

Elmsford Union Free School District Plan for Participation

Shared Decision Making: 2021-2023

Adopted by the Board of Education: August 25, 2021

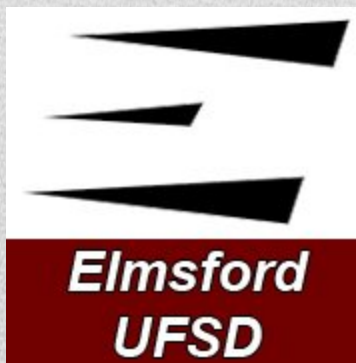


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I. Strategic Planning Committee

Part A

Endorsement

The Elmsford Union Free School District Strategic Planning Committee operates as a participative shared decision making group. As members of the Elmsford Union Free School District Participative Shared Decision-Making Committee, we hereby endorse this Plan for Participation.

Part B

Implementation Timeline:

Activity	Responsible Party	Time
Strategic Planning	Administrative Team	August <i>Annually</i>
Revisit Plan for Participation	Strategic Planning	August <i>Annually</i>
Presentation to the Board of Education, Question/ Answer Work Session (Board of Education Approval)	Strategic Planning	October <i>Annually</i>
Plan for Participation & Strategic Plans Shared District-wide	Strategic Planning Committee District Support Team	August <i>Annually</i>
Appoint New Members	Building Principal	July <i>Annually</i>

II. PLAN FOR PARTICIPATION

DEFINITION OF SHARED DECISION-MAKING

A process wherein members of the educational community, at the district and school levels, agree to discuss, analyze and resolve issues while accepting full responsibility for all decisions, according to the Matrix (pages 11-12). The purpose of school based and district based planning and shared decision-making teams shall be to improve the educational performance of all students in the school, regardless of factors such as socioeconomic status, race, sex, primary language, background or disability. All decisions will be made by consensus.

STRUCTURE

The structure for shared decision-making will include the District Strategic Planning Team (DSPT), and School Strategic Planning Teams (SSPT). The District Strategic Planning Team will be responsible for recommending overall District Goals to be shared with the Board of Education and uphold New York State Standards to improve the achievement of all students. The District Strategic Planning Team will support and implement shared decision making. The School Strategic Planning Teams will be responsible for carrying out activities that implement the goals and the New York State Standards. Each School Strategic Planning Team will be responsible for writing and implementing Action Plans for the improvement of student achievement at that site. The District Strategic Planning Team will be responsible for ensuring that the School Strategic Planning Teams are using the adopted model.

MISSION STATEMENT

The mission of the Elmsford Union Free School District is to optimize teaching and learning for student achievement.

VISION STATEMENT

The vision of the Elmsford Union Free School District is to maintain excellence and graduate each student prepared for college or career.

VALUES STATEMENTS

Student Focused: Students are our first priority.

Character: Value integrity, diversity and mutual respect; we take pride in all that we do.

High Expectations: All students will achieve success.

Teaching and Learning: Implement a rigorous curriculum which includes academics, the arts and athletics.

Health and Safety: Provide a healthy, safe and secure environment.

Community: Family and community partnership is essential.

TEAM PROTOCOLS

1. PUT CHILDREN FIRST - Keep the 7 Habits in mind

(The Team will be committed to actively participate in decisions based on student needs.)

2. DEMONSTRATE RESPECT TOWARDS OTHERS

(The Team will value diversity and respectfully listen to and respond to others.)

3. FOCUS ON AND ACHIEVE GOALS

(The Team will accept responsibility for achieving the team goals and objectives based on data.)

4. FOCUS ON THE PROBLEM NOT THE CONDITIONS

(The Team will remain positive, open-minded and flexible, using data to support their decisions.)

5. TEAM MEMBERS SHOULD FOLLOW ALL TEAM PROTOCOLS

(The team will be professional and follow the guidelines and consensus model for decision-making. The meeting will start and end on time and follow a set agenda.)

OPERATIONAL PRINCIPLES

1. Authority and decision-making require responsibility.
2. Decisions must be based, within the parameters of the New York State Common Core Learning Standards, on the consensus of the school community, within the parameters of the Decision-Making Matrix, Statutory Law, and the Elmsford Union Free School District Policy.
3. Active participation is essential in the consensus decision-making process.
4. Decisions should be made after considering the expertise of the people closest to the task based on sound Data to improve student achievement.
5. It is essential that decisions are communicated to the total school community and the Board of Education.
6. School community participants must be adequately prepared and informed on the issues.
7. It is essential to listen to everyone's ideas.
8. School community members need to be trained in group process skills.
9. A positive image of shared decision-making in the district will be promoted and communicated.

LENGTH OF TERM

The **LENGTH OF TERM** will be (2) two years. There will be no limit on the number of terms served. For continuity of membership, terms will be staggered to ensure that significant turnover of team membership does not occur. If a significant turnover does occur the team will determine how to stagger terms.

Quorum - 2/3 of the total current membership

All stakeholders will be equal partners with meaningful representation and full participation in all decisions as outlined in the process.

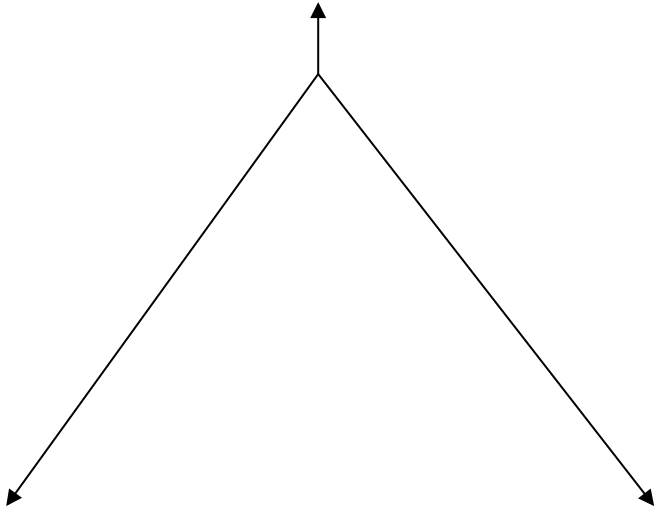
PART A: THE DISTRICT PLANNING TEAM

- **Composition of District Planning Team**
- **Introduction of Building Level Teams**

**Elmsford Union Free School District
Shared Decision Making**

District Strategic Planning Team (DSPT)

Superintendent of Schools
Central Office Membership (at least 2)
Building Administrators (1 each level) (3)
Assistant Principal (1)
Teacher – Each building (3-5)
Parent Rep. – Ideally Elem./M.S./H.S. (1-3)
Student – High School (2-3)
Community Rep. (1-3)
Support Staff (Custodial/Secretarial) (1)
Teaching Assistant Representative- Ideally Elem./M.S./H.S. (1-3)



Elementary
Principal
Principal
Certified Staff (4) min.
Support Staff (1)
Community Member (1)
Parents (1-2)

High School
Principal
Asst. Principal
Certified Staff (4) min.
Support Staff (1)
Community Member (1)
Parents (1-2)
Students (2-4)

**INTRODUCTION OF THE ELMSFORD UNION FREE SCHOOL DISTRICT
BUILDING LEVEL TEAMS and the DISTRICT PLANNING TEAM**

ESSENTIAL COMPONENTS OF THE BUILDING IMPROVEMENT TEAMS AND THE DISTRICT PLANNING TEAM

District Strategic Planning Team (DSPT)	School Strategic Planning Teams (SSPT)
1 district team	2 teams - <ul style="list-style-type: none"> • Carl L. Dixon Primary School/Alice E. Grady Elementary School Strategic Planning Team (SSPT) • Alexander Hamilton Junior/Senior High School Strategic Planning Team (SSPT)
<p>The main purpose and functions of the District Planning Team are:</p> <ol style="list-style-type: none"> a) Two way communication among and between schools, departments, buildings and grade levels in the instructional and support areas. b) A support and representative review group for the District Plan for Shared Decision Making. c) Share related information, ideas and needs from SSPT committees to the DSPT. d) Share related information, ideas and needs from DSPT meetings to the SSPT. 	<p>The main purpose and functions of the School Planning Teams are:</p> <ol style="list-style-type: none"> a) Two way communication among and between grade levels, departments, and administration in the instructional and support areas. b) Share related information, ideas and needs from SSPT committee to their constituents. c) Share related information, ideas and needs from constituents to the SSPT committee. d) Each School Planning Team shall designate one member who will represent the SSPT on the District Planning Team to coordinate, communicate, and support building level initiatives. e) The committee member that attends DSPT meetings will share related information, ideas and needs from the SSPT to the DSPT. f) The committee member that attends DPST meetings will share related information, ideas and needs from DSPT to SSPT.
<p>Responsibilities for DSPT Attendance:</p> <ul style="list-style-type: none"> • If DSPT members are unable to attend a meeting, they are responsible to arrange for a substitute to attend a specific meeting. • One teacher member of the DSPT must also be member of his/her respective building-level SSPT. 	<p>Responsibilities for SSPT Attendance:</p> <ul style="list-style-type: none"> • If SSPT members are unable to attend a meeting, it is the responsibility of the SSPT member to let the chairperson of the committee know that he/she is unable to attend. • If a SSPT member is unable to attend on a regular basis, it is the responsibility of the SSPT member to seek a replacement for his/her position on the committee.

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District Strategic Planning Team (DSPT)	School Strategic Planning Teams (SSPT)
It is recommended that the DSPT team meet 2 times (beginning/middle/end) during the school year (more often if needed).	It is recommended that the SSPT teams meet on the average of monthly during the school year and as needed during the summer.
The DSPT will be facilitated by the administrative team.	It is recommended that all SSPT teams have a chairperson/facilitator selected by the membership whose term will be one year and who will not serve more than three consecutive terms. The chairperson will be responsible for soliciting resources as needed.
A written record of each meeting will be available in the main office of each building. Comprehensive minutes from each meeting will be placed on the district website by the administrative team.	A written record of each meeting will be available in the main office of the respective buildings. Comprehensive minutes from each meeting are sent electronically to all building employees by the building principal or designee.
Decisions will be reached by consensus.*	Decisions will be reached by consensus.*
The person leaving their position on the DSPT will assist the new member for transitioning to the group. All new members who have not been previously trained shall receive Shared Decision Making training early in the school year.	On-going Shared Decision Making training is essential for effective teaming. All new members who have not been previously trained or who have not served on a School Planning Team shall receive training early in the school year. Replacement members will be trained at the earliest convenient time. The person leaving their position on the SSPT will assist the new member for transitioning to the group.
The District Strategic Planning Team members shall receive administrative support to insure maximum participation.	The School Strategic Planning Team members shall receive administrative support to insure maximum participation.

DEFINITION OF CONSENSUS

* Consensus: A systematic process used by a group to make decisions which everyone can support. A consensus decision has been reached when:

- All group members agree to support the decision even though it may not be the first choice of all group members;
- All group members are committed to the decision;
- Each participant agrees that he or she has had an equal opportunity to influence the decision; and
- There are no objections when the group calls for consensus approval of the decision.

PART B: THE DECISION-MAKING MATRIX

FOUNDATION STATEMENTS

1. All decision-making shall be focused on increased student achievement. Decisions will respect and align with any or all of the following:
 - New York State Standards
 - Mission Statement
 - Vision Statement
 - Values Statement
 - Board of Education Policy
 - Key Initiatives
 - Board of Education Annual Goals

2. Input from all School Community Groups/Members is welcomed and encouraged.

CODING

The Decision-Making Matrix is coded according to the *Input, Recommendation, and Decision-Making* format to increase student achievement in alignment with the New York State Standards.

Input is part of the interactive, collaborative process wherein data-based information is either sought or freely given in a spirit of trust and responsibility, for consideration in the *Decision-Making* body.

Recommendation is part of the interactive collaborative process where all data-based input is considered to put forth a recommendation to increase student achievement to the *Decision-Making* body.

Decision-Making is a process where the *Recommendation* supported by data-based *Input* is considered in order to reach the best alternative which supports increase student achievement. The *Decision-Makers* are ultimately responsible for making decisions and implementing a plan of action.

DECISION-MAKING MATRIX

Parameters	Input	Recommendation	Decision-Maker
District Budget: identifying educational needs; setting priorities; allocating funds; evaluating effectiveness	SSPT, Budget Advisory Committee, DSPT, Administrative Team, Community Advisory	Superintendent of Schools	Board of Education & Community
Allocation of discretionary funds	SSPT, Administrative Team; Ad-Hoc Committees	Ad-Hoc Committees	Principal & Superintendent of Schools
Curriculum: development , revision and assessment of instructional program which reflects district goals and the NYSED standards	Principals, Department Teams, Curriculum Coordinators; DSPT; SSPT	DSPT	Principal & Superintendent of Schools
Instructional Methodology: day-to-day instructional practices focused on district goals, state and local outcomes initiatives	SSPT, Building-level Subcommittees, Principal	Principal	Teachers
Scheduling and Instruction: planning, organizing (time, space and people at the building level)	DSPT, SSPT, Ad-Hoc Committees, Teachers' Association	SSPT	Principal & Superintendent of Schools
Staffing	Principals, Ad-Hoc Committee (as needed)	Principal	Superintendent of Schools & Board of Education
Plan for Participation: review and revise at least every other year and submit to the Board of Education	SSPT	DSPT	Superintendent of Schools & Board of Education
Building-Based Community Partnership	SSPT	SSPT	SSPT
District Community Partnership Efforts	DSPT	DSPT	DSPT
Action Plans for Student Achievement	DSPT, SSPT and Ad-Hoc Committees (as needed)	SSPT	SSPT*

- All Plans must be written according to State and District Guidelines. These Plans are subject to approval by:
1. Superintendent of Schools
 2. Board of Education
 3. The State of New York

** Responsible for the Development of the Plans*

DSPT – District Strategic Planning Team

SSPT – School Strategic Planning Team

ASSURANCE OF PARENTAL INVOLVEMENT TO MEET FEDERAL AND STATE MANDATES

The Elmsford Union Free School District will continue to promote meetings open to public attendance, as well as other activities such as open houses, conferences, progress reports and notification letters regarding entrance into Federal and State remedial programs.

The District will continue to follow the provisions of Federal and State laws pertaining to the involvement of parents in Special Education and the Title I and II programs. Development of site-based shared decision-making committees will not reduce in anyway mandated parent participation in these programs.

The Committee on Special Education and the Committee on Preschool Special Education will follow all due process procedures including notification requirements and parental consent requirements. The inclusion of parent representatives on these committees is required and is maintained at all times. Parents retain all rights for requesting impartial hearings whenever they disagree with the recommendations of the Committee on Special Education or the Committee on Preschool Special Education.

III. APPENDIX

A. CONSENSUS BUILDING TIPS*

- Review the definition of consensus
- Ensure that everyone has a clear understanding of the issues
- Ask each member to state his or her opinion
- Create a compromise position and ask everyone to react to it
- Provide private “think time” and begin discussing again
- Leave the issue and return to it later
- Assign a mini-task force to reach consensus and include individuals who express the strongest views
- Organize small groups to reach consensus and then begin discussion again
- Create a contradictory statement to refocus the discussion and identify real concerns
- Ask another person to assume the role of facilitator
- Leave it out – with all this effort, there may be no consensus to be reached

** Facilitators may use these strategies as needed to lead a group to consensus decision*

B. CONSENSUS BUILDING PHRASES

- Let's begin by getting a reaction from everyone in the group
- Let me summarize what I hear you saying
- Are we all comfortable with this recommendation
- Let me repeat what I think I heard you say
- Let me ask you . . .
- Can everyone live with this decision
- Is anyone uncomfortable with this recommendation
- Does everyone feel like they have had the opportunity to express an opinion
Let me see if I can pull together a recommendation
- Let's take five minutes to reevaluate our positions and prepare a statement in writing to share with each other
- Let's ponder this question overnight and discuss it when we are fresh in the morning

C.

(This listing will be updated accordingly)
Composition of District Strategic Planning Committee Team

Name	Responsibility	Representing	Term
Marc P. Baiocco, Ed.D.	Superintendent of Schools	District	6/21- 6/23
Linda Carlin	Asst. Supt. Finance & Operations	District	6/21- 6/23
Jeffrey Olender	Dir. Tech. & Cert. Staff/Principal	District	6/21- 6/23
Jo-Anne Dobbins	Director of Special Education	District	6/21- 6/23
Joseph Engelhardt	Principal	Building	6/21- 6/23
Jessica Maracallo	Asst. Principal	Building	6/21- 6/23
Andrea Hamilton, Ed. D.	Principal	Building	6/21- 6/23
Sabrina Doolittle	Teacher	Building (AHHS)	6/21- 6/23
Patricia Pena	Teacher SSPT Member	Building (AEG)	6/21- 6/23
Melissa Barrionuevo	Teacher (SSPT Member)	Building (AEG)	6/21- 6/23
Toni Ann Plati	Teacher	Building (CLD)	6/21- 6/23
Adrienne Capocci	Teacher	Building (CLD)	6/21- 6/23
Angela Diaz	T/A (SSPT Member)	Building (CLD)	6/21- 6/23
Ashley Blanshaw	Aide	Building (CLD)	6/21- 6/23
Kathleen Praino	Student	High School	6/21- 6/23
Sunjay Green	Student	High School	6/21- 6/23
Phoenix Harper	Student	High School	6/21- 6/23
Ingrid Hernandez	Parent	Parents	6/21- 6/23

D.

(These listings will be updated accordingly)
Composition of School Strategic Planning Teams

Carl L. Dixon/Alice E. Grady School

Name	Responsibility	Representing	Term
Jeffrey Olender	Dir. Tech. & Cert. Staff/Principal	District/Building	6/21- 6/23
Andrea Hamilton	Principal	Building	6/21- 6/23
Christopher Funke	Teacher	Teacher (CLD)	6/21- 6/23
Melissa Barrionuevo	Teacher	Teacher (AEG)	6/21- 6/23
Patricia Pena	Teacher	Teacher (AEG)	6/21- 6/23
Angela Diaz	T/A	T/A (CLD)	6/21- 6/23
Ashley Blanshaw	Aide	Aide (CLD)	6/21- 6/23
Carline Charles	Comm. Member/Parent	Community/Parent	6/21- 6/23
Ahlam Jamal	Comm. Member/Parent	Community/Parent	6/21- 6/23
Ingrid Hernandez	Comm. Member/Parent	Community/Parent	6/21- 6/23

Alexander Hamilton Junior/Senior High School

Name	Responsibility	Representing	Term
Joseph Engelhardt	Principal	Building	6/21- 6/23
Jessica Maracalo	Asst. Principal	Building	6/21- 6/23
Stephanie Luccioni	Guidance Counselor	Teacher	6/21- 6/23
Firoza Rahman	Teacher	Teacher	6/21- 6/23
Kacie Schulman	Teacher	Teacher	6/21- 6/23
Kathleen Praino	Student	Student	6/21- 6/23
Phoenix Harper	Student	Student	6/21- 6/23
Sunjay Green	Student	Student	6/21- 6/23
Matteo Di	Student	Student	6/21- 6/23
Jackie Dutan	Student	Student	6/21- 6/23
Kelly Tula	Student	Student	6/21- 6/23
Chitra Singh	Comm. Member/Parent	Community/Parent	6/21- 6/23
Rosa Cuateco	Comm. Member/Parent	Community/Parent	6/21- 6/23
Cindy Estrada Tapia	Comm. Member/Parent	Community/Parent	6/21- 6/23
Debbie Bailey	Comm. Member/Parent	Community/Parent	6/21- 6/23

E. ACTION PLAN TEMPLATE

Elmsford Union Free School District Action Plan Template



Mission:
The mission of the Elmsford Union Free School District is to optimize teaching and learning for student achievement

School: _____ **Date:** _____ **Sub-/committee:** _____

Sub-/Committee Members: _____

CHECK ANY OF THE FOLLOWING THAT APPLY TO THIS ACTION PLAN:

Priority 1: Common Core Learning Standards

- Continue to align and map curriculum to the CCLS utilizing Rubicon Atlas
- Add special area teachers to grade-level/department PLCs
- Create a curriculum council comprised of department chairs and curriculum coordinators
- Maximize enrichment opportunities and course offerings

Priority 2: Culture of data-driven instruction

- Increase the effectiveness of professional learning communities
- Continue to implement RTI to identify and monitor at-risk students
- Provide timely information to teachers to support classroom instruction

Priority 3: Evaluation Systems

- Continue to monitor the effectiveness of the current APPR
- Monitor and collaboratively plan for changes in NYS assessments

Other Priorities:

- Develop and sustain programs to promote early literacy for all children
- Increase sustainable programs and initiatives to encourage parent and community involvement
- Upgrade, repair and maintain district buildings and grounds and increase district signage
- Continue to improve district public relations
- Balance regulatory and educational needs to provide a fiscally sound budget

Purpose: To create a “script” for your improvement effort and support implementation.

Directions:

- Using this form as a template, develop a work plan for each goal identified through the needs assessment process. Modify the form as needed to fit your unique context.
- Distribute copies of each work plan to the members of the collaboration.
- Keep copies handy to bring to meetings to review and update regularly. You may decide to develop new work plans for new phases of your reform effort.

Goal:

-
-

Results/Accomplishments:

-
-

Action Steps <i>What Will Be Done?</i>	Responsibilities <i>Who Will Do It?</i>	Timeline <i>By When?</i> <i>(Day/Month)</i>	Resources <i>Resources Available and Resources Needed</i> <i>(financial, human, political & other)</i>	Communications Plan <i>Who is involved?</i> <i>What methods?</i> <i>How often?</i>	Results <i>What was the result?</i> <i>What did we do well?</i> <i>How can we improve?</i>
Step 1:					
Step 2:					
Step 3:					

Step 4:					
Step 5:					

Evidence Of Success (*How will you know that you are making progress? What are your benchmarks?*)

Evaluation Process (*How will you determine that your goal has been reached? What are your measures?*)

F. 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. 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 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.

Last Updated: October 2012

http://www.emsc.nysed.gov/ppd/SharedDecisionMaking/section100_11.html