



GRANITE SCHOOL DISTRICT
2500 South State Street
Salt Lake City, Utah 84115-3110

1. **CONTRACTING PARTIES:** This contract is between the Granite School District hereafter referred to as GSD, and the following Contractor:

Contractor Name Playworks Education Energized		Address 308 East 4500 South, Suite 120	City, State and Zip Code Murray, UT 84107
Contact Person Desirae Arends		Telephone Number 307-421-6347	Vendor Number 145980
Email Desirae.arends@playworks.org		Web Page http://www.playworks.org	
Legal Status:	501(c)3 – Nonprofit		

2. **GENERAL PURPOSE OF COTNRACT:** Provide play and physical activity program to participating Granite School District schools.
3. **PROCUREMENT:** This contract is entered into as a result of the procurement process on RFP JG22-14 dated February 1, 2022, fiscal year 2022.
4. **CONTRACT PERIOD:** Effective date March 15, 2022. Termination date June 30, 2023, unless terminated early or extended in accordance with the terms and conditions of this contract.
 Renewal options - Four (1) one-year options. Maximum length of contract – June 30, 2027
5. **CONTRACT COSTS:** Per Attachment D.
6. **ATTACHMENT A:** GSD Standard Terms and Conditions
ATTACHMENT B: GSD RFP JG22-14
ATTACHMENT C: Playworks Technical Proposal to JG22-14
ATTACHMENT D: Playworks Cost Proposal to JG22-14
7. **DOCUMENTS INCORPORATED INTO THIS CONTRACT BY REFERENCE BUT NOT ATTACHED:**
 - a. All other governmental laws, regulations, or actions applicable to the goods and/or services authorized by this contract.
 - b. Utah State Procurement Code, and Granite School District Procurement Policy

IN WITNESS WHEREOF, the parties sign and cause this contract to be executed.

CONTRACTOR		GRANITE SCHOOL DISTRICT	
Contractor's Signature <i>Desirae K. Arends</i>	Date 3.16.2022	School/Department <i>Jared Gardner</i>	Date 3/16/2022
Contractor's Name Desirae K Arends		Purchasing/Business Jared Gardner	Date
Title Regional Director			

ATTACHMENT A: GRANITE SCHOOL DISTRICT STANDARD TERMS AND CONDITIONS FOR SERVICES

(Revised – April 28, 2021)

This is for a contract for services (including professional services) meaning the furnishing of labor, time, or effort by a contractor.

1. **DEFINITIONS:** The following terms shall have the meanings set forth below:
 - a) **“Confidential Information”** means information that is deemed as confidential under, or protected by applicable state and federal laws, including personal information, student data, and all related metadata. The District reserves the right to identify, during and after this Contract, additional reasonable types of categories of information that must be kept confidential under federal and state laws.
 - b) **“Contract”** means the Contract Signature Page(s), including all referenced attachments and documents incorporated by reference. The term “Contract” may include any purchase orders that result from this Contract.
 - c) **“Contract Signature Page(s)”** means the cover page(s) that the District and Contractor sign.
 - d) **“Contractor”** means the individual or entity delivering the Services identified in this Contract. The term “Contractor” shall include Contractor’s agents, officers, employees, and partners.
 - e) **“District”** means the Granite School District, in its entirety, including its schools, divisions, departments, authorities, instrumentalities, boards, elected or appointed officers, employees, agents, and authorized volunteers.
 - f) **“Proposal”** means Contractor’s response to the District’s Solicitation.
 - g) **“Services”** means the furnishing of labor, time, or effort by Contractor pursuant to this Contract. Services include, but are not limited to, all of the deliverable(s) (including supplies, equipment, or commodities) that result from Contractor performing the Services pursuant to this Contract. Services include those professional services identified in Section 63G-6a-103 of the Utah Procurement Code.
 - h) **“Solicitation”** means the documents used by the District to obtain Contractor’s Proposal.
 - i) **“Subcontractors”** means subcontractors or subconsultants at any tier that are under the direct or indirect control or responsibility of the Contractor, and includes all independent contractors, agents, employees, authorized resellers, or anyone else for whom the Contractor may be liable at any tier, including a person or entity that is, or will be, providing or performing an essential aspect of this Contract, including Contractor’s manufacturers, distributors, and suppliers.
2. **GOVERNING LAW AND VENUE:** This Contract shall be governed by the laws, rules, and regulations of the State of Utah. Any action or proceeding arising from this Contract shall be brought in a court of competent jurisdiction in the State of Utah. Venue shall be in Salt Lake City, in the Third Judicial District Court for Salt Lake County.
3. **LAWS AND REGULATIONS:** At all times during this Contract, Contractor and all Services performed under this Contract will comply with all applicable federal and state constitutions, laws, rules, codes, orders, and regulations, including applicable licensure and certification requirements. If this Contract is funded by federal funds, either in whole or in part, then any federal regulation related to the federal funding, including CFR Appendix II to Part 200, will supersede this Attachment A. Additionally terms 43-48 within this document will also apply.
4. **RECORDS ADMINISTRATION:** Contractor shall maintain or supervise the maintenance of all records necessary to properly account for Contractor’s performance and the payments made by the District to Contractor under this Contract. These records shall be retained by Contractor for at least six (6) years after final payment, or until all audits initiated within the six (6) years have been completed, whichever is later. Contractor agrees to allow, at no additional cost, the District, state and federal auditors, and District staff, access to all such records.
5. **CERTIFY REGISTRATION AND USE OF EMPLOYMENT “STATUS VERIFICATION SYSTEM”:** The Status Verification System, also referred to as “E-verify”, only applies to contracts issued through a Request for Proposal process and to sole sources that are included within a Request for Proposal.
 1. Contractor certifies as to its own entity, under penalty of perjury, that Contractor has registered and is participating in the Status Verification System to verify the work eligibility status of Contractor’s new employees that are employed in the State of Utah in accordance with applicable immigration laws.
 2. Contractor shall require that each of its Subcontractors certify by affidavit, as to their own entity, under penalty of perjury, that each Subcontractor has registered and is participating in the Status Verification System to verify the work eligibility status of Subcontractor’s new employees that are employed in the State of Utah in accordance with applicable immigration laws.
 3. Contractor’s failure to comply with this section will be considered a material breach of this Contract.
6. **CONFLICT OF INTEREST:** Contractor represents that none of its officers or employees are officers or employees of the District, unless disclosure has been made to the District.
7. **INDEPENDENT CONTRACTOR:** Contractor and Subcontractors, in the performance of this Contract, shall act in an independent capacity and not as officers or employees or agents of the District.
8. **INDEMNITY:** Contractor shall be fully liable for the actions of its agents, employees, officers, partners, and Subcontractors, and shall fully indemnify, defend, and save harmless the District from all claims, losses, suits, actions, damages, and costs of every name and description arising out of Contractor’s performance of this Contract caused by any intentional act or negligence of Contractor, its agents, employees, officers, partners, or Subcontractors, without limitation; provided, however, that the Contractor shall not indemnify for that portion of any claim, loss, or damage arising hereunder due to the sole fault of the District. The parties agree that if there are any limitations of the Contractor’s liability, including a limitation of liability clause for anyone for whom the Contractor is responsible, such limitations of liability will not apply to injuries to persons, including death, or to damages to property. Nothing in this Agreement shall be deemed as a waiver by any party of the defenses, rights or protections provided by the Utah Governmental Immunity Act (Utah Code Ann. 63G-7-101 et. seq.) nor shall this Agreement

be construed with respect to third parties as a waiver of any governmental immunity to which the District is otherwise entitled.

9. **EMPLOYMENT PRACTICES:** Contractor agrees to abide by federal and state employment laws, including: (i) Title VI and VII of the Civil Rights Act of 1964 (42 U.S.C. 2000e), which prohibits discrimination against any employee or applicant for employment or any applicant or recipient of services, on the basis of race, religion, color, or national origin; (ii) Executive Order No. 11246, as amended, which prohibits discrimination on the basis of sex; (iii) 45 CFR 90, which prohibits discrimination on the basis of age; (iv) Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act of 1990, which prohibits discrimination on the basis of disabilities; and (v) Utah's Executive Order, dated December 13, 2006, which prohibits unlawful harassment in the workplace. Contractor further agrees to abide by any other laws, regulations, or orders that prohibit the discrimination of any kind by any of Contractor's employees.
10. **AMENDMENTS:** This Contract may only be amended by the mutual written agreement of the parties, which amendment will be attached to this Contract. Automatic renewals will not apply to this Contract, even if listed elsewhere in this Contract.
11. **DEBARMENT:** Contractor certifies that it is not presently nor has ever been debarred, suspended, or proposed for debarment by any governmental department or agency, whether international, national, state, or local. Contractor must notify the District within thirty (30) days if debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in any contract by any governmental entity during this Contract.
12. **TERMINATION:** This Contract may be terminated, with cause by either party, in advance of the specified expiration date, upon written notice given by the other party. The party in violation will be given ten (10) days after written notification to correct and cease the violations, after which this Contract may be terminated for cause immediately and is subject to the remedies listed below. This Contract may also be terminated without cause (for convenience), in advance of the specified expiration date, by the District, upon thirty (30) days written termination notice being given to the Contractor. The District and the Contractor may terminate this Contract, in whole or in part, at any time, by mutual agreement in writing. On termination of this Contract, all accounts and payments will be processed according to the financial arrangements set forth herein for approved Services ordered prior to date of termination.

Contractor shall be compensated for the Services properly performed under this Contract up to the effective date of the notice of termination. Contractor agrees that in the event of such termination for cause or without cause, Contractor's sole remedy and monetary recovery from the District is limited to full payment for all Services properly performed as authorized under this Contract up to the date of termination as well as any reasonable monies owed as a result of Contractor having to terminate other contracts necessarily and appropriately entered into by Contractor pursuant to this Contract. In no event shall the District be liable to the Contractor for compensation for any services neither requested by the District nor satisfactorily performed by the Contractor. In no event shall the District's exercise of its right to terminate this Contract for convenience relieve the Contractor of any liability to the District for any damages or claims arising under this Contract.

13. **NONAPPROPRIATION OF FUNDS, REDUCTION OF FUNDS, OR CHANGES IN LAW:** Upon thirty (30) days written notice delivered to the Contractor, this Contract may be terminated in whole or in part at the sole discretion of the District, if the District reasonably determines that: (i) a change in Federal or State legislation or applicable laws materially affects the ability of either party to perform under the terms of this Contract; or (ii) that a change in available funds affects the District's ability to pay under this Contract. A change of available funds as used in this paragraph includes, but is not limited to, a change in Federal or State funding, whether as a result of a legislative act or by order of the President or the Governor.

If a written notice is delivered under this section, the District will reimburse Contractor for the Services properly ordered until the effective date of said notice. The District will not be liable for any performance, commitments, penalties, or liquidated damages that accrue after the effective date of said written notice.

14. **SUSPENSION OF WORK:** Should circumstances arise which would cause the District to suspend Contractor's responsibilities under this Contract, but not terminate this Contract, this will be done by written notice. Contractor's responsibilities may be reinstated upon advance formal written notice from the District.
15. **SALES TAX EXEMPTION:** The Services under this Contract will be paid for from the District's funds and used in the exercise of the District's essential functions as a State of Utah entity. Upon request, the District will provide Contractor with its sales tax exemption number. It is Contractor's responsibility to request the District's sales tax exemption number. It also is Contractor's sole responsibility to ascertain whether any tax deduction or benefits apply to any aspect of this Contract.
16. **CONTRACTOR'S INSURANCE RESPONSIBILITY.** The Contractor shall maintain the following insurance coverage:
 - a. Workers' compensation insurance during the term of this Contract for all its employees and any Subcontractor employees related to this Contract. Workers' compensation insurance shall cover full liability under the workers' compensation laws of the jurisdiction in which the work is performed at the statutory limits required by said jurisdiction.
 - b. Commercial general liability [CGL] insurance from an insurance company authorized to do business in the State of Utah. The limits of the CGL insurance policy will be no less than one million dollars (\$1,000,000.00) per person per occurrence and two million (\$2,000,000.00) aggregate per occurrence.
 - c. Commercial automobile liability [CAL] insurance from an insurance company authorized to do business in the State of Utah. The CAL insurance policy must cover bodily injury and property damage liability and be applicable to all vehicles used in your performance of Services under this Agreement whether owned, non-owned, leased, or hired. The minimum liability limit must be \$1 million per occurrence, combined single limit. The CAL insurance policy is required if Contractor will use a vehicle in the performance of this Contract.
 - d. Other insurance policies required in the Solicitation.

Certificate of Insurance, showing up-to-date coverage, shall be on file with the District before the Contract may commence.

The District reserves the right to require higher or lower insurance limits where warranted. Failure to provide proof of insurance as required will be deemed a material breach of this Contract. Contractor's failure to maintain this insurance requirement for the term of this Contract will be grounds for immediate termination of this Contract.

17. **WORKERS' COMPENSATION INSURANCE:** Contractor shall maintain during the term of this Contract, workers' compensation insurance for all its employees as well as any Subcontractor employees related to this Contract. Workers' compensation insurance shall cover full liability under the workers' compensation laws of the jurisdiction in which the service is performed at the statutory limits required by said jurisdiction. Contractor acknowledges that within thirty (30) days of contract award, Contractor must submit proof of certificate of insurance that meets the above requirements.
18. **PUBLIC INFORMATION:** Contractor agrees that this Contract, related purchase orders, related pricing documents, and invoices will be public documents and may be available for public and private distribution in accordance with the State of Utah's Government Records Access and Management Act (GRAMA). Contractor gives the District express permission to make copies of this Contract, related sales orders, related pricing documents, and invoices in accordance with GRAMA. Except for sections identified in writing by Contractor and expressly approved by the Granite School District Purchasing Department, Contractor also agrees that the Contractor's Proposal to the Solicitation will be a public document, and copies may be given to the public as permitted under GRAMA. The District is not obligated to inform Contractor of any GRAMA requests for disclosure of this Contract, related purchase orders, related pricing documents, or invoices.
19. **DELIVERY:** All deliveries under this Contract will be F.O.B. destination with all transportation and handling charges paid for by Contractor. Responsibility and liability for loss or damage will remain with Contractor until final inspection and acceptance when responsibility will pass to the District, except as to latent defects or fraud. Contractor shall strictly adhere to the delivery and completion schedules specified in this Contract.
20. **ACCEPTANCE AND REJECTION:** The District shall have thirty (30) days after the performance of the Services to perform an inspection of the Services to determine whether the Services conform to the standards specified in the Solicitation and this Contract prior to acceptance of the Services by the District.

If Contractor delivers nonconforming Services, the District may, at its option and at Contractor's expense: (i) return the Services for a full refund; (ii) require Contractor to promptly correct or reperform the nonconforming Services subject to the terms of this Contract; or (iii) obtain replacement Services from another source, subject to Contractor being responsible for any cover costs.
21. **INVOICING:** Contractor will submit invoices within thirty (30) days of Contractor's performance of the Services to the District. The contract number shall be listed on all invoices, freight tickets, and correspondence relating to this Contract. The prices paid by the District will be those prices listed in this Contract, unless Contractor offers a prompt payment discount within its Proposal or on its invoice. The District has the right to adjust or return any invoice reflecting incorrect pricing.
22. **PAYMENT:** Payments are to be made within thirty (30) days after a correct invoice is received. All payments to Contractor will be remitted by mail, electronic funds transfer, or the District's Purchasing Card (major credit card). If payment has not been made after sixty (60) days from the date a correct invoice is received by the District, then interest may be added by Contractor as prescribed in the Utah Prompt Payment Act. The acceptance by Contractor of final payment, without a written protest filed with the District within ten (10) business days of receipt of final payment, shall release the District from all claims and all liability to the Contractor. The District's payment for the Services shall not be deemed an acceptance of the Services and is without prejudice to any and all claims that the District may have against Contractor. The District will not allow the Contractor to charge end users electronic payment fees of any kind.
23. **TIME IS OF THE ESSENCE:** The Services shall be completed by any applicable deadline stated in this Contract. For all Services, time is of the essence. Contractor shall be liable for all reasonable damages to the District, and anyone for whom the District may be liable as a result of Contractor's failure to timely perform the Services required under this Contract.
24. **CHANGES IN SCOPE:** Any changes in the scope of the Services to be performed under this Contract shall be in the form of a written amendment to this Contract, mutually agreed to and signed by both parties, specifying any such changes, fee adjustments, any adjustment in time of performance, or any other significant factors arising from the changes in the scope of Services.
25. **PERFORMANCE EVALUATION:** The District may conduct a performance evaluation of Contractor's Services, including Contractor's Subcontractors. Results of any evaluation may be made available to Contractor upon request.
26. **STANDARD OF CARE:** The Services of Contractor and its Subcontractors shall be performed in accordance with the standard of care exercised by licensed members of their respective professions having substantial experience providing similar services which similarities include the type, magnitude, and complexity of the Services that are the subject of this Contract. Contractor shall be liable to the District for claims, liabilities, additional burdens, penalties, damages, or third party claims (e.g., another Contractor's claim against the District), to the extent caused by wrongful acts, errors, or omissions that do not meet this standard of care.
27. **REVIEWS:** The District reserves the right to perform plan checks, plan reviews, other reviews, and/or comment upon the Services of Contractor. Such reviews do not waive the requirement of Contractor to meet all of the terms and conditions of this Contract.
28. **ASSIGNMENT:** Contractor may not assign, sell, transfer, subcontract or sublet rights, or delegate any right or obligation under this Contract, in whole or in part, without the prior written approval of the District.
29. **REMEDIES:** Any of the following events will constitute cause for the District to declare Contractor in default of this Contract: (i) Contractor's non-performance of its contractual requirements and obligations under this Contract; or (ii) Contractor's

material breach of any term or condition of this Contract. The District may issue a written notice of default providing a ten (10) day period in which Contractor will have an opportunity to cure. Time allowed for cure will not diminish or eliminate Contractor's liability for damages. If the default remains after Contractor has been provided the opportunity to cure, the District may do one or more of the following: (i) exercise any remedy provided by law or equity; (ii) terminate this Contract; (iii) impose liquidated damages, if liquidated damages are listed in this Contract; (iv) debar/suspend Contractor from receiving future contracts from the District; or (v) demand a full refund of any payment that the District has made to Contractor under this Contract for Services that do not conform to this Contract.

30. **FORCE MAJEURE:** Neither party to this Contract will be held responsible for delay or default caused by fire, riot, act of God, and/or war which is beyond that party's reasonable control. The District may terminate this Contract after determining such delay will prevent successful performance of this Contract.
31. **CONFIDENTIALITY:** If Confidential Information is disclosed to Contractor, Contractor shall: (i) advise its agents, officers, employees, partners, and Subcontractors of the obligations set forth in this Contract; (ii) keep all Confidential Information strictly confidential; and (iii) not disclose any Confidential Information received by it to any third parties. Contractor will promptly notify the District of any potential or actual misuse or misappropriation of Confidential Information.

Contractor shall be responsible for any breach of this duty of confidentiality, including any required remedies and/or notifications under applicable law. Contractor shall indemnify, hold harmless, and defend the District, including anyone for whom the District is liable, from claims related to a breach of this duty of confidentiality, including any notification requirements, by Contractor or anyone for whom the Contractor is liable.

Upon termination or expiration of this Contract, Contractor will return all copies of Confidential Information to the District or certify, in writing, that the Confidential Information has been destroyed. This duty of confidentiality shall be ongoing and survive the termination or expiration of this Contract.

32. **PUBLICITY:** Contractor shall submit to the District for written approval all advertising and publicity matters relating to this Contract. It is within the District's sole discretion whether to provide approval, which must be done in writing.
33. **INDEMNIFICATION RELATING TO INTELLECTUAL PROPERTY:** Contractor will indemnify and hold the District harmless from and against any and all damages, expenses (including reasonable attorneys' fees), claims, judgments, liabilities, and costs in any action or claim brought against the District for infringement of a third party's copyright, trademark, trade secret, or other proprietary right. The parties agree that if there are any limitations of Contractor's liability, such limitations of liability will not apply to this section.
34. **OWNERSHIP IN INTELLECTUAL PROPERTY:** The District and Contractor agree that each has no right, title, interest, proprietary or otherwise in the intellectual property owned or licensed by the other, unless otherwise agreed upon by the parties in writing. All deliverables, documents, records, programs, data, articles, memoranda, and other materials not developed or licensed by Contractor prior to the execution of this Contract, but specifically created or manufactured under this Contract shall be considered work made for hire, and Contractor shall transfer any ownership claim to the District.
35. **WAIVER:** A waiver of any right, power, or privilege shall not be construed as a waiver of any subsequent right, power, or privilege.
36. **ATTORNEY'S FEES:** In the event of any judicial action to enforce rights under this Contract, the prevailing party shall be entitled its costs and expenses, including reasonable attorney's fees incurred in connection with such action.
37. **PROCUREMENT ETHICS:** Contractor understands that a person who is interested in any way in the sale of any supplies, services, construction, or insurance to the District is violating the law if the person gives or offers to give any compensation, gratuity, contribution, loan, reward, or any promise thereof to any person acting as a procurement officer on behalf of the District, or to any person in any official capacity participates in the procurement of such supplies, services, construction, or insurance, whether it is given for their own use or for the use or benefit of any other person or organization.
38. **DISPUTE RESOLUTION:** Prior to either party filing a judicial proceeding, the parties agree to participate in the mediation of any dispute. The District, after consultation with the Contractor, may appoint an expert or panel of experts to assist in the resolution of a dispute. If the District appoints such an expert or panel, District and Contractor agree to cooperate in good faith in providing information and documents to the expert or panel in an effort to resolve the dispute.
39. **ORDER OF PRECEDENCE:** In the event of any conflict in the terms and conditions in this Contract, the order of precedence shall be: (i) this Attachment A; (ii) Contract Signature Page(s); (iii) the District's additional terms and conditions, if any; (iv) any other attachment listed on the Contract Signature Page(s); and (v) Contractor's terms and conditions that are attached to this Contract, if any. Any provision attempting to limit the liability of Contractor or limit the rights of the District must be in writing and attached to this Contract or it is rendered null and void.
40. **SURVIVAL OF TERMS:** Termination or expiration of this Contract shall not extinguish or prejudice the District's right to enforce this Contract with respect to any default or defect in the Services that has not been cured.
41. **SEVERABILITY:** The invalidity or unenforceability of any provision, term, or condition of this Contract shall not affect the validity or enforceability of any other provision, term, or condition of this Contract, which shall remain in full force and effect.
42. **PRICE GUARANTEE, ADJUSTMENTS:** The contract pricing will be guaranteed for the period specified in the original solicitation document. Following the guarantee period, any request for price adjustment must be for an equal guarantee period, and must be made at least 30 days prior to the effective date. Requests for price adjustment must include documentation supporting the request and demonstrating a logical mathematical link between the current price and the proposed price. Any adjustment or amendment to the contract will not be effective unless approved by the Granite School District Director of Purchasing. Granite School District must be given the immediate benefit of any decrease in the market, or allowable discount.

43. **ENTIRE AGREEMENT:** This Contract constitutes the entire agreement between the parties and supersedes any and all other prior and contemporaneous agreements and understandings between the parties, whether oral or written.

ATTACHMENT B

GRANITE SCHOOL DISTRICT REQUEST FOR PROPOSAL IN-SCHOOL PHYSICAL EDUCATION PROGRAM SOLICITATION # JG22-14

I. PURPOSE OF REQUEST FOR PROPOSAL (RFP)

The purpose of this request for proposal is to enter into a contract with a qualified firm to provide in-school services. Several Granite District schools are interested in seeking the assistance of a qualified contractor to integrate learning through physical education and character education programs. Most of the discipline problems that result in loss of education time result from recess incidents. The health and safety of students at school during less structured time is also a major concern. In addition, the Utah State Office of Education has PE core curriculum requirements, which are expected to be done through classroom instruction and recess activities. Recess time is currently counted as part of the PE instruction time in meeting the Utah PE core curriculum requirements in elementary schools.

The successful program will be able to teach physical activities to our students which can be done during recess time with the help of student monitors, with the assistance of trained personnel from the service provider. The program implemented is expected to provide a safe and more structured environment during recess, improve PE instruction time during the school day, and provide activities and classes for extended learning before and/or after schools with the cooperating school. The intent of implementing this program is to improve the students' health, increase physical activity, reduce discipline referrals, and allow students to learn the skills necessary to monitor their own behavior and improve their ability to work and play well with their peers. This should be an activity based program. The program provider should be able show research and/or have a proven track record in providing this type of service in public elementary schools. It is also expected that the program contractor design and implement the program. The contractor will be expected to hire, train, and support the person or person(s) used to staff this program.

Participating schools will pay for these contracted services through school resources and/or grants, so an affordable program is essential. The contractor must be able to provide professional development for teachers and paraprofessional staff. The contractor should be able to collect and share school data to demonstrate the ongoing effectiveness of the interventions. It is anticipated that this RFP may result in a contract award to single contractor.

This RFP is designed to provide interested offerors with sufficient basic information to submit proposals meeting minimum requirements, but is not intended to limit a proposal's content or exclude any relevant or essential data. Offerors are at liberty and are encouraged to expand upon the specifications to evidence service capability under any agreement.

Granite School District will not be liable for any cost's proposers may incur in the preparation or presentation of this proposal.

II. **BACKGROUND**

Granite School District, located in Salt Lake County, Utah, operates 60 elementary schools, 15 junior high schools, 8 high schools, as well as other special schools and programs. With approximately 63,500 students, Granite is the third largest district in Utah and is among the largest public school districts in the nation.

In recent years, there have been a notable increase student related discipline problems, injuries and student conflicts during school hours, especially during the less structured recess times.

III. **ISSUING OFFICE AND RFP REFERENCE NUMBER**

The District's Purchasing Department is the issuing office for this document and all subsequent addenda relating to it, on behalf of the District. The reference number for the transaction is Solicitation #JG22-14. This number must be referred to on all proposals, correspondence, and documentation relating to the RFP.

NOTICE: Wherever the term bid, bidder, bidding or quote appears in this solicitation or reference is made to a bid, bidder, bidding, or quote, it shall be interpreted to mean offeror, as defined in 63G-6a-103(30), RFP, or Request for Proposals, as defined in 63G-6a-103(38) and the procurement shall be conducted subject to the provisions of 63G-6a-701-711.

IV. **LENGTH OF CONTRACT**

The Contract resulting from this RFP will be for a term of one (1) year. The Contract may be extended beyond the original term for four (4) one (1) year terms. Extension will be occur with the mutual agreement of both contracting parties. However, the contract may be vacated by either party in event of lack of funds and/or change of administrators or school priorities. Also, at the contractors or school's discretion, and with reasonable advanced notice, programming may be discontinued at school, during the course of the school year.

The District reserves the right to review contract(s) on a regular basis regarding performance and cost analysis and may negotiate price and service elements during the term of the contract.

V. **PRICE GUARANTEE PERIOD**

All pricing must be guaranteed for entire term of the contract. Following the guarantee period, any request for price adjustment must be for an equal guarantee period, and must be made at least 30 days prior to the effective date. Requests for price adjustment must include sufficient documentation supporting the request. Any adjustment or amendment to the contract will not be effective unless approved by the Director of Purchasing. Granite School District will be given the immediate benefit of any decrease in the market, or allowable discount.

VI. STANDARD CONTRACT TERMS AND CONDITIONS

Any contract resulting from this RFP will include but not be limited to the District's Standard Terms and Conditions (see Attachment A). Exceptions and or additions to the District's Standard Terms and Conditions are strongly discouraged.

Exceptions and additions to the Standard Terms and Conditions must be submitted with the proposal response. Exceptions, additions, service level agreements, etc. submitted after the date and time for receipt of proposals will not be considered. Website URLs, or information on website URLs must not be requested in the RFP document and must not be submitted with a proposal. URLs provided with a proposal may result in that proposal being rejected as non-responsive. URLs are also prohibited from any language included in the final contract document.

The District retains the right to refuse to negotiate on exceptions should the exceptions be excessive, not in the best interest of the District, negotiations could result in excessive costs to the state, or could adversely impact existing time constraints.

If negotiations are required, contractor must provide all documents in MS Word format for redline editing. Contractor must provide the name, contact information, and access to the person(s) that will be directly involved in legal negotiations.

VII. DETAILED SCOPE OF WORK

Granite School District is seeking proposals from vendors who will provide ***Elementary School Programs to Support Conflict Resolution, Social Skills, Student Leadership, & Kinesthetic Learning. Vendor must be willing to provide services for as few as one school or many Granite District Elementary Schools as interested, based on cost and proposed effectiveness.***

Programs must be evidence-based and documented to be effective. The goals are not limited to but should include improving students' ability to manage anger, resolve conflict and differences in peaceful ways, improving academic skills, build self-esteem, empower a "Safe-School" environment, promoting positive social skills, and proactive approach to bully prevention. The program must have the flexibility to be performed during school during school hours, before school, after school, and/or intersessions, depending on the school receiving the services. Contractor will also need to work with the individual school to tailor the program to fit the specific needs of the group of students identified to receive services.

The contractor will:

- Hire, screen, and train school program facilitator
- Provide the physical education curriculum emphasizing fairness, purposeful play, and safety, for the school facilitator, with regular and ongoing support
- Employ a school facilitator who will implement the PE curriculum and character support activities
- Provide a program which involves student leadership and an individual responsibility

component

- Facilitate a flexible schedule for the school facilitator which will make the facilitator available to work during all scheduled recesses
- Work with each individual school to tailor program to school needs
- Provide professional development for school staff
- Be available to work in the school extended learning program (before and/or after school)
- Implement a student leadership component
- Provide class activities to involve classroom teachers and students during non-recess time
- The contractor will be able to begin services no later than the third week of the traditional school calendar

Program must comply with all applicable federal and state laws and regulations. Services must have a reasonable promise of meeting the needs of the students. The effect of the program must be measurable and evaluated.

PROPOSAL REQUIREMENTS AND COMPANY QUALIFICATIONS

The contractor must have an established track record of working with public schools. They must have an established curriculum for working with school-age children. There must be an established evaluation and quality-control component in place. The contractor must provide screened, trained, and qualified staff to run the aforementioned programs. Qualifications for personnel working in the schools should include, but are not limited to the following:

- Experience working with children
- Professional work ethic and demeanor
- Positive and supportive personalities
- CPR and first-aid certified
- All personnel must have a high school diploma, college education is highly desirable
- Must be at least 18 years old
- Trained in recognizing and reporting possible children abuse and/or neglect
- All personnel who will work with students in the schools will be required to pass a background check through the District’s Human Resource Department. The cost of the background check is the responsibility of the awarded contractor.

The contractor should provide a sample plan and schedule of how the program will be implemented.

VIII. **ANTICIPATED SOLICITATION TIMELINE**

Event	Date
Release RFP	January 4, 2022
Questions Deadline	January 21, 2022

RFP Due	February 1, 2022
Evaluation Period	February 2022
Board of Education Award of Contract	March 1, 2022
Contract Negotiations/Creation	March 2022

IX. **QUESTIONS**

All questions must be submitted through the Utah Public Procurement Place (“SciQuest”). Answers will be given via the SciQuest site.

X. **PROPOSAL RESPONSE FORMAT**

All proposals must include a technical proposal and cost proposal. Formats for both documents follow:

A. **Technical Proposal Format**

Hard copies are to be tabbed by section.

Tab 1. **Executive Summary.** The one or two page executive summary is to briefly describe the offeror's proposal. This summary should highlight the major features of the proposal. It must indicate any requirements that cannot be met by the offeror. The reader should be able to determine the essence of the proposal by reading the executive summary. Protected information requests should be identified in this section.

Tab 2. **Detailed Response.** This section should constitute the major portion of the proposal and must contain at least the following information:

1. A complete narrative of the offeror's assessment of the work to be performed, the offeror’s ability and approach, and the resources necessary to fulfill the requirements. This should demonstrate the offeror's understanding of the desired overall performance expectations. Clearly indicate any options or alternatives proposed.
2. A specific point-by-point response, in the order listed, to each requirement in the RFP.

Tab 3. **Protected Information.** All protected information must be included in this section of proposal response. Do not incorporate protected information throughout the proposal. Rather, provide a reference in the proposal response directing reader to the specific area of this Protected Information section.

The Government Records Access and Management Act (GRAMA), Utah Code Ann., Subsection 63-2-304, provides in part that:

the following records are protected if properly classified by a government entity:

- (1) trade secrets as defined in Section 13-24-2 if the person submitting the trade secret has provided the governmental entity with the information specified in Section 63-2-308 (Business Confidentiality Claims);*
- (2) commercial information or non-individual financial information obtained from a person if:
 - (a) disclosure of the information could reasonably be expected to result in unfair competitive injury to the person submitting the information or would impair the ability of the governmental entity to obtain necessary information in the future;*
 - (b) the person submitting the information has a greater interest in prohibiting access than the public in obtaining access; and*
 - (c) the person submitting the information has provided the governmental entity with the information specified in Section 63-2-308;**

** * * **

- 3. (6) records the disclosure of which would impair governmental procurement proceedings or give an unfair advantage to any person proposing to enter into a contract or agreement with a governmental entity, except that this Subsection (6) does not restrict the right of a person to see bids submitted to or by a governmental entity after bidding has closed;*

GRAMA provides that trade secrets, commercial information or non-individual financial information may be protected by submitting a Claim of Business Confidentiality.

To protect information under a Claim of Business Confidentiality, the offeror must: provide a written Claim of Business Confidentiality *at the time the information (proposal) is provided to the district* and include a concise statement of reasons supporting the claim of business confidentiality (Subsection 63-2-308(1)).

If you submit a proposal containing confidential information you must submit an electronic “redacted” (excluding protected information) copy of your proposal response. Copy must clearly be marked “Redacted Version.”

A Claim of Business Confidentiality may be appropriate for information such as client lists and non-public financial statements. Pricing and service elements may not be protected. An entire proposal may not be protected under a Claim of Business Confidentiality. The claim of business confidentiality must be submitted with your proposal on the form which may be accessed at:

<http://purchasing.utah.gov/wp-content/uploads/confidentialityclaimform.doc>

An entire proposal cannot be identified as “PROTECTED”, “CONFIDENTIAL” or “PROPRIETARY” and may be considered non-responsive if marked as such.

To ensure the information is protected, you must include all protected information in Tab 3 of the proposal response. Any protected information incorporated in other sections of the proposal response may result in release of data at no fault of the District.

All materials submitted become the property of Granite School District. Materials may be evaluated by anyone designated by the District as part of the proposal evaluation committee. Materials submitted may be returned only at the District’s option.

B. COST PROPOSAL

The proposal must be set forth in such a way that it will allow the merits of the proposal to be evaluated in conjunction with applicable cost. **Please review the Best and Final Offers section below to ensure you properly submit your cost proposal.**

XI. SUBMITTING YOUR PROPOSAL

Proposals must be received by the posted due date and time. Proposals received after the deadline will be late and ineligible for consideration.

Proposals must be received electronically through SciQuest and in hard copy. For this RFP one (1) original and three (3) identical copies of your proposal must be received at Granite School District Purchasing Department, 2500 S. State Street, Salt Lake City, Utah 84115.

All submitted proposals will consist of a technical proposal and a cost proposal. For the electronic proposal submission you should attach two separate documents in SciQuest, a document titled “Technical Proposal” and a document titled “Cost Proposal”. For the hard copy these documents should be separate of each other. The cost proposal should be in a sealed envelope with the RFP number and the phase “Cost Proposal” clearly printed on the envelope.

Cost will be evaluated independent from the technical proposal, and as such, is to be submitted separate from the technical proposal. Failure to submit cost separately may result in your proposal being determined non-responsive. Inclusion of any cost or pricing data within the technical proposal may also result in your proposal being determined non-responsive.

When submitting a proposal electronically through SciQuest, please allow sufficient time to complete the online forms and upload documents. The solicitation will end at the closing time listed in the RFP. If you are in the middle of uploading your proposal at the closing time, the system will stop the process and your proposal will not be received by the system.

Electronic proposals may require uploading of electronic attachments. SciQuest's site will accept a wide variety of document types as attachments. However, the District is unable to view certain documents. Therefore, you **MAY NOT submit** documents that are **embedded (zip files), movies, wmp, and mp3 files**. All documents must be attached as separate files.

NOTICE: By submitting a proposal in response to this RFP, offeror is acknowledging that the requirements, scope of work, and the evaluation process, outlined in the RFP are fair, equitable, not unduly restrictive, understood and agreed to. Any exceptions to the content of the RFP must be protested to the purchasing agent prior to the closing date and time for submission of the proposal.

XII. PROPOSAL EVALUATION CRITERIA

A committee will evaluate proposals against the weighted criteria provided on the RFP Evaluation Score Sheet. Each area of the evaluation criteria must be addressed in detail in proposal. See RFP Evaluation Score Sheet.

Understandability and comprehensiveness of information supplied in this RFP will affect the evaluation of the above criteria.

XIII. DISCUSSIONS WITH OFFERORS (ORAL PRESENTATION)

An oral presentation by an offeror to clarify a proposal may be required at the sole discretion of the District. However, the District may award a contract based on the initial proposals received without discussion with the Offeror. If oral presentations are required, they will be scheduled after the submission of proposals. Oral presentations will be made at the offerors expense.

XIV. SHORTLIST

Unless there is a successful offeror based on the initial review of the responses, the evaluation committee will develop a shortlist of the highest scoring offerors based on the stated criteria. To be included on the short list an offeror must have a total score of no less than a three (3) in any of the stated criteria. Vendors with a score lower than a three (3) will not be considered further in the evaluation. The shortlist of offerors may be asked to prepare a presentation and/or provide additional information prior to the final selection.

XV. BEST AND FINAL OFFERS

Vendors should offer their best offer in the original technical and cost proposals. The use of a Best and Final Offer process is regulated by Utah Code 63G-6a-707.5 and will only be used if:

1. no single proposal adequately addresses all the specifications stated in the request for proposals;
2. all proposals are unclear or deficient in one or more respects;

3. all cost proposals exceed the identified budget or the procurement unit's available funding; or
4. two or more proposals receive an identical evaluation score that is the highest score.

It is important to understand this so as not to anticipate that a best and final process will allow for a vendor to “sharpen their pencil” in a subsequent phase.

XVI. **AWARD OF CONTRACT**

Award shall be made to the offeror whose proposal is the most advantageous to the District taking into consideration price and the other evaluation factors set forth in this request for proposals.

The District reserves the right to award the contract(s) to a technically qualified lower cost offeror(s) in the event the high scoring offer is determined to not be the best value offered to the District, based on a cost benefit analysis.

**JG22-14
COST PROPOSAL**

All costs regarding your offered programs should be included in your cost proposal. Please include the number of days and hours included in each program and a total annual cost for each program.

Vendors may also provide other contract costs as necessary to detail your program.

Total Annual Cost \$ _____

*Ideal program will provide services every school day up to 36 weeks of the year.

**In-School Physical Education Program
SOLICITATION # JG22-14
RFP EVALUATION SCORE SHEET**

Firm Name: _____

Evaluator: _____

Date: _____

Score will be assigned as follows:

1 = Poor, inadequate, fails to meet requirement

2 = Fair, only partially responsive

3 = Average, meets minimum requirement

4 = Above average, exceeds minimum requirement

5 = Superior

		Score (0-5)	Weight	Points
1. Scope of Services (40 points possible)		----	----	----
Curriculum Design & Professional Development	10 points possible		X 2	
Sample Plan & Time Frame	10 points possible		X 2	
Examples of Past work or research support	10 points possible		X 2	
Understanding of Elementary School mission	5 points possible		X 1	
Student Leadership Component	5 points possible		X 1	
2. Provider Experience (25 points possible)		----	----	----
Expertise of staff involved in project	10 points possible		X 2	
Direct experience in specific project	10 points possible		X 2	
Demonstrated ability to reach target audience	5 points possible		X 1	
3. Timeframe (5 points possible)		----	----	----
Demonstrated ability to complete project within required time	5 points possible		X 1	
4. Cost (30 points possible)	30 points possible			* Inserted by Purchasing
TOTAL EVALUATION POINTS	100 points possible		Total	

* Purchasing will use the following cost formula: The points assigned to each offerors cost proposal will be based on the lowest proposal price. The offeror with the lowest Proposed Price will receive 100% of the price points. All other offerors will receive a portion of the total cost points based on what percentage higher their Proposed Price is than the Lowest Proposed Price. An offeror whose Proposed Price is more than double (200%) the Lowest Proposed Price will receive no points. The formula to compute the points is: Cost Points x (2- Proposed Price/Lowest Proposed Price).

ATTACHMENT C
Granite School District

In-School Physical Education Program

Solicitation: # JG22-14

Submitted by Playworks Education Energized

February, 2022

Technical Proposal

Granite School District
In-School Physical Education Program
Solicitation: # JG22-14

Table of Contents

Tab #1 Executive Summary	3
Tab #2 Detailed Response	6
Scope of Work	
Coach Relay	6
TeamUp	8
TeamUp Plus	10
Pro Services	12
Qualifications	15
Staffing	16
Evidence Based	18
Evaluations	19
Summary	21
Appendix I	
Sample Coach schedule	22
Appendix II	
Staff Job Descriptions	24
Appendix III	
Program Plans	37
Appendix IV	
Evidence-based Research (as an attachment)	

**Submitted by Playworks Education Energized
February, 2022**

Tab 1: Executive Summary

Playworks' vision is that one day, every child in America will have access to safe and healthy play, recognizing that play creates valuable opportunities for children to grow physically, socially and emotionally. Our mission is to improve the health and well being of children by increasing opportunities of physical activity and safe, meaningful play. Playworks is the leading non-profit nationally that leverages the power of safe and healthy play to develop critical social and emotional skills while creating the most effective school climates and engaged learners.

A multi-site, 25 year longitudinal study published in the American Journal of Public Health (Early Social-Emotional Functioning and Public Health, 2015) found strong links between social competencies as early as kindergarten and positive outcomes in high school, college and adulthood. Kindergarten students who are more inclined to exhibit "social competence" traits such as sharing, cooperating, and helping other kids—were twice as likely to attain higher education and 46% more likely to have well paying jobs at age 25; conversely, with each point decrease, students had a 67% of having been arrested by adulthood.

At Playworks our innovation has been propelled by principals and teachers who intuitively understand what children need to be able to learn. The innovation has spread from one school to another via principal networks and with strong, documented evidence of impact. Playworks has been rigorously evaluated by Stanford University and Mathematica with a randomized control trial that determined that Playworks led to fundamental positive shifts in school climate. Our innovative approach to integrating play throughout the school day has statistically significant impacts on bullying, vigorous physical activity, transitions from play to classroom instruction, and sense of safety.

During an evaluation of Playworks' consultative services, Playworks programming can help schools make recess more organized in safe, healthy play. Participating schools in this study reported improvements of recess organization, familiarity with a variety of games and their access to the playground equipment. Partner schools reported after using Playworks consultative programming, students were more active, more cooperative and more likely to use strong conflict resolution when needed. This in turn led to reports of a decline in bullying, disciplinary referrals, the number of conflicts spilling back into class, and the amount of class time spent resolving those conflicts.

Granite School District
In-School Physical Education Program
Solicitation: # JG22-14

Playworks aims to partner with elementary schools to not only provide equitable access to recess but also hone in on the quality of the experiences at recess. Safe and healthy play is happening at schools where safety, adult engagement, and student empowerment are realized in intentional ways. Based on findings in our randomized control trial, Playworks developed an evaluation tool for measuring the quality of recess. *The Great Recess Framework* has been externally validated by Oregon State University and leveraged in a recent study conducted by Dr. Massey aimed at finding correlative outcomes given the quality of recess. Playworks methodologies work to develop partner schools to achieve a high quality recess. The data from this study indicates a need to consider **more than** just if recess contributes to children's development, but rather, how recess contributes to children's development during the school day. Dr. Massey's research from October 2019, has found that higher quality recesses are directly correlated to statistically significant outcomes in student executive functioning, emotional self-control, resilience, and positive classroom behavior.

Through strategic partnerships that Playworks formed, we were able to move *Guidelines for Recess Best Practices* through the State Board of Education. These guidelines are aimed at providing schools with best practices and resources for improving the quality of safety, adult engagement and student empowerment at recess as well as ensuring that every kid has access to recess in the school. Given the critical importance of recess in schools, the State Board of Education is now counting recess time as instructional time in the school day. It is imperative that every child has a high quality experience that allows them to thrive at school, in the classroom and beyond.

Principals and teachers tell us as a result of Playworks on their campus, bullying on and off the playground significantly decreases, kids get along better with their peers, and kids return to the classroom focused and ready to learn.

Playworks proposes to bring its nationally recognized play and physical activity program to the Granite School District in the 2022-2023 school year. Playworks is the only organization working nationally to repurpose recess into a transformational tool for educators and children. Through 20 years of practice and research we have developed an inexpensive and replicable model that increases physical activity, accelerates learning, teaches conflict resolution, greatly reduces or eliminates bullying and returns important instruction time to teachers.

Playworks' goals are to:

Improve the health and well-being of students by:

- ❖ Increasing daily physical activity, increasing cooperation, confidence and positive social interactions, building positive relationships with caring adult coaches and teamwork amongst students.

Granite School District
In-School Physical Education Program
Solicitation: # JG22-14

Improve students' ability to learn by:

- ❖ Ensuring students arrive in their classrooms from recess focused and ready, reducing disruptive classroom behavior and increasing on-task behavior in the classroom.

Improve school climate by:

- ❖ Increasing students' use of conflict resolution strategies and sportsmanship, reducing bullying at recess and other times throughout the school day, increasing positive interactions with and between staff, students and administrators.

In order to achieve these goals, Playworks will work with Granite District elementary schools to implement four levels of integrated services to schools:

- **Coach Relay:** A Playworks staff person at a partner school implements our four component program (three of which take place during the school day (recess, Class Game Time and Junior Coach Leadership Program) and one during the out-of-school time (before/after school, developmental sports leagues) and consults with recess teams at 2 schools throughout the year to teach and model healthy play.
- **TeamUp:** A Playworks staff person implements our three component program day (recess, Class Game Time and Junior Coach Leadership Program) and consults with recess teams at four schools throughout the year to teach and model healthy play.
- **TeamUp Plus:** A Playworks staff person implements our three component program day (recess, Class Game Time and Junior Coach Leadership Program) and consults with recess teams at two schools throughout the year to teach and model healthy play.
- **Pro:** Through a range of professional development workshops and consultation visits, Playworks trains adults to incorporate proven strategies of healthy play into their direct work at elementary schools.

All four services rely on the support of skilled adults – whether supplied by Playworks or trained by Playworks – who teach children the social skills necessary to succeed in the classroom and in life. Playworks matches each of our partner schools in Utah with the service that best builds its capacity to use the power of play to bring out the best in every kid.

Granite School District
In-School Physical Education Program
Solicitation: # JG22-14

Tab 2: Detailed Response

Playworks' mission is to improve the health and well-being of children by increasing opportunities for physical activity and safe, meaningful play. In order to improve children's social/emotional skills and create the most effective educational climate possible, Playworks offers four levels of integrated services to schools and districts; Coach Relay, TeamUp, TeamUp Plus, and Pro.

Playworks conducts assessments with interested schools in an effort to match the Playworks services and intervention levels with the current needs of the school community. Ideally, Playworks begins service the first day of the school year and delivers programming until the last day of the school year. Playworks aims to begin all year-long programming prior to the third week of the school year.

Playworks Coach Relay Program

Program Summary:

Two partner elementary schools will receive a full-time Playworks Site Specialist at their locations. Site Specialists are on-site every other week at their schools for the entirety of the calendar school year. They implement the following program. Playworks Site Specialists are hired, trained, supervised and insured by Playworks.

Site Specialists collaborate with school recess staff to implement Playworks programming to ensure program sustainability. Each Playworks Site Specialist will collaborate to transform two partner school community environments by leading the structured components of the Playworks evidence based model, which include Recess, Class Game Time, Junior Coach Leadership Program, and Developmental Sports Leagues. Each of these components provides critical activities for improving student engagement and connectedness.

Playworks coaches will be onsite at their partner school to engage students in positive, safe play at recess by teaching inclusive games and conflict resolution, and by modeling positive behaviors. Playworks games are focused on creating an inclusive environment that encourages all students to participate and treat each other with respect. To ensure the recess program will transform student behavior and school climate, coaches will spend a significant amount of time during the rest of the day serving smaller groups of students and adults, practicing the development of their physical, social and emotional skills.

Coaches will spend time with individual classes to introduce and teach the games offered at recess and reinforce positive social and playground behaviors. Throughout the year, Coach will implement an evidence-based social and emotional curriculum. During this time coaches

Granite School District
In-School Physical Education Program
Solicitation: # JG22-14

serve alongside teachers to build rapport with students and strengthen the student-teacher bond.

Coaches implement a Junior Coach Leadership program where 4th and 5th graders are provided the leadership opportunity and training to assist coaches in facilitating games during recess, model pro social behaviors both on the playground and in the classroom, and become leaders among their peers within the school community. Coaches work closely with 4th and 5th grade teachers to identify students that would benefit from participation in this program where they are held accountable for school attendance, their academic work, and positive classroom behavior. Based on the school community need, coaches will implement either a before-school recess, an after-school program, or an expanded Junior Coach training program during after school hours.

4th and 5th grade students are given the opportunity to participate in interscholastic sports leagues. Coaches focus on recruiting and including students who would not usually engage in sports leagues, and the transformation in the students is remarkable. In this non-competitive developmental league, students are able to build on their skills and confidence in a safe setting while representing their school, which translates into an increased engagement at recess and connection and pride in their school community.

Coaches implement Playworks' four-component program:

- Recess: Coaches specifically seek out children who may spend time on the sidelines because of bullying, obesity or other factors that discourage them from participation. Coaches create a safe recess space and establish basic and all-inclusive rules for behavior.
- Class Game Time: Coaches provide in-class game time, giving students an opportunity to learn the rules of healthy play in a more focused setting than the playground. Teachers learn Playworks methodology so they can offer healthy play to their students autonomously. Class Game Time increases children's physical activity through play, which is especially valuable if they have limited time in physical education classes. Throughout the year Coach will implement an evidence-based social and emotional curriculum
- Junior Coach Leadership Program: Coaches and teachers identify 4th and 5th graders to serve as leaders on the playground. Junior Coaches are often students who would otherwise be disruptive, shy or physically unsure. With the encouragement and support of the Playworks coach, plus the requirement that they do their homework and behave properly in the classroom, these students learn to become leaders.

Granite School District
In-School Physical Education Program
Solicitation: # JG22-14

- Interscholastic Sports Leagues: Through non-competitive girls' basketball and co-ed volleyball, coaches work with 4th and 5th graders to build skills and participate in developmental leagues. The focus is to provide children with a positive team experience. Leagues also offer additional opportunities for physical activity.

- Before School Recess or After School Program: Coaches provide additional time for play and physical activity.

Playworks coaches possess the commitment that is necessary for managing a full-time, play-based school wide reform and engagement program. By teaching inclusive behavior and mutual respect, coaches will help to create a school environment that provides emotional and physical safety, engages students and deepens student connection to school and the overall learning experience.

Playworks TeamUp Program

Program Summary:

Four partner schools receive a full-time Playworks Site Coordinator. The Playworks Site Coordinator is on-site at each partner school one week of each month implementing the following program. In addition to implementing programming at each school, the Playworks Site Coordinator is providing intensive coaching and training to school recess staff to maintain program sustainability and long term success. The Playworks Site Coordinator is hired, trained, supervised, and insured all through Playworks.

Each Playworks Site Coordinator will collaborate to transform four partner school community environments by leading the structured components of the Playworks evidence based model, which include Recess, Class Game Time, Junior Coach Leadership Program for one week per month of the school year. Additionally, Site Coordinators work to consult and train a recess team to maintain program sustainability in the off weeks and, ultimately, long-term. Each of these components provides critical activities for improving student engagement, connectedness, and long-term program quality, beyond partnering with Playworks.

Playworks Site Coordinators will be on-site at each partner school one week of every month to engage students in positive, safe play at recess by teaching inclusive games and conflict resolution, and by modeling positive behaviors. Playworks games are focused on creating an inclusive environment that encourages all students to participate and treat each other with respect. To ensure the recess program will transform student behavior and school climate, coaches will spend a significant amount of time during the rest of the day serving smaller groups of students and adults, practicing the development of their physical, social and emotional skills.

Granite School District
In-School Physical Education Program
Solicitation: # JG22-14

Site Coordinators will spend time with individual classes to introduce and teach the games offered at recess and reinforce positive social and playground behaviors. Throughout the year the Site Coordinator will implement an evidence-based social and emotional curriculum. During this time Site Coordinators serve alongside teachers to build rapport with students and strengthen the student-teacher bond.

Site Coordinators implement a Junior Coach Leadership program where 4th and 5th graders are provided the leadership opportunity and training to assist Site Coordinators in facilitating games during recess, model pro-social behaviors both on the playground and in the classroom, and become leaders among their peers within the school community. Site Coordinators work closely with 4th and 5th grade teachers to identify students that would benefit from participation in this program where they are held accountable for school attendance, their academic work, and positive classroom behavior. Based on the school community need, coaches will implement either a before-school recess, an after-school program, or an expanded Junior Coach training program during after school hours.

Site Coordinators implement Playworks' three-component program during the week they are on-site in addition to consulting and professional development with the lens of program sustainability:

Recess: Site Coordinators specifically seek out children who may spend time on the sidelines because of bullying, obesity or other factors that discourage them from participation. Site Coordinators create a safe recess space and establish basic and all-inclusive rules for behavior.

- Class Game Time: Site Coordinators provide in-class game time, giving students an opportunity to learn the rules of healthy play in a more focused setting than the playground. Teachers learn Playworks methodology so they can offer healthy play to their students autonomously. Class Game Time increases children's physical activity through play, which is especially valuable if they have limited time in physical education classes. Throughout the year the Site Coordinator will implement an evidence-based social and emotional curriculum.

- Junior Coach Leadership Program: Site Coordinators and teachers identify 4th and 5th graders to serve as leaders on the playground. Junior Coaches are often students who would otherwise be disruptive, shy or physically unsure. With the encouragement and support of the Playworks coach, plus the requirement that they do their homework

Granite School District
In-School Physical Education Program
Solicitation: # JG22-14

and behave properly in the classroom, these students learn to become leaders.

- Coaching and Professional Development: Site Coordinators work closely with the Recess Coach and Recess Team to provide professional development throughout the course of the school year. Workshop content will include: Playworks Theory of Change, Playworks program implementation training and sustainable program model strategy. The Site Coordinator also provides ongoing coaching sessions to support skills development and achieve program outcomes including but not limited to: group management strategies, rapport building, game facilitation, and leadership development.

Playworks Site Coordinators possess the commitment that is necessary for managing a full-time, play based school wide reform and engagement program every day. By teaching inclusive behavior and mutual respect, coaches will collaborate to create a school environment that provides emotional and physical safety, engages students and deepens student connection to school and the overall learning experience.

Playworks TeamUp Plus Program

Program Summary:

Two partner schools receive a full-time Playworks Site Coordinator. The Playworks Site Coordinator is on-site at each partner school two weeks of each month implementing the following program. In addition to implementing programming at each school, the Playworks Site Coordinator is providing intensive coaching and training to school recess staff to maintain program sustainability and long term success. The Playworks Site Coordinator is hired, trained, supervised, and insured all through Playworks.

Each Playworks Site Coordinator will collaborate to transform two partner school community environments by leading the structured components of the Playworks evidence based model, which include Recess, Class Game Time, Junior Coach Leadership Program every other week per month of the school year. Additionally, Site Coordinators work to consult and train a recess team to maintain program sustainability in the off weeks and, ultimately, long-term. Each of these components provides critical activities for improving student engagement, connectedness, and long-term program quality, beyond partnering with Playworks.

Playworks Site Coordinators will be on-site at each partner school every other week of every month to engage students in positive, safe play at recess by teaching inclusive games and conflict resolution, and by modeling positive behaviors. Playworks games are focused on creating an inclusive environment that encourages all students to participate and treat each other with respect. To ensure the recess program will transform student behavior and school climate, coaches will spend a significant amount of time during the rest of the day serving smaller groups of students and adults, practicing the development of their physical,

Granite School District
In-School Physical Education Program
Solicitation: # JG22-14

social and emotional skills.

Site Coordinators will spend time with individual classes to introduce and teach the games offered at recess and reinforce positive social and playground behaviors. Throughout the year the Site Coordinator implements an evidence-based social and emotional curriculum and will serve alongside teachers to build rapport with students and strengthen the student-teacher bond.

Site Coordinators implement a Junior Coach Leadership program where 4th and 5th graders are provided the leadership opportunity and training to assist Site Coordinators in facilitating games during recess, model pro-social behaviors both on the playground and in the classroom, and become leaders among their peers within the school community. Site Coordinators work closely with 4th and 5th grade teachers to identify students that would benefit from participation in this program where they are held accountable for school attendance, their academic work, and positive classroom behavior. Based on the school community need, coaches will implement either a before-school recess, an after-school program, or an expanded Junior Coach training program during after school hours.

Site Coordinators implement Playworks' three-component program during the week they are on-site in addition to consulting and professional development with the lens of program sustainability:

Recess: Site Coordinators specifically seek out children who may spend time on the sidelines because of bullying, obesity or other factors that discourage them from participation. Site Coordinators create a safe recess space and establish basic and all-inclusive rules for behavior.

- Class Game Time: Site Coordinators provide in-class game time, giving students an opportunity to learn the rules of healthy play in a more focused setting than the playground. Teachers learn Playworks methodology so they can offer healthy play to their students autonomously. Class Game Time increases children's physical activity through play, which is especially valuable if they have limited time in physical education classes. Throughout the year the Site Coordinator will implement an evidence-based social and emotional curriculum.
- Junior Coach Leadership Program: Site Coordinators and teachers identify 4th and 5th graders to serve as leaders on the playground. Junior Coaches are often students who

Granite School District
In-School Physical Education Program
Solicitation: # JG22-14

would otherwise be disruptive, shy or physically unsure. With the encouragement and support of the Playworks coach, plus the requirement that they do their homework and behave properly in the classroom, these students learn to become leaders.

- Coaching and Professional Development: Site Coordinators work closely with the Recess Coach and Recess Team to provide professional development throughout the course of the school year. Workshop content will include: Playworks Theory of Change, Playworks program implementation training and sustainable program model strategy. The Site Coordinator also provides ongoing coaching sessions to support skills development and achieve program outcomes including but not limited to: group management strategies, rapport building, game facilitation, and leadership development.

Playworks Site Coordinators possess the commitment that is necessary for managing a full-time, play based school wide reform and engagement program every day. By teaching inclusive behavior and mutual respect, coaches will collaborate to create a school environment that provides emotional and physical safety, engages students and deepens student connection to school and the overall learning experience.

Playworks Pro Services

Program Summary:

A certified Playworks trainer works directly with the adults (recess staff, teachers, aides, administration, and volunteers) at school sites to develop skills and implement systems that will enable and empower the school community to achieve safe and healthy play on their own.

Playworks not only focuses on play as a means to bring out the best in every kid, we are also the only organization to successfully train thousands of school-based staff to leverage play in a manner that teaches the social and emotional skills children need. School climates change because children are active participants in their own play, internalizing the healthy interactions they learn and carrying the behaviors into the rest of the day. Also important, they are surrounded by an ever-growing circle of adults who are contributing to their social and emotional development. At a Playworks school, students feel physically and emotionally safe, are focused on learning, and apply simple conflict resolution techniques to disagreements.

Playworks Pro Services are a series of various workshops that are designed to train and empower school staff to achieve safe and healthy play on their own. A Playworks Certified Trainer works with school sites to teach the importance of safe and healthy play in school environments, effective recess designs and strategies, positive and pro-active group management strategies, and development and implementation of youth leadership programs.

Granite School District
In-School Physical Education Program
Solicitation: # JG22-14

Workshop Offerings:

The Power of Play -This workshop introduces the importance of play and lays the foundation for creating a safe, healthy, and respectful environment for youth. It also includes a discussion of the various barriers youth may face.

Group Management 1: Proactive Strategies - Here we explore five key group management strategies that adults can use to set students up for successful group behavior. The workshop also addresses “hot buttons,” cool-down tactics, and creative incentives for positive behavior.

Group Management 2: Working with Challenging Behaviors - Because the most challenging youth often require the most support, we offer strategies for refocusing kids who exhibit disruptive characteristics while ensuring that all students’ needs are met. We address how to establish and follow through on effective rules and consequences.

Effective Game Facilitation - This workshop ensures that participants are comfortable facilitating games. In addition, we impart the Playworks methodology for transitioning between activities and building cooperation among kids.

Recess Design - Participants will gain invaluable information about playground planning and design, which will help them structure a safe and inclusive playground environment.

Youth Leadership - The focus of this workshop is on acquiring tools to set up and sustain a successful youth leadership program. We also explore how the success of your playtime depends on your students, and ways to help students take leadership in making sure everyone is included in a safe and healthy way.

Staff Leadership on the Playground - Turning work on the playground into a team effort makes a big difference. This workshop focuses on helping participants work together to ensure that recess is sustainable beyond Playworks’ engagement.

Indoor Games - This workshop teaches participants how to map indoor play spaces and create action plans to keep kids physically active throughout the day, even on days when it’s not possible to get outdoors. It also includes games that can be played inside.

Granite School District
In-School Physical Education Program
Solicitation: # JG22-14

Recess Implementation:

The schools will receive up to 12 hours of professional development in two consecutive days. The Playworks Trainer will work with the School prior to delivering workshops with a 30-45 minute consultative phone call. Participants of each training will include all members of the recess team and all staff that is on the playground during recess.

Day 1 / Introduction to a Healthy Recess - This workshop introduces the importance of recess and lays the foundation for creating a safe, healthy, and respectful environment. It begins to define an ideal recess and the steps needed to get there.

Day 1 / Playground Games - This workshop ensures that participants are comfortable facilitating games. In addition, we impart the Playworks methodology for transitioning between activities and building cooperation among kids.

Day 2 / Recess Systems - Participants will gain invaluable information about playground planning and design, equipment systems, and group management techniques.

Day 2 / Successful Recess Indicators - Participants will learn how to “see” a playground through a new lens. By focusing on specific indicators, they will develop an actionable plan to continuously improve recess and, ultimately, improve student behavior.

Through play, Playworks has found a way to create and model positive behavior, thereby establishing new norms and ultimately creating a school climate where both children and adults thrive.

Recess Reboot:

The schools receive 4 days of intensive training and professional development. The Playworks Trainer will work with the School prior to delivering workshops with a 1 hour consultative phone call. Participants of each training will include all members of the recess team and all staff that is on the playground during recess. Collaboration approach to Playworks competencies follows an I Do, We Do, You Do model. Components of a Recess reboot include Recess, Recess 101 game time, and a Junior Coach Leadership Program.

Day 1/ Recess Systems - Participants will gain invaluable information about playground planning and design, equipment systems, and group management techniques. Recess team participants learn to implement core playground games, skill-building activities and cooperative games.

Day 1 / Junior Coach Leadership Program - Recess Team participants and the Playworks trainer identify 4th and 5th graders to serve as leaders on the playground. These students learn to become leaders and school Recess team empowers the students to lead games, help solve

Granite School District
In-School Physical Education Program
Solicitation: # JG22-14

conflicts, and be leaders in and out of the school day.

Day 2 / I Do -Recess- Playworks trainers specifically seek out children who may spend time on the sidelines because of bullying, obesity or other factors that discourage them from participation. Playworks trainers work with school Recess teams to create a safe recess space and establish basic and all-inclusive rules for behavior.

Day 3 / We Do - Recess 101- Playworks trainers provide in-class game time, giving students an opportunity to learn the rules of healthy play in a more focused setting than the playground. Teachers learn Playworks methodology so they can offer healthy play to their students autonomously.

Day 4 / You Do - Staff Leadership and Empowerment -Playworks trainers work together with school Recess teams to ensure that recess is sustainable beyond Playworks' engagement in Playworks components.

Qualifications

Playworks is the only nonprofit working in Utah – and nationally – to leverage recess as a transformational tool for educators and children. Playworks has been developing social/emotional skills in elementary-age children for 20 years. Recent developments in the field of education and a trend toward new indicators of success for children have created an unprecedented opportunity for Playworks to significantly amplify our impact. For us at Playworks, recognition of the value of social and emotional learning and character is a validation of our program and its impact for children.

A Stanford University/Mathematica Policy Research randomized control trial (See evaluation section below) of Playworks has determined that our innovative approach to integrating play throughout the school day has statistically significant impacts on bullying, vigorous physical activity, transitions from play to classroom instruction, and sense of safety.

We use play, a universally accessible activity, to improve the educational climate for every student. Incorporating the tenets of play and positive social behavior in this way ensures that it sticks. Children receive repeated reinforcement from the Playworks coach and trained staff at recess, in the classroom from their teachers, and even through interactions with other staff during activities that take place before and after school. Playworks coaches reach every child in the school, not just those students who struggle the most with behavior issues or those who are least active. This approach makes it possible to shift the climate for everyone at the school, creating a ripple effect far beyond the actual play and physical activities. As individual children have more fun, feel safer, and get in trouble less often, the experience for all students at recess and throughout the school day improves.

There are many good, well-intentioned initiatives with innovative approaches to improving education in Utah schools. However, very few have consistent data which show that they're effective. Playworks has a proven answer to the very real level of childhood obesity and discipline-related issues that

Granite School District
In-School Physical Education Program
Solicitation: # JG22-14

trouble many Utah schools.

Playworks is exceptional in that we deliver a developmentally-appropriate prevention and early intervention program to K-6th grade children at any elementary school. Other noteworthy efforts to combat childhood obesity and discipline-related issues in Utah schools target middle- and high school aged youth. This focus on older children overlooks the enormous opportunity to address these crucial issues before they start.

Playworks was founded in 1996 at two schools in California. In the 2021-22 school year, Playworks Utah is reaching 33,000 students at 58 elementary schools. Including 10 elementary schools in the Granite School District.

Playworks Founder and CEO Jill Vialet has received numerous honors, including being chosen by Forbes as one of its top 30 social entrepreneurs in 2011 and being asked to speak at TEDMED in 2014. The Robert Wood Johnson Foundation, the nation's leading public health foundation, invested over \$32 million in Playworks during our 2005-2015 expansion period because it believes our programming positively impacts children's health. In January of 2022, MacKenzie Scott invested \$10 million in Playworks to continue to carry out the mission of every kid in America experiencing safe and healthy play.

Playworks has received many notable recognitions of achievement as a high impact organization, including:

- ❖ Charity Navigator has given Playworks a 4-Star (Exceptional) Rating. That rating designates Playworks as an organization that "exceeds industry standards and outperforms most charities in its Cause."
- ❖ Playworks was designated a Top Rated organization by GreatNonProfits.org
- ❖ Playworks was evaluated by the National Charities Information Bureau (NCIB) and received a positive rating having met all standards.
- ❖ Playworks was evaluated by the Council of Better Business Bureau (CBBB) and received a favorable rating having met all standards.
- ❖ Playworks Utah earned the industry credential for Leadership and Organizational Culture in December 2015 from the Utah Non-Profit Association.

Staffing

The year is kicked off with an intensive two week pre-service training, augmented by additional

Granite School District
In-School Physical Education Program
Solicitation: # JG22-14

monthly trainings throughout the year. Pre-service trainings focus on the Playworks curriculum including group management, youth development, inclusive play, conflict resolution among students and with school staff, communication with diverse populations. In addition to curriculum and facilitation training, staff are also trained in spotting abuse and neglect and mandatory reporting to Division of Children and Family Services as well as CPR and First Aid certification.

Site-specific training days are also included in our pre-service training in an effort to orient the Site Specialist/ Site Coordinator to their school site(s). These 8-16 hours are led by the Program Manager and are spent visiting each Site Specialist's/ Site Coordinator's site(s), meeting principals and other school staff, establishing where their "office" will be, and familiarizing themselves with the school. This is an important time to learn the policies and protocols of the school and identify and address issues that might hinder their ability to serve. Once the school year has begun, the Site Specialist will attend school wide events in an effort to get to know parents, families and students more and immerse themselves into the school culture and community.

The Playworks Utah staff will consist of the following:

Regional Director

This person is responsible for the overall operations of Playworks Utah including fiscal management, significant fundraising, recruiting and managing the local Board of Directors and working to establish and facilitate the Strategic Plan. In addition to building and managing the local staff and team, the Executive Director also works to raise the profile of Playworks Utah by engaging with local corporations, foundations and individuals that support this important work.

Director of Development

The Development Director will help imagine and drive the implementation of a strategic fundraising plan. The Director of Development will ensure we raise funds through effective and diverse income-generating streams including individual giving and major gifts, corporate and foundation giving, planned-giving, and events.

Program Director

This person is responsible for the overall program quality of Playworks Utah including program implementation, program assessments, and recruiting and hiring Site Specialists/ Site Coordinators. The Program Director ensures Granite School District compliance and reporting, and supervises the Program Managers and Site Specialists/ Site Coordinators in the field.

Partner Experience Manager

The Partner Experience Manager is responsible for building and maintaining partnerships with each school and principal. The Partner Experience Manager seeks to match each school with the best fit in programming for their school. The Partner Experience Manager also oversees compliance and delivery of all school/agency contracts.

Program Manager

Granite School District
In-School Physical Education Program
Solicitation: # JG22-14

A Program Manager directly supervises the Site Specialist/Site Coordinator at the various school sites. The Manager is the direct liaison between Playworks staff and participating schools, and is a league coordinator serving as the on-site supervisor. Recruitment for the Program Manager position begins with current employees first. Currently all Program Managers have been Program Coordinators or Site Coordinators for at least one year prior to taking this next step in their Playworks career.

Site Coordinator

Site Coordinators, recruited from current, veteran staff will coordinate Playworks TeamUp programs in the Granite School District. Baseline requirements for the Site Coordinator position include experience with Playworks, working with children and a high school diploma. Each Site Coordinator receives intensive training during the summer in all aspects of our programming in addition to First Aid and CPR, prior to the beginning of the school year. Professional development for the coordinators continues throughout the school year including youth development, conflict resolution, group management, and diversity issues.

Site Specialist

Site Specialists, recruited from current staff and from an ever-growing pool of enthusiastic applicants, will coordinate Playworks Coach Relay programs in the Granite School District. Baseline requirements for the Site Specialist position include experience working with children and a high school diploma. Each Site Specialist receives intensive two-week training in all aspects of our programming in addition to First Aid and CPR, prior to the beginning of the school year. Professional development for the Site Specialists continues throughout the school year including youth development, conflict resolution, group management, and diversity issues.

Evidence Based

Playworks uses an evidence-based approach backed by an experimental study that resulted in several statistically significant findings indicating strong evidence that support causal relationships between Playworks and the intended outcomes.

In May 2013, Mathematica Policy Research in conjunction with Stanford University released the results of a randomized controlled study “Impact and Implementation Findings from an Experimental Evaluation of Playworks: Effects on School Climate, Academic Learning, Student Social Skills and Behavior” (<http://www.mathematica-mpr.com>). The study is currently in review at the Journal of Education for Students Placed at Risk (JESPAR) and publication is expected. Twenty-nine schools from six different cities were randomly assigned to treatment and control groups. Random assignment of schools helped to ensure that there were no systematic differences between the treatment and control groups’ observed and unobserved characteristics and that the differences in outcomes between the two groups could be attributed solely to the effect of Playworks. To improve the statistical precision of impact estimates and reduce the chance of differences between the treatment and control groups in the characteristics of schools, random assignment was conducted within matched groups of schools that were similar in terms of observable characteristics. The impacts on students, teachers and schools

Granite School District
In-School Physical Education Program
Solicitation: # JG22-14

were determined by comparing the average outcomes in treatment and control school using regression models that were customized to the unit of analysis. All statistically significant impacts are based on the MHT adjusted p values. The overall design and methodology (strong internal/external validity) of this study allows the results to be generalized to schools with similar characteristics (urban, diverse, high poverty) implementing the full Playworks program.

Key statistically significant findings from the study support the Playworks Theory of Change and include: (1) Teachers in Playworks schools reported significantly LESS BULLYING and exclusionary behavior, a 43% difference in average rating scores, (2) Playworks teachers average rating of students' FEELINGS OF SAFETY at school was 20% higher than the average rating reported by teachers in control schools and (3) Teachers in Playwork schools reported spending significant less time to transition from recess to learning activities - 34% fewer minutes - showing an INCREASED READINESS TO LEARN.

"Physical Activity and Positive Youth Development: Impact of a School-Based Program" (Journal of School Health, 2011) used a quasi-experimental design that analyzed data from 159 low-income schools from 2001-2007. Outcomes were 5th grade student scores (n=13,109) on the California Healthy Kids Survey (CHKS), which was administered state-wide. Scores from students attending schools with Playworks programming were compared to scores from students attending schools without Playworks programming. After one year of exposure to Playworks, students showed statistically significant increases in the following four protective factors: problem-solving skills, meaningful participation in school, goals and aspirations, and physical activity. All four protective factors are associated with positive social and academic outcomes. With strong design and methodology (internal/external validity), outcomes associated with this evaluation can be generalized to schools with similar characteristics implementing the full Playworks program.

Stanford University completed a quasi-experimental study of Playworks, "Playing Fair: The Contribution of High-Functioning Recess to Overall School Climate in Low-Income Elementary Schools" (Journal of School Health, January 2015), in six newly implementing schools all sharing similar characteristics including high poverty, high percentage of racial diversity and academic challenges. Qualitative (structured interviews and observations) and quantitative (teacher and student written surveys) data was collected in the fall and again in the spring to create a pre/post analysis. The study concluded that students felt more included, more connected to the school and their Playworks coach, had a higher sense of belonging at school and felt more physically and emotionally safe.

Evaluation

Playworks is committed to evaluating our impact through measurable outcomes. Playworks' Evaluation Department evaluates our program quality, impacts at the student level through Student Engagement Surveys and at the school level through annual surveys conducted with principals, teachers and staff at partner schools. As a result of feedback we receive, Playworks updates and improves our program components to better fit the needs of every partner school.

Internal Evaluations

Granite School District
In-School Physical Education Program
Solicitation: # JG22-14

To effectively monitor program quality, Playworks has developed internal performance measures to assess each program component, its impact on students and schools, and the degree to which our school-based coaches are meeting Playworks' high standards of quality. We also track student participation (numbers of students, student demographic information and other data as available) to quantify our impact.

School Partnership Evaluations

Every year Playworks conducts surveys of principals and teachers at our partner schools to help us learn more about the impact of our program. As a result of the feedback we receive, Playworks updates and improves our program components to better fit the needs of every partner school.

Methods

Playworks' internal and external evaluations are a multi-method approach.

- Assessments of Site Specialist and Site Coordinator performance, step back evaluations and periodic goals and objectives implementation
- Surveys of partner school principals, staff, teachers and school liaisons
- School data on behavior, office referrals and accident reporting.
- The Great Recess Framework evaluates the level of safety, adult engagement and student empowerment at recess. These indicators directly correlate to our theory of change and can be used to assess recess and the degree to which "safe and healthy play" is thriving at any elementary school.

Survey results from our Utah Coach and TeamUp schools in the 2020-2021 school year showed that:

96% of educators agree Playworks improves the overall school climate.

92% of educators agree Playworks creates supportive learning environments.

90% of educators agree that Playworks helps students demonstrate empathy toward one another.

89% of educators agree Playworks helps students feel connected to their learning community.

86% of educators agree Playworks helps students develop skills to succeed in their learning community.

89 % of staff reported an increase in the number of students that are physically active.

89% of staff reported that students are included more or much more at recess.

89% of staff reported that students were demonstrating empathy toward one another more or much more.

Granite School District
In-School Physical Education Program
Solicitation: # JG22-14

84% of staff reported students using positive communication with their peers more or much more.

84% of staff reported a decrease in bullying incidents.

83% of staff reported a decrease in the number of disciplinary incidents

In Summary

Ask any parent or teacher and they will tell you: how a child feels at school, the way they are treated by both adults and peers, and the degree to which they feel accepted have a combined, direct and measurable impact on achievement.

America's children deserve public school where they feel inspired, safe and cared for – a reasonable expectation by any account. Unfortunately many, many schools have lost the ability to create such environments for their students.

Playworks offers an innovative and proven solution for bullying and other issues that accompany a negative school climate by maximizing an under-utilized time in the school day – recess. Recess can either contribute to the learning environment or detract from it. In too many public elementary schools recess has become the most concentrated time of conflicts, discipline issues, bullying and teasing. As a result, many students return to class frustrated, angry and therefore unable to learn. Some students even end up missing hours of valuable learning time because they are in the principal's office or suspended.

Playworks has more than 20 years of experience on school playgrounds. We offer principals a unique solution to the chaos and negative behavior that finds its way from the playground back into the classroom, ultimately disrupting learning and leading to a negative school climate for all students. Play is essential to children's development and, when incorporated actively into the school setting, can support learning readiness. We use the power of play and physical activity to positively engage students with each other in ways that are fun and healthy.

No other organization in Utah brings the amount of experience and expertise in transforming recess into a valuable tool for improving the entire school climate. Playworks Utah looks forward to continuing a partnership with Granite District schools in the upcoming school year to implement our evidence-based program.

APPENDIX I

Granite School District
In-School Physical Education Program
Solicitation: # JG22-14

Sample Coach Schedules

Coach Program: (exact times will be adjusted to meet the needs of the school community)

Monday-Thursday:

8:00-8:15am: Coach arrives and preps for Class Game Time
8:30-9:00am: Class Game Time
9:00-9:30am: Class Game Time
9:45-10:30am: AM Recess
10:45-11:15: Coach eats lunch
11:30-1:15pm: Lunch Recess
1:15-1:45pm: Class Game Time
1:50-2:05pm: PM Recess
2:15-2:45pm: Class Game Time
3:00-4:00pm: Junior Coach Leadership Program
4:00-4:30pm: Data Entry/Prep

Friday:

9:30-9:45am: Coach arrives and preps for morning recess
9:45-10:30am: AM Recess
10:30-11:00am: Class Game Time
11:00-11:30am: Class Game Time
11:30-1:15pm: Lunch Recess
1:15-1:45pm: Coach eats lunch
1:45-2:15: Class Game Time
2:15-3:00pm: Lesson Plan for following week/data entry
3:30-5:30pm: Playworks Professional Development

Playworks TeamUp Program: Schedule represents the week that they are on-site at the partner school. Playworks (exact times will be adjusted to meet the needs of each school community)

Monday-Thursday:

8:00-8:15am: Coach arrives and preps for Class Game Time
8:30-9:00am: Class Game Time
9:00-9:30am: Class Game Time
9:45-10:30am: AM Recess
10:45-11:15: Coach eats lunch
11:30-1:15pm: Lunch Recess
1:15-1:45pm: Class Game Time
1:50-2:05pm: PM Recess
2:15-2:45pm Check-in with/ coach Recess Team
3:00-4:00pm: Junior Coach Leadership Program

Granite School District
In-School Physical Education Program
Solicitation: # JG22-14

4:00-4:30pm: Data Entry/Prep

Friday:

9:30-9:45am: Coach arrives and preps for morning recess

9:45-10:30am: AM Recess

10:30-11:00am: Class Game Time

11:00-11:30am: Class Game Time

11:30-1:15pm: Lunch Recess

1:15-1:45pm: Coach eats lunch

1:50-3:00pm: Lesson Plan for following week/data entry

3:30-5:30pm: Playworks Professional Development OR School Staff coaching/
training

APPENDIX II

Staff Job Descriptions



Program Director

Playworks is the leading national nonprofit leveraging the power of play to transform children's physical and emotional health. Playworks currently serves more than 2,000 schools in 23 U.S. cities, and reaches 1 million students directly and through professional training services.

At Playworks we believe in the power of play to bring out the best in every kid. We are changing school climate by leveraging the power of safe, fun, and healthy play at school every day. We create a place for every kid on the playground to feel included, be active, and build valuable social and emotional skills. We partner with schools, districts, and after-school programs to provide a service or mix of services including on-site coaches, professional training for school staff who support recess, and consultative partnerships.

Here's where you come in:

As the Program Director of Playworks Utah, you will report to the Executive Director and lead the planning and implementation of Playworks' comprehensive school-based play and youth development programming. In this position, you are responsible for managing the recruitment, staffing, performance, training and development of all program staff and/or AmeriCorps Members, partnerships with schools and districts, grant compliance and evaluation, and initiatives that drive regional scaling and sustainability. You will be part of the regional leadership team, providing leadership that focuses on Playworks' three pillars of regional success: sustainable financials, sustainable impact and sustainable teams. Specifically you will:

- Lead regional impact strategy that aligns with organizational goals of increasing schools' ownership over safe and healthy play and ultimately creating long-term systems change in public education;
- Direct all elements of Playworks programming and consultation services, including planning, implementation, training, evaluation and program quality, with a lens for moving schools to independence from Playworks;
- Jointly develop and implement a strategic sustainability plan as a member of the regional Leadership Team;
- Provide ongoing leadership, support and coaching to program team to ensure high program quality and strong school partnerships;

Granite School District
In-School Physical Education Program
Solicitation: # JG22-14

- Working independently (or, as applicable, with your regional sales lead), recruit, retain and grow school partnerships at both the school and district level.
- Manage regional volunteer strategy and funder/grant compliance, including oversight of AmeriCorps programming (when applicable) and support for regional fundraising events;
- Monitor program budget and accounting for program expenditures in collaboration with the regional Executive Director and the Regional Executive Officer;
- Develop and manage a robust recruitment, hiring and retention plan for all regional program positions with an emphasis on diversity, equity and inclusion;
- Oversee all aspects of program staff performance management, learning and development;
- Represent Playworks at regional events, district meetings and local partnership coalitions;
- Work closely with the headquarters team and other regional Program Directors throughout the country to share best practices and promote learning.

If you're a good fit for this position, you already know most of what this job entails. However, to be sure we're providing a complete picture, here are some additional details:

- Success in this position will require strong leadership skills with a background that includes demonstrated excellence in managing a complex program.
- Your prior leadership experiences and references should reflect a leadership style that is inclusive, adaptable, and brings out the best in a team.
- You will be successful if you possess excellent organizational and analytical skills and the ability to multi-task and meet aggressive deadlines with a track record as an entrepreneurial self-starter.
- You will have a deep knowledge of the public school system and nonprofit landscape in the region, and a strong connection to Playworks' mission and values.
- Successful candidates will possess versatility, flexibility, and a willingness to work within constantly changing priorities with enthusiasm.
- The strongest candidate will have the demonstrated ability to maintain poise and demeanor appropriate to portray an image of professionalism as defined by Playworks and possess a documented history of successfully delivering compelling and effective presentations.

Required Skills & Experience

- 3 – 5 years successful supervisory and management experience.
- Proven ability to develop and maintain collaborative relationships internally and externally with strong interpersonal skills and cross-cultural proficiencies.
- Strong computer skills, ability to use existing technology to achieve desired results and proficiency in Google applications and Salesforce.
- Ability to thrive working both independently and within team settings.
- High professional standards and strong leadership skills, with the ability to both drive

Granite School District
In-School Physical Education Program
Solicitation: # JG22-14

strategies and manage practical details.

- Knowledge of the cultural and educational landscape of the region.
- Experience working with or within public schools and/or education sector programs.
- Staff and volunteer support and training experience.
- This position may require travel to various regional locations.
- You must have outstanding communication skills-in addition to maintaining an open line of communication, you'll demonstrate excellent communication skills, including good phone and email etiquette and the ability to facilitate small and large group presentations.
- Requires flexibility to readily adapt to a changing environment.

Compensation & Benefits:

Playworks offers the full package - great benefits, a fun place to work and an opportunity to grow professionally. We offer:

- Competitive nonprofit salary commensurate with experience. This is a full-time exempt position that reports to the Regional Director and will be based in Utah.
- A comprehensive benefits package, including medical, dental, vision, disability, 401(k) with employer match, life insurance, employee funded pre-tax health and child care spending accounts.
- Generous paid time off with paid vacation, sick and holiday leave.

This is a hands-on, creative, playful and fun-loving place to work, all while contributing to the success of our nation's youth. So if you're ready to immerse yourself in the education sector, working on a rewarding set of challenges and if you've got the skills, experience, passion, and a team spirit, apply!

Please include:

- A cover letter describing your interest in Playworks and how your experience has prepared you for this role.
- Resume.
- A list of 3 professional references.

Playworks is changing the way children experience school every day by leveraging the power of safe and healthy play. We create a place for every kid on the playground to feel included, be active, and build valuable social and emotional skills. Our ambitions demand that we invest in recruiting, developing and managing a team that reflects the broad diversity of our communities.

Our core values of inclusion, respect, healthy community and healthy play are the foundation of our organization and are infused in all aspects of our work, including recruiting and retaining the best talent we can. While diversity is often used in reference to visual characteristics such as race, ethnicity, age, sex

Granite School District
In-School Physical Education Program
Solicitation: # JG22-14

and physical appearance, we embrace a broader definition of diversity that also includes less visible factors, We also recognize that individuals can affiliate with multiple identities.

As an equal opportunity program, Playworks encourages applications from all individuals regardless of national origin, religion, gender, differing abilities (physical, mental, learning), sexual orientation, socioeconomic status, education, marital status, language, political affiliation, military experience, and any other legally protected basis. Playworks evaluates all candidates on a merit basis.



Program Manager

ABOUT PLAYWORKS

At Playworks we believe in the power of play to bring out the best in every kid. We are changing school climate by leveraging the power of safe, fun, and healthy play at school every day. We create a place for every kid on the playground to feel included, be active, and build valuable social and emotional skills. We partner with schools, districts, and after-school programs to provide a service or mix of services including on-site coaches, professional training for school staff who support recess, and consultative partnerships.

ABOUT THE POSITION

In the role of Program Manager, you will assist in the planning and implementation of Playworks' comprehensive school-based play and youth development programming. You will train and oversee program coordinators and AmeriCorps Members (coaches), maintain strong relationships with school partners, develop new training for program staff, and facilitate the implementation of any new or modified programming. This is a full-time, exempt position which reports directly to the regional Program Director and will manage 8-10 coaches and/or site coordinators.

WHAT YOU'LL DO

- Collaborate with the regional team to oversee Playworks' programs, planning and implementing school-based programming at elementary school sites.
- Manage and support 8-10 coaches and/or site coordinators.
- Conduct regular program observations & data reviews to ensure high quality programming.
- Support AmeriCorps coaches including tracking hours, organizing and participating in volunteer service activities, and encouraging completion of term of service.
- Participate in curriculum development.
- Organize and facilitate staff trainings.
- Perform evaluations of coaches according to Playworks' protocol and oversee curriculum implementation during school year to ensure fulfillment of expectations and responsibilities.
- Serve as primary contact person for school administrators and consult with schools as needed in achieving program outcomes.
- Mediate program issues with schools, staff and principals and coaches.

Granite School District
In-School Physical Education Program
Solicitation: # JG22-14

- Serve as interscholastic/developmental sports league coordinator and contact person which includes additional evening hours.
- Participate in hiring of new coaches.
- Assist in special events, field trips, etc.
- Lead administrative tasks related to program management (data collection, paperwork, , etc.) and additional areas as needed (grant writing, etc.)
- Represent Playworks in building community relationships and supporting national expansion through various special projects such as development of curriculum for specific student populations, building relationships with new funding sources and developing training for new sites.
- This position may require travel to various regional locations. School sites may be widely dispersed in city/region therefore daily access to reliable transportation is required.

WHAT YOU'LL BRING

- Successful experience as a Playworks' coach or similar experience such as a background in youth development with a variety of skills and approaches to sports and play.
- Experience establishing and maintaining professional relationships with external clients in diverse communities and community organizations
- Demonstrated ability to manage and support staff.
- Strong experience with computer and internet based programs especially Microsoft Office (Word, Excel and PowerPoint) or GoogleDrive.
- Excellent written and oral communication and presentation skills
- Skilled in adult small and large group facilitation

WHO YOU ARE

- **Self-starter.** You set clear goals and follow through with flexible and creative problem solving. You can work independently with minimal supervision.
- **Highly organized.** You are great at multitasking, with a strong attention to detail and ability to manage time and multiple priorities.
- **Mission Driven.** You are committed to Playworks' mission and vision to improve outcomes for children and schools.
- **Relationship Builder.** You have excellent interpersonal skills, easily building authentic relationships among staff and with clients.
- **Coach.** You love working with staff and coaching them to be their best selves.

TYPICAL PHYSICAL AND MENTAL DEMANDS

This position requires prolonged sitting with some bending, stooping and stretching, and eye-hand coordination and manual dexterity sufficient to operate a keyboard, telephone, photocopier and other office equipment. This position requires sufficient physical ability and mobility to stand for extended periods at times; walk on a school site in various weather conditions; to climb stairs at some sites; to occasionally stoop, bend, kneel, crouch, reach and twist and, dependent on assignment the employee may occasionally lift, push, pull and/or move up to 50 pounds.

Granite School District
In-School Physical Education Program
Solicitation: # JG22-14

IMPACT IN FIRST 3 MONTHS

- Bulleted list of 3-5 things the person in the role will accomplish in the first 3 months

IMPACT IN FIRST 12 MONTHS

- Bulleted list of 3-5 things the person in the role will accomplish in the first 6 months

THE TANGIBLE AND INTANGIBLE BENEFITS

- Generous benefits package, including health, dental, vision, flexible spending accounts, 401(k), paid time off, and a competitive salary (commensurate with experience).

You will be a key member of Playworks' hands-on, creative, playful and fun-loving team and workplace.

TO APPLY

Please submit (1) a **resume** and (2) a **cover letter** describing your interest in Playworks and how your experience has prepared you for this role

OUR COMMITMENT

We are committed to racial equity, and we make a particular effort to recruit people of color, indigenous people, gender non-binary people, and people with historically more marginalized identities to apply for open positions. Our core values of inclusion, respect, healthy community and healthy play are the foundation of our organization and are infused in all aspects of our work.

Studies have shown that women and people of color are less likely to apply for jobs unless they believe they meet every one of the qualifications as described in a job description. We are most interested in finding the best candidate for the job, and that candidate may be one who comes from a less traditional background. If that is you, don't hesitate to apply and tell us about yourself!

As an equal opportunity program, Playworks encourages applications from all individuals regardless of age, gender, gender identity/expression, race, ethnicity, sexual orientation, marital status, physical ability, or any other legally protected basis. Playworks evaluates all candidates for employment, volunteering opportunities or board service on a merit basis.

Granite School District
In-School Physical Education Program
Solicitation: # JG22-14

Site Coordinator

ABOUT PLAYWORKS

At Playworks we believe in the power of play to bring out the best in every kid. We are changing school climate by leveraging the power of safe, fun, and healthy play at school every day. We create a place for every kid on the playground to feel included, be active, and build valuable social and emotional skills. We partner with schools, districts, and after-school programs to provide a service or mix of services including on-site coaches, professional training for school staff who support recess, and consultative partnerships.

ABOUT THE POSITION

In the role of Site Coordinator, you provide on-site consultation by teaming up with elementary school staff who support recess. You work directly with a designated school recess team to model and teach the strategies, games, and systems to develop and sustain a positive recess culture. In partnership with the school, the Site Coordinator will create opportunities where students and school staff are active, learn leadership skills and conflict resolutions tools, and practice respectful and inclusive behavior. This is a full-time, non-exempt position, reporting to the Program Director based in Utah.

WHAT YOU'LL DO

- **Program Implementation**
 - Plan and implement a consultative play-based program at four public elementary schools.
 - Deliver onsite coaching, consultation, and modeling to school personnel regarding implementation of the following components.
 - Recess:with school personnel, coach recess staff to develop a safe and inclusive playground yard. Serve a significant presence on the yard by organizing and playing large games with 20+ students as well as role modeling positive behavior.
 - Student Leadership Program: with school personnel organize a “Junior Coach” student leadership program by facilitating trainings as well as coaching recess staff to supervise and manage Junior Coaches during recess.
 - Instructional Classes:lead instructional classes with elementary grade level students and their teachers in: skills building; cooperative games; and activities to increase awareness of rules, boundaries, skills utilized and cultural expectations at recess.
 - Regularly communicate with Playworks staff, school staff, teachers, and volunteers
 - Collect and maintain paperwork including organizing daily, weekly, monthly schedules, meeting agendas, notes and data.
 - Plan and implement the learning units and recess staff trainings for program components.
 - Support regional team and national program department with development of programmatic learning and management resources.
- **Coaching**
 - Model Playworks core values, program implementation, group management, and rapport building strategies for School Personnel.
 - Provide school personnel with action plans and feedback regarding program implementation.
 - Lead monthly meetings with school personnel to discuss best practices for program implementation and program quality goals.

Granite School District
In-School Physical Education Program
Solicitation: # JG22-14

- Provide Playworks Program Manager with observation notes and program strategy for program quality consultation priorities to school.
- Facilitate trainings with Program Manager for school staff.

- **School Partnership**
 - Consistently represent Playworks' brand in a professional manner.
 - Design program schedule with input and support from school administration.
 - Communicate with school administration regarding program implementation logistics and management support needs.
 - Facilitate school's transition to other Playworks trainings, programs, and products in preparation for future school year.
 - Showcase Playworks services in additional prospective schools to assist with an existing school recruitment strategy for growing TeamUp services within the region.

WHAT YOU'LL BRING

- Knowledge of youth development principles and best practices, especially relating to social and emotional learning, play and inclusion
- 2+ years of experience working directly with small and large groups of children
- Experience working collaboratively with adults
- Excellent written and oral communication and presentation skills
- Skilled in adult small and large group facilitation
- Experience interacting with diverse communities and ability to integrate into a school community.
- Knowledge of computer and internet based programs especially Microsoft Office (Word, Excel and PowerPoint) and/or GoogleDrive.

This position may require travel to various locations. School sites may be widely dispersed in city/region therefore daily access to reliable transportation is required.

WHO YOU ARE

- **Highly organized.** You are great at multitasking, with a strong attention to detail and ability to manage time and multiple priorities.
- **Self-starter.** You set clear goals and follow through by being flexible and using creative problem solving.

TYPICAL PHYSICAL AND MENTAL DEMANDS

Playworks Site Coordinators spend time in both a school and office environment. Site Coordinators must be able to frequently balance, bend, climb, grasp, kneel, reach, sit, squat, stand, stoop, twist, walk, and write on a daily basis. Site Coordinators must also be able to occasionally lift and carry light to medium loads of 10 – 50 pounds, and be able to occasionally pull and push loads of 10 – 50 pounds. Requires a normal range of hearing and eyesight to communicate with children and adults. Also requires flexibility to readily adapt to a changing environments.

DESIRED IMPACT BY 3 MONTHS

Granite School District
In-School Physical Education Program
Solicitation: # JG22-14

- Bulleted list of 3-5 things the person in the role will accomplish in the first 3 months

DESIRED IMPACT BY 12 MONTHS

- Bulleted list of 3-5 things the person in the role will accomplish in the first 6 months

THE TANGIBLE AND INTANGIBLE BENEFITS

- Generous benefits package, including health, dental, vision, flexible spending accounts, 401(k), paid time off, and a competitive salary (commensurate with experience).
- You will be a key member of Playworks' hands-on, creative, playful and fun-loving team and workplace.

TO APPLY

Please submit (1) a **resume** and (2) a **cover letter** describing your interest in Playworks and how your experience has prepared you for this role (3) **2 professional writing samples**

OUR COMMITMENT

We are committed to racial equity, and we make a particular effort to recruit people of color, indigenous people, gender non-binary people, and people with historically more marginalized identities to apply for open positions. Our core values of inclusion, respect, healthy community and healthy play are the foundation of our organization and are infused in all aspects of our work.

Studies have shown that women and people of color are less likely to apply for jobs unless they believe they meet every one of the qualifications as described in a job description. We are most interested in finding the best candidate for the job, and that candidate may be one who comes from a less traditional background. If that is you, don't hesitate to apply and tell us about yourself!

As an equal opportunity program, Playworks encourages applications from all individuals regardless of age, gender, gender identity/expression, race, ethnicity, sexual orientation, marital status, physical ability, or any other legally protected basis. Playworks evaluates all candidates for employment, volunteering opportunities or board service on a merit basis.

Granite School District
In-School Physical Education Program
Solicitation: # JG22-14



Site Specialist

ABOUT THE POSITION, As a Site Specialist you will bring healthy play and physical activity to two elementary schools to create a positive environment for learning and teaching. In this position, you receive two weeks of training before the school year starts. You will partner with two schools to run Playworks' physical activity programs focused on teaching and organizing safe and inclusive games during the school day. You teach conflict resolution strategies, inspire all children to get off the sidelines and into the game and work to generate more community and family involvement.

ABOUT PLAYWORKS, At Playworks we believe in the power of play to bring out the best in every kid. We are changing the school climate by leveraging the power of safe, fun, and healthy play at school every day. We create a place for every kid on the playground to feel included, be active, and build valuable social and emotional skills by partnering with schools, districts, and after-school programs through services including digital engagement, on-site coaches, professional training for school staff who support play, and consultative partnerships.

Here's where you come in:

**Specifically you will have Program, Administrative, and School Partnership Duties as follows-
Program Duties:**

- Plan and implement sports and play based programming during recess, in school and after school hours at a public elementary school:
- Recess - Create a safe, fun, and inclusive playground by developing and modelling standard agreements for behavior and conflict resolution skills, teaching kids and recess support staff the rules and strategies of the games, and recruiting disengaged students to participate.
- Junior Coach Leadership Program - Implement a youth leadership program by facilitating student trainings and providing student leadership opportunities at recess. Junior Coaches are a mix of 4th through 6th grade students who participate in regular trainings that focus on teaching valuable skills like leadership, conflict resolution, inclusion and community action, successfully improving their self-esteem, self advocacy, leadership ability, and desire to improve academically.
- Class Game Time - Lead instructional time with individual classes throughout the year. During this time, the coach teaches foundational skills and activities that will prepare students so they can confidently engage in and enjoy recess.
- Interscholastic Leagues - Lead non-competitive teams designed to develop skills, provide a positive team experience, and teach good sporting behavior to students.
- Plan and implement the learning units and recess staff trainings for program components.
- Support summer activities as needed.
- Alternate activities may be requested based on school needs and as approved and in collaboration with Playworks. Modifications could include online instruction and virtual delivery

Granite School District
In-School Physical Education Program
Solicitation: # JG22-14

of recess or class game time activities, urgent community service activities such as support for school meals distribution during COVID-19, etc.

Administrative Duties:

- Maintain communication between Playworks staff, school staff, teachers, families, and volunteers.
- Collect and maintain paperwork including organizing daily, weekly, and monthly schedules and timesheets.
- Support the collection of evaluations administered by Playworks.

School Partnership Duties:

- Consistently represent Playworks' brand in a professional manner.
- Design program schedule with input and support from school administration.
- Communicate with school administration regarding program implementation logistics and support needs.
- Facilitate school's transition to other Playworks trainings, programs, and products in preparation for future school years.

Regional Support Duties:

- Support in delivering corporate engagements to adults such as School Beautifications, Play Days, Corporate Recesses in person or virtually.
- Support regional team and national program department with delivery of programmatic learning, pre-service training, management resources and contribute to the development and continued quality improvement of Playworks curriculum.
- Participate in fundraising projects and events, e.g. End of the Year Appeal and annual events.

If you're a good fit for this position, you already know most of what this job entails. However, to be sure we're providing a complete picture, here are some details:

- Success in this position will require you to be **highly organized and energetic, great at multitasking, with a strong attention to detail and ability to manage time and multiple priorities**
- The strongest candidate will have proven experience and success in managing dynamic programming, staying up to date on administrative responsibilities, be a motivated self-starter with ability to set clear goals and follow through with flexible and creative problem solving.

Required Skills & Experience

- Proven organizational skills in meeting or exceeding expectations in production of timely planning and deliverables such as program plans, reports and observational notes.
- Extensive knowledge of youth development principles and practices, especially relating to social and emotional learning, play and inclusion.
- At least 2 years of experience working directly with small and large groups of children.
- Experience working collaboratively with adults and facilitating trainings for adults..
- Strong written and oral communication and presentation skills with the ability to facilitate small and large group presentations.

Granite School District
In-School Physical Education Program
Solicitation: # JG22-14

- Experience establishing and maintaining professional relationships with internal leadership and teams and external clients through excellent interpersonal skills and professionalism.
- Experience interacting with diverse communities and ability to integrate into school communities.
- Knowledge of computer and internet based programs especially Microsoft Office (Word, Excel and PowerPoint), Google Drive, and virtual meeting platforms such as Google Meets and Zoom.
- Flexibility to readily adapt to a changing environment.
- Ability to work from home if needed.

Compensation & Benefits:

Playworks offers the full package - great benefits, a fun place to work and an opportunity to grow professionally. We offer:

- Competitive nonprofit salary ranging from \$38k-\$40,000. This is a full-time non-exempt position.
- A comprehensive benefits package, including medical, dental, vision, disability, 40k, paid parental leave, life insurance, employee funded pre-tax health and child care spending accounts.
- Paid vacation for all school breaks and paid sick-leave
- Opportunities for professional development

This is a hands-on, creative, playful and fun-loving place to work, all while contributing to the success of our nation's youth. So if you're ready to immerse yourself in the education sector, working on a rewarding set of challenges and if you've got the skills, experience, passion, and a team spirit, apply!

- Candidates selected for an interview will be contacted on a rolling basis

Other things you need to know:

- This position may require travel to various locations.
- If a Playworks employee is required to drive a vehicle for work related purposes (not commuting purposes) the employee must complete an authorization form and provide us with evidence of valid, current driver's license and proof of liability/collision/property damage insurance with minimum coverage of \$50,000 each accident/ \$100,000 each occurrence
- In the event of virtual instruction activities, position will require use of computer technology and internet access

Typical physical and mental demands:

Playworks Site Specialists are required to frequently balance, bend, climb, grasp, kneel, reach, sit, squat, stand, stoop, twist, walk, and write on a daily basis. Site Specialist must also be able to occasionally lift and carry light to medium loads of 10 – 50 pounds, and be able to occasionally pull and push loads of 10 – 50 pounds. Requires a normal range of hearing and eyesight to communicate with children and adults. Also requires flexibility to readily adapt to a changing environments.

Playworks is changing the way children experience school every day by leveraging the power of safe and healthy play. We create a place for every kid on the playground to feel included, be active, and build valuable social and emotional skills. Our ambitions demand that we invest in recruiting, developing and managing a team that reflects the broad diversity of our communities.

Our core values of inclusion, respect, healthy community and healthy play are the foundation of our organization and are infused in all aspects of our work, including recruiting and retaining the best talent we can. While diversity is often used in reference to visual characteristics such as race, ethnicity, age, sex

Granite School District
 In-School Physical Education Program
 Solicitation: # JG22-14

and physical appearance, we embrace a broader definition of diversity that also includes less visible factors, We also recognize that individuals can affiliate with multiple identities.

As an equal opportunity program, Playworks encourages applications from all individuals regardless of national origin, religion, gender, differing abilities (physical, mental, learning), sexual orientation, socioeconomic status, education, marital status, language, political affiliation, military experience, and any other legally protected basis. Playworks evaluates all candidates on a merit basis.

Appendix III Program Plans

Program Plan: Coach Relay

Basic features

Program name	Coach Relay
Program overview	<p>Playworks recognizes play and recess may look different from school to school. Playworks is committed to ensuring schools are equipped to create a schedule that accommodates Playworks services everyday. Recess will be facilitated in designated play areas, classrooms, virtual classrooms or in other spaces agreed upon by Playworks and Customer. Playworks commits to following the CDC guidelines for social distancing and group sports and activities.</p> <p>Site Specialist Relay (“Program”) provides comprehensive support delivered by a fully trained Playworks Site Specialist who implements strategies, games, and systems to develop and sustain a positive educational culture for everyone, starting at recess. The Playworks Site Specialist provides remote support to Customer during periods of distance learning, in the event of site closure.</p> <p>Playworks will provide training and support during summer programming for para educators. Site Specialist will be available for a limited schedule during summer programming.</p>
Timeframe	<p>The Program operates for one school year. The Program year starts on: _____ 2021 and ends on _____, 2022.</p> <p>Final Program schedules and preparation periods will be approved by both Playworks and Customer at the start of programming. Schedule adjustments related to school closures will be approved by Playworks and Customer.</p>

Granite School District
 In-School Physical Education Program
 Solicitation: # JG22-14

Playworks personnel

Overview	Playworks will assign a Site Specialist and Program Manager for the Program. Site Specialist will be an employee of Playworks and an active member of the school community.
Site Specialist activities	Site Specialist works on-site at the Customer and carries out the activities described in the Program. Site Specialist works remotely to support Customer distance learning programming when site is closed.
Site Specialist development	Playworks will ensure that the Site Specialist is trained prior to the first day of Programming and that Site Specialist receives regular training and supervision throughout the year. Site Specialist receives training in youth development, group management, safety, and leading healthy play and physical activities for elementary-age students. Site Specialists are CPR/First Aid certified and are required by law and fully trained to report suspected child abuse as a mandated reporter.
Site Specialist screening, testing, and immunizations	Playworks will ensure staff has complied with applicable fingerprinting requirements, has no criminal or other record that would disqualify Site Specialist from working with minors, has tested negative for tuberculosis in line with Customer requirements, has complied with any applicable symptom screening for COVID-19 and other infectious disease testing required by Playworks and the Customer in keeping with CDC and local agency guidance, has any immunizations required by Customer, and has otherwise satisfied requirements for working with children under applicable laws.
Program Management activities	Site Specialist reports directly to a Playworks Program Manager who will supervise all Program activities carried out in the Program. Program Manager will provide Program implementation support to Site Specialist. Program Manager will regularly visit Customer and carry out the observation, consultation, and other activities set out in the Program. Program Manager will regularly communicate with Customer during distance learning programming to ensure program quality.

Customer personnel

Overview	Working with Playworks, Customer will identify and assign school staff to fulfill the roles that will support implementation of onsite and distance learning Program. Customer will provide Playworks with designated staff training time for the delivery of each component.
Principal	The Principal of the Customer will attend all in-person and virtual consultation and evaluation meetings with Program Manager as set out in the Program Plan including, and without limitation to, an orientation meeting in the first week of Programming. Regularly scheduled meetings throughout the duration of the Program are required to ensure program quality.
Other school roles	<p>Playworks recommends that Customer identify and assign school staff members to fulfill the following roles to support implementation of this Program and designate staff training time to receive professional development and Site Specialist. These roles may overlap and may be filled by one or more school staff members:</p> <ul style="list-style-type: none"> • Recess Manager: Directly supervises Recess Site Specialist and is responsible for setting overall goals for Program implementation. Recess Manager is the school's primary liaison to Playworks. Customer will ensure the Recess Manager is made available to provide ongoing support, observation, and management to Recess Site Specialist and Recess Team throughout the school year. <u>Recommended:</u> Assign Recess Manager role to a member of the school's administrative team.

Granite School District
In-School Physical Education Program
Solicitation: # JG22-14

	<ul style="list-style-type: none"> • Recess Team: School staff who actively support the planning and implementation of recess. Customer will ensure Recess Team is made available for all Program implementation, professional development, and Site Specialist ing sessions as set out in the Program Plan. <u>Recommended:</u> Include behavioral support staff and teachers on the Recess Team, particularly the Physical Education teacher.
Other personnel	Playworks will provide training(s) for all teachers and school staff of Customer as set out in the Program Plan. Such training(s) provide teachers and staff with guidance, best practices, and examples to support in-person and distance learning opportunities for play. School community members are welcome to join (e.g., parents, volunteers, after-school program staff, etc.).

Workplace and equipment

Workspace	Customer will make available to Site Specialist a workspace with a computer and internet access and classroom space for Junior Coach Leadership Program trainings and other trainings set out in the Program Plan.
Playground equipment	The Program will be implemented using existing playground equipment provided by the Customer. Playworks and Customer will determine COVID-19 safe cleaning systems and practices for equipment used during the Program. Playworks may provide a list of suggested playground equipment before the beginning of the Program. Playworks will support the development of an equipment maintenance system.
Harassment free work environment	<p>Playworks makes every effort to provide a work environment that is pleasant, professional, and free from intimidation, hostility, or other offenses which might interfere with work performance. Harassment of any sort — verbal, physical, and visual — of any applicant, employee, visitor, vendor, supplier, or other work associate will not be tolerated. Examples of harassment include, but are not necessarily limited to, references to race, color, citizenship status, national origin, gender, gender identity and expression, genetic information or medical condition, sexual orientation, age, religion, creed, pregnancy and related medical conditions, physical or mental disability (including HIV/AIDS diagnosis) that does not prohibit performance of essential job functions, marital status, ancestry, veteran status, political affiliation, or any characteristic prescribed by law. All such harassment is strictly prohibited and will not be tolerated.</p> <p>This policy applies to all persons involved in all operations of Playworks, including school partners. Playworks' policy against harassment also prohibits retaliation against an individual who has made a complaint concerning an incident of harassing conduct or behavior.</p>
COVID-19 safety	Site Specialist will be expected to adhere to Playworks COVID Safety Guidelines, a copy of which will be provided to Customer at the following link . Customer will include Site Specialist into their school or district contact tracing and communication protocol. Additionally, Customer will be asked to implement an outdoor masking policy, or to work with Site Specialist, Program Manager and/or Program Director to find mutually agreeable program modifications if no outdoor masking policy is in place. If Site Specialist is required to follow Playworks' quarantine procedures, remote program or other program options will be offered by Playworks.

Program components

Site Specialist on-site	Site Specialist will be on-site for 10 days a month, every other week.
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Granite School District
 In-School Physical Education Program
 Solicitation: # JG22-14

	<p>Site Specialist will participate in available/relevant weekly staff or Recess Team meetings and organize a monthly debrief meeting.</p> <p>Appropriate lunch and break times will be designated as an eighth hour of the daily schedule. A minimum of two hours per week will be assigned as planning and prep time for Site Specialist to complete administrative tasks.</p> <p>In the event of site closures, Site Specialist supports play-based activities for distance learning programming.</p>
Distance learning support	<p>In the event of site closures, Playworks will provide Customer with the following:</p> <ul style="list-style-type: none"> ● Curation of Playworks resources: Site Specialist will provide staff with guidance and support resources for virtual game implementation and self-directed play activities for students ● Live “Virtual Play” Sessions: Site Specialist will lead virtual CGT and JCLP sessions with students. For all live, synchronous support, an adult representative from Customer (teacher, staff, or volunteer) is required to be in virtual attendance. ● Consultation Webinars: When in-person trainings are not possible, Playworks will provide school staff with professional development and support for in-person and distance learning play-based programming
Assessment	<p>Playworks will conduct a schoolwide recess observation and assessment and will facilitate a follow-up meeting with school administrative and recess staff.</p>
School Staff Training	<p>At the start of the Program, Playworks will schedule and conduct the following:</p> <ul style="list-style-type: none"> ● Assessment: Playworks will conduct a schoolwide recess observation and assessment and will facilitate a follow-up meeting with school administrative and recess staff. ● Goal-Setting Session (30–60 min): Site Specialist will conduct a formal goal-setting session with Recess Manager and Recess Team. This meeting is key to solidifying a plan of action for future management of the Program. <u>Required:</u> Recess Manager, Recess Coach, Recess Team ● All-School Orientation (30-60 min): Customer will provide Site Specialist an opportunity to introduce themselves and Playworks Program to school community at-large. <u>Required:</u> Recess Manager, Recess Team, Teachers, Students ● Recess Team Training #1 (30–90 min): Site Specialist will provide an in-depth training to teach systems, games, and strategies to create, implement and sustain safe and healthy play at recess. This Day 1 training is key to frame the first week and ongoing learning that will take place on-site. <u>Required:</u> Recess Manager, Recess Coach, Recess Team ● Recess Team Meetings (ongoing): Site Specialist will coordinate with Customer regular meetings with Recess Team, to repeat at least 1x/month.
Recess (grade level: _____)	<p>This element of the Program will start on the first day of Programming.</p> <p>Site Specialist will use recess time to facilitate core games, sports, skill-building activities, and cooperative games. Site Specialist is required to be at all agreed upon recess or individual class playtime periods.</p>

Granite School District
 In-School Physical Education Program
 Solicitation: # JG22-14

	<p>During recess, Site Specialist will be focused on facilitating recess components and will not be responsible for play area supervision. Customer shall provide staff for play area supervision during all recess periods and shall have full responsibility for play area supervision.</p> <p>During the COVID-19 public health emergency period, Playworks and Customer will work together to create a safe, physically-distanced recess environment compliant with CDC recommendations.</p> <p>Playworks does not support the removal of recess privileges as a method of discipline. Playworks staff will not be instructed to remove recess privileges from students.</p>
<p>Class Game Time (grade level: _____)</p>	<p>Site Specialist provides classroom teachers with Class Game Time. The purpose is to teach students and teachers the rules, expectations, and skills of the games and activities provided during recess in a safe and organized setting.</p> <p>Program Manager and Site Specialist will work with Customer to create the best possible Class Game Time schedule. Depending on the number of classrooms being served, Class Game Times will range from 30 to 40 minutes on a rotating schedule.</p> <p>Class Game Times will not begin until all required approvals have been processed. Program Manager must approve all Class Game Time schedules before distribution to teachers.</p> <p>Customer will ensure the presence of a credentialed adult, preferably the classroom teacher, during every Class Game Time session. Any additional recess support staff are strongly encouraged to attend and participate in Class Game Times when available. This element of the Program will start no later than the 3rd week of Programming.</p> <p>This element of the program may be adjusted during school site closures to be delivered during distance learning programming. During the COVID-19 public health emergency period, additional program modifications may be implemented to ensure safety and social distancing.</p>
<p>Junior Coach Leadership Program (grade level: 4–6)</p>	<p>Site Specialist will facilitate the establishment of a Junior Coach Leadership Program (JCLP). The purpose is to create student leadership within a school and build student ownership of some key recess functions. These students serve as role models on the playground during recess.</p> <p>Junior Coaches are selected through a process that includes student applications, teacher recommendations, and parent permission.</p> <p>During the school day, Junior Coaches are required to participate as leaders at recess 2 times per week. Junior Coaches are expected to make up missed work and maintain good grades to fully participate in any missed instructional time associated with the program. Junior Coaches will lead games and activities during their assigned recess time as well as help students manage conflicts if they arise. Relevant school staff supports Junior Coach participation during recess periods when Specialist is not on-site.</p> <p>Site Specialist will lead weekly trainings focused on skill development, team-building games, and fun Playworks activities in order to prepare Junior Coaches for their leadership role on the playground. The trainings may be held before school, after school, or during enrichment or elective blocks during the school day. Trainings are based on Playworks JCLP curriculum that includes without limitation thematic units on Junior Coach Job Training, Conflict Resolution Strategies, Leadership Development, and Inclusion Practices. Junior Coach teams are limited to 15</p>

Granite School District
 In-School Physical Education Program
 Solicitation: # JG22-14

	<p>students. Junior Coach attendance is required for all trainings in order for Junior Coach to participate in their leadership role at recess.</p> <p>This element of the Program will start no later than the 5th week of Programming.</p> <p>This element of the program may be adjusted during school site closures to be delivered during distance learning programming. During the COVID-19 public health emergency period, additional program modifications may be implemented to ensure safety and social distancing.</p>
<p>Leagues (grade level: _____)</p>	<p>Based on available resources, the proximity of neighboring schools, and school site closures, Playworks will organize non-competitive, skill-building leagues for upper grade students. Site Specialist will recruit for leagues and facilitate practices (typically at the school site) and intramural games. No transportation will be provided by Playworks to or from any game or practice. Playworks leagues last for approximately 4-6 weeks during the school year.</p> <p>Customer and Playworks will work together to determine viability of Leagues based on COVID-19 safety considerations and CDC guidelines.</p>
<p>Customized program notes</p>	<ul style="list-style-type: none"> ● Recess modifications: ● CGT modifications: ● JCLP modifications: ● League modifications: ● Additional program modifications:
<p>Curriculum and assessment tools</p>	<p>Playworks may provide Customer with curriculum that supports Program implementation. Curriculum and materials will include the Playworks Playbook, Recess Site Specialist Manual, Junior Coach Leadership Program lesson plans, recess assessment tools, and Class Game Time lesson plans.</p>
<p>Site Specialist unavailability</p>	<p>Playworks will implement up to 2-3 peer learning days during the school year in which Site Specialist will visit another Playworks site as part of their professional development and will not be on-site implementing the Program. Playworks will utilize some of these days to conduct observation of Program sustainability. Playworks will provide schools at least two weeks notice for all peer learning days.</p> <p>If Site Specialist is unable to be on-site due to illness or emergency, Site Specialist will notify Customer, Program Manager, and Playworks administrative office. Customer acknowledges that in the event of Site Specialist absence, Playworks will not provide alternative support. Concerns about the number of absences of the Site Specialist should be directed toward the Program Manager.</p> <p>In the event that the Site Specialist is absent for more than five consecutive days and is unable to provide remote program due to following Playworks' self-quarantine policy, Customer may apply for a prorated credit from the sixth day of absence through the remaining consecutive days of absence. Only on-site program days will be counted in this credit calculation. Approved credits may be taken against future invoices. In the event that the credit is for the final billing period of the school year, the credit will be applied to the following school year.</p>
<p>Limitations</p>	<p>Playworks Programming is not a substitute for physical education (PE) or Instructional Technicians (IT). Coach may coordinate with an existing PE</p>

Granite School District
 In-School Physical Education Program
 Solicitation: # JG22-14

	program, but is in no way a substitute for credentialed PE teachers. Playworks staff may not support the process for grading students related to PE.
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Consultative support

Overview	Program Manager will meet at least twice with Customer administration to evaluate ongoing Playworks Programming and support for continued school climate improvement.
Observation visits	Program Manager will regularly conduct program component observations during on-site programming. Program Manager will observe and assess Program function and efficacy, including the impact of the Junior Coach program during recess. Program Manager will provide feedback to Site Specialist .
Consultation visits	Program Manager will lead 2-3 consultation sessions with Customer, one in the fall and one in the spring. Program Manager will formally evaluate Program implementation and provide Customer administration with assessments and recommendations.

Program planning and impact

Planning calls and/or meetings	Prior to Program launch, Customer agrees to participate in planning calls and/or meetings with Playworks to assign staff roles, communicate to the school, set schedules, and disseminate/collect paperwork to support the Program.
Program setup	Customer acknowledges the Program requires setup and school staff participation in order to deliver Program components effectively. No later than two weeks prior to the Program start, Customer will ensure setup and required school staff participation: <ul style="list-style-type: none"> ● Set and confirm schedule of orientation activities ● Ensure required school staff attendance per component
Impact measurement tools	Playworks may use one or more of the following tools to measure Program impact: <ul style="list-style-type: none"> ● Junior Coach Training Attendance and Assessment: Site Specialist track attendance at Junior Coach training events and complete assessments of skill development throughout the year. ● Great Recess Framework observation tool: completed by Playworks staff after observing recess. ● Recess observations and reflections: completed by Playworks staff after observing recess. ● Annual Survey: completed voluntarily by school staff at the end of the year.

Granite School District
 In-School Physical Education Program
 Solicitation: # JG22-14

Incorporation by reference

The terms and conditions of this Program Plan are hereby incorporated by reference and made a part of the Master Services Agreement, or Customer Agreement, when applicable.

Confirmed and agreed:

PLAYWORKS EDUCATION ENERGIZED

Signature: _____

Printed Name: _____

Title: _____

Date: _____

NAME OF CUSTOMER: _____

Signature: _____

Printed Name: _____

Title: _____

Date: _____

Program Plan: TeamUp

Basic features

Program name	TeamUp
Program overview	<p>Playworks recognizes play and recess may look different from school to school. Playworks is committed to ensuring schools are equipped to create a schedule that accommodates the implementation of Playworks services everyday. Recess will be facilitated in designated play areas, classrooms, virtual classrooms or in other spaces agreed upon by Playworks and Customer. Playworks commits to following the CDC guidelines for social distancing and group sports and activities.</p> <p>TeamUp (“Program”) provides comprehensive consulting and program support delivered by an experienced Playworks Site Coordinator who coaches school staff 5 days each month to model and teach strategies, games, and systems to develop and sustain a positive educational culture for everyone, starting at recess.</p> <p>Playworks Site Coordinator provides remote support to Customer during periods of distance learning, in the event of site closure.</p> <p>Customer has access to Playworks resources and support everyday.</p>
Timeframe	The Program operates during the school year. Program end date with Customer will be based on the last student-contact day of the school year stated on the original school calendar provided to Playworks. If Customer has a full year schedule or alternative calendar, Playworks and Customer will determine the end date of Programming prior to the start of the school year.

Granite School District
 In-School Physical Education Program
 Solicitation: # JG22-14

	The Program school year starts on _____ and ends on _____.
	Schedule adjustments related to school closures will be approved by Playworks and Customer.

Playworks personnel

Overview	Playworks will assign a Site Coordinator (“Site Coordinator”) and Program Manager (“Program Manager”) for the Program.
Site Coordinator activities	Site Coordinator works on-site at the Customer and carries out the activities described in the Program. Site Coordinator works remotely to support Customer distance learning programming when site is closed.
Site Coordinator development	Playworks will ensure that Site Coordinator is trained prior to the first day of Programming and that Site Coordinator receives regular training and supervision throughout the school year. Site Coordinator receives training in youth development, group management, safety, and leading healthy play and physical activities for elementary-age students. Site Coordinators are CPR/First Aid certified and are required by law and fully trained to report suspected child abuse as a mandated reporter.
Site Coordinator screening, testing, and immunizations	Playworks will ensure staff has complied with applicable fingerprinting requirements, has no criminal or other record that would disqualify Coach from working with minors, has tested negative for tuberculosis in line with Customer requirements, has complied with any applicable symptom screening for COVID-19 and other infectious disease testing required by Playworks and the Customer in keeping with CDC and local agency guidance, has any immunizations required by Customer, and has otherwise satisfied requirements for working with children under applicable laws.
Program Manager activities	Site Coordinator reports directly to the Playworks Program Manager, who will supervise all Program activities carried out as part of the Program. Program Manager will provide Program implementation support to Site Coordinator. Program Manager will regularly communicate with Customer and carry out consultation and other activities set out in the Program Plan.

Customer personnel

Overview	Working with Playworks, Customer will identify and assign school staff to fulfill the roles that will support implementation of this Program. Customer will provide Playworks with designated staff training time for the delivery of each component.
Principal	The Principal of the Customer will attend all consultation and evaluation meetings with Program Manager as set out in the Program Plan, including without limitation an orientation meeting in the _____ week(s) of Programming and regularly scheduled meetings throughout the Program’s duration.
Other school roles	Customer will identify and assign school staff to fulfill the following roles to support implementation of this Program and designate staff training time to receive professional development and coaching. These roles may overlap and may be filled by one or more school staff members: <ul style="list-style-type: none"> • Recess Manager: Directly supervises Recess Coach and is responsible for setting overall goals for Program implementation. Recess Manager is the school’s primary liaison to Playworks. Customer will ensure that Recess Manager is made available to

Granite School District
 In-School Physical Education Program
 Solicitation: # JG22-14

	<p>provide ongoing support, observation, and management to Recess Coach and Recess Team throughout the school year. <u>Recommended:</u> Assign Recess Manager role to a member of the school's administrative team.</p> <ul style="list-style-type: none"> ● Recess Coach: Implements recess strategies and leads Program components on a daily basis. Customer will ensure Recess Coach is made available for all Program implementation, professional development, and coaching sessions as set out in the Program Plan. ● Recess Team: School staff who actively support the planning and implementation of recess. Customer will ensure Recess Team is made available for all Program implementation, professional development, and coaching sessions as set out in the Program Plan. <u>Recommended:</u> Include teachers on the Recess Team, particularly the Physical Education teacher.
Other personnel	<p>Playworks will provide training(s) for all teachers and school staff of Customer as set out in the Program Plan. Such training(s) provide teachers and staff with guidance, best practices, and examples to support Program implementation and opportunities for play. Other school community members are welcome to join (e.g., parents, volunteers, after-school program staff, etc.).</p>

Workplace and equipment

Workspace	<p>Customer will make available to Site Coordinator a workspace with a computer and internet access and classroom space for Junior Coach Leadership Program trainings and other trainings set out in the Program Plan.</p>
Playground equipment	<p>The Program will be implemented using existing playground equipment provided by the Customer. Playworks and Customer will determine COVID-19 safe cleaning systems and practices for equipment used during Program. Playworks may provide a list of suggested playground equipment before the beginning of the school year. Playworks will support the development of an equipment maintenance system.</p>
Harassment free work environment	<p>Playworks makes every effort to provide a work environment that is pleasant, professional, and free from intimidation, hostility, or other offenses which might interfere with work performance. Harassment of any sort — verbal, physical, and visual — of any applicant, employee, visitor, vendor, supplier, or other work associate will not be tolerated. Examples of harassment include, but are not necessarily limited to, references to race, color, citizenship status, national origin, gender, gender identity and expression, genetic information or medical condition, sexual orientation, age, religion, creed, pregnancy and related medical conditions, physical or mental disability (including HIV/AIDS diagnosis) that does not prohibit performance of essential job functions, marital status, ancestry, veteran status, political affiliation, or any characteristic prescribed by law. All such harassment is strictly prohibited and will not be tolerated.</p> <p>This policy applies to all persons involved in all operations of Playworks, including school partners. Playworks' policy against harassment also prohibits retaliation against an individual who has made a complaint concerning an incident of harassing conduct or behavior.</p>
COVID-19 safety	<p>Site Coordinator will be expected to adhere to Playworks COVID Safety Guidelines, a copy of which will be provided to Customer. Customer will include Coach into their school or district contact tracing and communication protocol. Additionally, Customer will be asked to implement an outdoor masking policy, or to work with Site Coordinator, Program Manager and/or Program Director to find mutually agreeable program modifications if no outdoor masking policy is in place. If Coach is required to follow Playworks' quarantine procedures, remote program or other program options will be offered by Playworks.</p>

Granite School District
 In-School Physical Education Program
 Solicitation: # JG22-14

Program components

<p>Site Coordinator on-site</p>	<p>In this Agreement, “Program Days” means the days Site Coordinator is on-site at a Customer, and “Customer Implementation Days” means the days when the Site Coordinator is not on-site at Customer.</p> <p>Site Coordinator will be on-site at each school _____ days each month during the course of the school year.</p> <p>Recess Team total hours will include all hours for recess periods, one hour per month for Recess Team to attend coaching session with Site Coordinator, and _____ hours of professional development training per year. Training may occur off-site.</p> <p>In the event of site closures, Site Coordinator supports play-based activities for distance learning programming during Program Days.</p>
<p>Site Coordinator not on-site</p>	<p>Recess Team Members identified by school will lead and facilitate the Recess and Junior Coach Leadership Program components of the Program using guidelines provided by Playworks. Playworks will provide Customer with a schedule for the days when the Site Coordinator is not on-site.</p>
<p>Distance learning support</p>	<p>In the event of site closures during Program Days, Playworks will provide Customer with the following:</p> <ul style="list-style-type: none"> ● Curation of Playworks resources: Site Coordinator will provide staff with guidance and support resources for virtual game implementation and self-directed play activities for students. ● Live “Virtual Play” Sessions: Site Coordinator will lead virtual CGT and JCLP sessions with students. For all live, synchronous support, an adult representative from Customer (teacher, staff, or volunteer) is required to be in virtual attendance. ● Consultation Webinars: When scheduled in-person trainings are not possible, Playworks will provide school staff with virtual professional development and support for in-person and distance learning play-based programming.
<p>Orientation activities</p>	<p>At the start of the Program, Playworks will schedule and conduct the following:</p> <ul style="list-style-type: none"> ● Assessment: Playworks will conduct a schoolwide recess observation and assessment and will facilitate a follow-up meeting with school administrative and recess staff. ● Goal-Setting Session (30–60 min): Site Coordinator will conduct a formal goal-setting session with Recess Manager and Recess Team. This meeting is key to solidifying a plan of action for future management of the Program. <u>Required:</u> Recess Manager, Recess Coach, Recess Team ● All-School Orientation (30-60 min): Customer will provide Site Coordinator an opportunity to introduce themselves and Playworks Program to school community at-large. <u>Required:</u> Recess Manager, Recess Team, Teachers, Students ● Recess Team Training #1 (30–90 min): Site Coordinator will provide an in-depth training to teach systems, games, and strategies to create, implement and sustain safe and healthy play at recess. This Day 1 training is key to frame the first week and ongoing

Granite School District
 In-School Physical Education Program
 Solicitation: # JG22-14

	<p>learning that will take place on-site. <u>Required:</u> Recess Manager, Recess Coach, Recess Team</p>
<p>All Staff Onboarding</p>	<p>Playworks will provide onboarding for all teachers and staff of Customer. Such training provides staff with best practices and examples to implement opportunities for play and physical activities for their students.</p> <p>Customer will provide Playworks with a block(s) of school staff development or staff meeting time, ideally 1hr., for such onboarding by _____, to be scheduled and communicated to Playworks at Kick off meeting. Onboarding may be conducted in-person or virtually.</p> <p><u>Required:</u> Principal, Recess Manager, Recess Coach, Recess Team, All Teachers and School Staff</p>
<p>Recess (grade level: _____)</p>	<p>This element of the Program will start no later than the _____ day of Programming.</p> <p>During the COVID-19 public health emergency period, Playworks and Customer will work together to create a safe, physically-distanced recess environment compliant with CDC recommendations.</p> <p>Playworks will support Recess Coach to use recess times for safe physically distanced playground games, sports, skill-building activities, and cooperative games. Site Coordinator will provide consultation and modeling for Recess Coach on strategies for recess facilitation. During recess, Site Coordinator will be focused on consulting and supporting the Recess Coach and will not be responsible for play space supervision. Customer shall provide staff for play area supervision during all recess periods and shall have full responsibility for play area supervision.</p>
<p>Class Game Time/Recess 101 (grade level: _____)</p>	<p>Site Coordinator provides classroom teachers with Class Game Time support. The purpose is to teach students and teachers the rules, expectations, and skills of the games and activities provided during recess in a safe and organized setting.</p> <p>Site Coordinator will work with Customer to create the best possible Class Game Time schedule. Depending on the number of classrooms being served, Class Game Times will range from 30 to 40 minutes on a rotating schedule. Site Coordinator must approve all Class Game Time schedules before distribution to teachers. Class Game Times may not be scheduled during any regularly scheduled recess period. Class Game Time may be delivered virtually during site closures.</p> <p>Customer will ensure the presence and engagement of a credentialed adult, preferably the classroom teacher, during every Class Game Time session.</p> <p>This element of the Program will start no later than the _____ day of Programming. During the COVID-19 public health emergency period, additional program modifications may be implemented to ensure safety and social distancing.</p>
<p>Junior Coach Program (grade level: _____)</p>	<p>Site Coordinator will facilitate the establishment of a Junior Coach Program (JCP). The purpose is to create student leadership within a school and build student ownership of some key school functions. These students serve as role models on the playground during recess.</p> <p>Junior Coaches are selected through a process that includes student applications, teacher recommendations, and parent permission.</p> <p>During the school day, Junior Coaches are required to participate as leaders at recess one to three times per week during Program Days.. Junior Coaches are expected to make up missed work and maintain good grades to participate in the Program. Junior Coaches will lead games and activities during the recess time as well as help students manage conflicts if they arise.</p> <p>Outside of the school day, Site Coordinator will lead two to four hours of skill-development trainings each month, including team-building games and fun Playworks activities in order to</p>

Granite School District
 In-School Physical Education Program
 Solicitation: # JG22-14

	<p>prepare Junior Coaches for their leadership roles on the playground. The trainings may be held before school, after school, or during enrichment or elective blocks during the school day. The trainings may be held virtually during site closures.</p> <p>Trainings are based on Playworks JCLP curriculum that includes without limitation thematic units on Junior Coach Job Training, Conflict Resolution Strategies, Leadership Development, and Inclusion Practices. Junior Coach teams are limited to 15 students per training. Junior Coach attendance is required for all trainings in order for Junior Coaches to participate in their leadership roles at recess.</p> <p>This element of the Program will start no later than the _____ day of Programming. Playworks recommends implementation by rotation two and will work with school staff to provide all necessary materials needed to recruit Junior Coach leaders in advance. During the COVID-19 public health emergency period, additional program modifications may be implemented to ensure safety and social distancing.</p>
Recess Coach and/or Recess Team training and coaching	<p>Playworks Site Coordinator and Playworks Program Manager will provide Recess Coach and/or Recess Team with coaching and training throughout the school year. Recess Coach will attend all professional development sessions.</p> <p>Playworks Site Coordinator and Playworks Program Manager will provide Recess Manager and his or her team with training related to managing and sustaining recess improvements with school staff.</p> <p><u>Recommended:</u> Recess Manager regularly attends Recess Team trainings and coaching sessions.</p>
Consultation for Recess Manager	<p>Playworks will provide direct consultation for Recess Managers. The consultation will focus on managing a recess team, understanding and overseeing implementation of recess outcomes.</p>
Customized Program Notes	<ul style="list-style-type: none"> ● Recess modifications: ● CGT modifications: ● JCP modifications: ● Additional program modifications:
Curriculum and assessment tools	<p>Playworks may provide Customer with curriculum that supports Program implementation. Curriculum and materials will include the Playworks Playbook, Recess Coach Manual, Junior Coach Program lesson plans, recess assessment tools, and Class Game Time lesson plans.</p>
Site Coordinator unavailability	<p>If Site Coordinator is unable to be on-site due to illness or emergency, Program Manager will communicate with Customer regarding alternative support of Junior Coach training and coaching sessions with Recess Coach. Program Manager may make additional observation visits to Customer as needed to address such unavailability.</p>

Consultative support

Overview	<p>Playworks will meet at least twice with Customer administration to evaluate ongoing Playworks Programming and support for continued school climate improvement.</p>
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Granite School District
In-School Physical Education Program
Solicitation: # JG22-14

Observation visits	Playworks will conduct observation visits during onsite implementation of the Program. Program Manager will observe and assess recess function and efficacy including the impact of the Junior Coach Program during recess. Playworks will provide feedback to Recess Coach and Recess Manager.
Consultation visits	Program Manager will lead _____ consultation sessions to Customer, one in the fall and one in the spring. Program Manager will formally evaluate Program implementation and provide Customer administration with assessments and recommendations.

Program planning and impact

Planning calls and/or meetings	Prior to the Site Coordinator's first week, Customer agrees to participate in planning calls and/or meetings with Playworks to assign school staff roles, communicate to the school, set up the schedule, and disseminate/collect paperwork to support the Program.
Program setup	<p>Customer acknowledges that the Program requires setup and school staff participation in order to deliver Program components effectively. No later than two weeks prior to the Site-Coordinator's on-site arrival, Customer will ensure setup and required school staff participation:</p> <ul style="list-style-type: none"> ● Confirm the Recess Manager, Recess Coach, and Recess Team ● Set and confirm schedule of orientation day(s) activities ● Ensure required school staff attendance per component
Impact measurement tools	<p>Playworks may use one or more of the following tools to measure Program impact:</p> <ul style="list-style-type: none"> ● Teacher-reported survey about student SEL growth. Teachers will complete a short assessment of randomly selected group of students ● Junior Coach Training Attendance and Assessment: coaches track attendance at Junior Coach training events and complete assessments of skill development throughout the year. ● Great Recess Framework observation tool: completed by Playworks staff after observing recess. ● Recess observations and reflections: completed by Playworks staff after observing recess. ● Annual Survey: completed voluntarily by school staff at the end of the year.

Granite School District
In-School Physical Education Program
Solicitation: # JG22-14

Incorporation by reference

The terms and conditions of this Program Plan are hereby incorporated by reference and made a part of the Master Services Agreement, or Customer Agreement, when applicable.

Confirmed and agreed:

PLAYWORKS EDUCATION ENERGIZED

Signature: _____

Printed Name: _____

Title: _____

Date: _____

NAME OF CUSTOMER: _____

Signature: _____

Printed Name: _____

Title: _____

Date: _____

Granite School District
In-School Physical Education Program
Solicitation: # JG22-14

Appendix IV

Evidence-based Research

See attachment

EXHIBIT "A"
DEBARMENT CERTIFICATION FORM

The Contractor certifies that, neither the Contractor firm nor any owner, partner, director, officer, or principal of the Contractor, nor any person in a position with management responsibility or responsibility for the administration of federal funds:

(a) Is presently debarred, suspended, proposed for debarment, and declared ineligible or voluntarily excluded from covered transactions by any federal or state department/agency;

(b) Has within a three-year period preceding this certification been convicted of or had a civil judgment rendered against it for: commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public transaction or contract (federal, state, or local); violation of federal or state antitrust statutes; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Is presently indicted for or otherwise criminally or civilly charged by a governmental entity (federal, state, or local) with commission of any of the offenses enumerated in paragraph (b) above; or

(d) Has within a three-year period preceding this certification had one or more public transactions or contracts (federal, state, or local) terminated for cause or default.

(e) The contractor is "Actively" registered with SAMS (Service for Award Management), and has been assigned the following DUNS Number: 799971668.

The Contractor further certifies that it shall not knowingly enter into any transaction with any subcontractor, material supplier, or vendor who is debarred, suspended, declared ineligible, or voluntarily excluded from covered transactions by any federal or state department/agency.

Dated this 1st day of February, 20 22

By Desirae Arends

Authorized Signature for Contractor

Desirae Arends, Regional Director, Playworks Utah
Printed Name and Title

Exhibit B

BYRD ANTI-LOBBYING AMENDMENT CERTIFICATION
(To be submitted with each bid or offer exceeding \$100,000)

The undersigned, [Company] Playworks Utah certifies, to the best of his or her knowledge, that:

1. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.
2. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.
3. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by 31, U.S.C. § 1352 (as amended by the Lobbying Disclosure Act of 1995). Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

The Contractor, [Company] Playworks Utah, certifies or affirms the truthfulness and accuracy of each statement of its certification and disclosure, if any. In addition, the Contractor understands and agrees that the provisions of 31 U.S.C. § 3801 *et seq.*, apply to this certification and disclosure, if any.

Desmoe Arends
Signature of Contractor's Authorized Official

Desmoe Arends Regional Director, Playworks Utah
Name and Title of Contractor's Authorized Official

2.1.2022
Date

ATTACHMENT D

Granite School District
In-School Physical Education Program
Solicitation: # JG22-14

Submitted by Playworks Education Energized

February, 2022

Cost Proposal

Coach Relay

Program Summary:

Each partner elementary school receives a full-time Playworks Site Specialist (“Coach”) who implements the following program. Each Playworks Site Specialist coach is on site at their school during their program week (approximately 8.5 hours/ day). The Playworks Site Specialist is hired, trained, supervised, and insured all through Playworks.

This program is subsidized by Playworks fundraising; the cost to the school in the 2022-23 school year is \$25,000.

Daily Rate based on an eight hour work day: \$312.50

Number of days providing program services: 80

Total Annual Cost: \$25,000*

*A discount of 3% applies if the invoice is paid in full by 09/30/2022

Playworks TeamUp Program

Program Summary:

Four partner schools receive a full-time Playworks Site Coordinator. The Playworks Site Coordinator is on-site at each partner school one week of each month implementing the following program. In addition to implementing programming at each school, the Playworks Site Coordinator is providing intensive coaching and training to school recess staff to maintain program sustainability and long-term success. The Playworks Site Coordinator is hired, trained, supervised, and insured all through Playworks.

This program is subsidized in elementary by Playworks fundraising; the cost to schools in the 2022-23 school year is \$19,000.

Daily Rate based on an eight hour work day: \$237.50

Granite School District
In-School Physical Education Program
Solicitation: # JG22-14

*Number of days providing program services: 80

Total Annual Cost/school: \$19,000*

*A discount of 3% applies if the invoice is paid in full by 09/30/2022

Playworks TeamUp Plus Program

Program Summary:

Two partner schools receive a full-time Playworks Site Coordinator. The Playworks Site Coordinator is on-site at each partner school two week of each month implementing the following program. In addition to implementing programming at each school, the Playworks Site Coordinator is providing intensive coaching and training to school recess staff to maintain program sustainability and long-term success. The Playworks Site Coordinator is hired, trained, supervised, and insured all through Playworks.

This program is subsidized in elementary by Playworks fundraising; the cost to schools in the 2022-23 school year is \$22,500.

Daily Rate based on an eight hour work day: \$281.25

*Number of days providing program services: 80

Total Annual Cost/school: \$22,500*

*A discount of 3% applies if the invoice is paid in full by 09/30/2022

Playworks Pro Services

Program Summary:

A certified Playworks trainer works directly with the adults (recess staff, teachers, aides, administration, and volunteers) at school sites to develop skills and implement systems that will enable and empower the school community to achieve safe and healthy play on their own.

The cost to the school is based upon the workshops and package that school leadership selects based on their need. Individual workshop costs start at \$2,000. A Recess Reboot Package for one school starts at \$10,500*.

*There are multi-school discounts for up to 4 participating Playworks Pro schools.