

THE SCHOOL BOARD OF SARASOTA COUNTY, FLORIDA
FINANCE DEPARTMENT
1960 LANDINGS BLVD., SARASOTA, FL 34231
PHONE (941) 927-9000 FAX (941) 927-4017

CONTRACT FOR SERVICES BY INDEPENDENT CONTRACTORS
(See page 2 for important information and required acknowledgements)

Instructions: This contract must be signed and approved by all parties before the services may commence. If the independent contractor is to receive payment for travel, the payment cannot exceed the travel allowances permitted under Florida Statute 112.061. This contract must be approved by the School Board of Sarasota County, if it is in the amount of \$50,000 or greater and by the Superintendent's Cabinet if the independent contractor will receive aggregate payments in the amount of \$10,000 or greater for the fiscal year. The dividing of contracts in order to circumvent any dollar value threshold will result in notification to the School Board.

Name Center for College and Career Readiness

Address 2600 Oak Street #607

City St. Charles State Illinois Zip 60174

Last 4 Digits of SSN XXX-XX-_____ and/or Federal Identification No. 26-4139877

Contact Person Kim Bolser Contact Phone (561) 358-1064

DESCRIPTION

SERVICES RENDERED The School Board of Sarasota County, Florida, hereinafter called the School Board, and the above-named Independent Contractor, agree as follows:

The School Board shall pay the Independent Contractor for the following services 2 Days of Instructional Rounds

To be performed during the following time period June 15th and June 16th, 2016

Payment shall be made (with submission of an approved invoice to the District) as follows \$7,000.00

FINGERPRINTING

Do the duties associated with this contract involve direct contact with students, access to school grounds when students are present, or access to District funds? Yes No If Yes, you must report to the School Safety and Security office for fingerprinting at your expense.

I have read the second page of this document and initialed the required acknowledgements. I certify that I am not an employee of the School Board of Sarasota County, Florida, and that I will perform the duties as indicated above. I shall provide evidence of the services performed to the requesting cost center head. I agree to release and hold the School Board of Sarasota County, Florida, and/or its employees, agents and volunteers harmless from and against all claims, judgments, costs, or other expenses arising out of bodily injuries or property damage resulting from my performance of the services specified in this contract. The State of Florida and its political subdivisions are governed by Florida Statute 768.28. ***This contract may be terminated without cause by either party on twenty (20) days written notice with neither party owing the other any further payment or performance.***

Independent Contractor Signature of Acceptance _____

Date LaShawn Frost

5/23/16

LaShawn Frost
Cost Center Head Name (Print)

Cost Center Head Signature of Acceptance

Date

An IRS Form 1099 will be issued for all transactions covered by Federal regulation.

ADDITIONAL APPROVALS

If the independent contractor will receive aggregate payments in the amount of \$10,000 or greater for the fiscal year indicate:

Executive Director Name _____ Cabinet Approval Date _____

If total amount of this contract is \$50,000 or over, indicate:

School Board Approval Date _____ Agenda Item No. _____

Distribution: Original – Contractor Electronic Copy Attached to Contract in Financial System

RET: Master, 5FY aft completion/termination, GS1-SL 65
Dupl., OSA

CONTRACT FOR SERVICES BY INDEPENDENT CONTRACTORS

DEFINITION OF INDEPENDENT CONTRACTOR

An individual who is not subject to the control and direction of the employer for whom work is being performed, with respect not only to what shall be done but to how it shall be done. If the employer has the right to exert such control, an employee-employer relationship exists and the person is an employee and not an independent contractor. The following factors are guidelines to aid in determining whether an individual is an employee or an independent contractor.

An independent contractor hires, supervises, and pays assistants under a contract that requires him/her to provide materials and labor and to be responsible only for the result.

An independent contractor is the master of his/her own time and works on his/her own schedule. An independent contractor can work when and for whom he/she chooses.

An independent contractor is paid periodically (usually a percent of the total payment) by the job or on a straight commission. An independent contractor usually provides his/her own tools, materials, etc.

An independent contractor has a significant investment in the facilities he/she uses in performing services for someone else.

An independent contractor can make a profit or suffer loss. Profit or loss implies the use of capital by the individual in an independent business of his/her own.

An independent contractor provides his/her services to two or more unrelated persons or firms at the same time.

An independent contractor makes his/her services available to the general public. This can be done in a number of ways. Having his/her own office and assistants, hanging out a "shingle", holding business licenses, having listings in business directories and telephone directories, and advertising in newspapers, trade journals, etc.

An independent contractor cannot be terminated so long as he/she produces a result that meets the specifications of the contract. An independent contractor can be terminated but usually he/she will be entitled to damages or expenses incurred, lost profit, etc.

An independent contractor usually agrees to a complete a specific job and is responsible for its satisfactory completion, or is legally obligated to make good upon failure to complete it.

I have read the above and certify that I meet the definition of an independent contractor.

Initial Here

SPECIAL PROVISIONS OF FLORIDA STATUTE 119.0701

Independent Contractor shall comply with Florida's Public Records Law including:

Keeping and maintaining public records that ordinarily and necessarily would be required by the School Board in order to perform the service;

Providing the public with access to public records on the same terms and conditions that the School Board would provide the records and at a cost that does not exceed the cost provided for in Chapter 119, Florida Statutes or as otherwise provided in law;

Ensuring that public records that are exempt or confidential and exempt from public records disclosure requirements are not disclosed except as authorized by law; and

Meeting all requirements for retaining public records and transfer, at no cost, to the School Board all public records in possession of the Independent Contractor upon termination of the Agreement and destroy any duplicate public records that are exempt or confidential and exempt from public records disclosure requirements. All records stored electronically must be provided to the School Board in a format that is compatible with the information technology systems of the School Board.

I have read the above and agree to comply with the special provisions of Florida Statute 119.0701.

Initial Here

SPECIAL PROVISIONS FOR FEDERAL GRANT AGREEMENTS

The vendor and its principals are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in federally funded transactions.

The sub recipient is knowledgeable of and operating in accord with applicable laws and regulations of both the Federal and State governments. Appropriate audits (meeting the requirements of the single audit act) will be undertaken by the sub recipient at their cost and copies provided for the district and the auditor general of the State of Florida.

Any irregularities reported or uncovered by this review process will be corrected in such a way as to hold the district harmless and maintain the appropriate financial integrity of the district.

All contracts in excess of \$10,000 can be terminated for cause and convenience by the district.

Retention by the sub recipient of all records relative to the services rendered by the sub recipient, and access to such records by the district or its designee for a period of three years after final payments and all other pending matters are closed.

I have read the above and agree to comply with the special provisions for federal grant agreements.

Initial Here

RET: Master, 5FY aft completion/termination, GS1-SL 65
Dupl., OSA

053-97-FIN
Rev. 6-4-2014
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Center for 
College & Career Readiness

Date: April 21, 2016

Quote:

TO: Sarasota County Schools
Booker Middle School
2250 Myrtle Street
Sarasota, FL 34234
ATTN: LaShawn Frost, Principal
lashawn.frost@sarasotacountyschools.net

FROM: Curriculum Improvement Institute / Center for College & Career Readiness
2600 Oak Street #607
St. Charles, IL 60174

REMIT TO: Curriculum Improvement Institute (Vendor #44355)

AMOUNT: USD \$14,000

QUESTIONS: EMAIL Registrar@edcenter.org
Call 1 877 778 8745

Items

Four Days of Professional Development \$3,500 per day (Dates TBD between May and June 2016)

TOTAL: \$14,000

Thank you for your partnership!

The Curriculum Institute / Center for College & Career Readiness is a tax exempt, not-for-profit, 501 (C)3 organization under the tax code of the United States.

Update to Proposal and Suggestions following April 7, 2016 Visit

Based on observations from the Instructional Rounds “snap shot” and conversation with the Curriculum leaders/change agents during the day, the following are areas of strength and identified gap areas that may reinforce and shape the specific content of the proposal for professional development moving into the next school year.

Identified Strengths:

- Booker Middle School has four distinct goals for the 2015-2016 school year. All professional development targeted for the 2016-2017 school year is to be geared to deepen and refine teachers’ instructional practices based on those goals.
- All classes visited had structures in place including the “expectation” of Accountable Team Tasks as part of the student’s experience.
- Curriculum Leaders (change agents) identified gaps on their own through the conversation and immediately began to discuss plans to bridge those gaps for themselves and their peers.
- Curriculum Leaders (change agents) articulated the need for some consistent processes/procedures/strategies across all content areas based on the conversation.

Potential Gaps that may impact coherence for faculty and student outcomes:

- The direct teaching of Tier 2 words which has an impact on writing success
- A process for vocabulary instruction and investigation that is school-wide
- Curriculum leaders (change agents) were confused with the requirements and expectations for Accountable Team Tasks. When asked to define, responses were not in alignment with the administration’s definition
- Saw students in discussion at the student talk level but not at the depth required for Accountable Talk which has a direct correlation to the question or task being assigned to students. There was no indication of the use of deliberate strategies to engage students in the various types of productive student conversations.
- Lack of understanding from the Curriculum Leaders/change agents of what defines text which could make the school goal of paired text a challenge in some content areas.

Suggestions and Recommendations:

The Center for College and Career Readiness suggests the following outcome for the Curriculum Leaders who are the identified change agents and the target of the professional development as outlined in the proposal.

- In collaboration with administration, develop a common definition and mental model for each of the four school goals including a deeper understanding of what that would look like and sound like in the classroom as indicators of success (directly connected to the Instructional Rounds process of using objective language and descriptors as part of the precision of language)

In addition to the proposal submitted, it is suggested that the Curriculum Leaders participate in several professional development days (as a frontloading process) to provide a common language and

foundation prior to the side-by-side support and training identified in the proposal for the fall of 2016. This foundation would also help the team fine tune the definition and mental models of the four goals. The following topics for training are suggested:

- Rigor- Complexity vs Difficulty and the Implications for Instruction
- Creating questions and tasks that promote Student Strategic Thinking
- Vocabulary Instruction and Investigation to address Academic Language Learners
- Strategies to promote Productive Student Conversations that deepen and refine Student Thinking
- The logistics and use of the virtual online PLC modules as a tool for conversations in Professional Learning Communities

Timeframe for suggested training:

It is suggested that Curriculum Leaders are engaged in 4 days of professional development addressing the above mentioned topics. These 5-6 hour sessions could begin in May and end in June depending on the school's schedule. It is possible that the two assigned consultants could be a part of the last session in order to make connections and build relationships prior to the beginning of the school year.

Cost:

\$3,500 per day for 4 days= \$14,000