SHAWN D. FOSTER
SUPERINTENDENT
2020-2021 GOALS UPDATE
The last year...

I am grateful to each of you, our elected school board members, for your collaboration and partnership in navigating together a new day for Orangeburg’s school system amidst unprecedented changes to public education. I am honored to have been selected to serve as superintendent and appreciative of the opportunity to work alongside a courageous school board in a shared pursuit and uncompromising spirit of excellence.

As you’ll discover in the pages to follow, great progress has been made on the actions planned to orient myself to our community and schools. I’m pleased to see our team beginning to implement action to propel our students, organization, and educational community forward. Saying I’m fortunate to work with such a capable and passionate Cabinet and School Leadership Team cannot be overstated. I’m truly blessed by the expertise each brings to their unique area and to our team. The contents of the pages to follow reflect our work together as a team and in no way could have been accomplished without their partnership, their leadership and their dedication.

I look back with pride over our last trip around the sun, and look forward to a future together where Orangeburg County School District is a bright light inspiring our students to their personal best, and a beacon for others to follow.

We Are One!
GOAL NUMBER ONE

ESTABLISH A RELATIONSHIP OF TRUST AND COLLABORATION WITH THE SCHOOL BOARD, CABINET MEMBERS, ADMINISTRATIVE DEPARTMENTS AND COMMUNITY STAKEHOLDERS.

ACTION STEP: SHARE ENTRY PLAN FOR FEEDBACK, GUIDANCE & SUGGESTIONS

In an effort to ensure a shared vision as it relates to my entry into the school system and lay the foundation for a positive and trusting working relationship, I presented my initial Entry Plan to our Board and community during the July 14, 2020, meeting. I shared the same with our administration during our regularly scheduled weekly meeting.

ACTION STEP: ENGAGE IN ONE-ON-ONE MEETINGS WITH DEPARTMENT HEADS

Early meetings with Departmental leaders has helped to establish relationships with key personnel while deepening my understanding of departmental goals and our building on a shared vision. Initial meetings were followed by pre-evaluation meetings, using an Executive Leader Evaluation Instrument, with each member of my senior team.

With mid-term evaluation meetings with each department head, I am monitoring progress of goals that were set for each division at the beginning of the school year. Each department head submitted a self-evaluation using the evaluation instrument. I then used the evaluation instrument to provide ratings for each evaluation standard with written feedback. Evaluations in this fashion are not punitive in nature, but intended to provide tangible feedback to improve leadership capacity and progress towards goals.
From an audit of our comprehensive Human Resources systems and processes to Financial Training for Bookkeepers and Professional Learning opportunities being offered through all departments, extensive effort and progress has been made in the areas of continuous improvement and support of Departmental goals.

**Summary of Data Collection Process, Sources and Documents**

Numerous documents were requested of the HR staff for review and analysis to include but not limited to: District strategic plan, policies and procedures (HR), district employee handbooks, customer service comment cards, annual reports, newspaper accounts, recruitment and retention plans, application forms for employment, and anecdotal data. In addition, the HR administrator was asked to complete a “self-audit.” This information was used as a comparison of how he saw the office operating compared to the outside auditors’ review. On-site visits were made as a means of ascertaining additional opportunities to confirm and assess HR operations in the District. Other sources of verification included state legislation manuals, legal advisories, and findings from various professional organizations, publications, and peer reviews.

Overall, the HR Review/Audit is made up of four (4) major phases:

1. Planning
2. Data Collection
3. Data Analysis
4. Findings

**Agenda**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>2:05 pm - 2:30 pm</td>
<td>Professional Development Updates</td>
<td>Nix Cafeteria</td>
</tr>
<tr>
<td>2:30 pm - 3:00 pm</td>
<td>Showcasing our Schools</td>
<td>Nix Cafeteria</td>
</tr>
<tr>
<td>3:00 pm - 4:30 pm</td>
<td>Human Resources Communication Student Services</td>
<td>Mr. R. Zimmerman Mrs. M. Piccolino Dr. L. Calloway</td>
</tr>
</tbody>
</table>

**Cabinet Meeting Agenda**

Thursdays, March 24, 2021

“If you think what you do is insignificant or too small to matter, try spending the night with a mosquito.” — Everything matters...

- Ombudsman Update
  - Calendar 2021-2022
  - Graduation 2021
- Human Resources Update
  - Principal and Assistant Principal of the Year Award
  - Employment Contract Distribution Process
  - Employee Pay Sheets
- Student Services Update
  - Spring Sports
  - SEL Videos
  - PD Training for School Counselors
- Finance Update
  - Purchase Order Closeout
  - Monthly Travel Submission
  - Required Documents for Summer Payroll
- Instructional Update
  - Grading Procedures/Yearly Timeline
  - DAC Interviews
  - Dual Enrollment
  - District-wide Schedule
  - CERDEP Registration
  - Childcare Center Partnership
- Frontline
  - Summer Extravaganza
  - S2TEM Algebra 1
  - Smithsonian
- Orangeburg Online
  - OWL Implementation
- TAR Updates
  - SIS Operator
- Title 1 School Presentation
  - Federal Amendments
- Technology Update
  - System-wide VQP Project
  - Student Device Collection
- Superintendent Comments

Every month, cabinet meetings are held to meet with all Assistant Superintendents and Department Directors. During these meetings, we discuss all department updates, questions, suggestions and ideas. Recommendations are also brought to the table for discussion.

During these meetings, it is clear that all the District’s departments work independently and interdependently. It is necessary this collaboration happens to ensure that all departments are meeting the needs of the schools, students, faculty, staff and community.
Roles, responsibilities and expectations have been established for District leaders, as well as Principals. The roles of school and District leaders are sometimes difficult to determine without deliberate action on behalf of the school system to define those for stakeholders. A new flow chart for reporting concerns and topic-focused contact information was developed to do just that, as well as a "Let Us Help" button on our website, in an effort to help the public visualize our information structure, while providing direct access to support at the District office through our Ombudsman.

ACTION STEP: ESTABLISH CLEAR UNDERSTANDINGS OF ROLES, RESPONSIBILITIES AND EXPECTATIONS

A compensation and staffing study began in February 2021 though contracted vendor, Evergreen Solutions. The study aimed to ensure competitive salaries, and that current job descriptions and classifications for each employee matched their role, responsibilities, and expectations. As part of Evergreen's work, employees were also asked to complete a job assessment.

ORANGEBURG COUNTY SCHOOLS
JOB ASSESSMENT TOOL INVITATION

Dear District Employees,

Your participation is crucial to mapping our organizational structure and ensuring that all roles are accurately reflected in our SIS and administrative databases. This is a private survey and all information collected will be kept confidential.

Please take the time to complete this Compensation and Staf Assessment (CSA) tool. The CSA is a comprehensive tool that provides salary information and current job descriptions for all employees.

Thank you for your time and participation.

Orangeburg County School District

Compendium and Staf Assesment CSA

Orangeburg County School District

For assistance in completing the CSA, please contact Mr. Clowdus at 803-344-6000.
A necessary first step to increasing cohesion among departments and capacity among leaders was to officially establish a Superintendent’s Cabinet with a purpose of progress monitoring of initiatives and other items which are highly consequential and far reaching that need to be planned for. Our first bi-monthly meeting was held in early October and is already proving effective in increasing cross-organizational communication and collaboration.

In February of 2021, the Departments of Human resources and Communications collaborated to successfully execute our District’s first-ever Virtual Recruitment Event. This successful social media marketing campaign drew 65 registrants to our event and led to the hiring of more than 20 new teachers.
In addition to the aforementioned Cabinet Meetings, regular meetings are held each Monday morning with Assistant Superintendents. I value this time spent with Organizational and Departmental Leaders, and meeting collectively has allowed for shared tasks, deliverables and goals.

---

**Cabinet Meeting Agenda**

**Thursday, March 24, 2021**

"If you think what you do is insignificant or too small to matter, try spending the night with a mosquito." — Everything matters...

- Ombudsman Update
- Calendar 2021-2022
- Graduation 2021
- Human Resources Update
- Principal and Asst Principal of the Year Award
- Employment Contract Distribution Process
- Employee Pay Sheets
- Student Services Update
- Spring Spots
- SEL Videos
- PD Training for School Counselors
- Finance Update
- Purchase Order Closeout
- Monthly Travel Submission
- Required Documents for Summer Payroll
- Instructional Update

---

Principals and Department Heads are just a called Teams Meeting away when quick decision-making is required. I appreciate so much the leadership of our school administrators and District Directors in leading our District through the 2020-2021 school year as we work together to achieve greater successes moving forward.
ACTION STEP: ATTEND VARIOUS EVENTS WITH CABINET MEMBERS & DEPARTMENT HEADS

Employees in our School Food Services Department received notification letters on June and a reminder in August regarding the change in the hours per workday for the 2020-2021 school year. In addition, a member of our District’s Senior Leadership Team visited School Food Service employees at your school in mid-September to further discuss this change.

Greeting and Purpose – Rodney Zimmerman- Teacher Effectiveness OCSD
Brief Introductions
Words for Our Superintendent – Dr. Shawn Foster
Words for Our Partnering Universities
Dr. Janice Owens – South Carolina State University
Dr. Anthony Pittman – Claflin University
Mr. Ernest Holiday – Assistant Superintendent, Human Resources
District Teacher of the Year – Mrs. Desiree Lewis
Reflections: Ms. Kadijah Spell – Student Teacher, SCSU
Ms. Jessie Dixon – Student Teacher, CU
Recruitment and Retention – Mr. Jerome Davis, Dir. of Certified Staff Closing & Thank You – Rodney Zimmerman

Events, such as the ones planned for Marshall Elementary’s Leadership Transition have been planned to support efficient and effective transitions with school leadership. These meetings are impactful as we engage in our continuous improvement journey, placing leaders in positions that will enhance student achievement in the classroom.
In May, we not only celebrated our teachers with cake and cards, we also hosted a Nurse Appreciation Luncheon honoring our frontline healthcare workers to demonstrate how much we appreciate all of their hard work and efforts, especially during the pandemic. Our nursing team has not only taken care of our own healthcare needs, but also that of the community through their volunteerism at Vaccine Clinics on Fridays at the Fairgrounds.

Food Box Giveaways have continued throughout the 2020-2021 school year. To date, 6 giveaways were held to combat food insecurity throughout our county. I am so proud of the volunteer efforts of our District and school leaders, as well as students who have assisted us at these events. OCSD provided the community with more than 10,000 food boxes and other instructional materials for students.

The opportunities available to our students and staff just down the road at OCtech are extremely impressive! In an effort to ensure our school leaders and counselors were fully aware of the offerings of our post-secondary partner, we toured the campus and learned together about their programs.

As we encourage enrollment throughout the county, with particular emphasis in our eastern region, athletic team success will be critical. Lake Marion High School welcomed Coach Jarvis Davis this year, and our District staff worked in partnership with the school and Booster Club, to ensure a warm reception and high visibility of the event.
The position of a District Ombudsman needed to be established for our District. I’m grateful for your support in identifying Dr. Washington for that key role of mitigating concerns in the best interest of the District, those we employ, and those we serve. An online two-way communication system was established this past spring, to increase efforts of communication both internally and externally between the district and stakeholders. The forum is titled, "Let’s Talk" and provides a forum for stakeholders to share their suggestions and recommendations regarding the District across all areas. The forum ensures anonymity, though stakeholders are free to leave contact information for further discussion with the District.

**ACTION STEP: ESTABLISH A STRUCTURE &/OR EXPECTATIONS FOR RESPONDING TO SCHOOLS, STAKEHOLDER CONCERNS, COMMENTS & FEEDBACK**

**ORANGEBURG COUNTY SCHOOL DISTRICT**
**TITLE: OMBUDSMAN/ASSISTANT TO THE SUPERINTENDENT**
**DEPARTMENT: SUPERINTENDENT’S OFFICE**
**REPORTS TO: SUPERINTENDENT**

**OBJECTIVE**
Under administrative direction, seek to resolve concerns raised by parents and guardians of children enrolled in the Orangeburg County School District by providing formal and informal assistance to District constituents, including students, staff, faculty, administrators and community stakeholders; serve as a designated neutral advocate for fairness, equity and inclusion; provide resources for information and referral; foster positive working relationships between the school community and District staff.

When parents have exhausted all options, including talking to their child’s teacher and principal, the District Ombudsman is available to discuss other avenues necessary to rectify their concerns about their child’s education. The District Ombudsman provides a safe and confidential forum to surface individual, group and systemic problems, by listening to and helping clarify concerns, understanding issues and interests and exploring possible options through formal and informal channels. Investigates stakeholder concerns regarding a variety of issues and must be committed to fairness, inclusiveness, equity and respect for all viewpoints. This staff member collects a variety of data on emerging trends and patterns in the organization and makes recommendations for systemic change, while preserving the confidentiality of the individual(s) who seek their services. Employees in this classification should not be risk-averse and should understand that this position is empowered and may, on occasion, challenge even the highest levels of the administration in an effort to foster fair and just practices.

**ACTION STEP: DEVELOP & UTILIZE APPROPRIATE COMMUNICATIONS PROTOCOLS & EXPECTATIONS**

Feedback has been the cornerstone of my entry into OCSD and we’ve established quality means for teacher, staff, and specific employee group input through surveys and informal discussions. In addition, we’re communicating in a more streamlined manner through a weekly Communications Memo and established protocols for media interest and stories.
ACTION STEP: OUTLINE A PLAN & RESOURCES FOR FOLLOWING THE DISTRICT STRATEGIC PLAN

In an effort to align efforts and plans to tangible goals while planning for the future, we have sought the leadership of an established Strategic Planning Firm, the Cambrian Group. In April, we began to engage our internal and external stakeholders in a comprehensive strategic planning exercise to develop a path forward. We'll finalize those plans and action steps next year and begin implementation, monitoring and reporting of all aspects. The strategic plan will guide the district to effectively and continuously serve an extraordinary purpose, our students.

November 16, 2020

Dr. Steven Foster
Superintendent
Orangeburg County School District
102 Founders Court
Orangeburg, South Carolina 29115

Dear Dr. Foster:

We are pleased to submit our proposal for STRATEGICs, including Thinking, Planning and Action. We have built a tenacious schedule and can adapt when necessary. This proposal also includes information about our Internal Facilitator Training Program and our Web-Based Planning Software.

As you know, our firm, established in 1978, is the originator of the authentic strategic planning for education. In fact, we wrote the book on it, Strategic Planning for America’s Schools. This is the classic text used by colleges and the genesis of almost all planning by education professionals. Complete information about our Firm, Associates, Programs and Publications can be found at www.strategicsgroup.com

We have facilitated plans in over 1,450 schools and school systems and have trained over 14,000 strategic planning facilitators. The Cambrian Process and Discipline is still the ultimate in Strategic Planning. Not only has our original content been strengthened and expanded, but it is enhanced by Strategic Thinking, as the preliminary activity, and Strategic Action, as the only way to guarantee successful implementation. In addition, our exclusive software enables a district to track, monitor and report all aspects of the plan.

Thank you for the opportunity to present our holistic planning system. We pledge you our very best effort.

All the best,

Vondra C. McClain
Vondra C. McClain
Executive Vice President

THE PROCESS: WHOLE GROUP, SMALL GROUP, PRESENTATION, CONSENSUS, REFINEMENT, AGREEMENT

STRATEGIES

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

THE CAMBRIAN GROUP

Strategic Objectives

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

STRATEGIC OBJECTIVES

November 16, 2020

Dr. Steven Foster
Superintendent
Orangeburg County School District
102 Founders Court
Orangeburg, South Carolina 29115

Dear Dr. Foster:

We are pleased to submit our proposal for STRATEGICs, including Thinking, Planning and Action. We have built a tenacious schedule and can adapt when necessary. This proposal also includes information about our Internal Facilitator Training Program and our Web-Based Planning Software.

As you know, our firm, established in 1978, is the originator of the authentic strategic planning for education. In fact, we wrote the book on it, Strategic Planning for America’s Schools. This is the classic text used by colleges and the genesis of almost all planning by education professionals. Complete information about our Firm, Associates, Programs and Publications can be found at www.strategicsgroup.com

We have facilitated plans in over 1,450 schools and school systems and have trained over 14,000 strategic planning facilitators. The Cambrian Process and Discipline is still the ultimate in Strategic Planning. Not only has our original content been strengthened and expanded, but it is enhanced by Strategic Thinking, as the preliminary activity, and Strategic Action, as the only way to guarantee successful implementation. In addition, our exclusive software enables a district to track, monitor and report all aspects of the plan.

Thank you for the opportunity to present our holistic planning system. We pledge you our very best effort.

All the best,

Vondra C. McClain
Vondra C. McClain
Executive Vice President

STRATEGIC OBJECTIVES

November 16, 2020

Dr. Steven Foster
Superintendent
Orangeburg County School District
102 Founders Court
Orangeburg, South Carolina 29115

Dear Dr. Foster:

We are pleased to submit our proposal for STRATEGICs, including Thinking, Planning and Action. We have built a tenacious schedule and can adapt when necessary. This proposal also includes information about our Internal Facilitator Training Program and our Web-Based Planning Software.

As you know, our firm, established in 1978, is the originator of the authentic strategic planning for education. In fact, we wrote the book on it, Strategic Planning for America’s Schools. This is the classic text used by colleges and the genesis of almost all planning by education professionals. Complete information about our Firm, Associates, Programs and Publications can be found at www.strategicsgroup.com

We have facilitated plans in over 1,450 schools and school systems and have trained over 14,000 strategic planning facilitators. The Cambrian Process and Discipline is still the ultimate in Strategic Planning. Not only has our original content been strengthened and expanded, but it is enhanced by Strategic Thinking, as the preliminary activity, and Strategic Action, as the only way to guarantee successful implementation. In addition, our exclusive software enables a district to track, monitor and report all aspects of the plan.

Thank you for the opportunity to present our holistic planning system. We pledge you our very best effort.

All the best,

Vondra C. McClain
Vondra C. McClain
Executive Vice President

November 16, 2020

Dr. Steven Foster
Superintendent
Orangeburg County School District
102 Founders Court
Orangeburg, South Carolina 29115

Dear Dr. Foster:

We are pleased to submit our proposal for STRATEGICs, including Thinking, Planning and Action. We have built a tenacious schedule and can adapt when necessary. This proposal also includes information about our Internal Facilitator Training Program and our Web-Based Planning Software.

As you know, our firm, established in 1978, is the originator of the authentic strategic planning for education. In fact, we wrote the book on it, Strategic Planning for America’s Schools. This is the classic text used by colleges and the genesis of almost all planning by education professionals. Complete information about our Firm, Associates, Programs and Publications can be found at www.strategicsgroup.com

We have facilitated plans in over 1,450 schools and school systems and have trained over 14,000 strategic planning facilitators. The Cambrian Process and Discipline is still the ultimate in Strategic Planning. Not only has our original content been strengthened and expanded, but it is enhanced by Strategic Thinking, as the preliminary activity, and Strategic Action, as the only way to guarantee successful implementation. In addition, our exclusive software enables a district to track, monitor and report all aspects of the plan.

Thank you for the opportunity to present our holistic planning system. We pledge you our very best effort.

All the best,

Vondra C. McClain
Vondra C. McClain
Executive Vice President
In an effort to ensure a collaborative budget process, a review was held regarding current practices. In working with our Finance Department, we’ve developed and are implementing a new budget process which will be structured and allow for input from stakeholders. The new budget calendar was distributed to principals and department heads in December.

Also as part of the review, as you are aware, we identified an error in Fiscal Year 2020’s budget. There was an error in communicating the value of a mill that caused the budget to be built based on revenues that would never be realized by the school district. We committed to communicate the shortfall openly and effectively, while searching for a resolution.

On a number of occasions, our team met with members of the Orangeburg County Delegation to discuss the financial status of the district.

I’m extremely grateful for the support of our local legislative delegation in their advocacy throughout their respective chambers to reset the millage and prevent future shortfalls.

Each year a proposed budget for the next fiscal year must be presented and advertised in the local newspaper to allow for public participation. Our advertisement for the board’s meeting to approve the Annual General Fund Budget for operations of the school district was held on, May 25, 2021, a copy of the advertisement is above.
The FY 2021-2022 Proposed General Fund Budget was approved by the School Board at the May 25, 2021 Board Meeting in the amount of $128,228,296.

The finance office is in the process of performing audits of the pupil activity funds of the district's thirty-two (32) schools. The following information will be reviewed:

1. Receipt Book Issuance Log(s)
2. Administrative Receipt Books and Teacher Receipt Books
3. Fundraiser Records
4. Tickets and Ticket Inventory Log
5. Canteen/Vending Logs
6. All paid and unpaid invoices
7. Deposit Records
8. Bank statements for audit period
9. Copy of audit(s) of support organizations
10. Any other records of funds collected within the school.

ACTION STEP: BECOME FAMILIAR WITH THE CURRENT ORGANIZATIONAL STRUCTURE

As part of my own efforts to become familiar with our organizational structure, our team has revised our Organization Chart. It is our hope that this chart will aid stakeholders in their own discovery of our organization.

Prior to the start of the school year, in collaboration with leaders in the Student Services Division, we reorganized the department to ensure that all direct reports were aligned to the appropriate Coordinator.

Orangeburg County School District retained the services of Evergreen Solutions to conduct a complete compensation and staffing study. By completing the study, Orangeburg County will be provided with recommendations from Evergreen Solutions that will provide a competitive and equitable pay schedule for employees. Additionally, by participating in the staffing portion of the study, Orangeburg County School District will be provided with information needed to ensure that the organization is staffed and organized correctly. Finally, updated job descriptions will be created for each position associated with the district.
The procurement process for public organizations is very specific and largely different from business handlings within the private sector. In an effort to support the local economy and demonstrate a spirit of collaboration with local businesses, I believe it is important that we invite local vendors to do business with our District.

To assist and educate vendors as it relates to the procurement/solicitation process, in partnership with the Office of Small and Minority Business Contracting and Certification, we hosted a vendor fair in October of 2020. In-person seating was limited, but the event was also live streamed.

In addition, we have procured architects and engineers through a formal interview process in preparation for facilitating future capital needs. The Request for Proposal Rubric is the tool used to evaluate vendors who submit bids for services. The vendors are evaluated on a point evaluation or percentage grade rubric. The vendor who receives the highest points or grade receives the award.

### ACTION STEP: UNDERSTAND & REVIEW DETAILS OF THE DISTRICT’S PURCHASING PROCEDURES

**Spending deadlines are being strictly adhered to as we close out the school year’s finances, with item purchases required to be made by May 24 for all departments, with a few week extension for Operations which will close June 14.**
In my desire to better understand our current operations, I’ve met with Department leaders to review plans and improve operations. Over the last year, we’ve improved connectivity through partnerships with Google and Aiken Electric, submitted a request for a reduced rate for technological services (E-rate), and procured a phone system that will extend throughout the county.

Transportation plans were updated and revised throughout the year as student attendance for face-to-face instruction increased. All activity buses are in the process to be painted to reflect the District’s current branding. Radio communications have been installed on all state-owned buses used within the District, and grounds work has been streamlined and improved through contracting with a AccuSweep Corporation.

Major facility projects that have been completed this year include: Flooring replacements (4 schools), painting (1 school), roof replacements (3 schools), parking lot resurfacing (7 schools) and field house renovation (1 school). Our District applied and has been awarded the largest USDA grants in our state’s history, which will allow us to complete additional capital project needs that are being prioritized through a comprehensive demographic and facilities study underway.

OCSD snags grants for school improvements; district provides employee raises

The Orangeburg County School District is getting $1.5 million in U.S. Department of Agriculture grants to fund several school improvement projects.

“If you remember a few months ago, I talked to you about the USDA Rural Development grants that we were applying for, and tonight I bring you the good news that we have been awarded five of those grants. We have another six that we’re still waiting for,” Assistant Superintendent for Operations Bob Grant said during a May 11 school board meeting.
In reviewing our school system's communications activities and structure, it was immediately apparent that few resources had been allocated in that critical area. With your support, the addition of an Assistant Superintendent position in the area of Communications, Business & Community Partnerships was approved in late summer. By examining our use of existing human and financial resources within the department, our hire for the position has already added tremendous value by aligning both existing employees' roles and the departmental budget to strategic initiatives. The result: improved communications and community outreach.

**UNIFYING BRANDING**

The OCSD "Clothes Closet" is an effort to support students with hardships that result in the need for proper academic attire. The Student Services Department is receiving shipment orders from various vendors. We are expecting 917 articles of uniform clothing and 1,452 pairs of sneakers. The OCSD "Clothes Closet" is located at the Orangeburg County School District Office.

The Orangeburg County Community Male Speaker Series was held throughout the school year, engaging approximately 65 young men from our high schools who gained exposure to some of our community's most influential male leaders. The series addressed topics such as education and goal setting; developing good habits; good character; civic engagement; entrepreneurship; and servant-leadership.
The Department of Student Services is supporting students, faculty, and staff as they learn, instruct, and lead in tough times through inspirational videos, social emotional empowerment, and mental health & wellness sessions.

**OUR MOST WIDELY REQUESTED TOPICS OF SUPPORT**

Our Student Services Department offers support on a wide range of issues impacting young people, as well as adults. We invite you to review our library of mental health and social emotional support topics. These video overviews represent the most widely requested counseling sessions that are available for students and staff. To retrieve these videos, please contact our Social Services Coordinator Latahia Hart at LetaHart@ocsd.org or (803) 536-8022.

As we extend our hand in support to those in the community, OCSD has been richly blessed as well, with Claflin University’s sports teams, when they donated 10,987 food items to help with the Filling Station’s mission; the Tiffany Grant Foundation, when they donated school supplies to our students; the Ladies of Alpha Xi Chapter of Delta Sigma Theta, Inc. of South Carolina State University, when they provided after school tutoring and support to middle and high school students; and the 2021 Class of Leadership SC as they chose Howard Middle School for their service project and are raising funds statewide to paint the school and establish a clothing closet.

As we reflect on the 2020-2021 school year, the Communications Department has developed a comprehensive presentation for community meetings, such as one recently shared with the Democratic Party.
ACTION STEP: BEGIN PLANNING FOR THE UPDATE OF THE 5-YEAR STRATEGIC PLAN

The planning team began work on the first Orangeburg County School District Strategic Plan this past Spring. The work consists of intense training for facilitators and collaborating with a core group representing all stakeholders, both internal and external, in the county.

Under the leadership of Dr. Washington, OCSD and a representative group of community, school and district stakeholders are embarking upon a comprehensive strategic planning process, mapping out goals for the next five years.

ACTION STEP: MEET WITH FINANCIAL ADVISORS TO REVIEW THE DISTRICT’S DEBT STRUCTURE & PORTFOLIO

I have met with our financial advisors to better understand the debt capacity for the consolidated district. They have been instrumental in meeting with the county to determine the debt service millage. We are certainly delighted by the legislative action of S515, resetting the millage to the intended rate for our consolidated system.

I am overwrought with gratitude for the tremendous effort that each of you have put forth in ensuring the future financial stability of our community’s public school system. You have given of your time on countless occasions to meet with me and members of my team in a supportive manner to learn, understand and develop together a strategy to secure the operational millage for our combined District matches the rate of the three districts consolidated as well as the intent of the original consolidation bill.

I learned today that Governor McMaster signed S515, enacting the legislation that you put forth.

While words cannot adequately express my appreciation to each of you, I thank you!

Shawn G. Foster, Ed.D
Superintendent
Phone: 803.534.8464
Email: Shawn.Foster@OCSD.org
Orangeburg County School District
GOAL NUMBER THREE

ESTABLISH A POSITIVE CULTURE AND CLIMATE BETWEEN THE CENTRAL OFFICE, SCHOOLS AND COMMUNITY.

ACTION STEP: MEET WITH ALL DISTRICT-LEVEL STAFF

From a back-to-school meeting in August held virtually with every employee in attendance, small planning meetings with varied departmental and school leaders, to a bar-b-que reward for Bethune-Bowman for their win in our District-wide census challenge and an open-ended survey distributed to all staff, I have aimed to make a connection with each and every staff member, while being receptive to their thoughts, ideas, concerns, and aspirations.

It's been an honor to celebrate the Teacher of the Year and Support Staff of the Year honorees throughout the school year. This spring, we presented each with the Jostens Rhodes Graduation Services rings they'd designed at a Board of Trustees Meeting. These teacher and employee leaders have each established forums to share ideas and additional voice to their goals, needs and ideas.
ESTABLISH A POSITIVE CULTURE AND CLIMATE BETWEEN THE CENTRAL OFFICE, SCHOOLS AND COMMUNITY.

ACTION STEP: ATTEND A FACULTY MEETING AT EACH SCHOOL

From November 2-December 16, 2020, I attended a Virtual Faculty Meeting at each of our district’s schools. Listening to and learning from our teachers and other staff members as they discussed their challenges and triumphs, as well as goals and dreams for our community’s children, our public schools, and those who serve them was an important exercise, which has deepened my understanding of our school system.

In second semester, principals opened up their lines of communication with teachers and staff through a comprehensive principal survey, receiving input on such things as their accessibility, openness to new ideas, ability to solve problems and much more.

ACTION STEP: ESTABLISH & MAINTAIN REGULAR MEETINGS WITH DEPARTMENTS TO DISCUSS PROGRESS & NEEDS

Existing and new members to our Senior Leadership Team have worked extremely well together, with impressive collaboration and determination to achieve our shared goals. Utilizing Microsoft Teams and a progress monitoring system, in concert with weekly meetings, we are working as a cohesive group, with each member fully engaged in leading our departments and schools forward.
A diverse myriad of individuals have helped me better understand our school system's history and project a new path forward. Through Concerned Citizens Conference Calls; visits with members of our legislative delegation, and Education Foundation representatives; and the partnership of religious, law enforcement, government, economic development, and civic club leaders, we are making an overt effort to garner community interest in its public schools.

Through attendance at sporting, community and philanthropic events, I have strived to establish an early presence as a community-driven leader.
ACTION STEP: MEET WITH KEY COMMUNITY LEADERS, INCLUDING SERVICE ORGANIZATIONS & POST-SECONDARY PRESIDENTS

The collaborative energy in Orangeburg is truly remarkable! Early in my entry, I became engaged with leadership in One Orangeburg and the NAACP, met with mayors, police chiefs, business leaders, hospital administrators and college presidents. Through Conference Calls, Forums, Virtual and in-person meetings, we’re forging partnerships and friendships through a collective commitment to improve schools, engage citizens, and attract business and industry to boost the economy in our area. We were thrilled this semester to help Liz Zimmerman-Keitt, Mayor Pro-Tem, in reestablishing Project Life: Positeen, an early evening program for academic support for students.

I have met on a monthly basis with our Security Roundtable group. This group is comprised of all local law enforcement agencies, area higher education law enforcement, first responders and state law enforcement agencies. I regularly speak with this group as a part of the monthly meetings.

ACTION STEP: DEVELOP A SYSTEM FOR SHOWCASING SCHOOL, STAFF & STUDENT SUCCESSES

The successes of our students, schools and employees are highlighted publicly during my Superintendent’s Update at School Board Meetings. In addition, our school board has adopted a wonderful framework for showcasing employee and staff successes. In partnership with the office of communications, Board Recognition Criteria has been developed and we’ve celebrated students, staff and community at meetings since, including Carllen Waymyers being named as a SC Hall of Fame Bridge Builder Athlete semi-finalist, Seal of Biliteracy Winners, Student Odyssey of the Mind winners, and much more. The celebration continues for those recognized on our District website.

Also, during our monthly meeting with principals, two schools per month are celebrated, with the building level leader sharing his/her school, traditions, accolades, staff, students, and more with colleagues.
The January, 2021, school board meeting gave our students, staff and community an opportunity to share our gratitude with the Board of Trustees for your commitment to our District’s success. We did so by presenting each trustee with a chair built by district students for board appreciation month. The students in the building and constructions technology program have constructed several projects, but this one was for a special purpose. It was my honor to present each board member with a solid wood adult-sized reading chair for themselves, and an additional kid-sized chair to gift to an OCSD elementary school of their choosing.

Written communications, such as a column, published in the Times & Democrat in November, to acknowledge the wonderful support our District has received during the pandemic, to a congratulations letter included in each graduate’s diploma, have provided an additional conduit for celebration and appreciation.

**COMMENTARY: Cultivating gratitude**

As we near Thanksgiving, I wanted to take a moment to share my gratitude to all who call Orangeburg County home for the welcome that I and my family have felt over the last several months. Despite social distancing and mask mandates, we have felt the warmth of your sincere optimism for our community’s public schools and are certainly grateful for your trust in me to lead our school district through consolidation, as we work together to become a school district of choice for this region.

Although the 2020-21 school year has been unusual, there is much for which I am thankful.

I am thankful to our parents, grandparents and guardians for the patience and grace that they have shown to me, our leadership, schools, and teachers. You have allowed us time to prepare, gain feedback and develop procedures and protocols to help protect the health and safety of students, staff and your families. You have been understanding when we overcome hurdles associated with new virtual platforms and connectivity. And, most importantly, you have joined with us in a commitment to continue educating our community’s children amid the coronavirus pandemic.

Orangeburg County School District: Google to provide internet help

For the dedicated employees of Orangeburg County School District, we are certainly blessed. From our custodial service workers, who are meticulously

---

**Trustees honored with students’ handiwork; board members, schools get chairs**

The Orangeburg School District recently celebrated its elected board members by presenting them with chairs built by district students.

OCSD superintendent Dr. Shaw Foster presented each board member with a solid wood reading chair manufactured by students in the building and construction technology program.

The program’s instructor, Tracey Scoville, said that his students were fully prepared to handle the task at hand.

“The kids worked as a team to build the chairs from completely raw materials to a beautiful, finished project that can rival the rocking chairs that you see outside of Cracker Barrel,” Scoville said. “The quality is absolutely amazing.”

A student in the class, Kenodore Dickson, commented on his experience with building the chairs.

“There were definitely more than a few hurdles. But when you manage to overcome them, you can be really excited with the outcome. The construction program is amazing, and I’m proud to be part of the team that built these from the ground up.”

Scoville emphasized that his students have constructed several projects, but this one was for a special purpose.

“The chairs were machined, processed and assembled according to the National Center for Construction Education & Research specifications. This allowed my students to document this project on their way to their completers certification, widely recognized by the construction industry as a positive indicator for hiring new employees,” he said.
Public celebrations, whether a press conference for a S.M.A.R.T Virtual Health Collaborative, a flag debut, a surprise announcement of our Teacher of the Year and Support Staff Person of the Year, and the celebration of our CTE completers have been structured in such a way that have honored contributions to our public schools and district, while maintaining COVID-19 safety precautions. The framework in place now for celebrations has made even smaller events grand by engaging media for coverage and sharing our own press releases, photographs and videos through various platforms, while also being present for media opportunities, such as the work underway at Howard with Leadership SC.

Orangeburg County School District recognized first time retirees from 2019-2020 and 2020-2021 on June 1, 2021. It is important that the District recognize the importance of each employee’s contribution while working as part of the team and upon their retirement.
I provided the welcome to OCSD stakeholders conveying the district’s appreciation for their engagement in our district. The intent of the meeting was to allow stakeholders insight into our Federal funds, and also allowed them to provide recommendations to the District. Their recommendations articulated where they feel we should allocate the Federal funds to address the needs of the District based on our District’s needs assessments.

As a part of our planning to return students and staff to schools in the fall, parents from each school were included on planning committees, that developed the framework for our "Return To School" handbook that was submitted and approved by the SC Department of Education.

Greetings instructional leaders,

I hope this message finds you well! Your support is needed to conduct a stakeholders’ meeting focused on the district’s Parent and Family Engagement Policy. The objective of the meeting is to engage stakeholders and obtain their feedback regarding the policy. Please consider attending our WCPS, and/or other stakeholders to participate in the meeting. Participants will also be asked to complete a survey which would allow them to provide input regarding the parent engagement policy at the conclusion of the meeting. The expected timeframe of the meeting is one hour.

Thank you,
Parent Engagement Team

Orangeburg County School District
Federal Programs Update/Districtwide Parent Engagement Session

May 26, 2021
5:30pm-7:00pm

Welcome
Dr. Shawn Foster, OCSD Superintendent

Federal Programs Update
Sharon Wilson, Director of Federal Programs

Introduction of Speaker
Kimberly L. Ray, Parent Liaison Coordinator

Beat The Summer Slump
Dr. Reginald Williams, SCSU

Summer Program Spotlight
Susi Engelhardt, GoSeTec Director, GSMM

Summer Program Spotlight
Shanika Aiken, S.A.F.E. organization

Summer Program Spotlight
Jennifer Ballew, Orangeburg YMCA

Summer Program Spotlight
1909 Research and Extension

Summer Program Spotlight
Felicia Lawrence, LIT project, SCSU

Summer Program Spotlight
Glenis Mason, Clemson Extension

Adjoin
Kimberly L. Ray

Helping schools discover the genius in each student in order to develop strong, young leaders.
GOAL NUMBER FOUR

MAINTAIN SAFETY AND SECURITY FOR STUDENTS AND STAFF.

ACTION STEP: REVIEW THE CURRENT DISTRICT EMERGENCY GUIDE & MEET WITH DISTRICT SAFETY COMMITTEE

The safety and security of our students and staff members must be our greatest priority. In collaboration with District safety officers, our Senior Staff has reviewed emergency response procedures, assembled them in an organized manual for each school and classroom and, in concert with local law enforcement, have begun training for school-level leaders and our District Safety Team.

School level safety leaders have then trained all members of the faculty and staff with our updated safety manual. A 12-month timeline, including all relevant training, has been established for training all staff members for an Active Shooter/Intruder scenario and simulation that will be conducted across the District and includes all law enforcement and first responder agencies.
Student and staff arrival at school/work, as well as their dismissal at the end of the day must be reviewed regularly to ensure safety. In addition to examining these potential times of vulnerability during operational hours, we have also reviewed the procedures for staff entering and exiting buildings after closing. Entry/exit as we continue our work through this ongoing pandemic has included staff temperature screening and a requirement for visitor appointments.

**Staff Temperature Screening Procedures**

1. Use the thermometer to check your temperature:
   - Aim the thermometer at your forehead 1-2 inches away
   - Press the scan button and then read the digital number
   - Thermometer will turn off automatically after 30 seconds

2. Record the temperature on your personal Employee Temperature Screening Log

3. Use a wipe to clean the thermometer

4. If your temperature is 100.4 or greater, please leave the facility immediately and notify your supervisor of your situation. Your supervisor will work with you to develop your next steps. You will need to take a picture of your log and send that to your supervisor.

**Staff members are required to screen as they enter a facility for the first time each day or whenever they enter a different facility on the same day.**

**ACTION STEP: REVIEW ENTRANCE/EXIT PROCEDURES FOR STUDENTS & STAFF**

Additionally, secured card-access entry ways are vital to the security of the buildings. With grant funding from the USDA, all facilities will have secure, card-access entry points by the end of the calendar year.

**ACTION STEP: ASSURE EVERY CLASSROOM HAS A COPY OF THE EMERGENCY GUIDE**

Having developed Safety Protocols is great, but without ensuring the safety manual is in each and every classroom throughout the district, the written guidance wouldn’t be much use. Safety leaders at each school signed out booklets during our training, then ensured they were distributed to each classroom within their school campuses.
Open communication regarding our safety practices and protocols is necessary to optimize our security operations. In meeting with local law enforcement officers, our School Resource Officers and Supervisors, we are discussing and implementing best practice measures to further protect the safety of our schools and workplaces. As a result, discussions to enhance protocols, radios were installed in all state-owned buses to ensure bus drivers were able to maintain consistent communication with supervisors and emergency personnel, if needed.

As coronavirus precautions became less stringent, we were thrilled to work with principals to safely provide our graduating seniors with prom and an in-person graduation ceremonies streamed live to our websites for additional family members and friends to celebrate the Class of 2021.

It is our goal to expand our partnership with Orangeburg’s Department of Public Safety, and we are happy to support their grant requests for the personnel costs of three additional School Resource Officers for Sheridan, Marshall, and Mellichamp’s campuses, additional schools also located within their jurisdiction.
ACTION STEP: REVIEW PROTOCOLS FOR REPORTING SAFETY CONCERNS, BULLYING, ETC.

Bullying in schools makes for one of the most challenging experiences for young persons. In collaboration with elementary, and secondary school directors, principals, and our Student Services Division, we’ve clearly identified bullying in our new Student Code of Conduct and provided guidance to administrators in distinguishing between bullying and other behaviors. In addition, our Communications Office and Ombudsman designed an electronic reporting feature for the website, which alerts administration of bullying reports and prompts an investigation.

The administration and board’s commitment to maintaining a learning and working environment free from sexual discrimination, harassment, bullying, and/or retaliation and has defined that commitment as part of policy.
GOAL NUMBER FIVE

EVALUATE THE CURRENT INSTRUCTIONAL PROGRAM TO ENSURE THAT ALL STUDENTS ARE PROVIDED THE OPPORTUNITY TO MAXIMIZE THEIR ACADEMIC POTENTIAL.

ACTION STEP: MEET WITH INSTRUCTIONAL STAFF TO DISCUSS THE CURRENT INSTRUCTIONAL MODEL, CURRENT NEEDS, GOALS, & PROGRAMS, & EXPLORE HOW THE DISTRICT MONITORS DATA

Ensuring an exemplary instructional program has been among my highest priorities. In addition to regular discussions with the Assistant Superintendent over this area, Curriculum and Instruction division meetings are held on Tuesday mornings to share current instructional needs, goals, and information about programs. These data-driven discussions help us ensure all students perform at or above grade level, that students receive appropriate, targeted interventions, and that we accelerate gifted learners.

Let's Engage!

- Access Canvas teacher course
- Pick a teacher
- Navigate to his/her course, to into student view, explore the left side navigation
Fostering and promoting an exemplary instructional program continues to be among the District’s highest priorities. Monthly principals’ meetings are held to identify, plan, and implement with fidelity standards-based evidence-based instructional strategies. Principals’ Meetings allow the Curriculum Division to facilitate professional learning sessions and provide school leaders with pertinent information to support and progress monitor programs as well as build the capacity of all staff.

Curriculum pacing guides for the core content areas, gifted and talented, related arts, and career and technical education are also an integral component of the instructional scope and sequence. All of the documents are housed in Canvas, one of our learning management systems. These guides provide the standards, goals, objectives, learning experiences and instructional resources that comprise our specific educational programs. Providing teachers with these guiding documents offers the scope and sequence to address grade level standards. Furthermore, these essential curriculum and instruction components allow the district to leverage instructional leadership within all schools and programs.

The Curriculum and Instruction Division meets on a consistent basis to implement programs and initiatives based on data. Through school support visits qualitative and quantitative data is gathered for the purpose of enhancing program implementation. This data allows for the development of professional learning opportunities for school leaders, teachers, and classified staff in order to meet the needs of students. These meetings allow district-wide programs to work in tandem rather than in conflict for the benefit of building principal, assistant principal and teacher capacity while also fostering student achievement.

Providing students authentic, hands-on experiences so that each graduate with a diploma and a set of employable skills is an overarching goal to prepare our students to be future-ready. Our District is leading the way in providing those experiences and we’re pleased to begin with student apprentices in our Departments of Operations, Finance, Technology and Communications.
ACTION STEP: REVIEW ALL BASELINE & LONGITUDINAL DATA ON STUDENT & DISTRICT ACADEMIC PERFORMANCE

While State Report Cards had limited data due to COVID-19 closures, we have dug deep into our student performance measures in collaboration with instruction and school principals. I have ensured also that appropriate support is provided to our schools identified for Targeted Support and Improvement, Comprehensive Support and Improvement, and Priority for Improvement. In addition to building internal awareness about our academic performance, we’ve also shared transparently our data with school stakeholders through a comprehensive press release, which was shared and reported by local media.

While the SCDE has removed the 95% testing requirement, the Curriculum and Instruction Division has put systems in place to assist schools with progress monitoring data over time through an automated spreadsheet. This system allows schools to monitor progress towards being college and career ready, as well as mastery of state academic standards. This analysis of the data at the elementary, middle, and high school levels allows us to strategically and systemically continue support to Palmetto Literacy Project, Comprehensive Support and Improvement, Priority and Targeted Support and Improvement schools.

To ensure all high school students earn the necessary Carnegie units, are registered for the appropriate courses, and graduate on time, a quality assurance system was put in place to support the course registration process. Support was requested from the SCDE to assist with supporting guidance counselors with the newly revised transcript review process.

The scope of support included formalized a district-wide process and timeline for reviewing all high school transcripts, provided professional development and technical support to the Curriculum and Instruction Division, as well as the Coordinator of Guidance. Furthermore, a comprehensive course catalog was created and provided to all schools to support the course selection and transcript review process for all stakeholders.
Our Instructional Services Division, in collaboration with school counselors, have developed a comprehensive Course Catalog for High School coursework. This user-friendly guide will aid students and families in course selection unique to student interest and future preparedness needs.

All courses taught on our campus are represented on the document. The courses listed for each pathway are the correct courses for a student to earn completer status. The number of courses leading to completer status (3 or 4) are provided in our district course catalog. Any additional courses taught in our schools that provide an alternate path for a student earning completer status is also provided in the course catalog.

We have partnered with Phoenix Learning and will receive the add-on tool in PowerSchool that will automatically track the completer status of CTE students. With this tool, counselors can select a student and view how many courses the student still needs to be a completer in a pre-determined pathway and what those courses are. This will significantly enhance our ability to ensure CTE students are being assigned to the needed courses and aid counselors in the process. The training and setup of this tool will occur later this month on May 19th & May 20th.
**ACTION STEP: REVIEW CURRENT INSTRUCTIONAL FTE'S IN EACH SCHOOL, & STUDENT/TEACHER RATIOS**

Student teacher ratios throughout the District have been reviewed and shifts made, where necessary, to ensure student class sizes and the student to teacher ratios were appropriately balanced throughout the District.

Principals, please complete the information fields below by indicating the continuing and new positions you plan to fund using 2021-2022 Title I allocations. As a reminder, parent liaisons and school-level instructional technologists are required positions for all Title I schools. Please email the completed document to Sharon Wilson by 8:00 a.m. Friday, May 14, 2021.

<table>
<thead>
<tr>
<th>School: _______________</th>
</tr>
</thead>
</table>

### Title I Positions

<table>
<thead>
<tr>
<th>Parent Liaison</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Level Instructional Technologist</td>
</tr>
<tr>
<td>Math Coach</td>
</tr>
<tr>
<td>Reading Interventionist</td>
</tr>
<tr>
<td>Math Interventionist</td>
</tr>
<tr>
<td>Behavior Interventionist</td>
</tr>
<tr>
<td>Mental Health Counselor</td>
</tr>
<tr>
<td>Other: ___</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Position</th>
<th>Reunion Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Position</td>
<td>Number</td>
</tr>
<tr>
<td>Position</td>
<td>Number</td>
</tr>
</tbody>
</table>

---

**STATE OF SOUTH CAROLINA**

**DEPARTMENT OF EDUCATION**

**Molly M. Spearman**

**Superintendent of Education**

**MEMORANDUM**

**TO:**
Dr. Shown Faire, Superintendent, Greenville County School District
Dr. Christine Mullen, District Coordinator of Early Learning Programs

**FROM:**
Unique Moore, Ed.D.
Director, Office of Early Learning and Literacy

**DATE:**
April 18, 2021

**RE:**
South Carolina Child Early Reading Development and Education Program (CERDEP), 2021-22 School Year Classroom Expansion and/or Extended Day Approvals

Read Article 39 Section 59-156-126 and Article 1483A regarding the South Carolina Child Early Reading Development and Education Program (CERDEP) expansion. The South Carolina Department of Education (CDE) has previously reviewed all of the district early childhood programs and CERDEP programs in January 2021 to determine the number of CERDEP classroom expansion and/or extended day requests for the 2021-22 school year. The purpose of this memo is to confirm approval of your request for additional CERDEP classrooms and/or extended day. Approvals were determined based on the program’s actuarial projections and legislation.

Please review the information below and note the list of commissioner to verify your district’s number of CERDEP expansion classrooms and/or extended day requests for the 2021-22 school year. The list of commissioner will allow you to verify that your district is maintaining a full list of all students who meet the CEDSP eligibility requirements. The letter of confirmation is due by May 3, 2021. In addition, please complete the attached CERDEP Supply and Materials Application for each new classroom by July 14, 2021.

Your district indicated an interest in expanding your current CERDEP program by adding classrooms for the 2021-22 school year. Your district is approved to offer the following:

- **Number of additional classrooms:** [Number]
- **Number of additional classrooms approved:** [Number]

[Email or mail to: shawn faire.1@scd.ee or christine mullen.1@scd.ee]

**COLUMBIA, SC 29201**

---

SCDE has issued the 2021-2022 Title I allocations to SC school districts allowing schools to plan based on their needs assessment. Schools are asked to complete the Title I Position document to indicate continuing and new positions planned to fund with 2021-2022 Title I allocations, based on information shared during their Title I presentations. The Title I schools collaborated with their leadership team and stakeholders to identify necessary staffing needs. Human Resources supports this process by posting new vacant/positions in preparation for the interviewing/hiring process.

Addressing the needs of our early childhood students is essential to ensuring students benefit from a strong educational foundation. To that end, OCSD requested 8 additional classrooms through the SCDE CERDEP office. SCDE approved this request affording OCSD to serve 160 additional pre-kindergarten students for the 2021-2022 school year.

All Principals, Senior Staff Departments, and I participated in budget meetings to review current staffing, request additional staffing, identify vacancies and overages and present their rationale for proposed additions and deletions to current staffing levels. These meetings are important to ensure that the staffing level of each school meets the student-teacher projections and to ensure all staffing levels are appropriate as to mitigate any negative impact to the district’s overall budget.
ACTION STEP: REVIEW THE ORGANIZATIONAL STRUCTURE OF THE INSTRUCTIONAL DEPARTMENT & EVALUATE THE DELIVERY OF SUPPORT TO SCHOOLS

The organizational chart for our Curriculum and Instructional Division has been aligned to maximize support to classroom teachers.

The weekly chart identifying the schools team members should attend allows the C&I team to distribute support throughout the division in an equitable manner. A support link is used with the curriculum and instruction division team members, to document support to schools. This allows us to analyze the areas where support is provided the most or the least. The trends are examined to plan next steps.

<table>
<thead>
<tr>
<th>Schools</th>
<th>Collaborative Teams</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bethune Rosenior Complex</td>
<td>Veronica Scott</td>
</tr>
<tr>
<td>Lincoln Branch Elementary</td>
<td>Wanda Bicknell</td>
</tr>
<tr>
<td>Brookside Elementary</td>
<td>Anna Lee</td>
</tr>
<tr>
<td>Howard Middle</td>
<td>Sarah Barry</td>
</tr>
<tr>
<td>Whitley Elementary</td>
<td>Carol Foushee</td>
</tr>
<tr>
<td>Marshall Elementary</td>
<td>Kathleen Smith</td>
</tr>
<tr>
<td>Mount Pleasant Elementary</td>
<td>Princess Bellamy</td>
</tr>
<tr>
<td>Dover Elementary</td>
<td>Terry Floyd</td>
</tr>
<tr>
<td>North Middle</td>
<td>Anna Lee</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Schools</th>
<th>Collaborative Teams</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bedford Elementary</td>
<td>Janice Johnson</td>
</tr>
<tr>
<td>Gage Career Center</td>
<td>Monica Carter-Smith</td>
</tr>
<tr>
<td>Technology Center</td>
<td>Monica Mitchell</td>
</tr>
<tr>
<td>St. James</td>
<td>Monica Carter-Smith</td>
</tr>
<tr>
<td>St. James Griffland Elementary</td>
<td>Monica Carter-Smith</td>
</tr>
<tr>
<td>Delmar</td>
<td>Monica Carter-Smith</td>
</tr>
<tr>
<td>Delmar High School</td>
<td>Marcia McWhorter</td>
</tr>
<tr>
<td>Delmar Middle</td>
<td>Marcia McWhorter</td>
</tr>
<tr>
<td>Delmar High School</td>
<td>Marcia McWhorter</td>
</tr>
<tr>
<td>Delmar Middle</td>
<td>Marcia McWhorter</td>
</tr>
<tr>
<td>St. James Griffland Elementary</td>
<td>Monica Carter-Smith</td>
</tr>
<tr>
<td>Viera Preparatory Elementary</td>
<td>Monica Carter-Smith</td>
</tr>
<tr>
<td>Blount Elementary</td>
<td>Blount County</td>
</tr>
<tr>
<td>Lake Martin High School</td>
<td>Blount County</td>
</tr>
</tbody>
</table>

ACTION STEP: EVALUATE INSTRUCTIONAL TECHNOLOGY THROUGHOUT THE DISTRICT

In order to adequately transition from in-person instruction to Hybrid or Virtual, Orangeburg’s instructional technology needed an upgrade. From student and educator devices to a standardized classroom setup for teachers, complete with an interactive smartboard, web camera, and 360 degree (Owl) camera, Orangeburg’s instructional technology is second to none.

The innovative OWL camera in every classroom has afforded our teachers the opportunity to engage those students that were learning from home while also providing instruction to students that were face to face. Our innovation caught the interest of other districts. As a result, a few districts visited OCSD schools to observe the innovation up close and personal. Not only have the OWL cameras allowed us to be innovative, but also our CISCO labs which are in every middle and high school as well as our technology centers. The OWL cameras and CISCO labs support distance learning, team teaching, and teacher collaboration. These technologies promote schools collaborating with PD using this technology.
Dr. Shawn Foster says he understands Orangeburg County parents want their children to have a solid educational foundation.

"It is about children," Foster said Monday. "It is about the young man and young lady who are standing at a bus stop trying to get to school."

"It is about a parent wanting the very best for their children," he said. "Even though there are barriers along the way and even though there are things they may not understand."

Foster is one of two candidates to become the next superintendent of the Orangeburg County School District. He spoke to the public at three events Monday, including addressing a couple dozen people at Orangeburg-Wilkinson High School.

Foster told those gathered that his life was not easy when he was growing up. He grew up in poverty in a single-parent home.

His mother worked and did not drive. She would give Foster a house key tied to a shoe lace and 35 cents so he could take the city bus to the school bus stop.

"I remember my mom always saying, 'You be good, you do what is right, you work hard and you make good decisions,'" Foster said.

He is passing those lessons to his own children.

"That is why I am who I am today. It is why I lead and why I have been leading the past two decades," he said. "It's who I am."

Foster says he has been engaged with Orangeburg County schools long before the superintendent position opened up, as he sat in on town hall meetings before consolidation.

"My communication style is simple," he said. "You tell people what you are going to do, give them an update on where you are and then you tell them when it is done. If I don't tell people it is done, then it ain't done."

Ensuring students are college-ready is about, "turning our school system from being a product-driven school system to a solutions-focused school system."

"It is my goal to make sure not only do we have students earn their diploma, but they graduate with the skill that someone is willing to pay them for so they can make a living wage and provide for their family," he said.

Foster said apprenticeship opportunities need to start as early as the 10th grade.

Foster said he helped write the district's Summer Youth Jumpstart Program. The program helps high school seniors get job experiences to enhance their work skills.

If he's selected to be the next superintendent, Foster said he'll focus on facility improvement, financial solvency, personnel, technology and instruction for the next five years as part of his strategic plan. He said it will take a team effort involving the entire community and stakeholders.

Foster said an early focus on social and emotional skills will help students struggling academically.

"We have to teach them behaviors just as well as we teach them application," he said.

Foster said adult mentoring is also needed.

"We can't suspend children just for the sake of suspending them, but we can't love them into failure either. We can't allow ourselves to feel sorry for a child because of a circumstance," he said.

To help close achievement gaps, Foster says he would like for retired teachers to take books to young mothers at the Regional Medical Center.

"They get a book, they get information on the school district, they get a list of resources to help them with early literacy," Foster said.

For older grades, he said there needs to be a universal identifier or screener that can identify a child's deficiencies on an individual basis.

Foster says he will be open and accessible to all district employees.

Mellichamp Elementary School assistant principal Dr. Elrica Glover said Foster offered "a very genuine presentation."

"I do believe he has the children at heart for what he wants to do in our district. I am looking forward to hearing more from him, but I was very impressed with his presentation," she said.

Destynei Tiller, professional school counselor, said "I am very impressed with his knowledge and his ability to articulate his thoughts about our school district."

"It does seem like he would be a person who comes in and has a plan, so I am excited to see that. I appreciate his welcoming attitude. He was very open to anything that we had to ask."

Later in the day Foster got to meet with parents, teachers and other community members at Lake Marion High School and Edisto High School.

Foster has served as the chief officer for Operations and Student Services for the Aiken County School District since 2015. He previously served as director of Student and Administrative Services for Spartanburg School District 7.

He received a bachelor's degree in social work from Livingstone (NC) College, a master's degree in counseling from Webster University, a master's degree in divergent learning from Columbia College and a doctorate in administration from South Carolina State University.

The community will be able to meet the second finalist for the position, Dr. Valarie Williams, on Tuesday.