

VESTAL CENTRAL SCHOOL DISTRICT

Reviewed by the Board of Education
on May 18, 2021

Plan for School-Based Planning and Shared Decision-Making



2021-2022

Vestal Central Schools

Board of Education

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Assistant Superintendent for Finance, Operations, and Personnel..... Clifford Kasson
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Director of Special Services..... Thomas Comerford III
Director of Special Education..... Rosalie Sullivan
Assistant Director of Special Education..... Amber Dennis

Principals

African Road Elementary School..... Meghan Stenta
Clayton Avenue Elementary School..... Bradley Bruce
Glenwood Elementary School..... Doreen McSain
Tioga Hills Elementary School..... Hayley Crimmins
Vestal Hills Elementary School..... Therese Mastro
Vestal Middle School..... Jane Hashey (Interim)
Vestal High School..... Dawn Young

Assistant Principals:

Vestal Middle School..... Ashley McKenna
Vestal Middle School..... Melissa Williams
Vestal High School..... Richard Dutko
Vestal High School..... Andrew Blaine

Dean of Students:

Vestal High School..... Andrea Miller

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2020-2021 District Planning Group

Superintendent of Schools

Jeffrey Ahearn

Board of Education Representative

Tony Turnbull

Assistant Superintendent for Instruction for Finance, Operations & Personnel

Clifford Kasson

Vestal Administrator's Association

Brad Bruce, Hayley Crimmins, Therese Mastro, Ashley McKenna,
Doreen McSain, Meghan Stenta, Dawn Young

Vestal Teachers Association

Melissa Bigney, Sarah Evans, Jodi Fendick, Stephanie Mitsakos, Chelsea Northrop,
Susan Nunes, Doneen Saar, Lucinda Steele, Cathy Willis

Association of Vestal School Paraprofessionals

Roxana Fitzgerald

Parent Representatives

Joy Klimachefsky, Lisa Milkovich

Mission Statement



The Vestal Central School District believes each student is unique and can learn. The District's mission is to provide instruction, programs, strategies and challenges in a caring, positive learning environment. Each student will become a critical thinker, a lifelong learner, and a responsible, contributing citizen in a changing global society. The Board of Education, staff, parents, students and community share a commitment to this mission.

District Goals

Challenge all Vestal students to meet ever-increasing standards of excellence in preparation for participation in the global society.

Support students' efforts to learn and grow by assuring all a positive educational environment.

Foster community pride in the Vestal schools by communicating openly and effectively about our students and the school program.

Invest fiscal resources responsibly and effectively to accomplish the District's mission.

International Baccalaureate: Mission Statement



The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

I. Involvement of Stakeholders in Building Planning Teams and the District Planning Group

This plan outlines strategic planning for continuous improvement that is unique to the Vestal Central School District. It provides a process that supports our district’s commitment to a dynamic model of decision making based on the district’s mission, shared values and established beliefs about authentic, enduring learning and teaching. As an International Baccalaureate district, the IB mission statement also influences the district’s aspirations and strategic planning.

Part 100.11 of the Commissioner’s Regulations was put into place in 1994. It requires all school districts to provide for the participation of parents and teachers in school-based planning and shared decision-making for the following purpose: “...to improve the educational performance of all students in the school, regardless of such factors as socioeconomic status, race, sex, language background, or disability.” In 2015, the Every Student Succeeds Act (ESSA) set the stage for local control and stronger family-community partnerships.

The current plan formalizes processes our district has in place for authentic shared decision making to ensure the participation of all stakeholders in the ongoing development of our district’s instructional model and vision.

Shared decision making has at its core the involvement of all stakeholders in the growth and development of the educational community. To this end, a successful shared decision making allows for multiple perspectives to be represented in a climate of mutual respect and appreciation, unified by the shared goal, the advancement of the district’s P-12 educational program and the academic achievement of all our students.

The District Planning Group (DPG) is important as a source of feedback and communication between the Building Planning Teams (BPTs), the Assistant Superintendent for Instruction and the Superintendent. Information shared by the BPT representatives is important to shaping district-level initiatives that are responsive and relevant. At the same time, the representatives have the responsibility to keep their building planning teams informed of the initiatives throughout the district. In this way, the District Planning Group allows for the flow of information among the district’s many stakeholders with the purpose of building capacity and collaboration.

The shared decision-making process in Vestal adheres to these guidelines through the activities of the BPTs, which meet approximately 2-4 times per year and the DPG, which meets at least once a year. The following lists outline the stakeholders who are essential to the shared decision-making process:

The District Planning Group (DPG) minimally consists of:

Parents	1-3
President/designee - Vestal Schools Paraprofessionals' Association	1
President/designee - Vestal Employees' Association	1
President/designee - Vestal Administrators' Association	1
President/designee - Vestal Teachers' Association	1
Teachers/Building Representatives	7
Superintendent/designee	1
Assistant Superintendent for Instruction	1
Board of Education Representative	1
Directors of Instruction	2

The composition of the seven site-based, BPTs is as follows:

The teams vary, but a suggested guideline for membership includes:

Parents	2
Teachers (Representative of departments and disciplines)	2-5
Administrator	1
Support Staff	1
Counselor	1
Students (where appropriate)	2

II. Areas of Focus for the Improvement of Educational Performance Through Shared Decision-Making at the Building Level

The purpose of school-based planning and shared decision-making is to improve the educational performance of all students regardless of such factors as socioeconomic status, race, sex, language background, or disability. The DPG is charged with developing and adopting a district plan for the participation by teachers and parents with administrators and school board members in school-based planning and shared-decision-making.

The following criteria can be used to evaluate the topics, issues, and initiatives to be addressed by the BPTs:

1. The improvement of instruction and student learning in the context of the following frameworks:
 - District's stated mission, vision, and goals
 - Instructional program goals
 - New York State learning standards
 - National learning standards
 - VCSD professional learning initiatives and priorities
 - Vestal Early Literacy Initiative (VELP)
2. The establishment of building level inquiry projects following the district-developed Action Inquiry Model (AIM):
 - Defining a focus
 - Developing a context and identifying an inquiry question
 - Collecting and analyzing data
 - Designing and implementing an action inquiry
3. The recognition that school climate and culture have a profound impact on student achievement and teacher efficacy. School climate can be defined as, "the quality and character of school life. It may be based on patterns of student, parent, and school personnel experiences within the school and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures" (*NYS Dignity for All Students Act: A resources and Promising Practices Guide*, p. 9).
4. The celebration, support, and integration of all stakeholders in the school and district's educational mission and program including but not limited to:
 - Family involvement
 - Community resources
 - Community, civic, and social organizations

III. Areas Not Subject to Shared Decision-Making

The following areas are not subject to shared decision making by the Building Planning Teams or District Planning Group:

- Legal or regulatory issues relating
- Health issues
- Safety issues
- Ethical issues
- Civil rights issues
- Labor-management issues covered by the negotiated agreements unless there is a sign-off by all parties.
- Financial issues requiring resources in excess of the amount approved by the Board of Education
- Issues affecting other schools

IV. Responsibilities and Roles of Participants in the Shared Decision-Making Process

A. The Extent of the Involvement of the District Planning Group

The District Planning Group provides an essential forum for the ongoing support of a P-12 instructional model that provides all students with a challenging, coherent, and affirming academic and social experience. To this end, the District Planning Group serves as the point of collaboration among the seven buildings and district stakeholders to accomplish the following:

- Facilitate, support and encourage the use of shared decision-making with stakeholders and site-based teams.
- Refine and strengthen a coherent P-12 vision for student success that integrates academic and social-emotional development.
- Meet regularly to assure that the following are the basis for curriculum and instructional planning:
 - The District's stated mission, vision, and priorities
 - Implementation of New York State Standards and related curriculum
 - VCSD professional learning initiatives
 - Vestal Early Literacy Initiative (VELP)
- Foster continuous feedback, communication, and sharing among all stakeholders.
- Deal with issues that are broader than individual building issues (e.g., a districtwide curriculum review model)
- Celebrate successes!

B. The Extent of Involvement of the Building Planning Teams

Building planning teams are essential to operationalizing the district priorities in a way that affirms and celebrates the unique characteristics and cultures of each school and the community it serves. To this end, Building Planning Teams act to:

- Implement the shared decision-making process through the use of consensus
- Develop an action inquiry model to pursue topics and themes related to the following:
 - District's stated mission, vision, and priorities
 - Implementation of New York State Standards and related curriculum
 - VCSD professional development initiatives
 - Vestal Early Literacy Initiative (VELP)

- Establish task force committees and procedures for those groups to reach their goals
- Create and facilitate a communication network with all their stakeholders
- Use current research and data to improve instruction and student achievement
- Celebrate accomplishments!

C. The Extent of Involvement of Individual Team Members

Individual participants in the Building Planning Team and District Planning Group serve an essential role in maintaining the focus and momentum of the P-12 program. They serve the committees through their commitment to:

- Attend regularly
- Participate in team deliberations and decisions
- Support team decisions
- Seek information actively from constituent groups and be well informed
- Communicate with stakeholders regarding issues and decisions
- Encourage and support stakeholders

V. District Priorities

A. Rationale

Beginning in 2013, the district's approach to strategic planning transitioned from using an action plan with five-year goals to the development of annual priorities. This transition occurred because of the intensification of state mandates related to curriculum, assessment, and accountability. Addressing these mandates necessitated a more dynamic and responsive model that was driven more by processes more than goals. To this end, the outcomes for all curriculum and professional initiatives should be the steady improvement of student academic achievement. In order to accomplish this, the district must attend to multiple sets of factors simultaneously:

- Student engagement: How are social, emotional and environmental factors impacting students' ability to access curriculum and instruction?
- Teacher experience with new and existing curriculum and instructional models: The amount of time a teacher and principal have becoming knowledgeable in curriculum must be considered for long-term planning. Professional learning takes years.
- "Age" of initiative: We know that coherence of curriculum and instruction requires multiple years for it to impact student performance; students must have prolonged exposure to a new initiative over multiple years.
- Professional and curriculum development: There needs to be ongoing and integrated support of teachers and principals over multiple years in order for initiatives to be learned, understood, and eventually, integrated within our district and school cultures.
- K-12, grade level, and course alignment: In order to ensure that curriculum is both coherent and integrated, the priorities allow for understanding how initiatives and activities contribute to a K-12 alignment.

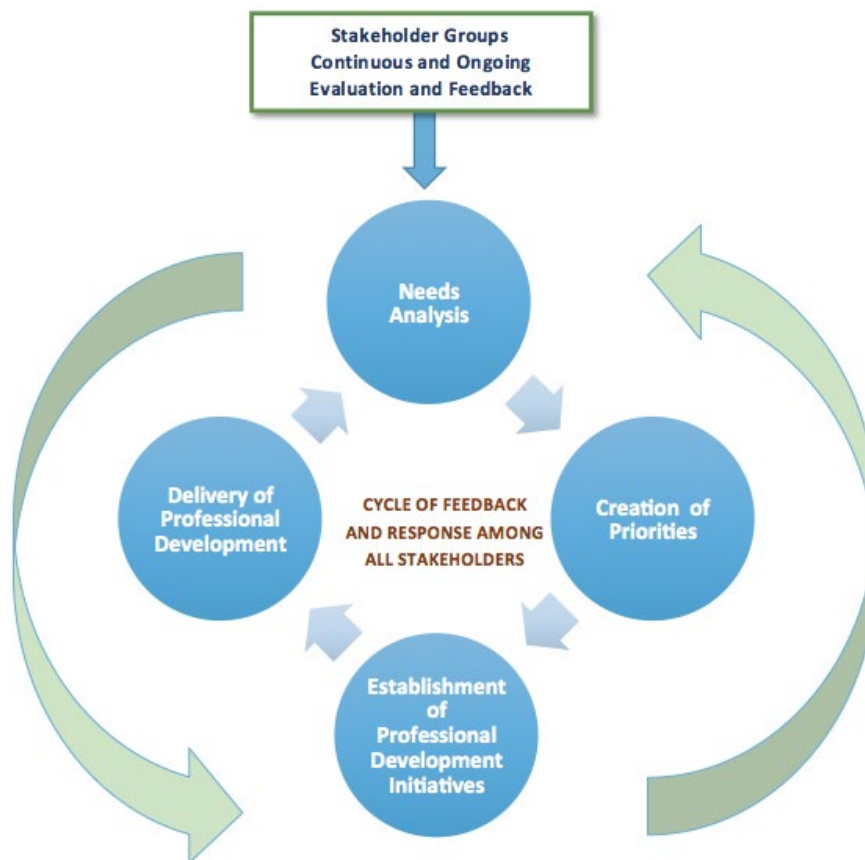
At the same time, our district and all districts must be flexible and adaptive in responding to state and federal mandates, changing policy requirements, and social and economic trends.

B. Development and Feedback

The District Priorities document began in 2013 as a list of all current initiatives. Each year, initiatives are either carried forward or removed from the list. In this way, we can monitor the progression of an initiative from year to year.

- The list is fairly comprehensive. This is to ensure that while we may not be actively focusing on an item, we do not lose sight of it in the broad long-range plan.
- The list is flexible and designed to guide short-term and long-range planning and related activity and events.

- The list promotes an integrated approach to curriculum development and professional learning.
- The list is a compilation by the professional development team of feedback from all district stakeholders and many different stakeholder groups:
 - Committees (e.g., Professional Learning Committee, Student Support Teams and Committee, Counseling Advisory)
 - Departments
 - Building Planning Teams and District Planning Group
 - Board of Education
 - Technology advisory committees
 - Building and district administration
- The list is responsive to feedback and data from multiple sources:
 - Discussions, surveys and evaluations conducted during workshops
 - Collaborative team planning summaries from early release day activities



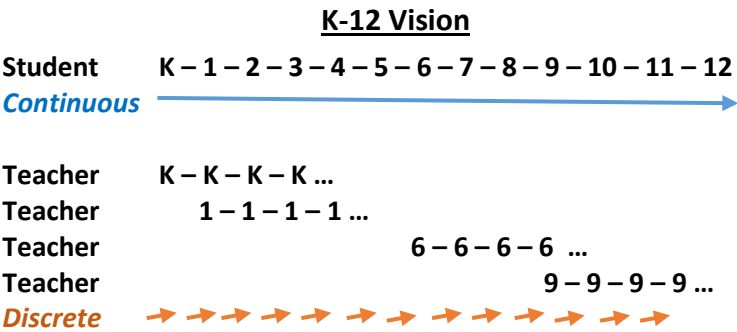
C. K-12 Vision

Moving forward, we need to grow and sustain strong connections between the district priorities, the district planning group and the building planning teams. The Vestal Central School District recognizes that each building is unique in its culture. What unites all buildings are the priorities and a commitment to a K-12 vision for student growth and development.

A powerful K-12 vision recognizes that there is a difference between a student’s experience of schooling and a teacher’s experience of school.

- Teachers have multiple years to work with a set curriculum. To this end, planning must consider the evolution of a teacher’s relationship to their content and methods.
- Students have one year or one semester, at which point they transition to another layer of curriculum. Often overlooked is the fact that both the curriculum itself and the way it is presented often changes for the student. Whether they are studying writing or math, each year students must adapt to different teaching methods, language, expectations, and models.

Our faculty must work together to coordinate curriculum and instruction in order to ensure that students have coherent experiences



This chart expresses the qualitative difference between a student’s experience of school over 13 years and a teacher’s experience. A teacher’s experience is “discrete.” They repeat a grade level. Because a student progress through the grades, they do not have repeated exposure to prior models/concepts/content. It is for this reason that vertical alignment is important.

VI. Vestal Central School District’s Action Inquiry Model

In order to establish stronger connections between (1) the building planning team, (2) the district planning group, and (3) the district’s annual process of establishing short and long-term priorities for curriculum, instruction, and professional learning, and youth development, our district will adopt an approach to building level planning based on an action research model which we will call the *Action Inquiry Model*.

The action inquiry model is adapted from action research models articulated by Richard Sagor in *Guiding School Improvement with Action Research*¹ and Eileen Ferrance in *Action Research*². The action inquiry model is designed to support the transition of building planning teams to a structure of planning and acting aligned to the district priorities. This proposed action inquiry model should be refined after two cycles of implementation to ensure it is responsive at the building and district level.

- The action inquiry model differs from Sager and Ferrance’s approach in following ways:
- It is focus-driven rather than problem driven. This reflects a strength-based, asset-driven approach.
 - The inquiry cycle is expressed through four (rather than six) stages in order to provide a more flexible structure and a context for integrating data analysis.

¹ Sagor, R. (2000). *Guiding School Improvement with Action Research*.
² Ferrance, E. (2000). *Action Research*. https://www.brown.edu/academics/education-alliance/sites/brown.edu/academics/education-alliance/files/publications/act_research.pdf

- It is driven by culture and experience. The role of data is to inform practice in the focus area(s). This reflects a different approach to education decision-making that relies on professional judgment that is context dependent.

Biesta (2007) says:

“Evidence-based [data-driven] practice provides a framework for understanding the role of research in educational practice that not only restricts the scope of decision making to questions about effectivity and effectiveness but also restricts the opportunities of participation in educational decision making... The means we use in education are not neutral with respect to the ends we wish to achieve... Education is at heart a moral practice more than a technological enterprise.”³

Importantly, the action inquiry model is not “driven” by data, but *informed* it. What this means is that the framing of the focus and the inquiry question may be drawn from experiential and professional judgements that may not yet be expressed through quantitative data. Data collection may actually be the focus of an inquiry for a building team that needs to know and understand more. To this end, the action inquiry model encourages the use of varied forms of data throughout the process, but allows the building planning teams to make determinations about its role.

A. Part 1: Define a Focus

Each school is unique deriving its identity from a culture shaped by its teachers, staff, families, students, community, history, and building principal. What unifies our seven buildings are shared values framed by:

- Our district vision and mission
- The Vestal Board of Education and community
- Long standing history, traditions, and commitment to excellence
- Annual priorities, initiatives, and foci that bring district practices into alignment with federal and State mandates
- Feedback from all district stakeholders expressed through building and district level committees, organizations, and workshops.

The selection of an annual focus requires the team to:

- a. Evaluate their prior actions (or action inquiry) by comparing anticipated and actual outcomes based on feedback and relevant qualitative and quantitative data.
- b. Review the district priorities;
- c. Relate prior actions and annual district priorities to themes, interests, and concerns of relevance at the building level.

While a single outcome may be attached to this focus, attention must be given to the process and to the realization that a specific action inquiry may yield multiple results. To this end, in selecting a focus, a team is encouraged to identify multiple potential outcomes as well as the intentional outcome.

B. Part 2: Develop a Context and Identify an Inquiry Question

Sagor refers to stage as “clarifying theories.” There are several steps to this process:

- a. In our field, we bring many implicit assumptions and beliefs to the decisions we make. These are not arbitrary, but based on years of personal, professional, and collective experience. Once

³ Biesta, G. (2007). Why “what works” won’t work: Evidence based practice and the democratic deficit in educational research.” *Educational Theory* 57 (1). P.6 <http://onlinelibrary.wiley.com/doi/10.1111/edth.12141/abstract>

a focus has been selected, the team should generate and document (through charts, brainstorming) their local “knowledge” and understanding around this focus.

- b. The next step is to use this document to (1) develop a clarifying question to guide the inquiry, and (2) identify areas the team should research or study more in order to corroborate the assumptions or beliefs framing the inquiry.

C. Part 3: Collect and Analyze Data

In Vestal’s action inquiry model, there is underlying respect for the experience, observations, and implicit understandings that educators and stakeholders rely on daily for making professional decisions. The district model of data-informed practice underscores that data should inform decisions and practices, rather than “drive” them. To this end, the building planning team considers what data currently exists to support their assumptions and beliefs, and what data should and/or could be gathered to challenge, test, or further affirm such assumptions and beliefs.

- What stories could be told with the data?
- Are there parts of the story that are missing?
- Is it the story we want to hear?

We define data broadly to include multiple sources that are quantitative and qualitative, and range in scale from global to individual assessments:

Examples of Various Types of Data

Level	Qualitative	Quantitative	Mixed
District	<p>Student work: writing, portfolios, projects.</p> <p>Surveys (formal and informal), logs, interviews, focus groups</p> <p>Anecdotal observations and documentation</p>	<p>STAR Assessments</p> <p>3-8 NYS Assessments</p> <p>Regents Exams</p> <p>IB/AP/PLTW Assessments</p>	<p>Teacher developed assignments, assessments.</p> <p>Benchmark, department assessments.</p>

D. Part 4: Design and Implement an Action Inquiry

Once the team has outlined its area of focus, placed it in the context of district priorities and school culture, and related it to various sources of data, it is time to frame an action (i.e., one or more initiatives that the team feels will address the focus, strengthen student learning and engagement, and advance the school community’s capacity for growth). To this end, the building planning team will develop a broad plan that will guide the team and school community in pursuing its inquiry for the coming year. This plan will include the following:

- a. Area of focus
- b. Rationale for selecting area of focus
- c. What the data tells us
- d. Action steps
- e. Anticipated outcomes
- f. Assessment of inquiry (Ongoing gathering of information on the impact of the action steps)

Vestal Action Inquiry Cycle

1. Define a Focus

- a. Evaluate prior actions by comparing anticipated and actual outcomes based on qualitative and quantitative data and feedback.
- b. Review the district priorities
- c. Relate prior actions and annual district priorities to themes, interests, and concerns of relevance at the building level.

4. Design and Implement an Action Inquiry

- a. Area of focus
- b. Rationale for selecting area of focus
- c. What the data tells us
- d. Action steps
- e. Anticipated outcomes
- f. Assessment of inquiry

2. Develop a Context and Identifying an Inquiry Question

- a. Team generates and documents (through charts, brainstorming) their local “knowledge” and understanding around this focus
- b. Team develops a clarifying question to guide the focus inquiry
- c. Team develops supporting questions that identify areas requiring research or to corroborate the assumptions or beliefs framing the focus inquiry.

3. Collect and Analyze Data

- What stories can we tell with the data?
- Are there parts of the story missing?
- Is it the story we want to hear?

VII. Annual Timeline for Action Inquiry Initiatives

Summer (July/August)

- District-Wide Building Planning Team “Convention”
 - Review of district and state priorities
 - Establish plans for the coming year:
 - BPT reviews of prior year’s AIM Plan is reviewed and outcomes summarized.
 - Draft of current year’s AIM Project Plan is started and a course of action is established by the Building Planning Team. *Draft* of AIM Project Plan is provided to Assistant Superintendent for Instruction prior to start of school year. Assistant Superintendent for Instruction and Directors meet with principal to discuss plan and its support.

September-October

- BPT presents draft AIM Project Plan to faculty for discussion and feedback.
- BPT meets to review feedback and pursue initiatives.
- District Planning Group meets for sharing of AIM Project Plans (Afterschool session)

January

- BPT meets to review AIM Project and prepare summary for District Planning Group full day session.

February

- District Planning Group annual meeting

March

- BPT meets to monitor and manage AIM Project

May-June

- BPT meets to monitor, manage and evaluate AIM Project and generate summary of impact. BPT plans summer meeting session.

**Vestal Central School District
Building Planning Team**

Action Inquiry Project Planning Template

School:

School Year:

Defining a Focus What is the inquiry project about and why is it important?
<p><i>“What?”</i> Describe what it is the BPT wants to do. This will be called the <i>“inquiry project.”</i></p>
<p><i>“Why?”</i> Explain the background and rationale that influenced the Building Planning Team to pursue this inquiry project.</p>
<p><i>“How”</i> Describe how this “inquiry project” is related to past initiatives, the district’s priorities, or current events or initiatives in the building.</p>
<p><i>“What Else?”</i> Explain how this area of focus is addressing on correcting an area of deficit, weakness, or concern in the academic or social programing at the district or building level.)</p>

Design How will the inquiry project work?
Explain what the inquiry project is in detail, listing steps and timeline:
What do you want to happen as a result of the inquiry project?
How will you determine the outcome of the inquiry project?

Context What values, beliefs, information and research influence the team’s selection of this inquiry project?
What <i>values</i> about social-emotional and academic development frame this inquiry project?
What <i>beliefs</i> about social-emotional and academic development frame this inquiry project?
What <i>information</i> influenced the team’s decision to pursue this inquiry project?
What <i>research</i> influenced the team’s decision to pursue this inquiry project?
What <i>data</i> (quantitative or qualitative) influenced the team’s decision to pursue this inquiry project?

“Data”
<p>There are two types of data:</p> <ul style="list-style-type: none"> ● Quantitative data uses numerical measures or values to describe how much, how many, or how often. It may include surveys, test results. ● Qualitative data that is collected through observations and identifies themes, beliefs, or patterns of behavior. Typically, it is expressed through written and spoken language. Such data may include student work, interviews, surveys, focus group feedback.
What types of data can be used or generated to describe the impact of the inquiry project?

VIII. The Process by which Disputes About Educational Issues Will Be Resolved

The Vestal Central School District is committed to the process of consensus as a means to resolve disputes and differences related to decisions.

If a team is unable to arrive at consensus, it may elect to use any of the following:

- Consult other teams
- Consider bringing in an outside consultant, facilitator or fact finder
- Assign a subcommittee to study the issues
- Set aside issue or postpone deciding, revisiting it at a later time
- Return to stakeholders to check if their ideas are being represented

If a team cannot achieve consensus at the building level, then the District Planning Group may provide a mediation team or facilitator to resolve the dispute or difference.

If consensus is still not achieved, the Building Planning Team (BPT) will present its decision process to the District Planning Group who will agree by consensus to a resolution.

In all cases, no decision may be made that is contrary to school policy, state and federal law, or negotiated contracts.

Appendix A : Employee Associations

Vestal Administrators' Association: Administrative and Supervisory Unit, represented by the Vestal Administrators' Association, which shall include:

- a. Building Principals
- b. Assistant Secondary Principals
- c. Director of Physical Education and Athletics
- d. Director of Support Services
- e. Director/Assistant Director of Special Education
- f. Coordinators
- g. Psychologists
- h. Supervisor of Transportation
- i. Supervisor (Director) Facilities and Operations

Vestal Employees' Association: Operations and Service Unit, represented by the Vestal Employees' Association, which shall include:

- | | |
|---|--|
| <ol style="list-style-type: none">1. Office Personnel<ol style="list-style-type: none">a. Payroll Clerksb. Senior Account Clerksc. Account Clerksd. Stenographerse. Senior Typistsf. Typists2. Receiving Personnel<ol style="list-style-type: none">a. Senior Stores Clerksb. Stores Clerks3. School Lunch Personnel<ol style="list-style-type: none">a. Cook Managersb. Cooksc. Food Service Helpers | <ol style="list-style-type: none">4. Building and Grounds<ol style="list-style-type: none">a. Building Maintenance Workersb. Groundskeepersc. Matronsd. Cleanerse. Custodiansf. Head Custodiansg. Duplicating Machine Operators5. Transportation<ol style="list-style-type: none">a. Bus Driversb. Bus Driver Substitutesc. Head Mechanicsd. Mechanicse. Bus Monitors |
|---|--|

Vestal Paraprofessionals' Association: Paraprofessional Unit, represented by the Association of Vestal Schools Paraprofessionals, which shall include teacher aides and monitors.

Vestal Teachers' Association: Teaching Unit, represented by the Vestal Teachers' Association, which shall include teaching personnel, both full and part-time:

- a. Classroom Teachers
- b. School Counselors
- c. School Nurse Teachers
- d. Librarians
- e. Special Subject Teachers
- f. Special Education Teachers
- g. Permanent Substitutes
- h. Teaching Assistants

Appendix B: Commissioner's Regulation 100.11 (Participation of parents and teachers in school-based planning and shared decision-making)

100.11 Participation of parents and teachers in school-based planning and shared decision-making.

- a. Purpose. The purpose of school-based planning and shared decision making shall be to improve the educational performance of all students in the school, regardless of such factors as socioeconomic status, race, sex, language background, or disability.
- b. By February 1, 1994, each public school district board of education and each board of cooperative educational services (BOCES) shall develop and adopt a district plan for the participation by teachers and parents with administrators and school board members in school-based planning and shared decision-making. Such district plan shall be developed in collaboration with a committee composed of the superintendent of schools, administrators selected by the district's administrative bargaining organization(s), teachers selected by the teachers' collective bargaining organization(s), and parents (not employed by the district or a collective bargaining organization representing teachers or administrators in the district) selected by school-related parent organizations, provided that those portions of the district plan that provide for participation of teachers or administrators in school-based planning and shared decision-making may be developed through collective negotiations between the board of education or BOCES and local collective bargaining organizations representing administrators and teachers. In the City School District of the City of New York, the superintendent of each community school district, of each district that reports directly to the chancellor and of each high school superintendency shall develop such district plan in collaboration with a committee composed of administrators selected by the district's administrative bargaining organization(s), teachers selected by the teachers' collective bargaining organization(s), and parents (not employed by the district or a collective bargaining organization representing teachers or administrators in the district) selected by school-related parent organizations. Members of community school boards may be members of such committees. For the purpose of this subdivision, school-related parent organization means a nonprofit organization of parents of children attending the schools of the school district whose purposes include the promotion of parental involvement in public education and that is chartered or incorporated under the laws of New York, or is affiliated with a statewide or regional parent organization that is so chartered or incorporated or is an unincorporated association authorized to do business under an assumed name in New York. In districts in which teachers or administrators are not represented by a collective bargaining organization or there are no school-related parent organizations, teachers, administrators and/or parents shall be selected by their peers in the manner prescribed by the board of education or BOCES to participate in the development of such district plan. In the City School District of the City of New York, the superintendent of each community school district, of each district that reports directly to the chancellor and of each high school superintendency shall develop a plan in the manner prescribed by this subdivision, and each such plan shall be incorporated into a plan by the central board of education, which plan shall comply with this section.
- c. The plan for participation in school-based planning and shared decision-making shall specify:
 1. the educational issues which will be subject to cooperative planning and shared decision-making at the building level by teachers, parents, administrators, and, at the discretion of the board of education or BOCES, other parties such as students, school district support staff, and community members;
 2. the manner and extent of the expected involvement of all parties;
 3. the means and standards by which all parties shall evaluate improvement in student achievement;

4. the means by which all parties will be held accountable for the decisions which they share in making;
5. the process whereby disputes presented by the participating parties about the educational issues being decided upon will be resolved at the local level; and
6. the manner in which all State and Federal requirements for the involvement of parents in planning and decision-making will be coordinated with and met by the overall plan.

d.

1. The district's plan shall be adopted by the board of education or BOCES at a public meeting after consultation with and full participation by the designated representatives of the administrators, teachers, and parents, and after seeking endorsement of the plan by such designated representatives. In the city school district of the City of New York, each plan shall be approved by the superintendent pursuant to subdivision (b) of this section after consultation with and full participation by the designated representatives of the administrators, teachers and parents, and after consultation with the members of the board of education of the community school district, and after seeking endorsement of the plan by such designated representatives. The plan shall be made available to the public. Each board of education or BOCES shall file such plan with the district superintendent or, in the case of city school districts having a population of 125,000 inhabitants or more or a BOCES, with the commissioner within 30 days of adoption.
2. Each board of education or BOCES shall submit its district plan to the commissioner for approval within 30 days of adoption of the plan. The commissioner shall approve such district plan upon a finding that it complies with the requirements of this section and makes provision for effective participation of parents, teachers, and administrators in school-based planning and decision-making.

e.

1. In the event that the board of education or BOCES fails to provide for consultation with, and full participation of, all parties in the development of the plan as required by subdivisions (b) and (d) of this section, the aggrieved party or parties may commence an appeal to the commissioner pursuant to section 310 of the Education Law. Such an appeal may be instituted prior to final adoption of the district plan and shall be instituted no later than 30 days after final adoption of the district plan by the board of education or BOCES.
 2. Any aggrieved party who participated in the development of the district plan may also appeal to the commissioner pursuant to section 310 of the Education Law from action of the board of education or BOCES in adopting, amending, or recertifying the plan. The grounds for such an appeal may include, but shall not be limited to, noncompliance with any requirement of subdivision (c) of this section and failure to provide within the district plan for meaningful participation in school-based planning and shared decision-making within the intent of this section.
- f. The district's "Plan for the Participation by Teachers and Parents in School-Based Planning and Shared Decision-making" shall be reviewed biennially by the board of education or BOCES in accordance with subdivision (b) of this section. Any amendment or recertification of a plan shall be developed and adopted in the manner prescribed by subdivision (b) and paragraphs (d) (1) and (2) of this section. The amended plan or a recertification of the previous plan, together with a statement of the plan's success in achieving its objectives, shall be filed with the district superintendent where applicable, and submitted to the commissioner for approval no later than February 1st of each year in which such biennial review takes place, commencing with February 1, 1996, except that in the City School District of the city of New York, the central board of education shall submit any biennial review required during the 1999-2000 school year by September 1, 2000.

- g. Notwithstanding the provisions of subdivisions (b) through (f) of this section, where a district has implemented a plan for participation in school-based planning and shared decision-making as of February 1, 1994 through its excellence and accountability pilot district program, such district shall not be required to develop a new district plan pursuant to this section.
- h. A school district or BOCES which has developed or implemented a plan for participation of teachers and/or administrators in school-based decision-making as the result of a collective bargaining agreement between the board of education or BOCES and local collective bargaining organizations representing teachers and/or administrators shall incorporate such negotiated plan as a part of the district plan required by this section. The board of education or BOCES shall develop the remainder of the district plan, including the portion relating to parental involvement, in the manner prescribed by subdivision (b) of this section.