



District School Improvement Team Plan for Shared Decision Making

Smithtown Central School District
Smithtown, New York

January, 2024
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**Smithtown Central School District
Board of Education**

2023-24

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Assistant Superintendent for Personnel

Paul Strader II
Assistant Superintendent for Curriculum and Assessment

Andrew R. Tobin
Assistant Superintendent for Finance and Operations

The District Committee for 2020-2021:

Accompsett El.	Support Staff	Lanflisi, Kimberly
Dogwood El.	Teacher	Kinahan, Danielle
Mills Pond El.	Parent	Draney, Jennifer
Mount Pleasant El.	Administrator	Ierano, Joseph
Saint James El.	Support Staff	Groneman, Jane
Smithtown El.	Teacher	Dennis, Rebecca
Tackan El.	Parent	McCullough, Eileen
Accompsett M.S.	Administrator	McNeil, Paul
Great Hollow M.S.	Support Staff	Rohena, Jeanne
Nesaquake M.S.	Teacher	Forie, Christian
High School East Campus	Parent	Catalanotto, Barbara
High School West Campus	Administrator	Elsesser, Christopher
Central Administration	Asst. Superintendent	Bradshaw, Jennifer

The District Committee for 2022-23:

Accompsett El.	Teacher	Grotto, Maryanne
Dogwood El.	Parent	Stencel, Melissa & Yamit, Marsh
Mills Pond El.	Administrator	Westrack, Ireen
Mount Pleasant El.	Teacher	Gabriel, Karyn
Saint James El.	Teacher	Schuppert, Keely
Smithtown El.	Parent	Kircher, Liz
Tackan El.	Administrator	Furey, Matthew
Accompsett M.S.	Support Staff	Heedles, Terry
Great Hollow M.S.	Teacher	Sillam, Ari
Nesaquake M.S.	Parent	White, Lisa
High School East Campus	Administrator	Pettis, Jason
High School West Campus	Support Staff	Gruber, Elena
Central Administration	Asst. Superintendent	Simmons, Kevin

The District Committee for 2023-2024:

Accompsett El.	Support Staff	Colucci, Lisa
Dogwood El.	Teacher	Panzarino, Alexandra
Mills Pond El.	Parent	Petrocelli, Nikki
Mount Pleasant El.	Administrator	Ierano, Joseph
Saint James El.	Support Staff	Kuper, Deana
Smithtown El.	Teacher	Solomon, Jennifer
Tackan El.	Parent	McCord, Nicole
Accompsett M.S.	Administrator	McNeil, Paul
Great Hollow M.S.	Support Staff	Hanft, Roberta
Nesaquake M.S.	Teacher	Peppe, Emma
High School East Campus	Parent	Catalanotto, Barbara
High School West Campus	Administrator	Freund, Annemarie
Central Administration	Asst. Superintendent	Simmons, Kevin

Smithtown Central School District
Smithtown, New York 11787

School Improvement Plan

- I. **The plan shall identify the educational issues subject to cooperative planning and shared decision making by school-based management teams, hereinafter referred to as the School Improvement Team.**

Building specific issues include, but are not necessarily limited to enhancing student performance, student management, parent and student workshops, social and emotional learning, maintenance, safety, security, routines, and procedures. In all decisions, the Committee will be bound by the Board of Education Policies and the District Standard Uniform Practices.

With respect to personnel, the School Improvement Team will articulate a process which describes genuine participation by School Improvement Team members and/or others in the interview process. The building and district administration will make the final personnel recommendations, based on candidates forwarded by the School Improvement Team, district policy, and legal hiring practices.

- II. **The plan shall describe the manner and extent of expected involvement of all parties.**

Each school building will have a School Improvement Team. Membership on each School Improvement Team will consist of one representative from each of the following groups: principal, teacher, support staff representative, and parent from the school attendance area. This core committee can be expanded to twelve (12) members, as determined by them. In addition, as needs arise, subject specific teachers and/or students may be invited to participate. When warranted by changing school populations (ex. in a year when schools are merging or adding a special program), every effort should be made to include representatives from the new group (ex. parents, teachers from the newly introduced group).

It is agreed that the constituents of the parent, teacher, and support groups will select their representative for the core building School Improvement Teams. Volunteers from each constituent group will be encouraged. For the administrative group, the representative will be the principal. Wherever possible, the members of the School Improvement Team will be associated with the specific school. Moreover, it is generally desirable, but not required, that each member be associated with only one group. Should a replacement be necessary, the group affected will provide a new representative. If the core team decides to expand its number, they will determine that number, but the respective groups will determine which people will be selected to fill the positions.

Membership on the teams will be for two years except for the beginning where half of the team will serve for three years to ensure continuity and training. The School Improvement Teams will meet regularly as determined by the building team.

The School Improvement Teams will establish the time of the meeting schedule. Before and after school, including evenings, should be considered to enable all members to attend. Meetings can occur during the summer.

One representative from each School Improvement Team will serve as a member of the District Shared Decision Making Committee. The duties associated with this committee are described in Part IV of this plan.

The School Improvement Team will cooperatively develop the agenda. Members of each stakeholder group may make suggestions for the agenda to any team representative. The agenda will be distributed to the School Improvement Team one week prior to the meeting.

III. The plan shall describe the means and standards to evaluate school improvement.

The School Improvement Team is responsible for developing a plan which is related to the desired outcomes that are the focus of the team's activities. Each School Improvement Team shall report to the District Committee on Shared Decision Making, as outlined in Part IV.

IV. The plan shall describe the means by which all parties will be held accountable for decisions in which they share.

A District Committee on Shared Decision Making shall be formed and comprise one representative from each building's School Improvement Team. Representatives are to serve two years on the District Committee. Within each team, the representatives will be selected according to the following rotation: Parent, Teacher, Administrator, and Support Staff. "Team choice" (selecting a rep from any category) will be reserved for buildings that are unable to fill their slot with a representative from the designated category.

The District Committee is charged with completing three tasks:

A. Providing a forum for information dissemination. The Committee shall provide an opportunity for each School Improvement Team to share information about its progress. The sharing may address the following:

- What: What are the outcomes the committee has focused on?
- Why: What is the rationale for selecting the outcomes?
- Obstacles: What difficulties have been encountered?
- Resources: What resources have been expended?
- How: What activities have been implemented?
- Who: Who was responsible for the activities?

When: When were the activities completed?
Summary: What is the evaluation relative to the outcomes?
What is the recommended next course of action?

B. Providing assistance. The District Committee may, as a result of its review of reports and discussion with specific School Improvement Teams, generate recommendations to the Superintendent for the provision of resources and/or assistance to teams. In these cases, the District Committee may also request more frequent reporting of results.

C. Providing input and feedback on District initiatives. For example, the committee may help develop or analyze community surveys, develop ideas for district parent workshops and other district-wide events, etc.

V. **The plan shall describe methods for resolving disputes.**

The School Improvement Teams will use the consensus method for making key decisions and arriving at recommended action plans. A consensus is reached when:

- A. All team members can acknowledge they have had an opportunity to voice their opinions on an issue.
- B. All members agree to support the decision reached even though it may not be 100% of their thinking.
- C. A decision has the agreement of the entire committee, not just those who strongly support it.
- D. Consensus does not require unanimity since members may still disagree with the final decision but can accept it and are willing to work toward its success.

Team consensus techniques will prove effective when:

- A. There is no clear answer.
- B. There is no single expert in the group.
- C. Commitment to the decision is essential.
- D. Sufficient time is available.

Consensus decisions can be facilitated by team members who:

- A. Press for reasons and data to support decisions.
- B. Discourage the use of other decision making tactics, e.g., voting and one-person

rule.

- C. Are willing to go along with the team's consensus even though they may disagree with it.

Whenever an issue cannot be reached by consensus, the issue should be tabled by a member of the team. Such unresolved issues may be reintroduced by any team member in the future whenever new or additional information/data may bring the issue to consensus.

VI. **The plan, when appropriate, can describe methods for complying with relevant Federal and State requirements for cooperative planning and shared decision making.**

When appropriate, the district will solicit the input of the Shared Decision Making Team to comply with federal and state requirements.

Discussion must remain within the limits allowable by law. Confidentiality must be maintained at all times, and at no time should a student's or parent's right to confidentiality be compromised.

Personnel Section Interview Guidelines

Recruiting/Hiring Procedures

Following are the procedures to be used by the Smithtown Central School District when recruiting, interviewing and hiring candidates. These procedures shall be revised, as needed, during the biennial SIT review process, approved by the signatories of the SSAA, STA, and PTA Council, and adopted by the Board of Education. Any of the signatories to this agreement may seek an earlier than scheduled revision by obtaining consensus from the other signatories and the Board of Education. None of these procedures shall diminish the authority of the Board of Education as established by New York Education Law and the applicable regulations of the Commissioner of Education.

Members of the interview committee should be reminded of the importance of their ability to be objective. Anyone who has personal knowledge of a candidate and feels they can not be objective about hiring the individual, should remove themselves from the interview committee.

The interview committee must keep their deliberations absolutely confidential. They should also address the question of how to handle inquiries from candidates relative to their status after the interview. The administrator in charge at each level of the committee should keep written notes about each candidate and serve as the spokesperson for the decisions of the committee. Unsuccessful candidates will be informed in writing upon the completion of the interview process.

Members of the interview committee must also understand that certain types of questions are not permitted. Interviewers cannot inquire into matters such as the applicant's age, marital status, religion, political affiliation, ethnicity or any item listed in Addendum II. They cannot make indirect inquiries about these matters. For example, asking the year of college graduation is not permissible, because that could be construed as an attempt to ascertain the applicant's age. The general rule is that the interview questions should be directly connected to the position for which the candidate is interviewing. Refer to Addendum II for detailed guidance in this area.

Consensus is always the goal at each interview level. If agreement cannot be achieved, however, then candidates with a majority of committee's support will be moved on to the next level interview with a single pro-con sheet listing the committee's reasons for support and concerns. This will be the practice for both internal and external candidates.

All participants in this process should understand that if a candidate is forwarded to the next level, then the candidate may be named to the position. If not one of the candidates is acceptable to the committee at Level 2, then it is back to Level 1 to begin

the process again. If the finalist is rejected at Level 3, then the committee at Level 2 must deliberate and decide if they wish to advance one of the other candidates. If not, then the process will begin again at Level 1. The basic operating principle is as follows: no candidate will be recommended for a position unless he or she has successfully completed all four steps, i.e. screening, first, second, and third level interviews.

Transfers

Transfers are a contractual and administrative procedure and are not a part of the SIT based hiring procedures. Transfer requests will be made prior to the start of the hiring process. An employee who wishes to be considered for a transfer should submit their request as soon as possible. Employees who are denied transfers will be notified by the Personnel Department.

Teachers

Change of Tenure Area

Teachers requesting a position in a new tenure area will do so in writing and be advised of their rights concerning the tenure laws by the Assistant Superintendent for Personnel Services. Once advised, the candidate will follow the same procedure as for a transfer.

Selection of New Teachers

The process for selecting new teachers should include four steps:

- **Initial Screening** – This is a paper screening and involves an administrative review of the applications of candidates for the position. The Principal, subject area Director/Chairperson, Director of Information and Technology, Director of Physical Education, Athletics, and Health, Director of Guidance, or the Administrator of Special Education will complete this screening. Personnel will provide technical assistance as needed and, when appropriate, forward candidates for review. Following the paper screening at the secondary level, if deemed necessary by the Director of the appropriate tenure area, an additional screening protocol to further discern the content and proficiency of the candidate can be conducted. The appropriate Site Based Team(s) will be informed of this additional screening protocol. Based on the screening, a number of candidates may be forwarded to the interview process. The number will vary according to the strength of the candidate field and the number of openings to be filled.
- **First Level Interviews** – At the elementary level, the School Improvement Teams should develop the structure for these interviews. Included in the structure is the composition of the interview committee, the development of selection criteria, interview questions, and rating procedures, and the charge to the committee. The

committee will include one member selected by the STA president. The School Improvement Team is advised to consult with the appropriate department for assistance in assembling the interview committee and developing its structure. The interview committee will forward a number of candidates to the second level interview; the specific number is determined by the charge to that committee.

At the secondary level, appropriate tenure area committees will be established by the secondary SITs. These committees will be comprised of representatives from all the secondary buildings and will provide greater efficiency in the hiring process. The committee will include one member selected by the STA president. The coordination of the interviewing process will be the responsibility of the Director.

When interviewing for positions that are split between elementary buildings, the building with the greater portion of the assignment should determine the interview committee. They are advised, however, that it makes sense to involve members from the other building in the first level interview. If the position is split 50/50, then the two principals will meet and develop a proposal as to how the interview committee will be comprised, which will then be presented to the respective School Improvement Teams.

- If the specific number cannot be reached, the Level 1 chair will confer with the superintendent regarding the number of quality candidates, after which point Level 1 may be charged with interviewing additional candidates.

Candidates should be asked to arrive early the day of the Level 1 interview to fill out an application form and complete a writing sample. Copies should be made for the committee's use during and after the interview. The originals should be sent to Personnel for all candidates being forwarded to Level 2.

- **Second Level Interviews** – The building principal and at least one other administrator will interview the candidates forwarded by the Level 1 committee. At the secondary level, the other administrator will be the subject area administrator.. For district-wide programs, the program administrator should be on the second level interview committee. Successful candidates should be forwarded to Level 3. The Level 2 chair will confer with the superintendent or the superintendent's designee regarding the number of quality candidates, after which point Level 1 may be charged with interviewing additional candidates. A completed record is required for the Level 3 interview, including the interview form (the blue sheet) and the reference check forms.
- **Third Level Interviews** – Central Office administrators, usually the Superintendent, the Assistant Superintendent for Instruction and Administration, and the Assistant Superintendent for Personnel, will conduct an interview of the candidate. The Superintendent may include additional staff members as part of the interview team at his/her discretion. If they approve, they will recommend to the Board of Education that the candidate be appointed to the position.

SSAA Administrators

Change of Tenure Area

Teachers or administrators currently working in the District and requesting a change in tenure area will be required to go through the same process as outside candidates, proceeding from Level 1 through Level 3 in the interview process. Consensus is always the goal at each interview level. If agreement cannot be achieved, however, then candidates with a majority of committee's support will be moved on to the next level interview with a single pro-con sheet listing the committee's reasons for support and concerns. This will be the practice for both internal and external candidates.

Selection of New SSAA Administrators

Initial Screening – Applicants must complete an on-line application prior to any other action being taken. The Assistant Superintendent for Personnel Services will then screen applicants for administrative positions, check their certification and good standing with the State Education Department. Candidates invited to a Level 1 interview shall be notified of the salary range for the position.

Qualified candidates will be sent to the appropriate interview team who will conduct Level 1 interviews. Committee membership and organization of the committee will be dependent upon the position to be filled. For example, if the vacant position is for a building principal, the Assistant Superintendent for Personnel will contact the SSAA President and request a building principal to chair the first level committee. If, however, the vacant position is for an assistant principal or director/chairperson, the appropriate building administrators will complete this step. The Assistant Superintendent will work with the appropriate administrators to establish the timeline for the process. The dates for the first and second level interview committees will be established and a tentative appointment to be interviewed by the Superintendent of Schools will be scheduled. Whenever possible, it is the expectation that this process will be completed within 15 business days.

- **First Level Interviews for Building Administrators** - The first level interview committee should be limited to members of the site-based SITs of the affected building(s). The committee will include one member selected by the STA president. The interview committee will forward a number of candidates to the Level 2 interview; the specific number will be determined by the charge to that committee. If the specific number cannot be reached, the Level 1 chair will confer with the superintendent regarding the number of quality candidates, after which point Level 1 may be charged with interviewing additional candidates.
- **First Level Interviews for Districtwide Administrators** - If the position being interviewed for is one that is responsible to several buildings (such as a director),

and has districtwide responsibilities, the committee shall include departmental representatives from each level as selected by the STA. Instructional Specialists and Lead Teachers will be given priority consideration for selection by the STA to participate in the committee. The SSAA will select a chair and an additional member for the committee. The interview committee will forward a number of candidates to the Level 2 interview; the specific number will be determined by the charge to that committee. If the specific number cannot be reached, the Level 1 chair will confer with the superintendent regarding the number of quality candidates, after which point Level 1 may be charged with interviewing additional candidates.

- **Second Level Interviews** – A larger committee of administrators, selected and chaired by the SSAA President or his/her designee, will conduct the second round interview. The composition of the committee will be dependent upon the position being interviewed for, but will include administrators from other buildings since the candidate will have to function as part of the larger, district administrative team. The interview committee will then forward successful candidates to the Level 3 interview along with the district interview form (the blue sheet). The Level 2 chair will confer with the superintendent regarding the number of quality candidates, after which point Level 1 may be charged with interviewing additional candidates.
- **Third Level Interviews** – Central Office administrators, usually the Superintendent, Assistant Superintendent for Instruction and Administration, and the Assistant Superintendent for Personnel, will conduct an interview of the candidate(s), and the successful candidate will be recommended to the Board of Education for appointment to the position after references have been checked. The Superintendent may include additional staff members as part of the interview team at his/her discretion.

A record of the screening and interview process must be maintained. The district interview form (the blue form) will document the person(s) who completed the screening, those who participated in the interviews, and which candidates were interviewed. A completed record is required for the Level 3 interview along with the reference check form.

Central Office Administrators

Change of Tenure Area

Teachers or administrators currently working in the district and requesting a change in tenure area will be required to go through the same process as outside candidates, proceeding from Level 1 through Level 3 in the interview process. Consensus is always the goal at each interview level. If agreement cannot be achieved, however, then candidates with a majority of committee's support will be moved on to the next level interview with a single pro-con sheet listing the committee's reasons for support and concerns. This will be the practice for both internal and external candidates.

Selection of New Central Office Administrators

- **Initial Screening** – Applicants must complete an on-line application prior to any other action being taken. The Superintendent of Schools will then screen applicants for administrative positions and invite several candidates in for a brief screening interview. Administrators who are in a direct line of authority over the position may be asked to attend these screening interviews. At this stage, the salary range will be discussed with the candidates and only individuals who are comfortable with the range will be forwarded to the next level.
- **First Level Interviews** – The Superintendent will send qualified candidates to a district interview team. Committee membership and organization of the committee will be dependent upon the position to be filled. Unit presidents and/or their designees will be asked to participate on this committee (not to exceed two representatives per unit). The interview committee will forward a number of candidates to the Level 2 interview. The specific number will be determined by the charge to that committee. If the specific number cannot be reached, the Level 1 chair will confer with the superintendent regarding the number of quality candidates, after which point Level 1 may be charged with interviewing additional candidates.
- **Second Level Interviews** – A committee of administrators, selected and chaired by the SSAA President or his/her designee, will conduct the second round of interviews. The interview committee will then forward successful candidates to the Level 3 interview along with the district interview form (the blue sheet) and the reference check forms. The Level 2 chair will confer with the superintendent regarding the number of quality candidates, after which point Level 1 may be charged with interviewing additional candidates.
- **Third Level Interviews** – The Superintendent and his/her cabinet will conduct an interview of the candidate(s). The Superintendent may include additional staff members as part of the interview team at his/her discretion. Final candidate(s) from the third level interview will be forwarded to the Board of Education. The Board and Superintendent will confer to determine a candidate of choice. The successful

candidate will be recommended to the Board of Education for appointment to the position.

Athletic Coaches

These are the procedures for hiring athletic coaches.

1. A general posting for the following school year goes out to all STA members and current non-STA coaches in regard to re-applying or applying for the first time each spring.

2. All applications are screened by the Athletic Director.

3. Selections of candidates for coaching positions are based on:

- Successful coach reapplying for the same position
- Coaching/playing experience
- STA members get first consideration
- Post season evaluation

4. When multiple STA candidates apply for the same position, the selection is generally based on:

- Playing/coaching experience
- Qualifications
- Building location
- Extenuating circumstances
- Post season evaluation

5. For the hiring of open lead varsity positions with more than one qualified STA member applicant, the Athletic Director will convene a committee comprised of the Athletic Director, a school administrator, and an STA member to interview and select the most qualified candidate.

SMITHTOWN CENTRAL SCHOOL DISTRICT INTERVIEWING INFORMATION



**TO ENSURE THAT A FAIR PRE-EMPLOYMENT PRACTICE IS FOLLOWED,
DO NOT ASK QUESTIONS OR COMMENT ON THE FOLLOWING:**

- AGE
- CITIZENSHIP
- MARITAL STATUS
- FAMILY
- DISABILITY
- HEIGHT/WEIGHT
- MILITARY
- WAGES/SALARY INFORMATION
- RELIGION
- GENDER
- SEXUAL ORIENTATION
- ORIGIN OF SURNAME
- NATIONAL ORIGIN
- MEDICAL HISTORY, FAMILY PLANNING, ETC.
- RELATIVES OTHER THAN THOSE THAT ARE ALREADY EMPLOYED BY THE SCHOOL DISTRICT
- HOME OWNERSHIP/RENTAL OF RESIDENCE
- NAMES/RELATIONSHIPS OF PEOPLE LIVING WITH APPLICANT
- MATTERS RELATED TO SEXUAL PREFERENCE/PRACTICES
- POLITICAL AFFILIATIONS OR BELIEFS
- MEMBERSHIPS IN ORGANIZATIONS THAT RELATE TO ANY OF THE ABOVE

THIS LIST IS A SAMPLE AND DOES NOT NECESSARILY CONTAIN ALL AREAS TO AVOID.

Administrative Hiring Process Pilot: 2023-2024-REVISED JANUARY 2024

Hiring Category	Position (s)	Current Process	Proposed Process
SSAA Administrators	Building Administrators	<p>Screening: Asst. Supt. for Personnel</p> <p>Level 1: Chaired by SSAA member. In addition to SIT members from the building that is hiring, the committee may include:</p> <ul style="list-style-type: none"> • One additional STA member 	<p>1. Resume Selection</p> <ol style="list-style-type: none"> a. Cabinet members review applicants and select the initial group of candidates to be seen at Level 1. b. The building principal will be included in this review for selection of an AP position in their building. c. Goal is to deliver 10-12 candidates to Level 1 <p>2. Confidential Level 1 Interview Committee comprised of:</p> <ol style="list-style-type: none"> a. Cabinet Member-Assistant Superintendent for Instruction and Administration. b. SSAA-2 (Must include a Department and Building Administrator) c. STA-5 from the building selected by STA (Must include SBMT member) d. SSEA-2 from the building e. ASPN-1 from building f. Parent-1 from building SBMT/SIT <ul style="list-style-type: none"> • Conduct initial interviews and evaluate via a rubric* • Goal is to deliver 4-6 candidates to Level 2 • Provide feedback on candidates <p>3. Confidential Level 2 Interview Committee</p> <ol style="list-style-type: none"> a. Assistant Superintendent for Personnel, SSAA- 5 reps and STA-2 reps b. Conduct interviews and evaluate via a rubric* c. Goal is to deliver 3-5 candidates to Level 3 d. Provides specific feedback on the candidates seen at Level 2 and reviews the rubric used in the selection of 3-5 candidates <p>4. Level 3 Cabinet interviews final 3-5 candidates, evaluates via a rubric* and discusses feedback from Level 1 and Level 2 committees and determines one candidate to be presented to the BOE.</p>
		<p>Level 2: Chaired by SSAA President or designee and other administrators, including those from other buildings</p>	
		<p>Level 3: Cabinet</p>	

***Rubrics** are to be collected prior to the discussion regarding candidate

HIRING PROCESS PLAN TO BE REVIEWED ANNUALLY AND EXTENDED IF MUTUALLY AGREED UPON BY ALL PARTIES.

Administrative Hiring Process Pilot: 2023-2024-REVISED JANUARY 2024

Hiring Category	Position (s)	Current Process	Proposed Process
SSAA Administrators	Districtwide Administrators	<p>Screening: Asst. Supt. for Personnel</p> <p>Level 1: Chaired by SSAA member. Other SIT members from the building that is hiring may include:</p> <ul style="list-style-type: none"> • SSAA member • STA member chosen by President (if position has responsibilities for different levels, STA will have a representative from each level) • Lead teachers or instructional specialist <p>Level 2: Chaired by SSAA President or designee and other administrators, including those from other buildings</p> <p>Level 3: Cabinet</p>	<p>1. Resume Selection</p> <ol style="list-style-type: none"> a. Cabinet members review applicants and select the initial group of candidates to be seen at Level 1. b. Goal is to deliver 10-12 candidates to Level 1 <p>2. Confidential Level 1 Interview Committee comprised of:</p> <ol style="list-style-type: none"> a. Cabinet Member-Asst. Superintendent for Curriculum and Assessment or Asst. Supt. for PPS (based on position). b. SSAA-2 (Must include Department and Building Administrators) c. STA-6 from the department (Must include 1 elementary content teacher & Instructional Specialists/Lead Teachers or designee). d. SSEA-2 with minimum 1 from the department e. PTA-1 PTA Council President or designee <ul style="list-style-type: none"> • Conduct initial interviews and evaluate via a rubric* • Goal is to deliver 4-6 candidates to Level 2 • Provide feedback on candidates <p>3. Confidential Level 2 Interview Committee</p> <ol style="list-style-type: none"> a. Assistant Superintendent for Personnel, SSAA- 6 reps and STA-2 reps b. Goal is to deliver 3-5 candidates to Level 3 c. Provides specific feedback on the candidates seen at Level 2 and reviews the rubric* used in the selection of 3-5 candidates <p>4. Level 3 Cabinet interviews final 3-5 candidates, evaluates via a rubric* and discusses feedback from Level 1 and Level 2 committees and determines one candidate to be presented to the BOE.</p>

***Rubrics are to be collected prior to the discussion regarding candidates**

HIRING PROCESS PLAN TO BE REVIEWED ANNUALLY AND EXTENDED IF MUTUALLY AGREED UPON BY ALL PARTIES.

Administrative Hiring Process Pilot: 2023-2024-REVISED JANUARY 2024

Hiring Category	Position (s)	Current Process	Proposed Process
Central Office Administrators	Asst. Supts	<p>Screening: Cabinet</p> <p>Level 1: Unit presidents and/or their designees (not to exceed two per unit)</p> <p>Level 2: Chaired by SSAA President or designee and other administrators</p> <p>Level 3: Cabinet</p>	<p>1. Resume Selection</p> <ul style="list-style-type: none"> a. Cabinet members review applicants and select the initial group of candidates to be seen at Level 1. b. Goal is to deliver 10-12 candidates to Level 1 <p>2. Confidential Level 1 Interview Committee comprised of:</p> <ul style="list-style-type: none"> a. Cabinet Member-1 b. Unit Presidents and/or designee-2 from each unit c. PTA-1 PTA Council President or designee <ul style="list-style-type: none"> ● Conduct initial interviews and evaluate via a rubric* ● Goal is to deliver 4-6 candidates to Level 2 ● Provide feedback on candidates <p>3. Confidential Level 2 Interview Committee</p> <ul style="list-style-type: none"> a. Asst. Supt. for Personnel (or other as determined by the Superintendent), SSAA and STA-3 from each unit b. Goal is to deliver 3-5 candidates to Level 3 c. Provides specific feedback on the candidates seen at Level 2 and reviews the rubric* used in the selection of 3-5 candidates <p>4. Level 3 Cabinet interviews final 3-5 candidates, evaluates via a rubric* and discusses feedback from Level 1 and Level 2 committees and determines one candidate to be presented to the BOE.</p>

***Rubrics are to be collected prior to the discussion regarding candidates**

HIRING PROCESS PLAN TO BE REVIEWED ANNUALLY AND EXTENDED IF MUTUALLY AGREED UPON BY ALL PARTIES.

ADDITIONAL INFORMATION RELATED TO THE HIRING PROCESS


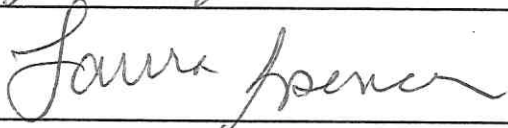

- Central Office cabinet members will act as the committee Chairperson at each level.
- [Rubrics](#) are to be collected by the Chairperson prior to the discussion regarding candidates.
- Interview committee participants must complete a confidentiality understanding [form](#).
- Level 1 building based administrative position committee will include teacher representative(s) from the Site Based Management Team (SBMT).
- Future revisions...
 - If utilized and deemed unacceptable to any party, the hiring procedures will revert back to the interview guidelines as outlined in Addendum I of the [District's 2021 School Improvement Team Plan](#).
 - The parties will return to the negotiating table to discuss necessary adjustments to the plan in a good faith effort to reach agreement on a revised process.

HIRING PROCESS PLAN TO BE REVIEWED ANNUALLY AND EXTENDED IF MUTUALLY AGREED UPON BY ALL PARTIES.

**Biennial Review of Shared Decision Making
CR 100.11**

Part 1. District/BOCES Information Sheet

School District/BOCES:	Smithtown Central School District
Address:	26 New York Avenue Unit 1 Smithtown, NY 11787
BEDS Code (12 Digits):	5808 0106 0000
Person Submitting Form: (Print or Type Name)	Kevin Simmons, Ed.D.
Title:	Assistant Superintendent for Instruction & Administration
Telephone:	631-382-2032
E-mail Address:	ksimmons@smithtown.k12.ny.us

Endorsements Received:	Signatures:
Administrators John Coady, President SSAA	
Teachers Laura Spencer, STA President	
School-Related Parent Organizations Michelle Abola, PTA President	

Part 2. Statement of Success: Required Components

Boards of education, in collaboration with district planning committees, are to submit a statement of success of the district plan in achieving its objectives. Section 2 provides an opportunity to collectively reflect on the required components of the plan.

For each of the six component areas shown below, check the box for the rating which most closely reflects the agreement of the board of education and the district committee regarding the overall level of implementation for that component of the plan by the Building Teams.

COMPONENT AREAS	A. Not Addressed or Not Implemented	B. Inconsistent Implementation and Success	C. Minimal Implementation and Success	D. Moderate Implementation and Success	E. Consistent Implementation and Success
Educational Issues Subject to Shared Decision Making					X
Involvement of All Parties					X
Means and Standards Used to Evaluate Improvement of Student Achievement				X	
Accountability for Decisions				X	
Dispute Resolution Process					X
Coordination of State and Federal Requirements for Parental Involvement					X

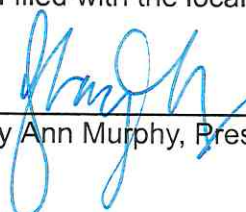
Part 3. Statement of Assurances

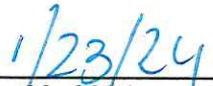
I, Stacy Ann Murphy, President of the Board of Education of Smithtown Central School District, do assure that the district's (or BOCES') plan for the participation of teachers and parents with administrators and school board members in school-based planning and shared decision January 23, 2024.

Electronic submission affirms that the board of education reviewed the district plan previously adopted and submitted to the Commissioner for approval. The amended plan was adopted at a public meeting, after consultations with and full participation by the district committee convened for the purpose of the biennial review as required by CR 100.1(b), (d), and (f), and after seeking the endorsement of the following representatives of the committee:

- the superintendent of schools (or BOCES district superintendent);
- administrators selected, where represented, by the administrators' collective bargaining organization;
- teachers selected by the teachers' collective bargaining organization; and,
- parents (not employed by the district or a collective bargaining organization representing teachers or administrators in the district [or BOCES] selected by a school-related parent organization(s) or, where no such organization(s) exists, by their peers under a process developed by the board of education.)

The amended plan incorporates all of the components listed in CR 100.11 (c). As required by CR 100.11 (f) the attached statement of success reflects the six required parts of the plan and the planning success indicators. The amended plan has been made available to the public, and has been filed with the local or BOCES District Superintendent.


Stacy Ann Murphy, President, Board of Education


January 23, 2024