



ONBOARDING YOUR NEW EMPLOYEE BEYOND HR: A LEADER'S GUIDE TO YEAR-ONE SUCCESS

A Guide for Principals Supporting
School-Based Employees



Division of Human Resources



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On the Cover:

The principals featured on the cover of this manual represent the 2020-2026 principals of the year for each area.

Featured on the cover (clockwise from top left) are Dr. Laura Neely of Kittredge Magnet School, Keith Jones of DeKalb School of the Arts, who was recognized as DeKalb County School District's Principal of the Year, Shawna Pickett of Livsey Elementary School, Antonio Rhodes of Champion Theme Middle School, Dr. Carolyn Benson of Rainbow Elementary School, Michael Alexander of Martin Luther King Jr. High School, and Avis Mooneyham of Austin Elementary School.

The Division of Human Resources proudly recognizes these leaders for their contributions to employee success and school excellence throughout DeKalb County School District.

Message from the Superintendent



Welcome to DeKalb County School District.

At DCSD, our work is grounded in a clear and powerful purpose: preparing every student for success as a lifelong learner and responsible global citizen. This is not simply a vision statement. It is a shared commitment that guides every decision we make and every role we fill.

As a principal, you play a critical role in bringing this commitment to life. Each employee who joins your school becomes part of that mission, and their ability to contribute begins with how they are welcomed, prepared, and supported from the start.

Our direction is clear. We are moving forward together, strengthening systems, increasing accountability, and ensuring that every student has access to the support and opportunities they need to succeed. That progress depends on leadership at the school level.

Strong schools begin with strong onboarding. The experiences you create in a new employee's first days and weeks shape their confidence, their performance, and their decision to stay and grow within DCSD.

This onboarding manual is designed to support you in that work. It provides clear expectations, practical guidance, and tools to ensure that every new hire in your building is positioned for success from Day One.

You are leading the work that makes our district stronger. Through your leadership, we build consistency, strengthen culture, and improve outcomes for students.

We are moving forward together.

A stylized, handwritten signature in black ink, appearing to read 'Dr. Sauce'.

Dr. Norman C. Sauce III
Interim Superintendent
DeKalb County School District

Guidance from the Chief Human Resources Officer



Effective onboarding is a critical driver of employee success, experience, and long-term commitment within DeKalb County School District.

As a principal, you are responsible for how new employees begin their work in your school. The first days and weeks establish expectations, shape performance, and influence whether employees feel prepared, supported, and accountable.

When onboarding is intentional, structured, and consistent, employees are better equipped to perform, more engaged in their work, and more likely to remain and grow within DCSD.

This manual is designed to support you in that responsibility.

It provides clear guidance, practical tools, and structured timelines to help you deliver consistent onboarding experience for every employee. While each school has its own culture, every new hire should experience the same level of clarity, preparation, and support from the start.

As a principal, your role is to:

- Establish clear expectations from Day One
- Ensure employees understand their responsibilities and how success is measured
- Confirm access to tools, systems, and essential information
- Create an environment that balances support with accountability

Employee experience and performance are directly connected. When employees begin with clarity and support, they are better positioned to contribute to a stable, high-performing school environment.

Across DCSD, we are strengthening systems, improving consistency, and supporting school leaders in delivering onboarding experiences that lead to stronger staff performance and better outcomes for students.

Thank you for your leadership and your commitment to ensuring every employee starts strong.

Tasha Davis-Mills

Chief Human Resources Officer
DeKalb County School District

Purpose of the Manual

This manual provides principals with a clear and practical roadmap for onboarding new employees in DeKalb County School District.

Onboarding is more than a series of tasks. It establishes how new employees understand their roles, connect to their teams, and begin contributing to a stable, high-performing school environment.

This manual outline district expectations, clarifies leadership responsibilities, and provides step-by-step guidance from pre-onboarding through the first year of employment.

It is designed to help principals:

- Create a structured and organized start for every new hire
- Establish clear expectations and accelerate time to performance
- Ensure timely access to tools, systems, and essential information
- Strengthening school culture through intentional connection and support
- Improve retention and reduce disruption caused by early turnover
- Maintain consistency in onboarding practices across the district

By following this guide, you ensure that employees begin with clarity, confidence, and the support needed to contribute to student success from Day One.



How to Use This Manual

This manual guides principals through each stage of onboarding, providing clear actions and practical guidance to support a consistent and effective experience across the district.

Use this manual to:

- 1. Understand Your Role in Each Stage of Onboarding**

Each section outlines your responsibilities during pre-onboarding, the first week, and key points throughout the first year.

- 2. Follow Structured Guidance Across Each Phase**

Each phase includes recommended actions, timelines, and key considerations to support effective onboarding.

- 3. Use Tools and Checkpoints to Stay Organized**

Where provided, use checklists, templates, and guidance points to ensure onboarding is consistent and complete.

- 4. Strengthen Communication and Connection**

Apply the guidance to welcome new employees, introduce them to your team, and support their integration into your school community.

- 5. Support Early Performance and Engagement**

Use onboarding as an opportunity to establish expectations, reinforce accountability, and build early momentum.

- 6. Revisit Key Sections Throughout the Year**

Onboarding extends beyond the first week. Use this manual at key points to reinforce clarity, connection, and performance.

Onboarding Philosophy

At DCSD, onboarding is a strategic leadership practice, not a one-day event. It is how principals establish expectations, prepare employees for success, and connect them to the work that supports student achievement.

Our onboarding philosophy is grounded in five core beliefs:

1. Every employee deserves a strong beginning.

A structured and well-supported start leads to stronger performance, higher engagement, and improved retention.

2. Leaders shape the employee experience.

As a principal, you set the tone for how employees experience their role, their team, and the expectations for performance.

3. Relationships build culture.

Intentional connection during onboarding strengthens trust, reinforces culture, and supports long-term success within the school.

4. Clarity drives performance.

Employees perform more effectively when expectations, resources, and communication are clear from Day One.

5. Strong onboarding supports student outcomes.

When employees are prepared, supported, and accountable, schools are more stable and better positioned to improve student achievement.

When onboarding is intentional, structured, and ongoing, employees are positioned to contribute to a consistent, high-performing school environment.

These beliefs are reflected in the expectations, actions, and tools outlined throughout this manual.

Leader Responsibilities at a Glance

Effective onboarding requires consistent leadership action. As a principal, you are responsible for ensuring that every new employee experiences a structured, supportive, and well-prepared transition into their role.

Your leadership during each phase of onboarding directly influences employee performance, engagement, and retention.

Onboarding Phases Overview

Before Day One

- Welcome the new employee and establish clear expectations
- Ensure workspace, technology, and system access are ready
- Communicate first-week logistics and key information

First Week

- Introduce the employee to school culture, mission, and expectations
- Facilitate team introductions and orientation activities
- Ensure completion of required onboarding and compliance training

First 30 Days

- Provide feedback, coaching, and role clarity
- Support mentor or transition check-ins
- Confirm full access to systems, tools, and responsibilities

60–90 Days

- Assign meaningful work that builds confidence and capability
- Revisit expectations and establish performance goals
- Continue coaching and performance conversations

First Year

- Conduct mid-year and year-end performance discussions
- Recognize contributions and reinforce expectations
- Support ongoing engagement and retention

Your leadership establishes the conditions for employee success and directly impacts on the stability, performance, and culture of your school

ONBOARDING PHASE

BEFORE DAY ONE: PREPARING FOR A STRONG START

Preparation before Day One establishes expectations, builds confidence, and ensures employees arrive ready to contribute.



Before Day One: Preparing For a Strong Start

The onboarding experience begins before the employee arrives.

What is in place before Day One communicates more than any welcome message. It signals whether the organization is prepared, whether the employee is expected, and whether their role has been thoughtfully planned.

A well-prepared start allows employees to focus on their work.

A disorganized start creates confusion that can carry into the first weeks.

Your role is to ensure that employees arrive to a space that is ready, structured, and supportive.

What Matters Most Before Day One

Before a new employee walks into your building, they should not have to wonder:

- Where do I go
- What do I have access to
- Am I prepared to begin

Instead, they should feel expected and ready.

This happens when three areas are addressed:

- Workspace and classroom readiness
- System and technology access
- Clarity of expectations for the first week

Preparation is not complete until the employee has been clearly informed and welcomed.

Principal Communication: Welcoming the New Employee

Before Day One, clear communication ensures the employee feels expected, prepared, and supported.

Use the template below to welcome the new employee and provide essential first-day details.

Principal Welcome Email (Before Day One)

Subject: Welcome to [School Name]

Greetings [Employee's Name],

Welcome to [School Name]. We are pleased to have you join our school community and look forward to your contributions.

Please review the details below as you prepare for your first day:

Start Date: [Insert Date]

Reporting Time: [Insert Time]

Reporting Location: [Insert Location]

Upon arrival, please check in at [Location] and ask for [Name/Title].

During your first days, you can expect to:

- Meet key team members and school leaders
- Learn school expectations and routines
- Begin accessing systems and resources for your role

If you have any questions prior to your start date, please feel free to reach out. We look forward to welcoming you.

Sincerely,

[Principal Name]

Principal, [School Name]

Full template available in the **Templates & Tools** section.

Welcoming the employee directly is only part of preparation. Ensuring the school staff is informed and ready to receive the new team member is equally important.

Use the template below to announce one or more new employees and encourage staff to welcome the new team member to the school.

Principal Announcement Email (To School Staff)

Subject: Welcoming [Employee Name] to [School Name]

Team,

Please join me in welcoming [Employee Name], who will be joining us as [Position Title] beginning [Start Date].

[Employee Name] will be supporting [grade level/department/function]. We are excited to have them join our school community and contribute to our work with students.

Please take a moment to introduce yourself and help ensure a smooth and welcoming transition.

Thank you for continuing to support one another and our shared work.

[Principal Name]

Principal, [School Name]

Full template available in the **Templates & Tools** section.

Preparing Employees for HR and Benefits Processes

Before Day One, principals should ensure employees know where to locate important Human Resources information and support resources.

Employees may need guidance regarding:

- Insurance enrollment timelines
- Employee Self Service access
- Leave administration support
- Retirement planning resources

Principals are not responsible for administering these programs but should ensure employees know where to go for assistance when questions arise.

Visit the Human Resources webpage for additional information at

<https://www.dekalbschoolsga.org/divisions/human-resources>

Teacher Onboarding: Day One Readiness

What Must Be in Place

Before the first day of school, teachers should have the following completed or in progress.

Access and Identification

- ☐ DCSD ID badge issued or process initiated
- ☐ Classroom keys and access cards available
- ☐ District email account activated

Safety and Security

- ☐ Centegix access established (if applicable)
- ☐ Emergency maps and procedures posted

Systems and Technology

- ☐ Access to Infinite Campus, Canvas, Outlook, and required instructional platforms
- ☐ District-issued computer available
- ☐ Instructional technology ready (interactive board, printer access, copy code)

Classroom Readiness

- ☐ Classroom set up with instructional bulletin boards
- ☐ Student rosters available
- ☐ Seating arrangements prepared

Instructional Preparation

- ☐ Week One lesson plans prepared and submitted
- ☐ Emergency Substitute Folder completed

Operational Readiness

- ☐ Afternoon transportation rosters created

Who to Contact for Support

When something is not ready, knowing who to contact makes the difference.

Need	Contact
Technology, Devices, System Access	Submit DCSD Help Desk Ticket
Infinite Campus Access & Registration	School Registrar
Attendance, Grades, Schedules, Behavior	Grade-Level Assistant Principal
Districtwide Assessments (MAP, CogAT, GA Milestones, ACCESS)	School Test Coordinator, Assistant Principal
Counseling Services	Assigned School Counselor
School Nutrition Services	Cafeteria Manager
After School Extended Day Program (ASEDP)	Program Director

How Teachers Verify Readiness

Support teachers in confirming they are prepared.

Teachers should:

- Complete the Beginning of the Year Checklist
- Log into all required systems and platforms
- Confirm classroom setup and emergency postings
- Ensure lesson plans and attendance procedures are ready

Coaching Tip for Principals

Do not assume readiness equals confidence.

Even when everything is technically in place, teachers may still feel unsure. A quick walkthrough or check-in can make a significant difference.

Pre-Planning for Georgia's Teacher Keys Effectiveness System

During pre-planning, principals must ensure that all preparatory steps for the Teacher Keys Effectiveness System (TKES) are completed to establish a strong and compliant evaluation process. This includes verifying evaluator credentialing, confirming accurate employee assignments in the platform, and updating each teacher's evaluation plan designation as either Full or FLEX based on experience and prior performance. Early preparation ensures that all teachers are correctly aligned to expectations before instruction begins and prevents delays in the evaluation cycle. Principals should also use this time to review upcoming requirements, including orientation, self-assessment, and professional learning planning, to ensure a smooth transition into the formal evaluation process within the first 30 days.



Remember!

Preplanning is for employees new to teaching, new to DCSD, and established teachers.

Teacher Keys (FULL)	Teacher Keys (FLEX)
A teacher with less than 3 years of experience and/or who falls under the six criteria referenced in the handbook.	A teacher with 4 or more years and who received a level III or level IV on the previous summative assessment.
TKES Prep • TKES/LKES Credentialing Review • Adding/removing employees • Leader updates the plan type – FULL or FLEX	TKES Prep • TKES/LKES Credentialing Review • Adding/removing employees • Leader updates the plan type – FULL or FLEX

Full template available in the **Templates & Tools** section.

Principal-led School Readiness

While teachers are preparing their classrooms, principals are responsible for ensuring the school is fully operational.

What Must Be in Place

Before the first day of school, principals should ensure the following:

Access and Systems

- ☐ DCSD ID badge, building keys, and access credentials are issued
- ☐ District email and Employee Portal access confirmed
- ☐ Access to Infinite Campus, Munis, Canvas, and district systems

Staffing and Scheduling

- ☐ Staffing assignments finalized
- ☐ Master schedule completed
- ☐ Student enrollment and class counts verified

Operations

- ☐ Transportation plans confirmed
- ☐ Cafeteria operations ready
- ☐ Facilities prepared for opening

Safety and Compliance

- ☐ Emergency procedures established
- ☐ Drill schedules created

Communication and Culture

- ☐ Beginning-of-year expectations communicated to staff
- ☐ Open House and Curriculum Night plans finalized

Who to Contact for Support

Need	Contact
Technology systems and access	Information Technology (Help Desk)
Staffing and approvals	Human Resources
Budget, payroll, Munis access	Finance Department
Assessments and accountability	District Assessment Team
Facilities, transportation, nutrition	DCSD Operations Departments

How Principals Verify Readiness

Before staff return, principals should:

- ☐ Review the completion of staff readiness checklists
- ☐ Confirm access to all instructional and operational systems
- ☐ Conduct classroom and building walkthroughs
- ☐ Verify staffing, enrollment, and scheduling accuracy

Best Practice

Walk the building before staff arrive.

Look at the environment through the eyes of a new employee.

If something feels unclear to you, it will be unclear to them.

Connecting Preparation to the Employee Experience

Preparation is not just about tasks.
It is about how the employee experiences their first day.

When preparation is strong:

- Employees begin with confidence
- Questions are reduced
- Instruction and operations start smoothly

When preparation is incomplete:

- Employees rely heavily on others
 - Time is lost
 - Frustration increases
-

Before Day One: Pause and Confirm

Before Day One, take a moment to confirm:

- ☐ Is the workspace ready?
- ☐ Are systems accessible or in progress?
- ☐ Does the employee know where to go and what to expect?
- ☐ Have I removed the most common first-day barriers?

Final Thought

A strong start does not happen by accident.

It is created through preparation, attention to detail, and a clear understanding of what new employees need most in their first moments.

Before Day One: Principal Readiness Checklist

Use this checklist to ensure all critical elements are in place before the employee's first day. A strong start depends on clear communication, prepared systems, and a ready environment.

Employee Information

- ☐ Employee name or preferred name spelled correctly
- ☐ Position title included
- ☐ Start date verified with Human Resources
- ☐ Employee contact information confirmed

Employee Experience

- ☐ New Teacher Orientation details communicated (if applicable)
- ☐ One-on-one transition meeting scheduled with principal or designee

First Day Logistics

- ☐ Reporting time confirmed
- ☐ Reporting location clearly stated
- ☐ Check-in contact identified

Workspace Readiness (Coordinate with School Staff)

- ☐ Workspace assigned
- ☐ Technology requested or prepared
- ☐ Materials or classroom access arranged

Instructional Staff (If Applicable)

- ☐ Grade-level or department team identified
- ☐ Curriculum access confirmed
- ☐ Classroom readiness status verified

Communication Clarity

- ☐ Dress expectations included
- ☐ Parking instructions included
- ☐ Contact information provided

Tone and Alignment

- ☐ Message reflects a welcoming and professional tone
- ☐ Reinforces belonging and team impact
- ☐ Communicates support and preparedness

Final Review

- ☐ Email proofread for accuracy and clarity
- ☐ All placeholders removed
- ☐ Send email at least 3–5 days before start date

Supervisor's Guide to New Hire System Access

One of the fastest ways to create frustration for a new employee is a lack of access.

When employees cannot log in, locate systems, or complete basic tasks, they begin their role feeling unprepared and unsupported.

This section is designed to help you ensure that every new employee has the access they need to begin their work with confidence.

Setting the Tone for Day One

Access is not a technical task. It is defining part of the employee experience.

When access is ready on Day One:

- Employees can begin work immediately
- Confidence builds early
- Questions are reduced

These readiness markers signal that DCSD is prepared, responsive, and aligned.

When access is delayed, the opposite occurs. For instance,

- Time is lost
- Frustration increases
- Dependence on others grows

What should be a moment of momentum becomes a moment of doubt.

These early signals matter more than they appear. New hires are actively assessing whether they made the right decision to join the organization. They look for cues that confirm or challenge that decision. Delays, gaps, and disorganization begin to erode trust before it has been established.

Over time, this creates risk beyond individual experience. Early friction contributes to disengagement, weakens retention, and can lead to premature exits. Each early departure disrupts school stability, impacts team morale, and places additional strain on leadership, staff, and daily operations.

When onboarding fundamentals are not executed well, school leadership is pulled into a cycle of backfilling and recovery, limiting their ability to focus on student well-being, academic progress, and advancing DCSD's long-term priorities.

Ensuring access is ready is one of the simplest and most visible ways to establish credibility, build trust, and position new employees for success from the start.

Your Role as Principal

You are not responsible for setting up every system.

You are responsible for ensuring it is done.

This means:

- Submitting requests early
- Following up when needed
- Confirming access is working

Principal Action: Day One Access Readiness

Principals are responsible for ensuring all new hires are equipped to begin work on Day One.

The following actions must be completed prior to the employee's start date:

- ☐ Confirm all system access is requested and activated (email, instructional platforms, student systems, required applications)
- ☐ Ensure the employee has working login credentials and has successfully accessed key systems prior to arrival
- ☐ Verify technology and equipment are ready (device issued, network access confirmed, workspace prepared)
- ☐ Identify a point of contact for Day One support to quickly resolve any access issues
- ☐ Conduct a Day One check-in to confirm the employee can fully access systems and begin assigned responsibilities

Failure to ensure access readiness delays productivity, disrupts operations, and negatively impacts the employee experience from the start.

What Must Be Ready Before Day One

Whenever possible, the following should be in progress or completed before the employee arrives.

Access Area	System or Resource	How to Request	Who Supports
Email	District Email Account	HR/IT onboarding process	IT Help Desk
Student Information	Infinite Campus	School Registrar	Registrar/AP
Learning Platform	Canvas	IT request or auto-enrollment	IT/Instructional Support
Communication	Microsoft Teams	IT setup	IT
Payroll & HR	MUNIS	HR/Finance request	HR/Finance
Building Access	Keys/Badge	School-based process	Front Office/Admin

What to Do Before the Employee Arrives

- Submit all system access requests as soon as the hire is confirmed
- Coordinate with your registrar, bookkeeper, and technology support
- Prepare a simple list of systems the employee will need
- Identify who the employee should contact if something is not working

Best Practice

Do not assume requests have been completed.

Confirm access at least one day before the employee arrives whenever possible.

First Week: Access Verification

During the first week, take time to confirm access with the employee.

Do not wait for them to tell you something is not working.

Ask the Employee

- Were you able to log into your email
- Do you have access to required systems
- Is anything missing or not working

If Something Is Not Working

Take immediate action:

- Submit or escalate a Help Desk ticket
- Contact the appropriate support role (Registrar, IT, HR)
- Provide temporary support if possible

Coaching Tip

Employees may hesitate to speak up about access issues.

Checking proactively shows support and prevents delays.

Common Access Challenges

Be prepared to address:

- Delayed system provisioning
- Incorrect permissions or access levels
- Login or password issues
- Lack of clarity on which systems to use

What Strong Leaders Do

They do not wait for issues to escalate.

They:

- Follow up early
 - Stay connected to the process
 - Ensure the employee is not left navigating systems alone
-

Final Thought

System access is one of the first signals employees receive about how the organization operates.

When access is smooth, employees feel prepared.

When access is delayed, employees feel overlooked.

A few minutes of preparation on your part can significantly improve the employee's experience.

System Access: Principal Verification Checklist

Use this checklist to confirm that all system access and technology readiness requirements have been completed and verified.

Before Day One

- ☐ All required system access requests have been submitted (email, MUNIS, instructional platforms)
- ☐ Employees have received login credentials for required systems
- ☐ Employees have successfully logged into email prior to arrival (if possible)
- ☐ Technology and equipment are ready (device issued, network access confirmed)
- ☐ Building access (keys, badge) is prepared or in progress
- ☐ List of required systems has been identified and communicated to the employee
- ☐ Point of contact for access issues has been identified

Day One / First Week Verification

- ☐ Employees can successfully log into district email
- ☐ Employees can access all required systems (Infinite Campus, Canvas, Teams, MUNIS as applicable)
- ☐ Employees understand which systems to use for their role
- ☐ Any missing access or issues have been identified

Issue Resolution

- ☐ Help Desk tickets submitted for any access issues
- ☐ Appropriate support staff contacted (Registrar, IT, HR, Finance)
- ☐ Temporary solutions provided where possible
- ☐ Follow-up completed to ensure issues are fully resolved

Leadership Accountability

- ☐ Access was confirmed proactively, not after issues were reported
- ☐ Employees did not experience delays in beginning core responsibilities
- ☐ Employees expressed confidence in accessing required systems

The Supervisor's Guide to New Hire System Access

The Supervisor's Guide to New Hire System Access

A clear, streamlined process for getting your new team members up and running.



Your Goal: A Seamless Start for Every New Hire

A smooth onboarding process begins with timely system access. It boosts new hire productivity and improves their overall experience.

Your Role

- As a supervisor, manager, or principal, you are the key player. Only supervisors, managers, or principals can submit system access requests.
- All requests must be made through **Incident IQ**, the single approved channel.



Understanding the Two Paths to Access

New Hire System Access



AUTOMATIC PROVISIONING

Triggered automatically after HR completes the employee's profile in Munis. No action is needed from you for these core systems.



MANUAL REQUEST

Requires you to submit a formal request in Incident IQ for specialized access.

Knowing which path a system follows is the key to a successful onboarding.



The Automatic Highway: Core Systems Provisioned Within 24 Hours

Access is granted within 24 hours after HR completes the employee's data entry in Munis.

For ALL Employees

(School-Based and Central Office)



Network Access
(Log in to district computers)



Email (Outlook)



Office 365
(Word, Excel, Teams, etc.)

For School-Based Staff ONLY

Inter Regular



Infinite Campus



Canvas



Clever



The Automatic Highway: The 5-Day Exception



System: **Frontline PG**

Who Gets It: **All Employees (School-Based and Central Office)**

Turnaround: **5 Business Days** after Munis data completion.

Plan for this delay. This access is automatic but takes longer than the core systems.



The Manual Lane: The System That **ALWAYS** Requires Your Action

System: Munis

Rule: Access is **NEVER** automatically provisioned.

Action Required: A supervisor **MUST** submit an Incident IQ request.

Turnaround: Variable (depends on request review and approval).

When to Use the Manual Lane for Other Systems

Submit an Incident IQ request for these systems under specific conditions.

If an employee needs...	...Submit a request if:	If an employee needs...	...Submit a request if:
Infinite Campus	☞ The employee is Central Office staff. ☞ Access was not automatically assigned as needed for their role.	Frontline PG	Access was not automatically assigned after 5 business days.
Canvas			
Clever			

Incident IQ is your tool for exceptions and specialized roles.

System Access: A Visual Summary



WITHIN 24 HOURS (AUTOMATIC)

Network Access (All Employees)
Email (Outlook) (All Employees)
Office 365 (All Employees)
Infinite Campus (School-based only)
Canvas (School-based only)
Clever (School-based only)



WITHIN 5 BUSINESS DAYS (AUTOMATIC)

Frontline PG (All Employees)



REQUEST REQUIRED (MANUAL)

Munis (NEVER automatic – Incident IQ only)

Who Does What: A Partnership for Success



Human Resources (HR)

Action: Enters and finalizes employee data in Munis.

Impact: Triggers all downstream automatic system provisioning.



Supervisor / Manager (YOU)

Action: Submits Incident IQ requests for manual systems (especially Munis) and exceptions.

Impact: Ensures employee has all role-specific tools.



Information Technology (IT)

Action: Fulfills provisioning based on Munis data and approved IQ requests.

Impact: Provides technical support and access fulfillment.

Your Checklist for a Smooth Onboarding



VERIFY EARLY: Confirm all required system access *before* the employee's start date to prevent delays.



USE INCIDENT IQ: Remember it is the *only* official channel for all system access requests, corrections, or additions.



REMEMBER MUNIS: Always submit a separate Incident IQ request for Munis access. It is never automatic.



BE THE LIAISON: Instruct employees to report access issues to you first. You will then submit the IQ ticket if needed. They should not contact IT directly for access requests.

ONBOARDING PHASE

FIRST WEEK: BUILDING MOMENTUM

The first week establishes expectations, builds connection, and sets the foundation for performance.



First Week: Building Momentum

The first week establishes expectations, builds connection, and ensures employees are prepared to perform.

Shaping the First Week Experience

The first week sets the tone for performance, communication, and engagement. Without a clear plan, employees rely on guesswork. With a structured plan, employees begin with clarity and confidence.

First-Week Agenda Requirement

Principals are responsible for ensuring every new employee receives a first-week agenda prior to their start date.

The agenda should:

- Outline each day of the first week
- Include key meetings, training, and expectations
- Provide clear directions on where to go and what to expect

The agenda should be shared with the employee at least 2–3 days before Day One.

First-Week Agenda Structure

Day 1: Orientation and Setup

- Welcome and introductions
- Overview of school or department expectations
- Technology setup and system access
- Building walkthrough and workspace orientation

Days 2–3: Learning and Connection

- Meet-and-greets with leadership and team members
- Systems training and process overview
- Introduction to routines, procedures, and expectations

Days 4–5: Practice and Application

- Begin role-specific responsibilities
 - Observe or practice key tasks
 - Continue system access verification
 - Coaching and check-in conversations
-

What to Include in a First-Week Agenda

A strong first-week agenda balances orientation, connection, and preparation. At a minimum, include the following:

Orientation and Expectations

- Overview of school or department expectations
- Introduction to key procedures and routines

Connection and Integration

- Meet-and-greets with leadership, team members, and support staff
- Building walkthrough and introduction to key locations

Access and Systems

- System setup and access verification
- Introduction to required platforms and tools

Role Preparation

- Role-specific expectations and responsibilities
- Time to review materials, plans, or key resources

Support and Flexibility

- Dedicated time for questions
- Opportunities for check-ins and support

Level of Detail

The agenda should be detailed enough so that the employee knows where to go, who they will meet, and what they will be doing throughout the week.

Include specific times, locations, and points of contact whenever possible.

Principal Action: First-Week Planning

- ☐ Develop a first-week agenda for each new hire
- ☐ Coordinate schedules with key staff and support personnel
- ☐ Schedule required training, meetings, and introductions
- ☐ Send the agenda prior to Day One
- ☐ Adjust the agenda based on role, experience, and needs

Coaching Tip for Principals

A structured agenda reduces uncertainty and builds confidence. Do not assume a new employee knows what to expect.

First Week: Principal Verification Checklist

- ☐ First-week agenda created and finalized
- ☐ Agenda includes orientation, connection, access, and role preparation
- ☐ Meetings and training scheduled with appropriate staff
- ☐ Agenda sent to employees before Day One
- ☐ Employee understands where to go and what to expect
- ☐ Adjustments made based on role and experience

A structured first week provides clarity and direction for new employees. However, a clear plan alone is not enough to ensure long-term success. New teachers benefit from consistent guidance, feedback, and support as they begin applying expectations in real time. Assigning a transition coach or mentor ensures that support is intentional, ongoing, and aligned to both school expectations and district priorities.

Transition Coach for Teachers New to DCSD

DeKalb County School District has a dedicated Teacher Support and Coaching Specialists (TSS/TSC) Program which provides trained, state-endorsed, job-embedded mentoring and coaching. This support is designed for teachers and paraprofessionals who are new to the profession (no prior experience), in the Induction Phase (0–3 years of teaching experience), and for educators with four or more (4+) years of experience when the principal recommends support.

Principals will assign a mentor teacher, coach, or Teacher Support Specialist for newly hired educators.

Purpose of Assigning a Coach or Mentor

The purpose of assigning a coach or mentor is to support teacher retention by providing consistent, job-embedded guidance, encouragement, and professional growth opportunities. Coaches and mentors serve as trusted partners who help teachers navigate instructional practices, classroom management, school culture, and district expectations. This relationship is designed to:

- Support new and transitioning teachers as they acclimate to their roles and school communities.
- Promote professional growth through reflective practice and targeted feedback.
- Increase teacher confidence, effectiveness, and job satisfaction.
- Foster a sense of belonging and connection within the school and district.

Expectations for the Coach or Mentor Relationship

To ensure consistency and effectiveness, the following expectations apply to all coach/mentor assignments:

Frequency of Check-Ins

- **Minimum contact:** Biweekly check-ins during the first semester of assignment.
- **Ongoing support:** Monthly check-ins during the second semester, or more frequently as needed.
- **Format:** Check-ins may occur in person, virtually, or through scheduled phone calls, depending on availability and needs.

Topics to Cover

Coaches and mentors should tailor support to the individual teacher while addressing the following core areas:

- Instructional planning and delivery
- Classroom management and student engagement
- Assessment and use of data
- School procedures, expectations, and culture
- Professional responsibilities and time management
- Reflection on successes, challenges, and goal setting

The relationship should remain supportive and non-evaluative, focused on growth rather than compliance.

Responsibility for Assignment and Communication

- **Assignment:** The responsibility for assigning coaches or mentors rests with the designated district or school-based administrator (e.g., Human Resources, Instructional Support, or School Leadership), depending on the program structure.
- **Notification:** The assigning office or administrator is responsible for formally notifying both the coach/mentor and the assigned teacher.
- **Documentation:** Assignment details, including names, dates, and duration of support, should be documented and maintained by the responsible office.

Introducing Culture and Expectations

During the first week, employees begin to understand not only their role, but how work is done within your school and across DCSD.

Principals are responsible for ensuring that new employees receive a clear and consistent introduction to both district priorities and school-level expectations.

Connecting to District Priorities

During onboarding, reinforce how each role contributes to student success and aligns with district expectations.

Employees should understand:

- The district's focus on student achievement and support
- The importance of consistency, accountability, and professionalism
- How their role contributes to overall school and district outcomes

Establishing School-Level Expectations

In addition to district priorities, principals should clearly communicate how the school operates on a day-to-day basis. This includes outlining daily routines and expectations, explaining communication norms and decision-making processes, reinforcing expectations for collaboration and teamwork, and setting clear professional standards and accountability.

What to Reinforce During Week One

- How the school supports students academically and socially
- Expectations for staff collaboration and communication
- Key procedures and routines
- The importance of student-centered decision-making

Integrating Culture into Onboarding

Culture should be reinforced continuously throughout the first week rather than delivered in a single meeting. Principals should integrate these messages through leadership conversations, team introductions and interactions, building walkthroughs, and consistent reinforcement of daily expectations and routines.

Principal Talking Points

Use language such as:

- “At [School Name], we prioritize...”
- “You will see this in how we...”
- “What matters most in our building is...”
- “When challenges arise, we...”

Coaching Tip for Principals

Do not assume culture is understood. What is not clearly communicated will be interpreted differently by each employee.

First Week: Culture and Expectations Checklist

- ☐ District priorities introduced and explained
- ☐ School-level expectations clearly communicated
- ☐ Key routines and procedures reviewed
- ☐ Employees understand how their role contributes to student success
- ☐ Culture reinforced through conversations and interactions

Building Key Connections During the First Week

Strong onboarding includes intentional relationship-building. New employees should not have to determine on their own who they need to connect with to be successful.

Principals are responsible for ensuring that key introductions are planned, scheduled, and purposeful during the first week.

Who New Employees Should Connect With

During the first week, prioritize introductions to the following individuals and teams:

School Leadership and Instructional Support

- Principal and Assistant Principal(s)
- Instructional Coach(es)
- Mentor or Assigned Coach
- Grade-level or Department Team

Student and Specialized Support

- Counselor(s)
- Special Education Team
- EL/ESOL Staff (if applicable)

Operational and Support Staff

- Front office staff (Secretary, Registrar, Bookkeeper)
 - Technology Support
 - Media Specialist
-

How to Structure Introductions

Pre-schedule meetings rather than relying on informal introductions, and keep each interaction focused and purposeful, typically within 15–30 minutes. Use a variety of formats to support connection, including one-on-one meetings with supervisors and mentors, small group meetings with teams or partners, and informal settings when appropriate. Provide the employees with a clear schedule outlining who they will meet and the purpose of each meeting.

School Leadership Orientation

School Leadership should conduct a structured orientation during the first week to:

- Welcome new employees
- Reinforce school culture and expectations
- Introduce key staff and support systems
- Provide clarity on roles and responsibilities

Detailed orientation agendas and checklists are available in the **Templates & Tools** section.

Coaching Tip for Principals

Planned and intentional introductions help employees feel supported, informed, and confident. Do not rely solely on informal or unstructured interactions.

First Week: Relationship Building Checklist

- ☐ Key introductions scheduled and completed
- ☐ Mentor or coach assigned and introduced
- ☐ Employee connected to team members
- ☐ Support staff and key partners identified
- ☐ Employees know who to contact for support

Compliance Training

As new employees build relationships and begin to understand their roles, it is equally important that they understand the standards that govern how work is performed across the district. Compliance training ensures that every employee is aligned with legal requirements, district policies, and professional expectations. Topics such as Title IX, the Employee Handbook, Ethics, and Risk Management establish the foundation for maintaining safe, respectful, and legally compliant learning and working environments.

From an onboarding perspective, compliance training should be treated as a structured part of the first-week experience, not an isolated requirement. Principals and department leaders should ensure that employees are aware of training expectations, understand timelines, and are given time to complete all required modules. Clear communication and scheduling reduce confusion and reinforce the importance of these standards from the start.

All new employees are required to complete mandatory compliance training within one week of their hire date. To meet district and regulatory requirements, **employees must achieve a score of 100 percent on all training assessments.** If a score of 100 percent is not obtained, the **training must be retaken until full mastery is demonstrated.** Principals and department leaders will receive official reports of quiz results and are responsible for verifying completion and ensuring all requirements have been met.

First-Week Employee Support Reminders

During the first week, principals should remind employees to review important Human Resources processes and deadlines connected to employment, benefits, and payroll access.

Key reminders may include:

- Completing insurance enrollment within required timelines
- Verifying Employee Self Service access
- Reviewing payroll and direct deposit information
- Identifying where to obtain leave administration support if needed

Providing these reminders early reduces confusion and helps employees navigate district systems with greater confidence.

Milestone	When	Action	Where to Go
New hire insurance eligibility check	2 weeks after start date	Confirm employees can access new hire enrollment. Complete within 30 days of hire	<i>State Health Benefits Plan (SHBP)</i> mySHBPga.adp.com <i>GaBreeze</i> Flexible Benefits www.GaBreeze.ga.gov

Georgia's Teacher Keys Effectiveness System (TKES)

Purpose

The enclosed process for TKES provides principals with clear steps to onboard employees into DCSD evaluation systems, ensuring consistency, compliance, and fidelity to district evaluation processes.

Step 1: Determine Employee Status

Identify whether the employee is:

- Transferring from another DCSD school
- Entering DCSD from outside the district

Step 2: Identify the Evaluation Platform

Assign the appropriate evaluation system based on the employee's role:

- Teachers → Teacher Keys (TKES)
- Principals and Assistant Principals → Leader Keys (LKES)
- Non-instructional staff → DeKalb Keys (DKES)

Step 3: Submit Employee Information

Provide the following information to Evaluation Coordinators:

- Employee e-number
- School or job location
- Job title

Step 4: Verify Credentialing Requirements

Ensure required credentialing is complete prior to conducting evaluations:

- Assistant Principals must be credentialed in TKES
- Principals must be credentialed in both TKES and LKES

Step 5: Conduct Evaluation Orientation

All new employees must receive an orientation to the evaluation system and process.

- Review evaluation expectations, timelines, and requirements
- Use the district evaluation calendar to guide implementation
- Provide individual orientation for mid-year hires

Step 6: Complete Self-Assessment

Ensure the employee completes a self-assessment within the evaluation platform to identify strengths and areas for growth.

Step 7: Conduct Pre-Evaluation Conference

- Must be documented in the evaluation platform
- May be conducted individually or in a group
- Marks the beginning of the first formative evaluation cycle

Step 8: Assign Evaluation Plan

Assign the appropriate evaluation plan based on employee status:

➤ *Full Plan (Required for):*

- Induction teachers (0–3 years of experience)
- Teachers new to the position or district
- Teachers teaching out of field
- Teachers returning after an extended absence
- Teachers with prior ratings of Needs Development or Ineffective

Requirements:

- Minimum of 4 walkthroughs
- 2 formative assessments recorded in TKES

➤ *FLEX Plan (Eligible for):*

- Teachers with more than 3 years of experience
- Teachers earning Level III or Level IV on the TAPS Summative Assessment

Requirements:

- Minimum of 2 formative assessments (Fall and Spring)

Step 9: Assign Professional Learning Plans (PLPs)

PLPs may be assigned at any time to support employee growth and development. Must assign a PLP for remediation using the tool that is already on the platform. Please note that this must be assigned to individuals as needed.

Step 10: Conduct Mid-Year Conference

- Conducted mid-year (typically January)
- May be individual or group-based

- Review student data, observations, and support needs
- Address performance concerns and next steps

Step 11: Continue Observation and Documentation

- Complete required walkthroughs and formative assessments
- Provide timely and detailed feedback
- Ensure all evidence is documented in the platform

Step 12: Complete Summative Assessment

- Review the totality of evidence
- Assign final performance ratings in the evaluation platform

Step 13: Conduct Summative Conference

- Must be conducted individually
- Review final ratings and performance outcomes
- Assign a Professional Learning Plan for remediation if rating is Level I or II
- Ensure completion prior to the end of the evaluation cycle

Step 14: Evaluate Mid-Year Hires

- 90 or more days remaining → Full evaluation cycle required
- Less than 90 days remaining → Modified evaluation cycle

Principal Evaluation Onboarding Checklist

Use this checklist to ensure all evaluation onboarding requirements are completed.

Initial Setup

- ☐ Determine employee status (internal or external)
- ☐ Identify correct evaluation platform (TKES, LKES, DKES)
- ☐ Submit employee information to Evaluation Coordinators
- ☐ Verify credentialing requirements

Onboarding and Planning

- ☐ Conduct evaluation orientation
- ☐ Ensure employee completes self-assessment
- ☐ Conduct and document pre-evaluation conference
- ☐ Assign appropriate evaluation plan (Full or FLEX)

Implementation

- ☐ Complete required walkthroughs and formative assessments
- ☐ Assign PLP if needed
- ☐ Conduct mid-year conference

Ongoing Monitoring

- ☐ Continue documentation and feedback
- ☐ Upload evidence into the evaluation platform

Completion

- ☐ Complete summative assessment
- ☐ Conduct individual summative conference
- ☐ Assign PLP for Level I or II ratings (if applicable)
- ☐ Confirm evaluation completion for mid-year hires

Final Steps

- ☐ Ensure employees save and retain a copy of their evaluation

Contact Performance Evaluation at performance_evaluations@dekalbschoolsga.org for assistance.

ONBOARDING PHASE

FIRST 30 DAYS: STRENGTHENING PERFORMANCE

Performance is strengthened during the first 30 days through clear expectations, consistent feedback, and ongoing support.



Mentor Check-Ins: Supporting Early Performance

Consistent mentor check-ins are a critical component of the first 30 days. These interactions provide structured support, reinforce expectations, and help new teachers build confidence as they begin applying their role in practice.

Weekly check-ins should be established during the first semester or first year, as applicable, with adjustments made based on teacher needs and administrator guidance. Each meeting should be focused and purposeful, typically lasting 20–30 minutes, and may be conducted in person, virtually, or by phone.

The tone of each check-in should remain supportive, collaborative, and non-evaluative. Conversations should focus on growth, problem-solving, reflection, and encouragement, while addressing immediate needs related to instruction, classroom management, and school procedures.

Principals are responsible for ensuring that mentor assignments are active, check-ins are occurring consistently, and new teachers are receiving the support needed to build confidence and improve performance. Mentors are expected to take a proactive approach to scheduling and maintaining regular communication.

30 Days: Mentor Check-In Verification

- ☐ Mentor assigned and introduced
- ☐ Weekly check-ins scheduled and occurring
- ☐ Teacher receiving consistent support
- ☐ Key concerns addressed early
- ☐ Communication maintained between mentor and leadership

Pre-Evaluation Conference for Georgia's Teacher Keys Effectiveness System

During the first 30 days, principals must ensure that all teachers are fully oriented to the Teacher Keys Effectiveness System (TKES) and understand the expectations for the evaluation process. This includes confirming that each teacher completes the required orientation or familiarization activities and signs off, with the leader verifying completion. Teachers must also complete a self-assessment prior to the pre-evaluation conference to reflect on their current practice and identify areas for growth. In addition, principals must guide teachers in developing their Professional Learning Goals or Professional Learning Plans, ensuring alignment with district expectations, prior performance ratings, and individual development needs. Teachers who previously received a Level I or Level II rating must be placed on a Professional Learning Plan for remediation within the platform. Early completion of these steps establishes clarity, accountability, and a strong foundation for the evaluation cycle.

Pre-Evaluation Conference	Pre-Evaluation Conference
• Can be facilitated as a group or individually • Pre-populate the platform with the bulleted items that will be covered with each teacher • Notes are collected and placed in the comment section. • The teacher and leader must set the date of the conference. • Teachers will click YES/NO if the PSC plan was reviewed during this time. • Meet with employees who received a PLP for Remediation to provide resources and support for the school year. • Review the self-assessment. • Have each teacher to finalize	• Can be facilitated as a group or individually • Pre-populate the platform with the bulleted items that will be covered with each teacher • Notes are collected and placed in the comment section. • The teacher and leader must set the date of the conference. • Teachers will click YES/NO if the PSC plan was reviewed during this time. • Meet with employees who received a PLP for Remediation to provide resources and support for the school year. • Review the self-assessment. • Have each teacher to finalize

Technology Access and Support: First 30-Day Follow-Up

During the first 30 days, technology access should move from initial setup to consistent and effective use. Employees should not only have access to required systems but also understand how to use them to support instruction, communication, and daily responsibilities.

Principals are responsible for ensuring that teachers are actively using key platforms and receiving the support needed to integrate technology into their work. Early follow-up reduces frustration, prevents delays in instruction, and reinforces expectations for consistent system use.

Core Systems and Tools

Teachers should have access to and begin using the following systems:

Learning and Instructional Tools

Canvas LMS is the district's primary learning management system for assignments, course materials, and communication. Instructional tools such as Promethean boards and curriculum resources like BrainPOP support classroom instruction and student engagement.

District Systems and Communication

Launchpad provides single sign-on access to district resources. Office 365 supports email, communication, and collaboration. Infinite Campus is used for attendance, grading, and student records and should be used consistently.

Assessment and Data

Infinite Campus gradebooks are the primary system for recording and monitoring student progress.

Virtual and Digital Learning

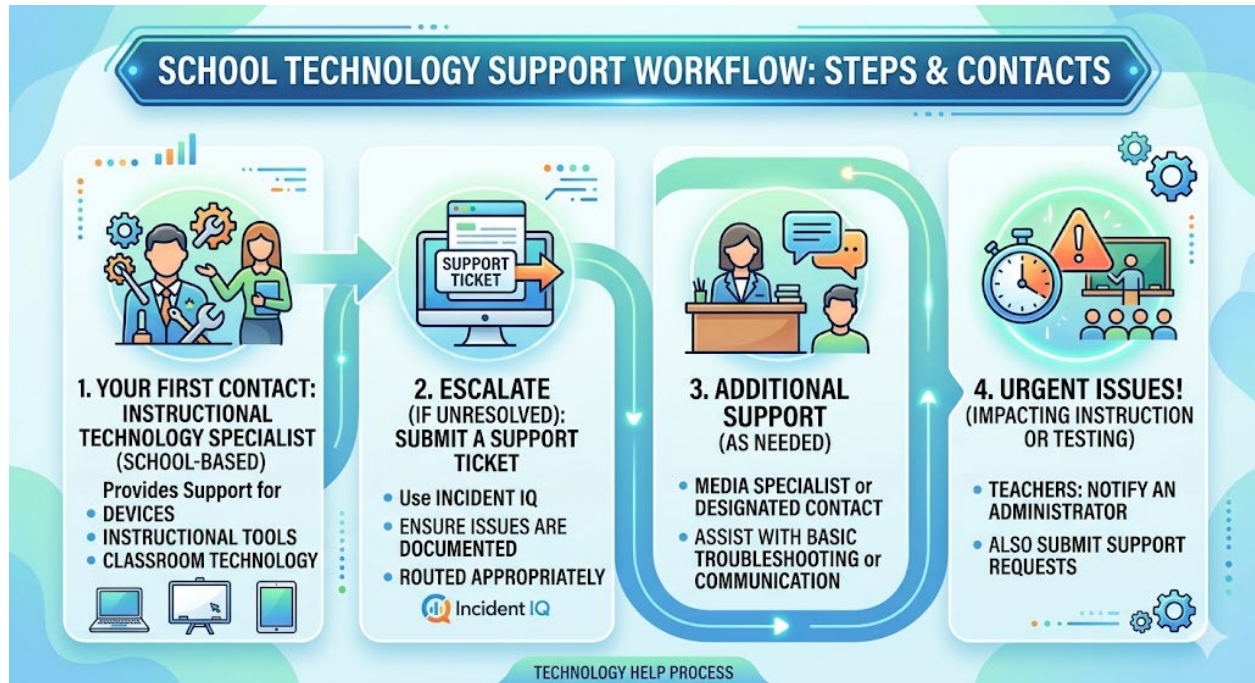
Platforms such as Google Classroom, Microsoft Teams, or Zoom may be used to support instruction, communication, and assignment delivery.

Support and Devices

Teachers are provided with district-issued devices to support instruction. Instructional Technology Specialists and district training resources are available to support implementation.

Technology Support Process

When technology issues arise, teachers should follow a clear support process to ensure timely resolution.



The first point of contact is the school-based Instructional Technology Specialist, who provides support for devices, instructional tools, and classroom technology. If the issue cannot be resolved at the school level, a support ticket should be submitted through Incident IQ to ensure the issue is documented and routed appropriately. In some cases, the Media Specialist or designated school contact may assist with basic troubleshooting or communication. For urgent issues that impact instruction or testing, teachers should notify an administrator while also submitting support requests.

30-Day Employee Support Checkpoint

During the first 30 days, principals should encourage employees to confirm completion of key employment-related tasks and ensure they know how to access district support resources.

Employees should be reminded to:

- Confirm completion of insurance enrollment requirements
- Verify Employee Self Service access
- Review payroll and personal information for accuracy
- Contact Human Resources directly for benefits or leave-related questions

Early reminders help reduce missed deadlines and strengthen the employee experience during the transition into the district.

Milestone	When	Action	Where to Go
Employee portal verification	30 days after start date	Verify personal information, time accrued, pay rate, and tasks	<i>Employee Self Service</i> https://dekalbctsdga.tylerportico.com/tesp/employee-selfservice/home

Principal Action: Technology Follow-Up

- Confirm teachers can access and use all required systems
- Monitor use of key platforms such as Canvas and Infinite Campus
- Ensure teachers know how to request support
- Follow up on unresolved technology issues
- Reinforce expectations for consistent system use

30 Days: Technology Access Verification

- ☐ Teacher can access and use all required systems
- ☐ Canvas and instructional platforms are in use
- ☐ Infinite Campus is being used for attendance and grading
- ☐ Teacher understands how to request support
- ☐ Technology issues have been resolved or escalated
- ☐ Ongoing support has been provided as needed

ONBOARDING PHASE

60-90 DAYS: MONITORING PERFORMANCE & ADJUSTING SUPPORT

During this phase principals actively monitor performance, provide targeted feedback, and adjust support to ensure continued growth and effectiveness.



60–90 Days: Deepening Practice & Performance

By the **60-day milestone**, the "honeymoon phase" ends and true integration begins. The principal's focus shifts towards **contribution and growth**, determining if a new hire is merely filling a role or becoming a vital, long-term asset to the school.

1. Assigning Meaningful Projects

At 60 days, the employee has enough context to move beyond shadowing. A "Meaningful Project" isn't extra work; it's a targeted contribution that makes them feel essential.

- **Criteria for Choosing:** Look for the intersection of the employee's unique strengths and a specific school need. It should be "low stakes, high visibility" something that builds confidence without risking school operations.
- **Examples of "Good First Projects":**
 - **Teachers:** Designing a cross-curricular unit or leading a specific "Family Literacy Night" station.
 - **Staff:** Streamlining the front-office check-in process or organizing a local community partner database.
- **Alignment:** Frame the project through the lens of District Goals (e.g., *"This project supports our Goal for Increasing Parental Engagement"*).
- **The "Anti-Micromanagement" Approach:** Focus on the **outcome**, not the **method**. Define what "done" looks like, then let the employee navigate the "how."

2. Reviewing Expectations & Goal Setting

The 60-day mark is the "Alignment Check." It's time to catch any misconceptions about the job description before they become habits.

- **The "Job Audit":** Ask the employee: *"Based on your first two months, how would you describe your primary responsibilities?"* Compare their answer to the official job description to find gaps.
- **Goal Setting:** Move from orientation goals to performance goals.
 - **90-Day Goal Example:** "Implement three distinct differentiated instruction strategies in the next month."
 - **Measurement:** Use quantitative data (e.g., student assessment scores) alongside qualitative observations (e.g., peer feedback).

3. Coaching and Feedback

At this stage, feedback should transition from **Corrective** (fixing mistakes) to **Developmental** (improving skills).

The "GROW" Coaching Model

PHASE	MEANING	FOCUS
Goal	Intent, aim, objective	What do you want to achieve?
Reality	Current state, condition, situation	What is the current situation
Options	Alternatives, Obstacles	What could you do? What are the barriers?
Will	Way forward	What specific action will you commit to taking?

Source: **Whitmore, J. (1992)**. Coaching for Performance: GROWing Human Potential and Purpose. Nicholas Brealey Publishing.

Feedback Examples

- **Reinforcing:** *"I noticed how you handled that student disruption; your calm tone kept the rest of the class on task. That's exactly the environment we want."*
- **Redirecting:** *"I've seen some delays in your grade entry. Let's look at your workflow—how can we ensure these are updated weekly to meet district policy?"*
- **Trust Building:** Documentation should not feel like a "paper trail" for termination. Frame it as a shared record of growth: *"I'm keeping notes on these wins so we can celebrate them during your annual review."*

Key Takeaway for Principals

The 60-day mark is the **Pivot Point**. If a principal invests heavily in coaching and project alignment now, they significantly reduce the likelihood of turnover or performance issues by day 180.

Recognition and Appreciation

Intentional recognition of teachers, especially early in their careers, plays a critical role in morale, engagement, and long-term retention. Schools and the district are encouraged to implement both formal and informal recognition practices.

District Recognition Programs and How to Nominate

DeKalb County School District offers several recognition opportunities to celebrate excellence and commitment. While specific programs may vary by year, common district-level recognitions include:

- **Teacher of the Year / Employee of the Year:** Honors educators who demonstrate exceptional instructional practice, leadership, and impact on students.
- **Rising Star or New Teacher Recognition:** Highlights early-career educators who show promise and dedication.
- **Service Milestone Recognition:** Acknowledges employees for years of service and continued commitment to the district.

School- or Team-Based Recognition Ideas

Schools are encouraged to implement ongoing, meaningful recognition practices at the local level. Examples include:

- **Shout-outs at staff meetings** highlight instructional successes or growth.
- **Peer-nominated recognition**, such as "Teacher Spotlight" or "Above and Beyond" awards
- **Mentor or coach recognition notes** acknowledging progress and effort.
- **Grade-level or department celebrations** for team accomplishments
- **Welcome and milestone acknowledgments** (first week, first month, first semester, birthdays, or certifications earned)
- **Handwritten notes or personal messages** from administrators

These practices help build a positive school culture and reinforce a sense of belonging.

Why Early Recognition Improves Retention

Early recognition is especially impactful for new and early-career teachers. When educators feel seen, valued, and supported, they are more likely to remain engaged and committed to the profession. Early recognition:

- Build confidence during a critical adjustment period
- Reinforces effective practices and professional growth
- Strengthens relationships with colleagues and leadership
- Promotes a positive school climate and sense of belonging
- Reduces feelings of isolation and burnout

Consistent recognition formal and informal signals that teachers' contributions matter, increasing job satisfaction and supporting long-term retention.

Long-Term Retention and Financial Wellness Reminder

Supporting long-term retention also includes helping employees understand available professional and financial wellness resources.

During the first several months of employment, principals may encourage employees to:

- Explore retirement savings opportunities such as 403(b) and 457(b) plans
- Review district benefits resources
- Seek Human Resources guidance regarding long-term employment support programs

These conversations should remain informational and supportive rather than advisory in nature.

Milestone	When	Action	Where to Go
Retirement reminder	6 months after start date	Remind about 403(b), 457(b) options and employer match rules	<i>Human Resources' Retirement Webpage</i> https://www.dekalbschoolsga.org/divisions/human-resources/retirement

Our retirement programs include the Teachers Retirement System of Georgia (TRS), Public School Employees Retirement System (PSERS), and Employees' Retirement System (ERS).

TRS Eligibility and Requirements: Full time DCSD employees in positions such as teachers, paraprofessionals, administrators, supervisors, nurses, campus resource officers, and clerical staff are required to participate in TRS. Members contribute 6% of earnable compensation through pretax payroll deductions.

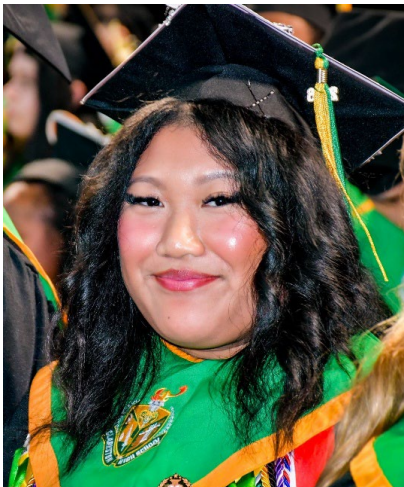
PSERS Eligibility and Requirements: Eligible employees include bus drivers, food service workers, and maintenance or custodial personnel, although some managers in these roles may participate in TRS. Employees who joined PSERS on or after July 1, 2012, contribute \$10 per month from September through May, totaling \$90 annually. Employees who joined before July 1, 2012, contribute \$4 per month, totaling \$36 annually.

ERS Eligibility and Requirements: Newly hired, full-time DCSD employees who are current ERS members may either continue ERS membership or elect TRS membership. Employees choosing to remain in ERS must contact the DCSD Retirement Specialist.

ONBOARDING PHASE

FIRST YEAR: EVALUATING PERFORMANCE & SUSTAINING GROWTH

By the end of the first year, principals evaluate overall performance, ensure completion of the evaluation cycle, and reinforce continued growth through clear feedback and next-step development.



Performance Evaluation Completion

The first year concludes with the completion of the district's evaluation process. Principals are responsible for ensuring that all required components of the evaluation cycle are completed in alignment with district timelines and expectations.

This includes reviewing the totality of evidence collected throughout the year, finalizing performance ratings within the appropriate evaluation platform (TKES, LKES, or DKES), and ensuring that all documentation is accurate, complete, and submitted on time. The evaluation should reflect consistent practice, supported by observation data, feedback, and artifacts collected during the year.

Summative Conference and Reflection

The summative conference is a critical opportunity to engage in a meaningful, reflective conversation with the employee. This meeting should go beyond the final rating to provide clarity on performance, reinforce strengths, and identify areas for continued development.

Principals should use this time to:

- Review overall performance and evaluation outcomes
- Highlight strengths and effective practices
- Discuss areas for growth and improvement
- Reflect on the employee's first-year experience
- Provide clear, actionable feedback

Employees should leave the conference with a clear understanding of their performance and expectations moving forward.

Retention and Engagement Check

The end of the first year is a key point for assessing employee engagement and long-term commitment. Principals should intentionally gauge whether employees feel supported, connected, and positioned for success within the school and district.

This includes:

- Identifying any ongoing challenges or concerns
- Reinforcing a sense of belonging and value
- Acknowledging contributions and progress
- Clarifying support systems available moving forward

Strong leadership at this stage can significantly influence retention and continued performance.

Planning for Continued Growth

Following the evaluation process, principals should establish a clear path for continued development. This ensures a smooth transition from onboarding into ongoing performance management.

This includes:

- Developing or updating Professional Learning Plans (PLPs) as needed
- Identifying targeted areas for professional growth
- Continuing coaching, mentoring, or instructional support
- Providing opportunities for leadership, collaboration, or advancement
- Reinforcing expectations for the upcoming school year

Employees should understand their next steps and how they will continue to grow within their role.

Final Documentation and Closeout

Principals must ensure that all evaluation requirements are finalized and documented appropriately.

This includes:

- Completing and submitting the summative assessment
- Conducting the required individual summative conference
- Ensuring employee acknowledgment and sign-off within the platform
- Confirming that all required documentation is complete and accurate
- Ensuring the employee saves or retains a copy of their evaluation

No additional data should be entered after the evaluation cycle has officially closed.

Coaching Tip for Principals

The first-year evaluation is not only a measure of performance, but an opportunity to reinforce commitment, clarify expectations, and position employees for long-term success. This is a critical moment for principals to intentionally affirm the employee's value to the school community, recognize progress made throughout the year, and strengthen the employee's connection to the organization. When employees understand how their work contributes to student outcomes and feel that their efforts are seen and supported, their level of engagement and commitment increases.

This is also the point at which expectations for the future must be made explicit. Principals should clearly communicate what effective performance looks like moving forward, what growth areas remain, and how success will be measured in the next year. Clarity at this stage reduces uncertainty, builds confidence, and ensures that employees are not entering the next school year without direction.

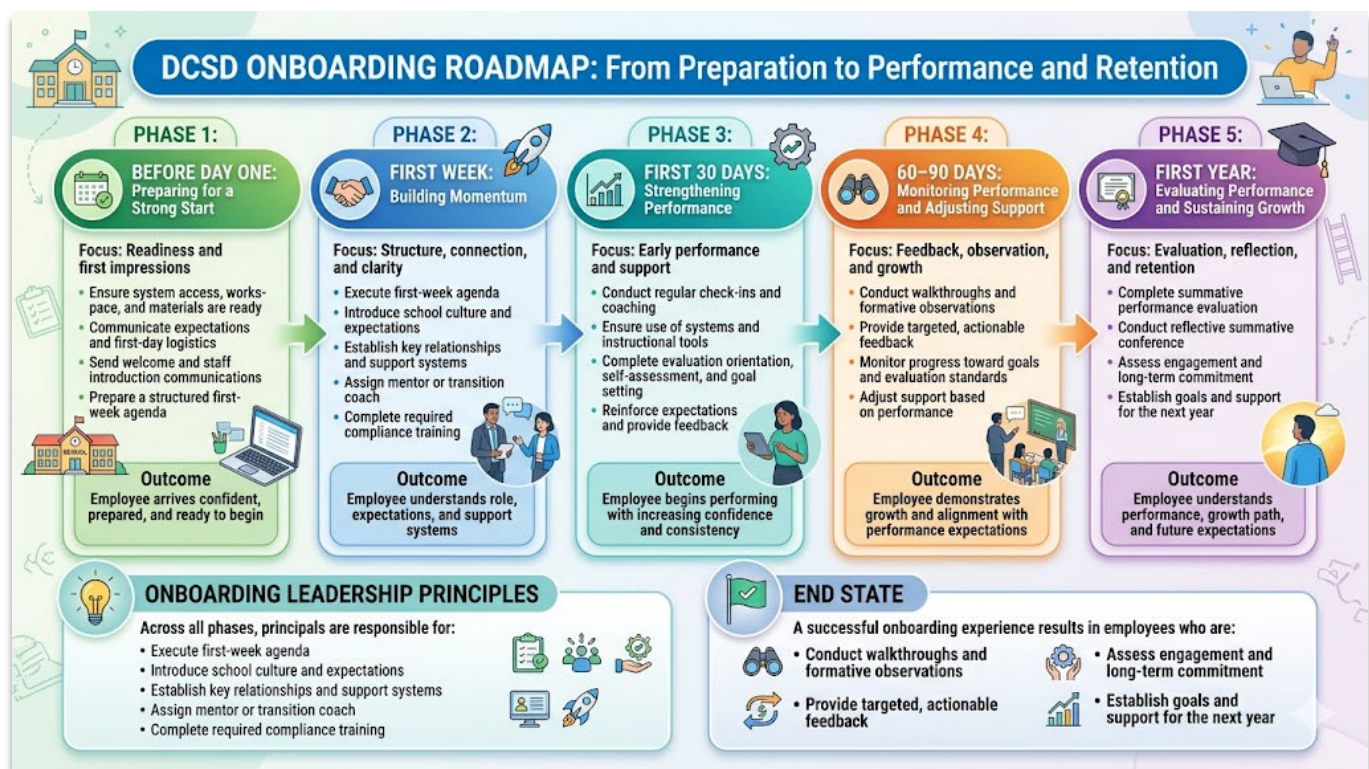
Finally, this moment should be used to position employees for continued growth and stability within the district. Whether through targeted professional learning, ongoing coaching, or expanded opportunities, principals play a key role in helping employees see a path forward. When this conversation is handled intentionally, it shifts the evaluation from a compliance activity to a leadership tool that strengthens retention, improves performance, and supports long-term success.

First Year: Performance and Growth Verification Checklist

- ☐ Summative evaluation completed and finalized
- ☐ Individual summative conference conducted
- ☐ Performance strengths and growth areas clearly communicated
- ☐ Employee engagement and retention discussed
- ☐ Professional Learning Plan developed or updated (if applicable)
- ☐ Expectations for the next year clearly established
- ☐ All documentation completed and signed off
- ☐ Employees have saved or retained a copy of the evaluation

DCSD Onboarding Roadmap

The **DCSD Onboarding Roadmap** serves as a strategic blueprint designed to transition new hires from initial orientation to long-term professional excellence. By breaking the first year into five distinct phases, **Preparation, Momentum, Performance, Growth, and Evaluation**, this framework ensures that principals provide the necessary structure and support at every critical juncture. Rather than a one-time event, onboarding is treated as a continuous journey of integration that aligns individual talents with district priorities, ultimately fostering a culture of high performance and sustained retention.



ONBOARDING PHASE

TARGETED TEACHER SUPPORT & DEVELOPMENT PROGRAMS

These programs provide structured support for teachers at different stages of development and should be intentionally leveraged by principals to strengthen performance, build capacity, and support retention.



TEACHER PREPARATION AND SUPPORT PROGRAMS

Strong onboarding for teachers in DCSD extends beyond the school building.

New teachers are supported through a coordinated set of district programs designed to build instructional skills, confidence, and long-term success. These programs are most effective when principals actively connect them to the day-to-day experience in the school.

As a principal, your role is not to manage these programs directly.

Your role is to ensure teachers understand them, participate in them, and see how they support their growth.

When these programs are reinforced at the school level, teachers are more confident, more effective, and more likely to remain in the district.

How These Programs Work Together

Each program serves a different purpose, but together they create a consistent support system.

- **New Teacher Orientation (NTO)** provides the initial introduction to the district
- **Induction Program** provides ongoing learning throughout the year
- **TSC Coaching** provides individualized, school-based support
- **IGNITE and TAPP** support teachers entering through alternative or residency pathways

Your leadership connects these experiences into one coherent journey for the teacher.

New Teacher Orientation

New Teacher Orientation (NTO) is the formal starting point for teachers entering DCSD.

It introduces:

- District expectations
- Instructional priorities
- Key systems and resources
- Professional responsibilities

Teachers participate in structured sessions prior to the start of the school year, followed by school-based orientation at their assigned site.

Principal Responsibilities

You play a critical role in extending NTO into your school.

Ensure that teachers:

- Attend required orientation sessions
 - Understand how district expectations apply at your school
 - Receive a clear school-based orientation upon arrival
 - Are not expected to rely on NTO alone to understand their role
-

Coaching Tip

NTO provides information. Your school provides context. Teachers need both to be successful.

Certified Teacher Induction Program

The Certified Teacher Induction Program provides structured support throughout the first year.

This includes:

- Monthly induction seminars
- Professional learning aligned to instructional practice
- Access to resources and tools
- Opportunities for reflection and growth

What Teachers Experience

Teachers participate in ongoing sessions designed to help them:

- Strengthen instructional practices
- Apply feedback to improve teaching
- Collaborate with peers across the district
- Build confidence over time

Principal Responsibilities

Ensure teachers:

- Are aware of induction schedules and expectations
- Have time to attend sessions
- Understand how induction connects to their daily work
- Are encouraged to apply what they learn

Best Practice

Ask teachers what they are learning in induction sessions.

This reinforces the importance of the program and helps connect learning to practice.

TEACHER SUPPORT AND COACHING (TSC PROGRAM)

The TSC Program provides school-based mentoring and coaching support.

It is designed to support:

- New teachers (0–3 years)
- Teachers needing additional support
- Pre-service educators

Mentors are trained to provide guidance, feedback, and professional support throughout the year.

Purpose of the TSC Program

The goal is to ensure teachers:

- Feel supported in their daily work
- Receive regular feedback
- Build instructional confidence
- Navigate school systems effectively

Principal Responsibilities

1. Assign the Right Mentor

Select a mentor who is:

- Experienced
- Supportive
- Available

2. Set Clear Expectations

Ensure both the mentor and teacher understand:

- Frequency of meetings
- Focus of support
- Purpose of the relationship

3. Monitor the Relationship

Check that:

- Meetings are happening consistently
- The teacher feels supported
- The mentor is engaged

Expected Check-In Frequency

- Biweekly during the first semester
- Monthly during the second semester

Coaching Insight

Mentoring should feel safe and supportive.

If the teacher feels evaluated instead of supported, they are less likely to ask for help.

Ignite Teacher Residency Program

The IGNITE Teacher Residency Program is DCSD's approach to developing future educators through a structured, supported pathway.

Residents are placed in schools while completing professional learning and gradually building their teaching responsibilities.

They are learning the role while actively working within it.

What Makes IGNITE Different

Residents:

- Are not fully independent at the start
- Learn through a gradual release model
- Require structured support and feedback
- Participate in ongoing professional learning

Principal Responsibilities

1. Ensure Full Integration

Include residents in:

- Staff meetings
- Professional learning
- Team collaboration

They should feel like part of the staff from the beginning.

2. Support Instructional Development

Ensure residents:

- Are connected to instructional support
- Receive consistent feedback
- Have opportunities to observe and practice

3. Strengthen Mentor Support

Each resident is paired with a mentor teacher.

Ensure:

- Regular planning and feedback time
 - Clear expectations for growth
 - Open communication
-

Understanding Progression

Residents move through phases:

- Observation and learning
- Co-teaching
- Leading portions of instruction
- Full instructional responsibility

Best Practice

Do not rush independence.

Growth in this model is intentional and requires support over time.

Retention Insight

Residents who feel supported and included are more likely to remain in DCSD as full-time teachers.

Teacher Academy For Preparation And Pedagogy (TAPP)

TAPP supports individuals entering the teaching profession through alternative certification pathways.

These teachers are often transitioning from other careers and may bring strong content knowledge but need support with instructional practice.

What TAPP Teachers Need

- Clear instructional expectations
- Classroom management support
- Frequent feedback
- Access to coaching and resources

Principal Responsibilities

Ensure TAPP teachers:

- Are connected to a mentor or coach
- Receive targeted instructional support
- Understand expectations early
- Have opportunities to observe effective teaching

Coaching Tip

TAPP teachers may require more structured guidance early.

Frequent check-ins can significantly improve confidence and performance.

CONNECTING PROGRAMS TO DAILY PRACTICE

The most important role you play is helping teachers connect these programs to their daily work.

You can do this by:

- Asking what they are learning
 - Encouraging application in the classroom
 - Reinforcing key practices
 - Providing opportunities to reflect
-

Simple Check-In Question

“What have you learned recently that has been helpful in your classroom?”

Final Thought for Principals

These programs are not separate from your school.

They are tools designed to support your teachers.

When you actively connect them to the school experience, teachers feel more supported, more capable, and more likely to stay.

New Teacher Academy (NTA)

A school-based New Teacher Academy (NTA) is a structured support system designed to help early-career teachers transition successfully into the profession and develop effective instructional practice. The most effective programs extend beyond orientation and provide ongoing, job-embedded support aligned to daily responsibilities. When implemented with consistency, the New Teacher Academy strengthens performance, builds confidence, and improves retention.

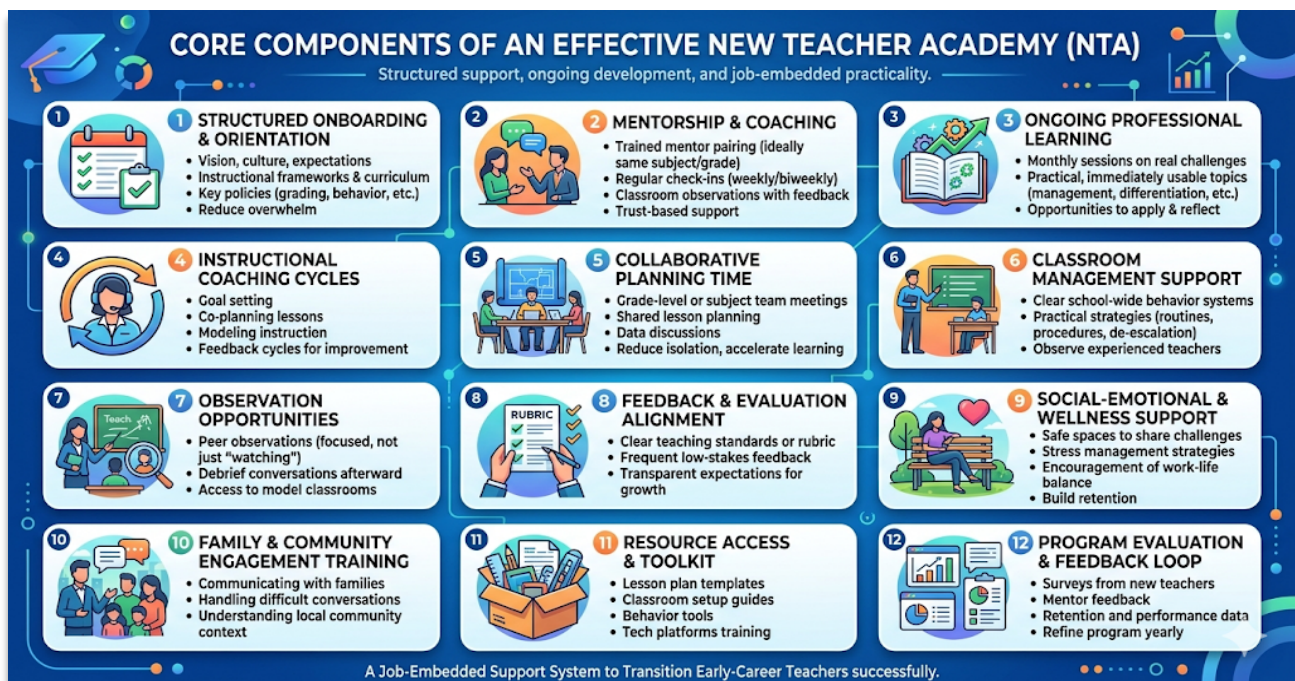
Principal Action: New Teacher Academy Implementation

Principals are responsible for ensuring that early-career teachers receive structured and sustained support through the following components:

- Provide clear onboarding that introduces school culture, expectations, instructional frameworks, and daily operations
- Assign trained mentors who conduct regular, non-evaluative check-ins and provide ongoing guidance
- Ensure access to ongoing professional learning focused on real classroom challenges
- Implement instructional coaching cycles that include goal setting, co-planning, modeling, and feedback
- Establish collaborative planning structures that promote teamwork and shared learning
- Reinforce classroom management expectations and provide practical strategies and support
- Create opportunities for teachers to observe effective instruction and engage in reflective conversations
- Align feedback with evaluation standards while maintaining a supportive, growth-focused approach
- Support teacher wellness and provide space for addressing challenges
- Ensure teachers are equipped with necessary tools, resources, and systems
- Monitor program effectiveness and adjust support based on teacher needs

When these components are implemented consistently, teachers are better prepared to meet expectations, improve instructional practice, and remain engaged in their roles.

The New Teacher Academy (NTA) is a comprehensive, job-embedded support system designed to develop early-career teachers through structured onboarding, continuous learning, and targeted support. As illustrated, the model integrates key components that work together to strengthen teacher effectiveness, including clear onboarding and expectations, mentorship and coaching, ongoing professional learning, and instructional coaching cycles. These are reinforced through collaborative planning, classroom management support, and opportunities to observe effective teaching practices. The model also emphasizes alignment between feedback and evaluation, access to essential resources and tools, and support for teacher wellness and engagement. Together, these components create a cohesive system that reduces early-career overwhelm, accelerates instructional growth, and improves teacher retention. Principals play a critical role in ensuring these supports are implemented consistently and aligned to the needs of each teacher, ultimately contributing to stronger classroom instruction and improved student outcomes.



TEMPLATES & TOOLS

Use these tools and templates to implement onboarding consistently, efficiently, and with clarity at every stage.



Principal Welcome Email (Before Day One)

Use this template to welcome the new employee and provide essential first-day details.

Subject: Welcome to [School Name]

Greetings [Employee's Name],

Welcome to [School Name]. We are pleased to have you join our school community. Your role is important to our students' success, and we look forward to your contributions.

Please review the details below as you prepare for your first day:

Start Date: [Insert Date]

Reporting Time: [Insert Time]

Reporting Location: [Insert Location]

Upon arrival, please check in at [Location] and ask for [Name/Title].

We are preparing for your arrival to ensure a smooth start. During your first days, you can expect to:

- Meet key team members and school leaders
- Learn school expectations, routines, and culture
- Begin accessing systems, materials, and resources for your role

Additional Information

New Teacher Orientation (if applicable): [Dates/Location/Time]

Dress Expectations: [Guidance]

Parking Instructions: [Details]

For Instructional Staff (if applicable):

You will meet with your grade-level or department team and receive guidance on curriculum and instructional systems.

We are committed to ensuring you feel prepared, supported, and confident as you begin at [School Name]. If you have any questions before your start date, please let me know.

We look forward to welcoming you.

Sincerely,

[Principal Name]

Principal, [School Name]

Principal Announcement Email (Multiple New Employees)

Use this template to inform current employees of one or more new staff members joining the school.

Subject: Welcoming New Team Members to [School Name]

Team,

Please join me in welcoming the following new team members to [School Name]:

- **[Employee Name]**, [Position Title] – [Grade Level/Department/Function]
- **[Employee Name]**, [Position Title] – [Grade Level/Department/Function]
- **[Employee Name]**, [Position Title] – [Grade Level/Department/Function]

Each of these individuals brings valuable experience and perspective to our school community. Their roles will directly support our work with students and strengthen our collective efforts to maintain a safe, supportive, and high-performing learning environment.

These team members will begin on **[Start Date]**. Please take time to introduce yourself, offer support, and help ensure a smooth and welcoming transition into our school.

To support their onboarding:

- Ensure they are included in relevant team communications and meetings
- Share key resources, routines, and expectations
- Provide guidance as they become familiar with our systems and practices

Creating a strong and welcoming start is a shared responsibility. Your engagement and support play an important role in helping new team members feel prepared, connected, and confident in their roles.

Thank you for your continued commitment to our students and to one another.

Sincerely,

[Principal Name]

Principal, [School Name]

First-Week Agenda Template (New Employee)

Employee Name: [Insert Name]

Position: [Insert Title]

School/Department: [Insert Name]

Start Date: [Insert Date]

Supervisor: [Principal/Manager Name]

Day 1: Welcome and Setup

Time	Activity	Location	Point of Contact
[Time]	Arrival and check-in	[Location]	[Name/Title]
[Time]	Welcome and introductions	[Location]	[Principal/Designee]
[Time]	Overview of school/department expectations	[Location]	[Administrator]
[Time]	Technology setup and login support	[Location]	[Tech Support]
[Time]	Building walkthrough	[Location]	[Assigned Staff]
[Time]	Team introduction	[Location]	[Team Lead]

Day 2: Orientation and Connection

Time	Activity	Location	Point of Contact
[Time]	Review of school procedures and routines	[Location]	[Administrator]
[Time]	Meet with grade-level/department team	[Location]	[Team Lead]
[Time]	Systems training (Canvas, Infinite Campus, etc.)	[Location]	[Support Staff]
[Time]	Begin review of role-specific expectations	[Location]	[Supervisor]

Day 3: Role Familiarization

Time	Activity	Location	Point of Contact
[Time]	Classroom/workspace setup and preparation	[Location]	[Assigned Staff]
[Time]	Curriculum or role-specific resource review	[Location]	[Instructional Support]
[Time]	Observation or shadowing (if applicable)	[Location]	[Assigned Staff]
[Time]	Check-in and questions	[Location]	[Supervisor]

Day 4: Practice and Application

Time	Activity	Location	Point of Contact
[Time]	Begin role-specific tasks or instruction	[Location]	[Supervisor]
[Time]	Continued systems access verification	[Location]	[Tech Support]
[Time]	Meet with mentor/coach (if assigned)	[Location]	[Mentor/Coach]
[Time]	Feedback and support check-in	[Location]	[Supervisor]

Day 5: Reflection and Next Steps

Time	Activity	Location	Point of Contact
[Time]	Review of first-week experience	[Location]	[Supervisor]
[Time]	Clarify expectations for next 30 days	[Location]	[Supervisor]
[Time]	Goal setting and priorities	[Location]	[Supervisor]
[Time]	Final check-in and support planning	[Location]	[Supervisor]

Notes and Reminders

- Adjust the agenda based on role, experience, and school needs
- Include required district or school-based training sessions
- Ensure all system access is verified during the first week
- Provide time for questions and support throughout the week

Principal Orientation Agenda

Principal-Led New Teacher Orientation Agenda

Duration: 60–90 minutes

Facilitator: Principal or Designee

Audience: Newly Hired Teachers

Purpose

To welcome new teachers, establish expectations, introduce key supports, and ensure every teacher begins with clarity, confidence, and connection.

Agenda Overview

1. Welcome and School Vision (10–15 minutes)

- Welcome and appreciation for joining the school
- Overview of school mission, vision, and priorities
- What makes the school community unique
- Commitment to teach support and professional growth

2. Key Introductions: Who's Who at the School (10–15 minutes)

- Introduce essential staff and their roles:
- Assistant Principal(s)
- Instructional Coach(es)
- Office Manager/Attendance Clerk
- Counselor(s)
- Special Education Lead
- Technology Support
- Custodial/Campus Lead

3. How We Support Teachers (10–15 minutes)

- Mentorship or induction program overview
- Coaching and observation cycles
- Collaboration structures (PLCs, grade-level meetings)
- Classroom and instructional support resources
- Wellness and work-life balance expectations

4. School Norms and Expectations (10–15 minutes)

- Professional expectations and communication norms
- Classroom management approach

- Student behavior and discipline processes
- Attendance, safety, and emergency procedures
- Decision-making and communication structures

5. Key Partnerships (10 minutes)

- Explain how teachers collaborate with:
- Counselors and intervention teams
- Special education staff
- Instructional coaches
- Families and support staff

6. Questions and Open Discussion (10–15 minutes)

- Use prompts such as:
- What questions do you have at this point?
- What would help you feel successful in your role?

7. Closing and Next Steps (5 minutes)

- Reinforce support and availability
- Review immediate next steps
- Share contact information
- Offer encouragement and welcome

Optional: Provide a small welcome item (school shirt, notebook, or handwritten note)

Principal Orientation Checklist & Guidance (All Levels)

Principal Orientation Checklist

Use this checklist to ensure all key elements of orientation are completed.

Before Orientation

- ☐ Welcome email sent
 - ☐ Orientation agenda prepared and shared
 - ☐ Mentor or buddy assigned
 - ☐ Classroom or workspace access confirmed
 - ☐ Technology access verified (email, systems, platforms)
 - ☐ Contact sheet for key staff prepared
-

During Orientation

Welcome and Culture

- ☐ School mission, vision, and expectations shared
 - ☐ Commitment to teacher support and success communicated
-

Key Introductions

Key introductions should include the Assistant Principal(s), Instructional Coach(es), Office Manager or Attendance Clerk, Counselor(s), Special Education Lead, Technology Support staff, and the Custodial or Campus Lead to ensure the new employee understands the key roles and support systems within the school.

Teacher Support Systems (Guiding Questions)

1. Has the mentorship or induction program been clearly explained?
2. Have coaching and observation cycles been reviewed?
3. Have collaboration structures such as PLCs and team meetings been discussed?
4. Have student support processes been introduced?
5. Have wellness and employee resources been shared?

School Norms and Expectations

School norms and expectations should be clearly communicated to ensure consistency and accountability. This includes explaining professional communication expectations, reviewing attendance and duty responsibilities, sharing safety and emergency procedures, clarifying student behavior and discipline processes, and outlining expectations for communication with families.

Closing and Next Steps

The session should be concluded by addressing any remaining questions, clarifying first-week priorities, and ensuring the employee understands immediate next steps. Schedule 30-day and 90-day check-ins to support ongoing development, and plan for follow-up communication to reinforce key information and provide continued support.

Evaluation Timeline 2025-2026

Teacher Keys (FULL) A teacher with less than 3 years of experience and/or who falls under the six criteria referenced in the handbook.	Teacher Keys (FLEX) A teacher with 4 or more years and who received a level III or level IV on the previous summative assessment.	Date	DeKalb Keys (all employees not evaluated with TKES/LKES) DKES, CKES, SLEI, GASP-SEI, GSLPEP and GSSWEP
TKES Prep - TKES/LKES Credentialing Review - Adding/removing employees - Leader updates the plan type – FULL or FLEX	TKES Prep - TKES/LKES Credentialing Review - Adding/removing employees - Leader updates the plan type – FULL or FLEX	July 31	DKES Prep - View DKES Orientation PPT - Adding/Removing employees
Orientation/Familiarization - The leader will ensure that each employee completes the Orientation video. - The teacher will sign off, and the leader will verify - Must be given within the first 30 days of employment - Teachers should participate in ongoing familiarization activities throughout the year Self-Assessment - Teachers complete the Self-Assessment prior to the Pre-Evaluation Conference PSC Professional Learning Plan - Goals are developed by the teacher and approved by the school admin. - Teachers who meet one of the six criteria listed in the Professional Learning Plan container and those who received a Level I or Level II on their Summative Assessment. *Teachers who received a Level I or Level II on their Summative Assessment for the previous year MUST be on a PLP for Remediation (please add the PLP for Remediation in the platform).	Orientation/Familiarization - The leader will ensure that each employee completes the Orientation video. - The teacher will sign off, and the leader will verify - Must be given within the first 30 days of employment - Teachers should participate in ongoing familiarization activities throughout the year Self-Assessment - Teachers complete the Self-Assessment prior to the Pre-Evaluation Conference PSC Professional Learning Plan - Goals are developed by the teacher and approved by the school admin. - Teachers who have more than three years of experience and who received a Level III or Level IV on their Summative Assessment *Teachers who received a Level I or Level II on their Summative Assessment for the previous year MUST be on a PLP for Remediation (please add the PLP for Remediation in the platform).	Aug. 29	Orientation/Familiarization - The leader will ensure that each employee completes the Orientation PPT. - The leader will verify that this step is complete. - Must be given within the first 30 days of employment - Employees should participate in ongoing familiarization activities throughout the year Self-Assessment - The employee complete the Self-Assessment prior to the Pre-Evaluation Conference Professional Learning Goals - Goals are developed by the employee and reviewed and supported by the supervisor. *Teachers who received a Level I or Level II on their End of Year Assessment for the previous year MUST be on a PLP for Remediation (please add the PLP for Remediation in the platform).

Pre-Evaluation Conference • Can be facilitated as a group or individually • Pre-populate the platform with the bulleted items that will be covered with each teacher. • Notes are collected and placed in the comment section. • The teacher and leader must set the date of the conference. • Teachers will click YES/NO if the PSC plan was reviewed during this time. • Meet with employees who received a PLP for Remediation to provide resources and support for the school year. • Review the self-assessment. • Have each teacher to finalize.	Pre-Evaluation Conference • Can be facilitated as a group or individually • Pre-populate the platform with the bulleted items that will be covered with each teacher. • Notes are collected and placed in the comment section. • The teacher and leader must set the date of the conference. • Teachers will click YES/NO if the PSC plan was reviewed during this time. • Meet with employees who received a PLP for Remediation to provide resources and support for the school year. • Review the self-assessment. • Have each teacher to finalize.	Sept. 19	Pre-Evaluation Conference • Can be facilitated as a group or individually • Pre-populate the platform with the bulleted items that will be covered with each teacher. • Notes are collected and placed in the comment section. • The teacher and leader must set the date of the conference. • Meet with employees who received a PLP for Remediation to provide resources and support for the school year. • The evaluator will review the self-assessment. • Have each employee to finalize.
Observation #1-Walkthrough • Minimum of 10 minutes • Rate a minimum of 2-4 standards • Rate the standards that are visible during your observation. • Commentary should be based on observed practices. Corrective feedback should be provided. • When 2-4 ratings are complete, click the SHARE & FINALIZE button. • Observations are not considered complete until they have been shared and finalized. • Should be listed as Observation #1 Walkthrough.	The walkthrough for this plan type if OPTIONAL.	Sept. 30	Artifacts can be collected and uploaded to support the standards.

Observation #2-Walkthrough • Minimum of 10 minutes • Rate a minimum of 2-4 standards • Rate the standards that are visible during your observation. • Commentary should be based on observed practices. Corrective feedback should be provided. • When 2-4 ratings are complete, click the SHARE & FINALIZE button. • Observations are not considered complete until they have been shared and finalized. Should be listed as Observation #2 Walkthrough.	The walkthrough for this plan type if OPTIONAL.	Oct. 15	Artifacts can be collected and uploaded to support the standards.
Formative Assessment Cycle 1- The Observation • 1st Formative Observation (30 minutes). • Script notes of what you see-use the formative observation notes to support the Formative Assessment in the platform. • Observation is <u>unannounced.</u> • Continue progress monitoring employees who are on a PLP for Remediation. • Schedule an additional conference if no progress is made. Note: The Formative Observation is not the same as the Formative Assessment.	Formative Assessment Cycle 1- The Observation • 1st Formative Observation (30 minutes). • Script notes of what you see-use the formative observation notes to support the Formative Assessment in the platform. • Observation is <u>unannounced.</u> Note: The Formative Observation is not the same as the Formative Assessment.	Nov. 14	

Observation #3-Formative Assessment #1 • Evaluator rates all 10 standards and provides commentary (particularly areas rated below level III) • Include walkthroughs, formative observation notes, and documentation when completing the Formative Assessment. • When all ratings are complete, click the SHARE & FINALIZE button. • Allow teachers to provide evidence to support a rating (10 working days to provide documentation). • Observations are not considered Complete until they have been shared and finalized. • Should be listed as Observation #3 Formative. Ensure all teachers have a Formative Assessment.	Observation #3-Formative Assessment #1 • Evaluator rates all 10 standards and provides commentary (particularly areas rated below level III) • Include walkthroughs, formative observation notes, and documentation when completing the Formative Assessment. • When all ratings are complete, click the SHARE & FINALIZE button. • Allow teachers to provide evidence to support a rating (10 working days to provide documentation). • Observations are not considered Complete until they have been shared and finalized. • Should be listed as Observation #3 Formative. Ensure all teachers have a Formative Assessment.	Dec. 19	Formative Assessment • Evaluator rates all 8 standards and provides commentary (particularly in areas rated below Level III). • The evaluator will save changes and share them with the employee. • Allow the employee to provide evidence to support a rating (10 working days to provide documentation). Ensure all employees have a Formative Assessment.
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Mid-Year Conference • It can be done as a group or individually • Pre-populate the platform with bulleted items that will be covered with each teacher. • Complete the Mid-year PSC Professional Learning Plan • The teacher completes the Assurances • The teacher signs off on the mid-year Conference • Conference with employees who are on a PLP for Remediation, and modify, if necessary. • Provide specific details and support for areas of improvement. Continue to monitor and provide support to the teacher until the plan is complete. Use PLP for Remediation within the platform.	Mid-Year Conference • It can be done as a group or individually • Pre-populate the platform with bulleted items that will be covered with each teacher. • Complete the Mid-year PSC Professional Learning Plan • The teacher completes the Assurances • The teacher signs off on the mid-year Conference • Conference with employees who are on a PLP for Remediation, and modify, if necessary. • Provide specific details and support for areas of improvement. Continue to monitor and provide support to the teacher until the plan is complete. Use PLP for Remediation within the platform.	Jan. 16	Mid-Year Conference • It can be done as a group or individually • Pre-populate the platform with bulleted items that will be covered with each teacher. • The employee will sign off on the mid-year Conference • Conference with employees who are on a PLP for Remediation, and modify, if necessary. • Provide specific details and support for areas of improvement. Continue to monitor and provide support to the employee until the plan is complete. Use PLP for Remediation within the platform.
Observation #4 • Minimum of 10 minutes. • Rate a minimum of 2-4 standards • Rate the standards that are visible during your observation • Commentary should be based on observed practices. Corrective feedback should be provided. • When 2-4 ratings are complete, click the SHARE & FINALIZE button. • Observations are not considered Complete until they have been shared and finalized. • Review and modify PLP for Remediation. • Should be listed as Observation #4 Walkthrough.	Walkthrough is optional	Jan. 30	Artifacts can be collected and uploaded to support the standards.

Observation #5 • Minimum of 10 minutes. • Rate a minimum of 2-4 standards • Rate the standards that are visible during your observation • Commentary should be based on observed practices. Corrective feedback should be provided. • When 2-4 ratings are complete, click the SHARE & FINALIZE button. • Observations are not considered Complete until they have been shared and finalized. • Review and modify PLP for Remediation. Should be listed as Observation #5 Walkthrough.	Walkthrough is optional	Feb. 13	Artifacts can be collected and uploaded to support the standards.
Formative Assessment Cycle 2- The Observation • 2nd Formative Observation (30 minutes). • Script notes of what you see- use the formative observation notes to support the Formative Assessment in the platform. • Observation is <u>unannounced.</u> • Continue progress monitoring employees who are on a PLP for Remediation. • Schedule an additional conference if no progress is made. Note: The Formative Observation is not the same as the Formative Assessment.	Formative Assessment Cycle 2- The Observation • 2nd Formative Observation (30 minutes). • Script notes of what you see- use the formative observation notes to support the Formative Assessment in the platform. • Observation is <u>unannounced.</u> Note: The Formative Observation is not the same as the Formative Assessment.	Feb 27.	Artifacts can be collected and uploaded to support the standards.

Observation #6-Formative Assessment #2 • Evaluator rates all 10 standards and provides commentary (particularly in areas rated below level III) • Include walkthroughs, formative observation notes, and documentation when completing the Formative Assessment • The evaluator will save changes and share them with the teacher. • Allow teachers to provide evidence to support a rating (10 days to provide documentation). • The teacher will review the Formative Assessment and sign off. • Should be listed as Observation #6 Formative. Ensure all teachers have a Formative Assessment.	Observation #2-Formative Assessment #2 • Evaluator rates all 10 standards and provides commentary (particularly in areas rated below level III) • Include walkthroughs, formative observation notes, and documentation when completing the Formative Assessment • The evaluator will save changes and share them with the teacher. • Allow teachers to provide evidence to support a rating (10 days to provide documentation). • The teacher will review the Formative Assessment and sign off. • Should be listed as Observation #2 Formative. Ensure all teachers have a Formative Assessment.	Mar. 30	End of the Year Assessment • The evaluator reviews all observation data collected throughout the year • The evaluator completes the Summative Assessment • The evaluator rates all 8 standards with commentary-this step is important. • The evaluator saves changes and shares with the employee.
Summative Assessment • Evaluator reviews all data collected (walkthroughs, observation notes, and documentation) throughout the year. • Evaluator rates all 10 standards with commentary-this step is important. • Evaluator saves changes and shares with the teacher. • Allow teachers to provide evidence to support a rating (10 days to provide documentation). • The teacher will review the Summative Assessment and sign off. Ensure all teachers have a Summative Assessment.	Summative Assessment • Evaluator reviews all data collected (walkthroughs, observation notes, and documentation) throughout the year. • Evaluator rates all 10 standards with commentary-this step is important. • Evaluator saves changes and shares with the teacher. • Allow teachers to provide evidence to support a rating (10 days to provide documentation). • The teacher will review the Summative Assessment and sign off. Ensure all teachers have a Summative Assessment.	Apr. 30	Summative Conference (End of Year Review) • To be completed individually. • Pre-populate the platform with the bulleted items that will be covered with each employee. • Reflects the totality of the evidence and consistency of practice (the documentation in the portal must support the overall rating). • The employee and leader will review, and the employee will sign off in Frontline. • The employee prints or saves a copy of their evaluation.

Summative Conference/End of the Year PSC Requirements • To be completed individually • Pre-populate the platform with the bulleted items that will be covered with each teacher. • Reflects the totality of the evidence and consistency of practice (the documentation in the portal must support the overall rating). • The teacher and leader will review, and the teacher will sign off in SLDS. • The teacher prints or saves a copy of their evaluation.	Summative Conference/End of the Year PSC Requirements • To be completed individually • Pre-populate the platform with the bulleted items that will be covered with each teacher. • Reflects the totality of the evidence and consistency of practice (the documentation in the portal must support the overall rating). • The teacher and leader will review, and the teacher will sign off in SLDS. • The teacher prints or saves a copy of their evaluation.	Apr. 30	
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Evaluation Timeline 2025-2026

Criteria for teachers who are hired after the start of the year:

August-February

- Teachers will receive the required number of observations, both FULL and FLEX
- DKES Staff will receive the entire evaluation process

March-April

- FULL plan teachers – 2 walkthroughs, 1 formative observation, and a summative assessment
- FLEX plan teachers – 1 formative observation and a summative assessment
- DKES staff receive – end of year assessment, and a summative conference

Please note: Teachers who are employed for ninety (90) days or more MUST have a summative assessment regardless of resignation, FMLA, retirement, etc.

Evaluation Timeline 2025-2026

Leader Keys	Date
Evaluator Selection & Orientation • Leader signs off on Orientation and selects an Evaluator in SLDS • TKES Credentialing Review • Adding/Removing Employees • Update the plan type – FULL or FLEX	July 31
Self-Assessment (8 Standards) • Leader completes Self-Assessment prior to the Pre-Evaluation Conference • Leader participates and engages staff in ongoing familiarization throughout the school year	August 29
PSC Professional Learning Plan/Goal • Leaders who meet one of the six criteria listed under Professional Learning Goal Setting • Leader will exit the Professional Learning Goal to complete a Professional Learning Plan • Leader & Evaluator identify multiple sources of documentation to support the Professional Learning Plan • Complete the PLP for Remediation for leaders who received a Level I or Level II on the 24-25 SY Summative Assessment	August 29
Pre-Evaluation Conference • Pre-Conference can be facilitated in a group or individually • Leader & Evaluator sign off • Review the PLP for Remediation for leaders who received a Level I or Level II on the 24-25 SY Summative Assessment	September 30
Leader Assessment on Performance Standards • Leaders behind documentation collection for all 8 standards • Leader collects data (student growth, academic achievement) and prepares for mid-year conference with Evaluator • The leader submits documentation for review. • Evaluator reviews the documentation and prepares for the mid-year conference • Data collected reflects the eight standards	October 1- December 19

Mid-Year Conference and Formative Assessment • Leader continues to collect documentation from multiple data sources aligned to standards • Evaluator(s) and Leader collect and upload documentation • Evaluator(s) review documentation, rate all 8 LKES standards, and evaluate progress toward goals • Leader and Evaluator(s) accept and save conference evaluation • The evaluator completes Mid-Year PSC Plan for the leader • Review the PLP for Remediation for leaders who received a Level I or Level II on the 24-25 SY Summative Assessment • Begin PLP for Remediation for leaders who are not making adequate progress	January 30
Leader Assessment on Performance Standards (LAP) Process, continued • Leader and Evaluator(s) collect appropriate data to relevant evaluation performance • Evaluator(s) continue conduction school visits, observations, walkthroughs, and data collection • Evaluator shares notes and/or relevant feedback/commentary with the leader in SLDS • Documentation of practice is uploaded to SLDS prior to the Summative Assessment	February 1-April 30
Summative Assessment (required) • Leader and Evaluator(s) collect and upload documentation to SLDS • Evaluator reviews all documentation, rates all 8 standards, and evaluates progress toward goals • Evaluator must write commentary on all 8 standards using multiple data sources • Leader completes the PSC Professional Learning Plan Reflection • Evaluator completes the End of Year PSC Requirement • Leader will complete the Component Rating (Professional Growth, Star Climate, and Beat the Odds) Summative Conference (required) • Summative Conference must be completed on an individual basis • Leader and Evaluator accept and save the conference in SLDS • Leader reviews and signs off in receipt of Summative Conference • Leader may offer comments and/or reflection/response to evaluation	May 29

Please note: Leaders who are employed for ninety (90) days or more MUST have a summative assessment regardless of resignation, FMLA, retirement, etc.

Meet & Greet and Contact Mapping Template

New Employee Connection Map

Use this template to plan and track key introductions during the first week.

Employee Name:

Position:

Start Date:

Key Connections

Leadership and Instructional Support				
Name	Role	Purpose of Meeting	Date Scheduled	Completed
	Principal/AP	Expectations and leadership support		☐
	Instructional Coach	Instructional guidance and support		☐
	Mentor/Coach	Ongoing support and check-ins		☐
Team and Collaboration				
	Grade-Level/Dept.	Collaboration and planning		☐
	Team Member	Daily operations and support		☐
Student and Specialized Support				
	Counselor	Student support services		☐
	Special Ed Lead	IEPs and accommodations		☐
	EL/ESOL Teacher	Language support strategies		☐
Operational and Support Staff				
	Front Office Staff	Procedures and operations		☐
	Technology Support	Systems and access support		☐

DCSD Teacher Induction Academy Accountability Chart

Clear communication at the outset ensures a shared understanding of roles, expectations, and available supports, contributing to a strong, effective partnership.

Role/Team	Primary Responsibilities	Key Deliverables/Outputs	Timeline/Frequency	Accountability Lead
Talent Acquisition Manager	1. Design program framework & modules 2. Approve materials, branding, and structure 3. Communicate district rollout plan to principals	• Induction Overview (PDF) • Session Templates & Facilitator Guides • Orientation Slide Deck	Pre-launch: July-August	Talent Acquisition Director
School Principal/Administrator	1. Lead orientation at the school level 2. Model school culture and expectations 3. Ensure mentor assignments and check-ins occur	• Completed Teacher Induction Academy Agendas • Staff Welcome Presentation • Mentor Assignment Roster	Monthly Orientation: Within first week of teacher report date	Area Superintendent /Executive Administrator
School-Based Induction Leader/Facilitator (Possible TSS)	1. Facilitate orientation sessions 2. Collect participant reflections 3. Oversee mentor assignments 4. Monitor feedback and completion of modules and induction sessions 5. Report on progress to Principal	• Attendance Records • Reflection Sheet submissions • End of the Year Teacher Induction Academy Feedback Survey	• Monthly Teacher Induction Academy Sessions-minimum of one hour • Annually-Feedback Survey	Principal
Mentor Teachers	1. Provide 1:1 guidance for new teachers 2. Support acclimation to school culture and systems 3. Conduct check-ins	• Mentor Check-in Logs • Reflection and Growth Plans	Ongoing (minimum of monthly)	School-Based Induction Leader

School-Based Technology Leader/Media Specialist	1. Ensure access to devices, logins, and instructional tech 2. Support teacher access to digital systems (Google, Infinite Campus, etc.)	• Tech Access Sheet • Help desk FAQs/Resource Guide	Ongoing	Principal
School Bookkeeper/Administrative Assistant	1. Provide staff with procedural and financial orientation (time sheets, ordering, etc.)	• Bookkeeper Procedures Sheet • Access Instructions	First week of hire	Principal
New Teacher Participants	1. Engage fully in all sessions 2. Complete reflections and checklists 3. Seek mentor clarification as needed	• Completed Reflection Forms • End of Year Teacher Induction Academy Feedback Survey	Monthly Initial Teacher Induction Academy session should be conducted in July and ongoing during pre-planning	Mentor/Administrator

Safety, Security, and Facilities Guidance

Purpose

Principals and managers are responsible for ensuring that safety, security, and facilities procedures are clearly communicated, consistently implemented, and understood by all employees. Early clarity in these areas is essential to maintaining a safe and well-functioning learning and work environment.

Accessing Safety and Facilities Information

Leaders should access safety, security, and facilities resources through established district systems and communications. This includes district safety documentation, the Employee Portal, school or department-specific plans, and ongoing district communications.

Principals should ensure access to:

- School Safety Plan and Emergency Operations Plan
- District Safety and Security documentation
- Facilities and operations communications
- Employee Portal and administrative shared resources
- Managers should ensure access to:

DCSD Employee Portal

- Department-specific safety documentation
- District safety and facilities communications
- Supervisor-provided onboarding materials

Leaders are expected to remain current on all updates and ensure that information is accessible to staff.

Safety and Facilities Readiness for New Employees

During onboarding, leaders must ensure that employees understand safety procedures, expectations, and reporting processes.

For school-based staff, principals must ensure:

- Emergency procedures and safety plans are reviewed
- Emergency maps are visible and posted throughout the building
- Drill schedules are established and communicated
- Visitor management procedures are implemented
- Staff roles during emergencies are clearly defined
- Facilities reporting procedures are communicated

For department-based staff, managers must ensure:

- Emergency procedures and evacuation routes are reviewed
- Building access and safety protocols are understood
- Processes for reporting safety and facilities concerns are clear
- Emergency contacts and escalation procedures are identified
- Individual roles during emergencies or disruptions are defined

Leaders should confirm staff understanding of these procedures during the first week of employment.

Emergency and Facilities Response

Clear roles and response processes must be established to ensure timely and effective action.

For school-based operations the principal serves as the primary site leader during emergencies

- Facilities concerns should be submitted through district work order systems
- Coordination with district safety and operations is managed through DCSD Public Safety
- For department-based operations:
 - Immediate emergencies should follow established procedures and escalation protocols
 - Facilities concerns should be reported through designated work order systems or support channels
- District-level coordination is managed through DCSD Public Safety
- Department-specific issues should be escalated to the direct supervisor

Ongoing Responsibility

Safety and facilities expectations are not limited to onboarding. Leaders must reinforce procedures, monitor compliance, and ensure staff remain informed throughout the year.

Leaders should regularly review:

- DCSD Employee Portal
- District communications and updates
- Safety and facilities guidance
- School or department shared resources

Updated information will be communicated by the district as needed and should be implemented promptly.

Leader Action: Safety and Facilities Oversight

- Ensure all employees understand safety procedures and expectations
- Confirm access to safety plans and emergency protocols
- Communicate roles and responsibilities during emergencies
- Reinforce reporting processes for safety and facilities concerns
- Monitor and update staff on changes throughout the year

Verification Checklist: Safety and Facilities Readiness

- ☐ Safety plans and emergency procedures reviewed with staff
- ☐ Emergency maps and protocols are accessible
- ☐ Staff understand roles during emergencies
- ☐ Drill schedules and expectations communicated
- ☐ Facilities reporting process is clear
- ☐ Employees know how to escalate concerns
- ☐ Leader remains current on district updates

Total Rewards & Employee Support Toolkit

This section provides quick-reference tools and reminders to help principals support employees during key Human Resources and employment-related milestones throughout the first year.

Principals are not responsible for administering benefits, leave, payroll, or retirement programs. Employees should be directed to the appropriate Human Resources department or webpage for assistance.

For additional information, please visit Human Resources Division webpage on the DCSD website at <https://www.dekalbschoolsga.org/divisions/human-resources>

KEY EMPLOYEE SUPPORT MILESTONES

Use these milestones as reminders to help employees stay on track during key moments in their first year.

MILESTONE	TIMING	LEADERSHIP REMINDER	EMPLOYEE RESOURCE
 INSURANCE ENROLLMENT Complete new hire enrollment.	 Within 30 days of hire	 Remind employees to complete their new hire insurance enrollment within 30 days of their start date to avoid delays in coverage.	 SHBP / GaBreeze mySHBPga.adp.com www.GaBreeze.ga.gov
 EMPLOYEE SELF SERVICE ACCESS Verify access and personal information.	 First 30 days of employment	 Encourage employees to log in and verify personal information, pay, time off balances, and other important details.	 Employee Self Service (ESS Portal) https://dekalbctsdga.tylerportico.com/tesp
 RETIREMENT PLANNING Explore retirement savings options.	 Around 6 months of employment	 Encourage employees to review 403(b) and 457(b) retirement savings options and understand employer match eligibility.	 Retirement Resources Visit the Human Resources Division webpage for retirement information.
 ANNUAL OPEN ENROLLMENT Review and update benefit elections.	 October – November (Changes effective January)	 Remind employees to review benefit options and make elections or changes during the annual open enrollment period.	 SHBP / GaBreeze mySHBPga.adp.com www.GaBreeze.ga.gov
 QUALIFYING LIFE EVENTS Make changes after a qualifying event.	 Within 30 days of the event	 Direct employees to contact SHBP and/or GaBreeze within 30 days of a qualifying event (e.g., birth, marriage, divorce).	 SHBP / GaBreeze mySHBPga.adp.com www.GaBreeze.ga.gov
 LEAVE ADMINISTRATION SUPPORT Support for medical leave or extended absences.	 As needed	 Direct employees to Leaves Administration for guidance on medical leave or other leave-related questions.	 Leaves Administration Email: leaves@DeKalbSchoolsGA.org Phone: 678-676-0005

Human Resources Contacts

Departments	Contact Method
General HR Inquiries	divisionofhumanresources@dekalbschoolsga.org
Employee Relations	
Grievances	ER_PC@dekalbschoolsga.org
Title IX	titleixcoordinator@dekalbschoolsga.org
HRIS	
Frontline	employmentapplications@dekalbschoolsga.org
Verification Requests	verifications@dekalbschoolsga.org
IGNITE Teacher Residency Program	
IGNITE Program Questions	ignitedtr@dekalbschoolsga.org
Performance Evaluation	
DKES, LKES, TKES, SuperEval	performance_evaluations@dekalbschoolsga.org
Talent Acquisition	
Certification	certification@dekalbschoolsga.org
Records (NOT Open Records Requests)	HRrecords@dekalbschoolsga.org
Separations	resignations@dekalbschoolsga.org
Substitute Employment	subhelp@dekalbschoolsga.org
Total Rewards	
ADA	ADArequests@dekalbschoolsga.org
Compensation	Submit a Help Desk IQ Ticket (See instructions on Page 108.)
FMLA	leaves@dekalbschoolsga.org
Insurance	insurance@dekalbschoolsga.org
Personnel Services (G4, W4, and personnel information changes)	HRforms@dekalbschoolsga.org
Retirement	retirement@dekalbschoolsga.org

Central Office Business Partners

Finance	
Payroll	payrollstaff@dekalbschoolsga.org
Legal	
Open Records Requests	legal@dekalbschoolsga.org

Tax Updates and Compensation Inquiries

Please be advised that all tax updates must be completed through the Employee Access Portal. For compensation-related inquiries, the Compensation Department is currently assisting employees through IQ Tickets and in-person lobby visits only.

Detailed instructions for both processes are provided below.

Employee Access Portal (Tax Updates)

1. Access the Employee Access Portal:
<https://dekalbctsdga.tylerportico.com/tesp/employee-selfservice/>
2. Log in using your E-number.
3. Select "**My Pay**" on the left side of the page.
4. Click "**Pay & Tax Information.**"
5. Select the **pencil icon** in the upper-right corner of the W-4 section.
6. Choose "**Federal/State Tax**" and follow the prompts to complete your updates.

Compensation-Related Inquiries

To submit a compensation request, please follow the steps below:

1. On your desktop, select "**Help Desk.**"
2. Click "**New Ticket.**"
3. Select "**Software/Online Systems/Departments.**"
4. Scroll down and choose "**DCSD Human Resources.**"
5. Select "**Compensation**" and then choose the option that best matches your inquiry.
6. You will have the opportunity to upload any supporting documentation directly within the ticket.

CLOSING REFLECTIONS

Strong onboarding does not happen through a single meeting, checklist, or orientation session. It is built through consistent leadership, intentional preparation, clear communication, and ongoing support throughout the employee's first year.

The experiences created during onboarding shape how employees view their role, their leadership, and their future within DeKalb County School District. When employees begin with clarity, connection, and support, schools are better positioned to strengthen culture, improve retention, and create stable learning environments for students.

This guide was developed to support principals in creating onboarding experiences that move beyond processes and focus on people, performance, and long-term success.

As our district continues moving forward together, this work will continue to evolve. Your feedback, experiences, and recommendations are important for strengthening future versions of this guide and improving onboarding practices across the district.

Please use the QR code below to share feedback, recommendations, or suggested revisions for next year's edition of the onboarding manual.

Thank you for your leadership, your commitment to employees, and your continued support of student success across DeKalb County School District.

Scan to provide recommendations, identify areas for improvement, or share additional tools and resources that may strengthen future editions of this guide.



Division of Human Resources



1701 Mountain Industrial Blvd. · Stone Mountain, GA 30083
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