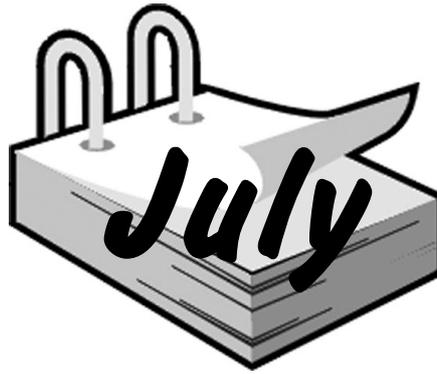


Chapter One



If it is to be, it is up to me.

—Unknown

When we speak about middle school administration, we rarely talk in the first person. The quote this month is an occasional necessity, even though we value a collaborative leadership style. The planning a principal does in the summer can be a lonely, but necessary, undertaking. Once completed, a feeling of self-satisfaction is legitimate, especially when our attention to every detail sets a positive tone for the forthcoming academic year.

A principal experiences a wide range of emotions after the school year ends. The satisfaction and exhilaration of the culminating activities are suddenly replaced by the loneliness of an empty building. As staff members rush off to their well-deserved vacations, the principal is left to close the books on the past semester and regenerate enthusiasm for the upcoming year. The authors liken the experience in July to a New Year's celebration. We look back on the previous twelve months and develop our resolutions for the coming year. We must radically switch gears to assure that all is ready for September. It is often an enormous, unilateral undertaking as indicated by our key tasks format.

To prevent personal burnout, the principal should take a vacation from mid-July to mid-August. We've discovered that vacationing at the end of August is counterproductive. Principals may be away from the job toward the end of August, but their minds will invariably revert to their unfinished school checklist. We cannot vacation when we are mentally back at our desks. Will we have

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time to complete everything before the first day of school? Almost instinctively our mind returns to an operational mode.

Perhaps it's too simplistic to describe July as an ending and August as a beginning since we must acknowledge the many important decisions that we made during the previous year's budgetary process: We have already planned for maintenance, textbooks, and educational priorities for the coming year; we probably have completed the master schedule, set up our teacher teams, and, hopefully, hired most of the new teachers and staff; and prior to going on vacation, we have closed the books on the past and have begun to concentrate on our new challenges.

We are compelled to mention summer school, which usually functions with a different principal. The recent trend toward standards-based education and concepts, such as No Child Left Behind, has created a proliferation of summer programs. We have observed that many school principals often abdicate their leadership and authority to an outside principal who manages summer school. An astute principal should make some demands on the summer school leadership team. Summer school principals must respect your facility, help educate your remedial students, and run a disciplinary tight ship. Remember, it's still your building and your children.

The nuts and bolts we describe in each monthly chapter are our professional responsibilities. We must set a positive tone so that our staff can become the driving force in implementing our educational plans. Ultimately, a framework for success is created. There is no substitute for a smooth opening to the school year. Staff members will become motivated when our organizational skills demonstrate that caring is an action word.

July Key Tasks

** Monitor Summer School*

JULY						

We advise principals to monitor the summer school operating in their building. Assist the summer school administrator by reviewing your disciplinary procedures so that your students do not sense a lowering of standards during summer school.

Make sure that final summer school grades are reported promptly, so your guidance staff can make the appropriate changes in student schedules. Monitor students' academic progress, especially the progress of those who were receiving special services during the regular school term. This is a two-way responsibility. Full-time staff members should describe services needed, and summer school teachers should provide instruction that meets individual students' needs.

Personal Commentary/Notes: _____

Review Curriculum-Writing Projects *

Forward-thinking districts fund summer writing projects to update the curriculum. In a best-case scenario, the principal and his or her staff were involved in the development of improvement areas, and the principal invited qualified teachers to perform the tasks. This is not merely a means to offer staff members extra pay but an opportunity to effect positive changes into the curriculum. Your most knowledgeable and creative teachers should be encouraged to perform this vital function.

The principal should make sure that the finished product reaches the building staff at the start of school. Too often, projects developed over the summer are not duplicated in a timely fashion and are not made available until several months after their development. This is one time when compulsive leadership is encouraged.

Personal Commentary/Notes: _____

Review Teacher Evaluations *

In an ideal situation, the principal will have written and delivered by the end of the school year each staff member's evaluation as well as set up their future goals. Knowing the hectic pace of June and the pressure of closing activities, the summer should be used to review each teacher's evaluation. Believe it or not, we have found that it's easier for principals to determine objectives for new and weaker staff members than for those receiving superior evaluations. We are competent when it comes to remediation, but often we don't know how to raise the bar for our finest professionals. Here are some ideas for the experts on your teaching staff:

1. Teach model lessons for new teachers
2. Serve on specific committees to make use of members' expertise
3. Become a mentor for a colleague
4. Undertake a curriculum revision project
5. Assist you during their building assignment, either with discipline or other administrative duties

For best results, invite certain staff members in during the summer to perform the evaluations in a calm environment. This makes the conference very

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meaningful, giving a pat on the back to the excellent teacher or providing a crucial meeting with a staff member whose job is in jeopardy.

Personal Commentary/Notes: _____

* *Meet With Custodial Staff*

Arrange a meeting to include your head custodian and the supervisor of the district's buildings and grounds. Since both you and the supervisor will be evaluating the head custodian, the meeting should clearly set both leaders' expectations for summer work. A brief meeting with the district supervisor should precede the session, so you both have the same focus.

Every year, students and staff should return to a clean building and beautifully waxed floors. This should be a minimal expectation. A good custodial staff should also be able to paint hallways and several classrooms. They should be able to complete several minor construction projects, such as building book-cases, hanging wall maps, and refinishing furniture. The head custodian should provide a weekly progress report to both administrators. The principal should be notified immediately if any of the anticipated projects cannot be completed on time. The head custodian should exit the conference with the feeling that the entire staff is counting on his or her skills.

Personal Commentary/Notes: _____

* *Review and Revise Student Handbook*

With computers, the process of revising the student handbook is more manageable. Most administrators maintain files on almost everything they do during the year. An assistant principal in a New York school district informed us that during the school year, she drops little notes into a file titled "Student Handbook Possible Changes," noting revisions or ideas for the upcoming year. In July, she reviews each new idea with the principal and reproduces a revised handbook.

In one year, she included a wording change in the school's mission statement; a board policy statement about the disciplinary code; an updated list of clubs, advisors, and new staff members; as well as new requirements for honor society induction. (See Resource 1: Student Handbook Topics.)

Personal Commentary/Notes: _____

Update Teacher Manual *

As part of our orientation with new teachers, the last meeting evaluates the teacher manual. This helps to gauge the effectiveness of our work and update the information contained in the manual.

We also take a few minutes at a faculty meeting to get suggestions from experienced staff members. The faculty is told in advance to bring their manuals and any suggestions they may have to improve the product. This is usually a very fruitful meeting, and it demonstrates that we value teachers' input. (See Resource 2: Teacher Manual Topics.)

Personal Commentary/Notes: _____

Review School Board's Policy Manual *

We recommend reviewing the manual with other principals or central office administrators. It's even more effective if the school board's attorney can be present. The goal is to find and review new items that affect employees. For example, in several states during the past few years, laws have been passed regarding reporting of child abuse, changes in mandated graduation requirements, changes in special education mandates, fingerprinting of prospective employees, and new requirements for licensing teacher aides and paraprofessionals.

Personal Commentary/Notes: _____

Develop a Mission Statement *

A formal, written mission statement should be in place before any school improvement efforts are undertaken. This helps avoid a haphazard approach to school improvement in which numerous, sometimes conflicting efforts occur simultaneously. Ambiguous goals too often drain staff of their energy and motivation and yield no positive outcomes. Set a focus and stay the course. (See Resource 3: How to Build a Mission Statement for School Improvement.)

Personal Commentary/Notes: _____

Review and Revise Administrative Responsibilities *

Depending on your staff, the reexamination of supervisory responsibilities is a critical component to your organization's success. We must look at things

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for the first time again. Recently, a principal in North Carolina mentioned to us that she hired a new assistant principal who had extraordinary skills in mathematics and computers. Although she had supervised the mathematics and computer areas in prior years, she reorganized the administrative responsibilities so that the new administrator could supervise those departments.

If you have chairpersons, coordinators, or team leaders, responsibilities should be clearly articulated and understood by all. Make certain that these school leaders have the legal right to supervise their colleagues. Usually, members of the teacher unit or a recognized union have a major loyalty conflict if they have to participate in the firing of a staff member. Consult official job descriptions to discover the rights and responsibilities of your fellow supervisors.

Personal Commentary/Notes: _____

* *Attend Monthly Board of Education Meetings*

Middle schools often do not get equal time at board of education meetings. Parents of elementary children are usually very involved and often articulate their concerns. The high school has a status of its own since everyone is interested in high school students' activities and postgraduation placements. We feel it's incumbent on middle school principals to let the board and the community know about middle school activities. At the same time, we should educate the community about the goals of middle-level education.

Take every opportunity to share news about the staff, the children, and the school's activities. If possible, have a PTA member make a brief report at every board meeting. This is a critical segment of your public relations program and one that is often neglected.

Personal Commentary/Notes: _____

* *Analyze Trends in Disciplinary Referrals*

Now is the time to review the number and types of disciplinary referrals that were received during the past school year. The number written by each teacher provides information that allows the principal to assist struggling teachers and provides a form of documentation for those who are not improving. Sending a teacher who needs additional strategies to a conference on discipline makes a great deal of sense.

Analyzing where infractions take place provides information for the staff, who can then review certain procedures. If the cafeteria is the place where infractions are most frequent, then perhaps staff members need more support in this area. We've found that assigning an administrator to monitor dismissal and arrival into the cafeteria dramatically reduces disciplinary referrals.

If one team of teachers is issuing most of the referrals, the principal should determine if the problems are attributable to a particular group of difficult children or if the team needs to be reconstituted the following year with the addition of a staff member who excels in student control. We say more about the constitution of teams later.

Personal Commentary/Notes: _____

Examine School Statistics *

Too often principals wait for someone in the central office to apprise them of their students' results on standardized tests. We recommend the opposite. Principals should not only review all test data, but they also should both inform the superintendent of the test scores and provide a plan to improve any score that falls below the norm. This makes the central office staff confident about the principal's ability to plan remediation and demonstrates that the principal is on top of every situation.

Obviously, each team and each department must be involved in the evaluation of their own test results and should also participate in the development of the remediation plan. Remember, as principal, you want your staff members to have ownership of their plans.

Personal Commentary/Notes: _____

Assess Each Department's Status *

Sometimes the team structure of middle schools overshadows the importance of the school's academic departments. Recent attacks on middle schools center around the belief that academics are de-emphasized and are deemed secondary to interdisciplinary, student-centered activities. Both aspects should be given credence and support. Poor academic results undermine everything else we're trying to do for children.

Regular meetings should be held with subject area supervisors throughout the year, but the July meeting is an essential element of planning and evaluation for the future. With academic results in hand, the principal and subject area leader should do the following:

1. Discuss the strengths and weaknesses of the department.
2. Review plans for remediation, if necessary.
3. Ensure that textbooks are current and will be available on the first day of the school year.

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4. Review the curriculum and decide who will monitor the curriculum-writing project that might be undertaken during the summer. Remember, the goal is to have the revised curriculum ready and duplicated for the opening of school.
5. Evaluate each teacher and review each teacher's goals for the upcoming year. Some teachers may function better in the high school, and this, too, can be discussed.

Personal Commentary/Notes: _____

* *Review Team Assignments*

Teams should be balanced, with staff members possessing teaching and nonteaching skills. Effective roles, such as being a cooperative team player, a disciplinarian, an organizational expert, or a subject specialist, are needed on each team. Sometime we have to dissolve an excellent team because we need a specific teacher's strength on a weaker team. On a rare occasion, we may have a particularly difficult group of children who need a team of teachers who are superior disciplinarians. We may decide to sacrifice some creativity to ensure an ordered academic environment for these young people. Setting up teams is truly a skill. Balance and purpose must be considered, and often decisions are based on the expertise or weakness of your staff.

We believe teams are the heart of the middle school. They provide a family structure and ensure that each child is well-known by several classroom teachers. Team planning periods allow staff members to create positive interdepartmental projects and also enable conferences about individual children to take place on a daily basis. Middle schools should be able to guarantee that no child will be neglected. Any student who is functioning poorly or who displays a radical change in behavior should be an immediate candidate for a case conference. Parents may be contacted to make certain there has not been a problem at home, or parents' help can be enlisted to provide support for plans that emerge from the meeting.

Personal Commentary/Notes: _____

* *Meet With Parents*

These sessions should be both formal and informal. Regularly scheduled PTA meetings are a fixture of all schools. Unique to the middle-level principalship is the reaching out to the less-involved parents. Many economically deprived, single, and bilingual parents need special overtures. A principal in Rhode Island advertises in the local newspapers that he is available every summer morning to

discuss personal problems. He asks parents to call in advance, if possible, to avoid meeting conflicts. He also lets people know he has Spanish and Portuguese interpreters available. Since some parents may not be able to stop in to see the principal in person, we suggest a letter be sent home regarding this matter. (See Resource 4: How Parents Can Help Their Children Succeed.)

A principal in Mineola, New York, asks parents of sixth graders, who are extremely nervous about entering the middle school, to have their children come into the building and work in the office during the summer. The secretary can schedule appropriate times if too many students are involved. The simple process of delivering mail and textbooks familiarizes them with the building and can go a long way toward reducing their anxieties.

Personal Commentary/Notes: _____

Review District Calendar *

Although the principal has submitted the middle school input for inclusion in the district calendar, this is a good time to extract every date that is a priority for the building's staff. Double-check to see that the middle school received equal time on the calendar, which goes out to every resident of the district, and that all information is accurate.

On a more personal level, the middle school principal should review events such as art shows, concerts, and science fairs to be certain that they don't conflict with other activities. Field trips scheduled during examination times are a typical example of an inexcusable scheduling error.

Holiday activities and other annual events are easy to schedule, but, as you will see in this calendar, merely carrying forth the date can lead to terrible consequences. Recently, religious holidays for one minority group fell early in the year, and a major school activity had to be canceled due to a community furor. Lack of attention to detail often allows residents to feel we are not sensitive to their religious or ethnic community. If we fail to plan, we plan to fail.

Personal Commentary/Notes: _____

Check Status of Purchase Orders *

Our goal is to have every item we ordered arrive prior to the start of school. Therefore, we send out our purchase orders prior to the budget vote. In this way, purchase orders can go out in January or February, marked for delivery on July 1. If the budget doesn't pass, we merely cancel the order. This is why our teachers always have their equipment and supplies before the start of the school year.

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If purchase orders are not in the regular pipeline, we call vendors and make demands for action. Don't leave it to a clerk in the business office, since they are concerned about the entire district. Put your secretary or assistant principal on the alert to follow up on all purchase orders. If not, do it yourself.

Personal Commentary/Notes: _____

*** *Contact Local Police and Fire Officials***

Every school should have current disaster plans in the event of an emergency. Unfortunately, in contemporary America, violence, bomb threats, fire, and civil disturbances should be anticipated. In consultation with local law enforcement officers and school attorneys, the principals should learn their rights and responsibilities on a yearly basis since school law and local statutes change frequently. For example, in New York State, the principal may resume classes after searching a building during a bomb scare. However, once the building is emptied and police are called in, the students may not reenter without police (not the school principal's) approval. Good relations are helpful during these troubled and uncertain emergency situations. In this environment, caution is the watchword. Police professionalism should be respected, but the in loco parentis role of the principal is paramount. The students are, in the final analysis, our children.

Fire officials should be given equal time. State education departments require a specific number of fire drills each year. Most insist on a dozen, with approximately eight performed prior to December 31. Try to conduct practice fire drills during different periods, so students and staff learn the proper escape routes from different locations in the building. Fire officials should check alarm boxes and discuss response time in emergency situations. Principals should be aware that in a fire, casualties are dramatically increased if students take longer than two minutes to exit a building.

Such meetings foster good relations with two of the community's most important service organizations. In most rural and suburban districts, fire personnel are usually volunteers and often involve your students' older siblings and parents.

Personal Commentary/Notes: _____

*** *Review Report Cards and Grades***

Review the final report cards for accuracy and grading trends. Review individual teachers' class grades. Are they extreme, or do they reflect major unexplained changes in pattern or passing and failing statistics? This process

might signal problems with individual staff members, departments, or the entire grading process.

Personal Commentary/Notes: _____



July Communications

Write Letter to Staff *

This is an opportunity to show appreciation for the enormous effort your staff members put forth during the recently completed school year. Since you've already held individual evaluation sessions with each teacher, this communication is used to emphasize the staff members' cooperative efforts. This correspondence should bring a sense of pride to your teachers and serve as an additional warm send-off for their vacation period.

Most principals mention many of their schools' successes and highlight the accomplishments that were due to the dedication of the entire staff. We also think that an update of curriculum-writing projects should be included. This item has even greater significance if the design for the projects came from the expressed needs of the faculty.

Make teachers aware of building improvements and painting of classrooms or hallways. They appreciate hearing about new equipment, especially classroom teaching aids. It's a source of comfort for them to know that the physical plant is being improved while they're away.

In August, you'll write your welcome-back letter. For now, staff members deserve accolades for their past performance.

Personal Commentary/Notes: _____

Develop a Public Relations Program *

Every school should have a public relations (PR) program. We have a responsibility to continually make residents aware of the middle school philosophy. The school's PR program may borrow from the district's effort, but there are a host of activities that are uniquely our own. When we asked middle school principals to list some of the components of such a program, we were amazed at the quality of their input. The following suggestions are from members of the New York State Middle School Principals Association:

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1. Form a group of key communicators, made up of important members of your community and the media. Be sure to include PTA representatives. These key communicators should receive all PR correspondence and announcements of middle school events.
2. For parents:
 - Distribute a weekly newsletter.
 - Create a yearly packet of materials and distribute it to your PTA.
 - Regularly schedule meetings and office "teas."
3. With staff:
 - Distribute a newsletter.
 - Conduct faculty meetings.
 - Promote a sunshine committee to celebrate events and respond to hardships.
4. With students:
 - Issue daily PA announcements.
 - Meet with the school's student council.
 - Develop a student handbook.
 - Attend student activities.
 - Start a lunch club and meet with students of the month.
5. Miscellaneous:
 - Purchase a camera and post pictures of students and special activities in the main lobby.
 - Send birthday and holiday cards to students and staff.
 - Develop a school Web page.
 - Invite real estate agents, grandparents, and senior citizens to visit your school.
 - Send get-well cards to students who become hospitalized.

Personal Commentary/Notes: _____

* *Write Letter to Incoming Class*

Middle school principals must anticipate the feelings of the children in the lowest grade. These children are coming from an elementary school they attended for six years and have become quite comfortable with that environment. Now they spend the summer awaiting a new school and children from other elementary schools. They are usually nervous about having so many teachers and being able to find all of their classrooms. This letter of welcome conveys to both the children and their parents that your staff will be doing everything to make the transition as comfortable as possible.

Mention some of the things that are being done in anticipation of their arrival. Let them know about teams and guidance counselors. A word about your

availability in the event of any concern should do much to comfort everyone back home.

By all means, note the orientation dates and the welcome-back activities. Remind them that another letter will be sent to them at the end of August to inform them about their homeroom, their bus schedule, and the arrival time on the first day of school. We always ask students and parents to call if they have any questions, although many colleagues feel this causes many petty contacts from nervous parents.

Personal Commentary/Notes: _____

Write Letter to New Faculty and Staff Members *

Without meaning to insult new teachers, many have similar anxieties to those of our incoming students. They are eager to get started, decorate their rooms, receive a copy of the teacher manual and student handbook, and meet their colleagues. Your letter should describe the entire orientation program after you welcome them to your school. We believe in dedicating our first faculty meeting to a review of many of the things we know they'll need to be successful.

A good orientation program should include all of the items previously discussed, and supportive sessions should be planned throughout the year. Mentor teachers should be involved to add their expertise to the orientation process.

We think it's a good idea for new teachers to meet with school business officials, so they can review their benefits, pay schedules, health insurance, and payroll deductions, which will be taken out for such things as social security, taxes, and annuities. Filling out a host of forms could easily be completed when all of the new teachers are together. This will also help the efficiency of the business office.

This first letter should extend a warm welcome to the middle school family. Include a letter from your faculty sunshine committee or a union building representative as a means of reaching out to the newcomers. Providing new teachers with a copy of their schedules, curriculum outlines, and textbooks that relate to their courses will go a long way toward reducing their anxieties.

Personal Commentary/Notes: _____

Establish Membership in Civic Associations *

Students and schools benefit greatly from the principal's membership in local service organizations. Contacting the Rotary, Kiwanis, and Lions Clubs and the local chamber of commerce should also be part of the principal's PR initiative.

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Club members are people who live and often work in the community, and telling them your story improves the image of the middle school. These members are also adults who often volunteer their time and can be role models for children.

Since it is nearly impossible for the principal to join all of these organizations, we urge you to encourage your assistants and key faculty members to become active in one or more of these groups. This action will serve to give the middle school a knowledgeable school PR person at all community events.

Personal Commentary/Notes: _____

*** *Subscribe to Local Newspapers***

In some communities, the local editor or newspaper owner allows each school in the district to submit columns for publication. This is a vital means of communicating with the entire population of your community, even those who do not have a child in your school. Getting someone to write the column is worth a building assignment if you are unable to do it yourself.

Subscribing to local papers is an excellent way to ensure that you will be informed about local civic activities and issues. Frequently, your school will be able to be part of a community celebration. A relationship with a local paper is a worthwhile partnership to foster.

Personal Commentary/Notes: _____

*** *Write Letter to Nonpublic Schools***

Each July, we write a note to every nonpublic school in our community to inform them about our school's yearly activities. We frequently invite them to come to our school to hear an outstanding speaker or perhaps watch a vendor present a demonstration of a new educational product. It is to our advantage if the private schools use the same textbooks and curriculum as our schools, since many students transfer into our public schools during the year.

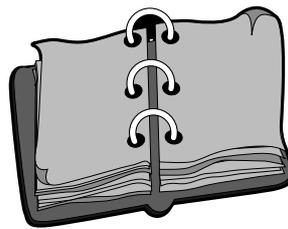
Should a community disaster occur, we should have positive working relationships with all school leaders. Also, with new laws on sex offenders, we must inform each other and our residents when a released child predator moves into the neighborhood. We are all partners in our effort to protect children and keep our hometown safe.

Personal Commentary/Notes: _____

***Write Letter to Parents Suggesting *
Summer Activities for Students***

Parents appreciate suggestions for summer activities. Include a note to parents with the final report card informing them of summer projects that will supplement learning activities throughout the school year. Keeping a summer diary, writing to pen pals, sketching while traveling, collecting items (rocks, shells, coins, stamps, etc.), and playing educational games are some examples of productive educational summer activities. A summer reading list prepared by the school media specialist and produced in conjunction with the local library provides another useful project.

Personal Commentary/Notes: _____



July Planning

***Finalize New Student *
Orientation Program***

We recommend bringing in the new sixth-grade class the week prior to the start of school. During a two-hour block of time, the students are given their homeroom assignments, so they know where to report the first day of school. They are also taught how to use a combination lock. Arrange to have current student leaders talk to them about the extracurricular activities they can join. Showing a video of the previous year's events can be quite motivational. Conduct a question-and-answer period with counselors and school administrators at the end of the orientation to address any lingering anxieties.

Follow the orientation with a barbecue, with staff and students intermingling in a picnic atmosphere. This is a special activity that can be cosponsored by the school's parent organization. It helps set the family tone that is encouraged throughout the year.

Personal Commentary/Notes: _____

Conduct Administrative Team Workshop *

Review all school rules as well as every aspect of the opening of school. We also discuss the staffing of each department and the makeup of every team. All

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administrative responsibilities are assigned at the meeting, and the supervision of new teachers is delegated.

This is a time when all concerns should be aired so that the future year will be addressed by a coordinated supervisory team. We often talk about teacher teams but neglect to mention that the school's administrators should function in the same manner.

Personal Commentary/Notes: _____

*** Finalize Calendar for Field Trips and Fundraising Activities**

To avoid conflicts, field trips should not be scheduled when examinations are being given. We stop all field trips a month and a half before the end of school to avoid a conflict with teachers who are reviewing their year's work. We also want to encourage a serious end-of-year tone.

Organizations doing fundraising should not be in competition with each other. We require such activities to be planned and approved in advance, so we can put them on the school calendar.

Personal Commentary/Notes: _____

July Personnel

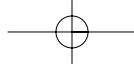
*** Review Staffing and Tenure Recommendations**



The finalization of all faculty positions should be closely monitored. Any opening should be posted and advertised, and arrangements should be made for summer interviews. This process should be followed for all support staff as well.

We believe that all cocurricular positions should also be filled as early as possible. This contributes to a smooth opening for these activities in September. It also enables faculty advisors to plan over the summer.

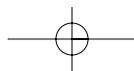
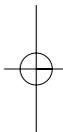
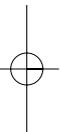
A final check should also be made of contractual obligations. Timelines should be followed for staff members who are scheduled for appointment to tenure. A similar review should be made for the nonteaching staff (secretaries, clerks, aides, monitors, etc.), particularly in states where they are governed by



July 17

civil service law. Some states have a form of tenure after a brief probationary period.

Personal Commentary/Notes: _____



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July Checklists***July Key Tasks***

<i>Major Assignments</i>	<i>Date Started</i>	<i>Date Completed</i>	<i>Days on Task</i>
Monitor summer school			
Review curriculum-writing projects			
Review teacher evaluations			
Meet with custodial staff			
Review and revise student handbook			
Update teacher manual			
Review school board's policy manual			
Develop a mission statement			
Review and revise administrative responsibilities			
Attend monthly board of education meetings			
Analyze trends in disciplinary referrals			
Examine school statistics			
Assess each department's status			
Review team assignments			
Meet with parents			
Review district calendar			
Check status of purchase orders			
Contact local police and fire officials			
Review report cards and grades			

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July Communications

✓	<i>Assignment</i>
	Write letter to staff
	Develop a public relations program
	Write letter to incoming class
	Write letter to new faculty and staff members
	Establish membership in civic associations
	Subscribe to local newspapers
	Write letter to nonpublic schools
	Write letter to parents suggesting summer activities for students

July Planning

✓	<i>Assignment</i>
	Finalize new student orientation program
	Conduct administrative team workshop
	Finalize calendar for field trips and fundraising activities

July Personnel

✓	<i>Assignment</i>
	Review staffing and tenure recommendations
	Finalize faculty positions and teaching schedules
	Finalize rosters for all other staff positions
	Appoint extracurricular advisorships
	Finalize coaching assignments

