

ONEIDA COUNTY BOARD OF LEGISLATORS

ONEIDA COUNTY OFFICE BUILDING ♦ 800 PARK AVENUE ♦ UTICA, N.Y. 13501-2977

Gerald J. Fiorini
Chairman
(315) 798-5900

Mikale Billard
Clerk
(315) 798-5404

George Joseph
Majority Leader

Frank D. Tallarino
Minority Leader

COMMUNICATIONS WITH DOCUMENTATION

November 25, 2015

(Correspondence relating to upcoming legislation, appointments, petitions, etc.)

| <u>FILE NO.</u> | <u>COMMITTEE</u> | <u>PAGES</u> |
|-----------------|---------------------------------------------|--------------|
| 2015-404 . . . | Ways & Means | |
| 2015-405 . . . | Public Safety, Ways & Means | |
| 2015-406 . . . | Health & Human Services, Ways & Means | |
| 2015-407 . . . | Health & Human Services, Ways & Means | |
| 2015-408 . . . | Public Safety, Ways & Means | |

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www.ocgov.net



November 19, 2015

Anthony J. Picente, Jr.
County Executive
Oneida County
800 Park Avenue
Utica, New York 13501

FN 20 15 - 4107

WAYS & MEANS

Dear Mr. Picente:

In reviewing the Students in Other Community Colleges cost center it is estimated there will be a shortfall for the year of approximately \$75,000 in the "Fashion Institute Technolgy Account. This is a result of more students opting to attend this institution over a variety of other community colleges than in years past. Fortunately, there are funds available in the cost center which will be able to cover this estimated shortfall.

I therefore request your Board approval for the following 2015 Budget Transfer:

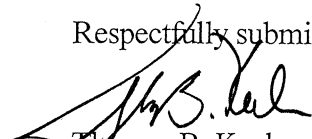
TO:

AA# A2490.4944- Students in Other Community Colleges- Fashion..... \$ 75,000.

FROM:

AA# A2490.4942- Students in Other Community Colleges, Herkimer..... \$ 75,000.

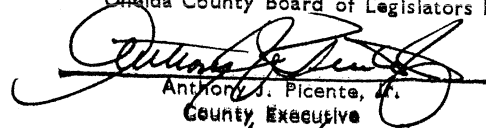
Respectfully submitted,


Thomas B. Keeler
Budget Director

Attach.

Cc: County Attorney
Comptroller

Reviewed and Approved for submittal to the
Oneida County Board of Legislators by


Anthony J. Picente, Jr.
County Executive

Date 11/19/15

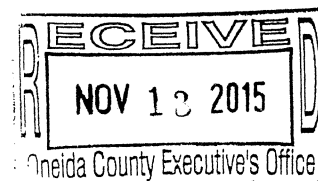


County of Oneida

Undersheriff Robert Swenszkowski
Chief Deputy Jonathan G. Owens

Chief Deputy Gregory Pflieger
Chief Deputy Joseph Lisi

Sheriff Robert M. Maciol



November 12, 2015

FN 20 15-405

PUBLIC SAFETY

WAYS & MEANS

The Honorable Anthony J. Picente, Jr.
Oneida County Executive
Oneida County Office Building
800 Park Avenue
Utica, NY 13501

Dear County Executive Picente:

The Sheriff's Office would like to request a supplemental appropriation for the use of forfeiture funds. These funds are received when assets are acquired as part of a law enforcement seizure. Within the limitations set for the use of these funds, I am requesting that money be transferred to our vehicle expense account to purchase a vehicle through the Equitable Sharing Program with the US Marshal Service. We will be purchasing a vehicle that was seized through the program to be used in our Criminal Investigation Unit.

I am respectfully requesting the following 2015 supplemental appropriation:

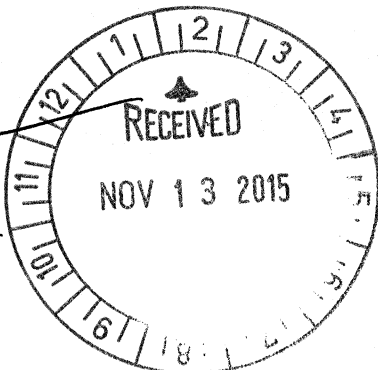
| | | | |
|-----------|------------|----------------------|------------|
| Increase: | A3110.2512 | Automotive Equipment | \$2,683.00 |
| Decrease: | A2718 | Sheriff's Forfeiture | \$2,683.00 |

I would like to thank you for your time and diligent attention to this matter in advance. If you have any questions, require clarification or seek additional information from me in order to help you make a decision regarding my request, please do not hesitate to contact me at any point in time.

Sincerely,

Robert M. Maciol, Sheriff

Cc: Tom Keeler, Budget Director



Reviewed and Approved for submittal to the
Oneida County Board of Legislators by

Anthony J. Picente, Jr.
County Executive

Date 11/13/15

Administrative Office
6065 Judd Road Oriskany, NY 13424
Voice (315) 736-8364
Fax (315) 765-2205

Law Enforcement Division
6065 Judd Road Oriskany, NY 13424
Voice (315) 736-0141
Fax (315) 736-7946

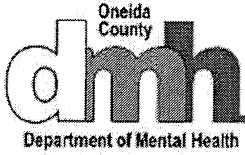
Correction Division
6075 Judd Road Oriskany, NY 13424
Voice (315) 768-7804
Fax (315) 765-2327

Civil Division
200 Elizabeth Street Utica, NY 13501
Voice (315) 798-5862
Fax (315) 798-6495



Anthony J. Picente, Jr., County Executive

Robin E. O'Brien, Commissioner



Phone: (315) 768-3660

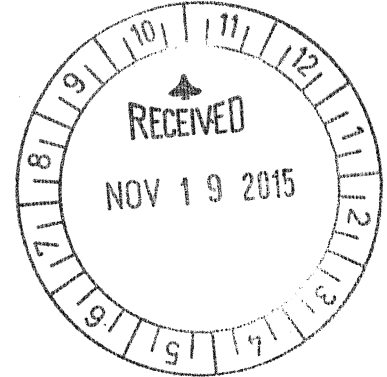
Fax: (315) 768-3670

Website: www.ocgov.net

Email: mentalhealth@ocgov.net

120 Airline Street
Suite 200
Oriskany, New York 13424

FN 20 15-406



November 12, 2015

Anthony J. Picente, Jr.
Oneida County Executive
800 Park Avenue
Utica, New York 13501

HEALTH & HUMAN SERVICES
WAYS & MEANS

Dear County Executive: *Tony*

Oneida County Department of Mental Health has been granted increases to allocated State Aid Funding from both NYS Office of Mental Health (OMH) and NYS Office of Alcohol and Substance Abuse Services to be allocated to several contracted agencies through the Revenue Account Numbers A3490 (OMH), and A3493 (OASAS). As a result we request to increase the Revenue Budgets for both account and the appropriate Agency Appropriation Accounts.

I Therefore request your Board's approval for the following 2015 fund account increases:

| <u>Account No.</u> | <u>Account Name</u> | <u>Increase</u> | <u>Original Appropriation</u> | <u>New Appropriation</u> |
|--------------------|-----------------------------------------------|-----------------|-------------------------------|--------------------------|
| A4310.49515 | Insight House – Alcohol | \$20,680.00 | \$1,570,062.00 | \$1,590,742.00 |
| A4310.49518 | Human Technology Corporation | \$1,031.00 | \$134,770.00 | \$135,801.00 |
| A4310.49519 | Central NY Services – Mental Health | \$4,223.00 | \$1,519,882.00 | \$1,524,105.00 |
| A4310.49521 | Mohawk Valley Council On Alcoholism/Addiction | \$25,471.00 | \$178,688.00 | \$204,159.00 |
| A4310.49522 | Utica Rescue Mission | \$5,447.00 | \$1,055,395.00 | \$1,060,842.00 |
| A4310.49523 | Catholic Charities-ALC | \$73,409.00 | \$1,220,641.00 | \$1,294,050.00 |
| A4310.49525 | Resource Center For Independent Living | \$2,345.00 | \$404,837.00 | \$407,182.00 |
| A4310.49526 | Neighborhood Center | \$2,567.00 | \$2,404,059.00 | \$2,406,626.00 |
| | Total: | \$135,173.00 | | |

The supplemental appropriation Increases for 2015 will be fully supported by unanticipated revenue to the following Revenue Accounts:

| <u>Account No.</u> | <u>Account Name</u> | <u>Increase</u> |
|--------------------|---------------------|-----------------|
| A3490 | State Aid – OMH | \$33,040.00 |
| A3493 | State Aid – OASAS | \$102,133.00 |
| | Total: | \$135,173.00 |

Reviewed and Approved for submittal to the Oneida County Board of Legislators by

Anthony J. Picente, Jr.
Anthony J. Picente, Jr.
County Executive
Date 11/18/15

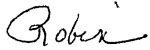
In addition I also request your Board's approval for the following 2016 fund account increases:

| <u>Account No.</u> | <u>Account Name</u> | <u>Increase</u> | <u>Original Appropriation</u> | <u>New Appropriation</u> |
|--------------------|------------------------|-----------------|-------------------------------|--------------------------|
| A4310.49523 | Catholic Charities-ALC | \$27,124.00 | \$1,278,588.00 | \$1,305,712.00 |
| | Total: | \$27,124.00 | | |

The supplemental appropriation Increases for 2016 will be fully supported by unanticipated revenue to the following Revenue Accounts:

| <u>Account No.</u> | <u>Account Name</u> | <u>Increase</u> |
|--------------------|---------------------|-----------------|
| A3490 | State Aid – OMH | \$23,324.00 |
| A3493 | State Aid – OASAS | \$3,800.00 |
| | Total: | \$27,124.00 |

Respectfully submitted,



Robin E. O'Brien
Commissioner of Mental Health

CC: County Attorney
Comptroller
Budget

ONEIDA COUNTY HEALTH DEPARTMENT

Adirondack Bank Building, 5th Floor, 185 Genesee St., Utica, NY 13501

ANTHONY J. PICENTE, JR.
ONEIDA COUNTY EXECUTIVE



PHYLLIS D. ELLIS, BSN, MS, F.A.C.H.E.
DIRECTOR OF HEALTH

ADMINISTRATION

Phone: (315) 798-6400 Fax: (315) 266-6138

August 28, 2015

Anthony J. Picente, Jr.
Oneida County Executive
800 Park Avenue
Utica, New York 13501

FN 20 15-407

HEALTH & HUMAN SERVICES
WAYS & MEANS

Dear Mr. Picente:

Attached are three (3) copies of an Agreement between Oneida County through its Health Department and Oneida-Herkimer-Madison Board of Cooperative Educational Services (BOCES).

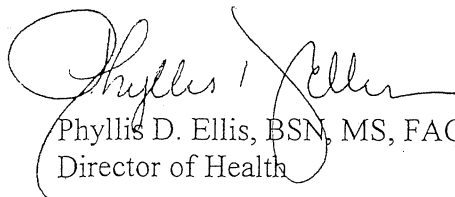
BOCES has applied for and received a grant for the "Creating Healthy Schools and Communities Program" from the New York State Department of Health, with the support of the Oneida County Legislature through County Resolution No. 371, dated December 23, 2014. The County Resolution called for a contract to be mutually developed that will include BOCES subcontracting with Oneida County for the services of a coordinator hired by the Oneida County Health Department. All salary, fringe benefits, travel, media and other incurred expenses are to be covered by the contract price.

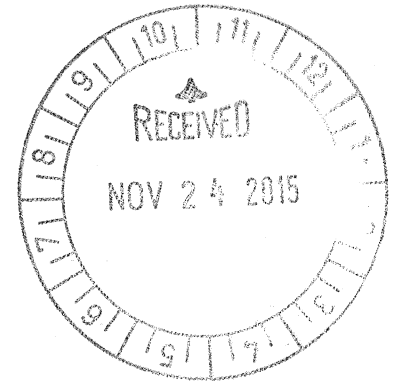
The term of this Agreement shall become effective on October 1, 2015 and remain in effect through September 30, 2020. The Agreement is 100% state funded in the annual amount of \$123,750, for a total contract amount of \$618,750 over the term of five years.

This is not a mandated program by Public Health Law.

If this meets with your approval, please forward to the Board of Legislators.

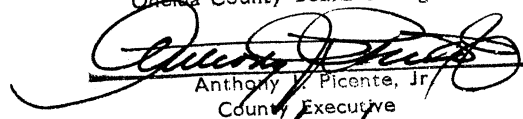
Sincerely,


Phyllis D. Ellis, BSN, MS, FACHE
Director of Health



attachments
ry

Reviewed and Approved for submittal to the
Oneida County Board of Legislators by


Anthony J. Picente, Jr.
County Executive

Date 11/24/15

Oneida County Department: Public Health Competing Proposal: _____
Only Respondent: _____
Sole Source RFP: _____
Other: _____

ONEIDA COUNTY BOARD OF LEGISLATORS
SUMMARY

NAME AND ADDRESS OF VENDOR: Oneida-Herkimer Madison Board of Cooperative
Educational Services (OMH BOCES)
4747 Middlesettlement Road
New Hartford, New York 13413

SUMMARY STATEMENT: OMH BOCES has applied for and received a grant for Creating Healthy Schools and Communities (CHSC) from the New York State Department of Health with the support of the Oneida County Legislature through County Resolution No. 371 dated December 23, 2014. The County Resolution called for a contract to be mutually developed that will include BOCES subcontracting with Oneida County for the services of a coordinator hired by the Oneida County Health Department with salary, fringe benefits, travel, media and other incurred expenses to be covered by the contract price. Oneida County Health Department is desirous to provide personnel to BOCES to be utilized as a coordinator in the community.

DATES OF OPERATION: October 1, 2015 through September 30, 2020

TOTAL FUNDING REQUESTED: \$123,750 annually; 5 year total is \$618,750

___NEW ___RENEWAL ___AMENDMENT ___APPLICATION

FUNDING SOURCE: 100% NYS grant funded

Expense Account: Various accounts in the 4010 cost center designated with the # 5 and HS

Revenue Account: - A2282 – BOCES-Healthy Schools & Community

Creating Healthy Schools and Communities

Agreement for Services

THIS AGREEMENT, made and entered into, by and between **Oneida County Health Department**, an Agency of the county of Oneida, New York (hereinafter called "Contractor") and the **Oneida-Herkimer-Madison Board of Cooperative Educational Services** (hereinafter called "BOCES").

WHEREAS, BOCES has applied for and received a grant for Creating Healthy Schools and Communities (CHSC) from the State of New York Department of Health with the support of the Oneida County Legislature through County Resolution No. 371 dated December 23, 2014, and

WHEREAS, the County Resolution called for a contract to be mutually developed that will include BOCES subcontracting with the Oneida County for the services of a coordinator hired by the Oneida County Health Department with salary, fringe benefits, travel, media and other incurred expenses to be covered by the contract price, and

WHEREAS, the Contractor is desirous to provide personnel to BOCES to be utilized as a coordinator in the community at the times and places hereinafter indicated, and

WHEREAS, the parties agree that the parties' goals and the goals of the grant are the following:

1. Establish a multidisciplinary team consisting of experienced and trained personnel from the County Health Department and the staff of BOCES,
2. Increase access to healthy, affordable foods (especially fruits and vegetables, low-sodium foods, and healthy beverages) through a variety of strategies, such as:
 - Educating community members and leaders about the benefits of zoning and/or licensing regulations which require that a percentage of foods sold by convenience stores and small retailers be healthy;
 - Developing and sustaining mobile produce sales;
 - Establishing cooperative buying groups; or
 - Creating or enhancing food hubs.
3. Increase adoption and use of food standards and procurement policies (including criteria for sodium, saturated and trans fats, healthy beverages, and fiber) by venues reaching priority populations, including municipalities, community-based organizations, worksites, and/or hospitals.

4. Educate community members and leaders on the benefits of adopting and implementing Complete Streets policies, plans, and practices.

NOW, THEREFORE, in exchange for the consideration hereinafter stated:

1. BOCES, hereby agrees to reimburse the Contractor for the costs incurred to employ one full time appropriately titled employee, from the Oneida County Health Department who will work collaboratively with the Oneida BOCES Coordinator of the Creating Healthy Schools and Communities grant for the period **October 1, 2015 to September 30, 2020**.
2. The Contractor will be reimbursed, upon presentation of expenses incurred in an agreed upon format, for related salary, fringe benefits, supervision, travel and appropriate supplies and materials needed to carry out the goals of the grant to an annual maximum of \$123,750.
3. The Contractor agrees to report on work plan progress using the format required by New York State (currently a platform called Catalyst) as required by the Master Agreement for this grant.
4. The parties agree that all records must be available for a period of six(6) years and must be made available for audit by the New York State Department of Education, New York State Audit and Control and the New York State Department of Health upon request.
5. This agreement contains all terms and conditions agreed upon by the parties.

All items incorporated by reference are to be attached. No other understandings, oral or otherwise, regarding the subject matter of this Agreement, shall be deemed to exist or to bind any of the parties hereto. No waiver, alterations or modifications of any provisions of this Agreement shall be binding unless in writing and signed by the duly authorized representative of the parties sought to be bound.

6. This Agreement shall be binding upon both parties when fully signed and executed and upon approval of the appropriate governing bodies where required.
7. Should funds become unavailable or should appropriate governing bodies fail to approve sufficient funds for completion of the services or programs set forth in this Agreement, BOCES and/or the Contractor shall have the option to immediately terminate this Agreement upon providing written notice to the other party. In such an event, BOCES shall be under no further obligation to the Contractor other than payment for costs actually incurred prior to termination and in no event will the Department

be responsible for any actual or consequential damages as a result of termination.

8. BOCES and the Contractor agree that this Agreement may be terminated upon thirty (30) days written notice to the other party at said party's designated address. In case of termination of said Agreement, BOCES will be provided with all documents, notes memoranda and reports (if any) with respect to the Oneida County Department of Health's service up to the effective termination date of said Agreement. The parties further agree that this Agreement expires on **September 30, 2020**, without notice. Any extension or renewal of said Agreement shall be authorized by the BOCES Cooperative Board.

BOCES

By: BOCES Board President

Date

Contractor

By: Oneida County Dept. Of Health

Date

Contractor

By: Anthony J. Picente Jr.
Oneida County Executive

Date

EXHIBIT A

1. Executive Summary (not scored)

The Oneida-Herkimer-Madison (OHM) BOCES will partner with the Oneida County Department of Health to implement a five-year Creating Healthy Schools and Communities (CHSC) project that increases demand for and access to healthy food and opportunities for physical activity in an effort to reduce the risk of obesity in high-need communities and school districts. This coordinated, multi-sector effort will target five school districts: **Adirondack, Holland Patent, Remsen, Utica, and Whitesboro** and the communities where the students and their families live.

OHM BOCES is applying as lead applicant to the New York State Department of Health, Division of Chronic Disease Prevention and Division of Nutrition RFA #1405120447 under Component A: Creating Healthy Schools and Communities. As one of 25 local-level agencies to implement sustainable policy, system, and environmental changes in the targeted schools and communities, the project will operate from October 1, 2015 through September 30, 2020.

This initiative will focus on school and community-based policy development, educational programming, and influencing provider and consumer practices related to increasing access to healthy, affordable foods and physical activity.

Strategies will include:

- Advocacy efforts via representation on existing, relevant regional boards and coalitions;
- Fostering relationships with community groups such as the Community Foundation, Chambers of Commerce, Kiwanis, Optimist, Rotary, Shriners, American Heart Association, Utica Safe Schools, Cornell Cooperative Extension (Eat Smart NY); Oneida County Youth Services Council- Wellness subcommittee; School District wellness committees; Farm to School Stakeholders Group (Waterville School District collaboration with Oneida County Cooperative Extension Farm to School grant); Mohawk Valley Food Action Network; Upstate Cerebral Palsy/CNYHHN; BRiDGES community agency for prevention and intervention programs that promote change and build healthy communities, SUNY College of Oneonta combined master's degree and dietetic internship program; American Cancer Society, Bureau of Tobacco Control Community Engagement Coordinator, NYS AHPERD Cornell Center for Behavioral Economics in Child Nutrition Programs, SED Associates in Health and Physical Education of New York State Education Department Office of Curriculum and Instruction to share information and co-sponsor events and activities;
- Policy assessment, development and implementation at the school district and building levels;
- Mobilizing the community- municipalities, community-based organizations, grocers, businesses, and residents-to transform its expectations and practices related to healthy eating and wellness.

- Educational programming in the school and community, student-driven projects, and collaborative community events to educate consumers on the benefits of healthy, fresh foods and physical activity;
- Serving as an informational resource to expand the scope of influence, e.g. an online presence and establishing a lending library of physical resources.

OHM BOCES has the capacity and established relationships with the school districts to create and implement sustainable school health policy and practice change. These policies will promote increased physical activity, consumption of healthy foods and beverages in recommended amounts, variety and form appropriate for age, sex, and physical activity level consistent with the 2005 Dietary Guidelines for Americans and the Healthy Hunger Free Kids Act of 2010 and the CDC Comprehensive School Physical Activity Program (CSPAP).

This initiative ties directly into regional and statewide priorities. In his most recent State of the County address, the Oneida County Executive, Anthony Picente, initiated and charged the Oneida County Health Department with implementing the Oneida County Total Health Initiative to address disturbing health issues identified in the 2013 Community Health Assessment, including obesity, chronic disease and smoking.

Creating Healthy Schools and Communities also contributes to the goals of the NYS Prevention Agenda, a five-year effort to make New York the healthiest state. The Prevention Agenda 2013–2017 has five overarching goals: 1. Improve health status in five priority areas and reduce health disparities for racial, ethnic, disability, socioeconomic and other groups who experience them; 2. Promote attention to the health implications of policies and actions that occur outside of the health sector, such as in transportation, community and economic development, education and public safety; 3. Create and strengthen public-private partnerships to achieve sustainable health improvement at state and local levels; 4. Increase investment in prevention and public health to improve health, control health care costs and increase economic productivity; and 5. Strengthen governmental and non-governmental public health agencies and resources at state and local levels. Oneida County is identified as a priority in the area of preventing chronic diseases associated with obesity. A specific objective in the plan is to promote good nutrition and physical activity in early child care and school settings.

This Creating Healthy Schools and Communities project is a far-reaching and collaborative effort, removing silos and coordinating efforts within the county for maximum impact. OHM BOCES is well-positioned to deliver a quality program because of its experience in the school health policy field, resource capacity, and established partnerships with the school districts, the Oneida County Department of Health, and other community-based organizations.

2. Capacity and Experience (20 points)

A. School Expertise

The Oneida-Herkimer-Madison Board of Cooperative Educational Services (OHM BOCES) is part of a state-wide system of BOCES and was one of the first four established by the New York State Legislature in 1948 under Section 1950 of the NYS Education Law. There are currently 37 BOCES in the state. BOCES functions as a link between local schools and the State Education

Department. Through cooperative efforts, BOCES offers a wide variety of educational and support services to public education agencies throughout the state. BOCES offers a variety of educationally focused programs, services, and support systems including career and technical education, special and alternative education, administrative and financial services, human resources, program and professional development, information and technology support, and shared itinerant staff. Component school districts of OHM BOCES are: Brookfield, Clinton, Holland Patent, New Hartford, New York Mills, Oriskany, Remsen, Sauquoit Valley, Utica, Waterville, Westmoreland and Whitesboro.

The OHM BOCES mission is to coordinate the response of the community's emerging educational needs and to enable component districts to develop and accomplish their mission by providing innovative leadership and unique outcome based instructional and management services through partnerships with business/industry, state, regional, educational and community-based organizations. The goals and objectives of the Creating Health Schools and Communities project are directly aligned with the BOCES mission. The project's focus on a collaborative, coordinated and community-wide approach to reducing the risks of obesity reflects the BOCES philosophy of shared, effective service delivery and impacts policy, practice and ultimately student and family wellness. Improving wellness, in turn, positively affects student performance physically, emotionally and academically with focus on the whole child.

1. Describe understanding of current education and health priorities in selected school districts, including, but not limited to:

- *Race to the Top;*
- *Common Core Learning Standards;*
- *Annual Professional Performance Reviews; and*
- *HHFKA.*

With this Creating Healthy Schools and Communities initiative, OHM BOCES will work with **Adirondack** (a non-component district also located in Oneida County), **Holland Patent**, **Remsen**, **Utica**, and **Whitesboro** school districts. The targeted school districts represent a diverse cross-section of Oneida County.

Utica is a large urban district with a diverse student population. Utica has been the destination of more than 11, 000 refugees in the past ten years through the Mohawk Valley Resource Center for Refugees; more than forty-two languages are represented in Utica schools. The school district is designated a Focus District by the New York State Education Department, identified as a result of low performance and lack of progress in ELA and math combined or graduation rates for one of more accountability groups. The district is required to develop and implement comprehensive plans to support improvement efforts; this process is currently in progress.

Adirondack and Remsen are rural, geographically expansive districts with significant resource needs. Boonville Elementary, in Adirondack, and the Remsen Junior/Senior High School are identified by NYSED in need of a Local Assistance Plan based on poor or wide gaps in performance by student accountability groups. Holland Patent and Whitesboro are suburban districts. All of the targeted districts deal with student poverty and its effects on learning and achievement and high rates of students classified in need of special education.

The following charts provide student demographic and academic performance information for each of the targeted districts.

Table A1.1 Student Demographics

| <i>District</i> | <i>Grade Level</i> | <i>Enrollment¹</i> | <i>Free and Reduced Lunch¹</i> | <i>Special Education Classification Rate²</i> |
|------------------|--------------------|-------------------------------|-------------------------------------------|----------------------------------------------------------|
| Adirondack | PreK-12 | 1,326 | 56.1% | 11.7% |
| Holland Patent | PreK-12 | 1,469 | 39.0% | 12.5% |
| Remsen | PreK-12 | 439 | 42.3% | 13.9% |
| Utica City | PreK-12 | 10,040 | 100% | 16.1% |
| Whitesboro | PreK-12 | 3,224 | 32.2% | 14.5% |
| Total/Avg | PreK-12 | 16,498 | 53.9% | 13.7% |

Sources:
¹ NYSED Child Nutrition Management System Enrollment to Eligibles Report, September 2014
² NYSED 2012-13 Special Education Data

Table A1.2 Student Achievement Data

| | <i>Percent of all students scoring at levels 1 and 2</i> | | | | <i>Percent of all students scoring below 65</i> | | <i>Graduation Rate</i> |
|----------------|----------------------------------------------------------|------------------|-----------------|------------------|-------------------------------------------------|------------------------|------------------------|
| | <i>Gr 3 ELA</i> | <i>Gr 3 Math</i> | <i>Gr 8 ELA</i> | <i>Gr 8 Math</i> | <i>Comp English Regents</i> | <i>Algebra Regents</i> | |
| Adirondack | 86% | 81% | 81% | 74% | 20% | 12% | 86% |
| Holland Patent | 72% | 76% | 54% | 87% | 4% | 8% | 95% |
| Remsen | 66% | 72% | 94% | 97% | 31% | 10% | 95% |
| Utica City | 85% | 82% | 85% | 91% | 35% | 36% | 62% |
| Whitesboro | 61% | 49% | 54% | 62% | 14% | 13% | 88% |
| Average | 74% | 72% | 74% | 82% | 21% | 16% | 85% |

Source: 2012-13 NYS Report Card; 2008 Total Cohort -4 Year Outcome, Graduation Rate

As noted in Table A1.2, 74% and 72% of 3rd grade students across the participating districts fail to demonstrate proficiency on grade 3 ELA and Math assessments respectively, as defined as scoring at levels 1 or 2; and these rates remain steady or increase for 8th graders as 74% and 82% fail to demonstrate proficiency. Regents scores for high school students are generally high with 21% and 16% scoring below 65 in the critical areas of Comprehensive English or Algebra respectively. Graduation rates range from 62% to 95% with an average of 85%, exceeding the

statewide average of 74%. Achievement results decline significantly for subgroups of the Economically Disadvantaged and Students with Special Needs.

In addition to student issues related to poverty, mental health, family management, and others, the targeted school districts are also struggling with federal and state initiatives such as implementation of the Regents Reform Agenda including Common Core, APPR, meeting AYP for all subgroups particularly SWD and economically disadvantaged. Staffing challenges, such as attracting and retaining highly qualified teachers and administrators, are exacerbated by limited financial resources.

In compliance with the Child Nutrition and WIC Reauthorization Act of 2004, each of the school districts implemented a local school wellness policy by 2006, a written document that guides each school's efforts to establish a school environment that promotes students' health, well-being, and ability to learn. Through the HSNY program, the School Health Policies Coordinator works with each district to assess the quality of those policies, update those policies based on subsequent legislations, e.g. the Healthy Hunger Free Kids Act of 2010, and enhance their implementation. At this time, districts are awaiting updated guidelines from the USDA regarding changes and updates to the policy. Once USDA guidelines are issued (expected in early 2015), Madison-Oneida BOCES Policy Service will issue a revised policy template to those districts subscribing to its service (Holland Patent, Remsen, Utica and Whitesboro) and the School Health Policies Coordinator will continue her work with the districts on the assessment, suggested revisions, and implementation of such policies.

Additionally, the OHM BOCES School Food Service and the OHM BOCES Healthy Schools New York (HSNY) staff work closely to better prepare schools for the NYSED's Child and Nutrition audits. In the past, HSNY worked with Jennifer Knapp, New York State Education Department Child Nutrition Program Administrator, for access to the Administrative Review Off-site Assessment Tool that staff will be using during the audits. This was shared with districts on the audit list and technical assistance offered to better prepare district for the audits.

2. Describe collaboration with school districts around essential operational elements, including, but not limited to:

- School communication systems and educational processes and practices;*
- Interaction within and between school committees;*
- Federal and state regulations and mandates;*
- Teacher union agreements/contracts;*
- The roles of administrators, principals, teachers, school boards, parent teacher associations, and school food services related to the regulation or policy process; and*
- Professional development requirements and plans for teachers and staff.*

Oneida-Herkimer-Madison BOCES has successfully worked with high-need districts, both rural and urban, as facilitator and service provider under NYS DOH programs such as Tobacco Control and Healthy Schools NY (HSNY), staff development for compliance issues, and Special Education. OHM BOCES supports change at the district and school levels through productive face-to-face meetings and on-line communication. There are formal, systematic communication mechanisms in place within the BOCES, with and amongst its component districts and to other BOCES in the region. The component district superintendents meet together with the District

Superintendent, Howard Mettelman, monthly via the Superintendent's Cabinet. Principals from the component districts meet monthly with the director of OHM BOCES Program and Professional Development Division to engage in networking and professional development opportunities. It is at these meetings with elementary, middle schools, high school and district level administrators that the School Health Policies Coordinator will meet face-to-face with the group of change agents. This will enable the School Health Policies Coordinator's work to be supported and aligned. A similar structure of communication with the tri-county BOCES area involves administrators from the region and will serve as a platform for school health policy discussion and implementation.

The targeted districts serve a varied student population by ethnicity, Limited English proficiency, and students with disabilities as noted in section 2A above. OHM BOCES has a full-time Special Education Improvement Specialist (SEIS) who works in collaboration with area schools and regional BOCES to improve outcomes for students with disabilities.

The OHM BOCES regional Food Service program employs two food service managers, one of whom is a licensed dietician. OHM BOCES PPD has worked successfully with its component districts and in collaboration with other BOCES to implement regional responses to bullying, tobacco policy, local wellness policy, school safety, and instructional improvement.

HSNY has offered professional development workshops in collaboration with the OHM BOCES Science Center and Program and Professional Development Division including: "Reframing the PE Curriculum", "Math and Movement", and "Writing the District PE Plan Workgroup." Presented workshop at NYAHPERD annual conference, "Writing the District PE Plan", offered "Healthier CNY Challenge" workshop in collaboration with Cornell Center for Behavioral Economics in Child Nutrition Programs, Action for Healthy Kids, Hunger Solutions NY, American Dairy Association, DASH NY, Fuel Up to Play 60 and HSNY CNY Coordinators.

The Coordinator also works with participating districts on the development of a Physical Education Plan that meets SED regulations, establishes an annual professional development program for PE teachers, and aligns with New York State Department of Education PE requirements in grades K-12.

3. Describe experience and leadership on LWP assessment, development, adoption, implementation and evaluation, including:

- Experience communicating the connection between elements of LWP and student health and academic achievement to school administrators, principals and teachers.
- Successful efforts assessing, developing, implementing, and evaluating regulations or policies in schools around nutrition and physical activity, including physical education elements of LWP.
- Experience working with or through coalitions or partnerships in the school sector.
- Experience working in underserved, low-income areas, areas with a high percentage of racial/ethnic minority population, and with individuals with disabilities.

In 2005, OHM BOCES secured a New York State Department of Health grant to work with school districts to develop and implement tobacco policies. Deb Spinella worked with nineteen school districts in tri-counties Oneida, Herkimer and Madison to develop and implement district Tobacco Policy. Data tracking policy development and adoption, policy communication and

implementation, community collaboration, media messaging and program sustainability were submitted monthly to DOH. In 2009, this program moved its focus toward Comprehensive School Health Policies for Tobacco, Physical Activity and Nutrition.

OHM BOCES now implements Healthy Schools NY (HSNY), a five-year grant program through the New York State Department of Health Division of Chronic Disease Prevention. HSNY staff provides expertise and resources to school districts to establish healthier nutrition environments outside of the school meals program and offer daily physical activity opportunities for students of all abilities. The School Health Policies Coordinator works with school staff to assess school wellness policies and develop or strengthen key policy elements, regulations and practices. This grant was scheduled to end in March 2015 but has been extended until September 2015.

Participating districts include Sauquoit Valley, Waterville, Mt. Markham, Utica City, Morrisville-Eaton, Adirondack, Dolgeville, New York Mills, and Oriskany. The goals of this initiative are to increase opportunities for physical activity before, during, and after the school day for all students in grades K-12; establish school environments that support and promote healthful eating for all students in grades K-12; and establish the sustainability of Healthy Schools NY physical education, physical activity, and nutrition components.

Deborah Spinella, School Health Policies Coordinator, has eight years of experience with OHM BOCES and the Tobacco Control and Healthy Schools NY (HSNY) programs has led many districts and schools through activities leading to wellness policy adoption, implementation, communication, sustainability, and monitoring. She starts with an evaluation of existing policy using the WellSAT, School Health Index (SHI) and/or other assessment tool to see where improvement is needed and then provides guiding direction.

Each district's Board of Education has a policy review sub-committee that regularly reviews and revises policies as necessary. The School Health Policies Coordinator works with school district staff to assess current health policies and advocate for changes that meet regulations and district needs. As noted, many school districts purchase policy services through the Madison-Oneida BOCES. Districts; those districts rely on policy templates and the guidance provided. Other districts, such as Adirondack which is not a subscriber to the service, have moved forward with revising its health policies on its own.

To date, the nine districts participating in Healthy Schools NY have either assessed, revised, implemented or communicated local wellness policies and are awaiting additional policy recommendations from the USDA.

Examples of the information and resources shared with districts include, but are not limited to:

- Evidence to Support Comprehensive School Health Policies
- IOM Nutrition Standards for Foods in Schools
- NANA Model Local School Wellness Policies and sample School District Wellness Policies
- USDA Healthier US School Challenge
- State and Federal Laws and Regulations for Foods in School

- The Association Between School-Based Physical Activity, Including Physical Education, on Academic Performance
- USDA Smart Snacks in School Guidelines
- The Alliance for a Healthier Generation template newsletter
- Alliance for a Healthier Generation letter template (SSMemo1) for the school community and the document for Parent Teacher Associations (SSMemo-PTA).
- “Smart Snacks, the Basics” PowerPoint from the Alliance that explains the new USDA guidelines
- Energizing Brain Breaks resources to classroom teachers
- The Alliance for a Healthier Generation Model Wellness Policy released in December 2014
- Cornell Center for Behavioral Economics in Child Nutrition Programs Smarter Lunchroom Design

Ms. Spinella has done significant work with many districts including Adirondack and Utica, two of the districts to be served with the Creating Healthy Schools and Communities project. These are two very different districts and their progress is highlighted here.

Adirondack- Tobacco Free Schools resources and technical assistance and support; District Wellness policy WellSAT assessment; HSNY updates; physical activity resources for use in K – 6 classrooms and recess; PE classroom resources, PE Planning Guide resources and technical assistance for PE Plan revisions, healthy fundraising toolkit; sample communication letters for administration that explain and detail the new USDA guidelines; and workshop, webinar and grant opportunities.

Utica –Tobacco Free Schools and Comprehensive School Health Policies for Tobacco, Physical Activity and Nutrition engagement since 2006 to address physical activity, nutrition, and tobacco use through a Coordinated School Health Program approach; worked with administration, Utica Safe Schools including after school program coordinators, School Health Center nurses, Athletic Director, PE and Health teachers, to increase physical education in elementary school buildings, provided healthful eating promotions, engaged in annual Build-A-Bike events; facilitated wellness policy development and review; shared workshop, webinar, grant opportunities; and guided PE Plan revisions.

4. Describe experience conducting program evaluation in schools to measure the impact of activities and strategies, including:

- Experience collaborating with external evaluation specialists to develop and implement evaluation methodologies.
- Experience collecting baseline and follow-up data.
- Experience analyzing data.
- Experience disseminating evaluation results.
- Experience utilizing evaluation results to inform current and future activities.

Through its Community of Resources and Expertise division (CORE™) and implementation of past and current grant-funded initiatives such as a federal Safe Schools Healthy Students initiative, OHM BOCES does have experience working with external evaluation specialists to develop and implement evaluation methodologies, collecting and analyzing data, disseminating evaluation results and using those results in ongoing improvement efforts.

Through the Healthy Schools NY program, the Comprehensive Health School Policies Coordinator submits multiple reports to track Healthy Schools NY activity, including:

- Healthy Schools NY Monthly Progress Reports to track Earned Media, Infrastructure, Sustainability efforts of HSNY Workplan
- Healthy Schools NY Monthly Progress Report for School District Level building level activities such as implementation, communication, evaluation of HSNY Workplan
- HSNY Quarter Progress Reports
- HSNY End of Year Reports

NYS takes the data and compiles a statewide report that is distributed to grantees. The NYS DOH Contract Manager then provides feedback that guides the action plan steps.

The Coordinator has also worked with school districts to administer multiple evaluation tools to assess policy, practice and student outcomes. Some of those tools include:

- HSNY Physical education ENVIRONMENT FOR KINDERGARTEN Through Grade 6 ASSESSMENT TOOL;
- HSNY Physical education ENVIRONMENT FOR GRADES 7-12 ASSESSMENT TOOL;
- HSNY Adequate time to eat meals assessment tool;
- CDCs School Health Index;
- WellSAT tool from Yale, developed by researchers at the Rudd Center for Food Policy & Obesity at Yale University, in consultation with an advisory board comprising experts in nutrition, physical activity, education, public policy and public health; and
- TCP Tobacco Observational checklist tool.

B. Community Expertise:

1. Describe experience conducting policy, systems and environmental changes in the community setting, including:

- *Collaborations with community partners;*
- *Engaging organizational decision makers;*
- *Educating government decision makers;*
- *Mobilizing communities;*
- *Types of policies, systems or environmental changes made;*
- *Sectors where the work occurred;*
- *Outcomes;*
- *Number of people reached; and*
- *Work with low-income areas, racial/ethnic minority populations, and individuals with disabilities.*

OHM BOCES will be contracting with the Oneida County Health Department (OCHD) to provide services related to the Creating Healthy Schools and Communities community-based deliverables. The OCHD brings significant expertise and experience to the initiative. The agency is charged with promoting and protecting the health of Oneida County and they do so through multiple avenues including public information, education, clinics, resources and publications, and community collaborations. Programs and services fall under the divisions of: Health Promotion; Early Intervention; Special Children Services; Clinical Services; Environmental Health; and Women, Infants & Children.

The department's work is guided by the *2014-2017 Community Health Assessment and Community Health Improvement Plan* which was conducted in 2013. The document identifies many of the community partners, assesses the health status of the community and services to focus efforts in order to improve health outcomes, often to underserved segments of the community. The work of their Immunization Program within the Amish community performing site visits, providing immunizations and collecting data mandated by the New York State Department of Health (NYSDOH) exemplifies the department's efforts to address underserved populations.

OCHD collaborates with many community partners, including school districts, to educate and serve the public. Some of those partnerships include:

- Catholic Charities;
- Faxton St. Luke's OB Care Clinic;
- Hear 2 Learn (early intervention and resources for children with developmental delays with a specialization in children with hearing loss);
- Kids Oneida Inc. (social, emotional behavioral services for kids at-risk);
- Madison-Oneida BOCES (preschool evaluations, literacy, special needs);
- Mohawk Valley Genetic Services Ferre Institute (genetic counseling to for underserved populations);
- Mohawk Valley Latino Association;
- Mohawk Valley Perinatal Network Inc.;
- Options with Learning LLC (speck, special education and assistive technology evaluations, screening and early intervention);
- Passport Health (travel medicine services, info and vaccines);
- Rome City School District Preschool Program;
- The ARC Oneida-Lewis Chapter, NYSARC;
- Upstate Cerebral Palsy; Upstate Medical University;
- United Way of the Valley & Greater Utica; and
- YWCA Mohawk Valley.

In an effort to engage and educate decision-makers, mobilize the community, and influence policy and practice, the OCHD is involved with the Mohawk Valley Refugee Center, Cornell Cooperative Extension, City of Utica, SUNY PolyTech, Mohawk Valley Community College, Utica, Rome City and Vernon-Verona-Sherrill Schools, Utica College, and the Oneida County Health Coalition. The Coalition is a representation of health care and human service agencies created about ten years ago and designed to collaborate, educate, advocate, and promote health and quality of life for people in Oneida County. The Coalition's vision is to address and advocate for health and wellness in the community, promote healthy habits, and use its collective resources to effect change and to acquire necessary resources to meet unmet needs. To date, the Coalition has worked with the Comprehensive Health Improvement Plan assessment and its annual updates.

2. Describe experience working in food systems, including:

- *Types of food vendors or links in the food chain, e.g., corner stores, food hubs, mobile marketing, cooperative buying, food procurement;*
- *Foods targeted for improvement, e.g., sugary drinks, high sodium foods, fruits and vegetables;*
- *Outcomes; and*
- *Number of people reached.*

The OCHD health promotion team will be starting a new campaign in 2015 to work with the community and schools to learn about the importance of drinking water and educate the community on sugary beverages. Activities include a two-session educational component with the area schools. This begins in January 2015 with middle school classes in Westmoreland School district.

The OCHD has also worked with Farmers Markets in the past, educating patrons at the markets about healthy eating and physical activities. The department works with the farmers at their WIC Family Fun day event, an event designed to increase access to locally grown, fresh food for WIC participants. They work with two farmers to make this happen yearly.

3. Describe experience working in food procurement, including:

- *Venues worked in, e.g., hospitals, restaurants, community organizations, schools;*
- *Nutrients or foods addressed;*
- *Outcomes; and*
- *Number of people reached.*

The OCHD is currently a member on the Food Policy Council. The Council was established in 2013 by the Oneida County Executive. Its role is to identify, develop, promote and support local efforts to create a strong and resilient local food system where affordable, nutritious food is accessible to all. The Council's efforts focus on three key areas: healthy people, healthy environment and healthy economy. The Food Policy Advisory Council grew out of the activities of the Mohawk Valley Food Action Network (MVFAN) which were funded by a 2010 USDA Hunger Free Communities grant awarded to Cornell Cooperative Extension Oneida County, in partnership with Rust to Green (R2G) Utica, the Resource Center for Independent Living (RCIL), and the City of Utica. The grant supported a two-year study of hunger and food insecurity, as well as the development of a plan to address those issues through local actions.

That work highlighted the uniquely vibrant food and agriculture resources of Oneida County, but also identified a number of challenges threatening our future, ranging from farm viability and suburban sprawl to consumer access and healthy food choices.

An essential aspect of the plan that emerged from MVFAN's efforts is the formation of the Food Policy Advisory Council, modeled on similar councils that have been formed across the United States and around the world. Food system issues are complex and multi-faceted. By bringing this Council together, Oneida County has recognized the value of coordinating and cooperating across disciplines and jurisdictions to build on our strengths and address our challenges in an area that affects every Oneida County resident.

To date, the group has delivered presentations in the community and schools promoting healthy eating habits, daily exercise or movement, and ways to stay healthy throughout their lifespan.

4. Describe experience working in Complete Streets, including:

- Number of policies or regulations enacted; and*
- Successes in implementing policies or street-level changes.*

In Oneida County, the Oneida County Department of Planning/Herkimer-Oneida Counties Transportation Study (HOCTS) is responsible for the planning, implementation and evaluation of Complete Streets work.

The Complete Streets Act took effect on February 15, 2012. The law does not provide any additional funding for complete street design features but states that "the transportation plans of New York State should consider the needs of all users of our roadways including pedestrians, bicyclists, public transportation riders, motorists and citizens of all ages and abilities, including children, the elderly and the disabled...Therefore, it shall be the policy of the state to consider people of all ages and abilities and all appropriate forms of transportation when planning roadway projects." The law covers only projects that are funded with federal and state funds. However, NYSAMPO encourages local governments to consider these principles for locally funded projects as well. Complete street design features are roadway design features that accommodate and facilitate convenient access and mobility by all users, including current and projected users, particularly pedestrians, bicyclists and individuals of all ages and abilities. These features may include, but need not be limited to: sidewalks, paved shoulders suitable for use by bicyclists, lane striping, bicycle lanes, share the road signage, crosswalks, road diets, pedestrian control signalization, bus pull-outs, curb cuts, raised crosswalks and ramps and traffic calming measures; and recognize that the needs of users of the road network vary according to a rural, urban and suburban context.

As of August 2014, of the entire 41 municipalities within Oneida County, none of them have officially adopted Complete Streets policies.

There has been some success recently in adopting street-level and project specific changes as opportunities arose. This includes utilization of Safe Routes to Schools programing/funding, NYSDOT Transportation Alternative/ Enhancement Project funding and CFA awards. There have been projects in Boonville, Marcy, Russia, and Utica that have utilized Complete Streets principles. In most cases the projects have been NYS Department of Transportation projects that

included components of Complete Streets for rehabilitation and other roadway work. It should be noted that all changes of this nature have been sporadic and isolated, rarely ever creating linkages throughout the entire street networks.

The only over-arching county-wide policy is found within the Long-Range Transportation Plan Update 2035, a 20-year vision plan that HOCTS updates every 5 years.

The HOCTS brings significant expertise to the Creating Healthy Schools and Communities initiative and notes that the development and adoption of complete streets policy in municipalities is critical. The next step, education of local leadership, highway departments, and anyone else that works within the road right-of-way is just as critical and crucial to seeing complete streets policy take physical form. Many times it only takes small project changes to make something more “complete” and the benefit can usually be quickly realized. Also of note:

- HOCTS has created a database of all communities in Herkimer and Oneida Counties that currently have complete streets policy.
- All of Oneida County is covered within the Long Range Transportation Plan Update 2035 (LRTP Update 2035) (adoption pending December 2014). This plan looks at all modes of transportation and sets the frame work to create complete streets wherever applicable throughout the two county area.
- HOCTS is involved with the Mohawk Valley Food Action Network (MVFAN) and Food Action Policy Committee (FPAC). This has become a critical connection because it allows the local food network to understand the transportation network that supports it.
- MVFAN is actively working with school districts to implement healthy, realistic food policies for schools. Another large component of school involvement is supporting an agricultural program in the school that provides food for the school. This teaches both farming methods and provides quality food for the school.
- HOCTS LRTP Update 2035 has a significant focus on improving and expanding the non-motorized transportation network for the area.
- In connection with school and food system planning, this focus could be centered on creating quality linkages through complete streets methodology between schools, markets, and food based retail.
- Creating quality linkages (sidewalks, paths, marked crossings, safety signage, speed control, pedestrian orientated development, bicycle accommodations) would strengthen the transportation network on the whole, making movement easier, thus encouraging movement outside a vehicle and increasing physical activity.

This initiative aligns closely with the HOCTS annual work program (UPWP '14-'15) that has a General Development and Comprehensive Planning task with a sub-task of Coordination with Partner Agencies. The objective of this task is to provide assistance to local communities, agencies located within the planning area (Herkimer & Oneida Counties) to support and

coordinate the development of a sustainable transportation system. The intent is to enable HOCTS staff to maintain a responsible and responsive position, provide advice in regards to the role of transportation in the economy and health of a community and support consistency in transportation system improvements. The Oneida County Department of Health will consult and coordinate with the HOCTS on all contract deliverables associated with Complete Streets.

5. Describe experience conducting community-level program evaluation to measure the impact of activities and strategies including:

- Experience collaborating with external evaluation specialists to develop and implement evaluation methodologies.
- Experience collecting baseline and follow-up data.
- Experience analyzing data.
- Experience disseminating evaluation results.
- Experience utilizing evaluation results to inform current and future activities.

The OCHD conducts community-level program evaluations and data collection via the Comprehensive Health Improvement Plan (CHIP). Currently, there are two initiatives serving as the focus of activity over the next four years- breastfeeding and tobacco cessation. The department is currently working with the local hospitals to collect baseline data and then yearly data to determine impact on performance indicators utilized in the CHIP assessment. The data is analyzed monthly to gauge improvement over time. Quarterly results from the evaluation process are shared with each of the coalition members and others in the community as needed. Then, results are incorporated into the CHIP assessment and that guides decision-making related to specific strategies and activities to be used to address identified goals and objectives.

3. Initiative Plan (40 points)

Please develop a work plan using the Grants Gateway that includes both the school and community objectives. Please develop one, one-year objective for each of the five-year objectives provided below. They may include up to seven major tasks and corresponding measures for each of the one-year objectives. Strategies should be complementary in their approach, e.g., if you are working on Complete Streets implementation around the school, those efforts should help Safe Routes to School efforts also happening at the school.

A. Identify schools and communities selected for the initiative. Maximum 10 points

For this Creating Healthy Schools and Communities initiative, as summarized in the Schools and Communities Chart (Attachment 9), OHM BOCES will work with **Adirondack, Holland Patent, Rensselaer, Utica, and Whitesboro** school districts and their associated communities. Attachment 9 is uploaded to the Grants Gateway as part of this application.

All targeted districts are high-need school districts as identified in the RFA. Adirondack is also one of the fifteen school districts selected for monitoring under a Cooperative Agreement the Department has with the Centers for Disease Control and Prevention. As such, the Department is required to monitor progress in nutrition and physical activity through School Health Profiles and the Youth Risk Behavior Survey. Including the Adirondack Central School District in this proposal qualifies for 10 additional points in the scoring process.

Also uploaded in the Grants Gateway and included as part of this application are signed MOUs with each targeted school district that detail roles and responsibilities associated with this contract.

B. Schools: Up to 13 points

1. Describe how school districts will be engaged in the process of assessing, developing, adopting, implementing, and evaluating LWP, and accomplishing the performance measures for nutrition and physical activity.

OHM BOCES will conduct baseline and follow-up assessments of each school district's wellness policies using the WellSAT. This is a tool that OHM BOCES has used in previous health policy programs with multiple districts. Schools will also use an environmental assessment tool, the CDC's School Health Index, in each school building. Initial assessments will be completed prior to revising policies and making changes in the school. Information from the assessments will be used to identify limitations and gaps in the current district wellness policies and practices and make the case for revising existing policy and practices. Follow-up WellSAT assessments will be completed after the revised versions of the written documents are approved by the school board.

Each district's Board of Education has a policy review sub-committee that regularly reviews and revises policies as necessary. The School Health Policies Coordinator works with school district staff to assess current health policies and advocate for changes that meet regulations and student needs. As noted, many school districts purchase policy services through the Madison-Oneida BOCES. Districts; those districts rely on policy templates and the guidance provided. Other districts, such as Adirondack which is not a subscriber to the service, have moved forward with revising its health policies on its own.

In her work, the School Health Policies Coordinator will encourage school districts to:

- Work with the wellness committee to develop an implementation work plan;
- Consider phasing in new components of the wellness policy over time;
- Communicate the policy and practice changes to the entire school community, including students, staff, board members, and parents in advance of implementation;
- Involve a diverse representation of the school community in the implementation process; and
- Measure policy implementation by conducting building-level assessments. Appropriate assessment tools will be identified by the Department.

2. Describe how you will assess schools' readiness.

Each of the five targeted school districts has demonstrated their support for participation via a Memorandum of Agreement. All MOUs are uploaded to this application. Each district understands that undertaking the process of assessing, developing, adopting, implementing, and evaluating local wellness policies is a significant, multi-year commitment by its administration, board of education, teachers, and staff. Each school district possesses the institutional and

personnel capacity to engage in this work to establish strong, sustainable regulations, policies, and practices that will be integrated into the educational structure.

The School Health Policies Coordinator will foster that school commitment by building relationships with school administrators and other school contacts through letters, emails, phone calls, regional trainings and workshops, and OHM BOCES staff and administrative meetings. She will work with each district's administration to identify a key school contact, or liaison that is willing to commit time to the Initiative and has the skills to meet outlined program goals.

Preliminary planning has considered each district's past experience and current status with health policy development. The decision has been made to commence the Creating Healthy Schools and Communities initiative in Utica and Adirondack in Year One with a WellSAT and SHI assessment, policy development and activity implementation. In Year Two, activities in those two districts will continue while assessment and activities are phased in for the other three school districts-Holland Patent, Remsen and Whitesboro.

The initial assessments will yield valuable information necessary for prioritizing work within each district and provide baseline data that will inform longer-term evaluations.

3. Describe in detail the technical assistance and professional development to be provided to school district personnel for assessing, developing, adopting, implementing, and evaluating LWP, and accomplishing the performance measures for nutrition and physical activity.

The School Health Policies Coordinator will be responsible for training and technical assistance for this project's work. The Coordinator will be assisted by the network of other policy projects and by the Creating Health Schools and Communities Component B: Obesity Prevention Center for Excellence provider. Additionally, the OHM Coordinator has received other training in the past eight years that can be turn-keyed at the district level relating to: how to elicit district/building and community support through communication; effective group-team building; components of effective policy development and implementation; obesity prevention training, physical activity implementation; administration, understanding, data collection and roll-out of the assessment: WellSAT and/or School Health Index. The Coordinator will assist the district's contact with ways to establish meeting schedules, communication, meeting behaviors and facilitation, note-records keeping; how to do minutes and distribute; timely action plans. The Coordinator has already established rapport in the region and is recognized as an advocate for wellness/healthy schools. The Coordinator has years of experience as Public Health and School Health educator with strong leadership, communication, and organizational skills with training and experience in education and management. The coordinator is skilled in the implementation of data- driven community and school programs. The Coordinator has provided leadership and technical assistance in creating school environments that support and promote healthy eating and physical education in its efforts to combat obesity.

4. Describe the methods to be used to engage school personnel, students, health professionals, community members, school boards, individuals with disabilities, and members of racial/ethnic minority groups.

The methods to be used to engage school personnel, students, health professionals, community members, school boards, individuals with disabilities, and members of racial/ethnic minority groups rely primarily on sensitive and effective communication- including face-to-face, written, electronic and media coverage. The School Health Policy Coordinator has had excellent training through the Department of Health and others; she has developed expertise and credibility with the many people she has worked with in the past eight years. The Coordinator's background as a public health educator, health teacher, and coordinator for the Tobacco-Free Schools Initiative and the Healthy Schools NY Initiative is invaluable in establishing this project. The Coordinator has provided leadership and technical assistance in creating school environments that support and promote positive healthy behaviors. The Coordinator will engage stake-holders through district/building teams and work to establish effective meetings, good discussion, and timely responses. She will share with members effective samples of policies and procedures and assist them in their responses and plans. She will train them on the assessment tool and how to understand and categorize the data and how to use the data to change the climate. The Coordinator will lead by example: meetings will follow healthy meetings nutrition guidelines; she will share and make available resources (people, places; activities) so that a district's committee can sense the need for total district wellness that can be communicated, implemented and monitored. The Coordinator will use interpreters and printed media in language spoken by the community. Under district direction, she will work with parent groups and community organizations by preparing an overview of the policy goals and activities. She will be available to do presentations and will be accessible through phone or e-mail or web based query.

5. Identify proposed community partners and resources, and describe the roles they will play in assessing, developing, adopting, implementing, and evaluating LWP.

The two Creating Healthy Schools and Communities Coordinators will identify community partners in districts and within the regional catchment. The following are current and future resources:

- OHM BOCES School Food Services
- *SUNY College of Oneonta combined master's degree and dietetic internship program*
- *BRiDGES community agency for prevention and intervention programs that promote change and build healthy communities,*
- Peri-natal Network :Oneida County: early childhood/parenting health/wellness
- Community Foodbanks: Catholic Charities
- American Red Cross: healthy life-style including food/nutrition and physical activity
- American Heart Association: healthy living
- American Cancer Society
- American Diabetes Association: fighting obesity; diet and nutrition; physical activity
- Healthy Heart Program (I M Bassett Hospital)
- NYS Department of Education: compliance issues for curriculum; policy

- NYS AHPERD: Department of Social Services: Herkimer, Madison, Oneida Counties
- Oneida Herkimer/Madison Counties: Probation Departments.
- Oneida County Department of Mental Health
- Insight House – Alternative ED and Special Education
- Resource Center for Independent Living: work with people with disabilities/accessibility
- UCP/ARC Oneida County/HARC Herkimer County: assistance with people with disabilities
- Learning Disability Association (LDA), Mohawk Valley Center for Refugees: working with translation; interpretation; cultural differences
- Area Teacher Centers; affiliated groups for teachers, food service, school nurses
- Area hospitals, health care providers
- 4-H Clubs: youth activities in rural communities dealing with wellness/nutrition
- Cornell Cooperative Education (in each of the three counties): provides resources to families and schools on healthy life-style including meal planning and preparation; use of fresh fruits and vegetables and local produce; physical activity
- PTO (parent teacher organizations)
- Athletic Department Coordinators, Physical Education and Health teachers, Health Education District Coordinators, school nurses, social workers, counselors, and cafeteria managers
- NYS School Boards Association & Professional Education Organizations

It is important to inform the above agencies/programs of the effort to introduce and implement successful health policies in school, and to solicit their support and provide them with update information on the status of the change. The agencies can serve as resources to the district/building committees/parent and community groups. These agencies have a variety of on-line supports as well as printed materials and media.

6. Five-year SMART objectives are provided below. Please provide SMART objectives for the first year. Summarize the major activities to be completed under the one-year objectives.

FIVE YEAR GOAL #1: By March 31, 2020, increase to 100% the number of schools that have healthy nutrition environments* in the selected district(s). *defined as following the HHFKA of 2010 nutrition criteria for all food sold in schools, healthy classroom celebrations and healthy fundraising.

One Year Objective: By end of year one, increase by at least 2 the number of school districts that have initiated the process of assessing and developing or revising a minimum of 2 of the Healthy Nutrition Environment Elements, as either a separate school board approved policy or integrated into the school district's Local School Wellness Policies. The Healthy Nutrition Environment Elements include established nutrition criteria defined as following the HHFKA of

2010 standards for Competitive Foods and Beverages, Celebrations and Rewards, Celebrations and Parties, Fundraising.

MAJOR ACTIVITIES:

1. Identify a lead person at the school district/building to work with the OHM BOCES School Health Policies Coordinator;
2. Work with the school district to establish a Wellness committee, if one does not currently exist;
3. Involve staff, students, administrators, board members, parents, and members of the community including representation from persons with disabilities, and racial and ethnic minority groups in regulation or policy process;
4. Use the results of the WellSAT and environment assessment to inform decisions about revised regulations, policies, and practices;
5. Develop an implementation and evaluation timeline and identify activities; and
6. Draft district-level regulations or policies for BOE approval and adoption.

In order to meet the five year goal established by the NYS DOH, OHM BOCES will undertake the following activities:

1. Competitive Foods and Beverages

Ensure that all foods and beverages available to students on the school campus during the school day support healthy eating. The foods and beverages sold and served outside of the school meal programs will meet the USDA Smart Snacks in School nutrition standards, at a minimum.

2. Celebrations and Rewards

Ensure that all foods offered on the school campus will meet or exceed the USDA Smart Snacks in School nutrition standards including through:

*Celebrations and parties. The district will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas.

*Classroom snacks brought by parents. The District will provide to parents a list of foods and beverages that meet Smart Snacks nutrition standards; and *Rewards and incentives. The District will provide teachers and other relevant school staff a list of alternative ways to reward children. Foods and beverages will not be used as a reward, or withheld as punishment for any reason, such as for performance or behavior.

3. Water

In order to promote hydration; free, safe, unflavored drinking water will be available to all students throughout the school day and throughout every school campus. The District will make drinking water available where school meals are served during mealtimes. In addition, students will be allowed to bring and carry (approved) water bottles filled with only water with them throughout the day.

4. Fundraising

Establish that foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus during the school day. The District will make available to parents and teachers a list of healthy fundraising ideas.

FIVE YEAR GOAL #2: By March 31, 2020, increase to 100% the number of schools that do not allow food marketing to children in the selected district(s).

One Year Objective: By end of year one, increase by at least 2 the number of school districts that have initiated the process of assessing and developing or revising as either a separate school board approved policy or integrated into the school district's Local School Wellness Policies that any foods or beverages marketed or promoted to students on the school campus during the school day will meet or exceed the USDA Smart Snacks in School nutrition standards.

MAJOR ACTIVITIES:

1. Identify a lead person at the school district/building to work with the OHM BOCES School Health Policies Coordinator;
2. Work with the school district to establish a Wellness committee, if one does not currently exist;
3. Involve staff, students, administrators, board members, parents, and members of the community including representation from persons with disabilities, and racial and ethnic minority groups in regulation or policy process;
4. Use the results of the WellSAT and environment assessment to inform decisions about revised regulations, policies, and practices;
5. Develop an implementation and evaluation timeline and identify activities; and
6. Draft district-level regulations or policies for BOE approval and adoption.

The overarching goal of the project is that, over the five years, any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the USDA Smart Snacks in School nutrition standards. The Districts are committed to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. The Districts will strive to teach students how to make informed choices about nutrition, health, and physical activity. These efforts will be weakened if students are subjected to advertising on District property that contains messages inconsistent with the health information the District is imparting through nutrition education and health promotion efforts. It is the intent of the District to protect and promote student's health by permitting advertising and marketing for only those foods and beverages that are permitted to be sold on the school campus, consistent with the District's wellness policy.

FIVE YEAR GOAL #3: By March 31, 2020, increase to 100% the number of schools that have adopted and implemented comprehensive school physical activity programs in the selected district(s).

One Year Objective: By September 30, 2016, increase by at least 2 the number of school districts that have initiated the process of assessing and developing a Comprehensive School Physical Activity Program (CSPAP). Key components of CSPAP include: physical education, physical activity during the school day, physical activity before and after school, recess, classroom-based physical activity, walk and bicycle to school, out-of-school time activities and family and community involvement.

MAJOR ACTIVITIES:

1. Establish a team or committee and designate a Physical Activity leader.
2. Conduct an assessment of existing physical activity opportunities.
3. Create a vision statement, goals, and objectives for CSPAP.
4. Identify and plan the activities for a CSPAP.
5. Implement the CSPAP.*
6. Evaluate CSPAP.*

*realistically, highlighted areas are for year 1. # 5 & #6 will take place after year 1

It is the intent of OHM BOCES that, by March 31, 2020, children and adolescents will participate in 60 minutes of physical activity every day. A substantial percentage of students' physical activity can be provided through a comprehensive, school-based physical activity program (CSPAP) that includes these components: physical education, recess, classroom-based physical activity, walk and bicycle to school, and out-of-school time activities and the district is committed to providing these opportunities. Schools will ensure that these varied opportunities are in addition to, and not as a substitute for, physical education. Specific strategies include:

1. Ensure that Essential Physical Activity Topics are covered in Health Education
2. Recess (Elementary)*All elementary schools will offer at least 20 minutes of recess on all or most days during the school year.

*Outdoor recess will be offered when weather is feasible for outdoor play.

*In the event that the school or district must conduct indoor recess, teachers and staff will follow the indoor recess guidelines that promote physical activity for students, to the extent practicable.

* Recess will complement, not substitute, physical education class

3. Physical Activity Breaks (Elementary and Secondary)

Students will be offered periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. The District recommends teachers provide short (3-5 minute) physical activity breaks to students during and between

classroom time. These physical activity breaks will complement, not substitute, for physical education class, recess, and class transition periods

* The District will provide resources and links to resources, tools, and technology with ideas for physical activity breaks.

4. Active Academics

Teachers will incorporate movement and kinesthetic learning approaches into “core” subject instruction when possible

* The District will support classroom teachers incorporating physical activity and employing kinesthetic learning approaches into core subjects by providing annual professional development opportunities and resources, including information on leading activities, activity options, as well as making available background material on the connections between learning and movement.

Teachers will serve as role models by being physically active alongside the students whenever feasible.

5. Before and After School Activities

The District offers opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods. The District will encourage students to be physically active before and after school.

- Provide brief bouts of physical activity before, during, or after sedentary classroom periods. When possible, have movement integrated into the academic content.
- Provide at least one daily period of recess for a minimum of 20 minutes (not to replace the PE requirement, but an additional activity period of free play);
- Provide all students with opportunities to participate in intramural activities, including those with particular physical activity needs and who are at high-risk for sedentary lifestyle;
- Ensure that physical activity cannot be taken away from students nor can excessive exercise be used as a form of punishment.

FIVE YEAR GOAL #4: By March 31, 2020, increase the WellSAT overall comprehensiveness score by 20 points, on average, in the selected school district(s).

One Year Objective: By September 30, 2016, conduct a baseline WellSAT in the Adirondack and Utica City School Districts, identify areas in need of revision and make improvements to policies as indicated.

MAJOR ACTIVITIES:

1. Identify a lead person at the school district/building to work with the OHM BOCES School Health Policies Coordinator;

2. Work with the school district to establish a wellness committee, if one does not currently exist;
3. Involve staff, students, administrators, board members, parents, and members of the community including representation from persons with disabilities, and racial and ethnic minority groups in regulation or policy process;
4. Use the results of the WellSAT and environment assessment to inform decisions about revised regulations, policies, and practices;
5. Develop an implementation and evaluation timeline and identify activities; and
6. Draft district-level regulations or policies for BOE approval and adoption.

7. Briefly describe your implementation plan for the remaining four years of the initiative. This should include phasing in of strategies that will take longer than one year to achieve, roll-out to additional schools in which the proposed strategies will be implemented, or the selection of additional strategies once the initial policy changes have been achieved.

Preliminary planning has considered each district's past experience and current status with health policy development. The decision has been made to commence the Creating Healthy Schools and Communities initiative in Utica and Adirondack in Year One with a WellSAT and SHI assessment, policy development and activity implementation. In Year Two, activities in those two districts will continue while assessment and activities are phased in for the other three school districts-Holland Patent, Remsen and Whitesboro.

C. Communities: Up to 13 points

1. Identify proposed community partners from a variety of disciplines who will be engaged in each of the three areas of work: small food retail, food procurement and Complete Streets.

The Oneida County Health Department (OCHD) will work with a variety of community partners in each of the three areas of work, including but not limited to:

- Small food retail – Farmers Markets, community stores or vendors or local stores to start small then add to the successes.
- Food procurement – Mohawk Valley Food Action Network, Oneida County Food Policy Council, Cornell Cooperative Extension
- Complete Streets – Oneida County Planning Department and the Herkimer Oneida County Transportation Study (HOCTS)

2. Identify existing grants in the communities addressing healthy eating and physical activity.

One initiative in the start-up stage is Eat Smart NY with the Cornell Cooperative Extension. This is a USDA funded project with a service area that ranges from the Thruway north to Canada. It is attached to SNAP benefits and includes Utica and Adirondack. Goals are to increase the consumption of fruits and vegetables, decrease consumption of soda/sugary drinks, and work toward a more reasonable food intake and exercise balance.

Many non-profit agencies in the County have wellness committees that have secured grants focusing on obesity and a healthy lifestyle.

3. Describe your process for assessing existing work in the three areas.

Assessing existing work in the three areas starts with surveys and feet-on-the-ground work to get to know the community, ask questions about community wants and needs, and evaluating existing data. OCHD also performs Community Health Assessments (CHA) for diagnosing the health status of the County by collecting, analyzing, organizing, and distributing data and information on health issues, needs and resources. CHAs inform the department on the overall health and direction of the community's health; identifies significant and emerging health issues; is used to make decisions about policies, programs, services, and funding; and is a basis for advocating for needed changes and mobilizing community partnerships.

The OCHD also engages in ongoing quality improvement and quality management that includes planning, coordinating, and ensuring the quality of services provided through the development of indicators and audit tools to measure performance, use of cost vs. benefit analysis, and the development and implementation of quality management tools to ensure effective program management. It audits and analyzes programs to insure compliance with regulations and provides analysis and recommendations to insure effective risk management.

4. Describe how you will select sites to engage for the food procurement and small food retail work.

The CHSC coordinators will work together, and in collaboration with partners, to identify appropriate sites to engage for the food procurement and small food retail work. Selection factors will likely include proximity to schools and government offices; volume of business; and willingness to work collaboratively to address project goals and objectives.

5. Describe how you prioritize municipalities for Complete Streets work, or, if the policy exists, how you will prioritize projects for advocacy.

No municipalities in Oneida County have adopted Complete Streets policies to date. That work will be coordinated with the OCHD and the HOCTS and prioritized based on assessed need (proximity to schools, number of students) and the willingness of municipalities to engage.

6. Five-year SMART objectives are provided below. Please provide SMART objectives for the first year. Summarize the major activities to be completed under the one-year objectives.

FIVE YEAR GOAL #1: By March 31, 2020, increase access to healthy foods for at least 10% of the population in the selected communities.

Year One Objective: By end of year one, increase access to healthy foods for at least 10% of the population in two of the targeted communities.

MAJOR ACTIVITIES:

1. Begin an assessment of local vendors, grocers, and farmers markets in all of the targeted communities.

2. Identify and prioritize local vendors, grocers, and farmers markets in two of the targeted communities.
3. Assess food and beverages sold by the identified vendors.
4. Specify performance indicator (10%) and how it will be measured.
5. Establish relationships with vendors.
6. Identify and implement strategies designed to increase access to healthy food for at least 10% of the population in at least two of the targeted communities.

FIVE YEAR GOAL #2: By March 31, 2020, increase the adoption and use of food standards and procurement policies (including criteria for sodium, saturated and trans fats, healthy beverages, and fiber) in at least 50 municipalities, community-based organizations, worksites, and/or hospitals.

Year One Objective: By end of year one, increase the adoption and use of food standards and procurement policies in at least ten municipalities, community-based organizations, worksites, and/or hospitals.

MAJOR ACTIVITIES:

1. Identify appropriate food standards and model procurement policies for distribution and use in communications with intended beneficiaries.
2. Identify and prioritize municipalities, community-based organizations, worksites, and/or hospitals in the communities associated with the two targeted school districts (Utica, Adirondack).
3. Initiate and establish relationships with targeted community-based beneficiaries.
4. Identify and implement appropriate strategies for advocacy, adoption and implementation of food standards and procurement policies.
5. Continue to monitor implementation of food standards and procurement policies.
6. Continue to collaborate with local and regional organizations to share information and co-sponsor events.

FIVE YEAR GOAL #3: By March 31, 2020, increase to 50%, the number of selected communities that have passed Complete Streets policies or plans.

Year One Objective: By end of year one, increase by at least 5 the number of selected communities that have initiated the process of assessing, developing and adopting Complete Streets policies or plans.

MAJOR ACTIVITIES:

1. Meet with the Herkimer Oneida Counties Transportation Study (HOCTS) staff to review existing database of municipalities utilizing Complete Streets AND assess and prioritize communities willing and able to develop and adopt Complete Streets policies or plans.

2. Create or utilize existing educational materials about Complete Streets for use in communications with targeted communities.
3. Initiate and establish relationships with municipality leaders and staff.
4. Communicate and advocate for Complete Streets via meetings, educational materials, etc.
5. Track the number of communities adopting Complete Streets policies or plans.

FIVE :YEAR GOAL #4: By March 31, 2020, increase to 25% the number of roadway projects that have followed Complete Streets practices.

Year One Objective: By end of year one, establish baseline data related to roadway projects and the use of Complete Streets planning principles in two of the targeted communities.

MAJOR ACTIVITIES:

1. Meet with the Herkimer Oneida Counties Transportation Study (HOCTS) staff to review existing database of municipalities utilizing Complete Streets AND assess and prioritize communities willing and able to develop and adopt Complete Streets policies or plans.
2. Create or utilize existing educational materials about Complete Streets for use in communications with targeted communities.
3. Initiate and establish relationships with municipality leaders and staff.
4. Communicate and advocate for Complete Streets via meetings, educational materials, etc.
5. Track the number of communities adopting Complete Streets policies or plans.
6. Track the number of roadway projects in two of the targeted communities, including the number using Complete Streets planning principles.
7. *Briefly describe your implementation plan for the remaining four years of the initiative. This should include recruitment of additional sites for food procurement and small food retail and moving to implementation of Complete Streets policies.*

Year one contract activities will focus on communities within the Adirondack and Utica school district catchment areas. The primary work will be assessment of current resources, vendors, beneficiaries, policies and practices in addition to the planning and delivery of specific strategies based on identified gaps. Collaboration with existing coalitions such as the Oneida County Health Coalition, Mohawk Valley Food Action Network and Food Policy Council, the Cornell Cooperative Extension and the Herkimer Oneida Counties Transportation Study (HOCTS) will be critical throughout the project.

In years two through five, project activities will continue in Adirondack and Utica, the largest of the areas to be served, while introducing assessment and other project activities to the other three catchment areas – Holland Patent, Remsen, and Whitesboro.

D. Sustainability: Up to 4 points

Identify sustainability activities that the applicant will undertake to increase awareness of and support for the policy, systems and environmental changes, including types and time frames.

Sustainability is not something that can be thought of only at the end of a successful project. It must be a consideration throughout to ensure ongoing positive outcomes. During the contract period, the CHSC coordinators will plan for sustainability by working with the five (5) targeted school districts and their communities to establish coordinated, regional sustainability activities as well as those more appropriate to the local areas. Ongoing sustainability activities to increase awareness of and support for the policy, systems and environmental changes, will include:

- Inventory the community and regional resources that are involved with health policies and act as advocates and decision-makers at the local, state and national level.
- Recruit people (e.g., students, residents) and partner organizations (e.g. Cornell Cooperative Extension) to assist with sustained grass-roots support for health policies and school climate reform through web-based and other forums.
- Write opinion articles, letters to editor and other media discussing proactive responses and ways to combat obesity; encourage healthy life-styles in and out of school with healthy eating, nutrition and physical activity.
- Conduct a legislative visit once annually to educate area legislators about school health policy adoptions and implementation. (October-December 2015 and following; depending on budget cycle and NYS legislature activity)
- Engage staff, students, parents and the community to take charge of continued vigilance in demanding access to healthy foods and opportunities for physical activity. We will build on our current good relations with WKTV; WUTR; and other media outlets.
- Host a collaborative recognition community event each spring following DOH guidelines.

4. Staffing Patterns and Qualifications (20 points)

1. Describe the staffing pattern and rationale. At least 1.0 FTE is needed for each coordinator (school and community). Additional professional staff is recommended if necessary to meet the deliverables of the contract. Include job descriptions for the coordinators in an attachment. Explain where the positions will be located in the organization's hierarchy and the professional level and authority that will accompany the position. If distinct from the coordinator, include a description of specific staff responsible for program support and evaluation.

The OHM Creating Healthy Schools and Communities (CHSC) initiative will be planned, delivered and evaluated by two full-time coordinators. The first is School Health Policies Director, Ms. Deborah Spinella, of OHM BOCES. Ms. Spinella possesses a Bachelor's degree in Health Education, a Master's of Professional Studies in Health Administration, and more than 25 years of experience working as a health educator in the public school system. Since 2006, she has been employed by the OHM BOCES as health policy specialist responsible for the implementation of grants and contracts related to tobacco cessation, wellness, healthy eating and physical activity. For this project, Ms. Spinella will be responsible for oversight and delivery of all contract activities including collaboration and coordination with the targeted school districts and program partners, data collection, reporting, and participating in the collaborative learning community. She will continue to be employed by the applicant organization, OHM BOCES, be

physically located in the OHM BOCES learning center in New Hartford, NY, and report directly to the Assistant Superintendent of Administrative Services, Mr. Thomas Dorr. A job description, resume and OHM BOCES organizational chart are attached.

The second full-time CHSC Coordinator will be a contracted position with the Oneida County Health Department. To comply with Civil Service employment requirements, the position will be titled Public Health Educator and be recruited upon award of a NYS contract and the execution of a mutually agreeable contract between OHM BOCES and the Department. Minimum qualifications will be graduation from a regionally accredited or New York State registered college or university with a Bachelor's degree in Health Education or a Bachelor's degree in a health-related field and two years of experience in health education. The job description notes that the position will be responsible for planning, coordinating and administering educational programs geared towards community wellness, disease prevention and fostering healthy behavior. Specifically, for this initiative, the person will be responsible for the community efforts associated with the contract tasks. The person will be employed by the Oneida County Department of Health, be housed at the Utica office, and report to the Health Promotion Services Program Coordinator, Ms. Melanie Adams. A job description and the Department's organizational chart are attached.

These two coordinators will work closely together to collaborate, coordinate and jointly deliver information, resources and activities to the schools and the communities where students and families reside. They will establish a regular meeting schedule to discuss contract deliverables, progress, data measurement and reporting while also relying on constant informal communication via telephone and email.

The budget also accommodates part-time secretarial support to assist with correspondence, scheduling, bookkeeping and other tasks associated with delivery of the program.

2. Describe how initiative activities will be implemented within 30 days of award of the contract.

Upon award, OHM BOCES will move quickly to secure a subcontract with the Oneida County Department of Health, with the intent to get approval of the contract on the agenda for the most immediate Oneida County Board of Legislators meeting. Targeted districts will be notified of the award and be responsible for designating their School Liaison(s). The Division of Administrative Services will set up the budget in its financial management system and review contract payment requirements and process. The School Health Policies Director, already employed by OHM BOCES, will review contract goals, objectives, and reporting requirements; establish recordkeeping process and resources; and initiate activities with the targeted districts.

3. Describe how orientation and supervision of staff will be provided and by whom, including the credentials of the persons(s) who will be providing orientation and supervision to the program.

Tom Dorr supervises the current School Health Policies Coordinator, Ms. Deborah Spinella. She will assume responsibility as the school-based coordinator of this initiative. Since she is an existing employee, she is already familiar with OHM BOCES personnel policies, benefits, etc. She will work with the Community based Public Health Educator contracted through the OCDOH to provide an orientation as to past activities, contract deliverables, expectations, and

reporting. The two coordinators will continue to meet formally once a month for collaboration purposes.

4. If a vacancy occurs in either coordinator position, please describe how that position would be covered within the organization until the coordinator returns or a new one is hired.

Should a vacancy occur in the school coordinator position, OHM BOCES has the resource to immediately secure an interim coordinator until the position could be filled permanently. If the situation is such that there is overlap between the vacating staff and incoming staff, Ms. Spinella will provide training to the new person. For the community-based coordinator, the Oneida County Health Department would be responsible for securing a qualified replacement in a timely manner. The specifics of that process will have to be explored and included in the contract agreement.

5. Describe the applicant's current administrative staffing pattern for activities such as payroll, bookkeeping, invoicing, and general tracking of administrative and fiscal controls. Describe the qualifications of key fiscal staff, including a description of the staff's experience (if any) with monitoring government grant funds.

OHM BOCES relies on its Administrative Services division to plan, implement, and monitor activities such as bookkeeping, invoicing, and tracking of administrative and fiscal controls. This division is led by Mr. Thomas Dorr, Assistant Superintendent for Administrative Services. His immediate office includes an Account Clerk and Budget/Treasurer. Other staff includes a Central Business Office Supervisor and persons responsible for payroll; accounting; flex benefits; health insurance, workers compensation; extracurricular accounting; accounts payable; and purchasing.

The Administrative Service Division has responsibility for all grant funding and has experience administering large grant-funded budgets such as: the Federal Safe Schools/Healthy Schools (7/1/09-6/30/20) for \$ 1,462, 996; the regional Special Education Technical Support Center for \$168,946 per year until 6/2014; Pre-School SE for \$439,186; Mandarin Chinese grant for \$254, 298 9/06-9/10.

6. If known, include resumes for coordinators, evaluator (if different from coordinator) and any other hired staff and/or those providing orientation/supervision to the program. Resumes should be included via upload in the Grants Gateway.

Resumes and project descriptions are uploaded in the Grants Gateway.

7. If some of the work is subcontracted to other organizations, describe how the organization will manage the work of subcontractors; i.e., specific deliverables of subcontractors and how the organization will ensure programmatic accountability.

OHM BOCES will subcontract with the Oneida County Department of Health for a full-time coordinator responsible for community efforts associated with the CHSC initiative. This person will be responsible for collaborating and coordinating with the school-based coordinator on the planning, delivery and implementation of comprehensive strategies and activities to address the following specific deliverables for communities indicated in the RFP:

1. Healthy Food Retail: Increase the availability of healthy drinks (e.g., non-caloric flavored waters and seltzers, water, 100% fruit or vegetable juice, low-fat and fat-free milk), fruits and

vegetables, and low-sodium products in small food retail venues. Efforts will begin with an assessment of foods and beverages currently sold at these venues. Appropriate assessment tools and procedures will be identified by the NYS Department of Health. At least 10% of the population in each selected community will be reached with these strategies by the end of the grant.

2. Food Standards: Establish standards for foods purchased and/or served by worksites, municipalities, hospitals, and community organizations. Standards can cover beverage vending machines, food vending machines, cafeteria/café meals, and meetings sponsored by worksites. Nutrition criteria can cover calories, saturated and trans-fats, sodium, added sugar and fiber. Food standards will be established in at least 50 organizations, municipalities, hospitals or worksites reaching a significant number of priority populations by the end of the five years of the contract.

3. Complete Streets: Facilitate the development of Complete Streets policies or inclusion of Complete Streets language in municipal comprehensive or transportation plans. Policy action and implementation will happen through increased demand and community will for Complete Streets. Once policies are passed or language is included, OCDOH will work with partners, including transportation and planning agencies, to ensure the policies or regulations are implemented when streets are being constructed, reconstructed, or maintained. At least half (50%) of the selected communities will establish Complete Streets policies or include Complete Streets language in their comprehensive transportation plans by the end of the grant. In the selected communities where Complete Streets policies are adopted, applicants will work with partners to achieve street-level changes in a quarter (25%) of projects completed during the five-year grant period.

4. Other deliverables: During the planning and implementation phases, project staff may identify other deliverables that will increase capacity to complete work in both the schools and communities. These will be documented and reported as applicable.

OHM BOCES will manage the work of the subcontractor and ensure programmatic accountability through daily communication between coordinators via telephone or email; regularly scheduled meetings to discuss contract deliverables, progress, data measurement and reporting; and quarterly program reports submitted at the same time as quarterly payment vouchers.

8. *Include an organizational chart as an upload in the Grants Gateway. The organizational chart should show the location of the proposed initiative within the organization.*

An organizational chart for OHM BOCES is uploaded in the Grants Gateway.

9. *Describe the organization's capability and resources to ensure timely start-up, implementation and oversight of the proposed initiative.*

Oneida-Herkimer-Madison BOCES has years of experience in timely-set up, implementation and oversight of many projects. Thomas Dorr, Assistant Superintendent for Administrative Services, is responsible for the budgeting and follow-through with funding. The Administrative Service

Division has responsibility for all grant funding and has experience administering large grant-funded budgets such as: the Federal Safe Schools/Healthy Schools (7/1/09-6/30/20) for \$ 1,462,996; the regional Special Education Technical Support Center for \$168,946 per year until 6/2014; Pre-School SE for \$439,186; Mandarin Chinese grant for \$254,298 9/06-9/10. This is only a partial picture of the programs/funds handled in this division, but does reflect the ability of OHM BOCES to insure the timely set-up, implementation and oversight of the proposed project.

EXHIBIT B

Budget Justification

The online budget template has been completed and saved. The budget assumes a twelve (12) month budget period, with an October 1, 2015 start data. The budget does not exceed \$250,000; all costs relate directly to the provision of Creating Healthy Schools and Communities; and all costs are reasonable, cost-effective, and aligned with the proposed scope of services. Administrative costs do not exceed 10% of total direct costs and subcontracting is limited to 28% of the total project costs.

Personal Services – Salaries

The OHM Creating Healthy Schools and Communities (CHSC) initiative will be planned, delivered and evaluated by two full-time coordinators. The first is a 1.0 FTE School Health Policies Director, a position currently employed by OHM BOCES and held by Ms. Deborah Spinella. Ms. Spinella possesses a Bachelor's degree in Health Education, a Master's of Professional Studies in Health Administration, and more than 25 years of experience working as a health educator in the public school system. Since 2006, she has been employed by the OHM BOCES as health policy specialist responsible for the implementation of grants and contracts related to tobacco cessation, wellness, healthy eating and physical activity.

For this project, Ms. Spinella will be responsible for oversight and delivery of all contract activities including collaboration and coordination with the targeted school districts and program partners, data collection, reporting, and participating in the collaborative learning community. She will continue to be employed by the applicant organization, OHM BOCES, be physically located in the OHM BOCES learning center in New Hartford, NY, and report directly to the Assistant Superintendent of Administrative Services, Mr. Thomas Dorr. The salary for the 1.0 FTE school-based Coordinator of Creating Healthy Schools and Communities is \$69,825 in year one.

The project will also employ a .20 FTE clerk to assist with correspondence, scheduling, bookkeeping and other tasks associated with delivery of the program. The cost of this part-time secretarial support is \$7,000 in year one.

Personal Services – Fringe

Fringe benefits associated with project staff reflect OHM BOCES standard fringe benefit packages. Benefits include FICA (7.65%), Health Insurance, and NYS Retirement (TRS for the Coordinator and ERS for the Clerk). The total line item is calculated at \$46,057 in year one.

Contractual

The second full-time coordinator will be a contracted position with the Oneida County Health Department. To comply with Civil Service employment requirements, the position will be titled Public Health Educator and be recruited upon award of a NYS contract and the execution of a mutually agreeable contract between OHM BOCES and the Department. Minimum qualifications will be graduation from a regionally accredited or New York State registered college or university with a Bachelor's degree in Health Education or a Bachelor's degree in a

health-related field and two years of experience in health education. The job description notes that the position will be responsible for planning, coordinating and administering educational programs geared towards community wellness, disease prevention and fostering healthy behavior. Specifically, for this initiative, the person will be responsible for the community efforts associated with the contract tasks. The person will be employed by the Oneida County Department of Health, be housed at the Utica office, and report to the Health Promotion Services Program Coordinator, Ms. Melanie Adams.

Uploaded to the application is a job description, the Department's organizational chart, and a County resolution (that serves as a statement of scope of work and a letter of collaboration) are attached.

These two coordinators will work closely together to collaborate, coordinate and jointly deliver information, resources and activities to the schools and the communities where students and families reside. They will establish a regular meeting schedule to discuss contract deliverables, progress, data measurement and reporting while also relying on constant informal communication via telephone and email.

Travel

Funds are allocated for regional and state travel to attend appropriate state meetings, conferences, professional development as well as local mileage reimbursement for project staff visits to schools, work sites, municipalities and the like. Mileage is reimbursed at the current federal rate.

Other Operating Expenses

Additional operating expenses include a media campaign to publicize Creating Healthy Schools and Communities activities and provide public education about healthy eating and physical activity. This is estimated at \$30,000 in year one. Office supplies necessary to administer the program are estimated at \$6,500. Program supplies and materials directly related to contract deliverables are estimated at \$2,421. Telephone expenses are estimated at \$2,400.

Other

The total direct project cost is \$245,750. Indirect cost is calculated at \$4,250.

EXHIBIT C

CREATING HEALTHY SCHOOLS AND COMMUNITIES WORKPLAN OVERVIEW FORM

Work Plan Period: 10/1/2015-9/30/2016

Project Summary

The Oneida-Herkimer-Madison (OHM) BOCES will partner with the Oneida County Department of Health to implement a five-year Creating Healthy Schools and Communities (CHSC) project that increases demand for and access to healthy food and opportunities for physical activity in an effort to reduce the risk of obesity in high-need communities and school districts. This coordinated, multi-sector effort will target five school districts: Adirondack, Holland Patent, Remsen, Utica, and Whitesboro and the communities where the students and their families live.

OHM BOCES is applying as lead applicant to the New York State Department of Health, Division of Chronic Disease Prevention and Division of Nutrition RFA #1405120447 under Component A: Creating Healthy Schools and Communities. As one of 25 local-level agencies to implement sustainable policy, system, and environmental changes in the targeted schools and communities, the project will operate from October 1, 2015 through September 30, 2020.

This initiative will focus on school and community-based policy development, educational programming, and influencing provider and consumer practices related to increasing access to healthy, affordable foods and physical activity.

Strategies will include:

- Advocacy efforts via representation on existing, relevant regional boards and coalitions;
- Fostering relationships with community groups such as the Community Foundation, Chambers of Commerce, Kiwanis, Optimist, Rotary, Shriners, American Heart Association, Utica Safe Schools, Cornell Cooperative Extension (Eat Smart NY); Oneida County Youth Services Council- Wellness subcommittee; School District wellness committees; Farm to School Stakeholders Group (Waterville School District collaboration with Oneida County Cooperative Extension Farm to School grant); Mohawk Valley Food Action Network; Upstate Cerebral Palsy/CNYHHN; BRiDGES community agency for prevention and intervention programs that promote change and build healthy communities, SUNY College of Oneonta combined master's degree and dietetic internship program; American Cancer Society, Bureau of Tobacco Control Community Engagement Coordinator, NYS AHPERD Cornell Center for Behavioral Economics in Child Nutrition Programs, SED Associates in Health and Physical Education of New York State Education Department Office of Curriculum and Instruction to share information and co-sponsor events and activities;
- Policy assessment, development and implementation at the school district and building levels;
- Mobilizing the community- municipalities, community-based organizations, grocers, businesses, and residents-to transform its expectations and practices related to healthy eating and wellness.

- Educational programming in the school and community, student-driven projects, and collaborative community events to educate consumers on the benefits of healthy, fresh foods and physical activity;
- Serving as an informational resource to expand the scope of influence, e.g. an online presence and establishing a lending library of physical resources.

OHM BOCES has the capacity and established relationships with the school districts to create and implement sustainable school health policy and practice change. These policies will promote increased physical activity, consumption of healthy foods and beverages in recommended amounts, variety and form appropriate for age, sex, and physical activity level consistent with the 2005 Dietary Guidelines for Americans and the Healthy Hunger Free Kids Act of 2010 and the CDC Comprehensive School Physical Activity Program (CSPAP).

This initiative ties directly into regional and statewide priorities. In his most recent State of the County address, the Oneida County Executive, Anthony Picente, initiated and charged the Oneida County Health Department with implementing the Oneida County Total Health Initiative to address disturbing health issues identified in the 2013 Community Health Assessment, including obesity, chronic disease and smoking.

Creating Healthy Schools and Communities also contributes to the goals of the NYS Prevention Agenda, a five-year effort to make New York the healthiest state. The Prevention Agenda 2013–2017 has five overarching goals: 1. Improve health status in five priority areas and reduce health disparities for racial, ethnic, disability, socioeconomic and other groups who experience them; 2. Promote attention to the health implications of policies and actions that occur outside of the health sector, such as in transportation, community and economic development, education and public safety; 3. Create and strengthen public-private partnerships to achieve sustainable health improvement at state and local levels; 4. Increase investment in prevention and public health to improve health, control health care costs and increase economic productivity; and 5. Strengthen governmental and non-governmental public health agencies and resources at state and local levels. Oneida County is identified as a priority in the area of preventing chronic diseases associated with obesity. A specific objective in the plan is to promote good nutrition and physical activity in early child care and school settings.

This Creating Healthy Schools and Communities project is a far-reaching and collaborative effort, removing silos and coordinating efforts within the county for maximum impact. OHM BOCES is well-positioned to deliver a quality program because of its experience in the school health policy field, resource capacity, and established partnerships with the school districts, the Oneida County Department of Health, and other community-based organizations.

Organizational Capacity

The Oneida-Herkimer-Madison Board of Cooperative Educational Services (OHM BOCES) is part of a state-wide system of BOCES and was one of the first four established by the New York State Legislature in 1948 under Section 1950 of the NYS Education Law. There are currently 37 BOCES in the state. BOCES functions as a link between local schools and the State Education Department. Through cooperative efforts, BOCES offers a wide variety of educational and support services to public education agencies throughout the state. BOCES offers a variety of educationally focused programs, services, and support systems including career and technical education, special and alternative education, administrative and financial services, human

resources, program and professional development, information and technology support, and shared itinerant staff.

The OHM BOCES mission is to coordinate the response of the community's emerging educational needs and to enable component districts to develop and accomplish their mission by providing innovative leadership and unique outcome based instructional and management services through partnerships with business/industry, state, regional, educational and community-based organizations. The goals and objectives of the Creating Health Schools and Communities project are directly aligned with the BOCES mission. The project's focus on a collaborative, coordinated and community-wide approach to reducing the risks of obesity reflects the BOCES philosophy of shared, effective service delivery and impacts policy, practice and ultimately student and family wellness. Improving wellness, in turn, positively affects student performance physically, emotionally and academically with focus on the whole child.

OHM BOCES has eight years of experience administering NYSDOH health and wellness policy development grants across the Mohawk Valley region and is currently implementing Healthy Schools NY (HSNY), a five-year grant program through the New York State Department of Health Division of Chronic Disease Prevention that is slated to end in September 2015.

The OHM Creating Healthy Schools and Communities (CHSC) initiative will be planned, delivered and evaluated by two full-time coordinators. The first is School Health Policies Director, Ms. Deborah Spinella, of OHM BOCES. Ms. Spinella possesses a Bachelor's degree in Health Education, a Master's of Professional Studies in Health Administration, and more than 25 years of experience working as a health educator in the public school system. Since 2006, she has been employed by the OHM BOCES as health policy specialist responsible for the implementation of grants and contracts related to tobacco cessation, wellness, healthy eating and physical activity. For this project, Ms. Spinella will be responsible for oversight and delivery of all contract activities including collaboration and coordination with the targeted school districts and program partners, data collection, reporting, and participating in the collaborative learning community.

The second full-time CHSC Coordinator will be a contracted, Civil Service position with the Oneida County Health Department. The Public Health Educator will be upon award. Minimum qualifications will be a Bachelor's degree in Health Education or a Bachelor's degree in a health-related field and two years of experience in health education. The job description notes that the position will be responsible for planning, coordinating and administering educational programs geared towards community wellness, disease prevention and fostering healthy behavior. Specifically, for this initiative, the person will be responsible for the community efforts associated with the contract tasks. The person will be employed by the Oneida County Department of Health, be housed at the Utica office, and report to the Health Promotion Services Program Coordinator, Ms. Melanie Adams.

OBJECTIVES

FIVE YEAR GOAL #1: By March 31, 2020, increase to 100% the number of schools that have healthy nutrition environments* in the selected district(s). *defined as following the HHFKA of

2010 nutrition criteria for all food sold in schools, healthy classroom celebrations and healthy fundraising.

Objective Name: School: Healthy Nutrition Environments

Objective Description: By end of year one, increase by at least 2 the number of school districts that have initiated the process of assessing and developing or revising a minimum of 2 of the Healthy Nutrition Environment Elements, as either a separate school board approved policy or integrated into the school district's Local School Wellness Policies. The Healthy Nutrition Environment Elements include established nutrition criteria defined as following the HHFKA of 2010 standards for Competitive Foods and Beverages, Celebrations and Rewards, Celebrations and Parties, Fundraising.

Tasks and Performance Measures:

Task: 1. Identify a lead person at the school district/building to work with the OHM BOCES School Health Policies Coordinator;

Performance Measure Name: Identified School Liaisons-Contact Information and Communication Records

Narrative: In year one, the Coordinator will work with two school districts. Each of the districts will identify at least one person at the district or school level to serve as the conduit for activities.

Integer: 2

Task: 2. Work with the school district to establish a Wellness committee, if one does not currently exist;

Performance Measure Name: Established Wellness Committees-Composition and Activity Records

Narrative: In year one, the coordinator will work with two school districts to ensure the formation and/or continued activity of their respective Wellness Committees.

Integer: 2

Task: 3. Involve staff, students, administrators, board members, parents, and members of the community including representation from persons with disabilities, and racial and ethnic minority groups in regulation or policy process;

Performance Measure Name: Diverse Stakeholder Engagement-Meeting Attendance Records

Narrative: Staff, students, administrators, board members, parents, and members of the community including representation from persons with disabilities, and racial and ethnic minority groups will be involved in regulation or policy process.

Integer: 2

Task: 4. Use the results of the WellSAT and environment assessment to inform decisions about revised regulations, policies, and practices;

Performance Measure Name: WellSAT and assessment results

Narrative: In year one, the School Health Policies Coordinator will work with two school districts to establish baseline WellSAT data and use that data to inform decisions about revised policies and practices.

Integer: 2

Task: 5. Develop an implementation and evaluation timeline and identify activities; and

Performance Measure Name: Implementation Plan Development

Narrative: In year one, the Coordinator will work with two school districts to utilize assessment results and stakeholder input to develop an implementation plan with specified activities, timelines, and evaluative measures.

Integer: 2

Task: 6. Draft district-level regulations or policies for BOE approval and adoption.

Performance Measure Name: Number and Type of Policies Drafted

Narrative: In year one, the Coordinator will work with two school districts to draft regulations or policies as necessary.

Integer: 2

FIVE YEAR GOAL #2: By March 31, 2020, increase to 100% the number of schools that do not allow food marketing to children in the selected district(s).

Objective Name: School: Food Marketing

One Year Objective: By end of year one, increase by at least 2 the number of school districts that have initiated the process of assessing and developing or revising as either a separate school board approved policy or integrated into the school district's Local School Wellness Policies that any foods or beverages marketed or promoted to students on the school campus during the school day will meet or exceed the USDA Smart Snacks in School nutrition standards.

Tasks and Performance Measures:

Task: 1. Identify a lead person at the school district/building to work with the OHM BOCES School Health Policies Coordinator;

Performance Measure Name: Identified School Liaisons-Contact Information and Communication Records

Narrative: In year one, the Coordinator will work with two school districts. Each of the districts will identify at least one person at the district or school level to serve as the conduit for activities.

Integer: 2

Task: 2. Work with the school district to establish a Wellness committee, if one does not currently exist;

Performance Measure Name: Established Wellness Committees-Composition and Activity Records

Narrative: In year one, the coordinator will work with two school districts to ensure the formation and/or continued activity of their respective Wellness Committees.

Integer: 2

Task: 3. Involve staff, students, administrators, board members, parents, and members of the community including representation from persons with disabilities, and racial and ethnic minority groups in regulation or policy process;

Performance Measure Name: Diverse Stakeholder Engagement-Meeting Attendance Records

Narrative: Staff, students, administrators, board members, parents, and members of the community including representation from persons with disabilities, and racial and ethnic minority groups will be involved in regulation or policy process.

Integer: 2

Task: 4. Use the results of the WellSAT and environment assessment to inform decisions about revised regulations, policies, and practices;

Performance Measure Name: WellSAT and assessment results

Narrative: In year one, the School Health Policies Coordinator will work with two school districts to establish baseline WellSAT data and use that data to inform decisions about revised policies and practices.

Integer: 2

Task: 5. Develop an implementation and evaluation timeline and identify activities; and

Performance Measure Name: Implementation Plan Development

Narrative: In year one, the Coordinator will work with two school districts to utilize assessment results and stakeholder input to develop an implementation plan with specified activities, timelines, and evaluative measures.

Integer: 2

Task: 6. Draft district-level regulations or policies for BOE approval and adoption.

Performance Measure Name: Number and Type of Policies Drafted

Narrative: In year one, the Coordinator will work with two school districts to draft regulations or policies as necessary.

Integer: 2

FIVE YEAR GOAL #3: By March 31, 2020, increase to 100% the number of schools that have adopted and implemented comprehensive school physical activity programs in the selected district(s).

Objective Name: School: Physical Activity

One Year Objective: By September 30, 2016, increase by at least 2 the number of school districts that have initiated the process of assessing and developing a Comprehensive School Physical Activity Program (CSPAP). Key components of CSPAP include: physical education, physical activity during the school day, physical activity before and after school, recess, classroom-based

physical activity, walk and bicycle to school, out-of-school time activities and family and community involvement.

Tasks and Performance Measures:

Task: 1. Establish a team or committee and designate a Physical Activity leader.

Performance Measure Name: Identified Physical Activity Team or Leader-Contract Information and Communication Records

Narrative: In year one, the Coordinator will work with two school districts. Each district will identify a team or leader to serve as a conduit for contract activities related to physical activity.

Integer: 2

Task: 2. Conduct an assessment of existing physical activity opportunities.

Performance Measure Name: Written Assessment of Physical Activity Opportunities

Narrative: In year one, the Coordinator will work with two districts to inventory and document current physical activity opportunities for students as they relate to the key components of a Comprehensive School Physical Activity Program (CSPAP)

Integer: 2

Task: 3. Create a vision statement, goals, and objectives for CSPAP.

Performance Measure Name: CSPAP Goals and Objectives

Narrative: In year one, the Coordinator will work with two school districts (staff and stakeholders) to develop a mission statement, goals, and objectives for a Comprehensive School Physical Activity Program.

Integer: 2

Task: 4. Identify and plan the activities for a CSPAP.

Performance Measure Name: CSPAP Implementation Plan

Narrative: In year one, the Coordinator will work with two school districts to utilize assessment results, stakeholder input and CSPAP elements to develop a CSPAP implementation plan with specified activities, timelines, and evaluative measures.

Integer: 2

Task: 5. Implement and evaluate the CSPAP.

Performance Measure Name: Increased opportunities for physical activity.

Narrative: Realistically, this task will be implemented in years two and beyond.

Integer: 2

FIVE YEAR GOAL #4: By March 31, 2020, increase the WellSAT overall comprehensiveness score by 20 points, on average, in the selected school district(s).

Objective Name: School: Increase WellSAT Scores

One Year Objective: By September 30, 2016, conduct a baseline WellSAT in the Adirondack and Utica City School Districts, identify areas in need of revision and make improvements to policies as indicated.

Tasks and Performance Measures:

Task: 1. Identify a lead person at the school district/building to work with the OHM BOCES School Health Policies Coordinator;

Performance Measure Name: Identified School Liaisons-Contact Information and Communication Records

Narrative: In year one, the Coordinator will work with two school districts. Each of the districts will identify at least one person at the district or school level to serve as the conduit for activities.

Integer: 2

Task: 2. Work with the school district to establish a Wellness committee, if one does not currently exist;

Performance Measure Name: Established Wellness Committees-Composition and Activity Records

Narrative: In year one, the coordinator will work with two school districts to ensure the formation and/or continued activity of their respective Wellness Committees.

Integer: 2

Task: 3. Involve staff, students, administrators, board members, parents, and members of the community including representation from persons with disabilities, and racial and ethnic minority groups in regulation or policy process;

Performance Measure Name: Diverse Stakeholder Engagement-Meeting Attendance Records

Narrative: Staff, students, administrators, board members, parents, and members of the community including representation from persons with disabilities, and racial and ethnic minority groups will be involved in regulation or policy process.

Integer: 2

Task: 4. Use the results of the WellSAT and environment assessment to inform decisions about revised regulations, policies, and practices;

Performance Measure Name: WellSAT and assessment results

Narrative: In year one, the School Health Policies Coordinator will work with two school districts to establish baseline WellSAT data and use that data to inform decisions about revised policies and practices.

Integer: 2

Task: 5. Develop an implementation and evaluation timeline and identify activities; and

Performance Measure Name: Implementation Plan Development

Narrative: In year one, the Coordinator will work with two school districts to utilize assessment results and stakeholder input to develop an implementation plan with specified activities, timelines, and evaluative measures.

Integer: 2

Task: 6. Draft district-level regulations or policies for BOE approval and adoption.

Performance Measure Name: Number and Type of Policies Drafted

Narrative: In year one, the Coordinator will work with two school districts to draft regulations or policies as necessary.

Integer: 2

FIVE YEAR GOAL #1: By March 31, 2020, increase access to healthy foods for at least 10% of the population in the selected communities.

Objective Name: Community: Access to Healthy Foods

Year One Objective: By end of year one, increase access to healthy foods for at least 10% of the population in two of the targeted communities.

Tasks and Performance Measures:

Task: 1. Begin an assessment of local vendors, grocers, and farmers markets in all of the targeted communities.

Performance Measure Name: Written Assessment Development

Narrative: In year one, the Oneida County Health Department (OCHD) will work in the two catchment areas to gather data and create a written summary of the current food vendors and their willingness to work collaboratively to address contract deliverables.

Integer: 2

Task: 2. Identify and prioritize local vendors, grocers, and farmers markets in two of the targeted communities.

Performance Measure Name: Prioritization of Vendors

Narrative: Upon completing a review of vendors within the two catchment areas, the OCHD coordinator will then prioritize local vendors, grocers, and farmers markets to work with on contract deliverables.

Integer: 2

Task: 3. Assess food and beverages sold by the identified vendors.

Performance Measure Name: Inventory of Healthy Foods Available

Narrative: Upon reviewing and prioritizing vendors to work with, the OCHD coordinator will inventory the food and beverages sold by those vendors and assess availability of healthy foods.

Integer: 2

Task: 4. Specify performance indicator (10%) and how it will be measured.

Performance Measure Name: Identified Performance Indicator

Narrative: The OCHD coordinator will operationalize the performance indicator (what is 10% of the population; what is deemed a healthy food) and determine how progress toward the NYSDOH five year goal and local annual goals will be measured.

Integer: 2

Task: 5. Establish relationships with vendors.

Performance Measure Name: Vendor Relationships- Communication and Activity Record

Narrative: In year one, the OCHD coordinator will reach out to local food vendors and venues in two catchment areas for the purposes of education and collaborative activities associated with contract deliverables

Integer: 2

Task: 6. Identify and implement strategies designed to increase access to healthy food for at least 10% of the population in at least two of the targeted communities.

Performance Measure Name: Implementation Plan Development

Narrative: Project staff will work collaboratively to utilize data and stakeholder and vendor input to develop a plan to meet contract deliverables. In year one, the focus will be on two catchment areas.

Integer: 2

FIVE YEAR GOAL #2: By March 31, 2020, increase the adoption and use of food standards and procurement policies (including criteria for sodium, saturated and trans fats, healthy beverages, and fiber) in at least 50 municipalities, community-based organizations, worksites, and/or hospitals.

Objective Name: Community: Food Standards and Procurement Policies

Year One Objective: By end of year one, increase the adoption and use of food standards and procurement policies in at least ten municipalities, community-based organizations, worksites, and/or hospitals.

Tasks and Performance Measures:

Task: 1. Identify appropriate food standards and model procurement policies for distribution and use in communications with intended beneficiaries.

Performance Measure Name: Number and Type of Food Standards and Procurement Policies Identified

Narrative: The OCHD coordinator will identify the food standards and model procurement policies to be distributed and used in communications with intended beneficiaries. These will be shared via media campaign including printed materials.

Integer: 2

Task: 2. Identify and prioritize municipalities, community-based organizations, worksites, and/or hospitals in the communities.

Performance Measure Name: Targeted Audiences Identified

Narrative: In year one, project staff will focus on two catchment areas and begin the process of identifying and prioritizing community-based workplaces to work with on contract deliverables.

Integer: 2

Task: 3. Initiate and establish relationships with targeted community-based beneficiaries.

Performance Measure Name: Established Community Relationships-Communication Records

Narrative: In year one, project staff will work with municipalities, community-based organizations, work sites, and/or hospitals located in two catchment areas. This task will be documented via communication records, meeting notes, etc.

Integer: 2

Task: 4. Identify and implement appropriate strategies for advocacy, adoption and implementation of food standards and procurement policies.

Performance Measure Name: Implementation Plan Development

Narrative: In year one, project staff will develop an implementation plan to work with community-based agencies in two catchment areas that includes specific strategies, activities, and timelines.

Integer: 2

Task: 5. Continue to monitor implementation of food standards and procurement policies.

Performance Measure Name: Number and Type of Organizations Implementing Food Standards and Procurement Policies

Narrative: Project staff will maintain records detailing the number and types of organizations adopting and implementing food standards and procurement policies. In year one, the goal is ten organizations.

Integer: 10

Task: 6. Continue to collaborate with local and regional organizations to share information and co-sponsor events.

Performance Measure Name: Community Engagement-Communication and Activity Records

Narrative: In year one, project staff will work collaboratively with community organizations in two catchment areas to share information and co-sponsor events.

Integer: 2

FIVE YEAR GOAL #3: By March 31, 2020, increase to 50%, the number of selected communities that have passed Complete Streets policies or plans.

Objective Name: Community: Complete Streets Policies

Year One Objective: By end of year one, increase by at least 5 the number of selected communities that have initiated the process of assessing, developing and adopting Complete Streets policies or plans.

Tasks and Performance Measures:

Task: 1. Meet with the Herkimer Oneida Counties Transportation Study (HOCTS) staff to review existing database of municipalities utilizing Complete Streets AND assess and prioritize communities willing and able to develop and adopt Complete Streets policies or plans.

Narrative: Since HOCTS is the primary entity responsible for Complete Streets in Oneida County, project staff will regularly meet with their staff to review existing database of municipalities utilizing Complete Streets AND assess and prioritize communities willing and able to develop and adopt Complete Streets policies or plans.

Performance Measure Name: Regular Communications with HOCTS

Narrative: In year one, project staff will establish relationships with HOCTS staff and meet regularly to review deliverables related to Complete Streets policies in the county. This task will be documented via meeting notes, communications, etc.

Integer: 2

Task: 2. Create or utilize existing educational materials about Complete Streets for use in communications with targeted communities.

Performance Measure Name: Number and Types of Materials Created or Used

Narrative: In year one, project staff will work collaboratively with HOCTS staff to identify existing material or create new material related to Complete Streets policies to be distributed or used in communications with municipalities.

Integer: 2

Task: 3. Initiate and establish relationships with municipality leaders and staff.

Performance Measure Name: Municipality Engagement

Narrative: Project staff will work collaboratively with HOCTS staff to approach municipality leaders and engage them on the issue of Complete Streets. This task will be documented via communication records, meeting notes, etc.

Integer: 5

Task: 4. Communicate and advocate for Complete Streets via meetings, educational materials, etc.

Performance Measure Name: Number and Type of Communications Regarding Complete Streets

Narrative: Project staff will work collaboratively with HOCTS staff to communicate and advocate for Complete Streets policy at municipality public meetings, staff meetings, the media, etc.

Integer: 2

Task: 5. Track the number of communities adopting Complete Streets policies or plans.

Performance Measure Name: Number of Communities Adopting Complete Streets Policies

Narrative: Project staff will work collaboratively with HOCTS staff to track the number of communities adopting Complete Streets policies.

Integer: 5

FIVE :YEAR GOAL #4: By March 31, 2020, increase to 25% the number of roadway projects that have followed Complete Streets practices.

Objective Name: Community: Complete Streets Implementation

Year One Objective: By end of year one, establish baseline data related to roadway projects and the use of Complete Streets planning principles in two of the targeted communities.

Tasks and Performance Measures:

Task: 1. Meet with the Herkimer Oneida Counties Transportation Study (HOCTS) staff to review existing database of municipalities utilizing Complete Streets AND assess and prioritize communities willing and able to develop and adopt Complete Streets policies or plans.

Narrative: Since HOCTS is the primary entity responsible for Complete Streets in Oneida County, project staff will regularly meet with their staff to review existing database of municipalities utilizing Complete Streets AND assess and prioritize communities willing and able to develop and adopt Complete Streets policies or plans.

Performance Measure Name: Regular Communications with HOCTS

Narrative: In year one, project staff will establish relationships with HOCTS staff and meet regularly to review deliverables related to Complete Streets policies in the county. This task will be documented via meeting notes, communications, etc.

Integer: 2

Task: 2. Create or utilize existing educational materials about Complete Streets for use in communications with targeted communities.

Performance Measure Name: Number and Types of Materials Created or Used

Narrative: In year one, project staff will work collaboratively with HOCTS staff to identify existing material or create new material related to Complete Streets policies to be distributed or used in communications with municipalities.

Integer: 2

Task: 3. Initiate and establish relationships with municipality leaders and staff.

Performance Measure Name: Municipality Engagement

Narrative: Project staff will work collaboratively with HOCTS staff to approach municipality leaders and engage them on the issue of Complete Streets. This task will be documented via communication records, meeting notes, etc.

Integer: 5

Task: 4. Communicate and advocate for Complete Streets via meetings, educational materials, etc.

Performance Measure Name: Number and Type of Communications Regarding Complete Streets

Narrative: Project staff will work collaboratively with HOCTS staff to communicate and advocate for Complete Streets policy at municipality public meetings, staff meetings, the media, etc.

Integer: 2

Task: 5. Track the number of communities adopting Complete Streets policies or plans.

Performance Measure Name: Number of Communities Adopting Complete Streets Policies

Narrative: Project staff will work collaboratively with HOCTS staff to track the number of communities adopting Complete Streets policies.

Integer: 5

Task: 6. Track the number of roadway projects in two of the targeted communities, including the number using Complete Streets planning principles.

Performance Measure Name: The Number of Roadway Projects Using Complete Streets Planning Principles.

Narrative: In year one, project staff will work collaboratively with HOCTS staff to track the number of roadway projects in two of the targeted communities and their use of Complete Streets planning principles.

Integer: 2



Undersheriff Robert Swenszkowski
Chief Deputy Jonathan G. Owens

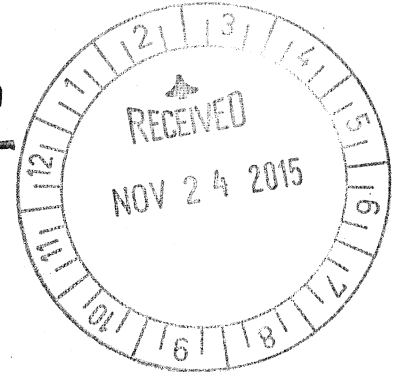
Chief Deputy Gregory Pflieger
Chief Deputy Joseph A. Lisi

Sheriff Robert M. Maciol

November 13, 2015

The Honorable Anthony J. Picente, Jr.
Oneida County Executive
Oneida County Office Building
800 Park Avenue
Utica, New York 13501

FN 20 15-408
PUBLIC SAFETY
WAYS & MEANS



Dear County Executive Picente:

The Sheriff's Office is requesting approval of the attached contract with Madison-Oneida BOCES . This is a multiple year contract and will pay for (1) Deputy currently used as School Resource Officer at the School Campus in Verona. This will be for the 2015-2016 (\$69,500), 2016-2017(\$72,000), and 2017-2018 (\$74,500) school years. The total amount of the contract is \$216,000.

THIS CONTRACT WILL REQUIRE BOARD APPROVAL AT THE NEXT BOARD MEETING. We are also requesting that this Contract be used as a boiler plate contract for the Whitesboro (\$37,500 - 1 part time SRO – 20 hours per week); Sauquoit (\$20,000 - 1 part time SRO – 12 hours per week); New York Mills (\$74,000 - 1 full time SRO); and Westmoreland (\$64,500 - 1 full time SRO) school districts.

If you find the enclosed contract acceptable, I am requesting your approval by way of signature. I would like to thank you for your time and diligent attention to this matter in advance. If you have any questions, require clarification or seek additional information from me in order to help you make a decision regarding my request, please do not hesitate to contact me at any point in time.

Sincerely,

Robert M. Maciol
Sheriff

Reviewed and Approved for submittal to the
Oneida County Board of Legislators by

Anthony J. Picente, Jr.
County Executive
Date 11/24/15

Oneida County Department/Office: Sheriff's Office

Competing Proposal:
Only Respondent:
Sole Source RFP:
Other: X (Reimbursement)

ONEIDA COUNTY BOARD OF LEGISLATORS

Name of Proposing Organization: Oneida County Sheriff's Office

Providing Service to: Madison Oneida BOCES

Title of Activity or Service: School Resource Officers (1)

Proposed Dates of Operation: September 1, 2015 – December 31, 2018

Client Population/Number to be Served: Madison Oneida BOCES

Summary Statements

1) Narrative Description of Proposed Services: One School Resources officer to be used at the Verona Campus of Madison Oneida BOCES

2) Program/Service Objectives and Outcomes: Give student role models that guide them toward community activities that prevent delinquency; develop crime prevention programs; training in conflict resolution, restorative justice, crime awareness and anger management; provide security to students and staff.

3) Program Design and Staffing: September 1, 2015 – December 31, 2018 School Years; one School Resource Officer to be utilized at the Verona Campus of Madison Oneida BOCES

Total Funding Requested: None

Account #: A3120 & A2735 (revenue)

Oneida County Dept. Funding Recommendation: N/A

Proposed Funding Sources (Federal \$/ State \$/County \$): N/A

Cost Per Client Served: N/A

Past Performance Data: N/A

Oneida County Department/Office Staff Comments:

Madison Oneida BOCES will reimburse the Sheriff's Office for the cost of one Resource Officer. 2015-2016 \$67,500; 2016-2017 \$72,000; 2017-2018 \$74,500

This is a good program and the district is pleased with the presence of the Officer.

We are requesting that this Agreement be used as a boiler plate contract for all School Resource Officer Agreements.

**AGREEMENT
BETWEEN
THE ONEIDA COUNTY SHERIFF'S OFFICE
AND
MADISON-ONEIDA BOARD OF COOPERATIVE
EDUCATION SERVICES (BOCES)**

THIS AGREEMENT, made and entered into, by and between the Oneida County Sheriff, a public officer duly elected under the laws of the State of New York, 6065 Judd Road, Oriskany, New York, 13424, hereinafter referred to as "Sheriff", the County of Oneida, a municipal corporation organized and existing under the laws of the State of New York, hereinafter referred to as "County" and Madison-Oneida BOCES, a Board of Cooperative Educational Services and supervising school district organized and existing under the laws of the State of New York, 4937 Spring Road, Verona, New York 13478, hereinafter referred to as "District".

WITNESSETH

WHEREAS, the District wishes to secure the services of a one School Resource Officer, hereinafter referred to as SRO, for the 2015-2016, 2016-2017, 2017-2018 school years, to serve as law enforcement officers, role models, and as a resource to students and families at the Madison-Oneida BOCES facilities and related Madison-Oneida BOCES programs, and

WHEREAS, the Sheriff, the County and the District wish to enter into a partnership to provide law enforcement and other appropriate services to the students, staff, and faculty of Madison-Oneida BOCES and related Madison-Oneida BOCES programs, and

WHEREAS, the Sheriff, the County and the District declare that the parties' goals are the following:

1. To establish a multidisciplinary team consisting of experienced and trained personnel from law enforcement and the staff of the District
2. To increase the physical presence of the SRO within the District facilities,
3. To decrease the number of incidences involving outside police intervention at the District facilities,
4. To increase a sense of safety and order within the school setting, and

- m. Maintain post integrity. Be highly visible at all times and refrain from unnecessary fraternization with other officers/employees.
- n. Report for duty in a timely manner. If unable to work, give prior notification to the District and the Sheriff to make sure that a substitute or other arrangements have been made to insure a uniform presence by the Sheriff's Office at the District.
- o. Question any individual not having appropriate identification who appears to be a student to ascertain his/her status.
- p. Act as a mentor to students by maintaining an appropriate casual relationship with students; attempt to develop a rapport with students.
- q. Develop a common working relationship with the staff of the District.
- r. Report directly to the Principal or his/her designee.
- s. When requested, participate in meetings with school officials, parents or the School Board to assist in dispute resolution and/or in developing policy and procedures concerning school safety.

4. Sheriff's Responsibilities. The Sheriff further agrees as follows:

- a. To provide an SRO who:
 - i. Possesses a minimum of 40 hours of specialized SRO training.
 - ii. Demonstrate a broad base of knowledge regarding youth, social issues, and the criminal justice system.
 - iii. Demonstrate:
 - Effective verbal and written communication skills, including the ability to address public audiences in the school, business and community settings;
 - Ability to related to youth, especially the "at risk" and "special needs" populations;
 - Working knowledge of social services providers and other community justice and school resources;
 - Ability to identify, analyze and recommend solutions to complex behavioral and social problems;
 - A genuine interest in at-risk youth;
 - Meet all education and experience requirements set forth by Oneida County and New York State.

c. HIV Related Information.

(i). *Non-Discrimination.* The Sheriff, the County, the assigned SRO and any substitute SRO shall not discriminate or refuse assistance to individuals with AIDS or HIV infection from an HIV related test. It is agreed that the Sheriff and any member of his staff with whom confidential HIV related information may be given as a necessity for providing services and in accordance with 403 of Title 18 NYSDSS regulation and Section 2782 of the Public Health Law are fully informed of the penalties and fines for disclosure in violations of State Law and Regulations.

(ii). *Re-disclosure.* The following written statement must be included when disclosing any confidential HIV related information:

“This information has been disclosed to you from confidential records which are protected by State Law. State Law prohibits you from making any further disclosure of this information without the specific written consent of the person to whom it pertains, or as otherwise permitted by law. Any unauthorized further disclosure in violation of State Law may result in a fine or jail sentence or both. A general authorization for the release of medical or other information is not sufficient authorization for further disclosure.”

7. Entire Agreement, Amendments, Applicable Law and Savings. The parties agree that this agreement and any addenda incorporated into this agreement whether or not physically attached, represent the entire agreement between them. Any amendments to this Agreement require the written consent of all parties. This Contract shall be governed by the laws of the State of New York except where the Federal supremacy clause requires otherwise. In the event that a portion of this agreement is found illegal, invalid, contrary to public policy, or unenforceable by a court of competent jurisdiction, then the remainder of the agreement shall continue in full force and effect.

8. Term of Agreement. The Agreement will be effective beginning on September 1, 2015 and expire on December 31, 2018, without notice, unless terminated earlier as provided in this agreement.

9. Resolution of Issues/Termination.

a. In case of deficiencies of service or other SRO programmatic issues, the District will first develop an Action Plan in concert with the Sheriff to address the issues. In the event that the issues cannot be resolved through the Action Plan, the District reserves the right to terminate services and this Agreement with a thirty (30) day notice.

b. *Additional Hours.* If additional coverage is deemed necessary by the District beyond the normal 8 hour work day and 40 hour work week, the rate to be paid by District to County for such additional hours of work will be the current hourly rate for special Sheriff details as set by the Collective Bargaining Agreement then in effect.

c. *Incidental and Unrelated Costs.* Incidental costs to include pager, vehicle, uniforms and ongoing training costs shall be covered by the Sheriff. Any time spent by the SRO that is not related to the interest of the District will not be considered time worked as an SRO or reimbursed by District. Any expenses or financial obligations made by an SRO without the prior approval of the District will become the responsibility of the Sheriff.

d. *Billing & Payment.* The District agrees to pay the Sheriff on a quarterly basis upon presentation of a Billing Statement, listing the Contract number, name and any attached data including the date and times worked by the SRO.

12. Status of Parties. It is expressly understood and agreed that the legal status of the Sheriff and County, its officers and employees, vis-à-vis the District under this Agreement is that of an independent Contractor, and in no manner shall the SRO be deemed an employee of BOCES. The County agrees, during the term of this Agreement, to maintain at its expense those benefits to which the SRO, as its employee, would otherwise be entitled by law, including health benefits, and all necessary insurances for its employees, including worker's compensation, disability and unemployment insurance, and to provide BOCES with certification of such insurance upon request. The County remains responsible for all applicable federal, state and local taxes, and all FICA contributions. In the event of injury occurring to the SRO while working at the District, the District will pay the County the sum of \$50.00 per day up to a maximum of seven (7) days for such period that the SRO is unable to work due to such injury.

13. Indemnification & Insurance.

a. The District agrees to indemnify, save and hold harmless the County and the Sheriff, their agents, servants, employees and subcontractors from any claims, demands, causes of action and/or judgments arising out of injuries to person or property of whatever kind or nature caused by the negligence and/or willful misconduct of the District, its agents, servants, employees or subcontractors in connection with the performance of this agreement, and to defend at its own cost, such action or proceeding.

b. The County and the Sheriff mutually agree to indemnify, save and hold harmless the District, its agents, servants, employees and subcontractors from any claims, demands

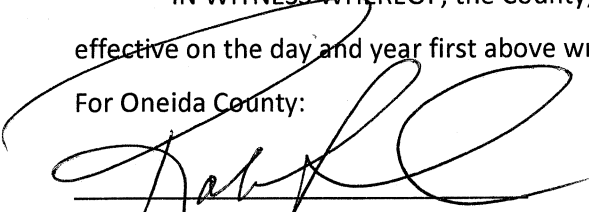
budget freeze on Contractor spending, a force majeure event, a declaration of emergency, or other such circumstances. Upon issuance of such notice, the Sheriff shall comply with the suspension order. Activity may resume at such time as BOCES issues a written notice authorizing a resumption of work.

- b. Neither party shall be liable for any delay or failure in performance beyond its control resulting from acts of God or force majeure. The parties shall use reasonable efforts to eliminate or minimize the effect of such events upon performance of their respective duties under Contract.

17. No party may assign this agreement, any part hereof, or any rights hereunder, without the written advance consent of both other parties.

IN WITNESS WHEREOF, the County, the Sheriff, and the District have signed this Agreement effective on the day and year first above written.

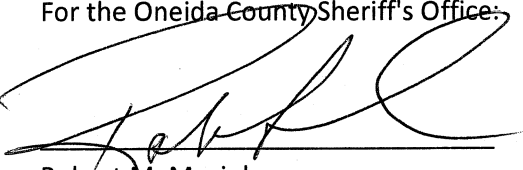
For Oneida County:



Anthony J. Picente, Jr.
County Executive

9/29/15
Date

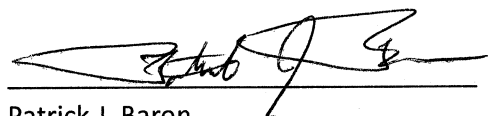
For the Oneida County Sheriff's Office:



Robert M. Maciol
Oneida County Sheriff

9/29/15
Date

For Madison-Oneida BOCES



Patrick J. Baron
Board President

9-3-15
Date

Approved as to Form

Oneida County Attorney
[Acknowledgments on next page.]

Contract Addendum
To Conform To New York State Education Law Section 2-d
(Student Data, Pending Bill of Rights)

The parties to this Contract Addendum are the Madison-Oneida Board of Cooperative Educational Services ("BOCES"), the Oneida County Sheriff ("Sheriff"), and the County of Oneida ("County". All three collectively referred to as "Parties").

BOCES is an educational agency, as that term is used in Section 2-d of the New York State Education Law ("Section 2-d), and Sheriff and County are third party contractors, as that term is used in Section 2-d. BOCES and Vendor are parties to an agreement, dated concurrently with this Addendum ("the Underlying Agreement"), pursuant to which the designated employee of the Sheriff serving as the School Resource Officer ("SRO") in performing his duties will receive access to student data regulated by Section 2-d, from BOCES, from a participating school district or related educational agency sources.

The Parties hereby enter into this Contract Addendum to conform the terms of the Underlying Agreement to the requirements of Section 2-d. To the extent that any term of the Underlying Agreement conflicts with the terms of this Contract Addendum, the terms of this Contract Addendum shall apply and be given effect.

1. As used in this Contract Addendum, the term "student data" means personally identifiable information from student records that the SRO receives from BOCES, from a participating school district or related educational agency sources.
2. The Parties agree that the confidentiality of student data shall be maintained in accordance with state and federal laws that protect the confidentiality of personally identifiable information.
3. Sheriff agrees that any of its officers or employees, and any officers or employees of any assignee of Sheriff, who have access to personally identifiable information will receive training on the federal and state law governing confidentiality of such data prior to receiving access to that data. (Said training may be provided by BOCES or other appropriately qualified source.)
4. The exclusive purpose for which the SRO is being provided access to personally identifiable information is to carry out the duties of SRO as set forth in the Underlying Agreement. Student data received by the SRO, or by any assignee of Sheriff, from BOCES, from a participating school district or related educational agency sources shall not be sold or used for marketing purposes.
5. The SRO and Sheriff shall ensure that to the extent that it comes into possession of personally identifiable information, it will only share that personally identifiable information with additional third parties if those third parties are contractually bound to adhere to the data protection and security requirements set forth in this agreement.

- e) Sheriff, SRO and any assignees shall use encryption technology to protect data while in motion or in its custody from unauthorized disclosure using a technology or methodology specified by the secretary of the U S. Department of HHS in guidance issued under P.L. 111-5, Section 13402(H)(2); and
- f) Sheriff, SRO and any assignees shall notify the educational agency from which student data is received of any breach of security resulting in an unauthorized release of student data by the Vendor or its assignees in violation of state or federal law, or of contractual obligations relating to data privacy and security in the most expedient way possible and without unreasonable delay.

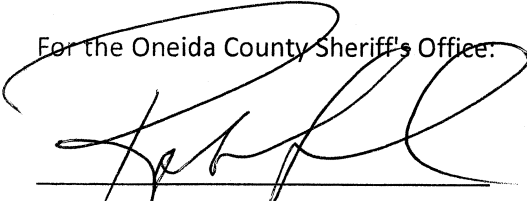
10. It is understood that a further Contract Addendum may be necessary to ensure compliance with Section 2-d, after certain regulations have been promulgated or amended by the New York State Education Department, and the parties agree to take such additional steps as may be necessary at that time.

For Oneida County:

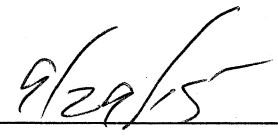
 Anthony J. Picente, Jr.
 County Executive

 Date

For the Oneida County Sheriff's Office:

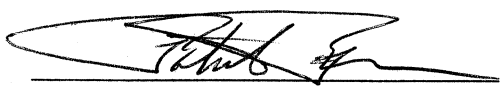


 Robert M. Maciol
 Oneida County Sheriff

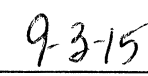


 Date

For Madison-Oneida BOCES



 Patrick Baron
 President



 Date

Approved as to Form

 Oneida County Attorney