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Tim Terranova, Ed.D., *Superintendent of Schools*

To Whom It May Concern:

I hereby certify that the following is a true and accurate extract of the minutes of the regular meeting of the Victor Central School District Board of Education that was held on July 10, 2025:

CONSENT ITEM

A motion was made by T. DeLucia, seconded by C. Prescott, to accept, upon recommendation of the Superintendent, the following consent item:

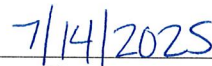
**APPROVE THE
DISTRICT SHARED
DECISION MAKING
PLAN**

Approval of the Revised Victor Central School District Shared Decision making Plan.

The motion to approve the foregoing consent item was carried. 5 yes 0 no 0 abstentions



Kate Selleck, District Clerk
Victor Central School District



Date

SEAL

VICTOR CENTRAL SCHOOL

SHARED DECISION-MAKING PLAN



Adopted by VCS Board of Education January 31, 1994

Revision adopted by Board of Education 7/10/25

Table of Contents

Introduction	3
Component #1 Educational Issues Subject to Shared Decision-Making	4
Component #2 Involvement of All Parties	5
Shared Decision-Making Organizational Structure	5-6
Building Councils	7
District Council	8
Monitoring Task Force	9
Curriculum Council	10
Component #3 Means and Standards Used to Evaluate Improvement of Student Achievement	11
Component #4 Accountability for Decision	12
Component #5 Dispute Resolution Process	13-15
Component #6 Coordination of State and Federal Requirements for Parental Involvement	16

References

Abbreviations	17
Glossary of Terms	18
Part 100.11 of the Regulations of the Commissioner of Education	19-21

INTRODUCTION

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 1970s 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 1980s, 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 is: Together we create engaging learning environments that promote empathy, inclusivity, and opportunity by uniting community and classroom. Our dedicated, supported staff prepare and inspire every student to achieve their academic potential and thrive in an ever-changing world. 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 their potential.

To ensure that the Victor Central School District meets the ever-changing and challenging role of delivering 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 and/or
- making decisions

Following is a list of school-related topics; however, this list is not intended to be all-inclusive:

- Athletics, Co-Curriculars, and Extra-Curriculars
- Code of Conduct, Discipline, Safety, and Security
- Communication
- Curriculum
- Facilities and Transportation
- Mental/Physical Wellness/Substance Education & Awareness
- Mission Statements, Goals, Expectations
- Programmatic Recommendations, Budgeting, and Staffing
- Parent/Community Relationships
- Scheduling
- School / Building Events and Processes
- Staff Development

Matters regulated by the following may limit decision-making by VCS SDM Councils:

- Available financial resources as approved by the Board of Education
- District collective bargaining agreements
- SED Regulations and the 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

There are two district-level councils and five building councils. These councils annually review qualitative and quantitative data in order to determine goals, action steps, and appropriate timelines, in alignment with the VCS Strategic Plan.

The VCS Monitoring Task Force is responsible for reviewing the Shared Decision-Making Plan and recommending revisions every two years, as a part of the NYSED Bi-Annual Plan review process. Recommendations are made to the VCS Board of Education for approval.

The VCS Shared Decision-Making Dispute Resolution Panel (see page 15) also reports to the Board of Education, on an as-needed basis.

In addition to meeting agendas set by each council, councils could review concerns or proposals to the school district by any member of the school district community, in that council's purview.

Concerns/issues/proposals may also originate within any of the shared decision-making structures and should follow the appropriate communication avenues.

Communication:

All shared decision-making councils shall publish approved minutes on the District website. Informal communication between shared decision-making groups will occur as needed.

Annual Training:

The District Council will be responsible for ensuring that shared decision-making training is offered to all shared decision-making council members annually.

Selection Process:

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. The district's webpage will be utilized to actively invite community members to take part in shared decision-making councils. This may include the utilization of pop-up notifications and posting information under the parent tab of the website. Council members will be selected annually by constituents before the 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:

- Building Council: will meet monthly or as needed
- District Council: will meet monthly or as needed
- Curriculum Council: will meet monthly or as needed
- Monitoring Task Force: will meet biennially, up to 4 times during the review 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:

Councils will develop visitor protocols, working agreements, and group norms, which will be referenced in meeting minutes. Councils will develop agendas in advance. Unapproved meeting minutes and agendas will be distributed within one week prior to the next regularly scheduled meeting. The Building Councils, District Council and Curriculum Council will choose a facilitator. The facilitator of the Monitoring Task Force will be the Assistant Superintendent for Instruction or their district-level designee. All four groups can form ad hoc committees. 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.

It is recommended that Councils determine, within their annual data analysis, areas within the School or District that could be targeted for improvement. The following process is a potential model to follow when considering the process to utilize:

- 1.) **Goal Setting:** *What are we trying to accomplish? Consider the various factors that may be out of the Council's control when identifying goals.*
- 2.) **Evidence of Accomplishment:** *What is the desired outcome? What will success look like?*
- 3.) **Action Plan:** *What changes or actions are needed in order to result in improvement?*
- 4.) **Accountability / Analysis:** *Reflection and celebrating success! Reporting out.*

VCS Building Councils

Composition:

School Principal

4 Parents or Guardians, as selected by the Parent Representative Nominating Committee (PRNC)

2 Students in grades 10-12 (for SH Council), as selected by the Senior High Administration,

2 Support Staff, as selected by the CSEA President or designee

6 Employees represented by the VTA contract, as selected by the VTA President or designee.

3 Council Designees (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.

The Superintendent of Schools can serve as an ex-officio member.

Total: 15 - 18 Members

Dispute Resolution Panel Delegates:

2 members, one employee represented by the VTA contract and one parent, will be selected from each building council to serve on the Dispute Resolution Panel if needed.

Length of Service: Minimum of 1 year

Roles/Responsibilities:

- The principal is responsible for ensuring decisions follow the previously determined limitations, aligned with the VCS Strategic Plan
- Identify annual goals and create action plans to improve student achievement based on analyzed data regarding student assessment
- Implement, monitor, and evaluate the progress of action plans
- Inform goals and priorities for buildings as related to the VCS Strategic Plan
- Annually evaluate the SDM process at the building level
- Facilitate communication between the school and the community
- Identify the training needs of council members
- Publish approved monthly minutes to the District website
- Ensure/review the work of sub-committees, as applicable
- Provide building goals/ Building Council goals to the District Council annually

VCS District Council

Composition:

1 Chairperson, Assistant Superintendent for Instruction

2 Administrators, as selected by VASA

1 Business/Community Member, as selected by the Superintendent/Board of Education,

4 Parents or Guardians, as selected by the Parent Representative Nominating Committee (PRNC)

2 Students (Grades 10-12), as selected by the Senior High

Administration, 2 Support Staff, as selected by the CSEA President or designee

6 Employees represented by the VTA contract, a minimum of one from each building, as selected by the VTA President or designee

The Superintendent of Schools can serve as an ex-officio member

Total: 18 Members

Dispute Resolution Panel Delegate:

2 members, one employee represented by the VTA contract and one parent, will be selected from the District Council to serve on the Dispute Resolution Panel if needed.

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 pK–12 instructional program initiatives and district-wide goals, aligned to the VCS Strategic Plan
- Serve as a forum for all issues raised that 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)
- Share updates with the Curriculum Council and Building Councils as appropriate
- 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
- Publish approved monthly minutes to the District website
- Participate in annual reviews of District processes and regulations, including but not limited to: VCS Code of Conduct, VCS Safety Plan, etc.

VCS Monitoring Task Force

Composition:

- 1 Facilitator, Assistant Superintendent for Instruction
 - 1 Administrator, as selected by VASA
 - 1 Business/Community Member, as selected by the Superintendent/Board of Education
 - 2 Parents or Guardians, as selected by the Parent Representative Nominating Committee (PRNC),
 - 1 Student (Grades 10-12), as selected by the Senior High Administration
 - 1 Support Staff, as selected by the CSEA President or designee
 - 1 Employee represented by the VTA contract, as selected by the VTA President or designee
- The Superintendent of Schools can serve as an ex-officio member*

Total: Up to 8 Members

Length of Service: 1 year (Monitoring Task Force convenes every other year)

Roles/Responsibilities:

To review the 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 and NYSED regarding:

- Areas of strength and weaknesses
- Recommendations for change, or recommendations to continue the implementation of the plan

VCS Curriculum Council

Composition:

1 Chairperson, Assistant Superintendent for Instruction
4 Administrators, as selected by VASA (ideally representing various grade levels/ perspectives),
1 Business/Community Member, as selected by the Superintendent/Board of Education
10 Employees represented by the VTA contract, two from each building, as selected by the VTA President or designee
3 Parents or Guardians, as selected by the Parent Representative Nominating Committee (PRNC)
2 Students (Grades 10 – 12), as selected by the Senior High Administration
The Superintendent of Schools can serve as an ex-officio member

Total: 21 Members

Dispute Resolution Panel Delegate:

2 members, one employee represented by the VTA contract and one parent, will be selected from the Curriculum Council to serve on the Dispute Resolution Panel if needed.

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 and systemic review and coordination of district-wide curriculum, including oversight of the Program Review Process
- Make recommendations for new curriculum development or curriculum revisions to the Superintendent or their designee
- Hear proposals for course additions and deletions; make recommendations to the Superintendent and Board of Education
- Annually review and revise the VCS Professional Learning Plan; submit revisions and recommendations to the Board of Education prior to NYSED submittal
- Participate in annual review of district processes, regulations, etc, including Professional Learning Plan, Comprehensive Counseling Plan, MTSS Plan, etc.
- Share updates with the District and Building Councils, as appropriate

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. A Program Evaluation process will be utilized to review components of the instructional program. Multiple constituencies will review plans/programs on a regular basis, and the representation for these program reviews will be selected by constituent group leadership.

Shared decision-making councils may consider a variety of data sources, including those focused on student learning, behavioral, social/emotional, and/or wellness data, to determine goals. Data considered may include standardized testing, authentic data collection, established performance measures, and qualitative data such as stakeholder feedback and observation.

Commissioner's Regulations 100.11

COMPONENT #4

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

Accountability for Decisions

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

- Per NYS Law, all meetings must be open to those wishing to attend.
- Each council will follow the District's 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. Approved minutes will be posted on the District website on a monthly basis.
- 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 within the minutes.

Council members are also accountable:

To the Mission Statement and District Goals

- All decisions will advance and support the Victor Central School District's mission and goals and will align to the VCS Strategic Plan

To Each Member's Own Constituency

- Members will actively seek ideas from their stakeholder 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.
- A summary of each council's achievements (Goal, Action Step, Evidence of Accomplishment) will be shared to the District Council after the final meeting of the year.

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

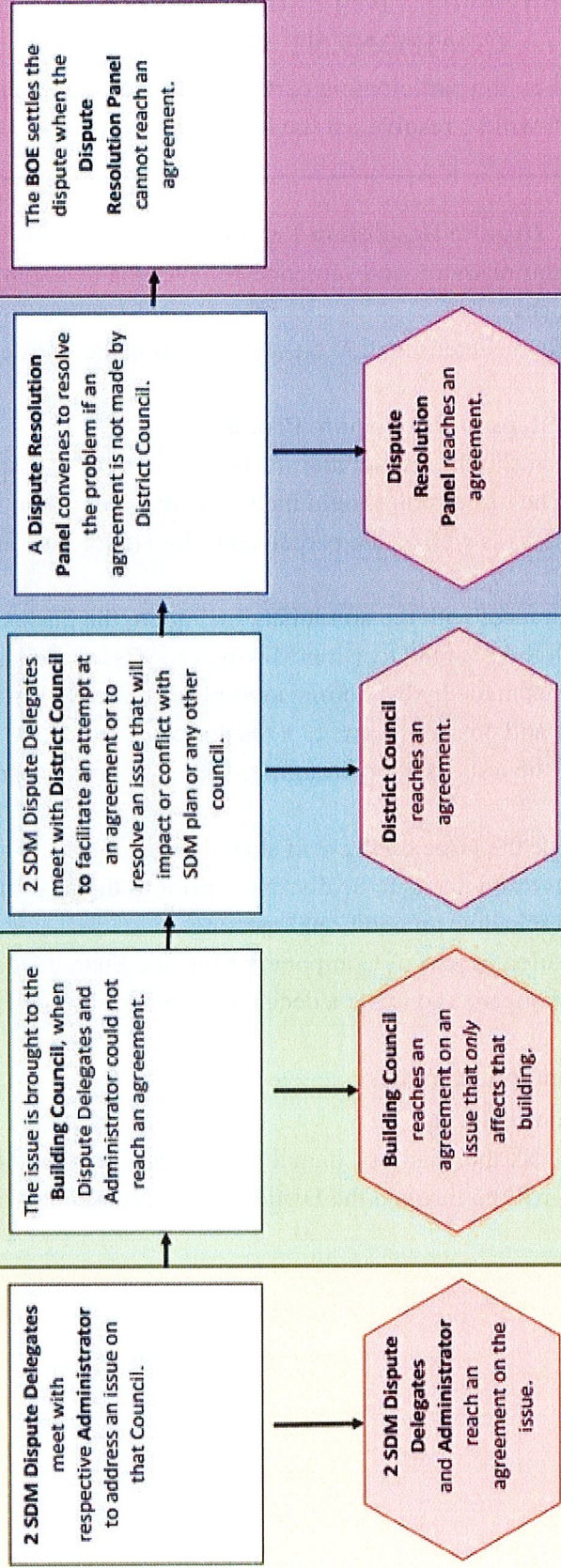
Issue: A decision has been made by an administrator, and someone believes the decision should have been made through the Shared Decision-Making Process.

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 their respective council's Dispute Resolution Panel delegates to discuss the situation. The discussion should include why the decision should be made through the shared decision-making process, as well as the perceived rationale for how and why the decision was made by the administrator.
2. The Dispute delegates should then meet with the administrator. Again, the discussion should include why the decision should be made through the Shared Decision-Making process, as well as the perceived rationale for how and why the decision was made by the administrator. This allows all parties an opportunity to hear each other's thoughts and possibly come to a resolution.
3. 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 Plan, the council will discuss the concern and make a decision. The decision will be disseminated by the administrator's secretary to all appropriate parties.
4. If a decision cannot be made at the building level,
 - a. The Building Council will ask the District Council to consider the issue. If the District Council cannot make a decision, the issue will go through the Dispute Resolution Panel (outlined in the flowchart on page 14).

Victor Central School District Dispute Resolution Flow Chart



Dispute Resolution Panel:

Dispute Resolution Panel Membership: The Dispute Resolution Panel will include two dispute delegates from each SDM Council, one administrator, and an outside facilitator trained in mediation.

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

Roles/Responsibilities:

- attend all meetings as required
- provide a neutral and unbiased consideration of the issues
- listen to all sides of the issue with an open mind
- maintain confidentiality during panel proceedings
- make a final 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 the dispute.
- Panel will determine the time allotted for an open hearing of the issues.
- Panel will determine the number of hearings.
- Panel will give written notice of the hearing date, time, and place.
- Minutes of panel proceedings will be kept.
- A minimum of 10 members must be present for a quorum.
- A minimum of 10 members on the Dispute Resolution Panel must be present for the panel to vote. The independent facilitator will not vote.
- Decisions will be made by majority vote.
- Panel deliberations will be held in private.
- Panel should render a decision in writing (to SDM Councils, 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.

Commissioner's Regulations 100.11

COMPONENT #6

The manner in which all State and Federal requirements for the involvement of parents or guardians 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.

The Superintendent will ensure all State and Federal regulations for involvement of parents in planning and decision-making are coordinated and met.

If you are a parent or guardian interested in serving on a council, an application must be completed. Here is the application link to apply: <https://bit.ly/405rUNT>

REFERENCE 1: ABBREVIATIONS

BC - Building Council
BOCES - Board of Cooperative Educational Services
BOE - Board of Education
CC - Curriculum Council
CSEA - Civil Service Employees' Association
DC - District Council
MTSS - Multi-Tiered Systems of Support
PLP - Professional Learning Plan
PIE - Partners in Education
PRNC - Parent Representative Nominating Committee
PTSA - Victor Central School District Parent, Teacher, Student Association
RtI - Response to Intervention
SDM - Shared Decision-Making
SPED - Special Education
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

REFERENCE 2: 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 that 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.
Visitor	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 or Guardian Representative	someone who has children currently attending Victor Central Schools
Parent Representative Nominating Committee	a parent committee made up of a PTSA, PIE, and VOICE representative that will select parents to serve on 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 the District website

REFERENCE 3: REGULATIONS OF THE NYS 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's administrative bargaining organization(s), teachers selected by the teachers' collective bargaining organization(s), and parents (not employed by the district or a collective bargaining organization representing teachers or administrators in the district) selected by school-related parent organizations, provided that those portions of the district plan that provide for participation of teachers or administrators in school-based planning and shared decision making may be developed through collective negotiations between the board of education or BOCES and local collective bargaining organizations representing administrators and teachers. 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 superintendent 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 a 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.

