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!

The last year...

CONTENTS

Updates include information and artifacts related to efforts identified in my Entry Plan organized by Goal areas, including:

GOAL ONE 2
GOAL TWO 11
GOAL THREE 19
GOAL FOUR 25
GOAL FIVE 29
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.
ACTION STEP: WORK WITH VARIOUS DEPARTMENTS TO SUPPORT REGULAR PROFESSIONAL DEVELOPMENT & 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

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.

A compensation and staffing study began in February 2021 through 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.
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.

**CABINET MEETING NOTES SEPTEMBER 18, 2020**

**OVERVIEW OF MEETING**
Dr. Washington to oversee and run Cabinet.

**Bi-monthly meeting with the purpose of progress monitoring for initiatives and other items which are highly consequential and far reaching that we need to plan for.**

**SETUP & AGENDA ITEMS**
- Limited seating.
- Agenda items to include deliverables (what you need to walk out of the meeting with) and a steps.

**MEETING NORMS**
- Be actively engaged.
- Limit side bar conversations.
- Start and end on time.
- Share the floor.
- Respect each other.
- Don’t be offended.

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.

**RECRUITING THE BEST**

**How to Swim with Sharks: A Primer**

**KEYWORDS**
- Shark • Swim • Swimming

**FORWARD**

**Adolescent doesn’t want to swim with sharks. It is not an acknowledged rule and if not made explicit, it is confusing. These instructions are written primarily for the benefit of those who, by virtue of their occupation, find themselves in situations that require them to be in the water.**

**1. Do not fear:**
- It is a principle that if you are afraid of falling, you must fall; this is consistent with the principle that if you are afraid of being cancelled, you must be cancelled.
- It is the principle that if you are afraid of being cancelled, you must be cancelled.

**2. Do not watch:**
- It is a principle that if you are afraid of being cancelled, you must be cancelled.

**3. Do not compare:**
- It is a principle that if you are afraid of being cancelled, you must be cancelled.
ACTION STEP: ESTABLISH A REGULAR MEETING TIME WITH DEPARTMENT HEADS

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.

I’ve also carved out an hour prior to the start of each month’s Principal’s meeting for spending time with building-level leaders. This collective but private discussion is vital to the superintendent-principal relationship and critical to our schools and districts’ success.

<table>
<thead>
<tr>
<th>Task</th>
<th>Deliverables</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demography Study RFP - Foster</td>
<td>Want RFP closed by Dec. Board meeting; possibility to piggyback on Picketts Study</td>
</tr>
<tr>
<td>A&amp;E interviews - Foster</td>
<td>Board Room on 11/22 - start at 8:30; Need David or Dejuan to help with technology all day – 8 presentations</td>
</tr>
<tr>
<td>Hybrid Teacher Survey - Foster</td>
<td>Concerns about 4 days/week; Orangeburg Online will continue to be an option for future years; adding comment box to survey; plan to send on 11/23</td>
</tr>
<tr>
<td>2021-2022 Student Projections - Foster</td>
<td>Set student teacher ratio; Finance to be involved with C&amp;I; need school configurations first; December deadline</td>
</tr>
<tr>
<td>2nd Semester Orangeburg Online request survey - Foster</td>
<td>C&amp;I to create plan to get data from students</td>
</tr>
<tr>
<td>NMSI - Foster</td>
<td>National Math and Science Initiative; Certify and endorse teachers to teach AP courses; Saturday training: $100-$150 teacher bonuses to students taking AP tests; Communications to help create a presentation; 3 HS – CW, LAMHS, LHS; present to business partners</td>
</tr>
<tr>
<td>District Flag etiquette draft - Foster</td>
<td>NAACP – buying district flag of flags for each school; Communications to draft procedures</td>
</tr>
<tr>
<td>School Board Meeting Agenda - Foster</td>
<td>Installation of new board members; 1 guest per board member; State Supreme Court judge present to conduct installation</td>
</tr>
<tr>
<td>Special Education Desk Audio - Foster</td>
<td>Finance and SDEI audit; processes and procedures from Spartanburg to use; SDEI audit - Robert Goddard; Calloway has completed the audits in the past and has been successful</td>
</tr>
</tbody>
</table>

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 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

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.
Internal and external meetings, far too numerous to list, have allowed me to establish presence for Orangeburg County School District, as well as myself as its new educational leader. From Division and Departmental Meetings, a meeting with Teachers of the Year and Support Staff of the Year, a surprise for Mellichamp Elementary, our very own School of Promise, in partnership with NIET, and Senior Staff Meetings with the School Food Service Workers at each and every school internally, to external meetings with Business Leaders arranged through Economic Development about the workplace impact of school closures, to a speaking engagement for apprenticeships in collaboration with OCtech, a Student Teacher Meeting with Claflin and SC State, celebrating the 100th year of Orangeburg's Rotary, and our community engagement efforts such as providing Food Boxes, in collaboration with Save the Children, my calendar has been jam-packed with impactful meetings and events held in-person, when possible, and virtually.

**Actions:**

**Attend Various Events with Cabinet Members & Department Heads**

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**

**ORANGE 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 Orange 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, underlying issues and interests and exploring possible options through formal and informal channels. Investigate stakeholder concerns regarding a variety of issues and must be committed to fairness, inclusivity, 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.
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. Shawn Foster
Superintendent
Orangeburg County School District
102 Founders Court
Orangeburg, South Carolina 29118

Dear Dr. Foster:

We are pleased to submit our proposal for STRATEGIC5, including Thinking, Planning and Action. We have built a tentative schedule and can adjust where 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. Complex information about our firm, Associates, Programs and Publications can be seen at www.strategic5.com

We have facilitated plans in over 1,450 schools 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 deepened, but it is enhanced by Strategic Thinking, the preliminary activity, and Strategic Action, as the only way to guarantee successful implementation. In addition, our inclusive 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,

Vonda C. McClain
Vonda C. McClain
Executive Vice President

STRATEGIC OBJECTIVES

• Every student will discover his/her inner self while creating a blueprint demonstrating his/her unique purpose.

• Every student will have the confidence and competency to use his/her voice to positively impact the community and world.

• Every student will live an extraordinary life dedicating his/her person to a noble purpose from his/her chosen platform.

STRATEGIES

• We will sustain a culture that ensures collaboration, equity and inclusion.

• We will provide high-quality and engaging opportunities through academics, arts, athletics and activities.

• We will recruit, train, and retain highly effective faculty and staff.

• We will ensure stakeholders’ voices are heard and honored in our school system.

• We will provide high-quality, state-of-the-art facilities for our students and community.
GOAL NUMBER TWO

LEARN SYSTEMS AND STRUCTURES FOR FISCAL AND ORGANIZATIONAL ACCOUNTABILITY.

ACTION STEP: MEET WITH BUSINESS SERVICES TO REVIEW CURRENT BUDGET DETAILS

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.

<table>
<thead>
<tr>
<th>Revenue</th>
<th>1st Reading</th>
<th>2nd Reading</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries</td>
<td>137,544,397</td>
<td>136,219,296</td>
<td>1,325,101</td>
</tr>
<tr>
<td>Benefits</td>
<td>32,798,104</td>
<td>32,789,508</td>
<td>95,596</td>
</tr>
<tr>
<td>Other (98)</td>
<td>483,641</td>
<td>408,841</td>
<td>(74,799)</td>
</tr>
<tr>
<td>TOTAL</td>
<td>137,960,140</td>
<td>129,417,645</td>
<td>(8,542,495)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditures</th>
<th>1st Reading</th>
<th>2nd Reading</th>
<th>Difference</th>
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<td>129,417,645</td>
<td>(8,542,495)</td>
</tr>
</tbody>
</table>
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 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 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.

<table>
<thead>
<tr>
<th>CRITERION</th>
<th>POINT VALUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost</td>
<td>20</td>
</tr>
<tr>
<td>Service</td>
<td>20</td>
</tr>
<tr>
<td>Reference/School Districts/State Agencies</td>
<td>30</td>
</tr>
<tr>
<td>Contractor Offices within 100 miles radius of City of Orangeburg</td>
<td>20</td>
</tr>
<tr>
<td>Years in Business</td>
<td>10</td>
</tr>
<tr>
<td>TOTAL POINTS</td>
<td>100</td>
</tr>
</tbody>
</table>

### PERCENTAGE GRADES

<table>
<thead>
<tr>
<th>GRADE</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>90%</td>
<td>Criterion was not addressed in the response or the material presented was totally without merit.</td>
</tr>
<tr>
<td>20%</td>
<td>Criterion was addressed minimally, response indicated little capability or experience.</td>
</tr>
<tr>
<td>10%</td>
<td>Criterion was addressed minimally, but response shows some capability and experience.</td>
</tr>
<tr>
<td>60%</td>
<td>Criterion was addressed adequately. Shows basic capability and experience.</td>
</tr>
<tr>
<td>80%</td>
<td>Criterion was addressed well. The response indicates some superior features.</td>
</tr>
<tr>
<td>100%</td>
<td>Criterion was addressed in superior fashion, indicating excellent or outstanding capability.</td>
</tr>
</tbody>
</table>

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.
ACTION STEP: REVIEW CURRENT FACILITIES, MAINTENANCE, TRANSPORTATION & TECHNOLOGY PLANS

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.

**ACTION STEP: CONDUCT A REVIEW OF THE COMMUNICATIONS DEPARTMENT PROCESSES, PRACTICES, STRUCTURES, & OUTREACH TO THE COMMUNITY**

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 Gang Prevention Summit was an event to provide students with interventions on Speaking Out and Standing Up against gangs. The Summit also increased their awareness of Gangs and activities (need date of this event, etc.)
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 videos represent the most widely requested counseling sessions that are available for students and staff. To receive these videos, please contact our Social Services Coordinator Lashanda Hart at Lashanda.Hart@ocsed.org or (803) 516-0522.

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.
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.

April 9, 2021

We are pleased to announce that our newly-consolidated school district is engaging in a formal strategic planning effort. There are amazing possibilities for our school system and this community-driven process is designed to solidify stakeholder beliefs, desires and goals for its local schools and students. I am confident that it will be transformative.

We’d be honored if you’d consider joining our strategic planning team. The group will be comprised of 25-30 persons, representing a wide variety of school and community stakeholders. The plan that we will develop together will have a five-year horizon, guiding our action and strategic efforts for the next several years.

The strategic planning team will convene for three consecutive days later this month (Tuesday, April 20, Wednesday, April 21, and Thursday, April 22), then gather again for an additional day in early 2022. In an effort to ensure social distancing measures and other COVID-19 prevention measures are strictly followed, the retreat will be held at the Orangeburg County Development Commission located at 125 Regional Parkway, Suite 100, Orangeburg, SC 29118. We’ll meet each morning at 9:00 a.m. and dismiss no later than 4:00 p.m., light meals and snacks will be provided and business casual dress is encouraged.

I understand that this is an expensive time commitment, and appreciate so much your consideration to join us for this retreat. Please let me know if you are able to join us at your earliest convenience. Because our goal is to gather a group representative of our larger community, the favor of a response or before the end of the day Friday, April 16, 2021 is requested.

Sincerely,

Shawn D. Freyer, Ed.D.
Superintendent
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.

Superintendent Entry Survey Results

1) In your Professional opinion what are the things that we do better than most districts in South Carolina? Please cite one instructional and operational practice. Cite examples if possible.

2) In your Professional opinion what are the things that hamper our progress or cause us to struggle? Please cite one instructional and operational practice. Cite examples if possible.

3) In your Professional opinion would we be best described as a school system or a system of schools? Cite examples if possible to justify your answer.
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.

**ACTION STEP: MEET WITH COMMUNITY MEMBERS, ELECTED OFFICIALS, & RELIGIOUS LEADERS**

**ACTION STEP: ATTEND SPORTS & COMMUNITY EVENTS TO ESTABLISH A PRESENCE IN THE COMMUNITY**

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

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 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.

Re: Project Life: Positeen

Merry Glenn Piccolino <Merry.Piccolino@oacsd.org>

Mr. Gordon, Mrs. Nelson, Dr. Glover and Dr. Jennings:

Thank you all for your enthusiastic response to Project Life: Positeen continuing their service to your students.

Mrs. Zimmerman Keitt has indicated that they’d like to open their doors back up beginning next Monday, March 22.

She has asked that your teachers recommend students in grades First (1st) - Fifth (5th) needing the most help at this time. Applications have been sent to your school for identified students/parent guardian. You may send the application information home with those students, or have the parent/guardian pick up the application from your school. Parents may also stop by Project Life: Positeen between noon-2:00 p.m. tomorrow, Wednesday, March 17, to pick up the application there.

Project Life: Positeen will provide their service to students from 6:45 p.m. until 7:45 p.m. on Mondays and Wednesdays. The Parent/guardian must provide transportation for each child/children, and a parent/guardian must come in to bring the child/children at least the first time the child/children comes to the center.

Please note the following:

- Masks MUST be worn by parents and children at all times at the Center.
- Snacks will be provided.
- All children must bring their school homework to class each setting.

Please don’t hesitate to let me or Mrs. Zimmerman-Keitt, copied above, know if you any additional information is needed.

Thank you so much again for sharing this opportunity with your students who would benefit from their services!

Merry Glenn
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 overcame 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 amidst 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 County 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 at The Technology Center in Orangeburg.

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, Kenodre 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 certifications, 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.

Merry Glenna Piccolino @MerryGlenna  - Sep 11
Great job, OCSD! Thank you for lunch, Dr Foster and Thad (our super best friend who drove here to grill out with our Census Challenge winners). #OneOCSD

Dr. Shawn Foster @fosteringocsd  - Sep 11
I enjoyed cooking out with our first two schools to reach 100% employee participation on the Census. Congrats to Bethune Bowman & Cope for winning the Census Challenge! Everyone wins when you visit My2020Census.gov. Please ensure our kids count! #FosteringOCSD #OneOCSD

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 stakeholder’s meeting focused on the district’s Parent and Family Engagement Plan. The objective of the meeting is to engage stakeholders and listen to their feedback regarding the policy. Please consider meeting your NF, PFA, and/or other stakeholders to participate in this meeting. Participants will also be asked to complete a survey which would allow them to provide input in regard to the parent engagement policy at the conclusion of the meeting. The expected time frame of the meeting is one hour.

Instructional Leader Roles and Responsibilities
1. Identify a minimum of two stakeholders to attend from your school.
2. Please inform the stakeholders that the meeting is set for January 12 at 6:30pm. A meeting invite will be sent prior to the meeting.
3. We encourage your participation in this stakeholder meeting as the Instructional leader of your building.

Kind regards,
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
Susan Engelhardt, GoSeTech Director, GSSM

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

Summer Program Spotlight
Jennifer Ballew, Orangeburg YMCA

Summer Program Spotlight
1890 Research and Extension

Summer Program Spotlight
Felicia Lawrence, L.I.T project, SCSU

Summer Program Spotlight
Glenn Mason, Clemson Extension

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

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 degrees 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: 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.
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.

March 25, 2021

Justice Assistant Grant Selection Committee:

On behalf of our district, board of trustees, as well as all employees, students, parents and guardians who currently benefit from the additional safety assistance that is provided for by your grant opportunity and our partnership with the Orangeburg Department of Public Safety, we thank you. The Justice Assistance Grant (JAG) has allowed us to place a School Resource Officer (SRO) at William J. Clark Middle School.
ACTION STEP: WORK WITH THE MAINTENANCE SUPERVISOR TO ASSURE AREAS OF CONCERN IN ALL FACILITIES ARE ADDRESSED

Ensuring that our school facilities and campuses are clean, safe and welcoming requires consistent oversight. In working alongside our Assistant Superintendent, Directors and Coordinators for Maintenance, we are surveying schools on their lawn maintenance and assessing capital project needs for priority improvements.

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 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

<table>
<thead>
<tr>
<th>Monday, November 30</th>
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<tbody>
<tr>
<td>Darby, Looper, James</td>
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<tr>
<td>Dantzler</td>
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<td>Looper</td>
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<td>Dantzler</td>
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<td>Smith</td>
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<td>Looper and James</td>
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High Achievers

- By state regulation, the number of students in a gifted/talented classroom cannot exceed 25.
- Any student included in G/T classrooms as a "high achiever" must receive a letter explaining that the placement is dependent on the student's continued success in the program and the continued availability of space. Parents must sign permission for the student to participate given these parameters.
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.
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.

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<tr>
<th>CATEGORY</th>
<th>SCHOOLS</th>
<th>PRINCIPALS</th>
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<tr>
<td>ATSI</td>
<td>BROOKDALE ELEMENTARY, ORANGEBURG-WILDERSON HIGH, ELIZABETH ELEMENTARY, HOLLY HILL ELEMENTARY, HOLLY HILL ROBERTS MIDDLE, VANCE-PROVENCE ELEMENTARY</td>
<td>LATOWA ROLLINS, MHIM EL-MAIM, DR. CADENNA JENKINS, MR. JOHNNIE SMITH, ROBERT HEMPI, LATOWA DURANT</td>
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<tr>
<td>PRIORITY</td>
<td>ST. JAMES GAILLARD ELEMENTARY, BEDFORD BOWMAH MIDDLE-HIGH, MANSHALL ELEMENTARY</td>
<td>KEONIA GILLARD, LAERIA LOWIS, DISSHA TAYLOR</td>
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<td>CBI</td>
<td>DOVER ELEMENTARY</td>
<td>SHILANA WILLIAMS</td>
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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 systematically 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 1 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.

School: 

<table>
<thead>
<tr>
<th>Title I Positions</th>
<th>Continuing Position For 2021-2022</th>
<th>New Position For 2021-2022</th>
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<td>Parent Liaison</td>
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<td>Math Interventionist</td>
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<td>Behavior Interventionist</td>
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<tr>
<td>Mental Health Counselor</td>
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<td>Other:</td>
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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 the 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.

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.