage in conversation with all stakeholders?

Review April – August

Reassure all stakeholders that you are an advocate for students, teachers, and the community.

Host virtual small-group meetings with key stakeholders. Listen and gather background information regarding what is working well and points of pride. Share enthusiasm for the future.

Meet with stakeholders, including PTA/SIC cluster principals, your School Board member, and business partners.

Complete and update school partnerships (NNPS); send thank you notes to partners to express appreciation.

Meet with essential support staff, including teacher leaders, student council, School Resource Officer (SRO), Maintenance Department, Human Resources, Director, Bus Supervisor, etc.

Create a communication plan (Call Tree Process) for staff over the summer. (e.g., back-to-school letters for staff and students.)

Prepare an introductory letter to be given to stakeholders immediately. Post this letter on the website.

Review forms of communication, such as a website, newsletters, Twitter, Facebook, videos, and apps. ***Does the principal have weekly communication to stakeholders? Do the forms reflect the positive school climate you value****?*

Determine dates for Open Houses, Parent Nights, and Registration Processes.

September–December

What communication tools are in place to connect and engage with all stakeholders?

Review September – December

Plan and administer student perception surveys for parents and staff.

Plan for the types of feedback you will want to collect. ***What feedback do you need from your stakeholders as you begin planning for the next year?***

Ensure that all communication sources are professional, accurate, grammatically correct, and free of errors. ***What processes do you have in place to ensure error-free communication****?*

Ensure that all stakeholders receive responses in a timely manner. ***Which form of communication is the most appropriate for the situation?***

Plan for frequent positive communication from the school to all stakeholders. ***How are you telling the story of your school?***

Plan class meetings to review the Student Code of Conduct Handbook

Collaborate and network with the community and staff to develop and provide rich parent-involvement opportunities. ***In what ways are the community and families involved in the school? How can this be enhanced?***

Notes

Monthly Parenting Events

SIC/PTO

Survey Results

Effective Communication

School Partnerships

School Communication Plan

January–April

Are the communication tools in place providing effective communication? Is our communication reaching all stakeholders?

Review January – April

Monitor PTA board/officers' election. Monitor School Council election process

Study traditions in regards to areas of spring recognition, including promotion/graduation, award ceremonies, and post-planning.

Ensure that all communication sources are professional, accurate, grammatically correct, and free of errors.

What processes do you have in place to ensure error-free communication? What processes are in place to ensure that the Administrative Team is communicating a consistent message?

Ensure that all stakeholders receive responses in a timely manner. ***Which form of communication is the most appropriate for the situation?***

Plan for frequent, positive communication from the school to all stakeholders. ***How are you telling the story of your school?***

Collaborate and network with the community and staff to develop and provide rich parent-involvement opportunities. ***In what ways are the community and families involved in the school? How can this be enhanced?***

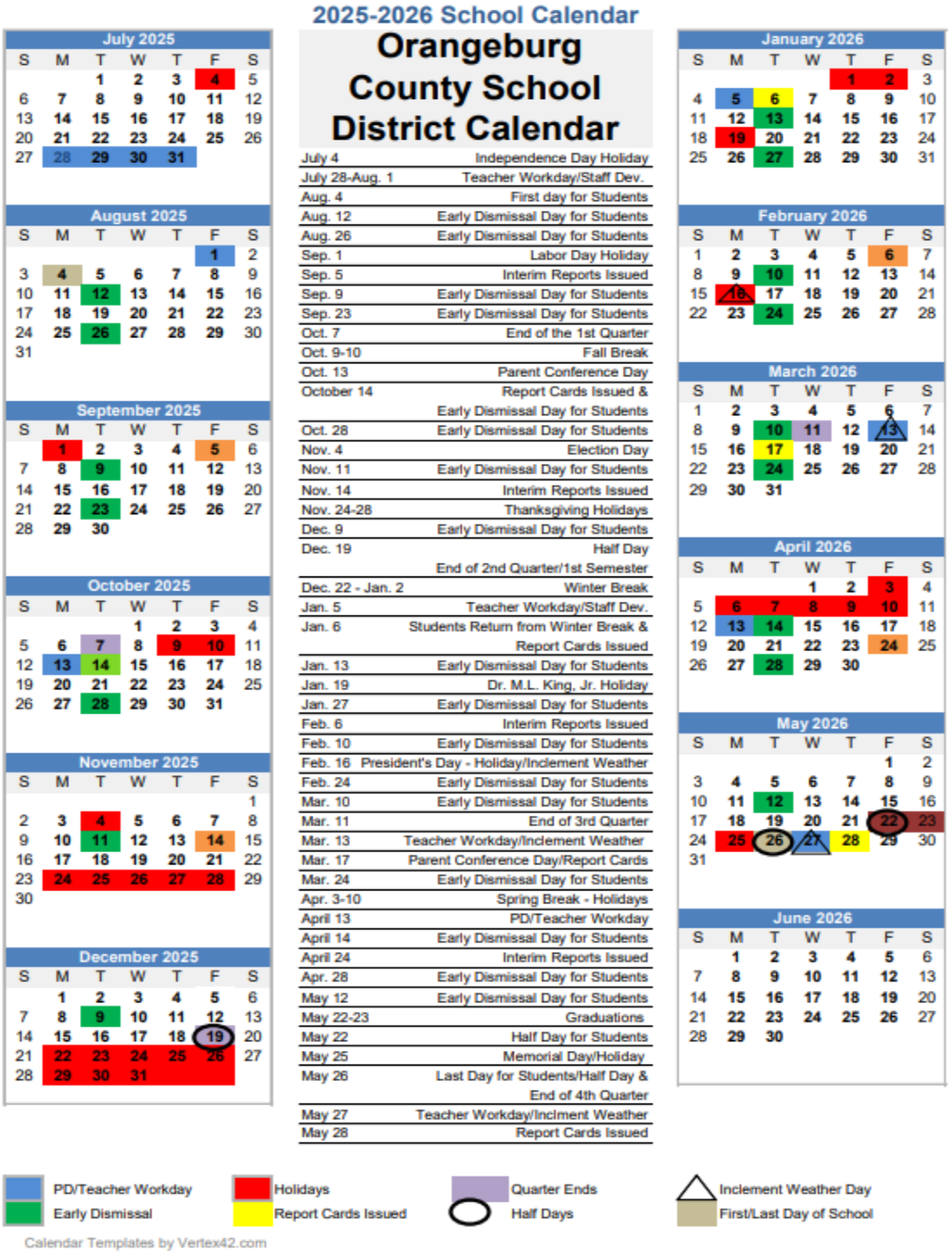
Review perception surveys to see how stakeholders rated communication.

Prepare Annual Report to Parents and post it on the school's webpage

Meeting Notes/Updates

MONTHS	MAIN IDEAS/THOUGTHS

2025-26 District Calendar



Gentle reminder: Each campus should have and present to the Directors of Schools a thorough data driven campus professional development plan. The purpose of the early release Tuesdays affords leaders and teachers opportunities to collaborate and address school improvement initiatives. Evidence of effective management of Title I funds, CSI funds, ASTI funds, etc. should be aligned with activities and the school's goals.

Mark Your CALENDAR

Principals' Meeting Dates

August 13, 2025
September 10, 2025
October 15, 2025
November 12, 2025
December 10, 2025
January 14, 2026
February 11, 2026
March 11, 2026
April 15, 2026
May 13, 2026

Principals' Roundtable Dates

Fall-October 23, 2025
Spring-March 19, 2026

Campus Learning Walk Dates

In Orangeburg County School District, learning walks/classroom walkthroughs, are a structured way for OCSD school leaders and educators to observe teaching and learning in classrooms. They serve multiple purposes, including fostering a culture of inquiry, providing feedback, identifying areas for professional development, and ensuring consistency in instructional practices. Essentially, they offer a snapshot of what's happening in classrooms to inform school-wide improvement efforts.

Learning Walk Schedule

Fall 2025: August - October
Winter 2025: November - January
Spring 2026: February – April

Monthly Reflections-July

July

- ✓ Ensure that the staff roster and address directory are updated.
- ✓ Make sure all new students are enrolled and scheduled.
- ✓ Keep and update schedules for all staff and classes.
- ✓ Update Emergency Calling Tree.
- ✓ Update Remind/automated telephone system and website, if applicable.
- ✓ Meet with PTA/SIC president to discuss goals.
- ✓ Update fire/tornado drill maps.
- ✓ Set fire drills, emergency lockdown drills, and tornado drills on the administrative calendar.
- ✓ Distribute supplies.
- ✓ Distribute textbooks/student laptops to teachers.
- ✓ Email or mail "Back to School" letter to staff and students. Include pre-planning schedule for staff.
- ✓ Place new students on class lists.
- ✓ Review school budget.
- ✓ Meet with secretaries to explain expectations regarding customer service.
- ✓ Organize registration day.
- ✓ Assign mailboxes.
- ✓ Assign mentors/buddies to new employees.
- ✓ Prepare for new teacher orientation.
- ✓ Place Local School Council meeting dates on calendar.
- ✓ Meet with coaches and sponsors to explain expectations.
- ✓ Prepare pre-planning folders.
- ✓ Prepare "Welcome Back" remarks for faculty meeting.
- ✓ Update reports database.
- ✓ Place office supply order.
- ✓ Update school phone number lists (desk copy).
- ✓ Prepare pre-planning agendas.
- ✓ Finalize local calendar.
- ✓ Distribute discipline handbooks to staff.
- ✓ Monitor online roster.
- ✓ Ensure grounds and building are ready.
- ✓ Communicate to certified staff the possibility of extended hours on Day 1 (w/students) because of possible late afternoon bus dismissal.
- ✓ Plan process for enrollment counts.
- ✓ Assign schedules.
- ✓ Designate a place/room for all back-to-school materials sent from the county. (May start arriving as early as June.)
- ✓ Alert parents when Parent Portal opens.
- ✓ Update website for the start of school.
- ✓ Meet with counseling office and explain expectations.
- ✓ Include summer graduates in cohort data.
- ✓ Work with high school athletics or activities director to coordinate necessary programs/events.
- ✓ Examine district expectations for earning the micro- credential in poverty.

Reflection Points

- ☐ How is your enrollment relative to your projection for the upcoming year?
- ☐ Is your summer staff organizing materials for pre-planning and registration? Do you have time set aside for teachers to read individualized Education Plans and English Learner Modification Plans?
- ☐ Do you have all your procedures laid out to communicate to teachers regarding Registration Day, Registration on First Day, First Day (week) Bus Call, Bell Schedule, Locker Assignments, Duty Schedules, Lunch Schedule and Procedures, Teacher-Directed Physical Education expectations and procedures, Specials Schedule, etc.? When will Special Education, EIP and ELL support begin?
- ☐ How will you handle registration on the first day? First week?
- ☐ How do you feel about how your Administrative Team is functioning? If you have new members, how are you assimilating them into the
- ☐ team?
- ☐ How did your plan for collaboration work this year? Do you have any departments/grade levels that need some development?
- ☐ What is your plan for students who miss the bus/first day of school? Ensuring that students get on the correct bus or mode of transportation? For after-hours bus phone calls? How are you planning for after-hours bilingual support?
- ☐ What is the plan for monitoring graduation cohort, transition students, etc.?

August

- ✓ Plan faculty meeting. Review PLCs and MTSS, attendance, discipline, field trip procedures, special education, etc.
- ✓ Be aware of faith/cultural observances when planning school-wide programs and assessments. (Information is in the employee booklet calendar.)
- ✓ Collect grading policies and course syllabi by grade level/department and ensure grade weights are established correctly and fairly.
- ✓ Hold PTA room parent meetings.
- ✓ Verify submitted staff supplements for co-/extra- curricular sponsorships.
- ✓ Organize Data Team.
- ✓ Plan Curriculum, Class, Parent and Title I Nights.
- ✓ Update staff development proposals in Professional Development and Evaluation tool.
- ✓ Plan for student laptop rollout
- ✓ Request records for new students.
- ✓ Plan August fire drill, with two planned during the first month of school.
- ✓ Update School Council by-laws and establish meeting dates.
- ✓ Finalize Local School Plan for Improvement and upload staff development proposals.
- ✓ Monitor student enrollment.
- ✓ Update permanent records.
- ✓ Confirm that textbooks have been ordered and received.
- ✓ Remind parents to use the Parent Portal.
- ✓ Verify student schedules.
- ✓ Plan how data will be used by certified staff.
- ✓ Communicate WBL expectations and requirements for documentation to your faculty.
- ✓ Plan to discuss Student Support Teams and Multi-tiered Systems of Support (MTSS) procedures with the faculty. Begin the processes.
- ✓ Plan for collaborative planning sessions to set schedules, identify resources available, establish norms, establish expectations, provide support, etc.
- ✓ Update emergency drill plans; schoolwide safety plan; and crisis management plan. Meet with SRO to walk building.
- ✓ Schedule hearing/vision screenings.
- ✓ Oversee the completion of beginning-of-the-year profile sheets (i.e., data collection).
- ✓ Monitor student enrollment counts.
- ✓ Plan for beginning-of-the-year student orientation assemblies.
- ✓ Work with high school athletics or activities director to coordinate necessary extracurricular programs/events.
- ✓ Plan for budgeting funds to departments.
- ✓ Plan for mid-month assessments.
- ✓ Distribute Academic Knowledge and Skills brochures to all teachers/students.
- ✓ Monitor cohort data using cohort analyzer.
- ✓ Finalize Individual Learning Plans (ILP). Establish English Learners (EL) modification plans.
- ✓ Finalize Early Intervention Program.
- ✓ Monitor textbook/student laptop checkout.
- ✓ Review testing calendar.
- ✓ Consider organizing staff birthday plans and/or recognitions.
- ✓ Update substitute folders.
- ✓ Assemble School Literacy Leadership Team to review current reading plan.
- ✓ Review Reading Plan with faculty and staff members.

Reflection Points

- ☐ Have you updated your staff on any changes in assessment rigor and expectations?
- ☐ What are your staff development goals for the upcoming year?
- ☐ How are you sharing school initiatives with your staff and community? Is this work consistent and pervasive?
- ☐ How will you monitor the completion of observations on a routine basis with your Assistant Principals? Paired observations?
- ☐ How are teachers using Instructional Calendars?
- ☐ Are your teachers examining their practice with respect to the Academic Knowledge and Skills that are in place now?
- ☐ Are you providing time for teachers to collaborate? What is the goal of their collaboration time?
- ☐ Are you focusing on building relationships with the staff? Are you highly visible?
- ☐ How did pre-planning go? How do you know?
- ☐ How are students being monitored to ensure they are on track? Are you and/or your Assistant Principals doing Data Chats or Principal Evaluator Speaking engagements?

September

- ✓ Continue truth-in-grading discussions.
- ✓ Plan Grandparents' Day/Week and/or other observations.
- ✓ Order report card envelopes.
- ✓ Plan for October PSAT administration.
- ✓ Plan and execute classroom observations.
- ✓ Plan for fall testing meeting with teachers.
- ✓ Monitor cohort data using cohort analyzer.
- ✓ Enter special programs and student caseloads in computer.
- ✓ Prepare for staff points to remain the same/increase/or decrease, based on final enrollment count.
- ✓ Collect Early Intervention Program (EIP) Fall data.
- ✓ Plan parent volunteer training session.
- ✓ Review local data from fall assessments, included but not limited to universal screeners and Benchmarks administered in August and September.
- ✓ Plan paired evaluation observations.
- ✓ Plan for October Staff Development Day.
- ✓ Provide professional development for all staff on ESOL Guidelines.
- ✓ Plan for collaborative meetings and release time for planning.
- ✓ Schedule fall pictures and/or graduation items.
- ✓ Work with high school athletics or activities director to coordinate necessary extracurricular programs/events.
- ✓ Plan for Early Release. Schedule adjustments for lunch and dismissal.
- ✓ Begin making plans for Reading Activities Week (October); http://www.ala.org/conferencesevents/node/6/

Reflection Points

- ☐ Are your schedules working? Have you made the required changes in PowerSchool for scheduling Early Intervention Program?
- ☐ How would you describe your leadership style? Is that what your staff is used to? How are they adjusting to this? How are you helping them transition?
- ☐ How will you notify individual staff members, entire staff, parents, and students of class/schedule changes?
- ☐ Have you begun planning with your Assistant Principal for conferences and to build capacity?
- ☐ How effective is your student leadership program?
- ☐ Are students who ended the year in the Multi-tiered Systems of Support (MTSS) process continuing through the process?
- ☐ Are teachers getting their grades entered?
- ☐ How are your brief observations going? Is your team staying on schedule? Are you discussing them together as a team? How will you handle teachers' SLO goals? What data will your teachers be using?
- ☐ Do you have any staff members about whom you are concerned at this point? Are any on Professional Development Plans? How are you monitoring that?
- ☐ What processes are in place to ensure that IEPs and re-evaluations are in compliance?
- ☐ What are your strengths as a Principal? Is that what you would have predicted? How about your Assistant Principals?
- ☐ Are you making progress with relationships with the staff?
- ☐ Have you begun graduation/transcript/audits? What about graduation rates meetings to identify students on and off track?
- ☐ How are students being monitored to ensure they are on track? Are you and/or your Assistant Principals doing Data Chats or Principal Evaluator Speaking engagements?

October

- ✓ Acknowledge School Bus Safety Week.
- ✓ Review Results-Based Evaluation System plans and sign off in the Professional Development and Evaluation tool for teachers and Assistant Principals.
- ✓ Monitor Full-Time Equivalent (FTE) first count and verification of data.
- ✓ Acknowledge Bus Driver and National School Lunch Weeks. Plan for Red Ribbon Week. Launch Reading Activities
- ✓ Schedule classroom observations; review findings.
- ✓ Prepare for Breast Cancer Awareness Month.
- ✓ Review student progress reports.
- ✓ Share attendance protocol.
- ✓ Review attendance from Early Release Conferences. Follow-up on those not attending but needing to attend. Plan for Staff Development Day.
- ✓ Work with high school athletics or activities director to coordinate necessary extracurricular programs/events.
- ✓ Monitor cohort data using cohort analyzer.
- ✓ Monitor early childhood readiness data.
- ✓ Monitor kindergarten immunization report.
- ✓ Begin creating timeline for 2nd , 5th , and 8th Grade Orientation.

Reflection Points

- ☐ Are you making progress with your Local School Plan for Improvement and Staff Development? How are your supporting teachers who may be resisting change?
- ☐ Are your Academic Contracts and English Learner Proficiency Plans written? Who is monitoring their development?
- ☐ Are the grade weightings your teachers chose working? How are you monitoring the report cards (production and grades)?
- ☐ How are you and your Assistant Principalmonitoring at-risk/at- promise students? Do you have evidence that your initiatives will help increase the percentage of students who will pass?
- ☐ How are our Special Education teachers monitoring progress and/or changing instruction to try to raise student achievement?
- ☐ Have you entered any College and Career Ready Performance indicators (PSAT, ACT, WIN)? Are you becoming more familiar with the assessments?
- ☐ How are students being monitored to ensure they are on track? Are you and/or your Assistant Principals doing Data Chats?

November

- ✓ Plan for American Education Week and Red Ribbon Week (if celebrated).
- ✓ Schedule classroom observations and follow up meetings with teachers.
- ✓ Plan for perception survey administration.
- ✓ Share any personnel concerns with Human Resources Staff and your Director.
- ✓ Plan for EOC / Spring assessments in December for designated courses or designated grade levels.
- ✓ Monitor cohort data using cohort benchmarks.
- ✓ Plan for Principal for a Day.
- ✓ Maintain focus on instructional expectations. Plan custodial holiday schedule.
- ✓ Set expectations for leaving classrooms prior to Winter Break.
- ✓ Be prepared to sign off on your enrollment projection in early December. Be sure you are aware of any construction or recent enrollment trends.
- ✓ Work with high school athletics or activities director to coordinate necessary extracurricular programs/events.

Reflection Points

- ☐ Is the level of student engagement what you want to see during classroom visits and brief observations? Do you have evidence that strategies learned in staff development are being implemented?
- ☐ What information do you have at this point about student progress?
- ☐ How are you focusigng on the special education subgroup this year? How are you tracking progress for these students?
- ☐ How are you sharing district initiatives with your staff? Is this work consistent and pervasive?
- ☐ Are you doing collaborative planning with any of your grade levels? What students work are you focusing on? Are your teachers comfortable with the Instructional Calendars and the many instructional resources available online?
- ☐ How are students being monitored to ensure they are on track? Are you and/or your Assistant Principals doing Data Chats or Principal Evaluator Speaking engagements?
- ☐ What traditions are you planning during December?
- ☐ Are your intervention programs functioning as you planned?
- ☐ How are you supporting Transition and Extended Transition students?

December

- ✓ Plan winter Holiday Program (if appropriate)
- ✓ Plan for January Staff Development Day.
- ✓ Review student progress reports.
- ✓ Review projected enrollment.
- ✓ Plan for Middle School articulation to High School and Elementary articulation to Middle School.
- ✓ Plan for high school exams.
- ✓ Remember that the Local School Plan for Improvement—Implementation Plan mid-year summary is due at the end of January.
- ✓ Plan Local School Council meeting.
- ✓ Review discipline, attendance and graduation cohort reports.
- ✓ Prepare staff attendance concern letters.
- ✓ Monitor end-of-semester needs.
- ✓ Work with high school athletics or activities director to coordinate necessary extracurricular programs/events.
- ✓ Monitor cohort data.
- ✓ Plan for the Title Programs/Reporting Information.

Reflection Points

- ☐ How are you monitoring the budget?
- ☐ Have you planned for your classified interim evaluations in January?
- ☐ How are you tracking evaluation scheduling and results? Have you monitored that the sign-offs are complete in the Professional Development and Evaluation tool information?
- ☐ Are you thinking about your staffing plan for next year? What feedback have you gotten from the staff?
- ☐ Who is monitoring your Attendance Protocol? Do you have any students absent more than six days so far?
- ☐ How will you handle analysis of the fall assessment data?
- ☐ How are students being monitored to ensure they are on track?
- ☐ Have you planned for completing Assistant Principals' Change Project?
- ☐ Who is monitoring your discipline reporting? How does it compare to last year?
- ☐ Do you have any staff members about whom you are concerned? What has been documented thus far? Are any on Professional Development Plans? Who is evaluating them?
- ☐ How are you monitoring interventions? Are you pleased with student progress? How are Multi-tiered Systems of Support (MTSS) going? How are you monitoring the Academic Contracts?
- ☐ Is your Special Education Assistant Principal working with your self-contained teachers in completing various reports and observations?
- ☐ Is your Technology Instructional Facilitator making good progress on helping teachers with technology in the classroom?

January

- ✓ Plan for interim classified evaluations by primary evaluators.
- ✓ Plan and continue observations in accordance to district timeline.
- ✓ Hold Retention/Credit Recovery discussions with Assistant Principals and teachers. Plan for retention Student Support Team meetings.
- ✓ Be aware of Human Resource deadlines.
- ✓ Interpret fall assessment data.
- ✓ Host attendance celebration for first semester.
- ✓ Work on point allotment and staffing plan.
- ✓ Once enrollment projection is received, begin to plan for staffing next year. Think about any staff members who might need to be displaced per your new staffing plan. Also, plan for how you will notify individual and
- ✓ whole staff of staffing plan for next year.
- ✓ Communicate with teachers and Assistant Principals on due dates for mid-year evaluation plans.
- ✓ Work with high school athletic or activities director to coordinate necessary extracurricular programs/events.
- ✓ Mid-Year data meetings and review for all grade levels and departments.
- ✓ Oversee early childhood data pull.
- ✓ Prepare budget amendments.
- ✓ Put Counselor Recognition Breakfast on calendar.
- ✓ Monitor cohort.
- ✓ Review gradebook set-ups to ensure equity in grading practices.

Reflection Points

- ☐ How is your school sharing mid-year data/progress towards Local School Plan for Improvement goals?
- ☐ What process is in place to revisit and sign off on Academic Contracts and English Learner Proficiency Plans (ELPP) prior to parent conferences?
- ☐ Do you have any staff members about whom you are concerned?
- ☐ How are students being monitored to ensure they are on track? Are you and/or your Assistant Principals doing Data Chats?
- ☐ How are you monitoring your courses or grade levels' struggling students?
- ☐ How do you plan to share your full benchmark results with teachers and parents?
- ☐ How is your attendance?
- ☐ Have your teachers conducted Preliminary Retention Conferences?
- ☐ How are you tracking scheduling and benchmark results?
- ☐ What interventions are available? Are Multi-tiered Systems of Support (MTSS) supporting these students?
- ☐ As you begin to plan for next year, what is your focus for maintenance or change? Is there a large issue that needs to be changed or adjusted? Are you thinking in terms of long-term support for a present initiative or new one?
- ☐ Are you teachers comfortable with communicating graduation and retention requirements at the next conference? How are you planning to handle retention considerations?
- ☐ How are you monitoring your discipline reporting? Do you have any concerns about number of referrals or data quality?
- ☐ What is your plan for transition students?

February

- ✓ Monitor Full-Time Equivalent (FTE) data for March FTE count.
- ✓ Review Discipline and Attendance Data.
- ✓ Prepare for March Staff Development Day if needed.
- ✓ Make plans to attend upcoming Job Fair in late-January or early-February.
- ✓ Prepare initial plans for Summer School.
- ✓ Complete classroom observations. Remind teachers to share retention concerns, credit recovery concerns, and possible recommendation for Sumer School attendance at conferences.
- ✓ Plan for the Teacher and Student Recognition Programs.
- ✓ Work with high school athletics or activities director to coordinate necessary extracurricular programs/events.
- ✓ Set dates for summer professional development for new teachers and leadership teams.
- ✓ Plan for State Emergency Drill.
- ✓ Schedule planning meetings for grades 5, 8 and 12 for end- of-year celebrations/promotions or graduations.
- ✓ Remind retirees and part-year employees about separation letters.
- ✓ Review IGPs with students and parents for class/course placement.
- ✓ Update Academic Contracts.
- ✓ Finalize staffing plan. In early-February, know who is being displaced and communicate this to displaced individuals. This information will be submitted per Human Resources' directions.
- ✓ Plan for Early Release. Schedule adjustments for lunch and dismissal.
- ✓ Begin 8th grade articulation with high schools.
- ✓ Monitor cohort data.

Reflection Points

- ☐ Do you have your staffing plan finalized? Have you talked to employees about changes? Did you follow the process for contracts?
- ☐ Are your teacher evaluations and SLP conferences going well? Did you complete your Assistant Principal mid-year evaluations?
- ☐ Is your data clean? Follow up on data reports so that you are prepared for various audits that may occur.
- ☐ Are you starting to think about professional development for next year? Begin conceptualizing collaboration for next year.
- ☐ Have you spent 70% of your Title 1 Budget?
- ☐ Have you reviewed the Human Resources Staffing Update for this month? Do you have any specific needs for the Job Fair? If so, discuss possibility of having Assistant Principals ready to do interviews and tours at building for candidates you really want.
- ☐ Do you have staff members retiring? How does your school celebrate this milestone?
- ☐ Are you using and analyzing longitudinal assessment and class data to determine focus areas for the next school year?
- ☐ How are students being monitored to ensure they are on track? Are you and/or your Assistant Principals doing Data Chats?

March

- ✓ Finalize course offerings for fall.
- ✓ Prepare class lists/student schedule development.
- ✓ Work with high school athletics or activities director to coordinate necessary extracurricular programs/events.
- ✓ Complete Summative Evaluation and Conferences for all Certified Staff.
- ✓ BE SURE TO RESPOND TO ALL TRANSFER REQUESTS TO YOUR SCHOOL. Be sure to have all Personnel Action Requests (PARs) for transfers to your school complete by the date determined by Human Resources.
- ✓ Finalize staffing plan.
- ✓ Complete summer schedule planning memorandum.
- ✓ Begin to plan next year's staff development.
- ✓ Monitor cohort data.
- ✓ Schedule Summer Reading Initiative
- ✓ Review student progress reports.
- ✓ Review gradebooks to ensure equity in grading practices.
- ✓ Plan for March Staff Development Day if needed.
- ✓ Review Discipline/Attendance Total Report.
- ✓ Monitor Full-Time Equivalent (FTE) count. Finalize Formative Observation.
- ✓ Meeting with Testing Coordinator to review small groups and modifications needed for spring testing.
- ✓ Have you addressed staff attendance and concerns in writing and shared with your Director prior to giving them to identified staff members?
- ✓ Plan for Summer School.
- ✓ Prepare staff for Employee Engagement Survey.
- ✓ Plan for bell schedules for all testing.
- ✓ Plan for Pre-K Registration. Purchase required testing materials for Pre-K.
- ✓ Monitor Kindergarten Inventory of Developing Skills data pull.
- ✓ Hold Read Across America Event (Elementary)
- ✓ Submit new reading plan to Directors for review.

Reflection Points

- ☐ Have you reviewed the Human Resources Staffing update for this month?
- ☐ How and when will you do class lists or course scheduling?
- ☐ What are you thinking in terms of staff development for next year? This would be a good time to begin planning for the year with your Assistant Principals. Evaluate the level of collaboration at your school. What are your next steps? How are you developing your teacher leaders?
- ☐ How are students being monitored to ensure they are on track? Are you and/or your Assistant Principals doing Data Chats?
- ☐ Are all your observations on time? Have you planned summative conferences?
- ☐ Did your Testing Coordinator do testing last year? Is he/she clear on all procedures (tubs, small groups, small-group tests in with class or in small group, etc.)? How is your administrative team supporting the lead School Testing Coordinator?
- ☐ Have you completed your Title 1 Budget modifications and expenditures?

April

- ✓ Monitor your staff roster. ***What positions are open? What staff changes will be made?***
- ✓ Monitor spring testing. ***Is the administration team supporting the Testing Coordinat****or?*
- ✓ Create student schedules/class lists.
- ✓ Prepare End-of-the-Year checklist for school. Delegate End-of-the-Year checklist components to the appropriate staff members.
- ✓ Announce School Improvement Council selection.
- ✓ Meet with staff to prepare for spring testing. Plan for administration of the spring testing.
- ✓ Complete math and science orders.
- ✓ Plan for Administrative Professionals' Week/Day.
- ✓ Sign up teachers for summer staff development.
- ✓ Review discipline report.
- ✓ Plan end-of-the-year luncheon and staff celebration.
- ✓ Complete end-of-the-year surveys.
- ✓ Order/update school health forms (clinic).
- ✓ Submit May List of Events to Directors.
- ✓ Conduct Summative Evaluation Meetings with teachers and Assistant Principals.
- ✓ Observe National School Librarian Day and National l Library Week
- ✓ Finalize master schedule.
- ✓ Review staff handbook.
- ✓ Prepare for school-level summer leadership meetings.
- ✓ Plan for Teacher Appreciation Week and National Teacher Day in May.
- ✓ Work with high school athletics or activities director to coordinate necessary extracurricular programs/events.
- ✓ Appropriate administrators (grade level) plan feeder school articulation meetings for students moving from 5^{th} to 6^{th} grade and 8^{th} to 9^{th} grade.
- ✓ Plan for graduation and promotion.
- ✓ Schedule retention Students Support Team meetings.
- ✓ Plan 5^{th} grade visit to middle school and 8^{th} grade visit to high school.
- ✓ Monitor cohort data.
- ✓ Prepare for PreK testing.
- ✓ Close out Early Intervention Program report.
- ✓ Work with PTA for election of board members.

Reflection Points

- ☐ Is the staff development learning being applied consistently and pervasively throughout the building?
- ☐ How are students being monitored to ensure they are on track? Are you and/or your Assistant Principals doing Data Chats?

May

- ✓ Distribute end-of-year checklist.
- ✓ Finalize textbook/student laptop inventory.
- ✓ Finalize recognition ceremonies.
- ✓ Complete hiring processes and submit Personnel Action Request (PAR).
- ✓ Finalize staffing plans.
- ✓ Finalize class lists.
- ✓ Finalize floor map and moving plan.
- ✓ Complete committee assignments.
- ✓ Prepare student supply lists.
- ✓ Oversee PTA/School Council elections.
- ✓ Plan Volunteer Appreciation/Recognition.
- ✓ Oversee Staff Appreciation.
- ✓ Plan for summer cleaning.
- ✓ Prepare supply orders.
- ✓ Submit principal summer leave form to Director.
- ✓ Ensure retention letters are signed and placed in folders for K-5 students and list is submitted to Director.
- ✓ Order Agenda Books.
- ✓ Monitor cohort data using cohort analyzer.
- ✓ Plan for high school exam release schedule.
- ✓ Work with athletics or activities director to coordinate necessary end of the year extracurricular programs/events.
- ✓ Plan for Middle End-of-Grade and High End-of-Course Tests.
- ✓ Finalize PreK Testing.
- ✓ Review permissive transfers and residency affidavits.
- ✓ Finalize staff development plans.
- ✓ Analyze final discipline report.
- ✓ Review progress reports.
- ✓ Ensure teachers have completed staff development logs.
- ✓ Collect Summer School students list.
- ✓ Finalize master calendar.
- ✓ Complete furniture inventory. Return surplus.
- ✓ Determine data for summer meeting of Instructional Leadership Team.
- ✓ Review graduation rehearsal plans. Make sure counselors and teachers are contacting families of students who will not graduate.

Reflection Points

- ☐ When you receive spring student assessment scores, who will call parents? How will you summarize your data? Who will communicate to teachers and parents?
- ☐ What are you modeling for your teachers right now? Your students?
- ☐ Are you planning for end-of-year budget restrictions? Does the website met your expectations?
- ☐ Have your teachers conducted Final Retention Conferences?
- ☐ Remember that student schedules need to be entered in PowerSchool for the new gradebook before the SIS Op leaves in June. Is that process going well?
- ☐ Have you planned to maximize your Full Time Equivalent (FTE) for Gifted, Early Intervention Program and English Learners?
- ☐ What are you planning to accomplish at Summer Leadership Retreat or Conference?
- ☐ How are students being monitored to ensure they are on track?

June

- ✓ Update answering machine and website.
- ✓ Finalize calendar, meeting organization, and schedules.
- ✓ Plan agenda for School Improvement Team meeting.
- ✓ Update memos for car riders and bus riders.
- ✓ Order/update school forms.
- ✓ Prepare summer registration packets.
- ✓ Monitor Summer School.
- ✓ Plan for summer office coverage and summer registration. Display summer hours via signs on door, marquee, website, etc.
- ✓ Finalize student schedules/class lists and investigate tradition for posting lists.
- ✓ Plan to file test scores.
- ✓ Signoff on department/grade chair/club sponsor supplements.
- ✓ Update school contacts database.
- ✓ Update emergency/after-hours contact list.
- ✓ Have Technology Support Technician clean shared drive.
- ✓ Deadline for closing out Local School Plan for Improvement is June 30. Data will automatically populate but principal needs to tell the rest of the story (e.g., a subgroup that did not pass but did improve). Submit to Director.
- ✓ Plan time for Summer Leadership Team.
- ✓ Update Crisis Management Plan.
- ✓ Clean out files and offices.
- ✓ Finalize final evaluations (classified).
- ✓ Finalize staffing plan.
- ✓ Order phone changes.
- ✓ Finalize pre-planning schedule.
- ✓ Complete staff supplements for co-/extra-curricular sponsorships for the upcoming school year; submit lists to Human Resources.
- ✓ Gather information for Accountability Report "Highlights" section.
- ✓ Complete end-of-year principal checklist.
- ✓ Ensure all Special Education records are transferred.
- ✓ Monitor cohort data.
- ✓ Finish cleaning cohort data.
- ✓ Prepare welcome letters to new staff. ***Are you staying in touch with your new hires?***
- ✓ *Before your regular staff leaves, have you prepared your summer staff for enrollment, transfer of records, information communication, professional learning, delivery of materials, serving of subpoenas, Summer School?*

Reflection Points

- ☐ How is your enrollment relative to your projection for next year?
- ☐ What historical data do you have to compare to this year's data? How will you present summaries to teachers, School Council, PTA, etc.?
- ☐ Who on your team is working with the database specialist on scheduling for next year? Does that person understand all that you are offering for Gifted, English Learners, Early Intervention Program, Accelerated, Honors, Advanced Placement, Credit Recover, etc.?
- ☐ Do you clearly understand how to maximize Full Time Equivalent (FTE) in all those areas? Does the person understand the course numbers well? Remember all schedules have to be entered before the database specialist leaves in June.
- ☐ Is there any data from your Discipline Reports that you need to bring to the attention of your staff?
- ☐ When will you meet with your Leadership Team to sketch out your new Local School Plan for Improvement? What data will you present to them? Are you comfortable with the program and the timeline?
- ☐ Are you clear on budget constraints during the summer? Who will physically handle and inventory the new materials as they arrive this summer?
- ☐ What is the procedure for the first week of school 2021-2022?

Notes/Updates

Orangeburg County School District

Beginning of the year District-wide school information

2025-2026

SCHOOL:

Due: Friday, August 8, 2025
12:00 Noon

School Opening Checklist 2025-2026

School Name: _____

Principal's Signature: _____

Completed Date: _____

Director of School's Signature: _____

Received Date: _____

Information Sheet

School:_____

DATE DUE	REQUESTED DOCUMENTS/INFORMATION	RECEIVED (☐☐)
July 3, 2025	Open House Dates (Coordinate with Feeder Schools Date: Time:	
August 5, 2025	Facility Needs	
August 5, 2025	Final Master Course Schedule (include times and/or blocks)	
August 5, 2025	Updated Staffing Roster (Allocated Positions)	
August 5, 2025	Bell/Transition Schedule	
August 5, 2025	Designated Person of Authority (Who is in charge in the absence of the principal)	
August 5, 2025	Emergency 5-Year Agreement for Offsite Shelter Facility	
August 5, 2025	Faculty & Staff Handbook-maintain signature page	
August 5, 2025	Opening of School Departmental Contact List	
August 5, 2025	Parent/Student Handbook	
August 5, 2025	School Telephone Roster	
August 5, 2025	Staff Meeting Schedule	
August 5, 2025	Teaching Schedules	
August 29, 2025	OCR Discussion w/Faculty (include PTO, SIC, Students). Submit an agenda and sign-in sheet as documentation.	
August 29, 2025	PTO/PTA Booster Club Foundation By Laws	
August 29, 2025	Professional Development Plan (Pending additional info)	
August 29, 2025	School Emergency and Crisis Response Plan (Send to the Operations Department)	
Human Resources Deadline	Review Title IX: Harassment ~ Grievance Documentation ~ Signature Sheet	
August 29, 2025	Updated Coaching & Co-Curricular List	
Human Resources Deadline	Employee Handbook (Signature Page Due)	

NOTE:

- All Coaches Trained Annually On The Defibrillator. Check the Defibrillator Battery.
- A Fire Drill Must Be Held Within The First 10 Days Of School And Every 30 Days Afterwards.

Departmental Contact List

School: _____

Please Provide Contact Information for The Departments Listed Below For Your School: DUE: August 5, 2025

Department Name	Contact Name	Direct Line
Cafeteria Manager		
Certificate Renewal-Performance Evaluation Contact		
Communications Contact (website, newsletters, phone dialers, marquee)		
Lead Teacher (Extended Learning)		
Designated Person In Authority (1)		
Designated Person In Authority (2)		
Grade Level - Department Chair(s)		
Grants		
Hearing Office Contact		
Employee Attendance & Payroll Contact		
PTO President and SIC President		
MTSS Chair		
Social Worker and/or Mental Health Counselor		
Textbook Coordinator		
Transportation Contact		

GENERAL

Task	Responsible Person	Initial	Completed		Date Completed	Corrective Actions
			Yes	No		
A list of the building staff and telephone numbers has been compiled.			☐	☐		
A school calendar has been printed with all assemblies, test dates, extracurricular activities, holidays, and in-service days listed. Update calendar on the school website.			☐	☐		
Department heads, team leaders, grade level chairs have been selected.			☐	☐		
Extra duty, supervision assignments and class sponsorships have been assigned.			☐	☐		
There are adequate teaching materials/supplies in each class.			☐	☐		
An agenda for the first meeting with faculty and staff has been made. Please include regularly scheduled meetings for the school's leadership team.			☐	☐		
Teacher-student handbooks are ready for distribution.			☐	☐		
Employee handbooks are distributed (must obtain signatures).			☐	☐		
Grading procedures and requirements are included in the handbook.			☐	☐		
Lesson plan procedures for teachers are outlined.			☐	☐		
The procedure to report an employee's absences is communicated.			☐	☐		
Student insurance information is ready for distribution.			☐	☐		
School start and dismissal times/procedures are in place.			☐	☐		
Signs are posted for visitors.			☐	☐		
Method/procedure for determining Student awards are communicated in writing to parents.			☐	☐		
Honor roll requirements are in progress.			☐	☐		
Mail or post students' class assignments. First day packets including FERPA letter and other pertinent information.			☐	☐		
Cafeteria procedures have been established.			☐	☐		
District and school discipline procedures are in progress.			☐	☐		
A method has been determined for organizing class officers and student government.			☐	☐		
Plans are in place to register students.			☐	☐		
All students, if appropriate, are issued ID's, lockers, etc.			☐	☐		

FINANCE/OPERATIONS

Task	Responsible Person	Initial	Completed		Date Completed	Corrective Actions
			Yes	No		
Check PO for supplies/materials and equipment received.			☐	☐		
Classrooms are checked for appropriate furniture and spacing.			☐	☐		
Distribute ID's, keys and security codes to appropriate personnel.			☐	☐		
Receipt books are distributed.			☐	☐		
PTO/PTA Booster Club Foundation By Laws			☐	☐		

MEDIA

Task	Responsible Person	Initial	Completed		Date Completed	Corrective Actions
			Yes	No		
Instructional Technology equipment is ready for distribution/checkout.			☐	☐		
Schedules and procedures for library use have been established and communicated.			☐	☐		
New books and materials have been coded.			☐	☐		
Laptops (where applicable), educational software and hardware are available in sufficient quantities in every classroom according to student laptop guidelines.			☐	☐		
Virtual and face to face interventions are in place.			☐	☐		

RECORDS/REPORTS

Task	Responsible Person	Initial	Completed		Date Completed	Corrective Actions
			Yes	No		
Cumulative records (to include Academic Plans) are organized and ready for use.			☐	☐		
Requests for and sending out records are done daily.			☐	☐		
Health records are checked for current immunization status.			☐	☐		
Current IEP's are available for all special needs students.			☐	☐		
Summer School records are on file (if applicable).			☐	☐		
Score reports for PASS, (WIN), SC READY, etc. are on file.			☐	☐		
Procedures for distributing score reports to parents have been established.			☐	☐		
Return to Records Office records of withdrawals and graduates.			☐	☐		
Improvement Plans, when appropriate, have been developed.			☐	☐		
Updated School Renewal and School Improvement Plans are in progress.			☐	☐		

SAFETY

Task	Responsible Person	Initial	Completed		Date Completed	Corrective Actions
			Yes	No		
All stakeholders in the school community have procedural information to ensure safety, i.e. arrival, departure, inclement weather, location of classes.			☐	☐		
Safety healthy rules have been posted and hazards eliminated as much as possible. (COVID-19)			☐	☐		
School Emergency and Crisis Response Plan is completed and submitted to Security and Emergency Services.			☐	☐		
Completed fire drills – Fall will be fluid due to COVID-19 and schools are waiting on guidance on how to proceed.			☐	☐		
Security and PA systems, bells and fire alarms are operating properly.			☐	☐		
Check defibrillator battery within first 10 days of school and at every fire drill.			☐	☐		
Fire drill scheduled within the first 10 days of school and every 30 days afterwards (waiting on SDE for guidance)			☐	☐		

SCHEDULING

Task	Responsible Person	Initial	Completed		Date Completed	Corrective Actions
			Yes	No		
All teachers have been notified of their teaching assignments and locations prior to August 8.			☐	☐		
A schedule for custodians has been established.			☐	☐		
A schedule for the first week has been established for teachers and students.			☐	☐		
The parent-teacher conference schedule is published and communicated.			☐	☐		
A meeting schedule for Professional Learning Communities (PLC) has been developed.			☐	☐		
A procedure for new students without schedules is in place.			☐	☐		

TEXTBOOKS

Task	Responsible Person	Initial	Completed		Date Completed	Corrective Actions
			Yes	No		
Technology distribution schedule/registration has been planned for back to school.			☐	☐		
A procedure for issuing textbooks is in place (monitoring COVID-19 to proceed).			☐	☐		
A procedure for textbook and device debt collection is implemented.			☐	☐		

TRANSPORTATION

Task	Responsible Person	Initial	Completed		Date Completed	Corrective Actions
			Yes	No		
Regulations for field trips and proper supervision have been included in the handbook.			☐	☐		
Information communicated to parents and students regarding bus routes, pick-up/drop-off times, bus rosters and school schedule.			☐	☐		
All students are registered and assigned a bus to ride.			☐	☐		

Task	Responsible Person	Deadline Date	
		Suggested	Actual
☐ Review School Opening Checklist for each school.	Directors	August 15, 2025	
☐ Compile an annotated list by school of outstanding items.	Directors	August 15, 2025	
☐ Review each school's list of outstanding items and work with Financial Services/Human Resource Services or Cabinet to resolve the item.	Directors	August 30, 2025	
☐ Inform Directors of the status of outstanding issues.	Directors	July 1, 2025 and Ongoing/Year-Round	

School: _____

Principal's Signature: _____

Date Completed: _____

Date Reviewed: _____

Director of Schools Signature: _____

Date: _____

APPENDIX

Orangeburg County School District
Virtual Meeting Norms

Essential Question-Why are virtual meeting norms necessary?

To establish and maintain a high-quality level of professionalism by modeling for our students and local stakeholders the expectations. All professional educators are expected to adhere to these guidelines when engaged in virtual staff meetings, professional development, or instructional activities.

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1. Log onto meeting at least 10 minutes prior to the start of meeting to address any technology issues.

2. Mute your microphone upon entering the meeting room.

3. Turn your camera on and be visible throughout meeting.

4. Dress professionally

5. Refrain from sidebar conversations and activities (remain engaged, attentive, and alert).

Please note: Virtual meetings will follow all expectations as face-to-face meetings. Remember, meetings are recorded and when on-line we are exposed to the World Wide Web.

Communication Protocol

Essential Question- Why is it necessary to have communication protocols established within a school district?

ACCOUNTABILITY: (This alleviates going to the wrong person/department and establishes the appropriate chain of command to resolve concerns). **Principals are required to contact their appropriate director in the event they need to leave their building, arrive late, or will be absent. Enter absences in iVision or Frontline when appropriate.**

Personnel:	Reports to:
School Staff	Principal or Designee
Principals	Director of Schools
Directors	Assistant Superintendents
District Staff	Designated Department Heads

Orangeburg County School District Annual Schedule for Attendance Activities

August Checkpoints
✓ Plan for locating students who are "No Shows" ✓ Review the list of students due to return from alternative settings ✓ Schedule and organize Multi-Tiered Systems of Support (MTSS) meetings for the year and post dates ✓ Identify a Support Services contact from the administrative leadership team ✓ Ensure that time is provided for non-instructional support services staff, (i.e. School counselor, school social worker, In-school-suspension, Parent Engagement Facilitators, etc.) professionals to meet and plan services and to develop a schedule for the school year ✓ Schedule time during the first semester for mandated yearly updates on Child Abuse and Neglect, Suicide/Crisis, Bullying etc.
September Checkpoints
✓ Identify and address teachers who consistently fail to take student attendance ✓ Acknowledge September as "National Attendance Awareness Month" ✓ Is the discipline tracking system in PowerSchool working? ✓ Meet with the District Student Support Services Director to discuss areas of focus
December Checkpoints
✓ Review the "Chronic Absentee" report and assess the need to intervene with students who are non-truant and appear on the list ✓ Develop for the school messenger system a message to families to remind them of school start day after the winter break
January Checkpoints
✓ Meet with the support services team for updates from their areas and progress on their support plan ✓ Drop in on the MTSS team meeting to ensure that students transitioning from alternative settings are provided interventions to support success at their home school.
March Checkpoints
✓ Check to ensure that the SIS Op is consistently entering data into Power School related to the incident management report ✓ Acknowledge the 1st full week of March as National School Social Work Week

New Principal Transitional Process

Rationale (The Why)

In order to provide continuous and high-quality services to each school's community as principals leave, newly appointed principals will work with outgoing principals and district leaders to develop an understanding of the school community, climate, culture, student achievement results, instructional programs, operations, processes, school plans, and initiatives. As a result, Orangeburg County School District has designed a standard transition process to ensure system-wide processes and procedures among all departments.

Purpose

- To develop a systematic onboarding process for principals new to the district or position to transition into their newly appointed school;
- To demonstrate a commitment to our schools that we ensure a thoughtful, effective transition is in place that respects the achievements and traditions of the administrative team, teachers, and students of the school community receiving new leadership;
- To ensure a seamless transition is executed and to establish a foundation for future success for the newly appointed administrator; and
- To abreast current principals of the district's established best practices and procedures that relate to the overall effective operation of schools.

Goal

Having a systematic process for assisting newly appointed and experienced principals to have the proper knowledge and support to be successful and place more emphasis on teaching and learning. This document supports the district's goal of growing capacity for individual and system-wide productivity to accomplish our mission.

How to use this tool

- Directors of Schools will provide principals with an overview of the guide.
- The guide provides a process and serves as an organizer to support effective leadership practices by identifying established standards and timeframe of appointments.
- Monthly Checkpoints are included and serve as a tool to support intentional planning.

Responsibilities of the Outgoing Principal (change over meeting schedule to review)

Review and provide copies of the following:

- ☐ School calendar, master schedule, meeting schedule
- ☐ Current and past School Improvement Plans with results, conclusions and explanation of process
- ☐ Achievement data, including: standardized, formative, College and Career Ready Performance Index, etc.
- ☐ Enrollment projections and demographics
- ☐ Staffing allotment, assignments, recommendations
- ☐ Current and projected vacancies; hiring process
- ☐ Title I budget, funded personnel if applicable
- ☐ Evaluation results of staff members
- ☐ Personnel issues, Professional Development Plans, Staff Improvement Plans, etc.
- ☐ School initiatives and professional learning plans
- ☐ Organization of duties for administrators, counselors and teachers
- ☐ School organization, committees, leaders
- ☐ Key leaders (staff, PTA, school council, boosters, faith based) contact information
- ☐ School Report Card Narrative
- ☐ PTA minutes/initiatives, School Council notebook
- ☐ Internal/external communication plans, newsletters, website
- ☐ Printed list of updated school contact database
- ☐ Faculty/staff and student handbooks and revision process
- ☐ Discipline, attendance and SPED plan
- ☐ Safety plans, fire drill/evacuation maps, emergency off-site agreement
- ☐ Building security codes, safe combination, keys
- ☐ Facility map, maintenance plans, building plan Emergency after-hours numbers
- ☐ Staff contact list with addresses and phone numbers
- ☐ Phone system, voice mail, and intercom manuals
- ☐ Budget, P-card/check signing card
- ☐ Plan for summer responsibilities and office coverage
- ☐ Outstanding work orders and/or encumbered purchase orders
- ☐ Plans for summer school, credit recovery, promotion/retention, graduation
- ☐ History of special events/traditions regarding holidays, gifts, breakfasts, American Education Week, etc.

Complete the following:

- ☐ Plan transition of computer, laptop, tablet, and phone.
- ☐ Ensure the Technology Support Technician sets up the principal's computer with appropriate icons, databases (screen shot of principal's desktop), etc.
- ☐ Plan for summer responsibilities and office coverage.
- ☐ Master schedule, class lists and processes
- ☐ Update employee roster submit payroll authorizations for incoming and outgoing employees.
- ☐ Introduce the new principal to PTA Executive Board, School Council, school resource officer, bus supervisor, maintenance and grounds staff.
- ☐ Review vendor contracts for pictures, beverage and snack machines, etc.
- ☐ Work with Executive Director of Schools for a fair and equitable distribution of time during transition

Leaders, do not remove any technology equipment, furniture, etc. from the school unless you received approval from your Director.

Orangeburg County School District
Transfer of Responsibility Form

Principal: **School:**

A. School Operations

Item	Yes	No	Director's Initials
➢ School Renewal Plan (to be distributed by February).			
➢ Title 1 Plan			
➢ Textbook inventory; any necessary payments completed. Acknowledge that no new textbooks will be ordered.			
➢ Transfer of student records (Grades 5 & 8; Grade 12 graduates).			
➢ Classroom schedules should be as complete as possible.			
➢ Current roster of teachers, with deletions and additions, with addresses and telephone numbers.			
➢ Student council officers names, addresses, and telephone numbers.			
➢ School Improvement Council member names, addresses, telephone numbers with information of when and how they became members of the council.			
➢ PTO and parent / teacher group officer information.			
➢ Custodial, food service, secretarial personnel listing (address, telephone number) and projected work schedule.			

B. General

Item	Yes	No	Director's Initials
➢ School Renewal Plan; Cognia Plan. (PDF and Word documents that can be edited)			
➢ Place a copy in District shared drive.			
➢ Status of any new textbooks expected.			
➢ Teacher, parent, student handbook(s) with dates of last revisions and dates and methods of last distribution.			
➢ Projected enrollment and staff with status information (including custodial). ➢ List vacancies			
➢ Fixed Asset Report			
➢ Cognia file with information on previous studies and current activity.			
➢ File of current and past School Test Score Summary Reports.			
➢ Remove all personal items such as rugs, wall hangings, and personal furniture from the office.			

C. Finance / Operations

Item	Yes	No	Director's Initials
Building Budgets a. Status of the POs b. Status of requested next school year budgets & equipment c. Current budget reports **d.** P-Card: Principal should turn in P-Card to director to be cut and sent to procurement			
Activity Funds a. New signature cards for accounts b. New signature cards and/or status of savings accounts, investments, etc. (Internal Auditor should review). Schedule appointment with Internal Auditor c. Status of outstanding bills, YTD account activity and summer camp (band, football, basketball) commitments d. Contracts for yearbooks, pictures, etc. **e.** Change safe combination			

Item	Yes	No	Director's Initials
➢ Status of PTO/PTA accounts (Attach a copy of the last bank statement of statement from PTO.)			
➢ Bookkeeper's name and summer telephone number and address.			
Maintenance ➢ Turn in keys, laptop, iPad to director. (Identify building personnel holding authorized keys.) Principals new to the building will meet with persons holding keys and re-establish the responsibility formally (in writing) and set up a system to maintain responsibility if such does not exist. ➢ Outstanding maintenance work orders. ➢ Summer maintenance requests.			
Facilities a. Pending (approved) construction projects. b. Identify areas which need immediate attention.			

D. Instruction

Item	Yes	No	Director's Initials
➢ Teacher's file indicating evaluation status for the next school year.			
➢ File for teachers on Professional Growth & Development Plans or list none.			
➢ Description of any new materials or school wide materials used that are commonly used throughout the district. (Ex. Lesson Plan Protocol.)			
➢ Digital Learning Environment (DLE) • Manager's name and contact information • Inventory • Report of lost or stolen devices.			

Signatures:

_____ _____

Principal Date

_____ _____

Director/Department Date

_____ _____

Director/Department Date

New Principal Meet and Greet Protocol

Each newly appointed principal will be introduced by the Director of the school to which the principal has been appointed. The outline below serves as a structured guide and emphasizes the "elevator speech" of the new principal to the school community.

I. Introduction
   a) Professional background
   b) Philosophy of education
   c) Vision for school

II. Means of Communication
   a) Newsletters
   b) School Messenger system (automated phone calls, texts)
   c) Emails
   d) Website

III. Student Expectations for Learning

IV. District Initiatives
   a) Parental involvement
   b) Community partnerships
   c) Student engagement

1. **Speak factually not speculatively.**
2. **Provide general information without going into too many details.**
3. **Do not allow questions.**
4. **Effectively communicate the meet and greet occasion to all stakeholders in a timely manner. Plan for no more than 30 minutes face-to-face and 20 minutes virtually.**


ORANGEBURG
COUNTY SCHOOL DISTRICT