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Board Cover Memorandum

To Board of Education

From Denise Saddler, Superintendent
Sondra Aguilera, Chief Academic Officer
Joseph Blasher, Principal, Castlemont High School

Meeting Date August 12, 2026

Subject Training and Licensing Agreement – Peace in Schools – Castlemont High School

Ask of the Board Approval by the Board of Education of a Training and Licensing Agreement by and between the District and Peace in Schools, Oakland, CA, for the latter to partner with Castlemont High School to train a teacher and provide curriculum and materials to teach class(es) on mindfulness and mediation. Classes will be semester based and develop crucial SEL skills for students, for the period of July 1, 2026 through June 30, 2028, at no cost to the District.

Background Peace In School is a non-profit organization based out of Portland, OR that has worked for the past decade using researched based methods to reduce anxiety and depression and increase agency and self-regulation specifically for students with adverse childhood experiences (ACES). Please find attached program overviews and program evaluation from John Hopkins School of Public Health.

Discussion Castlemont High School students are resilient but also have endured many ACEs. By partnering with Peace In Schools we can create structured classroom spaces for students in need to work on crucial SEL skills with a teacher and a guided curriculum and materials to become healthier and more independent learners.

Fiscal Impact This is a no-cost partnership and therefore there will be no fiscal impact incurred by the school or district.

Attachment(s)

- Training and Licensing Agreement
- Professional Development Program Overview
- Mindful Studies Curriculum Overview
- Johns Hopkins – Peace in Schools Mindfulness Studies Program - Summary of Initial Research Findings

TRAINING AND LICENSING AGREEMENT

DATE: April 24, 2026

PARTIES: Castlemont High School ("Licensee")
8601 Macarthur Blvd
Oakland, CA 94605

Peace in Schools ("Licensor")
a California non-profit corporation
PO Box 14351
Portland, OR 97293

RECITALS

WHEREAS, Licensor has developed a proprietary curriculum for a high school level Mindful Studies course, which is a trade secret owned by, and lawfully known only to, Licensor (the "Intellectual Property").

WHEREAS, Licensee desires to enter into a collaborative partnership with Licensor to utilize Licensor's Intellectual Property, as further described herein. Licensee desires to use teachers trained by Licensor to teach Mindful Studies courses using Licensor's Intellectual Property at schools operated by Licensee.

NOW, THEREFORE, the parties agree as follows:

1. **GRANT OF LICENSE.** Licensor grants and conveys to Licensee a license for use of Licensor's Intellectual Property in schools operated by Licensee in classes led by teachers who have been certified by Licensor to teach the Mindful Studies course. This License is granted solely to Licensee and Licensee shall not sub-license or assign any rights under this Agreement.

2. **LIMITATION OF LICENSE.** Licensee agrees not to use the Intellectual Property except as authorized pursuant to this Agreement. Licensee acknowledges that Licensor is the owner of the Intellectual Property and that all use of the Intellectual Property by Licensee will insure to the benefit of Licensor.

3. **NO FRANCHISE RELATIONSHIP.** This Agreement is solely intended to provide licensing of Licensor's Intellectual Property. This is not a franchise offering and Licensor makes no representations to Licensee regarding becoming a franchisee. Licensee hereby acknowledges that the terms of this Agreement do not constitute a franchise, as that term is defined under state or federal law.

4. **ONGOING SUPPORT.** Licensor will provide continuing support and mentorship to Licensee and its teachers throughout the term of this Agreement. This

includes shadowing of Licensee's teachers and comprehensive evaluations of Licensee's Mindful Studies courses to ensure intended outcomes.

5. **TERM.** Upon successful completion of the Mindful Studies Partnership program training, the term of this Agreement is two (2) years, July 1, 2026 to June 30, 2028. At the conclusion of this term, Licensor may, in its discretion, elect to renew the Agreement for an additional term, the length of which will be determined by Licensor at the time of the renewal.

6. **SUSPENSION/TERMINATION OF LICENSE.** If Licensor reasonably believes that Licensee is misusing the Intellectual Property or failing to comply with Licensor's instructional standards, Licensor may take whatever action it deems appropriate, including counseling Licensee, suspending this Agreement, or terminating this Agreement.

7. **NO WARRANTY.** Licensor makes no representations or warranties with respect to the Intellectual Property. Licensee acknowledges that there may be delays and potential inaccuracies in updating information relating to the Intellectual Property. Licensor specifically disclaims any responsibility for any third-party website content and practices.

8. **LICENSEE INDEMNIFICATION OF LICENSOR.** As a material inducement to Licensor to enter this Agreement, Licensee, on behalf of themselves, their respective successors, assigns and affiliates, do hereby irrevocably and unconditionally release, acquit, covenant not to sue and forever discharge Licensor, and its members, stockholders, predecessors, successors, heirs, assigns, agents, principals, directors and officers (in their individual and representative capacities), employees, representatives, partners, attorneys, and affiliates, and all persons acting by, through, under, or in concert with Licensor or the above-described persons, from any and all charges, complaints, claims, liabilities, obligations, agreements, controversies, actions, causes of action, suits, rights, demands, costs, losses, debts and expenses (including those for attorney fees, costs incurred or liquidated damages, punitive damages or penalties) of any nature whatsoever, known or unknown arising out of any activities relating to Licensee's business operations, including but not limited to any claims arising out of Licensee's use of the Intellectual Property.

9. **CONFIDENTIALITY.** Licensee acknowledges that the Intellectual Property is confidential and proprietary to Licensor. Licensee agrees that it will not disclose any confidential information received from Licensor, including but not limited to the Intellectual Property, under any circumstances at any time without the express prior written authorization of Licensor.

10. **DISCONTINUE USE.** On termination of this Agreement for any reason, all rights and privileges granted to Licensee in this Agreement shall immediately terminate. Licensee agrees that on such termination, Licensee shall immediately discontinue all use of the Intellectual Property and return all confidential information in its possession to Licensor.

11. **BINDING EFFECT.** This Agreement shall be binding on and inure to the benefit of the parties and their heirs, personal representatives, successors, and, to the extent permitted by Licensor, to assigns.

12. **AMENDMENTS.** This Agreement may be amended only by an instrument in writing executed by all the parties.

13. **HEADINGS.** The headings used in this Agreement are solely for convenience of reference, are not part of this Agreement, and are not to be considered in construing or interpreting this Agreement.

14. **ENTIRE AGREEMENT.** This Agreement sets forth the entire understanding of the parties with respect to the subject matter of this Agreement and supersedes any and all prior understandings and agreements, whether written or oral, between the parties with respect to such subject matter.

15. **COUNTERPARTS.** This Agreement may be executed by the parties in separate counterparts, each of which when executed and delivered shall be an original, but all of which together shall constitute one and the same instrument.

16. **SEVERABILITY.** If any provision of this Agreement shall be invalid or unenforceable in any respect for any reason, the validity and enforceability of any such provision in any other respect and of the remaining provisions of this Agreement shall not be in any way impaired.

17. **WAIVER.** A provision of this Agreement may be waived only by a written instrument executed by the party waiving compliance. No waiver of any provision of this Agreement shall constitute a waiver of any other provision, whether or not similar, nor shall any waiver constitute a continuing waiver. Failure to enforce any provision of this Agreement shall not operate as a waiver of such provision or any other provision.

18. **NO THIRD-PARTY BENEFICIARIES.** Nothing in this Agreement, express or implied, is intended to confer on any person, other than the parties to this Agreement, any right or remedy of any nature whatsoever.

19. **GOVERNING LAW.** This Agreement shall be governed by and construed in accordance with the laws of the state of Oregon.

20. **VENUE.** This Agreement has been made entirely within the state of Oregon. This Agreement shall be governed by and construed in accordance with the laws of the state of Oregon. If any suit or action is filed by any party to enforce this Agreement or otherwise with respect to the subject matter of this Agreement, venue shall be in the federal or state courts in Multnomah County, Oregon.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement to be effective on the date that all parties have signed this Agreement.

LICENSEE:

OAKLAND UNIFIED SCHOOL DISTRICT

By: Sandra Aguilera

Sandra Aguilera
Chief Academic Officer

LICENSOR:

PEACE IN SCHOOLS

By: Janice Martelli

Approved As To Form by OUSD Legal Dept

Roxanne De La Rocha 06/03/26
Roxanne De La Rocha, Sr. Staff Attorney



Overview of Professional Development for your School Community

Year 1 (2025-26)

For School Staff:

1 Demonstration of the Mindful Studies class

Peace in Schools will provide a 30-60 minute in-person professional development training for school staff. While this is voluntary, it is important to name that in partnering with your school community, we request that there be a willingness for staff to engage in this work. We ask that a majority of your teachers, at least one administrative staff member and at least one counselor or social worker (ideally more) attend this session so that your staff are aware of the partnership and have a greater understanding of the Mindful Studies class your students will be taking.

Year 2 (2026-2027)

For Parents and Guardians:

Peace in Schools will provide Mindful Studies teachers with a supportive one-pager to reference when engaging with student's parents and guardians. Peace in Schools will also provide all parents and guardians with free access to a self-paced mindfulness series to support their interest in mindfulness.

For School Staff:

SEL, Mindfulness and Teaching with CARE

2-4 hour virtual or in-person

Peace in Schools will facilitate a 2-4 hour virtual or in-person Professional Development training. The training would be tailored to meet the needs of your staff and community. We ask that a majority of your teachers, at least one administrative staff member and at least one counselor or social worker (ideally more) attend the offering. Traditionally we have provided this PD for an entire staff at the beginning of the school year or for a group of 50 participants. In an ideal world, it would be supportive to have your school schedule us into the beginning of the year during staff PD time in August.

Year 3 (2027-2028)

For School Staff:

Mindfulness for Educators and Youth-Serving Professionals (October - June)

2 hour monthly virtual sessions

Provides participants with 20 CEUs/PDUs

Peace in Schools will offer your school staff a virtual, year-long training that mirrors the very same arc and learning outcomes that your students will be engaging with in the classroom. This training will take place once a month for 2 hours and we will work with you to determine the best day and time slot to ensure staff have the ability to attend. This robust offering is a meaningful opportunity for your staff to further embed SEL into the school culture while partnering with other high schools to deepen the learning and impact across schools. While it may not be possible for all of your educators to attend, we hope that approximately 30-40% of educators, support staff and admin will be able to join from each high school. The schools we partner with will vary greatly in size - so we intend to work with each school on what size cohort makes sense. The vision is to have a critical mass of staff attend so they can collectively enhance SEL culture-building within their school.

Our deepest intention in this partnership is to provide your school site with resources to strengthen students' and adults' social and emotional learning and engagement for academic and professional growth - bringing transformative mindfulness to the entire high school community, not just the students taking the class. Research confirms that this powerful combination of evidence-based, high quality SEL curricula along with sustained, reflective, supportive, job-embedded professional development is key to improving and sustaining effective teacher practice and realizing district expectations for all students. This focus on SEL is integral toward supporting the ongoing mental health of students and staff while building on the school culture.

We acknowledge that for many school staff, ongoing professional development opportunities, while important and often supportive, are often experienced as just another task to complete that can feel burdensome and even overwhelming at times. Peace in Schools has been offering in-depth, mindfulness-based professional development trainings since 2017, with each course providing tools and practices that directly impact the mental health of those working in the field of education. Our trainings are deeply nourishing and contribute to sustainability and overall well being. With hundreds of youth-serving professionals having taken our trainings, we have seen firsthand the ripple effect that occurs when they are given the tools to tend to their nervous system and care for themselves.

Testimonials from School Staff who took the year-long training:

[This training] will have a lot of impact on how I approach everything I do -- writing curriculum, interacting with students, doing activities in class, grading, etc. Chasing wholeness is the number-one driver of poor work/outcomes, in my mind. Viewing everyone as whole, practicing non-judgment, these ideas are transformative/revolutionary. That is not how the world is currently operating at all. So I guess what I'm saying is there are too many ways to list specifically. All of the ways.

I think [the training] reinforces practices that establish and build healthy emotional boundaries (that I have and want to keep in order to continue in this line of work) while also shedding light on the addition and widening of paths for connection and support for students as whole people (the very thing I want to do most)!

I feel better equipped to deal with certain emotions that might arise during difficult situations.

Mindful Studies Curriculum



"I have never been gifted a curriculum that is so thoughtful before in my career. I can tell the amount of years these lessons have been crafted and honed to reach students is staggering. It is inspiring how the curriculum thinks about all types of learners and cares for their needs... With the exception of my student teaching experiences, I have never felt so supported learning how to teach a class before."
-2024 MSPP Teacher Trainee

What is included?



Ready-to-teach Lesson Plans (*print and digital*) that include:

- Learning outcomes
- Detailed instructions for every activity
- Key ideas and discussion questions to check for understanding
- Scripts for guiding meditations and guided imageries
- Language tips for supporting neurodivergent students
- Timing guidance



Student Journal

- Thoughtfully designed to provide students a safe space to record reflections and track their learning journey over time
- Now available in English, Spanish, and Ukrainian



Curriculum Mapping Support

- Guidance for mapping our curriculum to your particular school flow



Classroom Learning Supports

- Formative and Summative Assessments
- Syllabus
- Sub plans
- Review games
- Classroom Posters
- Templates for parent and counselor communications
- Guidance on classroom setup
- Mindfulness Bell



Customizable Makeup Assignments

- Experiential and tailored for home practice
- Includes guided meditations led by trained Peace In Schools facilitators



Mindful Movement Manual

- How-to guide for leading trauma-informed mindful movement and games



Peace in Schools Mindful Studies™



peace
IN SCHOOLS
EST 2014

TRANSFORMATIVE
MINDFULNESS
EDUCATION

AN ESSENTIAL INNER CURRICULUM FOR TEENS

Peace in Schools began in 2014 when a Portland, Oregon principal facing teen suicides partnered with a group of mindfulness advocates to launch Mindful Studies: the nation's first semester-long for-credit mindfulness class in a public high school.

For 10 years Peace in Schools has methodically developed the Mindful Studies curriculum for teens and tested the program through rigorous evaluation and independent university research.

Evidence-based practices, including mindfulness meditation, conscious communication, and self-compassion, empower teens to live healthy, courageous, and joyful lives in and outside the classroom.

Peace in Schools Mindful Studies gives tools to profoundly:



Increase Wellbeing

- Emotional regulation
- Self-compassion
- Sense of belonging



Decrease Social-Emotional Suffering

- Anxiety
- Depression
- Judgment

To date, more than 6,000 high school students have experienced the Peace in Schools full-semester Mindful Studies class as part of their high school education.

Mindful Studies Partnership Program

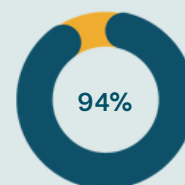
The Mindful Studies Partnership Program trains high school teachers to offer Peace in Schools Mindful Studies™ as an integrated for-credit course for 10th-12th graders.

This three year Partnership centers teens and encompasses the entire high school community. Our Partnership requires leadership engagement, provides mindfulness professional development for staff, and carefully monitors impact through teacher, student, and school data collection.

peace
IN SCHOOLS



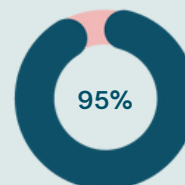
MINDFUL STUDIES MEASURABLE IMPACT



94%
of teens reported that our Mindful Studies class helped them deal with stress



84%
of teens reported that our Mindful Studies class supported their sense of belonging at school



95%
of teens reported using practices and tools from Mindful Studies in their lives outside of class



Source: Peace in Schools PPS
Year End Report, 2022-2023

PROGRAM OVERVIEW

Peace in Schools will enter into a three year collaborative partnership with your school and the teachers who receive the Mindful Studies Teacher Certification.

YEAR ONE: Engage School Communities & Train Teachers in Mindful Studies

Two teachers from your school receive Mindful Studies Teacher Certification. Peace in Schools provides mindfulness demonstrations for students and staff.

YEAR TWO: Launch Mindful Studies and Community-wide Professional Development

The curriculum is licensed to your school and students begin Mindful Studies begins at your high school. Peace in Schools provides community-wide social-emotional education.

YEAR THREE: Continued Curriculum, Mentorship, Professional Development, and Evaluation

AFTER YEAR THREE: Opportunity for curriculum license renewal and supplemental training

Contact

Jamal Pearce

Partnership Program Manager

jamal@peaceinschools.org



Program Cost

As we are expanding our program, we are fundraising so we can offer this 3-year partnership FREE of charge. We welcome fundraising leads and grant opportunities from our partners.



“[Mindful Studies] provides hope, clarity, and acknowledgement of the things that have impacted our lives, positive and negative. We're given coping mechanisms to use in times of distress and a safe space in which we can receive non-judgement from our teacher and classmates. It's a new and improved way to process and cope with the pain of everyday life.”

— Teen Mindful Studies Student

“The Mindful Studies Partnership Program is one of the most organized partnerships I have experienced in my career as an administrator. The staff are warm, inviting, thorough, and professional.”

— School Administrator

“I have never been gifted a curriculum that is so thoughtful before in my career. I can tell the amount of years these lessons have been crafted and honed to reach students; it's staggering.”

— Teacher Trainee

**Adverse Childhood Experiences (ACEs), Mindfulness & Adolescent Health Study:
Assessing the Implementation & Impacts of the Peace in Schools Mindfulness Program**

Gia Naranjo-Rivera, PhD Candidate, MPA, MA | JOHNS HOPKINS SCHOOL OF PUBLIC HEALTH

Summary of Findings

- ACEs are a national priority: they affect 2/3 of people in the US, lead to poor health, and disproportionately affect low-income, minority and LGBTQ+ people – thus, a health equity issue
- Over 1,000 scientific studies show that mindfulness improves mental and physical health
- Mindfulness reverses negative impacts of ACEs/trauma by rewiring healthy patterns in the brain
- School-based mindfulness is accessible and affordable (equity-promoting) with few side effects
- Peace in Schools is reaching diverse students with high ACEs and mental health concerns
- Initial study findings show positive impacts on individuals, families, and school communities

Study Design & Initial Findings

Study Details



**APPROVED BY THE
JOHNS HOPKINS IRB AND PPS**
Research Review Committee
(2018-19 schoolyear)



3 PPS HIGH SCHOOLS | 115 STUDENTS
Cleveland, Lincoln, Madison



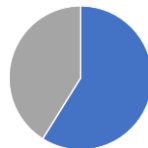
5 TYPES OF DATA COLLECTION
Survey, interviews, focus groups,
observations, program documents



5 STAKEHOLDER GROUPS
Students, parents, Peace in Schools staff,
school staff (including co-teachers,
principals, counselors & board members),
youth mindfulness professionals

REACH

Peace in Schools serves vulnerable teens



58.9% Low-socioeconomic status (SES)
(parent education & free/reduced lunch)



48.2% ethnic minorities & 15.2% foreign-born
2.8% AI/AN, 14.8% Asian,
13.0% Black, 13.0% Latino,
4.6% PI (many multiracial)



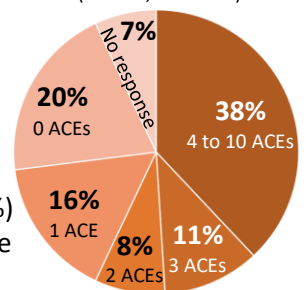
30% LGBTQ+ & 7.4% gender non-binary
Compared to 4.1% US adults
& 15% teens engaging in
same-sex sexual activity
(Brown¹; McCabe²)

more than
93%

**Had anxiety & depression
symptoms requiring
follow-up**

3.1

Average # of ACEs:
Critical 4+ ACEs level (38%)
is over 3x national average



IMPACTS

Students, teachers, and parents report:

- Reduced anxiety, depression & suicidality
- Identifying negative self-talk & perspective-taking
- Increased stress & anger management and coping skills
- Better communication & relationship quality (e.g., patience, empathy)
- Using & sharing mindfulness tools with friends & family
- Improved sleep & increased desire and willingness to attend school

IMPLEMENTATION

Unique core elements are key to program success, including:

- 1) Content, depth & duration of the curriculum (36 lessons, 18 weeks)
- 2) Teacher's mindfulness expertise, embodied practice & relational skill
- 3) The Environment of C.A.R.E. & community created in the classroom
- 4) Culturally-tailored & equity-based practices to meet student needs

"I think everyone should have the opportunity to take this class." ~Student

"I wish it were available to all students...because having balanced mental health is so important for high schoolers." ~Parent

Background

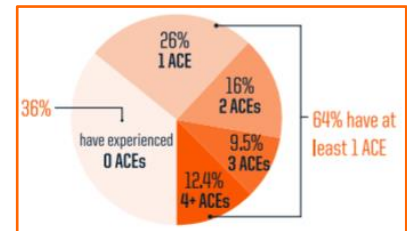
Adversity, Trauma & Mental Health

ACEs have been called “the gravest and most costly public health issue in the United States...”³

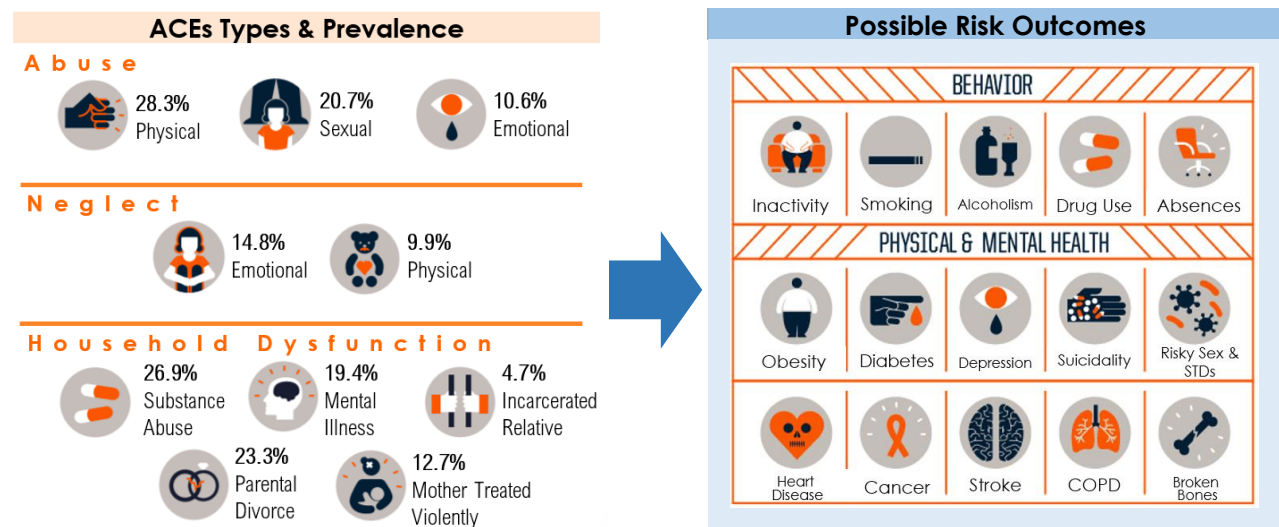
~50% of US adolescents meet criteria for mental health disorders,⁴ and Oregon ranks 49th for youth mental illness prevalence and access to care.⁵ ACEs are a key driver of these problems.

ACEs are a set of 10+ adversities experienced by age 18 linked to poor health and life outcomes, as well as high societal and financial costs.⁶ Risk for poor health rises with each additional ACE.^{7,8,9}

ACEs disproportionately affect marginalized groups: low-SES status,^{10,11} minorities,^{12,13,14,15,16} and LGBTQ+ & non-cisgender.^{17,18,19}



ACEs disrupt brain development and impair socioemotional function, increasing health-risk behaviors, known as “trauma organized” lifestyles.²⁰ This leads to disease, disability, social problems & early death.²¹



Mindfulness

Mindfulness is “a set of practices or a way of being aware in the present moment, non-judgmentally”²² that can transform and heal individuals, families and communities. Mindfulness practices include:

- Self-awareness & inquiry
- Meditation & breathing exercises
- Learning to direct attention to the present
- Identifying negative self-talk & conditioning
- Recognizing & working with strong emotions
- Practicing acceptance, empathy & compassion

It can rewire healthy patterns in the brain, body and behavior, especially in those with ACEs & trauma.²³

Over 1,000 rigorous scientific studies show that mindfulness improves mental and physical health and social functioning,²⁴ reduces problem behaviors,^{25,26} and promotes achievement.^{27,28,29}

- Improves brain function & behavior regulation**, increasing attention,^{30,31} self-control,^{32,33,34,35,36} & prosocial skills/behavior,^{37,38,39,40,41} and reducing negative behavior in response to stress.^{42,43,44,45}
- Enhances psychological function**, increasing coping,^{46,47,48} resilience^{49,50} & emotion regulation^{51,52} and reducing perceived stress,^{53,54,55,56,57} stress reactivity,⁵⁸ anxiety^{59,60} & depression^{61,62,63}
- Increases socioemotional skills**⁶⁴ such as compassion,^{65,66} communication⁶⁷ & connectedness^{68,69}
- Helps to achieve central development goals** like emotional and physical safety, positive sense of self & self-efficacy, engagement with learning, and acquisition of life/decision-making skills⁷⁰

Mindfulness programs are equity-promoting: they are often as effective, more accessible & affordable and have fewer negative side effects than alternatives like psychotherapy and pharmaceutical drugs.^{71,72}

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