

Exhibit A

Portland Public Schools Student, Instructional, and Family Engagement Services Contracts: Scope of Work and Performance Requirements



1. Synopsis of Contractor's Work:

Working alongside PPS teachers, Peace in Schools (PINS) instructors will deliver our for-credit Mindfulness class to the eight (8) high schools that have scheduled classes in the 2022-23 academic year. PINS will strive to be as responsive as possible to changing conditions to meet the specific needs of schools in the chance that schools are periodically impacted by the COVID-19 pandemic.

We will provide 29 sections of our elective Mindfulness classes across the District, serving eight (8) high schools. If there are unresolvable scheduling issues, or the cancellation of Mindfulness classes in one or more schools, PINS may not be able to fulfill the total number of sections listed below. In this scenario, PINS and PPS will work together to address the difference. Please see the projected schools listed below:

	Semester Sections or Equivalent
Alliance at Meek	6
Cleveland HS	4
Grant HS	4
Ida B. Wells-Barnett HS	3
Lincoln HS	4
McDaniel HS	2
MLC	2
Roosevelt HS	4
Total sections	29

Description of Peace in Schools' Mindfulness Class

Mindfulness classes will be conducted using a relational pedagogy and curricula that has been shown to support teen's emotional and mental health. Our facilitators have expertise in both mindfulness training and adolescent education. We provide intensive, ongoing training and supervision for our facilitators to support a transformative classroom experience for teens. We foster compassionate classroom communities using skills-based and inquiry-based approaches. Our classes help students focus attention and improve concentration, work with strong emotions such as stress and anger, cultivate emotional resilience, and build trusting relationships. Students learn how to disengage from critical and reactive thoughts while practicing compassion for themselves and others. The counselors and administrators we work with report that the program is fostering more accepting and respectful school cultures.

The programs we offer are relational, trauma-informed, and equity-active. Our approach to mindfulness education is designed to be implicitly and explicitly anti-oppressive in approach and content. In each Mindfulness classroom, our facilitators establish a learning environment that nourishes a sense of belonging

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and effectively supports social-emotional learning. The curriculum combines mindfulness movement, and meditation with exercises that foster open and compassionate communication. These relational mindfulness practices deepen student's connection to themselves and others.

Other Services within the Scope of Work:

- A. This course is available to all students as an elective. Additionally, many school counselors refer and encourage students having personal, social, and academic challenges, to enroll in Mindfulness class. In addition to the supportive tools provided to these students through the curriculum, PINS instructors will serve as an extra set of eyes and ears in the schools. They will bring students who need individual support or professional help to the attention of counseling teams. These include those who struggle with depression, anxiety, and self-harming behaviors.
- B. In the event of teacher absence, the PINS teacher will coordinate with the PPS teacher of record, and when necessary, provide a trained, experienced, and pre-screened substitute.
- C. PINS will utilize its proprietary Peace in Schools curriculum and coordinate classroom instruction with the PPS teachers of record (faculty co-teachers) in each school.

Use of Peace in Schools' Curriculum

In consideration for the teaching service fee paid by the School, Peace in Schools ("PINS") will provide instruction to students using its "Mindfulness" curriculum, course materials, content ("Mindfulness Curriculum") during the contract period. The schools acknowledge and agree that PINS owns all right, title, and interest and has valid copyright and other proprietary rights in and to the Mindfulness Curriculum. The schools further agree not to use PINS proprietary course materials or content for other courses, workshops, or classes without the express prior written permission of PINS. The schools agree to not copy, reproduce, distribute, perform, publish, make derivatives, or otherwise transfer the Mindfulness Curriculum. To maintain the highest quality program and the most effective courses for students, the schools agree to limit the teaching of the Mindfulness Curriculum only to PINS trained and certified mindfulness facilitators. To the extent the schools create materials (including curriculum) related to the Mindfulness Curriculum, it shall notify PINS that such materials have been created and shall assign such materials to PINS.

Online Teaching Due to COVID-19 Pandemic

It is acknowledged that, under this agreement, PINS instructors may be teaching online, or in-person, due to the ongoing pandemic. In either scenario, we will work with schools to carry out effective classes and adjust our approach accordingly to work with PPS staff who may or may not be physically present in classrooms. PINS may, at its discretion, negotiate a return to online teaching if, in the judgment of the contractor, the District cannot ensure safe conditions in all participating schools.

1. Performance Period/ Dates and Times of Service:

The contract period will be from August 29, 2022, through June 9, 2023. PINS instructors will facilitate in-person (online if necessary) classes per the schedules determined by the administrations of eight participating schools.

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2. Detailed Description of Goals and Activities:

Goal #1: To offer high quality, evidence-based Mindfulness and SEL programs that improve mental health and well-being, enhance equity, and respond to diverse student needs.
Activities
1. 31 sections of Mindfulness will be conducted across eight district high schools using relational pedagogy and the Peace in Schools curricula.
2. Implement culturally responsive, equity-promoting, and trauma-informed practices to support student mental health and overall well-being.
3. Provide appropriate access to Peace in Schools' materials and accompanying professional development for school staff assigned as co-teacher for each section.
4. Peace in Schools Mindfulness classes directly address PPS' SEL Road Map Critical Practice #3: "To create safe, supportive, and equitable learning environments that promote at student's social and emotional development."
Practice #3 Objectives:
<ul style="list-style-type: none"> ● Build adult-student and peer relationships ● Weave in opportunities for SEL practice and reflection ● Discuss the impact of the pandemic and racial inequity ● Collaborate with families and partners
Goal #2: Enhance support provided at Tiers 1 and 2 in the Multi-Tiered System of Support.
Activities
1. Collaborate with school counselors and social workers to encourage students having personal, social, and/or academic challenges to enroll in the class.
2. Peace in Schools instructional staff and PPS co-teachers will collaborate regularly and refer students to the schools' counseling and social work team if/when they appear to need additional individual support or resources.
3. Collaborate with school counselors and social workers to track and monitor progress for students who join the class as a Tier 2 intervention.

3. Data Sharing:

Twice per year, PINS will conduct surveys of students' social-emotional learning gains from participation in the course, using quantitative and qualitative metrics. We will report the findings to PPS in March and August of 2023, sharing the key learning outcomes of all enrolled students. We will track these outcomes by race and ethnicity using PPS' diversity classifications.

4. Tasks and Reports:

Activities & Reporting	Time Frame/Due Date
A mid-year report will be written and provided to PPS to summarize the results of the course and the experience of students after the first semester.	Due: March 2023
The PPS Program Manager will meet with Peace in Schools quarterly to discuss progress, any difficulties, and whether the contract is progressing satisfactorily.	Meetings will occur in the week following quarter end in November, January, April, and May.

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Peace in Schools will create a final year-end report containing outcomes of the entire school year.	Due: August 2023
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All reports will be sent to Jill Bryant, Assistant Director of Social Emotional Learning (jillb@pps.net), cc Krysti Vang, Administrative Assistant for MTSS (kvang@pps.net), and cc Cherisse Green, Administrative Assistant for Student Success & Health (chgreen@pps.net).

5. Contract Performance Measures:

PINS and the PPS Manager will work together to refine and implement SMARTIE Goals to track the impact of our Mindfulness and SEL class on students.

	Target
A) We will provide facilitation for 31 Mindfulness sections at 8 high schools.	A) 31 Mindfulness sections at 8 high schools.
B) By the end of each semester and year-long Mindfulness elective course, students will increase knowledge of mindfulness, show proficiency in self-awareness, set an intention for learning, learn and practice mindfulness and SEL skills, and co-create a sense of community, belonging and safety, as assessed via survey and journal entries.	B) Student Survey Data
A post survey will be used to measure:	
1. Knowledge and understanding of mindfulness and SEL	1. A minimum of 60% of students agree that the Mindfulness elective helps them with being more present, aware, or in the moment.
2. Recognition and application of mindfulness and SEL tools	2. A minimum of 60% of students utilize Mindfulness tools, such as self-talk, breath practices, and non-judgment to increase their coping skills in their everyday life outside of class.
3. Feelings of belonging	3. A minimum of 60% of students use what they learned in the Mindfulness elective to help with their sense of belonging in school.
4. Satisfaction with the Mindfulness elective class	4. A minimum of 60% of students show satisfaction with the Mindfulness elective and will recommend the class to a friend.

6. Payment: See Contract Section 4(a) through 4(d).

The contact total will be **\$188,500** for the term of the contract, based on 29 sections of Mindfulness classes at a unit cost of \$6,500 per section.

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7. Estimated Contract Cost Per Student Served:

Approximately \$260 per student served (assuming an average of 25 students enrolled per \$6500 section). According to a 2015 Columbia University study, quality SEL programs yield an 11:1 return on investment. PINS programs provide effective, evidence-based, trauma-informed SEL education in the classroom serving as a viable mental health intervention that empowers teens in supporting their own well-being. Each student receives approximately 64 hours of instruction over the duration of the semester-long Mindfulness class, the most in-depth, mindfulness-based social-emotional course in high schools in the nation.

8. Mandatory Contractor Training:

PPS will provide all contractor staff working directly with students with an individual PPS email account that will give contractor staff access to our training via our profession development site, PEPPER. Contractors must submit the names and emails of all relevant contractor staff to the contract manager to activate their email accounts. Once accounts are activated, contractor staff will have 30 days to complete the mandatory training.

PEPPER Training Titles:

- Professional Conduct Training (17 minutes)
- Child Abuse Prevention and Reporting (35 minutes)
- Adult Sexual Misconduct: Staff to Student/ Title IX (35 minutes)
- Identifying and Supporting Homeless Youth (8 minutes)
- Discrimination, Harassment, Bullying and Retaliation (50 minutes)