SCHOOL BOARD OF BREVARD COUNTY, FLORIDA
BOARD AGENDA ITEM – September 27, 2016

DEPARTMENT/SCHOOL INITIATED AGREEMENT

CA #16-846-DP Stephanie Spadorcia

☐ (BW) Bids Waived ☒ (CA) Consultant Agreement ☐ (SSA) Sales and Services Agreement

REQUESTOR: Access Project

Legal Review: ☐ Yes ☒ No

<table>
<thead>
<tr>
<th>VENDOR NAME</th>
<th>AMOUNT AWARDED</th>
<th>REQUIRED PRODUCTS/SERVICES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Stephanie Spadorcia Levesque</td>
<td>$ 13,000.00</td>
<td>Strategy Training</td>
</tr>
<tr>
<td>Total</td>
<td>$ 13,000.00</td>
<td></td>
</tr>
</tbody>
</table>

☐ Contract Renewal
☐ Recurring Contract
☒ New Contract

<table>
<thead>
<tr>
<th>New Contract Amount</th>
<th>Previous Contract Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>$ 13,000.00</td>
<td>NA</td>
</tr>
</tbody>
</table>

Variance NA

PRICE INCREASE / DECREASE EXPLANATION: NA

DISCUSSION:
Face to face strategy training will be provided to administrators, teachers, and support staff throughout the state of Florida, who teach expressive writing to students with significant cognitive disabilities. Training sessions will be regionally based and delivered as one (1) full day training in each region.

CONTRACT TERM:
The initial contract term shall commence the date last signed by both parties and continue until September 30, 2017.

RECOMMENDATION:
It is the recommendation of Stephanie Archer, Assistant Superintendent Equity, Innovation, and Choice, and Randy LaRusso, Project Manager of Access Project, to approve the attached Consultant Agreement, CA #16-846-DP, with Dr. Stephanie Spadorcia Levesque in the amount of $13,000.

AUTHORITY FOR ACTION:
Florida Administrative Code 6A-1.012 (11) (a)
This is a contract between the School Board of Brevard County and Dr. Stephanie Spadocia Levesque for the following consultant services in accordance with Board Policy 6540 (Invoice for services is required for payment):

Face-to-face strategy training will be provided to administrators, teachers and support staff throughout the state of Florida, who teach expressive writing to students with significant cognitive disabilities. Training sessions will be regionally based and delivered as one (1) full day training in each region.

Date(s) services are to be provided and charges:

<table>
<thead>
<tr>
<th>Date(s):</th>
<th>Total No. Hrs.</th>
<th>Hourly Rate</th>
<th>Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBA in FY17</td>
<td>32</td>
<td>$250.00</td>
<td>Not to Exceed $8,000.00</td>
</tr>
</tbody>
</table>

Estimated Reimbursable Expenses: $5,000.00
Estimated Total Cost for Professional Services: $13,000.00

List expenses, if any, that are to be reimbursed: (Note: Reimbursement for travel, per diem and/or meals, and mileage are to be paid based on Board rules using Board forms and shall not exceed Board adopted rates.)

This agreement may be cancelled by either party, upon written notice of not less than ten (10) days prior to the date the service is to commence. Said notice shall be by certified mail and the date of posting shall constitute date of receipt. Consultant is not authorized to provide any services herein without an approved purchase order from the Board.

Access Project

School or Department Name

Signature of Requestor Date

Signature of Principal/Dept. Head Date

Account Number:

Purchase Order No.:

PLEASE SIGN IN BLUE INK

Signature of Consultant/Corp. Agent Date

Signature of Superintendant/Designee Date

Signature of Associate/Area/Assistant Supt. Date

Desmond K. Blackburn, Ph.D., Superintendent

Andrew J. Ziegler, Chairman Date

Revised 6-13-14
HOLD HARMLESS AGREEMENT

The Vendor agrees, by accepting award of this bid, contract, project, service and/or maintenance agreement to the following "Release, Indemnification and Hold Harmless Agreement".

The Vendor shall indemnify and hold harmless the School Board of Brevard County, its elected officials and appointed officials, employees, and agents from any and all claims, suits, actions, damages, liability, and expenses (including attorney fees) in connection with loss of life, bodily or personal injury, or property damage including loss of use thereof, directly or indirectly caused by, resulting from, arising out of or occurring in connection with the operations of the Vendor or its officers, employees, agents, or independent contractors, excepting only such loss of life, bodily or personal injury, or property damage is solely attributable to the gross negligence or willful misconduct of School Board of Brevard County or its elected or appointed officials and employees. The above provisions shall survive the termination of this Agreement and shall pertain to any occurrence during the term of this Agreement, even though the claim may be made after the termination hereof. Nothing contained herein is intended nor shall be construed to waive School Board of Brevard County's rights and immunities under the common law or Florida Statutes including, but not limited to, Florida Statutes 768.28, as amended from time to time.

The Vendor certifies they will comply with the requirements of the Jessica Lunsford Act (Section 1012.465, Florida Statutes) in regards to fingerprinting and level 2 background screenings of all employees and any subcontractors employees who will have access to any District school or property when students may be present, or will have direct contact with any student; or have access to or control of school funds. Vendor’s failure to comply with this requirement will constitute a material breach of contract.

Any questions as to the intent or meaning of any part of the above-required coverage should be brought to the Director of Risk Management of the School Board of Brevard County, Florida.

I certify that I am an Authorized Representative of the Vendor and have the authority to bind my company to this agreement:

Dr. Stephanie Spadicia Levesque
Vendor/Company Name - Print

Authorized Representative’s Name – Print

Signature

Date

8.3.16
VENDOR CONFLICT OF INTEREST DISCLOSURE FORM

DISCLOSURE REQUIREMENT:
All businesses ("VENDORS" or "VENDOR" or "VENDOR'S") that wish to conduct business with Brevard Public Schools ("BPS") must complete and return this form. Please note that all VENDORS are subject to the BPS Code of Ethics, which prohibits BPS employees, BPS consultants, and School Board members from having certain personal, business, or family relationships with persons or entities conducting (or proposing to conduct) business with BPS and which additionally prohibits the acceptance of gifts from VENDORS. The entire Code of Ethics may be viewed at http://ethics.brevard.k12.fl.us. The Code and its definitions are incorporated by reference into this Disclosure Form. If a VENDOR has a disclosable relationship, the VENDOR should assume that the relationship may pose a conflict of interest until notified to the contrary in writing by a BPS staff member authorized to confirm that a determination has been made that a conflict does not exist. A principle of the Code of Ethics is to ensure that relationships do not influence any official decision or judgment of BPS employees, BPS consultants or School Board members. Accordingly, disclosure also should be made for any such person connected with Vendor (e.g., officer, director, partner, shareholder, employee, subcontractor, consultant, agent) that is likely to: (i) materially contribute to VENDOR’S preparation, drafting, or presentation of a proposal or bid for services, (ii) materially contribute to VENDOR’S negotiation of a contract with BPS, or (iii) perform material services under a contract with BPS. Below, these persons are referred to as "Disclosable Persons."

CERTIFICATION:
I hereby certify that, except as disclosed below, to VENDOR'S knowledge, there is no conflict of interest involving the VENDOR named below that would violate the BPS Code of Ethics, including that: (a) after inquiry, neither VENDOR nor any Disclosable Person is involved or engaged in any private business venture or enterprise, directly or indirectly, with any BPS employee, consultant, or Board member or his or her family member; (b) no BPS employee, consultant, or Board member or his or her family member owns or has a material personal financial interest (directly or indirectly) in VENDOR or is engaged in a material personal business transaction with VENDOR; and (c) no BPS employee, consultant or Board member or his or her family member is employed by VENDOR. I further certify that, during any period prohibited by an applicable solicitation, neither the VENDOR nor anyone acting on its behalf has requested that any employee, consultant, or Board member of BPS exert any influence to secure the appointment of VENDOR under a contract or proposed contract.

VENDOR INFORMATION:

VENDOR Name: Dr. Stephanie Spadorcia Levesque

VENDOR Phone Number: 603.325.5205

VENDOR Address: 45 Peregrine Rd., Abington, MA 02351

Federal Identification Number: 1746

State of Incorporation or Domicile:

Continued…
Vendor Conflict of Interest Disclosure Form

DISCLOSURE STATEMENT:

I BELIEVE THAT THE VENDOR REFERENCED ON PAGE 1 DOES have a potential conflict (or conflicts) of interest with a current or potential BPS employee(s), BPS consultant(s), or BPS School Board Member(s).

☐ Yes, the above statement is true.
☐ No, the above statement is not true.

If you checked "YES" above, please provide the following information:

LIST the name(s) of BPS employee(s), BPS School Board member(s), BPS consultant(s), or BPS employees', BPS School Board members', or BPS consultants' family member(s) with whom there may be a conflict of interest:

1.

PROVIDE A BRIEF DESCRIPTION of the nature of the potential conflict(s) of interest:


SIGNATURE:
By my signature below, I certify that I am the Authorized Representative of the VENDOR named herein, and that all of the information I am providing is true and complete and to the best of my knowledge:

Dr. Stephanie Spadarcia Levesque
Print the name of the VENDOR’S Authorized Representative

Print the Position/Title of the VENDOR’S Authorized Representative

VENDOR’S Authorized Representative’s Signature

Date

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Summary Statement for “Writing Strategies for Students with Significant Cognitive Disabilities”

Access is contracting with two consultants to provide regional trainings around the state. Dr. Janet Sturm is the only researcher who has completed longitudinal studies on writing for this population through a National Institutes of Health (NIH) research and development grant.

Dr. Sturm has been published extensively in peer reviewed journals. Dr. Stephanie Spadocia participated in these studies as Dr. Sturm’s research assistant and publishing partner. Both Dr. Sturm and Dr. Spadocia teach at the university level and continue to work on this research.

The training will focus on students with:

- Writing challenges who are planning to take the alternate assessment
- Mild, moderate, and severe developmental disabilities—including autism
- Physical disabilities that make writing difficult

Teachers will learn to help students self-select curriculum-tied topics and use a three-step writing process: choosing a topic, selecting a picture prompt, and writing with the support of accommodations. Teachers will also learn the process of assessing student writings and tracking progress over time.

Due to the effects of a chronic illness, Dr. Sturm is not always able to keep training commitments. Dr. Spadocia’s contract will come into effect at those times to fulfill our training needs.

At this time, it is our plan to deliver regional trainings in Orlando, Tampa, Ft. Lauderdale, Panama City and Jacksonville.
STEPHANIE SPADORCIA

EDUCATION

Ph. D. Special Education and Literacy Studies: University of North Carolina at Chapel Hill, Chapel Hill, NC. Dissertation title: Analyzing the word-level, sentence-level, and passage-level demands of easy books of interest to adolescents. (May, 2000).

M.Ed. Special Education/Learning Disabilities: University of North Carolina at Chapel Hill, Chapel Hill, NC (December, 1996).

B. S. in Middle School Education and Special Education: Lesley College, Cambridge, MA (May, 1993).

TEACHING EXPERIENCE

University Teaching

Program Director, Graduate School of Education, Specialist Teacher of Reading, (September 2014-Present)

Associate Professor, Graduate School of Education, Division of Language and Literacy, Lesley University, Cambridge, MA (September 2005-Present)

Assistant Professor, Graduate School of Education, Division of Language and Literacy, Lesley University, Cambridge, MA (August 2001-August 2005)

Learning Disabilities Specialist, Center for Academic Achievement, Lesley University, Cambridge, MA (August 2000-August 2001).

Instructor, Teaching of Reading and the Language Arts, University of North Carolina at Chapel Hill, Chapel Hill, NC (Fall 1999).

Co-instructor, 6th Annual Summer Seminar on Literacy and Augmentative Communication, Center for Literacy and Disability Studies, Duke University, Durham, NC (July 1997).

Public School Teaching

Special Educator, Consultant and Reading Specialist for students with special needs, Wake County Public Schools, Raleigh, NC, Department of Exceptional Children Services, (July 1998 – July 2000).

Special Educator, (Grade 8) Reading Specialist, Githens Middle School, Durham Public Schools, Durham, NC, (January- June 1998).

Special Educator, consultant and literacy instructor for students with learning disabilities, Durham Public Schools, Durham, NC, Department of Exceptional Children Services, (January 1997- June 1998).

Reading Instructor, tutor, Chapter I reading program, Effland Cheeks Elementary School, Effland, NC (1995-1996).


RESEARCH EXPERIENCE


Investigator, ABC-Link, Office of Special Education Programs. (Erickson, Principal Investigator). University of North Carolina at Chapel Hill. (October 2002).

Investigator, Improving literacy technologies for school-age children with severe physical disabilities. Communication Enhancement RERC Grant. Funded by the National Institute on Disability and Rehabilitation Research of the Department of Education. (Sturm, & Yoder, Principal Investigators), University of North Carolina at Chapel Hill (November 1999)

Project Coordinator, Reading ABC Project U.S. Office of Special Education Programs. (Koppenhaver, & Yoder, Principal Investigators), University of North Carolina at Chapel Hill (June 1998- July 2000).

Research Assistant, Reading ABC Project (David A. Koppenhaver, Ph.D., & David Yoder, Ph.D. Principal Investigators), Center for Literacy and Disability Studies, University of North Carolina at Chapel Hill and Duke University (March 1996 – June 1998).

Research and Teaching Assistant, Neurodevelopmental and Achievement Subtypes of Writing Disorders (Carl W. Swartz, Ph.D., Principal Investigator). The Clinical Center for the Study of Development and Learning, University of North Carolina at Chapel Hill (August 1995 – May 1997).

SCHOLARSHIP IN SCHOOLS

Consultant, Westwood Public Schools, Westwood, MA (August 2013-present). Provide technical assistance for literacy instructional for children with identified special needs.


Consultant, Burlington Public School, Burlington, MA (January 2012-June 2015). Provide consultation around the development of a literacy program for children with cognitive disabilities; implementation of diagnostic assessment model for special education programing.

Consultant, Merrimack Public Schools, Merrimack, NH (September 2010-2012). Provide consultation around the implementation of a Response to Intervention Model for Literacy in grades K-6.
Consultant, Pittsfield Elementary School, Pittsfield, NH. Multi-year project targeted at teacher training and collaboration on the assessment of children with reading and writing difficulties (September 2002-2012).


PUBLICATIONS


Spadorcia, S. A. (January 2005). Examining the demands of high-interest low-level books. Reading and Writing Quarterly, 21, 1, 33-60.


of Education, Office of Special Education Programs.

Videos and other Technology

PRESENTATIONS
Spadorcia, S., Direiter, D., & Rustein-Riley, A. (November 2015). Creating a Female Faculty Leadership Self-Study Group within a University Institution. Workshop accepted for presentation at ) National Women's Studies Conference, Milwaukee, WI.


Spadorcia, S. A. (February 2000). I'm Still In High School, But I Don't Know How to Read: Applying Principles of Literacy Instruction to the Older Struggling Student. Paper presented at the 9th Symposium on Literacy and Disabilities. Cary, NC.

INVITED PRESENTATIONS
Spadorcia, S. & Keefe, E. S. (November 2012). Integrating Assistive Technology into Literacy Instruction. Presentation at the New England Reading Conference, Nashua, NH.
Spadorcia, S. A. (March 2006). Diagnosis of Literacy Skills for Non-speaking Learners Invited keynote lecture at the Literacy and Technology Symposium, Simmons College, Boston, MA.
Spadorcia, S. A. (January 2006) Literacy Instruction for Students with Complex Communication Needs. Invited presentation, Institute on Disability, University of New Hampshire, Durham, NH.
Spadorcia, S. A. (June 2005) LiterAACy: Literacy Instruction and Assessment for Augmentative Communication Users. Invited presentation, Institute on Disability, University of New Hampshire, Durham, NH.


Spadorcia, S. A. (October 2005) Literacy for All: Assessment and Instruction. SERCC, Ohio.


Erickson, K.A., Clendon, S., & Spadorcia, S. A. (October 2004). Scientifically-Based Reading Instruction: How Does the Science Relate to your Students? Invited pre-conference workshop at the 22nd annual meeting of Closing the Gap, Minneapolis, MN.


Erickson, K. A. & Spadorcia, S. A. (October 2003). Older Struggling Readers: Possible Explanations and Solutions. Invited pre-conference workshop at the 21st annual meeting of Closing the Gap, Minneapolis, MN.

Erickson, K. A. & Spadorcia, S. A. (October 2002). Older Struggling Readers: Possible Explanations and Solutions. Invited pre-conference workshop at the 20th annual meeting of Closing the Gap, Minneapolis, MN.


Cunningham, J. W., Erickson, K. A. & Spadorcia, S. A. (December 2002). Re-Thinking Leveling of Primary Grades Texts. Invited research symposium at the 52nd Annual Meeting of the National Reading Conference, Miami, FL.


PROFESSIONAL AFFILIATIONS
  National Literacy Association
  International Literacy Association
  Massachusetts Association of College Reading Educators
  ACE Women’s Network Massachusetts
  National Women’s Studies Association

UNIVERSITY COURSEWORK
  Research in Reading
  Struggling Readers and Writers
  Assessment: A Literacy Perspective
  Practicum: Interactive Assessment and Instruction (licensure component of Specialist Teacher of Reading Program)

UNIVERSITY SERVICE
  Faculty Representative to the Board of Trustees
    2015-2018
  Faculty Assembly
    Co-Chair 2013-2014
    Chair 2014-2015
  Internal Review Board for Human Subjects Research
    Member 2003-2004
    Chair 2004-2007
  School of Education Travel Committee
    Member 2002-2004
    Chair 2004-2006
  Curriculum Committee
    Member Spring 2004- Fall 2004
    Faculty Co-Chair Spring 2005
  Rank and Promotion Committee
    Member 2006- 2009; 2013-2014
  Elementary Education and Special Education Task Force
  Online Professional Seminar Task Force