

VICTOR CENTRAL SCHOOL

SHARED DECISION-MAKING PLAN



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Introduction

Rapid changes occurring in our society and in the world require dramatic improvement in education through fundamental changes in the way we educate. The vision of Victor Central Schools is to be a high performing learning organization where all children and adults thrive. We believe that all of our students can achieve social and academic skills leading to effective citizenship and learning.

History

There is a tradition of shared decision-making and broad involvement within the Victor Central School Community. Its genesis dates back to at least the early 1970's with the development of Victor's first Mission Statement. This Mission Statement was developed by a group of students, teachers, administrators, and community members, and it reflected the best of shared decision-making concepts. During the 1980's the Administrative Team and Board of Education responded to a shared future vision of Victor's schools and began to build structures to provide for shared decision-making in the schools. Our current Mission Statement was adopted in 1994:

To teach,
 to learn,
 to support,
 to improve,
 and to achieve.

Our vision recognizes that our community's greatest asset is its children. To serve our children well, we are committed to these five principles that must guide all our thoughts and actions.

Victor Central School District's Shared Decision-Making Plan

We believe our plan broadens representation, provides expanded opportunity for ownership, expands the areas open for shared decision-making, makes the process more democratic, and ultimately enables each student to reach his/her potential.

To ensure that the Victor Central School District meets the ever-changing and challenging role to deliver high quality education, the Shared Decision-Making Plan set forth on the following pages has been implemented.

Commissioner's Regulations 100.11

COMPONENT #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.

Educational Issues Subject to Shared Decision-Making

The Victor Central School Building Councils have the authority and responsibility to plan, implement, monitor and evaluate decisions directly related to improving student achievement, as well as their physical, social and emotional well-being. The Councils discuss many school-related topics for the purpose of disseminating information, making recommendations or making decisions. Following is a list of school-related topics; however, this list is not intended to be all-inclusive.

- Budgeting
- Curriculum
- Facilities
- Instruction
- Internal Communications
- Mission Statements, Goals, Expectations
- Order, Discipline and Safety
- Parent/Community Relationships and Communications
- Scheduling
- Special Projects
- Staff Development
- Staffing
- Student Assessment/Reporting
- Student Placement Process

Limitations: Issues which have District-wide impact and are limiting to the Building Councils' and subcommittee's authority. Recommendations regarding such matters, however, may be made through District Council.

Matters regulated by:

- Available financial resources as approved by the Board of Education
- District collective bargaining agreements
- SED Regulations and Commissioner's decisions
- State and Federal Law
- The Victor Central School District Policy Manual
- Confidentiality

Commissioner's Regulations 100.11

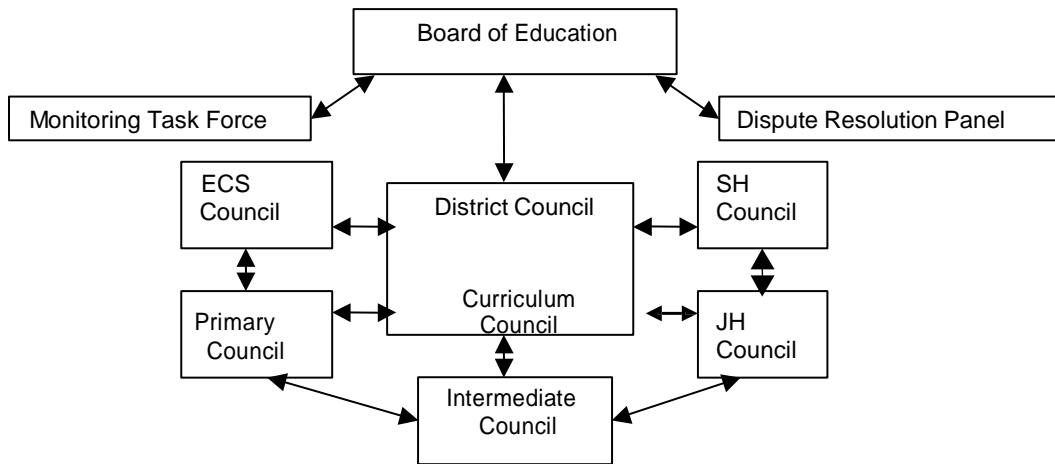
COMPONENT #2

The manner and extent of the expected involvement of all parties to be outlined.

Involvement of All Parties

Shared Decision-Making Organizational Structure

Any individual member of the School District community has the opportunity to address a concern or present a proposal to the School District through any Building Council in accordance with established procedures. Concerns/issues/proposals may also originate within any of the shared decision-making structures and should follow the appropriate communication avenues.



Communication: The Principals, Director of Educational Services and Associate Superintendent of Educational Services shall distribute copies of minutes as outlined on page 14. Informal communication between Shared Decision-Making groups will occur as needed.

The Associate Superintendent of Educational Services will be responsible for ensuring that shared decision making training is offered to all Shared Decision Making Council members by September 30 of each school year.

Selection Process for:

The purpose of the selection process is to achieve balance and to ensure all aspects of the individual school (building) community are represented. The selection process will include notice to all constituent groups. Council members will be selected annually by constituents before annual shared decision making training. Existing membership on any District shared decision-making team does not preclude appointment to the Monitoring Task Force.

Every effort will be made to ensure the composition of the committee is met.

Meeting Dates and Times for:

- Building Council: a minimum of 1 meeting per month
- District Council: will meet quarterly or as needed
- Curriculum Council: will meet monthly or as needed
- Monitoring Task Force: will meet biennially or as needed

Consideration must be given to the time needs of all Council members in setting meetings on a “shared sacrifice” basis. It is understood that service on any shared decision-making committee is voluntary.

Operational Procedures for:

- Building Council - The principal is responsible for assuring decisions are in compliance with previously determined limitations as stated in Component #1.
- District Council
- Curriculum Council
- Monitoring Task Force

Councils will develop and periodically review group norms, which will be posted at all meetings. Councils will develop agendas in advance. Unapproved meeting minutes and agendas will be distributed within one week prior to the next regularly scheduled meeting. Building Council, District Council and Curriculum Council will choose a facilitator; the facilitator of the Monitoring Task Force will be the Associate Superintendent of Educational Services. All four groups can form Ad hoc and subcommittees. Decisions will be made by consensus. When making decisions with a limited time frame, the Council may consider moving to the backup plan of a 75% vote of those Council members present.

Training:

The District will provide basic group training as needed and as requested in the following areas:

- Decision-Making
- Facilitation
- Problem Solving
- Team Building
- Communication
- The District’s Shared Decision-Making Plan
- Et al

Building Councils

Composition:

1	Principal	
3	Council Designee (optional) ..	as selected by the councils when determining the appropriateness of adding members, either individuals or representatives of a specific group, not to exceed three
4	Parents	as selected by the Parent Representative Nominating Committee (PRNC)
2	Students (Senior High only) ...	as selected by the Senior High Student Council
2	Support Staff*	as selected by support staff representation
6	VTA Members.....	as selected by VTA

* Support staff scheduled to work during Council meeting times should not be penalized for volunteering to be on the Council; however, representatives cannot be paid for attending Council meetings beyond regular work hours.

Length of Service: 1 year

Roles/Responsibilities:

- create action plans to improve student achievement based on analyzed data regarding student assessment
- implement, monitor, and evaluate progress of action plans
- establish goals and priorities for buildings as related to Component #1
- evaluate the SDM process at the building level
- facilitate communication between School and community
- identify training needs of Council members
- share information with each standing SDM group

District Council

Composition:

1	Chairperson.....	Director of Educational Services
2	VASA Members	as selected by VASA
1	Business/Community Member...	as selected by the Superintendent/Board of Education
4	Parents	as selected by the Parent Representative Nominating Committee (PRNC)
2	Students (Senior High only)	as selected by the Senior High Student Council
2	Support Staff*	as selected by support staff representation
6	VTA Members.....	One from each building, as selected by VTA

18 Members
+ Superintendent (ex-officio member)

* Support staff scheduled to work during Council meeting times should not be penalized for volunteering to be on the Council; however, representatives cannot be paid for attending Council meetings beyond regular work hours.

Length of Service: 2 years (staggered expiration of terms); it is suggested to all constituent groups that service be limited to two consecutive terms.

Roles/Responsibilities:

- monitor the development, implementation and evaluation of Building Council goals
- provide support for all Pre-K–12 instructional program initiatives and District-wide goals
- serve as a forum for all issues raised which may have a District-wide impact on student achievement (issues affecting more than one building)
- review and respond, in writing, to the originating group, regarding program issues with District-wide impact (issues affecting more than one building)
- provide input and support for Curriculum Council
- disseminate information and maintain communication between buildings and constituency groups, such as reviewing and distributing requested data to all Building Councils
- serve within the dispute resolution process as needed
- assure that shared decision making training occurs on an annual basis

Monitoring Task

Composition:

1	Facilitator	Associate Superintendent of Educational Services
1	VASA Member	as selected by VASA
1	Business/Community Member..	as selected by the Superintendent/Board of Education
2	Parents	as selected by the Parent Representative Nominating Committee (PRNC)
1	Student (Grades 10-12)	as selected by the Senior High Student Council
1	Support Staff*	as selected by support staff representation
1	VTA Member	as selected by VTA

8 Members
+ Superintendent (ex-officio member)

Length of Service: 1 year

Roles/Responsibilities:

To review effectiveness of the SDM process biennially, or as needed, as stated by the Board of Education. Reports will be submitted to the Board of Education regarding:

- areas of strengths and weaknesses;
- recommendations for change, or recommendations to continue implementation of the plan;
- attend shared decision making training biennially

Curriculum Council

Composition:

1	Chairperson.....	Associate Superintendent of Educational Services
2	VASA Members	as selected by VASA
10	VTA Members.....	Two from each building, as selected by VTA
4	Parents	as selected by the Parent Representative Nominating Committee (PRNC)
2	Students	as selected by the Senior High Student Council

19 Members
+ Superintendent (ex-officio member)

Length of Service: 2 years (staggered expiration of terms); it is suggested to all constituent groups that service be limited to two consecutive terms.

Roles/Responsibilities:

- serve as the governing body for systemic review and coordination of District-wide curriculum
- make recommendations for new curriculum development or curriculum revisions to the Superintendent or his/her designee
- continually assess District curriculum for compliance with SED and Regents directions;
- solicit and review proposals for curriculum modification
- provide a vehicle for coordination of requests for proposed course additions and deletions to the Superintendent or his/her designee
- share processes, updates and products with District Council, on an ongoing basis, for communication and input
- annually develop and review the Professional Development Plan

Victor Central School District
Program Review Process

CHARGE:

The charge of any content area Program Review Committee is to evaluate the current K-12 program and students' academic achievement. The Program Review Committee will determine the data to be analyzed (i.e., State and National Standards, alignment of curriculum, disaggregated assessment data, past program review recommendations, best practice research, comparison to other districts, feedback from surveys, and feedback from higher education). An analysis of qualitative and quantitative data will be conducted to determine possible causes of achievement gaps and potential best practices that will support programmatic improvement. Within each key priority area, an action plan will be developed. This action plan will identify areas of growth and/or recommendations for improvement.

MEMBERSHIP

Program Review Committee members shall include:

- A representative group of teachers in a content area
- Community/Parent/Student Representatives
- Administrator(s)

*The number of representatives will be recommended by the Associate Superintendent of Educational Services and approved by Curriculum Council. Representatives will be selected by their constituent groups.

IMPLEMENTATION

Administrators and instructional staff members will have the opportunity to:

- Write curriculum, including assessments
- Review and select instructional resources that will support the curriculum
- Provide input on staff development necessary to successfully implement the curriculum
- Provide support and act as resources during the implementation phase

Curriculum writing positions will be posted by June 1 and individuals will be selected by the Associate Superintendent and/or Assistant Superintendent of Human Resources.

Victor Central School District
Program Review Phases

Phase 1: Review /Evaluation

The Program Review Committee is formed to review the status of the current program, including the curriculum, school leadership, infrastructure, professional development, and resources. The committee will complete the year by issuing recommendations to the Associate Superintendent and Superintendent on the strengths of the program and areas in need of improvement and growth. The committee will also complete an action plan outlining steps to be taken to improve the program and the individuals responsible for follow-up on these items.

Phase 2: Writing / Development

The curriculum writing process begins upon the commencement of the program review in June. Summer curriculum writing days will address any action items that require new curriculum to be written or existing curriculum that needs to be updated.

Phase 2A: Writing / Development (throughout the school year)

The writing process continues throughout the school year with piloting changes made to the curriculum and professional development for teachers needed for the full implementation of the new curriculum. Depending on the degree of changes to the curriculum and the extent of needed professional development, the development process could last the entire year. Any additional changes to curriculum will be completed in the summer.

Phase 3: Implementation

Major changes to the curriculum and professional development will be completed by the beginning of this year and are subject to Board of Education approval. Teachers will make notes of any adjustments the new curriculum may need throughout the year, and will discuss potential changes at department or grade-level meetings.

Phase 4: Modification

Any necessary adjustments to the curriculum noted during the Implementation phase, or any unfinished action items involving curriculum writing from the initial program review will be written and completed during the summer. All action items from the initial review committee action plan should be completed in this phase.

Phase 4 (Sept-June, Year 4) - Modification

All changes to the program from the action plan should be in place by September. Departments and grade levels will continue to note any adjustments that may need to be made to curriculum documents as a result of student achievement data or changing external circumstances. Small changes to documents can be made during curriculum writing day

Commissioner's Regulations 100.11

COMPONENT #3

The means and standards by which all parties shall evaluate improvement in student achievement.

Means and Standards Used to Evaluate Improvement of Student Achievement

Improving student achievement at Victor Central Schools requires measurement, planning, and implementation of those plans on a regular cycle.

Means used to evaluate student achievement are reviewed by Curriculum Council. Such means, or assessment devices, may include standardized testing, authentic data collection, performance measures, and teacher observation.

Data about student achievement will be made available to all shared decision-making groups and will be used to create action plans to improve student achievement.

Commissioner's Regulations 100.11

COMPONENT #4

The means by which all parties will be held accountable for the decisions which they share in making comprises this component.

Accountability for Decisions

SDM Council members are accountable to the community, students, parents, staff, and the School Board for decisions they make and for the effect these decisions have on student outcomes.

- All meetings must be open to those wishing to attend.
- Each Council will follow the District's uniform format for the agenda and minutes that will be provided during the annual Shared Decision-Making training.
- Unapproved minutes will be distributed in a timely manner to the members of the Councils.
- Approved minutes and the next meeting agenda will be distributed to the specific Building Council members and the District Clerk. The District Clerk will post the approved minutes on the website and send a link to district employees, the Board of Education, PIE, PTSA, and VOICE.
- Minutes of the meetings will be a matter of public record. Shared Decision-Making Councils must recognize that certain decisions with a wide-range of impact should be communicated through District and Building newsletters and other media.
- Times of regular meetings will be posted on the District website.

Council members are also accountable:

To the Mission Statement and District Goals

- All decisions will advance and support the Victor Central School Mission and Goals.

To Each Member's Own Constituency

- Members will actively seek ideas from their group.
- Members will communicate proposals and decisions of the council to their constituency in a timely manner.

For Implementation of Decisions

- Each Council must decide how its decisions will be carried out and designate a person/group to implement the decision.
- Each Council should evaluate its decisions through appropriate, time-specific, measurable means and specify those means at the time the decision is made.
- Members designated to implement plans/decisions must provide written and/or oral reports to the Council on their progress at times specified by the Council.
- Each Council should be prepared to re-think its decisions and/or refine the implementation process if the evaluation proves the goal is not being achieved.

Commissioner's Regulations 100.11

COMPONENT #5

The process whereby disputes presented by the participating parties about the educational issues being decided upon will be resolved at the local level.

Dispute Resolution Process

Issue: A decision has been made by an administrator and someone believes the decision should have been made through the Shared Decision Making Process.

What process should be followed to make the determination on who should make this decision in the future?

Steps in the Dispute Process:

1. The individual who has the concern should contact the administrator to discuss the situation. The discussion should include why the decision should be made through the Shared Decision Making process as well as the rationale for how and why the decision was made by the administrator. This allows the two parties an opportunity to hear each other's thoughts and possibly come to a resolution.
2. If a resolution cannot be reached, the issue will be brought to the appropriate Shared Decision Making council for discussion.
 - a. The administrator will place the issue on the next Shared Decision Making Council's meeting agenda. If the issue is time sensitive and needs to be discussed prior to the next monthly meeting scheduled, it may be necessary to schedule an additional meeting.
 - b. Using the information detailed as part of Component #1 of the Shared Decision Making document, the council will discuss the concern and make a decision. The decision will be disseminated by the administrator's secretary to all appropriate parties.
3. If a decision cannot be made at the building level,
 - a. The Building Council will ask District Council to consider the issue. If District Council cannot make a decision, the issue will go through the Dispute Resolution Panel (outlined in the flowchart on page 18).

Or

- b. If an individual or group initially brings a concern of this nature to District Council because it cannot be resolved at the Council level and District Council cannot make a decision, two representatives from District Council and the involved Council will meet to attempt to resolve the problem. If a decision cannot be reached, the issue will go through the Dispute Resolution Process (outlined in the flowchart on page 18).

Dispute Resolution Panel

Membership:

The Dispute Resolution Panel of five will include one representative from a pool of volunteers in each of the following categories:

- All administrators with the exception of the Superintendent and the Associate Superintendent for Educational Services
- 10 Community Members (may include students in grades 10-12)
- 10 Parents
- 10 Support Staff
- 10 Teachers*
- + Facilitator (trained in arbitration proceedings)

* two each from Early Childhood, Primary, Intermediate, Junior High and Senior High Schools

Volunteers will be sought through notice. If more than the allotted number of people volunteer for the pool, random selection will determine the pool.

Selection Process:

- The Superintendent or the Associate Superintendent for Educational Services will randomly select two people from each of the categories of volunteers, inform them of the dispute, and afford them an opportunity to remain on the list.** (This process must continue until ten people have agreed to remain on the list.)
- This list of ten people will be presented to each of the groups involved in the dispute for an indication of their acceptance of each individual's potential membership on the arbitration panel.
- The Superintendent or Associate Superintendent for Educational Services will convene a panel from the resulting common list of acceptable panel members as indicated by all disputing groups. In the event that any category remains unrepresented, the Superintendent or Associate Superintendent for Educational Services will draw an additional name, and that person will become a member of the panel pending his or her agreement to be part of the process.

**It is understood that people directly involved in the dispute will disqualify themselves if their names are drawn.

Length of Service: For a period of time it takes to resolve the issue.

Roles/Responsibilities:

- to attend all meetings as required;
- to provide a neutral and unbiased consideration of the issues;
- to listen to all sides of the issue with an open mind;
- to make a decision.

Meeting Dates and Times: As determined by the panel

Operational Procedures:

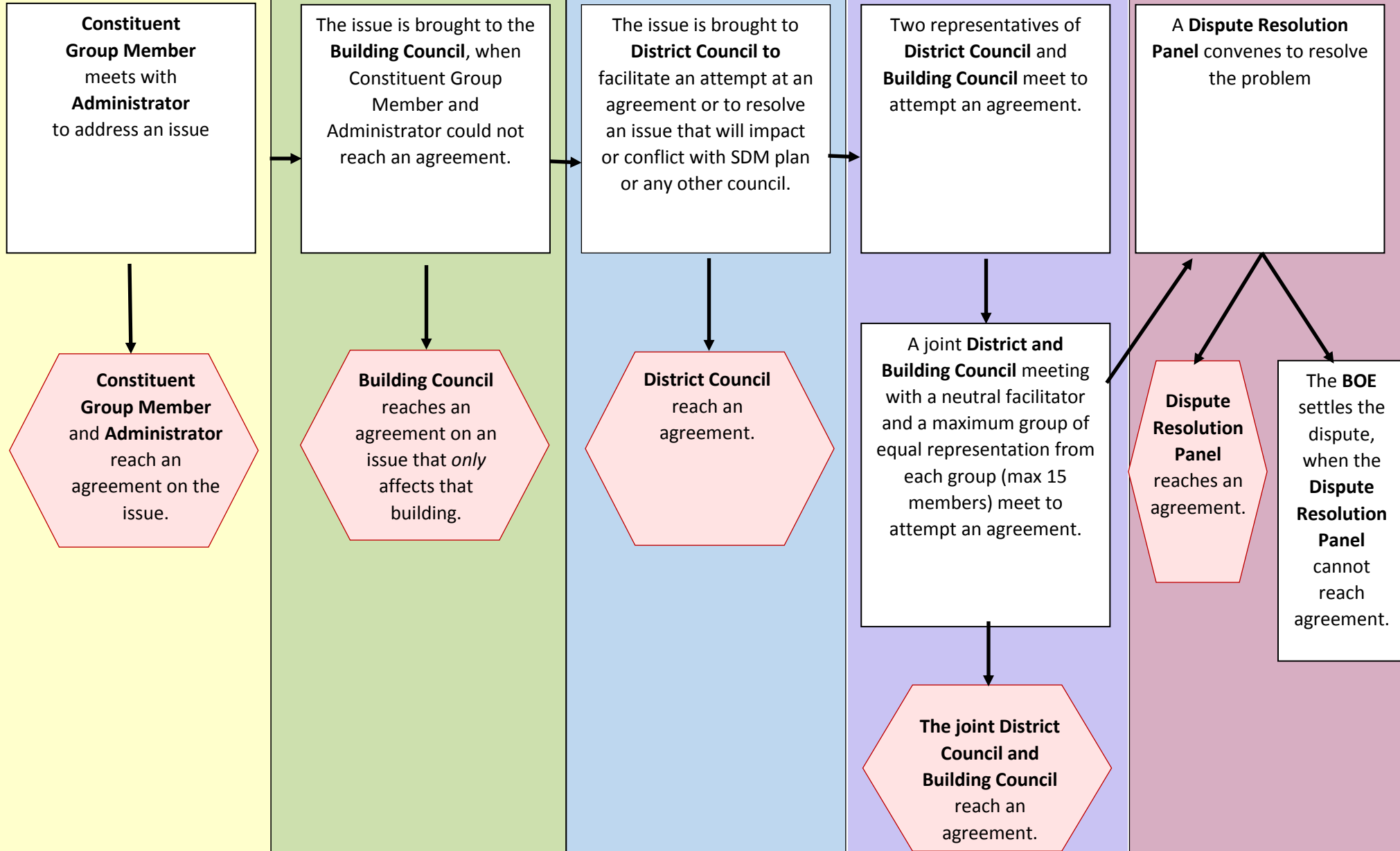
- A newly formed panel will be convened by the Superintendent of Schools for each dispute within 30 calendar days of notice of dispute.
- Panel will determine the time allotted for an open hearing of the issues.
- Panel will determine number of hearings.
- Panel will give written notice of hearing date, time and place.
- Minutes of panel proceedings will be kept.
- A full panel of 5 must be present to vote.
- Decisions will be made by majority vote.
- Panel deliberations will be held in private.
- Panel should render a decision in writing (to the initiating part, the Superintendent and the Board of Education) within ten calendar days after the conclusion of the final hearing.
- Written decisions of the panel will specify how each panel member voted.
- An appeal to the Board of Education is taken by petitioning the Board to hear the dispute.
- The Board of Education will decide, by majority vote, whether or not to hear an appeal. If the Board declines to hear an appeal, the decision of the Dispute Resolution Panel stands.
- The Board of Education is the final appeal body for all disputes in the Dispute Resolution Process.

Training:

The District will provide basic group training as needed in the following areas:

- Conflict Management or Conflict Resolution
- Decision-Making
- Listening Skills
- Problem Solving
- Communication
- The District's Shared Decision Making Plan
- et al

Victor Central School District Dispute Resolution Flow Chart



Commissioner's Regulations 100.11

COMPONENT #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.

Coordination of State and Federal Requirements for Parental Involvement

The Victor Central School District will continue to comply with all State and Federal requirements for the involvement of parents in such programs as:

- Title I
- Career and Technical Education
- Special Education
- et al

The Director of Special Programs and Compliance and the Associate Superintendent of Educational Services are hereby assigned responsibility to ensure all State and Federal regulations for involvement of parents in planning and decision-making are coordinated and met.

ABBREVIATIONS

BC	-	Building Council
BOCES	-	Board of Cooperative Educational Services
BOE	-	Board of Education
CSEA	-	Civil Service Employees' Association
DC	-	District Council
PDP	-	Professional Development Plan
PIE	-	Partners in Education
PRNC	-	Parent Representative Nominating Committee
PTSA	-	Victor Central School District Parent, Teacher, Student Association
SDM	-	Shared Decision-Making
SED	-	State Education Department
VASA	-	Victor Administrators' and Supervisors' Association
VCS	-	Victor Central Schools
VOICE	-	Victor's Outreach in Children's Education
VTA	-	Victor Teachers' Association

GLOSSARY OF TERMS

Ad Hoc	committees of specific focus, usually within a limited time frame, and may include non-council members
Biennially	every two years
Consensus	a process which enables all participants to arrive at and support a decision
Council Designee	additional members, either individuals or representatives of a specific group, as determined by individual building councils. The Council Designee is a voting member.
Guest	a non-voting attendee
Notice	by District publication, e.g., District newsletter or mailing to all residents and employees, or direct written notice to all members of an affected group
Parent Representative	someone who has children currently attending Victor Central Schools
Parent Representative Nominating Committee	a parent committee that will select parents to serve in shared decision making councils.
Subcommittee	a subgroup of a council, may include non-council members
Support Staff	buildings and grounds, cafeteria, clerical, teacher aide, and transportation personnel
VCS Electronic Policy Manual	electronic manual that contains all policies approved by the Board of Education and is accessible via District website

REGULATIONS OF THE COMMISSIONER OF EDUCATION
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 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. 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, each board of education of each community school district and 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. 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 © 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 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.

(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.