



FLOYD COUNTY BOARD OF EDUCATION  
Anna Whitaker Shepherd, Superintendent  
442 KY RT 550  
Eastern, KY 41622  
Telephone (606) 886-2354 Fax (606) 886-4550  
www.floyd.kyschools.us

Linda C. Gearheart, Board Chair - District 1  
William Newsome, Jr., Vice-Chair - District 3  
Dr. Chandra Varia, Member- District 2  
Keith Smallwood, Member - District 4  
Steve Slone, Member - District 5

**Consent Agenda Item (Action Item):** Review and approve Mountain Comprehensive Center's Life's Skills Training Course for students enrolled in grades 3rd-12th.

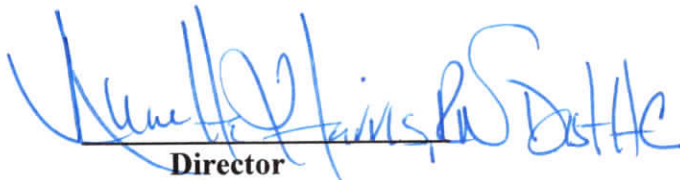
**Applicable State or Regulations:** KRS 158.6451

**Fiscal/Budgetary Impact:** No financial commitment or obligation for Floyd County Schools

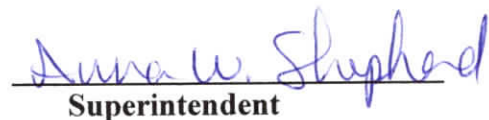
**History/Background:** The goal of the Big Sandy Optimal Health Program is to create a strong support system for teens (ages 10-20) by implementing opportunities for involvement and engaging the community to empower our youth leaders. The program goal is to increase awareness of the impact that teens have on the economy and community and provide opportunities for students to thrive. The curriculum Botvin Life Skills focuses on students developing skills that enhance self-esteem, develops problem solving, reduces anxiety, stress and anger. It is reflective of CASEL'S Social Emotion Learning Framework and the competence areas of self-awareness, self-management, social awareness, responsible decision-making and relationship skills.

**Recommended Action:** Approve Life Skills Program and allow specifically trained Mountain Comprehensive Care staff to present and work with students enrolled in grades 3rd-12th.

**Contact Person(s):** Annette Harris, RN M.S. Ed, Floyd County Schools District Health Coordinator. Mashawna Jacobs, Mountain Comprehensive Care Program Director, Kristy Goble, Mountain Comprehensive Care Program Coordinator, Leslie Fannin, Districtwide School Counselor

  
Director

**Date:** 1/14/22

  
Superintendent

**Date :** \_\_\_\_\_

**Big Sandy Optimal Health**  
**Memorandum of Agreement**  
**Between**  
**Mountain Comprehensive Care**  
**and**  
**Floyd County Board of Education**

**12/21/2021 – 6/30/2023**

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**The purpose of this initiative** is to create a strong support system for teens (ages 10-20) by implementing opportunities for involvement and engaging the community to empower our youth leaders. We aim to increase awareness of the impact teens have on the economy and community and provide opportunities for them to thrive. We will offer evidence-based education for teen parents and provide community training to de-stigmatize teen pregnancy.

**Floyd County Board of Education** has agreed to be part of this 2-year initiative. As a partner, Floyd County Board of Education has agreed to engage in activities that result in positive choices made by teens such as basic life skills to help prevent pregnancy and to help assist those teens that are indeed pregnant. Mountain Comprehensive Care will work with Floyd County Board of Education to **provide technical assistance and support to ensure the successfulness of the program.**

Floyd County Board of Education is prepared to collaborate with the community to create a strong support system for teens and implement opportunities for involvement in the community, including promoting the teen pregnancy prevention program and make referrals. They will additionally help to promote the program by providing access to FRYSC and school nurse aids to reduce barriers to education on teen pregnancy and STI's, and provide classroom space within schools in the county. We will reach 25% of the targeted population each year, which is 600 teens per year.

**Purpose of the Agreement**

This Memorandum of Agreement (MOA) sets out the terms by which Mountain Comprehensive Care and Floyd County Board of Education will work together to implement an evidence-based program to reduce teen pregnancy in Eastern Kentucky.

This agreement will remain in effect from 12/21/2021 – 6/30/2023. Mashawna Jacobs will be the key contact for Mountain Comprehensive Care for this initiative. Superintendent Anna Shepherd will be the key contact for the Floyd County Board of Education for this initiative. These individuals are responsible for ensuring the implementation of the activities listed below.

Through this agreement, Mountain Comprehensive Care agrees to provide Floyd County Board of Education with on-going technical assistance and to assist with the implementation of an evidence-based teen pregnancy prevention program.

### **Roles and Responsibilities**

As the lead agency, Mountain Comprehensive Care will oversee all initiative activities and have overall responsibility for achievement of initiative goals and objectives. Mountain Comprehensive Care will also work with Floyd County Board of Education to ensure that they are provided with the necessary training and technical assistance that will enable them to maximize their contribution to the community-wide initiative.

### **Technical Assistance**

1. Mountain Comprehensive Care will provide technical assistance at least monthly via telephone, email, in person, and/or fax to Floyd County Board of Education.

### **Training/Site Visits**

1. Mountain Comprehensive Care will provide technical assistance to help Floyd County Board of Education staff in program planning, implementation, evaluation, and sustainability.
2. Mountain Comprehensive Care will provide at least two training sessions in 2021/2022 on topics related to, evidence-based practices, community mobilization, stakeholder education, evaluation, continuous quality improvement, sustainability, and working with diverse communities.

### **Evaluation**

1. Mountain Comprehensive Care will help Floyd County Board of Education conduct program assessments at the beginning of the program, at the completion of the program, and at three months and six months following program completion.

In consideration for the above, Floyd County Board of Education agrees to participate in TPP education training and providing TPP education services to program enrolled youth. The Floyd County BOE will locally promote the TPP and make referrals for youth that are at risk for teen pregnancy and sexually transmitted infections.

Mountain Comprehensive Care **agrees to:**

1. Identify and support a designated staff member from Floyd County Board of Education to participate in all required training and TA sessions.

**Monitoring**

1. Submit 2 reports during Year 2021-2022 for this initiative due on **January 15, 2022** (midyear) and a final report **August 15, 2022**. Each report should include: the number of people trained.

**Duration of the Agreement**

1. This Memorandum of Agreement will begin **December 21, 2021** and be valid through **June 30, 2023**. All provisions of the Memorandum of Agreement shall be in compliance with the policies governing each of the respective organizations and the rules and regulations of the Office of Population Affairs and Office of Women's Health.
2. Floyd County Board of Education hereby agrees that during the entire term of the 2 year initiative (**December 21, 2021- June 30, 2023**), it shall not disclose or divulge any Confidential Information or any part thereof, to any other person or entity or use any Confidential Information for its pecuniary benefit or for any other purpose without the prior written consent of Mountain Comprehensive Care.
3. Mountain Comprehensive Care is not responsible for providing any insurance or other fringe benefits including, but not limited to social security, worker's compensation, income tax withholdings, retirement, or leave benefits, for Floyd County Board of Education or employees hired under this agreement. Floyd County Board of Education assumes full responsibility for the provision of all such legally required insurances and fringe benefits for Floyd County Board of Education and its employees assigned to this initiative.

4. For purposes of this agreement, Floyd County Board of Education is not an agent of Mountain Comprehensive Care and Mountain Comprehensive Care is not an agent of the Floyd County Board of Education. Neither party has the right or authority to bind the other party through its actions or any other contracts or communications.
5. Any controversy or claim arising out of, or relating to, this subcontract agreement, or the breach thereof, shall be settled by arbitration administered by the American Arbitration Association under its Commercial Arbitration Rules, and judgment on the award rendered by the arbitrator(s) may be entered in any court having jurisdiction thereof. Any award rendered thereunder shall be final and binding on all parties thereto.

### **Amending Agreement**

Any waiver, alteration, or modification of any of the provisions of this agreement must be made in writing and signed by both the superintendent of the Floyd County BOE and President and CEO of Mountain Comprehensive Care.

### **Indemnity and Insurance**

Floyd County Board of Education shall indemnify and hold harmless Mountain Comprehensive Care, its officers and employees against all losses, claims, liabilities, damages and expense of any nature, directly or indirectly arising out of or as a result of any act of omission by consultant, their employee, agents or subcontractors in the performance of this agreement.

### **Termination**

If Floyd County BOE is found to be not in compliance with performance standards, superintendent Anna Shepherd will be informed in writing which standards need to be addressed and what corrective action needs to be taken. This agreement may be terminated at any time by the parties hereto giving 90 days written notice. Written notice of termination must be served by registered mail, return receipt requested.

IN WITNESS WHEREOF the parties hereto have executed this agreement the day and year first written above.

**Signatures of Parties' Principals**

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Name	Date
President & CEO, Mountain Comprehensive Care	

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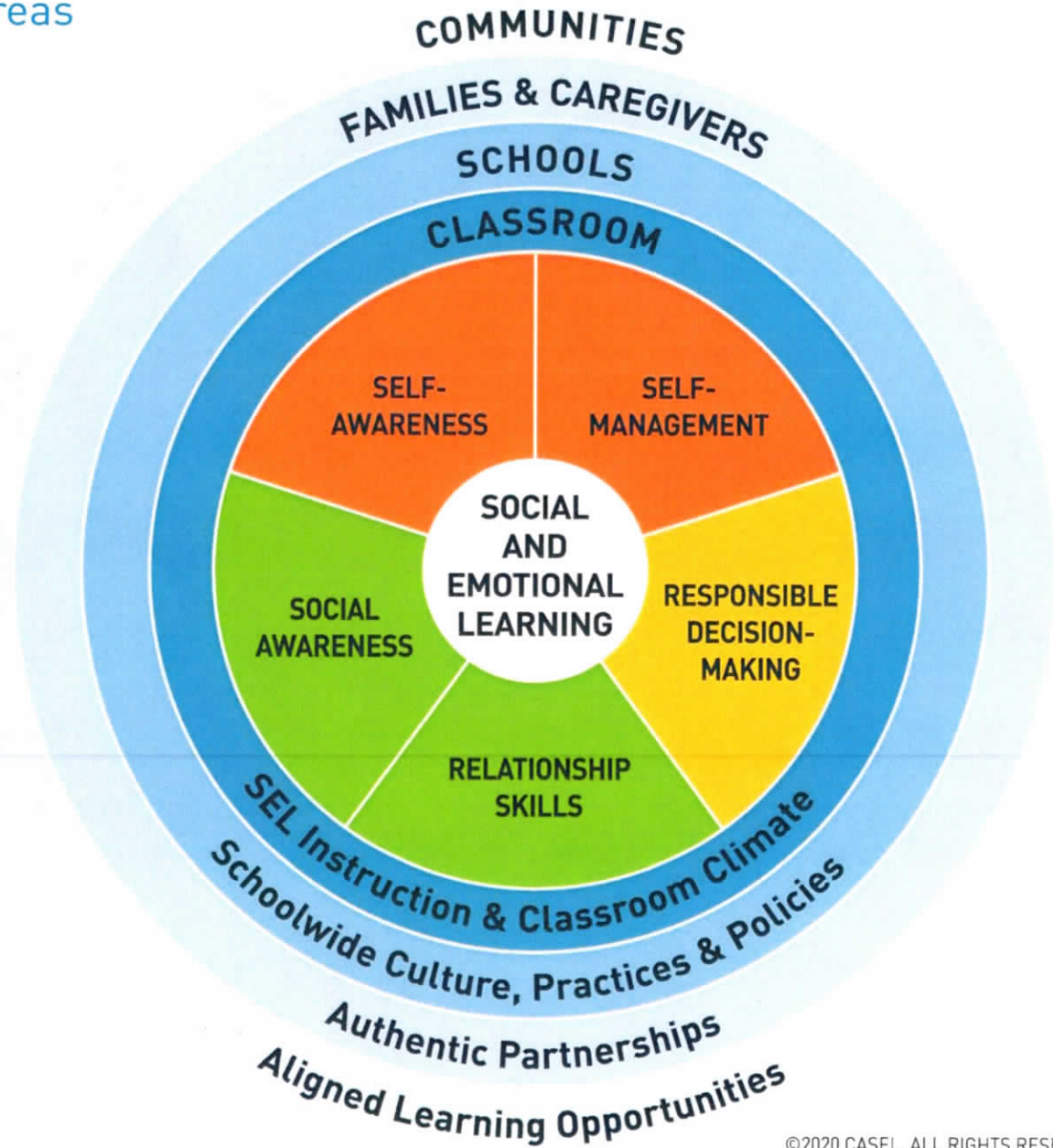
Name	Date
Superintendent, Floyd County Board of Education	

# CASEL'S SEL FRAMEWORK:

## What Are the Core Competence Areas and Where Are They Promoted?

**Social and emotional learning (SEL) is an integral part of education and human development.** SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

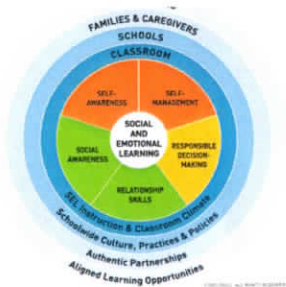
SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities.



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Learn more: [www.casel.org/what-is-SEL](http://www.casel.org/what-is-SEL)



## THE CASEL 5:

The CASEL 5 addresses five broad, interrelated areas of competence and examples for each: *self-awareness*, *self-management*, *social awareness*, *relationship skills*, and *responsible decision-making*. The CASEL 5 can be taught and applied at various developmental stages from childhood to adulthood and across diverse cultural contexts to articulate what students should know and be able to do for academic success, school and civic engagement, health and wellness, and fulfilling careers.

[www.casel.org/what-is-SEL](http://www.casel.org/what-is-SEL)

**SELF-AWARENESS:** The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose. Such as:

- Integrating personal and social identities
- Identifying personal, cultural, and linguistic assets
- Identifying one's emotions
- Demonstrating honesty and integrity
- Linking feelings, values, and thoughts
- Examining prejudices and biases
- Experiencing self-efficacy
- Having a growth mindset
- Developing interests and a sense of purpose

**SOCIAL AWARENESS:** The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts.

This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports. Such as:

- Taking others' perspectives
- Recognizing strengths in others
- Demonstrating empathy and compassion
- Showing concern for the feelings of others
- Understanding and expressing gratitude
- Identifying diverse social norms, including unjust ones
- Recognizing situational demands and opportunities
- Understanding the influences of organizations/systems on behavior

**RESPONSIBLE DECISION-MAKING:** The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacities to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being. Such as:

- Demonstrating curiosity and open-mindedness
- Identifying solutions for personal and social problems
- Learning to make a reasoned judgment after analyzing information, data, facts
- Anticipating and evaluating the consequences of one's actions
- Recognizing how critical thinking skills are useful both inside & outside of school
- Reflecting on one's role to promote personal, family, and community well-being
- Evaluating personal, interpersonal, community, and institutional impacts

**SELF-MANAGEMENT:** The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation & agency to accomplish personal/collective goals. Such as:

- Managing one's emotions
- Identifying and using stress-management strategies
- Exhibiting self-discipline and self-motivation
- Setting personal and collective goals
- Using planning and organizational skills
- Showing the courage to take initiative
- Demonstrating personal and collective agency

**RELATIONSHIP SKILLS:** The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed. Such as:

- Communicating effectively
- Developing positive relationships
- Demonstrating cultural competency
- Practicing teamwork and collaborative problem-solving
- Resolving conflicts constructively
- Resisting negative social pressure
- Showing leadership in groups
- Seeking or offering support and help when needed
- Standing up for the rights of others

## THE KEY SETTINGS:

Our framework takes a systemic approach that emphasizes the importance of establishing equitable learning environments and coordinating practices across key settings to enhance all students' social, emotional, and academic learning. We believe it is most beneficial to integrate SEL throughout the school's academic curricula and culture, across the broader contexts of schoolwide practices and policies, and through ongoing collaboration with families and community organizations. These coordinated efforts should foster youth voice, agency, and engagement; establish supportive classroom and school climates and approaches to discipline; enhance adult SEL competence; and establish authentic family and community partnerships.

**CLASSROOMS.** Research has shown that social and emotional competence can be enhanced using a variety of classroom-based approaches such as: (a) explicit instruction through which social and emotional skills and attitudes are taught and practiced in developmentally, contextually, and culturally responsive ways; (b) teaching practices such as cooperative learning and project-based learning; and (c) integration of SEL and academic curriculum such as language arts, math, science, social studies, health, and performing arts. High-quality SEL instruction has four elements represented by the acronym SAFE: Sequenced - following a coordinated set of training approaches to foster the development of competencies; Active - emphasizing active forms of learning to help students practice and master new skills; Focused - implementing curriculum that intentionally emphasizes the development of SEL competencies; and Explicit - defining and targeting specific skills, attitudes, and knowledge.

SEL instruction is carried out most effectively in nurturing, safe environments characterized by positive, caring relationships among students and teachers. To facilitate age-appropriate and culturally responsive instruction, adults must understand and appreciate the unique strengths and needs of each student and support students' identities. When adults incorporate students' personal experiences and cultural backgrounds and seek their input, they create an inclusive classroom environment where students are partners in the educational process, elevating their own agency. Strong relationships between adults and students can facilitate co-learning, foster student and adult growth, and generate collaborative solutions to shared concerns.

**SCHOOLS.** Effectively integrating SEL schoolwide involves ongoing planning, implementation, evaluation, and continuous improvement by all members of the school community. SEL efforts both contribute to and depend upon a school climate where all students and adults feel respected, supported, and engaged.

Because the school setting includes many contexts—classrooms, hallways, cafeteria, playground, bus—fostering a healthy school climate and culture requires active engagement from all adults and students. A strong school culture is rooted in students' sense of belonging, with evidence that suggests that it plays a crucial role in students' engagement. SEL also offers an opportunity to enhance existing systems of student support by integrating SEL goals and practices with universal, targeted, and intensive academic and behavioral supports. By coordinating and building upon SEL practices and programs, schools can create an environment that infuses SEL into every part of students' educational experience and promotes positive social, emotional, and academic outcomes for all students.

*Continue to families/caregivers and communities...*

