

Reviewed by the Board of Education  
on August 12, 2014

# VESTAL CENTRAL SCHOOL DISTRICT

## Plan for School-Based Planning and Shared Decision-Making



2014-2016

Review Committee Members — April 2014

Mark LaRoach, Superintendent of Schools  
Laura Lamash, EdD, Director of Instruction  
Dodie Ainslie, Coordinator of Instruction  
Patrick Clarke, Coordinator of Instruction

**Vestal Central Schools**

**Board of Education**

Michon Stuart, President  
Jerry Etingoff, Vice President  
Linda Daino  
David Hanson  
Joan Miller  
Kim Myers  
Mario Nunes  
Sylvia Place  
Anthony Turnbull

**Administration**

Superintendent of Schools ..... Mark LaRoach  
Director of Instruction ..... Laura Lamash, EdD  
School Business Administrator ..... Jeffrey Ahearn  
Director of Special Services ..... Annamary Zappia  
Director of Special Education ..... Anne D. Tristan  
Director of Physical Education/Athletics ..... Michael Rotondi  
District Clerks ..... Kay E. Ellis/Kathleen Loveland

Principals

African Road Elementary School      Grades K-5 ..... Tim McMullin (Interim)  
Clayton Avenue Elementary School      Grades K-5 ..... Bradley J. Bruce  
Glenwood Elementary School      Grades K-5 ..... Doreen J. McSain  
Tioga Hills Elementary School      Grades K-5 ..... Jane M. Hashey  
Vestal Hills Elementary School      Grades K-5 ..... Therese A. Mastro  
Vestal Middle School      Grades 6-8 ..... Ann Marie Loose  
Vestal High School      Grades 9-12 ..... Catherine C. Hepler

Assistant Principals:

Vestal Middle School ..... Donna P. Halbert  
Vestal Middle School/Vestal High School ..... Merry C. Jones  
Vestal High School ..... Deborah S. Caddick  
Vestal High School ..... Clifford R. Kasson  
Vestal High School ..... Michael J. Rotondi

Coordinators:

Coordinator of Instruction ..... Dodie J. Ainslie  
Coordinator of Instruction ..... Patrick J. Clarke

**District Planning Group - 2013-14**

Superintendent of Schools..... Mark LaRoach  
Director of Instruction .....Laura Lamash, EdD  
Board of Education representative ..... Glenna Pitarresi  
Board of Education representative (alternate) ..... Jerry Etingoff  
African Road Building Planning Team representatives ..... Melissa Bigney and Ruth Fitzgerald  
Clayton Avenue Building Planning Team representative ..... Jodi Fendick  
Glenwood Building Planning Team representative ..... Lisa Schriver  
Tioga Hills Building Planning Team representative ..... Jane Hashey  
Vestal Hills Building Planning Team representative ..... Patricia Giovannone  
Vestal Middle School Building Planning Team representative ..... Donna Halbert  
Vestal Senior High Building Planning Team representative ..... Lisa Kelly  
Association of Vestal School Paraprofessionals..... \_\_\_\_\_  
Vestal Administrators Association representative..... Donna Halbert  
Vestal Employees Association representative ..... \_\_\_\_\_  
Vestal Teachers Association representative ..... Jodi Fendick  
Parent – Vestal District Council..... \_\_\_\_\_  
Vestal High School student representatives..... Payton Gennett and Matthew Heichemer  
alternate..... Maria Roma

**Ex-Officio**

School Business Administrator..... Jeffrey Ahearn  
Director of Special Services..... Annamary Zappia  
Communications Coordinator ..... Regina Felice

## Table of Contents

Areas of Focus for the Improvement of Educational Performance Through Shared Decision-Making at the Building Level.....	1
Areas Not Subject to Shared Decision-Making .....	2
Involvement of Stakeholders in Building Planning Teams.....	3
and the District Planning Group .....	3
Areas of Focus for the Improvement of Educational Performance Through Shared Decision-Making at the Building Level.....	4
Areas Not Subject to Shared Decision-Making .....	5
The Extent of the Involvement of the District Planning Group .....	5
The Extent of Involvement of the Building Planning Teams.....	5
The Extent of Involvement of Individual Team Members .....	6
The Means and Standards by Which Parties Will Evaluate Improvement in Student Achievement .....	7
The Means by which All Parties Will Be Held Accountable for the Decisions .....	8
The Process by which Disputes About Educational Issues Will Be Resolved.....	8
Criteria For Issues To Be Addressed.....	9
By the District Planning Group.....	9
Appendix A: Glossary of Terms .....	10
Appendix B : Employee Associations .....	12
Vestal Administrators’ Association .....	12
Vestal Employees’ Association.....	12
Vestal Teachers’ Association.....	12
Appendix C: Commissioner’s Regulation 100.11 (Participation of parents and teachers in school-based planning and shared decisionmaking) .....	13

## 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.

## **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 Building Planning Teams (BPT) and the building level shared decision making teams. The District Planning Group (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-decisionmaking. (100.11)

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

1. The improvement of instruction and student learning in the context of the following frameworks:
  - District's stated mission, vision, and priorities
  - Common Core Curriculum
  - Instructional program priorities
  - New York State learning standards
  - VCSD professional development initiatives
  - Vestal Early Literacy Initiative (VELP)
2. The establishment of outcomes, priorities, or effects that are:
  - Meaningful and achievable
  - Occurring within a set time frame (school year, marking period)
  - Communicated to all stakeholders
  - Based on data (assessments, attendance, discipline, participation rates, etc. ) to the extent possible
  - Monitored and documented through the collection of student/parent/teacher feedback, surveys, data, etc.
3. The recognition that school climate and culture has 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, priorities, 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

### **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:

- issues relating to law, rule or regulation
- health issues
- safety issues
- ethical issues
- civil rights issues
- issues covered by the negotiated agreements unless there is a sign-off by all parties such as length of school day, salary or compensation policies, or personnel matters
- issues requiring financial resources in excess of the amount approved by the Board of Education
- issues affecting other buildings

**Involvement of Stakeholders in Building Planning Teams  
and the District Planning Group**

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 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 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 and the Director of Instruction. 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 of keeping 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 districts’ many stakeholders with the purpose of building capacity and collaboration.

The following lists outline the stakeholders who are essential to the shared decision-making process:

The District Planning Group (DPG), consists of:

Students.....	2
Parents .....	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
Director of Instruction.....	1
Board of Education Representative .....	1
Ad Hoc .....	1
Ex-officio .....	4

The composition of the seven (7) site-based, shared decision-making groups called Building Planning Teams (BPT) is as follows:

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

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

## **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 Building Planning Teams (BPT) and the building level shared decision making teams. The District Planning Group (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-decisionmaking. (100.11)

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

1. The improvement of instruction and student learning in the context of the following frameworks:
  - District's stated mission, vision, and goals
  - Common Core Curriculum
  - Instructional program goals
  - New York State learning standards
  - VCSD professional development initiatives
  - Vestal Early Literacy Initiative (VELP)
2. The establishment of outcomes, goals, or effects that are:
  - Meaningful and achievable
  - Occurring within a set time frame (school year, marking period)
  - Communicated to all stakeholders
  - Based on data (assessments, attendance, discipline, participation rates, etc. ) to the extent possible
  - Monitored and documented through the collection of student/parent/teacher feedback, surveys, data, etc.
3. The recognition that school climate and culture has 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

## **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:

- issues relating to law, rule or regulation
- health issues
- safety issues
- ethical issues
- civil rights issues
- issues covered by the negotiated agreements unless there is a sign-off by all parties such as length of school day, salary or compensation policies, or personnel matters
- issues requiring financial resources in excess of the amount approved by the Board of Education
- issues affecting other buildings

### **The Extent of the Involvement of the District Planning Group**

- Facilitate, support and encourage the use of shared decision-making with stakeholders and site-based teams
- Meet regularly to assure that the following are the basis for curriculum and instructional planning:
  - District's stated mission, vision, and priorities
  - Implementation of Common Core Learning Standards and related curriculum
  - Instructional program priorities
  - VCSD professional development initiatives
  - Vestal Early Literacy Initiative (VELP)
- Foster continuous and timely communication among all stakeholders
- Respect other stakeholders
- Implement training for members of the District Planning Teams and Building Planning Teams
- Deal with issues that are broader than individual building issues (example: a District-wide Curriculum Review Model)
- Celebrate Successes!

### **The Extent of Involvement of the Building Planning Teams**

- Implement the shared decision-making process through the use of consensus
- Develop, implement, evaluate, and revise short and long range plans to pursue the following:
  - District's stated mission, vision, and priorities
  - Implementation of Common Core Learning Standards and related curriculum
  - Instructional program priorities
  - 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!

## **The Extent of Involvement of Individual Team Members**

(District Planning Group and Building Planning Teams)

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

## **The Means and Standards by Which Parties Will Evaluate Improvement in Student Achievement**

Annually, Building Planning Teams will establish outcomes to inform initiatives. These outcomes can be extension of prior year initiatives or new ones based on the evaluation that results through the methods outlined below.

Once these outcomes are established, they will be shared with all stakeholders; this includes faculty and staff, parents, and students (in a developmentally appropriate manner).

The purpose of evaluation is to promote a climate of ongoing improvement and growth at both the committee and school levels. Successful evaluations gather the information and feedback necessary to achieve the following:

- Identify success
- Refocus practices and priorities to address areas of need
- Chart future initiatives and outcomes to support short and long range planning.
- Validate the voices and perspectives of all stakeholders.

Evaluation of the BPT's impact can be achieved through multiple measures and sources:

- Qualitative assessments such as: portfolios, demonstrations, exhibits, completed projects
- College entrance/college completion statistics
- Community input
- External evaluation
- Formative and summative assessments: benchmarks (district developed, reading levels), state and national assessments (NYS 3-8, Regents, AP, IB, etc.), pre and post assessments.
- Surveys
- Parental, teacher, and student feedback

### **The Means by which All Parties Will Be Held Accountable for the Decisions**

Recognizing that shared decision-making is a complex process, the Vestal shared decision-making groups will be held accountable by any of the following:

- Identifying quality indicators that align with district priorities; collect, analyze and interpret data and plan for activities to raise student achievement.
- Questionnaires will be administered, evaluated, and the results communicated to stakeholders at regular intervals.
- The Building Planning Teams will be responsible for evaluating and updating a multi-year plan that align with district and building priorities.

### **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 making a decision and revisit at later time
- Return to stakeholders to check if their ideas are being represented

If a team can not 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.*

**Criteria For Issues To Be Addressed**  
**By the District Planning Group**

Issues to be submitted to the DPG for review may be generated by any stakeholder(s).  
Issues must affect more than one school AND meet at least one of the following criteria:

- Directly relate to the improvement of instruction and student learning or that directly support:
  - district's stated mission
  - district priorities
  - instructional program or professional development priorities
  - standards of excellence
  - exit performance standards
  - program standards
  - content standards
  - Common Core Learning Standards

Examples of issues that **may** be included are:

- curriculum
- organizational structure
- assessment
- communication
- parent involvement
- character education
- professional development

Suggested issues **not** subject to shared decision-making:

- Issues relating to law, rule or regulation
- Health issues
- Safety issues
- Ethical issues
- Civil rights issues
- Issues covered by the negotiated agreements unless there is a sign-off by all parties

Examples:

- length of school day
  - salary or compensation policies
  - personnel matters
- Issues requiring financial resources in excess of the amount approved by the Board

## **Appendix A: Glossary of Terms**

### Plan for School-Based Planning and Shared Decision-Making

Ad Hoc Committee: a committee established for a particular end or purpose.

Characteristics:

- Ceases to exist after its particular purpose is accomplished.
- Reports back to standing committee or decision-making group.
- May be created for a limited period of time.

Assessment: a measurement or other systematic evaluation of important elements involved in education, such as competencies or achievement by students, or the relative effectiveness of teaching methods or school programs; and analysis or judgment of the quality and range of student accomplishment based on desired results.

Consensus: a systematic group decision making process leading to agreement.

Characteristics:

- Requires that participants understand the process.
- Is marked by group adherence to agreed rules for using the process.
- Means that all participants support the decision, although one or more participants may have reservations.
- Ensures equitable opportunity for participation in making decisions.
- Represents the group's solidarity of sentiment and belief.
- Requires time, thoughtfulness, and responsiveness of participants.

Enabler: Strategy that will help you reach your goal.

Ex-Officio Member: a member of a committee by virtue or because of holding a particular office. (For example: the person holding the office of Assistant Superintendent for Administrative Services is a member of the District Planning Group by virtue of that office).

Priorities: broad statements of the knowledge, skills, and characteristics which all students need to acquire in order to make the vision a reality.

Performance Standards: measurable and/or observable results, effects, or consequences of schooling assessed against the desirable results; results which demonstrate what students must know, and be able to do in order to achieve success as adults.

Indicators: evidence that you have made progress toward your goal.

Mission: a statement of purpose describing how a school district expects to pursue its vision.

Shared Decision Making: a process by which all members of the education community at the district and school levels cooperate in identifying educational issues, defining priorities, formulating decisions, and implementing and assessing activities to help students reach standards of excellence.

Site-Based Teams: teams established under an organizational strategy for the participation of stakeholders, which decentralizes authority and the decision-making process. (For example, a Building Planning Team is a site-based team.)

Stakeholder: a person or group with an interest and investment in the success of students, the

schools, and/or the education system.

Standard of Excellence: a statement of exemplary student attainment which is developed at the district level through participation of stakeholders. It is performance-based with an assessment tied to the performance. The desired level of performance is established on the assessment.

Support Staff: non-instructional staff serving on site-based shared decision making groups.

Variance: a modification or waiver of provisions of Commissioner's Regulations to enable a school to implement a program designed to improve educational results.

## **Appendix B : Employee Associations**

### **Vestal Administrators' Association:**

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

1. Director of Instruction
2. Building Principals
3. Assistant Secondary Principals
4. Director of Physical Education and Athletics
5. Coordinators
6. Psychologists
7. Supervisor of Transportation
8. Supervisor (Director) Facilities and Operations

### **Vestal Employees' Association:**

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

1. Office Personnel
  - a. Payroll Clerks
  - b. Senior Account Clerks
  - c. Account Clerks
  - d. Stenographers
  - e. Senior Typists
  - f. Typists
2. Receiving Personnel
  - a. Senior Stores Clerks
  - b. Stores Clerks
3. School Lunch Personnel
  - a. Cook Managers
  - b. Cooks
  - c. Food Service Helpers
4. Building and Grounds
  - a. Building Maintenance Workers
  - b. Groundskeepers
  - c. Matrons
  - d. Cleaners
  - e. Custodians
  - f. Head Custodians
  - g. Duplicating Machine Operators
5. Transportation
  - a. Bus Drivers
  - b. Bus Driver Substitutes
  - c. Head Mechanics
  - d. Mechanics
  - e. 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. Guidance Counselors
- c. School Nurse Teachers
- d. Librarians
- e. Special Subject Teachers
- f. Special Education Teachers
- g. Permanent Substitutes
- h. Teaching Assistants

**Appendix C: Commissioner's Regulation 100.11 (Participation of parents and teachers in school-based planning and shared decisionmaking)**

[Disclaimer](#) Current through December 31, 2009

- 
- |   |   |   |
|---|---|---|
| a. <a href="#">Purpose</a>                | d. <a href="#">Board of Education or BOCES responsibilities</a> | g. <a href="#">Excellence and accountability pilot district program</a> |
| b. <a href="#">District plan</a>          | e. <a href="#">Appeals to the commissioner</a>                  | h. <a href="#">Collective bargaining agreement</a>                      |
| c. <a href="#">Specifications of plan</a> | f. <a href="#">Review of plan</a>                               |   |
- 

**100.11 Participation of parents and teachers in school-based planning and shared decisionmaking.**

- 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 decisionmaking. 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 decisionmaking 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 decisionmaking shall specify:

1. the educational issues which will be subject to cooperative planning and shared decisionmaking 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 decisionmaking 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 decisionmaking.
- 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 decisionmaking within the intent of this section.
- f. The district's "Plan for the Participation by Teachers and Parents in School-Based Planning and Shared Decisionmaking" 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 decisionmaking 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 decisionmaking 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.