

MEMORANDUM OF AGREEMENT

The Safe, Healthy, Attitudes Require Education (SHARE) Project

Preliminary Memorandum of Agreement between the LEAs, Law Enforcement, Juvenile Justice,
Mental Health and Community Partners

I. Consortia Membership

The Safe, Healthy Attitudes Require Education (SHARE) Project is a collaborative initiative of nine school districts in South Central, New York, and the Broome-Tioga Board of Cooperative Educational Services (BTBOCES), the New York State Sloe Supervisory District and regional educational services provider acting as the lead LEA and primary fiscal agent for the initiative.

The participating school districts in this initiative are the Binghamton City School District, the Chenango Forks Central School District, the Chenango Valley Central School District, the Johnson City Central School District, the Maine-Endwell Central School District, the Union-Endicott Central School District, the Vestal Central School District, the Windsor Central School District and the Whitney Point Central School District and Broome-Tioga BOCES.

The LEAs identified above have long-term, functional relationships with the required community partners in Broome County, and have built upon those relationships as part of the process of constructing and sustaining the SHARE Project. The Broome County Sheriff's Office, Broome County Probation Department and the Broome County Mental Health Department are critical partners in the project representing county-wide services in law enforcement, juvenile justice and mental health and ATOD services. Members of the SHARE project have been coordinating and collaborating in service delivery and planning for over a decade through their joint membership on various coalitions including The Broome County Early Childhood Coalition, the Children and Youth Services Council, the KYDS Coalition (Keeping Youth Safe and Drug Free) and the Integrated County Planning Group all of which have had input into the design of this project.

The SHARE Project has been developed and will operate in partnership with two specific community partners that bring to the table the experience, skills and services critical to the effective design and execution of the project. Lourdes Hospital Youth Services Division is a vital part of the overall children and family services network in the region. Binghamton University, in particular its' Schools of Education and Nursing and the Department of Social Work, has a long history of working with the school districts across the community. Both of these community partners have played an active role in the design of the project, are represented on one or more of the aforementioned coalitions, and will be essential to its implementation.

The fundamental concept of the SHARE Project has been evolving from discussions with school districts' leadership over several years, and a core team began meeting in small

sessions in the fall of 2008. Analysis of the needs and services gaps in the system quickly led to the formation of the design plan for the project, and the logic model was drafted and shared with the partners (**see Attachment 1**). Agreement as indicated in the preliminary agreement includes partners' participation in the core management team, support for the model as presently defined, and willingness to continue to be engaged in the decision-making process throughout the life of the SHARE Project. Any changes that occur will be disseminated to the partners in a timely manner.

Additional community partners with the expertise to support the goals and objectives of the project will be engaged by direct contact and other recruitment efforts and will be asked to sign the Final Memorandum of Agreement. In particular, efforts to recruit the active participation of parent and student groups will be made to ensure that the project is fully responsive to the needs of these constituents.

II. Basis for Selection of Partners in the SHARE Project

The 10 LEAs in the project have chosen to participate based on their commitment to improving the learning environment of their students. Representing over 80% of all school age children in the region, these districts share a vision for a comprehensive safe school system serving healthy students who are prepared to learn, and have expressed their willingness to support the SHARE project with district resources, access to schools and participation in decision-making and continuous improvement activities.

Partners in the SHARE project were selected based on several factors including the extent to which they had previous or current relationships with the participating LEAs, the scope of their services in terms of geographical range and needed services, their commitment to the goals and objectives of the Project as evidenced by prior activities, and their capacity to bring additional resources to the project that would enrich and improve the Project's impact.

The Broome-Tioga Board of Cooperative Educational Services, (BTBOCES), is the regional educational services and support agency established by the State Education Department in 1954 to assist local school districts with the efficient and effective delivery of education for all students through collaborative management, financial planning and oversight, direct education programming, professional development and support services. As a regional supervisory district, BTBOCES component schools include ALL of the participating LEAs. The organization has a long history of managing grant and aid funded programs for the districts and has well established relationships with the community partners, and was therefore selected as the project and grant lead agency by the participating LEAs.

The primary law enforcement partner is the Broome County Sheriff's Office, which serves all of the participating LEAs. The Broome County Sheriff's Office currently provides a variety of educational programs and outreach activities to the students and families of the participating school districts, provides the nationally recognized School Resource Officer (SRO) program, operates the Safe Child ID program in the county, and has been actively engaged in assisting schools across in addressing a wide range of school safety prevention, preparation and response issues.

The primary juvenile justice partner is the Broome County Probation Department. The Broome County Probation Department is a principal partner, along with law enforcement and related agencies, in the delivery of, and coordination of, activities in the geographic area served by the participating school districts relating to reducing and mitigating juvenile crime and delinquency.

The Probation Department's Family Services Division supervises youth ages 7-16 that are adjudicated as a juvenile delinquent and placed on probation; and provides supervision for person in need of supervision (PINS) ages 7-18. The department also operates a diversion program for potential juvenile delinquents and PINS juveniles, and coordinates these activities closely with school and other partner staff to ensure that each child receive appropriate services including education.

The primary mental health and ATOD partner in the SHARE project is the Broome County Mental Health Department, which serves the entire region in the project. The Broome County Mental Health Department directly operates county-wide mental health and alcohol and substance abuse services for children, adolescents and adults. The Mental Health Department operates a full range of education, evaluation, assessment, individual and group treatment, and case management programs for both mental health and chemical dependency issues, and works closely through operational agreements and contracts with the participating LEAs and community partners.

The Higher Education Partner is a vital partner in the project and has played an active role from the onset of the planning process. They are actively engaged with several of the participating LEAs in a variety of mental and physical healthy projects, teacher training and educational programming. The Higher Education Partners Schools of Education, Social Work and Nursing will play major roles in the activities planned for the project, at the Universal, targeted and intensive service delivery level and in the provision of Interdisciplinary Response to intervention (RTI) training, and will bring a vast array of their resources to the project.

The Service Provider/Coordinator is a part of a local hospital system, and has been serving parents and young people in the community since 1996. These services, many of which are delivered within the participating schools or their specific service area, include Parents and Children Together (PACT) home visiting programs, The Families and Schools Together (FAST) family support program, Strengthening Families, and the mental health juvenile justice project. All of these services are evidence-based models/curriculum recognized by SAMHSA, HHS, DOE, OJJDP and other state and federal agencies.

III. Mission Statement of the SHARE Project:

The above-mentioned agencies and school districts are linked together by a common vision to provide students, schools, families, and communities coordinated activities leading to a safe, healthy, drug-free environment for all students. To achieve this vision, the partners seek to create and maintain a community-wide system that promotes positive behaviors, reduces

negative choices, and delivers a series of coordinated, appropriate interventions and keyed service options for students and families in need of support.

This cooperative, systemic effort attempts to effect self-perpetuating change in the community. Together, through the SHARE partnership, the partners envision the continuance of a social movement through which the community will be empowered to draw upon its strengths and assets to reduce risk factors, increase protective factors, and generally foster the development of healthy, responsible individual and social behaviors – especially among preschool and school-aged children.

IV. Goals and Objectives of the SHARE Project:

The overall goal of the SHARE Project is to create a system that fosters a safe, healthy learning environment for all students across the community and which is supported by their families, community organizations and all educational staff. There are five primary goals of the project that will serve as the focal points for all activities:

- Develop and maintain a safe school environment for all students.
- Decrease the incidence of alcohol, tobacco and other drug use.
- Establish and maintain a system of behavioral, social and emotional supports.
- Increase access and use of both in-school and community based mental health services.
- Improve access to, and use of, school readiness supports for pre-school children and their families.

The planned objectives of the Project are based on the five elements of an effective safe schools and healthy students system developed by the United States Departments of Education, Health and Human Services and Justice and include:

Element One: Safe School Environments and Violence Prevention Activities

- Decrease the number of students who did not go to school on 1 or more days in the past 30 days because they felt unsafe at school or on their way to and from school.
- Decrease the number of students involved in physical altercations or incidents of reckless endangerment at both the elementary and middle school levels.
- Decrease the number of students involved in incidents of intimidation, harassment, menacing and bullying at both the elementary and middle school levels
- Decrease in the number of students receiving out of school suspensions as a result of engagement in an incident of violent or disruptive behavior.
- All participating LEAs will participate in safety audits leading to comprehensive district-wide school safety plans.

Element Two: Alcohol, Tobacco and Other Drug Prevention Activities

- Decrease the number of students reporting current (30-day) alcohol use.
- Decrease the number of students reporting current (30-day) marijuana use.
- Decrease the number of students indicating that parent attitudes favored drug use.
- Participating LEAs will complete and implement updated, comprehensive district-wide ATOD policies and procedures.

Element Three: Student Behavioral, Social and Emotional Supports

- Decrease the number of students indicating that they believe peer attitudes favor anti-social behavior.

- Decrease the number of students indicating that they support rebellious behavior.
- Decrease the number of students indicating that they believe that society rewards anti-social behavior.

Element Four: Mental Health Services

- Increase the number of students receiving school based mental health services.
- Increase the number of students referred to and receiving community based mental health services.
- Participating districts will develop and implement district-wide mental health policies and procedures for referral and information sharing for community based mental health services.

Element Five: Early Childhood Social and Emotional Learning Programs

- Increase enrollments in Pre-kindergarten programs in the participating LEAs.
- Increase the participation of parents of pre-K age children in parent education classes.
- Increase the performance of pre-K aged children on the Parenting Education Profile assessment indicating parental ability to support early childhood education.
- Participating LEAs will utilize common, comprehensive assessment tools for evaluation school readiness.

Details regarding the activities to be carried out under this agreement and the measures by which to monitor and evaluate progress in meeting them is included in the attached Logic model.

V. Advisory Committee of the SHARE Project:

The SHARE project will be overseen by an Advisory Committee that will monitor the progress of the project, support the project by direct program services and coordination of activities, and provide community leadership and communication between the partners and with other involved agencies and organizations. The Advisory Committee will consist of the following representatives:

- The Broome County Commissioner of Mental Health or a designee
- The Director of Broome County Probation Department or a designee
- The Broome County Sheriff or a designee
- Broome-Tioga BOCES Assistant Superintendent for Instruction
- The SHARE Project Director and Program Coordinator
- The Director of the Service Provider/Coordinator's Agency
- 3 additional representatives from the Higher Education Partner
- 3 representatives from each of the 10 participating LEAs; including 1 PTO/PTA representative, a principal or guidance counselor and the Superintendent's designee
- 1 additional representative from the KYDS coalition
- 1 additional representative from the Early Childhood Coalition
- 1 additional member of the Children and Youth Services Council

The full Advisory Committee will meet four times each project year. Additional community partners identified in the final Memorandum of Agreement may be added to the Advisory Committee as deemed necessary for the advancement of the project's goals.

VI. Core Management Team

The SHARE Project will be led by a Core Management Team that will oversee the management of operations of the project, support the project by direct program services and coordination of activities, and provide community leadership and communication between the partners and with other involved agencies and organizations. The Core Management Team will consist of the following representatives:

- The SHARE Project Director
- Broome-Tioga BOCES Assistant Superintendent for Instruction
- The Broome County Commissioner of Mental Health or a designee
- The Broome County Sheriff or a designee
- The Director of Broome County Probation Department or a designee
- 1 policy level or senior management designee from each of the 10 participating LEA's

VII. Partners' Roles and Responsibilities:

The partners in the SHARE project commit their support and relevant resources to forwarding the agenda of the project and achievement of the shared vision, its goals and objectives. All partners agree to actively participate within the parameters of the Roles and Responsibilities as outlined in the SHARE Project Partner Statement of Support and Commitment attached to this Agreement. Additional partners identified in the ongoing development process and throughout the Project period will be required to execute an agreement that will be added to the Final Memorandum of Agreement.

Required Partners

Roles and Responsibilities of Each Consortium Member

Broome-Tioga Board of Cooperative Educational Services

Project Management

- Hire, train and support a grant manager and such support staff as necessary to implement and oversee the project.
- Convene and facilitate the Advisory Committee and the Core Management Team and committee meetings
- Facilitate financial management of the project
- Produce and distribute meeting minutes, planning documents, reports to partners and federal entities.
- Participate in national conferences, Web casts, etc. as required by funding sources and necessary to ensure appropriate compliance with federal, state and local statutes.
- Develop, maintain and submit all necessary fiscal records and reports as required by law and program statute.
- Provide overall project leadership and management not described in the foregoing but necessary to support achievement of program goals and objectives, implementation of

planned activities, programs and services, measurement of outcomes and achievements, program improvement and project reporting.

- Ensure the integrity of the evaluation process.
- Act as the clearinghouse for project-related data and communications.

Contract Management

- Procure and secure planned, contracted services through a competitive method in compliance with federal and state laws, rules and regulations.
- Ensure fair and open competitive procurement and contracting process for contracted services.
- Execute and maintain contracts for funding and services with federal entities and services providers.
- Gather, collate and evaluate programs, services and activities to support continuous improvement, contract compliance for funding and contracted services, and required reporting purposes.
- Perform contract and financial closeout activities as required.

Partnership Activities

- Share information needed to support project activities and meet partner needs for qualitative and quantitative evaluation.
- Participate in all Advisory Committee and Core Management Team meetings, as well as other meetings to support the project.
- Meet regularly with partners to evaluate project impact, address needed program improvements and share information on best practices.
- Assist Project evaluator through the acquisition and preliminary analysis of data relating to program services, activities and programs.

Consortium Member Activities

- Provide representation on the Advisory Committee and Core Management Team
- Participate in the execution of school safety audits and development and implementation of district-wide school safety plans and assessment and referral policies
- Participate in professional development to the extent that it complements state and federally mandated intervention training
- Support implementation of school-based social worker program
- Implement an anti-bullying/anti-violence curriculum
- Provide VADIR data on youth violent and disruptive behavior
- Participate in the development and implementation of district-wide drug and alcohol policies review and procedures
- Coordinate activities of local SADD chapters
- Provide data on youth alcohol, tobacco and other drug use and abuse in keeping with appropriate confidentiality regulations and requirements
- Participate in student mentoring program
- Participate in the development and implementation of district-wide mental health policies and procedures for referral and information sharing in keeping with confidentiality regulations and requirements

- Participate in the development and implementation of district-wide school readiness assessment tools
- Coordinate pre-K services with Lourdes and school-based social work interventions
- Provide data on pre-K and kindergarten readiness measures as required
- The District agrees to provide the foregoing information and participate in the SHARE Program to the extent permitted by the Family Educational Rights and Privacy Act and the various other state and federal statutes and regulations insuring the privacy of education records.

Broome County Mental Health Department:

Identification:

The local public mental health authority (Local governmental Unit) provides administrative control and/or oversight of the delivery of mental health services. As mental health services, Article VIII of the Country Charter and the Administrative Code authorizes a Department of Mental Health. As the Local Governmental Unit, the Mental Health Department operates in conformance with the New York State Mental Hygiene Law, especially Article 41, Local and Unified Services.

The local public mental health authority has authority/jurisdiction of the participating LEA's in the Partnership for all instances. BOCES and the school districts will identify children in need of mental health services.

Referral Procedures:

Broome County is utilizing the Single Point of Access (SPOA) Model for high-risk children with serious mental health issues. SPOA is a coordinated process that gives access to residential, case management, family-based treatment, and the Coordinate Children's Services Initiative (CCSI). All of the local children's mental health providers participate in SPOA and as a family-focused, child-centered strength-based process. The BOCES Family Support Center will refer children with high needs to SPOA. Component school districts will also have representation on SPOA.

School districts will also have access to all components of the children's mental health continuum of care which is coordinated by the Broome County Office of Mental Health.

Development of Joint Treatment Planning:

- A. The mental health service provider shall identify staff to assure that the child receives the appropriate level of care based on a multi-disciplinary team assessment.
- B. The service provider will respond in a timely manner to the acute and emergent problems presented by the child.
- C. Consistent with appropriate diagnostic procedures, the referral source and the service provider shall begin joint treatment planning by:
 1. Identifying the disability of the child;

2. Identifying short- and long-term treatment goals and providing for services needed;
3. Identifying the primary agency responsible for coordinating the services;
4. Involving families in the treatment planning process utilizing a strength-based approach and wrap-around model whenever possible;
5. Utilizing all service providers in the planning process and delivery of services that would most benefit the child and family.

Follow-Up:

The identified lead worker involved with each child's case shall track the progress and make further recommendations as appropriate based on the child's needs as they meet treatment goals. Multi-disciplinary teams and wrap-around meetings can be called at any time to support the child, family and planning process.

Additional Roles and Responsibilities:

- Provide representation on the Advisory Committee and the Core Management Team
- Participate in professional development, when appropriate
- Provide community-based counseling services for mental health and chemical dependency for children and families
- Provide data on youth demonstrating violent or disruptive behavior
- Provide data on youth with concurrent mental health and alcohol and drug abuse treatment needs
- Provide community-based case management services
- Assist with the development of district-wide mental health policies and procedures for referral and information sharing
- Provide data on youth with receiving mental health treatment
- Share information on early identification of children with potential mental health issues
- Participate in the development of school readiness assessment tools in terms of mental health

Local Law Enforcement Agency: Broome County Sheriff's Office

- Participate in the execution of school safety audits and development of district safety plans
- Provide representation on the Advisory Committee and Core Management Team
- Participate in professional development, when appropriate
- Provide data on youth incarceration and violent behavior
- Coordinate School Resource Officer programs in participating districts as funding permits
- Provide data on youth alcohol and drug arrests and convictions

NOTE: All references to "data" in the above section refer to aggregate data collected annually for the purposes of grant performance measurement reporting purposes. No identifying information is included in this data. All applicable state, federal and departmental laws, policies and procedures regarding confidentiality will be observed and enforced.

Juvenile Justice: Broome County Probation Department

- Provide representation on the Advisory Committee and Core Management Team
- Participate in professional development, when appropriate
- Provide data on youth involved in justice system for violent behavior, PINS, etc.
- Provide data on youth involved in justice system due to alcohol and drug use
- Provide data on youth involved in justice system with mental health concerns.

NOTE: All reference to “data” in the above section refer to aggregate data collected annually for the purposes of grant performance measurement reporting purposes. No identifying information is included in this data. All state, federal and probation department laws, policies and procedures regarding confidentiality will be observed and enforced.

Consortium Members

Roles and Responsibilities of Each Consortium Member

Binghamton City School District

- Provide representation on the Advisory Committee and Core Management Team
- Participate in the execution of school safety audits and development and implementation of district-wide safety plans and assessment and referral policies
- Participate in professional development to the extent that it compliments state and federally mandated intervention training
- Support implementation of school-based social worker program
- Implement an anti-bullying/anti-violence curriculum
- Provide VADIR data on youth violent and disruptive behavior
- Participate in the development and implementation of district-wide drug and alcohol policies review and procedures
- Coordinate activities of local SADD chapters
- Provide data on youth alcohol, tobacco and other drug use and abuse in keeping with appropriate confidentiality regulations and requirements
- Participate in student mentoring program
- Participate in the development and implementation of district-wide mental health policies and procedures for referral and information sharing in keeping with confidentiality regulations and requirements
- Participate in the development and implementation of district-wide school readiness assessment tools
- Support school based social work interventions
- Provide data on pre-k and kindergarten readiness measures as required.
- The District agrees to provide the foregoing information and participate in the SHARE Program to the extent permitted by the Family Educational Rights and Privacy Act and the various other state and federal statutes and regulations insuring the privacy of education records.

Chenango Forks Central School District

- Provide representation on the Advisory Committee and Core Management Team

- Participate in the execution of school safety audits and development and implementation of district-wide school safety plans and assessment and referral policies
- Participate in professional development to the extent that it compliments state and federally mandated intervention training
- Support implementation of school-based social worker program
- Implement an anti-bullying/anti-violence curriculum
- Provide VADIR data on youth violent and disruptive behavior
- Participate in the development and implementation of district-wide drug and alcohol policies review and procedures
- Coordinate activities of local SADD chapters
- Provide data on youth alcohol, tobacco and other drug use and abuse in keeping with appropriate confidentiality regulations and requirements
- Participate in student mentoring program
- Participate in the development and implementation of district wide mental health policies and procedures for referral and information sharing in keeping with confidentiality regulations and requirements
- Participate in the development and implementation of district-wide school readiness assessment tools
- Coordinate pre-k services with Lourdes and school based social work interventions
- Provide data on pre-k and kindergarten readiness measures as required.
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Chenango Valley Central School District

- Provide representation on the Advisory Committee and Core Management Team
- Participate in the execution of school safety audits and development and implementation of district-wide school safety plans and assessment and referral policies
- Participate in professional development to the extent that it compliments state and federally mandated intervention training
- Support implementation of school-based social worker program
- Implement an anti-bullying/anti-violence curriculum
- Provide VADIR data on youth violence and disruptive behavior
- Participate in the development and implementation of district-wide drug and alcohol policies review and procedures
- Coordinate activities of local SADD chapters
- Provide data on youth alcohol, tobacco and other drug use and abuse in keeping with appropriate confidentiality regulations and requirements
- Participate in student mentoring program
- Participate in the development and implementation of district wide mental health policies and procedures for referral and information sharing in keeping with confidentiality regulations and requirements
- Participate in the development and implementation of district-wide school readiness assessment tools

- Coordinate pre-k services with Lourdes and school based social work interventions
- Provide data on pre-k and kindergarten readiness measures as required.
- The District agrees to provide the foregoing information and participate in the SHARE Program to the extent permitted by the Family Educational Rights and Privacy Act and the various other state and federal statutes and regulations insuring the privacy of education records.

Johnson City Central School District

- Provide representation on the Advisory Committee and Core Management Team
- Participate in the execution of school safety audits and development and implementation of district-wide school safety plans and assessment and referral policies
- Participate in professional development to the extent that it compliments state and federally mandated intervention training
- Support implementation of school-based social worker program
- Implement an anti-bullying/anti-violence curriculum
- Provide VADIR data on youth violent and disruptive behavior
- Participate in the development and implementation of district-wide drug and alcohol policies review and procedures
- Coordinate activities of local SADD chapters
- Provide data on youth alcohol, tobacco and other drug use and abuse in keeping with appropriate confidentiality regulations and requirements
- Participate in student mentoring program
- Participate in the development and implementation of district-wide school readiness assessment tools
- Coordinate pre-k services with Lourdes and school based social work interventions
- Provide data on pre-k and kindergarten readiness measures as required.
- The District agrees to provide the foregoing information and participate in the SHARE Program to the extent permitted by the Family Educational Rights and Privacy Act and the various other state and federal statutes and regulations insuring the privacy of education records.

Maine-Endwell Central School District

- Provide representation of the Advisory Committee and Core Management Team
- Participate in the execution of school safety audits and development and implementation of district-wide school safety plans and assessment and referral policies
- Participate in in professional development to the extent that it compliments state and federally mandated intervention training
- Support implementation of school-based social worker program
- Implement an anti-bullying/anti-violence curriculum
- Provide VADIR data on youth violent and disruptive behavior
- Participate in the development and implementation of district-wide drug and alcohol policies review and procedures
- Coordinate activities of local SADD chapters
- Provide data on youth alcohol, tobacco and other drug use and abuse in keeping with appropriate confidentiality regulations and requirements

- Participate in student mentoring program
- Participate in the development and implementation of district-wide school readiness assessment tools
- Coordinate pre-k services with Lourdes and school based social work interventions
- Provide data on pre-k and kindergarten readiness measures as required.
- The District agrees to provide the foregoing information and participate in the SHARE Program to the extent permitted by the Family Educational Rights and Privacy Act and the various other state and federal statutes and regulations insuring the privacy of education records.

Union-Endicott Central School District

- Provide representation of the Advisory Committee and Core Management Team
- Participate in the execution of school safety audits and development and implementation of district-wide school safety plans and assessment and referral policies
- Participate in in professional development to the extent that it compliments state and federally mandated intervention training
- Support implementation of school-based social worker program
- Implement an anti-bullying/anti-violence curriculum
- Provide VADIR data on youth violent and disruptive behavior
- Participate in the development and implementation of district-wide drug and alcohol policies review and procedures
- Coordinate activities of local SADD chapters
- Provide data on youth alcohol, tobacco and other drug use and abuse in keeping with appropriate confidentiality regulations and requirements
- Participate in student mentoring program
- Participate in the development and implementation of district-wide school readiness assessment tools
- Coordinate pre-k services with Lourdes and school based social work interventions
- Provide data on pre-k and kindergarten readiness measures as required.
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Vestal Central School District

- Provide representation of the Advisory Committee and Core Management Team
- Participate in the execution of school safety audits and development and implementation of district-wide school safety plans and assessment and referral policies
- Participate in in professional development to the extent that it compliments state and federally mandated intervention training
- Support implementation of school-based social worker program
- Implement an anti-bullying/anti-violence curriculum
- Provide VADIR data on youth violent and disruptive behavior
- Participate in the development and implementation of district-wide drug and alcohol policies review and procedures

- Coordinate activities of local SADD chapters
- Provide data on youth alcohol, tobacco and other drug use and abuse in keeping with appropriate confidentiality regulations and requirements
- Participate in student mentoring program
- Participate in the development and implementation of district-wide school readiness assessment tools
- Coordinate pre-k services with Lourdes and school based social work interventions
- Provide data on pre-k and kindergarten readiness measures as required.
- The District agrees to provide the foregoing information and participate in the SHARE Program to the extent permitted by the Family Educational Rights and Privacy Act and the various other state and federal statutes and regulations insuring the privacy of education records.

Windsor Central School District

- Provide representation of the Advisory Committee and Core Management Team
- Participate in the execution of school safety audits and development and implementation of district-wide school safety plans and assessment and referral policies
- Participate in in professional development to the extent that it compliments state and federally mandated intervention training
- Support implementation of school-based social worker program
- Implement an anti-bullying/anti-violence curriculum
- Provide VADIR data on youth violent and disruptive behavior
- Participate in the development and implementation of district-wide drug and alcohol policies review and procedures
- Coordinate activities of local SADD chapters
- Provide data on youth alcohol, tobacco and other drug use and abuse in keeping with appropriate confidentiality regulations and requirements
- Participate in student mentoring program
- Participate in the development and implementation of district-wide school readiness assessment tools
- Coordinate pre-k services with Lourdes and school based social work interventions
- Provide data on pre-k and kindergarten readiness measures as required.
- The District agrees to provide the foregoing information and participate in the SHARE Program to the extent permitted by the Family Educational Rights and Privacy Act and the various other state and federal statutes and regulations insuring the privacy of education records.

Whitney Point Central School District

- Provide representation of the Advisory Committee and Core Management Team
- Participate in the execution of school safety audits and development and implementation of district-wide school safety plans and assessment and referral policies
- Participate in in professional development to the extent that it compliments state and federally mandated intervention training
- Support implementation of school-based social worker program
- Implement an anti-bullying/anti-violence curriculum

- Provide VADIR data on youth violent and disruptive behavior
- Participate in the development and implementation of district-wide drug and alcohol policies review and procedures
- Coordinate activities of local SADD chapters
- Provide data on youth alcohol, tobacco and other drug use and abuse in keeping with appropriate confidentiality regulations and requirements
- Participate in student mentoring program
- Participate in the development and implementation of district-wide school readiness assessment tools
- Coordinate pre-k services with Lourdes and school based social work interventions
- Provide data on pre-k and kindergarten readiness measures as required.
- The District agrees to provide the foregoing information and participate in the SHARE Program to the extent permitted by the Family Educational Rights and Privacy Act and the various other state and federal statutes and regulations insuring the privacy of education records.

As the authorized signatory for the foregoing named agency, I hereby commit the support of the agency to the SHARE Project, and agree to the terms, roles and responsibility outlines above and contained within this Final Memorandum of Agreement as well as the goals, objectives and activities included in the Logic Model.

Signature of Authorized Representative

Date

Print Name of Authorized Representative

Title Authorized Representative,
NAME OF AGENCY