

**Dover-Sherborn Regional School Committee
Dover School Committee
Sherborn School Committee
Dover-Sherborn Union #50 Superintendency Committee**

**April 26, 2023 6:30PM
DSMS Library**

Agenda

1. Call to Order
2. Community Comments
Join Zoom Meeting (community comments only)
<https://us02web.zoom.us/j/86082110896?pwd=YIRROWhXcHlNa3pzdzU5L2ZOZU5tZz09> Meeting ID:860 8211 0896
Passcode: 120779
3. Human Resource Study
4. Security Update
5. Report of Superintendent Entry Findings
6. Superintendent Evaluation
7. Adjourn
 - Executive Session – to discuss strategy with respect to collective bargaining and not to reconvene in open session

Note: The listings of matters are those reasonably anticipated by the Chair, which may be discussed at the meeting. Not all items listed may, in fact, be discussed and other items not listed may also be raised for discussion to the extent permitted by law.

The Dover Sherborn Public Schools do not discriminate on the basis of age, race, color, sex/gender, gender identity, religion, national origin, sexual orientation, disability, or homelessness

Thomas Campbell, Ed.D.

EDUCATION

Ed.D., Educational Leadership, April 2013
Northeastern University, Boston, MA

M.S., Human Resources, August 2015
Emmanuel College, Boston, MA

M.Ed., Middle School Education, August 1995
Lesley University, Cambridge, MA

B.S., Human Services/Early Childhood Education, August 1985
Lesley University, Cambridge, MA

M.Ed., Special Education, August 1986
Lesley University, Cambridge, MA

HUMAN RESOURCES EXPERIENCE

Dennis-Yarmouth Regional School District, South Yarmouth, MA

December 2020 to present

Director of Human Resources (.6 FTE)

Member of the central office administrative team supporting the Superintendent of Schools in all matters related to human resources in a small regional school district with 600 employees and 2700 students.

- Responsible for overseeing the payroll and benefits departments serving all employees.
- Prepare correspondence related to employees including new hires, reappointments, reasonable assurance, FMLA and discipline.
- Consult with the Superintendent on matters related to collective bargaining, contract interpretation, employee discipline, labor issues, and new employee hiring.
- Oversee the recruitment process for new employees.
- Assist in managing the employee grievance process.
- Ensure legal compliance related to collective bargaining, wage and hour, discrimination, FMLA, Americans with Disability, Fair Labor Standards, Civil Rights, COBRA, background checks, unemployment and Worker's Compensation.
- Oversee the maintenance of employee personnel files.
- Provide consultation to principals and other district leaders on all matters related to human resources including supervision and evaluation, hiring, employee discipline, recruitment, reduction in force, continued employment, contract interpretation, and grievances.

Cape Cod Academy, Osterville, MA

January 2022 to present

Director of Human Resources (.4 FTE)

Provide support to the Head of School, Associate Head of School and the Director of Finance and Business Operations on all matters related to human resources in a small K-12 Independent School with 60 employees and 335 students.

- Manage the onboarding process for all new hires including criminal background checks, reference checks, selection of benefits and completion of personnel file.
- Prepare and coordinate open enrollment for all employee benefits.
- Update, revise and distribute the faculty handbook.
- Serve as the conduit to the administration to improve school culture and climate and provide the mechanism for employees to express concerns and ideas.
- Advise the Head of School on policy development related to human resources.
- Develop and revise job description database.
- Conduct employee investigations and assisted leaders in determining appropriate actions and outcomes.
- Oversee all aspects of the employee benefits program and serve as a resource to employees.
- Prepare correspondence related to employees including new hires, reappointments and employment agreements, reasonable assurance, FMLA and discipline.

- Oversee the recruitment process for new employees and conduct all first interviews. Coordinate subsequent interviews including committee interview, demonstration lesson and final interview with the Head of Schools. Advise the Director of Finance on salary offers.
- Ensure legal compliance related to wage and hour, discrimination, FMLA, Americans with Disability, Fair Labor Standards, Civil Rights, COBRA, background checks, unemployment and Worker's Compensation.
- Oversee the maintenance of employee personnel files.

School Administrative Unit 16, Exeter, NH

August 2018 to December 2020

Assistant Superintendent for Human Resources

Member of the Superintendent's senior leadership team overseeing all human resource functions for seven towns serving 4500 students and 1200 employees attending nine schools in Exeter, Brentwood, Newfields, Kensington, East Kingston, Stratham, Exeter Region Cooperative School District and the Seacoast School of Technology.

- Member of the Senior Leadership Team reporting directly to the Superintendent of Schools.
- Oversee benefits administration for all employees.
- Provided retirement counseling to teachers and employees; designed a retirement incentive program to assist in the reduction of each district's budget.
- Implemented technology solutions including online applications, substitute placement, and substitute training.
- Assist employees in resolving employee relations issues.
- Conduct employee investigations and assisted leaders in determining appropriate actions and outcomes.
- Counsel and motivate employees and supervisors to practice and promote consistent, equal and fair treatment of all employees, candidates, and visitors.
- Administer wage, salary and benefit programs. Research and analyze competitive wage rates and implement wage adjustments. Includes oversight of performance based compensation program.
- Oversee the recruitment, hiring and onboarding process and providing senior managers with training and oversight to ensure industry best practices and legal compliance.
- Study legislation, arbitration decisions, and collective bargaining contracts to assess industry trends.
- Ensure compliance with the Fair Labor Standards Act, Americans with Disability Act, Section 504 of the Rehabilitation Act, the National Labor Relations Act and state employment law.
- Participate in and provide guidance, support and technical expertise in the collective bargaining process with 10 local unions.
- Chair of the SAU Sabbatical Committee.
- Served as Superintendent for the Stratham School District supervising school administrators and primary contact for the School Board.
- Provide subject matter expertise to seven School Boards consisting of 31 Board members.

Needham Public Schools, Needham, MA

July 2006 to July 2018

Assistant Superintendent for Human Resources

Member of the Superintendent's central office team with management responsibility for human resources in an organization with 900 regular and 500 casual employees in a high-performing district serving 5600 students in eight school buildings.

- Member of the Superintendent's cabinet serving as the senior administrator in the district.
- Lead Executive Sessions with the School Committee on issues of collective bargaining, personnel issues and changing labor counsel.
- Responsible for and led all union contract negotiations for five bargaining units consisting of 822 employees including teachers, administrators, teaching assistants, secretaries and food service workers; function as first point-of-contact with union leadership.
- Responsible for contract negotiations with 45 individual non-union employees.
- Active member of the subcommittee of the School Committee including policy, compensation and collective bargaining.
- Provided support, guidance, mentorship and close collaboration to eight school principals.
- Served as the District Critical Incident Coordinator during times of crisis and coordinated communication between town departments, the schools, and local media.
- Responsible for overseeing the supervision and evaluation program for all Needham Public School employees.
- Designed a highly successful and innovative Human Resource recruitment plan consisting of new hiring protocols and hosting an intra-district recruitment fair.
- Coordinated an extensive mentoring program for all professional staff new to the district.

- Coordinated the professional development program for professional staff that offered an average of 25 graduate courses and workshops in a trimester model.
- Provided leadership in organizing the Greater Boston School Human Resources Network, a consortium of 10 high-performing school districts with similar needs.
- Organized a yearly job fair focused on recruiting staff of color.
- Oversaw payroll operations for the school department.
- Investigated and analyzed claims of discrimination filed by applicants or employees.
- Investigated employee grievances.
- Discuss alternatives and recommend discipline and/or termination of employees.

PUBLIC EDUCATION ADMINISTRATIVE EXPERIENCE

Middle School Principal <i>Bedford Public Schools, Bedford, MA</i>	<i>July 2001 to June 2006</i>
Middle School Principal <i>Watertown Public Schools, Watertown, MA</i>	<i>July 1998 to June 2001</i>
Middle School Assistant Principal <i>Canton Public Schools, Canton, MA</i>	<i>Sept. 1995 to June 1998</i>

PRIVATE SECTOR ADMINISTRATIVE EXPERIENCE

<i>Franciscan Children's Hospital, Boston, MA</i>	<i>August 1988 to August 1995</i>
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Vice President for Educational and Residential Services 1993-1995

- Member of the senior management team reporting directly to the Chief Executive Officer.
- Responsible for the overall management of the Hospital's school programs including a residential diagnostic assessment center serving 12 children with severe emotional and behavioral challenges; the Kennedy Day School, a Chapter 766 program serving 90 students with severe multiple disabilities; and the Franciscan's Family Child Care Center serving 35 infants, toddlers and preschoolers.
- Responsible for the supervision and evaluation of 88 staff members.
- Provided leadership in the areas of program and curriculum planning, policy and staff development, and coordinating a parent advisory group.
- Primary budget responsibilities for all programs.

Associate Director/Principal 1992-1993

- Responsible for the administrative operation of the Franciscan Inpatient School, serving 45 children ages 4-14 with severe emotional and behavioral challenges.
- Provided administrative and educational leadership in the areas of hiring, supervision, and evaluation of special education teachers and aides.
- Responsible for curriculum development, student discipline, scheduling, interdisciplinary service delivery, and budget management.
- Coordinated special education services to all hospital programs including the Cognitive Behavior Inpatient program, evaluation units, pediatric units, the National Birth Defects Center and outpatient services.

Senior Chapter 766 Coordinator 1988-1992

- Responsible for the coordination of Chapter 766 special education services for the Inpatient program serving 45 children and adolescents with cognitive, emotional, behavioral, and learning disabilities.
- Facilitated the multidisciplinary evaluation process for each student and coordinated all discharge planning with the child's local school district

HUMAN RESOURCES CONSULTING EXPERIENCE

Cape Cod Academy, Osterville, MA	August to December 2021
Westford Public Schools, Westford, MA	April to June, 2021; January 2022 – present
Salem Public Schools, Salem, MA	January 2022 – June 2022
Silver Lake Regional School District	July 2022 – present

PROFESSIONAL ORGANIZATIONS/TRAINING

- American Association of School Personnel Administrators (2021)
- Massachusetts Association of School Personnel Administrators (President, 2013-2017, NEAEE Liaison, 2008-2009)
 - Member of the Employee Personnel Advisory Committee to the Commissioner of Education
- Society for Human Resource Management
- National Employment Minority Network
- Massachusetts Commission Against Discrimination, Conducting Internal Discrimination Complaints, 2012
- Massachusetts Commission Against Discrimination, Responding to Accommodation Requests, 2014
- Harvard University, Negotiations and Leadership, 2012

PUBLICATIONS

Campbell, T. (2013). Teacher supervision and evaluation: A case study of administrators' and teachers' perceptions of mini observations. Education Doctoral Thesis. Paper 84.

GRADUATE TEACHING

Instructor, School Business Administrator Licensure Program: Massachusetts School Business Administrators Officials/Worcester State University, *Human Resources Management*, Fall 2016, 2017, 2018.

STATE AND LOCAL PRESENTATIONS

Campbell, T. (2022). Human resources 101: What new School Business Administrators need to know to create a high performing human resource function in public schools. Invited presentation to the Massachusetts Association of School Business Officials "MASBO Academy", Brewster MA.

Campbell, T. (2021). The 7 habits of highly effective collective bargaining: Critical steps in preparation, creating the right culture and managing the dollars. Invited presentation to the Massachusetts Association of School Business Officials "Labor Relations", Milford, MA.

Campbell, T. (2016). Avoiding pitfalls in collective bargaining. Invited presentation to the Massachusetts Association of School Business Officials "Demystifying Collective Bargaining", Milford, MA.

Campbell, T., Givens, S. and Moran, C. (2016). Working in the middle and getting the job done with administrators. Invited presentation to the Assistant Superintendent Leadership Seminar II, Massachusetts Association of School Superintendents, Grafton, MA.

Campbell, T. (2015). Teacher supervision and evaluation: A case study of administrators' and teachers' perceptions of mini observations. Invited poster presentation at Leading Change: Northeastern University Doctor of Education Graduate Conference, Boston, MA.

Campbell, T. (2014). Comparing and Contrasting the Working Conditions Between Teachers in Finland and the United States. Presentation at the Global Studies-21, Marlboro, MA.

Campbell, T. (2013). Teacher Supervision and Evaluation: The Efficacy of Mini Observations. Presentation to the Massachusetts Association of School Personnel Administrators, Shrewsbury, MA.

Campbell, T. (2013). Mini Observations: What Did We Learn? One District's Experience With Short, More Frequent Observations. Presentation to the Hasting Elementary School Faculty, Lexington Public Schools, Lexington, MA.

Campbell, T. (2013). Recruitment and Hiring Practices to Promote Diversity. Presentation at the Needham Diversity Summit, Needham, MA.

Campbell, T. (2013). Interviewing, Hiring and Human Resources. Presentation to the Commonwealth Leadership

Academy, Northboro, MA.

Campbell, T. (2013). Teacher Supervision and Evaluation: The Efficacy of Mini Observations. Presentation to the Commonwealth Leadership Academy, Northboro, MA.

Campbell, T. & Shurtleff, R. (2013). HR 101 for Superintendents and Central Office Staff. Presentation at Massachusetts Association of School Superintendents, Mashpee, MA.

Campbell, T. (2013). The Boston Housing Authority vs. National Conference of Firemen and Oilers, Local 3. Presentation at Simmons College Leadership Program, Boston, MA.

Campbell, T., Kennedy, T. & Martes, C. (2013). Effective Human Resource Practices. Presentation at Simmons College Leadership Program, Boston, MA.

Campbell, T. (2010). The School Committee of Hull vs. The Hull Teacher's Association. Presentation at Simmons College Leadership Program, Boston, MA.

Campbell, T., Hall, C. & Shurtleff, R. (2009). The Human Resources Function for School Superintendents. Presentation to the Massachusetts Association of School Superintendents, Hudson, MA.

Bonaiuto, S., Campbell, T., & Johnson, G. (2008). Developing a Performance Report to Serve the School and Community. Presentation to the Massachusetts Association of School Personnel Administrators, Shrewsbury, MA.

DISTRICT PRESENTATIONS

The Massachusetts Paid Family and Medical Leave (PMFL): Understanding the process and benefit formula. Presentation to employees, Cape Cod Academy, 2021

Preparing for retirement: a four part workshop series for those who are one to five years from retirement. Presentation to employees, School Administrative Unit 16, 2019 and 2020.

School safety: Understanding the ALICE protocol. Presentations to the Needham School Committee, Parent-Teacher Association, Nutrition Services Department, Kindergarten After School Program, Board of Selectmen, Central Office Staff, Saint Joseph and Monsignor Haddad Schools, Needham, MA., 2016

Comparing and Contrasting the Working Conditions Between Teachers in Finland and the United States. Needham Public Schools, 2015.

Prospects and Promise of the Job Search for Elementary Teachers. Lesley University Interns at the Hillside School, 2008-2016

Getting Ready for Retirement: Navigating the MTRS. Needham Public Schools 2006-2016

New Staff Orientation. Needham Public Schools, 2006-2016

Staffing Report. Needham School Committee, 2006-2016

Educator Evaluation Update. Needham School Committee, 2014

Teacher Evaluation in Massachusetts: What Has Changed? Needham Public Schools Parent Teacher Association, 2013

DESE Model Evaluation For All Educators: Needham's Plan. Needham Public Schools District Leadership Team, 2012

Developing Your Portfolio. Needham Public Schools, 2006-2012

DESE Educator Evaluation for Administrators: What Do We Do Now? Needham Public School District Leadership Team, 2011

NCLB No Child Left Behind: Teacher Requirements For "Highly Qualified". Needham Public Schools District Leadership Team, 2011

Thinking About Teaching? It Is Within Your Reach! Needham Public Schools Teaching Assistants, 2010

Operations, Classification and Organizational Study. Needham School Committee and District Leadership Team, 2008

School Committee vs. Hull Teacher's Association. Needham Public Schools District Leadership Team, 2008

Dover-Sherborn Public Schools

**Restructure of the Central Office/Human
Resources Study**

School Human Resource Consulting
Thomas F. Campbell, Ed.D.

SCOPE

The scope of the current study is to build upon the findings and recommendations of the July 2022 study completed at the request of the district by the Edward J. Collins Center for Public Management. In summary, the Collins Center concluded the following:

- There is a lack of clarity as to who is responsible for human resource related matters and issues.
- Dover-Sherborn has no primary contact person for human resources functions.
- A number of human resource tasks and responsibilities evaluated by the Collins Study did not have an individual who had primary responsibility for those functions.

Specifically, the work of School Human Resources Consulting addressed the following Collins Center recommendations:

Superintendent's Office/Central Office Support for Schools:

2.2 Restructure Central Office responsibilities and establish a position with primary responsibility for human resources functions. Transfer human resources duties from the various positions in which they currently reside to the new Human Resources position.

Business Office:

3.1 Review the duties associated with Payroll for appropriateness and time allocation. Remove all on-boarding and other human resources tasks.

3.3 Leverage the District's financial database, Infinite Visions, more fully to include automating the payroll process and properly tracking benefit time for all employees.

School Human Resources Consulting evaluated the current distribution of human resource tasks and responsibilities and this report will provide recommendations as to which functions should migrate to the new Human Resources position.

The work of School Human Resources Consulting was organized into four discrete phases.

1. Meetings with the central office staff and school principals to share the focus of the work and the plan.
2. A review of the specific data collected by the Collins Center's Human Resources Functions Audit Survey and administration of an additional survey to augment the Collins survey.
3. One-to-one meetings with each member of the central office staff to review the survey and to talk about their work in the organization as it relates to human resource

functions, the challenges, the minor detours and the major roadblocks that made it harder to get their job done efficiently.

4. One-to-one meetings with the principals, superintendent and assistant superintendent with one essential question: What processes related to human resource makes your job more difficult to do?

The survey administered was a combination of the Collins survey supplemented by a human resource survey developed by School Human Resources Consulting. In total, 99 discrete human resource functions were part of the survey categorized into 12 major domains typically found in the human resource arena in public schools. The broader categories included recruitment, hiring, orientation and retention, employee management, licensure, non-renewals/dismissals/reasonable assurance, human resources information management, performance evaluation, employee/labor relations, legal compliance, substitutes and benefits.

The respondents included all school principals and the central office staff. Each individual was asked to identify their level of responsibility for each task using the following measures:

- a. I am primarily responsible for this function
- b. I help to support this function
- c. I have little to no responsibility for this function

Additionally, individuals were asked to provide any additional information, questions and to share their thinking at the end of each section. After the survey was administered and data was sorted, individual meetings were held to review the survey with each individual and to ask clarifying questions, seek more information and to provide the opportunity for staff to share ideas and speak openly. In addition to interviewing the principals and central office staff members, the Co-Presidents of the Dover-Sherborn Education Association were interviewed and asked to share their insights related to human resources in the district.

As part of this study, the report from the Collins Center was reviewed extensively, specifically focusing on the findings related to human resources. One clear recommendation from the Collins Study was the need to establish a position with a primary focus on human resources in the Dover-Sherborn Public Schools.

INITIAL FINDINGS

Data from the survey and individual meetings with each staff member was analyzed and used to form the basis of the recommendations found later in this report. Almost universally, there is a very strong desire among those surveyed and interviewed to have a dedicated human resource department. Anecdotally, several themes emerged as a result of the individual one-on-one meetings as well as comments provided in the survey. These themes include:

- The need for a dedicated human resource professional to focus on the hiring process, support principals, updating faculty handbooks, and work with each Town Manager to bridge the work, communication and collaboration between the schools and towns.
 - A laser focus on recruiting diverse candidates to work in the district.
 - Establish a Dover-Sherborn presence at job fairs in the region.
 - Workflow development for hiring.
- Efficiency with the hiring and termination process.
- A subject matter expert in human resources where one “can pick up the phone and consult with HR who can advise and help manage” situations. Several staff interviewed stated the need for a singular office where one can reach out and get help and support with human resource matters.
 - Policy
 - Law
 - Practices
- The need for expertise and consistency with Family Medical Leave Act and other types of leaves of absences.
- Help in managing the increasing number of personnel matters.
- Consistency in managing human resource matters.
- Development of job descriptions.
- Improve the substitute pool and fill rates in the classrooms.
- Efficient onboarding of new employees.
- Modernize the payroll process and the development of internal controls.
- Assist in managing Title IX issues with employees.
- Centralize the human resources function; currently the tasks and responsibilities are spread among many people.
 - The addition of a human resource staff member will free other central office employees to assume other tasks that need attention and focus.
- Improved oversight of the DESE licensing requirements; provide training to staff.
- Improved oversight of the lane change process and requirements.
- Provide counsel, guidance and training related to the retirement process.
- Improve the human resource webpage; robust information for employees to use for self help in finding answers and guidance.

SUMMARY

There is certainly ample evidence to support the Collins Center recommendation for the creation of a dedicated human resource office in the Dover-Sherborn District. The conclusion of the present study strongly supports and recommends the addition of a human resource position.

As detailed in Appendix A, there are currently 14 important human resource responsibilities which no one individual in the district is managing (see the statements highlighted in tan). In addition, there are 49 areas of responsibility that are being performed by ten different individuals that I recommend be moved to the new human resources position (see items

highlighted in red). Finally, all responsibilities in green are currently performed by the identified position and I recommend these positions continue to perform those functions.

RECOMMENDATIONS

In addition to the shifting of responsibilities as detailed in Appendix A, the following other recommendations are made as part of this study:

1. Given the complexity and level of responsibility of the human resource role as articulated in Appendix A, it is recommended the District hire a Director of Human Resources. In Massachusetts public schools, the position of human resources ranges in title and responsibility from Human Resource Assistant, Human Resource Manager, Human Resource Coordinator, Director of Human Resource to Assistant Superintendent for Human Resources. It is clear from the feedback from individual interviews and the survey, and in particular from the school principals, that the District needs an experienced Director who has the subject matter expertise to guide all matters related to human resources. It is recommended that this new position assume 60 important and vital responsibilities currently performed by others or no one at all.
2. It is recommended the Director of Human Resources report to the Superintendent of Schools. This reporting relationship will build additional resources in the management of the largest budget driver in the district – human capital. Additionally, this reporting relationship will add to the internal controls that already exist in the day-to-day operations.
3. Based on the level of responsibility and considering the salaries of other Dover-Sherborn administrative positions, it is recommended the salary range for this new 260-day position be posted at \$115,000 - \$125,000. This range is likely necessary to recruit a qualified candidate with public school experience and expertise.
4. While the new Director will be faced with many priorities in his or her first year, the building of an effective, productive, resourceful and meaningful Human Resource office will take several years. The present administrative team will need to help guide and set priorities for the new Director for the first year. These priorities may include:
 - a. Establish the Office of Human Resources as a repository of help, support and expertise provided to district leaders and employees.
 - b. Investigate technology solutions to provide greater efficiency of operations including online application, onboarding, processing of FMLA, time and attendance, and substitute placement.
 - c. Begin discussions with each Town Manager/Human Resource office to evaluate and assess the pathways to offer greater efficiencies for employees and opportunities for collaboration.
 - d. Establish a comprehensive hiring process for the District including the recruitment of a diversified workforce and presence at regional job fairs.
 - e. Update/Develop the District's employee handbook.

Finally, the responsibilities between the new human resource office and the business office is interconnected and interdependent. One cannot function successfully without the other. Both

departments rely heavily on a strong bond and clear communication pathway because the stakes are too high. In many districts, 80% or more of the total budget are people and if human resources is not clearly communicating with payroll and the business office and vice versa, the consequences can be severe.

To this end, it is recommended the members of the Business Office and the Director of Human Resources meet together on a weekly basis to build relationships, clarify roles and responsibilities, identify and collectively solve problems, forecast the upcoming work over the next one to three months, and get to know what each person brings to the table. The Director of Human Resources and Business Administrator should jointly assume responsibility to make this meeting sacred and commit to meeting no matter what is occurring that week. Both leaders should set a minimal agenda each week and provide an opportunity for each member to identify what they are working on, what issues need clarification, what decisions need to be made, what problems they are encountering, and what is working well. If structured properly, these meetings should be both social and professional. This weekly collaboration will help to build a strong collaborative culture, develop the expectation that members are part of one team, with each person a cog in the team process.

The Public Schools of Dover and Sherborn

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Elizabeth M. McCoy, Superintendent
Denton Conklin, Assistant Superintendent

Dawn Fattore, Business Administrator
Kate McCarthy, Director of Student Services

TO: Dover, Sherborn and Dover-Sherborn Regional School Committees
FROM: Elizabeth McCoy, Superintendent
Dawn Fattore, Business Administrator
RE: Security Update
DATE: April 25, 2023

As school safety continues to be a topic in our day to day lives, we wanted to provide an update to the School Committees on the many enhancements that have been implemented and our continued focus on the safety of staff and students at our schools.

Based on the Security Audit performed at all campuses in 2018, we have aggressively been implementing safety-related enhancements at our schools. To date we have invested over \$250,000 in building access and emergency notification systems at all buildings, as well as implementing enhancements at the Region (cameras, protective film, etc.) that had already been in place at the elementary schools. All classrooms and instructional areas have been equipped with recommended safety blinds, locking mechanisms and supplies needed in the event of an emergency situation.

In addition, we have invested significantly in training with Synergy 911 for staff and informational sessions for parents. The training of staff will continue and we are currently in the planning stages to provide training to students at the Region. Synergy's philosophy of the 4 L's – Locate, Lock, Leave, Live – are strategies that can be utilized anywhere a person may be and thus seen as life training versus just school training. We are fortunate to have partnered with their organization and appreciate their efforts to date with our District.

Lockdown drills tailored to the age of the students are also performed annually and we are grateful to both the Dover and Sherborn Police Departments in participating in these practice scenarios and providing feedback and recommendations.

At the District-level, the Emergency Preparedness Team consisting of leaders from all buildings, police representation and other appropriate personal meet at least twice a year to review protocols and ensure our practices are up to date. Our work is never done in this arena as we are always striving to provide the safest environment for all on our campuses.

We will be happy to answer any questions at the meeting.

The Dover Sherborn Schools share in the mission to inspire, challenge and support all students as they discover and pursue their full potential.

Dover Sherborn Public Schools Superintendent Evaluation

2022-23 Superintendent Elizabeth McCoy

Evaluation Subcommittee Members:

Amanda Brown–Sherborn

Goli Sepehr–Dover

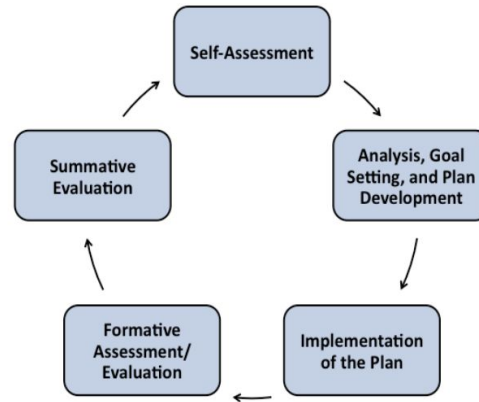
Maggie Charron and Judi Miller–Region

MA Superintendent Evaluation Process

Using the MA Department of Education Superintendent Evaluation Process

2-part system based on GOALS (District, Educator and Student Learning) and STANDARD COMPETENCIES ([DESE Superintendent Rubric](#))

Year long cycle:



MA Superintendent Evaluation Process

Rating System:

Goals rated on a scale: Exceeded, Met, Significant Progress, Some Progress, No Progress

Standards rated on a scale: Exemplary, Proficient, Needs Improvement, Unsatisfactory

NB: According to DESE, Exemplary is Reserved for performance that is of such a high level that it could serve as a model for leaders regionally or statewide.



MA Superintendent Evaluation Process

As was touched on last month, while each member of the 3 committees completes their own forms, the Superintendent has one evaluator, in our case it is the Joint Committees.

Thus, the Superintendent Sub-Committee is formed with the goal to collect member data, aggregate it in an agreed upon format, and to create narratives that are a composite of individual members' feedback.

Last month, members with specific feedback they wanted to offer Superintendent McCoy had an opportunity to do so at our Joint Meeting.

Tonight we will share with Ms. McCoy and all members the results of the compilation of data from all 3 committees.

