

**District School Board of Indian River County, Florida
6500 - 57th Street, Vero Beach, FL 32967**

If a person decides to appeal any decision made by the Board with respect to any matter considered at these meetings, he will need to ensure that a verbatim record is made which includes the testimony and evidence upon which the appeal is to be made.

INVOCATION: Shortly before the opening gavel that officially begins a School Board meeting, the Chairman will introduce the Invocation Speaker. No person in attendance is or shall be required to participate in this observance and the personal decision of each person regarding participation will have no impact on his or her right to actively participate in the School Board's business meeting.

Date: September 11, 2018

Time: 6:00 p.m.

Room: Joe N. Idlette, Jr. Teacher Education Center (TEC)

Business Meeting Agenda

- I. CALL MEETING TO ORDER
 - II. PLEDGE OF ALLEGIANCE TO THE FLAG AND PRESENTATION OF COLORS
 - III. ADOPTION OF ORDERS OF THE DAY
 - IV. PRESENTATIONS
 - A. Oslo Middle School Performance**
 - B. Short Video on School Initiatives**
 - C. Veteran of the Month presentation honoring Barney Giordan**
- ADD ON:**
- D. Proclamation – American Founders' Month**
- V. CITIZEN INPUT

VI. CONSENT AGENDA

A. Approval of Renewal Agreement with Environmental Learning Center 2018-2019 – Mrs. Dampier

The Environmental Learning Center contract is an agreement to provide environmental educational services to the students during the 2018-2019 school year. The Environmental Learning Center (ELC) will instruct third and fourth grade students during an on-site visit to the ELC. This program will service approximately, 2600 students from our schools. Instruction is guided through the *Splash* curricula for third grades and an environmental education program for the fourth-grade students entitled *Lagoon Days*. The contract amount will be on a per class basis; \$420.00 for each 3rd grade class that attends and \$470.00 for each 4th grade class. The total estimated cost would be \$56,440. Insurance has been approved by Risk Management. Superintendent recommends approval.

B. Approval of Personnel Recommendations – Dr. Purcell

Attached is a list of personnel recommendations that includes personnel additions, terminations, and/or changes. Superintendent recommends approval.

C. Approval of Request to Write-off Uncollectible Checks to the District – Dr. Rendell

The Superintendent recommends approval to write-off, as uncollectible, checks received by the District that have been dishonored by the maker's bank and returned as unpaid. Attached is a list of checks paid to the School District which remain uncollected for the calendar year ended December 31, 2017. To date, all attempts to recover the money, both by staff members and the District's check recovery program, have been unsuccessful. Superintendent recommends approval.

D. Approval of Donations – Dr. Rendell

1.) Sebastian River High School received a donation of an AcuSpike Team Trainer machine, valued in the amount of \$2,650 from Anthony Abraham. The equipment will be utilized by the Sebastian River High School Volleyball Program. A donation in the amount of \$2000 was received from Robin M. Raiff PA, Robin M. Raiff-Realtor. The funds will be used to purchase banners, signs, decals, student tee shirts, stickers, spirit items and pins for students; for the celebration of the 25th Anniversary of Sebastian River High School.

2.) The Curriculum and Instruction Division received a donation in the amount of \$5,000 from the Community Credit Union. The donation will be used to fund monthly leadership meetings. Superintendent recommends approval.

E. Approval of contract agreement between the School Board of Indian River County and LegalShield based on the award of Request for Proposal (RFP) #08-0-2018/JC for Legal Services Plan – Dr. Rendell

On May 22, 2018, the School Board, under Action Agenda item “S”, approved the award of RFP #08-0-2018/JC to LegalShield for the provision of legal services and an identity theft plan to offer to active SDIRC employees as a benefit option in their benefit program. Legal services and identity theft plan benefits are to be provided under a fully-insured arrangement. SDIRC employees pay the entire cost of the program. The award was not made on the basis of price alone, but to the proposer whose submission contained the most advantageous combination of price qualifications, experience, references and work capacity. The attached agreement spells out the terms and conditions between both entities for the provision of these services. Superintendent recommends approval.

F. Approval of contract agreement between the School Board of Indian River County and Metlife based on the award of Request for Proposal (RFP) #11-0-2018/JC for Group Critical Illness, Cancer and Accident and Sickness Plans – Dr. Rendell

On May 22, 2018, the School Board, under Action Agenda item “Q”, approved the award of RFP #11-0-2018/JC to Metlife for the provision of Group Critical Illness, Cancer and Accident and Sickness plans to offer to active SDIRC employees. Active SDIRC employees are currently offered Critical Illness, Cancer and Accident and Sickness plans as benefit options in their benefit program. Critical Illness, Cancer and Accident and Sickness plan benefits are to be provided under a fully-insured arrangement. SDIRC employees pay the entire cost of the program. The award was not made on the basis of price alone, but to the proposer whose submission contains the most advantageous combination of price qualifications, experience, references and work capacity. The attached agreement spells out the terms and conditions between both entities for the provision of these services. Superintendent recommends approval.

G. Approval to Dispose of Surplus Property – Mr. Teske

This request is for approval to dispose of surplus property in accordance with Florida Statutes 274.05 and 274.06. The attached lists represent property to be deleted from various inventories and/or for items that have been declared surplus. After Board approval, property will be recycled and/or auctioned. Superintendent recommends approval.

H. Approval of the State’s Uniform Assessment Calendar– Mrs. Dampier

Attached is the Florida Department of Education’s Uniform Assessment Calendar for the 2018-19 school year. The schedule includes both state mandated assessments and district required assessments that are used as diagnostic and progress monitoring tools. Florida Statute 1008.22 requires this calendar of assessments be approved by the local School Board and be submitted to the Department of Education by October 1. Superintendent recommends approval.

I. Approval of Superintendent's Goals for 2018-2019 – Chairman Frost

On August 28, 2018, the Board discussed the Superintendent's Goals for 2018-2019 during the 1:00 p.m. workshop. Attached are those Goals for the Board's approval. Chairman recommends approval.

VII. ACTION AGENDA

A. Approval for Agreement with Advanced Medical Personnel Services, Inc. - 2018-019 School Year – Mrs. Dampier

Attached is a copy of the Advanced Medical Personnel Services, Inc. agreement for the 2018-2019 school year. The agreement allows for services to be provided to meet the needs of ESE students in the area of Speech and Language, Physical Therapy, and/or Occupational Therapy during their regular academic day per students' individual IEPs. The ESE Department anticipates approximately \$100,000.00 for one contracted SLP to cover an open position as well as one PT to cover services of the open position for a Physical Therapist. Superintendent Recommends Approval.

B. Approval to Issue Purchase Order(s) / Spend authority to Various Vendors for Recurring Expenditures - Mr. Teske

Pursuant to School Board Policy 6320, the Superintendent's authority is limited to purchase commodities and/or contractual services where the total amount does not exceed \$50,000 and does not exceed the applicable appropriation in the District Budget. Since daily operations sometimes require the perpetual issuance of purchase orders that may result in single purchase orders that exceeds \$50,000, the Purchasing Department is requesting that the Board grant authority to the Superintendent to issue purchase orders that are necessary in the normal course of operations during fiscal year 2019. The vendors on the attached list are companies and/or firms that the District will procure commodities and/or contractual services from during fiscal year 2019 that are either formal bid exempt or are in accordance with a properly awarded public bid or term contract. These purchases will be recurring in nature for fiscal year 2019 and not having the authority to release these purchase orders could result in delayed service delivery to students. This list represents recurring purchases from vendors who provide products and services that are mission essential and/or relate to safety and welfare to students and staff and are included in the appropriate budgets. All other purchase requests that exceed \$50,000.00 will be presented to the Board on an as needed basis. Staff will present quarterly reports of purchase orders issued in accordance with this agenda item. Superintendent Recommends Approval

A. SUPERINTENDENT'S REPORT

B. DISCUSSION

No discussion items

C. SCHOOL BOARD MEMBER MATTERS

D. INFORMATION AGENDA

No information items

E. SUPERINTENDENT'S CLOSING

F. ADJOURNMENT

Any invocation that may be offered before the official start of the School Board business meeting is and shall be the voluntary offering of a private citizen to and for the benefit of the School Board pursuant to Resolution #2015-08. The views and beliefs expressed by the Invocation Speaker have not been previously reviewed or approved by the School Board and do not necessarily represent their individual religious beliefs, nor are the views or beliefs expressed intended to express allegiance to or preference for any particular religion, denomination, faith, creed, or belief by the School Board. No person in attendance at this meeting is or shall be required to participate in any invocation and such decision whether or not to participate will have no impact on his or her right to actively participate in the public meeting.

Anyone who needs a special accommodation to participate in these meetings may contact the School District's American Disabilities Act Coordinator at 564-3175 (TTY 564-2792) at least 48-hours in before the meeting. NOTE: Changes and amendments to the agenda can occur 72-hours prior to the meeting. All business meetings will be held in the Joe N. Idlette, Jr. Teacher Education Center (TEC) located in the J.A. Thompson Administrative Center at 6500 – 57th Street, Vero Beach, FL 32967, unless otherwise specified. Meetings may broadcast live on Comcast/Xfinity Ch. 28, AT&T Uverse Ch. 99, and the School District's website stream; and may be replayed on Tuesdays and Thursdays at the time of the original meeting. For a schedule, please visit the District's website at www.indianriverschools.org/iretv. The agenda can be accessed by Internet at <http://www.indianriverschools.org>.

This page intentionally left blank.

PROCLAMATION

DESIGNATING THE MONTH OF SEPTEMBER, 2018, AS American Founders' Month

WHEREAS, the leading figures present at the country's founding, including those who were instrumental in crafting the founding documents that institutionalized individual liberty and representative government that derives its power from the consent of the governed; and

WHEREAS, the moral and civic virtue, self-sacrifice, intellectual genius, and patriotism demonstrated by the country's founding fathers; and

WHEREAS, the founding documents, including, but not limited to, the Declaration of Independence, the Constitution of the United States, the Bill of Rights, and the Federalist Papers; and

WHEREAS, the historical and philosophical importance of the Declaration of Independence with its emphasis that all people "are endowed, by their Creator, with certain unalienable rights, that among these are life, liberty, and the pursuit of happiness;" and

WHEREAS, the principles inherent in the founding documents, including, but not limited to, individual freedom, equality, representative government, a free market system, civic virtue, natural law, and self-evident truth; and

WHEREAS, instruction may be integrated into the existing school curriculum through methods including, but not limited to, supplementing lesson plans, holding school assemblies, or providing school-related activities;

NOW, THEREFORE, BE IT PROCLAIMED BY THE SCHOOL BOARD OF INDIAN RIVER COUNTY, FLORIDA, that the month of September, 2018, be designated as American Founders' Month in Indian River County.

Adopted this 11th day of September, 2018.

**SCHOOL BOARD OF INDIAN RIVER
COUNTY, FLORIDA**

Shawn R. Frost, Chairman

Charles G. Searcy, Vice Chairman

Tiffany M. Justice, Board Member

Dale Simchick, Board Member

Laura Zorc, Board Member

Mark J. Rendell, Ed.D., Superintendent

This page intentionally left blank.

MEMORANDUM OF
AGREEMENT BETWEEN
THE ENVIRONMENTAL LEARNING CENTER
AND
THE SCHOOL BOARD OF INDIAN RIVER COUNTY

Agreement made and entered in Indian River County, Florida this 12th day of September, 2018 by and between the School Board of Indian River hereinafter referred to as the School Board and the Environmental Learning Center, Inc., hereinafter referred to as the ELC.

PURPOSE

The purpose of this agreement is to provide the third and fourth grade students of the School Board an environmental education program and to provide limited access of the ELC facility (as identified in this agreement) to the School Board for educational activities to be provided.

NOW, THEREFORE, in consideration of the mutual promises, covenants and conditions stated, it is understood and agreed, as follows:

1. This contract for Professional Services is effective **September 12, 2018 through August 1, 2019.**
2. The ELC shall provide STEM-oriented environmental education program for third- grade called NEW-Splash that is in line with fourth-grade Florida Sunshine Standards and Next Generation Science Standards.
3. The ELC shall provide STEM-oriented environmental education program for fourth- grade called NEW-Lagoon Days that is in line with fourth-grade Florida Sunshine Standards and Next Generation Science Standards.
4. The ELC shall ensure that both grade level curricula are standards based.
5. The ELC shall provide a teacher orientation for third and fourth grade teachers prior to the start of the environmental education program for each grade level.
6. The ELC will be responsible for recording the contact with students of the School Board. A statement of the services rendered by the ELC shall be submitted to the School Board at the conclusion of each program.

7. This agreement shall be construed for all purposes under the laws of the State of Florida and may not be changed, modified, altered or amended, except by an instrument in writing signed by the parties to this Agreement. If any provision of this Agreement is declared: void, such provision shall be deemed severed so that all remaining terms and provision of the Agreement shall otherwise remain in full force and effect.
8. The School Board authorizes the ELC to perform services on a yearly basis. The School Board will exercise control over the curriculum provided by the ELC to ensure the quality and appropriateness of services provided by the ELC to the School District.
9. **INSURANCE**

During the term of this Agreement, the Contractor shall maintain the following insurance coverage in accordance with the requirements hereinafter stated:

Professional Service Providers shall furnish a Certificate of Insurance that complies with the insurance requirements listed below. The Certificate of Insurance shall list the Deductible as well as the type of policy purchased (i.e. claims made or per occurrence) for each of the policies listed below. The following liability coverage limits must not be less than the limits specified. Thirty (30) day advance notice of cancellation is required. The policies must be specifically endorsed to grant the District 30 days advance notice of cancellation or nonrenewal. This endorsement must be attached to the certificate of insurance. The District by and through its Risk Management Department and in cooperation with the Purchasing Department, reserves the right to review, modify, reject or accept any required policies of insurance, including limits, coverages or endorsements, herein from time to time throughout the term of this contract.

(a) Commercial General Liability Insurance, including Contractual Liability, to cover the hold harmless agreement set forth herein, with limits of not less than:

Each occurrence	\$1,000,000
Personal/advertising injury	\$1,000,000
Products/completed operations aggregate	\$2,000,000
General aggregate	\$2,000,000
Fire damage - any 1 fire	\$100,000
Medical expense - any 1 person	\$10,000

- Coverage for Sexual Abuse and Molestation must be included.
- An additional insured endorsement must be attached to the certificate of insurance. The additional insured endorsement should be issued on an ISO or similar form and apply on a primary and noncontributory basis. Additional Insured shall be listed as: School District of Indian River County, 6500 57th Street, Vero Beach, Florida 32967

- Coverage is to be written on an occurrence form basis and shall apply as primary.
- Defense costs are to be in addition to the limit of liability.
- Coverage should extend to independent contractors and fellow employees.
- Coverage is to include a cross liability or severability of interests provision as provided under the standard ISO form separation of insureds clause.

(c) Professional Liability (Errors & Omissions Liability) including coverage for corporal punishment and sexual misconduct, with limits of at least \$1,000,000 each claim and in the aggregate. For policies written on a claims made basis, vendor shall maintain a retroactive date prior to or equal to the effective date of this contract. In the event the policy is canceled, non-renewed, switched to an occurrence form or there is a change in retroactive date, vendor must purchase an extended reporting period rider during the life of this contract of not less than 3 years.

(d) The School District shall be listed as an Additional Insured under the General Liability . A waiver of subrogation shall be provided under the General Liability. Coverage applies on a primary basis.

The insurance shall be issued by insurers licensed and authorized to issue policies of insurance in Florida, and each policy required shall be issued by a carrier with preferably a BEST rating of A+ or better. THE SCHOOL BOARD OF INDIAN RIVER COUNTY shall be named as an additional insured on each policy and the Contractor shall provide certificates of insurance for each policy showing the SCHOOL BOARD as an additional insured, before beginning services under this contract. A breach in coverage will be considered a breach in contract.

10. COMPENSATION

In payment for the aforementioned services rendered by ELC, it shall be the obligation of the School District to pay **\$420.00 for each 3rd grade class that attends and \$470.00 for each 4th grade class**. The invoice submitted by the ELC at the end of each program period will be based on the total number of participating classes and billed at the rate stated above.

11. ADDITIONAL NOTES

On the days that the weather is not appropriate, or the water quality does not meet health standards, ELC has the authority to cancel and reschedule the classes accordingly or provide indoor activities.

12. REGULATIONS AND ORDINANCES

The ELC shall comply with all applicable Federal and State civil rights and anti-

discrimination laws and regulations, including but not limited to Title VI and Title VII, Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, as amended, (Nondiscrimination against the Handicapped), and Americans with Disabilities Act. It is expressly understood that upon receipt of substantial evidence of such discrimination, the School Board shall have the right to terminate this contract for breach.

- (a) In the event any of the provisions of this contract are violated by the contractor, the Superintendent or his designee shall give written notice to the contractor stating the deficiencies and, unless the deficiencies are corrected within ten (10) days, recommendation will be made to the School Board for immediate cancellation. Upon cancellation thereunder, the School Board of Indian River County, Florida, may pursue any and all legal remedies as provided herein and by law. The School Board reserves the right to terminate this contract at any time and for any reason, upon giving thirty (30) days' prior written notice to the other party.

If said contract should be terminated for convenience as provided herein, the School Board shall be relieved of all obligations under said contract. The School Board shall only be required to pay to the contractor that amount of the contract actually performed to the date of termination.

- (b) The ELC shall not assign the responsibility for performance under this contract to another party without prior written approval of the district. The provider shall not enter into subcontracts for any of the work contemplated under this contract without obtaining prior written approval of the district. All subcontracts shall be subject to all provisions of this contract and to any conditions of approval deemed necessary by the district. The ELC will be responsible for all performance of any subcontractor.

13. CONFIDENTIALITY OF STUDENT RECORDS

For the purposes of performing the above scope of services only, the ELC is hereby designated a school official for the purposes of receiving limited confidential student information and the ELC shall remain under the direct control of the School Board with respect to the use and maintenance of the confidential student information. The ELC acknowledges and agrees that it will not disclose the confidential student information to any other person or entity, and will only use the confidential student information for the purpose listed in paragraphs 12 and 3 above and for no other purpose. Upon the completion of the services, the ELC shall return to School Board all original and any copies of the confidential student information, and shall not retain any confidential student information. As the ELC will be receiving student information that is otherwise confidential, the ELC shall fully comply with the requirements of §1002.22 and §1002.221, Florida Statutes, and any other law or regulation, either federal or State of Florida,

regarding confidentiality of student information and records. Further, the ELC for itself, and its officers, employees, agents, representatives, contractors, and subcontractors, shall fully indemnify and hold the School Board and its officers and employees harmless for any violation of this provision, including, but not limited to defending the School Board and its officers and employees against any complaint, administrative or judicial proceeding, payment of any penalty imposed upon the School Board, or payment of any and all costs, damages, judgments, or losses incurred by or imposed upon the School Board arising out of the breach of this provision by the ELC, or its officers, employees, agents, representatives, contractors, and subcontractors, to the extent that the ELC shall either intentionally or negligently violate this provision, or § 1002.22 or § 1002.221, Florida Statutes. This provision shall survive the termination of or completion of all obligations under this Agreement and shall be fully binding upon the ELC until such time as any proceeding which may be brought on account of this provision is barred by any applicable statute of limitations.

14. INDEMNIFICATION/HOLD HARMLESS AGREEMENT

ELC shall, in addition to any other obligation, indemnify the School District of Indian River County (School District) and to the fullest extent permitted by law, protect, defend, indemnify and hold harmless the School District, its agents, officers, elected officials and employees from and against any and all claims, actions, liabilities, losses (including economic and non-economic losses), and costs arising out of any actual or alleged;

- a) bodily injury, sickness, disease or death, damage to reputation or injury to or destruction of tangible property including the loss of use resulting therefrom, or any other damage or loss arising out of, or claimed to have resulted in whole or in part from any actual or alleged act or omission of the vendor, any subcontractor of the vendor, anyone directly or indirectly employed by any of them, or anyone for whose acts any of them may be liable in the performance of the work; or
- b) violation of state and federal law (including any privacy provision contained therein or promulgated by the District), statute, ordinance, governmental administration order, rule or regulation by the vendor, any subcontractor of vendor, or anyone directly or indirectly employed by any of them in the performance of the work; or
- c) liens, claims or actions made by the vendor, any subcontractor of the vendor, or any other party performing the work.

The indemnification obligations hereunder shall not be limited to any limitation on the amount, type of damages, compensation or benefits payable by or for the vendor or any subcontractor of the vendor under workers' compensation acts; disability benefit acts, other employee benefit acts or any statutory bar.

Any costs or expenses, including attorney's fees, incurred by the School District of Indian River County to enforce the hold harmless agreement shall be borne by the vendor.

The above provisions shall survive the termination of this Agreement and shall pertain to any and all claims for occurrences during the term of this Agreement, even though such claims may be presented after the termination hereof. Nothing contained herein is intended nor shall be construed to waive the School District of Indian River 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.

15. NO WAIVER

Nothing herein is intended to serve as a waiver of sovereign immunity by the School Board.

16. DEBARMENT

By signing this Agreement, the ELC certifies, to the best of its knowledge and belief, that it and its principals:

- a. Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by a federal department or agency.
- b. Have not, within the preceding five-year period, been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state or local) transaction or contract under public transaction; 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. Are not presently indicted or otherwise criminally charged by a governmental entity (federal, state or local) with commission of any of the offenses enumerated in the preceding paragraph (b).
- d. Have not within the preceding five-year period had one or more public transactions (federal, state or local) terminated for cause or default.
- e. Have not been debarred by the School Board pursuant to School Board policy 6320.

The ELC agrees to notify School Board within 30 days after the occurrence of any of the events, actions, debarments, proposals, declarations, exclusions, convictions, judgments, indictments, information, or terminations as described in subparagraphs (a) -(e) above, with respect to the ELC or its principals.

- f. The School Board is not obligated and does not agree to pay any federal, state, or local tax as a result of this agreement. The only exemption regarding payment of taxes shall be for situations that involve re-sale of product to the public for the purpose of fund-raising.

17. EQUAL EMPLOYMENT OPPORTUNITY

The parties shall not discriminate against any employee or participant in the performance of the duties, responsibilities, and obligations under this Agreement because of race, color, religion, gender, age, marital status, disability, political or religious beliefs, or national or ethnic origin.

18. ACCESS TO RECORDS/FLORIDA'S PUBLIC RECORDS LAWS

This Agreement shall be subject to Florida's Public Records Laws, Chapter 119 Florida Statutes. ELC understands the broad nature of these laws and agrees to comply with Florida's Public Records Laws and laws relating to records retention . ELC shall keep records to show its compliance with program requirements. ELC and its subcontractors must make available, upon request of the School Board, the United States Department of Education, the Comptroller General of the United States, the Florida Department of Education, or any of their duly authorized representatives , any books, documents, papers, and records of ELC which are directly pertinent to this specific Agreement for the purpose of making audit, examination, excerpting, and transcribing. ELC shall retain all records for five (5) years after final payment is made or received and all pending matters are completed pursuant to Title 34, Sections 80.36(b)(1). Exempt or confidential information should not be disclosed unless authorized by law. ELC shall destroy any duplicate records which are exempt from public records disclosure as set forth in Chapter 119. Upon termination of this agreement all public records in possession of ELC must be transferred to School Board at no cost. If records are stored electronically, the records must be provided in a compatible format to School Board's operating system.

19. BACKGROUND SCREENING REQUIREMENTS

In accordance with the requirements of §1012.465, §1012.32 and §1012.467, Florida Statutes, and School Board Policies as amended from time to time the ELC agrees that, if the ELC receives remuneration for services, the ELC and all of its employees who provide or may provide services under this Contract will complete criminal history checks, and all background screening requirements , including level 2 screening requirements as outlined in the above-referenced statutes and School Board Policies prior to providing services to The School Board of Indian River County. Additionally , the ELC agrees that each of its employees, representatives, agents, subcontractors, or suppliers who are permitted access on school grounds when students are present, who has direct contact with students or who has access to or control of school funds must meet

level 2 screening requirements as described in the above-referenced statutes and School Board Policies. A non-instructional contractor who is exempt from the screening requirements set forth in §1012.465, §1012.468 or §1012.467, Florida Statutes, is subject to a search of his or her name or other identifying information against the registration information regarding sexual predators and sexual offenders maintained by the Department of Law Enforcement under §943.043 and the national sex offender public registry maintained by the United States Department of Justice. Further, upon obtaining clearance by School Board, the School Board will issue a photo identification badge, which shall be worn by the individual at all times in plain sight while on School Board property when students are present. The ELC agrees to bear any and all costs associated with acquiring the required background screening -- including any costs associated with fingerprinting and obtaining the required photo identification badge. The ELC agrees to require all its affected employees to sign a statement, as a condition of employment with the ELC in relation to performance under this Agreement, agreeing that the employee will abide by the heretofore described background screening requirements, and also agreeing that the employee will notify the ELC /Employer of any arrest(s) or conviction (s) of any offense enumerated in School Board Policy 8475 within 48 hours of its occurrence. The ELC agrees to provide the School Board with a list of all its employees who have completed background screening as required by the above- referenced statutes and who meet the statutory requirements contained therein. The ELC agrees that it has an ongoing duty to maintain and update these lists as new employees are hired and in the event that any previously screened employee fails to meet the statutory standards. The ELC further agrees to notify the School Board immediately upon becoming aware that one of its employees who was previously certified as completing the background check and meeting the statutory standards is subsequently arrested or convicted of any disqualifying offense. Failure by the ELC to notify the School Board of such arrest or conviction within 48 hours of being put on notice and within five (5) business days of the occurrence of qualifying arrest or conviction, shall constitute grounds for immediate termination of this Agreement. The parties further agree that failure by the ELC to perform any of the duties described in this section shall constitute a material breach of the Agreement entitling the School Board to terminate this Agreement immediately with no further responsibility to make payment or perform any other duties under this Agreement.

20. WRITTEN NOTICE DELIVERY

Any notice required or permitted to be given under this agreement by one party to the other party shall be in writing and shall be given and deemed to have been given immediately if delivered in person to the recipient's address set forth in this section or on the date shown on the certificate of receipt in placed in the United States mail, postage prepaid, by registered or certified mail with return receipt requested, addressed to the receiving party at the address hereinafter specified.

Contractor Vendor Address: The address for the Contractor Vendor for all purposes under this agreement and for all notices hereunder shall be:

Contractor/Vender: **Environmental Learning Center**
Contact's Name/Title: Molly Steinwald, Executive Director
Address: 255 Live Oak Drive, Vero Beach, FL 32963

School Board's Address: The address for the School Board of Indian River County for all purposes under this agreement and for all notices hereunder shall be:

School Board of Indian River County
Attn: Superintendent Dr. Mark Rendell
6500 57th Street
Vero Beach, FL 32967

In Witness Whereof, the parties have set their hands and seal effective the day and year first written above.

School Board of Indian River County

ATTEST:

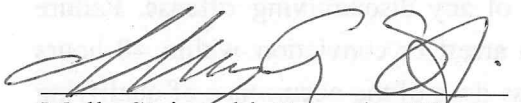
Shawn Frost, Chairman

Dr. Mark Rendell, Superintendent

Date:

Date:

Environmental Learning Center, Inc.



Molly Steinwald, Executive Director

Date: 8/29/18



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)
08/27/2018

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER K&K INSURANCE GROUP, INC. P.O. BOX 2338 FORT WAYNE, IN 46801	CONTACT NAME: LEISURE	
	PHONE (A/C, No, Ext): 800-335-0315	FAX (A/C, No): 260-459-5624
	E-MAIL ADDRESS:	
INSURER(S) AFFORDING COVERAGE		
	INSURER A:	NAIC #
	NATIONAL CASUALTY COMPANY	11991
INSURED ENVIRONMENTAL LEARNING CENTER, INC. 255 LIVE OAK DR VERO BEACH, FL 32963	INSURER B:	
	INSURER C:	
	INSURER D:	
	INSURER E:	
	INSURER F:	
	INSURER F:	

COVERAGES **CERTIFICATE NUMBER:** C89825 **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS		
A	COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PROJECT <input type="checkbox"/> LOC OTHER:			KKO0000021746400	3/15/2018 12:01 AM	3/15/2019 12:01 AM	EACH OCCURRENCE	\$1,000,000	
								DAMAGE TO RENTED PREMISES (Ea Occurrence)	\$300,000
								MED EXP (Any one person)	\$5,000
								PERSONAL & ADV INJURY	\$1,000,000
								GENERAL AGGREGATE	\$2,000,000
								PRODUCTS - COMP/OP AGG	\$2,000,000
								LEGAL LIAB TO PARTICIPANTS	
								PROFESSIONAL LIABILITY	
	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO OWNED AUTOS ONLY <input type="checkbox"/> HIRED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> NON-OWNED AUTOS ONLY						COMBINED SINGLE LIMIT (Ea accident)		
								BODILY INJURY (Per person)	
								BODILY INJURY (Per accident)	
								PROPERTY DAMAGE (Per accident)	
A	UMBRELLA LIAB <input checked="" type="checkbox"/> OCCUR <input checked="" type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DED <input type="checkbox"/> RETENTION			XKO0000021746500	3/15/2018 12:01 AM	3/15/2019 12:01 AM	EACH OCCURRENCE	\$3,000,000	
							AGGREGATE	\$3,000,000	
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) Y/N <input type="checkbox"/> If yes, describe under DESCRIPTION OF OPERATIONS below	N/A					<input type="checkbox"/> PER STATUTE <input type="checkbox"/> OTHER		
	PARTICIPANT ACCIDENT						E.L. EACH ACCIDENT		
							E.L. DISEASE - EA EMPLOYEE		
							E.L. DISEASE - POLICY LIMIT		
							AD&D		
							Primary Medical		
							Excess Medical		
							Weekly Indemnity		

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)
 CERTIFICATE HOLDER IS ADDED AS ADDITIONAL INSURED, BUT ONLY FOR LIABILITY CAUSED, IN WHOLE OR IN PART, BY THE ACTS OR OMISSIONS OF THE NAMED INSURED.
 30 DAY NOTICE OF CANCELLATION APPLIES.
 SEXUAL ABUSE OR MOLESTATION \$1,000,000 PER PERSON / \$2,000,000 AGGREGATE PER POLICY PERIOD

CERTIFICATE HOLDER SCHOOL DISTRICT OF INDIAN RIVER COUNTY 6500 57TH STREET VERO BEACH, FL 32967	CANCELLATION SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS. AUTHORIZED REPRESENTATIVE <div style="text-align: right;"><i>Scott Pennington</i></div>
---	---

ENT National Casualty Company NO. 0001_____

ATTACHED TO AND FORMING A PART OF POLICY NUMBER	ENDORSEMENT EFFECTIVE DATE (12:01 A.M. STANDARD TIME)	NAMED INSURED	AGENT NO.
KK00000021746400	03/15/18	ENVIRONMENTAL LEARNING CENTER, INC.	

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

POLICY CONDITIONS

This endorsement modifies insurance provided under the following:

COMMERCIAL GENERAL LIABILITY COVERAGE PART

The Other Insurance condition of this Coverage Part is replaced by the provision marked below with an "X" in the box:

Other Insurance

If other valid and collectible insurance with any other insurer including any formal self-insured retention programs is available to you covering a loss also covered by this Coverage Part, other than insurance that is in excess of the insurance afforded by this Coverage Part, the insurance afforded by this Coverage Part shall be in excess of and shall not contribute with such other insurance. Nothing herein shall be construed to make this insurance subject to the terms, conditions and limitations of other insurance.

Coverage afforded under this Coverage Part is primary insurance and Other Insurance shall not apply as respects as additional insureds.

The Cancellation condition of this Coverage Part is amended by the addition of the following if an "X" is in the box:

Cancellation

The following is added: It is a condition of the Policy by this Endorsement that the Policy will not be cancelled without thirty (30) days' prior written notice to:

SCHOOL DISTRICT OF INDIAN RIVER COUNTY
 6500 57TH STREET
 VERO BEACH, FL 32967

and further, that the person(s) named above are not liable for the payment of any premiums or assessments on this Policy.



 AUTHORIZED REPRESENTATIVE

8/29/18

 DATE

3rd Grade Excursion Notes

Bus arrives at ELC at between 9:15 and 9:30 am

Reminder: Teachers are responsible for administering first aid, tending to any child who has allergic reactions, and handling special medical conditions. They should make sure that the ELC Naturalist and their chaperones are aware of any such conditions. If any chaperones show up with children not enrolled in the class remind teacher and kindly let parent know that they cannot accompany the private program done for class. They may walk around campus by themselves AFTER they pay admission. If we allow one exception we have to allow all. Please help us follow this rule.

Naturalist

*Have all preparations for program **ready by 9:15 am**, and be waiting outside EP for bus to arrive. Go on bus. **Confirm with bus driver that you'll see him/her at 1:00 pm.** Chaperones off first to help the NA with lunches and then to listen to instructions from NA. Have teacher organize students.*

NA

*To **CATERER'S KITCHEN** with lunches. Keep lunches in wagon and roll wagons alongside right counter, keeping the two classes separate. After lunch roll wagons **in front** of Entry Pavilion. Take chaperones aside and kindly go over [use laminated chaperone sheet in kitchen to guide you] the chaperone responsibilities. They may not have received a letter. In brief: serve as role models, turn off cell phones or place on vibrate, no private conversations, supervise kids at all times, must always be an adult at restroom, you will get wet and dirty, you are disciplinarians. Stay behind the kids so kids can see and hear Naturalist.*

Wetland Room/Lagoon Room (might need to use EP, Picnic Area or Mardie's Hut when necessary) Keypoints

- 1) Introduction
- 2) Rules
- 3) Review habitat
- 4) Skull study

Good morning boys and girls, or should I say scientists? You are scientists today! Scientists are respectful of what they study and use their senses. Can anyone name their five senses? Great! My name is _____. My helper today is _____. Whose mom or dad came with them today? Thank you chaperones for taking time out of your busy schedule to help us. Before we start our day let's go over our simple rules. Probably same rules you have at school. Rules on poster

- 1) Have fun!
- 2) Be respectful.
- 3) Listen and follow directions
- 4) Keep your shoes on. Always!
- 5) Watch for fire ants and splinters.

6) Have fun ☺

Find out what method teacher uses to promote quiet. (123, eyes on me; 432, eyes on you.)

This is a map of the Indian River Lagoon. The ELC is on an island in the middle of the IRL. A lagoon is a body of water separated from the ocean by the barrier island. It does not have a flow or current, like rivers. Wind is the primary source of water movement in the lagoon. Our lagoon is connected to the ocean by the inlets and has fresh water flowing into it as well. Therefore, the water in the IRL is **brackish**, a mixture of salt and fresh water.

Do you remember when you came to the ELC in first grade? We talked a lot about animals and their homes. What do you call an animal's home? **HABITAT** (habitat = home both H). And what does an animal need in his/her habitat? **Food, water, shelter, and space.** Food gives us energy; we need water to keep our body hydrated, shelter for protection and space to find all these items. We'll talk about many plants and animals today as we explore our campus and do our activities.

Skull study Keypoints

- 1) identify skulls
- 2) feeding groups
- 3) photosynthesis

What is the source of all the energy? Sun. What uses the sun to make its own food? Plants. A scientific term for plants is **producers**. Plants **produce** their own food from the sun's energy. What producers might we see today? Trees, grass, mangroves, flowers. When you get hungry, what do you do? You find something to eat. We are **consumers** and we get our energy from the foods we eat. Plants make their own food. Green plants are called **producers**. They use light energy from the sun to produce the food they need, using a process called **photosynthesis (photo=light, synthesis= to make something)**. It's a set of steps that happen inside green plants.

1. We breathe out carbon dioxide that enters the plant through tiny openings in the leaves
2. water and minerals from the soil are carried to the leaves through the roots and the stem
3. energy from the sun is absorbed by the chlorophyll in the leaves and chlorophyll is what makes the leaves on the plant look green
4. the leaves use the sun's energy to change the carbon dioxide and water into food and oxygen
5. some of the oxygen produced is released into the air

Animals that eat to gain energy are called **consumers**. All consumers need to continue gaining energy to replenish the energy we use or lose as heat.

What do we call animals that eat only plants or producers? **Herbivores = plant eaters.** Can you name some herbivores we might see today? Rabbits, butterflies, manatees, gopher tortoises, caterpillars. Which animal do you think this skull came from? Look at the teeth. Think about your back teeth, or molars as we call them. How do you eat with those teeth? You chew or grind food.

Think about the animals that do a lot of chewing. Their teeth will be worn down and flat. These animals rely on plants or producers for food. And remember that plants rely on the sun for energy. We'll talk more about plants when we go outside. This is from a mammal that lives in the water and obviously likes to eat plants. Manatee. Manatees need to eat 10% of their body weight each day, which requires adults to spend 6-8 hours daily eating and chewing. That requires a lot of energy. This species is endangered. Can anyone tell me what that means? Not many left. The biggest danger to manatees is what? Being hit by boats.

Now, what about animals that eat other animals? They are **carnivores = meat eaters**. What type of carnivores do you think we will see today? Snakes, armadillos, spiders, dolphins. Let's look at the skull of this carnivore. Can you guess what type of animal it is from? Notice the teeth are not flat like the herbivores. These teeth are sharp. Why do you think that is? For ripping apart meat. Which teeth do you have for ripping apart food? Your front teeth. This skull is from a bobcat. Bobcats prefer rabbits, but will eat anything from insects to small rodents. They stalk their prey and then pounce on it. Bobcats are very adaptable and can be found in many different types of habitats. Most live to be about 6-8 years of age.

We have another group of animals we need to talk about. Animals that eat both plants and meat. Do you know what we call those animals? **Omnivores= eaters of all**. What type of omnivores do you think we will see today? Some crabs, many birds, many fish, and us! Let's look at our teeth. We can pass around the mirrors, or you can look into your buddy's mouth. Do we have flat teeth like the **herbivore**, or sharp teeth like the **carnivore**? **WHAT? BOTH?** So we are **omnivores**. Cool, right? So if you see a skull even if you don't know what animal it is, you can look at the teeth and classify it as an **herbivore, carnivore or omnivore**.

We have one more group of animals. Those animals that we call the cleaners. They eat dead and **decaying** plants and animals. Do you know what we call these animals? **Scavengers and decomposers**. What animals do you think we will see that fit into this group? Vultures, some crabs, shrimp, ants, worms.

Your teacher is going to get a laminated sheet (so we can reuse it) and as we go exploring we will be able to list organisms under the correct category throughout the day. **Producers, herbivores, carnivores, omnivores, scavengers and decomposers**.

So, let's get a drink of water and everyone try to use the bathrooms before we start on our adventure!

Energy Flow Game (under Discovery Station) Key points

- 1) The food web starts with energy from the sun.
- 2) Energy flows from the sun to the producers, herbivores, carnivores, omnivores, scavengers, decomposers
- 3) Energy is lost as heat
- 4) Energy rap

We are going to play the Energy Game now. For this game we will be learning some new vocabulary. What at the ELC uses the sun's energy to make its own food? **Grass**. Producer. What kind of animal

at the ELC might eat grass? Rabbits. **Herbivore or primary (first) consumers.** What might eat a rabbit at the ELC? **A snake. Carnivore and here it is the secondary consumer.** And what might eat the snake? **An eagle. Carnivore and here the eagle is the third or tertiary consumer.** What about leftovers and any dead animals? What eats those? **Scavengers= vultures.** And who are the vultures' best friends? The ones who eat the microscopic remains? **Decomposers= mushrooms and fungi and bacteria.**

Do the same for the marine food web. Sun to mangroves and seagrasses to mullet to seatrout to dolphin to crabs and shrimp and bacteria.

So, energy flows through the food chain or food web. Here's a simple poem to remember this.

Energy flows from place to place (*through the food chain*)

Some gets lost and goes to space (*we don't get all the energy from the plants and animals we eat*)

Energy lost is changed to heat (*the energy we don't use*) **The rest is fuel for you and me** (*fuel=the energy we need*)

Energy travels through food chains. What we use is fuel and our body heat gets lost.

Rules for the game: 2 teams, one land based and one marine based. Let's stand in a line and when I name what part of the food chain you are please go stand facing the picture on the arch. Let's not hang on the arches please. And watch out for fire ants.

Chaperones = Capt. Sun

Have the producers and primary consumers turn to face the suns.

Each captain gets a bowl. We will walk through once with empty bowls. The first **producer** comes and gets the bowl of energy from the captain. He/She takes it to his/her fellow producers and passes it to the last producer who goes under the arch and stops. The first **primary consumer or herbivore** comes and gets the bowl of energy, takes it back to his/her fellow primary consumers. The last one goes under the arch and stops. Same holds true for the **secondary and tertiary consumers**, and **scavengers and decomposers**. The last **decomposer** to go under the arch then goes back to the captain with the bowl of energy. Does everyone understand their role in the energy web? Okay, let's fill the bowls to the top with energy=water and play.

When the captains get the bowls at the end the team that finished first thinks they won. BUT, I forgot to tell you that it is not a race about speed, but about conserving energy. We want to see which team conserved or saved the most energy.

Let's measure the remaining energy with the measuring cup using milliliters. Scientists use the metric system. What is the difference, if any, between the 2 amounts? Should we try again and this time take care to conserve energy? How should we move if we are trying to conserve energy?

Mangrove boardwalk: West George's Trail Key points

- 1) Identify 3 types of mangroves by leaves, propagules, zonation and roots.
- 2) Discover what animals make the mangroves their home.
- 3) Learn what makes mangroves unique.

As we walk along the mangrove boardwalk lets make a double line so people can see from both sides of the boardwalk.

What is a mangrove? It is a special tree that can live in fresh, salt or brackish water. Can you name other trees that can live in all different types of water? Very few. Mangroves are **adapted** to be able to thrive (survive extremely well) in all types of water. Mangroves form fruit-like propagules (seedlings) which germinate while still attached to the parent tree. These propagules are “baby trees” growing on the parent tree. The parent supplies the **seedling** with **nutrients** and **water** until it becomes heavy and drops off. The propagules already started growing roots and leaves. And I can show you some of them as we go along the trail. The rooted end of the propagules stick in the mud or float away to colonize another area. The first green leaves develop on the other end. *The tree undergoes no dormant stage as a seed, but rather progresses to a live plant before leaving its parent tree.*

Who remembers the three types of mangroves? Red, black and white. Can you tell me which mangrove tree we'll encounter first, farthest from the water? White: leaves same color both sides, farthest away from water, propagules shaped like raisins or sunflower seeds or a diamond, bark is lightest in color. Looks most like a regular tree.

Which mangrove tree has roots sticking up out of the ground? Black: snorkel roots (pneumatophores = air roots), leaves darker on top side than bottom, darker bark, lima bean shaped propagules. Ready to make a scientific observation? Let's all find a black mangrove leaf, and remember leaves provide habitat so let's leave the leaves on the tree. Look carefully at the leaf. What do you see? Sparkles? Salt? Just rub a leaf with your dry finger (more sanitary). Now lick your finger. What does it taste like? Why? The tree drinks the brackish water and gets rid of the excess salt through its leaves. It's like when we sweat and our sweat tastes like salt. Red and white mangroves have ways of keeping the salt out of the tree all together. Should we lick any leaf? NO!!! Always check with an adult to make sure it is the black mangrove.

And last but not least which mangrove lives in the water and is called the walking tree? Red: prop and drop roots, closest to water, long propagules (baby trees). Serve important role as nurseries/shelter for baby fish and invertebrates.

Why are some of the leaves yellow or brown? They are dead. What will happen to them? They will fall off the tree and settle to the bottom. The dead plant and animal matter is called **DETRITUS**. Detritus forms the foundation/basis of the food web for the Indian River Lagoon. Without it, nothing else would be here. Then what happens? Does detritus stay here, just getting thicker and thicker all the time? **Scavengers** (crabs, shrimp) start eating the dead leaves and **decomposers** (fungus, bacteria, snails, worms, etc.,) colonize and break down the dead and **decaying** plants and animals and turn them back into **soil** with lots of **nutrients** and **minerals** for the **producers** to grow in

As we walk along the boardwalk lets keep our eyes open for different animals.

Mangrove tree crabs mainly eat mangrove leaves, but also insects. They are **omnivores**. They are very quick and camouflage easily, as do many animals when trying to survive. Coffee Bean Snails on roots of red mangroves are **decomposers**.

Giant land crabs are **omnivores**. We'll see their burrows.

Fiddler crabs: males have one large claw for defending territory and one small claw; females have two small claws. **Scavengers.** We'll see their burrows.

Let's talk about mosquitoes. The lifecycle of mosquitoes is called **metamorphosis**. **Metamorphosis** refers to the way that some animals develop, grow, and change form. **Metamorphosis** actually means "change". Mosquito eggs are laid one at a time. Most eggs hatch into larvae within 48 hours. The larva live in the water and come to the surface to breathe. They shed their skin four times growing larger after each molting. The larva feed on micro-organisms and organic matter in the water. On the fourth molt the larva changes into a pupa. The pupal stage is a resting, non-feeding stage. This is the time the mosquito turns into an adult. It takes about two days before the adult is fully developed. When development is complete, the pupal skin splits and the mosquito emerges as an adult. The newly emerged adult rests on the surface of the water for a short time to allow itself to dry and all its parts to harden. Also, the wings have to spread out and dry properly before it can fly. Only female mosquitoes bite animals and drink blood to help develop her eggs. Male mosquitoes do not bite, but feed on the nectar of flowers.

Indian River Lagoon Key points

- 1) Define lagoon
- 2) Differentiate between a river and a lagoon

At canoe dock have students look around. Point out whatever possible. If you looked on a map, what is the name of this body of water? What is this body of water? The Indian River Lagoon. What is a lagoon? A shallow body of water separated from the ocean by a barrier island. Lagoons are usually shallow, about 3 feet. Our lagoon has what kind of water in it? **Brackish** = fresh and salt. Not all lagoons are brackish. Since ours has brackish water it is also an **estuary**. What causes the water in a lagoon to move? The wind. So it is not a true river. We are on an island – Wabasso Island, surrounded entirely by the IRL.

Not only do we see animals that use the lagoon, but also trees along the edge or perimeter of our island. Red mangroves are very good at forming islands. How do you think that is possible?

Remember that detritus we touched? All of those decomposed and decaying leaves that don't get eaten turn into **detritus** and the red mangrove roots hold that **detritus** in place! We also have seagrasses and algae in the lagoon that provide food and shelter for many animals.

Discovery Station Key points

- 1) Exploration of the Discovery Station
- 2) Study of mangroves, seagrasses and skulls
- 3) Touch tank exploration

Before heading into the Discovery Station split the class into three groups and title them RED MANGROVES, BLACK MANGROVES and WHITE MANGROVES. The groups will circulate between the Touch Tank with a volunteer, the mangrove/seagrass area with Naturalist/Docent and the "free" zone with the NA. Rules: looking at animals in aquariums (explain about not tapping on glass); use indoor voices; walking, not running; everything stays here; share. Touch items gently. See how

much you can explore and discover. 10 minutes for each group. TOUCH TANK volunteer will need NA to assist with hand washing. TOUCH TANK volunteer should spend first 2 minutes talking to the students about the animals in the touch tank.

Bathrooms and wash hands for lunch.

Gather in Mardie's Hut: Lunch Key points

- 1) Learn about reducing, reusing, recycling and composting
- 2) Weigh trash using grams
- 3) Graph weights and compare results to other classes

As kids have a seat at each picnic table, explain:

After lunch we are going to weigh all the trash. We need to be as careful as possible about separating your compost and recyclables from your trash, so that items that are not trash don't get counted as trash. Please don't take trash home. We won't be able to include your class in the challenge if you do.

Recycling is easy. How many of you recycle at home? That's great! We always recycle at the ELC. We can recycle aluminum cans and foil, plastic drink bottles (with #1 - #7) and glass. Plastic grocery bags can be reused or taken back to the store. Unfortunately, Ziploc bags, Capri Sun pouches, and plastic utensils CANNOT be recycled. Please use this bucket **for all** of your recyclables. **Empty** paper bags and boxes can be recycled also.

Now compost is a little bit challenging. How many of you have heard of compost? Does anyone compost at home? At the ELC we try our best to compost our left over fruit and vegetable matter, **producers**. We put left over fruits and veggies in a bin with some leaves, sticks and soil and **decomposers**— and after a few months we get really good soil with lots of **nutrients** that we can use for our plants/**producers**. Are Doritos fruits or veggies? What about crusts from your pb&j? Crackers? NO! So, please only put things like apple cores, orange peels, grape stems, or uneaten carrot sticks in this bucket. Something that made its own food from the sun's energy.

When I come back, we will weigh trash. Then we will graph the trash, and see how you compare to other classes. We have this fun song to help you remember your 3 Rs. *Play song.*

Ask teachers and chaperones to pass out lunches. As lunches are passed out compliment those that packed less trash lunches. Naturalists and NAs can take a break from kids and eat lunch anywhere.

After lunch

Naturalist's job to look through the recycle/compost/trash bins and help kids get it right. If leaving buckets for second class PLEASE make sure correct items in each bin.

Let's see how you did sorting your wrappers and such. *Compliment the class if good job.*

Time to find out how your class compares to other third grade classes.

Let's take our trash and weigh it on the scale. Scientists do everything three times, so we need to triple check our work. This way you confirm your results. Also since scientists use the metric system we will be using grams and kilograms not pounds.

This is a bar graph. Bar graphs let us look at the results and compare them easily. We are going to graph your weights so we can see how your class compares to other classes. Along the side we have weights in grams. Along the bottom we have the classes listed.

Make sure to record trash weights on the paper chart in the box.

Just by looking at these buckets what did we have the most of? How about the least? *Compare and discuss.*

Why did we just do all of this? Why do we care about how much trash we have? Well, to answer that, we first have to ask, where does trash go? Eventually, it ends up at the landfill. Have you ever seen those huge mountains of trash? What happens to that trash once it gets there? It just stays there – and we keep adding to it. It is very difficult to NOT make any trash at all. Just about everything we do makes a little bit of trash. So, my **challenge** to you is to add less trash to that landfill. What are some things that you could have done to have had less trash? Reduce, reuse, and recycle! *Discuss. I challenge you to try to have less trash everyday, not just on your trip to the ELC.*

Stormwater Runoff Activity (grassy field by staff parking) Key points

- 1) Explain watershed
- 2) Play stormwater runoff activity
- 3) Ask students how they can keep watershed clean

Talk with Students

Water drains off land and into a common waterway, such as a pond, lagoon, or even the ocean. We call this a watershed. Water runs off the land into the waterway.

The water from this ELC parking lot drains into this stormwater drain, which leads to the pond, which leads to the Indian River Lagoon.

What is that big body of water we've been talking about today? The Indian River Lagoon.

Even if you cannot see the lagoon from your house, if you live in Indian River County, you live in the **Indian River Lagoon watershed** – that means that all of the land around us – around our houses, schools, and shops - drains into the Indian River Lagoon.

When it rains, where does most of the water go? **SOME** of it evaporates (remember the water cycle?), but most of it soaks into the ground, right? But, what happens when it rains on our driveway? What about the mall parking lot? What about the ELC parking lot? Where does all of that water go??? Can it soak into the concrete or asphalt? Of course not. So, where does it go? Again, some of it will evaporate but what about rain on a very cloudy day? Or, rain at night? Can the sun evaporate it? And, keep in mind the sun has its limits. The sun cannot create instant evaporation and cannot evaporate ALL of the rain water.

How many of you have been to the mall?

Who has seen those big ditches and canals out by the mall? Did you know that in Indian River County we have over 620 miles of canals and ditches? That is more than 14,000 school buses lined up together!!! Usually the canals are full of water. Where did that water come from?

The water came from all of those places (like the road and parking lot) where the water could not soak into the ground. We call this water **runoff**. It runs off the surface and into the ditch or canal.

Have you seen someone litter? What if there is a piece of trash in the mall parking lot when it rains? Where will the water carry that trash? Into the canal. And where does the canal go? Into the lagoon. Have you ever seen someone walk their dog and NOT pick up after it? What happens to the dog poop when it rains? It goes into the canal. And where does the canal go? Into the lagoon.

Trash in the parking lot or in the street will eventually end up in the lagoon. If we leave dog poop on the sidewalk it will eventually end up in the lagoon. Have you seen this sign? (Stormwater sign). We are going to construct a canal and observe how rainwater runs off the land and into the canals and then in to the Indian River Lagoon.

Game Supplies

1 sponge

1 small concrete block

7 pieces of cut PVC pipe

1 gallon of water

pieces of trash plastic

fish

Fake dog poop (dissolving tablets that will COLOR the water) 1

clear bin

Game Set Up and Play

*Divide students into three groups. Each round new students will be the canal. Give each student a piece of cut PVC pipe. Explain that you are turning them into canals in the IRL watershed. Their goal is to work as a team to deliver the runoff to the lagoon (represented by a clear tub). Let the students figure out how to build the canal themselves. **Guide, but don't do it for them.***

Play three rounds. Students who do not have a piece of pipe are told that they are water quality SCIENTISTS and need to make careful observations to explain what has happened.

1st round: “clean” water with sponge

Water naturally drains into the lagoon. The ground acts like a **sponge**, but when a sponge gets too full, it cannot soak up any more water. This is natural runoff.

2nd round: water carrying trash

When the ground is covered in concrete or asphalt, it cannot act like a sponge. Instead, the water runs off the surfaces, taking any trash with it. This is not natural runoff.

3rd round: water carrying dog poop

How many of you have a dog? Do you walk your dog? When your dog poops what do you do with the poop? Let's find out what happens when people don't pick up after their dogs, whether it is on the grass or on concrete. When it rains and the water drains into waterways or canals or drains it takes any dog poop with it. And the dog poop will dissolve in the water. This is not natural runoff.

So, now look into our "lagoon." What is in there? How did it get there? How many of you like to play and swim in the lagoon? How about fish or crab? Would you like to do these things if the lagoon were full of trash and dog poop? What do you think might happen to the animals that live there? Water quality scientists test our water to determine how healthy it is.

Even third graders can help keep the Indian River Lagoon clean. **How you can help?**

Pond Keypoints

- 1) Explain that our freshwater pond is mostly stormwater runoff.
- 2) Identify some of the common animals in the pond and put them in a food chain.

When it rains, where does most of the water go? Soaks into the ground, right? But, what happens when it rains on our driveway? What about the mall parking lot? Where does all of that water go? Can it soak into the concrete? Of course not. So, where does it go? Some of it will evaporate (remember the water cycle), but what about rain on a very cloudy day? Or, rain at night? Can the sun evaporate it? And, keep in mind the sun has its limits. The sun cannot create instant evaporation and cannot evaporate ALL of the rain water. The water from the ELC parking lots drain into our manmade pond. It catches the runoff that cannot soak into our parking lots and the extra rain that can not soak into an already soaking wet ground. What kind of water is in our fresh water pond? Fresh water. And where does that water come from? Rain or **precipitation** and from the land around it.

Ask the students what kind of animals they might find in and around the pond.

Demonstrate how to use nets. Nets are not toys but scientific collecting gear.

Rules: no deeper than knee. Don't go past buoys. Keep animals in water as much as possible—explain that the mucus protects them from infection, and touching it removes that protection. Best place to find critters is in grass (shelter). We will put back everything we collect.

Pass out nets. One net per pair of kids to share.

When collecting is finished, have students rinse nets in pond and carry back to grassy parking lot.

Have chaperones and NA bring plastic bins with collected animals to table under dry lab.

Have students line up on line.

Demonstrate stereo-scope use: leave magnification on 7; don't twist eye pieces; move eye pieces in or out to fit eyes; raise and lower vertically; leave lights on. Demonstrate creature peeper use.

When at this table stay looking at one scope until the NA says “rotate”.

Demonstrate critter collection using small nets. Rules: Must have small container of water ready to receive animals before scooping them up. Again, keep animals in water as much as possible and do not touch.

Use magnifying lens and ID cards to identify specimens.

Divide group into two and have each group head to a table. As students are exploring and examining discuss with them what they are looking at. Rotate tables.

Have chaperones and NA carry bins back to the pond while conducting pond wrap up with students.

Have students stand back on line. What kind of animals did you see or catch? Let’s discuss a few of those animals. Who caught a fish? What kind of fish do you think it was? What do you think it eats? What might eat that fish? Who caught a shrimp? What do you think shrimp eat? What might eat a shrimp? Why are shrimp almost invisible? Are these animals producers, herbivores, omnivores, carnivores, decomposers or scavengers? Who saw some insects? Most of these animals were dull colors. Why? Camouflage for survival.

Let’s talk about the life cycle of some of these animals. The lifecycle of dragonflies/damselflies/mosquitoes is called **metamorphosis**. Metamorphosis refers to the way that insects develop, grow, and change form. **Metamorphosis** actually means "change."

Let’s talk about dragonflies. Let’s look at this poster. The larva hatches from an egg which is laid in water, in plants near water, or even underwater. As this aquatic (living in the water) **larva** (called a nymph) grows, it **molts** (loses its old skin) many times. When fully-grown, it emerges from the water, using the claws on its feet to crawl onto a plant. The dragonfly flies away over land. It only returns to the water to reproduce and continue this cycle. The life span ranges from about 6 months to over 7 years (most of it is spent in the nymph stage - the adult lives for only a few weeks). Remember when we talked about the mosquito life cycle?

Wrap up (can be done throughout the day as walking from activity to activity or waiting in line at bathrooms) Key points

- 1) Review vocabulary (habitat, producers, herbivores, omnivores, carnivores, scavengers and decomposers, detritus)
- 2) Review importance of mangroves 3) How can we have a less trash lunch?
- 4) What did you learn today?
- 5) Come back with family and you be the guide!!

Need to board the bus no later than 1:00pm!!

Naturalist Field Trip Set-Up

Wetland Room Start:

1. Grab first aid kit and radio and make sure there is another radio by fax machine.
2. Room: rules visible, skulls ready.
3. Pond: set up large dip nets in grass by pond, set up 2 containers by pond, collect specimens for Creature Peeper table, set up 2 tables under Upland Room, have one container of pond critters ready on one table, draw flour line.
If buggy, set out therna cells...do not turn. Have NA turn on while kids are in pond and then turn off!

(Do not use water from faucet or hose to fill pond containers...this water contains chlorine)

Lagoon Room Start:

1. Grab first aid kit and radio and make sure there is another radio by fax machine.
2. Room: rules visible, skulls ready.
3. Open Caterers' Kitchen, bathrooms and Discovery Station and feed fish.
4. Set up Energy Game items at benches near arches under DS. Brush off tables near game.
5. Set up Stormwater Runoff activity in grassy area by staff parking.
6. Mardie's Hut: brush off tables and benches, set up trash, recycling, compost and Terra Cycle buckets, set up lunch activity items, take wagons to front of Entry Pavilion

Weather contingency plan

More time in Discovery Station

Pond study with animals PRE collected

Lunch at large picnic area instead of Mardie's Hut

NA Field Trip Duties

Set up:

Since there are 2 Naturalists setting up you don't have to be at the ELC until 9:15am. Help Naturalist whenever possible and keep students together. Remember we can not be alone with any children.

When bus arrives show chaperones where to place lunches in Caterer's Kitchen. Do not roll wagons through Entry Pavilion, please go around the building. Keep lunches for the classes separate and in the black wagon. Roll black wagons along right-side counter. After lunch roll wagon **in front** of Entry Pavilion. Use laminated card to pleasantly go over chaperone responsibilities: serve as role models, turn off cell phones, no private conversations, supervise kids at all times, must always be an adult (not NA) in the restroom, be disciplinarians, walk behind students.

Clean up for Naturalist and NA: For the last group at the station for the day.

Wetland and Lagoon Rooms

Rules and skull boxes can be placed in corner.

Pond

Return all critters to pond (unless cold weather...then please put in bucket with aerator and lid)
Rinse and return all supplies to pond storage box. Make sure all is reasonably free of debris. Wipe down, and wrap cord around base of stereo-scopes and return to pond storage box.

Place ID cards in drying rack.

Make sure therma cells are off. Place in pond storage box.

Lock storage bin.

Stormwater Runoff Activity

Return all supplies to bin and store in shed (Make sure to lock the LOCK).

Energy Game

Return all supplies to bin and bring up to caterer’s kitchen. Refill water jug.

Mardie’s Hut

Rinse all buckets and place upside down in Triple R and place lid on Terra Cycling bucket Bring graph and Triple R container to shed. (Make sure to lock the LOCK.)

Miscellaneous

If emergency nametags supply low please refill.

Turn radio off and place in charger.

Record student and chaperone numbers on log sheet

Wetland Room start 2015	Lagoon Room start 2015
9:30-9:50---introduction/skulls	9:30-9:35--- bathrooms and water
9:50-9:55--- bathrooms and water	9:35-9:55--- introduction/skulls
10 -10:15---energy game	10-10:15---stormwater runoff activity
10:15-10:55--- Mangroves/IRL/Canoe dock	10:15 -10:55-- Pond
11-11:30- Discovery Station & Touch Tank	11-11:30---bathroom and lunch
11:30-12--- bathroom and lunch	11:35-12:05- Discovery Station & Touch Tank
12-12:15---stormwater runoff activity	12:10-12:25--- energy game
12:15-12:55---pond	12:25-12:55- Mangroves/IRL/Canoe dock
1---ON bus	1--- ON bus

LAGOON DAYS

Curriculum and Volunteer Guidebook

Thank You!	1
Lagoon Days Goals	1
Daily Schedule	2
General Curriculum Information	3
Logistics	4
Teachers and Chaperones	4
Letter to Prospective Chaperones	5
Safety	7
Communication	7
What to Wear and Bring	7
Lunch	8
<u>Adaptations Station</u>	9
Mystery Crab Cheat Sheet	18
Mangrove Cheat Sheet	19
Fill the Bill Cheat Sheet	20
<u>Benthic Ecology Station</u>	21
Benthic Ecology Cheat Sheet	26
<u>Canoeing Station</u>	27
Canoeing Cheat Sheet	30
<u>Lagoon Food Web Station</u>	41
Lagoon Food Web Cheat Sheets	49
<u>Seining Station</u>	51
Common Organisms in the Indian River Lagoon	56
Seining Cheat Sheet	63

Thank You!

... for being ready and willing to help during Lagoon Days 2016! Each year the 4th grade students of Indian River County look forward to coming to the Environmental Learning Center (ELC) campus on Wabasso Island for an exciting day of outdoor exploration in and around the Indian River Lagoon. Your role in this annual adventure is essential. As you can imagine, it takes a lot of energy and local talent to pull off an environmental education opportunity of this magnitude. This year, over 1,400 fourth graders will participate! Almost 200 job slots must be filled in order to run the program. Without people like you, Lagoon Days would not happen! **Again, thank you!**

Lagoon Days Goals

- To teach students about the natural world and local history through experiential learning, building on SPLASH 1 and SPLASH 3.
- To demonstrate the importance of interconnections in the environment – how everything fits together, interacts like the pieces of a puzzle.
- To cultivate an appreciation for the Indian River Lagoon, North America's most diverse estuary.
- To develop a sense of stewardship for natural resources and how individual actions directly affect our Planet Earth.

Introduction

When one tugs at a single thing in nature, he finds it attached to the rest of the world.

John Muir

The theme for Lagoon Days is **interconnections**. During the field trips, students will explore six stations, learning about a different component of the Indian River Lagoon ecosystem at each. Activities take place outside and are designed to illustrate how everything in the natural world interacts and fits together. Just like the pieces in a jigsaw puzzle! When you link the concepts taught at your station with those at the others, you help students put the pieces together and understand the role each component plays in the grand picture. Students also learn how their actions directly affect the environment.

Through your involvement in Lagoon Days, you not only teach about the interconnections between plant and animal communities, you also demonstrate that great things are accomplished through the interaction of individuals in the human community!

The *Lagoon Days Curriculum and Volunteer Guidebook* provides general information about the program and topics to be taught at each of the six stations during Lagoon Days. It is written and produced by Melody Ray-Culp (former Education Coordinator), Heather Stapleton (current Education Director), Rosemary Badger (former Naturalist), Sarah Rhodes-Ondi (current Naturalist), Rich Wilson (former Naturalist), Katrina Morrell (former Naturalist) and Vanessa Spero-Swingle (former Naturalist). Staff works closely with volunteers – feel free to contact us with questions or suggestions.

Check-In

Please be at the ELC Uplands Room by 9am. This will give us time before the students arrive to make introductions, go over final program details, distribute hand-held VHF radios, and synchronize watches. If you have a name tag (ELC or your work) please wear. Otherwise we will have generic “ELC LAGOON DAYS VOLUNTEER” clip-on name tags available. Snacks will be provided to keep you fortified throughout the busy day ☺.

Daily Schedule

There will be at least one school visiting the ELC campus from April 19th through May 13th (excluding Wednesdays). Each of the county’s public schools is assigned to one of these days. And, a few private schools participate.

Each station is 45 minutes long. Students have 5 minutes to travel between stations. The daily schedule is as follows:

9:00	Volunteers meet	12:25-12:55	Lunch
9:30	School buses arrive at ELC	1:00-1:45	Station 4
9:30-9:45	Welcome and Introduction	1:50-2:35	Station 5 (vls depart @end)
9:50-10:40	Station 1	2:40-2:50	Wrap-up
10:45-11:30	Station 2	3:00	School buses depart ELC
11:35-12:20	Station 3		

We must keep careful track of time. There is a lot to cover during each station period, and it is imperative that we finish each station on time. If buses arrive more than 20 minutes late, each group of students may have to miss one station. This will depend on how quickly students can get off the bus and organized. Be flexible and ready to make some last minute changes.

You should have received an email outlining the dates on which you are scheduled to teach and the stations you will be teaching. **Please contact Heather right away if you are no longer able to come or must leave early during any of your scheduled dates (Heather@DiscoverELC.org, 589-5050 x 106).** This allows us to try to find a replacement.

General Curriculum Information

All programs offered by the ELC, for children and adults alike, are designed to nurture an appreciation for nature and all living things. Each year, all of the 3rd graders come for a field trip based on their special curriculum called *Splash 3: the Web of Life and Natural Cycles*. Our Lagoon Days program is the next step. When they come to your station, ask how many have been to the ELC for a field trip before and let them tell you what they already know.

The detailed station summaries provided herein are your teaching tools for Lagoon Days. **The curriculum for each station includes more information than you can cover during the station period, but try to hit the general concepts and key points on the cheat sheets.**

Don't worry if you've never taught the station before – you will work with someone who can show you the ropes and familiarize you with the flow of activity and information. Bring this *Curriculum and Guidebook* with you when you teach, and feel free to mark it up with notes and colored highlighting. We have added **cheat sheets** outlining key points that should be covered for each station. Laminated copies of the cheat sheets will be posted at each station. Please feel free to adapt the cheat sheets to your needs and teaching style. Add any information based on your own valuable expertise!

Reading the material included for all stations, not just the one at which you will be teaching, will help prepare you for discussing how your station fits into the big picture.

Try to watch the prep video that the teachers and students also watch. It can be found on the ELC's YouTube channel: <http://www.youtube.com/user/discoverelc>. Click on "Lagoon Days Class Preparation Video."

Remember to emphasize interconnections and to incorporate this theme throughout the day.

Logistics

Students and teachers will view a prep video before coming to the ELC. Many teachers will watch it twice with their students. The video introduces some basic vocabulary. It gives a brief synopsis of each station and how to prepare for their day at the ELC.

Students travel around the ELC campus in with their teachers. Usually there are no more than 25 students in each group

We request that at least two adults from the school (teachers or chaperones), and no more than four, accompany each group.

When the school buses arrive, there will be a sign under the Discovery Station designating each station. Each group will be told to line up behind the sign for their first station right after they get off the bus. Instructors will be waiting for them at their respective signs.

The program will begin with a general orientation to Lagoon Days. Then instructors will lead their first group of students to their station. The station rotation is as follows: Benthic Ecology, Seining, Canoeing, Adaptations, and Lagoon Web. At the beginning of each station period, introduce yourself. You are very important! If you work in an environmental field, let the students know – you might inspire them to follow in your footsteps. And, if you aren't a professional, let them know you are someone who cares greatly about the environment, and want to help people learn about it.

At the end of each station period, tell students where they should go next and point them in the right direction. After the last station, please direct the chaperones and teachers to take their students back to the picnic area for the wrap-up.

Teachers and Chaperones

Teachers and chaperones play a vital role during the field trip. Teachers are instructed to tell prospective chaperones exactly what their responsibilities will be before they “hire” them for the job. In brief, teachers and chaperones are expected to serve as role models, supervise students at all times, participate fully in all activities, and serve as disciplinarians. Everyone is fully aware that they will get wet and dirty during this adventure. If you are having a hard time getting the students' attention, enlist the aid of the school adults – it's their job to maintain order amongst the students, not yours!

The teacher will be the leader of each group. The leader is responsible for guiding the students from station to station. Should a child need to use the bathroom during the field trip, a teacher or chaperone must accompany him/her. An adult must be in the bathroom any time there are children in there – unfortunately, our bathrooms have sometimes become sites for student mischief. There will also be a porta-potty located near the ELC entrance.

Following is a copy of the letter to prospective chaperones.

Letter to Prospective Chaperones

March

Dear Prospective Chaperone,

The Lagoon Days program at the Environmental Learning Center (ELC) is a high point in the school year for those who participate. Participants will explore the fascinating Indian River Lagoon ecosystem at six different stations. All stations are outside, and all activities emphasize the Lagoon Days theme, **Interconnections**.

The goal of the excursion is to provide a positive, outdoor experience that will promote an understanding of the environment and inspire interest in learning about the world around us.

Chaperones play a vital role during Lagoon Days. As a chaperone, your main role is to promote a safe, successful learning experience. Before you accept the “job,” carefully consider the responsibilities listed below. As a chaperone, you must agree to do the following:

- **Participate fully in all activities, including those that require getting into the water.** Your help is needed and expected at every station. **You will get wet and dirty.** Dress accordingly and wear closed toe, closed heel shoes with laces. Hat or visor and sunglasses are suggested.
- When students are leaving the water stations (canoeing, benthic, and seining), we ask that a teacher or a chaperone be in charge of seeing that everybody uses hand sanitizer.
- Serve as a role model. Listen and observe quietly, provide guidance to children as needed. Be enthusiastic about the activities and nurture enthusiasm in the students.
- Supervise children at all times. Keep them together and make periodic head counts. Should a child need to use the bathroom, an adult must accompany him/her.
- Serve as disciplinarian when necessary and help children abide by the rules.
- Help take lunches off the bus upon arrival at the ELC and carry them where directed. During lunch, keep children under the Discovery Station and help them separate recyclables, compost and trash.
- Do not bring children not enrolled in the 4th grade at the school you are accompanying.

Should you decide to accept this important chaperone “job,” we look forward to seeing you at the ELC ☺. Your help is greatly appreciated! And if you decide not to come to the ELC as a chaperone, you are warmly encouraged to visit any time we’re open.

Sincerely,
Heather Stapleton
Education Director

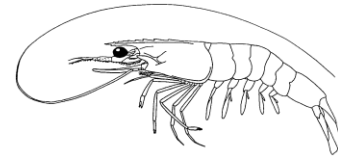
Lagoon Days Stations Outline

Lagoon Days activities take place outside. Groups of students rotate in the following order: Benthic Ecology, Seining, Canoeing, Adaptations, and Lagoon Web. Stations are described below in **alphabetical** order (not necessarily the order that the classes will be rotating through).

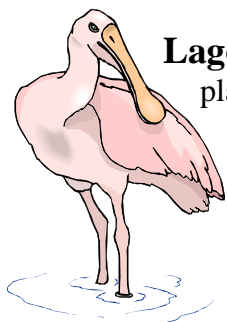


Adaptations Using their deductive reasoning skills, students study adaptations of five common species of crabs and five common species of birds that live in and around the lagoon.

Benthic Ecology Students explore the lagoon bottom (benthos), by wading into the lagoon, collecting core samples, sieving them, and using magnifying equipment to examine the organisms they uncover. Razor-sharp oyster shells are abundant at this station, and attention to safety is especially important. No one is permitted to be in water above the waist. Students must use gloves (supplied) to pick up anything they wish to examine. **TO ENSURE SAFETY, ALL TEACHERS & CHAPERONES ARE NEEDED IN THE WATER WITH THE STUDENTS.** A teacher or a chaperone is needed to see that everybody gets a freshwater rinse and uses hand sanitizer when leaving this station.



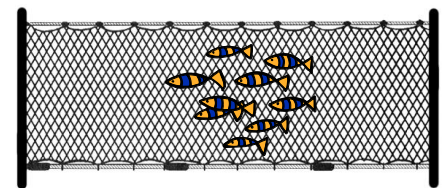
Canoeing. Students learn the proper way to handle a canoe while paddling over the lagoon's seagrass ecosystem. This station emphasizes safety and following directions. All students must wear a PFD whenever in a canoe. They must stay within site of the dock and follow all instructions given. **ADULTS MAY BE ASKED TO CANOE WITH STUDENTS IF WEATHER CONDITIONS ARE WINDY.** A teacher or a chaperone is needed to see that everybody uses hand sanitizer when leaving this station.



Lagoon Web. Lagoon Web is a game in which the students and adults are the playing pieces. The goals of this station are to differentiate between food chains and food webs, convey the interconnections between food chains, and actively explore the energy cycle. All adults are expected to play!

Seining. Students learn how to use a seine net, one of the tools that scientists employ to collect marine specimens. They will also identify what they collect and learn about the interconnections between the organisms and seagrasses.

No swimming is permitted – no one is allowed to be in water above the waist. The wooden platform we work from can be slippery. No jumping or climbing on the structure is allowed. **TO ENSURE SAFETY, ALL TEACHERS AND CHAPERONES ARE NEEDED IN THE WATER WITH THE STUDENTS.** A teacher or a chaperone is needed to see that everybody get a freshwater rinse and uses hand sanitizer when leaving this station.



Safety

Safety is our highest priority at the ELC. Please have everyone follow all the rules for each station and be especially alert to enforcing the ones pertaining to safety. Emergency Medical Services (EMS) personnel will be on site daily, and they will have a VHF radio. Should a medical problem arise, notify EMS by radio first, and send a teacher or chaperone with any student who must go to EMS. ELC instructors should NOT go with the student – you are needed at the station with the rest of the students.

To get to the Benthic Ecology and Seining stations, students must cross or walk along Live Oak Drive. The group should cross the street together, led by an adult. When walking along Live Oak Drive from Benthic Ecology to Seining, they should walk on the grass, not on the road, on left side of traffic cones.

Please note, we will continue with the safety changes we implemented in 2014: At each water station, the ELC will provide hand sanitizer. When students are leaving the water stations (canoeing, benthic, and seining), we ask that a teacher or a chaperone be in charge of seeing that everybody uses hand sanitizer. We always insist the students wear life jackets at canoeing. But, for students who are not comfortable around water or cannot swim, we will also have life jackets available at the seining station.

Communication

There will be a VHF radio at each station. An announcement will be made five minutes before the end of each station period so you know when to start wrapping things up. Another announcement will be made when the station actually ends. It is critical that you listen for radio instructions and keep good track of time. Occasionally, the radios can be heard, so please pay attention to your watch as well.

AS of 2016, radios ARE waterproof up to 30minutes! And they work much better than our older models. **All radios (and name tags) should be returned to the Wetlands Room at the end of each day.**

What to Wear and Bring

Wear clothing and shoes that can get wet and dirty. All children, teachers, and chaperones are told they must wear closed-toe, closed-heel shoes with laces. Flimsy water shoes, sandals, and other non-lacing shoes are not acceptable because they get sucked into the mud at the Benthic Ecology and Seining Stations and do not protect feet from razor-sharp oyster shells and other harmful objects. **Please, no crocs at all (and, IF you are at Benthic Ecology or Seining, please refrain from open-toed Texas as well).** We have instructed teachers that students may wear “rugged,” closed toe water shoes, or dive booties. Instructors at the Benthic Ecology or Seining Stations must follow these guidelines as well. If you are teaching at the non-water stations (Adaptations, Lagoon Web) you may wear whatever shoes you wish to protect your feet, but **please don't wear flip-flops**. Please keep your shoes on at all times.

Dress appropriately for the weather. Although activities will be cancelled due to severe weather, we will continue if it is merely raining. Rescheduling an entire program is not possible. Shorts and t-shirts work well for all stations. Ladies – please no swimsuits or revealing shorts.

Bring your lunch, hat, sunglasses, sunscreen, water proof watch (for Benthic Ecology and Seining Stations, if you have one), and, most importantly, your enthusiasm and love for nature 😊. Drinking water and cups will also be available at each station.

Lunch

You may store your lunch in the Uplands Room or in the fridge in the Caterer's Kitchen (by the bathrooms). During lunch, cold drinks and extra snacks will be available for all volunteers in the air-conditioned Uplands Room.

Students will eat lunch under the Discovery Station.

At the end of Station 3, direct them to the picnic area, and remind them that they must stay there until given instructions for going to station 4. At 12:55pm, you will meet your fourth group at the picnic area and lead them to your station.

After Station 5

After you finish teaching the last station period, please do your best to neaten up at the station, but please **leave all equipment at that station**. We have a method for cleaning up & storing at the end of each day. Please return your VHF radio and your clip-on nametag to the Wetlands Room.

“The conservationist’s most important task, if we are to save the earth, is to educate.”
Peter Scott, founder chairman of the World Wildlife Federation

Adaptations Station

Location

Spider Café, Mangrove Boardwalk and Gazebo. Students will be coming from the Canoeing Station. After the Adaptations Station, send them to the Lagoon Web Station.

Station Flow

Meet students along the boardwalk as they are coming from the Canoeing Station. Play “Mystery Crabs” (15 min). Discuss mangrove topics while walking to the gazebo (10 min). In the gazebo talk about bird adaptations and play “Fill the Bill” (15).

Equipment

Station sign (puzzle piece)	Tweezers (2)
Crab specimens	Skewer
Laminated clues/Mystery reports	4 plastic aquaria
2 sets of clipboards and golf pencils	“Food” packets
Eye dropper	Vase w/colored water
Small net (2)	Bird puppets
Slotted Spoon (2)	Drinking water jug and cups
Chopsticks	Garbage can and trash bags
Log for insects	

Rules

Do not sit on railings in gazebo or ropes along boardwalk.

Introduction

Introduce yourself. Remind everyone to drink lots of water.

Do polar bears or penguins live in this area? Why not? They are adapted for life in the cold Arctic, not the warmth and humidity of Florida! The plants and animals that live in the mangrove ecosystem have developed certain **physical characteristics that allow them to thrive here**. We call these characteristics “adaptations” and say that such animals are “adapted” to their environment.

The purpose of this station is to illustrate how living things are adapted to the Indian River Lagoon habitat. We will study crabs and birds, and review mangroves from 1st and 3rd grade. We will learn how each is adapted to share the available resources (food, water, shelter, space) and THRIVE.

For example

- ✓ Mangrove tree crabs eat something most animals cannot: thick, leathery, living mangrove leaves
- ✓ Red mangroves typically grow where other trees, such as a live oak, cannot grow.
- ✓ With its long bill, the white ibis eats worms and crustaceans that many other wading birds cannot even reach.

Most students should be familiar with general mangrove topics (identification; zonation; detritus and its role in the food web; the role mangroves play as nursery grounds, etc.) because they have already been on field trips to the ELC, during 1st and 3rd grades. Usually at least one child will announce that they remember licking salt from the black mangrove leaves!

With this in mind, tell the students that because they already know **so much** about mangroves, we are going to focus on crabs and birds. Let's start in the Spider Café and **focus on some of the crabs** that use the mangrove forest.

Mystery Crabs

In the Spider Café you will have a table set up to play "Mystery Crabs." Ask the kids to sit on the benches. They are going to be adaptation detectives, looking at clues and specimens to try and determine which mystery crab was spotted at the ELC.

Crabs are related to shrimp, barnacles, and sea spiders; they all have exoskeletons (tough armor that houses the soft tissue). The exoskeleton is made primarily of chitin (sounds like kye-tin). Chitin is a hard substance, which does not allow the animal to grow, so the crab must go through a series of molts – shedding.

Unlike shrimp and lobsters though, crabs can walk or run sideways, as well as burrow and swim. True crabs have five pairs of legs. The first pair is modified into a pair of claws and is not used for locomotion.

Crabs can live in more extreme areas because of their ability to adapt well to the changing environment. They can see fairly well with their compound eyes; their senses of smell and taste are also more advanced which helps them to find food and mates easier. Crabs are omnivores, feeding on detritus, plants, algae, fungus, worms, and mollusks depending on the availability and on the crab species. For many crabs, a mixed diet of plant and animal matter results in the fastest growth and greatest health.

Witnesses report seeing many mystery crabs at the ELC. Try to figure out:

- ✓ Which crab witnesses saw;
- ✓ What ADAPTATIONS the crab has; and,
- ✓ The crab's ideal habitat.

Ask the group to get into five detective teams. Explain to each team that they are to fill out their mystery report together. Each team should eventually come up with: one mystery crab, its ideal habitat and two adaptations of that crab.

DO MANGROVE TREE CRAB TOGETHER AS A "CLASS."

Name the other five crabs (blue crab, fiddler crab, giant land crab, hermit crab, spider crab), but don't tell the students about the crabs. The students will use the clues to guess the crabs and IF there is enough time at the end, you can give them additional info.

Let's do one together: **Mystery 1:**

Clue 1: Mangrove snapper reported that the crab looked suspicious – while scampering away, his eyes were widespread, bulging in the corners of the top shell. The fish added, "I can't wait to catch him when he finally gets in the water!"

Clue 2: When asked about the crab, raccoon replied, "I would have loved to have eaten him for a quick snack! But his sharp tips at the end of his legs allowed the crab to climb up a high thin branch of the red mangrove tree before I could get to him."

Clue 3: The suspect left behind chewed marks and tears in a red mangrove leaf.

So which crab do you think we are discussing? **Mangrove tree crab**

Ideal habitat: Red mangrove trees (easy access in and out of water to wet gills)

Adaptations: wide set eyes for looking out for predators, sharp tips on the end of legs for climbing, can eat living mangrove leaves

Hand out the clipboards with the mystery reports. Start distributing the clues, one set at a time, to each team. Give the team about a minute to read each clue quietly to each other. Give the students about 5 minutes to fill out their mystery report as a team.

After you have distributed three set of clues to each team and each team has filled out their report, go over answers, concentrating on adaptations.

Mystery 2: Fiddler crab

Ideal habitat: sand/mud near water's edge

Adaptations: can filter detritus to "get to the good stuff," one large claw to look scary to predators, can make a long burrow

Pelican reported seeing this crab while flying over the ELC. Pelican said, "You know, he's pretty picky about which parts of the detritus he will actually eat and which he leaves alone. Strange. Mud is mud."

A fourth grade Lagoon Days participant observed that one claw was definitely bigger than the other.

Many animals, including great blue heron, otter and blue crab reported wanting to gobble up this mystery crab, but it quickly escaped into its long burrow before anyone could get to it. Ibis bragged that had he been there, he could have extracted the crab from its hiding place.

Mystery 3: Giant land crab

Ideal habitat: mud near water's edge

Adaptations: can dig a huge burrow, has a lung-like structure and gills, nocturnal to avoid predators

A special fish with a few interesting adaptations of his own, admits to being an occasional roommate with this crab. But as soon as the home dries up, "I'm outta there!" exclaimed the mangrove rivulus.

One night, beetle reported being rather taken aback by the giant creature. He said that he had always heard that these crabs were herbivores. So he was pretty surprised when the crab took a swipe at him. Occasionally they will eat large insects.

An amazed egret reported seeing this crab go into the water one night in the fall and then crossed Live Oak Drive the next morning. "This animal has a lung and gills! How cool is that adaptation?" asked egret. And, then he lamented, "Some of her buddies did not make it back to their land burrows. Roadkill."

Mystery 4: Blue crab

Ideal habitat: ANYWHERE in water!

Adaptations: will eat anything, can live in just about any kind of water, swimmerets allow for quick swimming and get away

Anonymous witnesses claim observing cannibalism with those sharp front claws!

“So get this,” said osprey, “my nest is directly above the freshwater pond and this crab will go in there AND the Indian River Lagoon!”

Loggerhead sea turtle was quoted as saying, “I didn’t see him, but if I did, I would have eaten him. His swimmerets might allow him to swim fast, but he can’t escape me!”

Mystery 5: Spider Crab

Ideal habitat: calm seagrass beds

Adaptations: hook-like hairs on back for holding camo, can climb (even underwater)

Witnesses claim that this one is also known as a decorator crab because it sticks plant and shell materials in its hook-like hairs on its shell for camouflage. According to one report, when done with the camo, this crab eats his disguise.

From what seahorse says, this crab really prefers quiet waters, protected from heavy wave action and can be especially common in seagrasses.

Reports were confusing on this one. Some witnesses weren’t even sure what they saw was really a crab. Snook thought maybe he actually saw a spider adapted for climbing on underwater mangrove roots.

Mystery Crab 6: Hermit Crab

Ideal habitat: Lagoon floor and rocks

Adaptations: eyes on stalks for watching out for predators, soft, twisted body to stay in shell, ability to find and use old shells

Witnesses say that this organism looks pretty strange with two eyes located at the ends of stalks – an adaptation for watching out from the lagoon floor and rocks for predators!

Snapper claims he tried to eat one once, but it wasn’t easy. It had this soft, twisted abdomen which the animal kept it well hidden inside its shell.

Blue crab says, “This crab isn’t even a TRUE crab at all. It can’t even make its own shell!” This “crab” is adapted at finding and using old shells from marine snails.

Interconnections

1) Food Web: Crabs are food for many animals in and around the Indian River Lagoon. Crabs are born as planktonic larvae (free swimming) -- food for many fish.

2) Detritus: Many crabs not only eat detritus, but they help to make it! When they eat carrion, they help in the decomposition process.

3) Soil Aeration: Fiddler crabs and giant land crabs are part of the mangrove forest in a way that isn’t as obvious as the food web. Their burrows help aerate soils.

Mangrove boardwalk

Instructors: please don't cover mangroves in depth. Many teachers feel this is too much repeat from 1st and 3rd. This information is only if you have time while walking the students from the Spider Café to the Gazebo.

Mangroves can live under inhospitable conditions that would kill most plants.

Mangrove Roots

Most plants cannot live in soils that are saturated with water; this prevents their roots from breathing. The red mangrove has specialized roots that allow it to grow under conditions that most plants cannot tolerate. It has **prop roots**, which grow out from the trunk, and **drop roots**, which grow down from the branches. Both types of roots stabilize the tree by anchoring it in the soft, shifting sediments that often occur along shorelines.

As the land gets somewhat drier, black mangroves replace the red mangroves. Black mangroves thrive in the part of the shoreline that is underwater at high tide and above water at low tide. Black mangroves have **pneumatophores**, which are slender projections that extend up through the mud from an underground root system. *Pneumato-* comes from the Greek prefix meaning wind or breath, and *-phore* comes from the Greek suffix meaning bearing or carrier. Because they help the tree breathe, another term for them is snorkel roots.

As the land becomes drier still, a third type of mangrove occurs along our shoreline. The white mangrove does not have pneumatophores or prop roots. It has an extensive underground root system. Like the other mangroves, it is extremely tolerant to salty soil.

Coping with Salt

Mangroves have developed fascinating adaptations for coping with the salty environment in which they thrive. Some mangroves exclude the salt, keeping it out altogether, and others extrude it, allowing it to enter and then excreting it. Red and white mangrove roots allow the water molecules to pass through their tissue, while excluding most of the salt. Black mangroves are salt extruders, taking in salt and getting rid of it through glands on their leaves. Remember tasting the salt crystals from the black mangrove leaves when you visited ELC before?

Mangroves do not require saltwater to survive. They can actually grow well in fresh water, but they cannot compete with the freshwater plants. So, their ability to tolerate saltwater is their **adaptive advantage** that allows them to thrive.

Mangroves as Producers

Remember that mangroves are plants and plants are at the base of the food web. What does that mean? They help produce the food on which the entire lagoon ecosystem depends. They do this through photosynthesis - mangrove leaves absorb the sun's energy and produce plant tissue. Can you photosynthesize? No! Unlike plants, you are not adapted for taking energy directly from the sun to produce food.

When the leaves fall off mangrove trees, they sink to the bottom of the water and become colonized by decomposers, microscopic fungi and bacteria. They break down the leaf litter into smaller and smaller particles, producing the rich, organic food we call detritus. Detritus is a term that refers to dead plant and animal material that is in the process of

decaying in anaerobic conditions. Do you eat detritus? Not directly, but when you eat fish, shrimp, crabs from the lagoon, you are getting your energy from detritus!

Detritus is also a food that keeps on giving! When an animal swallows a leaf or part of a leaf, it digests the bacteria and fungi on it, then excretes (or poops out) any part of the leaf it can't digest. The remnants get colonized again and become available again as a food source to another animal, who, in turn, poops it out, and the cycle continues until it's all gone. For a single leaf, this process may occur as many as 20 times, providing food for 20 different animals until it finally disappears.

All food energy comes from the sun initially. Like all plant species, mangroves are "producers," and are at the base of the food web. The red mangrove is a very important primary producer in the lagoon, shedding up to 3½ tons of leaves per acre each year!

Interconnections

There are hundreds of animal species that depend on the mangroves for survival in this area, including many birds, which we will talk about soon. In fact, mangroves are so important that there are laws enforced to regulate their cutting and pruning. Here are four reasons we should care about them:

- 1) Mangroves are significant contributors to the detritus that fuels the lagoon food web.
- 2) Mangroves create important nursery areas. Their underwater root structure provides shelter from large predators. The structure of mangrove roots provides shelter from predators for the larvae and juveniles of many species, including up to 95% of those that are commercially important (such as mullet, redfish, seatrout, snappers, pompano, blue crabs, clams, oysters, shrimp, and spiny lobster) and those that are recreationally important (such as snook and tarpon).
- 3) Mangrove roots also provide shelter for small adult animals that are easily preyed upon by larger animals. Snails move up and down the red mangrove prop roots and the black mangrove pneumatophores as the tide fluctuates. Oyster and barnacle larvae find valuable attachment sites for living out their adult lives. The mangrove canopy also provides shelter for terrestrial animals. Rookeries, where birds roost and build nests, are established all along the shores of the lagoon and its spoil islands. Mangrove crabs scurry up and down the tree trunks, and yellow rat snakes slither amongst the branches. From root to canopy, mangroves are virtual condominiums!
- 4) Mangroves provide shelter for humans because they serve as barriers between our communities and the ocean during severe weather such as hurricanes. They also help prevent coastal erosion, and they improve water quality by absorbing and filtering excess nutrients and pollutants carried into the lagoon from storm water runoff.

Fill the Bill – Bird Bill Adaptations

Adapting means changing to thrive. When the season changes from summer to fall, we adapt by dressing warmer and heating our homes. Animals also adapt to what is around them. In the winter, some animals hibernate, some migrate and some die. In the summer, animals shed a winter coat, and others spend time in the shade or become more active at night when it is cool. These are all examples of adaptations, which help animals thrive. Adaptations can be behaviors like hibernating and migrating, or they can be physical characteristics like camouflage or the way an animal's body is designed.

Adaptations are special characteristics that help animals thrive in different or changing environments.

Check for student understanding

What are adaptations? You already learned about crab and mangrove adaptations. Can you give me some examples?

Guided practice

Feeding habits are also adaptations! Birds have different bills so that they do not have to compete constantly with one another for food. Let's talk about these local birds. Can you name these? Using the bird puppets, introduce the birds so that all of the students will be familiar with the names of birds; but, don't tell them too much info about the birds, that is part of the game. If time allows at the end, you can give them extra info about each bird.

Beaks are complex, remarkable organs composed of bone, vascular layers, keratin, dermis and a germinative layer. A beak grows throughout the bird's life and is constantly worn down by feeding, grooming, climbing, chewing and rubbing. Beaks are examples of adaptations. Not all bird beaks look alike. In this activity, you will be scientists figuring out which beak is more useful for catching/eating specific food.

There are five stations set up around the gazebo.

DO NECTAR/HUMMINGBIRD TOGETHER AS A CLASS. There is a different type of food at each station, along with different tools. The tools represent the way bird beaks work. Your job will be to see which tool works best for eating that food.

For example, station one is called "Nectar." You'll have to try both the chopsticks and the eyedropper and see **which tool works better** for getting the nectar out of the plant. Both tools will probably work, but with one, you would get more food, much more efficiently (and thus thrive).

After you have decided which tool works better, circle the name of the tool on the work sheet in the space under station #1. Then decide which of the five birds has a beak that might work like the tool you decided on for getting worms out of the dirt. You will be working in groups, and each group will share one work sheet.

When all of the groups are finished at a station, I will tell you to 'migrate'. This means it is time for you to move to the next station. You will need to bring your work sheet to each station as you migrate. One person in each group will need a grease pen.

Using the same groups from the Mystery Crab activity, divide the class into five groups. Each group starts at a different station. Ask each group to decide which tool would be **better** for getting at the food, AND which bird's bill is like that tool. After the groups

finish all of the stations, gather the students to discuss which tool worked best at each station and which bird has a beak resembling that tool.

As you discuss these, show the appropriate bird.

#1	Worms in the Dirt chopsticks, ibis	#3	Insects in a Tree tweezers, woodpecker	# 5	School of Fish strainer, pelican
#2	Fish in Shallows skewer, blue heron	#4	Floating Plankton fine strainer, spoonbill	# 6	Nectar (the class example) eyedropper, hummingbird

Ibis: have long down curved bills, and usually feed as a group, probing mud for food items, usually crustaceans

Great Blue Heron: uses its long legs to wade through shallow water, and spears fish or frogs with its long, sharp bill

Woodpecker: after hammering a hole in wood, prey is excavated by a long barbed tongue

Roseate Spoonbill: have large, flat, spatulate bills and feed by wading through shallow water, sweeping the partly-opened bill from side to side. The moment any small aquatic creature touches the inside of the bill it is snapped shut

Brown Pelican: usually plunge-dives for its prey. Catch fish by expanding the throat pouch. Then drain the pouch above the surface before they can swallow.

Hummingbird: the bill is opened slightly, allowing the tongue to dart out and into the interior of flowers

Interconnections:

If time allows, these are other possible topics:

Bill Tip organ

The beak has a bill tip organ in the upper and lower bills. This organ is very sensitive and may be used to feel the environment, and allows the bird to discriminate between food and other particles. It makes sense that a bird like an Ibis or a Wood stork that must sift through the mud to find food would require a method of feeling with its beak.

How do birds cope with salt?

Marine birds need to be able to rid their bodies of excess salt or face dehydration. Such birds possess a pair of glands located just above their eyes -salt glands. These glands are found in all birds (except perching birds) and are especially well developed in birds such as cormorants, herring-gulls, gannets, pelicans, albatrosses and penguins.

When a bird drinks salt water, pressure within the veins increases. This triggers the heart and other internal organs to prepare to help secrete the excess salt. The salt actually flows in opposite direction from the blood until it reaches the nare. Salt may be ejected forcefully or drip off passively.

Other bird adaptations

Adaptation

External eggs

Feathers

Hollow bones (pneumatic = filled w/air spaces)

Long, flexible neck

Purpose

Female can fly during incubation

Flight, temperature regulation

light weight for flight

no fingers, so neck can “reach”

For More Information

Fish and Wildlife Conservation Commission, Florida Marine Research Institute. 2000. Mangroves, Florida’s walking trees.

Katz, C. 1998. The nature of Florida’s ocean life. Atlantic Press, Melbourne Beach, Florida. (574.526)

Hogarth, P.J. 1999. The biology of mangroves. Oxford University Press, New York. (577.5)

Temple, S.A. 2001. What’s inside: anatomy and physiology. In Home Study Course in Bird Biology (S. Poduka, R. Rohrbaugh, and R. Bonney, eds). The Cornell Lab of Ornithology. Ithaca, NY. (598.071)

Tomlinson, P.B. 1994. The botany of mangroves. Cambridge University Press, New York. (581.9)

Adaptations Station (Mystery Crabs cheat sheet)

Adaptation = characteristic that allows animals & plants to **THRIVE**

Mystery Crabs (in Spider Café)

Do one example together. Then, pass out remaining reports and clues.

EXAMPLE: Mystery 1: Mangrove tree crab

Ideal habitat: Red mangroves (easy access in&out of water to wet gills)

Adaptations: Wide set eyes - looks out for predators, sharp tips on the end of legs for climbing, can eat live mangrove leaves

Mystery 2: Fiddler crab

Ideal habitat: Sand/mud shoreline (easy access to food - detritus)

Adaptations: Can filter detritus to “get to the good stuff,” one large claw to look scary to predators, can make a long burrow

Mystery 3: Giant land crab

Ideal habitat: Muddy shoreline (easy access to water to release eggs and sperm)

Adaptations: Can dig a huge burrow, has both a lung-like structure and gills, nocturnal to avoid predators

Mystery 4: Blue crab

Ideal habitat: ANYWHERE in water!

Adaptations: Will eat anything, can live in just about any kind of water, swimmerets allow for quick swimming

Mystery 5: Spider Crab

Ideal habitat: Calm seagrass beds (good for camouflage and protection)

Adaptations: Hook-like hairs on back for holding camo, pointy legs for climbing even when underwater

Mystery 6: Hermit Crab

Ideal habitat: Lagoon bottom (benthos) and rocks

Adaptations: eyes on stalks for watching out for predators, twisted body to stay in shell, ability to find and use old shells

CLUES

Orange	Mangrove tree crab	Green	Blue crab
Pink	Fiddler crab	Blue	Spider crab
Yellow	Giant land crab	White	Hermit Crab

Interconnections

- Crabs are important decomposers. Eaten by fish, birds and us.
- Crabs have adapted to each habitat they live in. Example: Blue crabs are not good at climbing trees so are connected to water habitat.

Adaptations Station (Mangrove cheat sheet)

This information is only if you have time while walking the students from the Spider Café to the Gazebo

Mangrove Boardwalk

What is a mangrove? General term, 34 species. Can tolerate salt water. Can get rid of salt (extrude or exclude). Propagules. **Ask students to point out each type of tree.**

What is a root? Do all plants have same roots? NO! Roots are **adapted**
Red = always underwater; prop roots (“walking tree”)
Black = high tide, pneumatophores (“snorkel roots”)
White = rarely under water; extensive underground root system

Salt (Reinforce idea that IRL is brackish)

If we eat too many chips? We get thirsty. We dehydrate.
Can happen to plants. Mangroves drink saltwater. Not dehydrated?

Adaptations to exclude and extrude.

Exclude = To keep out; Red & White (roots)

Extrude = To excrete, to get rid of; Black (roots & leaves)

Can taste salt on Black Mangrove leaves

Mangroves are Primary Producers

Plants use sunlight to make food=**photosynthesis=Producers.**

Animals not **adapted to photosynthesis**. How do we get our food then?

Do animals eat the mangroves? Not many (mangrove skipper, mangrove tree crab, manatees!).

Leaves are waxy, tough...but something eats fallen leaves, which become **detritus**

DETRITUS=Fast food: crabs, shrimp, snails, (easy to capture, nutritious)
Food for many animals

Interconnections

- Leaves decompose to make detritus, which crab eats
- Roots provide “nursery” areas
- Roots provide shelter and protection: crabs, fish, snails, birds

Adaptations Station (Fill the Bill)

Intro What are 4 resources living things need? Food, Shelter, Water, Space

Adaptations special characteristics that help animals THRIVE in different or changing environments.

Birds Bills (different shapes = different foods)

Remember Pelican Island? HOW CAN SO MANY BIRDS LIVE NEAR EACH OTHER???

beak is designed to help catch its favorite type of food
kind of food a bird eats determines where it will live (resource partitioning = sharing of food, water, shelter, space)

Activity: **Do one example**

Divide into 5 groups and rotate each group through each Bill station

Each group records guesses

DISCUSS CORRECT ANSWERS

EXAMPLE

Station #1: Nectar - eyedropper, hummingbird

Station #2: Worms in the Dirt – chopsticks, ibis

Station #3: Fish in Shallows - skewer, blue heron

Station #4: Insects in a Tree – tweezers, woodpecker

Station #5: Floating Plankton – fine strainer, spoonbill

Station #6: School of Fish - strainer, pelican

If time allows

Other Bird Adaptations

External eggs - Female can fly during incubation

Feathers - Flight, temperature regulation

Hollow bones

Pneumatic (like pneumatophore) = filled w/air spaces that connect to respiratory system), **light weight** for flight (Diving birds have heavier bones that function as ballast)

Review and Interconnections

- What is an adaptation?
- Give me an example of a plant adaptation. Give me an example of a crab adaptation. Give me an example of a bird adaptation.
- How are crabs, mangroves and birds interconnected? They all use the Mangroves and the Lagoon as their habitat and have adapted to specific zones in these habitats.

Adaptations Station (Fill the Bill: Team Worksheet)

Station	Tool (circle one)		Bird (circle one)	
EXAMPLE Nectar	Eyedropper	Chopsticks	Hummingbird	Pelican
Fish in Shallows	Eyedropper	Skewer	Great Blue heron	Pelican
Insects in a Tree	Tweezers	Strainer	Spoonbill	Woodpecker
Floating Plankton	Strainer	Chopsticks	Hummingbird	Spoonbill
School of Fish	Net	Skewer	Pelican	Woodpecker
Worms in Dirt	Net	Chopsticks	Ibis	Great Blue Heron

Benthic Ecology Station

Location

Along Live Oak Drive, south of the pontoon boat dock. Students will be coming from the Lagoon Food Web Station. After the Benthic Ecology Station, you will send them to the Seining Station. Watch out for cars!

Station Flow

Discuss benthos, rules, how to use equipment (10 min). Benthic collection (20 min). Observation of collected specimens (15 min).

Equipment

Station sign (puzzle piece)	Plastic bins (3)
Large table	Buckets (1)
Laminated rules	Hand lenses
PVC core samplers (5)	Horseshoe crab carapace
Sieves (5)	Oyster and clam shells
Gloves (in crate)	Horse conch shell/ egg case
Plastic dishes (15-20)	Drinking water jug and cups
Dip net	Trash bag
Aerators (3)	
Umbrellas	
Identification cards	

Rules

Taped areas designate unsafe areas where there are razor-sharp oysters or underwater obstacles. Do not go beyond the colored marking tape.

Do the “stingray shuffle” to let stingrays know you are entering their neighborhood. Explain that stingrays are a common benthic predator that has a venomous barb on the end of its tail. But they are not out there just waiting to get you. By shuffling your feet, you are warning them of your presence, just as you’d knock on the door at your neighbor’s house to let him know you are there. Don’t make students afraid. Just explain that we’re entering the territory of the animals that live in the lagoon.

Keep shoes on at all times and make sure shoelaces are always tied. No one, including instructors, should be wearing sandals or flimsy water shoes. **Anyone not wearing suitable footwear is not allowed in the water. Please note that tennis shoes are preferred, but if the students have on water shoes, they must be “rugged,” closed toe water shoes or dive booties.** (Do not feel bad about enforcing this rule – all teachers, chaperones and students were forewarned. And, participants will be told the same thing at the seining station, so please do not allow exceptions).

Always keep head above water and do not go in above waist. Anyone with hands or knees on bottom will be asked to get out of water.

Oyster shells are razor-sharp. Use a gloved hand, not bare hands, to pick up objects from the bottom. No breaking off oysters from prop roots or anywhere else – only pick up free chunks. .

Handle live specimens gently and respectfully.

No running or rough-housing.

Students must use the equipment by working together in groups.

Do not take VHF in water. It’s not waterproof. Leave on shore inside a closed Ziploc bag.

Introduction

Introduce yourself. Remind everyone to drink lots of water. What is the proper name of this body of water? Indian River Lagoon. What type of water? Brackish. What makes the water in a lagoon move? Wind.

Tell the students they are marine biologists at this station, using equipment scientists use to collect and observe benthic organisms. Begin with a discussion on the benthos. What is benthos? B is for bottom, and B is for benthos. Benthos refers to organisms that live on the bottom of a body of water, from the high water mark down. The term also refers to the actual bottom itself. Ecology is the study of habitats and the organisms that live there. So what does benthic ecology mean? **The study of the plants and animals that live on the bottom.**

When you think about what lives in the soil on land, what animals come to mind? Earthworms. What is their shape? Long and skinny. A lot of what we find living in the soil under the water is also worm-like. That is a common shape for animals that live in soil because it facilitates movement through it. The physical characteristic of the substrate largely controls the character of the benthic fauna associated with it. Substrate types in the benthic environment range from soft (such as sand and detritus) to hard and rocky. At this station, the benthic environment includes oyster beds and soft sediment. Many benthic animals feed on detritus, which is dead plant and animal material that is in the process of decaying. It often sinks down to the benthos to decompose.

The body form of an animal affects its ability to function in a given habitat. Stingrays, horseshoe crabs, and flounders are benthic animals that are flattened and streamlined. Their low profile provides a survival advantage for life on the bottom of the lagoon. Body shape is an adaptation. Water currents will not sweep them away. Also, flounders can rapidly change their color to blend into the substrate, allowing them to be undetectable to predators against the lagoon floor. Camouflage is also an adaptation.

Oyster shells provide lots of structure and shelter – oyster condos. If you were a small fish, and a predator was chasing you, would you rather be on the bare sand or in an oyster bed? Also look for eggs laid on oyster shells and for the stalked egg cases of bamboo worms on the sand flats.

Gastropods

Gastropods or univalves are mollusks with one shell. All snails are gastropods. Gastropod means “stomach footed.” Bivalves are mollusks with two shells, such as clams, mussels and oysters.

Echinoderms

The echinoderms are a group (phylum) of animals that include brittle stars, sea cucumbers, sea stars, sea urchins, and sand dollars. Echinoderm means “spiny skin.” All of these animals have a unique feature called a water vascular system. This system is used for locomotion and for collecting and moving food around. Simply put, it is a kind of plumbing (or hydraulic) system, made up of fluid, canals, tube feet, and suckers, among other parts. The animals move by contracting muscles and pumping fluid through the system.

Like many invertebrates, echinoderms have the ability to regenerate body parts when they break off. They can even intentionally break off one of their own arms to distract a

predator – it costs them some energy, but at least they are still alive! Sea cucumbers have a very unique way to defend themselves. They can actually blow out their insides, giving the predator something to snack on while the rest of the animal gets away, and then regenerate their guts! Being able to regenerate body parts is another adaptation.

In sea stars, the wide arms merge with the central area of the animal. Brittle stars, however, have slender, serpentine arms radiating from a distinct central disc, and are much more mobile than sea stars. Brittle stars are commonly found at this station, and make great educational tools. The brittle stars the students collect are rarely completely intact. Look for the mouth and tube feet on the under side.

What kinds of plants or producers are around us? Plants present at this station include mangroves, seagrasses and algae, which are benthic and microscopic phytoplankton, which live in the water column. These are all at the base of the food web. How do they make their food? Photosynthesis. In order for marine plants to photosynthesize, they need sunlight (just like plants on land). However, sunlight must penetrate through the water. So, the water must be clear enough so that the plants can receive the sunlight. How would sea grass get sunlight if the detritus was continually stirred up by boats? Consider food webs with links to the benthos. For example: sun ⇒ plants (producers) ⇒ filter feeders (herbivores) ⇒ predators (carnivores and omnivores) ⇒ decomposers and detritivores.

Although we've just been talking about the bottom, there are some important **interconnections** to consider between the bottom and the water column. Many animals that live on the bottom as adults started their lives as microscopic planktonic larval forms. Clam, crab, and oyster babies, for example. Then, they undergo metamorphosis, and settle to the bottom, where they grow into the adults we love to eat.

What is metamorphosis? Lots of animals do it. Caterpillars do it when they change into butterflies, tadpoles do it when they change into frogs, and oyster babies do it when they change into adults. These changes are as significant as the change that would occur if you suddenly grew gills and lived your adult life swimming in the water, or sprouted wings and lived your adult life in the air! Metamorphosis is simply a process that some animals undergo that causes them to change their appearance and their lifestyle.

Do you go through metamorphosis? No, you just grow bigger. In general human babies are just mini versions of adults, and both stages look basically alike – one head, two eyes, ten fingers, etc.

There will be lots of interesting things on the table to look at. You may want to pass some of the shells around, or some of the critters already collected in plastic dishes. When things get too crowded and students are leaning on the table, have everyone take one step backward. Explain that you will pass things around for them to look at, but only if they can look and listen to you at the same time.

Stress gentle handling. Many benthic organisms have soft, fragile bodies. Put large specimens in plastic bins for observation on the table. Stress that everything collected will be returned to the collection site. Many interesting invertebrates can be collected from the submerged rocks. Anyone picking up anything from the bottom must wear a glove to protect themselves from any sharp oysters or barnacles that may be attached. Challenge the students to examine each different organism they collect and to relate its

form to the substrate from which it was collected. Look for animals on prop roots and on rocks.

Now let's see how to use some of the tools scientists use to study the benthos. Demonstrate how to use the PVC core samplers and the sieves. What kitchen tool does the sieve remind you of? What does a sifter do? Explain that the mesh size of the sieves determines what stays on top, and what passes through. Twist the core samplers straight into the benthos (only 3-6 inches!) and shake the plug of mud onto the sieve. Do not jab the sieve or use the core samplers as weapons. Also, look before you put the core sampler into the mud to make sure you don't stab anyone's foot.

Distribute corers, sieves, gloves, and plastic dishes for scooping up specimens. Start collecting! Supervise students closely and make sure the teachers and chaperones help. As long as they are using a glove, students may pick up oysters before heading back in. Stress respect of animals – pick up gently and return. And no pulling crabs off the oysters: this breaks their legs off.

Allow at least ten minutes at the end of the station period for observation and wrap up. Demonstrate the proper use of the magnifying equipment. Frequently check aerators in all containers with specimens to make sure they are running. At your discretion, keep some animals for the next group.

Interconnections

Many benthic critters feed on detritus. What is detritus? Do you eat detritus? Not directly, but indirectly. What do you eat that eats detritus? You are connected to the benthos through shrimp, fish. Can you think of other interconnections?

Clean Up

Have students rinse mud from all the sieves and sediment corers before returning to observe their collections. At the end of the day, release all critters, except any that Ed Staff may want to keep for display in the wet lab aquaria (leave these critters in an aerated bin of water). Stack the plastic dishes, bins, and other equipment, and leave on the table for pickup. **Oddly enough, the aerators are NOT waterproof.** Please keep them out of the water or wet containers.

Definitions

- Desiccation: drying out.
- Detritus: dead and decaying plant and animal material. Microscopic fungi and bacteria do the decomposing.
- Infauna: animals that burrow in the substrate.
- Interstitial: organisms that live in the small spaces between sediment particles.
- Intertidal: the area between high and low tide.
- Invertebrates: animals without a backbone.
- Nekton: animals that actively swim and can move against the current.
- Plankton: plants (phytoplankton) and animals (zooplankton), generally microscopic, that float or drift in the water.
- Sessile: an organism that is attached to the bottom or to a surface and is not free moving.
- Vertebrates: animals with a backbone.

Topics for Discussion

How do filter feeders feed? Discuss mechanisms such as siphons, cilia (hair-like projections) and mucus (slime). Have students give examples of predators (alligators, sharks, sting rays, etc.). Explain that there are some terrestrial predators, such as raccoons and birds that come to the lagoon to feed on benthic animals as well.

Intertidal animals can be either sessile or mobile. Sessile organisms, such as barnacles and oysters, must have a way to protect themselves from desiccation during low tides. Mobile animals, such as crabs and isopods, have to keep from being swept away by waves. Infauna, such as polychaete worms and brittle stars, have pliable bodies, while bivalves and gastropods have hard shells

Common Local Benthic Organisms

Acorn worm

Amphipods

Barnacles

Bivalves – clam, cross-barred venus, mussel, oyster, quahog, scallop, turkey wing

Brittle stars

Crabs (true) – blue, box, fiddler, mangrove, mud, stone

Gastropods – apple murex, coffee bean snail, crown conch, horse conch, mangrove snail, moon snail, mud snail, oyster drill, slipper shell, tulip snail, whelk

Hermit crabs

Horseshoe crab (more closely related to spiders than to true crabs)

Isopods

Polychaete worms – bamboo worm, bloodworm, cellophane tube worm, chimney worm, clam worm (*Nereis*), ice cream cone worm, lugworm, parchment worm)

Sea cucumbers

Sponges

Tunicates (sea squirts)

For More Information

Katz, C. 1995. The nature of Florida's beaches. Atlantic Press, Melbourne Beach, Florida. (574.526)

Katz, C. 1998. The nature of Florida's ocean life. Atlantic Press, Melbourne Beach, Florida. (574.526)

Marsh, G.A. and L.L. Bane. 1995. Life along the mangrove shore, a guide to common estuarine plants and animals of southern Florida. Florida Classics Library, Hobe Sound, Florida.

Ruppert, E.E. and R.D. Barnes. 1994. Invertebrate zoology. Saunders College Publishing, New York.

Heck, we're invertebrates, my boy! As a whole, we're the movers and shakers on this planet! Spineless superheroes, that's what we are!

Father Worm to his son in *There's a Hair in My Dirt – a Worm Story*, by Gary Larson

Benthic Ecology Station (cheat sheet)

Intro, rules, equipment use (10 min). Collecting (20 min). Observation and wrap up. (15 min).

Must have proper footwear. Waist deep only. No heads under water.

What does “ology mean? Study of

Easy way to remember this: B = benthos, B = bottom,

BE = study of plants and animals that live on bottom

Adaptations: Flattened, streamline animals (sting rays, horseshoe crabs, flounder)

Garden soil animals – worms (long, skinny, maneuverable in soil). Lots of polychaete (worms) in benthos

Invertebrates – no backbone

Horseshoe crab – living fossil

Bivalve (bi = 2) vs. univalve (uni = 1) (gastropod)

Oysters – condos

Echinoderms – spiny skin, tube feet, regeneration

Lots of benthic critters have planktonic larvae

Metamorphosis – complete change in body shape and “job”

Caterpillar – butterfly; tadpole – frog

Planktonic larvae - oyster, clam, shrimp, crab, lobster, barnacle (as adult)

Do you undergo metamorphosis? How many heads, fingers, toes as a baby? You grow.

In groups of 3-4, you’ll be marine biologists using scientific equipment

Tools PVC sediment corers (not weapons, don’t stab feet)

Sieves (don’t smoosh and don’t stab into mesh)

Gloves (one glove each)

Plastic dishes

Collect, observe and discuss.

Interconnections

Many benthic critters feed on **detritus**. What is detritus? Do you eat detritus? Not directly, but indirectly. What do you eat that eats detritus?

You are connected to the benthos through shrimp, fish. What are other interconnections?

Canoeing Station

Location

Canoe dock. Students will be coming from the Seining Station – it's a long walk. After the Canoeing Station, you will send them along the boardwalk to the Adaptations Station.

Station Flow

Meet the students at the end of the boardwalk. Instruction on dock (10 min). Student canoeing (25 min). Unload canoes and wrap up (10 min).

Weather: If it is even moderately windy, do not send students out in their own canoes. Instead, send out ALL OF THE ADULT - volunteers, teachers and chaperones in canoes with two students. If this station must be cancelled because of storms or extremely windy conditions, notify the staff or coordinator right away by VHF. Students should go to the picnic area until it's time to go to the next station. Instructors must stay with the students at the picnic area.

Equipment

Station sign (puzzle piece)
Canoes
Kayaks
Paddles
PFDs

Tow line
Drinking water jug and cups
Trash bag

Rules

All students must wear a secure PFD (personal flotation device) whenever in a canoe. Each adult must have a PFD in the canoe, although encouraged to do so, adults are not required to wear them.

No horseplay on the dock or on the water. Students who tip their canoe over must come back to shore.

Stay within site of the dock and do not go past the buoys. Students must not go onto the mangrove trail.

Expect that anything carried in the canoe will get wet – leave personal belongings on dock.

Introduction

Introduce yourself. Remind everyone to drink lots of water.

This station is a great way to get students intimately connected to the lagoon, and everyone has a lot of fun here. For many students, this will be their first canoeing adventure. Begin with a short lesson on canoeing safety and paddling basics on the dock. Two instructors in a canoe will demonstrate the correct way to paddle while students observe and practice their strokes on the dock. Two students are allowed in each canoe. Time is short. The goal is to teach basic skills as simply as possible.

Upon student arrival, have the adults pass out PFDs and put them on the students, giving the smallest sizes to the smallest students first. Show adults how to loosen and tighten the side straps to adjust the fit.

Hand out the paddles and tell students to grip the T with one hand on top, and with the tip of the blade on one foot. This position helps keep horseplay under control and prevents the tip of the blade from getting wedged between the dock boards and breaking. While standing on bench, demonstrate basic strokes and ask students to mimic.

Forward stroke.

- 1) Grip paddle with one hand on top of the T – “look at your watch or your fist.” Not putting the high hand on top of the T is one of the most common mistakes beginners make. With the other hand, grip the paddle shaft near the neck of the blade. Wide grip between hands gives power.
- 2) Reach and pull. Reach and catch the water, pull it past your leg, recover with blade low, just above the water.
- 3) Neutral position. Holding paddle out in front of you with paddle parallel to the deck. Thumb of high hand points up, knuckles of low hand are on top of shaft.
- 4) Change sides. Opposite hand goes on top of T and becomes high hand.

Back stroke

Reach paddle back behind leg and pull blade forward, keeping blade low when you reach back close to the water.

Demonstration by canoe instructors

- 1) Put on PFD. **Students MUST wear PFDs.** Instructors and chaperones are not required to wear them but must have in canoe.
- 2) Go down stairs with paddles in hand. Leave paddle on loading platform.
- 3) Board canoe one at a time. Keep center of gravity low with body in the middle. Second paddler waits until first paddler is seated in the canoe.
- 4) Keep head in middle of canoe – only arms and paddle move. Avoid leaning. Think left and right, and front and back of canoe so you can react quickly when heading into mangroves or “out to sea.”
- 5) Note your canoe number.
- 6) Both paddlers push away from the dock and paddle on the dock side of the canoe to leave the dock.
- 7) Continue paddling on the same side to demonstrate a soft or slow turn.
- 8) Both paddlers change sides and execute a slow turn in the opposite direction.
- 9) Execute a pivot turn with bow paddler paddling forward and stern paddler paddling backward on opposite side.
- 10) Paddle back toward the dock on opposite sides then “put on the brakes” – both paddlers jam blades into the water at right angles to the canoe and hold them there, following up with back paddling as needed.
- 11) Demonstrate “straight line” paddling with paddlers paddling on opposite sides – when coming out of turn, the stern paddler changes sides.
- 12) Get out of canoe safely. One at a time, keep low.

Student canoeing

- 1) Instruct students to pair up.
- 2) Tell them to memorize the number on their canoe and to listen for instructions shouted to them using this number to identify them on the water. Also, listen for the whistle. If you need assistance, raise your paddle up in the air with the blade up.
- 3) Load and unload the canoes from the platforms below the dock. Ask two adults to stabilize the canoes while students get onboard. Request chaperone help as needed.

Hand paddles to the students when both are settled in the canoe. The two adults and the two students should be the only people on the platform dock while loading and unloading the canoes.

- 4) Point out that the water near the dock is less than 3 ft deep, and they just have to stand up should they tip over! However, any students who tip over must come back ashore. Explain how to keep center of gravity low during entry and exit from the canoe, and warn students about pinching their fingers between the canoe and the dock.
- 5) The lead instructor calls out instructions from the dock, and keeps students rotating in and out of the canoes so everyone has equal time.
- 6) Two instructors should be in the “chase canoe” to give instruction and assistance as needed. The chase canoe will have a tow line onboard. Beginners can be blown into the mangroves, or around the point when it is windy.
- 7) When student numbers are small, chaperones and teachers may be allowed to canoe if canoes are available. They are not required to wear a PFD, though it is helpful if they set the example by wearing one. They must at least carry a PFD in the canoe with them.
- 8) If it’s too windy for the students, but not too windy for the adults, one adult may take two students out.

Interconnections

Point out to the students that they have been paddling over seagrass, which are an important habitat in the lagoon. Seagrasses provide food and shelter for the juveniles of many fish and invertebrate species.

The Canoeing Station is a good place to stress the aesthetic and recreational value of the lagoon and to discuss low-impact recreation. Unlike boats with propellers, canoes and kayaks are relatively gentle on the shallow seagrass habitats. Prop scars in the seagrasses can take up to 20 years to heal!!! Canoes and kayaks are also non-polluting, assuming the paddlers do not litter! And they are quiet, making them ideal for wildlife viewing.

Clean Up

When students remove their PFDs, try to get them ready for the next group to expedite the outfitting. Ask the adults to help. If it’s windy, loop a line through the arm holes to keep them from blowing off of the dock.

After the last group, please put the PFDs and paddles away. If you are willing to help put canoes away, great. If you are just too tired, DON’T worry about it! Bring cooler up to Uplands Room.

Canoeing Station (cheat sheet)

Even if slightly windy, students are not to go out alone. They may go with adults. Use best judgment. Radio ELC staff if necessary.

Pass out PFDs (give smallest first). Show adults how to adjust

Go over rules carefully: Must wear PFD

Leave personal belongs on dock

2 students per canoe (occasionally, 3 is permissible)

NO HORSEPLAY

Stay w/in sight of dock and within buoys

Minimize abuse of canoe

Hand out paddles.

Grip “T,” and keep tip of blade on foot.

Basic strokes = Demo and Mimic

Forward stroke, Backstroke

Demo Canoe – lead instructor gives “play by play” of canoe

Student Canoeing

Ask student to pair up & memorize # on canoe (this will help instructors communicate w/individual paddlers)

Load & unload from canoe dock, back down stairs

Shallow water, if you tip, **STAND** up and come back to dock

Lead instructor instructs from dock

Two instructors in demo/chase canoe

Two instructors in chase kayaks

If student # is small, chaperones may go

Interconnections

Sea grass meadows = important **habitat** for lagoon animals
(food, shelter, space)

Lagoon= ocean’s nursery

Endangered Species (manatee, green sea turtle, **herbivores** that eat seagrass)

Aesthetics & Low Impact Recreation

Manatee idle zones

Prop scars can take 20 yrs to heal

Sea grass traps sediment, thus keeps water clean

Clean up: Collect and store PFDs and paddles

Lagoon Food Web

Location

Pole barn (next to LRJ House).

Station Flow

Students will be coming from Adaptations Station and going to Benthic Ecology Station.

Begin the station with defining food chains and food webs using the dry erase board (10 min); explain the rules of the game and distribute animal/plant signs, play game and create food web w/rope (25 min); wrap up (10min).

Equipment

Station sign, puzzle piece	Poker chips
Dry erase board & markers	Scenario binder
Magnetic board & energy pyramid magnets	ball of rope
Aprons w/organism label & starter chips	Labeled, clear bins
Organism posts (already in the ground)	Water Cooler and cups
	Trash bag

Rules

Keep closed toe shoes on at all times

Be safe (no rough housing, etc)

Get drinks before or after game, not during

Goals

- Define and explain the difference between a food chain and food web.
- Convey the interconnections between food chains that form a food web.
- Actively engage students in the life of producers, herbivores, carnivores, omnivores, scavengers and decomposers in the Indian River Lagoon.
- Explore the cycle of energy through the Indian River Lagoon food web.

Introduction

The students will be exploring the Indian River Lagoon food web.

Do you like to play games? If you do, you will need energy. Every time you run or jump, you are using energy. How do you get the energy to play? In order to sustain themselves, all organisms including people, must obtain energy from their environment. People and animals get energy from the food that they eat. Plants get energy from the food they make through photosynthesis.

Ask the students if they can define **food chain**. “A food chain represents the transfer of energy through various stages as a result of feeding patterns of a series of organisms” (taken from the FCAT Science Glossary). A food chain shows how each living thing gets its food. Some animals eat plants and some animals eat other animals. Food chains always start with the sun. Can you give one example of a lagoon food chain? Write their food chain on the dry erase board (refer to table 1 for help).

What about a **food web**? What is the difference between a food chain and a food web?

A **food web** is a series of interconnected food chains. Can you give the definition of a

food web? “The interconnected feeding relationships in a food chain found in a particular place and time” (taken from FCAT Science Glossary). Ask the students to change their food chain into a food web. Write these new connections in a different color on the same dry erase board.

One example of a chain: sun – mangroves – mangrove tree crab (eats leaves) – black-crowned night heron. To convey the broader food web concept: How many other plants need the sun for energy? Seagrasses are one example. What eats seagrasses? Manatees, green sea turtles and mullet. What eats mullet? How about a bull-shark or a pelican? See how many different chains are involved? All of these interconnected food chains form a food web!

As you cover trophic levels in this next portion, use the magnetic energy pyramid to illustrate. An energy pyramid is the graphical representation of the trophic levels by which the incoming solar energy is transferred into an ecosystem.

What are plants called? **Producers**. Why? Because they are able to use light energy from the sun to produce food from carbon dioxide and water through photosynthesis. Animals cannot make their own food, so they must eat plants and/or other animals. What do we call animals? They are called **consumers**.

There are three groups of consumers. What are animals that eat ONLY PLANTS called? **Herbivores**. What are animals that eat OTHER ANIMALS called? **Carnivores**. Animals and people who eat BOTH animals and plants are called **omnivores**.

Then there are **decomposers** (bacteria and fungi) which feed on decaying matter. A decomposer is “any organism that feeds or obtains nutrients by breaking down organic matter from dead organisms” (FCAT Science Glossary). These decomposers speed up the decaying process that releases nutrients back into the food chain for absorption by plants and other producers.

In a food web, energy is transferred from one organism to another. When an herbivore eats, only a fraction of the energy becomes new body mass; the rest of the energy is lost as heat or used up by the herbivore to carry out its life processes (e.g., movement, digestion, respiration, growth, molting, reproduction).

Therefore, when an herbivore is eaten by a carnivore, only a small amount of the total energy is available to the carnivore.

Since only a small portion of the energy transferred from the herbivore is available for the carnivore to use, the carnivore has to eat many herbivores to gain enough energy to live and grow.

Because of the large amount of energy that is lost at each link, the amount of energy that is transferred through the food web gets less and less. Therefore, **the further along the food chain you go, less food (and hence less energy) is available.**

Because energy is "lost" with each successive link, there must be enough energy in the organisms to allow for this loss and still have enough energy remaining for the consumers in the next level. In other words, the total biomass (organic matter) of the producers must be greater than the total biomass of the herbivores they support, and the total biomass of

the herbivores must be greater than that of the carnivores. Because of this energy loss there are usually more producers than herbivores, and more herbivores than carnivores in an ecosystem.

Ok. Let's play our game.

In this game, no one actually wins or loses. This game is an active demonstration of a lagoon food web. Everyone will gain, lose, or use energy. Explain that you need everyone to help out with the demonstration.

Game

- Have kids go to organism post and put on apron to represent their roles. If any roles need filling have adults fill those roles. If more kids than aprons, have extra kids be the sun and/or the energy gained container.

Herbivores: 5 Omnivores: 2 Carnivores: 5	Scavengers/decomposers: 3 Detritus: 1 Producers: 6
---	---

- A life size game board will be used in the pole barn. The game board is a series of circles representing trophic levels (Figure 1). The sun is in the center as the primary energy source. Each trophic level extends away from the sun.
- Each student puts on a labeled apron, displaying what organism they are in the game. Each apron will begin with the appropriate amount of starter energy units. Students will hold their energy gained units in the apron pockets. (Instructors will need to set this back up at the end of each station).
- Instructor reads scenarios. Students act accordingly. For example, scenario card could read "being chased by a shark, lose 2 energy units." Students keep track of their energy units throughout the game using poker chips and an energy pouch.

Calling one trophic level at a time call students to dump their energy units into the appropriate bins (producers, herbivores, carnivores/omnivores, scavengers/decomposers, detritus, energy used). As students do this hand out a new bag for them to put in the apron, and the apron back on the sign post, so it is ready for next class. Have students sit facing energy bins.

- Which bin has the most energy? (detritus) Why? (It is both the largest energy gainer and the base of the food web).
- Who got to be detritus in this game? Where did you get all of your energy? (Basically from MANY different trophic levels).
- Why is there so much energy left in the producers' bin? (Because there is always more energy available at this level – it is the most efficient).
- Remember when shoal grass was hit by a boat? It lost all of its energy units. What would the producer bin have looked like had the boater been more careful? (Bin would be even fuller).
- Who had the least amount of energy units? (Carnivores/omnivores). Why? (they are the least efficient at gaining, using and storing energy).
- Why do we have this bin labeled space/energy used? Do you remember the Energy Rap from third grade? (Some energy gets lost and goes to space. Some gets used just in order to live – to digest, to breathe, etc).
- Where did all of the energy in the Lagoon Web begin? (the Sun)

Now ask the students to help you make a **food web**. Ask one student what role they played and where they got their energy. Use the dry erase board for this and involve as many students as possible. See how large a food web the students can create.

If time permits ask the students the following:

- Let's say there is a neighborhood being built along the lagoon. They want their water view, so they cut down the mangroves. What would happen to the lagoon food web? (The web would be drastically compromised – not enough detritus). That same neighborhood wants to put in lots of docks for boats and the docks block the sun from reaching the sea grass. Then what might happen? (Compromised food web, endangered species such as manatee and green sea turtle would not have as much food. Shrimp, crabs and juvenile fish would not have a place to hide).
- Why is it important that the food web be complex with lots of chains? (If one thing dies, the entire web stands a better chance of surviving).

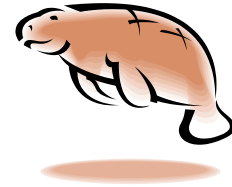
Wrap Up/Interconnections

- What is the difference between a food chain and a food web?
- How does energy pass from one organism to the next?
- Name the trophic/feeding levels.
- How is the lagoon food web affected by what we do?
- What is one way we can help the lagoon food web?
- How is the food web an example of interconnections?

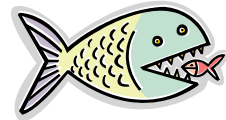
In between classes or while one instructor is doing the introduction, one instructor can refill the used bags. Push down on chips in the counter to make sure you are adding enough to each bag.

LAGOON WEB
Energy loss/gain scenarios

1. Producers each gain **5** units from the sun. STEP ONE!!
2. Manatee grazes on manatee grass: gain **5** units.
3. Group of Zooplankton (microscopic animal larvae) eats phytoplankton (microscopic plant larvae): gain **5** units
4. Mangrove tree crabs climbs along black mangrove trees and nibble the leaves: gain **5** units
5. Great blue heron waits patiently and catches mullet: gain **4** units
6. Fungus (part of Fungus/Bacteria) creates spores which will become young fungi: use **2** units that go to energy gained by space.
7. Human is having a seafood fest. S/He first catches flounder: gain **4** units.
8. School of mullet (remember they are herbivores) eat detritus: gain **2** units
9. Our scavengers, blue crab and shrimp, each feed on detritus: each gain **2** units
10. Something all animals do: poop (not fungus and bacteria) and that becomes detritus: detritus gains **3** units from each animal.
11. Bacteria (part of Fungus/bacteria) has very important job: breaks down poop: gain **5** units from detritus
12. Group of Chimney worms (that you will hopefully collect at Benthic) eats zooplankton: gain **4** units from zooplankton.
13. Producers each gain **5** units from the sun
14. Dolphin and humans eat mullet: gain **4** units
15. Green Sea Turtle: almost sea turtle nesting season and since that takes lots of energy from the mothers, our turtle needs to eat to get lots of energy: feeds on manatee grass: gain **5** units.
16. School of mangrove snapper hanging around the mangrove trees manages to eat mangrove tree crabs that fall off: gain **4** units
17. Mangrove tree crab eats red mangrove leaves: gain **5** units.
18. Human needs more seafood: eats shrimp: gain **3** units
19. Manatee grazes on shoal grass: gain **5** units.
20. School of mullet eats algae: gain **5** units



21. Green Sea Turtle needs more energy: grazes on manatee grass: gain **5** units.
22. Fungus/bacteria helping break down the detritus: feeds on detritus: gain **2** units
23. Bird you just learned about with the curved orange beak: White Ibis eats chimney worm: gain **4** units
24. School of Mangrove snapper eats many shrimp: gain **3** units
25. All animals look for food (not fungus and bacteria): use **3** units that go to energy gained by space.
26. Fungus competes with bacteria for space: use **3** units that are gained by space.
27. Green Sea Turtle still eating: feeds on algae: gain **5** units
28. Manatee swims close to the black mangrove leaves: gain **5** units
29. A flat fish, flounder, eats chimney worm: gain **4** units
30. Great blue heron eats mangrove snapper: gain **3** units
31. Human sees the bird catching the mangrove snapper and decides s/he needs some as well: eats mangrove snapper: gain **3** units
32. Dolphin sees this and eats mangrove snapper: gain **3** units
33. Blue crab eats shrimp: gain **3** units
34. Mangrove Tree Crab eats algae living on the mangrove trees: gain **5** units
35. How would a flounder protect himself? Buries himself under the sand to avoid a predator: use **2** units that go to energy gained by space
36. Group of Chimney worms eat phytoplankton: gain **5** units
37. Fungus/bacteria break down detritus: gain **1** unit
38. Human still needs blue crab: gain **2** units
39. All animals (NOT fungus & bacteria) try to escape from predators: use **3** units that go to energy gained by space
40. Great blue heron eats many shrimp: gain **3** units
41. Hurricane approaches: all animals (not fungus and bacteria) seek shelter: use **2** units that go to energy gained by space.
42. As the hurricane approaches: all plants lose leaves/blades which become detritus: detritus gains **4** units from each plant.



43. Adult Green Sea Turtle travels through Sebastian Inlet, laying eggs at the Archie Car National Wildlife Refuge: Use **8** units that go to energy gained by space
44. Blue crab in fight with other blue crab for space: use **2** units that go to energy gained by space
45. Blue crab in fight and claws fall off which become detritus: detritus gains **4**.
46. Mangrove tree crab eats red mangrove leaves: gain **5** units
47. Great blue heron feather falls off: becomes detritus: detritus gains **1** unit
48. Manatee eats red mangrove leaves: gain **5** units
49. All plants, animals, and fungus & bacteria grow: use **2** units that go to energy gained by space.
50. Boat propeller cuts through shoal seagrass: lose all units to detritus.



Energy Units (to start with)

Sun: 65	Carnivores: 17
Producers: 40 (gain 10 needed from sun, first step in game)	Omnivores: 17
Herbivores: 25	Detritus: 35
	Scavengers/Decomposers: 37

Table 1: Animals that students might mention during construction of food chain and food web. *Organisms with an asterisk are used in the game.*

<u>Producers</u> Manatee grass* Shoal grass* Phytoplankton* Red mangroves* Black mangroves* White mangroves	<u>Herbivores</u> Mangrove Tree Crab* Manatee* Green Sea Turtle* Mullet* Zooplankton*	<u>Carnivores</u> Spotted Sea Trout Mangrove Snapper* Brittle Stars Comb Jellies Bay anchovy Barnacles Great Blue Heron* White Ibis* Snowy Egret Brown Pelican Osprey Dolphin* Horseshoe Crabs Spoonbill Snook Pinfish Puffer Seahorse Flounder* Stingray
<u>Omnivores</u> Barnacles Clams Oysters Human* Chimney Worms* Giant Land Crab*	<u>Scavenger/Decomposers</u> Spider crabs Shrimp* Vulture Blue Crab* Hermit Crab Fiddler Crab Fungus & bacteria* Brittle stars Crown Conch Florida Horse Conch	

Lagoon Food Web Cheat Sheet

Define food chains & food webs, use dry erase board (10 min); explain rules and distribute animal/plant signs, play game and make food web rope (25 min); wrap up (10min).

Food Chain vs Food Web

A **food chain** represents the transfer of energy through various stages as a result of feeding.

Give one example of a lagoon food chain? Write food chain on dry erase board.

A **food web** is the interconnected feeding relationships of multiple food chains.

Ask the students to give example links to change their food chain into a food web. Write these new connections in a different color on same dry erase board.

Energy Pyramid – use the magnetic pyramid as you talk

What are plants called? **Producers**. **Why?** Because they make (produce) their food.

Animals cannot make food, they must eat plants and/or other animals. What do we call animals? **Consumers**.

3 groups of consumers: **Herbivores**. **Carnivores**. **Omnivores**.

Decomposers (bacteria and fungi) feed on decaying matter.

Why **more herbivores than carnivores**? Some energy is lost when you move up the pyramid

Play the Game Everyone will gain, lose, or use energy.

Pass out roles:

- Herbivores 5**
- Omnivores 2**
- Carnivores 5**
- Scavengers/decomposers 3**
- Detritus 1**

Read scenarios (found in binder)

Students act out scenarios, **gaining and losing energy** w/each organism they interact with. Try to keep the flow going to keep students interested.

Lagoon Food Web Cheat Sheet (continued)

Each player dumps energy units into appropriate clear bin

Compare and contrast energy in bins

Most energy? Detritus. Why? Largest energy gainer & base of the food web.

Who got to be detritus? Where did you get your energy? From MANY different trophic levels.

Why so much **energy left in the producers' bin**? Because always more energy available at this level – it is the most efficient.

Shoal grass was hit by a boat & lost all energy. What would the producer bin have looked like if boater had been more careful? Bin would be even fuller.

Who had the **least amount of energy** units? Carnivores/omnivores. Why? They are the least efficient at gaining, using and storing energy.

Why do we have this bin labeled space/energy used? Do you remember the Energy Rap from third grade? Some energy gets lost and goes to space. Some gets used just in order to live – to digest, to breathe, etc.

Where did all of the energy in the Lagoon Web begin? The Sun
Have students create a food web/interconnection using the organisms and interactions they just had. Try to get as many different students to mention where they gained energy from.

Wrap Up

- What is the difference between a food chain and a food web?
- How does energy pass from one organism to the next?
- Name the feeding levels.
- How is the lagoon food web affected by what we do?
- How is the food web an example of **interconnections**?

When setting game up for next class:

Energy Units for Each Group to start with:

Sun: **65**

Producers: **40** (gain **10** from sun,
first step in game)

Herbivores: **25**

Carnivores: **17**

Omnivores: **17**

Detritus: **35**

Scavengers/Decomposers: **37**

Seining Station

Location

Teaching platform dock along Live Oak Drive. Students will be coming from the Benthic Ecology Station. After the Seining Station, you will send them to the Canoeing Station.

Station Flow

Meet each group near the road. Watch out for cars! Discuss seagrasses, (**IF HOT and VERY SUNNY you can do your discussion on the boardwalk in the shade**), and how to use seine nets (5min). Seining (25 min). Observation of collected specimens (15 min).

Equipment

Station sign (puzzle piece)	Seagrass ID card
Seine nets (5)	Critter ID cards
Step stool	DEP reporting sheet, with clipboard and pens
Plastic bins (3)	Floating buckets (2)
Plastic dishes (20)	Drinking water jug and cups
Aerators (2)	Trash bag
Dip nets (1 small)	

Rules

Taped areas designate unsafe areas where there are razor-sharp oysters or underwater obstacles. Do not go beyond the colored marking tape.

Do the “stingray shuffle” to let stingrays know you are entering their neighborhood. Explain that stingrays are a common benthic predator that has a venomous barb on the end of its tail. But they are not out there just waiting to get you. By shuffling your feet, you are warning them of your presence, just as you’d knock on the door at your neighbor’s house to let him know you are there. Don’t make students afraid. Just explain that we’re invading the territory of the animals that live in the lagoon.

Keep shoes on at all times and make sure shoelaces are always tied. No one, including instructors, should be wearing sandals or flimsy water shoes. Only closed toe shoes, dive booties, or “rugged,” closed toe water shoes are acceptable. **Anyone not wearing suitable footwear is not allowed in the water.** Do not feel bad about enforcing this rule – all teachers were forewarned.

Always keep head above water and do not go in above waist. Anyone with hands or knees on bottom will be asked to get out of water.

Handle live specimens gently and respectfully. Do not poke, throw, or otherwise torment them.

Do not handle any animals unless you know they are harmless. We often find mantis shrimp, a small crustacean also known as a thumb-splitter, which lives up to its name.

No running or rough-housing.

Do not stand on nets.

Platform can be slippery and wobbly. No jumping or climbing on it. **Only one group at a time on the platform.**

Students must use the equipment by working together in groups.

All equipment that goes out, must come back in.

Do not take VHF in water. It’s not waterproof. Keep in closed Ziploc on shore.

Introduction

Introduce yourself. Remind everyone to drink lots of water.

Students use seine nets to collect organisms associated with seagrass. Before anyone goes into the water, discuss seagrass and its importance as described below, then go over the rules. Supervise students closely and make sure the teachers and chaperones help – assign one adult to each group. Frequently check aerators in all containers with specimens to make sure they are running.

Remind students that a lagoon is a shallow body of water separated from the ocean by a barrier island. It is an estuary, a place where fresh water and salt water mix. What is the resulting water called? Brackish. What causes the water to circulate, or move around, in the lagoon? The wind, primarily. (**These details relate to test questions.**)

Seagrass

Seagrasses are the only flowering plants that grow submerged in brackish or salt water their entire lives. They have adapted to living in a marine environment. They are not true grasses, and are not closely related to the lawn in your backyard. However, they do form dense underwater meadows that provide shelter to many plants and animals. And they do look like underwater lawns.

Approximately 52 species of seagrass occur throughout the world. Seven of those species occur in Florida, and all seven are found right here in our lagoon. That's more than any place in North America and the Caribbean! Johnson's seagrass (*Halophila johnsonii*) is the only marine plant classified as a "threatened" species by the US Fish and Wildlife Service. The three most abundant seagrasses are shoal grass (*Halodule wrightii*), manatee grass (*Syringodium filiforme*), and star grass (*Halophila engelmannii*). Also present are turtle grass (*Thalassia testudinum*), paddle grass (*Halophila decipiens*), Johnson's seagrass (*Halophila johnsonii*), and widgeon grass (*Ruppia maritima*).

Shoal grass has broad, flattened, ribbon-like blades with roots that occur deeper than the other seagrasses. Shoal grass looks like turtle grass, but its ribbon-like blades are narrower and have two or three points on the tips. Shoal grass is a good competitor because it can colonize disturbed areas before other seagrasses get a foothold, and it can live in water that is too shallow for other species. Manatee grass is easy to recognize because it is the only kind of seagrass that has cylindrical leaves instead of flattened blades.

Seagrasses only grow in shallow areas where sunlight penetrates and where sunlight levels are at least 25% of what they are at the water surface. In the Indian River Lagoon, that means seagrasses only grow in water less than 5.5 ft deep. Since the average depth of the lagoon is 3 ft, the lagoon provides ideal growing conditions. Light availability is the most important factor affecting sea grass; however, salinity, water temperature, and wave action can also limit seagrass distribution.

Interconnections

Seagrass communities have very high biodiversity. Seagrass beds are one of the most productive ecosystems on the planet! In fact, they have been described as the marine counterpart to tropical rain forests. Their extensive root systems stabilize the substrate

and provide habitat for a host of infaunal organisms. Even the blades themselves are colonized by tiny plant and animal epiphytes! Mangroves and seagrasses make important contributions to total primary productivity in the lagoon ecosystem. Like all plants, seagrasses, the algae that are associated with seagrasses, and plankton are producers that convert energy from the sun into plant tissue. This process is called photosynthesis. Because animals cannot convert energy into food themselves, they derive energy from eating plants or other animals that have eaten plants. The plants of any ecosystem are the critical foundation at the base of the energy pyramid.

Animals are consumers. Primary consumers, those that eat plant material directly, include manatees, green sea turtles, fish, and oysters. Secondary and tertiary consumers are predators. They include fish, alligators, birds, raccoons, dolphins, and humans. Point out to the students that there is often a lot of overlap in these positions in the food web. For example, a manatee eating seagrass blades covered with tiny animals is deriving energy from both plant and animal material, even though we don't usually think of manatees as predators. Scavengers such as crabs and vultures also play a critical role in the food web. What would happen if nobody cleaned up all the dead bodies?

Like mangrove leaves, dead seagrass blades also decompose and become detritus, which is a very important food source for lagoon animals. And, both mangrove and seagrass communities serve as nursery grounds. Many marine fish and invertebrate species, including those that are commercially and recreationally important, produce larvae that float around in the water column as plankton. When they settle out in seagrass meadows, the structure provides shelter from predators. **Be sure to remind students that, even if a species has no immediately obvious economic value, every species is a component in the ecosystem jigsaw puzzle. When a single one disappears, the picture is incomplete. Think interconnections!**

Why should we care about seagrasses?

- 1) They are highly productive. Healthy seagrass = more fish. More fish = more to eat, more money for fisherman, etc.
- 2) They provide food directly to herbivores like manatees, and contribute significantly to the production of detritus, on which the lagoon food web depends.
- 3) They provide habitat (food and shelter) for many animals that live in the lagoon.
- 4) They provide important nursery habitat.
- 5) Their roots and rhizomes stabilize the bottom.
- 6) Their blades trap sediments by slowing water flow, helping to maintain water clarity.
- 7) They play an important role in nutrient cycles.
- 8) Scientists estimate that each acre of seagrass is worth \$12,000 every year, in terms of commercial and recreational fisheries.

What Kills Seagrasses?

When lagoon water is turbid and loaded with sediment, sunlight cannot penetrate deep enough to reach the seagrass. Additionally, when an abundance of phosphates and/or nitrates (from leakage and runoff) are present, algal blooms occur; algae can prevent sunlight from reaching the seagrass. When such conditions do not clear, the seagrass dies. Unhealthy turbidity is caused by septic tank leeching, agricultural run off, and storm water runoff from the lagoon watershed (which is the land area around the lagoon that drains into it). As land development has become more intense in the Indian River Lagoon region, storm water run off has become the leading culprit in carrying large amounts of seagrass-killing nutrients and sediments into the lagoon. Water quality is

largely determined by what happens on land. Population increase and coastal development have strong negative impacts on seagrasses.

Prop scars through a seagrass bed, caused by boats, can take 20 years to heal!

Use of Seine Nets

Demonstrate use of seine net on teaching platform. Which part of the net goes on the top, the floats or the lead weights? Tell the pole people to put the top of the pole on their shoulder and the pole tip on the bottom then push the poles in front, like a blind man using a cane. Don't poke the pole into the substrate. Spread the net out. Move rather quickly, and don't stop until ready to draw the net up with the collection of specimens. Divide students into groups of 5 or 6 students with 2 "pole people" and 3-4 "creature catchers." Have an adult from the school accompany each group.

Give each catcher a small plastic dish. Tell catchers to follow behind the net (walking in front scares animals away from the net!), ready to scoop up specimens as soon as the net is drawn up. Fill the plastic bins with water and put them on the end of the dock so the catchers can put their catch in them then go back for more, but explain that there is no need to collect more than a few of each species. Also remind students that everything collected will be returned to the lagoon. Silversides (anchovies) are not very hardy and should be released upon capture.

Explain that the sticky stuff covering fish is mucus that serves a very important purpose. It protects the fish from disease and infection. When this layer is removed, which happens when we touch them, the fish loses its layer of protection and becomes vulnerable. That's why we use the containers to scoop them up. Also explain how fish must be kept in water in order to prevent desiccation (drying out) and so they can breathe. Even though fish have gills instead of lungs, they still breathe oxygen. Oxygen is produced by seagrasses and dissolved in the water. What produces our oxygen on land? Plants! Without seagrass, not as much oxygen would be in the water of the lagoon.

Explain that there are a lot of tiny animals living in the plant material that will be collected that we cannot see.

Supervise students closely and make sure ALL of the teachers and chaperones help.

Observing the Catch

Have students stand around the railing. Pass around dishes with individual specimens and discuss what was collected.

Are most of the things we found large or small? Small, illustrating the nursery role of the lagoon's seagrass meadows – animal day-care!

What color are most of the animals? Bright pink? No, they are camouflaged to blend in with their surroundings, and so they are not obvious to predators. Camouflage is an adaptation.

Discuss the difference between vertebrates (animals with backbones) and invertebrates (animals without backbones).

Discuss epiphytes, which are plants and animals that grow on other plants and animals. Many epiphytes grow on seagrass blades.

At your discretion, keep some more interesting or rare animals for the next group. Change water as needed and put containers in shade during lunch. (There is a little shade under the table.)

Interconnections

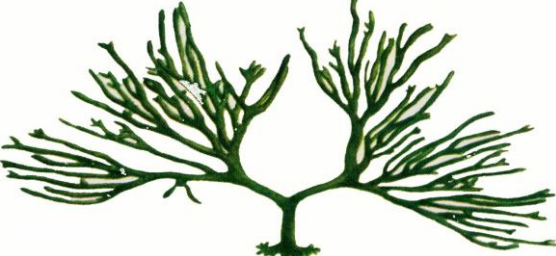


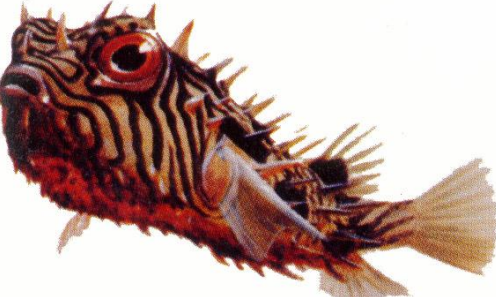

- Sun gives energy to seagrass, which provides habitat for all of the animals we studied today; people eat some of these animals.
- We can keep the water quality good that the seagrasses depend on by not using nutrients, pesticides, and herbicides on lawns.

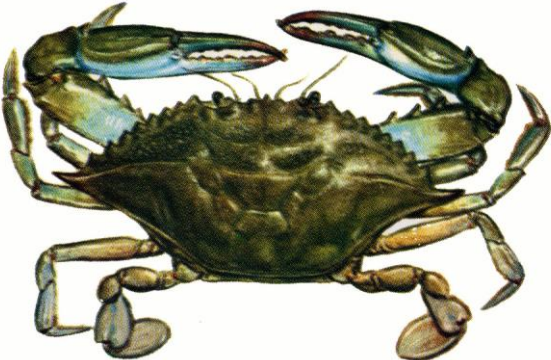
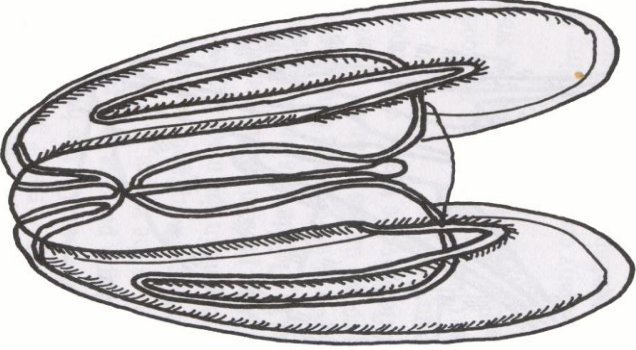


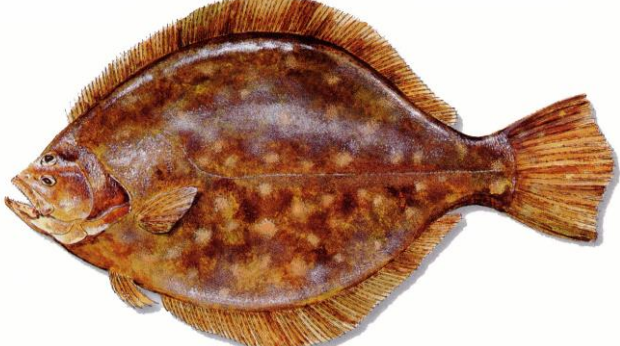
Clean Up

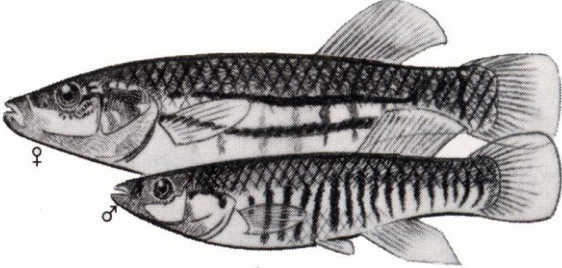
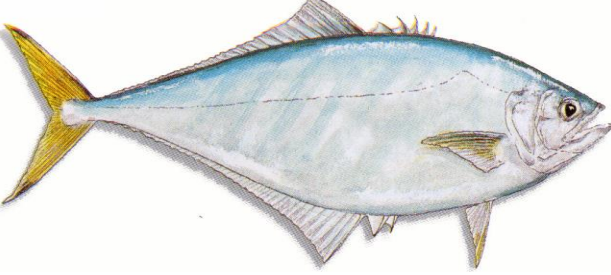
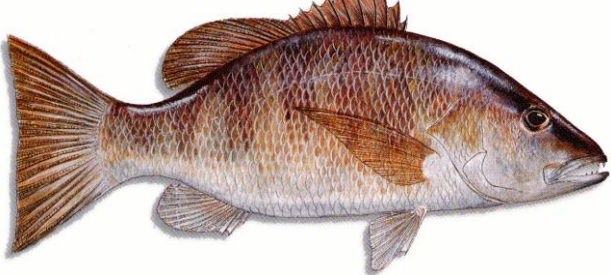
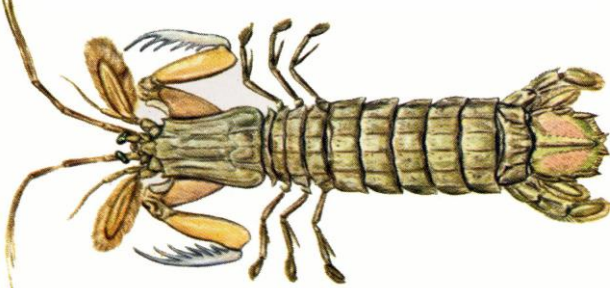
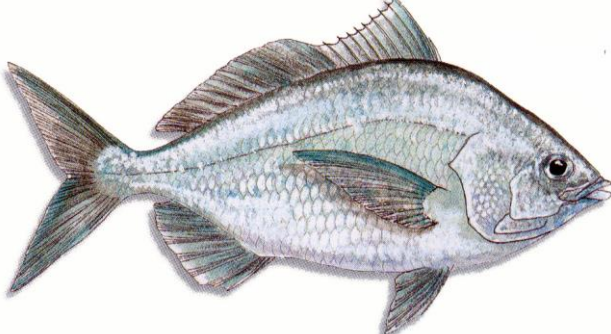
Ask students to rinse their seine nets, clean off any leftover debris, and roll up the nets at the end of each period. (Best way to roll nets to avoid tangles: ask each student with a pole to walk towards one another. Put poles together and then roll the net around both poles.)

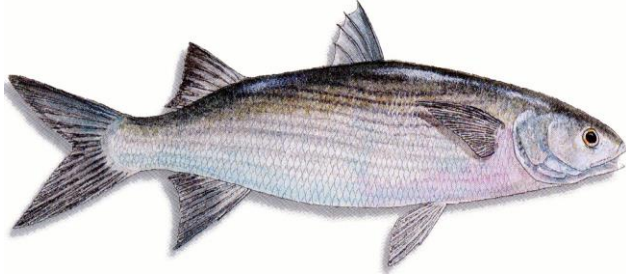

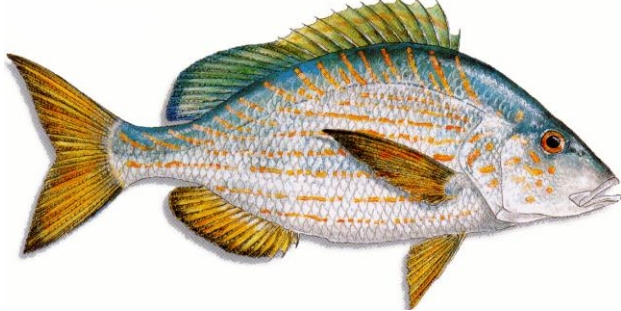
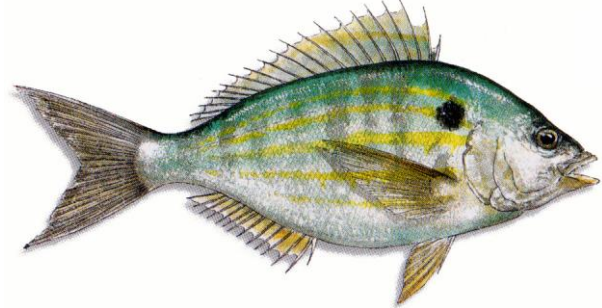

If possible, bring water cooler, seine nets, collection report and aerators to end of boardwalk and leave it near the roadside for pickup. Other items will be stored at platform, but please allow ELC staff to do this.


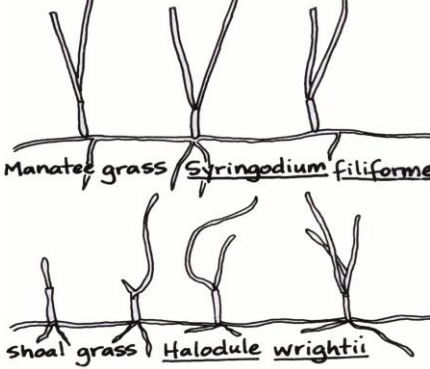
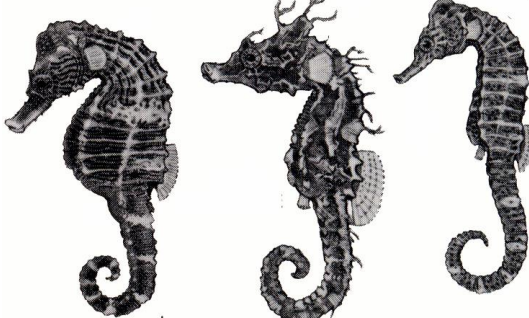
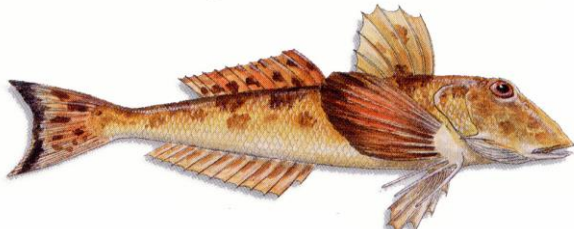

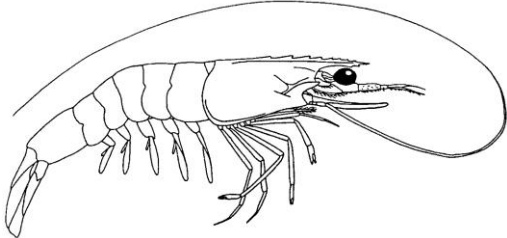
Common Organisms in the Indian River Lagoon

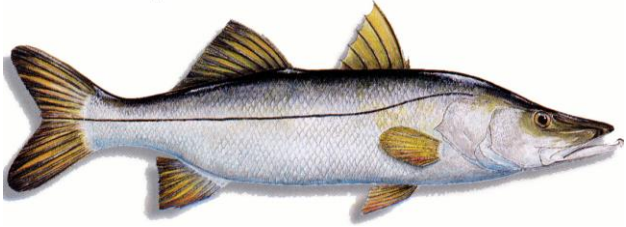
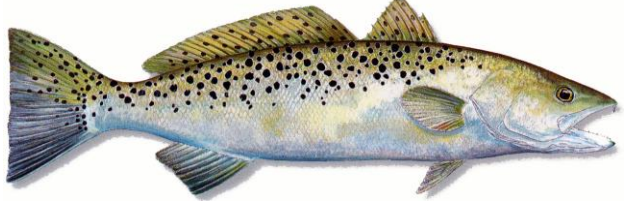
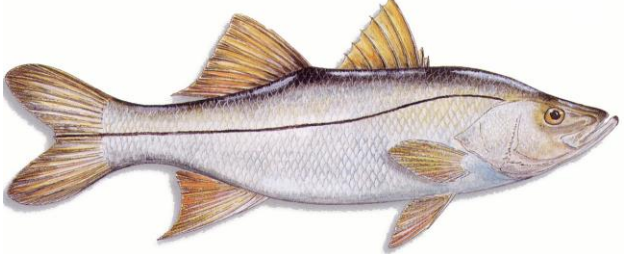

Organism		Comments & Factoids
Algae		<p>Strangest and hardest organisms to identify. Algae are plants, but they don't have flowers or seeds, but they do photosynthesize. Algae can actually eat through shells! Kelp is largest algae.</p>
Anchovies		<p>Travel in densely packed schools. Lateral line helps them keep the school together. Similar to sardines – don't survive long if caught. Bay anchovies are the most abundant fish in the IRL.</p>
Blennies		<p>Notorious for poking through sand and stirring up clouds as they look for food. When they are not eating, blennies scoot backward into holes, leaving only their heads sticking out as they wait for more prey. Several different species of blennies.</p>
Burrfish		<p>Can inflate with air or water for defense. Do not have scales; instead, they have elastic skin. Have a solid plate (like one big tooth) across their top jaw and one across their bottom. Uses pectoral fins to swim, and caudal fins as a rudder.</p>
Checkered puffer		<p>Found primarily in protected coastal waters, especially in seagrass beds. When puffed up, floats at surface. Inflated belly wards off many predators. Delicacy in Japan, but viscera (guts) are toxic and chefs must have special license to prepare.</p>

Crabs		<p>True: blue, box, decorator (spider), fiddler, ghost, mangrove tree, mud, stone. Other: hermit, horseshoe (related to spiders and lobster). Shape on abdominal flap reveals sex. Washington monument = male; capitol building = female; triangle = immature female. Blue crabs are highly adaptive.</p>
Comb jellies		<p>Not jelly fish. Carnivorous. Usually don't sting (only 1 species, not found on east coast, can sting). Have 8 rows of ciliated plates, called comb rows. The comb rows all beat together for swimming and feeding. Drifters. Most are colorless, but bioluminescent (bio = life, luminescent = light).</p>
Eels		<p>Travel to the Sargasso Sea to spawn. Before they begin their travels, they develop an extra layer of fat which they will use in place of food. They do not eat at all while migrating! A delicacy in Europe.</p>
File fish		<p>Usually shades of brown or green with a long dorsal (top) spine and sandpapery skin and use camouflage. Can grow as large as 8." Inhabit grass beds and seawalls. Eat mostly plants and algae, but will prey on small shrimp and krill.</p>
Flounder		<p>Eyes in the young fish are on each side of its head, later one migrates to other side. For camouflage, flounder lies in the sand or mud most of the time, but is a fast swimmer. Halibut is the largest; it can weigh in excess of 700 lbs!!! Flat shape = adaptation.</p>

Killifish		<p>Do not have a lateral line. Very tolerant of changing oxygen levels, salinity, and temperature. During mating season the color of the males intensifies. Abundant in mangrove swamps and salt marshes.</p>
Leatherjack		<p>Schooling fishes usually found along sandy beaches, inlets, and bays. They have sharp anal and dorsal spines capable of inflicting injury if improperly handled. Small schools of leatherjacks will hang out with large fish, such as barracuda, for protection and food scraps.</p>
Mangrove snapper		<p>Also known as the gray snapper. Prefers a shallow water habitat. Extremely cunning! Good to eat, but very hard to catch. They eat shrimp, smaller fish, and crabs. They have very sharp teeth – they will bite!</p>
Mantis Shrimp		<p>A stomatopod, not a true shrimp. Have the fastest reflex in the animal kingdom, and can seize prey in six milliseconds. Very strong and aggressive. Can actually break aquarium glass! It's nickname is the thumbsplitter. Watch out!</p>
Mojarra		<p>Prefer sandy bottoms and shallow areas. They can dig in the sand with their protruding mouths in search of their prey. They are adept at changing color depending on the bottom: silver over sand, and striped green-brown over weedy areas. Two endemic species in the IRL.</p>

Mullet		<p>Most mullets are tropical. Is a “saltwater” species, but is commonly found in brackish and fresh water. Primary consumer that eats detritus (detritivore). Their scientific name, <i>Mugil cephalus</i> translates to “sucking helmet-head” because they suck up their food and then grind it in their gizzard.</p>
Needlefish		<p>Voracious predators living at the surface, usually blue or green on back, and silver white on sides and belly. This is called counter shading. It is a great camouflage technique. Has a thin fragile beak-like jaw. Often jumps out of the water (resembling a javelin!).</p>
Pig fish		<p>Also known as Sailor’s choice or grunt. Grunts by grinding together special teeth in their throat. Preferred bait of snook fishermen. Unlike most Grunts, the Pigfish doesn’t mind murky water or soft bottom.</p>
Pin fish		<p>One of the most abundant inshore fishes. Very tolerant of changes in their environment. Inhabit seagrass meadows in brackish water, but can also tolerate freshwater. Aggressive and territorial.</p>
Pipe fish		<p>Blends in perfectly with seagrass and can almost disappear. Sit-and-wait predators that hang vertically amongst the seagrass blades, swaying with the current, ready to capture their prey. Males carry eggs until they hatch. Closely related to seahorses.</p>

Red drum		Also known as redfish because rather than a silvery appearance, it is coppery or bronze. It has a black spot at the base of its caudal fin, called an ocellus. Can grow more than 50lbs!
Seagrass		Johnson's (listed as threatened), manatee, shoal, turtle, star, paddle, and widgeon. Form underwater meadows which are critical habitat for many animals. They stabilize bottom sediments and produce oxygen in the water. Grow in depths of 5ft or less. Increasing overall acreage in recent years!
Seahorse		After the female seahorse lays eggs, the male carries them in special pouch until they hatch. They are not strong swimmers and spend much of their time with their tail wrapped around seagrass. When prey goes by, the sea horse sucks them into their mouths, like using a straw.
Sea robin		Bottom dwellers that can swim rapidly only in short bursts. They can "walk" along bottom with their modified pectoral fins and can stir up food. Sea robins can bury themselves into the sand.
Sheepshead		Occurs over a wide range of temperature and salinity. During mating season, males are bright and colorful. Aggressive. Has specialized teeth used to break open clams, oysters, barnacles, and crabs.
Shrimp		Very thin exoskeleton. Can swim, but more often found crawling on benthos. Some are carnivorous, others eat plankton or detritus. Critical link between producers and secondary consumers. Look out for spikes on head and tail!

Snook		<p>Very sensitive to cold. Can live up to 25 years. Age is determined by growth rings in ear bone. High-energy fish, swimming like torpedoes after prey. Legally protected while spawning in summer. 4 species inhabit the IRL. Sebastian Inlet is one of the best snook fishing locations in FL.</p>
Spotted sea trout		<p>Intimately connected with sea grass for food and shelter. Their larvae and juveniles prefer to use turtle grass as their nursery.</p>
Tarpon		<p>Tolerate a wide range of salinities, and can be found in completely freshwater, but prefer brackish water. A single large female can carry 12 million eggs! They have rudimentary lungs that let them gulp air as they come out of the water. Typically reach 5ft in length and can weigh 150 lbs or more!</p>
Toad fish		<p>Hardy fish that can survive out of water for quite a while. Will eat almost anything. Rarely can any creature escape the Toadfish's huge mouth and powerful grasp. The male toadfish watches and cleans the nest—even at low tide! Some of its fins are venomous.</p>

For More Information

Department of Environmental Protection, Florida Marine Research Institute. 1997. The underwater world of Florida's seagrasses. Brochure.

Katz, C. 1995. The nature of Florida's beaches. Atlantic Press, Melbourne Beach, Florida. (574.526)

Katz, C. 1998. The nature of Florida's ocean life. Atlantic Press, Melbourne Beach, Florida. (574.526)

Robins, C.R. and G.C. Ray. 1986. A field guide to Atlantic coast fishes, North America. Houghton Mifflin Company, New York.

Seining Station (cheat sheet)

Discuss seagrasses (10 min). Seine nets, and rules (5min). Seining (20min). Observation of collected specimens (10 min).

Must have proper footwear. Waist deep only. No heads under water.

IRL shallow body of water separated from the ocean by barrier islands
Brackish (mix of fresh and salty)
Wind (causes circulation)

Seagrass: only flowering plant growing submerged in brackish/salt water
52 species worldwide
7 in FL, all found in IRL
most abundant = shoal, manatee, turtle
threatened = Johnson's
grow in water less than 5ft (avg depth of IRL = 3ft)
need sunlight and clear water
very high biodiversity
primary producer – foundation

Why should we care about seagrass? Estimated \$12,000/yr/acre

Productive	Healthy seagrass = more fish
Shelter	Seagrasses and mangroves Lagoon relatively protected
Food	Direct = fish, crabs Indirect = nutrient rich detritus
Stability	Root system (roots and rhizomes) “hold on to” bottom
Water clarity	Trap suspended sediment by slowing water flow
Nutrient cycles	Oxygen, nitrogen, carbon dioxide

Damage **turbidity:** dredging, storm water run-off
pollution: lawn fertilizer, engine oil, litter
prop scars: can take 20 yrs to heal

Collection (no need to collect more than a few of each species)

Observations

Are most things that we found large or small? Small. IRL = Nursery.
Vertebrates vs. invertebrates; Camouflage, Adaptations; Epiphytes

Interconnections

- Sun gives energy to seagrass, which provides habitat for all of the animals we studied today; people eat some of these animals.
- We can keep the water quality good that the seagrasses depend on by not using nutrients, pesticides, and herbicides on lawns.

Benchmark Code	Benchmark	ELC Field Excursion Activity
SCIENCE		
Big Idea 1: The Practice of Science		
SC.3.N.1.1	Raise questions about the natural world, investigate them individually and in teams through free exploration, and systemic investigations, and generate appropriate explanations based on those explorations. MASTER	Prep Video Skull Study Photosynthesis/Plant Study Mangrove Boardwalk Detritus Energy game Pond Study/Lab
SC.3.N.1.3	Keep records as appropriate, such as pictorial, written, or simple charts and graphs, of investigations conducted. INVESTIGATE	Trophic List (kept throughout excursion) Throughout field excursion
SC.3.N.1.4	Recognize the importance of communication among scientists. TOUCH ON	Throughout field excursion
SC.3.N.1.5	Recognize that scientists question, discuss, and check each others' evidence and explanations. TOUCH ON	Pond Study/Lab Throughout field excursion
SC.3.N.1.6	Infer based on observation INVESTIGATE	Skull Study Energy Game Throughout field excursion
Big Idea 3: The Role of Theories, laws, Hypotheses, and Models		
SC.3.N.3.1	Recognize that words in science can have different or more specific meanings than their use in everyday language; for example, energy, cell, heat/cold, and evidence. TOUCH ON	Prep Video Skull Study Energy game
SC.3.N.3.2	Recognize that scientists use models to help understand and explain how things work. INVESTIGATE	Photosynthesis/Plant Study Energy Game
SC.3.N.3.3	Recognize that all models are approximations of natural phenomena; as such, they do not perfectly account for all observations. TOUCH ON	Energy Game
Big Idea 8: Properties of Matter		
SC.3.P.8.3	Compare materials and objects according to properties such as size, shape, color, texture, and hardness. TOUCH ON	Prep Video Detritus
Big Idea 9: Changes in Matter		
SC.3.P.9.1 Page 79 of 87	Describe the changes water undergoes when it changes state through heating and cooling by using familiar scientific terms such as melting, freezing, boiling, evaporation, and	Pond Study/Lab Consent A - 09/11/2018

condensation.

TOUCH ON

Big Idea 10: Forms of Energy		
SC.3.P.10.1	Identify some basic forms of energy such as light, heat, sound, electrical, and mechanical.	Energy Game TOUCH ON
Big Idea 14: Organization and Development of Living Organisms		
SC.3.L.14.1	Describe structures in plants and their roles in food production, support, water and nutrient transport, and reproduction.	Plant Study Mangrove Boardwalk MASTER
Big Idea 15: Diversity and Evolution of Living Organisms		
SC.3.L.15.1	Classify animals into major groups (mammals, birds, reptiles, amphibians, fish, arthropods, vertebrates and invertebrates, those having live births and those which lay eggs) according to their physical characteristics and behaviors.	Skull Study Trophic List (kept throughout excursion) MASTER
SC.3.L.15.2	Classify flowering and nonflowering plants into major groups such as those that produce seeds, or those like ferns and mosses that produce spores, according to their physical characteristics	Photosynthesis/Plant Study TOUCH ON
Big Idea 17: Interdependence		
SC.3.L.17.1	Describe how animals and plants respond to changing seasons.	Photosynthesis/Plant Study Mangrove Boardwalk Pond Study/Lab INVESTIGATE
SC.3.L.17.2	Recognize that plants use energy from the sun, air, and water to make their own food.	Photosynthesis/Plant Study Energy Game MASTER

Benchmark Code	Benchmark	ELC Field Excursion Activity
LANGUAGE ARTS		
STRAND: READING PROCESS		
Standard 4: Phonics/Word Analysis		
LA.3.1.4.3	The student will decode multi-syllabic words in isolation and in context TOUCH ON	Rules Pond Study/Lab
Standard 5: Fluency		
LA.3.1.5.1	The student will apply letter-sound knowledge to decode unknown words quickly and accurately in context TOUCH ON	Rules Pond Study/Lab
Standard 6: Vocabulary Development		
LA.3.1.6.1	The student will use new vocabulary that is introduced and taught directly MASTER	Throughout field excursion
LA.3.1.6.3	The student will use context clues to determine meanings of unfamiliar words INVESTIGATE	Throughout field excursion
LA.3.1.6.5	The student will relate new vocabulary to familiar words MASTER	Throughout field excursion
LA.3.1.6.7	The student will use meaning of familiar base words and affixes (prefixes and suffixes) to determine meanings of unfamiliar complex words TOUCH ON	Skull Study Trophic List (kept throughout excursion)
STRAND COMMUNICATION		
Standard 2: Listening and Speaking		
LA.3.5.2.1	The student will recall, interpret, and summarize information presented orally TOUCH ON	Wrap up (after each activity & end of excursion)

Benchmark Code	Benchmark	ELC Field Excursion Activity
PE		
STRAND LIFETIME FITNESS		
Standard 1: Participate regularly in physical activity		
PE.3.L.1.4	Identify opportunities in the school and community for regular participation in physical activities TOUCH ON	Throughout field excursion Wrap Up
STRAND: RESPONSIBLE BEHAVIORS AND VALUES		
Standard 1: Exhibit responsible personal and social behavior that respects self and others in physical activity settings		
PE.3.R.1.1	Work cooperatively with peers of differing skill levels INVESTIGATE	Energy Game Pond Study/Lab Throughout field excursion
PE.3.R.1.2	Willingly try new activities INVESTIGATE	Throughout field excursion Pond Lab
PE.3.R.1.3	Take responsibility for his/her own behavior INVESTIGATE	Throughout field excursion
PE.3.R.1.4	Cooperate with all class members by sharing and taking turns. INVESTIGATE	Energy Game Pond Study/Lab Throughout field excursion
PE.3.R.1.5	Show respect for the views of a peer from a different cultural background. TOUCH ON	Throughout field excursion
STRAND LIFETIME FITNESS		
Standard 1: Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction		
PE.3.R.2.2	Celebrate own accomplishments without gloating. TOUCH ON	Energy Game
PE.3.R.2.4	Appreciate the good performance of others. TOUCH ON	Energy Game

Vocabulary specific to SDIRC Science Curriculum

Adaptation

Carnivore

Consumer

Decay

Decomposer

Embryo

Environment

Flowers

Habitat

Herbivore

Larva

Leaves

Life Cycle

Metamorphosis

Nutrients

Observations

Ocean

Omnivore

Photosynthesis

Producer

Pupa

Roots

Seedling

Shelter

Species

Stems

Suitable

Survival

Tadpole

Water cycle

Benchmark Code	Benchmark	ELC Field Excursion Activity
SCIENCE		
BIG IDEA 1: The Practice of Science		
SC.4.N.1.1	Raise questions about the natural world, use appropriate reference materials that support understanding to obtain information (identifying the source), conduct both individual and team investigations through free exploration and systematic investigations, and generate appropriate explanations based on those explorations. INVESTIGATE	Seining Benthic Ecology Throughout field excursion
SC.4.N.1.2	Compare the observations made by different groups using multiple tools and seek reasons to explain the differences across groups. INVESTIGATE	Seining Benthic Ecology Throughout field excursion
SC.4.N.1.3	Explain that science does not always follow a rigidly defined method ("the scientific method") but that science does involve the use of observations and empirical evidence. INVESTIGATE	Seining Benthic Ecology
SC.4.N.1.5	Compare the methods and results of investigations done by other classmates. INVESTIGATE	Seining Benthic Ecology
SCIENCE		
BIG IDEA 6: Earth Structures		
SC.4.E.6.3	Recognize that humans need resources found on Earth and that these are either renewable or nonrenewable INVESTIGATE	Florida History Wrap Up
SC.4.E.6.5	Investigate how technology and tools help to extend the ability of humans to observe very small things and very large things. TOUCH ON	Seining Benthic Ecology
SCIENCE		
BIG IDEA 9: Changes in Matter		
SC.4.P.9.1	Identify some familiar changes in materials that result in other materials with different characteristics, such as decaying animal or plant matter, burning, rusting, and cooking. INVESTIGATE	Seining Benthic Ecology

SCIENCE		
BIG IDEA 16: Heredity and Reproduction		
SC.4.L.16.1	Identify processes of sexual reproduction in flowering plants, including pollination, fertilization (seed production), seed dispersal, and germination.	Seining Adaptations TOUCH ON
SC.4.L.16.2	Explain that although characteristics of plants and animals are inherited, some characteristics can be affected by the environment.	Adaptations TOUCH ON
SC.4.L.16.3	Recognize that animal behaviors may be shaped by heredity and learning.	Adaptations TOUCH ON
SC.4.L.16.4	Compare and contrast the major stages in the life cycles of Florida plants and animals, such as those that undergo incomplete and complete metamorphosis, and flowering and nonflowering seed-bearing plants.	Seining Benthic Ecology TOUCH ON

SCIENCE		
BIG IDEA 17: Interdependence		
SC.4.L.17.2	Explain that animals, including humans, cannot make their own food and that when animals eat plants or other animals, the energy stored in the food source is passed to them.	Lagoon Web Seining Benthic Ecology Wrap Up MASTER
SC.4.L.17.3	Trace the flow of energy from the Sun as it is transferred along the food chain through the producers to the consumers.	Lagoon Web Seining Benthic Ecology Wrap Up MASTER
SC.4.L.17.4	Recognize ways plants and animals, including humans, can impact the environment.	Seining Benthic Ecology Caneing Throughout field excursion Wrap Up MASTER

Benchmark Code	Benchmark	ELC Field Excursion Activity
LANGUAGE ARTS		
STRAND READING PROCESS		
Standard Vocabulary Development		
LA.4.1.6.1	The student will use new vocabulary that is introduced and taught directly.	Throughout field excursion MASTER
Standard Listening and Speaking		
LA.4.5.2.1	The student will listen to information presented orally and show an understanding of key points.	Throughout field excursion MASTER

Benchmark Code	Benchmark	ELC Field Excursion Activity
PHYSICAL EDUCATION		
STRAND CONGITIVE ABILITIES		
Standard Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.		
PE.4.C.1.2	Understand the importance of safety in all physical activities, especially those that are high risk.	Canoeing Seining Benthic Ecology MASTER
STRAND MOVEMENT COMPETENCY		
Standard Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (locomotor, non-locomotor, manipulative, non-manipulative, educational gymnastics and dance, aquatics).		
PE.4.M.1.1	Apply movement concepts to the performance of locomotor skills in a variety of movement settings.	Canoeing Seining Benthic Ecology MASTER

This page intentionally left blank.

CONSENT AGENDA 9/11/18

Personnel Recommendations

1. Instructional Changes
2. Instructional Leaves
Lugones, Vanessa – Wabasso School, 9/12/18 – 5/29/19
Lunny, Chelsea – SRHS, 8/31/18 – 11/30/18
Maurette, Taylor – Pelican Island Elementary, 8/24/18 – 11/26/18
Morgan, Crystal – Indian River Academy, 8/16/18 – 11/9/18
3. Instructional Promotions
4. Instructional Transfers
5. Instructional Separations
Albert, Brent – SRHS, resignation 9/18/18
Jordan, Alexander – VBHS, released during probationary period 8/31/18
Ricketts, Lisa – Pelican Island Elementary, resignation 9/11/18
Samons, Jessica – Storm Grove Middle, resignation 9/21/18
6. Instructional Employment
Day, Marianne – SRHS, Assistant Girls Soccer Coach 9/6/18
Harrison, Rose – SRHS, English II Composition Teacher 8/31/18
Samberg, Susan – Oslo Middle, 6th Grade Language Arts Teacher 8/28/18
7. Support Staff Changes
8. Support Staff Leaves
9. Support Staff Promotions
10. Support Staff Transfers
Exclusa, Amie – from Food and Nutrition Services, Cook to Food and Nutrition Services, Food Service Specialist 9/12/18
Saldana, Nancy – from Dodgertown Elementary, Student Monitor to Beachland Elementary, Cafeteria Monitor 9/11/18
11. Support Staff Separations
Crisp, Mary – Transportation, entering DROP 8/1/18
Hill, Janet – Curriculum and Instruction, resignation 9/18/18
Lewis, Anita – Food and Nutritional Services, retirement 9/7/18
12. Support Staff Employment
Dowd, Lillian – Extended Day, Part-time Child Care Student Worker 9/5/18
Gale, Rochelle – Pelican Island Elementary, Student Monitor 9/4/18

Gozlan, Shari – Storm Grove Middle, Food Service Assistant 9/17/18
Jackowski, Donna – Glendale Elementary, Student Monitor 9/4/18
Ogonoski, Delanie – Extended Day, Part-Time Child Care Student Worker
8/31/18
Wallace, Tiffany – Student Services, Health Assistant II **9/5/18**
West, Dylan – Liberty Magnet, School Computer Lab Manager 9/3/18
Young, Juaquita – Extended Day Program, Part-time Child Care Assistant
8/30/18

13. Administrative Changes

14. Administrative Leaves

15. Administrative Promotions

16. Administrative Transfers

17. Administrative Separations

18. Administrative Employment

**Newton, Malissa – Curriculum and Instruction, Mental Health Coordinator
9/12/18**

19. Approval of Placement in Instructional Substitute Pool

Celaya, Jessica – Human Resources, Substitute Teacher 9/6/18
Grove, John – Human Resources, Substitute Teacher 9/7/18
Heredia, Narvis – Human Resources, Substitute Teacher 9/5/18
Owen, Autumn – Human Resources, Substitute Teacher 8/31/18


20. Approval of Placement in Support Staff Substitute Pool

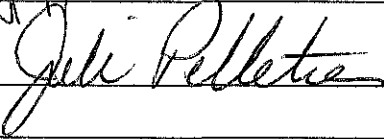
**Dixon, Latricia – Food and Nutrition Services, Substitute Food Service
Assistant 8/29/18**
Kita, Stephanie – Human Resources, Substitute Teacher Assistant 9/6/18
Kovatch, Rebecca – Human Resources, Substitute Teacher Assistant 8/31/18
Outten, Vandalene – Human Resources, Substitute Teacher Assistant 9/4/18

SCHOOL DISTRICT OF INDIAN RIVER COUNTY
 DISTRICT DEPARTMENTS
 UNCOLLECTED CHECK WRITE-OFF - CHECKS RECEIVED PRIOR TO DECEMBER 31, 2017

Department/Check Writer	Date Issued	Check Number	Reason not paid by the Bank	Reason not paid by Envision	Check Amount	Total
<i>Extended Day</i>						
<i>Highlands Elementary/IRA</i>						
Grace Rebbholz	9/19/2017	1549	Unable to Locate Account	No Account Found	\$ 40.00	
						\$ 40.00
<i>District - Other</i>						
Lynda M Cyr.	9/18/2017	308	Unable To Locate Account	No Account Found	\$ 55.90	
Samantha Lynn McCool	7/28/2016	197	Account Closed	Collection Seized At Request of District	\$ 55.90	
						\$ 111.80

Total \$ 151.80

Prepared by: 

Reviewed by: 

Board Approved: _____

Date: 8/30/18


Date: 8/28/18

Date: _____

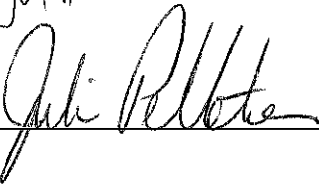
SCHOOL DISTRICT OF INDIAN RIVER COUNTY
 DISTRICT DEPARTMENTS
 UNCOLLECTED CHECK WRITE-OFF - CHECKS RECEIVED PRIOR TO DECEMBER 31, 2017

Department/Check Writer	Date Issued	Check Number	Reason not paid by the Bank	Reason not paid by Envision	Check Amount
<i>Food Service</i>					
<i>Storm Grove Middle School</i>					
Hillary Plauche	10/3/2017	424	Closed Account	Closed Account	\$ 10.00
<i>Beachland Elementary</i>					
Allen C. Degroat	11/10/2017	119	Closed Account	Closed Account	\$ 10.00

Total \$ 20.00

Prepared by: 

Date 8/7/18

Reviewed by: 

Date 8/28/18

Board Approved: _____

Date _____

SEBASTIAN RIVER HIGH SCHOOL



9001 Shark Boulevard • Sebastian, Florida 32958

Telephone: (772) 564-4170 • Fax: (772) 564-4182

Date: August 15, 2018

To: Dr. Mark J. Rendell, Superintendent
School Board Members
Indian River County School District

From: Dariyall Brown, Principal
Sebastian River High School

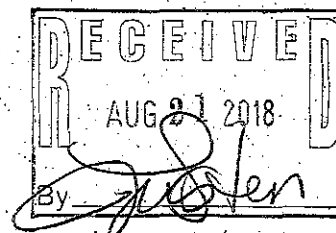
Subject: Request for approval of donation

Sebastian River High School would like to request the approval of a donation from Anthony Abraham of one (1) AcuSpike Team Trainer machine, valued at \$2,650.00 (Two Thousand Six Hundred Fifty Dollars and Zero Cents).

This equipment will benefit our Volleyball program and will be property tagged and kept on the Sebastian River High School campus.

Sincerely,

Dariyall Brown
Principal



"You Can't Hide That Shark Pride"

Dariyall Brown
Principal

Michele Holmes
Assistant Principal

Kevin Van Brimmer
Assistant Principal

Kelly Ward
Assistant Principal

William Wilson III
Assistant Principal

Madison Cama
Guidance Counselor

Kim O'Keefe
Guidance Counselor

Wendy Palmer
Guidance Counselor

Lynn Phillips
Guidance Counselor

Enrique Valencia
Guidance Counselor



School District of Indian River County

SEBASTIAN RIVER HIGH SCHOOL



9001 Shark Boulevard • Sebastian, Florida 32958

Telephone: (772) 564-4170 • Fax: (772) 564-4182

Date: August 14, 2018

To: Dr. Mark J. Rendell, Superintendent
School Board Members
Indian River County School District

From: Dariyall Brown, Principal
Sebastian River High School

Subject: Request for approval of donation

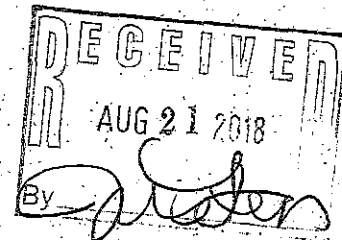
Sebastian River High School would like to request the approval of a \$2,000.00 donation from Robin M Raiff PA, Robin M Raiff-Realtor.

The funds will be used to purchase banners, signs, decals, student tee shirts, stickers, spirit items and pins for students; for the celebration of the 25th Anniversary of Sebastian River High School. These funds were deposited into the Sebastian River High School internal funds account entitled 25th Year Celebration.

Sincerely,



Dariyall Brown



"You Can't Hide That Shark Pride"

Dariyall Brown
Principal

Michele Holmes
Assistant Principal

Kevin Van Brimmer
Assistant Principal

Kelly Ward
Assistant Principal

William Wilson III
Assistant Principal

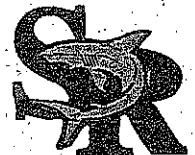
Madison Cama
Guidance Counselor

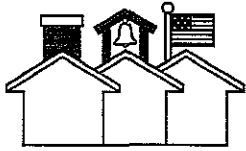
Kim O'Keefe
Guidance Counselor

Wendy Palmer
Guidance Counselor

Lynn Phillips
Guidance Counselor

Enrique Valencia
Guidance Counselor



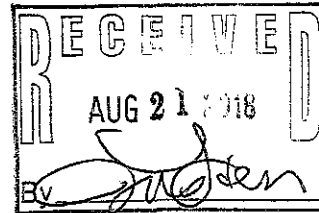


School District of Indian River County

6500 57th Street • Vero Beach, Florida, 32967 • Telephone: 772-564-3000 • Fax: 772-564-3054

Mark J. Rendell, Ed.D. - Superintendent

Date: August 14, 2018
To: Carter Morrison
From: Pamela Dampier
Regarding: *Request for Approval of Donation*



A donation of \$5,000.00 was received from the Community Credit Union. The donation will fund monthly leadership meetings.

These funds were deposited into the District Office internal funds account entitled Professional Development General Fund.

Please forward this request for review and approval as appropriate.

Pamela Dampier, Assistant Superintendent of Curriculum and Instruction

"Educate and inspire every student to be successful"

Shawn R. Frost • Dale Simchick • Laura Zorc • Charles G. Searcy • Tiffany M. Justice
District 1 • District 2 • District 3 • District 4 • District 5

"To serve all students with excellence"
Equal Opportunity Educator and Employer

This page intentionally left blank.



1. Employer. [School District of Indian River County] (the “Employer”) enters this agreement (“Agreement” or “Plan”) with LS, Inc. (“LegalShield” or “Company”) for legal Services to be offered to its employees as an employee benefit.
2. Term of Agreement. This Agreement is effective on [10/1/2018] and is for three [3] year(s), with two one year renewal options, at rates for the first and second year of the renewal options to be the same as the first three years of the contract. If either party does not want the Agreement to renew then either party shall give the other party at least ten (10) days prior written notice.
3. Eligibility and Enrollment. All full-time employees working 4.5 hours per day are eligible to enroll. Employees may enroll in the group legal plan annually during the Employer’s open enrollment. The Employee (“Member”) must enroll for a period of one year.
4. Payment. The rate for the group legal plan is [\$15.25] per month per Employee. Payment will include Services for the Employee (“Member”), the Member’s spouse and dependents. Each month, the Employer will provide the Company with a Member file list and payment for each Member. The combination rate if the Employee enrolls in both the legal and identity theft plans will be \$20.25 per month for the Employee only and \$25.25 per month for the Employee plus a spouse, child(ren) or family.
5. Members shall include:
 - a. The Member (“Employee”).
 - b. The Member's spouse.
 - c. Never married dependent children of the Member, or Member's spouse, under 26 years of age who are permanent residents of the Member's household or full time students.
 - d. Children under 18 years of age for whom the Member, or the Member's spouse, is the legal guardian.
 - e. Any dependent child, regardless of age, who is physically disabled or mentally incapacitated resulting in an inability to make legally binding decisions and is:
 1. Unable to be employed;
 2. 51% or more financially dependent upon the Member or Member's spouse;
 3. Lives at home with the Member or Member's spouse. Proof may be required by the Company or the Provider Law Firm before any legal Services may be given.
 - f. A dependent is the natural or adopted child of the Member or Member's spouse.

6. General Exclusions:

- a. Any Services for matters against the Employer, Company, or Provider Law Firm are not part of this Plan.
 - b. Services deemed by the attorney to lack merit, or violate any ethics rules are not part of this Plan.
 - c. Services outside the United States are not part of this Plan.
 - d. Any matter involving any Member which arises due to business matters or interests (regardless of the form of the entity) are not part of this Plan. These matters include:
 1. Ownership, management, or association with a business, partnership, corporate entity, or trust.
 2. Any income producing property or venture no matter the nature, full time or part time.
 - e. Fines, court costs, filing fees, ad litem fees, penalties, expert witness fees, bonds, bail bonds and out of pocket expenses are not part of this Plan.
 - f. Any person who is a party in a lawsuit against the Company or is named as a defendant in a lawsuit by the Company shall not receive Services during the lawsuit.
 - g. Any matters which are covered by any insurance policy are not part of this Plan.
 - h. Services related to patent, trademark or copyright matters are not part of this Plan.
 - i. Any Services where, in the Provider Law Firm's Professional Judgment, the requested Service is unnecessary or unwarranted for adequate advice, or would be in violation of any ethics laws, or frivolous, or with no merit are not part of this Plan.
 - j. Native American legal issues are not part of this Plan. Such issues include any legal matters relating to Indian Tribes, Native American citizens, and tribal governments. This excludes legal issues before federal, tribal and/or state courts, administrative bodies, arbitration panels or arbitrators, tribunals and/or hearing panels, judges, or officers.
8. The 25% Discount may be used for any Services but those listed in the General Exclusions.
9. Civil Trial Defense. In addition to the General Exclusions above, the below items are not part of any civil trial defense.
- a. The 25% Discount may be used for Pre-Existing Conditions. Pre-Existing Conditions are defined as those acts which give rise to a lawsuit which are alleged to have occurred prior to the Effective Date, even if the lawsuit was filed after such Effective Date.
 - b. The 25% Discount may be used for class actions, amicus curiae filings, or interventions.
 - c. The 25% Discount may be used for any claim, defense, or legal position the Provider Law Firm deems is not likely to prevail in court or lacks merit.
 - d. The 25% Discount may be used for any attachment, collection, appeal, or any other post judgment relief action.
 - e. The 25% Discount may be used for any counter claims where the Member starts a lawsuit.

- f. The 25% Discount may be used for these Services; any matter where a Member is acting on behalf of, or representing another party (for example: executor, administrator, guardian, or trustee).
 - g. The 25% Discount may be used for any matters in which the Member is a plaintiff or claimant.
10. Service Plan. The Company will provide the Services described in this Agreement (“Plan”) to enrolled Employees in return for the Plan Member’s membership fee.
11. No change in the Plan shall be valid until approved by an officer of the Company and endorsed on or attached to the Agreement. No agent can change the Agreement or Plan or waive any of its provisions. A 30-day notice will be given should there be any change in this Plan. Employer may terminate this Agreement without cause by giving ten (10) days written notice to the Company.

LEGAL SERVICES PLAN

ADVICE AND CONSULTATION SERVICES

Phone Consultation.

Members may have toll-free phone consultations on any personal legal subject matter.

Members may receive legal research if the legal matter cannot be fully addressed during the phone consultation.

Office Visits.

Office visits are subject to an appointment with the Provider Law Firm to discuss a personal legal matter. There are no limits on the number of times per year a Member may use this Service. This Service is not meant to provide the Member with continuing access to the Provider Law Firm to undertake his or her own representation.

Demand Letter or Phone Call.

A phone call or a letter to a third party may be made by the Provider Law Firm, subject to its Professional Judgment. Such phone call or letter may be made when it would further assist the Member’s personal legal matter.

24/7 Emergency Access.

Members may have toll-free phone access to the Provider Law Firm on a 24-hour per day basis for covered emergencies. These emergencies include when being:

1. detained by law enforcement;
2. seriously injured in an accident; or
3. served with a search warrant.

Members must call this emergency number at 1-877-825-3797 to speak with the Provider Law Firm. Phone access is subject to conditions set by the detaining or questioning authority, which may keep the Provider Law Firm from speaking with the Member. Not all calls will be put through to the Provider Law Firm. Emergency Access cannot assist in making, posting, or obtaining bond, bail, or other security required for release.

DOCUMENT SERVICES

Document Review.

The Provider Law Firm will provide legal review of a Members' personal legal document. Then the Provider Law Firm will consult the Members on any areas of concern, and the legal implications of those provisions. The law firm will provide, when needed, edits or revisions to the document. This Service does not include preparation of a document to be used by the Members for use in court proceedings or lawsuits in which the Member is representing his or her self. This Service will not cover review of documents prepared by another attorney currently representing the Member.

Affidavits.

The Provider Law Firm will advise, prepare and review documents for an affidavit. The Member must be the affiant. The 25% Discount may be used for responsive affidavits.

FAMILY & DOMESTIC RELATED SERVICES

Name Change.

The Provider Law Firm will advise, prepare documents, and review a name change for the Members in their state of residence. When needed, this Service includes the preparation for and attendance at the initial hearing to obtain the name change. Preparation of any required publication notice and any governmental documentation such as fingerprints and criminal history checks are not part of this Service.

Adoption.

The Provider Law Firm will prepare and review documents, advise, and attend the hearing for an adoption in the Member's state of residence. The adoption must be a domestic adoption in the United States. The adoptee must be a person under the age of 18. Preparation of any required publication notice or any governmental document such as fingerprints and criminal history checks are not part of this Service.

Guardianship / Conservatorship.

The Provider Law Firm will advise, prepare and review documents for the creation of a new guardianship or conservatorship over a person or estate. The named guardian or conservator must be the Member or Member's spouse. This Service includes representation in guardianship proceedings. The 25% Discount may be used for an ongoing accounting or termination of guardianship.

Juvenile Matters.

The Provider Law Firm will prepare and review documents, advise, and represent a Member or a dependent child in any juvenile court matter, provided there is no conflict of interest between the Member and the dependent child. In the event of a conflict, this Service provides an attorney for the Member only including Services for parental responsibility. Matters in which a juvenile is charged as an adult are not part of this Service.

Protection from Domestic Violence.

When Members are seeking to be protected by a victim protection order the Provider Law Firm will prepare and review documents, advise, and represent him or her in court.

Incompetency Defense.

The Member or Member's spouse will receive document preparation and review, advice, and court representation when he or she is subject to a civil competency determination.

Elder Care Issues.

The Provider Law Firm will advise and review documents for a Member with respect to the Member's liability for their parent's elder care issues (including Medicare, Medicaid, prescription plans, nursing home agreements, Power of Attorney, Living Wills, and Wills). Preparation of documents are not part of this Service. The parent of the Member is not covered.

Immigration Assistance.

Members who need immigration assistance may call the Provider Law Firm for advice and document review. Document preparation and court representation are not part of this Service.

Prenuptial Agreements.

The Provider Law Firm will advise, prepare and review documents when the Member needs a prenuptial agreement.

Identity Theft.

The Provider Law Firm will advise, prepare and review documents related to the identity theft of any Member.

HOME SERVICES

Mortgage Document Services.

The Provider Law Firm will advise, prepare, and review documents for any residential mortgage documents of the Member or Member's spouse for their primary or secondary home. They must be the mortgagor, debtor, or buyer. Mortgage Document Services include representation of the Member or Member's spouse at a real estate closing when an attorney is required by law in the jurisdiction to attend a closing. The 25% Discount may be used for review of an abstract, preliminary title reports or preparation of a title opinion.

Deeds.

When the Member or Member's spouse is purchasing or selling a primary or secondary home the Provider Law Firm will advise, prepare and review documents related to real property deeds.

Boundary or Title Disputes.

The Provider Law Firm will prepare and review documents, advise, and represent the Member or Member's Spouse when he or she is a defendant in a boundary or title dispute. This Service includes Eminent Domain.

Eviction and Tenant Problems.

The Provider Law Firm will prepare and review documents, advise, and represent any Member, 18 years of age or older, who is the tenant with eviction or tenant problems. This includes security deposits and property damage claims. The Member must be the defendant.

Home Equity Loan.

The Provider Law Firm will advise and review the documents of a home equity loan for a Member or Member's spouse. This Service is for their primary or secondary home. The Member or Member's spouse must be the debtor.

Property Tax Assessments.

The Provider Law Firm will prepare and review documents, advise, and represent the Member or Member's spouse in a legal proceeding about property tax assessments and property valuations.

Refinancing of Home.

When the Member or Member's spouse refinances their primary home the Provider Law Firm will advise and review the documents.

Zoning Applications.

The Provider Law Firm will prepare and review documents, advise, and represent the Member or Member's spouse before a zoning authority to help in a personal zoning application for a primary residence. Applications or issues for business assets or property are not part of this Service.

Foreclosure

The Provider Law Firm will prepare and review documents, advise, and represent the Member or Member's spouse in a court proceeding for foreclosure of their primary or secondary home. The Member or Member's spouse must be the defendant.

Repossession.

The Provider Law Firm will prepare and review documents, advise, and represent any Member in a legal proceeding for repossession of personal property. A Member must be the defendant.

Garnishment.

The Provider Law Firm will advise, prepare and review documents for the Member or Member's spouse for a wage or earnings garnishment. The Member or Member's spouse must be the defendant.

FINANCE

Bankruptcy.

The Provider Law Firm will prepare and review documents, advise, and represent the Member or Member's spouse in court for a Personal Chapter 7 or Chapter 13 bankruptcy. The Member or Member's spouse must be the debtor.

Promissory Notes.

The Provider Law Firm will advise, prepare and review documents related to promissory notes for any Member.

Consumer Protection.

The Provider Law Firm will prepare and review documents, advise, and represent the Member or Member's spouse in court for consumer issues. These issues include personal property matters. The Member or Member's spouse must be a defendant. This Service does not include representation for collection activities after a judgment, any post judgment actions, execution of judgment, or appeals.

WILL AND ESTATE PLANNING SERVICES

Last Will and Testament or Codicils.

A Last Will and Testament or Codicil prepared for any Members who are at least 18 years old. Any other provisions in the Will or Codicil regarding planning for estate taxes are not included. These Services do not include the distribution for any assets outside of the United States.

Living Will or Physician's Directive.

A Directive to Physician or Living Will, which conforms to state law, may be prepared for any Members who are at least 18 years old.

Trusts.

The Provider Law Firm will advise, prepare and review documents of a trust in which the Member or Member's spouse is the settlor. This Service does not include tax advice, financial planning or estate tax planning.

Health Care Power of Attorney.

A Health Care Power of Attorney, which conforms to state law, may be prepared for any Members who are at least 18 years old.

Probate.

The Provider Law Firm will advise and review documents for a probate of a Last Will and Testament. The Member must be the named executor. This Service does not include document preparation or representation in court.

MOTOR VEHICLE SERVICES

Moving Traffic Violations.

The Provider Law Firm will advise, negotiate, review documents, and represent the Member in court for moving traffic violations. Those violations that result in felony charges, DUI, or related charges are not included in this Plan.

Suspended Driver's License Assistance.

When the Member is denied a driver's license or a driver's license has been cancelled, suspended, or revoked by the issuing authority the Provider Law Firm will advise and represent the Member. In this situation, a right to appeal must be provided by statute. Pre-existing matters are not part of this Plan.

The Provider Law Firm will assist when the Member needs legal assistance to reinstate or maintain a driver's license due to job related matters or medical reasons.

Motor Vehicle Property Damage.

The Provider Law Firm will assist up to, but not including, the filing of a lawsuit to collect all property damage claims. These Services are for property damage incurred due to a vehicle, owned by the Member, being struck by any motor vehicle. Pre-existing matters are not part of this Plan.

Motor Vehicle Services Exclusions:

1. The Member may use the 25% Discount for any matter in which it is alleged that he or she is under the influence of or impaired from using alcohol, intoxicants, medicines whether prescribed or not, controlled substances, or chemicals.
2. The 25% Discount may be used for any matter where, in the Professional Judgment of the Provider Law Firm, a claim, defense, or legal position is not likely to prevail in court. This includes matters that are frivolous, groundless, or with no merit.
3. Any matter while driving a Commercial Vehicle is not part of this Service. A Commercial Vehicle is defined as a motor vehicle being driven by Members for commercial or income producing purposes.
4. Except as listed above, the 25% Discount may be used for any matter related to criminal charges, hit-and-run related charges, leaving the scene of an accident, or similar charges.
5. The 25% Discount may be used for any matter related to charges that a Member is driving without a valid driver's license or statutorily required insurance.
6. The 25% Discount may be used for defense of the Member on any criminal charge for manslaughter, involuntary manslaughter, negligent homicide, or vehicular homicide, arising from the allowed use of a Licensed Motor Vehicle.
7. The 25% Discount may be used for any appeal, ongoing hearings, experts, or other post judgment relief action, including any matters or actions that must be filed in a different court for reconsideration or review.

IRS AUDIT AND COLLECTION SERVICES

The Provider Law Firm will advise and represent the Member or Member's spouse when notified in writing by the Internal Revenue Service (the "IRS"), state, or local taxing authorities of an audit, investigation, or exam of his or her tax return. These Services include written request to appear at the offices of the IRS, state, or local taxing authorities about his or her tax return. Garnishments, attachments, appeals, or any other post judgment relief actions are not covered. Trust returns, business or corporate tax returns, payroll and related returns are not covered. Charges of tax fraud or income tax evasion are not covered. This Service does not include prosecuting a claim for the return of overpaid taxes or the preparing of any tax returns. These Services begin with a tax return due in the same year as the Effective Date.

ADDITIONAL DISCOUNT SERVICES

25% Discount.

For all personal legal matters that are not fully covered by this Plan, the Members will have the right to Services at a 25% discount of the standard hourly rate. This does not apply to contingency fee matters or flat fee arrangements, which may be negotiated at a separate rate with the Provider Law Firm.

GENERAL PROVISIONS OF SERVICE PLAN

All Services are a part of and are subject to the General Provisions of this Plan.

- A. **Provision of Services, Attorneys, and Location of Services:** Services will be provided by attorneys designated by the Company, who are licensed, practicing attorneys (referred to as the Provider Law Firm or Provider Attorney). All initial requests for Services must be directed through the Provider Law Firm in the Member's state of residence. For legal matters that arise within the United States and outside the Member's state of residence, the Provider Law Firm may assign an attorney who is licensed in that jurisdiction. Should the Member move to another state, they should notify the Company. Their Provider Law Firm will switch to their new state of residence after they notify the Company. All Services except for 24/7 Emergency Access will be accessed during business hours, Monday to Friday, 8:30 a.m. to 5 p.m., except on holidays. The Member may not require a letter be sent or a phone call be made, any Service be performed, or any pleading, position, or issue be presented by the Provider Law Firm. The Provider Law Firm retains the right to make all final decisions about the Services.
- B. **Member shall include:**
1. The Member ("Employee").
 2. The Member's spouse.
 3. Never married dependent children of the Member, or Member's spouse, under 26 years of age who are permanent residents of the Member's household or full time students.
 4. Children under 18 years of age for whom the Member, or the Member's spouse, is the legal guardian.
 5. Any dependent child, regardless of age, who is physically disabled or mentally incapacitated resulting in an inability to make legally binding decisions and is:
 - a. Unable to be employed;
 - b. 51% or more financially dependent upon the Member or Member's spouse;
 - c. Lives at home with the Member or Member's spouse. Proof may be required by the Company or the Provider Law Firm before any legal Services may be given.
 6. A dependent is the natural or adopted child of the Member, or Member's spouse.
- C. **General Exclusions:**
1. Any Services for matters against the Employer, Company, or Provider Law Firm are not part of this Plan.
 2. Services deemed by the attorney to lack merit, or violate any ethics rules are not part of this Plan.
 3. Services outside the United States are not part of this Plan.

4. Any matter involving any Member which arises due to business matters or interests (regardless of the form of the entity), are not part of this Plan. These matters include:
 - a. Ownership, management, or association with a business, partnership, corporate entity, or trust.
 - b. Any income producing property or venture no matter the nature, full time or part time.
 5. Fines, court costs, filing fees, ad litem fees, penalties, expert witness fees, bonds, bail bonds and out of pocket expenses are not part of this Plan.
 6. Any person who is a party in a lawsuit against the Company or is named as a defendant in a lawsuit by the Company shall not receive Services during the lawsuit.
 7. Any matters which are covered by any insurance policy are not part of this Plan.
 8. Services related to patent, trademark or copyright matters are not part of this Plan.
 9. Any Services where, in the Provider Law Firm's Professional Judgment, the requested Service is unnecessary or unwarranted for adequate advice, would be in violation of any ethics laws, or frivolous or without merit are not part of this Plan.
 10. Native American legal issues are not part of this Plan. Such issues include any legal matters relating to Indian Tribes, Native American citizens, and tribal governments. This excludes legal issues before federal, tribal and/or state courts, administrative bodies, arbitration panels or arbitrators, tribunals and/or hearing panels, judges, or officers.
- D. **Discount:** The 25% Discount may be used for any Service but those listed in the General Exclusions.
- E. **Civil Trial Defense Exclusions:** In addition to the General Exclusions above, the below items are not part of any civil trial defense.
1. The 25% Discount may be used for Pre-Existing Conditions. Pre-existing Conditions are defined as those acts which give rise to a lawsuit which are alleged to have occurred prior to the Effective Date, even if the lawsuit was filed after such Effective Date.
 2. The 25% Discount may be used for class actions, amicus curiae filings, or interventions.
 3. The 25% Discount may be used for any claim, defense, or legal position the Provider Law Firm deems is not likely to prevail in court or lacks merit.
 4. The 25% Discount may be used for any attachment, collection, appeal, or any other post judgment relief action.
 5. The 25% Discount may be used for any counter claims where the Member starts a lawsuit.
 6. The 25% Discount may be used for these Services; any matter where a Member is acting on behalf of, or representing another party (for example: executor, administrator, guardian, or trustee).
 7. The 25% Discount may be used for any matters in which the Member is a plaintiff or claimant.
- F. **Plan:** Any reference to the "Plan" refers to this legal service plan between the Company and the Member.
- G. **Licensed Motor Vehicle:** A vehicle, except a Commercial Vehicle, which is properly licensed, insured, registered, inspected and with properly working equipment.

- H. **Availability of Services:** For any matter between the Member and Member's spouse or dependents, only the Member may use the Services. Members may use the Services outlined in this Plan only to the extent such Services are available and permitted by the laws of the state having jurisdiction over the legal matter.
- I. **The Company:** Any reference to the "Company" in this Plan shall refer to LS, Inc., dba LegalShield.
- J. **Provider Law Firm:** The Provider Law Firm is an attorney or law firm who has contracted with the Company to provide the Services described in this Plan in the Member's primary state of residence. This does not require all Services under the Plan be performed by the Provider Law Firm. The Provider Law Firm or the Company may refer matters to a referral attorney (a "Referral Attorney"). Referral Attorney and Provider Attorney may be collectively referred to in this Plan as the Provider Law Firm.
- K. **Geographical Area of Coverage:** This legal Services Plan may only be used in the United States. This Plan does not include U.S. Territories.
- L. **Effective Date:** The Effective Date of the Plan is the date on which the Employer enrolls the Member and the membership fee has been paid.
- M. **Attorney-Client Contract and Representation:** All Services which may require payment of any anticipated cost or payment of a retainer to the Provider Law Firm to cover reasonable anticipated legal services not covered by the Plan, shall be subject to the terms of an Attorney-Client Contract. This Attorney-Client Contract is to be agreed upon by the Member and the Provider Law Firm prior to the time Services are rendered. All determinations of retainers and anticipated costs to be incurred shall be the sole discretion of the Provider Law Firm. When applicable, eligibility for receipt of Services under the Plan is contingent upon payment of such retainers and anticipated costs prior to legal representation. All services and legal representation will be limited to the Services of this Plan. The Provider Law Firm has no duty or relationship beyond the specified Services. Any person covered under this Plan has the right to retain, at his or her own expense, any attorney authorized to practice law in the State of Florida.
- N. **Provider Law Firm's Professional Judgment:** All Services are subject to a Provider Law Firm's Professional Judgment. The Provider Law Firm determines whether claims or defenses pertaining to any matter under any Service of this Plan present frivolous or otherwise unmeritorious claims or defenses. This includes decisions to take any contingency case or to appeal any judgment or decision by any court or administrative agency. The Provider Attorney reserves the right to make independent professional judgments. The Company will in no way influence or attempt to affect the rendering of professional services by the Provider Law Firm.

- O. **Cancellation of Contract:** The Company may cancel this Plan for fraud, non-payment of membership fees, or if, in the first 90-days, the Provider Law Firm determines, in its professional and independent judgment, that the Member is unable, unwilling or incapable of accepting or understanding legal advice and services. All Services will automatically terminate at the end of the Eligibility Period. In the event of cancellation for misrepresentation or fraud, the Company shall notify the Member in writing of its intention to cancel the Plan 45-days prior to the cancellation date. If the Plan is cancelled for non-payment of membership fees, the Company shall notify the Member in writing 20-days prior to the cancellation date. The Member may cancel the Plan at any time by giving written notice to the Company. Upon written request, the Member shall be entitled to be reimbursed by the Company the unused portion of the membership fees paid for this Plan, the amount to be calculated on a pro-rata basis over the period of the Plan. In the event of cancellation by the Company, Services will only be provided for those events reported in writing to the Provider Law Firm during the Eligibility Period.
- P. **Settlement of Disputes:** All disputes or claims relating to the Company, the Plan, any Company products, any claims or causes of action between any Member, the Employer, and the Company, and any of the Company's officers, directors, employees or affiliates, whether in tort or contract; shall be settled totally and finally by arbitration per the Commercial Arbitration Rules of the American Arbitration Association, including the optional rules for emergency measures of protection. If any Member or the Employer files a claim or counterclaim against the Company or any of its officers, directors, employees or affiliates in any such arbitration, they may do so only on an individual basis and not with any other party or as part of a class action.
- Q. **Mutual Cooperation:** The Member and Company shall mutually cooperate with the Provider Law Firm for the effective provision of legal Services. At all times the Parties shall conduct the relationship with professionalism and mutual respect.
- R. **Duplication of Coverage:** The Member may not secure Services from the Provider Law Firm for the same matter under more than one Plan. The Member may not secure the Services of more than one attorney on any given subject matter.
- S. **Change of Plan:** No change in the Plan shall be valid until approved by an officer of the Company and endorsed on, or attached to the Plan. No agent can change the Plan or waive any of its provisions. A 30-day notice will be given should there be any change in this Plan.
- T. **Reinstatement Procedure:** Should the Member leave their employment, they may elect to continue their Plan by notifying the Company. The Company, at its option, may reinstate the Plan upon payment by the Member of the member fee. The Effective Date of the reinstatement shall be the date the reinstatement is accepted and processed by the Company. Services are not available for any act or occurrence during the lapse period.
- U. **Change of Fees:** The Company has the right to change the membership fee for this Plan. Changes in the fee will only occur on the anniversary date of the Plan. Should the fee be changed, the Member will be sent a 45-day written notice.

- V. **Severability:** If any provision of this Plan is deemed invalid or unenforceable in any respect, such provision shall be, to the extent possible, reformed to make it effective. If any provision is deemed invalid and incapable of being reformed, it shall not impact the validity and enforceability of all other provisions of this Plan, which shall remain valid and enforceable.

- W. **Subrogation:** If the Company or Provider Law Firm makes a payment under this Plan and the person to or for whom payment was made has a right to recover damages from another, the Company or Provider Law Firm shall be subrogated to that right.

- X. **Release of Information:** Members with a concern about a Provider Attorney authorize the Provider Law Firm to disclose to the Company all communications between the Members and the Provider Law Firm. This is done to provide the best customer service. Members should contact Member Services at 1-800-654-7757 with any complaint or concern. A written release may be needed for the Provider Law Firm to respond to a complaint. Members concede that personal information is electronically stored.

- Y. **Complaints:** The Member shall have the right to file a complaint with the Florida Bar Association concerning attorney conduct pursuant to this Plan.

[_____]
Employer

[_____]
Officer of LS, Inc., dba LegalShield



1. Employer. [School District of Indian River County] (the “Employer”) enters this agreement (“Agreement” or “Plan”) with Pre-Paid Legal Services, Inc. (“LegalShield” or “Company”) for identity theft protection services to be offered to its employees as an employee benefit.

2. Term of Agreement. This Agreement is effective on [10/1/2018] and is for three [3] year(s), with two one year renewal options, at rates for the first and second year of the renewal options to be the same as the first three years of the contract. If either party does not want the Agreement to renew then either party shall give the other party at least ten (10) days prior written notice.

3. Eligibility and Enrollment. All full-time employees working 4.5 hours per day are eligible to enroll. Employees may enroll in the group IDT plan annually during the Employer’s open enrollment. The Employee (“Member”) must enroll for a period of one year.

4. Payment. The rate for the group IDT plan is \$[11.00] per month per Employee for the family plan or \$[6.00] per month for an individual plan. Payment for the family plan will include Plan Services for the Employee (“Member”), the Member’s spouse and dependents. Each month, the Employer will provide the Company with a Member file list and payment for each Member. The combination rate if the Employee enrolls in both the legal and identity theft plans will be \$20.25 per month for the Employee only and \$25.25 per month for the Employee plus a spouse, child(ren) or family.

5. The employee shall be eligible for coverage under the individual plan.

6. Members eligible for services under the family plan shall include:

- a. The Member (“Employee”).
- b. The Member's spouse.
- c. Never married dependent children of the Member, or Member's spouse, under 26 years of age who are permanent residents of the Member's household or full-time students.
- d. Children under 18 years of age for whom the Member, or the Member's spouse, is the legal guardian.
- e. Any dependent child, regardless of age, who is physically disabled or mentally incapacitated resulting in an inability to make legally binding decisions and is:
 1. Unable to be employed;
 2. 51% or more financially dependent upon the Member or Member's spouse;
 3. Lives at home with the Member or Member's spouse. Proof may be required by the Company or the Provider Law Firm before any legal Services may be given.
- f. A dependent is the natural or adopted child of the Member or Member's spouse.

7. Service Plan. The Company will provide the Services described in this Agreement (“Service Plan”) to enrolled Employees in return for the Plan Member’s membership fee.

8. No change in the Service Plan shall be valid until approved by an officer of the Company and endorsed on or attached to the Agreement. No agent can change the Agreement or Service Plan or waive any of its provisions. A 30-day notice will be given should there be any change in this Service Plan. Employer may terminate this Agreement without cause by giving ten (10) days written notice to the Company.

9. Settlement of Disputes: All disputes or claims relating to the Company, the Plan, any Company products, any claims or causes of action between any Member, the Employer, and the Company whether in tort or contract, shall be settled by arbitration per the Commercial Arbitration Rules of the American Arbitration Association. If any Member or the Employer files a claim or counterclaim against the Company in any such arbitration, they may do so only on an individual basis and not with any other party or as part of a class action.

10. Reinstatement Procedure: Should the Member leave their employment, they may elect to continue their Plan by notifying the Company. The Company, at its option, may reinstate the Plan upon payment by the Member of the member fee. The Effective Date of the reinstatement shall be the date the reinstatement is accepted and processed by the Company. Services are not available for any act or occurrence during the lapse period.

IDENTITY THEFT PLAN (“Plan Services”)

IDENTITY CONSULTATION SERVICES

Members have unlimited access to identity consultation services provided by Kroll's Licensed Private Investigators. The Investigator will advise members on best practices for identity management tailored to the member's specific situation and should there be an identity theft event, the investigator will recommend that a case be opened for restoration. Members have access to member support agents and 24/7/365 for emergency situations. Kroll's Licensed Investigators will be available to answer questions regarding ID Theft and Fraud issues from 7am to 7pm central time, Monday through Friday excluding major holidays.

All Members are eligible to receive the following Identity Consultation services:

Privacy and Security Best Practice

- Consult on best practices for the use and protection of a consumer's Social Security number and Personal Identifying Information (PII)
- Provide consultation on current trends related to ID theft and fraud issues
- Discuss best practices for financial transactions
- Consult on best practices for consumer privacy
- Discuss tactics and best practices while shopping and communicating online
- Provide the knowledge to best protect the member from ID Theft using their rights under federal and state laws

- Help members interpret and analyze their credit report
- Take steps to reduce pre-approved credit card offers
- Consult with members regarding a public record inquiry or background search
- Credit Freeze consultation
- Consultation on common scams and schemes, including email and social media

Event Driven Consultation Support

- Lost/Stolen wallet assistance
- Data Exposure/Data Breach safeguards
- With Member's permission, facilitate the placement of 90-day fraud security alerts with credit reporting agencies. if permission is not given, provide a list of contact phone numbers for placing fraud alerts.

Alerts and Notifications

- Monthly identity theft updates to help educate and protect members
- Data breach notifications delivered to members

Confirm Identity Fraud and its Severity

- Social Security Number Fraud Detection - Use Social Security Number Skip Trace technique to investigate the member's name & Social Security Number to identify potentially fraudulent activity using industry-unique database access afforded by credentials of Licensed Investigators
- Consultation and education on Criminal and Medical Identity Theft
- Discovery and consultation on Deceased and Minor Identity Theft
- Sex Offender Searches

Consultation Services are limited to the solutions, best practices, legislation, and established industry and organizational procedures in place in the United States and Canada as determined beneficial or productive by a Kroll Licensed Private Investigator.

IDENTITY RESTORATION

All members are eligible to receive the following restorations services.

Licensed Investigators

Kroll's Licensed Investigators perform the bulk of the restoration work required to restore a member's identity to pre-theft status. The following list outlines Kroll's typical identity restoration process. Please note that each case is unique and Kroll Licensed Investigators will typically address a variety of issues during a restoration case.

Within 1 business day of receiving a fully executed Limited Power of Attorney and copies of the Member's Social Security card, driver's license, identity theft police report and most recent utility statement - complete with the Member's current name and address - Kroll shall:

- Notify the Social Security Administration (SSA), the Federal Trade Commission (FTC), and the U.S. Postal Inspection Service in cases where there is evidence the U.S. Postal Service was used in connection with the suspected fraud
- Place/confirm that 90-day fraud security alerts have been placed with the three credit bureaus

After receiving the Credit Authorization Form, Kroll shall:

- Order a copy of the Member's credit report
- Review credit history and document if fraud includes items such as:
 - Public records: Liens, judgments, bankruptcies
 - Credit accounts: New and/or derogatory
 - Addresses
 - Prior employment
- Issue Fraud Alert and notification of fraud dispute - Work with affected financial institutions, collection agencies, check clearinghouse companies, landlords and property managers, and/or credit card companies, where warranted.
- Issue Fraud Victim Statements - Work with all three credit bureaus to restore credit accuracy and place seven-year fraud victim statements with the permission of the victim.

Where warranted, Kroll will:

- Search victim's local county criminal data to detect criminal activity being committed in member's name
- Use the U.S. Criminal Records Indicator to search a wide variety of national criminal databases
- Search victim's State Department of Corrections records, court records, and arrest logs from numerous states
- Perform a driver license search using public records and commercially available data to find associated reports from numerous states.
- Perform a Social Security trace to look for additional addresses that may be attached to the victim's name
- Perform a death indicator search using public records and commercially available data sources to determine if the victim has been reported as deceased for insurance fraud or other reasons
- Perform a check-clearinghouse search to determine if victim's name has been submitted as having been involved in fraudulent banking activities
- Notify the DMV and instruct victim on proper procedures in dealing with the DMV
- Notify and work with creditors who have extended credit due to misuse of the victim's identifying information
- Notify and work with the collection agencies of those creditors
- Notify and work with law enforcement personnel, both local and federal

If disputes are not resolved according to the victim's legal rights, Kroll may escalate disputes to the appropriate government/regulatory agencies, including:

- Federal Trade Commission
- State Attorney General office by state
- Consumer Financial Protection Bureau
- Association of Collection Professionals International
- Comptroller of the Currency
- Federal Reserve Bank
- Office of Thrift Supervision
- Office of the Inspector General
- Provide the additional assistance of investigators who can reasonably assist based on the victim's issues

In all cases, Kroll provides:

- Follow-up credit reports
- Subscriber updates

PRIVACY MONITORING – available to Member and Spouse

Black Market Website Surveillance (Internet Monitoring)

Monitors global black-market websites, IRC (internet relay chat) channels, chat rooms, peer to peer sharing networks, and social feeds for a member's Personally Identifiable Information (PII), looking for matches of:

- Name
- Date of birth
- Social Security number
- Emails (up to 10)
- Phone numbers (up to 10)
- Driver's License number
- Passport Number
- Medical ID numbers (up to 10)

When an exact match for the monitored information is found, the member is alerted with an email notification. The detail of the alert can be accessed via the service portal dashboard.

Social Media Monitoring

Social Media Monitoring allows you to monitor multiple social media accounts and content feeds for privacy and reputational risks. You can set up monitoring for your Facebook, Twitter, LinkedIn and Instagram accounts to receive reports and alerts for content items such as image captions, posts, and comments. You will be alerted to privacy risks like the exposure of personally identifying information, including street address, date of birth, or Social Security number. Social Media Monitoring also searches for content that has the potential to create reputational risks, like foul language, drug and alcohol references, or discriminatory terms.

Address Change Verification

Keeps track of a personal mailing address and alerts when a change of address has been requested through the United States Postal Service. An initial baseline report is provided of activity within the last 18 months, and monitoring thereafter provides alerts whenever a new change of address request is made. The detail of the alert can be accessed through the member dashboard.

SECURITY MONITORING --available to Member and Spouse

Black Market Website Surveillance (Internet Monitoring)

Monitors global black-market websites, IRC (internet relay chat) channels, chat rooms, peer to peer sharing networks, and social feeds for a member's Personally Identifiable Information (PII), looking for matches of:

- SSN
- Credit card numbers (up to 10)
- Bank account numbers (up to 10)

When an exact match for the monitored information is found, the member is alerted with an email notification. The detail of the alert can be accessed through the member dashboard.

Court Records Monitoring

Detects criminal activity that may be associated with an individual's personal information, alerting them to signs of potential criminal identity theft. This service searches for online court records that match the member's name and date of birth from county courts, Department of Corrections (DOC), Administration of the Courts (AOC), and other legal agencies - approx. 350 million criminal records searched. Court records are sourced from county, state and federal data sources. County records are sourced from the 250 most populous counties along with arrest records, court records, correctional records and State Department records. If an incident appears associated with the member's information, they will be notified via alert.

Credit Monitoring

Members have access to continuous credit monitoring through Experian only. Monitoring can be accessed immediately by the member via the service portal dashboard. Credit activity will be reported promptly to the member via an email alert. Monitoring does not affect an individual's credit score nor does it appear as a hard inquiry on his or her credit report when accessed by a third party. The credit monitoring service will alert members to activity up to and including new delinquent accounts, fraud alerts, improved account, new account, new address, new bankruptcy, new employment, new account inquiry, and new public records.

Credit Inquiry Alerts

Members will be notified via email when a creditor requests their Experian credit file for the purposes of opening a new credit account. Alerts may also be triggered when a creditor requests a member's credit file for changes that would result in a new financial obligation, such as a new cell phone account, a lease for a new apartment, or an application for a new mortgage.

Monthly Credit Score Tracker

A monthly credit score from Experian that plots the member's score quarter by quarter on a graph. Upon enrollment and quarterly thereafter, members will be able to see how their credit scores have changed over time, along with score factors that provide insight into what events may have caused their specific credit score to change.

Payday Loan Monitoring

Alerts the subscriber when their personal information is associated with short-term, pay day, or similar cash-advance loans. The service monitors 21,000 online, rent-to-own, and payday lender storefronts for unauthorized activity. An initial report is provided and monitoring is provided on a monthly basis. An alert is generated whenever new loans or inquiries are detected.

MINOR IDENTITY PROTECTION (Family Plans only)

Allows Parents/Guardians of up to 8 minors under the age of 18 to monitor for potential fraudulent activity associated with their child's SSN. Unauthorized names, aliases and addresses that become associated with a minor's name and date of birth may be detected. The service monitors public records in all 50 States and includes; real estate data, new mover information, property and recorder of deed registration, county assessor/record data, internet job site providers, state occupational license data providers, voter information, public records/court proceedings, bankruptcies, liens, and judgments. Parents/Guardians are provided a baseline scan, subsequent alerts and notifications thereafter.

SERVICE GUARANTEE

If a Member becomes a victim of identity theft while an IDShield member, the Company will spend up to \$5 million using Kroll's industry-leading Licensed Investigators to do whatever it takes for as long as it takes to help recover and restore a Member's identity to its pre-theft status. Company will spend an unlimited amount of time and money to fully restore a Member's identity.

IDENTITY THEFT RESTORATION SERVICE EXCLUSIONS

The following are excluded from the Services:

Legal Remedy - Any Stolen Identity Event where the Member is unwilling or unable to prosecute or otherwise bring a civil or criminal claim against any person culpable or reasonably believed to be culpable for the fraud or its consequences.

Dishonest Acts - Any dishonest, criminal, malicious or fraudulent acts, if the Member(s) that suffered the fraud personally participated in, directed, or had knowledge of such acts.

Financial Loss - Any direct or indirect financial losses attributable to the Stolen Identity Event, including but not limited to, money stolen from a wallet, unauthorized purchases of retail goods or services online, by phone, mail or directly.

Business - The theft or unauthorized or illegal use of any business name, DBA or any other method of identifying business (as distinguished from personal) activity.

Third Parties Not Subject to U.S. or Canadian Law - Restoration services do not remediate issues with third parties not subject to United States or Canadian law that have been impacted by an individual's Stolen Identity Event, such as financial institutions, government agencies, and other entities.

[_____]
Employer

[_____]
Officer of Pre-Paid Legal Services, Inc., dba LegalShield

THE SCHOOL BOARD OF INDIAN RIVER COUNTY, FLORIDA AGREEMENT FORM FOR CONTRACTED SERVICES

THIS AGREEMENT, entered into this 11th day of September, 2018, by and between the School Board of Indian River County, Florida, a political subdivision of the State of Florida hereinafter referred to as the “**School Board**”, and LegalShield hereinafter referred to as the “**CONTRACTOR**”, is as follows:

1. SCOPE OF WORK

The Contractor shall, in a satisfactory and proper manner as determined by the Superintendent, perform the following:
Nature of Contracted Services: As outlined in the Standard’s response to SDIRC 08-0-2018-JC RFP Group Legal Services Plan and Identity Theft Plan Services (“RFP Response”)

2. TERM OF AGREEMENT

The Contractor shall commence performance of the Agreement on the 1st day of October 2018, and shall complete performance per the terms of the RFP Response and LegalShield Employer Agreement and IDShield Employer Agreement no later than the 30th day of September, 2021, with two one year renewal options, at rates for the first and second year of the renewal options to be the same as the first three years of the contract. School Board reserves the right to terminate this Agreement without cause by giving ten (10) days written notice to the Contractor.

School Board may terminate the LegalShield Employer Agreement and IDShield Employer Agreement at any time by giving LegalShield written notice. The effective date of termination will be the later of:

1. The date stated in the notice; or
2. The date Contractor receives the notice.

School Board will be responsible for all premiums due and payable up to the date of termination of the policy.

3. COMPENSATION

The **School Board** shall, upon completion of services by the **Contractor**, compensate the **Contractor** in an amount noted in the RFP Response and LegalShield Employer Agreement and IDShield Employer Agreement, which shall constitute the amount due under this Agreement. Agreements exceeding \$50,000 require **School Board** approval. The **Contractor** agrees to assume responsibility for all per diem and travel expenses, unless authorization to incur such expenses is granted by the **School Board** in advance of the expenditures being incurred. The **Contractor** shall be reimbursed for such approved expenditures as provided by §112.061 Florida Statutes, and School Board Policy 6550.

4. PAYMENT SCHEDULE

Payment will be generated by the **School Board's** Accounts Payable Department within forty-five (45) days after completion of services and receipt of invoice(s). Payment will be made as indicated below:

- One lump sum payment monthly based on the monthly rates, as shown on Exhibit A.
- Partial payments in the amount of \$ after/before each invoice.
- Please see payment schedule hereto attached and incorporated into this Agreement.

5. REGULATIONS & ORDINANCES

The **Contractor** shall comply with all applicable laws, ordinances, codes, rules and regulations of federal, state and local governments being licensed, if required, for performance of any work under this Agreement.

6. ENTIRE AGREEMENT

It is understood and agreed that this Agreement including the RFP Response, contains the complete understanding and agreement of the parties. No stipulation, agreement or understanding shall be valid or enforceable unless contained in this Agreement. No representations or statements made by any employees, agents or representatives of either party shall be binding on either party as a warranty or otherwise, except as expressly set forth herein.

7. GOVERNING LAW; VENUE

This Agreement shall be governed by, and construed in accordance with the laws of the State of Florida. In the event of litigation, venue for any claim shall lie exclusively in a court of competent jurisdiction in Indian River County. All parties shall be responsible for their own attorneys' fees.

8. INDEMNIFICATION / HOLD HARMLESS AGREEMENT

Contractor shall, in addition to any other obligation to indemnify the **School Board** of Indian River County, Florida, protect, defend, indemnify and hold harmless the **School Board**, its agents, officers, elected officials and employees from and against all claims, actions, liabilities, losses (including economic losses), costs arising out of any actual or alleged bodily injury, sickness, disease or death, or injury to or destruction of tangible property including the loss of use resulting therefrom, or any other damage or loss arising out of, or claimed to have resulted in whole or part from any actual or alleged act or omission of the **Contractor**, subcontractor, anyone directly or indirectly employed by any of them, of anyone for whose acts any of them may be liable in the performance of the work, or violation of law, statute, ordinance, governmental administration order, rule or regulation by **Contractor** in the performance of the work; or liens, claims or actions made by the **Contractor** or any subcontractor or other party performing the work. The indemnification obligations hereunder shall not be limited to any limitation on the amount, type of damages, compensation or benefits payable by or for the **Contractor** or any subcontractor under workers' compensation acts, disability benefit acts, other employee benefit acts or any statutory bar. This provision shall survive the termination of or completion of all obligations under this Agreement.

9. DUTY TO DEFEND

The **Contractor** agrees, at its own expense, and upon written request by the **Board**, to defend any suit, action or demand brought against the **School Board** on any claim or demand arising out of, resulting from or incidental to **Contractor's** performance under this Agreement.

10. CANCELLATION / TERMINATION

In the event any of the provisions of this agreement are violated by the contractor, the Superintendent or their designee, shall give written notice to the **Contractor** stating the deficiencies and unless the deficiencies are corrected within ten (10) days, recommendation will be made to the **School Board** for immediate cancellation. Upon cancellation hereunder, the **School Board** of Indian River County, Florida, may pursue any and all legal remedies as provided herein and by law. The **School Board** of Indian River County, Florida, reserves the right to terminate any contract at any time and for any reason, upon giving ten (10) business days prior written notice to the **Contractor**. If said contract should be terminated for convenience as provided herein, the **School Board** shall be relieved of all obligations under said contract. The **School Board** of Indian River County shall only be required to pay to the **Contractor** that amount of the contract actually performed to the effective date of termination.

11. EQUAL EMPLOYMENT OPPORTUNITY

Contractors awarded contracts involving Federal Funds in excess of \$10,000 must be in compliance with Executive Order 11246 of September 24, 1965 entitled "Equal Employment Opportunity," as amended by Executive Order 11375 of October 13, 1967, and as supplemented in Department of Labor Regulations (41 CFR Chapter 60).

12. ACCESS TO RECORDS / FLORIDA'S PUBLIC RECORDS LAWS

This Agreement shall be subject to Florida's Public Records Laws, Chapter 119, Florida Statutes. **Contractor** understands the broad nature of these laws and agrees to comply with Florida's Public Records Laws and laws relating to records retention. The **Contractor** shall keep records to show its compliance with program requirements. **Contractors** and subcontractors must make available, upon request of the **School Board**, a Federal grantor agency, the Comptroller General of the United States, or any of their duly authorized representatives, any books, documents,

papers, and records of the **Contractor** which are directly pertinent to this specific Agreement for the purpose of making audit, examination, excerpts, and transcriptions. The **Contractor** shall retain all records for five (5) years after final payment is made or received and all pending matters are completed pursuant to Title 34, Sections 80.36(b)(1). Exempt or confidential information should not be disclosed unless authorized by law. **Contractor** shall destroy any duplicate records that are exempt from public records disclosure as set forth in Chapter 119. Upon termination of this agreement all public records in possession of the **Contractor** must be transferred to **School Board** at no cost. If records are stored electronically, the records must be provided in a compatible format to **School Board's** operating system.

13. PATENTS, COPYRIGHTS AND ROYALTIES

All books, manuals, films or other materials suitable for copyright or patent, regardless of means of transmission produced as a result of the work or services performed under or in connection with this Agreement, are hereby reserved as the exclusive property of and sole ownership by The **School Board** of Indian River County, Florida, unless and to the extent that the parties agree otherwise, as evidenced in writing and included as a part of this Agreement. **Contractor** shall defend, indemnify and hold the **School Board** and its successors and assigns harmless from and against all third-party claims, suits and proceedings and any and all damages, liabilities, costs and expenses (including reasonable attorneys' fees and court costs) incurred as a result of (i) infringement by **Contractor** of any third-party patent, copyright or trademark or (ii) misappropriation by **Contractor** of any third-party trade secret in connection with any of the foregoing. **Contractor** will indemnify and hold harmless the **School Board** from liability of any nature or kind, including costs and expenses for or on account of any copyrighted, service marked, trademarked, patented or unpatented invention, process, article or work manufactured or used in the performance of the Agreement, including its use by the **School Board**. If **Contractor** uses any design, device, materials or works covered by letters, service mark, trademark, patent, copyright or any other intellectual property right, it is mutually agreed and understood without exception that the proposal prices will include all royalties or costs arising from the use of such design, device or materials in any way involved in the work.

14. BACKGROUND SCREENING REQUIREMENTS

In accordance with the requirements of §1012.465, §1012.32 and §1012.467, Florida Statutes, and **School Board** Policies as amended from time to time **Contractor** agrees that, if **Contractor** receives remuneration for services, **Contractor** and all of its employees who provide or may provide services under this Contract will complete criminal history checks, and all background screening requirements, including level 2 screening requirements as outlined in the above-referenced statutes and **School Board** Policies prior to providing services to The **School Board** of Indian River County.

Additionally, **Contractor** agrees that each of its employees, representatives, agents, subcontractors or suppliers who is permitted access on school grounds when students are present, who has direct contact with students or who has access to or control of school funds must meet level 2 screening requirements as described in the above-referenced statutes and **School Board** Policies.

A non-instructional **Contractor** who is exempt from the screening requirements set forth in §1012.465, §1012.468 or §1012.467, Florida Statutes, is subject to a search of his or her name or other identifying information against the registration information regarding sexual predators and sexual offenders maintained by the Department of Law Enforcement under §943.043 and the national sex offender public registry maintained by the United States Department of Justice.

Further, upon obtaining clearance by **School Board**, the **School Board** will issue a photo identification badge, which shall be worn by the individual at all times in plain sight while on **School Board** property when students are present.

Contractor agrees to bear any and all costs associated with acquiring the required background screening -- including any costs associated with fingerprinting and obtaining the required photo identification badge. **Contractor** agrees to require all its affected employees to sign a statement, as a condition of employment with **Contractor** in relation to performance under this Bid/RFP/Agreement, agreeing that the employee will abide by the heretofore described background screening requirements, and also agreeing that the employee will notify the **Contractor**/Employer of any arrest(s) or conviction (s) of any offense enumerated in **School Board** Policy 8475 within 48 hours of its occurrence.

Contractor agrees to provide the **School Board** with a list of all its employees who have completed background screening as required by the above-referenced statutes and who meet the statutory requirements contained therein. **Contractor** agrees that it has an ongoing duty to maintain and update these lists as new employees are hired and in the event that any previously screened employee fails to meet the statutory standards. **Contractor** further agrees to notify the **School Board** immediately upon becoming aware that one of its employees who was previously certified as completing the background check and meeting the statutory standards is subsequently arrested or convicted of any disqualifying offense. Failure by **Contractor** to notify the **School Board** of such arrest or conviction within 48 hours of being put on notice and within five (5) business days of the occurrence of qualifying arrest or conviction, shall constitute grounds for immediate termination of this Agreement.

The parties further agree that failure by **Contractor** to perform any of the duties described in this section shall constitute a material breach of the Agreement entitling the **School Board** to terminate this Agreement immediately with no further responsibility to make payment or perform any other duties under this Agreement.

15. CONFLICTING EMPLOYMENT OR CONTRACTUAL RELATIONSHIP

As per **School Board** Rule 1113, it is the policy that no District officer or employee, including but not limited to, **Board** members, administrators, instructional staff members, or support staff members, shall have or hold any employment or contractual relationship with any business entity or any agency which is doing business with an agency of which s/he is an officer or employee, excluding those organization and their officer who, when acting in their official capacity, enter into or negotiate a collective bargaining contract with the District.

Furthermore, it is the policy of the **Board** that no District officer or employee, including but not limited to **Board** members, administrators, instructional staff members, or support staff members, shall have or hold any employment or contractual relationship that will create any conflict whatsoever between his/her private interests and the performance of his/her duties or that would impede the full and faithful discharge of his/her duties.

It is the intent of the **Board** that this policy is interpreted consistent with the Florida Commission on Ethics interpretations.

16. COMPLIANCE WITH BOARD POLICIES

I certify agreement with the following **School Board** Policies: 6320 Purchasing and Contracting for Goods and Services; 6324 Cone of Silence; 6322 Construction Contracting and Bidding; 6540 Consultant Agreements; and 6460 Vendor Relations, and agree to comply with all applicable **School Board** contracting and procurement policies and procedures.

17. ASSIGNMENT

This Agreement may not be assigned nor may any assignment of monies due, or to become due to **Contractor**, be assigned without the prior written agreement of The **School Board** of Indian River County, Florida. If **Contractor** attempts to make such an assignment, such attempt shall constitute a condition of default.

18. DEBARMENT

By signing this Agreement, **Contractor** certifies, to the best of its knowledge and belief, that it and its principals:

- a. Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by a federal department or agency.
- b. Have not, within the preceding five-year period, been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state or local) transaction or contract under public transaction; 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. Are not presently indicted or otherwise criminally charged by a governmental entity (federal, state or local) with commission of any of the offenses enumerated in the preceding paragraph (b).
- d. Have not within the preceding five-year period had one or more public transactions (federal, state or local) terminated for cause or default.
- e. Have not been debarred by the School Board pursuant to School Board policy 6320.

Contractor agrees to notify **School Board** within 30 days after the occurrence of any of the events, actions, debarments, proposals, declarations, exclusions, convictions, judgments, indictments, information, or terminations as described in paragraphs 18(a) – (e) above, with respect to **Contractor** or its principals.

19. DAVIS-BACON ACT LABOR STANDARDS

The **Contractor** shall comply with all applicable provisions of 40 U.S.C. §276a to 276a-7, the Davis-Bacon Act, as supplemented by the Department of Labor regulations (29 C.F.R. Part 5 "Labor Standards Provisions Applicable to Contracts Governing Federally Financed and Assisted Construction").

20. CONDUCT WHILE ON SCHOOL PROPERTY

The **Contractor** acknowledges that its employees and agents must behave in an appropriate manner while on the premises of any school facility and shall at all times conduct themselves in a manner consistent with **School Board** Policies and subject to the administrator of designee. It will be considered a breach of this Agreement for any agent or employee of the **Contractor** to behave in a manner which is inconsistent with good conduct or decorum, or to behave in any manner which will disrupt the educational program or constitute any level of threat to safety, health and well-being of any student or employee of the **School Board**. The **Contractor** agrees to immediately remove any agent or employee if directed to do so by the building administrator or designee.

21. NO WAIVER

Nothing herein is intended to serve as a waiver of sovereign immunity by the **School Board**.

22. NON-DISCRIMINATION

The parties shall not discriminate against any employee or participant in the performance of the duties, responsibilities and obligations under this Agreement because of race, color, religion, gender, age, marital status, disability, political or religious beliefs, or national or ethnic origin.

23. NO TAXES

The **School Board** is not obligated and does not agree to pay any federal, state, or local tax as a result of this agreement. The only exemption regarding payment of taxes shall be for situations that involve re-sale of product to the public for the purpose of fund-raising.

24. WRITTEN NOTICE DELIVERY

Any notice required or permitted to be given under this agreement by one party to the other party shall be in writing and shall be given and deemed to have been given immediately if delivered in person to the recipient's address set forth in this section or on the date shown on the certificate of receipt if placed in the United States mail, postage prepaid, by registered or certified mail with return receipt requested, addressed to the receiving party at the address hereinafter specified.

25. INSURANCE REQUIREMENTS

Contractor shall provide evidence of insurance as may be required by the School Board's Office of Risk and Benefit Department, which may include, without limitation, professional liability, general liability, worker's compensation and auto liability insurance coverage. Contractor shall maintain insurance coverage in effect for the entire term of the Agreement. Cancellation or modification of terms, without the prior written consent of the School Board, shall constitute a material default under the Agreement.

Contractor/Vendor Address. The address for Contractor/Vendor for all purposes under this agreement and for all notices hereunder shall be:

Contractor/Vendor Pre-Paid Legal Services, Inc. dba
LegalShield

Contact's Name/Title **Attn:** Jamie Anderson
VP of Client Services

Address
One Pre-Paid Way, PO Box 145, Ada, OK 74821

With a copy to:

Department Finance and Employee Services Department
Department Director Attn: Amy Yeitter

Address: 6500 57th Street
Vero Beach, Florida 32967


And a copy to:

Department Finance and Employee Services Department
Department Director Attn: Carter Morrison

Address: 6500 57th Street
Vero Beach, Florida 32967

VENDOR/CONTRACTOR

**THE SCHOOL BOARD OF INDIAN RIVER COUNTY,
FLORIDA**

By: 
(Signature)

By: _____
(Signature of School Board Chair)

Jamie Anderson
(Name Typed)
Vice President of Client Services
(Title)
One Pre-Paid Way
(Address)
Ada, OK 74820

(Name Typed)

(Title)

Date: _____

Date: 7-12-2018

FEIN (BUSINESS) 73-1016728

SS# (INDIVIDUAL) _____

580-310-6834/580-272-2840
TELEPHONE / FAX NUMBER

jamieanderson@legalshieldcorp.com
CONTACT EMAIL ADDRESS

Exhibit A

**Legal Plan Services and Identity Theft Plan
Services**

**Rates are effective October 1, 2018 –
September 30, 2023**

Legal Plan Services Only	
	2018-2023
Employee Only	\$15.25
Employee + Spouse	\$15.25
Employee + Child(ren)	\$15.25
Employee + Family	\$15.25

Identity Theft Plan Services Only	
	2018-2023
Employee Only	\$6.00
Employee + Spouse	\$11.00
Employee + Child(ren)	\$11.00
Employee + Family	\$11.00

Combination: Legal and Identity Theft Plan Services	
	2018-2023
Employee Only	\$20.25
Employee + Spouse	\$25.25
Employee + Child(ren)	\$25.25
Employee + Family	\$25.25

THE SCHOOL BOARD OF INDIAN RIVER COUNTY, FLORIDA AGREEMENT FORM FOR CONTRACTED SERVICES

THIS AGREEMENT, entered into this 11th day of September 2018, by and between the School Board of Indian River County, Florida, a political subdivision of the State of Florida hereinafter referred to as the “**School Board**”, and MetLife hereinafter referred to as the “**CONTRACTOR**”, is as follows:

1. SCOPE OF WORK

The Contractor shall, in a satisfactory and proper manner as determined by the Superintendent, perform the following:
Nature of Contracted Services: As outlined in MetLife’s response to_SDIRC 11-0-2018-JC RFP Group Critical Illness, Accidental Injury and Cancer (“RFP Response”) and group contract incorporated herein by reference and made a part of this agreement

2. TERM OF AGREEMENT

The **Contractor** shall commence performance of the Agreement on the 1st day of October, 2018, and shall complete performance per the terms of the RFP Response and group policy no later than the 30th day of September, 2021, with two one year renewal options, at rates to be determined and agreed upon in writing by the parties at the time of renewal. **School Board** reserves the right to terminate this Agreement without cause by giving sixty (60) days written notice to the **Contractor**.

School Board may terminate the group contract at any time by giving MetLife written notice. The effective date of termination will be the later of:

1. The date stated in the notice; or
2. The date Contractor receives the notice.

School Board will be responsible for all premiums due and payable up to the date of termination of the policy.

3. COMPENSATION

The **School Board** shall compensate the **Contractor** in an amount noted in the RFP Response and in the Group Contract. Agreements exceeding \$50,000 require **School Board** approval. The **Contractor** agrees to assume responsibility for all per diem and travel expenses, unless authorization to incur such expenses is granted by the **School Board** in advance of the expenditures being incurred. The **Contractor** shall be reimbursed for such approved expenditures as provided by §112.061 Florida Statutes, and School Board Policy 6550.

4. PAYMENT SCHEDULE

Payment will be generated by the **School Board's** Accounts Payable Department within forty-five (45) days after completion of services and receipt of invoice(s). Payment will be made as indicated below:

- One lump sum payment monthly based on the monthly rates and products, as shown on Exhibit A.
- Partial payments in the amount of \$ after/before each invoice.
- Please see payment schedule hereto attached and incorporated into this Agreement.

5. REGULATIONS & ORDINANCES

The **Contractor** shall comply with all applicable laws, ordinances, codes, rules and regulations of federal, state and local governments being licensed, if required, for performance of any work under this Agreement.

6. ENTIRE AGREEMENT

It is understood and agreed that this Agreement including the RFP Response, and the Group Contract, contains the complete understanding and agreement of the parties. No stipulation, agreement or understanding shall be valid or enforceable unless contained in this Agreement or the Group Contract. No representations or statements made by any employees, agents or representatives of either party shall be binding on either party as a warranty or otherwise,

except as expressly set forth herein. For the avoidance of doubt, with respect to the provision of insurance, the Group Contract shall govern.

7. GOVERNING LAW; VENUE

This Agreement shall be governed by, and construed in accordance with the laws of the State of Florida. In the event of litigation, venue for any claim shall lie exclusively in a court of competent jurisdiction in Indian River County. All parties shall be responsible for their own attorneys' fees.

8. INDEMNIFICATION / HOLD HARMLESS AGREEMENT

Contractor shall, in addition to any other obligation to indemnify the **School Board** of Indian River County, Florida, protect, defend, indemnify and hold harmless the School Board, its agents, officers, elected officials and employees from and against all third-party claims, actions, liabilities, losses, costs arising out of any actual or alleged (a) bodily injury, sickness, disease or death, or injury to or destruction of tangible property including the loss of use resulting therefrom, caused by the awarded proposer's negligent acts or omissions or willful misconduct in carrying out its obligations under the contract; or (b) any other damage or loss arising out of any actual or alleged negligent act or omission or willful misconduct of the **Contractor**, **Contractor's** subcontractor, anyone directly or indirectly employed by any of them, of anyone for whose acts any of them may be liable in the performance of the work, or (c) violation of applicable law, statute, ordinance, governmental administration order, rule or regulation by **Contractor** in the performance of the work; or (d) liens, claims or actions arising out of **Contractor's** obligations under the contract and made by any **Contractor** subcontractor or other party performing the work for whose acts the **Contractor** or any subcontractor may be liable in the performance of the work. The indemnification obligations hereunder shall not be limited to any limitation on the amount, type of damages, compensation or benefits payable by or for the **Contractor** or any **Contractor's** subcontractor under workers' compensation acts, disability benefit acts, other employee benefit acts or any statutory bar. This provision shall survive the termination of or completion of all obligations under this Agreement.

9. DUTY TO DEFEND

The **Contractor** agrees, at its own expense, and upon written request by the **Board**, to defend any suit, action or demand brought against the **School Board** on any claim or demand arising out of **Contractor's** performance under this Agreement.

10. CANCELLATION / TERMINATION

In the event any of the provisions of this agreement are violated by the contractor, the Superintendent or their designee, shall give written notice to the **Contractor** stating the deficiencies and unless the deficiencies are corrected within ten (10) days, recommendation will be made to the **School Board** for immediate cancellation. Upon cancellation hereunder, the **School Board** of Indian River County, Florida, may pursue any and all legal remedies as provided herein and by law. The **School Board** of Indian River County, Florida, reserves the right to terminate any contract at any time and for any reason, upon giving sixty (60) business days prior written notice to the **Contractor**. If said contract should be terminated for convenience as provided herein, the **School Board** shall be relieved of all obligations under said contract. The **School Board** of Indian River County shall only be required to pay to the **Contractor** that amount of the contract actually performed to the effective date of termination.

11. EQUAL EMPLOYMENT OPPORTUNITY

Contractors awarded contracts involving Federal Funds in excess of \$10,000 must be in compliance with Executive Order 11246 of September 24, 1965 entitled "Equal Employment Opportunity," as amended by Executive Order 11375 of October 13, 1967, and as supplemented in Department of Labor Regulations (41 CFR Chapter 60).

12. ACCESS TO RECORDS / FLORIDA'S PUBLIC RECORDS LAWS

This Agreement shall be subject to Florida's Public Records Laws, Chapter 119, Florida Statutes. **Contractor** understands the broad nature of these laws and agrees to comply with Florida's Public Records Laws and laws relating to records retention. The **Contractor** shall keep records to show its compliance with program requirements. **Contractors** and subcontractors must make available, upon request of the **School Board**, a Federal grant agency, the Comptroller General of the United States, or any of their duly authorized representatives, any books, documents, papers, and records of the **Contractor** which are directly pertinent to this specific Agreement for the purpose of making

audit, examination, excerpts, and transcriptions. The **Contractor** shall retain all records for five (5) years after final payment is made or received and all pending matters are completed pursuant to Title 34, Sections 80.36(b)(1). Exempt or confidential information should not be disclosed unless authorized by law. **Contractor** shall destroy any duplicate records that are exempt from public records disclosure as set forth in Chapter 119. Upon termination of this agreement all public records in possession of the **Contractor** must be transferred to **School Board** at no cost. If records are stored electronically, the records must be provided in a compatible format to **School Board's** operating system.

13. PATENTS, COPYRIGHTS AND ROYALTIES

All books, manuals, films or other materials suitable for copyright or patent, regardless of means of transmission produced by **Contractor** exclusively for **The School Board** as a result of the work or services performed under or in connection with this Agreement, are hereby reserved as the exclusive property of and sole ownership by **The School Board** of Indian River County, Florida, unless and to the extent that: (a) the parties agree otherwise, as evidenced in writing and included as a part of this Agreement, or (b) such materials are pre-existing, independently-created or are owned by a third party. **Contractor** shall defend, indemnify and hold the **School Board** and its successors and assigns harmless from and against all third-party claims, suits and proceedings and any and all damages, liabilities, costs and expenses (including reasonable attorneys' fees and court costs) incurred as a result of (i) infringement by **Contractor** of any third-party patent, copyright or trademark or (ii) misappropriation by **Contractor** of any third-party trade secret in connection with any of the foregoing, all arising from **Contractor's** services and deliverables used without modification by **The School Board**. **Contractor** will indemnify and hold harmless the **School Board** from liability of any nature or kind, including costs and expenses for or on account of any copyrighted, service marked, trademarked, patented or unpatented invention, process, article or work manufactured or used in the performance of the Agreement, including its use by the **School Board** without modification according to the terms of this Agreement. If **Contractor** uses any design, device, materials or works covered by letters, service mark, trademark, patent, copyright or any other intellectual property right, it is mutually agreed and understood without exception that the proposal prices will include all royalties or costs arising from the use of such design, device or materials in any way involved in the work.

14. BACKGROUND SCREENING REQUIREMENTS

In accordance with the requirements of §1012.465, §1012.32 and §1012.467, Florida Statutes, and **School Board** Policies as amended from time to time **Contractor** agrees that, if **Contractor** receives remuneration for services, **Contractor** and all of its employees who provide or may provide services under this Contract will complete criminal history checks, and all background screening requirements, including level 2 screening requirements as outlined in the above-referenced statutes and **School Board** Policies prior to providing services to **The School Board** of Indian River County.

Additionally, **Contractor** agrees that each of its employees, representatives, agents, subcontractors or suppliers who is permitted access on school grounds when students are present, who has direct contact with students or who has access to or control of school funds must meet level 2 screening requirements as described in the above-referenced statutes and **School Board** Policies.

A non-instructional **Contractor** who is exempt from the screening requirements set forth in §1012.465, §1012.468 or §1012.467, Florida Statutes, is subject to a search of his or her name or other identifying information against the registration information regarding sexual predators and sexual offenders maintained by the Department of Law Enforcement under §943.043 and the national sex offender public registry maintained by the United States Department of Justice.

Further, upon obtaining clearance by **School Board**, the **School Board** will issue a photo identification badge, which shall be worn by the individual at all times in plain sight while on **School Board** property when students are present.

Contractor agrees to bear any and all costs associated with acquiring the required background screening -- including any costs associated with fingerprinting and obtaining the required photo identification badge. **Contractor** agrees to require all its affected employees to sign a statement, as a condition of employment with **Contractor** in relation to performance under this Bid/RFP/Agreement, agreeing that the employee will abide by the heretofore described background screening requirements, and also agreeing that the employee will notify the **Contractor**/Employer of any

arrest(s) or conviction (s) of any offense enumerated in **School Board** Policy 8475 within 48 hours of its occurrence.

The parties further agree that failure by **Contractor** to perform any of the duties described in this section shall constitute a material breach of the Agreement entitling the **School Board** to terminate this Agreement.

15. CONFLICTING EMPLOYMENT OR CONTRACTUAL RELATIONSHIP

As per **School Board** Rule 1113, it is the policy that no District officer or employee, including but not limited to, **Board** members, administrators, instructional staff members, or support staff members, shall have or hold any employment or contractual relationship with any business entity or any agency which is doing business with an agency of which s/he is an officer or employee, excluding those organization and their officer who, when acting in their official capacity, enter into or negotiate a collective bargaining contract with the District.

Furthermore, it is the policy of the **Board** that no District officer or employee, including but not limited to **Board** members, administrators, instructional staff members, or support staff members, shall have or hold any employment or contractual relationship that will create any conflict whatsoever between his/her private interests and the performance of his/her duties or that would impede the full and faithful discharge of his/her duties.

It is the intent of the **Board** that this policy is interpreted consistent with the Florida Commission on Ethics interpretations.

16. COMPLIANCE WITH BOARD POLICIES

I certify agreement with the following **School Board** Policies: 6320 Purchasing and Contracting for Goods and Services (for the avoidance of doubt, as may be modified to conform to Florida Statutes Section 119.0701); 6324 Code of Silence; 6322 Construction Contracting and Bidding; 6540 Consultant Agreements; and 6460 Vendor Relations, and agree to comply with all applicable **School Board** contracting and procurement policies and procedures.

17. ASSIGNMENT

This Agreement may not be assigned nor may any assignment of monies due, or to become due to **Contractor**, be assigned without the prior written agreement of The **School Board** of Indian River County, Florida, except that **Contractor** may make an assignment to a **Contractor** affiliate. If **Contractor** attempts to make any other assignment, such attempt shall constitute a condition of default.

18. DEBARMENT

By signing this Agreement, **Contractor** certifies, to the best of its knowledge and belief, that it and its principals:

- (a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by a federal department or agency.
- (b) Have not, within the preceding five-year period, been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state or local) transaction or contract under public transaction; 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) Are not presently indicted or otherwise criminally charged by a governmental entity (federal, state or local) with commission of any of the offenses enumerated in the preceding paragraph (b).
- (d) Have not within the preceding five-year period had one or more public transactions (federal, state or local) terminated for cause or default.
- (e) Have not been debarred by the School Board pursuant to School Board policy 6320.

Contractor agrees to notify **School Board** within 30 days after the occurrence of any of the events, actions, debarments, proposals, declarations, exclusions, convictions, judgments, indictments, information, or terminations as

described in paragraphs 18(a) – (e) above, with respect to **Contractor** or its principals.

Intentionally deleted

19. CONDUCT WHILE ON SCHOOL PROPERTY

The **Contractor** acknowledges that its employees and agents must behave in an appropriate manner while on the premises of any school facility and shall at all times conduct themselves in a manner consistent with **School Board** Policies and subject to the administrator of designee. It will be considered a breach of this Agreement for any agent or employee of the **Contractor** to behave in a manner which is inconsistent with good conduct or decorum, or to behave in any manner which will disrupt the educational program or constitute any level of threat to safety, health and well-being of any student or employee of the **School Board**. The **Contractor** agrees to immediately remove any agent or employee if directed to do so by the building administrator or designee.

20. NO WAIVER

Nothing herein is intended to serve as a waiver of sovereign immunity by the **School Board**.

21. NON-DISCRIMINATION

The parties shall not discriminate against any employee or participant in the performance of the duties, responsibilities and obligations under this Agreement because of race, color, religion, gender, age, marital status, disability, political or religious beliefs, or national or ethnic origin.

22. NO TAXES

The **School Board** is not obligated and does not agree to pay any federal, state, or local tax as a result of this agreement. The only exemption regarding payment of taxes shall be for situations that involve re-sale of product to the public for the purpose of fund-raising.

23. WRITTEN NOTICE DELIVERY

Any notice required or permitted to be given under this agreement by one party to the other party shall be in writing and shall be given and deemed to have been given immediately if delivered in person to the recipient's address set forth in this section or on the date shown on the certificate of receipt if placed in the United States mail, postage prepaid, by registered or certified mail with return receipt requested, addressed to the receiving party at the address hereinafter specified.

24. INSURANCE REQUIREMENTS

Contractor shall provide evidence of insurance as may be required by the School Board's Office of Risk and Benefit Department, which may include, without limitation, professional liability, general liability, worker's compensation and auto liability insurance coverage. Upon request, "The School Board of Indian River County, Florida, its officers, directors and employees" shall be named as additional insured. Prior to effective date of the Agreement, Contractor shall be responsible for providing the School Board with (1) certificate(s) of insurance and (2) policy endorsement(s) as proof of said coverage. If the Agreement is pursuant to a Request for Proposal or Invitation to Bid, then the Contractor shall also comply with insurance requirements set forth therein. Contractor shall maintain insurance coverage in effect for the entire term of the Agreement. Cancellation or modification of terms, without the prior written consent of the School Board, shall constitute a material default under the Agreement.

Contractor/Vendor Address. The address for Contractor/Vendor for all purposes under this agreement and for all notices hereunder shall be:

Contractor/Vendor **MetLife**
Contact's Name/Title **Attn: Jorge Villavicencio**
 Senior Account Executive
Address: **1200 S. Pine Island Road, Suite 770**
 Plantation, FL 33324

School Board's Address. The address for the School Board of Indian River County for all purposes under this agreement and for all notices hereunder shall be:

School Board of Indian River County
Attn:

Department **Finance and Employee Services Department**
Department Director **Attn: Amy Yeitter**
Address: **6500 57th Street**
 Vero Beach, Florida 32967

With a copy to:

Department **Finance and Employee Services Department**
Department Director **Attn: Meri-De Mercado**
Address: **6500 57th Street**
 Vero Beach, Florida 32967

METLIFE

**THE SCHOOL BOARD OF INDIAN RIVER COUNTY,
FLORIDA**

By: _____
(Signature)

(Name Typed)

(Title)

(Address)

Date: _____

FEIN (BUSINESS) _____

SS# (INDIVIDUAL) _____

TELEPHONE / FAX NUMBER

CONTACT EMAIL ADDRESS

By: _____
(Signature of School Board Chair)

(Name Typed)

(Title)

Date: _____

Exhibit A

METLIFE CANCER MONTHLY PREMIUM RATES/\$1000

Monthly Premium for \$1,000 of Coverage (Non-Tobacco)

Issue Age	Employee Only	Employee + Spouse	Employee + Children	Employee + Spouse / Children
<25	\$0.27	\$0.48	\$0.53	\$0.74
25-29	\$0.29	\$0.52	\$0.55	\$0.78
30-34	\$0.37	\$0.63	\$0.63	\$0.89
35-39	\$0.46	\$0.78	\$0.72	\$1.04
40-44	\$0.63	\$1.05	\$0.89	\$1.30
45-49	\$0.83	\$1.37	\$1.08	\$1.63
50-54	\$1.04	\$1.75	\$1.30	\$2.01
55-59	\$1.25	\$2.12	\$1.51	\$2.37
60-64	\$1.42	\$2.39	\$1.67	\$2.65
65-69	\$1.44	\$2.45	\$1.70	\$2.71
70+	\$1.42	\$2.47	\$1.68	\$2.73

Monthly Premium for \$1,000 of Coverage (Tobacco)

Issue Age	Employee Only	Employee + Spouse	Employee + Children	Employee + Spouse / Children
<25	\$0.39	\$0.64	\$0.64	\$0.90
25-29	\$0.42	\$0.71	\$0.68	\$0.97
30-34	\$0.57	\$0.92	\$0.83	\$1.18
35-39	\$0.75	\$1.21	\$1.01	\$1.47
40-44	\$1.08	\$1.73	\$1.34	\$1.99
45-49	\$1.46	\$2.36	\$1.72	\$2.62
50-54	\$1.88	\$3.09	\$2.14	\$3.35
55-59	\$2.30	\$3.82	\$2.56	\$4.08
60-64	\$2.62	\$4.38	\$2.88	\$4.64
65-69	\$2.70	\$4.54	\$2.96	\$4.80
70+	\$2.67	\$4.60	\$2.93	\$4.86

*Multiply the per \$1,000 rates shown above by the benefit amount divided by \$1,000 (e.g., 15 for \$15,000 of coverage) and round to two decimals to calculate rates for the quoted benefit amounts.

METLIFE CRITICAL ILLNESS MONTHLY PREMIUM RATES/\$1000

Monthly Premium for \$1,000 of Coverage (Non-Tobacco)

Issue Age	Employee Only	Employee + Spouse	Employee + Children	Employee + Spouse / Children
<25	\$0.59	\$1.07	\$1.04	\$1.52
25-29	\$0.63	\$1.16	\$1.08	\$1.61
30-34	\$0.81	\$1.44	\$1.26	\$1.89
35-39	\$1.02	\$1.82	\$1.47	\$2.27
40-44	\$1.41	\$2.47	\$1.86	\$2.92
45-49	\$1.87	\$3.24	\$2.32	\$3.69
50-54	\$2.44	\$4.17	\$2.89	\$4.62
55-59	\$3.04	\$5.14	\$3.49	\$5.59
60-64	\$3.64	\$6.06	\$4.09	\$6.51
65-69	\$4.14	\$6.86	\$4.59	\$7.31
70+	\$4.99	\$8.23	\$5.44	\$8.68

Monthly Premium for \$1,000 of Coverage (Tobacco)

Issue Age	Employee Only	Employee + Spouse	Employee + Children	Employee + Spouse / Children
<25	\$0.75	\$1.32	\$1.20	\$1.77
25-29	\$0.82	\$1.47	\$1.27	\$1.92
30-34	\$1.12	\$1.94	\$1.57	\$2.39
35-39	\$1.48	\$2.57	\$1.93	\$3.02
40-44	\$2.15	\$3.68	\$2.60	\$4.13
45-49	\$2.94	\$5.00	\$3.39	\$5.44
50-54	\$3.88	\$6.56	\$4.33	\$7.01
55-59	\$4.90	\$8.24	\$5.35	\$8.69
60-64	\$5.94	\$9.85	\$6.39	\$10.30
65-69	\$6.85	\$11.32	\$7.30	\$11.77
70+	\$8.41	\$13.83	\$8.86	\$14.28

*Multiply the per \$1,000 rates shown above by the benefit amount divided by \$1,000 (e.g., 15 for \$15,000 of coverage) and round to two decimals to calculate rates for the quoted benefit amounts.

METLIFE GROUP ACCIDENT INSURANCE MONTHLY PREMIUM RATES

	Employee Only	Employee + Spouse	Employee + Children	Employee + Spouse / Children
HIGH PLAN	\$12.50	\$26.57	\$25.34	\$31.78
LOW PLAN	\$6.75	\$14.45	\$13.53	\$17.33

This page intentionally left blank.

SURPLUS PROPERTY RECORDS ACT
AUCTION ITEMS - REVENUE GENERATING

ASSET	DESCRIPTION 1	DESCRIPTION 2	ACCOUNT		CURR VAL	GL	FUND	SERIAL	ACQ	ACQ DATE	P.O.	CNTR	BDG	ROOM	DP
			ORIG VAL	ACCUM DEPR											
00067134	WORK STATION	U-SHAPED DESK/W	1,317.71	1,317.71	.00	1340	530	CREST/PEDEST		05/23/1994	50307	9999	00	ACT7	00
00069562	SANDBLASTER	GLASS BEADER YA	3,746.25	3,746.25	.00	1340	530	DB005565		04/30/1996	72459	9999	00	ACT7	00
00076506	ENGINE SCANNER		2,335.50	2,335.50	.00	1340	500			10/09/2000	00103352	9999	00	ACT7	
00077602	MANITOWOC CUBER	W/STORAGE BIN	2,110.00	2,110.00	.00	1340	541	001063330		02/25/2002	00207211	9999	00	ACT7	FS
00077876	KORG CONCERT	ELECTRNIC PIANO	1,559.00	1,559.00	.00	1340	530	004912		03/28/2002	00208189	9999	00	ACT7	
00078270	VICTORY REPRIG.	PASS-THRU(2-DOO	4,725.00	4,725.00	.00	1340	541	H0270437		08/12/2002	00210969	9999	00	ACT7	FS
00080870	PLASMACAM Cutti	SOFTWARE INSTRU	9,262.00	9,262.00	.00	1340	530	46805		02/23/2004	00407443	9999	00	ACT7	
00081121	M-92 2000 GMC-1	WHITE	16,900.00	16,900.00	.00	1350	530	J8DB4B146Y70136		03/31/2004	00409322	9999	00	ACT7	WC
00081907	1999 CLUB CAR W	LIGHTS & MIRROR	1,800.00	1,800.00	.00	1340	500	A9928777376		12/01/2004	00504038	9999	00	ACT7	
00082456	O-60 2005 REFUS	40 CUBIC YD 350	1,064.03 *	1,064.03	.00	1350	500	1M2K189C65M0272		12/21/2005	00605293	9999	00	ACT7	GR
00082456	O-60 2005 REFUS	40 CUBIC YD 350	165,665.62 *	165,665.63	.01-	1350	530	1M2K189C65M0272		12/21/2005	00605293	9999	00	ACT7	GR
00082704	1997 GENIE IWPI	AUDITORIUM	2,500.00	1,972.22	527.78	1340	530	4094-2230		09/29/2006	00607476	9999	00	ACT7	
00082977	JET AIR OVEN	DOYON GAS	10,995.00	10,995.00	.00	1340	530	163		06/30/2006	00603227	9999	00	ACT7	FS
00085083	STEAMER, ELECTR	480-VOLT 3 PH 2	15,200.00	15,200.00	.00	1340	530	WC07497-08F-01		06/30/2008	00810556	9999	00	ACT7	FS
00085374	SERVING HOT FOO	SEALED HEAT WEL	1,905.88	1,905.88	.00	1340	530	EP304-25PG-M		06/22/2006	00000000	9999	00	ACT7	FS
00085375	SERVING COUNTER	COLOR-NAVY STEE	3,085.00	3,085.00	.00	1340	530	1205-1912		06/22/2006	00000000	9999	00	ACT7	FS
00085376	MILK COOLER NOR	TOP CARTON CAPA	1,455.00	1,455.00	.00	1340	530	N/A		06/22/2006	00000000	9999	00	ACT7	FS
00085377	CASH REGISTER S	STAND UNIT COLO	1,060.00	1,060.00	.00	1340	530	12051913		06/22/2006	00000000	9999	00	ACT7	FS
00085832	ICE MAKER(880 L	W/BIN 500 FILTE	4,150.00	4,150.00	.00	1340	530	110801936		03/16/2009	00904092	9999	00	ACT7	FS
00085874	V3D1 IMAGING AL	AUTOMOTIVE ALIG	14,907.55 *	14,907.55	.00	1340	542	V36HB017		01/14/2009	00903148	9999	00	ACT7	
00085874	V3D1 IMAGING AL	AUTOMOTIVE ALIG	3,416.06 *	3,416.06	.00	1340	530	V36HB017		01/14/2009	00903148	9999	00	ACT7	
00086459	HATCO SANDWICH	COUNTER DISPLAY	3,107.00	2,407.93	699.07	1340	530	7740861028		10/15/2010	01006917	9999	00	ACT7	FS
00086570	STEAMER, ELECTR	CLEVELAND 208 V	15,984.69	15,984.69	.00	1340	543	N/A		01/10/2011	01102900	9999	00	ACT7	FS
00086894	MILK UNIT COLOR	140 LOW SIDE 30	4,601.00	4,053.26	547.74	1340	530	E12C38156C		05/31/2012	01203988	9999	00	ACT7	FS
00086896	MILK UNIT COLOR	A 120 VOLT 20 O	3,991.00	3,515.88	475.12	1340	530	E12C38158C		05/31/2012	01203988	9999	00	ACT7	FS
	TOTAL	25 RECORDS	296,843.29	294,593.59	2,249.70										

* = ACCOUNT AND BASE ORIGINAL VALUES DIFFER

ACT-7

School District of Indian River County
SURPLUS REMOVAL REQUEST/TRANSFER FORM

Requesting Facility: FLC
Requesting Person: Megan Kendrick

Transfer To Facility: Surplus
Contact Person: Rhonda Besanem

Property Records
Office use only

Property Record #	Item Description (make/model)	Serial #	Condition	Property Records Office use only
67134	U-Shape workstation desk	N/A	poor	

MMP
Releasing Signature Site P.R. Custodian
Max Mcenn
Receiving Signature

8-22-18
Date
8-21-18
Date Received

(In addition to this form please enter your electronic work order request to expedite the removal of the items listed above)

Original - Property Records Department
Copy for your records

ACT-7

School District of Indian River County
SURPLUS REMOVAL REQUEST/TRANSFER FORM

Requesting Facility: VBHS

Transfer To Facility: Warehouse/Surplus

Requesting Person: Greg Ahrens

Contact Person: JIM / MIKE

Property Record #	Item Description (make/model)	Serial #	Condition	Property Records Office use only
82704	genie LIFT ELECTRIC	4094-2230	POOR	

Releasing Signature [Signature] Site P.R. Custodian Ben Karen Wiggins 8/27/18
 Date

Receiving Signature Jim Borgman Mike [Signature] 8/27/18
 Date Received

(In addition to this form please enter your electronic work order request to expedite the removal of the items listed above)

Original - Property Records Department
Copy for your records

ACT-7

School District of Indian River County
SURPLUS REMOVAL REQUEST/TRANSFER FORM

Requesting Facility: OSCEOLA

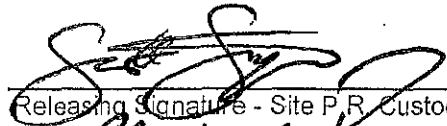
Transfer To Facility: SURPLUS

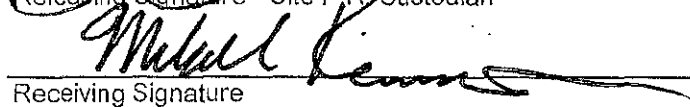
Requesting Person: DAVID WRIGHT

Contact Person: Mike Remmingel

Property Records
Office use only

Property Record #	Item Description (make/model)	Serial #	Condition	Property Records Office use only
77876	KORG ELECTRIC PIANO	004912	poor	


Releasing Signature - Site P.R. Custodian


Receiving Signature

7/24/18
Date

7/24/18
Date Received

(In addition to this form please enter your electronic work order request to expedite the removal of the items listed above)

Original - Property Records Department
Copy for your records

School District of Indian River County
 SURPLUS REMOVAL REQUEST/TRANSFER FORM

ACT-7

Requesting Facility: Food Service

Transfer To Facility: SURPLUS

Requesting Person: Brend

Contact Person: MIKE

Property Record #	Item Description (make/model)	Serial #	Condition	Property Records Office use only
78270	VICTORY REFRIGERATOR	HO2 70437	poor	

Brend E. Morris

Releasing Signature - Site P.R. Custodian

Michael Kimura

Receiving Signature

7/26/18

Date

7/26/18

Date Received

(In addition to this form please enter your electronic work order request to expedite the removal of the items listed above)

Original - Property Records Department
 Copy for your records

ACT-7

School District of Indian River County
SURPLUS REMOVAL REQUEST/TRANSFER FORM

Requesting Facility: Food Service Dept

Transfer To Facility: Warehouse Surplus

Requesting Person: Trace SIMONTON

Contact Person: Rhonda Besancen

Property Records
Office use only

Property Record #	Item Description (make/model)	Serial #	Condition
86459	Warmer	7740961028	Unserviceable
85832	IK maker ✓	110801936	Poor
86570	Steamer ✓	N/A	unserviceable
77602	IK maker ✓	001063330	Poor
82977	o2m ✓	163	unserviceable
85083	Steamer ✓	WC07491-08F-01	unserviceable
85374	Steamer ✓	EP304-25P5-M	unserviceable
85375	odd table ✓	1205-1912	Poor
85376	Milk Box ✓	N/A	unserviceable
86894	Milk Box ✓	E12C38156C	unserviceable
85377	Table Cashier ✓	12051913	unserviceable
86896	Milk Box ✓	E12C38158C	unserviceable

Trace Simon
Releasing Signature - Site P.R. Custodian

8/24/18
Date

Melinda
Receiving Signature

8/27/18
Date Received

(In addition to this form please enter your electronic work order request to expedite the removal of the items listed above)

Original - Property Records Department
Copy for your records

ACT-7

School District of Indian River County
SURPLUS REMOVAL REQUEST/TRANSFER FORM

Requesting Facility: PHYSICAL PLANT
Requesting Person: Robert Michael

Transfer To Facility: SURPLUS
Contact Person: MIKE RENNIGER

Property Records
Office use only

Property Record #	Item Description (make/model)	Serial #	Condition	Property Records Office use only
00082450	0-60 MACK GARBAGE TRUCK, 2005	1M2K189C65M027281	POOR	
00081121	M-92 2000 GMC BOX TRUCK	J8D34814647013699	POOR	

[Signature]
Releasing Signature - Site P.R. Custodian
[Signature]
Receiving Signature

8/27/18
Date
8/27/18
Date Received

(In addition to this form please enter your electronic work order request to expedite the removal of the items listed above)

Original - Property Records Department
Copy for your records

SURPLUS PROPERTY RECORDS RCY
EQUIPMENT TO RECYCLE - REVENUE GENERATING

ASSET	DESCRIPTION 1	DESCRIPTION 2	ACCOUNT		CURR VAL	GL	FUND	SERIAL	ACQ	ACQ DATE	P.O.	CNTR	BDG	ROOM	DP
			ORIG VAL	ACCUM DEPR											
00067325	ELECTROCARDIAGR	COMPUTERIZED EL	5,471.35	5,471.35	.00	1340	530	L4L54917F		12/15/1994	58111	9999	00	RCY7	00
00071431	PRINTER	HP DESKJET 160	1,800.87	1,800.87	.00	1383	530	USB7805317		11/20/1997	94754	9999	00	RCY7	00
00072478	PRINTER	HP LASER 4000N	1,218.99	1,218.99	.00	1383	530	USEA000533		02/11/1999	08239	9999	00	RCY7	00
00075518	HP 4050N LASERJ		1,178.07	1,178.07	.00	1383	530	USBH022278		12/11/2000	00105926	9999	00	RCY7	
00076517	ELLIPTICAL MACH	TRUE, 750E-EXCE	2,679.50	2,679.50	.00	1340	500			03/12/2001	00107928	9999	00	RCY7	
00076518	ELLIPTICAL MACH	TRUE 750E EXERC	2,679.50	2,679.50	.00	1340	500			03/12/2001	00107928	9999	00	RCY7	
00077285	EASY-LAM II 27"	ROLLER LAMINATO	1,205.10	1,205.10	.00	1340	530	AEC23227		01/07/2002	00204845	9999	00	RCY7	
00079622	FOLLETT PHD DOL	BARCODE SCANNER	1,396.63	1,396.63	.00	1340	530	DP107806		04/14/2003	00308611	9999	00	RCY7	LS
00080988	BLUE KIT LAMINA	W/FANS DIGITAL	1,795.75	1,795.75	.00	1340	530	02-04-0080		03/15/2004	00409225	9999	00	RCY7	
00082466	COLOR LASER 370	PRINTER HP	1,103.00	1,103.00	.00	1383	530	CNJBC06058		12/21/2005	00605698	9999	00	RCY7	00
00082488	XANTE SCREENWRI	W/SW4 TONER	2,015.99	2,015.99	.00	1383	530	416-2163		01/17/2006	00606211	9999	00	RCY7	
00082519	MITSUBISHI LCD	30 INCH TV FOR-	3,000.00	3,000.00	.00	1340	530	505387		12/21/2005	00604282	9999	00	RCY7	
00084089	VISION ELIPTICA	EXERCISE EQUIPM	2,550.00	2,550.00	.00	1340	542	VEP000706090632		01/12/2007	00704667	9999	00	RCY7	
00084090	VISION ELIPTICA	EXERCISE EQUIPM	2,550.00	2,550.00	.00	1340	542	VEP00706090629		01/12/2007	00704667	9999	00	RCY7	
00085572	VISION X6700 HR	ELLIPTICAL EXE	2,635.00	2,635.00	.00	1340	542	EP77080400161		09/16/2008	00810904	9999	00	RCY7	
00086454	X-8 COMMERCIAL	DUAL ACTION BLA	1,799.00	1,799.00	.00	1340	530	5178X8R0029		07/23/2010	INTERNAL	9999	00	RCY7	
00086934	TUTTNAUER AUTOC	MEDICAL INSTRUM	1,857.00	1,569.60	287.40	1340	500	1206637		08/13/2012	01301118	9999	00	RCY7	
00088162	SHARP MX-C300W	SCANNER & FAX W	1,828.00	1,127.27	700.73	1383	542	45001415		06/30/2015	01502467	9999	00	RCY7	
TOTAL			18 RECORDS	38,763.75	37,775.62	988.13									

* = ACCOUNT AND BASE ORIGINAL VALUES DIFFER

School District of Indian River County
 SURPLUS REMOVAL REQUEST/TRANSFER FORM

RCY-7

Requesting Facility: TCTC/0032
 Requesting Person: K. Civita

Transfer To Facility: Warehouse/Surplus
 Contact Person: Mike Benninger

Property Record #	Item Description (make/model)	Serial #	Condition	Property Records Office use only
0000086934	Autoclave	1206637	poor	

Kimber Civita
 Releasing Signature - Site P.R. Custodian
Michael K...
 Receiving Signature

8/3/18
 Date
8/8/18
 Date Received

(In addition to this form please enter your electronic work order request to expedite the removal of the items listed above)

Original - Property Records Department
 Copy for your records


School District of Indian River County
SURPLUS REMOVAL REQUEST/TRANSFER FORM

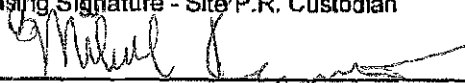
RCY-7

Requesting Facility: ACE
Requesting Person: Judy Clark

Transfer To Facility: Surplus
Contact Person: MIKE

Property Record #	Item Description (make/model)	Serial #	Condition	Property Records Office use only
# 82 519	Flat Screen TV Mitsubishi LCD 30in	505387	obsolete	


Releasing Signature - Site P.R. Custodian


Receiving Signature

7/26/2018
Date

7/27/18
Date Received

(In addition to this form please enter your electronic work order request to expedite the removal of the items listed above)

Original - Property Records Department
Copy for your records

**School District of Indian River County
SURPLUS REMOVAL REQUEST/TRANSFER FORM**

REC-7

Requesting Facility: Pelican Island

Transfer To Facility: SURFUS

Requesting Person: Charlotte Jobe

Contact Person: Mike Reminger

Property Record #	Item Description (make/model)	Serial #	Condition	Property Records Office use only
77285 ✓	Laminator 27"	Aec 23227	obsolete	

Charlotte Jobe
Releasing Signature - Site/P.R. Custodian

8-23-18
Date

[Signature]
Receiving Signature

8-23-18
Date Received

(In addition to this form please enter your electronic work order request to expedite the removal of the items listed above)

Original - Property Records Department
Copy for your records

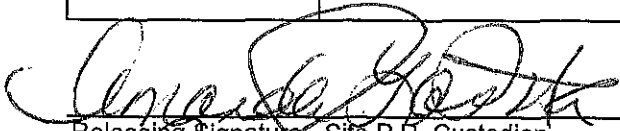
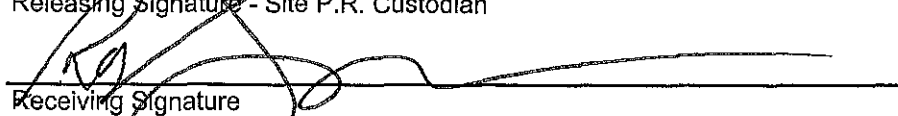
Ray 7

School District of Indian River County
SURPLUS REMOVAL REQUEST/TRANSFER FORM

Requesting Facility: DTE
Requesting Person: LaPorta

Transfer To Facility: Surplus
Contact Person: Rhonda Besancen

Property Record #	Item Description (make/model)	Serial #	Condition	Property Records Office use only
80988	Laminator	02-04-0080	unserviceable	


Releasing Signature - Site P.R. Custodian

Receiving Signature

8/24/18
Date
8/24/18
Date Received

(In addition to this form please enter your electronic work order request to expedite the removal of the items listed above)

Original - Property Records Department
Copy for your records

(RCY7)

School District of Indian River County
SURPLUS REMOVAL REQUEST/TRANSFER FORM

Requesting Facility: Glendale Elementary
Requesting Person: Sandy Beasley

Transfer To Facility: WAREHOUSE
Contact Person: Sandy Beasley ext. 8052

Property Record #	Item Description (make/model)	Serial #	Condition	Property Records Office use only
79622	FOLLET PHD 1DOL BARCODE SCANNER	DP 107806	good	

Sandy Beasley
Releasing Signature - Site P.R. Custodian
Charles E. [Signature]
Receiving Signature

8-23-18
Date
08-23-18
Date Received

(In addition to this form please enter your electronic work order request to expedite the removal of the items listed above)

Original - Property Records Department
Copy for your records

School District of Indian River County
 SURPLUS REMOVAL REQUEST/TRANSFER FORM

RCY-9

Requesting Facility: SRHS
 Requesting Person: Kelly Ward

Transfer To Facility: SURPLUS
 Contact Person: Mike Reminger

Property Records
 Office use only

Property Record #	Item Description (make/model)	Serial #	Condition	Property Records Office use only
86454	X-8 Commercial Dual Action Bla	5178X8KD029	unserviceable	
85572	Vision X6700HR Elliptical	EP77080400161	unserviceable	
84090	Vision Elliptical Exercise Equip	VEP00706090629	unserviceable	
84089	Vision Elliptical Exercise Equip	VEP00706090632	unserviceable	
76517	Elliptical Mach True, TSE	N/A	unserviceable	
76518	" " " "	N/A	unserviceable	

Kelly A. Ward
 Releasing Signature - Site P.R. Custodian

6.26.18
 Date

Mike Reminger
 Receiving Signature

7/27/18
 Date Received

(In addition to this form please enter your electronic work order request to expedite the removal of the items listed above)

Original - Property Records Department
 Copy for your records

School District of Indian River County
SURPLUS REMOVAL REQUEST/TRANSFER FORM

REC-1
ACT-1

Requesting Facility: SRHS
Requesting Person: Kelly Ward

Transfer To Facility: Surplus
Contact Person: Rhonda Besaron

Property Record #	Item Description (make/model)	Serial #	Condition	Property Records Office use only
81907 ✓	1999 Club Car (body only)	A9928777376	poor	
80870 ✓	Plasmacam Cuti Software Instr	46805	poor	
69562 ✓	Sandblaster Glass Beader	DB005565	poor	
85874 ✓	V3D1 Imaging AI Auto Alig	V36H B017	poor	
76506 ✓	Engine Scanner	MD2009	poor	
75518 ✓	HP 4000N Laser Jet	USBH 022278	unserviceable	
71431 ✓	HP DeskJet 1100	USB 7805317	unserviceable	
82488 ✓	Xante Screenwri w/SLW Toner	416-2163	unserviceable	
72478 ✓	HP Laser 4000N	USEA 000533	unserviceable	
67325 ✓	Electrocardiogr Computerized	L4L54917F	poor	

Kelly A. Ward
Releasing/Signature - Site P.R. Custodian
[Signature]
Receiving Signature

6-28-18
Date
08/01/2018
Date Received

(In addition to this form please enter your electronic work order request to expedite the removal of the items listed above)

Original - Property Records Department
Copy for your records

(Key 7)

School District of Indian River County
SURPLUS REMOVAL REQUEST/TRANSFER FORM

Requesting Facility: Care Here
Requesting Person: Dianna Baise

Transfer To Facility: Ware House/Surplus
Contact Person: Rhonda Besencom

Property Record #	Item Description (make/model)	Serial #	Condition	Property Records Office use only
88162	Sharp MX-C300W copier/printer	45601415	unserviceable	

Dianna Baise
Releasing Signature - Site P.R. Custodian
Rhonda Besencom
Receiving Signature

7/3/18
Date
7/3/18
Date Received

(In addition to this form please enter your electronic work order request to expedite the removal of the items listed above)

Original - Property Records Department
Copy for your records

School District of Indian River County
SURPLUS REMOVAL REQUEST/TRANSFER FORM

Recy 71

Requesting Facility: Instructional

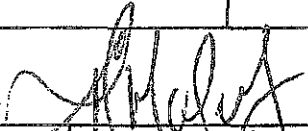

Transfer To Facility: Surplus

Requesting Person: Karen Malits
Zulciya Adames

Contact Person: Zulciya Adames

Property Records
Office use only

Property Record #	Item Description (make/model)	Serial #	Condition	
000002466	HP Printer	CNJBC00058	GOOD	


 Releasing Signature - Site P.R. Custodian

 Receiving Signature

8/2/18
 Date
 8/08/18
 Date Received

(In addition to this form please enter your electronic work order request to expedite the removal of the items listed above)

Original - Property Records Department
Copy for your records

This page intentionally left blank.

2018–2019 Uniform Statewide Assessment Calendar

According to Section 1008.22(7)(d), Florida Statutes (F.S.), and State Board of Education Rule 6A-1.094224, Florida Administrative Code (F.A.C.), each school district must complete this uniform calendar with district-required assessment information, publish the calendar to the district website, and provide it to the department by October 1 of each school year, beginning in 2016–17. Districts must provide completed calendars to schools and include the calendar in their parent guides. In addition, each school must publish the completed calendar on its website.

The statewide assessment information in sections 3 and 4 should not be altered; however, districts may otherwise modify and populate this template to accurately indicate their assessment schedules for the school year.

1. Glossary of Assessment Terms

The following glossary includes definitions of assessment terms and explanations of acronyms used throughout this template. Districts may add rows as needed for additional glossary terms that are specific to district-required assessments. Do not modify any other information in this section.

Acronym/Term	Definition
ACCESS for ELLs	Assessing Comprehension and Communication in English State-to-State (ACCESS) for English Language Learners (ELLs)
Accommodation	Per Rule 6A-1.0943, F.A.C., “Accommodations are defined as adjustments to the presentation of the statewide standardized assessment questions, methods of recording examinee responses to the questions, scheduling for the administration of a statewide standardized assessment to include amount of time for administration, settings for administration of a statewide standardized assessment, and the use of assistive technology or devices to facilitate the student’s participation in a statewide standardized assessment.”
ACT	American College Test
CBT	Computer-Based Test
Diagnostic	Assessments that measure students’ understanding of a subject area or skills base, which allow teachers and educators to evaluate student learning, focusing on strengths and areas of need
District Window	The selected dates within the statewide window during which a district will administer a given assessment
District-Required Assessments	Assessments required by the school district for students in a specific grade or course
ELA	English Language Arts
EOC	End-of-Course
Evaluative	Assessments that measure student proficiency at selected intervals in order to compare change over time and to compare state-level results
FAIR	Florida Assessments for Instruction in Reading
FLKRS	Florida Kindergarten Readiness Screener
Formative	Formative assessments are the formal and informal ways that teachers and students gather and respond to evidence of student learning. Formative assessments are part of teaching in the classroom. Formative assessments will not result in a score that will appear on a student's report card, but they serve the greater purpose of informing both students and teachers on what changes need to happen in classroom instruction to better serve the needs of individual students.
FSA	Florida Standards Assessments

2018–2019 Uniform Statewide Assessment Calendar

Acronym/Term	Definition
FSAA	Florida Standards Alternate Assessment
Interim	Interim assessments are administered on a smaller scale (i.e., school or district) with results that can be used at the classroom level or aggregated at the school- or district-level. Depending on the design, interim assessments can be used to predict a student’s ability to succeed on a summative assessment, to evaluate a program, or to diagnose student learning gaps.
NAEP	National Assessment of Educational Progress
NGSSS	Next Generation Sunshine State Standards
PBT	Paper-Based Test
Progress Monitoring	Process used to determine whether a student’s academic performance is improving, at what rate it is improving, and how effective instruction has been
PSAT/NMSQT	Preliminary SAT/National Merit Scholarship Qualifying Test
Summative	Assessments that evaluate student mastery of Florida’s academic standards at or near the conclusion of the course of instruction
Statewide, Standardized Assessments	All assessments required by s. 1008.22 , Florida Statutes (F.S.)
Statewide Window	The range of dates during which districts and/or schools may choose to administer a given assessment
Testing Time	The amount of time individual students are each given to respond to test items on each test

2. Test, Type, and Purpose/Use

Add rows as needed to define district-required tests, test type, and their purpose/use in your district. If additional types are added, define applicable types in the glossary. Do not modify any other information in this section.

Test	Type	Purpose/Required Use	Statutory Authority/Required Use Citation
ACCESS for ELLs 2.0	Diagnostic	Measure English language acquisition of ELLs	s. 1003.56, F.S.
Alternate ACCESS for ELLs	Diagnostic	Measure English language acquisition of ELLs with significant cognitive disabilities	Rule 6A-6.0902, F.A.C. Rule 6A-6.0903, F.A.C. Rule 6A-6.09021, F.A.C.
FAIR	Diagnostic/Progress Monitoring	Provides general estimate of students’ reading ability/monitors students’ progress toward meeting grade-level skills in reading	s. 1008.25(4), F.S.
FLKRS	Diagnostic/Progress Monitoring	Determine readiness for kindergarten; used to calculate VPK Provider Kindergarten Readiness Rates	s. 1002.69, F.S. Rule 6M-8.601, F.A.C.

2018–2019 Uniform Statewide Assessment Calendar

Test	Type	Purpose/Required Use	Statutory Authority/Required Use Citation
FSA	Summative	Purpose: Measure student achievement of Florida’s academic standards (Florida Standards, Next Generation Sunshine State Standards) Required uses: third grade retention; high school standard diploma; EOC assessments as 30% of course grade; school grades; school improvement rating; district grades; differentiated accountability; scholar designation; federal reporting; Credit Acceleration Program (CAP); school improvement plans; school, district, state, and federal reporting Optional uses: progress monitoring in accordance with student progress plan	s. 1008.22, F.S. Rule 6A-1.09422, F.A.C. Rule 6A-1.0943, F.A.C. Rule 6A-1.09432, F.A.C. Rule 6A-1.094223, F.A.C s. 1008.25, F.S. Rule 6A-1.094221, F.A.C. Rule 6A-1.094222, F.A.C. s. 1003.4156, F.S. s. 1003.4282, F.S. s. 1008.34, F.S. Rule 6A-1.09981, F.A.C. s. 1008.341, F.S. Rule 6A-1.099822, F.A.C. s. 1008.33, F.S. Rule 6A-1.099811, F.A.C. s. 1012.34, F.S. s. 1002.38, F.S.
FSAA	Summative		
NGSSS EOC Assessments	Summative		
Statewide Science Assessment	Summative		
NAEP	Evaluative	Measure student performance for comparison among state and national populations over time	s. 1008.22, F.S.
PreACT	Summative	Inform course placement	s. 1007.35, F.S.
PSAT/NMSQT	Summative	Inform course placement	s. 1007.35, F.S.

3. Required Statewide Assessments

The following assessments are required for students as indicated in the Students to Be Tested column.

2018–2019 Uniform Statewide Assessment Calendar

Populate the **District Window** column for each assessment in the table below. Do not modify any other information in this section. When calculating total test time in Section 6, do not include times for assessments indicated by grey rows, which indicate duplicate assessment windows (e.g., EOCs), assessments that take the place of another assessment, or assessments that do not have a specified testing time.

Assessment	Students to Be Tested	Statewide Window	District Window	Mode	Testing Time	Results Expected
FLKRS	Kindergarten	July 9–October 12, 2018	August 13- September 25, 2018	CBT ¹	15–20 minutes	Immediately following test completion
FSAA—Datafolio	Students with significant cognitive disabilities for whom participation in the general statewide assessment is inappropriate, even with accommodations	Collection Period 1: September–October 2018	September–October 2018	PBT	Varies/Untimed	June 2019
FSA Algebra 1 and Geometry EOC assessments	Students enrolled in associated courses	September 10–28, 2018	September 10–28, 2018	CBT ¹	180 minutes ²	October 2018
NGSSS Biology 1, Civics, and U.S. History EOC assessments	Students enrolled in associated courses	September 10–28, 2018	September 10–28, 2018	CBT ¹	160 minutes ³	October 2018
FSAA—Datafolio	Students with significant cognitive disabilities for whom participation in the general statewide assessment is inappropriate, even with accommodations	Collection Period 2: November–December 2018	November–December 2018	PBT	Varies/Untimed	June 2019
FSA Algebra 1 and Geometry EOC assessments	Students enrolled in associated courses	November 26– December 14, 2018	November 26– December 14, 2018	CBT ¹	180 minutes ²	January 2019

2018–2019 Uniform Statewide Assessment Calendar

Assessment	Students to Be Tested	Statewide Window	District Window	Mode	Testing Time	Results Expected
NGSSS Biology 1, Civics, and U.S. History EOC assessments	Students enrolled in associated courses	November 26–December 14, 2018	November 26–December 14, 2018	CBT ¹	160 minutes ³	January 2019
FSA—Datafolio	Students with significant cognitive disabilities for whom participation in the general statewide assessment is inappropriate, even with accommodations	Collection Period 3: March–April 2019	March–April 2019	PBT	Varies/Untimed	June 2019
FSA—Performance Task	Students with significant cognitive disabilities for whom participation in the general statewide assessment is inappropriate, even with accommodations	February 25–April 26, 2019	February 25–April 26, 2019	PBT	Varies/Untimed	June 2019
FSA ELA – Reading	Grade 3	April 1–12, 2019	April 1–12, 2019	PBT	160 minutes	May 2019
FSA ELA – Writing	Grades 4–6	April 1–12, 2019	April 1–12, 2019	PBT	120 minutes	June 2019
FSA ELA – Writing	Grades 7–10	April 1–12, 2019	April 1–12, 2019	CBT ¹	120 minutes	June 2019
FSA ELA – Reading	Grades 4–6	May 1–14, 2019	May 1–14, 2019	PBT	Grades 4–5 Reading: 160 minutes Grade 6 Reading: 170 minutes	June 2019
FSA Mathematics	Grades 3–6	May 1–14, 2019	May 1–14, 2019	PBT	Grades 3–5 Mathematics: 160 minutes Grade 6 Mathematics: 180 minutes	June 2019
NGSSS Statewide Science Assessment	Grades 5 and 8	May 1–14, 2019	May 1–14, 2019	PBT	160 minutes	June 2019

2018–2019 Uniform Statewide Assessment Calendar

Assessment	Students to Be Tested	Statewide Window	District Window	Mode	Testing Time	Results Expected
FSA ELA – Reading	Grades 7–10	May 1–28, 2019	May 1–24, 2019	CBT ¹	Grades 7–8 Reading: 170 minutes Grades 9–10 Reading: 180 minutes	June 2019
FSA Mathematics	Grades 7 and 8	May 1–28, 2019	May 1–24, 2019	CBT ¹	180 minutes	June 2019
FSA Algebra 1 and Geometry EOC assessments	Students enrolled in associated courses	May 1–28, 2019	May 1–24, 2019	CBT ¹	180 minutes ²	June 2019
NGSSS Biology 1, Civics, and U.S. History EOC assessments	Students enrolled in associated courses	May 1–28, 2019	May 1–24, 2019	CBT ¹	160 minutes ³	June 2019
FSA Algebra 1 and Geometry EOC assessments	Students enrolled in associated courses	July 15–26, 2019	July 15–26, 2019	CBT ¹	180 minutes ²	August 2019
NGSSS Biology 1, Civics, and U.S. History EOC assessments	Students enrolled in associated courses	July 15–26, 2019	July 15–26, 2019	CBT ¹	160 minutes ³	August 2019

¹ Paper-based accommodations (e.g., regular print, large print, braille, one-item-per-page) for computer-based tests are available to eligible students if indicated as an accommodation on an IEP or Section 504 plan.

² Any student taking an FSA EOC assessment who has not completed a session by the end of the allotted time may continue working up to half the length of a typical school day.

³ Any student taking an NGSSS EOC assessment who has not completed the session by the end of the allotted time may continue working; however, testing must be completed within the same school day.

4. Statewide Assessments for SELECT Students

The following assessments are only intended for selected students/students in certain sub-groups. Populate the **District Window** column for the assessments in the table below. If an assessment is not being administered in your district, indicate “N/A” in the District Window column. Do not modify any other information in this section.

Because the tests included in this section are not administered to all students or, in some cases, are optional for students, the testing time for these tests should not be included in the total testing time calculated in Section 6.

Assessment	Applicable Students ⁴	Statewide Window	District Window	Mode	Testing Time	Results Expected
FAIR	Grades 3–12	Assessment Period (AP) 1: First day of school– November 2, 2018	N/A	CBT ¹	45 minutes	1 week after

2018–2019 Uniform Statewide Assessment Calendar

Assessment	Applicable Students ⁴	Statewide Window	District Window	Mode	Testing Time	Results Expected
PreACT	Grade 10	September–December 2018	N/A	PBT	150 minutes	Approximately 2 weeks after testing
ELA Grade 10 Retake – Writing		September 10–21, 2018	September 10–21, 2018	CBT ¹	120 minutes ²	December 2018
ELA Grade 10 Retake – Reading		September 10–28, 2018	September 10–28, 2018	CBT ¹	180 minutes ²	December 2018
PSAT/NMSQT	Grade 10	October 10, 2018	October 10, 2018	PBT	165 minutes	January 2019
FAIR	Grades 3–12	AP 2: November 5, 2018–February 8, 2019	N/A	CBT ¹	45 minutes	1 week after
ACCESS for ELLs 2.0	Grades K–12 currently classified as ELL with “LY” code	January 28–March 22, 2019	January 28–March 22, 2019	PBT	Kindergarten: 45 minutes Grades 1–12: 105–245 minutes (varies by grade-level/tier)	June 2019
Alternate ACCESS for ELLs	Grades 1–12 with significant cognitive disabilities and currently classified as ELL with “LY” code	January 28–March 22, 2019	January 28–March 22, 2019	PBT	80 minutes	June 2019
NAEP – Mathematics, Reading, and Science	Grades 4, 8, and 12	January 28–March 8, 2019	January 28–March 29, 2019	CBT	90–120 minutes	Fall 2019 (<i>National, State, and Trial Urban District Assessment results</i>): Mathematics and Reading, Grades 4 and 8 Spring 2020 (<i>National results</i>): Mathematics and Reading, Grade 12; Science, Grades 4, 8, and 12

2018–2019 Uniform Statewide Assessment Calendar

Assessment	Applicable Students ⁴	Statewide Window	District Window	Mode	Testing Time	Results Expected
FAIR	Grades 3–12	AP 3: February 11–June 7, 2019	N/A	CBT ¹	45 minutes	1 week after
ELA Grade 10 Retake – Writing		February 25–March 15, 2019	February 25–March 15, 2019	CBT ¹	120 minutes ²	May 2019
ELA Grade 10 Retake – Reading		February 25–March 15, 2019	February 25–March 15, 2019	CBT ¹	180 minutes ²	May 2019
FSA Algebra 1 Retake EOC ⁵		February 25–March 15, 2019	February 25–March 15, 2019	CBT ¹	180 minutes ²	May 2019

¹Paper-based accommodations (e.g., regular print, large print, braille, one-item-per-page) for computer-based tests are available to eligible students if indicated as an accommodation on an IEP or Section 504 plan.

² Any student taking an FSA ELA Retake or EOC assessment who has not completed a session by the end of the allotted time may continue working up to half the length of a typical school day.

³ Any student taking an NGSSS EOC assessment who has not completed the session by the end of the allotted time may continue working; however, testing must be completed within the same school day.

⁴ If indicated, “applicable students” relates to the sub-group(s) of students who *may* take that assessment; it does not indicate that all students throughout the state in that sub-group will take that assessment.

Assessments for which no applicable student group is listed are available to students as needed but are not limited to any specific sub-group.

⁵The FSA Algebra 1 EOC Assessment is only offered as a separate Retake assessment during the Spring administration; students retaking the FSA Algebra 1 EOC in Fall, Winter, or Summer participate in the regular EOC administration.

5. District-Required Assessment Information

Complete the table below with assessments that are required for all schools in your district.

Assessment	Students to Be Tested	District Window	Mode	Testing Time	Results Expected
Unit Assessments	Grades 3-5 ELA Grades 3-5 Math Grades 3-5 Science	Ongoing	CBT ¹	45 Minutes per assessment. Number of assessments vary by grade and subject.	3 weeks after the assessment
Unit Assessments	Grades 6-10 ELA Grades 6-8 Math Grades 6-8 Science Grade 7 Civics Algebra I Geometry Algebra II Biology US History	Ongoing	CBT ¹	40 Minutes per assessment. Number of assessments vary by grade and subject.	3 weeks after the assessment

2018–2019 Uniform Statewide Assessment Calendar

Assessment	Students to Be Tested	District Window	Mode	Testing Time	Results Expected
Achieve 3000	Grades 9-12	August 13 – August 31, 2018	CBT ¹	40 Minutes	3 weeks after the assessment
i-Ready – Reading and Math	Grades 1-8	August 13 – August 31, 2018	CBT	90 Minutes	Within 24 hours
i-Ready – Reading and Math	Kindergarten	September 24 – October 12, 2018	CBT	90 Minutes	Within 24 hours
ACT	Juniors	October 2, 2018	PBT	175 Minutes	6 weeks after the assessment
Geometry, Algebra 1, Bio, Civics, US History Benchmarks	Enrolled Students	December 3 – December 21, 2018	CBT ¹	40 Minutes	3 weeks after the assessment
i-Ready – Reading and Math	Grade 3	December 3- December 21, 2018	CBT	90 Minutes	Within 24 hours
LCAs / Semester Exams	Grades 4-12	December 19- December 21, 2017	PBT/CBT	60 Minutes Each	January 20, 2018
Achieve 3000	Grades 9-12	January 8 – January 29, 2019	CBT ¹	40 Minutes	3 weeks after the assessment
i-Ready – Reading and Math	Kindergarten, Grades 1, 2, 4-8	January 8 – January 29, 2019	CBT	90 Minutes	Within 24 hours
i-Ready – Reading and Math	Grade 3	April 22- May 3, 2019	CBT	90 Minutes	Within 24 hours
Achieve 3000	Grades 9-12	May 1 – May 20, 2019	CBT ¹	40 Minutes	3 weeks after the assessment
i-Ready – Reading and Math	Kindergarten, Grades 1, 2, 4-8	May 1 – May 20, 2019	CBT	90 Minutes	Within 24 hours
LCAs / Semester Exams	Grades 4-12	May 22-24, 2019	PBT	60 Minutes Each	June 10, 2018

2018–2019 Uniform Statewide Assessment Calendar

6. Estimates of Total Testing Time by Grade Level

Estimates of average time for administering state-required and district-required assessments (listed in Sections 3 and 5 above) by grade level. Subject-based assessments should be included with the grade level to which they are most likely to be administered (e.g., Biology 1 with grade 9).

Grade Level	Statewide Assessments	District Assessments	Approximate Total Testing Time (In Minutes)
K	15–20	270	290
1	0	270	270
2	0	270	270
3	320	1395	1715
4	440	1605	2045
5	600	1695	2295
6	470	1950	2420
7	630	2510	3140
8	630	1990	2620
9	640	1885	2525
10	480	1565	2014
11	160	1615	1775
12	0	960	960

Goals for 2018-2019

Mark J. Rendell, Superintendent

School District of Indian River County

Goal I – Student Success

Every student receives a high quality education that is grounded in high expectations, personalized to meet his/her needs and interests, and backed by the necessary learning supports.

Objectives

- **Objective 1:** All students graduate with the skills necessary for college and career success.
- **Objective 2:** All students receive high quality instruction and rigorous coursework.
- **Objective 3:** All students are provided the supports needed to ensure their academic success.

Measures of Success

1. Increase in Graduation Rate overall and in each subgroup by 2 percentage points
2. Increase in Percent Proficient on standardized assessments in grades K-3 by 2 percentage points
3. Increase in the number of students completing Career Pathways Programs by 2 percentage points
4. Increase in the number of students earning Industry Certifications by 2 percentage points
5. Increase in Percent Proficient on all standardized assessments overall and in each subgroup by 2 percentage points
6. Increase in Learning Gains on all standardized assessments overall and in each subgroup by 2 percentage points
7. Increase in the number of minority students participating in accelerated courses by 5 percentage points
8. Increase in the number of minority students demonstrating success in accelerated courses by 5 percentage points

Goal 2 – Culture & Climate

Staff and students thrive in positive learning and work environments where they feel safe, supported, and celebrated.

Objectives

- **Objective 1: Social and Emotional Support;** Every school fosters a caring and responsive culture to ensure a positive learning environment for staff and students.
- **Objective 2: Physical Safety;** Every school provides a safe and secure learning environment.
- **Objective 3: Celebrate Success;** Every school recognizes and celebrates the accomplishments of students and staff.

Measures of Success

1. Decrease in the amount of students with office discipline referrals (Level 3 and above) by 3 percentage points
2. Decrease in the amount of students with one or more out of school suspensions by 3 percentage points
3. Increase student average daily attendance rate by 2 percentage points
4. Increase the amount of students with an attendance rate of 90% or higher by 2 percentage points
5. Increase the parent satisfaction grade on the climate survey for each school by one letter grade
6. Analyze the results of student survey data on social emotional learning and school climate
7. Analyze the results of staff survey data on social emotional learning and school climate
8. Increase the parent satisfaction grade on the climate survey for the school district by one letter grade
9. Increase the student satisfaction grade on the climate survey for the school district by one letter grade
10. Increase the staff satisfaction grade on the climate survey for the school district by one letter grade
11. Increase the amount of effective or highly effective responses to training feedback surveys by 2 percentage points
12. Increase the amount of schools participating in FL PBIS training by 100%
13. Decrease the amount of initial life safety violations by 3 percentage points
14. Increase the amount of schools scheduling and completing mandatory safety and security drills to 100%
15. Increase the amount of completed work orders for each school and facility to 100%
16. Ensure that each school meets or exceeds the baseline for the number and type of student recognition ceremonies at each school
17. Ensure that each school meets or exceeds the baseline number and type of staff recognition ceremonies at each school
18. Increase the amount of student survey responses related to positive recognition by 2 percentage points
19. Increase the amount of staff survey responses related to positive recognition by 2 percentage points

Goal 3 – High Quality Workforce

Employees are at the heart of our students' success, and we will attract, support, and retain a high quality workforce.

Objectives

- **Objective 1: Attracting;** We intentionally recruit and employ highly skilled and motivated individuals for every position.
- **Objective 2: Supporting;** We support all employees with professional learning opportunities to ensure their growth and students' success.
- **Objective 3: Retaining;** We value our employees and are committed to creating working conditions that support their personal well-being and professional success.

Measures of Success

1. Establish compensation and benefits packages that are competitive with like size/surrounding districts (within 2%)
2. Improve the fill rate, measured on Day 1, Survey 2 (Oct), and Survey 3 (Feb) to 100%
3. Increase the amount of minority staff by at least 2 percentage points to reflect student population
4. Increase the amount of instructional staff participating in professional development by 2 percentage points
5. Increase the amount of non-instructional staff participating in professional development by 2 percentage points
6. Increase the amount of training survey responses of always/often - "In-service programs keep me informed of the latest educational strategies " - by 2 percentage points
7. Increase the amount of training survey responses of always/often - "In-service programs are very impactful, somewhat impactful, I want more" - by 2 percentage points
8. Increase the retention rate for first-year employees by 2 percentage points
9. Increase the retention rate for employees with one or more years of service by 2 percentage points
10. Implement "on-boarding protocol" for all new hires
11. Improve staff climate survey responses to question regarding opportunities for advancement (always/often) by 2 percentage points
12. Increase the amount of staff survey responses regarding staff recognition (always/often) by 2 percentage points
13. Analyze the information gathered by employee stay interviews
14. Analyze the information gathered by employee exit interviews

Goal 4 – School Community Relations

The district uses communication and engagement to build awareness and trust, which lead to stronger relationships that benefit student learning.

Objectives

- **Objective 1: Purposeful Communication;** We plan our communications, establish common communication protocols, and frequently share the achievements of our students and staff with our community.
- **Objective 2: Internal Engagement;** We foster engagement with internal stakeholders to build awareness & trust.
- **Objective 3: External Engagement;** We foster engagement with external stakeholders to build awareness & trust.

Measures of Success

1. Analyze the effectiveness of electronic media tools as a method of communication with external stakeholders
2. Increase the amount of responses always/often to the statement - "This school is helpful in letting me know about school events and activities" - on the parent climate survey by 2 percentage points
3. Increase the amount of responses always/often to the statement - "I feel that teachers do their best to include me in matters directly affecting my child's progress in school" - on the parent climate survey by 2 percentage points
4. Host a minimum of 2 Town Hall meetings to improve communication and engage parents and other stakeholders
5. Provide School Board Members and the community with work products generated by committees and work groups
6. Analyze the effectiveness of electronic media tools as a method of communication with internal stakeholders
7. Launch an interactive website and mobile communications application (app)
8. Maintain the support for and awareness of community agencies through Casual for a Cause

Goal 5 – Strategic Partnerships

Building stronger partnerships with all stakeholders in our community is vital to our success.

Objectives

- **Objective 1: Families;** We engage families as the most important partner in the education of our students.
- **Objective 2: Existing Organizations;** We strengthen existing partnerships with organizations in our community and seek out opportunities with other organizations.
- **Objective 3: Individuals;** We embrace and value the contributions of the individuals in our community who volunteer in our schools.

Measures of Success

1. Monitor compliance with state requirements for participation in School Advisory Council Membership
2. Ensure 100% of our schools earn the Florida Departments of Education Five Star School Award
3. Increase the number of parent engagement activities, such as Parent Academies, and maintain records of participation
4. Analyze the effectiveness of electronic media tools as a method of communication with external stakeholders
5. Maintain inventory of all partnerships with community organizations that benefit students and staff
6. Generate new partnerships with community organizations that benefit students and staff
7. Increase the number of students who participate in partnership programs by 2 percentage points
8. Increase the number of hours donated by volunteers at all our schools and buildings by 2 percentage points
9. Ensure 100% of our schools earn the Florida Department of Education Golden School Award
10. Generate additional organized volunteer programs that will benefit students and staff in our schools and buildings

This page intentionally left blank.

**THE SCHOOL BOARD OF INDIAN RIVER COUNTY, FLORIDA
AGREEMENT FOR CONTRACTED SERVICES
(involving student data)**

THIS AGREEMENT, entered into this 15th day of September, 2018 by and between the School Board of Indian River County, Florida, a political subdivision of the State of Florida hereinafter referred to as the “School Board”, and Advanced Medical Personnel Services, Inc. (Legal Name of Contracting Party/Organization) hereinafter referred to as the “CONTRACTOR”, is as follows:

1. SCOPE OF WORK

The Contractor shall, in a satisfactory and proper manner as determined by the Superintendent, perform the following:

Nature of Contracted Services:

Speech and Language services, Occupational Therapy services, and/or Physical Therapy services, shall be provided at the prescribed schools on an as needed basis. Services shall be authorized by the SCHOOL BOARD representative.

Contractor shall be Provided Access to the Following Student Data:

Exceptional Student Education Records (including referral, eligibility staffing, Individual Education Plans, etc.

Anticipated Outcome of Contracted Services:

The School Board will authorize, Advanced Medical Personal Services, Inc. to perform service on a case-by-case basis. The School Board shall exercise no control over services provided by Advanced Medical Personnel Services, Inc., except to ensure the quality and appropriateness of services provided by Advanced Medical Personnel Services, Inc.

Location of Contracted Service:

Various District School Sites as needed.

Date(s)/Hours of Service:

As needed, to provide Speech and Language services, Occupational Therapy services, and/or Physical Therapy services by, Advanced Medical Personnel Services, Inc.

2. TERM OF AGREEMENT

The Contractor shall commence performance of the Agreement on the 15th day of September, 2018 and shall complete performance to the satisfaction of the Superintendent no later than the 30th day of June, 2019.

3. COMPENSATION

The Contractor compensated at the rate of \$65.00 per hour, not to exceed 7.5 hours per day as needed and will be paid the hourly rate. Services for extracurricular activities will be paid at the rate of \$65 per hour not to exceed two (2) additional hours per day unless prior approval is granted. Agreement shall not exceed \$100,000.00, which constitutes the maximum amount payable under this Agreement. The Contractor agrees to assume responsibility for all per diem and travel expenses, unless authorization to incur such expenses is granted by the School Board in advance of the expenditures being incurred. The Contractor shall be reimbursed for such approved expenditures as provided by §112.061 Florida Statutes, and School Board Policy 6550.

4. PAYMENT SCHEDULE

Payment will be generated by the School Board's Accounts Payable Department within forty-five (45) days after completion of services and receipt of invoice(s). Payment will be made as indicated below:

- Partial payments upon receipt of invoice/s for services provided. Paid according Accounts Payable schedule for check runs.

5. REGULATIONS & ORDINANCES

The Contractor shall comply with all applicable laws, ordinances, codes, rules and regulations of federal, state and local governments being licensed, if required, for performance of any work under this Agreement.

6. CONFIDENTIALITY OF STUDENT RECORDS

For the purposes of performing the above scope of services only, Contractor is hereby designated a school official for the purposes of receiving limited confidential student information and the Contractor shall remain under the direct control of the School Board with respect to the use and maintenance of the confidential student information. Contractor acknowledges and agrees that it will not disclose the confidential student information to any other person or entity, and will only

use the confidential student information for the purpose listed in paragraph 1 above and for no other purpose. Upon the completion of the services, Contractor shall return to School Board all original and any copies of the confidential student information, and shall not retain any confidential student information. As Contractor will be receiving student information that is otherwise confidential, Contractor shall fully comply with the requirements of § 1002.22 and § 1002.221, Florida Statutes, and any other law or regulation, either federal or State of Florida, regarding confidentiality of student information and records. Further, Contractor for itself, and its officers, employees, agents, representatives, contractors, and subcontractors, shall fully indemnify and hold the School Board and its officers and employees harmless for any violation of this provision, including, but not limited to defending the School Board and its officers and employees against any complaint, administrative or judicial proceeding, payment of any penalty imposed upon the School Board, or payment of any and all costs, damages, judgments, or losses incurred by or imposed upon the School Board arising out of the breach of this provision by the Contractor, or its officers, employees, agents, representatives, contractors, and subcontractors, to the extent that the Contractor shall either intentionally or negligently violate this provision, or § 1002.22 or § 1002.221, Florida Statutes. This provision shall survive the termination of or completion of all obligations under this Agreement and shall be fully binding upon the Contractor until such time as any proceeding which may be brought on account of this provision is barred by any applicable statute of limitations.

7. ENTIRE AGREEMENT

It is understood and agreed that this Agreement including Purchase Order Terms & Conditions, contains the complete understanding and agreement of the parties. No stipulation, agreement or understanding shall be valid or enforceable unless contained in this Agreement. No representations or statements made by any employees, agents or representatives of either party shall be binding on either party as a warranty or otherwise, except as expressly set forth herein.

8. GOVERNING LAW; VENUE

This Agreement shall be governed by, and construed in accordance with the laws of the State of Florida. In the event of litigation, venue for any claim shall lie exclusively in a court of competent jurisdiction in Indian River County. All parties shall be responsible for their own attorneys' fees.

9. INDEMNIFICATION / HOLD HARMLESS AGREEMENT

Contractor shall, in addition to any other obligation to indemnify the School Board of Indian River County, Florida, protect, defend, indemnify and hold harmless the School Board, its agents, officers, elected officials and employees from and against all claims, actions, liabilities, losses (including economic losses), costs arising out of any actual or alleged bodily injury, sickness,

disease or death, or injury to or destruction of tangible property including the loss of use resulting therefrom, or any other damage or loss arising out of, or claimed to have resulted in whole or part from any actual or alleged act or omission of the Contractor, subcontractor, anyone directly or indirectly employed by any of them, of anyone for whose acts any of them may be liable in the performance of the work, or violation of law, statute, ordinance, governmental administration order, rule or regulation by Contractor in the performance of the work; or liens, claims or actions made by the Contractor or any subcontractor or other party performing the work. The indemnification obligations hereunder shall not be limited to any limitation on the amount, type of damages, compensation or benefits payable by or for the Contractor or any subcontractor under workers' compensation acts, disability benefit acts, other employee benefit acts or any statutory bar. This provision shall survive the termination of or completion of all obligations under this Agreement.

10. DUTY TO DEFEND

The Contractor agrees, at its own expense, and upon written request by the Board, to defend any suit, action or demand brought against the School Board on any claim or demand arising out of, resulting from or incidental to Contractor's performance under this Agreement.

11. CANCELLATION / TERMINATION

In the event any of the provisions of this agreement are violated by the Contractor, the Superintendent or designee, shall give written notice to the Contractor stating the deficiencies and unless the deficiencies are corrected within ten (10) days, recommendation will be made to the School Board for immediate cancellation. Upon cancellation hereunder, the School Board of Indian River County, Florida, may pursue any and all legal remedies as provided herein and by law. The School Board of Indian River County, Florida, reserves the right to terminate any contract at any time and for any reason, upon giving ten (10) days prior written notice to the Contractor. If said contract should be terminated for convenience as provided herein, the School Board shall be relieved of all obligations under said contract. The School Board of Indian River County shall only be required to pay to the Contractor that amount of the contract actually performed to the effective date of termination.

12. EQUAL EMPLOYMENT OPPORTUNITY

Contractors awarded contracts involving Federal Funds in excess of \$10,000 must be in compliance with Executive Order 11246 of September 24, 1965 entitled "Equal Employment Opportunity," as amended by Executive Order 11375 of October 13, 1967, and as supplemented in Department of Labor Regulations (41 CFR Chapter 60).

13. ACCESS TO RECORDS / FLORIDA'S PUBLIC RECORDS LAWS

This Agreement shall be subject to Florida's Public Records Laws, Chapter 119, Florida Statutes. Contractor understands the broad nature of these laws and agrees to comply with Florida's Public Records Laws and laws relating to records retention. The Contractor shall keep records to show its compliance with program requirements. Contractors and subcontractors must make available, upon request of the School Board, the United States Department of Education, the Comptroller General of the United States, the Florida Department of Education, or any of their duly authorized representatives, any books, documents, papers, and records of the Contractor which are directly pertinent to this specific Agreement for the purpose of making audit, examination, excerpting, and transcribing. The Contractor shall retain all records for five (5) years after final payment is made or received and all pending matters are completed pursuant to Title 34, Sections 80.36(b)(1). Exempt or confidential information should not be disclosed unless authorized by law. Contractor shall destroy any duplicate records which are exempt from public records disclosure as set forth in Chapter 119. Upon termination of this agreement all public records in possession of the Contractor must be transferred to School Board at no cost. If records are stored electronically, the records must be provided in a compatible format to School Board's operating system.

14. PATENTS, COPYRIGHTS AND ROYALTIES

All books, manuals, films or other materials suitable for copyright or patent, regardless of means of transmission produced as a result of the work or services performed under or in connection with this Agreement, are hereby reserved as the exclusive property of and sole ownership by The School Board of Indian River County, Florida, unless and to the extent that the parties agree otherwise, as evidenced in writing and included as a part of this Agreement. Contractor shall defend, indemnify and hold the School Board and its successors and assigns harmless from and against all third-party claims, suits and proceedings and any and all damages, liabilities, costs and expenses (including reasonable attorneys' fees and court costs) incurred as a result of (i) infringement by Contractor of any third-party patent, copyright or trademark or (ii) misappropriation by Contractor of any third-party trade secret in connection with any of the foregoing. Contractor will indemnify and hold harmless the School Board from liability of any nature or kind, including costs and expenses for or on account of any copyrighted, service marked, trademarked, patented or unpatented invention, process, article or work manufactured or used in the performance of the Agreement, including its use by the School Board. If Contractor uses any design, device, materials or works covered by letters, service mark, trademark, patent, copyright or any other intellectual property right, it is mutually agreed and understood without exception that the proposal prices will include all royalties or costs arising from the use of such design, device or materials in any way involved in the work.

15. BACKGROUND SCREENING REQUIREMENTS

In accordance with the requirements of §1012.465, §1012.32 and §1012.467, Florida Statutes, and School Board Policies as amended from time to time Contractor agrees that, if Contractor receives remuneration for services, Contractor and all of its employees who provide or may provide services under this Contract will complete criminal history checks, and all background screening requirements, including level 2 screening requirements as outlined in the above-referenced statutes and School Board Policies prior to providing services to The School Board of Indian River County.

Additionally, Contractor agrees that each of its employees, representatives, agents, subcontractors or suppliers who are permitted access on school grounds when students are present, who has direct contact with students or who has access to or control of school funds must meet level 2 screening requirements as described in the above-referenced statutes and School Board Policies.

A non-instructional contractor who is exempt from the screening requirements set forth in §1012.465, §1012.468 or §1012.467, Florida Statutes, is subject to a search of his or her name or other identifying information against the registration information regarding sexual predators and sexual offenders maintained by the Department of Law Enforcement under §943.043 and the national sex offender public registry maintained by the United States Department of Justice.

Further, upon obtaining clearance by School Board, the School Board will issue a photo identification badge, which shall be worn by the individual at all times in plain sight while on School Board property when students are present.

Contractor agrees to bear any and all costs associated with acquiring the required background screening -- including any costs associated with fingerprinting and obtaining the required photo identification badge. Contractor agrees to require all its affected employees to sign a statement, as a condition of employment with Contractor in relation to performance under this Agreement, agreeing that the employee will abide by the heretofore described background screening requirements, and also agreeing that the employee will notify the Contractor/Employer of any arrest(s) or conviction (s) of any offense enumerated in School Board Policy 8475 within 48 hours of its occurrence.

Contractor agrees to provide the School Board with a list of all its employees who have completed background screening as required by the above-referenced statutes and who meet the statutory requirements contained therein. Contractor agrees that it has an ongoing duty to maintain and update these lists as new employees are hired and in the event that any previously screened employee fails to meet the statutory standards. Contractor further agrees to notify the School Board immediately upon becoming aware that one of its employees who was previously certified as completing the background check and meeting the statutory standards is subsequently arrested or convicted of any disqualifying offense. Failure by Contractor to notify the School Board of such

arrest or conviction within 48 hours of being put on notice and within five (5) business days of the occurrence of qualifying arrest or conviction, shall constitute grounds for immediate termination of this Agreement.

The parties further agree that failure by Contractor to perform any of the duties described in this section shall constitute a material breach of the Agreement entitling the School Board to terminate this Agreement immediately with no further responsibility to make payment or perform any other duties under this Agreement.

16. CONFLICTING EMPLOYMENT OR CONTRACTUAL RELATIONSHIP

As per School Board Rule 1113, it is the policy that no District officer or employee, including but not limited to, Board members, administrators, instructional staff members, or support staff members, shall have or hold any employment or contractual relationship with any business entity or any agency which is doing business with an agency of which s/he is an officer or employee, excluding those organization and their officer who, when acting in their official capacity, enter into or negotiate a collective bargaining contract with the District.

Furthermore, it is the policy of the Board that no District officer or employee, including but not limited to Board members, administrators, instructional staff members, or support staff members, shall have or hold any employment or contractual relationship that will create any conflict whatsoever between his/her private interests and the performance of his/her duties or that would impede the full and faithful discharge of his/her duties.

It is the intent of the Board that this policy is interpreted consistent with the Florida Commission on Ethics interpretations.

17. COMPLIANCE WITH BOARD POLICIES

I certify agreement with the following School Board Policies: 6320 Purchasing and Contracting for Goods and Services; 6324 Cone of Silence; 6322 Construction Contracting and Bidding; 6540 Consultant Agreements; and 6460 Vendor Relations, and agree to comply with all applicable School Board contracting and procurement policies and procedures.

18. ASSIGNMENT

This Agreement may not be assigned nor may any assignment of monies due, or to become due to Contractor, be assigned without the prior written agreement of The School Board of Indian River County, Florida. If Contractor attempts to make such an assignment, such attempt shall constitute a condition of default.

19. DEBARMENT

By signing this Agreement, Contractor certifies, to the best of its knowledge and belief, that it and its principals:

- (a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by a federal department or agency.
- (b) Have not, within the preceding five-year period, been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state or local) transaction or contract under public transaction; 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) Are not presently indicted or otherwise criminally charged by a governmental entity (federal, state or local) with commission of any of the offenses enumerated in the preceding paragraph (b).
- (d) Have not within the preceding five-year period had one or more public transactions (federal, state or local) terminated for cause or default.
- (e) Have not been debarred by the School Board pursuant to School Board policy 6320.

Contractor agrees to notify School Board within 30 days after the occurrence of any of the events, actions, debarments, proposals, declarations, exclusions, convictions, judgments, indictments, informations, or terminations as described in paragraphs 19(a) – (e) above, with respect to Contractor or its principals.

20. CONDUCT WHILE ON SCHOOL PROPERTY

The Contractor acknowledges that its employees and agents must behave in an appropriate manner while on the premises of any school facility and shall at all times conduct themselves in a manner consistent with School Board Policies and subject to the administrator of designee. It will be considered a breach of this Agreement for any agent or employee of the Contractor to behave in a manner which is inconsistent with good conduct or decorum, or to behave in any manner which will disrupt the educational program or constitute any level of threat to safety, health and well-being of any student or employee of the School Board. The Contractor agrees to immediately remove any agent or employee if directed to do so by the building administrator or designee.

21. NO WAIVER

Nothing herein is intended to serve as a waiver of sovereign immunity by the School Board.

22. NON-DISCRIMINATION

The parties shall not discriminate against any employee or participant in the performance of the duties, responsibilities and obligations under this Agreement because of race, color, religion, gender, age, marital status, disability, political or religious beliefs, or national or ethnic origin.

23. NO TAXES

The School Board is not obligated and does not agree to pay any federal, state, or local tax as a result of this agreement. The only exemption regarding payment of taxes shall be for situations that involve re-sale of product to the public for the purpose of fund-raising.

24. WRITTEN NOTICE DELIVERY

Any notice required or permitted to be given under this agreement by one party to the other party shall be in writing and shall be given and deemed to have been given immediately if delivered in person to the recipient's address set forth in this section or on the date shown on the certificate of receipt if placed in the United States mail, postage prepaid, by registered or certified mail with return receipt requested, addressed to the receiving party at the address hereinafter specified.

Contractor/Vendor Address. The address for Contractor/Vendor for all purposes under this agreement and for all notices hereunder shall be:

Contractor/Vendor: Advanced Medical Personnel Services, LLC
Contact's Name/Title: Attn: Seth Mukai, Director of Sales
Address: 11001 W 120th Ave, Suite 310
Broomfield, CO 80021

School Board's Address. The address for the School Board of Indian River County for all purposes under this agreement and for all notices hereunder shall be:

School Board of Indian River County
Attn: Superintendent Mark J. Rendell, Ed.D
6500 57th Street
Vero Beach, Florida 32967

With a copy to:

Department: Student Services & Exceptional Student Education
Department Director: Heather Clark, Director of Exceptional Student Education
Address: 6500 57th Street

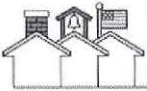
Vero Beach, Florida 32967

25. INSURANCE REQUIREMENTS

During the term of this Agreement, the Contractor shall maintain the following insurance coverage in accordance with the requirements hereinafter stated:

- i. Commercial general liability coverage with limits of at least \$1,000,000.00 per occurrence; \$2,000,000.00 aggregate.
- ii. Automobile liability coverage of at least \$1,000,000.00 per occurrence; \$2,000,000.00 aggregate.
- iii. Professional liability or errors and omissions insurance with coverage of at least \$1,000,000.00 per occurrence; \$3,000,000.00 aggregate.

The insurance shall be issued by insurers licensed and authorized to issue policies of insurance in Florida, and each policy required shall be issued by a carrier with preferably a BEST rating of A+ or better. THE SCHOOL BOARD OF INDIAN RIVER COUNTY shall be named as an additional insured on each policy and the Contractor shall provide certificates of insurance for each policy showing the SCHOOL BOARD as an additional insured, before beginning services under this contract.



School District of
Indian River County

Vision: Educate and inspire every student to be successful
Mission: To serve all students with excellence

Contract Number _____ (Fore Procurement Use Only)

VENDOR/CONTRACTOR

BY: 

(Signature)

Seth Mukai

(Name Typed)
Director of Sales

(Title)
11001 W 120th Ave, Suite 310
Broomfield, CO 80021

(Address)

DATE: _____
FEIN (BUSINESS) 59-2961282
SS# (INDIVIDUAL) _____
888-756-0605 / 855-809-8282
PHONE / FAX
smukai@gowithadvanced.com

CONTACT EMAIL ADDRESS

**THE SCHOOL BOARD OF INDIAN RIVER
COUNTY, FLORIDA**

BY: _____
Signature (Superintendent of Schools or Designee)

Mark J. Rendell, Ed.D

(Name Typed)

Superintendent

(Title)

DATE: _____

This page intentionally left blank.

Vendor Number	Vendor Name	2018/19 Purchase Order/Spend Authority Requested	2017/18 Purchase Order/Spend Authority Requested	7/01/17 to 06/12/18 P.O.s Issued/Spend	Classification	Priority	Category	Bid/RFP/Contract or Piggyback Reference or Bid Exempt
V040546	M&B PRODUCTS	\$300,000.00	\$250,000.00	\$218,905.69	Food	High	Juice	Palm Beach Co. Schools ITB #15C-34D
V099275	ROBERT ERNESTON PRODUCE	\$500,000.00	\$417,843.92	\$417,843.92	Food	High	Produce	Palm Beach Co. Schools ITB 15C-33D
V090538	US FOODS INC (P.O.W.E.R.B.U.Y.)	\$2,500,000.00	\$2,250,000.00	\$2,159,385.85	Food	High	Food & Non-Food Cafeteria Items	Ocseola Co. Schools Bid C-14-0508-LH
V101900	AMERIGAS	\$450,000.00	\$525,000.00	\$396,050.00	Materials	High	LP Fuel	Broward Co. Schools Bid #15-024R
V086490	GLOVER OIL	\$150,000.00	\$0.00	\$127,945.64	Materials	High	Fuel Unleaded & Diesel	City of PSL Co-Op Bid #20130038
V090359	1ST FIRE AND SECURITY INC	\$225,000.00	\$225,000.00	\$95,528.00	Service	High	Fire Alarms - inspections, testing, repairs	St. Lucie County Bid #14-043
V088974	EE&G ENVIRONMENTAL SERVICES	\$150,000.00	\$179,455.42	\$51,917.00	Service	High	Environmental Services	Brevard Co. RFP #14-P-079-DR
V101504	FAMOSO INC dba MANPOWER	\$206,000.00	\$206,341.37	\$206,341.37	Service	High	Substitute Custodians	FL State Alt. Contr #3141800-14-ACS
V023780	FLORIDA POWER & LIGHT COMPANY	\$3,200,000.00	\$2,965,854.65	\$2,965,854.65	Service	High	Utilities	Bid Exempt
V032740	INDIAN RIVER COUNTY UTILITIES	\$280,000.00	\$275,200.00	\$262,987.99	Service	High	Utilities	Bid Exempt
V082781	MARTIN FENCE	\$300,000.00	\$100,000.00	\$51,735.00	Service	High	Fencing	Town of Davie B-12-76
V080064	TRANE	\$1,500,000.00	\$1,000,000.00	\$1,146,486.00	Service	High	HVAC	TCPN #R150502
	Total	\$9,761,000.00	\$8,394,695.36	\$8,100,981.11				

This page intentionally left blank.