Hernando School District

School Board Workshop

Agenda - Final

Tuesday, June 23, 2026 **2:00 PM** **District Office-Board Room**
919 N. Broad Street
Brooksville, FL 34601

CALL TO ORDER

PRESENTATIONS

1. **26-3801** Review and Tentative Approval of the Volunteer Handbook

   Attachments: ~strikethrough updates to volunteer handbook 26-3801
   ~clean copy Final new changes Volunteer Handbook 26-3801
   budget sheet no financial impact

2. **26-3857** Review and tentative approval of the 2026-2027 Athletic Handbook

   Attachments: 26.27 Ath Handbook Summary of Changes
   26.27 Athletic Handbook Strikethrough
   26.27 Athletic Handbook clean
   Budget Sheet Sept 2021 Revised NO Financial Impact ACC

3. **26-3885** Review and tentative approval of the 2026-2027 Wilton Simpson Technical College Handbook

   Attachments: Summary of Changes to the 2627 WSTC Handbook R
   WSTC Program Catalog 2026_27 strikethrough copy
   WSTC Program Catalog 2026_27 clean copy pdf
   Budget Sheet Sept 2021 Revised NO Financial Impact ACC (1)

4. **26-3865** Presentation on the 2026-2027 Comprehensive Evidence-Based Reading Plan (CERP)

   Attachments: CERP 2026 2027 HCSB
   CERPTemp2627 workshop
   Budget Sheet Sept 2021 Revised NO Financial Impact ACC

5. **26-3771** Review and Tentative Approval of the Revised Student Code of Conduct for the 2026-2027 School Year, by Jill Kolasa, Director of Student Services

   Attachments: Outline of Revisions
   2026.27 SCC DRAFT
   2026.27 SCC FINAL
   Budget Sheet

6. **26-3781** Presentation of Dynamic Sports Performance Academy (DSPA) at D.S. Parrott Middle School by Dr. Christopher Clifford and Lauren Schumacher

   Attachments: DSPA_Combined_Presentation
   Budget Sheet Sept 2021 Revised NO Financial Impact ACC

7. **26-3561** Review of the F.W. Springstead High School Beach Volleyball Court naming rights agreement

   Attachments: Signed contract for 26-3561 FWSHS BVB Court Naming.pdf
   Exhibits for 26-3561.pdf
   26 3561 Affidavit.pdf
   26 3561 PUR 1355.pdf
   26 3561 WS Chambers Law Naming Rights Summary.pdf
   26 3561 shs beach courts sign and resume.pdf
   Budget Sheet Sept 2021 Revised NO Financial Impact ACC.pdf

GENERAL COUNSEL

ADDENDUM ITEMS

GOOD OF THE ORDER/BOARD DISCUSSION

School Board Comments

ADJOURNMENT

The next School Board Meetings are scheduled for July 28, 2026:
11:30 AM - Student Expulsion Appeal Hearing
1:00 PM - Informal Meeting
2:00 PM - Workshop
5:01 PM - First Public Budget Hearing
6:00 PM - Regular Meeting

Mission Statement
The Hernando County School District Collaborates with students, parents and other community stakeholders to effectively prepare all students for a successful transition into a diverse and changing world.

Hernando School District

School Board Workshop

Agenda Item # 1. 26-3801 6/23/2026

Title and Board Action Requested
Review and Tentative Approval of the Volunteer Handbook

Executive Summary
The Director of Safe Schools, on behalf of the Superintendent of Schools, hereby requests the Board review the changes to the volunteer handbook.

My Contact
Angel Pagan
Director of Safe Schools
pagan_a3@hcsb.k12.fl.us

2023-28 Strategic Focus Area
Priority 4: Community Connection

Financial Impact
See attached budget sheet.

If expenditure is not currently budgeted, this will serve as the budget amendment when Board approved. If the agenda item includes the purchase of goods or services, the funds requested are an anticipated amount and may fluctuate depending on such factors as current market conditions, product availability, additional funding sources, and the needs of the District. Should the actual cost exceed the anticipated amount, the Board approves the additional cost, after review by the superintendent, but not in excess of the funds available in the site's approved annual budget.



~~VOLUNTEER HANDBOOK~~

Guidelines, Resources & Information

For Visitors and Volunteers

~~Volunteers in Education~~

Hernando County School District

Office of Safe Schools

Table of Contents

~~Who is a School Volunteer?~~ Volunteers in Schools ~~..... 3~~3

Who is a Visitor.....4

~~Roles and Responsibilities~~Who is a School Volunteer ..... ~~3~~4

~~Volunteers in Schools: Benefits for Everyone ..... 4~~

Visitor vs. Level 1 vs. Level 2.....5

~~Getting Started~~ Program Structure..... 6~~5~~

~~School Procedures~~ Making the Right Match ..... 6~~5~~

~~State and District Rules~~School Procedures and Expectations ..... 7~~8~~

~~Making the Right Match ..... 9~~

Sample Volunteer Descriptions..... 1O

Important Volunteer Guidelines 11

FAQ 12

Volunteer Checklists 13

Volunteers in Schools: Benefits for Everyone



The volunteer gains:

- Personal satisfaction from helping children learn,
- Opportunities to learn new skills, polish old ones,
- Knowledge and understanding of Hernando County Schools,
- Work experience that may lead to a future career.

The student gains:

- Additional individual attention,
- An accepting atmosphere for reinforced learning,
- A chance to succeed, thus building better self-esteem, and
- A warm and caring adult who is a role model.

The school gains:

- Positive interaction with the community,
- Improved student achievement and behavior,
- Additional services without extra costs, and
- Increase community understanding and support.

The Hernando County community gains:

- Better-educated students, and
- Greater confidence in the educational system.

Florida Statute 1012-01 (5)- "A K-12 school volunteer is any nonpaid person who may be appointed by a district school board or its designee. School volunteers may include, but may not be limited to, parents, senior citizens, students, and others who assist the teacher or other members of the school staff"

Key Points:

- **Visitors = Attend** (short visit, always supervised)
- **Level 1 = Help** (approved, but always with staff)
- **Level 2 = Lead/Support** (fully screened, can work independently with students under line-of-sight supervision of staff, unless chaperoning a group of students on a field trip

Who is a visitor?

Visitors are typically at a school for a specific limited purpose. For example, school tours, parent meetings, award ceremonies, parent conference, walking your child to class, spectators at a school event, shopping at a bookfair, guest speaker, presentation/performance, school celebration, classroom observation, lunch with your child, etc.

These types of visitors are not in direct supervision of students.

It is encouraged that parents obtain and complete a level 1 volunteer with the Office of Safe Schools to facilitate opportunities for parents and their children to engage in activities offered by the school with minimal or any inconveniences.

Who is a School Volunteer?

A school volunteer is a person ~~who is willing to take time to share wisdom and experience with those on the threshold of the future...our students. A school volunteer helps to expand and enrich the students' learning experience by working under the direction of school staff.~~ providing a volunteer service to the school and/or engaging with students in a non-paid capacity while under the direction of a school staff member. Those who are on campus for volunteer opportunities are required to have a current/active volunteer application and should sign-in as a volunteer.

~~According to **Florida Statute 1012.01 (5)** - "A K-12 school volunteer is any nonpaid person who may be appointed by a district school board or its designee. School volunteers may include, but may not be limited to, parents, senior citizens, students, and others who assist the teacher or other members of the school staff'.~~

~~Occasionally it can be difficult to decide if an individual falls into the classification of a school volunteer.~~ A school volunteer usually meets all the following criteria:

~~1.~~ 1. The individual will provide a service to the school.

2. The individual will NOT be compensated monetarily by the school district.

3. The individual will be providing volunteer service for more than one day at any one site (except for chaperones).

The individual may have access to students while performing the service. under the direction of a school staff member.

Visitor vs. Level 1 vs. Level 2 (Hernando County School District)

Category	Visitor	Level 1 Volunteer	Level 2 Volunteer
Definition	On campus for a **specific, short-term purpose**	Approved volunteer with **limited access to students**	Approved volunteer with **greater access/direct access to students**
Purpose	Attend events, meetings, or visit campus	Assist staff or support school activities	Provide ongoing support, mentoring, or supervision/chaperone a group of students on a field trip
Frequency	One-time or occasional	Can be recurring	Typically, ongoing/regular
Application Required	No	Yes	Yes
Background Screening	None (Current Gov't issued ID check only)	Level 1 background check (name-based national criminal history)	Level 2 screening (fingerprinting + national database)
Approval Required Before Entry	No (cleared at front office)	Yes	Yes
Badge Requirement	Visitor badge each visit	Volunteer badge	Volunteer badge
Supervision Requirement	Must be **escorted at all times**	Must be **under direct supervision/line-of-sight of staff**	Must be **line-of-sight supervision of staff unless chaperoning a group of students on a field trip**
Student Interaction	Minimal or none	Direct interaction **with staff present**	Direct interaction **with or without staff present – certain circumstances only**
Alone with Students	Never	Never	**Allowed as a chaperone for a group of students on a field trip**
Field Trips	Not allowed to supervise	Allowed but must stay with staff	Can supervise groups independently on a field trip
Off-Campus Supervision	Not permitted	Limited (with staff oversight)	Permitted on a field trip
Examples	- Lunch with child	- Classroom helper	- Mentor (Big Brothers/Big Sisters) **under line-of-sight supervision by staff**
	- Attend ceremony	- Field Day support	- Coach **under supervision of a staff athletic coach**
	- Conference	- Chaperone (with staff)	- Club sponsor **under supervision of an employee club sponsor**
Key Safety Rule	Always monitored	Always supervised	Cleared for **direct student contact with line-of-sight supervision by staff**

Simple Parent-Friendly Explanation

- **Visitors = Attend** (short visit, always supervised)
- **Level 1 = Help** (approved, but always with staff)
- **Level 2 = Lead/Support** (fully screened, can work independently with students under line-of-sight

~~Rolls and Responsibilities~~ Program Structure

At the District - The District's Office of Safe Schools has responsibility to ensure registered volunteers are screened for eligibility. All volunteer applicants will be entered into SafeVisitor (or the district's visitor/ volunteer management system). Staff from the Office of Safe Schools will indicate through ~~the visitor management system~~SafeVisitor whether a volunteer applicant is approved. A volunteer must ~~should~~ have their hard badge in order to ~~begin~~ volunteer~~ing~~. Applicants are emailed their approval by the visitor/volunteer management system.

~~**Responsibilities for district-wide volunteer coordination include but may not be limited to:**~~

- ~~Arranging and providing orientation and training workshops,~~
- ~~Speaking to community groups to recruit community volunteers,~~
- ~~Placing community volunteers,~~
- ~~Supporting school-based coordinators in developing and maintaining school volunteer programs,~~
- ~~Coordinating county-level recognition events,~~
- ~~Entering status confirmation for volunteer status into volunteer management software, and~~
- ~~Surveying schools annually on volunteer needs and effectiveness of the volunteer program~~

At the School - Each school's volunteer program is individualized to meet the needs of the students and teachers at the school. In cooperation with the principal, the school's volunteer coordinator directs the school's volunteer program. Many schools have both a staff contact and a volunteer who works jointly to coordinate the program.

~~**Responsibilities of the school-based Volunteer Coordinator include but may not be limited to:**~~

- ~~Surveying needs of teachers,~~
- ~~Recruiting and ensuring volunteers are registered - especially parents,~~
- ~~Arranging for orientation and training,~~
- ~~Placing volunteers by matching their skills/interests tojob assignments,~~
- ~~Serving as a resource for volunteers,~~
- ~~Keeping accurate records of volunteer applications and service hours, and~~
- ~~Coordinating school recognition events for volunteers.~~

Making the Right Match

Whether preparing materials for a lab experiment, cleaning lunch tables, or mentoring/tutoring a student one-on-one, there is a volunteer opportunity to suit every person's background and interest.

- Would you like to work directly with students?
- Would you like to be a tutor or a classroom assistant, an office worker, motivator/mentor, or to work with exceptional students?
- Do you have special talents and/or skills that would benefit music, art, drama, physical education, or an extracurricular program?
- Would you prefer elementary, middle, or high school?
- How much time can you commit to volunteering?
- What days or hours do you prefer?
- Can you make a weekly commitment or are you only available occasionally?
- What experience do you have that would prepare you for your volunteer opportunity
- What is your motivation for volunteering?

~~*Volunteers in Schools: Benefits for Everyone*~~



~~**The volunteer gains:**~~

- ~~Personal satisfaction from helping children learn,~~
- ~~Opportunities to learn new skills, polish old ones,~~
- ~~Knowledge and understanding of Hernando County Schools,~~
- ~~Work experience that may lead to a future career.~~

~~**The student gains:**~~

- ~~Additional individual attention,~~
- ~~An accepting atmosphere for reinforced learning,~~
- ~~A chance to succeed, thus building better self-esteem, and~~
- ~~A warm and caring adult who is a role model.~~

~~The school gains:~~

- ~~Positive interaction with the community,~~
- ~~Improved student achievement and behavior,~~
- ~~Additional services without extra costs, and~~
- ~~Increase community understanding and support.~~

~~The Hernando County community gains:~~

- ~~Better-educated students, and~~
- ~~Greater confidence in the educational system.~~

School Procedures and Expectations



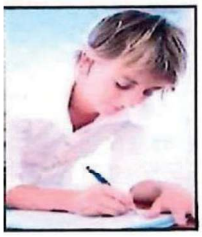
Getting Started

If you are not yet a volunteer in our schools, please go to our district website at www.hernandoschools.org and fill out an application to volunteer. Applications are processed by a third-party vendor and take a minimum of 3-5 business days to process. We do not have the ability to expedite applications.

School Procedures

Each school has specific information for the volunteer to learn. Volunteers need to know procedures, restroom locations, school dress code, rules about smoking, parking areas, absence procedures, the opening and closing times of the school, the eating facilities, rules about the use of cell phones, safety procedures such as Crisis Go and general regulations in the school.

Volunteer Applications



All volunteer applicants, including field trip chaperones, must complete the on-line web-based *Application to Volunteer* and wait for clearance **PRIOR** to volunteering or chaperoning. The application needs to be completed accurately and in its entirety. A criminal background check is performed to maximize the safety of our students and to meet Florida legal requirements. When HCSD employees plan to volunteer, e.g. as a chaperone at an event or on a field trip, they should also complete a volunteer application. *(HCSD employee volunteers should see the Staff Handbook volunteer section for information.)*

Clearance

In meeting the criteria of Florida Statute 943.04351, ALL volunteers must be cleared through Hernando County School District Office of Safe Schools prior to being placed or beginning service in a volunteer capacity. Each individual whose criminal background screening would make them **ineligible for employment** with the Hernando County School District **will be ineligible** to volunteer in **any** District or Charter school in **any** capacity. An email will notify volunteers when their application status has been approved.

Annual Renewal Requirements

Applications MUST be completed annually or renewed in the allotted time frame. A fee will be collected by Safe Hiring Solutions for Level 1 volunteers which will cover the national background check. An additional fee will be collected to cover real-time arrest monitoring and notification, as well as identification badge once the application is approved.

Employee volunteers and student volunteers will not have a fee requirement to volunteer.
Volunteer applications expire June 30th of each year. The online web application will be available for each school year from July 1- May 15th, on the Hernando County School District website. (hernandoschools.org). The website will not be open from May 15-June 30.
Individuals will remit the fee to cover their renewal **during the open renewal period** to keep their volunteer status active. Volunteers who let their application lapse will be required to initiate a new volunteer application.

Health Regulations

Please do not come to school if you are ill. This includes a fever, cold, sore throat, or cough. You may think you are leaving the teacher shorthanded, and you may want to volunteer even though you are not well, but doing so is not good for you, the children, or the teacher. Please inform the teacher when you have an unforeseen absence. Children learn by example, and we ask that you, as a role model, use good health habits when you are at school.

Attendance

Punctuality and reliability are expected since students are counting on you. Please inform teacher in advance of planned absences and call the school for unforeseen absences. Students will be disappointed you cannot come but will be reassured that you cared enough to call.

Appearance and Manner

Volunteers should be well groomed and dress professionally. Hats, short skirts and shorts, exposed midriffs, low cut blouses, and inappropriate graphics/language on t-shirts are not allowable for students, let alone volunteers. If you are not sure how you should dress, please ask the teacher, or your volunteer coordinator. Volunteers should set a good example for students by always maintaining professional conduct

Volunteer Behavior on Field Trips

When volunteers are chaperoning a class and/or field trip there is to be no inappropriate language, drinking or smoking/vaping. Volunteers are to stay with their assigned groups. The purpose of volunteers being present is to ensure the safety and well-being of the students. It is the goal of all involved that our students enjoy field trips and feel safe. Students on the trip as well as volunteer chaperones may not get to do all the things that they want to do if the entire group doesn't agree or time is short. Volunteers must follow all the directions given by the school and/or teacher. Failure to follow directions may result in disqualification from volunteering for a limited time up to permanent disqualification as a volunteer at any site. No exceptions will be made for not following the rules of the school or the volunteer handbook.

Confidentiality

Volunteers must maintain strict confidentiality concerning information they learn about students or faculty. Information about students should be kept between the volunteer and the teacher. A misplaced comment can be devastating to a student, the family and/or the volunteer program. If questions or concerns arise, the volunteer can talk with the volunteer coordinator, teacher, guidance counselor or the principal.

Sign In/Out and Wear a Badge

When volunteering always:

1. Report to the school's front office.
2. Wear volunteer badge. Safeguarding our students and maintaining campus security is of utmost importance.

Information to Remember:

- Volunteers who have been approved and follow the procedures (sign in) are covered by School District liability policies while volunteering.
- Some outside companies may consider verified volunteer service as work experience for employment.
- Individual volunteers may be recognized for their dedication and service to Hernando County schools. The record of volunteer attendance is one basis for consideration of these awards.
- State awards are granted to schools who log a designated number of volunteer hours per enrolled student.

Orientation

Hernando County School District designates volunteers as Level I or Level II.
Level I volunteers must remain under the supervision of an employee of the district at all times while working with or in the presence of students. For example, a Level I volunteer in the media center may not work with students on a project in the media center if the media specialist or another employee is not present. The volunteers could work in the media center alone if no students are present.

A Level II volunteer is an individual who has completed fingerprinting for an in-depth background check and is interested in one-on-one student contact such as tutoring, mentoring, field trip chaperone or coaching.

Volunteers at either level are not allowed to instruct, discipline, or replace a member of the school staff at any time. Volunteers at both levels should be under supervision of a District employee while interacting with students, unless it is a rare occasion such as a field trip.

Every volunteer (Level I and Level II volunteer) should meet with the school's volunteer coordinator to discuss school procedures, e.g., sign-in/out procedures, school layout, expectations for behavior, school safety procedures etc. This session will be completed by the school volunteer coordinator. Volunteers should sign a log indicating they have received the school-level orientation annually. The checklist will be kept by the school.

Reporting Volunteer Hours

Please be sure to report to the school your completed volunteer hours. Volunteers who check in and out of the school on the visitor/volunteer management system will have their volunteer hours captured automatically. Volunteers who fail to check out will be awarded no more than one hour for the day on which volunteer services are provided. Report on <u>all</u> hours that you provide as a service to the school, including work done at home for the school. When deciding what constitutes volunteer service, the hours must be completed while providing <u>nonpaid service to the school,</u> not while attending a PTA meeting or school event (ex: Open House, school play, athletic event, etc.).

State and District Rules

FL Statute 39.201

Florida Statute 39.201 (l)(a) states: "Any person who knows, or has reasonable cause to suspect, that a child is abused, abandoned, or neglected by a parent, legal custodian, caregiver, or other person responsible for the child's welfare, as defined in this chapter, shall report such knowledge or suspicion to the department in the manner prescribed in subsection (2).

How do you make a report? Call the Florida Abuse Hotline (1-800-96ABUSE or 1-800-962-2873) of the Department of Children and Families. A volunteer should also report to their school supervisor that they have made such a report. Additional information can be obtained at the Department of Children and Families website: **www.def.state.fl.us/abuse**

Florida Statute 943.04351

This statute mandates the "search of registration information regarding sexual predators and sexual offenders prior to appointment or employment." See **www.leg.state.fl.us/Statutes/index.cfm.**

Florida Statute 768.1355

The Florida Volunteer Protection Act and can be viewed at **www. leg.state.fl.us/Statutes/index.cfm.**

Administrative Rules 6A-1.070

The Florida Board of Education's administrative rules regarding volunteers can be viewed at **www.flrules.org.**

Policy Number po9200 Policy & Procedure Manual

The School Board of Hernando County designates the Volunteers in Education Department to be the official coordinating body for all school volunteers.

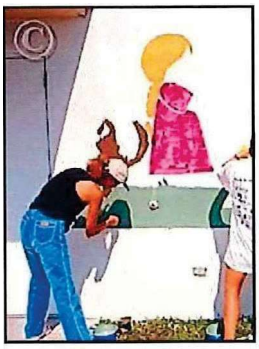


Making the Right Match

Whether preparing materials for a lab experiment, cleaning lunch tables, or mentoring/tutoring a student one-on-one, there is a volunteer opportunity to suit every person's background and interest.

- Would you like to work directly with students?
- Would you like to be a tutor or a classroom assistant, an office worker, motivator/mentor, or to work with exceptional students?
- Do you have special talents and/or skills that would benefit music, art, drama, physical education, or an extracurricular program?
- Would you prefer elementary, middle, or high school?
- How much time can you commit to volunteering?
- What days or hours do you prefer?
- Can you make a weekly commitment or are you only available occasionally?
- What experience do you have that would prepare you for your volunteer opportunity
- What is your motivation for volunteering?





Sample Volunteer Duties

Chaplain (Level II)

- Provide support services to students at parent request
- Must follow procedures to apply and qualify under school chaplain program

Classroom Volunteer

(Reading, Math, English, Science, Social Studies, Electives)

- Uses flash cards to help students learn words, multiplication tables, and word sounds
- Assists younger children with learning the alphabet, colors, numbers and identifying letters, shapes, rhyming words, etc.
- Supervises learning centers, games, and other areas where an extra pair of hands are needed
- Assists students with special projects
- Assists students in academic work without evaluating
- Prepares bulletin boards or hands-on teaching materials

Clerical Volunteer

- Assists the support staff in the operation of our schools by working as receptionist, typist, or file clerk.

Coaching Volunteer (Level II Required)

- Attends and participates in practices, games/meets and tournaments
- Implements program policies as set forth by the head coach and principal
- Expresses a positive attitude at all times
- Teaches competitiveness, sportsmanship and additional traits of positive character
- Must complete the 5 Free FHSAA mandated NFHS courses- see Athletic Director for details
- Volunteer coach may facilitate drills/skills and/or supervise a game or practice, provided a supplemental coach working for the District or Athletic Director is present

Field Trip Chaperone

- Assists teachers during field trips. (Level I)
- Takes responsibility for a group of students assigned by the teacher.(Level II)
- Specific chaperone guidelines are provided by the school
- **An overnight chaperone is required to be a Level 2 volunteer**

Tutor Volunteer (Level II Required)

- Works with small groups to reinforce basic skills
- Works at any grade level and in any subject area
- Offers remedial help or reinforcement activities

Mentor Volunteer (Level II Required)

- Works with an at-risk student needing extra support
- Serves as a role model and advisor, helping the student understand how education will help him or her reach personal goals
- Encourages school attendance; discourages tardiness
- Attends a mentor training which provides an overview of the program and mentoring responsibilities/conduct

Important Volunteer Guidelines

When Working with Students

- **VOLUNTEERS MUST MAINTAIN STRICT CONFIDENTIALITY** concerning information they see and hear about students and staff, *including students' grades, records, and abilities*.
- **Volunteers DO NOT discipline students.** Provide "instruction" to students regarding behavior. Report discipline problems to the teacher.
- **Level** I & II **Volunteers must always be supervised when working with students.**
- Level II volunteers are allowed to participate in activities which may include one-on-one contact with students. These activities may include mentoring, tutoring, volunteer coaching, chaperoning overnight field trips or chaperoning a group of students in a public setting.
- Volunteers may not supervise a classroom or give permission for a student to leave a classroom. These are the teacher's responsibility.
- Volunteers do not diagnose student weaknesses and strengths, prescribe activities for students, or evaluate student progress.
- Volunteers' discussions with teachers should not interrupt class time. Please turn cell phones off.
- Volunteers are not to bring preschool children into the classroom during instruction time. This presents a liability issue and is disruptive to the classroom.
- Volunteers should set a good example for students by their manner, appearance and behavior. They should be well groomed, appropriately dressed, and maintain professional conduct/language.
- Volunteers should be in good physical and mental health.
- Volunteers may not give any medication to students. Notify a staff member ifan accident occurs.
- Volunteers comments should not be written on student papers.
- Volunteers should not laugh at or belittle student answers, or efforts.
- Volunteers should contact ONLY school staff members with any concerns regarding students.
- Volunteers are assigned only to staff members who request their services.
- Comparing and criticizing teachers and students is not acceptable volunteer behavior.
- Volunteers may not hold informal parent/teacher conferences or leisure conversations with staff members or other volunteers during volunteer time.
- Volunteers may not conduct personal business at school.
- Volunteers may not take photographs, videos or recordings of students, unless permitted by a school administrator for a school project. Never post any student photographs or student information on social networks.
- Volunteers should practice safety in the classroom and follow all the safety procedures for the school.
- Volunteers should never touch students in any way that is aggressive, disciplinary, or sexual in nature.
- Volunteers who are hurt or involved in an accident while serving in your volunteer capacity should report the incident to the school office and complete an accident report immediately.
- All volunteers must sign in/out and wear an identifying badge while on a school campus.
- **When in doubt, check in with the school administrator, teacher or school counselor.**

Frequently Asked Questions

How do I become a volunteer?
Volunteer applications are only available online for everyone except students.
Your application process begins with our volunteer Level I application available under Safe Schools at www.hernandoscbools.org. Applicants may not be placed in a volunteer position prior to clearance from the Volunteer Department coordinator. The on-line web application will inform you when your application has been processed and cleared. Please share your volunteer interests with the coordinator at the school.

I do not have teaching experience. Can I still volunteer?
Yes! A teaching background is not required since volunteers work under the direction oftbe school staff.

How do I find out which volunteer services are needed?
Each school has a volunteer coordinator who will assist you in your placement. Some schools bold informative orientations which explain the opportunities available and the volunteer program. Your volunteer assignment is determined by your skills, interests, and preferences, as well as by the needs of individual schools and teachers.

I'd like to volunteer, but I can't offer my services on a regular basis. Can I still volunteer?
Yes! You may volunteer on special school projects or with *PTN* PTSNPTO. While the meetings are not considered volunteer time, any activities on behalf of the school will count toward the annual volunteer hours. The time commitment will depend on the specific project. Another possibility is to arrange to take volunteer work borne to execute at your convenience.

I would like to volunteer, but I have a preschool child. Can I bring my child with me?
No. Taking preschool children with you to school presents a liability problem for the school. In addition, having a very young child in a classroom interrupts class procedures, disrupts the students, and prevents the volunteer from giving full attention to the work the teacher has prepared. However, you can still help the school by making arrangements to do work at home.

May I **choose the teacher with whom I want to work?**
Volunteers are placed only in classrooms where teachers have specifically requested assistance.

Suppose I don't feel qualified to perform the assignment I have agreed to undertake?
Feel free to say so. Remember, there are many different jobs. Talk to your teacher or volunteer coordinator for possible reassignment.

What do I do about discipline?
Disciplinary action is the responsibility of the teachers and school staff. ***Volunteers do not enforce discipline.*** Immediately notify the teacher if there is a discipline problem.

My friends and neighbors will ask me about school. What may I say?

We want you to talk about your school and your involvement. But you may have access to "privileged" information, which must be treated as confidential. Privileged information is important school business and must never be discussed outside of school. Also, remember that criticizing school personnel and school practices are not acceptable. In school, you are a professional working with other professionals.

VOLUNTEER CHECKLIST



I have:

- ☐talked with the school's volunteer coordinator.
- ☐completed an On-Line *Application to Volunteer.*
- ☐waited for my application to be processed and cleared prior to volunteering.
- ☐been assigned to a teacher or a supervisor of the project/ activity.
- ☐a specific place and time to work.

I know:

- ☐the school layout, parking, and facilities available.
- ☐the school/classroom discipline policy.
- ☐classroom policies, procedures, and rules.
- ☐fire and other drill procedures and safety rules.
- ☐where and when to report to work.
- ☐what to do if I must be absent.
- ☐what to do if I am working with a substitute teacher.
- ☐where instructional materials/tools are kept.
- ☐what is expected of me

_____ _____

~~Signature of Volunteer Date~~

Hernando County School

District Learn it. Love it. Live it

School Board Members

Kayce Hawkins, Board Chair

Shannon Rodriguez, Vice Chair

Michelle Bonczek

Susan Duval

Mark Johnson

~~Michelle Bonczek~~

Superintendent of Schools

Ray Pinder

Director of Safe Schools

Angel Pagan

Assistant Directors of Safe Schools

Brett Scroggins

Jodi Slone

District Volunteer Liaison

~~Jae Figueroa-Torres~~ Breanna McIntyre

Office of Safe Schools
safeschools@hcsb.k12.fl.us

~~**Address:**~~

~~Office of Safe Schools~~

~~801 N. Broad Street Brooksville, FL 34601~~

~~(352) 797-7233 Ext.484~~



Guidelines, Resources & Information for Visitors and Volunteers

Hernando County School District
Office of Safe Schools

Table of Contents

VOLUNTEERS IN SCHOOLS 3

WHO IS A VISITOR? 4

WHO IS A SCHOOL VOLUNTEER? 4

VISITOR VS. LEVEL 1 VS. LEVEL 2 5

PROGRAM STRUCTURE 6

MAKING THE RIGHT MATCH 6

SCHOOL PROCEDURES AND EXPECTATIONS 7

SAMPLE VOLUNTEER DUTIES 10

IMPORTANT VOLUNTEER GUIDELINES 11

FAQ 12

VOLUNTEER CHECKLISTS 13

Volunteers in Schools: Benefits for Everyone:

The volunteer gains:

- Personal satisfaction from helping children learn,
- Opportunities to learn new skills, polish old ones,
- Knowledge and understanding of Hernando County Schools,
- Work experience that may lead to a future career.

The student gains:

- Additional individual attention,
- An accepting atmosphere for reinforced learning,
- A chance to succeed, thus building better self-esteem, and
- A warm and caring adult who is a role model.

The school gains:

- Positive interaction with the community,
- Improved student achievement and behavior,
- Additional services without extra costs, and
- Increase community understanding and support.

The Hernando County community gains:

- Better-educated students, and
- Greater' confidence in the educational system

Florida statute 1012.01 (5)- "A K-12 school volunteer is any nonpaid person who may be appointed by a district school board or its designee. School volunteers may include, but may not be limited to, parents, senior citizens, students, and others who assist the teacher or other members of the school staff"

Key Points:

- **Visitors = Attend** (short visit, always supervised)
- **Level 1 = Help** (approved, but always with staff)
- **Level 2 = Lead/Support** (fully screened, can work independently with students under line-of-sight supervision of staff, unless chaperoning a group of students on a field trip

Who is a visitor?

Visitors are typically at a school for a specific limited purpose. For example, school tours, parent meetings, award ceremonies, parent conference, walking your child to class, spectators at a school event, shopping at a bookfair, guest speaker, presentation/performance, school celebration, classroom observation, lunch with your child, etc.

These types of visitors are not in direct supervision of students.

It is encouraged that parents obtain and complete a level 1 volunteer with the Office of Safe Schools to facilitate opportunities for parents and their children to engage in activities offered by the school with minimal or any inconveniences.

Who is a School Volunteer?

A school volunteer is a person providing a volunteer service to the school and/or engaging with students in a non-paid capacity while under the direction of a school staff member. Those who are on campus for volunteer opportunities are required to have a current/active volunteer application and should sign-in as a volunteer. A school volunteer will fall under one of the following categories:

1. The individual will provide a service to the school.
2. The individual will NOT be compensated monetarily by the school district.
3. The individual will be providing volunteer service for more than one day at any one site (except for chaperones).

The individual may have access to students while performing the service under the direction of a school staff member.

The Following chart included examples of the differences between visitors and volunteers. Examples include, but are not limited to, assisting staff and supporting school activities in the following ways: chaplain, classroom volunteer, clerical volunteer, coaching volunteer, field trip chaperone, tutor volunteer, mentor volunteer, lunchroom helper, music/band instructor-coach, etc.

Visitor vs. Level 1 vs. Level 2 (Hernando County School District)

Category	Visitor	Level 1 Volunteer	Level 2 Volunteer
Definition	On campus for a **specific, short-term purpose**	Approved volunteer with **limited access to students**	Approved volunteer with **greater access/direct access to students**
Purpose	Attend events, meetings, or visit campus	Assist staff or support school activities	Provide ongoing support, mentoring, or supervision/chaperone a group of students on a field trip
Frequency	One-time or occasional	Can be recurring	Typically, ongoing/regular
Application Required	No	Yes	Yes
Background Screening	None (Current Gov't issued ID check only)	Level 1 background check (name-based national criminal history)	Level 2 screening (fingerprinting + national database)
Approval Required Before Entry	No (cleared at front office)	Yes	Yes
Badge Requirement	Visitor badge each visit	Volunteer badge	Volunteer badge
Supervision Requirement	Must be **escorted at all times**	Must be **under direct supervision/line-of-sight of staff**	Must be **line-of-sight supervision of staff unless chaperoning a group of students on a field trip**
Student Interaction	Minimal or none	Direct interaction **with staff present**	Direct interaction **with or without staff present – certain circumstances only**
Alone with Students	Never	Never	**Allowed as a chaperone for a group of students on a field trip**
Field Trips	Not allowed to supervise	Allowed but must stay with staff	Can supervise groups independently on a field trip
Off-Campus Supervision	Not permitted	Limited (with staff oversight)	Permitted on a field trip
Examples	- Lunch with child	- Classroom helper	- Mentor (Big Brothers/Big Sisters) **under line-of-sight supervision by staff**
	- Attend ceremony	- Field Day support	- Coach **under supervision of a staff athletic coach**
	- Conference	- Chaperone (with staff)	- Club sponsor **under supervision of an employee club sponsor**
Key Safety Rule	Always monitored	Always supervised	Cleared for **direct student contact with line-of-sight supervision by staff**

Program Structure

At the District - The District's Office of Safe Schools has responsibility to ensure registered volunteers are screened for eligibility. All volunteer applicants will be entered into SafeVisitor (or the district's visitor/ volunteer management system). Staff from the Office of Safe Schools will indicate through Safevisitor whether a volunteer applicant is approved to volunteer. A volunteer must have their hard badge in order to volunteer. The Office of Safe Schools is the point of contact for volunteer badges.

At the School - Each school's volunteer program is individualized to meet the needs of the students and teachers at the school. In cooperation with the principal, the school's volunteer coordinator directs the school's volunteer program. Many schools have both a staff contact and a volunteer who works jointly to coordinate the program.

Making the Right Match

Whether preparing materials for a lab experiment, cleaning lunch tables, or mentoring/tutoring a student one-on-one, there is a volunteer opportunity to suit every person's background and interest.

- Would you like to work directly with students?
- Would you like to be a tutor or a classroom assistant, an office worker, motivator/mentor, or to work with exceptional students?
- Do you have special talents and/or skills that would benefit music, art, drama, physical education, or an extracurricular program?
- Would you prefer elementary, middle, or high school?
- How much time can you commit to volunteering?
- What days or hours do you prefer?
- Can you make a weekly commitment or are you only available occasionally?
- What experience do you have that would prepare you for your volunteer opportunity
- What is your motivation for volunteering?

School Procedures and Expectations

Getting Started

If you are not yet a volunteer in our schools, please go to our district website at www.hernandoschools.org and fill out an application to volunteer. Applications are processed by a third-party vendor and take a minimum of 3-5 business days to process. We do not have the ability to expedite applications.

School Procedures

Each school has specific information for the volunteer to learn. Volunteers need to know procedures, restroom locations, school dress code, rules about smoking, parking areas, absence procedures, the opening and closing times of the school, the eating facilities, rules about the use of cell phones, safety procedures such as Crisis Go and general regulations in the school

Volunteer Applications

All volunteer applicants, including field trip chaperones, must complete the on-line web-based *Application to Volunteer* and wait for clearance **PRIOR** to volunteering or chaperoning. The application needs to be completed accurately and in its entirety. A criminal background check is performed to maximize the safety of our students and to meet Florida legal requirements. When HCSD employees plan to volunteer, e.g. as a chaperone at an event or on a field trip, they should also complete a volunteer application. *(HCSD employee volunteers should see the Staff Handbook volunteer section for information.)*

Clearance

In meeting the criteria of Florida Statute 943.04351, ALL volunteers must be cleared through Hernando County School District Office of Safe Schools prior to being placed or beginning service in a volunteer capacity. Each individual whose criminal background screening would make them **ineligible for employment** with the Hernando County School District **will be ineligible** to volunteer in **any** District or Charter school in **any** capacity. An email will notify volunteers when their application status has been approved.

Annual Renewal Requirements

Applications MUST be completed annually or renewed in the allotted time frame. A fee will be collected by Safe Hiring Solutions for Level 1 volunteers, which will cover the national background check. An additional fee will be collected to cover real-time arrest monitoring and notification, as well as identification badge once the application is approved. Employee volunteers and student volunteers will not have a fee requirement to volunteer.

Volunteer applications expire June 30thof each year. The online web application will be available for each school year from July 1- May 15th, on the Hernando County School District website. (hernandoschools.org). The website will not be open from May 15-June 30. Individuals will remit the fee to cover their renewal **during the open renewal period** to keep their volunteer status active. Volunteers who let their application lapse will be required to initiate a new volunteer application.

Health Regulations

Please do not come to school if you are ill. This includes a fever, cold, sore throat, or cough. You may think you are leaving the teacher shorthanded, and you may want to volunteer even though you are not well, but doing so is not good for you, the children, or the teacher. Please inform the teacher when you have an unforeseen absence. Children learn by example, and we ask that you, as a role model, use good health habits when you are at school.

Attendance

Punctuality and reliability are expected since students are counting on you. Please inform teacher in advance of planned absences and call the school for unforeseen absences. Students will be disappointed you cannot come but will be reassured that you cared enough to call.

Appearance and Manner

Volunteers should be well groomed and dress professionally. Hats, short skirts and shorts, exposed midriffs, low cut blouses, and inappropriate graphics/language on t-shirts are not allowable for students, let alone volunteers. If you are not sure how you should dress, please ask the teacher, or your volunteer coordinator. Volunteers should set a good example for students by always maintaining professional conduct.

Volunteer Behavior on Field Trips

When volunteers are chaperoning a class and/or field trip there is to be no inappropriate language, drinking or smoking/vaping. Volunteers are to stay with their assigned groups. The purpose of volunteers being present is to ensure the safety and well-being of the students. It is the goal of all involved that our students enjoy field trips and feel safe. Students on the trip as well as volunteer chaperones may not get to do all the things that they want to do if the entire group doesn't agree or time is short. Volunteers must follow all the directions given by the school and/or teacher. Failure to follow directions may result in disqualification from volunteering for a limited time up to permanent disqualification as a volunteer at any site. No exceptions will be made for not following the rules of the school or the volunteer handbook.

Confidentiality

Volunteers must maintain strict confidentiality concerning information they learn about students or faculty. Information about students should be kept between the volunteer and the teacher. A misplaced comment can be devastating to a student, the family, and/or the volunteer program. If questions or concerns arise, the volunteer can talk with the volunteer coordinator, teacher, guidance counselor or the principal.

Sign In/Out and Wear a Badge

When volunteering always:

I. Report to the school's front office.
2. Wear volunteer badge. Safeguarding our students and maintaining campus security is of utmost importance.

Information to Remember:

- Volunteers who have been approved and follow the procedures (sign in) are covered by School District liability policies while volunteering.
- Some outside companies may consider verified volunteer service as work experience for employment.
- Individual volunteers may be recognized for their dedication and service to Hernando County schools. The record of volunteer attendance is one basis for consideration of these awards.
- State awards are granted to schools who log a designated number of volunteer hours per enrolled student.

Orientation

Hernando County School District designates volunteers as Level I or Level II.

Level I volunteers must always remain under the supervision of an employee of the district while working with or in the presence of students. For example, a Level I volunteer in the media center may not work with students on a project in the media center if the media specialist or another employee is not present. The volunteers could work in the media center alone if no students are present.

A Level II volunteer is an individual who has completed fingerprinting for an in-depth background check and is interested in one-on-one student contact such as tutoring, mentoring, field trip chaperone or coaching.

Volunteers at either level are not allowed to instruct, discipline, or replace a member of the school staff at any time. Volunteers at both levels should be under supervision of a District employee while interacting with students, unless it is a rare occasion such as a field trip.

Every volunteer (Level I and Level II volunteer) should meet with the school's volunteer coordinator to discuss school procedures, e.g., sign-in/out procedures, school layout, expectations for behavior, school safety procedures etc. This session will be completed by the school volunteer coordinator. Volunteers should sign a log indicating they have received the school-level orientation annually. The school will keep the checklist.

Reporting Volunteer Hours

Please be sure to report to the school your completed volunteer hours. Volunteers who check in and out of the school on the visitor/volunteer management system will have their volunteer hours captured automatically. Volunteers who fail to check out will be awarded no more than one hour for the day on which volunteer services are provided. Report on <u>all</u> hours that you provide as a service to the school, including work done at home for the school. When deciding what constitutes volunteer service, the hours must be completed while providing <u>nonpaid service to the school,</u> not while attending a PTA meeting or school event (ex: Open House, school play, athletic event, etc.).

Sample Volunteer Duties

Chaplain (Level II)

- Provide support services to students at parent request
- Must follow procedures to apply and qualify under school chaplain program

Classroom Volunteer

(Reading, Math, English, Science, Social Studies, Electives)

- Uses flash cards to help students learn words, multiplication tables, and word sounds
- Assists younger children with learning the alphabet, colors, numbers and identifying letters, shapes, rhyming words, etc.
- Supervises learning centers, games, and other areas where an extra pair of hands are needed
- Assists students with special projects
- Assists students in academic work without evaluating
- Prepares bulletin boards or hands-on teaching materials

Clerical Volunteer

- Assists the support staff in the operation of our schools by working as receptionist, typist, or file clerk.

Coaching Volunteer (Level II Required)

- Attends and participates in practices, games/meets and tournaments
- Implements program policies as set forth by the head coach and principal
- Expresses a positive attitude at all times
- Teaches competitiveness, sportsmanship and additional traits of positive character
- Must complete the 5 Free FHSAA mandated NFHS courses- see Athletic Director for details
- Volunteer coach may facilitate drills/skills and/or supervise a game or practice, provided a supplemental coach working for the District or Athletic Director is present

Field Trip Chaperone

- Assists teachers during field trips. (Level I)
- Takes responsibility for a group of students assigned by the teacher.(Level II)
- Specific chaperone guidelines are provided by the school
- **An overnight chaperone is required to be a Level 2 volunteer**

Tutor Volunteer (Level II Required)

- Works with small groups to reinforce basic skills
- Works at any grade level and in any subject area
- Offers remedial help or reinforcement activities

Mentor Volunteer (Level II Required)

- Works with an at-risk student needing extra support
- Serves as a role model and advisor, helping the student understand how education will help him or her reach personal goals
- Encourages school attendance; discourages tardiness
- Attends a mentor training which provides an overview of the program and mentoring responsibilities/conduct

Important Volunteer Guidelines

When Working with Students

- **VOLUNTEERS MUST MAINTAIN STRICT CONFIDENTIALITY** concerning information they see and hear about students and staff, *including students' grades, records, and abilities*.
- **Volunteers DO NOT discipline students.** Provide "instruction" to students regarding behavior. Report discipline problems to the teacher.
- **Level** I & II **Volunteers must always be supervised when working with students.**
- Level II volunteers are allowed to participate in activities which may include one-on-one contact with students. These activities may include mentoring, tutoring, volunteer coaching, chaperoning overnight field trips or chaperoning a group of students in a public setting.
- Volunteers may not supervise a classroom or give permission for a student to leave a classroom. These are the teacher's responsibility.
- Volunteers do not diagnose student weaknesses and strengths, prescribe activities for students, or evaluate student progress.
- Volunteers' discussions with teachers should not interrupt class time. Please turn cell phones off.
- Volunteers are not to bring preschool children into the classroom during instruction time. This presents a liability issue and is disruptive to the classroom.
- Volunteers should set a good example for students by their manner, appearance and behavior. They should be well groomed, appropriately dressed, and maintain professional conduct/language.
- Volunteers should be in good physical and mental health.
- Volunteers may not give any medication to students. Notify a staff member ifan accident occurs.
- Volunteers comments should not be written on student papers.
- Volunteers should not laugh at or belittle student answers, or efforts.
- Volunteers should contact ONLY school staff members with any concerns regarding students.
- Volunteers are assigned only to staff members who request their services.
- Comparing and criticizing teachers and students is not acceptable volunteer behavior.
- Volunteers may not hold informal parent/teacher conferences or leisure conversations with staff members or other volunteers during volunteer time.
- Volunteers may not conduct personal business at school.
- Volunteers may not take photographs, videos or recordings of students, unless permitted by a school administrator for a school project. Never post any student photographs or student information on social networks.
- Volunteers should practice safety in the classroom and follow all the safety procedures for the school.
- Volunteers should never touch students in any way that is aggressive, disciplinary, or sexual in nature.
- Volunteers who are hurt or involved in an accident while serving in your volunteer capacity should report the incident to the school office and complete an accident report immediately.
- All volunteers must sign in/out and wear an identifying badge while on a school campus.

When in doubt, check in with the school administrator, teacher or school counselor.

Frequently Asked Questions

How do I become a volunteer?
Volunteer applications are only available online for everyone except students.
Your application process begins with our volunteer Level I application available under Safe Schools at www.hernandoscbools.org. Applicants may not be placed in a volunteer position prior to clearance from the Volunteer Department coordinator. The on-line web application will inform you when your application has been processed and cleared. Please share your volunteer interests with the coordinator at the school.

I do not have teaching experience. Can I still volunteer?
Yes! A teaching background is not required since volunteers work under the direction of the school staff.

How do I find out which volunteer services are needed?
Each school has a volunteer coordinator who will assist you in your placement. Some schools bold informative orientations which explain the opportunities available and the volunteer program. Your volunteer assignment is determined by your skills, interests, and preferences, as well as by the needs of individual schools and teachers.

I'd like to volunteer, but I can't offer my services on a regular basis. Can I still volunteer?
Yes! You may volunteer on special school projects or with *PTN* PTSNPTO. While the meetings are not considered volunteer time, any activities on behalf of the school will count toward the annual volunteer hours. The time commitment will depend on the specific project. Another possibility is to arrange to take volunteer work borne to execute at your convenience.

I would like to volunteer, but I have a preschool child. Can I bring my child with me?
No. Taking preschool children with you to school presents a liability problem for the school. In addition, having a very young child in a classroom interrupts class procedures, disrupts the students, and prevents the volunteer from giving full attention to the work the teacher has prepared. However, you can still help the school by making arrangements to do work at home.

May I **choose the teacher with whom I want to work?**
Volunteers are placed only in classrooms where teachers have specifically requested assistance.

Suppose I don't feel qualified to perform the assignment I have agreed to undertake?
Feel free to say so. Remember, there are many different jobs. Talk to your teacher or volunteer coordinator for possible reassignment.

What do I do about discipline?
Disciplinary action is the responsibility of the teachers and school staff. ***Volunteers do not enforce discipline.*** Immediately notify the teacher if there is a discipline problem.

My friends and neighbors will ask me about school. What may I say?

We want you to talk about your school and your involvement. But you may have access to "privileged" information, which must be treated as confidential. Privileged information is important for school business and must never be discussed outside of school. Also, remember that criticizing school personnel and school practices are not acceptable. In school, you are a professional working with other professionals.

VOLUNTEER CHECKLIST



I have:

☐talked with the school's volunteer coordinator.

☐completed an On-Line *Application to Volunteer.*

☐waited for my application to be processed and cleared prior to volunteering.

☐been assigned to a teacher or a supervisor of the project/ activity.

☐a specific place and time to work.

I know:

☐the school layout, parking, and facilities available.

☐the school/classroom discipline policy.

☐classroom policies, procedures, and rules.

☐fire and other drill procedures and safety rules.

☐where and when to report to work.

☐what to do if I must be absent.

☐what to do if I am working with a substitute teacher.

☐where instructional materials/tools are kept.

☐what is expected of me



School Board Members

Kayce Hawkins, Board Chair

Shannon Rodriguez, Vice Chair

Michelle Bonczek

Susan Duval

Mark Johnson

Superintendent of Schools

Ray Pinder

Director of Safe Schools

Angel Pagan

Assistant Directors of Safe Schools

Brett Scroggins

Jodi Slone

District Volunteer Liaison

Breanna McIntyre

Office of Safe Schools

Safeschools@hcsb.k12.fl.us

Complete Section A **or** B; **and** C

MUST BE COMPLETED IN FULL FOR PLACEMENT CONSIDERATION.
(For Donations, use Section B)

A. Item Currently Budgeted -

Account Name: No Financial Impact

Account Number: Fund | Function | Object | Cost Center | Project | Sub Project

Original Approved Budget	+ -	Budget Amendments	-	Expenditures / Encumbrances To Date	=	Current Available Budget	-	Present Request	=	Remaining Balance Available
$		$		$		$		$		$

Account Name

Account Number: Fund | Function | Object | Cost Center | Project | Sub Project

Original Approved Budget	+ -	Budget Amendments	-	Expenditures / Encumbrances To Date	=	Current Available Budget	-	Present Request	=	Remaining Balance Available
$		$		$		$		$		$

B. Item Currently Not Budgeted -**

Funding Source

Account Name

Account Number: Fund | Function | Object | Cost Center | Project | Sub Project

Amount $

Funding Source

Account Name

Account Number: Fund | Function | Object | Cost Center | Project | Sub Project

Amount $

C. History

Check one:
Prior Year Budget: ○
New for Current Year: ○

Prior Year Approved Budget: $_____

Prior Year Actual Spent: $_____

**** WHEN ITEM NOT CURRENTLY BUDGETED IS APPROVED BY THE SCHOOL BOARD, THIS WILL SERVE AS THE BUDGET AMENDMENT****

Hernando School District

School Board Workshop

Agenda Item # 2. 26-3857 6/23/2026

Title and Board Action Requested
Review and tentative approval of the 2026-2027 Athletic Handbook

Executive Summary
The District Athletic Director, on behalf of the Superintendent of Schools, hereby requests the Board review the 2026-2027 Athletic Handbook.

My Contact
Dustin Kupcik
District Athletic Director
352-797-7000 ext. 70314
Kupcik_d@hcsb.k12.fl.us

2023-28 Strategic Focus Area
Priority 1: Student Success

Financial Impact
See attached budget sheet.

If expenditure is not currently budgeted, this will serve as the budget amendment when Board approved. If the agenda item includes the purchase of goods or services, the funds requested are an anticipated amount and may fluctuate depending on such factors as current market conditions, product availability, additional funding sources, and the needs of the District. Should the actual cost exceed the anticipated amount, the Board approves the additional cost, after review by the superintendent, but not in excess of the funds available in the site's approved annual budget.

HCSD Athletic Handbook Suggested Edits 2026-2027

Topic	Page #	Suggested Edit
Unexcused late arrivals and early dismissals		Getting in line with the Student Progression Plan(SPP): Per the Student Progression Plan, based on the number of combined unexcused late arrivals to school and/or unexcused early dismissals from school, a student must have a combined 9 or less unexcused late arrivals to schools and/or unexcused early dismissal from schools per semester, in order to maintain privileges and participate in extracurricular events, including athletics. Students may attend practices if they become ineligible due to this attendance requirement but may not compete until HCSD attendance eligibility requirements are met.
Arrests		If a student is arrested on or off campus and/or charged with a felony, or a delinquent act that would be a felony if committed by an adult, the student will be suspended from and deemed ineligible to participate in extracurricular activities, including athletics, for no less than 90 school days from the date the school becomes aware of the violation. The suspension may be lifted if the charges are dropped or a not guilty finding is entered into the court record. Hernando County School officials will complete an investigation per HCSD Student Code of Conduct and rule on further participation. If a student is arrested for any other offense, they will be suspended pending a determination by administration at the school.
Drugs/Alcohol/Tobacco/Vape		Getting in line with the Code of Conduct: • Removing the words "attend and" because students ultimately just need to complete the substance or tobacco abuse course. • Clarified in what time frame a second offence creates dismissal from athletics – "in the same school year" • Added - Students caught selling or distributing tobacco/vaping products will be removed from athletic participation for 90 school days. These days will be carried over to the next school if the time frame calls for it. This suspension does not apply to summer workouts/conditioning. • Removed selling or distributing "tobacco/vaping" from dismissal from athletic participation for a calendar year.
Personal Use of Football Helmets		Student-athletes participating in 11-man football, are required to wear school-issued football helmets in practice and in games unless a parent/guardian personally supplies a football helmet that meets the criteria below and agrees to the following: a. For initial use and approval, the parent/guardian must provide documentation that the helmet is brand new and has never been used. b. The helmet must meet all NFHS, FHSAA and NOCSAE rules and standards.

		c. Before each season, the helmet must be fitted on the student-athlete and inspected by a coach or appropriate school-based personnel. i. A coach or other appropriate school-based personnel may deny use of personal equipment at any time should he/she determine the equipment does not fit correctly, is unsafe or out of compliance with any NFHS, FHSAA or NOCSAE rules and standards. d. After each FHSAA sanctioned season of use, the helmet must be reconditioned by the school and follow the same rigorous reconditioning timeline, process and standards as all the other school issued helmets. e. Failure to meet any of the above criteria will result in denial of the use of the personal helmet. NOTE: All school issued or personally supplied sports related safety equipment (including but not limited to helmets, head gear, mouth pieces, shin guards and other protective padding) utilized by a student-athlete in practice or games, must meet all NFHS, FHSAA and NOCSAE rules and standards.
Transfers - Good Cause		Removed #18 because all of this process has gone back to the FHSAA
Name, Image, & Likeness		Per FHSAA Policy 9.9.4, Student-athletes may profit off of their Name, Image and Likeness(NIL) and engage in NIL agreements. However, these agreements must be reported to the FHSAA within five business days of signing a NIL agreement. Student-athletes are prohibited from making any reference to and will not otherwise use or authorize others to use the uniforms, logos, mascots, insignia, or identifying marks of a member school, the FHSAA, the NFHS, and/or any FHSAA, NFHS, or member school event, game, or championship when engaging in any NIL activity. Student-athletes will be prohibited from monetizing their Name, Image, and Likeness with the use of their school's uniform, equipment, logo, name, proprietary patents, products, and/or copyrights associated with an FHSAA member school, NFHS, and/or school district, either in public, print, or social media platforms, unless granted authorization by prior written consent from the superintendent.
Sideline Cheer		Participation or non-participation in Sideline Cheer shall not be used as a prerequisite for participation in Competitive Cheer. Sideline Cheer and Competitive Cheer are two separate teams.
Parent Transport when District Transport is provided		A parent/guardian may request permission for a student-athlete to ride home from an event they were provided transportation for with an individual listed on the student's emergency contact form. The parent/guardian must notify the coach in advance. The individual providing transportation must present valid identification to verify they are listed as an approved emergency contact and must

		sign the student-athlete out with the coach prior to departure. If for some reason, it is necessary for a student-athlete to ride to and from an away event with their parent/guardian in which district transportation is provided, a written request from the parent/guardian must be brought to the attention of and approved by the principal or designee.
Non-Traditional(Type 4 - Private School) Athletic Fees		**Note:** Current (6/8/26) Non-Traditional Type 4 Students (Private School) will have an Athletic Fee of $400 per student-athlete, per sport.
Sports Media Credentials		Once the online form is completed, if a media member requesting credentials is working for a qualified and recognized media outlet, they will be run through our Safe Visitor Solutions platform at no cost. If the requesting media member does not work for a qualified and recognized media outlet, they must go through the Level 1 volunteer process via the link provided below. There is a $9.95 cost associated with this application. (https://www.hernandoschools.org/volunteer-applications)
Sports Media Credentials - Reporting		**NOTE:** For those requesting media members needing the Level 1 Volunteer clearance, in meeting the criteria of Florida Statute 943.04.351, each individual whose criminal background screening would make them ineligible for employment with the HCSD will be ineligible to volunteer in any District school in any capacity as well as be ineligible to be granted sports media access. Individuals must self-report any violation(s) of this statute, failure to do so will result in sports media credentials being revoked.
ECGs		• **ECG Screening –** FHSAA Form EL1 – Revised 2/26 ○ FHSAA EL1 Form
State Series No-Shows - Fines		Per FHSAA Policy 10.4.2, a student-athlete who qualifies in a FHSAA state series competition as an individual, is expected to compete on successive levels of the FHSAA state series unless ill, injured, suspended due to disciplinary action, or for any other reason acceptable to the Executive Director. A school must submit in writing to the FHSAA office the name of the student-athlete and an explanation for the inability to compete in advance of the competition whenever situations make it possible to do so. If an individual student-athlete fails to communicate to their coach and/or AD a valid and acceptable reason in a timely fashion for failing to appear/compete in a state series event, they may be held financially responsible for fines levied by the FHSAA for failing to appear/compete at the state series event.

HCSD Athletic Handbook Suggested Edits 2026-2027

New Bag Procedures at Athletic Events		**1) Hernando County School District Athletic Event Bag Procedures and Expectations:** • Bags of any type, with the exception of small, clutch type 4.5”x 6.5” purses, will be prohibited at all HCSD athletic events. • Coolers are not permitted. • Binoculars or cameras will be allowed into games if carried by hand. • Blankets are allowed during cold weather but should not be placed in a bag nor used to conceal other items. • Seat cushions are allowed, but subject to search. • For outdoor events only, foldable/camping chairs are allowed. • Spectators with unapproved bags or items will not be allowed entry and must return the belongings to a vehicle. NO BAGS WILL BE LEFT AT THE GATE OR UNATTENDED. • There will be exceptions for bags required for medical needs, diaper bags, pre-approved members of the media, and essential gameday personnel (school staff, security/emergency personnel, administration, student-athletes, coaches and officials). • All bags and items are subject to search. Refusal of search will result in denied entry. • No Re-entry

The Hernando County School District

2026~~5~~-~~2026~~2027

ATHLETIC HANDBOOK

A GUIDE FOR STUDENT-ATHLETES, PARENTS, GUARDIANS AND THE ATHLETIC COMMUNITY

HERNANDO SCHOOL DISTRICT

Learn it. Love it. Live it.

Superintendent
Ray Pinder

School Board
Kayce Hawkins – Chairperson
Shannon Rodriguez – Vice Chairperson
Susan Duval – Member
Mark Johnson – Member
Michelle Bonczek – Member

District Athletic Director
Dustin Kupcik, CMAA

TABLE OF CONTENTS

Vision, Mission & Guiding Principles 1
Foreword, Athletic Philosophy & Objectives 2
General Rules for Participation and Athletic Eligibility 5
Transportation 109
Athletic Fees and Ticket Prices for Secondary Schools 110
Sports Media 121
General Forms and Paperwork Needed for Participation 154
Parent/Coach Relationship 165
Sportsmanship 176
- Conduct-Behavior on the Playing Field 176
- Hazing 186
- Disciplinary Action 186
- Policy on Crowd Control/Athletic Crowd Behavior Expectations 1917

Nondiscrimination Policy 2119

If you do not have access to a computer and need a copy of this handbook, please contact your school's Athletic Director.

Vision:

To inspire and support the pursuit of individual greatness.

Mission:

The Hernando County School District collaborates with students, parents and other community stakeholders to effectively prepare all students for a successful transition into a diverse and changing world.

Guiding Principles:

We believe:

- Education is the foundation for a better future.
- Family and community involvement are critical to a high-quality educational system.
- Diverse individuals, ideas, talents, and learning styles strengthen our communities.
- All stakeholders share in the responsibility and decision-making as part of supporting student success and school improvement.
- Individuals and organizations are accountable for their behaviors and actions.
- Commitment to teaching methodologies that foster student engagement, critical thinking, and content mastery will prepare all students to graduate ready for work and postsecondary education.
- Shared purpose, collaboration, commitment to continuous improvement, and an innovative spirit are essential in effective teaching cultures.
- Safe, caring environments are essential for learning and the well-being of all students.
- High expectations and recognition empower individuals and lead to improved performance.
- Aligned expectations and policies that reflect best business practices are essential for success.

All Hernando School District High School Athletic Departments are members of the Gulf Coast Athletic Conference and all Hernando School District Schools competing in interscholastic athletics are members of the Florida High School Athletic Association (FHSAA)

1. **Foreword:**

This handbook has been prepared to present in brief form, the purpose and content of the athletic program and its compliance with state governing body rules. It includes those general areas that will help the reader become acquainted with the rules and regulations of the program. Specific rules and regulations will differ from sport to sport. Its intent is to lay a standard foundation so that parents/guardians and student-athletes will know what is expected regardless of what sport in which the student-athlete participates. Final interpretation of the rules will be made by the coach, athletic director and principal of the school. This handbook is designed to set forth minimum standards for student-athletes in all of the Hernando County Schools. A complete copy of all state governing body regulations is available online via the http://www.fhsaa.com/ website.

2. Athletic Philosophy:

The philosophy of athletics in Hernando County is such that athletics is considered an integral part of the school's educational program that provides experiences which are beneficial to boys and girls physically, mentally, socially and emotionally. The element of competition and winning, though it exists, is controlled to the point that it does not determine the nature of the program. This is considered to be educationally and psychologically sound because of the training it offers for living in a competitive society. Students are stimulated to want to win and excel, but the elements of good sportsmanship prevail, at all times, to enhance the fun and educational values of competition.

3. Objectives of the athletic program are:

Lead, Compete, Excel

Lead:

We believe in the power of interscholastic sports. We believe in building leaders of today and tomorrow by fostering positive character traits, leadership and life skills through the vehicle of school-based athletic competition.

It is the goal of Hernando School District Athletics to develop the following:

- Teamwork
- Critical Thinking Skills
- Communication Skills
- Stress Management Skills
- Better Total Health & Physical Fitness
- The Desire & Drive to Succeed
- Moral & Ethical Standards
- Self-Discipline
- Accountability
- Emotional Maturity
- Hard Work & Commitment
- Social Competence
- Respect For Others & For Authority
- Perseverance
- The Ability to Win with Humility & To Lose with Dignity

We expect ALL of our Hernando School District student-athletes to be leaders in their school, in their sport and in their community.

Compete:

We expect ALL of our student-athletes and athletic programs to compete with pride, sportsmanship and in accordance with all Hernando School District & FHSAA Policies and Bylaws.

We expect ALL of our student-athletes and athletic programs to compete with respect for the officials and their opponents, as well as for love of the game.

We expect ALL of our student-athletes to compete to the best of their own abilities. Nothing more, nothing less.

We expect ALL of our athletic programs to strive to be competitive at the county, conference, district and state levels.

Excel:

We are dedicated to creating an environment that provides opportunities for student-athletes to strive for excellence. It is the goal of Hernando School District Athletics for each and every student-athlete to excel in the classroom, in their sport and ultimately in life.

In the classroom...

- Provide student-athletes with support systems to promote academic success and on-time graduation.
- Provide those student-athletes interested in advancing their academic and athletic careers beyond high school, the resources and guidance to do so.
- Support school and district based academic initiatives.

In their sport...

- Employ athletic staff that encompasses integrity, knowledge, skill and leadership qualities that enable programs of mental, moral, and physical benefit to student-athletes.
- Provide student-athletes with adequate practice and competition facilities and equipment as well as proper medical supervision.
- Provide a variety of athletic opportunities to compete at the county, conference, district and state level.
- Run a program that is in compliance with Hernando School District & FHSAA policies and bylaws.

In life...

- Enhance community within the general student body, faculty and staff.
- Strengthen the relationship between our school-based athletic programs, alumni and our community.
- Coach the whole student-athlete (mentally, physically, emotionally and socially) while stressing the importance of respect, teamwork, perseverance, character, integrity, hard work and commitment.
- Provide opportunities to lead and to serve in their sport, on their campus and in their community.

Requirements of This Handbook:

The provisions stated in this Student Athletic Handbook are in effect on a 24-hours per day, 7-days per week basis all year. Additional procedures and guidelines governing sports may be developed by the principal and/or their designee. Individual coaches' specific rules must be submitted to the principal and athletic director for approval. These additional procedures, guidelines and/or rules may be more stringent with administrative approval but cannot be more lenient.

Coaches are required to schedule a parent/guardian meeting before each season begins and communicate the date, time and location of the meeting to their onsite AD. Parents/guardians are encouraged to ask for interpretation of the material in this handbook and the coach's expectations. Copies of practice schedules and athletic contests will be distributed to parents/guardians. These meetings will be scheduled at times for the largest attendance possible and advertised by the coach.

General Rules for Participation and Athletic Eligibility

All interscholastic athletics -are meant to contribute to the overall academic excellence achieved by a student participant. The following rules and consequences are seen as the basic conditions that must be met by a student who wishes to represent his or her school through interscholastic competitions:

1. Athletic Eligibility/Transfers: Current information relative to athletic eligibility and transfers, including good cause, can be found on the FHSAA website at http://www.fhsaa.com/. Other provisions regarding eligibility shall be as provided by applicable Board Policy, the Code of Student Conduct, the Student Progression Plan and Florida Statute.

2. All high school student-athletes must maintain an overall cumulative, unweighted 2.0 GPA. This is based off of the previous semester's final, posted cumulative, unweighted GPA. For the first semester, whatever cumulative unweighted GPA is posted by the district on the first day of school will be what a student-athlete's first semester academic eligibility will be based off of. Second semester academic eligibility is based off of the cumulative unweighted GPA that is posted by the district after grades are finalized in January. All incoming 9th graders are academically eligible for their first semester. See FHSAA Policy 9.4.1

3. All middle school student-athletes must maintain a 2.0 GPA each semester. This is based off of the previous semester's final, posted, unweighted GPA. For the first semester, the unweighted GPA that is posted by the district on the first day of school will be what a student-athlete's first semester academic eligibility will be based off of. Second semester academic eligibility is based off of the unweighted GPA that is posted by the district after grades are finalized in January. All incoming 6th graders are academically eligible for their first semester. See FHSAA Policy 9.4.1

4. If a student-athlete is making up credits and/or trying to improve their GPA over the summer, all coursework must be 100% completed and submitted prior to the first day of school in order for it to be calculated into the first semester's posted GPA for FHSAA academic eligibility purposes. See FHSAA Policies 9.4.3 and 9.4.5.

5. If a student-athlete starts a semester off academically ineligible or eligible, they will remain as such for that entire semester. See FHSAA Policy 9.4.6 as it pertains to a change in eligibility status.

6. A student must be reported as present for the entire school day (all class periods) in order to participate in interscholastic competitions and practices. Exceptions may only be approved by the principal or principal's designee.

~~6.~~

7. Per the Student Progression Plan, based on the number of unexcused absences, Middle School Students grade (6-8) and High School Students grade (9 – 12) must not have more than 9 unexcused absences per semester, or more than 4 unexcused absences per semester for schools that utilize block scheduling (in each class period) in order to maintain privileges and participate in extracurricular events, including athletics. Students may attend practices if they become ineligible due to attendance but may not compete until HCSD attendance eligibility requirements are met.

8. Per the Student Progression Plan, based on the number of combined unexcused late arrivals to school and/or unexcused early dismissals from school, a student must have a combined 9 or less unexcused late arrivals to schools and/or unexcused early dismissal from schools per semester, in order to maintain privileges and participate in extracurricular events, including athletics. Students may attend practices if they become ineligible due to this attendance requirement but may not compete until HCSD attendance eligibility requirements are met.

~~7.~~

~~8.~~9. If a student is assigned to In-School Suspension (ISS) for the entire school day or during the school day for a referable offense, he or she will be unable to participate in interscholastic competitions on the day(s) on which he or she is assigned. If the assignment to ISS includes a Friday and Monday, the student will be unable to participate in interscholastic competitions on the weekend. Students may attend practices while assigned to In-School Suspension (ISS) with approval of school administration. Therefore, if a student-athlete competes on the day(s) they are assigned to ISS, the individual and/or team will forfeit the game(s)/competition(s) in which the ineligible student competed.

~~9.~~10. Students assigned to Out-of-School Suspension (OSS) will be ineligible to participate in practices and interscholastic competitions on the day(s) on which he or she is assigned. If the assignment to OSS includes a Friday and Monday, the student will be unable to participate in interscholastic competitions and/or practices on the weekend. Students assigned to OSS are not allowed to be on schoolboard property on the day(s) on which he or she is assigned, per HCSD Student Code of Conduct. Therefore, if a student-athlete competes on the day(s) they are assigned to OSS, the individual and/or team will forfeit the game(s)/competition(s) in which that ineligible student-athlete competed.

a. Middle School students who miss tryouts due to serving OSS stemming from a Level 3 SESIR coded offence or higher, will not be afforded an alternate tryout.

~~10.~~11. Students placed on 45 days home instruction through an IEP committee, will be ineligible to participate in practices and interscholastic competitions during the 45 days home instruction. Students placed on 45 days home instruction are not allowed to be on school board property. Students may not return to practice and/or competition until their 45 days home instruction is completed. An IEP meeting must be held to return them from home instruction to their assigned school. Therefore, if a student-athlete competes during their 45 days home instruction, the individual and/or team will forfeit the game(s)/competition(s) in which that ineligible student-athlete competed.

~~11.~~12. If a student is arrested on or off campus and/or charged with a felony, or a delinquent act that would be a felony if committed by an adult, the student will be suspended from and deemed ineligible to participate in extracurricular activities, including athletics, for no less than 90 school days from the date the school becomes aware of the violation. The suspension may be lifted if the charges are dropped or a not guilty finding is entered into the court record. ~~A student who is arrested on a felony charge will be suspended from interscholastic competitions until~~ Hernando County School officials will complete an investigation per HCSD Student Code of Conduct and rule on further participation. If a student is arrested for any other offense, they will be suspended pending a determination by administration at the school.

~~12.~~13. A student-athlete found in possession, using, or buying tobacco, vaping products, alcohol, or drugs in any form will be suspended from all interscholastic practices, competitions or performances for a length of time corresponding to the HCSD Student Code of Conduct.

a. Per Student Code of Conduct, the student-athlete must be enrolled and complete the approved substance abuse or tobacco abuse program (depending on nature of offens~~e~~e) through the HCSD's Substance Abuse Educator. **Failure to ~~attend and~~ complete the substance or tobacco abuse program will result in dismissal from all athletics for the remainder of the school year.** (Please note, if scheduled time for student-athlete's attendance to Substance Abuse

Education Program is after the minimum suspension has been served, the student-athlete may return to practice, competition. However, the above consequences do apply for student's failure to attend the Substance Program at the scheduled time. These programs are not rescheduled, and the student-athlete must attend on scheduled dates).

b. A second offence in the same school year, will result in a student's dismissal from all athletics for the remainder of the school year. The student will not be allowed to continue to be a part of the athletic program or a team in any capacity.

c. Students caught selling or distributing tobacco/vaping products will be removed from athletic participation for 90 school days. These days will be carried over to the next school if the time frame calls for it. This suspension does not apply to summer workouts/conditioning.

d. **Students caught selling or distributing drugs/alcohol~~/tobacco/vaping~~ products will be removed from athletic participation for one calendar year**.

~~c.~~

14. A student-athlete who checks out school equipment and/or uniform(s) is responsible for the equipment and/or uniform(s). The student-athlete is expected to keep equipment and/or uniform(s) clean and in good condition. Loss of any equipment and/or uniform(s) is the student-athlete's financial obligation. Failure to pay for any lost or damaged equipment and/or uniform(s) will result in the issuance of a notice of obligation. In high school, said notice(s) of obligation must be satisfied by the end of the current school year. If left unsatisfied, student-athletes may not be allowed to compete the following school year. If the student-athlete is a senior, they may not be able to participate in graduation activities. In middle school, said notice(s) of obligation must be satisfied before starting their next sport. If left unsatisfied, student-athletes may not be allowed to compete in their next sport.

15. Student-athletes participating in 11-man football, are required to wear school-issued football helmets in practice and in games unless a parent/guardian personally supplies a football helmet that meets the criteria below and agrees to the following:

a. For initial use and approval, the parent/guardian must provide documentation that the helmet is brand new and has never been used.

b. The helmet must meet all NFHS, FHSAA and NOCSAE rules and standards.

c. Before each season, the helmet must be fitted on the student-athlete and inspected by a coach or appropriate school-based personnel.

i. A coach or other appropriate school-based personnel may deny use of personal equipment at any time should he/she determine the equipment does not fit correctly, is unsafe or out of compliance with any NFHS, FHSAA or NOCSAE rules and standards.

d. After each FHSAA sanctioned season of use, the helmet must be reconditioned by the school and follow the same rigorous reconditioning timeline, process and standards as all the other school issued helmets.

e. Failure to meet any of the above criteria will result in denial of the use of the personal helmet.

~~13.~~ NOTE: All school issued or personally supplied sports related safety equipment(including but not limited to helmets, head gear, mouth pieces, shin guards and other protective padding) utilized by a student-athlete in practice or games, must meet all NFHS, FHSAA and NOCSAE rules and standards.

~~14.~~16. If a student-athlete quits a team or is removed from a team for disciplinary reasons, said student-athlete must return all checked out equipment and/or uniform(s) before they will be allowed to participate in another sport. Said student-athlete must also be approved to start another sport by both the vacated sport's coach and the receiving sport's coach. The Athletic Director and Principal reserve the right to make the final decision on said student-athlete's ability to start a new sport.

17. Student-athletes competing in a respective sport's season are expected to finish out said season and fulfill their obligations to that team through the postseason. Said student-athletes must be afforded a tryout at the conclusion of the proceeding sport's season. (For example, a fall sport student-athlete finishing their fall season, must be afforded a tryout for a winter sport regardless of when their fall sport's season concluded).

~~15.~~

~~16.~~18. While we recognize the significance and importance of club/travel teams (including, but not limited to AAU, USSSA, etc.), we strongly discourage the participation in such teams during the respective sport's sanctioned FHSAA season(s). Doing so can often lead to overuse injuries, unreported injuries, unnecessary stress and burnout, technique and scheme confusion, as well as major scheduling conflicts. If a student-athlete chooses to participate in a club/travel team during the same time as their sanctioned, FHSAA school affiliated season, the school team shall take priority for the entirety of the sanctioned season. If there is a conflict of a practice or game between the club/travel team and the school team, the school team shall take priority. Any absence from the student -athlete's school team practice or a competition (because of their participation in a club/travel team), will be considered an unexcused absence. Unexcused absences or chronic absenteeism may result in, but not limited to, forfeited, or diminished playing time or potential dismissal from the team.

~~17. S~~Student-athletes, parents and/or guardians should refrain from using social media of any kind to post any negative or inappropriate comments about a team, specific players, coaches, opponents, ~~or~~ officials or school personnel. Doing so may result in disciplinary action and/or ~~even~~ removal from the team.

19.

~~18. Student-athletes who transfer schools are subject to FHSAA and HCSD transfer policies, and if applicable, will be subject to FHSAA Bylaw 9.3.2.2.2 and the HCSD Good Cause Policies if the transfer occurs during the sanctioned season of the student-athlete's sport.~~

~~a. All Good Cause determinations must be submitted to the District Athletic Director (AD) for review before being communicated to coaches, the student-athlete, and/or the parent/guardian.~~

~~b. Given the complexity of Good Cause situations that fall under the "Undue Hardship" label, these Good Cause Policy rulings will be heard and reviewed by the District Good Cause Advisory Committee to advise the receiving school's principal. Per the FHSAA, "Undue Hardships" must be unique, non-recurring, and beyond the control of the student or their parents/guardians, and not primarily for athletic purposes.~~

~~c. The District Good Cause Advisory Committee is made up of the receiving school's principal, District AD, a rotating High School or Middle School Principal, a rotating High School or Middle School AD (the 2 schools involved will not have an AD on the committee), the Supervisor of School Choice, and the Director of Student Services or designee.~~

~~d. The student-athlete and their parent/guardian will have up to 10 minutes to present their case. If necessary, the departing and receiving schools may each be allocated up to 5 minutes to provide input. Then the committee would have up to 15 minutes to debrief, discuss and come to their final advisory.~~

~~e. Decisions made by the receiving school's principal will be made within 10 business days of submission of paperwork and shall be considered final and binding. A written summary of the committee's rationale will be provided to all relevant parties.~~

~~19.~~20. Non-traditional student-athletes must adhere to all FHSAA policies, meet the same proof of residency requirements as traditional student-athletes and will be required to submit additional non-traditional student-specific paperwork prior to any interscholastic athletic participation per FHSAA Policy.

21. A student will be ineligible until deemed eligible by administration and/or FHSAA when it is found that the student or parent falsifies documents or accepts a prohibited benefit. Hernando County School officials reserve the right to verify residence and investigate allegations.

Per FHSAA Policy 9.9.4, Student-athletes may profit off of their Name, Image and Likeness(NIL) and engage in NIL agreements. However, these agreements must be reported to the FHSAA within five business days of signing a NIL agreement. Student-athletes are prohibited from making any reference to and will not otherwise use or authorize others to use the uniforms, logos, mascots, insignia, or identifying marks of a member school, the FHSAA, the NFHS, and/or any FHSAA, NFHS, or member school event, game, or championship when engaging in any NIL activity. Student-athletes will be prohibited from monetizing their Name, Image, and Likeness with the use of their school's uniform, equipment, logo, name, proprietary patents, products, and/or copyrights associated with an FHSAA member school, NFHS, and/or school district, either in public, print, or social media platforms, unless granted authorization by prior written consent from the superintendent.

22.

23. sportsYou is the official communication app for all HCSD athletic programs. sportsYou is the only district approved platform for coaches to communicate with student-athletes and parents/guardians. Use of any other communication app is prohibited.

~~20.~~

College Bound Student-Athletes: Student-athletes that aspire to further their academic and athletic careers at the collegiate level must meet rigorous academic requirements to be eligible for scholarship opportunities, some of which may be above and beyond normal graduation requirements. For information on the requirements, please visit the links below:

NCAA – DI, DII and DIII
https://web1.ncaa.org/hsportal/exec/links?linksSubmit=ShowActiveLinks

NAIA
https://play.mynaia.org/

NJCAA – Junior College
https://www.njcaa.org/eligibility/index

Students-athletes, along with their parents/guardians, can also utilize their HonestGame profile to monitor their NCAA Academic Eligibility and progress.

NOTE: The National Collegiate Athletic Association (NCAA) schools through which students receive athletic scholarships, do not recognize courses, credits, or grades that were earned based on less than the full completion of a semester course. ~~Potential NCAA candidates cannot participate in credit recovery but must instead repeat the entire course.~~ Therefore, Edgenuity and/or similar credit recovery programs may~~are~~ not be recognized by the NCAA.

Adding Sanctioned Sports - Should a school or schools have the desire and backing to add a new, additional sport for FHSAA sanctioned competition, it must first submit a request to the District Athletic Director and then be approved in order to submit for FHSAA sanctioned competition.

Sideline Cheer - While sideline cheer is not a recognized, sanctioned FHSAA sport and is considered a school club, it is overseen by each school's AD. All sideline cheerleaders must meet the same requirements and expectations as all other student-athletes of FHSAA sanctioned sports. This includes but is not limited to the entire AthleticClearance process as well as academic, attendance and behavioral requirements and expectations. Participation or non-participation in Sideline Cheer shall not be used as a prerequisite for participation in Competitive Cheer. Sideline Cheer and Competitive Cheer are two separate teams.

Sideline Cheer Try Outs – May take place on or after April 1st. Tryouts can include current students, non-traditional students who would be eligible per FHSAA policies to compete at said school, as well as incoming 9th graders whose school path is that of the school in which they are trying out for. Students who are transferring to a new school the following school year cannot try out until the summer, if an alternate tryout is offered. Practices may not take place until the start of the FHSAA Spring Football window.

- Students are prohibited from leaving their Middle School early to attend high school tryouts and/or practices.

Sideline Cheer Team Game Attendance Expectations:

Football - All JV and Varsity football games*
Basketball – All in county home games for boys and girls*
*Unless previously agreed upon by the principal or designee and the AD.
NOTE: These are minimum expectations, sideline cheer teams are strongly encouraged to attend more games and events.

Sideline Cheer Sponsors – If a sideline cheer sponsor would like to have their sideline cheerleaders stunt, they must complete the National Federation of State High School Associations (NFHS) "Cheer and Dance Safety Certification" course once every four years. The course completion certificate must be submitted to the onsite Athletic Director and provided upon request.

Transportation

Bus/Van Departure and Procedures:

1. Student-athletes must conduct themselves in a proper manner while on the provided transportation. Hands and arms shall stay inside the windows, there shall be no littering, athletes will stay in designated seats, and there shall be no clowning or boisterous behavior or other lewd or inappropriate behavior i.e., mooning, flashing, etc. Changing of clothes will not be allowed on the provided transportation.

2. Student-athletes must ride the team provided transportation to all ~~out of county~~ away games. ~~A parent/guardian may request to have a student-athlete ride home from an event with them. In such case the parent/guardian must speak with the coach, provide proof of identity and sign the student-athlete out~~A parent/guardian may request permission for a student-athlete to ride home from an event they were provided transportation for with an individual listed on the student's emergency contact form. The parent/guardian must notify the coach in advance. The individual providing transportation must present valid identification to verify they are listed as an approved emergency contact and must sign the student-athlete out with the coach prior to departure. If~~,~~ for some reason, it is necessary for a student-athlete to ride to and from an away event with their parent/guardian in which

district transportation is provided, a written request from the parent/guardian must be brought to the attention of and approved by the principal or designee.

3. All student-athletes must have transportation home within 30 minutes after the end of the game, after practice, or upon arrival back from an away game. Student-athletes should discuss this requirement with parents/guardians. Students who attend a game or competition as fans must also have transportation home within 30 minutes after the end of the game or competition. If this is a continuous problem a student-athlete may be dismissed from the team and student fans may not be allowed to attend after school games or competitions. Coaches are responsible for ~~staying with~~supervising their student-athletes waiting for pick-up, ~~until they are picked up,~~ while an Administrator or designee is responsible for ~~staying with~~supervising the fans.

4. Student-athletes will not be allowed to utilize private transportation to or from athletic events or competitions without a completed, notarized and submitted Consent for Private Transport form and the proper approval from the principal or designee.

5. If for any reason a parent/guardian finds it necessary to utilize a ride share company such as Uber or Lyft, to provide transportation for a student-athlete, written prior consent must be submitted to and acknowledged by the coach and AD. If a parent/guardian gives permission for their child to take a ride share company, the parent/guardian assumes all responsibility.

6. Coaches are required to follow HCSD policies and procedures on transportation of student-athletes including but not limited to ~~-~~completing the proper bus/van requests, ~~and~~ athletic field trip forms within the deadlines requested, the HCSD Safe Driver Plan and/or private vehicle use forms.~~.~~

Athletic Fees and Ticket Prices for Secondary Schools

Middle School	
Varsity Football	All Other Sports
$6.00	$5.00
High School	
Varsity Football	All Other Sports
$10.00	$6.00
High School Student Ticket (Digital Only) - $8.00	

(Children in grades K-4 are free accompanied by their parent/guardian)

ALL HERNANDO COUNTY SCHOOL EMPLOYEES ARE ADMITTED FREE WITH THEIR COUNTY IDENTIFICATION BADGE (Current Employees only)

HCSD Retirees can register with the District Athletic Director for a free county wide sports pass. This pass must be renewed every school year. Fraudulent use of this pass will result in permanent loss of this privilege.

NOTE: Processing and/or Digital Ticketing platform fees may be added on to ticket and/or pass prices.

Athletic Fees

	Middle School	High School
First Sport	$50.00	$60.00
Second Sport	$30.00	$40.00
Third Sport	$10.00	$20.00
Family (Same School)	$160.00	$200.00
Individual Cap	$90.00	$120.00
Note: Current (6/8/26) Non-Traditional Type 4 Students (Private School) will have an Athletic Fee of $400 per student-athlete, per sport.		

- 100% of the money collected will go to the respective school's general athletic internal account.
- **Athletic Fees must be paid prior to competing in interscholastic competition.**
- Student-athletes and families who are unable to pay the athletic fees may submit a hardship request to the Athletic Director and Administration.
- If for any reason, a student-athlete fails to pay all of the athletic fees by the conclusion of the season, the Coach and/or Athletic Director reserve the right to issue a notice of obligation for the remaining amount owed.
- Paying the athletic fees does not guarantee playing time, only the opportunity to be on the team when an eligible student is selected.
- If a student-athlete has participated in a practice, game or competition for any length of time, and then decides to quit or is removed from the team for disciplinary reasons, the athletic fees will not be refunded.

General Provisions:
District, Region, Section and State events, including ticket prices and digital ticketing platforms, are subject to the rules of the FHSAA, which is the state governing body to which all HCSD schools belong.

Schools hosting preseason and/or regular season tournaments or competitions reserve the right to set different ticket price points due to the unique nature of these events.

Sports Media

To ensure the safety of our student-athletes and coaches as well as ensuring legitimate media members and outlets are identified and granted appropriate media access, the Hernando County School District (HCSD) has a sports media vetting and credentialling process. To be admitted to athletic events, practices and/or competitions free of charge and granted media access, approval by HCSD is required prior to the visit, said approval is subject to the following HCSD Athletics Protocols for Media Credentials:

- Credentialling requests must be made at least 10 school/business days prior to the requested visit date.

- Same Day and/or Walk-up requests will not be considered.
- The HCSD Athletics Credential Request Form must be submitted online, approval granted, and badge issued prior to visiting a campus or facility to cover a practice, competition or event.
    - Must meet eligible media criteria (see below)
    - Credential applications must be submitted by each member of an outlet's media team that plans on attending.
    - Once the online form is completed, if a ~~each~~ media member requesting credentials is working for a qualified and recognized media outlet, they will be run through our Safe Visitor Solutions platform at no cost. If the requesting media member does not work for a qualified and recognized media outlet, they must go through the Level 1 volunteer process via the link provided below. There is a $9.95 cost associated with this application. (https://www.hernandoschools.org/volunteer-applications)
    - Each media member will also be required to submit a high-resolution photo, similar to that of a passport photo, to be placed on their HCSD Athletics media credential badge if approved.
    - This entire process is at no cost to the media members.

Eligibility Requirements for Media Credentials:

- **Credentials may be issued to working members of the media representing recognized outlets in the business of news and/or sports gathering as their primary source of revenue for the purpose of informing the general public or school-specific audiences.** This includes a daily or weekly publication, cable system, radio station or network, television station or television network, or reputable online entity providing coverage.
- Reporters, photographers, and couriers from national publications, online entities, broadcast networks, and wire services that consistently cover youth sports.
- The designated representative or crew of a television, cable system, radio network, or a radio station that originates a daily "sports talk" program.
- Credentials will not be issued to spouses, guests or children of media members.
- Individuals or a crew, gathering content on behalf of the Florida High School Athletic Association (FHSAA)
- Full-time reporters representing international agencies that regularly cover the sport.
- Athlete profile promoters or video/photography professionals working for recruiting purposes are not considered media providing coverage of an event to inform the general or school-specific audiences. Requests will be considered on a case-by-case basis.
- Membership in a journalism or broadcasting association and/or FHSAA media credentials does not automatically qualify an individual for credentials.
- Media credentials are only valid for one school year and will expire every June 30th, therefore media credentials must be renewed each school year.

Upon Arrival to a School Site:

- If asked to pay for parking by staff/volunteers, please identify yourself as media and show them your media credential pass. You will not have to pay for parking.
- Each campus, facility and event are unique but more often than not there will not be designated media parking spot(s).
- At the gate or entrance to a facility, media members will be asked to display their media credential pass and may be asked to display government issued ID at school sites.
- If you arrive during the school day, you must check in at the front office.
- Equipment bag(s) may be subject to a search for security purposes.
- Media representatives are expected to dress in appropriate professional attire, preferably wearing clothing or a hat clearly identifying your media outlet.

Expectations For Working Media at HCSD Athletic Events:

- Entering the locker room area under any circumstances will not be tolerated and are grounds for not being credentialed for future events.
- Entering the team bench area without prior permission will not be tolerated and are grounds for not being credentialed for future events.

- Not bringing guests who are not credentialed media to the event with the expectation that they will receive free admission and/or privileges offered to the media.
- Not blocking the view of the fans.
- Refraining from cheering for specific a player, coach or team while attending an event in an official media capacity.
- Being respectful and professional to those around you including but not limited to student-athletes, coaches, officials, fans, support staff, administrators and fellow media members. This includes not distracting the stakeholders listed above as well.
- Being mindful of the workspaces, including taking care of food and beverage containers and/or taking up too much space.
- **Per FHSAA Media Policies, the host school principal, contest manager, and/or the officials assigned to work the event will have the authority to require the repositioning of photographers if they believe their placement or use of equipment may threaten the safety of the participants or interfere with the conduct of the competition.**

Sport Specific Guidelines:
Ultimately, access to the "sidelines" is left to the discretion of the host school administration or contest manager, who should guard against the overcrowding of the sideline areas which may threaten the safety of the media personnel, the participants, and the contest officials.

- CROSS COUNTRY: Photographers may not be in the way of timing equipment, officials, coaches, or student-athletes.
- BASEBALL: Photographers are not allowed on the field of play and must be outside the fence and field of play. Some facilities may have a safe, designated and marked spot for media members inside the fence. Use of this is at the discretion of the administrator and coach.
- BASKETBALL: Photographers are not allowed on the court (including the painted baseline area and behind the basket/lane) and cannot shoot in front of or behind team benches and the scorer's table. Photographers should not affect the view of fans.
- FOOTBALL: Photographers are not permitted on the sidelines between the 25-yard lines and must remain outside the restraining hashed lines surrounding the field.
- GOLF: Photographers are not allowed in any areas in which they are in the line of play or could interfere with officials, coaches, or student-athletes.
- SOCCER: Photographers are permitted on the sideline but should avoid blocking spectators' sight lines. Photographers should also avoid the endline areas.
- SOFTBALL: Photographers are not allowed on the field of play and must be outside the fence and field of play. Some facilities may have a safe, designated and marked spot for media members inside the fence. Use of this is at the discretion of the administrator and coach.
- SWIMMING: Photographers are allowed on the pool deck but may not be in the way of the timing equipment, officials, coaches, or student-athletes. No photography is allowed behind the starting blocks.
- TENNIS: Photographers must be outside of the fence and may not be in the way of coaches. Photographers should not obstruct the view of fans.
- TRACK: Photographers are not allowed in any areas in which they would interfere with the running of an event and must be out of the way of timing equipment, officials, coaches, and student-athletes.
- VOLLEYBALL: Photographers are not allowed on the court (including the painted baseline area) and are not allowed to shoot in front of or behind team benches or the scorer's table. Photographers should not affect the view of fans.
- WEIGHTLIFTING: Photographers are not allowed on the mat/platform and are not allowed to be in the way of officials, coaches, or student-athletes. Photographers should not affect the view of fans.
- WRESTLING: Photographers are not allowed on the mat and are not allowed to be in the way of officials, coaches, or student-athletes. Photographer access/positioning may vary from tournament to tournament and facility to facility, ultimately access is left to the discretion of the host school administration, contest manager and/or official, who should guard against the overcrowding of the mat area which may threaten the safety of the media personnel, the participants, and the contest officials. Photographers should not affect the view of fans.

Specific to Still and Video Photographers:

- Photographers are not allowed in the line of play and may not be in the way of officials, coaches, or student-athletes.
- The use of flash photography is not allowed.
- Drones are not allowed anywhere on HCSD property.

NOTE: Violation of HCSD Protocols for Media Credentials and/or Sport Specific Guidelines may result in removal from the school site at the discretion of school administration and/or game manager.

NOTE: There is to be no rebroadcasting in its entirety of any HCSD athletic event or contest without expressed consent from the respective school's athletic director and/or administration.

NOTE: For those requesting media members needing the Level 1 Volunteer clearance, in meeting the criteria of Florida Statute 943.04.351, each individual whose criminal background screening would make them ineligible for employment with the HCSD will be ineligible to volunteer in any District school in any capacity as well as be ineligible to be granted sports media access. Individuals must self-report any violation(s) of this statute, failure to do so will result in sports media credentials being revoked.

Thank you for taking time to familiarize yourself with these protocols and for your work informing the public about the student-athletes, coaches, teams and schools who make up the Hernando County School District.

General Forms and Paperwork Needed for Participation

All HCSD schools that offer interscholastic athletics must utilize the FHSAA student-athlete registrar and scheduling platform, Home Campus. In conjunction with Home Campus, all HCSD schools that offer interscholastic athletics must utilize the Athletic Clearance student-athlete registration platform for FHSAA and HCSD athletic paperwork collection and housing.

Student-athletes and parents/guardians must upload, submit and digitally sign all of the below items and forms in order to be eligible to participate in any interscholastic sport's activities in or out of season. Student-athletes will not be allowed to participate or compete in any form or fashion until they are 100% cleared through the Athletic Clearance platform.

The paperwork, certifications and information below is the minimum required to register a student-athlete in the HCSD.

- **ECG Screening –** FHSAA Form EL1 – Revised 2/26
  - FHSAA EL1 Form

- **Physical Evaluation** - FHSAA Form EL2 - Revised 2/26~~5~~ – Pre-participation Physical Examination (Only the fully executed and signed EL2 Page 4 needs to be uploaded).
  - FHSAA EL2 Form

- **Consent and Release** - FHSAA Form EL3 – Revised 1/26~~3/23~~ – Digitally signed Consent and Release from Liability Certificate pages 1-5.
  - FHSAA EL3 Form

- **NFHS Courses** - Student-~~athletes must~~athletes must watch all FHSAA required NFHS videos (Concussion for Students, Sudden Cardiac Arrest, Heat Illness Prevention and Sportsmanship), upload and submit completion certificates as proof of course completion. The student-athlete's name must be on the certificate.
  - Concussion For Students
  - Sudden Cardiac Arrest
  - Heat Illness Prevention
  - Sportsmanship

- **Proof of Health Insurance** - Parents/guardians must upload a copy of their health insurance card to provide proof of private health insurance. If a student-athlete does not have private health insurance, or would like to add supplemental insurance, it can be purchased through the link below. If purchasing supplemental insurance, please be sure to purchase supplemental insurance that covers the specific sport(s) your child is planning on participating in.
  - https://schoolinsuranceofflorida.com/pages/parent/1081/9067/student-accident-insurance

- **Acknowledgement of the HCSD Athletic Handbook –** Digitally signed acknowledgement of receiving and reviewing the HCSD Athletic Handbook.

- **Student Media Permission for Athletic Purposes Form**

- **Academic Records Release for Athletic Purposes Form**

- **Consent for Private Transport Form** (Hernando County School Board SEC-Adm-021) (May not be required for all levels and sports)

All forms may be found online at:

http://www.fhsaa.com and https://athleticclearance.fhsaahome.org/

Other forms may be needed, and the collection of those additional forms may vary from school to school. Please speak with your coach or Athletic Director.

Parent/Coach Relationship

Both parenting and coaching are extremely challenging vocations. By establishing an understanding of each position, we are better able to accept the actions of each other, providing greater benefit to our student-athletes. As parents/guardians, when your child becomes involved in our athletic programs, you have the right to understand what expectations are placed on your child. This begins with clear communication from the coach of your child's program.

As your child becomes involved in their school's athletic program, they will experience some of the most rewarding moments of their lives. It is important to understand there may also be times when things do not go the way you or your child wishes. At these times, discussion with the coach is encouraged. Communication is the key to a successful resolution, as well as support of the coach.

1) **Preseason Meeting Communication Expected from The Coach:**
    - Philosophy of the coach
    - Tryout expectations/evaluations
    - Locations and times of all practices and contests
    - Team requirements (fees, special equipment, off-season, etc.)
    - Procedure should your child be injured during participation
    - Duty to warn
    - Behavior that could result in the denial of your child's participation

2) **Appropriate Methods of Communication:**
    Situations may arise in which concerns need to be expressed directly to the coach. These types of conferences or conversations are encouraged as they provide a clear understanding of the situation from both the coach and the parent/guardian perspective. Below are the best steps of communication to follow for most situations. We recognize that there are some situations in which skipping the first step may be warranted.
    - Student-athlete to Coach – set up a time before or after practice
    - Parent/Guardian to Coach – with an appointment
    - Parent/Guardian to Athletic Director and Coach – with an appointment
    - Parent/Guardian to Principal, Athletic Director and Coach – with an appointment
    - Parent/Guardian to District Athletic Director – with an appointment

Please contact the school or coach to set up an appointment. If the coach does not return your call in a timely fashion, contact the Athletic Director to set up an appointment.

A) **Appropriate Concerns to Discuss with a Coach:**
    - The treatment of your child – mentally, physically, emotionally and socially
    - Ways to help your child improve
    - Concerns about your child's behavior
    - Concerns regarding injury

B) **Issues Not Appropriate to Discuss with a Coach:**
    - Questioning playing time
    - Strategy and/or personnel
    - Play Calling
    - Other student-athletes and/or parents

It is very difficult to accept that your child may not be playing as much as you had hoped. Coaches are professionals and they make decisions based on what they view is the best for the team and all student-athletes involved. Playing time is the decision of the Coach.

Do not attempt to confront a coach before, during or right after a contest or practice. A 24 hour "cool off" period is the expectation for all parties involved. Scheduled meetings or conferences are best practice and designed for resolution of any concerns that may exist.

Sportsmanship

The Dedicated Student-Athlete:

A student who participates in interscholastic competitions and/or performance groups should demonstrate high standards of ethics and promote the development of good character and other life skills. A model student participant should exhibit a high degree of decorum demonstrating respect for self, family, and all people regardless of ethnicity, race, religion, gender, or physical condition. As a representative of Hernando County Public Schools, students are asked to commit to the following pledge:

I understand it is a privilege to join a team and wear the uniform. Therefore, I will represent the school in a positive way.

I accept the responsibility to show pride in the traditions of my team, maintain a safe and healthy lifestyle, and model appropriate behavior on and off the fields/courts.

I recognize that academics come first. Therefore, I commit to studying by budgeting my time and maintaining a minimum of a 2.0 GPA.

I will work hard to build strength and improve skills each year I participate.

I will always put the team ahead of myself. I am willing to obey the training rules and raise the status of the team.

I will show respect for my teammates, opponents, officials and coaches.

I will take care of all equipment and facilities.

I will THINK SAFETY FIRST!

I am thankful to my parents/guardians for all of their support during the athletic seasons.

1) Conduct – Behavior on The Playing Field:

A. Athletics requires good sportsmanship and conduct; this is a must! If unsportsmanlike conduct is observed and reported to the coach, appropriate athletic based disciplinary action will be taken by the coach.

B. When a game official officially files an unsportsmanlike conduct and/or ejection report to the FHSAA, the coach, AD, and principal will be informed. Appropriate athletic based disciplinary action will be taken. Additional school based disciplinary action may be taken by administration at the school for said unsportsmanlike and/or eject-able behaviors.

C. The FHSAA may enact a Level 1 to Level 4 suspension per Policy 30. Student-athletes and coaches may be held financially responsible for any fines levied by the FHSAA for ejection from a contest.

~~C.~~D. Per FHSAA Policy 10.4.2, a student-athlete who qualifies in a FHSAA state series competition as an individual, is expected to compete on successive levels of the FHSAA state series unless ill, injured, suspended due to disciplinary action, or for any other reason acceptable to the Executive Director. A school must submit in writing to the FHSAA office the name of the student-athlete and an explanation for the inability to compete in advance of the competition whenever situations make it possible to do so. If an individual student-athlete fails to communicate to their coach and/or AD a valid and acceptable reason in a timely fashion for failing to appear/compete in a state series event, they may be held financially responsible for fines levied by the FHSAA for failing to appear/compete at the state series event.

2) Hazing:

Hazing, as defined in the HCSD Student Code of Conduct, will not be tolerated in any form or manner and will be referred to a local law enforcement agency for prosecution. The person(s) responsible will be removed immediately from the sport in which the hazing occurred for the remainder of the season. Additional disciplinary action(s), such as loss of privilege to participate in extracurricular activities, may be taken by administration per the HCSD Student Code of Conduct.

3) Disciplinary Action:

The Hernando County Schools Student Code of Conduct is hereby incorporated into this handbook. With the exception of the areas noted above, disciplinary action will follow the guidelines therein.

4) Procedure~~olicy~~ on Crowd Control:

FHSAA policy requires the home school administration be responsible for the control of spectators during athletic contests and recommends that the home schools secure uniformed security to assist with this responsibility. However, the assigned officials are responsible for the conduct of the contest.

Since athletics must operate within the framework of sound educational principles, it follows that athletic teams at each school come under the jurisdiction of and are required to abide by the rules of the FHSAA, so that all student-athletes may compete under identical standards. Those who take advantage of the privilege of athletics either as a participant or spectator are expected to conduct themselves in a manner that does not detract from the educational principles which direct the basic organization. Student-athletes and officials are human beings; they are not perfect and never will be. Everyone involved in a contest may make a mistake. Competitors, coaches, officials, and spectators enter into competition knowing that errors are a normal part of an activity and are likely to happen. Even though winning is certainly an admirable goal, it is hollow if it comes at the expense of morals, ethics, and just plain common sense.

When followed, these expectations and protocols enhance the interscholastic experience for our students and ensures the safest environment for our student-athletes, coaches, referees, and our families and fans. Our goal is always to provide the absolute best and safest experience possible for our student-athletes, coaches and fans, and with your help, we can achieve that. As the preceding points are kept in mind, the following spectator behavior will be adhered to:

- Good sportsmanship is always the expectation of all spectators. Repetitive and/or egregious unsportsmanlike behavior can result in the stoppage of a contest. This behavior can and will result in the spectator(s) being removed from the event with the potential for the spectator(s) to be issued a trespass warning.
- Fans or spectators that are intoxicated or show other signs of alcohol or drug impairment that results in irresponsible and/or inappropriate behavior will be removed and may be issued a trespass warning.
- No spectators are allowed into the locker room or competition areas. Spectators are prohibited from entering the playing surface before, during or after a game. Interfering with the progress of the game (including throwing objects onto the playing surface) is prohibited. Those who violate the rule will be removed and may be issued a trespass warning.
- "Storming" the playing surface creates a dangerous situation for our student-athletes, coaches and officials. The FHSAA will also fine schools for such behaviors. "Storming" of the playing surface at any time is prohibited.
- Parents, fans, or spectators are not to confront a coach before, during or immediately after a contest or practice. Follow the "24 Hour Rule" and allow time to gather information and most importantly, for

cooler heads to prevail. If there is an issue that needs to be addressed, please schedule an appointment with the coach the next day.

- Coaches, student-athletes and spectators will have a maximum of 15 minutes following the conclusion of the game/competition to exit the facility.
  - **NOTE:** Special time considerations should be made for special events including, but not limited to, homecoming, senior night, state series contests and/or other championship events.

Fans and Spectators are Expected To:

1. Stand during the National Anthem.
2. Cheer *for* their team rather than against their opponents.
3. Maintain self-control at all times while conducting themselves as responsible citizens.
4. Show *respect* for opponents in every way possible.
5. Always be *positive* in support of their teams.
6. Recognize and acknowledge good performances made by *both* teams.
7. Respect officials and coaches, and accept their decisions.
8. Be humble and not boastful in victory and gracious and not bitter in defeat.
9. Leave the site of an activity--including the parking lot--as soon as possible after the activity is completed.

NOTE: Disruptive fans will be asked to leave the game and may be subject to being barred from future school events. Ejected fans may not receive a refund on their tickets purchase.

NOTE: Officials and/or School Administration reserve the right to clear the stands if necessary.

NOTE: Fans and spectators may be subject to a weapons detection system/metal detector prior to entering a game and/or athletic facility, pursuant to HCSD Policy po7440.

5) Hernando County School District Athletic Event Bag Procedures and Expectations:

- Bags of any type, with the exception of small, clutch type 4.5"x 6.5" purses, will be prohibited at all HCSD athletic events.
- Coolers are not permitted.
- Binoculars or cameras will be allowed into games if carried by hand.
- Blankets are allowed during cold weather but should not be placed in a bag nor used to conceal other items.
- Seat cushions are allowed, but subject to search.
- For outdoor events only, foldable/camping chairs are allowed.
- Spectators with unapproved bags or items will not be allowed entry and must return the belongings to a vehicle. NO BAGS WILL BE LEFT AT THE GATE OR UNATTENDED.
- There will be exceptions for bags required for medical needs, diaper bags, pre-approved members of the media, and essential gameday personnel (school staff, security/emergency personnel, administration, student-athletes, coaches and officials).

- All bags and items are subject to search. Refusal of search will result in denied entry.
- No Re-entry

5)6) **Prohibited items for spectators include, but are not limited to the following:**

- Firearms or
- w~~W~~eapons of any kind
- Knives
- Any item that could be used as a missile
- Fireworks
- Aerosols or spray bottles
- Glass
- Horns or lasers
- Illegal drugs
- Alcoholic beverages of any kind
- Pets (exceptions will be made for service animals per HCSD policy)
- Coolers (except for medical purposes and essential gameday personnel)
- Unmanned Aircraft Systems and Radio-Controlled Model Aircraft/ Drones
- Propane tanks and/or portable heaters

Name of Student Athlete (Print):			
School:		Sport(s):	
Signature of Parent/Guardian:		Signature of Parent/Guardian:	
Name of Parent/Guardian ***(PRINT)***:		Name of Parent/Guardian ***(PRINT):***	
Date:		Date:	

THE POLICY OF NONDISCRIMINATION OF THE SCHOOL BOARD OF HERNANDO COUNTY

GENERAL: It is the policy of the Hernando County School Board not to illegally discriminate or to allow its employees to illegally discriminate on the basis of race, color, religion, national origin, age, sex, marital status, disability or other legally protected status in its educational programs or employment practice.

EMPLOYMENT: Neither the Hernando County School Board nor its employees shall illegally discriminate in its employment policies and practices on the basis of race, color, religion, national origin, age, sex, marital status, disability or other legally protected status as defined by applicable law.

STUDENTS: The Hernando County School Board prohibits exclusion of any student from participation in or the denial of the benefits of any educational program or activity as well as any and all forms of illegal discrimination against any student on the basis of race, color, religion, national origin, age, sex, marital status, disability or other legally protected status as provided by applicable law.

PRECEDENCE: This policy shall take precedence over any other statement in the policies, procedures, rules and regulations of the Hernando County School Board wherever such may appear unless in conflict with any collective bargaining agreement.

Any questions concerning compliance should be addressed to:

Jill Kolasa, Director of Student Services
The School Board of Hernando County, Florida
919 North Broad Street
Brooksville, Florida 34601

Statutory Authority: Florida Statute 1001.42; Florida Statute 1001.43; Florida Statute 1000.05; Florida Statute 1001.01; Article 1, Section 2 Florida Constitution, F.A.C. 6A-19001 et.seq.

The Hernando County School District

2026-2027

ATHLETIC HANDBOOK

A GUIDE FOR STUDENT-ATHLETES, PARENTS, GUARDIANS AND THE ATHLETIC COMMUNITY

HERNANDO SCHOOL DISTRICT

Learn it. Love it. Live it.

Superintendent
Ray Pinder

School Board
Kayce Hawkins – Chairperson
Shannon Rodriguez – Vice Chairperson
Susan Duval – Member
Mark Johnson – Member
Michelle Bonczek – Member

District Athletic Director
Dustin Kupcik, CMAA

TABLE OF CONTENTS

Vision, Mission & Guiding Principles 1
Foreword, Athletic Philosophy & Objectives 2
General Rules for Participation and Athletic Eligibility 5
Transportation 10
Athletic Fees and Ticket Prices for Secondary Schools 11
Sports Media 12
General Forms and Paperwork Needed for Participation 15
Parent/Coach Relationship 16
Sportsmanship 17
- Conduct-Behavior on the Playing Field 17
- Hazing 18
- Disciplinary Action 18
- Policy on Crowd Control/Athletic Crowd Behavior Expectations 19

Nondiscrimination Policy 21

If you do not have access to a computer and need a copy of this handbook, please contact your school's Athletic Director.

Vision:

To inspire and support the pursuit of individual greatness.

Mission:

The Hernando County School District collaborates with students, parents and other community stakeholders to effectively prepare all students for a successful transition into a diverse and changing world.

Guiding Principles:

We believe:

- Education is the foundation for a better future.
- Family and community involvement are critical to a high-quality educational system.
- Diverse individuals, ideas, talents, and learning styles strengthen our communities.
- All stakeholders share in the responsibility and decision-making as part of supporting student success and school improvement.
- Individuals and organizations are accountable for their behaviors and actions.
- Commitment to teaching methodologies that foster student engagement, critical thinking, and content mastery will prepare all students to graduate ready for work and postsecondary education.
- Shared purpose, collaboration, commitment to continuous improvement, and an innovative spirit are essential in effective teaching cultures.
- Safe, caring environments are essential for learning and the well-being of all students.
- High expectations and recognition empower individuals and lead to improved performance.
- Aligned expectations and policies that reflect best business practices are essential for success.

All Hernando School District High School Athletic Departments are members of the Gulf Coast Athletic Conference and all Hernando School District Schools competing in interscholastic athletics are members of the Florida High School Athletic Association (FHSAA)

1. **Foreword:**

This handbook has been prepared to present in brief form, the purpose and content of the athletic program and its compliance with state governing body rules. It includes those general areas that will help the reader become acquainted with the rules and regulations of the program. Specific rules and regulations will differ from sport to sport. Its intent is to lay a standard foundation so that parents/guardians and student-athletes will know what is expected regardless of what sport in which the student-athlete participates. Final interpretation of the rules will be made by the coach, athletic director and principal of the school. This handbook is designed to set forth minimum standards for student-athletes in all of the Hernando County Schools. A complete copy of all state governing body regulations is available online via the http://www.fhsaa.com/ website.

2. Athletic Philosophy:

The philosophy of athletics in Hernando County is such that athletics is considered an integral part of the school's educational program that provides experiences which are beneficial to boys and girls physically, mentally, socially and emotionally. The element of competition and winning, though it exists, is controlled to the point that it does not determine the nature of the program. This is considered to be educationally and psychologically sound because of the training it offers for living in a competitive society. Students are stimulated to want to win and excel, but the elements of good sportsmanship prevail, at all times, to enhance the fun and educational values of competition.

3. Objectives of the athletic program are:

Lead, Compete, Excel

Lead:

We believe in the power of interscholastic sports. We believe in building leaders of today and tomorrow by fostering positive character traits, leadership and life skills through the vehicle of school-based athletic competition.

It is the goal of Hernando School District Athletics to develop the following:

- Teamwork
- Critical Thinking Skills
- Communication Skills
- Stress Management Skills
- Better Total Health & Physical Fitness
- The Desire & Drive to Succeed
- Moral & Ethical Standards
- Self-Discipline
- Accountability
- Emotional Maturity
- Hard Work & Commitment
- Social Competence
- Respect For Others & For Authority
- Perseverance
- The Ability to Win with Humility & To Lose with Dignity

We expect ALL of our Hernando School District student-athletes to be leaders in their school, in their sport and in their community.

Compete:

We expect ALL of our student-athletes and athletic programs to compete with pride, sportsmanship and in accordance with all Hernando School District & FHSAA Policies and Bylaws.

We expect ALL of our student-athletes and athletic programs to compete with respect for the officials and their opponents, as well as for love of the game.

We expect ALL of our student-athletes to compete to the best of their own abilities. Nothing more, nothing less.

We expect ALL of our athletic programs to strive to be competitive at the county, conference, district and state levels.

Excel:

We are dedicated to creating an environment that provides opportunities for student-athletes to strive for excellence. It is the goal of Hernando School District Athletics for each and every student-athlete to excel in the classroom, in their sport and ultimately in life.

In the classroom...

- Provide student-athletes with support systems to promote academic success and on-time graduation.
- Provide those student-athletes interested in advancing their academic and athletic careers beyond high school, the resources and guidance to do so.
- Support school and district based academic initiatives.

In their sport...

- Employ athletic staff that encompasses integrity, knowledge, skill and leadership qualities that enable programs of mental, moral, and physical benefit to student-athletes.
- Provide student-athletes with adequate practice and competition facilities and equipment as well as proper medical supervision.
- Provide a variety of athletic opportunities to compete at the county, conference, district and state level.
- Run a program that is in compliance with Hernando School District & FHSAA policies and bylaws.

In life...

- Enhance community within the general student body, faculty and staff.
- Strengthen the relationship between our school-based athletic programs, alumni and our community.
- Coach the whole student-athlete (mentally, physically, emotionally and socially) while stressing the importance of respect, teamwork, perseverance, character, integrity, hard work and commitment.
- Provide opportunities to lead and to serve in their sport, on their campus and in their community.

Requirements of This Handbook:

The provisions stated in this Student Athletic Handbook are in effect on a 24-hours per day, 7-days per week basis all year. Additional procedures and guidelines governing sports may be developed by the principal and/or their designee. Individual coaches' specific rules must be submitted to the principal and athletic director for approval. These additional procedures, guidelines and/or rules may be more stringent with administrative approval but cannot be more lenient.

Coaches are required to schedule a parent/guardian meeting before each season begins and communicate the date, time and location of the meeting to their onsite AD. Parents/guardians are encouraged to ask for interpretation of the material in this handbook and the coach's expectations. Copies of practice schedules and athletic contests will be distributed to parents/guardians. These meetings will be scheduled at times for the largest attendance possible and advertised by the coach.

General Rules for Participation and Athletic Eligibility

All interscholastic athletics are meant to contribute to the overall academic excellence achieved by a student participant. The following rules and consequences are seen as the basic conditions that must be met by a student who wishes to represent his or her school through interscholastic competitions:

1. Athletic Eligibility/Transfers: Current information relative to athletic eligibility and transfers, including good cause, can be found on the FHSAA website at http://www.fhsaa.com/. Other provisions regarding eligibility shall be as provided by applicable Board Policy, the Code of Student Conduct, the Student Progression Plan and Florida Statute.

2. All high school student-athletes must maintain an overall cumulative, unweighted 2.0 GPA. This is based off of the previous semester's final, posted cumulative, unweighted GPA. For the first semester, whatever cumulative unweighted GPA is posted by the district on the first day of school will be what a student-athlete's first semester academic eligibility will be based off of. Second semester academic eligibility is based off of the cumulative unweighted GPA that is posted by the district after grades are finalized in January. All incoming 9th graders are academically eligible for their first semester. See FHSAA Policy 9.4.1

3. All middle school student-athletes must maintain a 2.0 GPA each semester. This is based off of the previous semester's final, posted, unweighted GPA. For the first semester, the unweighted GPA that is posted by the district on the first day of school will be what a student-athlete's first semester academic eligibility will be based off of. Second semester academic eligibility is based off of the unweighted GPA that is posted by the district after grades are finalized in January. All incoming 6th graders are academically eligible for their first semester. See FHSAA Policy 9.4.1

4. If a student-athlete is making up credits and/or trying to improve their GPA over the summer, all coursework must be 100% completed and submitted prior to the first day of school in order for it to be calculated into the first semester's posted GPA for FHSAA academic eligibility purposes. See FHSAA Policies 9.4.3 and 9.4.5.

5. If a student-athlete starts a semester off academically ineligible or eligible, they will remain as such for that entire semester. See FHSAA Policy 9.4.6 as it pertains to a change in eligibility status.

6. A student must be reported as present for the entire school day (all class periods) in order to participate in interscholastic competitions and practices. Exceptions may only be approved by the principal or principal's designee.

7. Per the Student Progression Plan, based on the number of unexcused absences, Middle School Students grade (6-8) and High School Students grade (9 – 12) must not have more than 9 unexcused absences per semester, or more than 4 unexcused absences per semester for schools that utilize block scheduling (in each class period) in order to maintain privileges and participate in extracurricular events, including athletics. Students may attend practices if they become ineligible due to attendance but may not compete until HCSD attendance eligibility requirements are met.

8. Per the Student Progression Plan, based on the number of combined unexcused late arrivals to school and/or unexcused early dismissals from school, a student must have a combined 9 or less unexcused late arrivals to schools and/or unexcused early dismissal from schools per semester, in order to maintain privileges and participate in extracurricular events, including athletics. Students may attend practices if they become ineligible due to this attendance requirement but may not compete until HCSD attendance eligibility requirements are met.

9. If a student is assigned to In-School Suspension (ISS) for the entire school day or during the school day for a referable offense, he or she will be unable to participate in interscholastic competitions on the day(s) on which he or she is assigned. If the assignment to ISS includes a Friday and Monday, the student will be unable to participate in interscholastic competitions on the weekend. Students may attend practices while assigned to In-School Suspension (ISS) with approval of school administration. Therefore, if a student-athlete competes on the day(s) they are assigned to ISS, the individual and/or team will forfeit the game(s)/competition(s) in which the ineligible student competed.

10. Students assigned to Out-of-School Suspension (OSS) will be ineligible to participate in practices and interscholastic competitions on the day(s) on which he or she is assigned. If the assignment to OSS includes a Friday and Monday, the student will be unable to participate in interscholastic competitions and/or practices on the weekend. Students assigned to OSS are not allowed to be on schoolboard property on the day(s) on which he or she is assigned, per HCSD Student Code of Conduct. Therefore, if a student-athlete competes on the day(s) they are assigned to OSS, the individual and/or team will forfeit the game(s)/competition(s) in which that ineligible student-athlete competed.
    a. Middle School students who miss tryouts due to serving OSS stemming from a Level 3 SESIR coded offence or higher, will not be afforded an alternate tryout.

11. Students placed on 45 days home instruction through an IEP committee, will be ineligible to participate in practices and interscholastic competitions during the 45 days home instruction. Students placed on 45 days home instruction are not allowed to be on school board property. Students may not return to practice and/or competition until their 45 days home instruction is completed. An IEP meeting must be held to return them from home instruction to their assigned school. Therefore, if a student-athlete competes during their 45 days home instruction, the individual and/or team will forfeit the game(s)/competition(s) in which that ineligible student-athlete competed.

12. If a student is arrested on or off campus and/or charged with a felony, or a delinquent act that would be a felony if committed by an adult, the student will be suspended from and deemed ineligible to participate in extracurricular activities, including athletics, for no less than 90 school days from the date the school becomes aware of the violation. The suspension may be lifted if the charges are dropped or a not guilty finding is entered into the court record. Hernando County School officials will complete an investigation per HCSD Student Code of Conduct and rule on further participation. If a student is arrested for any other offense, they will be suspended pending a determination by administration at the school.

13. A student-athlete found in possession, using, or buying tobacco, vaping products, alcohol, or drugs in any form will be suspended from all interscholastic practices, competitions or performances for a length of time corresponding to the HCSD Student Code of Conduct.
    a. Per Student Code of Conduct, the student-athlete must be enrolled and complete the approved substance abuse or tobacco abuse program (depending on nature of offense) through the HCSD's Substance Abuse Educator. **Failure to complete the substance or tobacco abuse program will result in dismissal from all athletics for the remainder of the school year.** (Please note, if scheduled time for student-athlete's attendance to Substance Abuse Education Program is after the minimum suspension has been served, the student-athlete may return to practice, competition. However, the above consequences do apply for student's failure to attend the Substance Program at the scheduled time. These programs are not rescheduled, and the student-athlete must attend on scheduled dates).
    b. A second offence in the same school year, will result in a student's dismissal from all athletics for the remainder of the school year. The student will not be allowed to continue to be a part of the athletic program or a team in any capacity.

c. Students caught selling or distributing tobacco/vaping products will be removed from athletic participation for 90 school days. These days will be carried over to the next school if the time frame calls for it. This suspension does not apply to summer workouts/conditioning.
d. **Students caught selling or distributing drugs/alcohol products will be removed from athletic participation for one calendar year**.

14. A student-athlete who checks out school equipment and/or uniform(s) is responsible for the equipment and/or uniform(s). The student-athlete is expected to keep equipment and/or uniform(s) clean and in good condition. Loss of any equipment and/or uniform(s) is the student-athlete's financial obligation. Failure to pay for any lost or damaged equipment and/or uniform(s) will result in the issuance of a notice of obligation. In high school, said notice(s) of obligation must be satisfied by the end of the current school year. If left unsatisfied, student-athletes may not be allowed to compete the following school year. If the student-athlete is a senior, they may not be able to participate in graduation activities. In middle school, said notice(s) of obligation must be satisfied before starting their next sport. If left unsatisfied, student-athletes may not be allowed to compete in their next sport.

15. Student-athletes participating in 11-man football, are required to wear school-issued football helmets in practice and in games unless a parent/guardian personally supplies a football helmet that meets the criteria below and agrees to the following:

    a. For initial use and approval, the parent/guardian must provide documentation that the helmet is brand new and has never been used.
    b. The helmet must meet all NFHS, FHSAA and NOCSAE rules and standards.
    c. Before each season, the helmet must be fitted on the student-athlete and inspected by a coach or appropriate school-based personnel.
        i. A coach or other appropriate school-based personnel may deny use of personal equipment at any time should he/she determine the equipment does not fit correctly, is unsafe or out of compliance with any NFHS, FHSAA or NOCSAE rules and standards.
    d. After each FHSAA sanctioned season of use, the helmet must be reconditioned by the school and follow the same rigorous reconditioning timeline, process and standards as all the other school issued helmets.
    e. Failure to meet any of the above criteria will result in denial of the use of the personal helmet.

    NOTE: All school issued or personally supplied sports related safety equipment(including but not limited to helmets, head gear, mouth pieces, shin guards and other protective padding) utilized by a student-athlete in practice or games, must meet all NFHS, FHSAA and NOCSAE rules and standards.

16. If a student-athlete quits a team or is removed from a team for disciplinary reasons, said student-athlete must return all checked out equipment and/or uniform(s) before they will be allowed to participate in another sport. Said student-athlete must also be approved to start another sport by both the vacated sport's coach and the receiving sport's coach. The Athletic Director and Principal reserve the right to make the final decision on said student-athlete's ability to start a new sport.

17. Student-athletes competing in a respective sport's season are expected to finish out said season and fulfill their obligations to that team through the postseason. Said student-athletes must be afforded a tryout at the conclusion of the proceeding sport's season. (For example, a fall sport student-athlete finishing their fall season, must be afforded a tryout for a winter sport regardless of when their fall sport's season concluded).

18. While we recognize the significance and importance of club/travel teams (including, but not limited to AAU, USSSA, etc.), we strongly discourage the participation in such teams during the respective sport's sanctioned FHSAA season(s). Doing so can often lead to overuse injuries, unreported injuries, unnecessary stress and burnout, technique and scheme confusion, as well as major scheduling conflicts. If a student-athlete chooses to participate in a club/travel team during the same time as their sanctioned, FHSAA school affiliated season, the school team shall take priority for the entirety of the sanctioned season. If there is a conflict of a practice or game between the club/travel team and the school team, the school team shall take priority. Any absence from the student -athlete's school team practice or a competition (because of their participation in a club/travel team), will be considered an unexcused absence. Unexcused absences or chronic absenteeism may result in, but not limited to, forfeited, or diminished playing time or potential dismissal from the team.

19. Student-athletes, parents and/or guardians should refrain from using social media of any kind to post any negative or inappropriate comments about a team, specific players, coaches, opponents, officials or school personnel. Doing so may result in disciplinary action and/or removal from the team.

20. Non-traditional student-athletes must adhere to all FHSAA policies, meet the same proof of residency requirements as traditional student-athletes and will be required to submit additional non-traditional student-specific paperwork prior to any interscholastic athletic participation per FHSAA Policy.

21. A student will be ineligible until deemed eligible by administration and/or FHSAA when it is found that the student or parent falsifies documents or accepts a prohibited benefit. Hernando County School officials reserve the right to verify residence and investigate allegations.

22. Per FHSAA Policy 9.9.4, Student-athletes may profit off of their Name, Image and Likeness(NIL) and engage in NIL agreements. However, these agreements must be reported to the FHSAA within five business days of signing a NIL agreement. Student-athletes are prohibited from making any reference to and will not otherwise use or authorize others to use the uniforms, logos, mascots, insignia, or identifying marks of a member school, the FHSAA, the NFHS, and/or any FHSAA, NFHS, or member school event, game, or championship when engaging in any NIL activity. Student-athletes will be prohibited from monetizing their Name, Image, and Likeness with the use of their school's uniform, equipment, logo, name, proprietary patents, products, and/or copyrights associated with an FHSAA member school, NFHS, and/or school district, either in public, print, or social media platforms, unless granted authorization by prior written consent from the superintendent.

23. sportsYou is the official communication app for all HCSD athletic programs. sportsYou is the only district approved platform for coaches to communicate with student-athletes and parents/guardians. Use of any other communication app is prohibited.

College Bound Student-Athletes: Student-athletes that aspire to further their academic and athletic careers at the collegiate level must meet rigorous academic requirements to be eligible for scholarship opportunities, some of which may be above and beyond normal graduation requirements. For information on the requirements, please visit the links below:

NCAA – DI, DII and DIII
https://web1.ncaa.org/hsportal/exec/links?linksSubmit=ShowActiveLinks

NAIA
https://play.mynaia.org/

NJCAA – Junior College
https://www.njcaa.org/eligibility/index

Students-athletes, along with their parents/guardians, can also utilize their HonestGame profile to monitor their NCAA Academic Eligibility and progress.

NOTE: The National Collegiate Athletic Association (NCAA) schools through which students receive athletic scholarships, do not recognize courses, credits, or grades that were earned based on less than the full completion of a semester course. Therefore, Edgenuity and/or similar credit recovery programs may not be recognized by the NCAA.

Adding Sanctioned Sports - Should a school or schools have the desire and backing to add a new, additional sport for FHSAA sanctioned competition, it must first submit a request to the District Athletic Director and then be approved in order to submit for FHSAA sanctioned competition.

Sideline Cheer - While sideline cheer is not a recognized, sanctioned FHSAA sport and is considered a school club, it is overseen by each school's AD. All sideline cheerleaders must meet the same requirements and expectations as all other student-athletes of FHSAA sanctioned sports. This includes but is not limited to the entire AthleticClearance process as well as academic, attendance and behavioral requirements and expectations. Participation or non-participation in Sideline Cheer shall not be used as a prerequisite for participation in Competitive Cheer. Sideline Cheer and Competitive Cheer are two separate teams.

Sideline Cheer Try Outs – May take place on or after April 1st. Tryouts can include current students, non-traditional students who would be eligible per FHSAA policies to compete at said school, as well as incoming 9th graders whose school path is that of the school in which they are trying out for. Students who are transferring to a new school the following school year cannot try out until the summer, if an alternate tryout is offered. Practices may not take place until the start of the FHSAA Spring Football window.

- Students are prohibited from leaving their Middle School early to attend high school tryouts and/or practices.

Sideline Cheer Team Game Attendance Expectations:

Football - All JV and Varsity football games*
Basketball – All in county home games for boys and girls*
*Unless previously agreed upon by the principal or designee and the AD.
NOTE: These are minimum expectations, sideline cheer teams are strongly encouraged to attend more games and events.

Sideline Cheer Sponsors – If a sideline cheer sponsor would like to have their sideline cheerleaders stunt, they must complete the National Federation of State High School Associations (NFHS) "Cheer and Dance Safety Certification" course once every four years. The course completion certificate must be submitted to the onsite Athletic Director and provided upon request.

Transportation

Bus/Van Departure and Procedures:

1. Student-athletes must conduct themselves in a proper manner while on the provided transportation. Hands and arms shall stay inside the windows, there shall be no littering, athletes will stay in designated seats, and there shall be no clowning or boisterous behavior or other lewd or inappropriate behavior i.e., mooning, flashing, etc. Changing of clothes will not be allowed on the provided transportation.

2. Student-athletes must ride the team provided transportation to all away games. A parent/guardian may request permission for a student-athlete to ride home from an event they were provided transportation for with an individual listed on the student's emergency contact form. The parent/guardian must notify the coach in advance. The individual providing transportation must present valid identification to verify they are listed as an approved emergency contact and must sign the student-athlete out with the coach prior to departure. If for some reason, it is necessary for a student-athlete to ride to and from an away event with their parent/guardian in which district transportation is provided, a written request from the parent/guardian must be brought to the attention of and approved by the principal or designee.

3. All student-athletes must have transportation home within 30 minutes after the end of the game, after practice, or upon arrival back from an away game. Student-athletes should discuss this requirement with parents/guardians. Students who attend a game or competition as fans must also have transportation home within 30 minutes after the end of the game or competition. If this is a continuous problem a student-athlete may be dismissed from the team and student fans may not be allowed to attend after school games or competitions. Coaches are responsible for supervising their student-athletes waiting for pick-up, while an Administrator or designee is responsible for supervising the fans.

4. Student-athletes will not be allowed to utilize private transportation to or from athletic events or competitions without a completed, notarized and submitted Consent for Private Transport form and the proper approval from the principal or designee.

5. If for any reason a parent/guardian finds it necessary to utilize a ride share company such as Uber or Lyft, to provide transportation for a student-athlete, written prior consent must be submitted to and acknowledged by the coach and AD. If a parent/guardian gives permission for their child to take a ride share company, the parent/guardian assumes all responsibility.

6. Coaches are required to follow HCSD policies and procedures on transportation of student-athletes including but not limited to completing the proper bus/van requests, athletic field trip forms within the deadlines requested, the HCSD Safe Driver Plan and/or private vehicle use forms.

Athletic Fees and Ticket Prices for Secondary Schools

Middle School	
Varsity Football	All Other Sports
$6.00	$5.00
High School	
Varsity Football	All Other Sports
$10.00	$6.00
High School Student Ticket (Digital Only) - $8.00	

(Children in grades K-4 are free accompanied by their parent/guardian)

ALL HERNANDO COUNTY SCHOOL EMPLOYEES ARE ADMITTED FREE WITH THEIR COUNTY IDENTIFICATION BADGE (Current Employees only)

HCSD Retirees can register with the District Athletic Director for a free county wide sports pass. This pass must be renewed every school year. Fraudulent use of this pass will result in permanent loss of this privilege.

NOTE: Processing and/or Digital Ticketing platform fees may be added on to ticket and/or pass prices.

Athletic Fees		
	Middle School	High School
First Sport	$50.00	$60.00
Second Sport	$30.00	$40.00
Third Sport	$10.00	$20.00
Family (Same School)	$160.00	$200.00
Individual Cap	$90.00	$120.00
Note: Current (6/8/26) Non-Traditional Type 4 Students (Private School) will have an Athletic Fee of $400 per student-athlete, per sport.		

- 100% of the money collected will go to the respective school's general athletic internal account.
- **Athletic Fees must be paid prior to competing in interscholastic competition.**
- Student-athletes and families who are unable to pay the athletic fees may submit a hardship request to the Athletic Director and Administration.
- If for any reason, a student-athlete fails to pay all of the athletic fees by the conclusion of the season, the Coach and/or Athletic Director reserve the right to issue a notice of obligation for the remaining amount owed.
- Paying the athletic fees does not guarantee playing time, only the opportunity to be on the team when an eligible student is selected.
- If a student-athlete has participated in a practice, game or competition for any length of time, and then decides to quit or is removed from the team for disciplinary reasons, the athletic fees will not be refunded.

General Provisions:
District, Region, Section and State events, including ticket prices and digital ticketing platforms, are subject to the rules of the FHSAA, which is the state governing body to which all HCSD schools belong.

Schools hosting preseason and/or regular season tournaments or competitions reserve the right to set different ticket price points due to the unique nature of these events.

Sports Media

To ensure the safety of our student-athletes and coaches as well as ensuring legitimate media members and outlets are identified and granted appropriate media access, the Hernando County School District (HCSD) has a sports media vetting and credentialling process. To be admitted to athletic events, practices and/or competitions free of charge and granted media access, approval by HCSD is required prior to the visit, said approval is subject to the following HCSD Athletics Protocols for Media Credentials:

- Credentialling requests must be made at least 10 school/business days prior to the requested visit date.
- Same Day and/or Walk-up requests will not be considered.
- The HCSD Athletics Credential Request Form must be submitted online, approval granted, and badge issued prior to visiting a campus or facility to cover a practice, competition or event.
    - Must meet eligible media criteria (see below)
    - Credential applications must be submitted by each member of an outlet's media team that plans on attending.
    - Once the online form is completed, if a media member requesting credentials is working for a qualified and recognized media outlet, they will be run through our Safe Visitor Solutions platform at no cost. If the requesting media member does not work for a qualified and recognized media outlet, they must go through the Level 1 volunteer process via the link provided below. There is a $9.95 cost associated with this application. (https://www.hernandoschools.org/volunteer-applications)
    - Each media member will also be required to submit a high-resolution photo, similar to that of a passport photo, to be placed on their HCSD Athletics media credential badge if approved.
    - This entire process is at no cost to the media members.

Eligibility Requirements for Media Credentials:

- **Credentials may be issued to working members of the media representing recognized outlets in the business of news and/or sports gathering as their primary source of revenue for the purpose of informing the general public or school-specific audiences.** This includes a daily or weekly publication, cable system, radio station or network, television station or television network, or reputable online entity providing coverage.
- Reporters, photographers, and couriers from national publications, online entities, broadcast networks, and wire services that consistently cover youth sports.
- The designated representative or crew of a television, cable system, radio network, or a radio station that originates a daily "sports talk" program.
- Credentials will not be issued to spouses, guests or children of media members.
- Individuals or a crew, gathering content on behalf of the Florida High School Athletic Association (FHSAA)
- Full-time reporters representing international agencies that regularly cover the sport.
- Athlete profile promoters or video/photography professionals working for recruiting purposes are not considered media providing coverage of an event to inform the general or school-specific audiences. Requests will be considered on a case-by-case basis.
- Membership in a journalism or broadcasting association and/or FHSAA media credentials does not automatically qualify an individual for credentials.
- Media credentials are only valid for one school year and will expire every June 30th, therefore media credentials must be renewed each school year.

Upon Arrival to a School Site:

- If asked to pay for parking by staff/volunteers, please identify yourself as media and show them your media credential pass. You will not have to pay for parking.
- Each campus, facility and event are unique but more often than not there will not be designated media parking spot(s).
- At the gate or entrance to a facility, media members will be asked to display their media credential pass and may be asked to display government issued ID at school sites.
- If you arrive during the school day, you must check in at the front office.

- Equipment bag(s) may be subject to a search for security purposes.
- Media representatives are expected to dress in appropriate professional attire, preferably wearing clothing or a hat clearly identifying your media outlet.

Expectations For Working Media at HCSD Athletic Events:

- Entering the locker room area under any circumstances will not be tolerated and are grounds for not being credentialed for future events.
- Entering the team bench area without prior permission will not be tolerated and are grounds for not being credentialed for future events.
- Not bringing guests who are not credentialed media to the event with the expectation that they will receive free admission and/or privileges offered to the media.
- Not blocking the view of the fans.
- Refraining from cheering for specific a player, coach or team while attending an event in an official media capacity.
- Being respectful and professional to those around you including but not limited to student-athletes, coaches, officials, fans, support staff, administrators and fellow media members. This includes not distracting the stakeholders listed above as well.
- Being mindful of the workspaces, including taking care of food and beverage containers and/or taking up too much space.
- **Per FHSAA Media Policies, the host school principal, contest manager, and/or the officials assigned to work the event will have the authority to require the repositioning of photographers if they believe their placement or use of equipment may threaten the safety of the participants or interfere with the conduct of the competition.**

Sport Specific Guidelines:

Ultimately, access to the "sidelines" is left to the discretion of the host school administration or contest manager, who should guard against the overcrowding of the sideline areas which may threaten the safety of the media personnel, the participants, and the contest officials.

- CROSS COUNTRY: Photographers may not be in the way of timing equipment, officials, coaches, or student-athletes.
- BASEBALL: Photographers are not allowed on the field of play and must be outside the fence and field of play. Some facilities may have a safe, designated and marked spot for media members inside the fence. Use of this is at the discretion of the administrator and coach.
- BASKETBALL: Photographers are not allowed on the court (including the painted baseline area and behind the basket/lane) and cannot shoot in front of or behind team benches and the scorer's table. Photographers should not affect the view of fans.
- FOOTBALL: Photographers are not permitted on the sidelines between the 25-yard lines and must remain outside the restraining hashed lines surrounding the field.
- GOLF: Photographers are not allowed in any areas in which they are in the line of play or could interfere with officials, coaches, or student-athletes.
- SOCCER: Photographers are permitted on the sideline but should avoid blocking spectators' sight lines. Photographers should also avoid the endline areas.
- SOFTBALL: Photographers are not allowed on the field of play and must be outside the fence and field of play. Some facilities may have a safe, designated and marked spot for media members inside the fence. Use of this is at the discretion of the administrator and coach.
- SWIMMING: Photographers are allowed on the pool deck but may not be in the way of the timing equipment, officials, coaches, or student-athletes. No photography is allowed behind the starting blocks.
- TENNIS: Photographers must be outside of the fence and may not be in the way of coaches. Photographers should not obstruct the view of fans.
- TRACK: Photographers are not allowed in any areas in which they would interfere with the running of an event and must be out of the way of timing equipment, officials, coaches, and student-athletes.

- VOLLEYBALL: Photographers are not allowed on the court (including the painted baseline area) and are not allowed to shoot in front of or behind team benches or the scorer's table. Photographers should not affect the view of fans.
- WEIGHTLIFTING: Photographers are not allowed on the mat/platform and are not allowed to be in the way of officials, coaches, or student-athletes. Photographers should not affect the view of fans.
- WRESTLING: Photographers are not allowed on the mat and are not allowed to be in the way of officials, coaches, or student-athletes. Photographer access/positioning may vary from tournament to tournament and facility to facility, ultimately access is left to the discretion of the host school administration, contest manager and/or official, who should guard against the overcrowding of the mat area which may threaten the safety of the media personnel, the participants, and the contest officials. Photographers should not affect the view of fans.

Specific to Still and Video Photographers:

- Photographers are not allowed in the line of play and may not be in the way of officials, coaches, or student-athletes.
- The use of flash photography is not allowed.
- Drones are not allowed anywhere on HCSD property.

NOTE: Violation of HCSD Protocols for Media Credentials and/or Sport Specific Guidelines may result in removal from the school site at the discretion of school administration and/or game manager.

NOTE: There is to be no rebroadcasting in its entirety of any HCSD athletic event or contest without expressed consent from the respective school's athletic director and/or administration.

NOTE: For those requesting media members needing the Level 1 Volunteer clearance, in meeting the criteria of Florida Statute 943.04.351, each individual whose criminal background screening would make them ineligible for employment with the HCSD will be ineligible to volunteer in any District school in any capacity as well as be ineligible to be granted sports media access. Individuals must self-report any violation(s) of this statute, failure to do so will result in sports media credentials being revoked.

Thank you for taking time to familiarize yourself with these protocols and for your work informing the public about the student-athletes, coaches, teams and schools who make up the Hernando County School District.

General Forms and Paperwork Needed for Participation

All HCSD schools that offer interscholastic athletics must utilize the FHSAA student-athlete registrar and scheduling platform, Home Campus. In conjunction with Home Campus, all HCSD schools that offer interscholastic athletics must utilize the Athletic Clearance student-athlete registration platform for FHSAA and HCSD athletic paperwork collection and housing. Student-athletes and parents/guardians must upload, submit and digitally sign all of the below items and forms in order to be eligible to participate in any interscholastic sport's activities in or out of season. Student-athletes will not be allowed to participate or compete in any form or fashion until they are 100% cleared through the Athletic Clearance platform.

The paperwork, certifications and information below is the minimum required to register a student-athlete in the HCSD.

- **ECG Screening –** FHSAA Form EL1 – Revised 2/26
  - FHSAA EL1 Form

- **Physical Evaluation** - FHSAA Form EL2 - Revised 2/26 – Pre-participation Physical Examination (Only the fully executed and signed EL2 Page 4 needs to be uploaded).
  - FHSAA EL2 Form

- **Consent and Release** - FHSAA Form EL3 – Revised 1/26 – Digitally signed Consent and Release from Liability Certificate pages 1-5.
  - FHSAA EL3 Form

- **NFHS Courses** - Student-athletes must watch all FHSAA required NFHS videos (Concussion for Students, Sudden Cardiac Arrest, Heat Illness Prevention and Sportsmanship), upload and submit completion certificates as proof of course completion. The student-athlete's name must be on the certificate.
  - Concussion For Students
  - Sudden Cardiac Arrest
  - Heat Illness Prevention
  - Sportsmanship

- **Proof of Health Insurance** - Parents/guardians must upload a copy of their health insurance card to provide proof of private health insurance. If a student-athlete does not have private health insurance, or would like to add supplemental insurance, it can be purchased through the link below. If purchasing supplemental insurance, please be sure to purchase supplemental insurance that covers the specific sport(s) your child is planning on participating in.
  - https://schoolinsuranceofflorida.com/pages/parent/1081/9067/student-accident-insurance

- **Acknowledgement of the HCSD Athletic Handbook –** Digitally signed acknowledgement of receiving and reviewing the HCSD Athletic Handbook.

- **Student Media Permission for Athletic Purposes Form**

- **Academic Records Release for Athletic Purposes Form**

- **Consent for Private Transport Form** (Hernando County School Board SEC-Adm-021) (May not be required for all levels and sports)

All forms may be found online at:

http://www.fhsaa.com and https://athleticclearance.fhsaahome.org/

Other forms may be needed, and the collection of those additional forms may vary from school to school. Please speak with your coach or Athletic Director.

Parent/Coach Relationship

Both parenting and coaching are extremely challenging vocations. By establishing an understanding of each position, we are better able to accept the actions of each other, providing greater benefit to our student-athletes. As parents/guardians, when your child becomes involved in our athletic programs, you have the right to understand what expectations are placed on your child. This begins with clear communication from the coach of your child's program.

As your child becomes involved in their school's athletic program, they will experience some of the most rewarding moments of their lives. It is important to understand there may also be times when things do not go the way you or your child wishes. At these times, discussion with the coach is encouraged. Communication is the key to a successful resolution, as well as support of the coach.

1) **Preseason Meeting Communication Expected from The Coach:**
    - Philosophy of the coach
    - Tryout expectations/evaluations
    - Locations and times of all practices and contests
    - Team requirements (fees, special equipment, off-season, etc.)
    - Procedure should your child be injured during participation
    - Duty to warn
    - Behavior that could result in the denial of your child's participation

2) **Appropriate Methods of Communication:**
    Situations may arise in which concerns need to be expressed directly to the coach. These types of conferences or conversations are encouraged as they provide a clear understanding of the situation from both the coach and the parent/guardian perspective. Below are the best steps of communication to follow for most situations. We recognize that there are some situations in which skipping the first step may be warranted.
    - Student-athlete to Coach – set up a time before or after practice
    - Parent/Guardian to Coach – with an appointment
    - Parent/Guardian to Athletic Director and Coach – with an appointment
    - Parent/Guardian to Principal, Athletic Director and Coach – with an appointment
    - Parent/Guardian to District Athletic Director – with an appointment

Please contact the school or coach to set up an appointment. If the coach does not return your call in a timely fashion, contact the Athletic Director to set up an appointment.

A) **Appropriate Concerns to Discuss with a Coach:**
    - The treatment of your child – mentally, physically, emotionally and socially
    - Ways to help your child improve
    - Concerns about your child's behavior
    - Concerns regarding injury

B) **Issues Not Appropriate to Discuss with a Coach:**
    - Questioning playing time
    - Strategy and/or personnel
    - Play Calling
    - Other student-athletes and/or parents

It is very difficult to accept that your child may not be playing as much as you had hoped. Coaches are professionals and they make decisions based on what they view is the best for the team and all student-athletes involved. Playing time is the decision of the Coach.

Do not attempt to confront a coach before, during or right after a contest or practice. A 24 hour "cool off" period is the expectation for all parties involved. Scheduled meetings or conferences are best practice and designed for resolution of any concerns that may exist.

Sportsmanship

The Dedicated Student-Athlete:

A student who participates in interscholastic competitions and/or performance groups should demonstrate high standards of ethics and promote the development of good character and other life skills. A model student participant should exhibit a high degree of decorum demonstrating respect for self, family, and all people regardless of ethnicity, race, religion, gender, or physical condition. As a representative of Hernando County Public Schools, students are asked to commit to the following pledge:

I understand it is a privilege to join a team and wear the uniform. Therefore, I will represent the school in a positive way.

I accept the responsibility to show pride in the traditions of my team, maintain a safe and healthy lifestyle, and model appropriate behavior on and off the fields/courts.

I recognize that academics come first. Therefore, I commit to studying by budgeting my time and maintaining a minimum of a 2.0 GPA.

I will work hard to build strength and improve skills each year I participate.

I will always put the team ahead of myself. I am willing to obey the training rules and raise the status of the team.

I will show respect for my teammates, opponents, officials and coaches.

I will take care of all equipment and facilities.

I will THINK SAFETY FIRST!

I am thankful to my parents/guardians for all of their support during the athletic seasons.

1) Conduct – Behavior on The Playing Field:

A. Athletics requires good sportsmanship and conduct; this is a must! If unsportsmanlike conduct is observed and reported to the coach, appropriate athletic based disciplinary action will be taken by the coach.

B. When a game official officially files an unsportsmanlike conduct and/or ejection report to the FHSAA, the coach, AD, and principal will be informed. Appropriate athletic based disciplinary action will be taken. Additional school based disciplinary action may be taken by administration at the school for said unsportsmanlike and/or eject-able behaviors.

C. The FHSAA may enact a Level 1 to Level 4 suspension per Policy 30. Student-athletes and coaches may be held financially responsible for any fines levied by the FHSAA for ejection from a contest.

D. Per FHSAA Policy 10.4.2, a student-athlete who qualifies in a FHSAA state series competition as an individual, is expected to compete on successive levels of the FHSAA state series unless ill, injured, suspended due to disciplinary action, or for any other reason acceptable to the Executive Director. A school must submit in writing to the FHSAA office the name of the student-athlete and an explanation for the inability to compete in advance of the competition whenever situations make it possible to do so. If an individual student-athlete fails to communicate to their coach and/or AD a valid and acceptable reason in a timely fashion for failing to appear/compete in a state series event, they may be held financially responsible for fines levied by the FHSAA for failing to appear/compete at the state series event.

2) Hazing:

Hazing, as defined in the HCSD Student Code of Conduct, will not be tolerated in any form or manner and will be referred to a local law enforcement agency for prosecution. The person(s) responsible will be removed immediately from the sport in which the hazing occurred for the remainder of the season. Additional disciplinary action(s), such as loss of privilege to participate in extracurricular activities, may be taken by administration per the HCSD Student Code of Conduct.

3) Disciplinary Action:

The Hernando County Schools Student Code of Conduct is hereby incorporated into this handbook. With the exception of the areas noted above, disciplinary action will follow the guidelines therein.

4) Procedure on Crowd Control:

FHSAA policy requires the home school administration be responsible for the control of spectators during athletic contests and recommends that the home schools secure uniformed security to assist with this responsibility. However, the assigned officials are responsible for the conduct of the contest.

Since athletics must operate within the framework of sound educational principles, it follows that athletic teams at each school come under the jurisdiction of and are required to abide by the rules of the FHSAA, so that all student-athletes may compete under identical standards. Those who take advantage of the privilege of athletics either as a participant or spectator are expected to conduct themselves in a manner that does not detract from the educational principles which direct the basic organization. Student-athletes and officials are human beings; they are not perfect and never will be. Everyone involved in a contest may make a mistake. Competitors, coaches, officials, and spectators enter into competition knowing that errors are a normal part of an activity and are likely to happen. Even though winning is certainly an admirable goal, it is hollow if it comes at the expense of morals, ethics, and just plain common sense.

When followed, these expectations and protocols enhance the interscholastic experience for our students and ensures the safest environment for our student-athletes, coaches, referees, and our families and fans. Our goal is always to provide the absolute best and safest experience possible for our student-athletes, coaches and fans, and with your help, we can achieve that. As the preceding points are kept in mind, the following spectator behavior will be adhered to:

- Good sportsmanship is always the expectation of all spectators. Repetitive and/or egregious unsportsmanlike behavior can result in the stoppage of a contest. This behavior can and will result in the spectator(s) being removed from the event with the potential for the spectator(s) to be issued a trespass warning.
- Fans or spectators that are intoxicated or show other signs of alcohol or drug impairment that results in irresponsible and/or inappropriate behavior will be removed and may be issued a trespass warning.
- No spectators are allowed into the locker room or competition areas. Spectators are prohibited from entering the playing surface before, during or after a game. Interfering with the progress of the game (including throwing objects onto the playing surface) is prohibited. Those who violate the rule will be removed and may be issued a trespass warning.
- "Storming" the playing surface creates a dangerous situation for our student-athletes, coaches and officials. The FHSAA will also fine schools for such behaviors. "Storming" of the playing surface at any time is prohibited.
- Parents, fans, or spectators are not to confront a coach before, during or immediately after a contest or practice. Follow the "24 Hour Rule" and allow time to gather information and most importantly, for cooler heads to prevail. If there is an issue that needs to be addressed, please schedule an appointment with the coach the next day.
- Coaches, student-athletes and spectators will have a maximum of 15 minutes following the conclusion of the game/competition to exit the facility.
    - **NOTE:** Special time considerations should be made for special events including, but not limited to, homecoming, senior night, state series contests and/or other championship events.

Fans and Spectators are Expected To:

1. Stand during the National Anthem.
2. Cheer *for* their team rather than against their opponents.
3. Maintain self-control at all times while conducting themselves as responsible citizens.
4. Show *respect* for opponents in every way possible.
5. Always be *positive* in support of their teams.
6. Recognize and acknowledge good performances made by *both* teams.
7. Respect officials and coaches, and accept their decisions.
8. Be humble and not boastful in victory and gracious and not bitter in defeat.
9. Leave the site of an activity--including the parking lot--as soon as possible after the activity is completed.

NOTE: Disruptive fans will be asked to leave the game and may be subject to being barred from future school events. Ejected fans may not receive a refund on their tickets purchase.

NOTE: Officials and/or School Administration reserve the right to clear the stands if necessary.

NOTE: Fans and spectators may be subject to a weapons detection system/metal detector prior to entering a game and/or athletic facility, pursuant to HCSD Policy po7440.

5) Hernando County School District Athletic Event Bag Procedures and Expectations:

- Bags of any type, with the exception of small, clutch type 4.5"x 6.5" purses, will be prohibited at all HCSD athletic events.
- Coolers are not permitted.
- Binoculars or cameras will be allowed into games if carried by hand.
- Blankets are allowed during cold weather but should not be placed in a bag nor used to conceal other items.
- Seat cushions are allowed, but subject to search.
- For outdoor events only, foldable/camping chairs are allowed.
- Spectators with unapproved bags or items will not be allowed entry and must return the belongings to a vehicle. NO BAGS WILL BE LEFT AT THE GATE OR UNATTENDED.
- There will be exceptions for bags required for medical needs, diaper bags, pre-approved members of the media, and essential gameday personnel (school staff, security/emergency personnel, administration, student-athletes, coaches and officials).
- All bags and items are subject to search. Refusal of search will result in denied entry.
- No Re-entry

6) Prohibited items for spectators include, but are not limited to the following:

- Firearms or weapons of any kind
- Knives
- Any item that could be used as a missile
- Fireworks
- Aerosols or spray bottles
- Glass
- Horns or lasers
- Illegal drugs
- Alcoholic beverages of any kind
- Pets (exceptions will be made for service animals per HCSD policy)
- Coolers (except for medical purposes and essential gameday personnel)
- Unmanned Aircraft Systems and Radio-Controlled Model Aircraft/ Drones
- Propane tanks and/or portable heaters

Name of Student Athlete (Print): _____

School: _____ Sport(s): _____

Signature of Parent/Guardian: _____ Signature of Parent/Guardian: _____

Name of Parent/Guardian ***(PRINT)***: _____ Name of Parent/Guardian ***(PRINT):*** _____

Date: _____ Date: _____

THE POLICY OF NONDISCRIMINATION OF THE SCHOOL BOARD OF HERNANDO COUNTY

GENERAL: It is the policy of the Hernando County School Board not to illegally discriminate or to allow its employees to illegally discriminate on the basis of race, color, religion, national origin, age, sex, marital status, disability or other legally protected status in its educational programs or employment practice.

EMPLOYMENT: Neither the Hernando County School Board nor its employees shall illegally discriminate in its employment policies and practices on the basis of race, color, religion, national origin, age, sex, marital status, disability or other legally protected status as defined by applicable law.

STUDENTS: The Hernando County School Board prohibits exclusion of any student from participation in or the denial of the benefits of any educational program or activity as well as any and all forms of illegal discrimination against any student on the basis of race, color, religion, national origin, age, sex, marital status, disability or other legally protected status as provided by applicable law.

PRECEDENCE: This policy shall take precedence over any other statement in the policies, procedures, rules and regulations of the Hernando County School Board wherever such may appear unless in conflict with any collective bargaining agreement.

Any questions concerning compliance should be addressed to:

Jill Kolasa, Director of Student Services
The School Board of Hernando County, Florida
919 North Broad Street
Brooksville, Florida 34601

Statutory Authority: Florida Statute 1001.42; Florida Statute 1001.43;
Florida Statute 1000.05; Florida Statute 1001.01;
Article 1, Section 2 Florida Constitution, F.A.C. 6A-19001 et.seq.

Complete Section A **or** B; **and** C

MUST BE COMPLETED IN FULL FOR PLACEMENT CONSIDERATION.
(For Donations, use Section B)

A. Item Currently Budgeted -

Account Name: No Financial Impact

Account Number: Fund | Function | Object | Cost Center | Project | Sub Project

Original Approved Budget	+ -	Budget Amendments	-	Expenditures / Encumbrances To Date	=	Current Available Budget	-	Present Request	=	Remaining Balance Available
$		$		$		$		$		$

Account Name

Account Number: Fund | Function | Object | Cost Center | Project | Sub Project

Original Approved Budget	+ -	Budget Amendments	-	Expenditures / Encumbrances To Date	=	Current Available Budget	-	Present Request	=	Remaining Balance Available
$		$		$		$		$		$

B. Item Currently Not Budgeted -**

Funding Source

Account Name

Account Number: Fund | Function | Object | Cost Center | Project | Sub Project

Amount $

Funding Source

Account Name

Account Number: Fund | Function | Object | Cost Center | Project | Sub Project

Amount $

C. History

Check one:
Prior Year Budget: ○
New for Current Year: ○

Prior Year Approved Budget: $_____

Prior Year Actual Spent: $_____

**** WHEN ITEM NOT CURRENTLY BUDGETED IS APPROVED BY THE SCHOOL BOARD, THIS WILL SERVE AS THE BUDGET AMENDMENT****

Hernando School District

School Board Workshop

Agenda Item # 3. 26-3885 6/23/2026

Title and Board Action Requested
Review and tentative approval of the 2026-2027 Wilton Simpson Technical College Handbook

Executive Summary
The Director of Adult & Technical Education, on behalf of the Superintendent of Schools, hereby requests the Board review and grant tentative approval for Wilton Simpson Technical College Handbook.

My Contact
Dr. Radiah Dent
Director of Adult & Technical Programs
352-797-7018

2023-28 Strategic Focus Area
Priority 1: Student Success

Financial Impact
See attached budget sheet.

If expenditure is not currently budgeted, this will serve as the budget amendment when Board approved. If the agenda item includes the purchase of goods or services, the funds requested are an anticipated amount and may fluctuate depending on such factors as current market conditions, product availability, additional funding sources, and the needs of the District. Should the actual cost exceed the anticipated amount, the Board approves the additional cost, after review by the superintendent, but not in excess of the funds available in the site's approved annual budget.

Summary of Changes to the 2026-2027 Wilton Simpson Technical College Handbook

Minor wording, syntax, format and/or typo changes are not included. (Please note these pages numbers correspond to the strike-through version of the handbook)

- Updated Director's Welcome Letter (p. 3)
- Added Integrated Education and Training Program (IET) (p. 10)
- Removed Check Writing Policy (p.20)
- Consolidated Appendix A within the Technical Programs section to enhance clarity and streamline the presentation of content (p. 44)

WILTON SIMPSON TECHNICAL COLLEGE

2026 - 2027

All visitors must check in at the Administration Office

Main Campus

17050 Spring Hill Drive,
Brooksville, Florida 34604
352-797-7018

Extension Campus
14075 Ken Austin Pkwy
Brooksville, Florida, 34613

Dr. Radiah Dent

BRIGHT. TECHNICAL. CAREERS.

Mission Statement

The mission of Wilton Simpson Technical College is to empower our community to grow and be successful by providing quality education through our innovative programs.

Vision Statement

To be leaders in adult and technical education.

Governance/Accreditation

Wilton Simpson Technical College (STC) is governed by five (5) elected officials who constitute the Hernando County School Board. The district superintendent is the chief administrative officer of all the schools in the district. STC's Director has the primary responsibility for the operation of the school.

STC, as part of Hernando County Public School System, is subject to certification standards for its faculty that are equivalent to those required in other public supported schools. Instructors are experienced in their respective fields and maintain high standards of instruction. STC's faculty members are certified by the Florida Department of Education and/or the Hernando County School Board on the basis of their technical qualification, actual work experience in the occupation they teach, and professional training as teachers. Thus, they must have technical competence as well as professional teacher training.

STC is served by an Institutional Advisory Committee whose function is to advise and make recommendations to the Director concerning the curriculum, equipment, operation and goals of STC. Committee members are selected for their interest, experience, and other qualities which enable them to make worthwhile contributions to the community. In addition, each program is served by an occupational advisory committee which is composed of men and women who are employed in the field or trade represented by the program. These people are of invaluable service in evaluating programs, keeping instructors abreast of current industrial needs and technological needs as they pertain to job skills and job placement.

STC is a public institution of the Hernando County School Board, certified by the Florida Department of Education and accredited by the Commission of the Council on Occupational Education.

Contact Information:

Council on Occupational Education

7840 Roswell Road, Building 300

Suite 325

Atlanta, GA 30346

Dear Students,

Welcome to Wilton Simpson Technical College! We are excited to have you join our learning community and are honored to be part of your educational and career journey. Our faculty and staff are committed to providing a student-centered environment where you can develop the knowledge, skills, and confidence needed to achieve your goals.

As you begin your studies, please take time to review this Program Handbook. It contains important information, resources, and guidelines that will help you navigate the academic year and make the most of your experience at Wilton Simpson Technical College.

Our college offers a wide range of opportunities for students to gain valuable technical training, industry-recognized skills, and real-world experience. Whether your goal is to enter the workforce, advance in your current career, or continue your education at the postsecondary level, you will be equipped with the tools necessary to succeed in today's competitive job market.

On behalf of the entire faculty and staff, welcome to Wilton Simpson Technical College. We look forward to supporting your success and celebrating your achievements throughout the year.

Best regards,

~~Welcome to Wilton Simpson Technical College! I am honored to spend this year with you as you embark on your educational journey. I hope you find that the staff and faculty will do their best to help you be successful during your time with us.~~

~~Please take time to review this Program Handbook. There is information in the handbook that will be useful to you throughout this academic year.~~

~~Wilton Simpson Technical College offers many opportunities for you to gain valuable adult & technical training. Those who enroll in a technical training program will learn excellent training and employability skills each year. Whether you choose to go directly into the workforce or to go on to another postsecondary program, you will leave our school being empowered to compete with your peers.~~

~~On behalf of the faculty and staff at Wilton Simpson Technical College, we once again welcome you and look forward to working with you during this coming year.~~

~~Sincerely,~~

Dr. Radiah Dent

Director of Adult & Technical Education

TABLE OF CONTENTS

Mission/Vision Statement ..... **Pg. 2**
Governance ..... **Pg. 2**
Welcome ..... **Pg. 3**
Table of Contents ..... **Pg. 4-5**
Accreditation Information ..... **Pg. 6**
General Information ..... **Pg. 7**
Campus Locations
Admissions..... **Pg. 8 - 11**
Admission Requirements
Admission Procedure
Basic Skills Exit Requirements & Exemptions
Transcripts
Financial Aid Counseling
Placement
Tuition and Fees for Adult Education
Employ Florida Information
Housing
Transfer Policy
Withdrawal Procedures
Program Length
Re-Admission policy
Information Disclosure ..... **Pg. 12-13**
Student Information Disclosure
Students Records
Family Educational Rights and Privacy Act (FERPA)
Financial Information ..... **Pg. 14-19**

Financial Aid
Student's Rights & Responsibilities for Financial Aid
Federal Title IV Grant
Pell Grant Process
Vocational Rehabilitation
Veterans & Dependents Benefits
Veterans Affairs
Approved Programs
How to Apply
Enrollment Changes
Student's Responsibility
Other Financial Aid
Veteran's Attendance
Veterans Credit for Previous Training
Attendance Violation Appeals
VA Attendance Appeal Process
Check Writing Policy
Cancellation and Refund Policy

Return to Title IV (R2T4) ..... Pg. 20 - 24
Introduction
Treatment of Title IV
Official Withdrawal
Unofficial Withdrawal
Student & Institution Responsibilities
Institution Responsibilities
Student Responsibilities
Refund vs. R2T4
Withdrawal before 60%
Withdrawal after 60%
Calculation Formula
Order of Return
Earned Aid
Overpayment of Title IV
R2T4 Questions
Credit Balance

Satisfactory Academic Progress (SAP) Policy ..... Pg. 24 - 28
Components
Frequency of Evaluation
Qualitative Component
Quantitative Component
Changes in Program
Course Incompletes, Withdrawals, etc.
Warning Status
Not Meeting SAP
Appealing SAP Status
Appeal Process
Probationary Status
Re-Establishing Eligibility for Aid
Understanding SAP Status
Attendance Policy
Make-up Hours
Leave of Absence
Grading System

Institutional Information ..... Pg. 28 -37
Academic Program Improvement
Accidents & Injuries
Campus Safety & Security
Clery Act
Cancelled Class Due To Inclement Weather
Cell / Digital Phones & Pagers
Certificate Requirements
Complaint / Grievance Procedure
Copyright Infringement
Crisis Response Plan
Disability Disclosure
Dress Code / Uniforms
Driving / Parking
Drug Free Policy
Emergencies
Equity Statement
Identification Badges
Internet & Technology Policy
Lab & Shop Safety
Name, Phone Number & Address Change
Net Price Calculator
Procedures for Handling Alleged School Related Crime
Search of Person College Navigator Website
Statement of Non Discrimination
Student Body Diversity
Student Code of Conduct
Student Time Records
Tardy Policy
Tobacco Use
Tuition & Fees
Vaccination Policy
Voter Registration

Weapons
Services to Students ..... **Pg. 38 - 41**
Assistance with Enrollment
Access to Your Records
Awards Ceremony
Counselor
Career Pathways
Dual Enrollment
Drop / Add Period for Technical Programs
Progress Reports
Transcripts & Access to Your Records
Technical Programs ..... **Pg. 42 - 521**
~~**Appendix A: Program Supply Costs** ..... **Pg. 52 - 66**~~
~~**Industry Certification & Licensure Requirements by Program** ..... **Pg. 67 - 69**~~
Veterans Policy Statements..... **Pg. 5370**

ACCREDITATION

Wilton Simpson Technical College is fully accredited with the Council on Occupational Education. Initial accreditation was granted on February 19, 2017 and is approved until 2028. The agency contact details are:

Council on Occupational Education
7840 Roswell Road
Building 300, Suite 325
Atlanta, GA
30350
(770)-396-3898
www.council.org

Program accreditation is also held for our Automotive and Air Conditioning, Refrigeration and Heating Technology programs. Automotive is approved through NATEF (National Automotive Technicians Education Foundation) The agency contact details are:

NATEF (National Automotive Technicians Education Foundation, Inc.)
101 Blue Seal Drive
S.E. Suite 101
Leesburg, VA
20175
Tel: 703-669-6650
Fax: 703- 669-6125
www.natef.org

Air Conditioning, Refrigeration & Heating Technology is approved through HVAC Excellence. The agency contact details are:

HVAC Excellence
PO Box 491
Mount Prospect, IL
60056
Tel: 800-394-5268
Fax: 800-546-3726
www.hvacexcellence.org

Licensing information for our Cosmetology and Barbering program is held through:

Florida Department of Education
325 W. Gaines St
Tallahassee, FL
32399
Tel: 850-245-9020
www.fldoe.org

Accreditation documentation pertaining to the school and its accredited programs is available on request, and will be provided in paper format, through our administrative office**.**

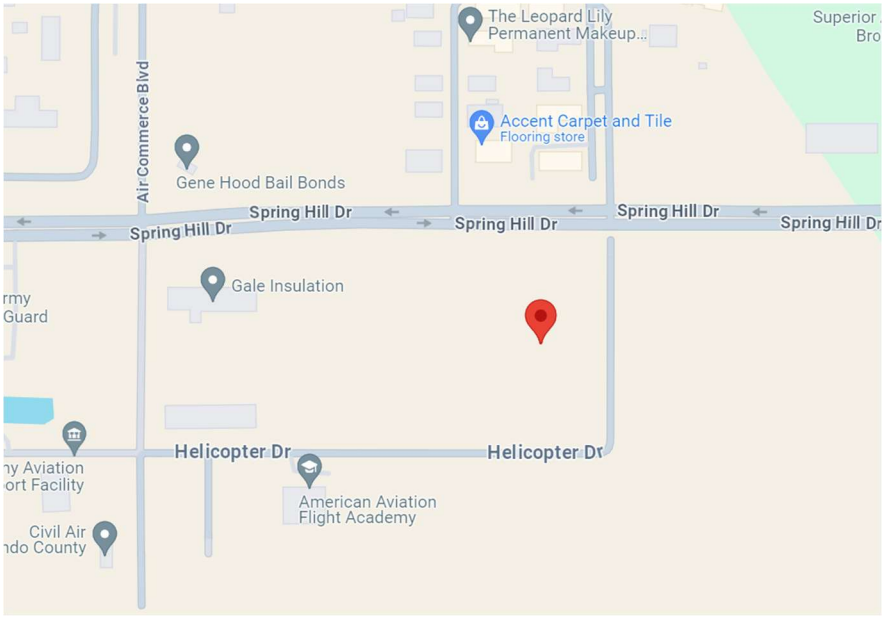
General Information

Campus and Facilities

Main Campus

17050 Spring Hill Drive

Brooksville, FL 34604



Extension Campus

Central High School

14075 Ken Austin Pkwy.

Brooksville, FL 34613



ADMISSION REQUIREMENTS

Adult students and those over the age of 16 who have left formal secondary education may enroll in STC's adult and technical programs. Students entering 9th grade prior to the 2003-2004 school year or from an ~~out of state~~out-of-state school must take the CASAS test and meet the minimum standards for their selected program, unless they qualify for a basic skills exemption.

ADMISSION PROCEDURE

STC does not discriminate in its educational programs or activities on the basis of race, color, national or ethnic origin. Students' age 16 years old and older with the goal of learning an adult and/or technical skill offered by STC are encouraged to apply. (Minor students should refer to the ~~Administrative~~administrative office for admission criteria). All programs are subject to space available.

1. Students interested in a technical program are encouraged to make an appointment for a tour of their program of interest with STC staff.
2. Students will need to submit all requested paperwork, including transcripts and/or diplomas, proof of Florida residency for in-state tuition rates (Two forms of identification are required) at orientation.
3. Submit the applicable tuition and fees and/or FASFA information.
4. Students needing financial assistance can contact the ~~Administrative~~administrative office who will direct students to agency funding sources.
5. Students must take the CASAS exam unless a basic skills exit requirement exemption exists. The exam is administered by STC Staff, and an appointment will be made for you within six weeks of class start date.

BASIC SKILLS EXIT REQUIREMENTS AND EXEMPTIONS

Section 1004.91, Florida Statute (F.S.) and State Board of Education Rule 6A – 10.040 mandate that students who enroll in a program of 450 hours or more "may not receive a career and technical certificate of completion without first demonstrating the basic skills required in the state curriculum frameworks for the career education program." STC provides the opportunity for students to demonstrate basic skill requirement through the CASAS exam. The Florida Department of education has placed basic skill levels on all programs in the curriculum frameworks. CASAS scores are valid for a period of one (1) year.

Based on Rule 6A – 10.040 and Rule 6A – 10.0315, students are exempt from the basic skills requirement if they meet any of the following conditions

- The student presents a transcript indicating an award of a college degree at the associate of applied science level or higher.

- The student entered 9th grade in Florida public school in the 2003-2004 school year or thereafter, and earned a Florida standard High School Diploma.
- The student who is serving as an active duty member of any branch of the United States Armed Services
- The student passes a state or national industry certification or licensure examination aligned to the career program in which the student is enrolled.
- A student is enrolled in an apprenticeship program that is registered with the Department of Education in accordance with chapter 446.

The purpose of assessment is to determine whether or not the student has the basic skills necessary to be successful in the chosen career program.

TRANSCRIPTS

At the completion of ~~a program~~the program a certificate of completion along with a transcript will be issued to the student provided there are no outstanding fees. A $2 charge will be required for each additional transcript request.

FINANCIAL AID COUNSELING

Financial aid counseling is available to provide information and assistance to students who wish to apply for financial assistance. Prior to course start date all tuition and fees must be paid or accounted for.

Note: Financial Aid approval does not automatically result in admittance into Wilton Simpson Technical College.

PLACEMENT

Wilton Simpson Technical College and CareerSource Pasco Hernando has resources, both traditional and on-line, to provide placement assistance to students seeking employment upon completion of their occupational training. STC program instructors, administration and staff provide valuable information and resources to support job placement.

The CareerSource on-line link is https://www.careersourcepascohernando.com/ and ~~provides placement~~provides placement opportunities under the "Job Seekers" tab. The career center hosts local job vacancies under "Hot Jobs" that is updated frequently. CareerSource also utilizes the "Employ Florida Marketplace" to assist student to secure employment in their field of training.

TUITION AND FEES FOR ADULT GENERAL EDUCATION

Adult Education students are assessed $30.00 per term for instruction in GED®, ESOL, Adult High School, Integrated Education and Training Program (IET) or Adult Basic Education classes. For short-term, fee-based classes, the full cost of instruction determines the cost of the class. Tuition and fees are set by the Florida Legislature and are subject to change without notice.

Community Education course fees will vary. Please consult the website for the most up to date information.

Fees must be paid prior to the first day of classes. Payment can be made by cash, or check.

No fees shall be charged for co-enrolled classes.

EMPLOY FLORIDA

The Employ Florida Marketplace is your one-stop online resource for job listings, education and training opportunities, career building assistance and much more. By registering with Employ Florida and posting your resume you will be able to access many features and services to help you in your career search. A User Guide, accessed from the Employ Florida website, was developed to help students get started.

Listed below are a few of the services that are provided through Employ Florida:

• Help Finding Job Openings - You can review available jobs and apply online.

• Job Market Trends - Access current market trends based on available job orders. You can research regional labor market information, such as salaries.

• Resume Builder - This tool will provide you with a professional format to help you create, store, update and post your resume online.

• Letter Builder - This tool will help you create, store and update letters you will need during a job search.

• Employer Information - You can find detailed information on employers that may be of interest to you. These employers may or may not have any current job openings.

• Employers Posting Jobs - You will be able to view employers who have jobs available in the system.

• Virtual Recruiter - Let Employ Florida's Virtual Recruiter schedule a recurring search for job openings that meet your qualifications.

STC encourages ~~student~~students to register with Employ Florida during the last few weeks of the student's chosen Program. This will give students an opportunity to look for a job while completing the program. STC staff are available to assist students with placement needs.

Employ Florida Link: https://www.careersourcepascohernando.com/

HOUSING

Wilton Simpson Technical College does not provide dormitory space or any type of housing facility.

TRANSFER POLICY

Official transcripts from other colleges, technical centers and accredited institutions will be evaluated by an academic advisor and the instructor and credit may be given for the appropriate units of instruction.

Students with previous technical training from other institutions may receive credit for that training. An official transcript from a Florida public institute documenting Student Performance Standards and/or Occupational Completion Points achieved for a specific technical program will be accepted in transfer at the receiving institute for the same technical program. An official transcript from a non-public institution that is fully accredited by a regional or national accrediting agency recognized by the United States Department of Education and that participates in the common course numbering system will be accepted in transfer for the same course/ program. Official transcripts from non-accredited institutions will be evaluated on an individual basis by the Coordinator of Career and Technical Education and the program instructor to determine if advanced placement in a given program is applicable. All documentation, including transcripts, must be received by Wilton Simpson Technical College prior to the student starting their program.

Students wishing to transfer programs within STC must submit a letter to the Coordinator of Career and Technical Education requesting a transfer. Students must be in good standing in their current program to be considered for transfer. Students transferring between programs may not change programs in the middle of the term but must wait until the start of the next term to enroll in a different program. Students granted permission to transfer to a new program will not be issued transfer hours.

WITHDRAWAL PROCEDURES

Students wishing to withdraw from a program prior to program completion need to meet with the Coordinator of Career and Technical Education. The Coordinator will review with the student the options that are available should the student want to

return at a future date. The student will be given a short exit survey, the result of which will be used for data reporting purposes. The student must settle any financial obligations prior to leaving.

Students wishing to withdraw from a program prior to program completion must meet with a Financial Aid Specialist to determine if the student has to pay back any of his/her Pell award. Students are asked to confirm with the Administrative Office their current mailing and email addresses to facilitate quick processing of any refunds.

TECHNICAL PROGRAM LENGTH

Program lengths vary from 600 to 1200 clock hours. Please see individual program listings for additional information on the required program hours – hernandoschools.org/schools/stc

RE-ADMISSION POLICY

Students who withdraw or are administratively withdrawn due to a violation of the code of conduct or due to unsatisfactory academic progress, including, but not limited to unsatisfactory attendance, will not be re-admitted without approval by the Director of Adult and Technical Education. Students who are administratively withdrawn and wish to be considered for re-admission into the same program of study, must write an appeal letter to the Director requesting re-admission within seven (7) days of the notification of withdraw. If approved for readmission, the Director will be responsible for making the decision for the re-entry date. Any outstanding debt must be paid in full prior to re-admission. Students who are not approved for re-admission due to disciplinary reasons are not eligible to re-enroll for a minimum of one full academic year.

INFORMATION DISCLOSURE

STUDENT INFORMATION DISCLOSURE POLICY

In accordance with federal and state laws, Hernando County School District and STC will obtain your written consent prior to the disclosure of personally identifiable information from a student's education records. However, Hernando County School District may disclose appropriately designated directory information without written consent UNLESS you advise Hernando County School District to the contrary.

STUDENT RECORDS

All matters concerning student records are processed, developed, and maintained by the Staff/Financial Aid department. Certificates are processed and issued; transcripts are prepared and provided at the student's request within a reasonable period of time. Fees may be associated with transcripts and some services.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974 (FERPA)

Annually, Wilton Simpson Technical College, informs students of the Family Educational Rights and Privacy Act of 1974, (FERPA) as amended. The administrative office will disclose FERPA information by publishing a notice in the student catalog and on the appropriate web locations. This annual notice shall prescribe the procedures whereby a student may make a formal request for non-disclosure of directory information, exercise the right to inspect and review education records, request an amendment of education records, and file a complaint with the school.

The right to inspect and review the student's education records within 45 days of the day the school receives a request for access. Students should submit to the administrative ~~office,~~office a written request that identifies the education record(s) they wish to inspect. If the records are not maintained by the administrative office, the school shall advise the student of the correct official to whom the request should be addressed. The appropriate school official will arrange for access and notify the student of the time and place where the records may be inspected.

The right to request the amendment of the student's education records that the student believes are inaccurate or misleading. Students may ask the school to amend a record that they believe is inaccurate or misleading. They should write the school official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the school decides not to amend the record as requested by the student, the school will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without prior consent of the student is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as a member of the faculty or staff, members of the HCSB School Board, or a person under contract to the school to perform a task such as a consultant, attorney or auditor. Student or community members of school committees are also included in the definition of school officials as are student employees assisting a school official in performing his or her tasks.

Inter-institutional disclosure may be made between the school and entities that administer or participate in joint programs or activities and that further a legitimate educational interest because such disclosures are considered made to "school officials". Directory Information at Wilton Simpson Technical College, is defined as information contained in an education record of a student that generally would not be considered harmful or an invasion of privacy if disclosed. Directory Information will be made available to the general public unless the student notifies the administrative office in writing of the wish for privacy. A copy of the Non-Disclosure of Directory Information form is provided to each student at enrollment. Additional copies can be obtained at the administrative office.

The right to file a complaint concerning alleged failures by ~~the Wilton~~Wilton Simpson Technical College, to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Dr. Radiah Dent
Director of Adult and Technical Education
17050 Spring Hill Drive
Brooksville, FL 34604
(352)797-7018

As of January 3, 2012, the U.S. Department of Education's FERPA regulations expanded the circumstances under which your education records and personally identifiable information (PII) contained in such records -- including your Social Security Number, grades, or other private information -- may be accessed without your consent. Covered under this provision are:

The U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities (Federal and State Authorities) who may allow access to your records and PII without your consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported program. The evaluation may relate to any program that is "principally engaged in the provision of education", such as early childhood education and job training, as well as any program that is administrated by an education agency or institution.

Federal and State Authorities may allow access to your education records and PII without your consent to researchers performing certain types of studies, in certain cases even when the school objects to or does not request such research. Federal and State Authorities must obtain certain use-restriction and date security promises from the entities that they authorize to receive your PII, but the Authorities need not maintain direct control over such entities.

In connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without your consent PII from your education records, and they may track your participation in education and other programs by linking such PII to other personal information about you that they obtain from other Federal and State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

FINANCIAL INFORMATION

FINANCIAL AID FOR TECHNICAL PROGRAMS

Financial aid is available to eligible students. Information regarding sources and the eligibility to receive funding may be obtained in the Financial Aid Office. The amount of financial aid is dependent upon financial need; therefore, the amount awarded may vary from student to student. The attendance policy and satisfactory academic progress must be maintained throughout the length of the program to remain eligible for Federal Financial Aid. Students losing their benefits may re-enroll as self-pay until such time benefits can be reinstated.

Postsecondary students are assessed tuition, books/kits and lab fees. These fees are discussed during the enrollment period and are payable upon registration. Certain programs require the purchase of supplies, insurance, tools and uniforms. Generally, items purchased are used in employment after graduation. Fees are subject to change without notice. Florida residents are assessed tuition by the clock hour at the current rate set by the Florida legislature. A Florida resident is defined as a person whose official residence has been in the state of Florida for one full year prior to enrollment. The current in state tuition rate is

$2.44 per clock hour. The ~~out of state~~out-of-state rate is $9.32. There is also a $5 student ID fee. Information on the cost of individual programs may be obtained on the Wilton Simpson Technical College website at hernandoschools.org/schools/stc

Payment for program tuition is made at the time of registration at the Administrative Office based at 17050 Spring Hill Drive, Brooksville, Florida, 34604. Payment of approved installment plans can also be made at the Administrative Office. Cash, money order, debit card, Visa, Discover and Master Card are accepted forms of payment for most programs.

Potential payment issues should be discussed with the Coordinator of Career and Technical Education to rectify any issues. Students will be given a verbal reminder if installment plan is one day late. After two weeks a written reminder of payment due will be mailed to the student. After thirty days of non-payment a letter confirming withdrawal from the program will occur if payment is not received within fifteen days. After forty-five days a certified letter will be mailed to the student withdrawing them from the program. Re-entry into a Wilton Simpson Technical College program may be allowed as long as any outstanding amounts are paid.

If third party funding fails to provide payment within 30 days, the student is responsible for the balance of the tuition and fees. Failure to provide payment within 7 days will result in withdrawal from the program.

~~In order for~~For a program to be eligible for Title IV aid it must:

1) Admit as a regular student a person who meets one of the following:
   a) Have a valid high school diploma
   b) Have a GED diploma
   c) Have a valid state authorized high school equivalency examination (HiSet,TASC etc…)
2) Offer a course that has supervised training of at least 600 clock hours in duration and leads to a certificate that prepares students for gainful employment in recognized occupations.

To be Eligible to receive Federal Student Aid, you will need to:

1) Qualify to obtain a college or career school education, either by having a high school diploma or General Educational Development (GED 2014®) certificate, or by completing a high school education in a homeschool setting approved under state law.
2) Be enrolled or accepted for enrollment as a ***regular student*** in an eligible certificate program. A regular student is someone who is enrolled or accepted for enrollment in an eligible institution for the purpose of obtaining a degree or certificate offered by the school.
3) Have a valid Social Security number unless you are from the Republic of the Marshall Islands, Federated States of Micronesia, or the Republic of Palau.
4) Completed a FAFSA and the school must have a current ISIR to start the initial eligibility process.
   - Sign certifying statements on the ***FAFSA*** stating that:
   - you are not in **default** on a **federal student loan**
   - do not owe a refund on a **federal *grant***
   - Sign the required statement that you will use federal student aid only for educational purposes
5) Maintain ***satisfactory academic progress (SAP)*** while you are attending college or a career school.
6) The Pell Grant program does not require half time enrollment, but the student enrollment status does affect the amount of Pell a student may receive. A student may receive Pell for a total of 12 payment periods or 600%. Once the student has reached this limit, no further Pell may be received.

In addition, you must meet one of the following:

1) Be a U.S. CITIZEN or U.S. NATIONAL
   a) You are a U.S. citizen if you were born in the United States or certain U.S. territories, if you were born abroad to parents who are U.S. citizens, or if you have obtained citizenship status through naturalization. If you were born in American Samoa or Swains Island, then you are a U.S. national.
2) Have a GREEN CARD
   a) You are eligible if you have a Form I-551, I-151, or I-551C, also known as a green card, showing you are a U.S. permanent resident.
3) Have an ARRIVAL-DEPARTURE RECORD
   a) Your Arrival-Departure Record (I-94) from U.S. Citizenship and Immigration Services must show one of the following:
   b) Refugee
   c) Asylum Granted
   d) Cuban-Haitian Entrant (Status Pending)
   e) Conditional Entrant (valid only if issued before April 1, 1980)
   f) Parolee
4) Have BATTERED IMMIGRANT STATUS
   a) You are designated as a **"battered immigrant-qualified alien"** if you are a victim of abuse by your citizen or permanent resident spouse, or you are the child of a person designated as such under the **Violence Against Women Act**.
5) Have a T-VISA
   a) You are eligible if you have a T-visa or a parent with a T-1 visa.
6) **U-Visa" holders** are not designated as qualified aliens under the Personal Responsibility and Work Opportunity Reconciliation Act (PRWORA), and are therefore not eligible for Title IV, HEA program funds. However, U-Visa holders may convert to lawful permanent resident (LPR) status after they have physically been present in the United States for a continuous period of at least three years after the date of admission given on their U-Visa.
   a) Once LPR status has been granted, the holder of LPR status becomes a qualified alien under the PRWORA (see above), and thus potentially eligible for Title IV, HEA funds (assuming they meet all other eligibility requirements, for example, being enrolled as a regular student in an eligible program, having a high-school diploma or its recognized equivalent, having a Social Security number.

STUDENTS' RIGHTS & RESPONSIBILITIES FOR FINANCIAL AID

As a student consumer, you have the RIGHT to:

- Be informed of the correct procedures for applying for aid, cost of attendance, types of aid available, how financial need is determined, criteria for awarding aid, how academic progress is determined and what you have to do to continue receiving aid.
- Be informed of the type and amount of assistance you will receive, how much of your need has been met and how and when you will receive your benefits.
- Appeal any decision of the Financial Aid office ~~with regard to~~regarding your application.
- View the content in your financial aid file, in accordance with the Family Educational Rights and Privacy Act.
- Know the job description and rate of pay for any student job you accept.

It is your responsibility to:

- Complete all application materials correctly and submit them on time.

- Read all materials sent to you from the Financial Aid office.
- Know and comply with rules governing the aid you receive.
- Provide additional documentation, verification, corrections, and/or new information requested by the Financial Aid office.
- Use financial aid only for expenses related to attending post-secondary education.
- Maintain satisfactory academic progress.
- Notify the Financial Aid office of any resources not considered during your original need analysis and aid not listed on your award letter. Failure to notify us can jeopardize your future financial aid.
- Keep your local and permanent addresses current at the Registrar's office.

FEDERAL TITLE IV GRANT PROGRAMS

The purpose of the Title IV Program is to provide a foundation for financial assistance to students in higher education. Other programs are secondary or supplementary to Pell Grant. The Title IV Program makes funds available to eligible students attending approved colleges, community/ junior colleges, technical colleges, and other educational facilities through PELL or the Comprehensive Transition Postsecondary Program. To apply for Title IV funds, you must complete a Free Application for Federal Student Aid (FAFSA) at studentaid.gov in accordance with the instructions of the application and return that completed form to the Financial Aid office. Read instructions carefully; do not estimate. Take your financial information directly from your tax forms. The information will be transmitted electronically; the results which will be returned to the school in an Institutional Student Information Record (ISIR) within 3 – 4 days. Determination of the grant amount will be based on the student's Expected Family Contribution (EFC) contained in the Institutional Student Information Record, the cost of attendance at the eligible school of your choice, and the payment schedule issued to all eligible educational institutions by the US Department of Education. To be eligible to receive the Pell Grant, the student must be enrolled in a program that:

- Is at least 600 clock hours in length.
- Is postsecondary in nature. The student must also meet one of the following requirements:
    - A standard high school diploma or
    - A high school equivalent through a GED® certificate or
    - Qualifying assessments (TABE) within 6 weeks of start date

One of the criteria for financial aid eligibility is meeting and maintaining the financial aid academic progress requirement at STC defined by the school policy. It is the student's responsibility to read and understand these requirements

PELL GRANT PROCESS

After receiving the Student Aid Report (SAR), the applicant must return to the Financial Aid office for a review of the SAR and completion of the Financial Aid folder.

The following information is required for each folder:

1. Application for Vendor Status / Pell Grant Stipend.
2. W-9.
3. Certification of Financial Aid Information.
4. Student Data Form.
5. Non-filer Statement, if applicable.
6. Standards of Satisfactory Academic Progress.

7. Verification Worksheet, if selected for verification. Verification - is a required federal process of checking the accuracy of information that applicants supply on their financial aid applications. Applicants who apply for financial aid should be aware that they may be selected for verification. Selection is based on Federal Department of Education guidelines. If the applicant is selected, he/she will be notified. Applicants selected for verification are not eligible to receive financial aid funds until they have submitted all required verification information.

8. A copy of all Income Tax Return transcripts, if applicable.

9. Verification of all untaxed income reported on the FAFSA.

Obtaining information is the responsibility of the student. No federal funds can be disbursed until the student's financial aid folder is complete. If a student changes enrollment status or programs, it is important to notify the Financial Aid Office to ensure Financial Aid benefits are calculated accurately.

VOCATIONAL REHABILITATION

This is a service to conserve the working usefulness of ~~persons~~people with impairment who have reasonable expectations of becoming employed. Students who may qualify for vocational rehabilitation aid to attend post-secondary education should contact the office of Vocational Rehabilitation.

VETERANS' & DEPENDENTS' BENEFITS

Educational benefits are available to qualified veterans and children of deceased and disabled veterans. As a veteran or dependent, you may be entitled to certain ~~benefits, and~~benefits and be eligible to participate in certain programs. For information, please contact the Financial Aid office.

VETERANS' AFFAIRS

As a veteran, you are entitled to certain benefits and are eligible to participate in certain programs. The following information should serve as a brief overview of these programs and your benefits. For additional information please contact the Financial Aid office. The office is open from 8:00 a.m. to 4:00 p.m., Monday - Friday.

APPROVED PROGRAMS

An excellent way for veterans to use their education benefits is pursuing an approved program of study at an institute of higher learning. All programs of study must be approved by the State Approving Agency in order to be certified by Department of Veteran Affairs for payment of benefits. All regular programs at STC are currently approved by the State Approving Agency.

HOW TO APPLY

Students may contact the Financial Aid office for assistance in applying for veteran benefits. The chapter under which you are filing will determine the documentation required by the Department of Veteran Affairs to certify your benefits. The website address www.benefits.va.gov/gibill has information to assist students.

ENROLLMENT CHANGES

If a veteran changes enrollment status or changes course or program, it is important to notify the Financial Aid office for certification purpose. If a VA student fails to notify the financial aid officer of changes, recertification will be delayed. A Change of Program or Status form is required by the Department of Veteran Affairs and may be obtained at the Financial Aid office.

STUDENT'S RESPONSIBILITY

As a student receiving Veterans' Educational Assistance, you are responsible for immediately notifying the Financial Aid office of any changes in your certificate program or reduction in your clock hours. STC requires that all tuition and any applicable fees be paid prior to the final program course start date.

OTHER FINANCIAL AID

Receiving veteran's benefits does not necessarily prevent a student from receiving other forms of financial aid. Applications and assistance are available in the Financial Aid office. Phone numbers for more information about applying for educational benefits are:

- STC Financial Aid office 352-797-7018 ext. 477
- Department of Veterans' Affairs; Atlanta office 1-888-442-4551

VETERAN'S ATTENDANCE POLICY

Students exceeding 20% total absent hours out of their total scheduled hours in a calendar month may lose their VA benefits for unsatisfactory attendance. VA students have to ~~mainitain~~maintain the same student academic progress (SAP). In order to show that the cause of unsatisfactory attendance has been removed, students must show good attendance (equal or greater than 85% attendance) for one calendar month after being terminated for unsatisfactory attendance. After such time, the student may be recertified for VA education benefits. Attendance for VA students is tabulated during the first week of each month, for the previous month's attendance. If a student has violated the attendance policy stated above, they will be notified immediately in writing. The student's attendance record will be retained in the veteran's file for USDVA and SAA audit purposes.

VETERAN'S CREDIT FOR PREVIOUS EDUCATION OR TRAINING

Students must report all education and training. The school must evaluate and grant credit, if appropriate, with the training time shortened, the tuition reduced proportionately, and the VA and student notified.

ATTENDANCE VIOLATION APPEALS

Students who feel that they have grounds for appeal to an action taken as a result of the requirement may appeal to the director. Upon written notification of violation, a student has five calendar days to fill out the VA Attendance Policy Appeal Form (found in the back of this handbook) and set up an appointment ~~with STC~~with STC Administration. An immediate date will be scheduled for the appeal. The STC Financial Aid office will be notified of the final appeal decision within 15 calendar days of the student's initial receipt of violation notification and will communicate with VA accordingly.

VA ATTENDANCE APPEAL PROCESS

Attendance for VA students is tabulated during the first week of each month, for the previous month's attendance.

- VA student attendance will be monitored on a monthly basis.
- Within five (5) calendar days of a detection of a less than 85% attendance percentage the VA student will be notified in writing of a termination of services.
- VA student has five calendar days to appeal the termination through the attendance appeal process.
    - Fill out the VA Attendance Policy Appeal Form (found in the back of the student handbook or with VA officer)
    - Attach documentation
    - Return to administration and schedule an immediate hearing date
- VA student will be notified in writing of the administrative appeal decision within 15 calendar days of initial notification.
- A copy of the decision will be sent to the STC Financial Aid Office. A VA Certifying Official will immediately notify VA Education of the decision.

Veterans Policy Requirement When Payment is Delayed

This policy permits any covered individual to attend or participate in the course of education during the period beginning on the date on which the individual provides their Certificate of Eligibility (COE) to Financial Aid Officer for entitlement to educational assistance under Chapter 31 or Chapter 33 and ending on the earlier of the following dates:

1. The date on which the payment from the VA is made to the institution; OR;
2. 90 days after the date the institution certified tuition and fees following the receipt of the COE

This policy ensures that the educational institution does not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or to require that a covered individual borrow additional funds due to the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement of funding from the Department of Veterans Affairs under Chapter 31 or Chapter 33.

~~**CHECK WRITING POLICY**~~

~~If your check is returned or rejected for any reason, you expressly authorize your bank account to be electronically debited for the amount of the check, PLUS a minimum processing fee of $25.00 or the maximum amount allowed by law. Wilton Simpson Technical College uses Check Care for collection action on all returned checks. A copy of their graduated charges is available on request.~~

CANCELLATION AND REFUND POLICY:

Three-Day Cancellation: An applicant who provides written notice of cancellation within three days (excluding Saturday, Sunday and federal and state holidays) of signing an enrollment agreement is entitled to a refund of all monies paid. No later than 45 days of receiving the notice of cancellation, the school shall initiate the process for the 100% refund.

Other Cancellations: An applicant requesting cancellation more than three days after signing an enrollment agreement and making an initial payment, but prior to entering the school, is entitled to a refund of all monies paid, minus the registration fee of $*30.*

Refund after the commencement of classes:

1) Procedure for withdrawal/withdrawal date:
2) A student choosing to withdraw from the school after the commencement of classes is to provide written notice to the Administration Office. The notice is to indicate the expected last date of attendance and be signed and dated by the student.
   a.) For a student who is on authorized Leave of Absence, the withdraw date is the date the student was scheduled to return from the Leave and failed to do so.
   b.) A student will be determined to be withdrawn from the institution if the student has not attended any class for 30 days.
   c.) All refunds will be initiated within 45 days of the determination of the withdrawal date.
   d.) After the commencement of classes, the tuition refund, minus the registration fee of $30 will be determined.
3) Tuition charges/refunds:
   a.) Before the beginning of classes, the student is entitled to a refund of 100% of the tuition, minus the registration fee of $*30.*

RETURN OF TITLE IV, HEA POLICY

Introduction

When you apply for financial aid, you sign a statement that you will use the funds for educational purposes only. Therefore, if you withdraw before completing your program, a portion of the funds you received may have to be returned. STC will calculate the amount of tuition to be returned to the Title IV, HEA Federal fund programs according to the policies listed below.

This policy applies to ~~students'~~students who withdraw officially, unofficially or fail to return from a leave of absence or dismissed from enrollment at STC and are enrolled in Title IV aid. It is separate and distinct from the STC refund policy. (Refer to institutional refund policy found in the Program Catalog)

The calculated amount of the Return of Title IV, HEA (R2T4) funds that are required for the students affected by this policy, are determined according to the following definitions and procedures as prescribed by regulations.

The amount of Title IV, HEA aid earned is based on the amount of time a student spent in academic attendance, and the total aid received; it has no relationship to student's incurred institutional charges. Because these requirements deal only with Title IV, HEA funds, the order of return of unearned funds ~~do~~does not include funds from sources other than the Title IV, HEA programs.

Title IV, HEA funds are awarded to the student under the assumption that he/she will attend school for the entire period for which the aid is awarded. When a student withdraws, he/she may no longer be eligible for the full amount of Title IV, HEA funds that were originally scheduled to be received. Therefore, the amount of Federal funds earned must be determined. If the amount disbursed is greater than the amount earned, unearned funds must be returned.

The institution has 45 days from the date that the institution determines that the student withdrew to return all unearned funds for which it is responsible. The school is required to notify the student if they owe a repayment via written notice.

The school must advise the student or parent that they have 14 calendar days from the date that the school sent the notification to accept a post withdraw disbursement. If a response is not received from the student or parent within the allowed time frame or the student declines the funds, the school will return any earned funds that the school is holding to the Title IV, HEA programs.

TREATMENT OF TITLE IV, HEA AID WHEN A STUDENT WITHDRAWS

The law specifies how your school must determine the amount of Title IV, HEA program assistance that you earn if you withdraw from school. The Title IV, HEA programs that are covered by this law are: Federal Pell Grants, Iraq and Afghanistan Service Grants, TEACH Grants, Direct Loans, Direct PLUS Loans, Federal Supplemental Educational Opportunity Grants (FSEOGs), and Federal Perkins Loans.

Though your aid is posted to your account at the start of each period, you earn the funds as you complete the period. If you withdraw during your payment period or period of enrollment (your school can define these for you and tell you which one applies), the amount of Title IV, HEA program assistance that you have earned up to that point is determined by a specific formula. If you received (or your school or parent received on your behalf) less assistance than the amount that you earned,

you may be able to receive those additional funds. If you received more assistance than you earned, the excess funds must be returned by the school and/or you.

The amount of assistance that you have earned is determined on a pro rata basis. For example, if you completed 30% of your payment period or period of enrollment, you earn 30% of the assistance you were originally scheduled to receive. Once you have completed more than 60% of the payment period or period of enrollment, you earn all the assistance that you were scheduled to receive for that period.

"OFFICIAL" WITHDRAWAL FROM THE SCHOOL

A student is considered to be "Officially" withdrawn on the date the student notifies the Financial Aid office or Administration Office in writing of their intent to withdraw. The date of the termination for return and refund purposes will be the earliest of the following for official withdrawal:

1) Date student provided official notification of intent to withdraw, in writing or orally.
2) The date the student began the withdrawal from STC records. A student is allowed to rescind his notification in writing and continue the program. If the student subsequently drops, the student's withdrawal date is the original date of notification of intent to withdraw.

Upon receipt of the official withdrawal information, STC will complete the following:

1) Determine the student's last date of attendance as of the last recorded date of academic attendance on the school's attendance record;
2) Two calculations are performed:
   a) The student's ledger card and attendance record are reviewed to determine the Calculation of Return of Title IV, HEA funds the student has earned, and if any, the amount of Title IV funds for which the school is responsible. Returns made to the Federal Funds Account are calculated using the Department's Return of Title IV, HEA Funds Worksheets, scheduled attendance and are based upon the payment period.
   b) Calculate the school's refund requirement (see school refund calculation)
3) The student's grade record will be updated to reflect his/her final grade.
4) STC will return the amount for any unearned portion of the Title IV funds for which the school is responsible within 45 days of the date the official notice was provided.
5) They will provide the student with a letter explaining the Title IV, HEA requirements:
   a) The amount of Title IV assistance the student has earned. This amount is based upon the length of the time the student was enrolled in the program and based on scheduled attendance and the amount of funds the student received.
   b) Any returns that will be made to the Title IV, HEA Federal program on the student's behalf as a result of exiting the program. If a student's scheduled attendance is more than 60% of the payment period, he/she is considered to have earned 100% of the Federal funds received for the payment period. In this case, no funds need to be returned to the Federal funds.
   c) Advise the student of the amount of unearned Federal funds and tuition and fees that the student must return, if applicable.
6) Supply the student with ledger card record noting outstanding balance to the school and the available methods of payment. A copy of the completed worksheet, check, letter and final ledger card will be kept in the student's file.

In the event a student decides to rescind his or her official notification to withdraw, the student must provide a signed and dated written statement that he/she is continuing his or her program of ~~study, and~~study and intends to complete the payment period. Title IV, HEA assistance will continue as originally planned. If the student subsequently fails to attend or ceases attendance without completing the payment period, the student's withdrawal date is the original date of notification of intent to withdraw.

UNOFFICIAL WITHDRAWAL FROM SCHOOL

In the event that the school unofficially withdraws a student from school, the Administrative Office and/or Financial Aid Specialist must complete the Withdrawal Form using the last date of attendance as the drop date.

Any student that does not provide official notification of his or her intent to withdraw and is absent for more than 10 consecutive calendar days will be subject to termination and considered to have unofficially withdrawn.

Within one week of the student's last date of academic attendance, the following procedures will take place:

1) The education office will make three attempts to notify the student regarding his/her enrollment status;
2) Determine and record the student's last date of attendance as the last recorded date of academic attendance on the attendance record;
3) The student's withdrawal date is determined as the date the day after 10 consecutive calendar days of absence;
4) Notify the student in writing of their failure to contact the school and attendance status resulting in the current termination of enrollment;
5) STC calculates the amount of Federal funds the student has earned, and, if any, the amount of Federal funds for which the school is responsible.
6) Calculate the school's refund requirement. (see school refund calculation)
7) STC's Financial office will return to the Federal fund programs any unearned portion of Title IV funds for which the school is responsible within 45 days of the date the withdrawal determination was made and note the return on the student's ledger card.
8) If applicable, STC will provide the student with a refund letter explaining Title IV requirements:

    a) The amount of Title IV aid the student has earned based upon the length of time the student was enrolled and scheduled to attend in the program and the amount of aid the student received.

    b) Advise the student in writing ~~of~~about the amount of unearned Title IV aid and tuition and fees that he/she must return, if applicable.

    c~~) Supply~~) Supply the student with a final student ledger card showing outstanding balance due to the student and the school and the available methods of payment.

A copy of the completed worksheet, check, letter, and final ledger card will be kept in the student's file.

STUDENT AND INSTITUTION RESPONSIBILITIES

If you receive (or your school or parent receive on your behalf) excess Title IV, HEA program funds that must be returned, your school must return a portion of the excess equal to the lesser of:

1) Your institutional charges multiplied by the unearned percentage of your funds.
2) The entire amount of excess funds.

The school must return this amount even if it did not~~n't~~ keep this amount of your Title IV, HEA program funds.

INSTITUTION RESPONSIBILITIES IN REGARDS TO RETURN OF TITLE IV, HEA FUNDS

STC's responsibilities in regards to Title IV, HEA funds follow:

- Providing ~~students information~~students with information in this policy;
- Identifying students who are affected by this policy and completing the return of Title IV, HEA funds calculation for those students;
- Returning any Title IV, HEA funds due to the correct Title IV, HEA programs.
  The institution is not always required to return all of the excess funds; there are situations once the R2T4 calculations have been completed in which the student must return the unearned aid.

STUDENT RESPONSIBILITIES

- If your school is not required to return all of the excess funds, you must return the remaining amount.
- Any amount of unearned grant funds that you must return is called an overpayment. The maximum amount of a grant overpayment that you must repay is half of the grant funds you received or were scheduled to receive. You do not have to repay a grant overpayment if the original amount of the overpayment is $50 or less. You must make arrangements with your school or the Department of Education to return the unearned grant funds

- Student Responsibilities in regards to return of Title IV, HEA funds
- Returning to the Title IV, HEA programs any funds that were dispersed to the student in which the student was determined to be ~~ineligible for~~ineligible via the R2T4 calculation.
- Any notification of withdrawal should be in writing and addressed to the appropriate institutional official.
- A student may rescind his or her notification of intent to withdraw. Submissions of intent to rescind a withdraw notice must be filed in writing.
- Either these notifications, to withdraw or rescind to withdraw must be made to the official records/registration person at your school.

REFUND VS. RETURN TO TITLE IV, HEA PROGRAM FUNDS

The requirements for Title IV, HEA program funds when you withdraw are separate from any refund policy that your school may have. Therefore, you may still owe funds to the school to cover unpaid institutional charges. Your school may also charge you for any Title IV, HEA program funds that the school was required to return. If you do notn~~'t~~ already know your school's refund policy, you should ask your school for a copy. Your school can also provide you with the requirements and procedures for officially withdrawing from school.

WITHDRAWAL BEFORE 60%

The institution must perform a R2T4 to determine the amount of earned aid through the 60% point in each payment period or period of enrollment. The institution will use the Department of Education's prorate schedule to determine the amount of the R2T4 funds the student has earned at the time of withdrawal.

WITHDRAWAL AFTER 60%

After the 60% point in the payment period or period of enrollment, a student has earned 100% of the Title IV, HEA funds he or she was scheduled to receive during this period. The institution must still perform a R2T4 to determine the amount of aid that the student has earned. STC measures progress in Clock ~~Hours, and~~Hours and uses the payment period for the period of calculation.

THE CALCULATION FORMULA

Determine the amount of Title IV, HEA aid that was disbursed plus Title IV, HEA aid that could have been disbursed.

Calculate the percentage of Title IV, HEA aid earned:

a) Divide the number of clock hours scheduled to be completed in the payment period as of the last date of attendance in the payment period by the total clock hours in the payment period.
HOURS SCHEDULED TO COMPLETE

TOTAL HOURS IN PERIOD = % EARNED

b) If this percentage is greater than 60%, the student earns 100%.
c) If this percent is less than or equal to 60%, proceeds with calculation.

Percentage earned from (multiplied by) Total aid ~~disbursed, or~~disbursed or could have been disbursed = AMOUNT STUDENT EARNED.

Subtract the Title IV aid earned from the total disbursed = AMOUNT TO BE RETURNED.

100% minus percent earned = UNEARNED PERCENT

Unearned percent (multiplied by) total institutional charges for the period = AMOUNT DUE FROM THE SCHOOL.

If the percent of Title IV aid disbursed is greater than the percent unearned (multiplied by) institutional charges for the period, the amount disbursed will be used in place of the percent unearned.

If the percent unearned (multiplied by) institutional charges for the period are less than the amount due from the school, the student must return or repay one-half of the remaining unearned Federal Pell Grant.

Student is not required to return the overpayment if this amount is equal to or less than 50% of the total grant assistance that was disbursed /or could have been disbursed. The student is also not required to return an overpayment if the amount is $50 or less.

STC will issue a grant overpayment notice to ~~student~~students within 30 days from the date the school's determination that student withdrew, giving a student 45 days to either:

1) Repay the overpayment in full to STC
2) Sign a repayment agreement with the U.S. Department of Education.

ORDER OF RETURN

STC is authorized to return any excess funds after applying them to current outstanding Cost of Attendance (COA) charges. A copy of the Institutional R2T4 work sheet performed on your behalf is available through the office upon student request.

In accordance with Federal regulations, when Title IV, HEA financial aid is involved, the calculated amount of the "R2T4 Funds" is allocated in the following order:

- Unsubsidized Direct Stafford loans (other than PLUS loans)
- Subsidized Direct Stafford loans
- Parent Plus loans
- Direct PLUS loans
- Federal Pell Grants for which a Return is required
- Iraq and Afghanistan Service Grant for which a Return is required
- Federal Supplemental Educational Opportunity Grant
- Other Title IV assistance
- State Tuition Assistance Grants (if applicable)
- Private and institutional aid
- The Student

EARNED AID:

Title IV, HEA aid is earned in a prorated manner on a per diem basis (calendar days or clock hours) up to the 60% point in the semester. Title IV, HEA aid is viewed as 100% earned after that point in time. A copy of the worksheet used for this calculation can be requested from the financial aid office.

Time Frame for Returning an Unclaimed Title IV, HEA Credit Balance

- If a school attempts to disburse the credit balance by check and the check is not cashed, the school must return the funds no later than 240 days after the date the school issued the check.
- If a check is returned to a school or an EFT is rejected, the school may make additional attempts to disburse the funds, provided that those attempts are made not later than 45 days after the funds were returned or rejected. When a check is returned or EFT is rejected and the school does not make another attempt to disburse the funds, the funds must be returned before the end of the initial 45-day period.
- The school must cease all attempts to disburse the funds and return them no later than 2 40 days after the date it issued the first check.

OVERPAYMENT OF TITLE IV, HEA FUNDS

Any amount of unearned grant funds that you must return is called overpayment. The amount of grant overpayment that you must repay is half of the grant funds you received or were scheduled to receive. You must make arrangement with STC or Department of Education to return the amount of unearned grant funds.

RETURN TO TITLE IV, HEA QUESTIONS

If you have questions about your Title IV program funds, you can call the Federal Student Aid Information Center at 1-800-4-FEDAID (1-800-433-3243). TTY users may call 1-800-730-8913. Information is also available on Student Aid on the Web at www.studentaid. gov.

* This policy is subject to change at any time, and without prior notice.

CREDIT BALANCE

A Credit balance is remaining Title IV funds after tuition, books and supplies and fees have been paid. Every Credit balance will be given to receiving student within three (3) days of receiving Title IV funds via the student receiving a check for remaining credit balance.

SATISFACTORY ACADEMIC PROGRESS (SAP) POLICY

A student must make satisfactory academic progress toward the completion of their academic program to be eligible for federal, state and institutional aid, and the institution must have a reasonable policy for monitoring that progress.

Wilton Simpson Technical College Office of Financial Aid and Scholarships reviews each student's satisfactory academic progress at the end of each payment period after grades have been posted.

All students, including those who have transfer credits, are required to meet three measures of academic progress in order to maintain eligibility for federal financial aid which includes grants, loans and work-study. The three requirements are:

1. Maintain a cumulative academic grade point average (GPA) of at least 2.0; and
2. Successfully complete at least 67% of credits attempted; and
3. Complete a certificate or degree within 150% of the published length of the program.

Students must meet all of the SAP requirements listed above to be eligible to receive federal financial aid. If the requirements are not met, students will be notified via certified mail.

COMPONENTS OF STC'S SAP POLICY FOR CLOCK-HOUR PROGRAMS

The quantitative and qualitative standards listed below are used to evaluate the cumulative results of all periods of enrollment for clock-hour students at STC, including those payment periods during which the student did not receive federal financial aid funds or other types of financial assistance. Thus, a student who has not previously received federal financial aid may still be ineligible even though it is their initial financial aid application.

FREQUENCY OF EVALUATION FOR CLOCK-HOUR PROGRAMS

Federal regulations require an institution to evaluate SAP at least annually for programs that are longer than one year and every payment period for programs of one year or less. STC evaluates all components of SAP at the point when the student's scheduled clock hours for the payment period have elapsed regardless of whether the student attended those hours.

QUALITATIVE COMPONENT FOR CLOCK-HOUR PROGRAMS

STC uses the student's cumulative academic grade point average (GPA) to measure qualitative progress. To meet this standard federal financial aid recipients are required to achieve and maintain a minimum cumulative academic GPA of 2.0 which is consistent with STC's graduation requirements. The cumulative GPA that STC uses to evaluate the student's SAP status is calculated based on all courses that have been attempted and apply toward the current certificate.

QUANTITATIVE COMPONENT FOR CLOCK-HOUR PROGRAMS

Federal regulations require a quantitative component that evaluates the maximum timeframe in which students must complete their educational program and a pace of completion that ensures they will complete the program within the timeframe. STC requires that all financial aid recipients successfully complete at least 67% of the clock-hours and weeks scheduled for each payment period. Successful completion for this standard is defined as earning a grade of 'A', 'B', 'C' or 'D' in most programs.

Financial aid recipients are also required to complete their program within 150% of the published length of the program as measured by the number of clock-hours and weeks in the program. (Note that a student in a clock-hour program cannot receive aid for hours beyond those required for the program. The maximum timeframe applies to the amount of time the student takes to complete the required hours.)

CHANGES IN PROGRAMS OF STUDY FOR CLOCK-HOUR PROGRAMS

Students are permitted to make one change to their program of study in accordance with their academic goals. So long as students are meeting all other SAP standards, changes of program alone will not disqualify them for financial aid eligibility. Students who change programs while failing SAP maintain their previous SAP status until the completion of the first payment period of their new program.

COURSE INCOMPLETES, WITHDRAWALS, AND NR GRADES FOR CLOCK-HOUR PROGRAMS

Successful completion of coursework is defined as earning a grade of 'A', 'B', 'C' or 'D' at STC. All other grades including 'I' (Incomplete), 'F' (Failure), 'FN' (Failure for non-attendance), 'NR' (Not Reported) and W (Withdrawn) are defined as unsuccessful completion. Accordingly, all courses having grades of 'I', 'F', 'FN', 'NR' and 'W' count as hours attempted and count as zero hours earned in the SAP calculation. The grade of 'F' additionally counts as zero quality points when the qualitative SAP standard is assessed. Grades of 'I' and 'W' are not counted when the qualitative SAP standard is assessed. Grades of 'I' and 'W' do not carry any quality points.

Students who have grades of 'I' or 'NR' that result in an unsatisfactory standing may have their SAP status recalculated if those grades are later reported as an 'A', 'B', 'C' or 'D'. Students who achieve satisfactory standing as the result of a grade recalculation will be evaluated for reinstatement of financial aid so long as the end of the same academic year has not occurred and all other eligibility criteria are met.

WARNING STATUS

Students who are not meeting the qualitative (GPA) or quantitative (67%) components of SAP will be given a status of 'Warning' for one term or payment period. Students in a warning status may continue to receive federal aid.

NOT MEETING SAP

Students who fail to meet the SAP standards after the end of their 'Warning' term or payment period are considered to be 'Not Meeting' SAP. As a result, they are ineligible to receive federal aid for any future coursework attempted. Students in a 'Not Meets' SAP status may appeal this status provided there are extenuating circumstances which interfered with their academic progress.

APPEALING A SAP STATUS

Students who experienced extenuating circumstances which interfered with their academic progress may submit an appeal to have their 'Not Meets' SAP status reviewed by a financial aid representative under the guidance of the Director of STC. Extenuating circumstances include but are not limited to accidents, medical situations, death in the immediate family or difficult personal situations.

Students who do not meet SAP due to exceeding 150% of the required hours for their program and have a valid reason for exceeding the maximum timeframe may submit an appeal to have their SAP status reviewed by a financial aid representative under the guidance of the Director of STC.

APPEAL PROCESS

GPA and Completion Rate

Students who fail SAP due to GPA or completion rate may submit an appeal within 30 days of the start of the term (Fall or Spring) by providing the following documentation. Please note: Students whose appeals are received after 30 days will have their appeal evaluated for future terms only.

- A written and signed explanation from the student describing the extenuating circumstance(s) which interfered with their ability to be academically successful.
- Documentation which supports the extenuating circumstance(s).
- An academic plan signed by both the student and the Academic Advisor listing the coursework the student is required to attempt in order to be academically successful in the continuation of their program.

Exceeding 150% of credits or hours

Students who fail SAP due to exceeding 150% of the attempted credits or hours for their program may submit an appeal within 30 days of the start of the term (Fall or Spring) by providing the following documentation:

- A written and signed statement from the student describing why they have exceeded 150% of attempted credits or hours in their program along with an explanation of their intended career goals.
- Documentation which supports the extenuating circumstance.
- An academic plan signed by both the student and the Academic Advisor listing the coursework the student is required to attempt in order to be academically successful in the continuation of their program.

Appeals submitted with incomplete or unsigned documentation or submitted beyond the 30-day deadline will not have their aid eligibility evaluated for the current term.

Students will be notified of the decision regarding their SAP appeal via certified mail within 30 days of receipt of their appeal. If an appeal is denied, then a student will have the ability to enroll as a self-paying student.

PROBATIONARY STATUS

If a student's SAP appeal is approved they will be assigned a status of 'probation'. Depending on their situation, they may be granted one to two additional terms or payment periods of federal financial aid eligibility. Failure to meet SAP standards after the probationary period will result in the termination of federal aid eligibility.

RE-ESTABLISHING ELIGIBILITY FOR FINANCIAL AID

A student's eligibility for federal student aid is re-established when they meet the minimum 2.0 GPA, have completed at least 67% of their attempted coursework and have attempted less than 150% of the credits or hours in their program of study.

UNDERSTANDING SAP STATUS

Meeting SAP – Student has a cumulative academic GPA of 2.0 or higher, has completed at least 67% of all attempted credits and has attempted less than 150% of the maximum timeframe for their program of study.

Warning – Student has not met the GPA or completion rate requirements for one term or payment period.

Not Meets – Student has not met the GPA or completion rate requirements for two terms or payment periods.

Probation – Student has successfully appealed their 'Not Meets' SAP status and has been granted one or two terms or payment periods of federal aid eligibility.

Termination – Student has failed to meet SAP during their probationary status and cannot appeal their status.

ATTENDANCE POLICY

STC strives to provide the best educational opportunities possible to prepare students for their chosen occupation. **Students are to be on time and attend all classes**, consistent with attendance expectations in the workplace. However, Wilton Simpson Technical College recognizes there may be times when students cannot attend school due to extreme circumstances. In that case

the student must notify the instructor to inform of his/her absence. In Florida, public technical centers are on a clock hour system and are required to have and adhere to an attendance policy. Time missed due to arriving late or leaving early count toward absences. Students whose attendance falls below 90% (rounded up) of the scheduled clock hours, per term, will have their situation reviewed with the possibility of a warning and/or academic plan. Students who are absent 10 consecutive days will be removed from the program. Students who are withdrawn due to excessive absences will not be entitled to reimbursements. Make up time has been built into each program calendar. Please note students receiving financial aid must adhere to minimum attendance progress to continue to receive aid.

EXCUSED ABSENCES IN CLOCK-HOUR PROGRAMS

In a clock-hour program, a limited number (10%) of excused absences, per term, are permitted (except in regulated programs). An excused absence may only be counted if the student is excused from hours that were actually scheduled, were missed, and do not have to be made up for the student to receive the degree or certificate for the program. Students must bring in documentation to the Director for approval. The school will prioritize ~~make up~~make-up days over excused absences, which will be reserved for extreme circumstances outside of the student's control.

MAKE-UP HOURS

Due to extenuating circumstances, we understand that there may be times that are unavoidable to miss school. Therefore, make-up days have been made available for each program.

LEAVE OF ABSENCE

Under certain circumstances such as a death in the family or major illness, a student may put in writing their request for a Leave of Absence. A Leave of Absence can be for no more than 8 days and must be approved by the Director of Adult Education. The leave of absence will alter the graduation date for the student and will only be granted once.

GRADING SYSTEM

Students must maintain an overall grade of 70 percent or higher in all attendance, theory, clinical and/or shop performance during each evaluation period and complete the minimum number of competencies within the pacing guide for each program for the evaluation period. Some programs have higher standards and students must adhere to these standards to make satisfactory academic progress.

Student grades include the following:

- Participation
- End of Course exam
- Workbook/Assignment
- Quiz/Chapter work

Grading Scale:

- A = 100 – 90
- B = 89 – 80
- C = 79 – 70
- D = 69 – 60
- F = Below 60

Failure to make Satisfactory Academic Process may result in the student being withdrawn from the program.

INSTITUTIONAL INFORMATION

ACADEMIC PROGRAM IMPROVEMENT

Each program at Wilton Simpson Technical College is subject to review through a variety of mechanisms. Each year we ask our students to complete a questionnaire on the program and the school. We review the feedback and make appropriate adjustments as necessary. We also meet with industry partners twice a year to review the program curriculum, lab areas and equipment. Notes are kept, and any suggestions for program improvements are noted and actioned per administration. We also ensure our instructors participate in relevant professional development training to ensure academic standards are maintained.

ACCIDENTS AND INJURIES

In the event of an accident or injury on campus, you should immediately notify the instructor or other Wilton Simpson Technical College personnel. Faculty/staff will handle injuries such as superficial lacerations or abrasions. All programs have First-aid kits, and additional kits are also located in the business office. Emergency medical services will be contacted for a serious injury or medical condition. You must have an emergency contact card on file with the administrative office.

BOOKS

It is the student's right to have a real and reasonable opportunity to purchase books elsewhere other than through Wilton Simpson Technical College. If students choose to purchase books from STC, then they will need to sign a form that we have given them every opportunity to purchase books on their own from other vendors. If students choose to use Financial Aid to purchase books, then students will have to sign a form authorizing STC to take the full book amount from student's first Pell check.

CAMPUS SAFETY AND SECURITY

STC may utilize Deputies from the Hernando County Sheriff's office to provide security. In the event of an emergency if no Deputy is on campus, students and staff need to contact 911 for immediate assistance.

CLERY ACT

The federal Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act) requires colleges and universities, both public and private, participating in federal student aid programs to disclose campus safety information, and imposes certain basic requirements for handling incidents of sexual violence and emergency situations. Disclosures about crime statistics and summaries of security policies are made once a year in an Annual Security Report (ASR), and information about specific crimes and emergencies is made publicly available on an ongoing basis throughout the year.

The Clery Act is named in memory of Jeanne Clery who was raped and murdered in her residence hall room by a fellow student she did not know on April 5, 1986. Her parents championed laws requiring the disclosure of campus crime information, and the federal law that now bears their daughter's name was first enacted in 1990. More information on the Clery Act can be found at www.cleryact.info.

Sexual Misconduct –Wilton Simpson Technical College prohibits any form of sexual misconduct. When sexual misconduct is brought to the attention of administration, Wilton Simpson Technical College will take prompt and appropriate action to end the misconduct and prevent its recurrence. All students should be aware the technical center is prepared to take action to prevent and correct such behavior. Individuals who engage in sexual misconduct are subject to disciplinary action, which may result in expulsion from the college.

Any sexual activity without consent given will be considered sexual misconduct. Consent must be free of force, threat, intimidation or coercion. Consent is given by an affirmative verbal response or acts that are unmistakable in their meaning. Consent cannot be given by a person who is asleep, intoxicated, incapacitated or unable to communicate without impaired judgment. Consent to one form of sexual activity does not mean consent is given to another type of activity or subsequent activities. Consent is revocable at any time. Sexual misconduct includes sexual and gender-based harassment, sexual assault, dating violence, domestic violence and stalking.

Sexual Harassment – Attempting to coerce an unwilling person into a sexual relationship; to subject a person to unwanted sexual attention; to punish a refusal to comply; or to create a sexually intimidating, hostile or offensive work, social or educational environment. Sexual harassment is understood to include a wide range of behaviors from the actual coercing of sexual relations

to the intimidating or embarrassing emphasis of sexual identity. This definition will be interpreted and applied ~~consistent~~consistently with generally accepted standards of mature behavior, academic freedom and freedom of expression.

Sexual harassment is a form of sex discrimination. It occurs in a variety of situations that share a common element: the inappropriate introduction of sexual activities or comments into the work or learning situation. Often sexual harassment involves relationships of unequal power and contains elements of coercion, as when compliance with requests for sexual favors becomes a criterion for granting work, study or grading benefits.

Sexual harassment can occur in any type of relationship, involving faculty, staff, students, friends or strangers. Sexual harassment also involves relationships among equals. Power relationships and social dependencies exist between students as well and may be exploited in ways that are damaging to either party. Students would therefore be aware of the offense that may be taken by any unwelcome sexual advance. Persistent requests for social encounters and favors, physical contact of a lewd type, indecent exposure, persistent requests for or realized sexual encounters, sexual crimes and rape constitute sexual harassment when they are accompanied by one or more of the following terms or conditions: explicit or implicit promises or rewards for cooperation, explicit or implicit threats of punishment for non-cooperation and/or intimidation that creates a hostile or offensive academic/work environment, interference with an individual's scholastic/work performance, preventing an individual's full enjoyment of educational/professional opportunities, or an action that induces conformance stress, anxiety, fear or sickness on the part of the harassed person. Implicit in the legal definition of sexual harassment is the assumption that sexual harassment prevents the realization of the victim's full potential as a student. A person sexually harassing another, who reports to him or her, is thus prohibiting the victim of the freedom to do his/her job, whether as a student or employee. Sexual harassment is considered an unethical and unprofessional as well as illegal behavior and will not be tolerated.

Sexual Assault – Any attempt to engage in any sexual or intimate act with another person without the consent of the other person or in circumstances in which the person is unable, due to age, alcohol/chemical or other impairment, mental deficiency or incapacity to give consent. It is the responsibility of the person initiating sexual or intimate activity to make sure the other person is capable of consenting to that activity.

Dating Violence - Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the complainant and where the existence of such a relationship shall be determined based on a consideration of the following factors: the length of the relationship, the type of relationship and the frequency of the interaction between the persons involved in the relationship.

Domestic Violence – includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the complainant, by a person with whom the complainant shares a child in common, by a person who is cohabitating with or has cohabitated with the complainant as a spouse, by a person similarly situated to a spouse of the complainant under the domestic or family violence laws of the State of Florida, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the State of Florida. Students requiring immediate assistance are encouraged to contact the Dawn Center 24-Hour Crisis Hotline (352)686-8430.

Rape – The penetration, not matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim.

Stalking – Engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for one's safety or the safety of ~~others, or~~others or suffer substantial emotional distress.

More information on available resources can be found on the technical center's website at hernandoschools.org/schools/stc.

Reporting Sexual Misconduct: Dating Violence, Domestic Violence, Sexual Assault & Stalking

The technical center encourages all sexual misconduct to be reported. Wilton Simpson Technical College will take prompt and appropriate action to end the misconduct and prevent its recurrence. All students have a right to report sexual misconduct by contacting one of the following:

- School Administration on (352) 797-7018
- Hernando County Sheriff's Office on (352) 754-6830

In the event of a crime including dating violence, sexual assault

Sexual Misconduct Prevention and Warning Signs

Within a relationship, there can be indicators of either partner's propensity to become abusive. Partner violence is any sexual, physical, verbal, or emotional abuse of one partner by the other in a romantic relationship. While arguing or fighting occurs in all relationships, partner violence is about power and control of one partner by the other. Due to the nature of being in a relationship with the abuser, partner violence can be hard to identify and understand. If you are in an abusive relationship, you may find it difficult to acknowledge because the abuser is someone for whom you have feelings. Abusive behavior can take many forms. Be concerned if your partner:

- Is jealous and possessive
- Tries to control everything you do
- Tries to isolate you from family and friends
- Has a quick temper or unpredictable reactions to ordinary things
- Often exhibits violent behavior toward animals, children, or other people
- Pressures you for sex
- Has a history of bad relationships
- Has a strong belief in extreme gender roles

In all relationships, it is important to trust your instincts. If your intuition tells you something is wrong, you shouldn't ignore it.

Bystander Intervention

Bystander intervention is a strategy for prevention of various types of violence, including bullying, sexual harassment, sexual assault, and intimate partner violence. It encourages people to get involved when they see something wrong or dangerous – to tell some, intervene, get help, or speak up. So how do you do it?

Use the 3 D's: Direct, Delegate, and Distract

Direct: Do something yourself (like ask someone to stop what they're doing or check on someone you might be worried about).

Delegate: If you can't do something yourself because of your barriers, ask a friend, a faculty or staff member, or a trusted peer to help.

Distract: If you don't want to address the situation directly or even acknowledge that you can see it, try to think of a distraction that will diffuse the situation or calm things down in the moment. Distractions could be "accidentally' spilling a drink, asking to borrow the phone of someone who is in a risky situation, asking for a ride or starting an unrelated conversation.

If you see something, do something:

- Talk to your friends honestly and openly about sexual assault.
- Don't just be a bystander. If you see something, intervene in any way that you can without endangering yourself.
- Trust your gut. If something looks like it might be a bad situation, it probably is.
- Be direct! Ask someone who looks like they need help if they're okay.

- Get someone to help you if you see something. Delegate by enlisting a friend or bystander to step in.
- Keep an eye on someone who has had too much to drink.
- If you see someone who is too intoxicated to consent, enlist their friends to help them leave safely.
- Recognize the potential danger of someone who talks about planning to target another person at the party.
- Be aware if someone is deliberately trying to intoxicate, isolate or corner someone else.
- Get in the way by creating a distraction, drawing attention to the situation, or separating them.
- Understand that if someone does not or cannot consent to sex, its rape.
- Never blame the victim.

Safety on Campus

1. Though this institution does not offer regularly scheduled crime awareness or prevention programs, students are encouraged to exercise proper care in seeing to their own personal safety and the safety of others. The following is a description of policies, rules and programs designed to inform students and employees about the prevention of crimes on campus.

    a) Do not leave personal property in classrooms

    b) Report to your institutional official, any suspicious persons.

    c) Always try to walk in groups outside the school premises. Let the administrative team know of any concerns you have with safety on campus.

    d) If you are waiting for a ride, wait within sight of other people

    e) Employees (staff and faculty) will close and lock all doors, windows and blinds and turn off lights when leaving a room.

    f) The "*Crime Awareness and Campus Security Act*" is available upon request to students, employees (staff and faculty) and prospective students.

    g) The ~~School~~school has no formal program, other than orientation, that disseminates this information. All faculty undergo an annual training on campus security, and all students receive written confirmation of campus security procedures during enrollment and at their orientation. All information is available on request.

    h) Information regarding any crimes committed on the campus will be available and posted in a conspicuous place within two (2) business days after the reporting of the crime and be available for sixty (60) business days during normal business hours, unless the disclosure is prohibited by law, would jeopardize the confidentiality of the victim, or an ongoing criminal investigation, the safety of an individual, cause a suspect to flee evade detection: or result in the destruction of evidence. Once the reason for the lack of disclosure is no longer in force, the institution must disclose the information. If there is a request for information that is older than sixty 60 days, that information must be made available within two (2) business days of the request.

Procedures for campus disciplinary action in cases of alleged domestic violence, dating violence or stalking

The procedures for campus disciplinary action in cases of alleged domestic violence, dating violence or stalking are dealt with the utmost urgency. Under these procedures, both the accuser and accused are entitled to the same opportunities to have others present during disciplinary proceedings. Additionally, both the accuser and accused will be informed of the outcome of any institutional disciplinary proceeding. A student found to have violated Wilton Simpson Technical College behavior standards related to domestic violence, dating violence or stalking may be suspended or expelled from STC for the first offense.

CANCELLED CLASSES DUE TO INCLEMENT WEATHER

In the event weather conditions are such that travel to and from Wilton Simpson Technical College would be hazardous or extreme temperature presents a problem of safety or comfort, the education center may be closed for the day or delayed in opening.

CELL/DIGITAL PHONES AND PAGERS

In order to maintain an environment conducive to learning, cell/digital phones and pagers must be turned off or in silent mode during classroom hours. You will not be permitted to use cell phones while class is in session. An office phone is available in the Administration office for emergencies.

CERTIFICATE REQUIREMENTS

A student must meet all of the following conditions to earn a Certificate of Program Completion from Wilton Simpson Technical College:

- Have attained a grade of "C" or better (2.0 GPA) for the program
- Complete the required curriculum
- Settled all school debt
- Meet Florida Basic Skills Levels in communications and mathematics
- Receive the instructor's recommendation

COLLEGE NAVIGATOR WEBSITE

Students may check College Navigator Website for our updated information at https://nces.ed.gov/collegenavigator/

COMPLAINT/GRIEVANCE PROCEDURE

In the event that there is a complaint or issue at the classroom level, the student should first speak to the instructor in private about their concern. If the complaint cannot be resolved at the classroom level, the student should submit the complaint to the Administrator on duty. If the complaint cannot be resolved at that level, the student may present the complaint formally, in writing, to the Director of Adult and Technical Education within three (3) days. If the grievance is not resolved satisfactorily, the grievant may appeal within five (5) days to the Hernando County School District, 901 N Broad Street, Brooksville, FL, 34601. In the event a student cannot resolve a conflict concerning his/her technical training at the local level, he/she may contact the Florida Department of Education - Career and Adult Education at 325 West Gaines Street, Suite 734, Tallahassee, Florida, 32399-0400, 850-245-0446, http://www.fldoe.org/policy/cie/file-a-complaint.stml. Grievances may also be registered with COE, (Council on Occupational Education) at 7840 Roswell Rd., Building 300, Suite 325, Atlanta, GA, 30350, 800-917-2081, www.council.org.

COPYRIGHT INFRINGEMENT

Students who infringe copyright law infringement via unauthorized distribution of copyrighted materials, including unauthorized peer-to-peer file sharing, may subject the student to civil and criminal liabilities. The act of plagiarism is a severe form of cheating which constitutes intellectual theft. Plagiarism occurs when a person presents someone else's work as their own. Whether a student copies an assignment, downloads a paper from an Internet site, or uses a cut and paste system for creating text, that student has committed plagiarism. All parties to plagiarism are equally guilty, regardless of whether the student gives or receives work. All students shall abide by the provisions of United States Copyright Law (Title 17, United States Code, Sect. 101, et seq). Student who cheat, plagiarize, or infringe copyright law will face any or all of the following consequences:

- First Offense – If the student is a minor, the student's parent will be contacted. The student will receive a failing grade for the assignment. The student may be suspended from school for one to five days.
- Second Offense – will result in dismissal from the program.

Students who cheat on industry certification or licensing exams will be removed from the testing area. An incident report will be filed with the testing agency to determine if the student will be allowed to test again.

CRISIS RESPONSE PLAN

In the event of an extreme, dangerous, or emergency a comprehensive plan of action is in place to deal with such matters. Should a crisis develop, notify your instructor or administration immediately. Policies are in place, are provided to students at orientation and are clearly displayed in the program area. In extreme circumstances, call 911.

DISABILITY DISCLOSURE

Wilton Simpson Technical College assures students with disabilities equal access as described in Section 504 and 508 of the Rehabilitation Act of 1973 and in compliance with the Americans with Disabilities Act Amendments Act of 2008 (ADAAA). Disclosure of a disability is voluntary.

A student must satisfy the definition of a disability as established by the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. Section 504 defines a disability as a condition which substantially limits one or more major life activities such as learning, walking, seeing, hearing, breathing, caring for oneself, and working. To be eligible for accommodations, a student must provide appropriate documentation of each disability that demonstrates an accompanying substantial limitation to one or more major life activities.

To obtain services and accommodations, current documentation is required (within 5 years) and must be presented to Student Services.

The following are acceptable forms of documentation and must include a diagnosis, impact of the diagnosed disability and recommended accommodations.

A 504 Plan

A Psychological Report

A letter from a physician

Please contact Sophia Watson, Director of Adult and Technical Education @ 352-797-7018 or Watson_s@hcsb.k12.fl.us to schedule an Intake Meeting.

DRESS CODE/UNIFORMS

The technical programs may require uniforms. If applicable, you will be expected to comply with uniform requirements. The instructor will provide specific information. You will be expected to comply with safety apparel requirements.

Under no circumstances will anyone be allowed to remain on campus, regardless of program, if their manner of dress in any way disrupts the educational process as determined by the onsite administrator.

Wilton Simpson Technical College prepares students to enter the job market. Therefore, students should dress in accordance with the accepted standards of business and industry. The dress code in each program varies with the needs of the occupational area. However, the following minimum requirements apply for all programs:

- Hard-soled and ~~closed toed~~closed-toed shoes must be worn in all occupational areas. Sandals, flip-flops, open toe shoes and bare feet are not permitted. **NO EXCEPTIONS.**
- For safety and/or health reasons, students will follow established safety procedures and practices acceptable to their occupation. For example: Contain his/her hair in a net or similar device or have his/her hair cut to an acceptable length, remove jewelry, wear safe clothing.

DRIVING/PARKING

Parking is provided in designated areas for Wilton Simpson Technical College students. Parking in areas other than designated student parking lots is prohibited. The speed limit of 15 miles an hour is strictly enforced. Parking privileges may be revoked for parking and speeding violations. Loitering is not allowed in and around cars.

All Florida State Statutes are applicable while driving on school grounds. Failure to follow these rules will result in the revocation of parking privileges.

Each student who parks a vehicle on a school campus is presumed to know what is contained in the vehicle and will be held accountable for any weapons, drugs, or contraband which may be found in the vehicle. Furthermore, locating or operating automobiles, trucks, vans, or other ~~transportation means~~means of transportation on School Board property is a privilege granted by the School Board and students whose vehicles are so located shall not have any expectation of privacy in or around said vehicles.

DRUG FREE CAMPUS POLICY

No person shall be in possession of or be under the influence of an intoxicating beverage or an illegal mood or behavior modifying or controlled substance or use or be in possession of tobacco or tobacco products, as defined by Florida Statutes, while on STC campus, both the Main Campus or at our extension Site at Central High School or while on STC sponsored trips involving students. Students not in compliance with STC campus policy will be subject to disciplinary action including dismissal.

STC reserves the right to utilize law enforcement should a student be suspected to have engaged in illegal behavior and/or in possession of prohibited or controlled substances.

While on STC sponsored trips, the following action may become necessary:

- Alcoholic beverages in possession of minors will be seized.
- Students and/or adults in possession of alcoholic beverages may be sent back at their own expense and/or other appropriate actions taken.

STATUTORY AUTHORITY: 1001.41; 1001.42, F.S. LAWS IMPLEMENTED: 1001.43; 1012.22; 1012.27, F.S. HISTORY: ADOPTED: REVISION DATE(S): 11/11/02; 06/08/09 (EDITORIAL) FORMERLY: 2.116, 3.107, 3.108, 3.160, 6.170, And 8.212

EMERGENCIES

In case of fire, inclement weather, bomb threats, ~~lock downs~~securing the perimeter or other emergencies, you must follow the directions provided by the instructor. In case of emergency situations requiring evacuation, you should follow evacuation routes that are posted by every designated exit. In other emergency situations, you should go to the designated safety areas inside the buildings as directed. An emergency contact will be requested upon application to Wilton Simpson Technical College.

EQUITY STATEMENT

The Hernando County School District prohibits any form of discrimination or harassment on the basis of race, color, sex, religion, national origin, marital status, age, GINA, or disability in any of its programs, services or activities. In accordance with Florida Administrative Code, national origin minority or Limited English Proficient (LEP) students shall not be subjected to any disciplinary action because of their appropriate use of a language other than English. The lack of English language skills will not be a barrier to admission into the Career & Technical Education programs.

Contact information for 504 Coordinator/Equity:

Jill Kolasa, Director of Student Services
1036 Varsity Dr.
Brooksville, Florida 34601
352-797-7008
kolasa_j@hcsb.k12.fl.us

Anna Jensen, Director of Exceptional Student Support Services
1036 Varsity Dr.
Brooksville, Florida 34601
352-797-7022
jensen_a@hcsb.k12.fl.us

Contact information for Equity Coordinator:

Alexis Brown, ~~Supervisor~~Director of Human Resources
Phone: 352-797-7019
919 N. Broad Street
Brooksville, Florida 34601
brown_a1@hcsb.k12.fl.us

IDENTIFICATION BADGES

Picture identification badges are issued to all STC students each school year. A $5.00 fee is assessed for the identification badges. A replacement fee of $10 will be charged for any lost badges. Identification badges are to be worn at all times while students are on campus.

INTERNET & TECHNOLOGY POLICY

Wilton Simpson Technical College adheres to the Hernando County School Board Policy regarding internet usage which is displayed upon sign on. District provided computers shall not be used for personal or financial gain or for the benefit of private, "for profit" or "not-for-profit" organizations, or for any commercial or illegal activity. The student will not place any software on the district-provided computer without permission from the designated district technology specialist at the school. Students will honor all licenses, copyrights, patents, restrictions and terms and conditions associated with computer software (e.g.: no illegally duplicated software). The student will be responsible for lost or damaged computers and/or software.

LAB AND SHOP SAFETY

Safety and safe practices are of utmost importance at Wilton Simpson Technical College. You are expected to complete shop safety curriculum and pass a safety examination. Students are expected to wear safety glasses, to dress appropriately, to comply with safety regulations, and to exercise prudent judgment with self and for the care of others. If you do not follow shop and lab safety rules you may be dismissed from the program.

NAME, PHONE NUMBER OR ADDRESS CHANGE

Phone numbers are required as they are used to notify students in the event of an emergency or school closure. Please keep the office notified in case of a change of name, phone number or address so that accurate records may be maintained.

NET PRICE CALCULATOR

The Net price Calculator is located on our website at hernandoschools.org/schools/stc/financial-aid.

PROCEDURES FOR HANDLING ALLEGED SCHOOL RELATED CRIMES

- Any individual member of the technical center community may initiate disciplinary proceedings for an alleged violation of the Code of Conduct. The complaint must be submitted in writing to the Administrative Office.
- After a preliminary investigation, the Director of Adult & Technical Education will determine if there is sufficient information to warrant disciplinary proceedings. At that time the Director may notify the Sheriff's Office if it has been determined that a crime has been committed.
- Disciplinary proceedings are initiated by the Director in a face-to-face disciplinary conference.

- The disciplinary conference shall take place no earlier than 48 hours from the date of notification, unless waived by the student.
- Cameras, camera phones and audio/video recording devices other than those belonging to the technical center are not permitted at a disciplinary conference.
- The Director may choose to adjourn the disciplinary conference at any time to obtain further information from other sources.
- At the conclusion of the disciplinary conference, the Director may dismiss all disciplinary charges or make a judgement to assign sanctions.
- A letter confirming the decision will be sent to the student and a copy placed in the student's permanent record.
- If at any time during the investigation the student is arrested for the offense that occurred at school, the student will be withdrawn immediately.

SEARCH OF PERSON

You may be subject to be searched at any given time upon reasonable suspicion for any reason by administration. This includes search of person, possessions, lockers, and vehicles on the Wilton Simpson Technical College campus.

STATEMENT OF NONDISCRIMINATION

It is the policy of the Hernando County School District not to illegally discriminate or allow its employees to illegally discriminate on the basis of race, color, religion, national origin, age, sex, marital status, disability or GINA in its educational programs or employment practices. In accordance with Florida Administrative Code, national origin minority or Limited English Proficient (LEP) students shall not be subjected to any disciplinary action because of their appropriate use of a language other than English. The lack of English language skills will not be a barrier to admission into the CTE programs.

- Students enrolled in apprenticeship programs registered with the Florida Department of Education.
- Post-secondary students with a documented disability who are completing a post-secondary adult vocational program, but have been unsuccessful in obtaining the designated basic skills exit criteria, may have this requirement waived based on District procedures and statutory authority. Assessment of student mastery of basic skills will conform to State Board of Education Rule 6A-10.040. Our policy states:
    - Students will complete the TABE or CASAS.
    - Students will provide documentation of their disability that would impact their test performance.
    - Wilton Simpson Technical College will make remediation available to the student through program instruction and/or AAAE (face to face instruction).
    - Students will retake the TABE or CASAS.

If student with a documented testing disability does not meet minimum scores on the retest TABE, student will be exempt from meeting this completion requirement.

STUDENT BODYDEMOGRAPHICS

Students may find updated information on our STC Website (hernandoschools.org/schools/stc) and also the College Navigator website (https://nces.ed.gov/collegenavigator/).

STUDENT CODE OF CONDUCT

STC students are expected to adhere ~~with~~to the legal and ethical standards of the institution. STC reserves the right to administratively withdraw students at any time for misconduct. Students admitted to the school will receive a student handbook that outlines specific information regarding student conduct.

We believe that a safe, secure, nurturing and civil environment is essential in accomplishing its mission to create a community which works together so all at Wilton Simpson Technical College will reach their goals.

This policy promotes mutual respect, civility and orderly conduct among all district employees, students, parents and the general public. The policy is not intended to deprive any person of his/her right to freedom of expression. Rather, it is intended to maintain, to the extent that is possible and reasonable, a safe, harassment-free workplace for students, families and staff, that is free of disruptive, demeaning, intimidating, threatening or aggressive behaviors.

Therefore:

Wilton Simpson Technical College staff will treat all students enrolled, fellow staff members and members of the public with respect and will expect the same in return.

- Wilton Simpson Technical College staff will not conduct business with those who use obscenities or otherwise speak in a demanding, loud, insulting, or threatening manner.
- Volatile, hostile or aggressive actions and words will not be tolerated, and individuals who engage in these activities may face penalties up to, and including, criminal prosecution.

STUDENT TIME RECORDS

It is imperative that students be in class on a daily basis. It is the students' responsibility to accurately record their attendance and clock hours for each class. It is the student's responsibility to fingerprint themselves in when they get to class and fingerprint themselves out when they leave so that accurate records can be kept. Accurate records of attendance are important as student attendance determines the pace of completion for the course as well as impacting final grades.

TARDY POLICY

Punctuality is crucial to student success in the classroom. If a student is late this will be reflected in their grade. If there are excessive tardiness, it will affect his or her program clock hours and will ultimately affect their final grade.

TOBACCO/SMOKE FREE CAMPUS POLICY

In accordance with Hernando County School Board Policy, STC is a tobacco and smoke free campus at both our Main Campus, and our extension campus, Central High School. Tobacco products or Smoking is not permitted on the campus. This policy is to prevent the use of tobacco on School Board property in compliance with Florida Statute and to provide a healthy learning environment free from exposure to carcinogens. For the purpose of this policy, tobacco is defined as any lighted or unlighted cigarette, cigar, pipe, etc., and any other smoking product, smokeless product or spit less tobacco and/or electronic cigarettes. Individuals may not smoke, chew, dip, or use any type of tobacco or smoking product on or around campus. Individuals may not stand or hang out along the streets or property around the exterior of the campus. Violation of the policy may result in dismissal. Resources are available to assist you with compliance.

TUITION AND FEES FOR TECHNICAL PROGRAMS

All STC courses are $2.44 per program clock hour for in state tuition. The out of state tuition rate is $9.78. There are additional fees for each program – please refer to the program supply lists found at hernandoschools.org/schools/stc for a breakdown of costs associated with each program. The registration fee is non-refundable. Tuition shall be waived for career certificate programs for each recipient of a Purple Heart or another combat decoration superior in precedent who meets the requirements of State law. Any career center operated by the Board shall, within the nonresident student enrollment system-wide, prioritize the enrollment of a veteran who is granted an out-of-state fee waiver pursuant hereinabove over any other student who is granted an out-of-state fee waiver under this policy.

Payments for program tuition are made at the time of registration at the Administrative office. Cash, money order, debit card, Visa, Discover and Master Card are accepted forms of payment for most programs.

Non-payment of agreed upon payment plan installments will result in automatic withdrawal from the career-technical program and all tuition paid to-date and fees will be forfeited. Re-entry into a Wilton Simpson Technical College program may be allowed as long as any outstanding amounts are paid.

VACCINATION POLICY

Required vaccinations are program specific. Currently there are no programs at Wilton Simpson Technical College that require vaccinations. This policy is subject to change if our accreditation/licensing agencies require proof of vaccinations as a condition of enrollment.

VOTER REGISTRATION

Every applicant who goes through Orientation will be given a voter registration application to fill out if they are interested and it is posted on our website (hernandoschools.org/schools/stc).

WEAPONS

Anyone who has, carries, or conceals any gun, pistol, sword, knife, razor or other weapon on campus or in a vehicle parked on Wilton Simpson Technical College's campus will be withdrawn from Wilton Simpson Technical College and is subject to having criminal penalties imposed.

SERVICES TO STUDENTS

ASSISTANCE WITH ENROLLMENT

Staff are available to meet the needs of our students as required. Services cover school information, enrollment procedures, financial aid, security policies, completion rates and crime statistics. Contact can be made through main campus (Monday to Thursday 8.00am to 6.00pm and Friday 8.00am to 4.00pm) on 352-797-7018. Queries should be directed as follows:

Director of Adult & Technical Education – services for students with disabilities.

Coordinator of Career and Technical Education – enrollment information, completion rates, security policies and crime statistics.

Financial Aid Specialist – Title IV financial aid procedures and veteran's benefits.

ACCESS TO YOUR RECORDS

You may request your class information by completing the HCSD Transcript Request Form S0-SS-05, which can be picked up in the ~~Administrative~~administrative office.

AWARDS CEREMONY

Wilton Simpson Technical College conducts an awards and graduation ceremony each spring. Anyone who is completing a program will be invited to participate. Friends and family are invited to attend, but the number of available tickets may be limited.

COUNSELOR

Wilton Simpson Technical College has a Counselor available if you need to discuss class and/or personal issues and concerns. Appointments can be made with the administrative office.

CAREER PATHWAYS

Wilton Simpson Technical College has in place articulation agreements with Pasco-Hernando State College effective for the 2025-26 year.

To ensure students of each agreement are awarded appropriate career and technical education credit, and to ensure that career certificate education articulates to college credit toward associate degree programs, Pasco Hernando State College agrees to grant, at no cost to eligible students, credit as outlined in the specific program agreements. In accordance with Section 1007.233, Florida Statutes (F.S.), articulated college credit must be awarded upon initial enrollment in the associate degree program. Furthermore, the award of credits described is contingent upon the conditions being met by Wilton Simpson Technical College, Pasco Hernando State College and the student.

Award of credit process:

- Students must meet with the designated college staff member to verify completion of the articulated program, initiate the credit award process, and discuss course requirements for intended program of study at the college.
- To be awarded the college credit guaranteed for a specific program agreement, students must present an original career certificate of completion or an official transcript that delineates program completion.
- Students entering the associate degree program specified within the specific program agreement must meet the admissions requirements of the college and the program to which they are applying, as well as the common placement testing requirements outlined in section 1008.30, F.S., and Rule 6A-10.0315(2), Florida Administrative Code (F.A.C).
- Students must enroll at the Florida College System institution in the program specified within three years of completion of the Career Certificate program in order to redeem the college credit. Students who enroll after three years may be eligible for the awarding of credits on a course-by-course basis at the discretion of the postsecondary

institution. (This may be done through demonstration of current industry knowledge, i.e. employer letter, proof of industry certification passage, approved student assessments, portfolio of work, etc.)

Statewide Articulation agreements may be awarded for individual industry certification earned to be used at the college level. Wilton Simpson Technical College is part of the Tampa Bay Consortium which provides career pathway agreements: http://www.careerpathways.me

CAREER DUAL ENROLLMENT

Career Dual Enrollment is an option for high school students to enroll in post-secondary courses to earn elective or vocational credit toward high school graduation requirements and to receive hours toward a career and technical program. Any interested high school students should be prepared to visit the program and instructor prior to beginning the registration process for the career certificate program.

The statutory eligibility requirements for career dual enrollment include a 2.0 unweighted GPA per s.1007.271, be at least 16 years of age, and be on target for graduation. Attendance and discipline records must be satisfactory. Recommendation for the application process to Wilton Simpson Technical College will be through school guidance counselors. Career dual enrollment courses offered that will lead to an approved Industry Certification from the Funding List of s.1008.44, F.S. are as follows: Applied Cybersecurity, Automotive Service Technology 1, Diesel Service Technician 1, Heating, Ventilation, Air Conditioning/Refrigeration 1 and Welding Technology.

Program	Program Number	Course Name	Course Code	Clock Hours	Credit Hours
Cybersecurity Applied	Y100300	Cybersecurity Associate	CTS0018	600	1.5
		Information Security Manager	CTS0019	150	1.5
		Data Security Specialist		150	1.5
				750	4.5
Master Automotive Service Technology 1	T400700	Automobile Services Assistor	AER0014	300	2
		Automotive Brake System Technician	AER0418	150	2
		Automobile Suspension & Steering Technician	AER0453	150	2
		Automotive Electrical/Electronic System Tech	AER0360	300	1
		Engine Repair Technician	AER0110	150	1
				1050	7
Heating, Ventilation, Air Conditioning/ Refrigeration 1	C400410	Introduction to HVAC/R	ACR0000	250	1.5
		HVAC/R Fundamentals	ACR0001	250	1.5
		HVAC/R Service Practices	ACR0012	250	1.5
				750	4.5
Welding Technology	J400400	Welder Assistant 1	PMT0070	150	2
		Welder Assistant 2	PMT0071	150	2
		Welder, SMAW 1	PMT0072	150	2
		Welder, SMAW 2	PMT0073	150	1
		Welder	PMT0074	450	3
				1050	7

Diesel Systems Technician 1	T650100	Diesel Engine Mechanic/Tech Helper	DIM0101	150	2
		Diesel Electrical and Electronics Technician	DIM0102	300	2
		Diesel Engine Technician	DIM0104	300	2
		Diesel Brakes Technician	DIM0105	300	1
				1050	7
CNC Production Specialist	J200300	CNC Production Technician I	PMT0026	300	2
		CNC Production Technician II	PMT0027	300	2
				600	4

Continued eligibility for career dual enrollment requires successful completion of each course within the career certificate, prior to graduation of the career certificate program. Students must enroll at a time whereby they can successfully complete the career certificate program prior to graduation from high school. Students may lose the opportunity to participate in the dual enrollment program if they are disruptive to the learning process. Per s. 1007.271, F.S., and based on Dual Enrollment budget and seat constraints, Hernando County School District and Wilton Simpson Technical College will not deny dual enrollment participation to students who meet both the statutory requirements and any additional eligibility requirements established in the Dual Enrollment Articulation Agreement.

A delineation of the high school credit earned for the completion of each career dual enrollment course and program will provide a clock hour to credit hour equivalency. The high school credit will only be awarded upon successful completion of the entire postsecondary course. The weighting for the dual enrollment courses will be weighted in line with Advanced Placement, International Baccalaureate, and Advanced International Certificate of Education courses in calculating the GPA.

Statewide Articulation agreements may be awarded for individual industry certification earned to be used at the college level. Wilton Simpson Technical College is part of the Tampa Bay Consortium which provides career pathway agreements (http://www.careerpathways.me/).

Per s. 1007.271(3), F.S. will allow an exception to entrance based on grade point average to the agreement on the recommendation of all parties. Consideration is on a case-by-case basis.

The initial screening of potential applicants shall be the responsibility of high school guidance counselors to determine career readiness, appropriate GPA, attendance and behavior records. Reports will be provided throughout the sessions to high school counselors regarding the progress of all students. The Wilton Simpson Technical College administrative team will review progress throughout each session and take steps to ensure students stay on track. A sufficient GPA must be maintained throughout.

Wilton Simpson Technical College will enter grades and transmit to the school data entry at the school of record. Grades for dual enrollment will be entered on both the student's high school transcript and the postsecondary transcript. Credit hours upon completion of the courses transmission of the grades will be sent to the school of record in Hernando County School District.

Sections 1007.271 and 1009.25, F.S. provides that dual enrollment students are exempt from payment of tuition, fees including laboratory fees and registration fees. Due to space constrictions within the programs, places will be allocated to dual enrollment students based on budget and available seats. A wait list will be developed – students will be allocated a place based on the following criteria:

1. They meet the eligibility requirements.
2. If enrolled they would be able to complete the dual enrollment semester prior to graduating high school.
3. Allocation for placement will be given on a first come first served basis.

Exceptions may be made based on seat availability and/or Dual Enrollment budget constraints.

Dual enrollment students are responsible for arranging and paying for transportation to and from Wilton Simpson Technical College as well as all other dual enrollment related transportation. Parents/guardians assume all financial responsibility and liability for dual enrollment related transportation.

Wilton Simpson Technical College assures students with disabilities equal access as described in Section 504 and 508 of the Rehabilitation Act of 1973 and in compliance with the Americans with Disabilities Act Amendments Act of 2008 (ADAAA). Disclosure of a disability is voluntary.

A student must satisfy the definition of a disability as established by the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. Section 504 defines a disability as a condition which substantially limits one or more major life activities such as learning, walking, seeing, hearing, breathing, caring for oneself, and working. To be eligible for accommodations, a student must provide appropriate documentation of each disability that demonstrates an accompanying substantial limitation to one or more major life activities. To obtain services and accommodations, current documentation is required (within 5 years) and must be presented to Student Services.

DROP/ADD PERIOD FOR TECHNICAL PROGRAMS

1. A 100 percent refund shall be made if the student drops the class prior to the first class meeting.
2. A 100 percent refund shall be made if the student drops the class within the first 5 business days of the semester.

Individuals withdrawing from a program within the first five days of the term must notify the Administrative Office in writing that they are withdrawing. Students are encouraged to state the reason for withdrawal.

Refunds due to course cancellation will be at one hundred percent (100%).

Refunds, when due, are made within thirty (30) days of the last day of attendance and will be initiated by bookkeeping office. The refund will be mailed to the person who made the payment. No refunds are available for General Education programs.

No refunds will be given on registration fees, books, supplies, insurance, testing or other fees.

PROGRESS REPORTS

Progress Reports are issued at the middle point and the end of each term to everyone enrolled in a technical program. Reports will be issued according to the Wilton Simpson Technical College school calendar.

TRANSCRIPTS & ACCESS TO YOUR RECORDS

You may request your class information by completing the HCSD Transcript Request Form S0-SS-05.

If you have completed a program you may contact the administrative office for a copy of your transcripts. All requests are to be made by completing the Transcript Request form. Request forms are available in the administrative office or can be downloaded from www.hcsb.k12.fl.us/studentrecordsrequest. Same day service is not available.

Program Title: Heating, Ventilation, Air-Conditioning/Refrigeration (HVAC/R) 1
Career Cluster: Architecture and Construction

Career Certificate Program		
Program Number	C400410	
CIP Number	0615050111	
Program Length	750 Hours	
SOC & Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml	
Basic Skills Level	Computations (Mathematics): 10	Communications (Reading and Language Arts): 9

Purpose
The purpose of this program is to prepare students for employment or advanced training in the heating, ventilation, air-conditioning/refrigeration (HVAC/R) industry. The student should obtain EPA certification prior to leaving school in order to be employed in any job that requires work with refrigerants. This program focuses on broad, transferable skills, stresses the understanding of the heating, air-conditioning, refrigeration and ventilation industry and demonstrates elements of the industry such as planning, management, finance, technical and production skills, the underlying principles of technology, and health, safety and environmental issues.

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Architecture and Construction career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Architecture and Construction career cluster.

OCP	Course Number	Course Title	Length
A	ACR0000	Introduction to HVAC/R	250 Hours
B	ACR0001	HVAC/R Fundamentals	250 Hours
C	ACR0012	HVAC/R Service Practices	250 Hours

Industry Certifications:	HVAC Excellence: EPA608, R410A, & Employment Ready Exams
Minimum Age Requirement	NONE
Exam Cost *(Included in Tuition)*	EPA608/R410A: $26 each; Employment Ready Exams: $16 each
Examination Contact	Coordinator of Career & Technical Education
Examination Website	https://www.escogroup.org/certifications/employmentready.aspx

Type	Description	Quantity	Unit	Total Cost
Tuition	HVAC (Total Program Length) *(includes: Student Support & Technology costs (Per F.S. 1009.22)*	750 hrs.	$2.54 p/hr.	$1,905.00
Fee	Lab Fee *(includes: Course materials & (4) HVAC Excellence Certification Costs)*	1	524.00	$524.00
Fee	Student ID	1	$5.00	$5.00
Fee	Registration Fee	1	$30.00	$30.00
Book	Modern Refrigeration & Air Conditioning 21st 9781645647188	1	$170.00	$170.00
				$2,634.00

Program Title: Applied Cybersecurity
Career Cluster: Information Technology

Career Certificate Program		
Program Number	Y100500	
CIP Number	0511100316	
Program Length	750 hours	
SOC & Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml	
Basic Skills Level	Computation (Mathematics): 9	Communications (Reading and Language Arts): 9

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and cybersecurity-related careers in the Information Technology career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of cybersecurity.

The content includes but is not limited to foundational knowledge and skills in computer and network security, security vulnerabilities, attack mechanisms and techniques, intrusion detection and prevention, cryptographic systems, system hardening, risk identification, incidence response, penetration testing, key management, access control, and recovery. Specialized courses focus on database security, planning and analysis, software, and web security.

OCP	Course Number	Course Title	Length
A	CTS0010	Cybersecurity Foundations	300 hours
B	CTS0014	Applied Cyber Defense	300 hours
C	CTS0021	Data Security Specialist	150 hours

Industry Certifications:	CompTIA Exams; Knowledge Pillar Exams
Minimum Age Requirement	NONE
Exam Cost *(Included in Tuition)*	CompTIA Exams: $219; Knowledge Pillar Exams: $93
Examination Contact	Coordinator of Career & Technical Education
Examination Website	comptia.org/en-us/certifications/

Type	**Tuitions & Fees**	Quantity	Unit	Total Cost
Tuition	Applied Cyber Security (Total Program Length)	750 hrs.	$2.54 p/hr.	$1,905.00
	(includes: Student Support & Technology costs (Per F.S. 1009.22)			
Fee	CompTIA Lessons/Coursework Student Modules	1	$233.00	$233.00
Fee	Lab Fee (course materials and Certification costs)	1	$492.00	$492.00
	(includes: Course materials & (1) CompTIA Certification Cost)			
Fee	Registration Fee	1	$30.00	$30.00

Fee	Student ID	1	$5.00	$5.00
				$2,665.00

Program Title: Florida Law Enforcement Academy
Career Cluster: Law, Public Safety & Security

Career Certificate Program	
Program Number	P430105
CIP Number	0743010700
Program Length	770 hours
SOC & Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml
Basic Skills Level	Contact the FDLE for information on basic skills & Criminal Justice Basic Abilities Examination.

Purpose
This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Law, Public Safety and Security career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Law, Public Safety and Security career cluster.

OCP	Course Number	Course Title	Length
A	CJK0002	Introduction to Law Enforcement	12 hours
	CJK0016	Communication	24 hours
	CJK0018	Legal	64 hours
	CJK0019	Interviewing and Report Writing	56 hours
	CJK0063	Fundamentals of Patrol	40 hours
	CJK0021	Serving Your Community	34 hours
	CJK0072	Crimes Against Persons	48 hours
	CJK0073	Crimes Involving Property and Society	12 hours
	CJK0079	Crime Scene Follow-up Investigations	34 hours
	CJK0400	Traffic Incidents	12 hours
	CJK0401	Traffic Stops	24 hours
	CJK0402	Traffic Crash Investigations	30 hours
	CJK0403	DUI Traffic Stops	24 hours
	CJK0093	Critical Incidents	44 hours
	CJK0020	Law Enforcement Vehicle Operations	48 hours
	CJK0031	First Aid for Criminal Justice Officers	40 hours
	CJK0040	Criminal Justice Firearms	80 hours
	CJK0051	Criminal Justice Defensive Tactics	80 hours
	CJK0421	Conducted Electrical Weapon/Dart-Firing Stun Gun	4 hours
	CJK0096	Criminal Justice Officer Physical Fitness Training/Law Enforcement	60 hours

Industry Certifications:	State Officer Certification Exam
Minimum Age Requirement	19

Type	Description	Tuition & Fees	Quantity	Unit Cost	Total Cost
Tuition	Law Enforcement Academy (Total Program Length)		770 hrs.	$2.54 p/hr.	$1,955.80
Books	FL BRTP Law Enforcement Academy, Vol 1, 2024 edition		1	$25.00	$25.00
	FL BRTP High Liability Curriculum, Vol 2, 2024 edition		1	$20.00	$20.00
Fee	Lab Fee to include Ammo, Firearm rental, equipment		1	$900.00	$900.00
Fee	Student ID		1	$5.00	$5.00
Fee	Registration Fee		1	$30.00	$30.00
Fee	CJS Testing Company Access Code		1	$60.00	$60.00
Exam	State Officer Certification Exam		1	$100.00	$100.00
					$3,095.80

Program Title: **Crossover from Correctional Officer to Law Enforcement Officer**
Career Cluster: **Law, Public Safety & Security**

Career Certificate Program	
Program Number	P430125
CIP Number	0743010702
Program Length	518 hours
SOC & Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml
Basic Skills Level	Contact the FDLE for information on basic skills & Criminal Justice Basic Abilities Examination.

Purpose
This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Law, Public Safety and Security career cluster; provides technical skill proficiency and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Law, Public Safety and Security career cluster.

OCP	Course Number	Course Title	Length
A	CJK0002	Introduction to Law Enforcement	12 hours
	CJK0016	Communication	24 hours
	CJK0018	Legal	64 hours
	CJK0019	Interviewing and Report Writing	56 hours
	CJK0063	Fundamentals of Patrol	40 hours
	CJK0021	Serving Your Community	34 hours
	CJK0072	Crimes Against Persons	48 hours
	CJK0073	Crimes Involving Property and Society	12 hours
	CJK0079	Crime Scene Follow-up Investigations	34 hours
	CJK0400	Traffic Incidents	12 hours
	CJK0401	Traffic Stops	24 hours
	CJK0402	Traffic Crash Investigations	30 hours
	CJK0403	DUI Traffic Stops	24 hours
	CJK0093	Critical Incidents	44 hours
	CJK0393	Cross-Over Program Updates	8 hours
	CJK0020	Law Enforcement Vehicle Operations	48 hours

OCP	Course Number	Course Title	Length
	CJK0421	Conducted Electrical Weapon/Dart-Firing Stun Gun	4 hours
Industry Certifications:		State Officer Certification Exam	
Minimum Age Requirement		19	

Type	Description	**Tuition & Fees**	Quantity	Unit Cost	Total Cost
Tuition	Crossover CO to LE (Total Program Length)		518 hrs.	$2.54 p/hr.	$1,315.72
Books	FL BRTP Law Enforcement Academy, Vol 1, 2024 edition & Printing		1	$25.00	$25.00
	FL BRTP High Liability Curriculum, Vol 2, 2024 edition & Printing		1	$20.00	$20.00
Fee	Lab Fee for equipment		1	$500.00	$500.00
Fee	Student ID		1	$5.00	$5.00
Fee	Registration Fee		1	$30.00	$30.00
Fee	CJS Testing Company Access Code		1	$60.00	$60.00
Exam	State Officer Certification Exam		1	$100.00	$100.00
				Total	**$2,055.72**

Program Title: Master Automotive Service Technology 1
Career Cluster: Transportation, Distribution and Logistics

Career Certificate Program		
Program Number	T400700	
CIP Number	0647060411	
Program Length	1050 hours	
SOC & Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml	
Basic Skills Level	Computation (Mathematics): 10	Communications (Reading and Language Arts): 9

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Transportation, Distribution and Logistics career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Transportation, Distribution and Logistics career cluster.

The content includes but is not limited to broad, transferable skills and stresses understanding and demonstration of the following elements of the **Automotive** industry, planning, management, finance, technical and product skills, underlying principles of technology, labor issues, community issues and health, safety, and environmental issues.

OCP	Course Number	Course Title	Length
A	AER0014	Automobile Services Assistor	300 hours
B	AER0418	Automotive Brake System Technician	150 hours
C	AER0453	Automobile Suspension and Steering Technician	150 hours
D	AER0360	Automotive Electrical/Electronic System Technician	300 hours

E	AER0110	Engine Repair Technician	150 hours

Industry Certifications:	ASE Technician Exams
Minimum Age Requirement	18
Exam Cost *(Included in Tuition)*	ASE Exams: Registration is $36 plus $43 for each testing attempt
Examination Contact	Coordinator of Career & Technical Education
Examination Website	https://www.ase.com/ase-certification-tests

Type	Description	Quantity	Unit Cost	Total Cost
Tuition	Automotive Services Technology 1 (Total Program Length) $2,667.00 *(includes: Student Support & Technology costs (Per F.S. 1009.22)*	1050 hrs.	$2.54 p/hr.	
Fee	Lab Fee *(includes: Course materials & (1) ASE Certification Costs)*	1	$550.00	$550.00
Fee	Registration Fee	1	$30.00	$30.00
Fee	Student ID	1	$5.00	$5.00
Book	CDX FAT3e Textbook *(plus 2 Year Online Access ISBN: 9781284271669)*	1	$303.00	$303.00
				$3,555.00

Program Title: Diesel Systems Technician 1
Career Cluster: Transportation, Distribution and Logistics

Career Certificate Program		
Program Number	T650100	
CIP Number	0647061305	
Program Length	1050 hours	
SOC & Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml	
Basic Skills Level	Computation (Mathematics): 9	Communications (Reading and Language Arts): 9

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Transportation, Distribution and Logistics career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Transportation, Distribution and Logistics career cluster.

The content includes but is not limited to maintaining and repairing diesel engines and electrical systems; reconditioning diesel fuel injection systems; overhauling diesel engines; and performing diesel engine preventive maintenance.

OCP	Course Number	Course Title	Length

A	DIM0101	Diesel Engine Mechanic/Technician Helper	150 hours
B	DIM0102	Diesel Electrical and Electronics Technician	300 hours
C	DIM0104	Diesel Engine Technician	300 hours
D	DIM0105	Diesel Brakes Technician	300 hours

Industry Certifications:	ASE Technician Exams
Minimum Age Requirement	18
Exam Cost *(Included in Tuition)*	ASE Exams: Registration is $36 plus $43 for each testing attempt
Examination Contact	Coordinator of Career & Technical Education
Examination Website	https://www.ase.com/ase-certification-tests

Type	Description	Quantity	Unit Cost	Total Cost
Tuition	Diesel Systems Technician 1 (Total Program Length) *(includes: Student Support & Technology costs (Per F.S. 1009.22)*	1050 hrs.	$2.54 p/hr.	$2,667.00
Fee	Lab Fee *(includes: Course materials & (1) ASE Certification Costs)*	1	$550.00	$550.00
Fee	Registration Fee	1	$30.00	$30.00
Fee	Student ID	1	$5.00	$5.00
Book	CDX BU- CDX Engines 2e -Systems 2e	1	$375.00	$375.00
				$3,627.00

Program Title: **Barbering**
Career Cluster: **Human Services**

Program Number	I120403	
CIP Number	0612040202	
Program Length	900 hours	
SOC & Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml	
Basic Skills Level	Computation (Mathematics): 9	Communications (Reading and Language Arts): 9

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Human Services career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem- solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Human Services career cluster.

The purpose of this program is to prepare students for employment as barbers. Instruction is designed to qualify students for employment upon successfully passing the Florida Barber License Examination.

OCP	Course Number	Course Title	Length
A	COS0160	Barber 1A	320 hours
	COS0161	Barber 2A	150 hours
	COS0162	Barber 3A	300 hours
	COS0163	Barber 4A	130 hours

Industry Certifications:	Florida Board Barbering License
Minimum Age Requirement	16
Exam Cost *(Included in Tuition)*	DBPR Exams: Licensure is $117 plus $63.50 for each testing attempt
Examination Contact	Coordinator of Career & Technical Education
Examination Website	https://www2.myfloridalicense.com/examination-information/

Type	Description	Quantity	Unit Cost	Total Cost
Tuition	Barbering (Total Program Length) *(includes: Student Support & Technology costs (Per F.S. 1009.22)*	900 hrs.	$2.54 p/hr.	$2,286.00
Fee	Lab Fee *(includes: some consumable chemicals & materials)*	1	$350.00	$350.00
Fee	Registration Fee	1	$30.00	$30.00
Fee	Student ID	1	$5.00	$5.00
Book	Milady Textbook 9798214080444 & Milady Workbook 9798214499222	1	$317.00	$317.00
Fee	Required Barbering Tool Kit & Freight	1	$667.00	$667.00
				$3,655.00

Program Title: **Cosmetology**
Career Cluster: **Human Services**

Career Certificate Program		
Program Number	D500100	
CIP Number	0612040102	
Program Length	1200 hours	
SOC & Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml	
Basic Skills Level	Computation (Mathematics): 8	Communications (Reading and Language Arts): 8

Purpose
This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Human Services career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills,

technical skills, and occupation-specific skills, and knowledge of all aspects of the Human Services career cluster. This program offers a broad foundation of knowledge and skills to prepare students for employment in network support services positions.

A student who completes the Cosmetology program is prepared for employment as a licensed cosmetologist, opening numerous career opportunities in the industry. This instructional program is designed to qualify students for employment after they successfully obtain their cosmetology license.

OCP	Course Number	Course Title	Length
A	CSP0009	Grooming and Salon Services Core, Facials and Nails	225 hours
	COS0002	Cosmetologist and Hairstylist 1	300 hours
	COS0003	Cosmetologist and Hairstylist 2	300 hours
	COS0009	Cosmetologist and Hairstylist 3	375 hours

Industry Certifications:	Florida Board Cosmetology License
Minimum Age Requirement	16
Exam Cost *(Included in Tuition)*	DBPR Exams: Licensure is $117 plus $63.50 for each testing attempt
Examination Contact	Coordinator of Career & Technical Education
Examination Website	https://www2.myfloridalicense.com/examination-information/

Type	Description	Quantity	Unit Cost	Total Cost
Tuition	Cosmetology (Total Program Length) *(includes: Student Support & Technology costs (Per F.S. 1009.22)*	1200 hrs.	$2.54 p/hr.	$3,048.00
Fee	Lab Fee *(includes: some consumable chemicals & materials)*	1	$450.00	$450.00
Fee	Registration Fee	1	$30.00	$30.00
Fee	Student ID	1	$5.00	$5.00
Book	Milady Textbook 9780357871492 & Milady Workbook 9780357922170	1	$317.00	$317.00
Fee	Cosmetology Tool Kit **(Required)**	1	$750.00	$750.00
				$4600.00

Program Title: **CNC Production Specialist**
Career Cluster: **Manufacturing**

Career Certificate Program		
Program Number	J200300	
CIP Number	0648050307	
Program Length	600 hours	
SOC & Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml	
Basic Skills Level	Computation (Mathematics): 10	Communications (Reading and Language Arts): 9

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the manufacturing career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the manufacturing career cluster.

OCP	Course Number	Course Title	Length
A	PMT0026	CNC Production Technician I	300 hours
B	PMT0027	CNC Production Technician II	300 hours

Industry Certifications:	SolidWorks
Minimum Age Requirement	16
Exam Cost *(Included in Tuition)*	Registration: $60 plus $160 in certification exam costs
Examination Contact	Coordinator of Career & Technical Education
Examination Website	https://www.solidworks.com/solidworks-certification-program

Type	Description	**Tuition & Fees**	Quantity	Unit Cost	Total Cost
Tuition	CNC Production Specialist (Total Program Length)		600 hrs.	$2.54 p/hr.	$1,524.00
	(includes: Student Support & Technology costs (Per F.S. 1009.22)				
Fee	Lab Fee (to include course materials and certification costs)		1	$895.00	$895.00
	(to include course programming, consumables, & (1) certification costs)				
Fee	Registration Fee		1	$30.00	$30.00
Fee	Student ID		1	$5.00	$5.00
Book	CNC Manufacturing Technology, 2nd Edition		1	$127.00	$127.00
	ISBN: 979-8-89118-175-5 – Textbook & Workbook				
					$2581.00

Program Title: Welding Technology
Career Cluster: Manufacturing

Career Certificate Program	
Program Number	J400400
CIP Number	0648050805

Career Certificate Program		
Program Length	1050 hours	
SOC & Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml	
Basic Skills Level	Computation (Mathematics): 9	Communications (Reading and Language Arts): 9

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the manufacturing career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the manufacturing career cluster. This program offers a broad foundation of knowledge and skills to prepare students for employment in the welding industry.

OCP	Course Number	Course Title	Length
A	PMT0070 PMT0071	Welder Assistant 1 Welder Assistant 2	150 hours 150 hours
B	PMT0072 PMT0073	Welder, SMAW 1 Welder, SMAW 2	150 hours 150 hours
C	PMT0074	Welder	450 hours

Industry Certifications:	NCCER & AWS Certified Welder
Minimum Age Requirement	16
Exam Cost *(Included in Tuition)*	NCCER: $95 & AWS Certified Welder: $350
Examination Contact	Coordinator of Career & Technical Education
Examination Website	https://www.nccer.org/craft-catalog/welding/

Type	**Description**	Quantity	Unit Cost	Total Cost
Tuition	Welding Technology (Total Program Length) *(includes: Student Support & Technology costs (Per F.S. 1009.22)*	1050 hrs.	$2.54/hr.	$2667.00
Fee	Lab Fee *(includes: Course materials & (4) NCCER (1)AWS Welding Certification Costs)*	1	$1350.00	$1,350.00
Fee	Student ID	1	$5.00	$5.00
Fee	Registration Fee	1	$30.00	$30.00
Book	NCCER Curriculum & Books	1	$347.00	$347.00
				$4,399.00

~~**Heating, Ventilation, Air-Conditioning/Refrigeration (HVAC/R) 1**~~

Program Structure

OCP	Course Number	Course Title	Course Length	SOC Code
A	ACR0000	Introduction to HVAC/R	250 Hours	49-9021
B	ACR0001	HVAC/R Fundamentals	250 Hours	49-9021
C	ACR0012	HVAC/R Service Practices	250 Hours	49-9021
		Total Course Length	750 Hours	

Program Description

The Air-Conditioning, Refrigeration and Heating Technology Program includes classroom and shop instruction in the basic principles of air conditioning and refrigeration that apply to commercial and residential systems. Students entering this program will develop the basic knowledge and skills for entry level employment as installers or mechanics in the air conditioning, refrigeration and heating industry or provide supplemental training for persons previously or currently employed in this career field. Both classroom and laboratory work will be necessary for completion of the program.

Certificates available

EPA 608 refrigerant R410A Safety HVAC Excellence Employment Ready Exams Series

TABE Minimum Requirements

Area	Minimum Score
Communications	9
Math	10

Books, Required Materials & Uniforms

Reference Appendix A for current required book and supply list. The uniform for the HVAC program consists of a collared work shirt and dark work type pants. All students must purchase and wear safety glasses, hard leather work shoes with non-skid, oil resistant soles. Proper uniform and safety equipment must be worn each day to class.

Tools

Basic hand tools and equipment are required for this program. Information regarding specific tools will be discussed the first week of class.

Applied Cyber Security

OCP	Course Number	Course Title	Course Length	SOC Code
A	CTS0018	Cybersecurity Associate	600 hours	15-1122
B	CTS0019	Information Security Manager, or	150 hours	15-1122
B	CTS0020	Data Security Specialist	150 hours	
		Total Course Length	750 hours	

Program Description

This course provides students with the skills to analyze cybersecurity issues from a variety of perspectives, Lead teams of cybersecurity professionals and make strategic decisions to protect entities from cyber threats.

Certifications available

CompTIA A+ CompTIA

Network+ Network

Security+

TABE minimum standards

Area	Minimum Score
Communications	9
Math	10

Books, Required Materials & Uniforms

Reference Appendix A for current required book and supply list. The uniform for this course is business casual attire.

Master Automotive Service Technology 1

Program Structure

OCP	Course Number	Course Title	Course Length	SOC Code
A	AER0014	Automotive Services Assistor	300 Hours	49-3023
B	AER0418	Automotive Brake System Technician	150 Hours	49-3023
C	AER0453	Automobile Suspension & Steering Technician	150 Hours	49-3023
D	AER0360	Automotive Electrical/Electronic System Technician	300 Hours	49-3023
E	AER0110	Engine Repair Technician	150 Hours	49-3023
		Total Course Length	1050 Hours	

Program Description

This program helps to prepare the student for employment in the automotive mechanics field. Students learn to diagnose malfunctions, repair, adjust or replace parts of the automobile, restoring it to the conditions and specifications recommended by the manufacturer.

Certifications available

ASE

TABE minimum standards

Area	Minimum Score
Communications	9
Math	10

Books, Required Materials & Uniforms

Reference Appendix A for current required book and supply list. The uniform for the automotive program consists of a collared work shirt and dark work type pants. All students must purchase and wear safety glasses, hard leather work shoes with non-skid, oil resistant soles. Proper uniform and safety equipment must be worn each day to class.

Tools

Basic hand tools and equipment are required for this program. Information regarding specific tools will be discussed the first week of class.

Barbering

Program Structure

OCP	Course Number	Course Title	Course Length	SOC Code
	COS0160	Barber 1A	320 hours	39-5011
	COS0161	Barber 2A	150 hours	39-5011
	COS0162	Barber 3A	300 hours	39-5011
A	COS0163	Barber 4A	130 hours	39-5011
		Total Course Length	900 Hours	

Program Description

The purpose of this program is to prepare students for employment as barbers. Instruction is designed to qualify students for employment upon successfully passing the Florida Barber License Examination. Instruction includes a combination of class theory and practical experiences through practice with mannequins and patrons. Students will take a state board exam at the completion of the program for the Florida barbering license.

Certifications Available

Florida Board of Barbering License

TABE minimum standards

Area	Minimum Score
Communications	9
Math	8

Books, Required Materials & Uniforms

Reference Appendix A for current required book and supply list. This program requires that a uniform be worn daily. Uniform consists of a black smock, black pants and black shoes.

CNC Production Specialist

Program Structure

OCP	Course Number	Course Title	Teacher Certification	Length
A	PMT0026	CNC Production Technician I	ENG 7G MACH SHOP @7 7G METAL WORK 7G	300 hours
B	PMT0027	CNC Production Technician II		300 hours

Program Description

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the manufacturing career cluster. This provides technical skill proficiency.

Certifications Available

Students will be prepared to take a NIMS Exam.

Books, Required Materials & Uniforms

Reference Appendix A for current required book and supply list. This program requires that a uniform be worn daily.

Cosmetology

Program Structure

OCP	Course Number	Course Title	Course Length	SOC Code
	CSP0009	Grooming and Salon Services, Core, Facials and Nails	225 Hours	39-5012
	COS0002	Cosmetology and Hairdresser 1	300 Hours	39-5012
	COS0003	Cosmetology and Hairdresser 2	300 Hours	39-5012
A	COS0009	Cosmetology and Hairdresser 3	375 Hours	39-5012
		Total Course Length	1200 Hours	

Program Description

Cosmetology enables people to acquire technical knowledge and skills necessary to qualify for the Florida Cosmetology State License Examination. Instruction includes a combination of class theory and practical experiences through practice with mannequins and patrons. Students will take a state board exam at the completion of the program for the Florida cosmetology license.

Certifications Available

Florida Board of Cosmetology License

TABE minimum standards

Area	Minimum Score
Communications	9
Math	8

Books, Required Materials & Uniforms

Reference Appendix A for current required book and supply list. This program requires that a uniform be worn daily. Uniform consists of a black smock, black pants and black shoes.

Diesel Systems Technician I

Program Structure

OCP	Course Number	Course Title	Teacher Certification	Length
A	DIM0101	Diesel Engine Mechanic/Technician Helper	DIESEL MECH @7 7G	150 hours
B	DIM0102	Diesel Electrical and Electronics Technician		300 hours
C	DIM0104	Diesel Engine Technician		300 hours
D	DIM0105	Diesel Brakes Technician		300 hours

Program Description

The course is multi-tiered and students entering this program will develop the knowledge and skills, both basic and intermediary, for employment in the diesel mechanic industry. Performs inspection, maintenance, repairs, and overhauls of diesel engines. Troubleshoots and diagnoses problems. Utilizes computer electronics systems to interpret failure modes.

Certifications Available

Students will be prepared to take an ASE (Automotive Service Excellence) Exam

Books, Required Materials & Uniforms

Reference Appendix A for current required book and supply list. This program requires that a uniform be worn daily. Uniform consists of a black smock, black pants and black shoes.

Florida Law Enforcement Academy

Instructor

Various instructors per course and FDLE requirements

Program Structure

OCP	Course Number	Course Title	Length	SOC Code
A	CJK0002	Introduction to Law Enforcement	12 hours	
	CJK0016	Communication	24 hours	
	CJK0018	Legal	64 hours	
	CJK0019	Interviewing and Report Writing	56 hours	
	CJK0063	Fundamentals of Patrol	40 hours	
	CJK0021	Serving Your Community	34 hours	
	CJK0072	Crimes Against Persons	48 hours	
	CJK0073	Crimes Involving Property and Society	12 hours	
	CJK0079	Crime Scene Follow-up Investigations	34 hours	
	CJK0400	Traffic Incidents	12 hours	
	CJK0401	Traffic Stops	24 hours	
	CJK0402	Traffic Crash Investigations	30 hours	
	CJK0403	DUI Traffic Stops	24 hours	
	CJK0093	Critical Incidents	44 hours	
	CJK0020	Law Enforcement Vehicle Operations	48 hours	
	CJK0031	First Aid for Criminal Justice Officers	40 hours	
	CJK0040	Criminal Justice Firearms	80 hours	
	CJK0051	Criminal Justice Defensive Tactics	80 hours	
	CJK0421	Conducted Electrical Weapon/Dart-Firing Stun Gun	4 hours	
	CJK0096	Criminal Justice Officer Physical Fitness Training/Law Enforcement	60 hours	

Program Description

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Law, Public Safety and Security career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Law, Public Safety and Security career cluster.

Certifications Available

State Officer Certification Exam

~~Books, Required Materials & Uniforms~~

~~Reference Appendix A for current required book and supply list. This program requires that a uniform be worn daily.~~

Florida Law Enforcement Academy - Crossover

Instructor

Various instructors per course and FDLE requirements

Program Structure

OCP	Course Number	Course Title	Length	SOC Code
A	CJK0002	Introduction to Law Enforcement	12 hours	
	CJK0016	Communication	24 hours	
	CJK0018	Legal	64 hours	
	CJK0019	Interviewing and Report Writing	56 hours	
	CJK0063	Fundamentals of Patrol	40 hours	
	CJK0021	Serving Your Community	34 hours	
	CJK0072	Crimes Against Persons	48 hours	
	CJK0073	Crimes Involving Property and Society	12 hours	
	CJK0079	Crime Scene Follow-up Investigations	34 hours	
	CJK0400	Traffic Incidents	12 hours	
	CJK0401	Traffic Stops	24 hours	
	CJK0402	Traffic Crash Investigations	30 hours	
	CJK0403	DUI Traffic Stops	24 hours	
	CJK0093	Critical Incidents	44 hours	
	CJK0393	Cross-Over Program Updates	8 hours	
	CJK0020	Law Enforcement Vehicle Operations	48 hours	
	CJK0421	Conducted Electrical Weapon/Dart-Firing Stun Gun	4 hours	

Program Description

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Law, Public Safety and Security career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Law, Public Safety and Security career cluster.

Certifications Available

State Officer Certification Exam

Books, Required Materials & Uniforms

Reference Appendix A for current required book and supply list. This program requires that a uniform be worn daily.

Welding Technology

OCP	Course Number	Course Title	Course Length	SOC Code
	PMT0070	Welder Assistant 1	150 hours	51-9198
A	PMT0071	Welder Assistant 2	150 hours	51-9198
	PMT0072	Welder, SMAW 1	150 hours	51-4121
B	PMT0073	Welder, SMAW 2	150 hours	51-4121
C	PMT0074	Welder	450 hours	51-4121
		Total Course Length	1050 Hours	

Program Description

The welding program includes classroom and shop instruction and prepare students for employment in the welding industry. The course is multi-tiered and students entering this program will develop the knowledge and skill both basic and intermediary, for employment in Shield Metal Arc Welding, Gas Metal Arc Welding, Flux-Core Arc Welding and Gas Tungsten Arc Welding to professional competency.

Certifications available

American Welding Society Examinations

TABE minimum standards

Area	Minimum Score
Communication	9
Math	9

Books, Required Materials & Uniforms

Reference Appendix A for current required book and supply list. The uniform for the welding program consists of a collared work shirt and dark work type pants. All students must purchase and wear safety glasses, hard leather work shoes with non-skid, oil resistant soles. Proper uniform and safety equipment must be worn each day to class. Students must also provide their own approved welding helmet and gloves.

~~Appendix A~~

Automotive Services Technology 1

- ✓ Personal protective equipment and uniforms are **required** before first day of school.
- ✓ Check with instructor before purchasing any tools on or off this list.
- ✓ Prices listed below are approximate and subject to change and subjected to state tax where applicable.
- ✓ Students may purchase items below from a Distributor of their choice.

Type	Description	Quantity	Unit Cost	Total Cost
Tuition	Automotive Services Technology 1 (Total Program Length)	1050 hrs.	$2.44 p/hr.	$2,562.00
Fee	Lab Fee (to include: course materials & ASE Certification costs)	1	$530.00	$530.00
Fee	Registration Fee	1	$30.00	$30.00
Fee	Student ID	1	$5.00	$5.00
Book	CDX FAT3e Textbook, Workbook, & 2 Year Online Access 9781284271669	1	$303.00	$303.00
				$3,430.00

Estimated cost for Personal Equipment, Uniform, & Supplies to be purchased by student

Uniform	Work Pants, Shop Top & oil resistant close toed shoes – Required Day 1	1	$180.00	$180.00
Supply	Safety Glasses	1	$15.00	$15.00
Supply	Ear Plugs	1	$12.00	$12.00
				$207.00

PROGRAM TOTAL	**$3,637.00**

WILTON SIMPSON TECHNICAL COLLEGE

Barbering

- ✓ Personal protective equipment and uniforms are **required** before first day of school.
- ✓ Check with instructor before purchasing any tools on or off this list.
- ✓ Prices listed below are approximate and subject to change and subjected to state tax where applicable.
- ✓ Students may purchase items below from a Distributor of their choice.
- ✓ State Exam and HIV/AIDS Course, registrations, and scheduling is at students own expense.

Type	Description	Quantity	Unit Cost	Total Cost
Tuition	Barbering (Total Program Length)	900 hrs.	$2.44 p/hr.	$2,196.00
Fee	Lab Fee	1	$300.00	$300.00
Fee	Registration Fee	1	$30.00	$30.00
Fee	Student ID	1	$5.00	$5.00
Book	Milady Textbook 9798214080444 & Milady Workbook 9798214499222	1	$297.50	$297.50
Fee	Barbering Tool Kit & Freight **(Required)**	1	$667.50	$667.50
				$3,496.00

Estimated cost for Personal Equipment, Uniform, & Supplies to be purchased by student

Uniform	Black pants & shirt (black scrubs preferred) & close toed shoes	1	$100.00	$100.00
Supply	Box of latex gloves (in your preferred size)	1	$12.00	$12.00
				$112.00

Exams to be purchased by student

Exam	HIV/AIDS	$20.00	$20.00
Exam	State Exam	$100.00	$100.00
Fee	Licensing	$75.00	$75.00
			$195.00

PROGRAM TOTAL	**$3803.0**

Barbering Tool Kit (S&H included)

Items Included in Tool Kit:	*$667.50

Barber Jacket and Cutting Cape
Rubber Base Styling Brush
Black Collar Clips (06)
Ceramic Cushion Paddle Brush
Tapered Barber Combs/Styling Combs
Ryan Deluxe Bearded Manikin
Cutting Comb/Barber Comb
Jake Budget Manikin
White (1) and Black (1) Clipper Comb
Head Lock Manikin Holder
Extra Large Nylon Tote
Ninja Swordsman Duo Shear Set
Wahl Barber Clipper/ Trimmer Combo
Tourmaline Ionic Ceramic Dryer
Wahl Profoil Lithium Plus Shaver
Professional Shaving Mug/Brush
Paddle Razor with Replaceable Blade
Handheld Square Mirror

~~Soft n Style Cotton Towels (12)~~
~~Professional Shaving Brush~~

Cosmetology

- ✓ Personal protective equipment and uniforms are **required** before first day of school.
- ✓ Check with instructor before purchasing any tools on or off this list.
- ✓ Prices listed below are approximate and subject to change and subjected to state tax where applicable.
- ✓ Students may purchase items below from a Distributor of their choice.
- ✓ State Exam and HIV/AIDS Course, registrations, and scheduling is at students own expense.

Type	Description	Quantity	Unit Cost	Total Cost
Tuition	Cosmetology (Total Program Length)	1200 hrs.	$2.44 p/hr.	$2,928.00
Fee	Lab Fee	1	$300.00	$300.00
Fee	Registration Fee	1	$30.00	$30.00
Fee	Student ID	1	$5.00	$5.00
Book	Milady Textbook 9780357871492 & Milady Workbook 9780357922170	1	$297.50	$297.50
Fee	Cosmetology Tool Kit **(Required)**	1	$606.50	$606.50
				$4167.00

Estimated cost for Personal Equipment, Uniform, & Supplies to be purchased by student

Uniform	Black pants (black scrubs preferred) & close toed shoes	1	$100.00	$100.00
Supply	Box of latex gloves (in your preferred size)	1	$12.00	$12.00
				$112.00

Exams to be purchased by student

Exam	HIV/AIDS	$20.00	$20.00
Exam	State Exam	$100.00	$100.00
Fee	Licensing	$75.00	$75.00
			$195.00

PROGRAM TOTAL	**$4,474.00**

Crossover from Correctional Officer to Law Enforcement Officer

- ✓ Supplies, textbooks, and uniforms are **required** before first day of school*
- ✓ Check with instructor before purchasing any tools on this list.
- ✓ Prices listed below are approximate and subject to change and subjected to state tax where applicable

Type	Pre-Enrollment Costs (anticipated costs)	Total Cost
✓ Exam	CJBAT (Criminal Justice Basic Abilities Test) take prior to enrollment	$39.00
✓ Background Fee	Fingerprints to be taken prior to admission	$37.25
✓ Examination	Medical / Physical (estimate)	$200.00

Type	Description	Tuition & Fees	Quantity	Unit Cost	Total Cost
Tuition	Crossover CO to LE (Total Program Length)		518 hrs.	$2.44 p/hr.	$1,263.92
Books	FL BRTP Law Enforcement Academy, Vol 1, 2024 edition		1	$15.25	$15.25
	ISBN: 978-1-71147-262-1				
	FL BRTP High Liability Curriculum, Vol 2, 2024 edition		1	$11.00	$11.00
	ISBN: 978-1-71147-264-5				
Fee	Lab Fee for equipment		1	$420.00	$420.00
Fee	Student ID		1	$5.00	$5.00
Fee	Registration Fee		1	$30.00	$30.00
Fee	CJS Testing Company Access Code		1	$60.00	$60.00
Exam	State Officer Certification Exam		1	$100.00	$100.00
		Uniform & Supplies			
Fee	Uniform Costs (Estimated)		1	$300.00	300.00

	Pre-Enrollment Costs	$276.25Tuition $1,263.92
	Fees including lab	$515.00
	Books	$26.25
	Examination Fees	$100.00
	Uniforms &Supplies	$300.00
	PROGRAM TOTAL	**$2481.42**

Location: Wilton Simpson Technical College – 17050 Spring Hill Dr. – Brooksville, FL 34604
www.hernandoschools.org/schools/stc

Rev. 4/2025

Florida Law Enforcement Academy

- ✓ Supplies, textbooks, and uniforms are **required** before first day of school*
- ✓ Check with instructor before purchasing any tools on this list.
- ✓ Prices listed below are approximate and subject to change and subjected to state tax where applicable

Type	Pre-Enrollment Costs (anticipated costs)	Total Cost
✓ Exam	CJBAT (Criminal Justice Basic Abilities Test) take prior to enrollment	$39.00
✓ Background Fee	Fingerprints to be taken prior to admission	$37.25
✓ Examination	Medical / Physical (estimate)	$200.00

Type	Description	**Tuition & Fees**	Quantity	Unit Cost	Total Cost
Tuition	Law Enforcement Academy (Total Program Length)		770 hrs.	$2.44 p/hr.	$1,878.80
Books	FL BRTP Law Enforcement Academy, Vol 1, 2024 edition		1	$15.25	$15.25
	ISBN: 978-1-71147-262-1				
	FL BRTP High Liability Curriculum, Vol 2, 2024 edition		1	$11.00	$11.00
	ISBN: 978-1-71147-264-5				
Fee	Lab Fee to include Ammo, Firearm rental, equipment		1	$800.00	$800.00
Fee	Student ID		1	$5.00	$5.00
Fee	Registration Fee		1	$30.00	$30.00
Fee	CJS Testing Company Access Code		1	$60.00	$60.00
Exam	State Officer Certification Exam		1	$100.00	$100.00

Uniform & Supplies

Fee	Uniform Costs (Estimated)		1	$300.00	$300.00

Pre-Enrollment Costs	$276.25
Tuition	$1,878.80
Fees including lab	$895.00
Books	$26.25
Examination Fees	$100.00
Uniforms &Supplies	$300.00
PROGRAM TOTAL	**$3,476.30**

Heating, Ventilation, Air-Conditioning/Refrigeration 1

- ✓ Personal protective equipment and uniforms are **required** before first day of school.
- ✓ Check with instructor before purchasing any tools on or off this list.
- ✓ Prices listed below are approximate and subject to change and subjected to state tax where applicable.
- ✓ Students may purchase items below from a Distributor of their choice.

Type	Description	Quantity	Unit Cost	Total Cost
Tuition	HVAC (Total Program Length)	750 hrs.	$2.44 p/hr.	$1,830.00
Fee	Lab Fee (to include: course materials & HVAC Certification costs)	1	395.00	$395.00
Fee	Student ID	1	$5.00	$5.00
Fee	Registration Fee	1	$30.00	$30.00
Book	Modern Refrigeration & Air Conditioning 21st 9781645647188	1	$169.50	$169.50
				$2,289.50

Estimated cost for Personal Equipment, Uniform, & Supplies to be purchased by student

Uniform	Work pants, work shirt, closed toe shoes – Required Day 1	1	$150.00	$150.00
Supply	Safety Glasses (ANSI approved) – Required Day 1	1	$10.00	$10.00
Supply	Calculators (2) – Square Root function & Air Duct Calculator	2	$15.00	$30.00
Supply	Black Electrical Tape	1	$6.00	$6.00
Tool	Toolbox or Tool Bag	1	$20.00	$20.00
Tool	Fieldpiece SC56 Swivel Head Meter (capacitors, ohms, volts, & amps)	1	$220.00	$220.00
Tool	Wire Crimp Terminal Tool	1	$20.00	$20.00
Tool	Combination Screwdriver Set or 6 in one or 8 in one driver	1	$29.00	$29.00
Tool	Pliers – Needle Nose Pliers 6" & Lineman Pliers	1	$20.00	$40.00
Tool	Tub Cutter (mini IMP)	1	$19.00	$19.00
Tool	Imperial Tube Cutter – 127 FB	1	$22.00	$22.00
Tool	Imperial Eastman Flare/Swage Set	1	$90.00	$90.00
Tool	Tubing Bender ¼", 3/8", ½"	1	$70.00	$70.00
Tool	Inspection Mirror	1	$13.00	$13.00
Tool	Service Wrench – small	1	$18.00	$18.00
Tool	Wire Strippers	1	$16.00	$16.00
Tool	Refrigeration Gauges – R-22 & R-410 compatible 5'Hoses (yellow jacket)	1	$160.00	$160.00
Tool	Field piece ATC1 or ATC1R Pipe Temperature Clamp or equivalent	1	$85.00	$85.00
Tool	Adjustable Wrench 10", 8", 6"P	1	$30.00	$30.00
Tool	Channel Lock Pliers	1	$15.00	$15.00
Tool	Hose Quick Disconnect (90 degree)	3	$25.00	$75.00
Tool	Valve Core Remover Tool – Yellow Jacket	1	$45.00	$45.00
Tool	Nut Driver – ¼" & 5/16" set, Long Shank	1	$15.00	$15.00
Tool	Alligator Clips or equivalent	2	$6.00	$12.00
Tool	Socket Set – 3/8" drive	1	$40.00	$40.00
Tool	Magnehelic 2" scale	1	$90.00	$90.00
Tool	Sling Psychrometer (digital is acceptable)	1	$100.00	$100.00
				$1,440.00

PROGRAM TOTAL	**$3,7295.50**

WILTON SIMPSON TECHNICAL COLLEGE

Welding

- ✓ Personal protective equipment and uniforms are **required** before first day of school.
- ✓ Check with instructor before purchasing any tools on or off this list.
- ✓ Prices listed below are approximate and subject to change and subjected to state tax where applicable.
- ✓ Students may purchase items below from a Distributor of their choice.

Type	Description	Quantity	Unit Cost	Total Cost
Tuition	Welding Technology (Total Program Length)	1050 hrs.	$2.44 p/hr.	$2,562.00
Fee	Lab Fee (to include: metal costs, materials, & Certification costs)	4	$475.00	$1,900.00
Fee	Student ID	1	$5.00	$5.00
Fee	Registration Fee	1	$30.00	$30.00
Book	Modern Welding Textbook & Workbook 9781635636943	1	$147.00	$147.00
				$4,644.00

Estimated cost for Personal Equipment, Uniform, & Supplies to be purchased by student

Uniform	Heavy jeans & work shirt (100% cotton) – Required Day 1	1	$100.00	$100.00
Uniform	High-top leather safety steel toe boots – Required Day 1	1	$80.00	$80.00
Uniform	Fire-Resistant welding jacket – Required Day 1	1	$70.00	$70.00
Uniform	Leather welding gloves – Required Day 1	1	$20.00	$20.00
Uniform	Welders hat or skullcap – Required Day 1	1	$7.00	$7.00
Supply	Welding helmet – Required Day 1	1	$60.00	$60.00
Supply	Clear safety glasses or prescription glasses with side shields	1	$20.00	$20.00
Supply	Face shield w/head gear (OFC & PAC)	1	$30.00	$30.00
Supply	Ear Plugs	1	$12.00	$12.00
Supply	Welding filter plates #10	1	$6.00	$6.00
Tool	Carbon steel wire brush	1	$8.00	$8.00
Tool	Pliers, Wrenches, Clamps	1	$100.00	$100.00
Tool	12” adjustable wrench	1	$30.00	$30.00
Tool	10” groove or slip joint pliers	1	$30.00	$30.00
Tool	6” side or diagonal cutting pliers	1	$10.00	$10.00
Tool	10” vice grip pliers	1	$15.00	$15.00
				$598.00
			PROGRAM TOTAL	**$5,242.00**

GI Bill.

Location: Wilton Simpson Technical College – 17050 Spring Hill Dr. – Brooksville, FL 34604
www.hernandoschools.org/schools/stc

Rev. 4/2025

CNC Production Specialist

- ✓ Prices listed below are approximate and subject to change and subjected to state tax where applicable
- ✓ Students may purchase items below from the Distributor of their choice but must be of Automotive Service Usage.
- ✓ ASE registration and examinations at students own expense.

Type	Description	Tuition & Fees	Quantity	Unit Cost	Total Cost
Tuition	CNC Production Specialist (Total Program Length)		600 hrs.	$2.44 p/hr.	$1,464.00
Fee	Lab Fee (to include course materials and certification costs)		1	$735.00	$735.00
Fee	Registration Fee		1	$30.00	$30.00
Fee	Student ID		1	$5.00	$5.00
Book	CNC Manufacturing Technology, 2nd Edition		1	$127.00	$127.00
	ISBN: 979-8-89118-175-5 – Textbook & Workbook				
					$2361.00

Books, Uniform & Supplies

Type	Description	Quantity	Unit Cost	Total Cost
Uniform	Work Pants, Shop-Top and oil resistant work shoes, close toed	1	$150.00	$150.00
Supply	Safety Glasses	1	$10.00	$10.00
Supply	Ear Plugs	1	$9.89	$9.89
				$169.89

PROGRAM TOTAL **$2,530.89**

Location: Wilton Simpson Technical College – 17050 Spring Hill Dr. – Brooksville, FL 34604
www.hernandoschools.org/schools/stc

Rev. 4/2025

Diesel Systems Technician 1

- ✓ Personal protective equipment and uniforms are **required** before first day of school.
- ✓ Check with instructor before purchasing any tools on or off this list.
- ✓ Prices listed below are approximate and subject to change and subjected to state tax where applicable.
- ✓ Students may purchase items below from a Distributor of their choice.

Type	Description	Quantity	Unit Cost	Total Cost
Tuition	Diesel Systems Technician 1 (Total Program Length)	1050 hrs.	$2.44 p/hr.	$2,562.00
Fee	Lab Fee (to include course materials and ASE Certification)	1	$530.00	$530.00
Fee	Registration Fee	1	$30.00	$30.00
Fee	Student ID	1	$5.00	$5.00
Book	CDX BU- CDX Engines 2e -Systems 2e ISBN: 9781284274073 – Textbook & 2 Year online access code, Including online Student Workbook	1	$374.21	$374.21
				$3,501.21

Estimated cost for Personal Equipment, Uniform, & Supplies to be purchased by student

Uniform	Work Pants, Shop Top and oil resistant work shoes, close toed	1	$150.00	$150.00
Supply	Safety Glasses	1	$10.00	$10.00
Supply	Ear Plugs	1	$9.89	$9.89
				$169.89

PROGRAM TOTAL **$3,673.10**

Industry Certification & Licensure Requirements by Program

Heating, Ventilation, Air Conditioning,/Refrigeration (HVAC/R) 1

Minimum Age for Industry Examinations	None
Minimum Clock Hours	750
Examination Fees	EPA608 & R410A = $25. Employment Ready exams + $15 each
Examination Contact at STC	Coordinator of Career and Technical Education
Examination Website for external testing	Non-Applicable
Florida Department of Education Curriculum	https://www.fldoe.org/academics/career-adult-edu/career-tech-edu/curriculum-frameworks/2024-25-frameworks/architecture-construction.stml - C400410

Applied Cyber Security

Minimum Age for Industry Examinations	None
Minimum Clock Hours	750
Examination Fees	Comp TIA: A+ = $219, Network+ = $319, Security + = $339, Knowledge Pillars=$93
Examination Contact at STC	Coordinator of Career and Technical Education
Examination Website for external testing	www.pearson.com
Florida Department of Education Curriculum	https://www.fldoe.org/academics/career-adult-edu/career-tech-edu/curriculum-frameworks/2024-25-frameworks/info-technology.stml - Y100300

Master Automotive Service Technology 1
Diesel Systems Technician 1

Minimum Age for Industry Examinations	18
Minimum Clock Hours	1050
Examination Fees	Registration: each $36, Examination: each $43
Examination Contact at STC	Coordinator of Career and Technical Education
Examination Website for external testing	https://www.ase.com/ase-certification-tests
Florida Department of Education Curriculum	https://www.fldoe.org/academics/career-adult-edu/career-tech-edu/curriculum-frameworks/2024-25-frameworks/transportation-distribution-logistics.stml - T400730

	https://www.fldoe.org/academics/career-adult-edu/career-tech-edu/curriculum-frameworks/2024-25-frameworks/transportation-distribution-logistics.stml - T650100

Barbering

Minimum Age for Industry Examinations	16
Minimum Clock Hours	900

Examination Fees	Application = $16.50, Testing Center Fees = $31.50, HIV Test Fee = $11.75
Examination Contact at STC	Coordinator of Career and Technical Education
Examination Website for external testing	http://www.myfloridalicense.com/dbpr/
Florida Department of Education Curriculum	https://www.fldoe.org/academics/career-adult-edu/career-tech-edu/curriculum-frameworks/2024-25-frameworks/human-services.stml - I120403

Cosmetology

Minimum Age for Industry Examinations	16
Minimum Clock Hours	1200
Examination Fees	Application = $63.50, Testing Center Fees = $30, HIV Test Fee = $20
Examination Contact at STC	Coordinator of Career and Technical Education
Examination Website for external testing	http://www.myfloridalicense.com/dbpr/
Florida Department of Education Curriculum	https://www.fldoe.org/academics/career-adult-edu/career-tech-edu/curriculum-frameworks/2024-25-frameworks/human-services.stml - D500100

Welding Technology

Minimum Age for Industry Examinations	None
Minimum Clock Hours	1050
Examination Fees	Certified Welder - $350+, NCCER $95
Examination Contact at STC	Coordinator of Career and Technical Education
Examination Website for external testing	None applicable

Florida Department of Education Curriculum	https://www.fldoe.org/academics/career-adult-edu/career-tech-edu/curriculum-frameworks/2024-25-frameworks/manufacturing.stml - J400400

CNC Production Specialist

Minimum Age for Industry Examinations	None
Minimum Clock Hours	600
Examination Fees	$110
Examination Contact at STC	Coordinator of Career and Technical Education
Examination Website for external testing	https://www.nims-skills.org/credentialing
Florida Department of Education Curriculum	https://www.fldoe.org/academics/career-adult-edu/career-tech-edu/curriculum-frameworks/2024-25-frameworks/manufacturing.stml - J200300

Be aware that all licensure and industry certifications may be subject to background checks by the administering agency.

Veteran's Attendance Policy

(This is the minimum standard required by the SAA under the authority of 38 CFR 21.4254. If school policy is more restrictive, it may be used)

Early departures, class cuts, tardies, etc., for any portion of a class period will be counted as quarter hour, half hour and hour absence.

Students exceeding 20% (percentage) **total** absences of scheduled hours in a calendar month **will be** terminated from their VA benefits for unsatisfactory attendance.

In order to show that the cause of unsatisfactory attendance has been removed, students must show good attendance (as defined) for one calendar month after being terminated for unsatisfactory attendance. After such time, the student may be recertified for VA education benefits.

The student's attendance record will be retained in the veteran's file for VA and SAA audit purposes.

****

Standards of Academic Progress for VA Students

(All standards must logically relate to graduation requirements)

Students receiving VA educational benefits must maintain a minimum cumulative grade point average (CGPA) or percentage of 70% each phase. (term, quarter, semester, evaluation period, etc.).

A VA student whose CGPA or percentage falls below 70% at the end of any phase (term, quarter, semester, evaluation period, etc.) will be placed on academic probation for a maximum of two consecutive terms of enrollment. If the VA student's CGPA or percentage is still below 70% at the end of the second consecutive term of probation, the student's VA educational benefits will be terminated.

A VA student terminated from VA educational benefits due to unsatisfactory progress may petition the school to be recertified after attaining a CGPA or percentage of 70%.

****

Veteran's Credit for Previous Education or Training

The school must maintain a written record of the previous education and training of the veteran or eligible person and clearly indicate that appropriate credit has been given for previous education and training, with the training period shortened proportionately, and the veteran or eligible person so notified. This means that records of all prior education and training must be obtained, evaluated, and credit granted toward the student's program as appropriate, regardless as to whether or not the student wants that credit transferred.

This Addendum becomes a part of the Catalog for all intents and purposes.

CERTIFIED TRUE AND CORRECT IN CONTENT AND POLICY.

School Official Signature: 

Title: Supervisor of Adult & Technical Education Date: 10/6/2017

School Name: SunCoast Technical Education Center

Address: 801 N. Broad Street

City, State, Zip Code: Brooksville, FL 34601

BSA Form 1005 (November 2016)



WILTON SIMPSON TECHNICAL COLLEGE

2026 - 2027

All visitors must check in at the Administration Office

Main Campus

17050 Spring Hill Drive,
Brooksville, Florida 34604
352-797-7018

Extension Campus
14075 Ken Austin Pkwy
Brooksville, Florida, 34613

Dr. Radiah Dent

Director of Adult & Technical Education

BRIGHT. TECHNICAL. CAREERS.

Mission Statement

The mission of Wilton Simpson Technical College is to empower our community to grow and be successful by providing quality education through our innovative programs.

Vision Statement

To be leaders in adult and technical education.

Governance/Accreditation

Wilton Simpson Technical College (STC) is governed by five (5) elected officials who constitute the Hernando County School Board. The district superintendent is the chief administrative officer of all the schools in the district. STC's Director has the primary responsibility for the operation of the school.

STC, as part of Hernando County Public School System, is subject to certification standards for its faculty that are equivalent to those required in other public supported schools. Instructors are experienced in their respective fields and maintain high standards of instruction. STC's faculty members are certified by the Florida Department of Education and/or the Hernando County School Board on the basis of their technical qualification, actual work experience in the occupation they teach, and professional training as teachers. Thus, they must have technical competence as well as professional teacher training.

STC is served by an Institutional Advisory Committee whose function is to advise and make recommendations to the Director concerning the curriculum, equipment, operation and goals of STC. Committee members are selected for their interest, experience, and other qualities which enable them to make worthwhile contributions to the community. In addition, each program is served by an occupational advisory committee which is composed of men and women who are employed in the field or trade represented by the program. These people are of invaluable service in evaluating programs, keeping instructors abreast of current industrial needs and technological needs as they pertain to job skills and job placement.

STC is a public institution of the Hernando County School Board, certified by the Florida Department of Education and accredited by the Commission of the Council on Occupational Education.

Contact Information:

Council on Occupational Education

7840 Roswell Road, Building 300

Suite 325

Atlanta, GA 30346

Dear Students,

Welcome to Wilton Simpson Technical College! We are excited to have you join our learning community and are honored to be part of your educational and career journey. Our faculty and staff are committed to providing a student-centered environment where you can develop the knowledge, skills, and confidence needed to achieve your goals.

As you begin your studies, please take time to review this Program Handbook. It contains important information, resources, and guidelines that will help you navigate the academic year and make the most of your experience at Wilton Simpson Technical College.

Our college offers a wide range of opportunities for students to gain valuable technical training, industry-recognized skills, and real-world experience. Whether your goal is to enter the workforce, advance in your current career, or continue your education at the postsecondary level, you will be equipped with the tools necessary to succeed in today's competitive job market.

On behalf of the entire faculty and staff, welcome to Wilton Simpson Technical College. We look forward to supporting your success and celebrating your achievements throughout the year.

Best regards,

Dr. Radiah Dent

Director of Adult & Technical Education

TABLE OF CONTENTS

Mission/Vision Statement ..... Pg. 2
Governance ..... Pg. 2
Welcome ..... Pg. 3
Table of Contents ..... Pg. 4-5
Accreditation Information ..... Pg. 6
General Information ..... Pg. 7
Campus Locations
Admissions..... Pg. 8 - 11
Admission Requirements
Admission Procedure
Basic Skills Exit Requirements & Exemptions
Transcripts
Financial Aid Counseling
Placement
Tuition and Fees for Adult Education
Employ Florida Information
Housing
Transfer Policy
Withdrawal Procedures
Program Length
Re-Admission policy
Information Disclosure ..... Pg. 11-13
Student Information Disclosure
Students Records
Family Educational Rights and Privacy Act (FERPA)
Financial Information ..... Pg. 13-18
Financial Aid
Student's Rights & Responsibilities for Financial Aid
Federal Title IV Grant
Pell Grant Process
Vocational Rehabilitation
Veterans & Dependents Benefits
Veterans Affairs
Approved Programs
How to Apply
Enrollment Changes
Student's Responsibility
Other Financial Aid
Veteran's Attendance
Veterans Credit for Previous Training
Attendance Violation Appeals
VA Attendance Appeal Process
Check Writing Policy
Cancellation and Refund Policy
Return to Title IV (R2T4) ..... Pg. 18 - 21
Introduction
Treatment of Title IV
Official Withdrawal
Unofficial Withdrawal
Student & Institution Responsibilities
Institution Responsibilities
Student Responsibilities
Refund vs. R2T4
Withdrawal before 60%
Withdrawal after 60%
Calculation Formula
Order of Return
Earned Aid
Overpayment of Title IV
R2T4 Questions
Credit Balance
Satisfactory Academic Progress (SAP) Policy ..... Pg. 21 - 26
Components
Frequency of Evaluation
Qualitative Component
Quantitative Component
Changes in Program
Course Incompletes, Withdrawals, etc.
Warning Status
Not Meeting SAP
Appealing SAP Status
Appeal Process
Probationary Status
Re-Establishing Eligibility for Aid
Understanding SAP Status
Attendance Policy
Make-up Hours
Leave of Absence
Grading System

Institutional Information ..... Pg. 26 -35
Academic Program Improvement
Accidents & Injuries
Campus Safety & Security
Clery Act
Cancelled Class Due To Inclement Weather
Cell / Digital Phones & Pagers
Certificate Requirements
Complaint / Grievance Procedure
Copyright Infringement
Crisis Response Plan
Disability Disclosure
Dress Code / Uniforms
Driving / Parking
Drug Free Policy
Emergencies
Equity Statement
Weapons
Identification Badges
Internet & Technology Policy
Lab & Shop Safety
Name, Phone Number & Address Change
Net Price Calculator
Procedures for Handling Alleged School Related Crime
Search of Person College Navigator Website
Statement of Non Discrimination
Student Body Diversity
Student Code of Conduct
Student Time Records
Tardy Policy
Tobacco Use
Tuition & Fees
Vaccination Policy
Voter Registration
Services to Students ..... Pg. 36 - 39
Assistance with Enrollment
Access to Your Records
Awards Ceremony
Counselor
Career Pathways
Dual Enrollment
Drop / Add Period for Technical Programs
Progress Reports
Transcripts & Access to Your Records
Technical Programs ..... Pg. 40 - 49
Veterans Policy Statements..... Pg. 50

ACCREDITATION

Wilton Simpson Technical College is fully accredited with the Council on Occupational Education. Initial accreditation was granted on February 19, 2017 and is approved until 2028. The agency contact details are:

Council on Occupational Education
7840 Roswell Road
Building 300, Suite 325
Atlanta, GA
30350
(770)-396-3898
www.council.org

Program accreditation is also held for our Automotive and Air Conditioning, Refrigeration and Heating Technology programs. Automotive is approved through NATEF (National Automotive Technicians Education Foundation) The agency contact details are:

NATEF (National Automotive Technicians Education Foundation, Inc.)
101 Blue Seal Drive
S.E. Suite 101
Leesburg, VA
20175
Tel: 703-669-6650
Fax: 703- 669-6125
www.natef.org

Air Conditioning, Refrigeration & Heating Technology is approved through HVAC Excellence. The agency contact details are:

HVAC Excellence
PO Box 491
Mount Prospect, IL
60056
Tel: 800-394-5268
Fax: 800-546-3726
www.hvacexcellence.org

Licensing information for our Cosmetology and Barbering program is held through:

Florida Department of Education
325 W. Gaines St
Tallahassee, FL
32399
Tel: 850-245-9020
www.fldoe.org

Accreditation documentation pertaining to the school and its accredited programs is available on request, and will be provided in paper format, through our administrative office.

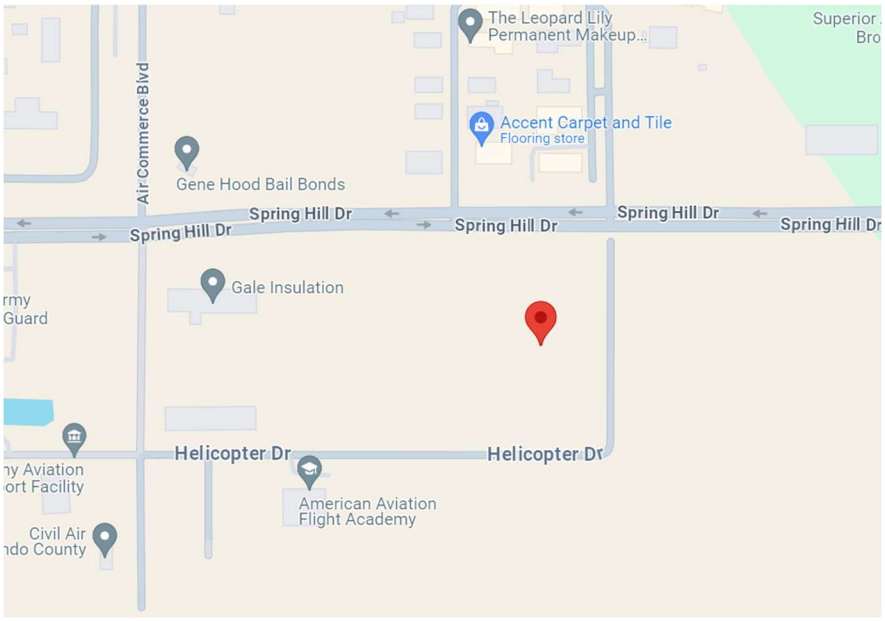
General Information

Campus and Facilities

Main Campus

17050 Spring Hill Drive

Brooksville, FL 34604



Extension Campus

Central High School

14075 Ken Austin Pkwy.

Brooksville, FL 34613



ADMISSION REQUIREMENTS

Adult students and those over the age of 16 who have left formal secondary education may enroll in STC's adult and technical programs. Students entering 9th grade prior to the 2003-2004 school year or from an out-of-state school must take the CASAS test and meet the minimum standards for their selected program, unless they qualify for a basic skills exemption.

ADMISSION PROCEDURE

STC does not discriminate in its educational programs or activities on the basis of race, color, national or ethnic origin. Students' age 16 years old and older with the goal of learning an adult and/or technical skill offered by STC are encouraged to apply. (Minor students should refer to the administrative office for admission criteria). All programs are subject to space available.

1. Students interested in a technical program are encouraged to make an appointment for a tour of their program of interest with STC staff.
2. Students will need to submit all requested paperwork, including transcripts and/or diplomas, proof of Florida residency for in-state tuition rates (Two forms of identification are required) at orientation.
3. Submit the applicable tuition and fees and/or FASFA information.
4. Students needing financial assistance can contact the administrative office who will direct students to agency funding sources.
5. Students must take the CASAS exam unless a basic skills exit requirement exemption exists. The exam is administered by STC Staff, and an appointment will be made for you within six weeks of class start date.

BASIC SKILLS EXIT REQUIREMENTS AND EXEMPTIONS

Section 1004.91, Florida Statute (F.S.) and State Board of Education Rule 6A – 10.040 mandate that students who enroll in a program of 450 hours or more "may not receive a career and technical certificate of completion without first demonstrating the basic skills required in the state curriculum frameworks for the career education program." STC provides the opportunity for students to demonstrate basic skill requirement through the CASAS exam. The Florida Department of education has placed basic skill levels on all programs in the curriculum frameworks. CASAS scores are valid for a period of one (1) year.

Based on Rule 6A – 10.040 and Rule 6A – 10.0315, students are exempt from the basic skills requirement if they meet any of the following conditions

- The student presents a transcript indicating an award of a college degree at the associate of applied science level or higher.
- The student entered 9th grade in Florida public school in the 2003-2004 school year or thereafter, and earned a Florida standard High School Diploma.
- The student who is serving as an active duty member of any branch of the United States Armed Services
- The student passes a state or national industry certification or licensure examination aligned to the career program in which the student is enrolled.
- A student is enrolled in an apprenticeship program that is registered with the Department of Education in accordance with chapter 446.

The purpose of assessment is to determine whether or not the student has the basic skills necessary to be successful in the chosen career program.

TRANSCRIPTS

At the completion of the program a certificate of completion along with a transcript will be issued to the student provided there are no outstanding fees. A $2 charge will be required for each additional transcript request.

FINANCIAL AID COUNSELING

Financial aid counseling is available to provide information and assistance to students who wish to apply for financial assistance. Prior to course start date all tuition and fees must be paid or accounted for.

Note: Financial Aid approval does not automatically result in admittance into Wilton Simpson Technical College.

PLACEMENT

Wilton Simpson Technical College and CareerSource Pasco Hernando has resources, both traditional and on-line, to provide placement assistance to students seeking employment upon completion of their occupational training. STC program instructors, administration and staff provide valuable information and resources to support job placement.

The CareerSource on-line link is https://www.careersourcepascohernando.com/ and provides placement opportunities under the "Job Seekers" tab. The career center hosts local job vacancies under "Hot Jobs" that is updated frequently. CareerSource also utilizes the "Employ Florida Marketplace" to assist student to secure employment in their field of training.

TUITION AND FEES FOR ADULT GENERAL EDUCATION

Adult Education students are assessed $30.00 per term for instruction in GED®, ESOL, Adult High School, Integrated Education and Training Program (IET) or Adult Basic Education classes. For short-term, fee-based classes, the full cost of instruction determines the cost of the class. Tuition and fees are set by the Florida Legislature and are subject to change without notice.

Community Education course fees will vary. Please consult the website for the most up to date information.

Fees must be paid prior to the first day of classes. Payment can be made by cash, or check.

No fees shall be charged for co-enrolled classes.

EMPLOY FLORIDA

A The Employ Florida Marketplace is your one-stop online resource for job listings, education and training opportunities, career building assistance and much more. By registering with Employ Florida and posting your resume you will be able to access many features and services to help you in your career search. A User Guide, accessed from the Employ Florida website, was developed to help students get started.

Listed below are a few of the services that are provided through Employ Florida:

• Help Finding Job Openings - You can review available jobs and apply online.

• Job Market Trends - Access current market trends based on available job orders. You can research regional labor market information, such as salaries.

• Resume Builder - This tool will provide you with a professional format to help you create, store, update and post your resume online.

• Letter Builder - This tool will help you create, store and update letters you will need during a job search.

• Employer Information - You can find detailed information on employers that may be of interest to you. These employers may or may not have any current job openings.

• Employers Posting Jobs - You will be able to view employers who have jobs available in the system.

• Virtual Recruiter - Let Employ Florida's Virtual Recruiter schedule a recurring search for job openings that meet your qualifications.

STC encourages students to register with Employ Florida during the last few weeks of the student's chosen Program. This will give students an opportunity to look for a job while completing the program. STC staff are available to assist students with placement needs.

Employ Florida Link: https://www.careersourcepascohernando.com/

HOUSING

Wilton Simpson Technical College does not provide dormitory space or any type of housing facility.

TRANSFER POLICY

Official transcripts from other colleges, technical centers and accredited institutions will be evaluated by an academic advisor and the instructor and credit may be given for the appropriate units of instruction.

Students with previous technical training from other institutions may receive credit for that training. An official transcript from a Florida public institute documenting Student Performance Standards and/or Occupational Completion Points achieved for a specific technical program will be accepted in transfer at the receiving institute for the same technical program. An official transcript from a non-public institution that is fully accredited by a regional or national accrediting agency recognized by the United States Department of Education and that participates in the common course numbering system will be accepted in transfer for the same course/ program. Official transcripts from non-accredited institutions will be evaluated on an individual basis by the Coordinator of Career and Technical Education and the program instructor to determine if advanced placement in a given program is applicable. All documentation, including transcripts, must be received by Wilton Simpson Technical College prior to the student starting their program.

Students wishing to transfer programs within STC must submit a letter to the Coordinator of Career and Technical Education requesting a transfer. Students must be in good standing in their current program to be considered for transfer. Students transferring between programs may not change programs in the middle of the term but must wait until the start of the next term to enroll in a different program. Students granted permission to transfer to a new program will not be issued transfer hours.

WITHDRAWAL PROCEDURES

Students wishing to withdraw from a program prior to program completion need to meet with the Coordinator of Career and Technical Education. The Coordinator will review with the student the options that are available should the student want to return at a future date. The student will be given a short exit survey, the result of which will be used for data reporting purposes. The student must settle any financial obligations prior to leaving.

Students wishing to withdraw from a program prior to program completion must meet with a Financial Aid Specialist to determine if the student has to pay back any of his/her Pell award. Students are asked to confirm with the Administrative Office their current mailing and email addresses to facilitate quick processing of any refunds.

TECHNICAL PROGRAM LENGTH

Program lengths vary from 600 to 1200 clock hours. Please see individual program listings for additional information on the required program hours – hernandoschools.org/schools/stc

RE-ADMISSION POLICY

Students who withdraw or are administratively withdrawn due to a violation of the code of conduct or due to unsatisfactory academic progress, including, but not limited to unsatisfactory attendance, will not be re-admitted without approval by the Director of Adult and Technical Education. Students who are administratively withdrawn and wish to be considered for re-admission into the same program of study, must write an appeal letter to the Director requesting re-admission within seven (7) days of the notification of withdraw. If approved for readmission, the Director will be responsible for making the decision for the re-entry date. Any outstanding debt must be paid in full prior to re-admission. Students who are not approved for re-admission due to disciplinary reasons are not eligible to re-enroll for a minimum of one full academic year.

INFORMATION DISCLOSURE

STUDENT INFORMATION DISCLOSURE POLICY

In accordance with federal and state laws, Hernando County School District and STC will obtain your written consent prior to the disclosure of personally identifiable information from a student's education records. However, Hernando County School District may disclose appropriately designated directory information without written consent UNLESS you advise Hernando County School District to the contrary.

STUDENT RECORDS

All matters concerning student records are processed, developed, and maintained by the Staff/Financial Aid department. Certificates are processed and issued; transcripts are prepared and provided at the student's request within a reasonable period of time. Fees may be associated with transcripts and some services.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974 (FERPA)

Annually, Wilton Simpson Technical College, informs students of the Family Educational Rights and Privacy Act of 1974, (FERPA) as amended. The administrative office will disclose FERPA information by publishing a notice in the student catalog and on the appropriate web locations. This annual notice shall prescribe the procedures whereby a student may make a formal request for non-disclosure of directory information, exercise the right to inspect and review education records, request an amendment of education records, and file a complaint with the school.

The right to inspect and review the student's education records within 45 days of the day the school receives a request for access. Students should submit to the administrative office a written request that identifies the education record(s) they wish to inspect. If the records are not maintained by the administrative office, the school shall advise the student of the correct official to whom the request should be addressed. The appropriate school official will arrange for access and notify the student of the time and place where the records may be inspected.

The right to request the amendment of the student's education records that the student believes are inaccurate or misleading. Students may ask the school to amend a record that they believe is inaccurate or misleading. They should write the school official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the school decides not to amend the record as requested by the student, the school will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without prior consent of the student is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as a member of the faculty or staff, members of the HCSB School Board, or a person under contract to the school to perform a task such as a consultant, attorney or auditor. Student or community members of school committees are also included in the definition of school officials as are student employees assisting a school official in performing his or her tasks.

Inter-institutional disclosure may be made between the school and entities that administer or participate in joint programs or activities and that further a legitimate educational interest because such disclosures are considered made to "school officials". Directory Information at Wilton Simpson Technical College, is defined as information contained in an education record of a student that generally would not be considered harmful or an invasion of privacy if disclosed. Directory Information will be made available to the general public unless the student notifies the administrative office in writing of the wish for privacy. A copy of the Non-Disclosure of Directory Information form is provided to each student at enrollment. Additional copies can be obtained at the administrative office.

The right to file a complaint concerning alleged failures by Wilton Simpson Technical College, to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Dr. Radiah Dent, Director of Adult and Technical Education

17050 Spring Hill Drive

Brooksville, FL 34604

(352)797-7018

As of January 3, 2012, the U.S. Department of Education's FERPA regulations expanded the circumstances under which your education records and personally identifiable information (PII) contained in such records -- including your Social Security Number, grades, or other private information -- may be accessed without your consent. Covered under this provision are:

The U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities (Federal and State Authorities) who may allow access to your records and PII without your consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported program. The evaluation may relate to any program that is "principally engaged in the provision of education", such as early childhood education and job training, as well as any program that is administrated by an education agency or institution.

Federal and State Authorities may allow access to your education records and PII without your consent to researchers performing certain types of studies, in certain cases even when the school objects to or does not request such research. Federal and State Authorities must obtain certain use-restriction and date security promises from the entities that they authorize to receive your PII, but the Authorities need not maintain direct control over such entities.

In connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without your consent PII from your education records, and they may track your participation in education and other programs by linking such PII to other personal information about you that they obtain from other Federal and State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

FINANCIAL INFORMATION

FINANCIAL AID FOR TECHNICAL PROGRAMS

Financial aid is available to eligible students. Information regarding sources and the eligibility to receive funding may be obtained in the Financial Aid Office. The amount of financial aid is dependent upon financial need; therefore, the amount awarded may vary from student to student. The attendance policy and satisfactory academic progress must be maintained throughout the length of the program to remain eligible for Federal Financial Aid. Students losing their benefits may re-enroll as self-pay until such time benefits can be reinstated.

Postsecondary students are assessed tuition, books/kits and lab fees. These fees are discussed during the enrollment period and are payable upon registration. Certain programs require the purchase of supplies, insurance, tools and uniforms. Generally, items purchased are used in employment after graduation. Fees are subject to change without notice. Florida residents are assessed tuition by the clock hour at the current rate set by the Florida legislature. A Florida resident is defined as a person whose official residence has been in the state of Florida for one full year prior to enrollment. The current in state tuition rate is $2.44 per clock hour. The out-of-state rate is $9.32. There is also a $5 student ID fee. Information on the cost of individual programs may be obtained on the Wilton Simpson Technical College website at hernandoschools.org/schools/stc

Payment for program tuition is made at the time of registration at the Administrative Office based at 17050 Spring Hill Drive, Brooksville, Florida, 34604. Payment of approved installment plans can also be made at the Administrative Office. Cash, money order, debit card, Visa, Discover and Master Card are accepted forms of payment for most programs.

Potential payment issues should be discussed with the Coordinator of Career and Technical Education to rectify any issues. Students will be given a verbal reminder if installment plan is one day late. After two weeks a written reminder of payment due will be mailed to the student. After thirty days of non-payment a letter confirming withdrawal from the program will occur if payment is not received within fifteen days. After forty-five days a certified letter will be mailed to the student withdrawing them from the program. Re-entry into a Wilton Simpson Technical College program may be allowed as long as any outstanding amounts are paid.

If third party funding fails to provide payment within 30 days, the student is responsible for the balance of the tuition and fees. Failure to provide payment within 7 days will result in withdrawal from the program.

For a program to be eligible for Title IV aid it must:

1) Admit as a regular student a person who meets one of the following:
   a) Have a valid high school diploma
   b) Have a GED diploma
   c) Have a valid state authorized high school equivalency examination (HiSet,TASC etc…)
2) Offer a course that has supervised training of at least 600 clock hours in duration and leads to a certificate that prepares students for gainful employment in recognized occupations.

To be Eligible to receive Federal Student Aid, you will need to:

1) Qualify to obtain a college or career school education, either by having a high school diploma or General Educational Development (GED 2014®), or by completing a high school education in a homeschool setting approved under state law.
2) Be enrolled or accepted for enrollment as a ***regular student*** in an eligible certificate program. A regular student is someone who is enrolled or accepted for enrollment in an eligible institution for the purpose of obtaining a degree or certificate offered by the school.
3) Have a valid Social Security number unless you are from the Republic of the Marshall Islands, Federated States of Micronesia, or the Republic of Palau.
4) Completed a FAFSA and the school must have a current ISIR to start the initial eligibility process.
   - Sign certifying statements on the ***FAFSA*** stating that:
   - you are not in **default** on a **federal student loan**
   - do not owe a refund on a **federal *grant***
   - Sign the required statement that you will use federal student aid only for educational purposes
5) Maintain ***satisfactory academic progress (SAP)*** while you are attending college or a career school.
6) The Pell Grant program does not require half time enrollment, but the student enrollment status does affect the amount of Pell a student may receive. A student may receive Pell for a total of 12 payment periods or 600%. Once the student has reached this limit, no further Pell may be received.

In addition, you must meet one of the following:

1) Be a U.S. CITIZEN or U.S. NATIONAL
   a) You are a U.S. citizen if you were born in the United States or certain U.S. territories, if you were born abroad to parents who are U.S. citizens, or if you have obtained citizenship status through naturalization. If you were born in American Samoa or Swains Island, then you are a U.S. national.
2) Have a GREEN CARD
   a) You are eligible if you have a Form I-551, I-151, or I-551C, also known as a green card, showing you are a U.S. permanent resident.
3) Have an ARRIVAL-DEPARTURE RECORD
   a) Your Arrival-Departure Record (I-94) from U.S. Citizenship & Immigration Services must show one of the following:
      i) Refugee
      ii) Asylum Granted
      iii) Cuban-Haitian Entrant (Status Pending)
      iv) Conditional Entrant (valid only if issued before April 1, 1980)
      v) Parolee
4) Have BATTERED IMMIGRANT STATUS
   a) You are designated a **"battered immigrant-qualified alien"** if you are a victim of abuse by your citizen or permanent resident spouse, or you are the child of a person designated as such under the **Violence Against Women Act**.
5) Have a T-VISA
   a) You are eligible if you have a T-visa or a parent with a T-1 visa.
6) **U-Visa" holders** are not designated as qualified aliens under the Personal Responsibility and Work Opportunity Reconciliation Act (PRWORA), and are therefore not eligible for Title IV, HEA program funds. However, U-Visa holders may convert to lawful permanent resident (LPR) status after they have physically been present in the United States for a continuous period of at least three years after the date of admission given on their U-Visa.
   a) Once LPR status has been granted, the holder of LPR status becomes a qualified alien under the PRWORA (see above), and thus potentially eligible for Title IV, HEA funds (assuming they meet all other eligibility requirements, for example, being enrolled as a regular student in an eligible program, having a high-school diploma or its recognized equivalent, having a Social Security number.

STUDENTS' RIGHTS & RESPONSIBILITIES FOR FINANCIAL AID

As a student consumer, you have the RIGHT to:

- Be informed of the correct procedures for applying for aid, cost of attendance, types of aid available, how financial need is determined, criteria for awarding aid, how academic progress is determined and what you have to do to continue receiving aid.
- Be informed of the type and amount of assistance you will receive, how much of your need has been met and how and when you will receive your benefits.
- Appeal any decision of the Financial Aid office regarding your application.
- View the content in your financial aid file, in accordance with the Family Educational Rights and Privacy Act.
- Know the job description and rate of pay for any student job you accept.

It is your responsibility to:

- Complete all application materials correctly and submit them on time.
- Read all materials sent to you from the Financial Aid office.
- Know and comply with rules governing the aid you receive.
- Provide additional documentation, verification, corrections, and/or new information requested by the Financial Aid office.
- Use financial aid only for expenses related to attending post-secondary education.
- Maintain satisfactory academic progress.
- Notify the Financial Aid office of any resources not considered during your original need analysis and aid not listed on your award letter. Failure to notify us can jeopardize your future financial aid.
- Keep your local and permanent addresses current at the Registrar's office.

FEDERAL TITLE IV GRANT PROGRAMS

The purpose of the Title IV Program is to provide a foundation for financial assistance to students in higher education. Other programs are secondary or supplementary to Pell Grant. The Title IV Program makes funds available to eligible students attending approved colleges, community/ junior colleges, technical colleges, and other educational facilities through PELL or the Comprehensive Transition Postsecondary Program. To apply for Title IV funds, you must complete a Free Application for Federal Student Aid (FAFSA) at studentaid.gov in accordance with the instructions of the application and return that completed form to the Financial Aid office. Read instructions carefully; do not estimate. Take your financial information directly from your tax forms. The information will be transmitted electronically; the results which will be returned to the school in an Institutional Student Information Record (ISIR) within 3 – 4 days. Determination of the grant amount will be based on the student's Expected Family Contribution (EFC) contained in the Institutional Student Information Record, the cost of attendance at the eligible school of your choice, and the payment schedule issued to all eligible educational institutions by the US Department of Education. To be eligible to receive the Pell Grant, the student must be enrolled in a program that:

- Is at least 600 clock hours in length.
- Is postsecondary in nature. The student must also meet one of the following requirements:
  - A standard high school diploma or
  - A high school equivalent through a GED® certificate or
  - Qualifying assessments (TABE) within 6 weeks of start date

One of the criteria for financial aid eligibility is meeting and maintaining the financial aid academic progress requirement at STC defined by the school policy. It is the student's responsibility to read and understand these requirements

PELL GRANT PROCESS

After receiving the Student Aid Report (SAR), the applicant must return to the Financial Aid office for a review of the SAR and completion of the Financial Aid folder.

The following information is required for each folder:

1. Application for Vendor Status / Pell Grant Stipend.
2. W-9.
3. Certification of Financial Aid Information.
4. Student Data Form.
5. Non-filer Statement, if applicable.
6. Standards of Satisfactory Academic Progress.
7. Verification Worksheet, if selected for verification. Verification - is a required federal process of checking the accuracy of information that applicants supply on their financial aid applications. Applicants who apply for financial aid should be aware that they may be selected for verification. Selection is based on Federal Department of Education guidelines. If the applicant is selected, he/she will be notified. Applicants selected for verification are not eligible to receive financial aid funds until they have submitted all required verification information.
8. A copy of all Income Tax Return transcripts, if applicable.
9. Verification of all untaxed income reported on the FAFSA.

Obtaining information is the responsibility of the student. No federal funds can be disbursed until the student's financial aid folder is complete. If a student changes enrollment status or programs, it is important to notify the Financial Aid Office to ensure Financial Aid benefits are calculated accurately.

VOCATIONAL REHABILITATION

This is a service to conserve the working usefulness of people with impairment who have reasonable expectations of becoming employed. Students who may qualify for vocational rehabilitation aid to attend post-secondary education should contact the office of Vocational Rehabilitation.

VETERANS' & DEPENDENTS' BENEFITS

Educational benefits are available to qualified veterans and children of deceased and disabled veterans. As a veteran or dependent, you may be entitled to certain benefits and be eligible to participate in certain programs. For information, please contact the Financial Aid office.

VETERANS' AFFAIRS

As a veteran, you are entitled to certain benefits and are eligible to participate in certain programs. The following information should serve as a brief overview of these programs and your benefits. For additional information please contact the Financial Aid office. The office is open from 8:00 a.m. to 4:00 p.m., Monday - Friday.

APPROVED PROGRAMS

An excellent way for veterans to use their education benefits is pursuing an approved program of study at an institute of higher learning. All programs of study must be approved by the State Approving Agency in order to be certified by Department of Veteran Affairs for payment of benefits. All regular programs at STC are currently approved by the State Approving Agency.

HOW TO APPLY

Students may contact the Financial Aid office for assistance in applying for veteran benefits. The chapter under which you are filing will determine the documentation required by the Department of Veteran Affairs to certify your benefits. The website address www.benefits.va.gov/gibill has information to assist students.

ENROLLMENT CHANGES

If a veteran changes enrollment status or changes course or program, it is important to notify the Financial Aid office for certification purpose. If a VA student fails to notify the financial aid officer of changes, recertification will be delayed. A Change of Program or Status form is required by the Department of Veteran Affairs and may be obtained at the Financial Aid office.

STUDENT'S RESPONSIBILITY

As a student receiving Veterans' Educational Assistance, you are responsible for immediately notifying the Financial Aid office of any changes in your certificate program or reduction in your clock hours. STC requires that all tuition and any applicable fees be paid prior to the final program course start date.

OTHER FINANCIAL AID

Receiving veteran's benefits does not necessarily prevent a student from receiving other forms of financial aid. Applications and assistance are available in the Financial Aid office. Phone numbers for more information about applying for educational benefits are:

- STC Financial Aid office 352-797-7018 ext. 477
- Department of Veterans' Affairs; Atlanta office 1-888-442-4551

VETERAN'S ATTENDANCE POLICY

Students exceeding 20% total absent hours out of their total scheduled hours in a calendar month may lose their VA benefits for unsatisfactory attendance. VA students have to maintain the same student academic progress (SAP). In order to show that the cause of unsatisfactory attendance has been removed, students must show good attendance (equal or greater than 85% attendance) for one calendar month after being terminated for unsatisfactory attendance. After such time, the student may be recertified for VA education benefits. Attendance for VA students is tabulated during the first week of each month, for the previous month's attendance. If a student has violated the attendance policy stated above, they will be notified immediately in writing. The student's attendance record will be retained in the veteran's file for USDVA and SAA audit purposes.

VETERAN'S CREDIT FOR PREVIOUS EDUCATION OR TRAINING

Students must report all education and training. The school must evaluate and grant credit, if appropriate, with the training time shortened, the tuition reduced proportionately, and the VA and student notified.

ATTENDANCE VIOLATION APPEALS

Students who feel that they have grounds for appeal to an action taken as a result of the requirement may appeal to the director. Upon written notification of violation, a student has five calendar days to fill out the VA Attendance Policy Appeal Form (found in the back of this handbook) and set up an appointment with STC Administration. An immediate date will be scheduled for the appeal. The STC Financial Aid office will be notified of the final appeal decision within 15 calendar days of the student's initial receipt of violation notification and will communicate with VA accordingly.

VA ATTENDANCE APPEAL PROCESS

Attendance for VA students is tabulated during the first week of each month, for the previous month's attendance.

- VA student attendance will be monitored on a monthly basis.
- Within five (5) calendar days of a detection of a less than 85% attendance percentage the VA student will be notified in writing of a termination of services.
- VA student has five calendar days to appeal the termination through the attendance appeal process.
    - Fill out the VA Attendance Policy Appeal Form (found in the back of the student handbook or with VA officer)
    - Attach documentation
    - Return to administration and schedule an immediate hearing date
- VA student will be notified in writing of the administrative appeal decision within 15 calendar days of initial notification.
- A copy of the decision will be sent to the STC Financial Aid Office. A VA Certifying Official will immediately notify VA Education of the decision.

Veterans Policy Requirement When Payment is Delayed

This policy permits any covered individual to attend or participate in the course of education during the period beginning on the date on which the individual provides their Certificate of Eligibility (COE) to Financial Aid Officer for entitlement to educational assistance under Chapter 31 or Chapter 33 and ending on the earlier of the following dates:

1. The date on which the payment from the VA is made to the institution; OR;
2. 90 days after the date the institution certified tuition and fees following the receipt of the COE

Veterans Policy Requirement When Payment is Delayed

This policy ensures that the educational institution does not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or to require that a covered individual borrow additional funds due to the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement of funding from the Department of Veterans Affairs under Chapter 31 or Chapter 33.

CANCELLATION AND REFUND POLICY:

Three-Day Cancellation: An applicant who provides written notice of cancellation within three days (excluding Saturday, Sunday and federal and state holidays) of signing an enrollment agreement is entitled to a refund of all monies paid. No later than 45 days of receiving the notice of cancellation, the school shall initiate the process for the 100% refund.

Other Cancellations: An applicant requesting cancellation more than three days after signing an enrollment agreement and making an initial payment, but prior to entering the school, is entitled to a refund of all monies paid, minus the registration fee of $*30.*

Refund after the commencement of classes:

1) Procedure for withdrawal/withdrawal date:
2) A student choosing to withdraw from the school after the commencement of classes is to provide written notice to the Administration Office. The notice is to indicate the expected last date of attendance and be signed and dated by the student.
   a.) For a student who is on authorized Leave of Absence, the withdraw date is the date the student was scheduled to return from the Leave and failed to do so.
   b.) A student will be determined to be withdrawn from the institution if the student has not attended any class for 30 days.
   c.) All refunds will be initiated within 45 days of the determination of the withdrawal date.
   d.) After the commencement of classes, the tuition refund, minus the registration fee of $30 will be determined.
3) Tuition charges/refunds:
   a.) Before the beginning of classes, the student is entitled to a refund of 100% of the tuition, minus the registration fee of $*30.*

RETURN OF TITLE IV, HEA POLICY

Introduction

When you apply for financial aid, you sign a statement that you will use the funds for educational purposes only. Therefore, if you withdraw before completing your program, a portion of the funds you received may have to be returned. STC will calculate the amount of tuition to be returned to the Title IV, HEA Federal fund programs according to the policies listed below.

This policy applies to students who withdraw officially, unofficially or fail to return from a leave of absence or dismissed from enrollment at STC and are enrolled in Title IV aid. It is separate and distinct from the STC refund policy. (Refer to institutional refund policy found in the Program Catalog)

The calculated amount of the Return of Title IV, HEA (R2T4) funds that are required for the students affected by this policy, are determined according to the following definitions and procedures as prescribed by regulations.

The amount of Title IV, HEA aid earned is based on the amount of time a student spent in academic attendance, and the total aid received; it has no relationship to student's incurred institutional charges. Because these requirements deal only with Title IV, HEA funds, the order of return of unearned funds does not include funds from sources other than the Title IV, HEA programs.

Title IV, HEA funds are awarded to the student under the assumption that he/she will attend school for the entire period for which the aid is awarded. When a student withdraws, he/she may no longer be eligible for the full amount of Title IV, HEA funds that were originally scheduled to be received. Therefore, the amount of Federal funds earned must be determined. If the amount disbursed is greater than the amount earned, unearned funds must be returned.

The institution has 45 days from the date that the institution determines that the student withdrew to return all unearned funds for which it is responsible. The school is required to notify the student if they owe a repayment via written notice.

The school must advise the student or parent that they have 14 calendar days from the date that the school sent the notification to accept a post withdraw disbursement. If a response is not received from the student or parent within the allowed time frame or the student declines the funds, the school will return any earned funds that the school is holding to the Title IV, HEA programs.

TREATMENT OF TITLE IV, HEA AID WHEN A STUDENT WITHDRAWS

The law specifies how your school must determine the amount of Title IV, HEA program assistance that you earn if you withdraw from school. The Title IV, HEA programs that are covered by this law are: Federal Pell Grants, Iraq and Afghanistan Service Grants, TEACH Grants, Direct Loans, Direct PLUS Loans, Federal Supplemental Educational Opportunity Grants (FSEOGs), and Federal Perkins Loans.

Though your aid is posted to your account at the start of each period, you earn the funds as you complete the period. If you withdraw during your payment period or period of enrollment (your school can define these for you and tell you which one applies), the amount of Title IV, HEA program assistance that you have earned up to that point is determined by a specific formula. If you received (or your school or parent received on your behalf) less assistance than the amount that you earned, you may be able to receive those additional funds. If you received more assistance than you earned, the excess funds must be returned by the school and/or you.

The amount of assistance that you have earned is determined on a pro rata basis. For example, if you completed 30% of your payment period or period of enrollment, you earn 30% of the assistance you were originally scheduled to receive. Once you have completed more than 60% of the payment period or period of enrollment, you earn all the assistance that you were scheduled to receive for that period.

"OFFICIAL" WITHDRAWAL FROM THE SCHOOL

A student is considered to be "Officially" withdrawn on the date the student notifies the Financial Aid office or Administration Office in writing of their intent to withdraw. The date of the termination for return and refund purposes will be the earliest of the following for official withdrawal:

1) Date student provided official notification of intent to withdraw, in writing or orally.
2) The date the student began the withdrawal from STC records. A student is allowed to rescind his notification in writing and continue the program. If the student subsequently drops, the student's withdrawal date is the original date of notification of intent to withdraw.

Upon receipt of the official withdrawal information, STC will complete the following:

1) Determine the student's last date of attendance as of the last recorded date of academic attendance on the school's attendance record;
2) Two calculations are performed:
   a) The student's ledger card and attendance record are reviewed to determine the Calculation of Return of Title IV, HEA funds the student has earned, and if any, the amount of Title IV funds for which the school is responsible. Returns made to the Federal Funds Account are calculated using the Department's Return of Title IV, HEA Funds Worksheets, scheduled attendance and are based upon the payment period.
   b) Calculate the school's refund requirement (see school refund calculation)
3) The student's grade record will be updated to reflect his/her final grade.
4) STC will return the amount for any unearned portion of the Title IV funds for which the school is responsible within 45 days of the date the official notice was provided.
5) They will provide the student with a letter explaining the Title IV, HEA requirements:
   a) The amount of Title IV assistance the student has earned. This amount is based upon the length of the time the student was enrolled in the program and based on scheduled attendance and the amount of funds the student received.
   b) Any returns that will be made to the Title IV, HEA Federal program on the student's behalf as a result of exiting the program. If a student's scheduled attendance is more than 60% of the payment period, he/she is considered to have earned 100% of the Federal funds received for the payment period. In this case, no funds need to be returned to the Federal funds.
   c) Advise the student of the amount of unearned Federal funds and tuition and fees that the student must return, if applicable.
6) Supply the student with ledger card record noting outstanding balance to the school and the available methods of payment. A copy of the completed worksheet, check, letter and final ledger card will be kept in the student's file.

In the event a student decides to rescind his or her official notification to withdraw, the student must provide a signed and dated written statement that he/she is continuing his or her program of study and intends to complete the payment period. Title IV, HEA assistance will continue as originally planned. If the student subsequently fails to attend or ceases attendance without completing the payment period, the student's withdrawal date is the original date of notification of intent to withdraw.

UNOFFICIAL WITHDRAWAL FROM SCHOOL

In the event that the school unofficially withdraws a student from school, the Administrative Office and/or Financial Aid Specialist must complete the Withdrawal Form using the last date of attendance as the drop date.

Any student that does not provide official notification of his or her intent to withdraw and is absent for more than 10 consecutive calendar days will be subject to termination and considered to have unofficially withdrawn.

Within one week of the student's last date of academic attendance, the following procedures will take place:

1) The education office will make three attempts to notify the student regarding his/her enrollment status;
2) Determine and record the student's last date of attendance as the last recorded date of academic attendance on the attendance record;
3) The student's withdrawal date is determined as the date the day after 10 consecutive calendar days of absence;
4) Notify the student in writing of their failure to contact the school and attendance status resulting in the current termination of enrollment;
5) STC calculates the amount of Federal funds the student has earned, and, if any, the amount of Federal funds for which the school is responsible.
6) Calculate the school's refund requirement. (see school refund calculation)
7) STC's Financial office will return to the Federal fund programs any unearned portion of Title IV funds for which the school is responsible within 45 days of the date the withdrawal determination was made and note the return on the student's ledger card.
8) If applicable, STC will provide the student with a refund letter explaining Title IV requirements:

    a) The amount of Title IV aid the student has earned based upon the length of time the student was enrolled and scheduled to attend in the program and the amount of aid the student received.

    b) Advise the student in writing about the amount of unearned Title IV aid and tuition and fees that he/she must return, if applicable.

    c) Supply the student with a final student ledger card showing outstanding balance due to the student and the school and the available methods of payment.

A copy of the completed worksheet, check, letter, and final ledger card will be kept in the student's file.

STUDENT AND INSTITUTION RESPONSIBILITIES

If you receive (or your school or parent receive on your behalf) excess Title IV, HEA program funds that must be returned, your school must return a portion of the excess equal to the lesser of:

1) Your institutional charges multiplied by the unearned percentage of your funds.
2) The entire amount of excess funds.

The school must return this amount even if it did not keep this amount of your Title IV, HEA program funds.

INSTITUTION RESPONSIBILITIES IN REGARDS TO RETURN OF TITLE IV, HEA FUNDS

STC's responsibilities in regards to Title IV, HEA funds follow:

- Providing students with information in this policy;
- Identifying students who are affected by this policy and completing the return of Title IV, HEA funds calculation for those students;
- Returning any Title IV, HEA funds due to the correct Title IV, HEA programs.
  The institution is not always required to return all of the excess funds; there are situations once the R2T4 calculations have been completed in which the student must return the unearned aid.

STUDENT RESPONSIBILITIES

- If your school is not required to return all of the excess funds, you must return the remaining amount.
- Any amount of unearned grant funds that you must return is called an overpayment. The maximum amount of a grant overpayment that you must repay is half of the grant funds you received or were scheduled to receive. You do not have to repay a grant overpayment if the original amount of the overpayment is $50 or less. You must make arrangements with your school or the Department of Education to return the unearned grant funds
- Student Responsibilities in regards to return of Title IV, HEA funds
- Returning to the Title IV, HEA programs any funds that were dispersed to the student in which the student was determined to be ineligible via the R2T4 calculation.
- Any notification of withdrawal should be in writing and addressed to the appropriate institutional official.
- A student may rescind his or her notification of intent to withdraw. Submissions of intent to rescind a withdraw notice must be filed in writing.
- Either these notifications, to withdraw or rescind to withdraw must be made to the official records/registration person at your school.

REFUND VS. RETURN TO TITLE IV, HEA PROGRAM FUNDS

The requirements for Title IV, HEA program funds when you withdraw are separate from any refund policy that your school may have. Therefore, you may still owe funds to the school to cover unpaid institutional charges. Your school may also charge you for any Title IV, HEA program funds that the school was required to return. If you do not already know your school's refund policy, you should ask your school for a copy. Your school can also provide you with the requirements and procedures for officially withdrawing from school.

WITHDRAWAL BEFORE 60%

The institution must perform a R2T4 to determine the amount of earned aid through the 60% point in each payment period or period of enrollment. The institution will use the Department of Education's prorate schedule to determine the amount of the R2T4 funds the student has earned at the time of withdrawal.

WITHDRAWAL AFTER 60%

After the 60% point in the payment period or period of enrollment, a student has earned 100% of the Title IV, HEA funds he or she was scheduled to receive during this period. The institution must still perform a R2T4 to determine the amount of aid that the student has earned. STC measures progress in Clock Hours and uses the payment period for the period of calculation.

THE CALCULATION FORMULA

Determine the amount of Title IV, HEA aid that was disbursed plus Title IV, HEA aid that could have been disbursed.

Calculate the percentage of Title IV, HEA aid earned:

a) Divide the number of clock hours scheduled to be completed in the payment period as of the last date of attendance in the payment period by the total clock hours in the payment period.
HOURS SCHEDULED TO COMPLETE

TOTAL HOURS IN PERIOD = % EARNED

b) If this percentage is greater than 60%, the student earns 100%.
c) If this percent is less than or equal to 60%, proceeds with calculation.

Percentage earned from (multiplied by) Total aid disbursed or could have been disbursed = AMOUNT STUDENT EARNED.

Subtract the Title IV aid earned from the total disbursed = AMOUNT TO BE RETURNED.

100% minus percent earned = UNEARNED PERCENT

Unearned percent (multiplied by) total institutional charges for the period = AMOUNT DUE FROM THE SCHOOL.

If the percent of Title IV aid disbursed is greater than the percent unearned (multiplied by) institutional charges for the period, the amount disbursed will be used in place of the percent unearned.

If the percent unearned (multiplied by) institutional charges for the period are less than the amount due from the school, the student must return or repay one-half of the remaining unearned Federal Pell Grant.

Student is not required to return the overpayment if this amount is equal to or less than 50% of the total grant assistance that was disbursed /or could have been disbursed. The student is also not required to return an overpayment if the amount is $50 or less.

STC will issue a grant overpayment notice to students within 30 days from the date the school's determination that student withdrew, giving a student 45 days to either:

1) Repay the overpayment in full to STC
2) Sign a repayment agreement with the U.S. Department of Education.

ORDER OF RETURN

STC is authorized to return any excess funds after applying them to current outstanding Cost of Attendance (COA) charges. A copy of the Institutional R2T4 work sheet performed on your behalf is available through the office upon student request.

In accordance with Federal regulations, when Title IV, HEA financial aid is involved, the calculated amount of the "R2T4 Funds" is allocated in the following order:

- Unsubsidized Direct Stafford loans (other than PLUS loans)
- Subsidized Direct Stafford loans
- Parent Plus loans
- Direct PLUS loans
- Federal Pell Grants for which a Return is required
- Iraq and Afghanistan Service Grant for which a Return is required
- Federal Supplemental Educational Opportunity Grant
- Other Title IV assistance
- State Tuition Assistance Grants (if applicable)
- Private and institutional aid
- The Student

EARNED AID:

Title IV, HEA aid is earned in a prorated manner on a per diem basis (calendar days or clock hours) up to the 60% point in the semester. Title IV, HEA aid is viewed as 100% earned after that point in time. A copy of the worksheet used for this calculation can be requested from the financial aid office.

Time Frame for Returning an Unclaimed Title IV, HEA Credit Balance

- If a school attempts to disburse the credit balance by check and the check is not cashed, the school must return the funds no later than 240 days after the date the school issued the check.
- If a check is returned to a school or an EFT is rejected, the school may make additional attempts to disburse the funds, provided that those attempts are made not later than 45 days after the funds were returned or rejected. When a check is returned or EFT is rejected and the school does not make another attempt to disburse the funds, the funds must be returned before the end of the initial 45-day period.
- The school must cease all attempts to disburse the funds and return them no later than 2 40 days after the date it issued the first check.

OVERPAYMENT OF TITLE IV, HEA FUNDS

Any amount of unearned grant funds that you must return is called overpayment. The amount of grant overpayment that you must repay is half of the grant funds you received or were scheduled to receive. You must make arrangement with STC or Department of Education to return the amount of unearned grant funds.

RETURN TO TITLE IV, HEA QUESTIONS

If you have questions about your Title IV program funds, you can call the Federal Student Aid Information Center at 1-800-4-FEDAID (1-800-433-3243). TTY users may call 1-800-730-8913. Information is also available on Student Aid on the Web at www.studentaid. gov.

* This policy is subject to change at any time, and without prior notice.

CREDIT BALANCE

A Credit balance is remaining Title IV funds after tuition, books and supplies and fees have been paid. Every Credit balance will be given to receiving student within three (3) days of receiving Title IV funds via the student receiving a check for remaining credit balance.

SATISFACTORY ACADEMIC PROGRESS (SAP) POLICY

A student must make satisfactory academic progress toward the completion of their academic program to be eligible for federal, state and institutional aid, and the institution must have a reasonable policy for monitoring that progress.

Wilton Simpson Technical College Office of Financial Aid and Scholarships reviews each student's satisfactory academic progress at the end of each payment period after grades have been posted.

All students, including those who have transfer credits, are required to meet three measures of academic progress in order to maintain eligibility for federal financial aid which includes grants, loans and work-study. The three requirements are:

1. Maintain a cumulative academic grade point average (GPA) of at least 2.0; and
2. Successfully complete at least 67% of credits attempted; and
3. Complete a certificate or degree within 150% of the published length of the program.

Students must meet all of the SAP requirements listed above to be eligible to receive federal financial aid. If the requirements are not met, students will be notified via certified mail.

COMPONENTS OF STC'S SAP POLICY FOR CLOCK-HOUR PROGRAMS

The quantitative and qualitative standards listed below are used to evaluate the cumulative results of all periods of enrollment for clock-hour students at STC, including those payment periods during which the student did not receive federal financial aid funds or other types of financial assistance. Thus, a student who has not previously received federal financial aid may still be ineligible even though it is their initial financial aid application.

FREQUENCY OF EVALUATION FOR CLOCK-HOUR PROGRAMS

Federal regulations require an institution to evaluate SAP at least annually for programs that are longer than one year and every payment period for programs of one year or less. STC evaluates all components of SAP at the point when the student's scheduled clock hours for the payment period have elapsed regardless of whether the student attended those hours.

QUALITATIVE COMPONENT FOR CLOCK-HOUR PROGRAMS

STC uses the student's cumulative academic grade point average (GPA) to measure qualitative progress. To meet this standard federal financial aid recipients are required to achieve and maintain a minimum cumulative academic GPA of 2.0 which is consistent with STC's graduation requirements. The cumulative GPA that STC uses to evaluate the student's SAP status is calculated based on all courses that have been attempted and apply toward the current certificate.

QUANTITATIVE COMPONENT FOR CLOCK-HOUR PROGRAMS

Federal regulations require a quantitative component that evaluates the maximum timeframe in which students must complete their educational program and a pace of completion that ensures they will complete the program within the timeframe. STC requires that all financial aid recipients successfully complete at least 67% of the clock-hours and weeks scheduled for each payment period. Successful completion for this standard is defined as earning a grade of 'A', 'B', 'C' or 'D' in most programs.

Financial aid recipients are also required to complete their program within 150% of the published length of the program as measured by the number of clock-hours and weeks in the program. (Note that a student in a clock-hour program cannot receive aid for hours beyond those required for the program. The maximum timeframe applies to the amount of time the student takes to complete the required hours.)

CHANGES IN PROGRAMS OF STUDY FOR CLOCK-HOUR PROGRAMS

Students are permitted to make one change to their program of study in accordance with their academic goals. So long as students are meeting all other SAP standards, changes of program alone will not disqualify them for financial aid eligibility. Students who change programs while failing SAP maintain their previous SAP status until the completion of the first payment period of their new program.

COURSE INCOMPLETES, WITHDRAWALS, AND NR GRADES FOR CLOCK-HOUR PROGRAMS

Successful completion of coursework is defined as earning a grade of 'A', 'B', 'C' or 'D' at STC. All other grades including 'I' (Incomplete), 'F' (Failure), 'FN' (Failure for non-attendance), 'NR' (Not Reported) and W (Withdrawn) are defined as unsuccessful completion. Accordingly, all courses having grades of 'I', 'F', 'FN', 'NR' and 'W' count as hours attempted and count as zero hours earned in the SAP calculation. The grade of 'F' additionally counts as zero quality points when the qualitative SAP standard is assessed. Grades of 'I' and 'W' are not counted when the qualitative SAP standard is assessed. Grades of 'I' and 'W' do not carry any quality points.

Students who have grades of 'I' or 'NR' that result in an unsatisfactory standing may have their SAP status recalculated if those grades are later reported as an 'A', 'B', 'C' or 'D'. Students who achieve satisfactory standing as the result of a grade recalculation will be evaluated for reinstatement of financial aid so long as the end of the same academic year has not occurred and all other eligibility criteria are met.

WARNING STATUS

Students who are not meeting the qualitative (GPA) or quantitative (67%) components of SAP will be given a status of 'Warning' for one term or payment period. Students in a warning status may continue to receive federal aid.

NOT MEETING SAP

Students who fail to meet the SAP standards after the end of their 'Warning' term or payment period are considered to be 'Not Meeting' SAP. As a result, they are ineligible to receive federal aid for any future coursework attempted. Students in a 'Not Meets' SAP status may appeal this status provided there are extenuating circumstances which interfered with their academic progress.

APPEALING A SAP STATUS

Students who experienced extenuating circumstances which interfered with their academic progress may submit an appeal to have their 'Not Meets' SAP status reviewed by a financial aid representative under the guidance of the Director of STC. Extenuating circumstances include but are not limited to accidents, medical situations, death in the immediate family or difficult personal situations.

Students who do not meet SAP due to exceeding 150% of the required hours for their program and have a valid reason for exceeding the maximum timeframe may submit an appeal to have their SAP status reviewed by a financial aid representative under the guidance of the Director of STC.

APPEAL PROCESS

GPA and Completion Rate: Students who fail SAP due to GPA or completion rate may submit an appeal within 30 days of the start of the term (Fall or Spring) by providing the following documentation. Please note: Students whose appeals are received after 30 days will have their appeal evaluated for future terms only.

- A written and signed explanation from the student describing the extenuating circumstance(s) which interfered with their ability to be academically successful.
- Documentation which supports the extenuating circumstance(s).
- An academic plan signed by both the student and the Academic Advisor listing the coursework the student is required to attempt in order to be academically successful in the continuation of their program.

Exceeding 150% of credits or hours: Students who fail SAP due to exceeding 150% of the attempted credits or hours for their program may submit an appeal within 30 days of the start of the term (Fall or Spring) by providing the following documentation:

- A written and signed statement from the student describing why they have exceeded 150% of attempted credits or hours in their program along with an explanation of their intended career goals.
- Documentation which supports the extenuating circumstance.
- An academic plan signed by both the student and the Academic Advisor listing the coursework the student is required to attempt in order to be academically successful in the continuation of their program.

Appeals submitted with incomplete or unsigned documentation or submitted beyond the 30-day deadline will not have their aid eligibility evaluated for the current term.

Students will be notified of the decision regarding their SAP appeal via certified mail within 30 days of receipt of their appeal. If an appeal is denied, then a student will have the ability to enroll as a self-paying student.

PROBATIONARY STATUS

If a student's SAP appeal is approved they will be assigned a status of 'probation'. Depending on their situation, they may be granted one to two additional terms or payment periods of federal financial aid eligibility. Failure to meet SAP standards after the probationary period will result in the termination of federal aid eligibility.

RE-ESTABLISHING ELIGIBILITY FOR FINANCIAL AID

A student's eligibility for federal student aid is re-established when they meet the minimum 2.0 GPA, have completed at least 67% of their attempted coursework and have attempted less than 150% of the credits or hours in their program of study.

UNDERSTANDING SAP STATUS

Meeting SAP – Student has a cumulative academic GPA of 2.0 or higher, has completed at least 67% of all attempted credits and has attempted less than 150% of the maximum timeframe for their program of study.

Warning – Student has not met the GPA or completion rate requirements for one term or payment period.

Not Meets – Student has not met the GPA or completion rate requirements for two terms or payment periods.

Probation – Student has successfully appealed their 'Not Meets' SAP status and has been granted one or two terms or payment periods of federal aid eligibility.

Termination – Student has failed to meet SAP during their probationary status and cannot appeal their status.

ATTENDANCE POLICY

STC strives to provide the best educational opportunities possible to prepare students for their chosen occupation. **Students are to be on time and attend all classes**, consistent with attendance expectations in the workplace. However, Wilton Simpson Technical College recognizes there may be times when students cannot attend school due to extreme circumstances. In that case the student must notify the instructor to inform of his/her absence. In Florida, public technical centers are on a clock hour system and are required to have and adhere to an attendance policy. Time missed due to arriving late or leaving early count toward absences. Students whose attendance falls below 90% (rounded up) of the scheduled clock hours, per term, will have their situation reviewed with the possibility of a warning and/or academic plan. Students who are absent 10 consecutive days will be removed from the program. Students who are withdrawn due to excessive absences will not be entitled to reimbursements. Make up time has been built into each program calendar. Please note students receiving financial aid must adhere to minimum attendance progress to continue to receive aid.

EXCUSED ABSENCES IN CLOCK-HOUR PROGRAMS

In a clock-hour program, a limited number (10%) of excused absences, per term, are permitted (except in regulated programs). An excused absence may only be counted if the student is excused from hours that were actually scheduled, were missed, and do not have to be made up for the student to receive the degree or certificate for the program. Students must bring in documentation to the Director for approval. The school will prioritize make-up days over excused absences, which will be reserved for extreme circumstances outside of the student's control.

MAKE-UP HOURS

Due to extenuating circumstances, we understand that there may be times that are unavoidable to miss school. Therefore, make-up days have been made available for each program.

LEAVE OF ABSENCE

Under certain circumstances such as a death in the family or major illness, a student may put in writing their request for a Leave of Absence. A Leave of Absence can be for no more than 8 days and must be approved by the Director of Adult Education. The leave of absence will alter the graduation date for the student and will only be granted once.

GRADING SYSTEM

Students must maintain an overall grade of 70 percent or higher in all attendance, theory, clinical and/or shop performance during each evaluation period and complete the minimum number of competencies within the pacing guide for each program for the evaluation period. Some programs have higher standards and students must adhere to these standards to make satisfactory academic progress.

Student grades include the following:

- Participation
- End of Course exam
- Workbook/Assignment
- Quiz/Chapter work

Grading Scale:

- A = 100 – 90
- B = 89 – 80
- C = 79 – 70
- D = 69 – 60
- F = Below 60

Failure to make Satisfactory Academic Process may result in the student being withdrawn from the program.

INSTITUTIONAL INFORMATION

ACADEMIC PROGRAM IMPROVEMENT

Each program at Wilton Simpson Technical College is subject to review through a variety of mechanisms. Each year we ask our students to complete a questionnaire on the program and the school. We review the feedback and make appropriate adjustments as necessary. We also meet with industry partners twice a year to review the program curriculum, lab areas and equipment. Notes are kept, and any suggestions for program improvements are noted and actioned per administration. We also ensure our instructors participate in relevant professional development training to ensure academic standards are maintained.

ACCIDENTS AND INJURIES

In the event of an accident or injury on campus, you should immediately notify the instructor or other Wilton Simpson Technical College personnel. Faculty/staff will handle injuries such as superficial lacerations or abrasions. All programs have First-aid kits, and additional kits are also located in the business office. Emergency medical services will be contacted for a serious injury or medical condition. You must have an emergency contact card on file with the administrative office.

BOOKS

It is the student's right to have a real and reasonable opportunity to purchase books elsewhere other than through Wilton Simpson Technical College. If students choose to purchase books from STC, then they will need to sign a form that we have given them every opportunity to purchase books on their own from other vendors. If students choose to use Financial Aid to purchase books, then students will have to sign a form authorizing STC to take the full book amount from student's first Pell check.

CAMPUS SAFETY AND SECURITY

STC may utilize Deputies from the Hernando County Sheriff's office to provide security. In the event of an emergency if no Deputy is on campus, students and staff need to contact 911 for immediate assistance.

CLERY ACT

The federal Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act) requires colleges and universities, both public and private, participating in federal student aid programs to disclose campus safety information, and imposes certain basic requirements for handling incidents of sexual violence and emergency situations. Disclosures about crime statistics and summaries of security policies are made once a year in an Annual Security Report (ASR), and information about specific crimes and emergencies is made publicly available on an ongoing basis throughout the year.

The Clery Act is named in memory of Jeanne Clery who was raped and murdered in her residence hall room by a fellow student she did not know on April 5, 1986. Her parents championed laws requiring the disclosure of campus crime information, and the federal law that now bears their daughter's name was first enacted in 1990. More information on the Clery Act can be found at www.cleryact.info.

Sexual Misconduct –Wilton Simpson Technical College prohibits any form of sexual misconduct. When sexual misconduct is brought to the attention of administration, Wilton Simpson Technical College will take prompt and appropriate action to end the misconduct and prevent its recurrence. All students should be aware the technical center is prepared to take action to prevent and correct such behavior. Individuals who engage in sexual misconduct are subject to disciplinary action, which may result in expulsion from the college.

Any sexual activity without consent given will be considered sexual misconduct. Consent must be free of force, threat, intimidation or coercion. Consent is given by an affirmative verbal response or acts that are unmistakable in their meaning. Consent cannot be given by a person who is asleep, intoxicated, incapacitated or unable to communicate without impaired judgment. Consent to one form of sexual activity does not mean consent is given to another type of activity or subsequent activities. Consent is revocable at any time. Sexual misconduct includes sexual and gender-based harassment, sexual assault, dating violence, domestic violence and stalking.

Sexual Harassment – Attempting to coerce an unwilling person into a sexual relationship; to subject a person to unwanted sexual attention; to punish a refusal to comply; or to create a sexually intimidating, hostile or offensive work, social or educational environment. Sexual harassment is understood to include a wide range of behaviors from the actual coercing of sexual relations to the intimidating or embarrassing emphasis of sexual identity. This definition will be interpreted and applied consistently with generally accepted standards of mature behavior, academic freedom and freedom of expression.

Sexual harassment is a form of sex discrimination. It occurs in a variety of situations that share a common element: the inappropriate introduction of sexual activities or comments into the work or learning situation. Often sexual harassment involves relationships of unequal power and contains elements of coercion, as when compliance with requests for sexual favors becomes a criterion for granting work, study or grading benefits.

Sexual harassment can occur in any type of relationship, involving faculty, staff, students, friends or strangers. Sexual harassment also involves relationships among equals. Power relationships and social dependencies exist between students as well and may be exploited in ways that are damaging to either party. Students would therefore be aware of the offense that may be taken by any unwelcome sexual advance. Persistent requests for social encounters and favors, physical contact of a lewd type, indecent exposure, persistent requests for or realized sexual encounters, sexual crimes and rape constitute sexual harassment when they are accompanied by one or more of the following terms or conditions: explicit or implicit promises or rewards for cooperation, explicit or implicit threats of punishment for non-cooperation and/or intimidation that creates a hostile or offensive academic/work environment, interference with an individual's scholastic/work performance, preventing an individual's full enjoyment of educational/professional opportunities, or an action that induces conformance stress, anxiety, fear or sickness on the part of the harassed person. Implicit in the legal definition of sexual harassment is the assumption that sexual harassment prevents the realization of the victim's full potential as a student. A person sexually harassing another, who reports to him or her, is thus prohibiting the victim of the freedom to do his/her job, whether as a student or employee. Sexual harassment is considered an unethical and unprofessional as well as illegal behavior and will not be tolerated.

Sexual Assault – Any attempt to engage in any sexual or intimate act with another person without the consent of the other person or in circumstances in which the person is unable, due to age, alcohol/chemical or other impairment, mental deficiency or incapacity to give consent. It is the responsibility of the person initiating sexual or intimate activity to make sure the other person is capable of consenting to that activity.

Dating Violence - Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the complainant and where the existence of such a relationship shall be determined based on a consideration of the following factors: the length of the relationship, the type of relationship and the frequency of the interaction between the persons involved in the relationship.

Domestic Violence – includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the complainant, by a person with whom the complainant shares a child in common, by a person who is cohabitating with or has cohabitated with the complainant as a spouse, by a person similarly situated to a spouse of the complainant under the domestic or family violence laws of the State of Florida, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the State of Florida. Students requiring immediate assistance are encouraged to contact the Dawn Center 24-Hour Crisis Hotline (352)686-8430.

Rape – The penetration, not matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim.

Stalking – Engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for one's safety or the safety of others or suffer substantial emotional distress.

More information on available resources can be found on the technical center's website at hernandoschools.org/schools/stc.

Reporting Sexual Misconduct: Dating Violence, Domestic Violence, Sexual Assault & Stalking

The technical center encourages all sexual misconduct to be reported. Wilton Simpson Technical College will take prompt and appropriate action to end the misconduct and prevent its recurrence. All students have a right to report sexual misconduct by contacting one of the following:

- School Administration on (352) 797-7018
- Hernando County Sheriff's Office on (352) 754-6830

In the event of a crime including dating violence, sexual assault

Sexual Misconduct Prevention and Warning Signs

Within a relationship, there can be indicators of either partner's propensity to become abusive. Partner violence is any sexual, physical, verbal, or emotional abuse of one partner by the other in a romantic relationship. While arguing or fighting occurs in all relationships, partner violence is about power and control of one partner by the other. Due to the nature of being in a relationship with the abuser, partner violence can be hard to identify and understand. If you are in an abusive relationship, you may find it difficult to acknowledge because the abuser is someone for whom you have feelings. Abusive behavior can take many forms. Be concerned if your partner:

- Is jealous and possessive
- Tries to control everything you do
- Tries to isolate you from family and friends
- Has a quick temper or unpredictable reactions to ordinary things
- Often exhibits violent behavior toward animals, children, or other people
- Pressures you for sex
- Has a history of bad relationships
- Has a strong belief in extreme gender roles

In all relationships, it is important to trust your instincts. If your intuition tells you something is wrong, you shouldn't ignore it.

Bystander Intervention

Bystander intervention is a strategy for prevention of various types of violence, including bullying, sexual harassment, sexual assault, and intimate partner violence. It encourages people to get involved when they see something wrong or dangerous – to tell some, intervene, get help, or speak up. So how do you do it?

Use the 3 D's: Direct, Delegate, and Distract

Direct: Do something yourself (like ask someone to stop what they're doing or check on someone you might be worried about).

Delegate: If you can't do something yourself because of your barriers, ask a friend, a faculty or staff member, or a trusted peer to help.

Distract: If you don't want to address the situation directly or even acknowledge that you can see it, try to think of a distraction that will diffuse the situation or calm things down in the moment. Distractions could be "accidentally' spilling a drink, asking to borrow the phone of someone who is in a risky situation, asking for a ride or starting an unrelated conversation.

If you see something, do something:

- Talk to your friends honestly and openly about sexual assault.
- Don't just be a bystander. If you see something, intervene in any way that you can without endangering yourself.
- Trust your gut. If something looks like it might be a bad situation, it probably is.
- Be direct! Ask someone who looks like they need help if they're okay.
- Get someone to help you if you see something. Delegate by enlisting a friend or bystander to step in.
- Keep an eye on someone who has had too much to drink.
- If you see someone who is too intoxicated to consent, enlist their friends to help them leave safely.
- Recognize the potential danger of someone who talks about planning to target another person at the party.
- Be aware if someone is deliberately trying to intoxicate, isolate or corner someone else.
- Get in the way by creating a distraction, drawing attention to the situation, or separating them.
- Understand that if someone does not or cannot consent to sex, its rape.
- Never blame the victim.

Safety on Campus

1. Though this institution does not offer regularly scheduled crime awareness or prevention programs, students are encouraged to exercise proper care in seeing to their own personal safety and the safety of others. The following is a description of policies, rules and programs designed to inform students and employees about the prevention of crimes on campus.

    a) Do not leave personal property in classrooms

    b) Report to your institutional official, any suspicious persons.

    c) Always try to walk in groups outside the school premises. Let the administrative team know of any concerns you have with safety on campus.

    d) If you are waiting for a ride, wait within sight of other people

    e) Employees (staff and faculty) will close and lock all doors, windows and blinds and turn off lights when leaving a room.

    f) The "*Crime Awareness and Campus Security Act*" is available upon request to students, employees (staff and faculty) and prospective students.

    g) The school has no formal program, other than orientation, that disseminates this information. All faculty undergo an annual training on campus security, and all students receive written confirmation of campus security procedures during enrollment and at their orientation. All information is available on request.

    h) Information regarding any crimes committed on the campus will be available and posted in a conspicuous place within two (2) business days after the reporting of the crime and be available for sixty (60) business days during normal business hours, unless the disclosure is prohibited by law, would jeopardize the confidentiality of the victim, or an ongoing criminal investigation, the safety of an individual, cause a suspect to flee evade detection: or result in the destruction of evidence. Once the reason for the lack of disclosure is no longer in force, the institution must disclose the information. If there is a request for information that is older than sixty 60 days, that information must be made available within two (2) business days of the request.

Procedures for campus disciplinary action in cases of alleged domestic violence, dating violence or stalking

The procedures for campus disciplinary action in cases of alleged domestic violence, dating violence or stalking are dealt with the utmost urgency. Under these procedures, both the accuser and accused are entitled to the same opportunities to have others present during disciplinary proceedings. Additionally, both the accuser and accused will be informed of the outcome of any institutional disciplinary proceeding. A student found to have violated Wilton Simpson Technical College behavior standards related to domestic violence, dating violence or stalking may be suspended or expelled from STC for the first offense.

CANCELLED CLASSES DUE TO INCLEMENT WEATHER

In the event weather conditions are such that travel to and from Wilton Simpson Technical College would be hazardous or extreme temperature presents a problem of safety or comfort, the education center may be closed for the day or delayed in opening.

CELL/DIGITAL PHONES AND PAGERS

In order to maintain an environment conducive to learning, cell/digital phones and pagers must be turned off or in silent mode during classroom hours. You will not be permitted to use cell phones while class is in session. An office phone is available in the Administration office for emergencies.

CERTIFICATE REQUIREMENTS

A student must meet all of the following conditions to earn a Certificate of Program Completion from Simpson Technical College:

- Have attained a grade of "C" or better (2.0 GPA) for the program
- Complete the required curriculum
- Settled all school debt
- Meet Florida Basic Skills Levels in communications and mathematics
- Receive the instructor's recommendation

COLLEGE NAVIGATOR WEBSITE

Students may check College Navigator Website for our updated information at https://nces.ed.gov/collegenavigator/

COMPLAINT/GRIEVANCE PROCEDURE

In the event that there is a complaint or issue at the classroom level, the student should first speak to the instructor in private about their concern. If the complaint cannot be resolved at the classroom level, the student should submit the complaint to the Administrator on duty. If the complaint cannot be resolved at that level, the student may present the complaint formally, in writing, to the Director of Adult and Technical Education within three (3) days. If the grievance is not resolved satisfactorily, the grievant may appeal within five (5) days to the Hernando County School District, 901 N Broad Street, Brooksville, FL, 34601. In the event a student cannot resolve a conflict concerning his/her technical training at the local level, he/she may contact the Florida Department of Education - Career and Adult Education at 325 West Gaines Street, Suite 734, Tallahassee, Florida, 32399-0400, 850-245-0446, http://www.fldoe.org/policy/cie/file-a-complaint.stml. Grievances may also be registered with COE, (Council on Occupational Education) at 7840 Roswell Rd., Building 300, Suite 325, Atlanta, GA, 30350, 800-917-2081, www.council.org.

COPYRIGHT INFRINGEMENT

Students who infringe copyright law infringement via unauthorized distribution of copyrighted materials, including unauthorized peer-to-peer file sharing, may subject the student to civil and criminal liabilities. The act of plagiarism is a severe form of cheating which constitutes intellectual theft. Plagiarism occurs when a person presents someone else's work as their own. Whether a student copies an assignment, downloads a paper from an Internet site, or uses a cut and paste system for creating text, that student has committed plagiarism. All parties to plagiarism are equally guilty, regardless of whether the student gives or receives work. All students shall abide by the provisions of United States Copyright Law (Title 17, United States Code, Sect. 101, et seq). Student who cheat, plagiarize, or infringe copyright law will face any or all of the following consequences:

- First Offense – If the student is a minor, the student's parent will be contacted. The student will receive a failing grade for the assignment. The student may be suspended from school for one to five days.
- Second Offense – will result in dismissal from the program.

Students who cheat on industry certification or licensing exams will be removed from the testing area. An incident report will be filed with the testing agency to determine if the student will be allowed to test again.

CRISIS RESPONSE PLAN

In the event of an extreme, dangerous, or emergency a comprehensive plan of action is in place to deal with such matters. Should a crisis develop, notify your instructor or administration immediately. Policies are in place, are provided to students at orientation and are clearly displayed in the program area. In extreme circumstances, call 911.

DISABILITY DISCLOSURE

Wilton Simpson Technical College assures students with disabilities equal access as described in Section 504 and 508 of the Rehabilitation Act of 1973 and in compliance with the Americans with Disabilities Act Amendments Act of 2008 (ADAAA). Disclosure of a disability is voluntary.

A student must satisfy the definition of a disability as established by the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. Section 504 defines a disability as a condition which substantially limits one or more major life activities such as learning, walking, seeing, hearing, breathing, caring for oneself, and working. To be eligible for accommodations, a student must provide appropriate documentation of each disability that demonstrates an accompanying substantial limitation to one or more major life activities.

To obtain services and accommodations, current documentation is required (within 5 years) and must be presented to Student Services.

The following are acceptable forms of documentation and must include a diagnosis, impact of the diagnosed disability and recommended accommodations.

A 504 Plan

A Psychological Report

A letter from a physician

Please contact Dr. Radiah Dent, Director of Adult and Technical Education @ 352-797-7018 or dent_r@hcsb.k12.fl.us to schedule an Intake Meeting.

DRESS CODE/UNIFORMS

The technical programs may require uniforms. If applicable, you will be expected to comply with uniform requirements. The instructor will provide specific information. You will be expected to comply with safety apparel requirements.

Under no circumstances will anyone be allowed to remain on campus, regardless of program, if their manner of dress in any way disrupts the educational process as determined by the onsite administrator.

Wilton Simpson Technical College prepares students to enter the job market. Therefore, students should dress in accordance with the accepted standards of business and industry. The dress code in each program varies with the needs of the occupational area. However, the following minimum requirements apply for all programs:

- Hard-soled and closed-toed shoes must be worn in all occupational areas. Sandals, flip-flops, open toe shoes and bare feet are not permitted. **NO EXCEPTIONS.**
- For safety and/or health reasons, students will follow established safety procedures and practices acceptable to their occupation. For example: Contain his/her hair in a net or similar device or have his/her hair cut to an acceptable length, remove jewelry, wear safe clothing.

DRIVING/PARKING

Parking is provided in designated areas for Wilton Simpson Technical College students. Parking in areas other than designated student parking lots is prohibited. The speed limit of 15 miles an hour is strictly enforced. Parking privileges may be revoked for parking and speeding violations. Loitering is not allowed in and around cars.

All Florida State Statutes are applicable while driving on school grounds. Failure to follow these rules will result in the revocation of parking privileges.

Each student who parks a vehicle on a school campus is presumed to know what is contained in the vehicle and will be held accountable for any weapons, drugs, or contraband which may be found in the vehicle. Furthermore, locating or operating automobiles, trucks, vans, or other means of transportation on School Board property is a privilege granted by the School Board and students whose vehicles are so located shall not have any expectation of privacy in or around said vehicles.

DRUG FREE CAMPUS POLICY

No person shall be in possession of or be under the influence of an intoxicating beverage or an illegal mood or behavior modifying or controlled substance or use or be in possession of tobacco or tobacco products, as defined by Florida Statutes, while on STC campus, both the Main Campus or at our extension Site at Central High School or while on STC sponsored trips involving students. Students not in compliance with STC campus policy will be subject to disciplinary action including dismissal.

STC reserves the right to utilize law enforcement should a student be suspected to have engaged in illegal behavior and/or in possession of prohibited or controlled substances.

While on STC sponsored trips, the following action may become necessary:

- Alcoholic beverages in possession of minors will be seized.
- Students and/or adults in possession of alcoholic beverages may be sent back at their own expense and/or other appropriate actions taken.

STATUTORY AUTHORITY: 1001.41; 1001.42, F.S. LAWS IMPLEMENTED: 1001.43; 1012.22; 1012.27, F.S. HISTORY: ADOPTED: REVISION DATE(S): 11/11/02; 06/08/09 (EDITORIAL) FORMERLY: 2.116, 3.107, 3.108, 3.160, 6.170, And 8.212

EMERGENCIES

In case of fire, inclement weather, bomb threats, securing the perimeter or other emergencies, you must follow the directions provided by the instructor. In case of emergency situations requiring evacuation, you should follow evacuation routes that are posted by every designated exit. In other emergency situations, you should go to the designated safety areas inside the buildings as directed. An emergency contact will be requested upon application to Wilton Simpson Technical College.

EQUITY STATEMENT

The Hernando County School District prohibits any form of discrimination or harassment on the basis of race, color, sex, religion, national origin, marital status, age, GINA, or disability in any of its programs, services or activities. In accordance with Florida Administrative Code, national origin minority or Limited English Proficient (LEP) students shall not be subjected to any disciplinary action because of their appropriate use of a language other than English. The lack of English language skills will not be a barrier to admission into the Career & Technical Education programs.

Contact information for 504 Coordinator/Equity:

Jill Kolasa, Director of Student Services
1036 Varsity Dr.
Brooksville, Florida 34601
352-797-7008
kolasa_j@hcsb.k12.fl.us

Anna Jensen, Director of Exceptional Student Support Services
1036 Varsity Dr.
Brooksville, Florida 34601
352-797-7022
jensen_a@hcsb.k12.fl.us

Alexis Brown, Director of Human Resources
Phone: 352-797-7019
919 N. Broad Street
Brooksville, Florida 34601
brown_a1@hcsb.k12.fl.us

IDENTIFICATION BADGES

Picture identification badges are issued to all STC students each school year. A $5.00 fee is assessed for the identification badges. A replacement fee of $10 will be charged for any lost badges. Identification badges are to be worn at all times while students are on campus.

INTERNET & TECHNOLOGY POLICY

Wilton Simpson Technical College adheres to the Hernando County School Board Policy regarding internet usage which is displayed upon sign on. District provided computers shall not be used for personal or financial gain or for the benefit of private, "for profit" or "not-for-profit" organizations, or for any commercial or illegal activity. The student will not place any software on the district-provided computer without permission from the designated district technology specialist at the school. Students will honor all licenses, copyrights, patents, restrictions and terms and conditions associated with computer software (e.g.: no illegally duplicated software). The student will be responsible for lost or damaged computers and/or software.

LAB AND SHOP SAFETY

Safety and safe practices are of utmost importance at Wilton Simpson Technical College. You are expected to complete shop safety curriculum and pass a safety examination. Students are expected to wear safety glasses, to dress appropriately, to comply with safety regulations, and to exercise prudent judgment with self and for the care of others. If you do not follow shop and lab safety rules you may be dismissed from the program.

NAME, PHONE NUMBER OR ADDRESS CHANGE

Phone numbers are required as they are used to notify students in the event of an emergency or school closure. Please keep the office notified in case of a change of name, phone number or address so that accurate records may be maintained.

NET PRICE CALCULATOR

The Net price Calculator is located on our website at hernandoschools.org/schools/stc/financial-aid.

PROCEDURES FOR HANDLING ALLEGED SCHOOL RELATED CRIMES

- Any individual member of the technical center community may initiate disciplinary proceedings for an alleged violation of the Code of Conduct. The complaint must be submitted in writing to the Administrative Office.
- After a preliminary investigation, the Director of Adult & Technical Education will determine if there is sufficient information to warrant disciplinary proceedings. At that time the Director may notify the Sheriff's Office if it has been determined that a crime has been committed.
- Disciplinary proceedings are initiated by the Director in a face-to-face disciplinary conference.
- The disciplinary conference shall take place no earlier than 48 hours from the date of notification, unless waived by the student.
- Cameras, camera phones and audio/video recording devices other than those belonging to the technical center are not permitted at a disciplinary conference.
- The Director may choose to adjourn the disciplinary conference at any time to obtain further information from other sources.
- At the conclusion of the disciplinary conference, the Director may dismiss all disciplinary charges or make a judgement to assign sanctions.
- A letter confirming the decision will be sent to the student and a copy placed in the student's permanent record.
- If at any time during the investigation the student is arrested for the offense that occurred at school, the student will be withdrawn immediately.

SEARCH OF PERSON

You may be subject to be searched at any given time upon reasonable suspicion for any reason by administration. This includes search of person, possessions, lockers, and vehicles on the Wilton Simpson Technical College campus.

STATEMENT OF NONDISCRIMINATION

It is the policy of the Hernando County School District not to illegally discriminate or allow its employees to illegally discriminate on the basis of race, color, religion, national origin, age, sex, marital status, disability or GINA in its educational programs or employment practices. In accordance with Florida Administrative Code, national origin minority or Limited English Proficient (LEP) students shall not be subjected to any disciplinary action because of their appropriate use of a language other than English. The lack of English language skills will not be a barrier to admission into the CTE programs.

- Students enrolled in apprenticeship programs registered with the Florida Department of Education.
- Post-secondary students with a documented disability who are completing a post-secondary adult vocational program, but have been unsuccessful in obtaining the designated basic skills exit criteria, may have this requirement waived based on District procedures and statutory authority. Assessment of student mastery of basic skills will conform to State Board of Education Rule 6A-10.040. Our policy states:
    - Students will complete the TABE or CASAS.
    - Students will provide documentation of their disability that would impact their test performance.
    - Wilton Simpson Technical College will make remediation available to the student through program instruction and/or AAAE (face to face instruction).
    - Students will retake the TABE or CASAS.

If student with a documented testing disability does not meet minimum scores on the retest TABE, student will be exempt from meeting this completion requirement.

STUDENT BODYDEMOGRAPHICS

Students may find updated information on our STC Website (hernandoschools.org/schools/stc) and also the College Navigator website (https://nces.ed.gov/collegenavigator/).

STUDENT CODE OF CONDUCT

STC students are expected to adhere to the legal and ethical standards of the institution. STC reserves the right to administratively withdraw students at any time for misconduct. Students admitted to the school will receive a student handbook that outlines specific information regarding student conduct.

We believe that a safe, secure, nurturing and civil environment is essential in accomplishing its mission to create a community which works together so all at Wilton Simpson Technical College will reach their goals.

This policy promotes mutual respect, civility and orderly conduct among all district employees, students, parents and the general public. The policy is not intended to deprive any person of his/her right to freedom of expression. Rather, it is intended to maintain, to the extent that is possible and reasonable, a safe, harassment-free workplace for students, families and staff, that is free of disruptive, demeaning, intimidating, threatening or aggressive behaviors.

Therefore:

Wilton Simpson Technical College staff will treat all students enrolled, fellow staff members and members of the public with respect and will expect the same in return.

- Wilton Simpson Technical College staff will not conduct business with those who use obscenities or otherwise speak in a demanding, loud, insulting, or threatening manner.
- Volatile, hostile or aggressive actions and words will not be tolerated, and individuals who engage in these activities may face penalties up to, and including, criminal prosecution.

STUDENT TIME RECORDS

It is imperative that students be in class on a daily basis. It is the students' responsibility to accurately record their attendance and clock hours for each class. It is the student's responsibility to fingerprint themselves in when they get to class and fingerprint themselves out when they leave so that accurate records can be kept. Accurate records of attendance are important as student attendance determines the pace of completion for the course as well as impacting final grades.

TARDY POLICY

Punctuality is crucial to student success in the classroom. If a student is late this will be reflected in their grade. If there are excessive tardiness, it will affect his or her program clock hours and will ultimately affect their final grade.

TOBACCO/SMOKE FREE CAMPUS POLICY

In accordance with Hernando County School Board Policy, STC is a tobacco and smoke free campus at both our Main Campus, and our extension campus, Central High School. Tobacco products or Smoking is not permitted on the campus. This policy is to prevent the use of tobacco on School Board property in compliance with Florida Statute and to provide a healthy learning environment free from exposure to carcinogens. For the purpose of this policy, tobacco is defined as any lighted or unlighted cigarette, cigar, pipe, etc., and any other smoking product, smokeless product or spit less tobacco and/or electronic cigarettes. Individuals may not smoke, chew, dip, or use any type of tobacco or smoking product on or around campus. Individuals may not stand or hang out along the streets or property around the exterior of the campus. Violation of the policy may result in dismissal. Resources are available to assist you with compliance.

TUITION AND FEES FOR TECHNICAL PROGRAMS

All STC courses are $2.44 per program clock hour for in state tuition. The out of state tuition rate is $9.78. There are additional fees for each program – please refer to the program supply lists found at hernandoschools.org/schools/stc for a breakdown of costs associated with each program. The registration fee is non-refundable. Tuition shall be waived for career certificate programs for each recipient of a Purple Heart or another combat decoration superior in precedent who meets the requirements of State law. Any career center operated by the Board shall, within the nonresident student enrollment system-wide, prioritize the enrollment of a veteran who is granted an out-of-state fee waiver pursuant hereinabove over any other student who is granted an out-of-state fee waiver under this policy.

Payments for program tuition are made at the time of registration at the Administrative office. Cash, money order, debit card, Visa, Discover and Master Card are accepted forms of payment for most programs.

Non-payment of agreed upon payment plan installments will result in automatic withdrawal from the career-technical program and all tuition paid to-date and fees will be forfeited. Re-entry into a Wilton Simpson Technical College program may be allowed as long as any outstanding amounts are paid.

VACCINATION POLICY

Required vaccinations are program specific. Currently there are no programs at Wilton Simpson Technical College that require vaccinations. This policy is subject to change if our accreditation/licensing agencies require proof of vaccinations as a condition of enrollment.

VOTER REGISTRATION

Every applicant who goes through Orientation will be given a voter registration application to fill out if they are interested and it is posted on our website (hernandoschools.org/schools/stc).

WEAPONS

Anyone who has, carries, or conceals any gun, pistol, sword, knife, razor or other weapon on campus or in a vehicle parked on Wilton Simpson Technical College's campus will be withdrawn from Wilton Simpson Technical College and is subject to having criminal penalties imposed.

SERVICES TO STUDENTS

ASSISTANCE WITH ENROLLMENT

Staff are available to meet the needs of our students as required. Services cover school information, enrollment procedures, financial aid, security policies, completion rates and crime statistics. Contact can be made through main campus (Monday to Thursday 8.00am to 6.00pm and Friday 8.00am to 4.00pm) on 352-797-7018. Queries should be directed as follows:

Director of Adult & Technical Education – services for students with disabilities.

Coordinator of Career & Technical Education – enrollment, completion rates, security policies & crime statistics.

Financial Aid Specialist – Title IV financial aid procedures and veteran's benefits.

ACCESS TO YOUR RECORDS

You may request your class information by completing the HCSD Transcript Request Form S0-SS-05, which can be picked up in the administrative office.

AWARDS CEREMONY

Wilton Simpson Technical College conducts an awards and graduation ceremony each spring. Anyone who is completing a program will be invited to participate. Friends and family are invited to attend, but the number of available tickets may be limited.

COUNSELOR

Wilton Simpson Technical College has a Counselor available if you need to discuss class and/or personal issues and concerns. Appointments can be made with the administrative office.

CAREER PATHWAYS

Wilton Simpson Technical College has in place articulation agreements with Pasco-Hernando State College effective for the 2025-26 year.

To ensure students of each agreement are awarded appropriate career and technical education credit, and to ensure that career certificate education articulates to college credit toward associate degree programs, Pasco Hernando State College agrees to grant, at no cost to eligible students, credit as outlined in the specific program agreements. In accordance with Section 1007.233, Florida Statutes (F.S.), articulated college credit must be awarded upon initial enrollment in the associate degree program. Furthermore, the award of credits described is contingent upon the conditions being met by Wilton Simpson Technical College, Pasco Hernando State College and the student.

Award of credit process:

- Students must meet with the designated college staff member to verify completion of the articulated program, initiate the credit award process, and discuss course requirements for intended program of study at the college.
- To be awarded the college credit guaranteed for a specific program agreement, students must present an original career certificate of completion or an official transcript that delineates program completion.
- Students entering the associate degree program specified within the specific program agreement must meet the admissions requirements of the college and the program to which they are applying, as well as the common placement testing requirements outlined in section 1008.30, F.S., and Rule 6A-10.0315(2), Florida Administrative Code (F.A.C).
- Students must enroll at the Florida College System institution in the program specified within three years of completion of the Career Certificate program in order to redeem the college credit. Students who enroll after three years may be eligible for the awarding of credits on a course-by-course basis at the discretion of the postsecondary institution. (This may be done through demonstration of current industry knowledge, i.e. employer letter, proof of industry certification passage, approved student assessments, portfolio of work, etc.)

Statewide Articulation agreements may be awarded for individual industry certification earned to be used at the college level. Wilton Simpson Technical College is part of the Tampa Bay Consortium which provides career pathway agreements: http://www.careerpathways.me

CAREER DUAL ENROLLMENT

Career Dual Enrollment is an option for high school students to enroll in post-secondary courses to earn elective or vocational credit toward high school graduation requirements and to receive hours toward a career and technical program. Any interested high school students should be prepared to visit the program and instructor prior to beginning the registration process for the career certificate program.

The statutory eligibility requirements for career dual enrollment include a 2.0 unweighted GPA per s.1007.271, be at least 16 years of age, and be on target for graduation. Attendance and discipline records must be satisfactory. Recommendation for the application process to Wilton Simpson Technical College will be through school guidance counselors. Career dual enrollment courses offered that will lead to an approved Industry Certification from the Funding List of s.1008.44, F.S. are as follows: Applied Cybersecurity, Automotive Service Technology 1, Diesel Service Technician 1, Heating, Ventilation, Air Conditioning/Refrigeration 1 and Welding Technology.

Program	Program Number	Course Name	Course Code	Clock Hours	Credit Hours
Cybersecurity Applied	Y100300	Cybersecurity Associate	CTS0018	600	1.5
		Information Security Manager	CTS0019	150	1.5
		Data Security Specialist		150	1.5
				750	4.5
Master Automotive Service Technology 1	T400700	Automobile Services Assistor	AER0014	300	2
		Automotive Brake System Technician	AER0418	150	2
		Automobile Suspension & Steering Technician	AER0453	150	2
		Automotive Electrical/Electronic System Tech	AER0360	300	1
		Engine Repair Technician	AER0110	150	1
				1050	7
Heating, Ventilation, Air Conditioning/ Refrigeration 1	C400410	Introduction to HVAC/R	ACR0000	250	1.5
		HVAC/R Fundamentals	ACR0001	250	1.5
		HVAC/R Service Practices	ACR0012	250	1.5
				750	4.5
Welding Technology	J400400	Welder Assistant 1	PMT0070	150	2
		Welder Assistant 2	PMT0071	150	2
		Welder, SMAW 1	PMT0072	150	2
		Welder, SMAW 2	PMT0073	150	1
		Welder	PMT0074	450	3
				1050	7
Diesel Systems Technician 1	T650100	Diesel Engine Mechanic/Tech Helper	DIM0101	150	2
		Diesel Electrical and Electronics Technician	DIM0102	300	2
		Diesel Engine Technician	DIM0104	300	2
		Diesel Brakes Technician	DIM0105	300	1
				1050	7
CNC Production Specialist	J200300	CNC Production Technician I	PMT0026	300	2
		CNC Production Technician II	PMT0027	300	2
				600	4

Continued eligibility for career dual enrollment requires successful completion of each course within the career certificate, prior to graduation of the career certificate program. Students must enroll at a time whereby they can successfully complete the career certificate program prior to graduation from high school. Students may lose the opportunity to participate in the dual enrollment program if they are disruptive to the learning process. Per s. 1007.271, F.S., and based on Dual Enrollment budget

and seat constraints, Hernando County School District and Wilton Simpson Technical College will not deny dual enrollment participation to students who meet both the statutory requirements and any additional eligibility requirements established in the Dual Enrollment Articulation Agreement.

A delineation of the high school credit earned for the completion of each career dual enrollment course and program will provide a clock hour to credit hour equivalency. The high school credit will only be awarded upon successful completion of the entire postsecondary course. The weighting for the dual enrollment courses will be weighted in line with Advanced Placement, International Baccalaureate, and Advanced International Certificate of Education courses in calculating the GPA.

Statewide Articulation agreements may be awarded for individual industry certification earned to be used at the college level. Wilton Simpson Technical College is part of the Tampa Bay Consortium which provides career pathway agreements (http://www.careerpathways.me/).

Per s. 1007.271(3), F.S. will allow an exception to entrance based on grade point average to the agreement on the recommendation of all parties. Consideration is on a case-by-case basis.

The initial screening of potential applicants shall be the responsibility of high school guidance counselors to determine career readiness, appropriate GPA, attendance and behavior records. Reports will be provided throughout the sessions to high school counselors regarding the progress of all students. The Wilton Simpson Technical College administrative team will review progress throughout each session and take steps to ensure students stay on track. A sufficient GPA must be maintained throughout.

Wilton Simpson Technical College will enter grades and transmit to the school data entry at the school of record. Grades for dual enrollment will be entered on both the student's high school transcript and the postsecondary transcript. Credit hours upon completion of the courses transmission of the grades will be sent to the school of record in Hernando County School District.

Sections 1007.271 and 1009.25, F.S. provides that dual enrollment students are exempt from payment of tuition, fees including laboratory fees and registration fees. Due to space constrictions within the programs, places will be allocated to dual enrollment students based on budget and available seats. A wait list will be developed – students will be allocated a place based on the following criteria:

1. They meet the eligibility requirements.
2. If enrolled they would be able to complete the dual enrollment semester prior to graduating high school.
3. Allocation for placement will be given on a first come first served basis.

Exceptions may be made based on seat availability and/or Dual Enrollment budget constraints.

Dual enrollment students are responsible for arranging and paying for transportation to and from Wilton Simpson Technical College as well as all other dual enrollment related transportation. Parents/guardians assume all financial responsibility and liability for dual enrollment related transportation.

Wilton Simpson Technical College assures students with disabilities equal access as described in Section 504 and 508 of the Rehabilitation Act of 1973 and in compliance with the Americans with Disabilities Act Amendments Act of 2008 (ADAAA). Disclosure of a disability is voluntary.

A student must satisfy the definition of a disability as established by the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. Section 504 defines a disability as a condition which substantially limits one or more major life activities such as learning, walking, seeing, hearing, breathing, caring for oneself, and working. To be eligible for accommodations, a student must provide appropriate documentation of each disability that demonstrates an accompanying substantial limitation to one or more major life activities. To obtain services and accommodations, current documentation is required (within 5 years) and must be presented to Student Services.

DROP/ADD PERIOD FOR TECHNICAL PROGRAMS

1. A 100 percent refund shall be made if the student drops the class prior to the first class meeting.
2. A 100 percent refund shall be made if the student drops the class within the first 5 business days of the semester.

DROP/ADD PERIOD FOR TECHNICAL PROGRAMS

Individuals withdrawing from a program within the first five days of the term must notify the Administrative Office in writing that they are withdrawing. Students are encouraged to state the reason for withdrawal.

Refunds due to course cancellation will be at one hundred percent (100%).

Refunds, when due, are made within thirty (30) days of the last day of attendance and will be initiated by bookkeeping office. The refund will be mailed to the person who made the payment. No refunds are available for General Education programs.

No refunds will be given on registration fees, books, supplies, insurance, testing or other fees.

PROGRESS REPORTS

Progress Reports are issued at the middle point and the end of each term to everyone enrolled in a technical program. Reports will be issued according to the Wilton Simpson Technical College school calendar.

TRANSCRIPTS & ACCESS TO YOUR RECORDS

You may request your class information by completing the HCSD Transcript Request Form S0-SS-05.

If you have completed a program you may contact the administrative office for a copy of your transcripts. All requests are to be made by completing the Transcript Request form. Request forms are available in the administrative office or can be downloaded from www.hcsb.k12.fl.us/studentrecordsrequest. Same day service is not available.

Program Title: **Heating, Ventilation, Air-Conditioning/Refrigeration (HVAC/R) 1**
Career Cluster: **Architecture and Construction**

Career Certificate Program		
Program Number	C400410	
CIP Number	0615050111	
Program Length	750 Hours	
SOC & Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml	
Basic Skills Level	Computations (Mathematics): 10	Communications (Reading and Language Arts): 9

Purpose

The purpose of this program is to prepare students for employment or advanced training in the heating, ventilation, air-conditioning/refrigeration (HVAC/R) industry. The student should obtain EPA certification prior to leaving school in order to be employed in any job that requires work with refrigerants. This program focuses on broad, transferable skills, stresses the understanding of the heating, air-conditioning, refrigeration and ventilation industry and demonstrates elements of the industry such as planning, management, finance, technical and production skills, the underlying principles of technology, and health, safety and environmental issues.

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Architecture and Construction career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Architecture and Construction career cluster.

OCP	Course Number	Course Title	Length
A	ACR0000	Introduction to HVAC/R	250 Hours
B	ACR0001	HVAC/R Fundamentals	250 Hours
C	ACR0012	HVAC/R Service Practices	250 Hours

Industry Certifications:	HVAC Excellence: EPA608, R410A, & Employment Ready Exams
Minimum Age Requirement	NONE
Exam Cost *(Included in Tuition)*	EPA608/R410A: $26 each; Employment Ready Exams: $16 each
Examination Contact	Coordinator of Career & Technical Education
Examination Website	https://www.escogroup.org/certifications/employmentready.aspx

Type	Description	Quantity	Unit	Total Cost
Tuition	HVAC (Total Program Length) *(includes: Student Support & Technology costs (Per F.S. 1009.22)*	750 hrs.	$2.54 p/hr.	$1,905.00
Fee	Lab Fee *(includes: Course materials & (4) HVAC Excellence Certification Costs)*	1	524.00	$524.00
Fee	Student ID	1	$5.00	$5.00
Fee	Registration Fee	1	$30.00	$30.00
Book	Modern Refrigeration & Air Conditioning 21st 9781645647188	1	$170.00	$170.00
				$2,634.00

Program Title: **Applied Cybersecurity**
Career Cluster: **Information Technology**

Career Certificate Program		
Program Number	Y100500	
CIP Number	0511100316	
Program Length	750 hours	
SOC & Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml	
Basic Skills Level	Computation (Mathematics): 9	Communications (Reading and Language Arts): 9

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and cybersecurity-related careers in the Information Technology career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of cybersecurity.

The content includes but is not limited to foundational knowledge and skills in computer and network security, security vulnerabilities, attack mechanisms and techniques, intrusion detection and prevention, cryptographic systems, system hardening, risk identification, incidence response, penetration testing, key management, access control, and recovery. Specialized courses focus on database security, planning and analysis, software, and web security.

OCP	Course Number	Course Title	Length
A	CTS0010	Cybersecurity Foundations	300 hours
B	CTS0014	Applied Cyber Defense	300 hours
C	CTS0021	Data Security Specialist	150 hours

Industry Certifications:	CompTIA Exams; Knowledge Pillar Exams
Minimum Age Requirement	NONE
Exam Cost *(Included in Tuition)*	CompTIA Exams: $219; Knowledge Pillar Exams: $93
Examination Contact	Coordinator of Career & Technical Education
Examination Website	comptia.org/en-us/certifications/

Type	**Tuitions & Fees**	Quantity	Unit	Total Cost
Tuition	Applied Cyber Security (Total Program Length)	750 hrs.	$2.54 p/hr.	$1,905.00
	(includes: Student Support & Technology costs (Per F.S. 1009.22)			
Fee	CompTIA Lessons/Coursework Student Modules	1	$233.00	$233.00
Fee	Lab Fee (course materials and Certification costs)	1	$492.00	$492.00
	(includes: Course materials & (1) CompTIA Certification Cost)			
Fee	Registration Fee	1	$30.00	$30.00
Fee	Student ID	1	$5.00	$5.00
				$2,665.00

Program Title: **Florida Law Enforcement Academy**
Career Cluster: **Law, Public Safety & Security**

Career Certificate Program	
Program Number	P430105
CIP Number	0743010700
Program Length	770 hours
SOC & Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml
Basic Skills Level	Contact the FDLE for information on basic skills & Criminal Justice Basic Abilities Examination.

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Law, Public Safety and Security career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Law, Public Safety and Security career cluster.

OCP	Course Number	Course Title	Length
A	CJK0002	Introduction to Law Enforcement	12 hours
	CJK0016	Communication	24 hours
	CJK0018	Legal	64 hours
	CJK0019	Interviewing and Report Writing	56 hours
	CJK0063	Fundamentals of Patrol	40 hours
	CJK0021	Serving Your Community	34 hours
	CJK0072	Crimes Against Persons	48 hours
	CJK0073	Crimes Involving Property and Society	12 hours
	CJK0079	Crime Scene Follow-up Investigations	34 hours
	CJK0400	Traffic Incidents	12 hours
	CJK0401	Traffic Stops	24 hours
	CJK0402	Traffic Crash Investigations	30 hours
	CJK0403	DUI Traffic Stops	24 hours
	CJK0093	Critical Incidents	44 hours
	CJK0020	Law Enforcement Vehicle Operations	48 hours
	CJK0031	First Aid for Criminal Justice Officers	40 hours
	CJK0040	Criminal Justice Firearms	80 hours
	CJK0051	Criminal Justice Defensive Tactics	80 hours
	CJK0421	Conducted Electrical Weapon/Dart-Firing Stun Gun	4 hours
	CJK0096	Criminal Justice Officer Physical Fitness Training/Law Enforcement	60 hours
Industry Certifications:		State Officer Certification Exam	
Minimum Age Requirement		19	

Type	Description	**Tuition & Fees**	Quantity	Unit Cost	Total Cost
Tuition	Law Enforcement Academy (Total Program Length)		770 hrs.	$2.54 p/hr.	$1,955.80
Books	FL BRTP Law Enforcement Academy, Vol 1, 2024 edition		1	$25.00	$25.00
	FL BRTP High Liability Curriculum, Vol 2, 2024 edition		1	$20.00	$20.00
Fee	Lab Fee to include Ammo, Firearm rental, equipment		1	$900.00	$900.00
Fee	Student ID		1	$5.00	$5.00
Fee	Registration Fee		1	$30.00	$30.00
Fee	CJS Testing Company Access Code		1	$60.00	$60.00
Exam	State Officer Certification Exam		1	$100.00	$100.00
					$3,095.80

Program Title: **Crossover from Correctional Officer to Law Enforcement Officer**
Career Cluster: **Law, Public Safety & Security**

Career Certificate Program	
Program Number	P430125
CIP Number	0743010702
Program Length	518 hours
SOC & Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml
Basic Skills Level	Contact the FDLE for information on basic skills & Criminal Justice Basic Abilities Examination.

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Law, Public Safety and Security career cluster; provides technical skill proficiency and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Law, Public Safety and Security career cluster.

OCP	Course Number	Course Title	Length
A	CJK0002	Introduction to Law Enforcement	12 hours
	CJK0016	Communication	24 hours
	CJK0018	Legal	64 hours
	CJK0019	Interviewing and Report Writing	56 hours
	CJK0063	Fundamentals of Patrol	40 hours
	CJK0021	Serving Your Community	34 hours
	CJK0072	Crimes Against Persons	48 hours
	CJK0073	Crimes Involving Property and Society	12 hours
	CJK0079	Crime Scene Follow-up Investigations	34 hours
	CJK0400	Traffic Incidents	12 hours
	CJK0401	Traffic Stops	24 hours
	CJK0402	Traffic Crash Investigations	30 hours
	CJK0403	DUI Traffic Stops	24 hours
	CJK0093	Critical Incidents	44 hours
	CJK0393	Cross-Over Program Updates	8 hours
	CJK0020	Law Enforcement Vehicle Operations	48 hours
	CJK0421	Conducted Electrical Weapon/Dart-Firing Stun Gun	4 hours
Industry Certifications:		State Officer Certification Exam	
Minimum Age Requirement		19	

Type	Description	**Tuition & Fees**	Quantity	Unit Cost	Total Cost
Tuition	Crossover CO to LE (Total Program Length)		518 hrs.	$2.54 p/hr.	$1,315.72
Books	FL BRTP Law Enforcement Academy, Vol 1, 2024 edition & Printing		1	$25.00	$25.00
	FL BRTP High Liability Curriculum, Vol 2, 2024 edition & Printing		1	$20.00	$20.00
Fee	Lab Fee for equipment		1	$500.00	$500.00
Fee	Student ID		1	$5.00	$5.00
Fee	Registration Fee		1	$30.00	$30.00
Fee	CJS Testing Company Access Code		1	$60.00	$60.00
Exam	State Officer Certification Exam		1	$100.00	$100.00
				Total	**$2,055.72**

Program Title: **Master Automotive Service Technology 1**
Career Cluster: **Transportation, Distribution and Logistics**

Career Certificate Program		
Program Number	T400700	
CIP Number	0647060411	
Program Length	1050 hours	
SOC & Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml	
Basic Skills Level	Computation (Mathematics): 10	Communications (Reading and Language Arts): 9

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Transportation, Distribution and Logistics career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Transportation, Distribution and Logistics career cluster.

The content includes but is not limited to broad, transferable skills and stresses understanding and demonstration of the following elements of the **Automotive** industry, planning, management, finance, technical and product skills, underlying principles of technology, labor issues, community issues and health, safety, and environmental issues.

OCP	Course Number	Course Title	Length
A	AER0014	Automobile Services Assistor	300 hours
B	AER0418	Automotive Brake System Technician	150 hours
C	AER0453	Automobile Suspension and Steering Technician	150 hours
D	AER0360	Automotive Electrical/Electronic System Technician	300 hours
E	AER0110	Engine Repair Technician	150 hours

Industry Certifications:	ASE Technician Exams
Minimum Age Requirement	18
Exam Cost *(Included in Tuition)*	ASE Exams: Registration is $36 plus $43 for each testing attempt
Examination Contact	Coordinator of Career & Technical Education
Examination Website	https://www.ase.com/ase-certification-tests

Type	Description	Quantity	Unit Cost	Total Cost
Tuition	Automotive Services Technology 1 (Total Program Length) $2,667.00 *(includes: Student Support & Technology costs (Per F.S. 1009.22)*		1050 hrs.	$2.54 p/hr.
Fee	Lab Fee *(includes: Course materials & (1) ASE Certification Costs)*	1	$550.00	$550.00
Fee	Registration Fee	1	$30.00	$30.00
Fee	Student ID	1	$5.00	$5.00
Book	CDX FAT3e Textbook *(plus 2 Year Online Access ISBN: 9781284271669)*	1	$303.00	$303.00
				$3,555.00

Program Title: **Diesel Systems Technician 1**
Career Cluster: **Transportation, Distribution and Logistics**

Career Certificate Program		
Program Number	T650100	
CIP Number	0647061305	
Program Length	1050 hours	
SOC & Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml	
Basic Skills Level	Computation (Mathematics): 9	Communications (Reading and Language Arts): 9

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Transportation, Distribution and Logistics career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Transportation, Distribution and Logistics career cluster.

The content includes but is not limited to maintaining and repairing diesel engines and electrical systems; reconditioning diesel fuel injection systems; overhauling diesel engines; and performing diesel engine preventive maintenance.

OCP	Course Number	Course Title	Length
A	DIM0101	Diesel Engine Mechanic/Technician Helper	150 hours
B	DIM0102	Diesel Electrical and Electronics Technician	300 hours
C	DIM0104	Diesel Engine Technician	300 hours
D	DIM0105	Diesel Brakes Technician	300 hours

Industry Certifications:	ASE Technician Exams
Minimum Age Requirement	18
Exam Cost *(Included in Tuition)*	ASE Exams: Registration is $36 plus $43 for each testing attempt
Examination Contact	Coordinator of Career & Technical Education
Examination Website	https://www.ase.com/ase-certification-tests

Type	Description	Quantity	Unit Cost	Total Cost
Tuition	Diesel Systems Technician 1 (Total Program Length) *(includes: Student Support & Technology costs (Per F.S. 1009.22)*	1050 hrs.	$2.54 p/hr.	$2,667.00
Fee	Lab Fee *(includes: Course materials & (1) ASE Certification Costs)*	1	$550.00	$550.00
Fee	Registration Fee	1	$30.00	$30.00
Fee	Student ID	1	$5.00	$5.00
Book	CDX BU- CDX Engines 2e -Systems 2e	1	$375.00	$375.00
				$3,627.00

Program Title: **Barbering**
Career Cluster: **Human Services**

Program Number	I120403	
CIP Number	0612040202	
Program Length	900 hours	
SOC & Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml	
Basic Skills Level	Computation (Mathematics): 9	Communications (Reading and Language Arts): 9

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Human Services career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem- solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Human Services career cluster.

The purpose of this program is to prepare students for employment as barbers. Instruction is designed to qualify students for employment upon successfully passing the Florida Barber License Examination.

OCP	Course Number	Course Title	Length
A	COS0160	Barber 1A	320 hours
	COS0161	Barber 2A	150 hours
	COS0162	Barber 3A	300 hours
	COS0163	Barber 4A	130 hours

Industry Certifications:	Florida Board Barbering License
Minimum Age Requirement	16
Exam Cost *(Included in Tuition)*	DBPR Exams: Licensure is $117 plus $63.50 for each testing attempt
Examination Contact	Coordinator of Career & Technical Education
Examination Website	https://www2.myfloridalicense.com/examination-information/

Type	Description	Quantity	Unit Cost	Total Cost
Tuition	Barbering (Total Program Length) *(includes: Student Support & Technology costs (Per F.S. 1009.22)*	900 hrs.	$2.54 p/hr.	$2,286.00
Fee	Lab Fee *(includes: some consumable chemicals & materials)*	1	$350.00	$350.00
Fee	Registration Fee	1	$30.00	$30.00
Fee	Student ID	1	$5.00	$5.00
Book	Milady Textbook 9798214080444 & Milady Workbook 9798214499222	1	$317.00	$317.00
Fee	Required Barbering Tool Kit & Freight	1	$667.00	$667.00
				$3,655.00

Program Title: **Cosmetology**
Career Cluster: **Human Services**

Career Certificate Program		
Program Number	D500100	
CIP Number	0612040102	
Program Length	1200 hours	
SOC & Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml	
Basic Skills Level	Computation (Mathematics): 8	Communications (Reading and Language Arts): 8

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Human Services career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Human Services career cluster. This program offers a broad foundation of knowledge and skills to prepare students for employment in network support services positions.

A student who completes the Cosmetology program is prepared for employment as a licensed cosmetologist, opening numerous career opportunities in the industry. This instructional program is designed to qualify students for employment after they successfully obtain their cosmetology license.

OCP	Course Number	Course Title	Length
A	CSP0009	Grooming and Salon Services Core, Facials and Nails	225 hours
	COS0002	Cosmetologist and Hairstylist 1	300 hours
	COS0003	Cosmetologist and Hairstylist 2	300 hours
	COS0009	Cosmetologist and Hairstylist 3	375 hours

Industry Certifications:	Florida Board Cosmetology License
Minimum Age Requirement	16
Exam Cost *(Included in Tuition)*	DBPR Exams: Licensure is $117 plus $63.50 for each testing attempt
Examination Contact	Coordinator of Career & Technical Education
Examination Website	https://www2.myfloridalicense.com/examination-information/

Type	Description	Quantity	Unit Cost	Total Cost
Tuition	Cosmetology (Total Program Length) *(includes: Student Support & Technology costs (Per F.S. 1009.22)*	1200 hrs.	$2.54 p/hr.	$3,048.00
Fee	Lab Fee *(includes: some consumable chemicals & materials)*	1	$450.00	$450.00
Fee	Registration Fee	1	$30.00	$30.00
Fee	Student ID	1	$5.00	$5.00
Book	Milady Textbook 9780357871492 & Milady Workbook 9780357922170	1	$317.00	$317.00
Fee	Cosmetology Tool Kit **(Required)**	1	$750.00	$750.00
				$4600.00

Program Title: **CNC Production Specialist**
Career Cluster: **Manufacturing**

Career Certificate Program		
Program Number	J200300	
CIP Number	0648050307	
Program Length	600 hours	
SOC & Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml	
Basic Skills Level	Computation (Mathematics): 10	Communications (Reading and Language Arts): 9

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the manufacturing career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the manufacturing career cluster.

OCP	Course Number	Course Title	Length
A	PMT0026	CNC Production Technician I	300 hours
B	PMT0027	CNC Production Technician II	300 hours

Industry Certifications:	SolidWorks
Minimum Age Requirement	16
Exam Cost *(Included in Tuition)*	Registration: $60 plus $160 in certification exam costs
Examination Contact	Coordinator of Career & Technical Education
Examination Website	https://www.solidworks.com/solidworks-certification-program

Type	Description	**Tuition & Fees**	Quantity	Unit Cost	Total Cost
Tuition	CNC Production Specialist (Total Program Length) *(includes: Student Support & Technology costs (Per F.S. 1009.22)*		600 hrs.	$2.54 p/hr.	$1,524.00
Fee	Lab Fee (to include course materials and certification costs) *(to include course programming, consumables, & (1) certification costs)*		1	$895.00	$895.00
Fee	Registration Fee		1	$30.00	$30.00
Fee	Student ID		1	$5.00	$5.00
Book	CNC Manufacturing Technology, 2nd Edition ISBN: 979-8-89118-175-5 – Textbook & Workbook		1	$127.00	$127.00
					$2581.00

Program Title: **Welding Technology**
Career Cluster: **Manufacturing**

Career Certificate Program		
Program Number	J400400	
CIP Number	0648050805	
Program Length	1050 hours	
SOC & Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml	
Basic Skills Level	Computation (Mathematics): 9	Communications (Reading and Language Arts): 9

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the manufacturing career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the manufacturing career cluster. This program offers a broad foundation of knowledge and skills to prepare students for employment in the welding industry.

OCP	Course Number	Course Title	Length
A	PMT0070 PMT0071	Welder Assistant 1 Welder Assistant 2	150 hours 150 hours
B	PMT0072 PMT0073	Welder, SMAW 1 Welder, SMAW 2	150 hours 150 hours
C	PMT0074	Welder	450 hours

Industry Certifications:	NCCER & AWS Certified Welder
Minimum Age Requirement	16
Exam Cost *(Included in Tuition)*	NCCER: $95 & AWS Certified Welder: $350
Examination Contact	Coordinator of Career & Technical Education
Examination Website	https://www.nccer.org/craft-catalog/welding/

Type	**Description**	Quantity	Unit Cost	Total Cost
Tuition	Welding Technology (Total Program Length) *(includes: Student Support & Technology costs (Per F.S. 1009.22)*	1050 hrs.	$2.54/hr.	$2667.00
Fee	Lab Fee *(includes: Course materials & (4) NCCER (1)AWS Welding Certification Costs)*	1	$1350.00	$1,350.00
Fee	Student ID	1	$5.00	$5.00
Fee	Registration Fee	1	$30.00	$30.00
Book	NCCER Curriculum & Books	1	$347.00	$347.00
			$4,399.00	

Veteran's Attendance Policy

(This is the minimum standard required by the SAA under the authority of 38 CFR 21.4254. If school policy is more restrictive, it may be used)

Early departures, class cuts, tardies, etc., for any portion of a class period will be counted as quarter hour, half hour and hour absence.

Students exceeding 20% (percentage) **total** absences of scheduled hours in a calendar month **will be** terminated from their VA benefits for unsatisfactory attendance.

In order to show that the cause of unsatisfactory attendance has been removed, students must show good attendance (as defined) for one calendar month after being terminated for unsatisfactory attendance. After such time, the student may be recertified for VA education benefits.

The student's attendance record will be retained in the veteran's file for VA and SAA audit purposes.

****

Standards of Academic Progress for VA Students

(All standards must logically relate to graduation requirements)

Students receiving VA educational benefits must maintain a minimum cumulative grade point average (CGPA) or percentage of 70% each phase. (term, quarter, semester, evaluation period, etc.).

A VA student whose CGPA or percentage falls below 70% at the end of any phase (term, quarter, semester, evaluation period, etc.) will be placed on academic probation for a maximum of two consecutive terms of enrollment. If the VA student's CGPA or percentage is still below 70% at the end of the second consecutive term of probation, the student's VA educational benefits will be terminated.

A VA student terminated from VA educational benefits due to unsatisfactory progress may petition the school to be recertified after attaining a CGPA or percentage of 70%.

****

Veteran's Credit for Previous Education or Training

The school must maintain a written record of the previous education and training of the veteran or eligible person and clearly indicate that appropriate credit has been given for previous education and training, with the training period shortened proportionately, and the veteran or eligible person so notified. This means that records of all prior education and training must be obtained, evaluated, and credit granted toward the student's program as appropriate, regardless as to whether or not the student wants that credit transferred.

This Addendum becomes a part of the Catalog for all intents and purposes.

CERTIFIED TRUE AND CORRECT IN CONTENT AND POLICY.

School Official Signature: 

Title: Supervisor of Adult & Technical Education Date: 10/6/2017

School Name: SunCoast Technical Education Center

Address: 801 N. Broad Street

City, State, Zip Code: Brooksville, FL 34601

BSA Form 1005 (November 2016)



Complete Section A **or** B; **and** C

MUST BE COMPLETED IN FULL FOR PLACEMENT CONSIDERATION.
(For Donations, use Section B)

A. Item Currently Budgeted -

Account Name: No Financial Impact

Account Number: Fund | Function | Object | Cost Center | Project | Sub Project

Original Approved Budget	+ -	Budget Amendments	-	Expenditures / Encumbrances To Date	=	Current Available Budget	-	Present Request	=	Remaining Balance Available
$		$		$		$		$		$

Account Name

Account Number: Fund | Function | Object | Cost Center | Project | Sub Project

Original Approved Budget	+ -	Budget Amendments	-	Expenditures / Encumbrances To Date	=	Current Available Budget	-	Present Request	=	Remaining Balance Available
$		$		$		$		$		$

B. Item Currently Not Budgeted -**

Funding Source

Account Name

Account Number: Fund | Function | Object | Cost Center | Project | Sub Project

Amount $

Funding Source

Account Name

Account Number: Fund | Function | Object | Cost Center | Project | Sub Project

Amount $

C. History

Check one:
Prior Year Budget: ○
New for Current Year: ○

Prior Year Approved Budget: $_____

Prior Year Actual Spent: $_____

**** WHEN ITEM NOT CURRENTLY BUDGETED IS APPROVED BY THE SCHOOL BOARD, THIS WILL SERVE AS THE BUDGET AMENDMENT****

Hernando School District

School Board Workshop

Agenda Item # 4. 26-3865 6/23/2026

Title and Board Action Requested
Presentation on the 2026-2027 Comprehensive Evidence-Based Reading Plan (CERP)

Executive Summary
The Director of Elementary and ELA Programs, on behalf of the Superintendent of Schools, hereby requests the Board to review the presentation on the 2026-2027 Comprehensive Evidence-Based Reading Plan (CERP) of the evidence-based reading instruction allocation. The comprehensive reading plan must be approved by the applicable school board, charter school governing board, or lab school board of trustees. The District K-12 CERP must accurately depict and detail the role of administration (both district and school level), professional development, assessment, curriculum, and instruction in the improvement of student learning of the B.E.S.T. English Language Arts Standards as provided in Rule 6A-1.09401, F.A.C. This information must be reflected for all schools and grade levels and shared with all stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff, and parents.

My Contact
Tiffany Howard
Director of Elementary and ELA Programs
352-797-7000 ext. 70435
howard_t@hcsb.k12.fl.us

Kelly Downey
Supervisor of Literacy, Intervention, and Elementary Academic Programs
352-797-7000 ext. 70280
downey_k@hcsb.k12.fl.us

2023-28 Strategic Focus Area
Priority 1: Student Success

Financial Impact
See attached budget sheet.

If expenditure is not currently budgeted, this will serve as the budget amendment when Board approved. If the agenda item includes the purchase of goods or services, the funds requested are an anticipated amount and may fluctuate depending on such factors as current market conditions, product availability, additional funding sources, and the needs of the District. Should the actual cost exceed the anticipated amount, the Board approves the additional cost, after review by the superintendent, but not in excess of the funds available in the site's approved annual budget.

HERNANDO SCHOOL DISTRICT

Tiffany Howard, Director of Elementary Programs
Kelly Downey, Supervisor of Literacy, Intervention & Elementary Programs

K-12 Comprehensive Evidence-Based Reading Plan

June 2026

K-12 Comprehensive Evidence-Based Reading Plan (CERP)

Goal: Improve student outcomes in reading

Districts must annually submit a K-12 CERP, which is tied to the evidence-based reading instruction allocation.

K-12 CERP includes district's approach to leadership, professional development, literacy coaching, assessment, curriculum, instruction, and intervention.

K-12 CERP focuses districts on appropriate professional development and evidence-based reading practices proven to work.

HERNANDO SCHOOL DISTRICT

Learn it. Love it. Live

Evidence-Based Reading Allocation

The evidence-based reading instruction allocation is created to provide comprehensive reading instruction to students in prekindergarten (PreK) through grade 12.

The allocation from the state is utilized for:

- Salaries and benefits
- Professional development
- Assessment
- Programs/materials
- Tutoring
- Family Engagement

Measurable Student Achievement-VPK

	2023-2024	2024-2025	Difference
Below the 10th percentile	0.5%	0.5%	0%
40th percentile and above	93%	94%	+1%

Of Special Note:

VPK is focused on academic achievement, as well as social development. We are very proud of the growth students make from PM1 to PM3.

HERNANDO SCHOOL DISTRICT

Learn it. Love it. Live

Measurable Student Achievement- Elementary Proficiency

Grade Level	2024-2025	2025-2026	Difference
Kindergarten	62%	58%	-4%
1st grade	56%	62%	+6%
2nd grade	53%	53%	0%
3rd grade	58%	61%	+3%
4th grade	52%	57%	+5%
5th grade	51%	58%	+7%

Of Special Note:

3rd-5th ELA Proficiency all schools improved or maintained

3rd grade we decreased the percent of students scoring at level 1

HERNANDO SCHOOL DISTRICT

Learn it. Love it. Live

Measurable Student Achievement- Middle School Proficiency

Grade Level	2024-2025	2025-2026	Difference
6th grade	55%	60%	+5%
7th grade	55%	57%	+2%
8th grade	52%	60%	+8%

Of Special Note:

6th-8th ELA Proficiency all schools improved or maintained

We achieved the goals we set for improving proficiency and reducing the percent of students scoring at level 1

HERNANDO SCHOOL DISTRICT

Learn it. Love it. Live

Measurable Student Achievement- High School Proficiency

Grade Level	204-2025	2025-2026	Difference
9th grade	42%	56%	+14%
10th grade	53%	50%	-3%

Of Special Note:

9th-10th grade ELA proficiency all schools improved or maintained

9th grade exceeded the goals set for reduction of students scoring level 1 and increase in proficiency

HERNANDO SCHOOL DISTRICT

Learn it. Love it. Live

School Literacy Leadership Teams

Purpose of team: Using school-based data to establish literacy goals to take improve literacy achievement

The district provides continuous support for Literacy Leadership Teams, as well as the State Regional Literacy Director (SRLD).

HERNANDO SCHOOL DISTRICT

Learn it. Love it. Live

School Literacy Leadership Teams (Rule 6A-6.053(3), F.A.C.)
Assurance D

Literacy Coaches

The Just Read, Florida! literacy coach model delineates the roles and responsibilities of literacy coaches:

- Provide professional development
- Model effective instructional strategies for teachers in whole and small group instruction;
- Collect and use data on instructional practices
- Train teachers to administer assessments, analyze data, and use data to differentiate instruction
- Coach and mentor teachers daily
- Work with teachers to ensure that evidence-based reading strategies and programs grounded in the science of reading are implemented with fidelity
- Participate in literacy leadership teams
- Continue to grow professionally
- Prioritize time to teachers, activities, and roles that will have the greatest impact on student achievement in reading
- Work with school principals to plan and implement a consistent program of improving reading achievement using evidence-based strategies that demonstrate a statistically significant effect on improving student outcomes.

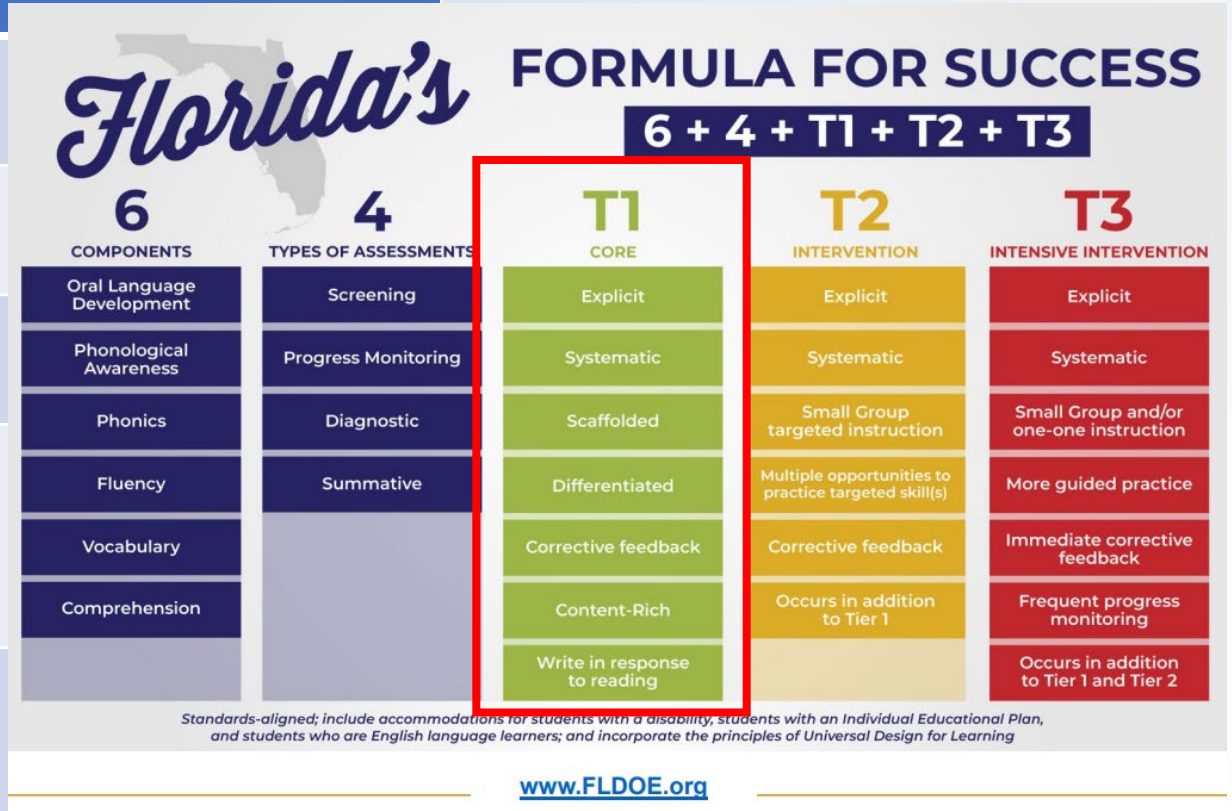
HERNANDO SCHOOL DISTRICT

Learn it. Love it. Live

Literacy Coaches (Rule 6A-6.053(6)(a), F.A.C.)
Assurance E, F, G

K-12 Assessment, Curriculum and Instruction

Level	Core Curriculum
VPK	Three Cheers
Elementary	Benchmark Education
Middle School	McGraw Hill, Florida Study Sync
High School	Savvas, My Perspectives
PreAP English 1 & 2	College Board Resources



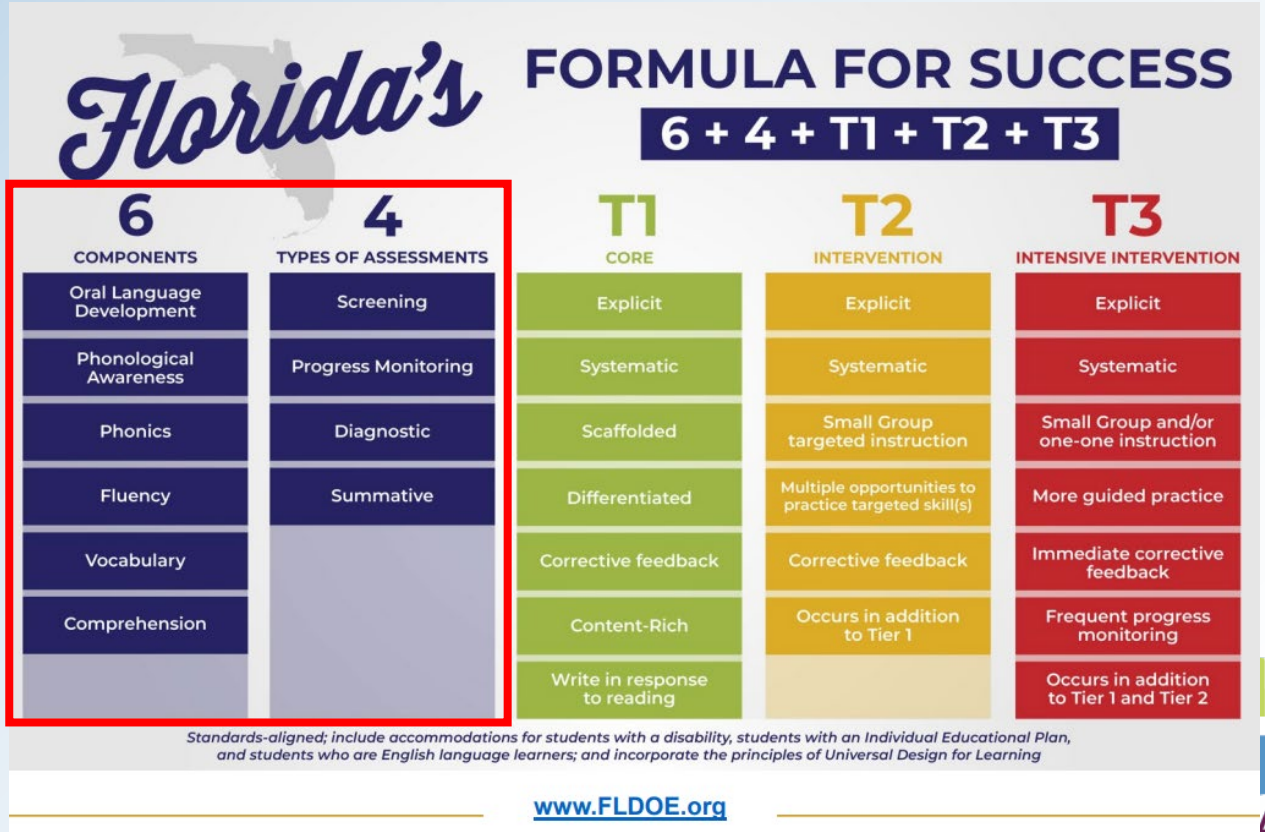
Florida's Formula for Success (Rule 6A-6.053(9)(a), F.A.C.)

HERNANDO SCHOOL DISTRICT
Learn it. Love it. Live

K-12 Assessment, Curriculum and Instruction

Students participate in screening and progress monitoring in VPK-Grade 12

- FAST Star Early Literacy
- FAST Star Reading
- FAST 3-10
- iReady
- Lexia PowerUp
- SAT/ACT

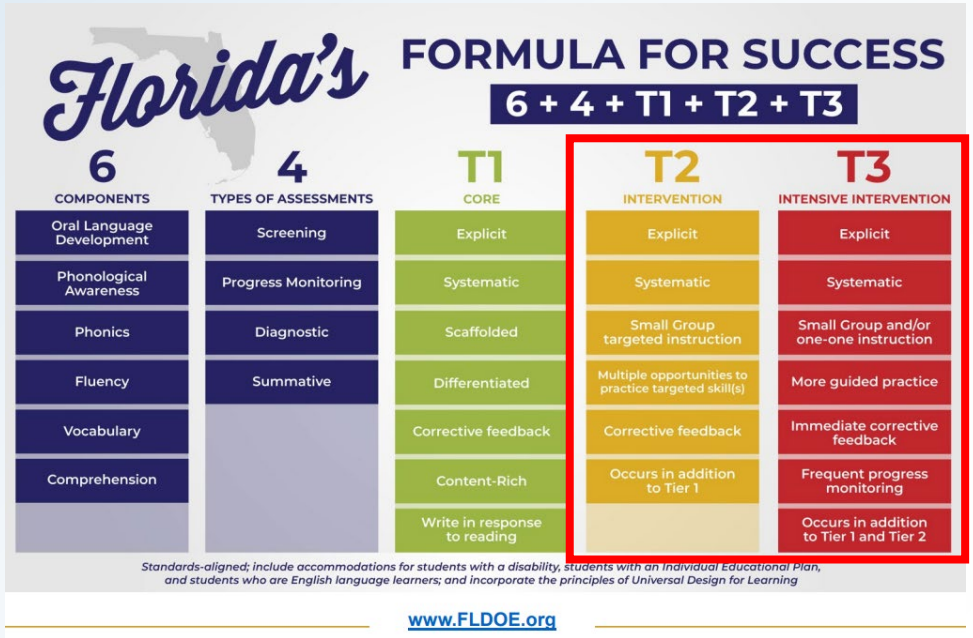


Assessment/Curriculum Decision Trees (Rule 6A-6.053(9)(d), F.A.C.)

K-12 Assessment, Curriculum and Instruction Decision Trees

Evidence-based instructional materials and strategies have a significant effect on improving student outcomes and meet strong, moderate, or promising levels of evidence as defined in 20 U.S.C. s. 7801(21)(A)(i)

- All intervention are required to be evidence-based and comply with Science of Reading.
- Plan that provides guidance for decision making.
- State wide assessment data is reviewed to ensure any student with a level 1 or 2 and/or meeting the criteria for substantial reading deficiency is provided with interventions.



Assessment/Curriculum Decision Trees (Rule 6A-6.053(9)(d), F.A.C.)
Assurance A, B

Summer Reading Camp

- 4 weeks, 4 days a week
- 3rd grade only
- All reading endorsed/certified teachers
- Paraprofessional in each room
- Use evidence-based curriculum

HERNANDO SCHOOL DISTRICT

Learn it. Love it. Live

Summer Reading Camps (Rule 6A-6.053(12), F.A.C.)
Assurance C

Professional Development

Topics/Areas of Focus:

- Curriculum for Core Instruction, as well as intervention
- Best Practices in Science of Reading
- Reading Endorsement courses
- ESOL endorsement courses
- Benchmarks

Reading Endorsement Pathways:

- 7 different pathways are provided for teachers to earn their endorsement

HERNANDO SCHOOL DISTRICT

Learn it. Love it. Live

Professional Development (Rule 6A.6.053(4), F.A.C.)

Tutoring

RAISE High School Tutors

- High school students tutor K-3 students in reading
- Earn New World Scholar Designation for 75 hours

*For the past 3 years, Hernando High's Teaching Academy has participated and next year, we are bringing on Weeki Wachee High School's Teaching Academy

Looking ahead to 2026-2027

- Six out of ten schools that offer VPK achieved an Excellent rating on the Florida Department of Early Learning Performance Metric. This is the highest rating possible.
- High school seniors passing their ELA FAST graduation requirement continues increase. In August of 2026, 81% of our seniors met their ELA assessment required for graduation, as of June 1st, 98% have met their requirement.
- We have reduced the number of schools in RAISE status. 11 schools in 25/26 and down to 7 schools in 26/27
- 320 teachers provided meaningful feedback on our ELA curriculum maps and revised maps were made available to teachers prior to the end of the school year

We will continue to move forward in improving literacy achievement through our Reading Plan as outlined and through supporting teachers!

HERNANDO SCHOOL DISTRICT

Learn it. Love it. Live

Any questions?

HERNANDO
SCHOOL DISTRICT

Learn it. Love it. Live it.

District Comprehensive Evidence-Based Reading Plan

Annually, school districts must develop a Comprehensive Evidence-Based Reading Plan (CERP) that outlines the components of the district's comprehensive system of reading instruction. In order to assist districts, the Florida Department of Education (Department) has developed the format below for district reading plans. Districts may utilize the Department's format or an alternative developed by the district. The CERP must be approved by the governing board or authority prior to being submitted to the Department by August 1 for approval. A charter school that elects to develop its own CERP must submit its CERP, approved by the governing board or authority, to the sponsoring district by July 15 and meet the requirements of sections (ss.) 1002.33(7)(a)2.a. and 1003.4201, Florida Statutes (F.S.).

The District CERP depicts and details the role of administration (both district and school level), professional learning, assessment, curriculum and instruction in the improvement of student learning of the Benchmarks for Excellent Student Thinking (B.E.S.T.) English Language Arts (ELA) Standards as provided in Rule 6A-1.09401, Florida Administrative Code (F.A.C.), Student Performance Standards. This information is reflected for all schools and grade levels and must be shared with all stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents.

1) Contact Information

The Main District Reading Contact will be the Department's contact for the District CERP and is responsible for the plan and its implementation. Other contacts are those who work primarily with an area covered within the plan. Indicate the contacts for your district. Add additional rows as needed.

Point of Contact	Name	Email	Phone
Main Reading Contact	Tiffany Howard	Howard_t@hcsb.k12.fl.us	352-797-7000
Data Element	Jessie Jones	Jones_j1@hcsb.k12.fl.us	352-707-7000
Third Grade Promotion	Tiffany Howard	Howard_t@hcsb.k12.fl.us	352-797-7000
Multi-Tiered System of Supports	Kelly Downey	Downey_k@hcsb.k12.fl.us	352-797-7000
Assistant Superintendent of Teaching & Learning	Gina Michalicka	Michalicka_g@hcsb.k12.fl.us	352-797-7000
Supervisor of Assessment & Accountability	Jennifer Merschbach	Merschbach_j@hcsb.k12.fl.us	352-797-7000
Supervisor of Literacy, Intervention, & Elementary Academic Programs	Kelly Downey	Downey_k@hcsb.k12.fl.us	352-797-7000
Reading Endorsement/Professional Learning	Paula Clark	Clark_p@hcsb.k12.fl.us	352-797-7000
3rd grade Summer Reading Camp	Tiffany Howard	Howard_t@hcsb.k12.fl.us	352-797-7000
Director of Federal Programs	Megan Schlechter	Schlecter_m@hcsb.k12.fl.us	352-797-7000

2) District Expenditures

Comprehensive System of Reading Instruction Expenditures (Rule 6A-6.053(9)(b)3.b., F.A.C.)
The reading funding included in the Florida Education Finance Program (FEFP) base funding is intended to provide comprehensive reading instruction to students in prekindergarten (PreK) through grade 12. Districts will include salaries and benefits, professional learning, assessment, programs/materials, tutoring and incentives required to

effectively implement the district's plan. The expenditures must prioritize Voluntary Prekindergarten (VPK) students who have a substantial deficiency in early literacy skills and K-3 students who have a substantial reading deficiency or characteristics of dyslexia.

Charter schools must utilize their proportionate share in accordance with ss. 1002.33(7)(a)2.a., 1003.4201 and 1008.25(3)(a), F.S. *Note: All intensive reading interventions specified by the charter must be delivered by a teacher who has a literacy micro-credential or is certified or endorsed in reading.*

Comprehensive System of Reading Instruction Expenditures	Amount	FTE
Elementary Expenses		
Literacy coaches		
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials		
Third grade summer reading camps		
Summer reading camps		
Secondary Expenses		
Literacy coaches		
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials		
PreK-Grade 12 Expenses		
Professional learning to help K-12 instructional personnel and certified PreK teachers earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction		
Incentives for K-12 instructional personnel and certified PreK teachers who obtain the Reading Endorsement or Certification		
Incentives for PreK-12 instructional personnel who obtain an Emergent, Elementary or Secondary Literacy Micro-Credential		
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)		
Tutoring programs to accelerate literacy learning		
Family engagement activities		
Other – Please Describe. Add additional rows as needed.		
Estimated Sum of Expenditures		

3) Literacy Leadership – District and School

A. Measurable Student Achievement Goals (Rule 6A-6.053(9)(b)3.d., F.A.C.)
Goals for the plan year should increase from the previous year in order to meet statewide literacy achievement goals.

For VPK, establish clear and measurable student literacy achievement goals based on percentiles from the Florida Assessment of Student Thinking (FAST).

FAST

Grade	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring
	Urgent Intervention <10th percentile	**Urgent Intervention** <10th percentile	**At & Above Benchmark** 40th percentile & above	**At & Above Benchmark** 40th percentile & above
VPK	0%	0%	97%	98%

1. **Describe how the district will improve literacy outcomes for VPK students based on an analysis of student performance data.**

Staff will be trained in the Strive for Five Framework to improve Oral Language skills. Staff will also continue using the Heggerty Phonemic Awareness program during Tier 1 Instruction as well as an intervention when appropriate. We will continue to promote the New Worlds Reading Initiative for students that qualify. We have also added literacy center activities to include manipulatives that bring a multisensory approach to literacy instruction.

For K-10, establish clear and measurable student literacy achievement goals based on achievement levels from the FAST.

FAST				
Grade	**Previous School Year – % of Students Scoring Level 1**	**Goal for Plan Year – % of Students Scoring Level 1**	**Previous School Year – % of Students Scoring Levels 3-5**	**Goal for Plan Year – % of Students Scoring Levels 3-5**
K	16%	15%	58%	62%
1	23%	21%	62%	65%
2	22%	20%	53%	55%
3	17%	15%	61%	63%
4	20%	18%	57%	59%
5	18%	16%	58%	60%
6	16%	14%	60%	62%
7	17%	15%	57%	59%
8	14%	12%	60%	62%
9	17%	15%	56%	58%
10	19%	17%	50%	53%

B. Plan Implementation and Monitoring (Rule 6A-6.053(10), F.A.C.)

Districts must monitor the implementation of the District CERP at the district and school level, including charter schools sponsored by a district.

1. **Provide an explanation of the following:**

Grades K-5	**District Level**	**School Level**
Data that will be collected and frequency of review	FAST-3 times year iReady-3 times year Formal Walkthroughs-approximately once a year Informal Walkthroughs-based on school needs & data	FAST-3 times year iReady-3 times year Formatives/classroom assessments-ongoing Administrative walkthroughs-5-6 per year
Actions for continuous support and improvement	District level data chats with administrators to develop action plans. Data and problem solving MTSS monthly meetings.	Data chats admin/teacher and teacher/student. Sharing of data at leadership meetings and during PLCs. MTSS problem solving meetings.

Grades 6-8	District Level	School Level
Data that will be collected and frequency of review	FAST-3 times year iReady-3 times year Formal Walkthroughs-approximately once a year Informal Walkthroughs-based on school needs & data	FAST-3 times year iReady-3 times year Formatives/classroom assessments-ongoing Administrative walkthroughs-5-6 per year
Actions for continuous support and improvement	District level data chats with administrators to develop action plans. Data and problem solving MTSS monthly meetings.	Data chats admin/teacher and teacher/student. Sharing of data at leadership meetings and during PLCs. MTSS problem solving meetings.
Grades 9-12	**District Level**	**School Level**
Data that will be collected and frequency of review	FAST-3 times year Formal Walkthroughs-approximately once a year Informal Walkthroughs-based on school needs & data	FAST-3 times year Formatives/classroom assessments-ongoing Administrative walkthroughs-5-6 per year
Actions for continuous support and improvement	District level data chats with administrators to develop action plans. Data and problem solving MTSS monthly meetings.	Data chats admin/teacher and teacher/student. Sharing of data at leadership meetings and during PLCs. MTSS problem solving meetings.

2. **Describe what has been revised to improve literacy outcomes for students in the district's CERP based upon the District CERP Reflection Tool and a root-cause analysis of student performance data.**

Moving into year 2 of the adoption of new ELA curriculum, teacher input will guide necessary revisions to our curriculum maps. Tier 1 instruction will continue to be supported through Facilitated Lesson Planning and fidelity of implementation will be monitored through district formal and informal walkthroughs. Through Facilitated Lesson Planning teachers will receive job-embedded professional learning driven by student progress monitoring data, as well as walkthrough data.

3. **Describe the process used by principals to monitor implementation of the reading plan, including the frequency of reading walkthroughs conducted by administrators.**

Principals facilitate data chats at various levels, including full staff data chats in staff meetings, as well as principal/teacher data chats. During these chats, implementation can be discussed.

Principals conduct 5-6 informal and formal observations/evaluations annually. Principals may also complete informal and formal walkthroughs with district staff and district coaches. As a result of the variety of walkthroughs, next steps for improvement can be identified.

4. **In addition, describe how principals monitor collection and utilization of assessment data, including progress monitoring data, to inform instruction and support needs of students.**

Principals collect and utilize data in a variety of ways. Assessment data and/or progress monitoring data is reviewed as part of the facilitated planning process. These planning sessions are supported by the administrative team at each school, a site-based coach, if applicable, and/or the district reading coach. This data is used to determine the learning needs of students and to drive instructional decisions.

Data is also used during data chats and during a district walkthrough to help develop next steps and action plans.

C. Literacy Coaches (Rule 6A-6.053(4), F.A.C.)

The Just Read, Florida! literacy coach model delineates the roles and responsibilities of literacy coaches.

1. **Is the district using the Just Read, Florida! literacy coach model as defined in Rule 6A-6.053(4), F.A.C.?**

☒Yes **☐No**

2. **If no, please describe the evidence-based coach model the district is using.**

N/A

3. **How is the district's literacy coach model communicated to principals?**

The literacy coach model will be communicated to principals during a principal meeting. Additionally, it is reviewed/revisited during data chats and post-walkthroughs to determine the most appropriate ways for the coach to provide support for the school.

4. **How does the district support literacy coaches throughout the school year?**

There are monthly coach cadre meetings, during which time coaches engage in a book study and receive professional development. Our SRLD takes part in these monthly meetings, providing coaching support as well. Our coaches also attend monthly BSI regional webinars and SRLD Opportunities to Learn webinars, when their schedules permit. They also participate in training and conferences, such as the Florida Literacy Association conference, as well as Just Read, Florida trainings, when space allows.

Hernando County routinely sends coaches to be trained in the Literacy Coach Endorsement Boot Camp.

5. **How is the district supporting coaches with prioritizing high-impact activities, such as conducting data analysis with teachers to establish goals and create action plans, coaching and providing professional learning based on need?**

The district monitors prioritizing high impact activities through the use of monthly coach meetings, data chats, walkthroughs, as well as through coaching logs.

6. **How does the district monitor implementation of the literacy coach model?**

Megan Schlechter and Tiffany Howard monitor monthly coaching logs and as needed, we discuss the trends during our Curriculum, Instruction & Assessment meetings to make informed decisions. The coach model is

also discussed during district walkthroughs and data chats, as it relates to coaching supports for next steps. We also conduct informal walkthroughs with site-based literacy coaches.

7. How does the district measure the effectiveness of literacy coaches?

Time and effort logs in conjunction with student data is used to determine coaching effectiveness and adjust coaching support from there.

4) Assessment, Curriculum and Reading Instruction

A. Florida's Formula for Reading Success (Rule 6A-6.053(3)(a), F.A.C.)

K-12 reading instruction will align with Florida's Formula for Reading Success, 6 + 4 + T1 +T2 + T3, which includes:

- **Six components of reading**: oral language, phonological awareness, phonics, fluency, vocabulary and comprehension.
- **Four types of classroom assessments**: screening, progress monitoring, diagnostic and summative assessment.
- **Three tiers of instruction that are standards-aligned**; include accommodations for students with a disability, students with an Individual Educational Plan (IEP) and students who are English language learners; and incorporate the principles of Universal Design for Learning as defined in 34 Code of Federal Regulations 200.2(b)(2)(ii).
    - **Core Instruction (Tier 1)**: provides print-rich explicit and systematic, scaffolded, differentiated instruction and corrective feedback; builds background and content knowledge; incorporates writing in response to reading.
    - **Supplemental Instruction/Interventions (Tier 2)**: provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers to students' ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted still(s) and receive corrective feedback; occurs in addition to core instruction.
    - **Intensive, Individualized Instruction/Interventions (Tier 3)**: provides explicit, systematic individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback and frequent progress monitoring; occurs in addition to core instruction and Tier 2 interventions. Tier 3 interventions must be provided to students identified as having a substantial deficiency in reading. All intensive reading interventions must be delivered by instructional personnel who are certified or endorsed in reading or possess a literacy micro-credential as provided in s. 1003.485, F.S.

1. How does the district's strategic plan align with Florida's Formula for Reading Success for all students, including students with disabilities and students who are English language learners?

Through the use of adopted core curriculum, the 6 components of reading will be aligned to the B.E.S.T. Standards during the 90 minute reading block for elementary and through a class period for secondary. Curriculum maps/pacing guides are used to ensure fidelity of implementation of the curriculum. Acceleration of student learning is a foundational component of the tier 1 instruction for all students.

Lesson planning and various data points will be utilized to differentiate instruction based on student needs, ensuring the ESE and ELL students receive Tier 2 and Tier 3 interventions over and above Specially Designed Instruction in accordance with IEPs. Furthermore, the district assessment plan encompasses a variety of assessments.

Elementary-Benchmark Advance

Benchmark Advance is the core curriculum in ELA for grade K-5 for all students and it is supported by ESSA Level 3 & 4 evidence. It is used for 90 minutes of uninterrupted reading instruction that includes explicit, systematic, and differentiated instruction in both whole group and small group instruction. Supplemented with Curriculum Associates iReady Instructional Path.

Middle School- McGraw Hill, Florida Study Sync

Teachers will utilize Study Sync's Close and Independent Reading work together to help students build effective habits for analyzing and responding to complex texts. Whole group and collaborative structures will be incorporated into weekly routines. Supplemented with Curriculum Associates iReady.

PreAP English 1 & 2 College Board Resources published as model lessons by Advanced Placement College Board

Areas of focus: Reading closely complex literary and informational text, valuing and incorporating textual evidence in writing and speaking, and noticing language choices. College Board-aligned to Florida B.E.S.T. benchmarks per crosswalk document.

High School- Savvas MyPerspectives

All reading lists and/or reading materials will be taken from the Core Curriculum and/or the B.E.S.T. Benchmark reading list.

Instruction at all levels is a blended learning model, where students work in a digital platform, as well as with textbooks. All of the core curriculums provide a digital learning platform to support and enhance students' literacy instruction.

Support is provided by district and site-based reading coaches and implementation is monitored through informal walkthroughs, formal walkthroughs, and district data chats. Facilitated planning sessions are provided to increase the deliberate and intentional teaching of literacy instruction.

2. **Describe your public school PreK (VPK, Exceptional Student Education (ESE) and other PreK) program's plan for assessment, standards, instruction and support to meet the needs of all learners.**

Assessment:
The Hernando County School District coordinates with the statewide VPK Program and the Hernando County School District Pre-K Program to provide the FAST STAR Early Literacy to all students who will enter Kindergarten the following year. Learning deficiencies in all Pre-K programs are identified and will go through the Problem-Solving Process with MTSS teacher, school site administration, and classroom teachers. This problem-solving process will indicate small groups and early interventions in the areas that make up Early Literacy. The FAST STAR Early Literacy will be used one additional time between each of the 3 mandatory assessment windows to progress monitor the fidelity of the intervention and change as necessary based on data.

Standards:
Florida Early Learning Developmental Standards

All VPK and ESE Pre K teachers receive the following trainings on the standards: Florida Early Learning and Developmental Standards, FAST STAR Early Literacy Training, Emergent Literacy Skills Training through the DCF Portal And on-going support from the Early Learning Specialist
The district conducts informal walkthroughs to ensure that instruction meets the needs of all learners. The Classroom Assessment Scoring System) Assessment/Observation is conducted once a year. The Early Learning Specialist receives reports and reviews with the school's administrative team and teachers to develop an action plan and support in the areas needed.

2a. Describe the instructional materials your public school PreK (VPK, ESE and other PreK) program utilizes.

Curriculum, Instruction & Support: Three Cheers for Pre-K is used in the VPK Classrooms. A Curriculum Map is provided each year to guide instruction for classroom teachers. There are coordinated efforts from the classroom to the families regarding activities and tips that can be done at home to support and enhance instruction at home.
The ESE Pre-K classrooms uses Teaching Strategies from Creative Curriculum.

3. Describe the interventions provided to public school VPK students identified as having a substantial deficiency in early literacy skills as defined in Rule 6A-6.053(5), F.A.C.

VPK and ESE Pre-K use the Heggerty Phonemic Awareness supplemental instructional materials to provide intervention for students having a substantial deficiency in early literacy skills.

B. Assessment/Curriculum Decision Trees (Rule 6A-6.053(9)(b)4., F.A.C.)

Districts are required to develop Assessment/Curriculum Decision Trees to demonstrate how data will be used to determine specific reading instructional needs and interventions for all students in grades K-12. Use Assessment/Curriculum Decision Trees to address ALL students. The template can be used for grade bands or for individual grades.

The Decision Trees must contain the following information:

- Name of each assessment, targeted audience, component(s) of reading assessed, type of assessment, the frequency of data collection and the method and timeframes by which assessment data will be provided to teachers and parents. For students in VPK through grade 10, the FAST must be administered pursuant to s. 1008.25(9)(b), F.S., and included as a component of the Assessment/Curriculum Decision Trees.
- Performance criteria used for decision-making for each assessment at each grade level.
- Evidence-based instructional materials and strategies.
- Specific criteria for when a student is identified to receive intensive reading interventions (Tier 3), what intensive reading interventions will be used, how the intensive reading interventions are provided and assurance that intensive reading interventions are delivered by a teacher who is certified or endorsed in reading or instructional personnel who possess a literacy micro-credential.
- Identification of the multisensory interventions provided to students in grades K-3 who have a substantial deficiency in reading or characteristics of dyslexia, including a description of the intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3.

Note: Evidence-based instructional materials and strategies have a significant effect on improving student outcomes and meet strong, moderate or promising levels of evidence as defined in 20 United States Code (U.S.C.) s. 7801(21)(A)(i):

(A) …an activity, strategy or intervention that –
(i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on –
(I) strong evidence from at least 1 well-designed and well-implemented experimental study;
(II) moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study; or

(III) promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias.

Grades VPK-5

1. Grades VPK-5 Assessments

FAST				
Name of the Assessment	**Target Audience**	**What component of reading is assessed?**	**Assessment Type**	**How often is the data collected?**
FAST Star Early Literacy	☒ VPK ☒ Grade K ☒ Grade 1	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year
FAST Star Reading	☒ Grade 1 ☒ Grade 2	☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year
FAST ELA Reading	☒ Grade 3 ☒ Grade 4 ☒ Grade 5	☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year

Indicate in the chart below any additional assessment(s) used to guide instructional decision-making for grades PreK-5 students. Add additional rows as needed.

Additional Assessment(s)				
Name of the Assessment	**Target Audience (Grades PreK-5) (Select all that apply.)**	**What component of reading is assessed? (Select all that apply.)**	**Assessment Type (Select all that apply.)**	**How often is the data collected?**
IReady Diagnostic	☐ VPK ☐ PreK ☐ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☒ All Students ☐ Select Students	☐ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Mondo Oral Language Screener	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1	☒ Oral Language ☐ Phonological Awareness ☐ Phonics	☒ Screening ☐ Progress Monitoring ☐ Diagnostic	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly

Additional Assessment(s)				
Name of the Assessment	**Target Audience (Grades PreK-5) (Select all that apply.)**	**What component of reading is assessed? (Select all that apply.)**	**Assessment Type (Select all that apply.)**	**How often is the data collected?**
	☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☐ All Students ☐ Select Students	☐ Fluency ☐ Vocabulary ☐ Comprehension	☐ Summative	☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other

2. Students with a Substantial Deficiency in Reading (Rule 6A-6.053(6), F.A.C.)

Students identified with a substantial deficiency in reading must have an individualized progress monitoring plan that is designed to address the student's specific reading deficiency and that meets the minimum requirements set forth in s. 1008.25(4)(c), F.S. The individualized progress monitoring plan must be developed within forty-five (45) days after the results of the coordinated screening and progress monitoring system become available, and parents must be consulted in the development of the plan.

Students with qualifying disabilities covered by an IEP or a 504 Plan are exempt from the requirement to have a progress monitoring plan, if the IEP or 504 Plan addresses the student's reading deficiency. Nothing in Rule 6A-6.053, F.A.C., should be construed to require or prohibit an IEP or 504 Plan or the contents of the CERP.

A K-3 student is identified as having a substantial deficiency in reading if the student demonstrates through progress monitoring, formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the six (6) components of reading; and

- The student is identified as in need of Tier 3 interventions; or
- The student was retained the previous school year; or
- For kindergarten through grade 2, the student scores:
  - Below the tenth (10^{th}) percentile or is unable to complete the practice items on the designated grade-level assessment at the beginning or middle of the year test administration of the coordinated screening and progress monitoring system pursuant to s. 1008.25(9), F.S.; or
  - Level 1 at the end of the year test administration of the coordinated screening and progress monitoring system pursuant to s. 1008.25(9), F.S.; or
- For grade 3, the student scores:
  - Below the twentieth (20^{th}) percentile at the beginning or middle of the year test administration of the coordinated screening and progress monitoring system pursuant to s. 1008.25(9), F.S.; or
  - Level 1 on the statewide, standardized ELA assessment pursuant to s. 1008.22(3)(a), F.S.

Tier 3 interventions must be provided to students identified as having a substantial reading deficiency.

2a. Describe the district's process (e.g., Multi-Tiered System of Supports (MTSS)) for identifying grades K-3 students in need of Tier 2/Tier 3 interventions.

Using the decision trees below and multiple data points to include current and historical data, MTSS teachers review progress monitoring data during a problem-solving meeting with teachers and all appropriate stakeholders to identify students needing interventions. Data is also reviewed for students who

were retained in 3rd grade to ensure that interventions are put into place. The same process is also used during these meetings as stated above. When interventions are needed, a progress monitoring plan is created within our data management system to monitor the fidelity and effectiveness of the intervention.

2b. Describe the district's process (e.g., MTSS) for identifying grades 4-5 students in need of Tier 2/Tier 3 interventions.

Using the decision trees below and multiple data points to include current and historical data, MTSS teachers review progress monitoring data during a problem-solving meeting with teachers and all appropriate stakeholders to identify students needing interventions. When interventions are needed, a progress monitoring plan is created within our data management system to monitor the fidelity and effectiveness of the intervention.

3. Students with Characteristics of Dyslexia (Rule 6A-6.053(7), F.A.C.)

Students who have characteristics of dyslexia must be covered by one of the plans described in s. 1008.25(4)(b), F.S., and parents must be consulted in the development of the plan.

3a. Describe the district's process (i.e., actionable steps) for identifying grades K-3 students with characteristics of dyslexia. Tier 3 interventions must be provided to students identified as having characteristics of dyslexia.

The district will utilize the dyslexia screener within the iReady diagnostic assessment suite. If the student is identified as exhibiting the characteristics of dyslexia, then, the student will immediately be scheduled for a problem-solving meeting to review the data, discuss next steps such as referral for further assessments and providing appropriate Tier 3 interventions.

3b. Students with characteristics of dyslexia require additional screening pursuant to s. 1008.25(9), F.S. List the screener(s) utilized.

When students complete the iReady diagnostic, a report is pulled which identifies students having a reading difficulty indicator. These students are then individually assessed by a teacher using the Early Literacy Tasks to further screen for characteristics of dyslexia and the specific domain of reading they are struggling with.

4. For grades K-5, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?

During Problem-Solving meetings, we analyze FAST data and i-Ready Diagnostic data to review effectiveness reports from our student data management system. This information is coupled with informal and formal walkthroughs, observations, and data chats with administration from each school to determine the effectiveness of Tier 1. Through the MTSS framework we are able to identify targeted benchmarks for student performance outcomes, analyze progress monitoring within all tiers of instruction, and provide professional learning as needed.

5. For grades K-5, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?

Data is collected and reviewed monthly to monitor the effectiveness of Tier 2 interventions. MTSS problem-solving meetings are also used to review data, fidelity, and intervention effectiveness.

6. For grades K-5, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?

Data is collected and reviewed weekly/bi-weekly to monitor the effectiveness of Tier 3 interventions. MTSS problem-solving meetings are also used to review data, fidelity, and intervention effectiveness.

Grades K-5 Decision Tree

Elementary schools (K-5) must teach reading in a dedicated, uninterrupted block of time of at least 90 minutes daily to all students. The reading block will include whole group instruction utilizing an evidence-based sequence of reading instruction and small group differentiated instruction in order to meet individual student needs.

Tier 1 (Core) Only

Beginning of Year Data

Students must meet the following criteria at the beginning of the school year:
Following PM1 assessment, the scores below indicate a student is progressing within the Tier 1 curriculum. Students will continue to receive differentiated instruction within the Tier 1 instructional block to meet needs of students.

Students must be the following criteria at the beginning of the year:
Kindergarten only: FAST above 650 and/or FAST achievement level 3 and above
1st grade: iReady above 375 (30th percentile) and/or FAST PM3 prior year levels 3-5 and/or FAST above 25th percentile and/or FAST achievement level 3 and above
2nd grade: iReady above 421(30th percentile) and/or FAST PM3 prior year levels 3-5 and/or FAST above 25th percentile and/or FAST achievement level 3 and above
3rd grade: iReady above 461 (30th percentile) and/or FAST PM3 prior year levels 3-5 and/or FAST current year achievement level 3 and above
4th grade: iReady above 500 (30th percentile) and/or FAST PM3 prior year levels 3-5 and/or FAST current year achievement level 3 and above
5th grade: iReady above 525 (30th percentile) and/or FAST PM3 prior year levels 3-5 and/or FAST current year achievement level 3 and above

List performance criteria that indicate Tier 1 instruction is sufficient for at least 80% of students.

IReady: Winter	Spring
K 354 (30th percentile)	376 (30th percentile)
1 404 (30th percentile)	422 (30th percentile)
2 451 (30th percentile)	474 (30th percentile)
3 484 (30th percentile)	499 (30th percentile)
4 517 (30th percentile)	523 (30th percentile)
5 539 (30th percentile)	546 (30th percentile)

FAST and/or FAST PM2 and PM3 achievement levels 3 and above.

Core Instruction
Indicate the core instructional materials utilized. Add additional rows as needed.

Name of Program	Year of Program Adoption
Benchmark Advance	**2026**

Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year:
Earning an i-Ready diagnostic score falling below the 30th percentile and/or a FAST score below proficient would prompt a problem-solving meeting to determine the need for the addition of Tier 2 interventions.

The Mondo Oral Language assessment data is used to determine if language interventions are needed for students scoring below proficiency or below a score of 7 in Kindergarten or a score of below 15 in all other grade levels. During problem-solving meetings, multiple data points to include historical data and current data are considered.

Tier 1 Instruction + Tier 2 Interventions

Beginning of Year Data

Students who meet the following criteria at the beginning of the school year:
Kindergarten only: FAST between 625-650
1st grade: iReady below 375, but above 355 and/or FAST between 10th – 24th percentile and/or prior year FAST achievement level below level 3
2nd grade: iReady below 421, but above 400 and/or FAST between 10th – 24th percentile and/or prior year FAST achievement level below level 3
3rd grade: iReady below 461, but above 443 and/or FAST PM3 level 1-2 and/or prior year FAST achievement level below level 3
4th grade: iReady below 500, but above 461 and/or FAST PM3 level 1-2 and/or prior year FAST achievement level below level 3
5th grade: iReady below 523, but above 489 and/or FAST PM3 level 1-2 and/or prior year FAST achievement level below level 3

Number of times per week interventions are provided: 3 times per week

Number of minutes per intervention session: 20-30 minutes

Supplemental Instruction/Interventions
Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.

Name of Program	ESSA Evidence Level	Verbiage (as needed)
i-Ready Personalized Instruction Reading	**Moderate**	
Magnetic Reading	**Moderate**	
Magnetic Reading Foundations	**Moderate**	
Lindamood-Bell Phoneme Sequencing (LiPs)	**Promising**	
Sound Partners-Struggling Readers	**Strong**	
Quick Reads-Struggling Readers	**Strong**	
i-Ready Toolbox		i-Ready Toolbox does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices, Recommendation(s) 2, provide direct and explicit comprehension strategy instruction (strong evidence). These recommendation(s) were built

		into the program by providing direct, explicit instruction in 12 different reading strategies. The district will support and monitor implementation of this program by conducting informal and formal observations and providing coaching, modeling, and professional development of the program components.
Heggerty Phonemic Awareness		Heggerty does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades, Recommendation(s) 3, provide intensive systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening (strong evidence). These recommendation(s) were built into the program by using explicit and systematic instruction in phonemic awareness, alphabetic knowledge, and phoneme-grapheme connections. The district will support and monitor implementation of this program by conducting informal and formal observations and providing coaching, modeling, and professional development of the program components**.**
Imagine Language & Literacy	**Promising**	
West Virginia Phonics		West Virginia Phonics Lessons does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades, Recommendation(s) 3, provide intensive systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening (strong evidence). These recommendation(s) were built into the program by using explicit and systematic instruction in phonemic awareness, phonics, and reading fluency. The district will support and monitor implementation of this program by conducting informal and formal observations and providing coaching, modeling, and professional development of the program components.

Cars & Stars		Cars & Stars does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices, Recommendation(s) 2, provide direct and explicit comprehension strategy instruction (strong evidence). These recommendation(s) were built into the program by providing direct, explicit instruction in 12 different reading strategies. The district will support and monitor implementation of this program by conducting informal and formal observations and providing coaching, modeling, and professional development of the program components.
Wordly Wise 3000		Wordly Wise 3000 does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices, Recommendation(s) 1: provide explicit vocabulary instruction. These recommendation(s) were built into the program by providing direct, explicit instruction in vocabulary strategies, engaging activities with peer sharing and interaction, and connected text that is differentiated to meet the needs of students are varying levels. The district will support and monitor implementation of this program by conducting informal and formal observations and providing coaching, modeling, and professional development of the program components.
Phonics for Reading		Phonics for Reading does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades, Recommendation(s) 3, provide intensive systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening (strong evidence). These recommendation(s) were built into the program by using teacher-directed explicit and systematic instruction in phonics and reading fluency. The district will support and monitor implementation

		of this program by conducting informal and formal observations and providing coaching, modeling, and professional development of the program components.
UFLI Foundations		UFLI Foundations does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade), Recommendation(s) 1: Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge (minimal evidence), 2: Develop awareness of the segments of sounds in speech and how they link to letters (strong evidence), 3: Teach students to decode words, analyze word parts, and write and recognize words (strong evidence), 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension (moderate evidence). These recommendation(s) were built into the program by a systematic approach to phonological awareness, phonics, and language conventions and explicitly teaching students the skills critical to reading comprehension and language proficiency. The district will support and monitor implementation of this program by conducting informal and formal observations and providing coaching, modeling, and professional development of the program components.
Benchmark Phonics Intervention	**K-3 State Board Approved List**	
Benchmark Advanced Fluency Intervention		Benchmark Advanced Fluency Intervention does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten-3rd grade, Recommendation(s) 4, ensure students read connected texts every day to support reading accuracy, fluency and comprehension (moderate evidence). These recommendation(s) were built into the program by using explicit and systematic instruction in phonemic awareness, alphabetic knowledge, and phoneme-grapheme connections. The district will support and monitor implementation of this program by conducting informal and formal observations and providing

		coaching, modeling, and professional development of the program components**.**
Benchmark Advanced Phonological Awareness Intervention		Benchmark Advanced Phonological Awareness Intervention does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades, Recommendation(s) 3, provide intensive systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening (strong evidence). These recommendation(s) were built into the program by using explicit and systematic instruction in phonemic awareness, alphabetic knowledge, and phoneme-grapheme connections. The district will support and monitor implementation of this program by conducting informal and formal observations and providing coaching, modeling, and professional development of the program components**.**
Benchmark Advanced Comprehension Intervention		Benchmark Advanced Comprehension Intervention does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices, Recommendation(s) 2, provide direct and explicit comprehension strategy instruction (strong evidence). These recommendation(s) were built into the program by providing direct, explicit instruction in 12 different reading strategies. The district will support and monitor implementation of this program by conducting informal and formal observations and providing coaching, modeling, and professional development of the program components.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Edmark Reading Kit 1		Edmark Reading Kit 1 does not meet the strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program:

		Foundational Skills to Support Reading for Understanding and vocabulary knowledge. Recommendation 3. Teach students to decode words, analyze word parts, and write and recognize words. Recommendation 4. Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. These recommendations were built into the program by explicit, systematic instruction, a highly repetitive word recognition method, and errorless learning. The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs.
Edmark Reading Kit 2		Edmark Reading Kit 2 does not meet the strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding and vocabulary knowledge. Recommendation 3. Teach students to decode words, analyze word parts, and write and recognize words. Recommendation 4. Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. These recommendations were built into the program by explicit, systematic instruction, a highly repetitive word recognition method, and errorless learning. The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs.
Lindamood-Bell Phoneme Sequencing (LiPS)	**Promising**	
English Language Learners		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Imagine Language and Literacy	**Promising**	
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory strategies provided. Heggerty Phonemic Awareness, Lindamood-Bell Sequencing LIPS, Sound Partners, or UFLi Foundations all use a variety of methods from hand motions, manipulative, Elkonin boxes, with written and verbal responses within the interventions.		
Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year: iReady diagnostic data continues to show performance of two or more grade levels below and 3 to 4 monthly iReady growth monitoring checks showing performance of two or more grade levels below.		

Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: Kindergarten only: FAST below 10th percentile 1st grade: iReady below 355 (15th percentile) and/or FAST below 10th percentile and/or FAST level 1 prior year and/or previous year retention 2nd grade: iReady below 400 (18th percentile) and/or FAST below 10th percentile and/or FAST level 1 prior year and/or previous year retention 3rd grade: iReady below 443 (22nd percentile) and/or FAST PM1 below 20th percentile and/or FAST level 1 prior year and/or previous year retention 4th grade: iReady below 461 (15th percentile) and/or FAST PM1 current year below the 10th percentile and/or FAST prior year PM3 level 1 and/or previous year retention 5th grade: iReady below 489 (15th percentile) and/or FAST PM1 current year below the 10th percentile and/or FAST prior year PM3 level 1 and/or previous year retention		
Number of times per week interventions are provided: 2 times in addition to tier 2 **Number of minutes per intervention session: 30 minutes**		
Intensive, Individualized Instruction/Interventions **Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.**		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Lindamood-Bell	**Strong**	
Sound Partners-Struggling Readers	**Strong**	
Quick Reads-Struggling Readers	**Strong**	
Magnetic Reading	**Moderate**	
Magnetic Reading Foundations	**Moderate**	
Heggerty Phonemic Awareness		See pg. 15
Sonday System		Orton-Gillingham Sonday System does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades, Recommendation(s) 3, provide intensive systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening (strong evidence). These recommendation(s) were built into the program

		by using multi-sensory, direct, explicit, structured and sequential phonics, vocabulary, and fluency instruction. The district will support and monitor implementation of this program by conducting informal and formal observations and providing coaching, modeling, and professional development of the program components.
West Virginia Phonics		See. pg. 15
Phonics for Reading		See pg. 15
UFLI Foundations		See pg. 17
UFLI Word Origins		UFLi Word Origins does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices, Recommendation(s) 1: provide explicit vocabulary instruction. These recommendation(s) were built into the program by providing direct, explicit instruction in vocabulary strategies, engaging activities with peer sharing and interaction, and connected text that is differentiated to meet the needs of students are varying levels. The district will support and monitor implementation of this program by conducting informal and formal observations and providing coaching, modeling, and professional development of the program components.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Edmark Reading Kit 1 and 2		**See verbiage in tier 2**
Lindamood-Bell (LiPS)	**Promising**	
English Language Learners		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Carousel of IDEAS by Ballard & Tighe		Carousel of IDEAS does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: WWC Practice Guide: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School Recommendation(s):

		1. Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities. (Level of Evidence: Strong) 2. Integrate oral and written English language instruction into content-area teaching. (Level of Evidence: Moderate) 3. Provide regular, structured opportunities to develop written language skills. (Level of Evidence: Minimal) 4. Provide small-group instructional intervention to students struggling in areas of literacy and English language development. (Level of Evidence: Strong) These recommendations were built into the program by Carousel of IDEAS' design, which offers comprehensive instruction in listening, speaking, reading, and writing for English learners. The program systematically builds academic vocabulary and language structures through scaffolded, leveled instruction. It integrates content and language objectives, promotes oral language development through guided conversations and practice, and supports writing development with structured tasks. The program also includes assessments to inform small-group instruction and differentiated support. The district will support and monitor implementation of this program by providing clear implementation guidelines, ensuring alignment with district ELD standards, and using built-in assessments to track student progress. Site and district leaders will conduct regular data reviews and classroom observations to support fidelity of implementation. This includes professional learning opportunities such as: • Initial training sessions on program components, instructional routines, and assessment use • Ongoing coaching to support instructional planning and differentiation • Access to Ballard & Tighe's implementation guides, teacher resources, and technical support
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory strategies provided. Lindamood-Bell, Sound Partners, Heggerty, UFLi Foundations all use variety of methods from hand motions, manipulative, Elkonin boxes, with written and verbal responses within the interventions.		

7. Summer Reading Camps (Rule 6A-6.053(8), F.A.C.)
Requirements of Summer Reading Camps pursuant to s. 1008.25(8), F.S., include:

- Providing instruction to grade 3 students who score Level 1 on the statewide, standardized ELA assessment;
- Implementing evidence-based explicit, systematic and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary and comprehension; and
- Providing instruction by a highly effective teacher endorsed or certified in reading.
  - *Note: Instructional personnel who possess a literacy micro-credential **may not** be assigned to these students.*

7a. Provide a description of the district's plan to meet each requirement for Summer Reading Camps required by s. 1008.25(8), F.S. As a reminder, instructional personnel providing services to retained third grade students, including those attending Summer Reading Camp, must be certified or endorsed in reading and rated highly effective as determined by the teacher's performance evaluation under s. 1012.34, F.S.

Summer Reading Camps for Retained Grade 3 Students
Schedule: **June 7, 2027-July 1, 2027** **Student attend Monday through Thursday from 8:20-12:30 for a total of 1,000 minutes per week for 4 weeks.**
Evidence-Based Instructional Materials to be used, as defined in 20 U.S.C. s. 7801(21)(A)(i): **i**Ready instructional path, Tools for Instruction (Scaffolded Comprehension and Magnetic Reading Foundations (strong evidence)), Sonday System, Heggerty Phonemic Awareness and UFLi.
Alternative Assessment Used: IReady Diagnostic
Additional Information (optional):

7b. Districts have the option of providing Summer Reading Camps to students in grades K-5 with a reading deficiency.

Summer Reading Camps for Students in Grades K-5
Will the district implement this option? **☐Yes ☒No**
If yes, please describe the grade level(s) that will be invited to participate.

Grades 6-8

8. Grades 6-8 Assessments

FAST				
Name of the Assessment	**Target Audience**	**What component of reading is assessed?**	**Assessment Type**	**How often is the data collected?**
FAST ELA Reading	☒ Grade 6 ☒ Grade 7	☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress	☒ 3 x Year

FAST				
Name of the Assessment	**Target Audience**	**What component of reading is assessed?**	**Assessment Type**	**How often is the data collected?**
	☒ Grade 8		Monitoring ☒ Summative	

Indicate in the chart below the assessment(s) used to guide instructional decision-making for grades 6-8 students. Add additional rows as needed.

Additional Assessment(s)				
Name of the Assessment	**Target Audience (Grades 6-8) (Select all that apply.)**	**What component of reading is assessed? (Select all that apply.)**	**Assessment Type (Select all that apply.)**	**How often is the data collected?**
Other District Assessment IReady Diagnostic	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☒ Select Students	☐ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Other District Assessment Oral Reading Fluency	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☒ Select Student	☒ Oral Language ☐ Phonological Awareness ☐ Phonics ☒ Fluency ☐ Vocabulary ☐ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
Other District Assessment Study Sync Assessment	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☒ Select Student	☒ Oral Language ☐ Phonological Awareness ☐ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other

9. Describe the district's process (e.g., MTSS) for identifying grades 6-8 students in need of Tier 2/Tier 3 interventions.

Using the decision trees below and multiple data points to include current and historical data, MTSS teachers review progress monitoring data during a problem-solving meeting with teachers and all appropriate stakeholders to identify students needing interventions. When interventions are needed, a progress monitoring plan is created within our data management system to monitor the fidelity and effectiveness of the intervention. The Study Sync assessment data is used to determine if language interventions are needed for students scoring below proficiency.

10. **For grades 6-8, what processes and procedures are in place to identify and solve problems to improve the effectiveness of Tier 1 instruction?**

Using FAST data 3 times per year and i-Ready Diagnostic 2-3 times per year, we are able to pull effectiveness reports from our student data management system. This information is coupled with informal and formal walkthroughs, observations, and data chats with administration from each school to determine the effectiveness of Tier 1. Based on the outcomes of these processes, professional learning opportunities, as well as coaching support, are provided to schools/teachers.

11. **For grades 6-8, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?**

Using FAST data 3 times per year and i-Ready Diagnostic 2-3 times per year as well as monthly progress monitoring data, problem-solving teams meet to review the fidelity, effectiveness and implementation of intervention. This information is coupled with observation data and anecdotal data is reviewed to adjust interventions accordingly. During district MTSS meetings, rate of improvement and effectiveness data is reviewed monthly.

12. **For grades 6-8, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?**

Using FAST data 3 times per year and i-Ready Diagnostic 2-3 times per year as well as bi-weekly progress monitoring data, problem-solving teams meet to review the fidelity, effectiveness and implementation of intervention. This information is coupled with observation data and anecdotal data is reviewed to adjust interventions accordingly. During district MTSS meetings, rate of improvement and effectiveness data is reviewed monthly.

Grades 6-8 Decision Tree	
Tier 1 (Core) Only	
Beginning of Year Data	
Students must meet the following criteria at the beginning of the school year: FAST prior year PM 3 achievement level 3, 4, or 5 and/or FAST current year PM1 achievement level 2 or higher and/or 6th grade: iReady above 544 (30th percentile) 7th grade: iReady above 561 (30th percentile) 8th grade: iReady above 573 (30th percentile)	
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. iReady: Winter Spring 6th grade 555 (30th percentiles) 561 (30th percentiles) 7th grade 569 (30th percentiles) 574 (30th percentiles) 8th grade 583 (30th percentiles) 587 (30th percentiles) And/or FAST PM2 and PM3 achievement level 3 and above	
Core Instruction **Indicate the core instructional materials utilized. Add additional rows as needed.**	
Name of Program	**Year of Program Adoption**
McGraw Hill Study Sync	**2026**
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year:	

Earning an iReady diagnostic scale score below the 30th percentile and/or a FAST score below proficiency prompt a problem-solving meeting to determine the need for possible tier 2 intervention.

Tier 1 Instruction + Tier 2 Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: FAST PM 3 achievement level 1 or 2 and/or 6th grade: iReady below 544, but above 523 7th grade: iReady below 561, but above 535 8th grade: iReady below 573, but above 548		
Number of times per week interventions are provided: 3 or more times per week in addition to Tier 1 **Number of minutes per intervention session:** 20-30 minutes **Course(s) where interventions take place:** Intensive Reading, Critical Thinking, or small group pull out		
Supplemental Instruction/Interventions **Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.**		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
i-Ready Personalized Instruction Reading	**Moderate**	
i-Ready Toolbox		i-Ready Toolbox does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices, Recommendation(s) 2, provide direct and explicit comprehension strategy instruction (strong evidence). These recommendation(s) were built into the program by providing direct, explicit instruction in 12 different reading strategies. The district will support and monitor implementation of this program by conducting informal and formal observations and providing coaching, modeling, and professional development of the program components.
Barton Reading & Spelling System		Barton Reading & Spelling System does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4–9, recommendation(s) 1: build students' decoding skills so they can read complex multisyllabic words (strong evidence).

		These recommendation(s) were built into the program by providing instruction in phonemic awareness, phoneme/grapheme correspondence, syllable types, probabilities and rules, and roots/affixes/morphology in an explicit, systematic, multisensory approach. The district will support and monitor implementation of this program by conducting informal and formal observations and providing coaching, modeling, and professional development of the program components.
Phonics for Reading		Phonics for Reading does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4–9, Recommendation(s) 1, build students decoding skills so they can read complex multisyllabic words (strong evidence). These recommendation(s) were built into the program by using explicit and systematic instruction in phonics and reading fluency. The district will support and monitor implementation of this program by conducting informal and formal observations and providing coaching, modeling, and professional development of the program components.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Edmark Reading Kit 1 and 2		Edmark Reading Kit 1 does not meet the strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding and vocabulary knowledge. Recommendation 3. Teach students to decode words, analyze word parts, and write and recognize words. Recommendation 4. Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. These recommendations were built into the program by explicit, systematic instruction, a highly repetitive word recognition method, and errorless learning. The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs.

Lindamood-Bell (LiPS)	**Promising**	
English Language Learners		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Imagine Language and Literacy	**Promising**	
Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year: Multiple progress monitoring points significantly below mastery using fluency checks; iReady diagnostic data continues to show performance of two or more grade levels below and/or performance below the 20th percentile.		
Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: Prior year FAST PM 3 achievement level 1 and/or fluency rate below 150 words per minute and/or 6th grade: iReady below 523 (20th percentile) 7th grade: iReady below 535 (20th percentile) 8th grade: iReady below 548 (20th percentile)		
Number of times per week interventions are provided: 2 times per week in addition to Tier 2 **Number of minutes per intervention session:** 30 minutes **Course(s) where interventions take place:** Intensive Reading		
Intensive, Individualized Instruction/Interventions **Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.**		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Phonics for Reading		See pg. 16
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
English Language Learners		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Imagine language and Literacy Teacher Led Small Group	**Promising**	

Carousel of IDEAS by Ballard & Tighe		Carousel of IDEAS does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: WWC Practice Guide: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School Recommendation(s): 5. Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities. (Level of Evidence: Strong) 6. Integrate oral and written English language instruction into content-area teaching. (Level of Evidence: Moderate) 7. Provide regular, structured opportunities to develop written language skills. (Level of Evidence: Minimal) 8. Provide small-group instructional intervention to students struggling in areas of literacy and English language development. (Level of Evidence: Strong) These recommendations were built into the program by Carousel of IDEAS' design, which offers comprehensive instruction in listening, speaking, reading, and writing for English learners. The program systematically builds academic vocabulary and language structures through scaffolded, leveled instruction. It integrates content and language objectives, promotes oral language development through guided conversations and practice, and supports writing development with structured tasks. The program also includes assessments to inform small-group instruction and differentiated support. The district will support and monitor implementation of this program by providing clear implementation guidelines, ensuring alignment with district ELD standards, and using built-in assessments to track student progress. Site and district leaders will conduct regular data reviews and classroom observations to support fidelity of implementation. This includes professional learning opportunities such as: • Initial training sessions on program components, instructional routines, and assessment use • Ongoing coaching to support instructional planning and differentiation Access to Ballard & Tighe's implementation guides, teacher resources, and technical support

Grades 9-12

13. Grades 9-12 Assessments

FAST				
Name of the Assessment	**Target Audience (Grades 9-12)**	**What component of reading is assessed?**	**Assessment Type**	**How often is the data collected?**
FAST ELA Reading	☒ Grade 9 ☒ Grade 10	☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year

Indicate in the chart below the assessment(s) used to guide instructional decision-making for grades 9-12 students. Add additional rows as needed.

Additional Assessment(s)				
Name of the Assessment	**Target Audience (Grades 9-12) (Select all that apply.)**	**What component of reading is assessed? (Select all that apply.)**	**Assessment Type (Select all that apply.)**	**How often is the data collected?**
Power Up Literacy	☒ Grade 9 ☒ Grade 10 ☐ Grade 11 ☐ Grade 12 ☐ All Students ☒ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☒ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Chalktalk Placement Test	☐ Grade 9 ☐ Grade 10 ☒ Grade 11 ☒ Grade 12 ☐ All Students ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
ACT	☐ Grade 9 ☐ Grade 10 ☒ Grade 11 ☐ Grade 12 ☒ All Students ☐ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☒ Annually ☐ As Needed ☐ Other

Additional Assessment(s)				
Name of the Assessment	**Target Audience (Grades 9-12) (Select all that apply.)**	**What component of reading is assessed? (Select all that apply.)**	**Assessment Type (Select all that apply.)**	**How often is the data collected?**
Oral Reading Fluency	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☐ All Students ☒ Select Students	☒ Oral Language ☐ Phonological Awareness ☐ Phonics ☒ Fluency ☐ Vocabulary ☐ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other

14. Describe the district's process (e.g., MTSS) for identifying grades 9-12 students in need of Tier 2/Tier 3 interventions.

Using the decision trees below, MTSS teachers review progress monitoring data with teachers to identify students needing interventions. Statewide assessment data is reviewed to ensure any student with a level 1 or 2 is provided with interventions. After further diagnostic assessment with Lexia or Chalk Talk, student's scores are reviewed to identify students in need of Tier 3 services and the specific area(s) of need. Additionally, oral fluency data is used to determine the need for language interventions.

15. For grades 9-12, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?

Using FAST data 3 times per year, we are able to pull effectiveness reports from our student data management system. This information is coupled with informal and formal walkthroughs, observations, and data chats with administration from each school to determine the effectiveness of Tier 1. Based on the outcomes of these processes, professional learning opportunities, as well as coaching support is provided to schools/teachers.

16. For grades 9-12, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?

Using FAST data 3 times per year and Lexia or Chalk Talk data 2-3 times per year as well as monthly progress monitoring data, problem-solving teams meet to review the fidelity, effectiveness and implementation of intervention. This information is coupled with observation data and anecdotal data is reviewed to adjust interventions accordingly. During district MTSS meetings, rate of improvement and effectiveness data is reviewed monthly.

17. For grades 9-12, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?

Using FAST data 3 times per year and Lexia or Chalk Talk data 2-3 times per year as well as bi-weekly progress monitoring data, problem-solving teams meet to review the fidelity, effectiveness and implementation of intervention. This information is coupled with observation data and anecdotal data is reviewed to adjust interventions accordingly. During district MTSS meetings, rate of improvement and effectiveness data is reviewed monthly.

Grades 9-12 Decision Tree		
Tier 1 (Core) Only		
Beginning of Year Data		
Students must meet the following criteria at the beginning of the school year: Level 3 and above on FAST prior year PM3 and/or FAST PM1 current year level 2 or above and/or academic grades and/or where appropriate fluency data		
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. Passing grades (70 or higher) each nine weeks and/or Level 3 and above on FAST prior year PM3 and/or FAST PM1 current year level 2 or above and/or academic grades and/or where appropriate fluency data		
Core Instruction **Indicate the core instructional materials utilized. Add additional rows as needed.**		
Name of Program	**Year of Program Adoption**	
Savvas My Perspectives	**2026**	
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year: Academic grades below 70% and/or level 1 or 2 on FAST ELA		
Tier 1 Instruction + Tier 2 Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: Previous Level 1 or Level 2 on FAST PM 3 and/or Placement at the intermediate (3-5) level of Lexia for 9th/10th grade and/or Placement at the 20th percentile or lower on the ACT/ChalkTalk for 11th/12th grade		
Number of times per week interventions are provided: 3 or more times per week in addition to Tier 1 **Number of minutes per intervention session:** 20-30 minutes **Course(s) where interventions take place:** Intensive Reading, Critical Thinking, small group pull out		
Supplemental Instruction/Interventions **Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence. Add additional rows as needed.**		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Lexia PowerUp Literacy	**Promising**	
Direct and Explicit Vocabulary and Comprehension Instruction		Direct and Explicit Vocabulary and Comprehension Instruction does not meet strong, moderate or promising levels of

		evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practice 1: Provide Explicit Vocabulary Instruction and 2: Provide direct and explicit comprehension Instruction; These recommendations were built into the program by providing explicit instruction in vocabulary and comprehension strategies with Chalk Talk resources. The district will support and monitor implementation of this program by conducting informal and formal observations and providing coaching, modeling, and professional development of the program components.
Eight Minutes to Fluency and Comprehension		Eight Minutes to Fluency and Comprehension does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4–9, Recommendation(s) 3: provide purposeful fluency building activities to help students read effortlessly. These recommendation(s) were built into the program by providing explicit instruction in fluency strategies and engaging activities with peer practice. The district will support and monitor implementation of this program by conducting informal and formal observations and providing coaching, modeling, and professional development of the program components.
Wordly Wise 3000		Wordly Wise 3000 does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices, Recommendation(s) 1: provide explicit vocabulary instruction. These recommendation(s) were built into the program by providing direct, explicit instruction in vocabulary strategies, engaging activities with peer sharing and interaction, and connected text that is differentiated to meet the needs of students at varying levels. The district will support and monitor implementation of this program by conducting informal and formal observations and providing coaching, modeling, and professional development of the program components.

Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
English Language Learners		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Rosetta Stone		Rosetta Stone does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: WWC Practice Guide: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School Recommendation(s): 1. Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities. (Level of Evidence: Strong) 2. Integrate oral and written English language instruction into content-area teaching. (Level of Evidence: Moderate) 3. Provide regular, structured opportunities to develop written language skills. (Level of Evidence: Minimal) 4. Provide small-group instructional intervention to students struggling in areas of literacy and English language development. (Level of Evidence: Strong) These recommendations were built into the program by Rosetta Stone's design, which focuses on immersive, self-paced language learning that integrates vocabulary, reading, writing, listening, and speaking practice. The platform offers interactive, contextual learning scenarios and voice-recognition technology that supports oral language development. The structured, scaffolded lessons align with academic vocabulary instruction and literacy development strategies that support English learners. The district will support and monitor implementation of this program by establishing clear usage expectations (e.g., minimum weekly minutes), monitoring student engagement and progress via the Rosetta Stone administrator dashboard, and conducting regular review

		meetings with instructional staff. Site leaders will collect feedback to ensure instructional alignment and address any access or usage issues. This includes professional learning opportunities such as: • Initial onboarding sessions for teachers and support staff on Rosetta Stone's platform and instructional features • Ongoing coaching or PLC sessions focused on integrating Rosetta Stone into daily language support routines • Access to on-demand support materials and office hours provided by Rosetta Stone's customer success team
Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year: Performance at the foundational level on Lexia and/or the 10th percentile or lower on the ChalkTalk Assessment and/or academic grades below 70% and/or FAST levels 1 and 2		

Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: Previous Level 1 or Level 2 on FAST PM 3 and/or Placement at the Foundational level of Lexia And/or Placement at the 10th percentile or lower on the ChalkTalk Assessment		
Number of times per week interventions are provided: 2 times in addition to tier 2 **Number of minutes per intervention session: 30 minutes** **Course(s) where interventions take place: Intensive Reading**		
Intensive, Individualized Instruction/Interventions **Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.**		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Lexia Power Up Literacy Teacher Led Small Group	**Promising**	
Eight Minutes to Fluency and Comprehension		**See tier 2 verbiage**
Wordly Wise 3000 Teacher-Led Small Group		**See tier 2 verbiage**
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if used instead of or in addition to programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
English Language Learners		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Imagine Language & Literacy Teacher Led Small Group	**Promising**	
Carousel of IDEAS by Ballard & Tighe		**See tier 2 verbiage**

5) Professional Learning (Rule 6A-6.053(9)(b)3.g.—k., F.A.C.)

Describe the literacy professional learning that will be provided by the district and/or schools, aligned to the requirements below:

- Provide professional learning required by ss. 1012.585(3)(f) and 1012.98(5)(b)11., F.S., which includes training to help teachers integrate phonemic awareness, phonics, word study and spelling, fluency,

vocabulary and text comprehension strategies into an explicit, systematic and sequential approach to reading instruction, including multisensory intervention strategies;

- Provide professional learning in B.E.S.T. ELA Standards and evidence-based reading practices and programs;
- Provide professional learning to help instructional personnel and certified PreK teachers funded in the FEFP earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction;
- Differentiate and intensify professional learning for teachers based on progress monitoring data;
- Identify mentor teachers and establish model classrooms within the school; and
- Ensure that time is provided for teachers to meet weekly for professional learning.

Provide the Name of Professional Learning, Target Audience and Description. Add additional rows as needed.

Name of Professional Learning	Target Audience	Description
UFLI Foundations	**PreK – Grade 2**	UFLI Foundations is an explicit and systematic program created by the team at the University of Florida Literacy Institute. The program is designed to introduce students to the foundational reading skills necessary for proficient reading. Professional Learning is delivered in a face-to-face, hands-on session and follow up support is provided by reading coaches through modeled demonstrations and co-teaching as needed.
Scaffolding Training	**PreK-12 Grade teachers**	Ten interactive modules help every K-12 educator structure support in new ways, including knowing how to: • Gradually release responsibility to students through intentional and purposeful scaffolding • Design lessons and experiences that attend to the affective, metacognitive, and cognitive aspects of learning • Collect data before, during, and after learning, so we can place, move, and take away scaffolds with greater intention • Promote independence with front-end scaffolds, distributed scaffolds, back-end scaffolds, peer scaffolds, and fading scaffolds • Use a blend of demonstration, modeling, coaching, explaining, questioning and choice

		• Promote purposeful practice—in which learners knows where they're going and how to get there
Reading Difficulties, Disabilities and Dyslexia	**All teachers**	This course provides information for K-12 general education and ESE teachers of students who face challenges with the mastery of reading skills. It clarifies the difference between various types of reading challenges and disabilities, including dyslexia. It provides information on assessment, data-based decision making and how teachers use those data to select appropriate interventions matched with student need. The course also includes information about multisensory and structured literacy approaches to instruction and other learning supports that can be implemented to ensure students access to standards-based content.
Science of Reading: An Introduction	**All teachers**	This introductory course provides information about the science of reading, how the reading brain develops, the importance of word recognition and language comprehension, and practical ways to incorporate the principles of the science of reading into instruction.
Structured Literacy through a Multi-Sensory Approach	**All teachers**	This course takes a deeper dive into structured literacy and multisensory approaches to instruction for all students and particularly for students with reading challenges. It is recommended that you complete the Reading Disabilities, Difficulties and Dyslexia course before starting this one.
Emergent Literacy Microcredential	**PreK teachers**	This course builds emergent literacy knowledge and skills with high-quality content and supports language and literacy requirements for the CDA professional portfolio.
Elementary Literacy Microcredential	**PreK-Grade 5 teachers**	Three-part course that supports instructional personnel in building foundational knowledge, applying instructional practices, and completing practical classroom application—all aligned with the science of reading.
Secondary Literacy Microcredential	**6th-12th grade teachers**	Three-part course that supports instructional personnel in building foundational knowledge, applying instructional practices, and completing practical classroom

		application—all aligned with the science of reading.
Reading Competency 2: Applications of Evidence Based Instructional Practices	**All teachers**	Reading competency 2 involves teachers understanding how writing, listening, and speaking support the teaching of reading, and how family involvement supports student achievement in reading[1]. Teachers will scaffold student learning by applying the principles of research-based reading instruction and integrating the six components of reading
Reading Competency 3: Foundations and Application of Assessment	**All teachers**	Reading competency 3 focuses on assessment for teachers and principals[45]. It covers topics such as writing, listening, speaking, and family involvement[1]. Participants learn to select and administer appropriate assessments[23] and analyze data to inform reading instruction[3]
Reading Competency 4: Foundations and Application of Differentiated Instruction	**All teachers**	Reading competency 4 involves comprehending extended passages in single or multiple-text settings. Readers interpret nuances of language by considering the text as a whole[12]. Teachers report on competencies using the Grading Progressions, which define knowledge and skills students will master on their pathway to proficiency[3]. The competency focuses on understanding how reader characteristics, motivation, purpose of reading, and text elements impact comprehension and student engagement[45]
Reading Competency 5: Demonstration of Accomplishment	**All teachers**	Reading Competency 5 is designed to enable participants to demonstrate knowledge of the components of reading, assessments, and data analysis. Participants will implement a comprehensive research-based reading plan of instruction for all students through a culminating practicum[12]. The competency includes evidence-based reading instruction and intervention, such as explicit, systematic, and sequential approaches to reading instruction, phonological and phonemic awareness, decoding, and multisensory intervention strategies[345].

B.E.S.T. Standards and Practices	**All teachers by grade level**	Training focuses on utilizing facilitated lesson planning to align instruction with B.E.S.T. standards, develop formatives and ensure rigor in classroom instruction.

Instructional Personnel and Certified PreK Teachers

Describe how professional learning is provided to help instructional personnel and certified PreK teachers funded in the FEFP earn a certification, a credential or credentials, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction.

Current PreK teachers are tracked to ensure they complete the Emergent Literacy Microcredential. They are encouraged to continue on to complete their Reading Endorsement. Funds are utilized to provide assistance with certification test expenses to ensure cost is not a barrier for the endorsement. Funds are also utilized to provide reimbursement to those teachers having to pay out of pocket to take reading endorsement courses.

Differentiated Professional Learning

Describe how professional learning is differentiated and intensified for teachers based on progress monitoring data.

Schools utilize progress monitoring data regularly during their facilitated lesson planning sessions. During these sessions, areas of weakness are discussed and school level administrators work with the Supervisor of Elementary Curriculum and the Supervisor of Professional Learning to schedule targeted professional learning for grade level teams based on identified needs in data discussions. Both district reading coaches and school level instructional coaches provide intensive in classroom modeling and training to targeted groups of teachers. District level teams look at data district wide to determine overall areas of need and develop training to roll out to support school level administrative efforts to increase student achievement. District level school visits are conducted on a regular basis to review data progress, observe teaching practices in action and discuss next steps for improvement.

Mentor Teachers

Describe how mentor teachers are identified and how model classrooms are established and utilized within the school.

Mentor teachers go through an application and selection process based on several factors including observations of teaching and evaluation rankings. Selected participants go through Clinical Educator Training and receive yearly ongoing training in highly effective coaching practices. School administrators assist in identifying subject area specific teachers that are able to be utilized as model classrooms for other teachers to observe during learning walks. Mentor teachers are required to take all mentees on at least two learning walks per year and go through the reflective process with them in discussing those things targeted during discussions. Mentor teachers are supported at each site by a Lead Mentor and District level Teacher on Assignment for Professional Learning. Both the lead mentor and TOSA provide additional support with learning walks in other schools as well as ongoing training for mentors.

Professional Learning Time

Describe how time is provided for teachers to meet weekly for professional learning.

All school level administrators prioritize professional learning by requiring one meeting day a week for teachers to work on facilitated lesson planning and receive targeted professional learning identified by data needs. This time block occurs in different places in different buildings – for some schools it is before/after school time, for other schools it is scheduled during their planning time.

6) Tutoring Programs to Accelerate Literacy Learning (Rule 6A-6.053(9)(b)3.b., F.A.C.)

Describe any tutoring programs available within your district and include targeted grade levels (e.g., Reading Achievement Initiative for Scholastic Excellence (RAISE) High School Tutoring). Add additional rows as needed.

Name of Tutoring Program	Target Audience	Description
RASIE High School Tutoring	Brooksville Elementary K-2 Reading students and Winding Waters K-8 K-2 Reading students	Hernando High School & Weeki Wachee High School teaching academy students will provide reading tutoring to students at BES and WWK8.

7) Family Engagement (Rule 6A-6.053(9)(b)3.p., F.A.C.)

In accordance with the list outlined in s. 1008.25(5)(d), F.S., describe the district's plan for immediately notifying parents of students identified with a substantial deficiency in reading.

A paper copy of the Read-At-Home plan, the B.E.S.T. Standards Parent Guide for K-8 and the New Worlds Reading Initiative flier is given to parents during the reading deficiency meeting held at each school site, along with reading deficiency letters. Third grade students receive another copy of the plan after AP2, along with the possible retention letter. The Read-At-Home plan, Parent Guide and New Worlds Reading Initiative information is also posted to the district website for all students/families to access. The Parent Academy will also provide support for family literacy initiatives.

Describe the literacy partnerships or programs the district utilizes to increase support for families to engage in literacy activities and reading at home (e.g., New Worlds Reading Initiative).

District will ensure that students enrolled in the summer bridge and third grade summer reading camp receive information about the New Worlds Reading Initiative. District and schools will continue to contact the Lastinger Center to support school-based literacy family nights as well as teacher professional learning events.

8) Highly Effective Teachers (Rule 6A-6.053(9)(b)3.f., F.A.C.)

Describe how the district prioritizes the assignment of highly effective teachers, as identified in s. 1012.34(2)(e), F.S., from kindergarten to grade 2.

The district uses teacher evaluation data to identify highly effective educators. The district encourages placing highly effective teachers in K–2 classrooms, particularly in schools with low reading proficiency rates and high numbers of students identified with substantial reading deficiencies during individual school allocation meetings. Allocation meetings are attended by school administrators as well as Human Resource department staff.

9) Assurances (Rule 6A-6.053(9)(b)2., F.A.C.)

District CERP Assurances: Initial next to each assurance (a.—i.). The [Local Educational Agency Chief Executive Officer, or his/her authorized representative] assures the following:

Initials	Assurance
	a. All reading instruction and professional learning is grounded in the science of reading; uses instructional strategies that include phonics instruction for decoding and encoding as the primary strategy for word reading; and does not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading.
	b. All students identified with a substantial deficiency in reading are covered by an individualized progress monitoring plan that meets the requirements of s. 1008.25(4)(c), F.S., to address their specific reading deficiency, unless they have an IEP or 504 plan that addresses their reading deficiency, or both in accordance with Rule 6A-6.053(6)(c), F.A.C.
	c. All intensive reading interventions provided in Summer Reading Camps to students in grade 3 who score Level 1 on the statewide, standardized ELA assessment are delivered by instructional personnel who are certified or endorsed in reading and rated highly effective as determined by the teacher's performance evaluation under s. 1012.34, F.S. All other intensive reading interventions are delivered by instructional personnel who are certified or endorsed in reading, or by instructional personnel who possess the elementary or secondary literacy micro-credential and who are supervised by an individual certified or endorsed in reading.
	d. Each school has a literacy leadership team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable.
	e. All literacy coaches in the district meet the minimum qualifications described in Rule 6A-6.053(4), F.A.C.
	f. Literacy coaches are prohibited from performing administrative functions that will detract from their role as a literacy coach and spend limited time administering or coordinating assessments.
	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.
	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
	i. The CERP will be shared with stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents.

Local Educational Agency Chief Executive Officer or Authorized Representative (Printed Name):	
Signature:	Date:

Complete Section A **or** B; **and** C

MUST BE COMPLETED IN FULL FOR PLACEMENT CONSIDERATION.
(For Donations, use Section B)

A. Item Currently Budgeted -

Account Name: No Financial Impact

Account Number: Fund | Function | Object | Cost Center | Project | Sub Project

Original Approved Budget	+ -	Budget Amendments	-	Expenditures / Encumbrances To Date	=	Current Available Budget	-	Present Request	=	Remaining Balance Available
$		$		$		$		$		$

Account Name

Account Number: Fund | Function | Object | Cost Center | Project | Sub Project

Original Approved Budget	+ -	Budget Amendments	-	Expenditures / Encumbrances To Date	=	Current Available Budget	-	Present Request	=	Remaining Balance Available
$		$		$		$		$		$

B. Item Currently Not Budgeted -**

Funding Source

Account Name

Account Number: Fund | Function | Object | Cost Center | Project | Sub Project

Amount $

Funding Source

Account Name

Account Number: Fund | Function | Object | Cost Center | Project | Sub Project

Amount $

C. History

Check one:
Prior Year Budget: ○
New for Current Year: ○

Prior Year Approved Budget: $_____

Prior Year Actual Spent: $_____

**** WHEN ITEM NOT CURRENTLY BUDGETED IS APPROVED BY THE SCHOOL BOARD, THIS WILL SERVE AS THE BUDGET AMENDMENT****

Hernando School District

School Board Workshop

Agenda Item # 5. 26-3771 6/23/2026

Title and Board Action Requested
Review and Tentative Approval of the Revised Student Code of Conduct for the 2026-2027 School Year, by Jill Kolasa, Director of Student Services

Executive Summary
The Director of Student Services, on behalf of the Superintendent of Schools, hereby requests the Board review and tentatively approve the Student Code of Conduct for the 2026-2027 school year.

The Student Code of Conduct Committee included teachers, administrators, union representation, school-based deans, ESE representative, parent, safe schools and the Sheriff's office. The committee unanimously agreed with the updates and recommendations.

Thank you for reviewing and considering the updated Student Code of Conduct for the 2026-2027 school year.

My Contact
Jill Kolasa,
Director of Student Services
(352) 797-7008

2018-23 Strategic Focus Area
Pillar 1: Student Achievement

Financial Impact
The cost for the previous fiscal year was $576.00 from our Printing Department, 200 booklets were printed.

If expenditure is not currently budgeted, this will serve as the budget amendment when Board approved. If the agenda item includes the purchase of goods or services, the funds requested are an anticipated amount and may fluctuate depending on such factors as current market conditions, product availability, additional funding sources, and the needs of the District. Should the actual cost exceed the anticipated amount, the Board approves the additional cost, after review by the superintendent, but not in excess of the funds available in the site's approved annual budget.

Outline of Revisions

Section / Topic	Current Wording	Updated Wording (Proposed)
Page 7 (D)	No verbiage currently	Any student required to wear an ankle monitor may not come on any school campus until the monitor is no longer required by law.
(HP) Horseplay Page: 11	Jumping on, wrestling with, slapping on head, etc. Note: Pulling down another student's pants may be considered "horseplay" or "harassment" depending on the situation, students present, and the location of the incident. Horseplay that results in unintentional injury may result in out of school suspension.	Rough, rowdy play which involves physical touch. For example, but not limited to jumping on, wrestling with, slapping on head, etc. ~~Note: Pulling down another student's pants may be considered "horseplay or "harassment" depending on the situation, students present, and the location of the incident.~~ Horseplay that results in unintentional injury may result in out of school suspension. *This code may also be applied to similar incidents that occur on the bus.*
(HP) Horseplay Page: 11	Consequences: ~~Elementary (K-5)~~	Consequences: **Elementary (K-2)** First Offense: • Parent Notification • Admin Conference Second Offense: • Parent Notification • Loss of Privilege 1-3 days Third Offense: • Parent Notification • Loss of Privilege 3-5 days **Elementary (K-5) is now Elementary (3-5)**
(PI) Possession of Inappropriate (Non-approved) Items Page: 12	Consequence: Secondary (6-12) First Offense: • Parent Notification • Admin Conference	Consequence: **Secondary (6-12)** First Offense: • Parent Notification • Admin Conference • Loss of Privilege 1-3 days Second Offense: • Parent Notification • Admin Conference • Loss of Privilege 2-5 days

		Third Offense: • Parent Notification • Admin Conference • ISS 1 day
(CD) Disrespectful/Disruptive Behavior/Class Disruption Page 13	Consequence: Elementary (K – 2) Second Offense: • Loss of Privilege 1-5 days	Consequences **Elementary (K – 2)** Second Offense: • Parent Notification • Loss of Privilege 1-5 days
(CD) Disrespectful/Disruptive Behavior/Class Disruption (CI) Classroom Insubordination Page 13 & 14	Currently the codes a separated. ~~(CI) Classroom Insubordination~~	[CD] DISRESPECTFUL/DISRUPTIVE BEHAVIOR/CLASS DISRUPTION has been changed to: (CD) Classroom Disruption/Insubordination: Any behavior that disrupts classroom instruction, including isolated inappropriate language, is prohibited. Refusing to complete or participate in classwork, when it disrupts the learning environment, is also a violation. *This code may also be applied to similar incidents that occur on the bus.* Remove (CI) Classroom Insubordination
(IM) Intermediate Offenses Page: 16	Any offenses to include but not limited to ~~racially charged slurs~~, comments or gesture of a sexual connotation, tampering with food/drink, tampering with school facilities causing disruption without causing damage, etc. If monetary damages occur please see Vandalism or another appropriate code.	Any offenses to include but not limited to comments or gesture of a sexual connotation in the presence of other students or staff, tampering with food/drink, tampering with school facilities causing disruption without causing damage, etc. If monetary damages occur please see Vandalism or another appropriate code.
(IM) Intermediate Offenses Page: 16	Consequences: ~~Elementary (K-5)~~	Consequences: **Elementary (K-2)** First Offense: • Parent Notification • Admin Conference

		Second Offense: • Parent Notification • Loss of Privilege 1-5 days Third Offense: • Parent Notification • ISS 1-2 days **Elementary (K-5) is now Elementary (3-5)** First Offense: • Parent Notification • Loss of Privilege 1-5 days or ISS 1-2 days
(PR) General Profanity Page: 17	Blatant use of profane, obscene, vulgar, intimidating or otherwise offensive language or gestures in the presence of other students or school staff.	Blatant use of profane, obscene, vulgar, intimidating, concerning, or otherwise offensive language or gestures in the presence of other students or school staff.
(TBC) Tobacco Possession, Sale, Use, Distribution Page: 18	TBC is a level 2 NOTE: The School Board prohibits the use of any form of tobacco products by anyone in any area at all times utilized by students or designated for student activities. Additionally, and in **accord** with law…	TBC reclassified as Level 3. NOTE: The School Board prohibits the use of any form of tobacco products by anyone in any area at all times utilized by students or designated for student activities. Additionally, and in accordance with law…
(TBC) Tobacco Possession, Sale, Use, Distribution Page: 18 2025-26: 216 Total Disciplines	Consequence: First Offense: • OSS ~~3~~ days • Tobacco Class Referral Second Offense: • OSS ~~5~~ days • Second Offender Tobacco Class Referral Third Offense: • OSS 10 days • Referral for pre-expulsion	Consequence: First Offense: • OSS 5 days • Tobacco Class Referral Second Offense: • OSS 7 days • Second Offender Tobacco Class Referral Third Offense: • OSS 10 days • Referral for pre-expulsion
(TV) Testing Violation Page: 19	Consequences: ~~Elementary (K-5)~~ First Offense: • Parent Notification • OSS 2 days • ~~Possible Test Invalidation~~	Consequences: **Elementary (K-2)** First Offense: • Parent Notification • Admin Conference Second Offense:

	Second Offense: • Parent Notification • OSS 2 days • ~~Possible Test Invalidation~~ Third Offense: • Parent Notification • OSS 3 days • ~~Possible Test Invalidation~~ **Secondary (6-12)** First Offense: • Parent Notification • OSS 2 days • ~~Possible Test Invalidation~~ Second Offense: • Parent Notification • OSS 2 days • ~~Possible Test Invalidation~~ Third Offense: • Parent Notification • OSS 3-5 days • ~~Possible Test Invalidation~~	• Parent Notification • Loss of Privilege 1-5 days Third Offense: • Parent Notification • ISS 1-2 days **Elementary (K-5) is now Elementary (3-5)** First Offense: • Parent Notification • OSS 1 day Second Offense: • Parent Notification • OSS 2 days Third Offense: • Parent Notification • OSS 3 days **Secondary (6-12)** First Offense: • Parent Notification • OSS 1 day Second Offense: • Parent Notification • OSS 2 days Third Offense: • Parent Notification • OSS 3-5 days
(TV) Testing Violation Page: 19	Failure to follow stated directions on any state and/or district standardized assessment. This includes possession or use of electronic devices (including cell phones), talking to any other student, looking at another student's computer or any other behavior to be deemed disruptive or inappropriate by the school administrator or their designee. ~~This infraction will result in two (2) days OSS and possible test invalidation, which could result in a score of zero (0) for the assessment.~~	Failure to follow stated directions on any state and/or district standardized assessment. This includes possession or use of electronic devices (including cell phones), talking to any other student, looking at another student's computer or any other behavior to be deemed disruptive or inappropriate by the school administrator or their designee. Note: Test invalidation decisions are made in accordance with District and/or State policies.

(VP) Verbal/Physical Altercation Page: 20	Consequences: Elementary (K-5) Secondary (6-~~8~~)	Consequences: Elementary (K-5) Secondary (6-12)
(FIT) Fighting Page: 22	Consequences: Secondary (6-12) First Offense: • Parent Notification • 5 days OSS • ~~** Enrollment in District approved Anger Management Program~~ • Additional days of suspension may be assigned at the discretion of the Administrator, not to exceed 10.	Consequences: **Secondary (6-12)** First Offense: • Parent Notification • 5 days OSS • District Conflict Resolution Module Referral • Additional days of suspension may be assigned at the discretion of the Administrator, not to exceed 10.
(PC) Physical Contact Page: 25	May include but not limited to hitting, kicking, scratching, biting, spitting, or throwing objects at another student. This infraction can be considered a [PHA*] if injuries result or [IF] if staff member is hit with no injury.	The act of interacting with another person with the intent to harm. May include but not limited to hitting, kicking, scratching, biting, spitting, or throwing objects at another student. This infraction can be considered a [PHA*] if injuries result or [IF] if staff member is hit with no injury.
(PV) Provoking a Fight Page: 26	Consequence: Elementary ~~(K-5)~~ Encouraging others, in person or digitally, to engage in a fight or physical conflict ~~(i.e. inciting others to engage in a fight or two (2) persons engage in a physical conflict).~~ This infraction includes aggressively confronting or challenging another student(s) and/or video recording up to and/or during a physical altercation.	Encouraging others, in person or digitally, to engage in a fight or physical conflict. This infraction includes aggressively confronting or challenging another student(s) and/or video recording up to and/or during a physical altercation. Consequence: **Elementary (K-2)** First Offense: • Parent Notification • Admin Conference • 1-3 days ISS or OSS Second Offense: • Parent Notification • 3-5 days ISS or OSS Third Offense: • Parent Notification

		• 5-10 days ISS or OSS • Possible recommendation for expulsion **Elementary (K-5) is now Elementary (3-5)**
TBC (pg. 18), ALC (pg. 20), BUL (pg. 21), DRU (pg. 21), FIT (pg. 22), HAR (pg. 23), PHA (pg. 25), SXH (pg. 27)	~~Failure to attend results in OSS or suspension. Failure to attend tobacco program will result in two (2) additional days of OSS.~~	Failure to attend required intervention = [GI], 2 OSS days + 1 ISS day with course completion. Codes: TBC, ALC, BUL, DRU, FIT, HAR, PHA, SXH
(TRE) Threat /Intimidation Page: 28	No verbiage currently	*Note:* If a Threat Assessment (TA) is completed and the outcome does not meet the criteria for TRE, then the incident can be documented under (PR) General Profanity.
Dress Code – Shorts/Skirts/Dresses Page:52 (Appendix B)	To determine if shorts are too short: while student is standing with arms fully extended at side of his/her leg, shorts should reach to the student's fingertips. In other words, the longest finger should touch material, not skin. Students may wear skirts and dresses of a modest length of no more than three inches from the knee to the bottom on the hem. Dresses with a neckline that dip below the line formed between the left and right armpit are prohibited.	To determine if shorts are too short: while the student is standing with arms fully extended at the side of his or her leg, shorts should reach to the student's fingertips. In other words, the longest finger should touch material, not skin. Spandex shorts should not be worn. Students may wear skirts and dresses of a modest length of no more than three inches from the knee to the bottom of the hem. Dresses with a neckline that dips below the line formed between the left and right armpit are prohibited.
Level 3	No verbiage currently	(DL) Discriminatory Language Level 3 Discriminatory language refers to any form of expression(s) directed at or referring to a student/staff member/volunteer/chaperone that denigrates individuals or groups based on attributes such as race, religion, ethnicity, gender, disability, or other identity factors. Mirror OB consequences

(UF) Undue Familiarity Page: 13	Consequence: Elementary (K-2) Second Offense: • Loss of privilege 1-5 days Third Offense: • ISS 1-2 days	Consequence: **Elementary (K-2)** Second Offense: • Parent Notification • Loss of privilege 1-5 days Third Offense: • Parent Notification • ISS 1-2 days
(CP) Cell Phone / Wireless Communication Devices (WCDs) Page: 15 (EM) Encouragement of Misconduct Page: 15 (PR) General Profanity Page: 17 (TA) Taunting Page: 18	No verbiage currently	Consequence: NOTE: Loss of Privilege may include lunch detention, loss of field trip, inability to attend school related games/events, etc. Any offenses after the third offense may be considered Gross Insubordination and receive up to Level 3 consequences.
(OMC) Other Major Page: 24	Has "Administration" in the consequence box	"~~Administration~~" in the consequence box needs to be removed
(PC) Physical Contact Page: 25	May include but not limited to hitting, kicking, scratching, biting, spitting, or throwing objects at another student. This infraction can be considered a [PHA*] if injuries result or [IF] if staff member is hit with no injury.	The act of interacting with another person with the intent to harm. May include but not limited to hitting, kicking, scratching, biting, spitting, or throwing objects at another student. This infraction can be considered a [PHA*] if injuries result or [IF] if staff member is hit with no injury. Note: Pulling down another student's pants is considered physical contact.
Corrections are below	**Corrections are below**	**Corrections are below**
(CD) Disruption/Insubordination	**NOTE:** CD and CI codes will be treated with cumulative consequences. For example,	~~**NOTE:** CD and CI codes will be treated with cumulative consequences. For example, if a~~

Pg 15	if a student receives a discipline for CD and is given first offense consequences, a subsequent discipline for CI will result in second offense consequences. Loss of Privilege may include lunch detention, loss of field trip, inability to attend school related games/events, etc.	~~student receives a discipline for CD and is given first offense consequences, a subsequent discipline for CI will result in second offense consequences. Loss of Privilege may include lunch detention, loss of field trip, inability to attend school related games/events, etc.~~
(MD) Misuse WCD Pg. 17	No verbiage currently	Students may not use artificial intelligence or similar technologies, including other digital means, to create, generate, modify, possess, or distribute images, audio recordings, or videos of school personnel, including but not limited to content that falsely depicts or alters a person's likeness, voice, or actions, in a manner intended to deceive, harass, threaten, embarrass, or disrupt the school environment. Violations of this provision shall be coded as OMC and may result in disciplinary consequences ranging from one (1) to ten (10) days of suspension and may include a recommendation for pre-expulsion.
(FIT) Fighting Pg. 24	Consequences: Elementary (K-5) ~~Referral to Certified School Counselor for individual Anger Management Program.~~ Additional days of suspension may be assigned at the discretion of Administration.	Consequences: Elementary (K-5) District Conflict Resolution Module Referral Additional days of suspension may be assigned at the discretion of Administration.
(GI) Gross Insubordination Pg. 25	If a student refuses, or a parent denies a student to be searched, the student will receive a minimum of 3 days OSS for the first offense and will receive the maximum of each level of the progression as applicable.	Change the font size to match the font size of the definition. If a student refuses, or a parent denies a student to be searched, the student will receive a minimum of 3 days OSS for the first offense and will receive the maximum of each level of the progression as applicable.

(PV) Provoking a Fight Page: 26	Consequences: Elementary (K-2)	**Third Offense:** • Parent Notification • 5-10 days ISS or OSS • Possible recommendation for expulsion
TBC (pg. 33), ALC (pg. 22), BUL (pg. 22), DRU (pg. 24), FIT (pg. 24), HAR (pg. 25), PHA (pg. 30), SXH (pg. 32)	~~Failure to attend results in OSS or suspension. Failure to attend tobacco program will result in two (2) additional days of OSS.~~	Failure to attend required intervention = [GI], 2 OSS days + 1 ISS day with course completion. Codes: TBC, ALC, BUL, DRU, FIT, HAR, PHA, SXH
(TBC) Tobacco Possession, Sale, Use, Distribution Page: 33	Consequence: Secondary (6-12) First Offense: • OSS ~~3~~ days • Tobacco Class Referral Second Offense: • OSS ~~5~~ days • Second Offender Tobacco Class Referral Third Offense: • OSS 10 days Referral for pre-expulsion	Consequence: First Offense: • OSS 5 days • Tobacco Class Referral Second Offense: • OSS 7 days • Second Offender Tobacco Class Referral Third Offense: • OSS 10 days Referral for pre-expulsion
B. Expulsion Pg. 44	Expulsion is the removal of the right to attend school in Hernando County, be on any school property, on school buses, on school-sponsored transportation or to attend any school. Students may be expelled for the remainder of a school year and one additional year with or without continuing education services.	Add: Expulsion is the removal of the right to attend school in Hernando County, be on any school property, on school buses, on school-sponsored transportation or to attend any school. Students may be expelled for the remainder of a school year and one additional year with or without continuing education services. Before the expiration of an expulsion period, the Superintendent shall determine, based upon the determination of the threat management team, whether the expulsion period should be extended and, if the expulsion period is extended, what educational services will be provided. A recommendation to extend the expulsion period must be provided to the student

		and their parents in accordance with F.S. 1006.08.
G. Uniforms Pg. 60	Brooksville Elementary School, Challenger (uniforms for K-5 only), Chocachatti Elementary School, Deltona Elementary School, Discovery, Eastside Elementary School, Endeavor Academy, J.D. Floyd Elementary School, Moton Elementary School, ~~Pine Grove Elementary School~~, Spring Hill Elementary School and Suncoast Elementary School, require uniforms.	Brooksville Elementary School, Challenger (uniforms for K-5 only), Chocachatti Elementary School, Deltona Elementary School, Discovery, Eastside Elementary School, Endeavor Academy, J.D. Floyd Elementary School, Moton Elementary School, ~~Pine Grove Elementary School~~, Spring Hill Elementary School and Suncoast Elementary School, require uniforms.
Student Acknowledgement Form Pg. Back cover	Back Cover has a signature page	Remove
ALC (pg. 21), DRU (pg. 23), HAR (pg. 24), SXH (pg. 28)	~~Failure to attend results in OSS or suspension. Failure to attend tobacco program will result in two (2) additional days of OSS.~~	Failure to attend required intervention = [GI], 2 OSS days + 1 ISS day with course completion. Codes: TBC, ALC, BUL, DRU, FIT, HAR, PHA, SXH
BUL (pg. 22)	**Elementary (K-5)** **Referral to certified school counselor for individual bullying/harassment ~~program.~~ **Secondary (6-12)** District Bullying/Harassment Prevention ~~Program~~	**Elementary (K-5)** **Referral to certified school counselor for individual District Bullying/Harassment Prevention Module. **Secondary (6-12)** District Bullying/Harassment Prevention Module
PHA (pg. 26)	**Elementary (K-5)** Referral to certified school counselor for individual ~~Anger Management Program~~ **Secondary (6-12)** **~~District Anger Management Referral~~	**Elementary (K-5)** Referral to certified school counselor for individual ~~Anger Management Program~~ District Conflict Resolution Module **Secondary (6-12)** **~~District Anger Management Referral~~ **District Conflict Resolution Module
HAR (pg. 24)	**Elementary (K-5)** **Referral to certified school counselor for individual	**Elementary (K-5)** **Referral to certified school counselor for individual District

	bullying/harassment ~~program.~~ **Secondary (6-12)** District Bullying/Harassment Prevention ~~Program~~	Bullying/Harassment Prevention Module. **Secondary (6-12)** District Bullying/Harassment Prevention Module
SXA (pg. 28)	**Elementary (K-5)** **Referral to certified school counselor for individual Sexual Harassment ~~program.~~ **Secondary (6-12)** District Sexual Harassment Prevention ~~Program~~	**Elementary (K-5)** **Referral to certified school counselor for individual District Sexual Harassment Prevention Module. **Secondary (6-12)** District Sexual Harassment Prevention Module

PARENT AND STUDENT ACKNOWLEDGMENT

Student Code of Conduct is available on-line at hernandoschools.org

This Student Code of Conduct has been written so students and family members know what behavior is expected and prohibited at school or at school activities. It is helpful if parents are aware of school rules so they can help support them from home. Failure to return this acknowledgement will not relieve a student or the parent(s) from the responsibility for knowledge of the contents of the Student Code of Conduct.

I have read/**viewed on-line** and acknowledge:

→ Bullying/Harassment/Teen Dating Violence Policy & Procedures (Appendix A)
→ Bus Expectations
→ Dress Code Policy (Appendix B)
→ Annual notification of Family Educational Rights and Privacy Acts (FERPA) (Appendix C)
→ Network/Internet acceptable use agreement (Appendix D)
→ Opt Out Pledge of Allegiance (E)
→ Participation in Interscholastic and Intrascholastic Extracurricular Activities (Appendix F)
→ Student Code of Conduct

_____ _____
Parent(s)/Guardian(s) Signature Date

_____ _____
Student's Signature (Middle & High School) Date

_____ _____
(Print) Student's Name/Student ID # Grade

I request a copy of the Student Code of Conduct in Spanish ☐

Photograph/Video/Student Work Permission:
Hernando County Schools may use photographs or videotapes in which your child appears as well as your child's project materials (i.e. artwork, written materials, class projects, computer projects). These images may be used for Hernando County Schools in publications such as newsletters, brochures and/or display on social media. The publication of any picture in which your child appears will not be labeled with his/her name or any other personal facts.

PLEASE INITIAL

_____ Yes, I give permission to Hernando County Schools to use my child's photographs, videotapes and/or project materials.

_____ No, I do NOT give permission to Hernando County Schools to use my child's photographs, videotapes and/or project materials.

PLEASE HAVE YOUR CHILD RETURN THIS PAGE TO SCHOOL AFTER SIGNING THE ACKNOWLEDGEMENT AND INITIALING THE PHOTO/VIDEO/WORK PERMISSION SECTION

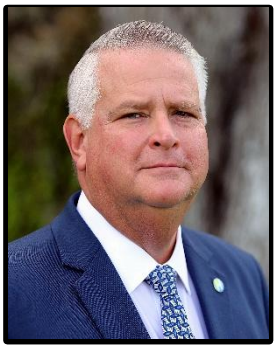
HERNANDO COUNTY SCHOOL DISTRICT
STUDENT CODE OF CONDUCT

~~2025-2026~~2026-2027

Ray Pinder, Superintendent of Schools

Hernando County School District, 919 North Broad Street, Brooksville, FL 34601, (352) 797-7000

A MESSAGE FROM THE SUPERINTENDENT



Parents and Guardians,

The Hernando School District has updated its Student Code of Conduct for the 2026~~5~~-27~~6~~ school year. The Code of Conduct outlines rules and expectations for student behavior on campus, during school activities, and at school-related events. This code was developed by a committee comprised of school staff, administrators, and parents to set clear guidelines and expectations that play a vital role in promoting a positive school culture.

The framework of our code of conduct aptly reflects our district's priority of maintaining a safe and healthy learning environment and ensures time spent at school is safe for everyone and focused on learning. We are committed to upholding the values of accountability and responsibility and will remain dedicated to the fair enforcement of this code.

Fostering a safe and supportive learning environment is a shared effort between all members of the school community, including students, parents, teachers, and administrators. I encourage you to take part in this mutual effort by reviewing the 2026~~5~~-27~~6~~ Student Code of Conduct with your student and aligning your own expectations for their behavior at school. By working together, we can ensure our students receive the support they need to continue pursuing enriching academic endeavors.

Thank you.

Ray Pinder
Superintendent

Mission

The Hernando County School District collaborates with students, parents and other community stakeholders to effectively prepare all students for a successful transition into a diverse and changing world.

Vision

To inspire and support the pursuit of individual greatness.

HERNANDO SCHOOL DISTRICT
Learn it. Love it. Live it.

Code of Civility

The education of a child happens only through partnership, and among partners must be the child, the school faculty and staff, the parent(s) or guardian(s), the community and district office employees. Partnership is an active state that includes sharing responsibilities, meaningful communication and welcomed participation.

When people who are working together agree, the partnership runs smoothly. But no two people will always agree and that can make partnership difficult. The partnership is most powerful – as children are educated to reach their potential – when we agree on how to disagree. We must be civil in our discourse.

Civility is often described by its absence. We hear of harmful actions such as road rage, physical confrontation, ethnic stereotypes and slurs. But civility is not just an absence of harm. It is the affirmation of what is best about each of us individually and collectively. It is more than saying "please" and "thank you." It is reflecting our respect for others in our behavior, regardless of whether we know or like them. It also is not simply being politically correct and is not to be used to stifle criticism or comment. It is being truthful and kind and is each of us taking responsibility for our own actions rather than blaming others.

As we communicate with each other, we need to remember that we are working together to benefit the children of this community.

Therefore, the Hernando County School Board requires that as we communicate, students, HCSD faculty and staff, parents, guardians and all other members of the community shall:

1. Treat each other with courtesy and respect at all times.

This means that:

- We listen carefully and respectfully as others express opinions that may be different from ours.
- We share our opinions and concerns without loud or offensive language, gestures or profanity.

2. Treat each other with kindness.

This means that:

- We treat each other as we would like to be treated.
- We do not threaten or cause physical or bodily harm to another.
- We do not threaten or cause damage to the property of another.
- We do not bully, belittle or tease another and we do not allow others to do so in our presence.
- We do not demean and are not abusive or obscene in any of our communications.

3. Take responsibility for our own actions.

This means that:

- We share information honestly.
- We refrain from displays of temper.
- We do not disrupt or attempt to interfere with the operation of a classroom or any other work or public area of a school or school facility.

4. Cooperate with one another.

This means that:

- We obey school rules for access and visitation.
- We respect the legitimate obligations and time constraints we each face.
- We notify each other when we have information that might help reach our common goal. This will include information about safety issues, academic progress, changes that might impact a student's work or events in the community that might impact the school.
- We respond when asked for assistance.
- We understand that we do not always get our way.

Authority and Enforcement of the Code of Civility

Authority and enforcement of a code for civil conduct ultimately depends on the individual and collective will of those involved – students, HCSD faculty and staff, parents, guardians and all other members of the community. However, individuals need to know how to respond to uncivil behavior and how such behavior will be responded to. The school board does not condone a lack of civility by anyone.

Therefore:

1. A student who believes that he or she has not been treated in a manner reflective of the Code of Civility should report such behavior to the appropriate school administrator.
2. A parent, guardian or community member who believes that he or she has not been treated in a manner reflective of the Code of Civility should report such behavior to the staff member's immediate supervisor.
3. An employee who believes that he or she has not been treated in a manner reflective of the Code of Civility should use the following guidelines:

   A. If personal harm is threatened, the employee may contact law enforcement.

   B. Anyone on school district property without authorization may be directed to leave the premises by an administrator or security officer. Anyone who threatens or attempts to disrupt school or school district operations, physically harm someone, intentionally cause damage, uses loud or offensive language, gestures, profanity or shows a display of temper may be directed to leave the premises by an administrator or security officer.

      a. If such person does not immediately and willingly leave, law enforcement shall be called.

   C. If a telephone call recorded by an answering machine, email, voice mail message or any type of written communication is demeaning, abusive, threatening or obscene the employee is not obligated to respond.

      a. If personal harm is threatened, the employee may contact law enforcement.

      b. The employee shall save the message and contact his or her immediate supervisor or school district security.

   D. If any member of the public uses obscenities or speaks in a demeaning, loud or insulting manner, the employee to whom the remarks are directed shall take the following actions:

      a. Calmly and politely ask the speaker to communicate civilly.

      b. If the verbal abuse continues, give appropriate notice to the speaker and terminate the meeting, conference or telephone conversation.

      c. If the meeting or conference is on school district premises, request that an administrator or authorized person direct the speaker promptly to leave the premises.

      d. If the speaker does not immediately leave the premises, an administrator or other authorized person shall notify law enforcement to take any action deemed necessary.

TABLE OF CONTENTS

	Introduction		I
	Parent Notice		II
	Zero Tolerance		III
	Annual Notice of Non-Discrimination		IV
I.	Students' Rights & Responsibilities		1-2
II.	Educational Authority		3
	A.	School Administration Authority	3
	B.	Teacher Authority/Procedures/Teacher authority to remove a student from class	3
	C.	Bus Driver's Authority, Procedures and Expectations	3
III.	Interviews/Investigations		5
	A.	Administrative	5
	B.	Written threats to commit Mass Violence	
	C.	Criminal Offenses on School Campus	5-6
	D.	Criminal Offenses off School Campus	6
	E.	Child Abuse	6
	F.	Removal of a Student from School	6
IV.	Searches		7
	A.	Locker/Vehicle Search	7
	B.	Personal Search	7
	C.	Canine Search	7
	D.	Cell Phones/Wireless Communication Devices	8
	E.	FortifyFL	8
	Interventions & Corrective Action Chart		9
	Guiding Principals		10
V.	Infractions with General and Specific Disciplinary Actions		10-31
VI.	Out of School Suspension Procedures/ Students with Disabilities Flow Chart		32-35
VII.	Alternative School/Expulsion Procedures		36-38

APPENDIX A

Bullying and Harassment School Board Policy & Procedures	39-47
Dating Violence and Abuse School Board Policy & Procedures	48-51

APPENDIX B

Dress Code	52-53

APPENDIX C

Student Records	54-55

APPENDIX D

Student Network and Internet Acceptable Use and Safety Agreement	56-59

APPENDIX E

Opt Out Pledge of Allegiance	60

APPENDIX F

Interscholastic and Intrascholastic Extracurricular Activities.	61

Introduction

The Hernando County School District collaborates with parents and other community stakeholders to effectively prepare all students for a successful transition into a diverse and changing world. With this vision in mind, The Hernando County School District has developed the Student Code of Conduct to clearly communicate the behavioral expectations necessary for maintaining a safe and orderly learning environment.

The Student Code of Conduct applies to all students enrolled in the Hernando County School District.

Students enrolled in the Hernando County School District are subject to the law, rules, regulations, and policies of the State of Florida and the School Board of Hernando County, Florida, anytime:

1. a student is on school board-owned property;
2. a student is attending school;
3. a student is being transported to or from school or school-sponsored events at public or school expense;
4. and a student is in attendance at, or participating in, a school-sponsored activity.

All students are subject to the immediate control and direction of teachers, staff members, or bus drivers to whom such responsibility has been assigned by the principal or the principal's designee.

The term "parent" wherever used in this document shall include a student's parent or parents, legal guardian, legal custodian, or adult recognized by the student's school as acting "in loco parentis".

** PARENT NOTICE **

If your child commits two or more Level III offenses with documentation of interventions, or any Level III offense that results in injury or campus disruption or one Level IV violation, the result will be immediate administrative action, removal of your child from school and/or recommendation for expulsion. Please refer to pages 12 through 37 of this Student Code of Conduct for specific offenses.

Furthermore, any student who has been determined to have committed a repeat offense of bullying will be subject to this same administrative action. Refer to Appendix A.

Students will be disciplined as outlined in the Student Code of Conduct. Some acts may warrant law enforcement investigation, and there may be additional consequences for acts that violate the law.

Electronic communication and all other forms of communication that take place on or off of school grounds, with students' personal property (non-school property) and causes a major disruption on school campus, will result in disciplinary action.

A parent conference must be held with school administration for any major infraction prior to student returning to school.

Restraint

1. All efforts should be made to contact a parent for assistance with de-escalation prior to a student restraint.
2. For an incident where a student is restrained, the parent must be contacted by telephone, email (or both), as soon as possible, but prior to the end of the school day.



II

Zero Tolerance:

Zero Tolerance for School Related Violent Crimes: The Hernando County School District believes that all students are entitled to attend schools that are safe and orderly and which provide an environment that fosters learning and high academic achievement. The district will not tolerate the presence of persons who engage in violent criminal acts on school property, on school sponsored transportation, or during school sponsored activities. (F.S 1006.13) The Legislature finds that zero tolerance policies are not intended to be rigorously applied to petty acts of misconduct and misdemeanors, including, but not limited to, minor fights or disturbances.

A threat management team may use alternatives to expulsion or referral to law enforcement agencies to address disruptive behavior through restitution, civil citation, teen court, neighborhood restorative justice, or similar programs. Zero-tolerance policies must apply equally to all students regardless of their economic status, race or disability.

Each district school board shall adopt a policy of zero tolerance that:

a. Identifies acts that are required to be reported under the school environmental safety (SESIR) incident reporting pursuant to s. 1006.07(9).

b. Defines acts that pose a threat to school safety

c. Defines petty acts of misconduct which are not a threat to school safety and do not require consultation with law enforcement

d. Minimizes the victimization of students, staff, or volunteers, including taking all steps necessary to protect the victim of any violent act from any further victimization. In a disciplinary action, there is rebuttable presumption that the actions of a student who intervened, using only the amount of force necessary, to stop a violent act against a student, staff, or volunteer were necessary to restore or maintain the safety of others.

e. Establishes a procedure that provides each student with the opportunity for a review of the disciplinary action imposed pursuant to s. 1006.07.

f. Requires the threat management team to consult with law enforcement when a student exhibits a pattern of behavior, based upon previous acts or the severity of an act that would pose a threat to school safety.

The School Board has determined that the following acts constitute threats to school safety:

- Aggravated battery
- Armed robbery
- Arson
- Battery or aggravated battery on a teacher or other school personnel
- False Alarms, including but not limited to, pulling fire alarms
- Homicide
- Possession, use or sale of any explosive device
- Possession, use or sale of any firearm
- Sexual battery
- Victimization

**Any student who has been found to have committed one of the enumerated felony offenses in Florida Statutes and has a No Contact Order issued by a judge, will be removed from the school of attendance and transferred to a different school in the district, or must be separated from the victim(s) and the victims' siblings in school and on school transportation.*

Firearms:

A Student shall not bring, possess, handle or transport firearms on any District School Board of Hernando county school or campus, at any school function, or on any school sponsored transportation. A Junior ROTC or color guard, pre-approved activity, exemption may apply.

- It is the policy of the District School Board of Hernando County, that F.S.790.25(5), SHALL NOT apply to any student bringing any concealed firearm or weapon onto school property. All students are subject to the policies and penalties stated in this Student Code of Conduct. For the purposes of this

III

policy, the word student shall mean, but not be limited to, any preschool, elementary, middle, high, secondary, vocational or post-secondary student of a school maintained and operated by the District School Board of Hernando County.

- Violation of this rule will result in automatic out-of-school suspension and possible expulsion. Criminal prosecution is also likely in these instances.

Any student who is determined to have brought a firearm as defined in 18 U.S.C.s. 921 (United States Code) or Florida Statute 790, to any District School Board of Hernando County school or campus, at any school function, or on any school sponsored transportation, will be recommended for expulsion, with or without continuing educational services from the student's regular school for a period of not less than (one) full year and referred for criminal prosecution.

The Superintendent, his designee, and/or the School Board may consider extenuating circumstances in determining the length and type of expulsion. (F.S. 1006.07)

Weapons:

A student shall not bring, possess, handle or transport weapons to or on any District School Board of Hernando County school or campus, at any school function or on any school sponsored transportation.

Florida Statute 790 and the School Board define the term "weapon" to include the following non-exclusive list of items:

- "antique firearm", "tear gas gun", "chemical weapon or device", "dart-firing stun gun", "destructive device", "electric weapon or device", "explosive", "firearm", "handgun", "machine gun", "short-barreled rifle", "short-barreled shotgun", "slungshot", "dirk", "knife", "sword", sword cane", "razor blade", "box cutter", "metallic knuckles", "billie",
- or any other deadly weapon, or object that's capable of being utilized as a deadly weapon, except a common pocketknife, plastic knife or a blunt-bladed table knife.

Violation of this rule will result in disciplinary action, which may include out-of-school suspension and possible expulsion. Criminal prosecution is also likely in these instances. (F.S.790.001)

Infractions that require Expulsion or One Year Placement in an Alternative Setting: Per Florida Statute 1006.07

- False reporting of bomb or explosive
- Possession of Firearms/Weapons

Anti-Bullying, Harassment, and Dating Violence Policy

The policy of the Hernando County School District is that all students have an educational setting that is safe, secure and free from harassment, bullying, dating violence or abuse of any kind. This policy shall be applied consistently with all applicable school board, state and federal laws. Conduct that constitutes bullying, harassment, dating violence or abuse as defined herein, is prohibited. Students who persistently engage in substantiated bullying behavior will be subject to possible expulsion. See Appendix A.

Annual Notice of Non-Discrimination

It is the policy of the School Board of Hernando County, Florida, not to discriminate on the basis of race, color, religion, national origin, age, sex, marital status, or handicap in its educational programs or employment practices. By operating in this manner, the School Board adheres to the provisions of Federal Law and other applicable laws.

Specifically, Hernando District Policy states, "It is the policy of the Hernando County School Board not to illegally discriminate or to allow its employees to illegally discriminate on the basis of race, color, religion, national origin, age, sex, marital status, disability, pregnancy, military status, ancestry, or Genetic Information Nondiscrimination Act of 2008 (GINA) in its educational programs or employment practice." The District also provides equal access to its facilities to the Boy Scouts and other identified Title 36 patriotic youth groups, as required with 34 C.F.R. 108.9.

In accordance with Florida Administrative Code, national origin minority or Limited English Proficient (LEP) students shall not be subjected to any disciplinary action because of their appropriate use of a language other than English. (The lack of English skills will not be a barrier to admission into any Career and Technical Education Programs offered at any of our schools, Sun Tech Education Center or adult education programs)

To file concerns, please follow the complaint procedures found in School Board Policies 1122, 3122 and 4122.

Compliance officers for Employee related issues are Matthew Goldrick, Director of Human Resources 352-797-7005. Compliance officer for student related issues are Jill Kolasa, Director of Student Services 352-797-7008 and Anna Jensen, Director of ESE, 352-797-7022.

I. STUDENTS' RIGHTS AND RESPONSIBILITIES:

Attendance	
Students' Rights	**Students' Responsibilities**
Students have the right to attend school and be informed of the school rules and county policies on attendance and makeup work.	Students have the responsibility to participate in classes regularly, be on time, and adhere to the school's attendance policy and makeup policy.
Bullying	
Students' Rights	**Students' Responsibilities**
Students have the right to attend school free of harassment, bullying, or sexual cyber harassment.	Students have the responsibility to report any and all acts of harassment, bullying, or sexual cyber harassment to school personnel.
Counseling	
Students' Rights	**Students' Responsibilities**
Students have the right to receive counseling for personal, academic, or career oriented reasons.	Students have the responsibility to seek this counseling.
Dress Code	
Students' Rights	**Students' Responsibilities**
Students have the right to dress comfortably in a way appropriate to the school setting.	Students have the responsibility to dress in a non-offensive manner to others that is compliant with school, classroom, and extracurricular rules.
Due Process	
Students' Rights	**Students' Responsibilities**
Students have a right to due process in all disciplinary actions	Students have the responsibility to cooperate with school personnel in cases involving disciplinary actions, follow the process correctly, and accept the final decisions and consequences of their actions.
Education	
Students' Rights	**Students' Responsibilities**
Students have the right to receive an education.	Students have the responsibility to participate in educational opportunities, complete all assignments expected from them, and complete work to the best of their abilities and strive for academic growth and their personal best.
Students have the right to know in advance how grades in their class will be determined. Students have the right to receive grades in a timely manner.	Students have a responsibility to understand the grading system and monitor their own progress.
Students have the right to attend school in a positive, safe, and clean learning environment free from bias, discrimination, and verbal or physical threats.	Students have the responsibility to maintain an attitude and actions that promotes a positive learning environment.
Students have the right to have school personnel who are receptive to student needs and concerns.	Students have the responsibility to express their needs and concerns in an appropriate manner.
Electronics	
Students' Rights	**Students' Responsibilities**
Students have the right to use electronic media legally for academic purposes in accordance with the district electronics policy and state statutes.	Students have the responsibility to follow and adhere to the district electronic policy during school hours and at school functions.
Free Speech	
Students' Rights	**Students' Responsibilities**

Students have the right to hear, examine, and express divergent points of view, including freedom of speech, written expression, and symbolic expression.	Students have the responsibility to be considerate and respectful of divergent points of view, and to not cause major disturbances on campus through their expression of their point of views to others or to school property.
Students have the right to express their views through reading and writing, but without being obscene, disruptive, or slanderous to the school, students, or employees.	Students have the responsibility to respect the right of others in their expression of their views, and to do this (and express their own) in a polite manner.
Materials	
Students' Rights	**Students' Responsibilities**
Students have the right to be provided with district adopted textbooks and use school facilities and property appropriately.	Students have the responsibility to respect all school property and materials and return them or pay for them in cases of damage at appropriate times.
Participation	
Students' Rights	**Students' Responsibilities**
Students have the right to participate in extracurricular activities dependent upon state and district eligibility requirements. Students have the right to participate in school affiliated clubs and organizations.	Students have the responsibility to abide by all school rules when participating in school sponsored activities on or off campus. Students have the responsibility to take an active interest in the club or organization and fulfill all membership responsibilities.
Students have the right to participate in school government based on democracy.	Students have the responsibility to take an active interest in student government and provide their input.
Students have the right to choose whether to participate in patriotic or religious activities	Students have the responsibility to respect the rights of others to participate in religious or patriotic activities.
Students have the right to assemble peaceful on school grounds.	Students have the responsibility to assemble in a way that does not disrupt education.
Privacy and Property Rights	
Students' Rights	**Students' Responsibilities**
Students have the right to enjoy a reasonable degree of personal privacy.	Students have the responsibility to understand that privacy is not guaranteed with regard to use of the internet and electronic devices.
Students have the right to have personal property respected, unless school personnel have reason to believe a student is in possession of materials prohibited according to school and state rules.	Students have the responsibility to respect others private possessions and to keep prohibited items away from school and school related activities.
School Rules and Regulations	
Students' Rights	**Students' Responsibilities**
Students have a right to be informed of the school's rules and regulations and the consequences of breaking them.	Students have a responsibility to know and follow the school rules and accept the consequences of their actions in breaking the rules.
Students have the right to be treated in a fair and equitable way from school employees and have school rules that are enforced in a consistent and fair manner.	Students have the responsibility to treat school employees in a fair and equitable way, and to also treat the school grounds in a respectful manner.
Student Records	
Students' Rights	**Students' Responsibilities**
Students have the right to have access their own student records	Students have the responsibility to provide the school their own information relevant to making educational decisions.

This list is intended as a general illustration of some rights and responsibilities recognized by law, and does not create or expand any rights or responsibilities beyond those specifically provided by State or Federal law or School Board Policy.

II. EDUCATIONAL AUTHORITY

A. School Administration Authority

The school administration shall have authority and control over all students at school, at a school sponsored activity and during times when students are on a school bus. School administration has the authority to direct students and can impose reasonable requirements that are consistent with the Student Code of Conduct. (F.S 1006.09)The school administration has the final say on the disciplinary action for each discipline. Information regarding other students and their disciplines cannot be shared with non-parent/guardians in compliance with FERPA.

Electronic communication that takes place off school grounds with student's personal property (non-school property) and causes a significant disruption on school campus may result in disciplinary action.

B. Teacher Authority/Procedures

In accordance with Section 1003.32, Florida Statutes http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1003/Sections/1003.32.html, teachers and other instructional personnel shall have the authority to undertake actions in managing student behavior and ensuring the safety of all students in their classes and school and their opportunity to learn in an orderly and disciplined classroom.

The principal shall make provisions for students to be removed from class when the continued presence of the student in the classroom is intolerable.

1. The school-based Placement Review Committee consists of three (3) teacher representatives [one (1) selected by the school's faculty and one (1) selected by the teacher who removed the student] and one (1) teacher appointed by the principal. The principal must notify each teacher in that school about the availability, the procedures and the criteria for the Placement Review Committee.
2. If no teacher volunteers to participate in the Placement Review Committee, then the Hernando Classroom Teachers' Association (HCTA) President will appoint members to serve on that school's committee.
3. The teacher who does not wish the student readmitted to the class may not serve on the committee, nor may the principal serve on the Placement Review Committee. The teacher and the principal may speak before the committee. Neither may be present when the committee members deliberate to reach their decision.
4. The teacher and the Placement Review Committee must render decisions within five (5) working days of the removal of the student from the classroom.
5. If the Placement Review Committee's decision is contrary to the decision of the teacher to withhold consent to the return of the removed student to the teacher's class, the teacher may appeal the committee's decision to the Superintendent of Schools.

C. Bus Driver's Authority

The bus driver shall have authority of students when they are on the bus. The driver *shall not have authority* when students are waiting at the bus stop, or when they are en route to the bus stop except

when the bus is present at the bus stop and students are loading or unloading from the bus. If a student's behavior jeopardizes the safety of others on the bus, law enforcement shall be contacted by the driver or the Transportation Department. (F.S. 1006.10)

Bus Procedures - Instructions for Students Riding the Bus:

- Students are expected to obey the bus driver's instructions at all times since he/she is in full charge of the bus
- When waiting to board the bus, students are to stand at least 10 feet off the roadway until the bus stops. Also when boarding or departing the bus, students are to walk 10 feet in front of the bus and wait for the driver's signal before crossing the road.
- Students must board and leave the bus at their regular stop location. No exceptions will be made unless by written permission from the administration.
- Students must be on time. The bus will not wait for those who are tardy. Students should be at the bus stop five minutes before the scheduled time. In case of a bus breakdown, student must wait at the bus stop for one hour for a substitute bus to arrive before an excused tardy for being late to school is issues.
- The driver will assign student seats. Students are to sit facing forward with feet out of the aisle. Students are to remain in their seats while the bus is in motion. The aisle must be clear of feet, books and jackets. The driver must have an unobstructed view of the back door.
- Students are to keep arms and heads inside windows. No object is to be thrown at the bus, in the bus or out of the windows of the bus.
- Students are to make no unnecessary conversation with the bus driver since the driver must have his/her full concentration on driving the bus. Students are to remain quiet. Outside of ordinary conversation, students are to maintain classroom conduct. Students shall not use any abusive or profane language to other students, the driver or pedestrians.
- Students will refrain from pushing, tripping, shoving and fighting while boarding, riding and leaving the bus.
- Students are to be absolutely silent when the bus stops at all railroad crossings. Burning the dome lights is the driver's signal for absolute silence.
- No eating, drinking, use of drugs/snuff/chewing tobacco, smoking, vaping or possession of a weapon will be allowed at any time on the bus.
- Animals (dead or alive), glass containers, sharp objects, balls, ball bats, racquets, marbles, cutting instruments, toothpicks, balloons, lighters, matches, or any items of this nature are NOT allowed on the bus.
- Large objects, including band instruments which cannot be held on the lap of which interfere with the seating and safety of others, will not be permitted on the bus.
- Students in Exceptional Student Education must comply with all of the above. As required by law, parent(s)/guardian(s) of exceptional students must be available to assist the student in boarding and departing at the approved bus stops, and they must provide necessary emergency information to the Transportation Department.

Violation of any of the above procedures will be reported by the driver to the principal who has the authority to suspend a student temporarily or permanently from riding the bus. Riding the bus is a privilege. Parent(s) have the responsibility to ensure that suspended students will not appear at the bus stop.

Disciplines occurring on the bus – Progression of Consequences:

	First Offense	Second Offense	Third Offense	Fourth Offense
Elementary (K-5)	Parent Notification Bus warning or 1 day bus suspension	Parent Notification Admin Parent Conf. Bus Suspension 1-3 days	Parent Notification Admin Parent Conf. Bus Suspension 3-5 days	Parent Notification Bus Suspension 10 days Referral for Bus Pre-Expulsion
Secondary (6-12)	Parent Notification Bus Suspension 1 day	Parent Notification Admin Parent Conf. Bus Suspension 3 days	Parent Notification Admin Parent Conf. Bus Suspension 5 days	Parent Notification Bus Suspension 10 days Referral for Bus Pre-Expulsion

Parent(s) shall:

1. Ensure that their students ride only on their assigned school bus and get on and off only at assigned bus stops, except when the district has pre-approved an alternative bus or other arrangements.
2. Ensure that their child follows the district's adopted Student Code of Conduct while at the school bus stop and provide necessary supervision during times the bus is not present.
3. Provide assistance if necessary to their students with disabilities to help them get on and off the bus at their stop, as required by the student's Individualized Education Plan.
4. Meet their PK – 2nd grade students at the bus door for all Elementary and K-8 schools, or have an adult or older sibling listed on the child's bus registration card designated to meet the student at the bus door. If the person designated is an older sibling, then the parent(s) must send in a notarized letter authorizing this action.

HERNANDO COUNTY SCHOOL DISTRICT BUS EXPECTATIONS

All standards of behavior that apply on school grounds and at school activities also apply to the school bus. The rules found in the Student Code of Conduct shall be enforced on the bus. Students are expected to abide by the standards of the Student Code of Conduct in addition to but not limited to the bus expectations listed below.

1. Respect the driver and follow instructions.
2. Remain seated; head and arms inside bus and keep your hands to yourself.
3. Keep door and aisle clear of obstacles to include but not limited to: pets, glass or large items including large band instrument, skateboards or loose balloons.
4. Do not throw anything on the bus or out of the window at anytime.
5. Be absolutely quiet when the dome lights are on.
6. Do not eat, drink or chew gum on the bus.
7. Quiet conversations only.
8. After waiting for the driver's signal, cross the road in front of the bus.
9. A permission slip signed by the principal or designee and approved by the transportation department is required for riding another bus or getting off at a different stop.
10. Complete silence shall be maintained at all railroad crossings.
11. Students should sign on/off bus with their bus pass badge or entering their student number into the keypad at the bus entrance.

Pre-K through 2nd grade students MUST be met at the bus door at the afternoon bus stop by an authorized adult or they will be returned to school.

Bus riding is a privilege, not a right.

III. INTERVIEWS/INVESTIGATIONS

A. Administrative

School administration, which may include the School Resource Officer/Guardian, has the right and duty to interview students who are subjects and/or potential witnesses to possible violations of the Student Code of Conduct **without** notifying parent(s). The identity of witnesses will be protected to the greatest extent possible.

B. Written Threats to Commit Mass Violence

In accordance with Florida Statute 836.10, any written or electronic threats to commit mass violence are considered a felony offense. Arrests for such offenses will require an administrative hearing and disciplinary action, regardless of whether the offense occurs on or off campus, as it poses a significant threat to school safety.

Florida Statute 836.10 states that it is unlawful for any person to send, post or transmit, or procure the sending, posting, or transmission of, a written or other record, including an electronic record, in any manner in which it may be viewed by another person, when in such writing or record the person makes a threat to:

- Kill or do bodily harm to another person; or
- Conduct a mass shooting or an act of terrorism.

C. Criminal Offenses On School Campus

School administration has the right to request the assistance of law enforcement to investigate crimes or allegations of a crime committed at school, on a school bus or at a school sponsored activity. If school administration requests assistance, a law enforcement officer may conduct a general investigation and interview students (witnesses and suspects) during the school day. School administration shall be present during the interviews. If the investigation determines that a particular student is a suspect then the parent(s) will be notified.

D. Criminal Offenses Off School Campus

The school administrator shall make every attempt to contact the student's parent(s) before permitting law enforcement to interview a child when the student is a suspect in a criminal investigation for an offense that occurred off school property. When the parent(s) can be reached they will be informed that law enforcement is planning to interview the student and be given a reasonable time to appear before the student is interviewed. School administration shall be present during the interview if the parent(s) cannot be contacted. At the high school level, the student has the right to request that school administration not be present during the interview.

When a student is being interviewed as a victim or witness in a criminal case that occurred off campus, the parent(s) must be notified before permitting the child to be interviewed. Attempts must be documented and if the parent(s) cannot be contacted the school administration shall be present during the interview.

Any student required to wear an ankle monitor may not come on any school campus until the monitor is no longer required by law.

A manifestation determination review must be conducted for any student with a disability when a disciplinary action would result in a change of placement exceeding ten (10) school days.

E. Child Abuse

If a student is a suspected victim in a child abuse investigation, school administration may **not** contact the parent(s). This is the sole responsibility of the Department of Children and Family investigator. School administration or their designee may be present, in accordance with Florida statutes, if requested by the student and approved by the DCF /law enforcement official conducting the interview.

F. Removal of a Student from School

A student has certain rights when an officer of the court (law enforcement, Department of Children and Families Investigator/Case Worker) wishes to remove the student from school premises.

1. A student can be removed from campus by law enforcement under the following circumstances:
    a. With consent from the parent
    b. To ensure compliance with a subpoena requiring the student to appear in a court proceeding
    c. In response to a court order authorizing the student's being taken into custody; OR
    d. When the student is subject to criminal arrest due to probable cause.

    School administration should verify the time of removal and that the School Resource Officer has informed the parent(s).
2. When a law enforcement officer/DCF investigator informs school administration that the child needs to be removed pursuant to Florida Statutes, the officer/investigator shall be permitted to do so. The officer/investigator will be responsible for notifying the parent(s). The officer/investigator should follow established sign out procedures. School administration should document the time of removal.

IV. SEARCHES

A. Locker/Vehicle Search

The school administration maintains authority over lockers and desk spaces provided to students and oversees the admission and parking of vehicles on school premises. As a result, principals are empowered and obligated to inspect and search students' lockers, desks, and both student and non-student vehicles if, there is reasonable suspicion of the presence of a prohibited or illegally possessed substance or objects such as weapons within those areas, as outlined in Florida Statue 1006.9 (9). Furthermore, the school may employ the use metal detectors and trained dogs to screen for prohibited weapons and substances. Vehicles brought on school grounds by students are subject to the same criteria for searches as students' personal belongings. If a request to search a vehicle on school premises is denied by the student, parent, or vehicle owner, administration has the right to terminate the student's privilege of bringing a motor vehicle on to school premises. The above actions are taken in accordance with the school's responsibility to uphold discipline and ensure the health and safety of students and the school community. Any items discovered during such searches may be handed over to

law enforcement for further investigation and could lead to criminal or juvenile court proceedings, as well as school disciplinary actions.

B. Personal Search

Students and their possessions may be searched by school administrators and/or designee with or without the student's permission, if school administrators have reasonable suspicion that the safety and well-being of that student or other people in the school are in jeopardy, or if the student is suspected to be in possession of a prohibited or illegally possessed substance or objects such as a weapon. If the illegal items are located by school administrators during the search, these items will be turned over to law enforcement for investigation. Furthermore, the school may employ the use metal detectors to screen for prohibited weapons and prohibited items. If the student refuses or parent denies the student to be searched, this may result in a Level III for Gross Insubordination.

House Bill 1537: Any search of a student's personal belongings, including a purse, backpack, or book bag, must be conducted discreetly to maintain the privacy of the student's personal items within such belongings. Personal items that are not prohibited on school grounds must be immediately returned to the student's personal belongings.

C. Canine Search

A trained sniff-screening dog can be walked around school lockers, school grounds or vehicles in the school parking lot without violating student's constitutional rights. Students cannot be detained without reasonable suspicion while the dog is sniffing. For example, walking a trained sniff-screening dog around a student's vehicle in a school parking lot while the student is in class is permissible; however, detaining the same student in the school parking lot, without reasonable suspicion, while a trained sniff-screening dog walks around the student's car is not permissible. An alert by a trained sniff-screening dog that drugs or weapons may be present in a particular location provides school officials reasonable suspicion and law enforcement officers probable cause to conduct a search of the place to which the dog alerted.

D. Cell Phones/Wireless Communication Devices (WCD)

School administration may search a cell phone or other wireless communication devices if they have reasonable suspicion that such a device has been used in violation of the Student Code of Conduct.

E. FortifyFL.

School districts are required to promote FortifyFL, as provided in Section 943.082(4)(b), F.S. Districts are required to:

1. Advertise FortifyFL on the district website, on school campuses, in newsletters, and in school publications;
2. Install the FortifyFL app on all mobile devices issued to students; and
3. Bookmark the FortifyFL website on all computer devices issued to students.
4. Advertise that someone who knowingly submits a false tip through FortifyFL may be subject to further investigation by law enforcement, and may be subject to criminal penalties under Section 837.05, F.S.

(d) Within the first five (5) days of each school year, each district school board must ensure that instruction on the use of FortifyFL is provided to students in accordance with Section 943.082(4)(b). F.S. Instruction on FortifyFL must be developmentally appropriate and must include the consequences

of making a threat or false report involving school or school personnel's property, school transportation or a school-sponsored activity.

***OSS is also specified for some specific Level I and Level II infractions, see section VIII.**

A Multi-Tiered System of Supports (MTSS) refers to framework that includes all of the instructional strategies, interventions, and supports that are used to help all students achieve.

INTERVENTIONS

Interventions may include, but are not limited to, the following strategies

LEVEL I

- Referral to MTSS/Response to intervention team
- Four step problem solving process
- Monthly/Quarterly positive incentives
- Class Assemblies to review behavior expectations
- Classroom Interventions/supports
- School/Class Behavior Expectations posted
- Conference with student and administrator
- Re-teach school & classroom expectations
- Social Worker Referral

LEVEL II

- Conference with student, Counselor and/or Administrator
- Daily or weekly home school communication
- Functional Behavioral Assessment, Positive Behavioral Intervention Plan
- Parent conference with teacher and/or administrator
- Parent Workshop
- Peer Mediation
- Participate in targeted skills group
- Check-In / Check-out
- Referral to community agency
- Re-teach Behavioral expectations
- Increase frequency of incentives
- Social Worker Referral

LEVEL III & IV

- Functional Behavioral Assessment, Positive Behavioral Intervention Plan
- Re-teach behavioral expectation(s)
- Review classroom expectations
- Referral for Mental Health Supports
- Check-In / Check-out (BIP)
- *Targeted skills group
- *Individual counseling
- Wrap around services
- Referral to community agency
- Social Worker Referral

LEVELS OF DISCIPLINARY ACTION SUMMARY

Interventions and corrective actions should be selected that will have a positive impact on student behavior, and when at all possible, minimize student's time away from classroom instruction. Corrective actions are designed for consistency and to protect the learning environment for all students.

LEVEL I

- Reteach behavioral expectation(s)
- Conference with Teacher
- Conference with Principal
- Counseling referral
- Conference with Parent
- Referral to Community Agency
- Adjustment of Student's schedule
- Assignment of peer or adult mentor
- Written reflection
- Daily or weekly home-school communication
- Letter of apology
- Lunch detention
- Administrative warning
- Loss of privilege
- Change assigned seat (bus)
- Teacher detention

LEVEL II & III

- Detention (Administrative)
- Timeout
- After-hours school
- In-school suspension
- Out of school suspension
- Lunch detention
- Loss of eligibility for extracurricular activities
- Loss of privileges
- Restitution
- *Participate in targeted skills group
- Check-In/Check-out – Behavioral Education Plan
- *Group counseling
- Social Worker Referral

LEVEL IV

Pre-Expulsion Hearing will be held

- Out of School Suspension
- Expulsion-Alternative placement
- Social Worker Referral

A Pre-Expulsion hearing to review student's record with an administrator, other appropriate school personnel, student, and the parent/legal guardian. The consequences for the infraction will be determined at or immediately following the hearing.

***Any referral for the following require parental consent: individual counseling, group counseling and targeted group participation.**

Guiding Principles

Student success is reliant on collaboration among staff, students, parents and community stakeholders. In order to eliminate disparate rates of discipline and suspensions, each school will implement a school-wide Positive Behavior Intervention and Supports Plan that provides interventions and a tiered system of supports to promote preventive measures that engage students and families as part of the process. When misbehavior occurs, teachers, support staff, and parents work together to identify risk factors contributing to student misconduct as well as consider students developmental/cognitive ability. Use of direct instruction and positive reinforcement, replacement behaviors can be achieved.

V. INFRACTIONS WITH GENERAL AND SPECIFIC DISCIPLINARY ACTIONS AS INDICATED:

The Hernando County School District expects students to conduct themselves as appropriate for their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students and school staff, the educational purpose underlying all school activities, and the care of school facilities and equipment. Students are expected to comply with established rules, follow directions, and respond respectfully to those in authority. In addition, students should be recognized and praised for demonstrating good conduct, self- discipline, good citizenship, and academic success.

A. Level I

Any Level I code that occurs on the bus refer to the matrix of consequences on page 5

[DS] DRESS CODE VIOLATION: (Appendix B outlines the dress code expectations): Any student who violates the dress code policy, such as; wearing clothing that exposes undergarments or body parts in an indecent or vulgar manner or that disrupts the orderly learning environment.

	First Offense	Second Offense	Third Offense	Fourth Offense	Fifth Offense**
Elementary (K-5)	Parent Notification Admin Student Conf.	Parent Notification Loss of Privilege 1 day	Parent Notification Loss of Privilege 3 days	Parent Notification Admin Parent Conf. ISS 1 day	Parent Notification Admin Parent Conf. ISS 2-3 days
Secondary (6-12)	Parent Notification Admin Student Conf.	Parent Notification Loss of Privilege 1-3 days	Parent Notification Loss of Privilege 3-5 days	Parent Notification Admin Parent Conf. ISS 1 day	Parent Notification Admin Parent Conf. ISS 2-3 days

NOTE: Administrator may hold student in ISS while waiting for a change of clothes. Loss of Privilege may include lunch detention, loss of field trip, inability to attend school-related games/events, etc.

Any offenses after the fifth offense may be considered Gross Insubordination and receive up to Level 3 consequences.

(Section 1006.07, FL Statutes)

[HP] HORSEPLAY: Rough, rowdy play which involves physical touch. For example, but not limited to jJumping on, wrestling with, slapping on head, etc. ~~Note: Pulling down another student's pants may be considered "horseplay" or "harassment" depending on the situation, students present, and the location of the incident.~~ Horseplay that results in unintentional injury may result in out of school suspension. *This code may also be applied to similar incidents that occur on the bus.*

	First Offense	Second Offense	Third Offense
Elementary (K-2)	Parent Notification Admin conference	Parent Notification Loss of Privilege 1-3 days	Parent Notification Loss of Privilege 3-5 days
Elementary (~~K~~3-5)	Parent Notification Admin/Student Conf. Loss of Privilege 1-3 days	Parent Notification Loss of Privilege 3-5 days ***or*** ISS 1 day	Parent Notification ISS 1-2 days
Secondary (6-12)	Parent Notification Admin/Student Conf. Loss of Privilege 1-3 days	Parent Notification Loss of Privilege 3-5 days ***or*** ISS 1 day	Parent Notification ISS 1-2 days

NOTE: Loss of Privilege may include lunch detention, loss of field trip, inability to attend school related games/events, etc.

[NS] NO SHOW DETENTION.

	First Offense	Second Offense	Third Offense
Elementary (K-5)	Parent Notification reschedule detention **or** ISS 1 day	Parent Notification ISS 1-2 days	Parent Notification ISS 2- 3 days
Secondary (6-12)	Parent Notification reschedule detention **or** ISS 1 day	Parent Notification ISS 1-2 days	Parent Notification ISS 2-3 days

[FR] FAILURE TO REPORT: Any student who knowingly fails to report any violation of the Student Code of Conduct. Intentionally withholding valid information from an HCSD employee, contracted personnel, volunteer, or authorized adult. Failure to report Level **III and Level IV offenses could result in Level II consequences (see code FL).**

	First Offense	Second Offense	Third Offense
Elementary (K-5)	Parent Notification Admin Parent Conf.	Parent Notification Loss of Privilege 1-3 days	Parent Notification Loss of Privilege 3-5 days
Secondary (6-12)	Parent Notification Admin Parent Conf.	Parent Notification Loss of Privilege 1-3 days	Parent Notification Loss of Privilege 3-5 days

NOTE: Loss of Privilege may include lunch detention, loss of field trip, inability to attend school related games/events, etc.

[PI] POSSESSION OF INAPPROPRIATE (Non-approved) ITEMS: Any item that may cause campus distraction or may potentially cause harm. Items banned at school, for example, any outside food or drink, counterfeit. Level II consequences may be applied if appropriate. If counterfeit money is used it may rise to level II consequences.

	First Offense	Second Offense	Third Offense
Elementary (K-5)	Parent Notification Admin Parent Conf.	Parent Notification Loss of Privilege 1-3 days	Parent Notification Loss of Privilege 3-5 days
Secondary (6-12)	Parent Notification Admin Parent Conf. Loss of Privilege 1-3 days	Parent Notification Loss of Privilege ~~1-3~~2-5 days	Parent Notification ~~Loss of Privilege 3-5 days~~Admin Conference ISS 1 day

NOTE: Loss of Privilege may include lunch detention, loss of field trip, inability to attend school related games/events, etc.

[SE] SELLING/BUYING/TRADING ITEMS.

	First Offense	Second Offense	Third Offense
Elementary (K-5)	Parent Notification Admin Parent Conf.	Parent Notification Loss of Privilege 1-3 days	Parent Notification Loss of Privilege 3-5 days
Secondary (6-12)	Parent Notification Admin Parent Conf.	Parent Notification Loss of Privilege 1-3 days	Parent Notification Loss of Privilege 3-5 days

NOTE: Administration may request that parent pick up item in the front office. Loss of Privilege may include lunch detention, loss of field trip, inability to attend school related games/events, etc.

[TR] TARDIES: Tardy to class is defined as the student is not in the classroom when the tardy bell rings or class begins. Violations one (1) to three (3) are Level I offenses. Unexcused tardy from class for ten (10) or more minutes will be considered skipping (SR), a Level 2 offense in the Student Code of Conduct and will result in ISS.

	First Offense	Second Offense	Third Offense	Fourth Offense**
Secondary (6-12)	4th tardy: - Admin Student Conf. - lunch detention **or** after school detention 1-2 days	5th tardy: - Admin Student Conf. - lunch detention **or** after school detention 2-3 days	6th tardy: - Admin Student Conf. - ISS 1-2 days	7th tardy: - Admin Student Conf. - ISS 2-3 days

Any offenses after the fourth offense may be considered Gross Insubordination and receive up to Level 3 consequences.
Tardy to school is addressed in the Student Progression Plan for both elementary and secondary.

[UF] UNDUE FAMILIARITY: Inappropriate public display of affection marked by welcomed physical contact. Includes but not limited to hugging, kissing etc.

	First Offense	Second Offense	Third Offense
Elementary (K-2)	Parent Notification	Parent Notification Loss of privilege 1-5 days	Parent Notification ISS 1-2 days
Elementary (3-5)	Parent Notification Loss of Privilege 1-5 days	Parent Notification ISS 1-2 days	Parent Notification ISS 2-3 days
Secondary (6-12)	Parent Notification Loss of Privilege 1-5 days	Parent Notification ISS 1-2 days	Parent Notification ISS 2-3 days

NOTE: Loss of Privilege may include lunch detention, loss of field trip, inability to attend school related games/events, etc.

[VV] MOTORIZED VEHICLES VIOLATIONS:
Improper or unsafe operation of any means of transportation on school campus by a student, including failure to comply with school parking policies.

	First Offense	Repeat Offense
Secondary (6-12)	Parent Notification Possible Revocation of Parking Permit Loss of Privilege 1-5 days	Parent Notification Revocation of parking permit and denial of future parking/driving privileges ISS 1-2 days

B. Level II

Any Level II code that occurs on the bus refer to the matrix of consequences on page 5

[CD] ~~**DISRESPECTFUL/DISRUPTIVE BEHAVIOR/CLASS DISRUPTION**~~**CLASSROOM DISRUPTION/INSUBORDINATION:** Any behavior that disrupts classroom instruction, including isolated inappropriate language, is prohibited. Refusing to complete or participate in classwork, when it disrupts the learning environment, is also a violation. *This code may also be applied to similar incidents that occur on the bus.*

~~To include isolated inappropriate language. Any actions which interrupt classroom instruction to include isolated inappropriate language. Examples include, but not limited to being up out of seats, distracting other students, repeated verbal outbursts, etc.~~

	First Offense	Second Offense	Third Offense	Fourth Offense**
Elementary (K-2)	Parent Notification Admin conference	Parent Notification Loss of privilege 1-5 days	Parent Notification ISS 1-2 days	Parent Notification ISS 2-3 days
Elementary (3-5)	Parent Notification	Parent Notification ISS 1-2 days	Parent Notification ISS 2-3 days	Parent Notification ISS 3-4 days

	Loss of Privilege 1-5 days			
Secondary (6-12)	Parent Notification Admin Student Conf. Admin Detention, Lunch Detention, **or** 1 day of ISS	Parent Notification ISS 1-3 days	Parent Notification ISS 3-5 days	Parent Notification ISS 5-10 days

~~**NOTE:** CD and CI codes will be treated with cumulative consequences. For example, if a student receives a discipline for CD and is given first offense consequences, a subsequent discipline for CI will result in second offense consequences. Loss of Privilege may include lunch detention, loss of field trip, inability to attend school related games/events, etc.~~

Any offenses after the fourth offense may be considered Gross Insubordination and receive up to Level 3 consequences.

[CH] CHEATING/PLAGIARISM/FALSIFYING DOCUMENTS: To influence by deceit, fraud, dishonesty/to steal and pass off the ideas or words of another as one's own, without crediting the source. Including but not limited to:

1. Using or consulting any materials or personal electronic devices/wireless communication devices not authorized by the teacher during a test
2. Unlawfully accessing tests or answer keys through physical or electronic means
3. Providing or receiving questions, answers or work to or from another student
4. Using any type of artificial intelligence (AI) to complete assignments or assessments without teacher permission. (School Board Policies; 7540.08, 5505, 2531)
5. Incorporating the words, sentences, paragraphs, or part of another person's writings

	First Offense	**Second Offense**	**Third Offense****
Elementary (K-5)	Parent Notification Loss of Privilege 1-5 days Zero (0) or reduced credit on assignment	Parent Notification ISS 1-2 days Zero (0) on assignment	Parent Notification ISS 2-3 days Zero (0) on assignment
Secondary (6-12)	Parent Notification Admin Warning, Admin Detention, **or** Lunch Detention Zero (0) or reduced credit on assignment	Parent Notification ISS 1-2 days Zero (0) on assignment	Parent Notification ISS 2-3 days Zero (0) on assignment

NOTE: Loss of Privilege may include lunch detention, loss of field trip, inability to attend school related games/events, etc.
Any offenses after the third offense may be considered Gross Insubordination and receive up to Level 3 consequences.

~~**[CI] CLASSROOM INSUBORDINATION: Refusal to complete or participate in classwork and/or causes a disruption to the learning environment.**~~

	~~**First Offense**~~	~~**Second Offense**~~	~~**Third Offense**~~	~~**Fourth Offense****~~
~~**Elementary (K-2)**~~	~~Parent Notification Admin conference~~	~~Loss of privilege 1-5 days~~	~~Parent Notification ISS 1-2 days~~	~~Parent Notification ISS 2-3 days~~
~~**Elementary (3-5)**~~	~~Parent Notification Loss of Privilege 1-5 days~~	~~Parent Notification ISS 1-2 days~~	~~Parent Notification ISS 2-3 days~~	~~Parent Notification ISS 3-4 days~~
~~**Secondary (6-12)**~~	~~Parent Notification Admin Student Conf. Admin Detention, Lunch Detention, **or** 1 day of ISS~~	~~Parent Notification ISS 1-3 days~~	~~Parent Notification ISS 3-5 days~~	~~Parent Notification ISS 5-10 days~~

~~**NOTE:** CD and CI codes will be treated with cumulative consequences. For example, if a student receives a discipline for CD and is given first offense consequences, a subsequent discipline for CI will result in second offense consequences. Loss of Privilege may include lunch detention, loss of field trip, inability to attend school related games/events, etc.~~

~~*Any offenses after the fourth offense may be considered Gross Insubordination and receive up to Level 3 consequences.*~~

[CP] CELL PHONE / <u>WIRELESS COMMUNICATION</u> DEVICES <u>(WCDs)</u>:
In compliance with HB 1105 effective July 1, 2025. A student may possess a wireless communications device while the student is on school property or in attendance at a school function.
Pre-K through grade 8 students may not use a Wireless Communications Device (WCD) during the school day.
Grades 9 through 12 students may not use a wireless communications device during instructional time, except when expressly directed by a teacher solely for educational purposes. A high school teacher shall designate an area for wireless communications devices during instructional time. In addition, school administrators may designate locations within school buildings where a student may use his or her wireless communications device.
The student is fully responsible, at all times, for the personally owned device brought to school. The District is NOT liable for any loss, damage or theft of a personally owned device.

Ear Bud/Headphones/Devices may not be worn. Such devices must be turned off and put away during the school day or on the bus unless used for instructional purposes with the approval of classroom teacher. Refusal to turn over a device when directed is considered Gross Insubordination.

<u>NOTICE</u>:

- Taking pictures of school/district staff or students without their permission is prohibited. WCDs may not be used for illegal purposes, nor used for transmitting, retrieving, or storing any communications of an obscene, discriminatory, harassing nature, or for any other purpose that is against school board policy.
- **This will result in Level 3 consequences relating to harassment, bullying, and/or OMC.
- The taking, transferring, or other sharing of nude, obscene, pornographic, or otherwise illegal images or photographs, whether by electronic data transfer or otherwise (commonly called texting, sexting, e-mailing, picture mail, etc.) may constitute a crime under state and/or federal law. Any person taking, transferring, or other sharing of nude, obscene, pornographic, or otherwise illegal images or photographs will be reported to law enforcement and/or other appropriate state or federal agencies, which may result in arrest and prosecution.
- **Use of devices to record a fight(s) will result in a discipline action code of PV/MD.**

	First Offense	Second Offense	Third Offense
Elementary (K-5)	Parent Notification Loss of Privilege 1-5 days	Parent Notification ISS 1-2 days Phone Confiscated until the end of the day	Parent Notification ISS 2-3 days Phone Returned to Parent or designee (not student)
Secondary (6-12)	Parent Notification Admin Student Conf. Admin Warning, Admin Detention, **or** Lunch Detention	Parent Notification ISS 1-2 days Phone Confiscated until the end of the day	Parent Notification ISS 2-3 days Phone Returned to Parent/Guardian or designee (not student)

Any offense after the third offense may be considered Gross Insubordination and receive up to Level 3 consequences.
*<u>**Note:** Loss of Privilege may include lunch detention, loss of fiend trip, inability to attend school related games/events, etc. Any offenses after the third offense may be considered Gross Insubordination and receive up to Level 3 consequences.</u>*

[EM] ENCOURAGEMENT OF MISCONDUCT:- Students shall not encourage, coerce, incite, or otherwise attempt to persuade others to engage in behavior that violates the student code of conduct. This includes verbal, written, digital, or non-verbal communication intended to influence others to break school rules or engage in prohibited conduct.

	First Offense	Second Offense	Third Offense	Fourth Offense**
Elementary (K-2)	Parent Notification Admin conference	Loss of privilege 1-5 days	Parent Notification ISS 1-2 days	Parent Notification ISS 2-3 days
Elementary (3-5)	Parent Notification Loss of Privilege 1-5 days	Parent Notification ISS 1-2 days	Parent Notification ISS 2-3 days	Parent Notification ISS 3-4 days
Secondary (6-12)	Parent Notification Admin Student Conf. Admin Detention, Lunch Detention, **or** 1 day of ISS	Parent Notification ISS 1-3 days	Parent Notification ISS 3-5 days	Parent Notification ISS 5-10 days

Note: Loss of Privilege may include lunch detention, loss of fiend trip, inability to attend school related games/events, etc. Any offenses after the third offense may be considered Gross Insubordination and receive up to Level 3 consequences.

[FL] FALSE INFORMATION: Reporting untrue or misleading information with reckless disregard, which may disrupt the orderly process of the school or which may slander or libel others.
NOTE: Any instance where a student intentionally makes false accusations that jeopardize the professional reputation, employment, or certifications of school staff is a Level III offense.

	First Offense	Second Offense	Third Offense**
Elementary (K-5)	Parent Notification Loss of Privilege 1-5 days	Parent Notification ISS 1-2 days	Parent Notification ISS 2-3 days
Secondary (6-12)	Parent Notification Admin Student Conf. Admin Warning, Admin Detention, **or** Lunch Detention	Parent Notification ISS 1-3 days	Parent Notification ISS 3-5 days

NOTE: Loss of Privilege may include lunch detention, loss of field trip, inability to attend school related games/events, etc. *Any offenses after the third offense may be considered Gross Insubordination and receive up to Level 3 consequences.*

[IM] INTERMEDIATE OFFENSES: Any offenses to include but not limited to ~~racially charged slurs,~~ comments or gesture of a sexual connotation in the presence of other students or staff, tampering with food/drink, tampering with school facilities causing disruption without causing damage, etc. If monetary damages occur, please see Vandalism or another appropriate code.

	First Offense	Second Offense	Third Offense**
Elementary (K-2)	Parent Notification Admin Conference	Parent Notification Loss of Privilege 1-5 days	Parent Notification ISS 1-2 days
Elementary (~~K~~3-5)	Parent Notification Loss of Privilege 1-5 days or ISS 1-2 days	Parent Notification ISS 1-2 days	Parent Notification ISS 2-3 days
Secondary (6-12)	Parent Notification Any combination of ISS or OSS 1-3 days	Parent Notification Any combination of ISS or OSS 3-5 days	Parent Notification Any combination of ISS or OSS 5-10 days

NOTE: Loss of Privilege may include lunch detention, loss of field trip, inability to attend school related games/events, etc. *Any offenses after the third offense may be considered Gross Insubordination and receive up to Level 3 consequences.*

[MD] MISUSE OF ALL WIRELESS COMMUNICATION DEVICES (WCDs) OR ONLINE SERVICES: Electronic media may not be used for illegal purposes including transmitting, retrieving or storing any communications of an obscene, discriminatory, harassing nature, academic dishonesty, or for any purpose that is against school board policy (i.e. accessing school district Wi-Fi or any password protected site). Furthermore, no student may use electronic media to attempt access to restricted data nor bypass network security or filtering through the use of a VPN or other methods. Students are to connect only to the guest/student Wi-Fi which is not password protected. Students are prohibited from connecting to any password protected Wi-Fi. See (Appendix E) for Acceptable Use Agreement.

Prohibited use(s) of a device include, but are not limited to, taking inappropriate pictures, inappropriate video /audio recording, inappropriate receiving or sending text messages, sexting, or distribution of school misbehavior. These violations will be considered a Level III or Level IV offense depending on location (i.e. locker room, restroom) and subject of violation. It is prohibited and against the law to photograph or audio/video record a person without their permission. Violations will immediately be referred to law enforcement if they involve any nude images of children or adults, should be coded as [OMC] and will result in out-of-school suspension (one (1) to ten (10) days) and possible recommendation for expulsion. Parents will be notified once law enforcement has completed their investigation. To help prevent misuse, school personnel reserves the right to collect devices during classroom assessments.

- **Use of devices to record a fight(s) will result in the code of PV/MD.** Refusal to give a prohibited item(s) to any school staff will result in an immediate Out of School Suspension. A parent/guardian conference may be required before a student may return to school. Each school may develop its own procedure for confiscating electronic devices. **House Bill 379 students may not access social media platforms through the use of internet access provided by the school district, except when such use is solely for educational purposes as directed by their teacher.**
- Students may not use artificial intelligence or similar technologies, including other digital means, to create, generate, modify, possess, or distribute images audio recordings, or videos of school personnel, including but not limited to content that falsely depicts or alters a person's likeness, voice, or actions, in a manner intended to deceive, harass, threaten, embarrass, or disrupt the school environment. Violations of this provision shall be coded as OMC and may result in disciplinary consequences ranging from one(1) to ten (10) days of suspension and may include a recommendation for pre-expulsion.

	First Offense	Second Offense	Third Offense**
Elementary (K-5)	Parent Notification ISS 1 Day	Parent Notification ISS 2-3 days	Parent Notification ISS 4-5 days
Secondary (6-12)	Parent Notification ISS 1-3 Days	Parent Notification ISS 3-5 days	Parent Notification ISS 5-10 days

Any offenses after the third offense may be considered Gross Insubordination and receive up to Level 3 consequences.

[MV] MEDICATION VIOLATION: Students who bring their medication to school in violation of the District Medication Policy will be given one (1) day OSS and a parent(s)/guardian(s) is/are contacted. Repeat violations will be treated under the Drug Violation section.

House Bill 1537: A student may possess and use a medication to relieve headaches while on school property or at a school-sponsored event or activity without a physician's note or prescription if the medication is regulated by the United States Food and Drug Administration for over-the-counter use to treat headaches. Violations of Over-the- Counter (OTC) medication policy, include but are not limited to: distributing, dispersing, or sharing of OTC, carrying or possessing OTC in a package other than the original manufacturer's packaging, or ingesting or utilizing OTC in a way that is not specifically directed or authorized by the manufacturer, as directed on the original packaging. F.S. 1002.20(3)P

	First Offense	Second Offense	Third Offense
Elementary (K-5)	Parent Notification OSS 1 day	See DRU in Level 3	See DRU in Level 3
Secondary (6-12)	Parent Notification OSS 1 day	See DRU in Level 3	See DRU in Level 3

[PR] GENERAL PROFANITY: Blatant use of profane, obscene, vulgar, intimidating, concerning or otherwise offensive language or gestures in the presence of other students or school staff.

	First Offense	Second Offense	Third Offense**
Elementary (K-2)	Parent Notification Admin conference	Parent Notification Loss of privilege 1-5 days	Parent Notification ISS 1-2 days
Elementary (3-5)	Parent Notification ISS 1 day	Parent Notification ISS 2-3 days	Parent Notification ISS 3-5 days
Secondary (6-12)	Parent Notification ISS 1-3 Days	Parent Notification ISS 3-5 days	Parent Notification ISS 5-10 days

Any offenses after the third offense may be considered Gross Insubordination and receive up to Level 3 consequences.
***Note:** Loss of Privilege may include lunch detention, loss of fiend trip, inability to attend school related games/events, etc.*
Any offenses after the third offense may be considered Gross Insubordination and receive up to Level 3 consequences.

[SR] SKIPPING/UNAUTHORIZED AREA: Student not in assigned classroom or authorized area within the school, without permission. Leaving campus without permission may receive Level III consequences.
House Bill 1521, any student who willfully enters a restroom or changing facility designated for the opposite sex and refuses to depart when asked to do so may result in level III consequences.

	First Offense	Second Offense	Third Offense	Fourth Offense**
Elementary (K-5)	Parent Notification Loss of Privilege 1-5 days	Parent Notification ISS 1 day	Parent Notification ISS 2 days	Parent Notification ISS 3-5 Days **or** OSS 1 Day
Secondary (6-12)	Parent Notification - Admin Student Conf. ISS or OSS 1 Day	Parent Notification Any combination of ISS or OSS 2-3 days	Parent Notification Any combination of ISS or OSS 3-5 days	Parent Notification Any combination of ISS or OSS 5-10 days

Any offenses after the fourth offense may be considered Gross Insubordination and receive up to Level 3 consequences.

[TA] TAUNTING: Unwanted teasing, an isolated incident that is insulting or hurtful to others. Multiple incidents of this nature may be considered bullying/harassment.
Level III consequences can be applied.

	First Offense	Second Offense	Third Offense**
Elementary (K-2)	Parent Notification Admin conference	Parent Notification Loss of privilege 1-5 days	Parent Notification ISS 1-2 days

Elementary (3-5)	Parent Notification ISS 1 day	Parent Notification ISS 2 days	Parent Notification ISS 3 days
Secondary (6-12)	Parent Notification ISS 1-3 days	Parent Notification ISS 3-5 days	Parent Notification ISS 5-10 days

Any offenses after the third offense may be considered Gross Insubordination and receive up to Level 3 consequences.
Note: Loss of Privilege may include lunch detention, loss of fiend trip, inability to attend school related games/events, etc.
Any offenses after the third offense may be considered Gross Insubordination and receive up to Level 3 consequences.

~~**[TBC*]TOBACCO POSSESSION, SALE, USE, DISTRIBUTION: (Cigarettes or other forms of tobacco)** The possession, use, distribution, or sale of tobacco or nicotine products on school grounds, at school-sponsored events, or on school transportation by any person under the age of 21. Tobacco incidents cannot be Drug-related. **This includes products used for smoking, chewing, snuffing, or vaping, including but not limited to E-cigarettes and hookah pens.**~~

~~Sale/Distribution: Students found to be in possession of multiple vapes or distributing multiple vape/tobacco products will be given a five to ten day OSS and a possible recommendation for expulsion. (Will be coded as TBC and OMC)~~

~~**NOTE: The School Board prohibits the use of any form of tobacco products by anyone in any area at all times utilized by students or designated for student activities. Additionally, and in accord with law and other governing regulations, prohibits the use of tobacco products in any form in facilities, vehicles, and areas designated for the various student programs and activities. It is unlawful for any person under 21 years of age to smoke tobacco or vape in, on, or within 1,000 feet of the real property comprising a public or private elementary, middle, or secondary school between the hours of 6 a.m. and midnight.**~~
~~**Any person issued a citation pursuant to this section shall be deemed to be charged with a civil infraction punishable by a maximum civil penalty not to exceed $30, or 16 hours of community service or, where available, successful completion of a school-approved anti-tobacco or anti-vaping "alternative to suspension" program. Any person who fails to comply with the directions on the citation shall be deemed to waive his or her right to contest the citation and an order to show cause may be issued by the court.**~~

	~~First Offense~~	~~Second Offense~~	~~Third Offense~~
~~**Elementary (K-5)**~~	~~Parent Notification OSS 3 days Tobacco Class Referral~~	~~Parent Notification OSS 5 days Second Offender Tobacco Class Referral~~	~~Parent Notification OSS 10 days Referral for pre-expulsion~~
~~**Secondary (6-12)**~~	~~Parent Notification OSS 3 days Tobacco Class Referral~~	~~Parent Notification OSS 5 days Second Offender Tobacco Class Referral~~	~~Parent Notification OSS 10 days Referral for pre-expulsion~~

~~**Consult with law enforcement.**~~
~~*Failure to attend tobacco program will result in two (2) additional days of OSS.*~~

[TH] THEFT (Less than $750 threshold): The unauthorized taking, carrying, riding away with, or concealing the property of another person less than $750 value, including motor vehicles, without threat, violence, or bodily harm.

	First Offense	**Second Offense**	**Third Offense****
Elementary (K-5)	Parent Notification ISS 1 day Restitution	Parent Notification ISS 2-3 days Restitution	Parent Notification ISS 3-5 days Restitution
Secondary (6-12)	Parent Notification ISS 1-3 days Restitution	Parent Notification ISS 3-5 days Restitution	Parent Notification ISS 5-10 days Restitution

Notice of obligation may be added to student's account.
Any offenses after the third offense may be considered Gross Insubordination and receive up to Level 3 consequences.

[TRS*] TRESPASSING: (Illegal entry onto campus) To enter or remain on school grounds, school transportation, or at a school-sponsored event, without authorization or invitation and with no lawful purpose for entry.

	First Offense	Second Offense	Third Offense
Elementary (K-5)	Parent Notification OSS 1 day	Parent Notification OSS 3 days	Parent Notification OSS 5 days
Secondary (6-12)	Parent Notification OSS 1 day	Parent Notification OSS 3 days	Parent Notification OSS 5 days

Report to law enforcement

[TV] TESTING VIOLATION: Failure to follow stated directions on any state and/or district standardized assessment. This includes possession or use of electronic devices (including cell phones), talking to any other student, looking at another student's computer or any other behavior to be deemed disruptive or inappropriate by the school administrator or their designee. ~~This infraction will result in two (2) days OSS and possible test invalidation, which could result in a score of zero (0) for the assessment.~~Note: Test invalidation decisions are made in accordance with District and/or State policies.

	First Offense	Second Offense	Third Offense**
Elementary (K-2)	Parent Notification Admin Conference	Parent Notification Loss of Privilege 1-5 days	Parent Notification ISS 1-2 days
Elementary (~~K~~3-5)	Parent Notification OSS ~~2~~ 1 days ~~Possible Test Invalidation~~	Parent Notification OSS 2 days ~~Possible Test Invalidation~~	Parent Notification OSS 3 days ~~Possible Test Invalidation~~
Secondary (6-12)	Parent Notification OSS ~~2~~ 1 days ~~Possible Test Invalidation~~	Parent Notification OSS 2 days ~~Possible Test Invalidation~~	Parent Notification OSS 3-5 days ~~Possible Test Invalidation~~

Any offenses after the third offense may be considered Gross Insubordination and receive up to Level 3 consequences.

[VI] VANDALISM: The destruction, damage or defacing of school or personal property less than $1,000.00.

	First Offense	Second Offense	Third Offense**
Elementary (K-5)	Parent Notification ISS 1 day Restitution	Parent Notification ISS 2-3 days Restitution	Parent Notification ISS 4-5 days Restitution
Secondary (6-12)	Parent Notification Any combination of ISS or OSS 1-3 days Restitution	Parent Notification Any combination of ISS or OSS 3-5 days Restitution	Parent Notification Any combination of ISS or OSS 5-10 days Restitution

Any offenses after the third offense may be considered Gross Insubordination and receive up to Level 3 consequences.

[VP] VERBAL /PHYSICAL ALTERCATION: Verbal confrontation OR physical contact that does not involve serious injury between students which is harmful and/or disruptive.

	First Offense	Second Offense	Third Offense**
Elementary (K-5)	Parent Notification Loss of Privilege 1-5 days	Parent Notification ISS 1-2 days	Parent Notification ISS 2-3 days
Secondary (6-~~8~~12)	Parent Notification ISS 1-3 days	Parent Notification ISS 3-5 days	Parent Notification ISS 5-10 days

NOTE: Loss of Privilege may include lunch detention, loss of field trip, inability to attend school related games/events, etc. *Any offenses after the third offense may be considered Gross Insubordination and receive up to Level 3 consequences.*

SESIR/State reportable offense. Two (2) or more Level III offenses with documentation of interventions or any Level III offense that results in injury or campus disruption, may result in recommendation for expulsion. All Level IV will be referred for pre-expulsion.
♦F.S.1006.07 – Requires mental health referral resource for violent and disruptive behaviors
▪ Major infraction is defined as any discipline infraction listed in Level III and Level IV.

C. Level III

- Major infractions of the code of conduct and/or felony arrests that pose a safety concern, may prohibit a student from participating in the graduation ceremony and other extra-curricular activities.

[ALC*]♦ALCOHOL POSSESSION, USE OR SALE: (Possession, use, or sale) Possession, sale, purchase, distribution or use of alcoholic beverages. Use means the person is caught in the act of using, admits to use or is discovered to have used in the course of an investigation. Alcohol incidents cannot be Drug-related.

	First Offense	Second Offense	Third Offense
Elementary (K-5)	Parent notification 3 days OSS Substance Abuse Educator referral	Parent notification 5 days OSS	Parent notification 10 days OSS Recommendation for Expulsion
Secondary (6-12)	Parent notification 5 days OSS **Substance Abuse Class referral	Parent notification 10 days OSS Recommendation for Expulsion	

If distribution is involved, then Level 4 Consequences will apply
Referral to District Alcohol/Drug Program
****Failure to attend ~~program may result in additional consequences/days of OSS~~required interventions= [GI], 2 OSS days + 1 ISS day with course completion.**
Report to law enforcement
Mental Health Resource List

[BRK*] BURGLARY: (Illegal entry into a facility) Unlawful entry into or remaining in a dwelling, structure, or conveyance with the intent to commit a crime therein.

	First Offense	Second Offense	Third Offense
Elementary (K-5)	Parental notification 3 days OSS	Parental notification 5 days OSS	Parental notification 10 days OSS Recommendation for Expulsion
Secondary (6-12)	Parental notification 5 days OSS	Parental notification 10 days OSS Recommendation for Expulsion	

Report to law enforcement
Restitution when applicable

SESIR/State reportable offense. Two (2) or more Level III offenses with documentation of interventions or any Level III offense that results in injury or campus disruption, may result in recommendation for expulsion. All Level IV will be referred for pre-expulsion.
♦F.S.1006.07 – Requires mental health referral resource for violent and disruptive behaviors
▪ Major infraction is defined as any discipline infraction listed in Level III and Level IV.

[BUL*] ♦BULLYING: (Intimidating behaviors that are repeated, intentional and involve a power imbalance) Systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees. Bullying includes instances of cyberbullying, as defined in Section 1006.147(3)(b), F.S Bullying may include, but is not limited to, repetitive instances of teasing, social exclusion, threats, intimidation, stalking, physical violence, theft, harassment, public or private humiliation, or destruction of property. If the physical harm or psychological distress is not the result of systematic or chronic behavior, evaluate for harassment.

	First Offense	**Second Offense**	**Third Offense**
Elementary (K-5)	Parent notification 3 days OSS Referral to certified school counselor for individual District B~~b~~ullying/H~~h~~arassment ~~program~~Prevention Module.	Parent notification 5 days OSS Referral to Social Worker	Parent notification 10 days OSS Recommendation for Expulsion
Secondary (6-12)	Parent notification 5 days OSS District Bullying/Harassment Prevention ~~Program~~Module	Parent notification 10 days OSS Recommendation for Expulsion	

Parent conference required before student returns to campus
Hope Scholarship documented
Mental Health Resource List
Failure to attend ~~Bullying/Harassment Prevention Program will result in additional consequences or days of OSS.~~required intervention= [GI], 2 OSS days + 1 ISS day with course completion.
May result in schedule change.

[DL] Discriminatory Language: Discriminatory language refers to any form of expression(s) directed at or referring to a student / staff member / volunteer / chaperone that denigrates individuals or groups based on attributes such as race, religion, ethnicity, gender, disability, or other identity factors.

	First Offense	**Second Offense**	**Third Offense**
Elementary (K-5)	Parent notification 1- 3 days OSS	Parent notification 5 days OSS	Parent notification 10 days OSS Recommendation for Expulsion
Secondary (6-12)	Parent notification 3 days OSS	Parent notification 5 days OSS Up to 10 days at Administrative Discretion	Parent notification 10 days OSS Recommendation for Expulsion

[DRU*] ♦DRUG USE, POSSESSION: (Illegal drug possession or use) The use or possession of any drug, narcotic, controlled substance, any substance used for chemical intoxication. Use means the person is caught in the act of using, admits to use or is discovered to have used in the course of an investigation. Additional days may be assigned at the discretion of the administrator, not to exceed ten (10) days.

	First Offense	**Second Offense**	**Third Offense**
Elementary (K-5)	Parent notification 3 days OSS Contact Substance Use Educator	Parent notification 5 days OSS	Parent notification 10 days OSS Recommendation for Expulsion
Secondary (6-12)	Parent notification 5 days OSS **Contact Substance Use Educator	Parent notification 10 days OSS Recommendation for Expulsion	

Parent conference required before student returns to campus
Substance Abuse class referral through District Substance Abuse Educator

****Failure to attend** required interventions= [GI], 2 OSS days + 1 ISS day with course completion.
~~**Substance Abuse Program will result in additional consequences or days of OSS**~~
Report to law enforcement
Mental Health Resource List

[FA] ♦**FALSE ACCUSATION:** Student knowingly or with reckless disregard makes false accusations that jeopardize the professional reputation, employment, or certifications of school staff or that jeopardize the reputation of another student.

Vs. Staff	First Offense	Second Offense	Third Offense
Elementary (K-5)	Parent notification 3 days OSS	Parent notification 5 days OSS Recommendation for Expulsion	10 days OSS
Secondary (6-12)	Parent notification 5 days OSS	Parent notification 10 days OSS Recommendation for Expulsion	

Will result in schedule change.

Vs. another student:	First Offense	Second Offense	Third Offense
Elementary (K-5)	Parent notification 1-3 days OSS	Parent notification 3-5 days OSS	Parent notification 10 days OSS Recommendation for Expulsion
Secondary (6-12)	Parent notification 3 days OSS	Parent notification 5 days OSS	Parent notification 10 days OSS Recommendation for Expulsion

Consider schedule change as appropriate.

[FIT*] ♦**FIGHTING**: (Mutual combat, mutual altercation) When two or more persons mutually participate in use of force or physical violence that requires either physical intervention or results in injury requiring first aid or medical attention. Lower-level fights, including pushing, shoving, or altercations that stop on verbal command are not required to be reported in SESIR.

House Bill 1537 Self Defense: In a disciplinary action, there is a rebuttable presumption that the actions of a student who intervened, using only the amount of force necessary, to stop a violent act against a student, staff, or volunteer were necessary to restore or maintain the safety of others.

	First Offense	Second Offense	Third Offense
Elementary (K-5)	Parent notification 3-5 days OSS ~~Referral to Certified School Counselor for individual Anger Management Program.~~District Conflict Resolution Module Referral Additional days of suspension may be assigned at the discretion of Administration.	Parent notification 5-7 days OSS	Parent notification 10 days OSS Recommendation for Expulsion
Secondary (6-12)	Parent notification 5 days OSS ~~**Enrollment in District approved Anger Management Program.~~ District Conflict Resolution Module Referral Additional days of suspension may be assigned at the discretion of the Administrator, not to exceed 10.	Parent notification 10 days OSS Recommendation for Expulsion	

Parent conference required before student returns to campus
Report to law enforcement
Hope Scholarship documented
Mental Health Resource List
****Failure to attend ~~may result in additional consequences/days of suspension~~required intervention= [GI], 2 OSS days + 1 ISS day with course completion.**

[GI] **♦GROSS INSUBORDINATION: Repeated** refusal to respond to or carry out reasonable and/or lawful directions of authorized school personnel. Student with multiple (2 or more) [GI] infractions can be recommended for expulsion with documentation of interventions for individual. If a student refuses, or a parent denies a student to be searched, the student will receive a minimum of 3 days OSS for the first offense and will receive the maximum of each level of the progression as applicable.

	First Offense	Second Offense	Third Offense
Elementary (K-5)	Parent notification 1 day OSS	Parent notification 3 days OSS	Parent notification 5- 10 days OSS Recommendation for Expulsion
Secondary (6-12)	Parent notification 1-3 days OSS	Parent notification 3-5 days OSS	Parent notification 10 days OSS Recommendation for Expulsion

Parent conference required before student returns to campus
Mental Health Resource List

[HAR*] ♦HARASSMENT: Any threatening, insulting or dehumanizing gesture, use of data or computer software, or written, verbal, or physical conduct that places a student or school employee in reasonable fear of harm to his or her person or damage to his or her property; has the effect of substantially interfering with a student's educational performance, opportunities, or benefits, or has the effect of substantially disrupting the orderly operation of a school, including any course of conduct directed at a specific person that causes substantial emotional distress in such a person and serves no legitimate purpose. Instances of Harassment that are chronic or repeated in nature should be evaluated for bullying or bullying related.

	First Offense	Second Offense	Third Offense
Elementary (K-5)	Parent notification 3 days OSS **Referral to certified school counselor for individual District bullying/harassment ~~program~~Module.	Parent notification 5 days OSS Referral to Social Worker	Parent notification 10 days OSS Recommendation for Expulsion
Secondary (6-12)	Parent notification 5 days OSS District Bullying/Harassment Prevention ~~Program~~ Module	Parent notification 10 days OSS Recommendation for Expulsion	

Parent conference required before student returns to campus
Hope Scholarship documented
Mental Health Resource List
May result in schedule change
Consult Law Enforcement
****Failure to attend required interventions= [GI], 2 OSS days + 1 ISS day with course completion.**
~~Bullying/Harassment Prevention Program will result in additional consequences or days of OSS~~

[HAZ*]♦HAZING: Any action or situation that endangers the mental or physical health or safety of a student at a school with any of grades 6 through 12 for purposes of initiation or admission into or affiliation with any school-sanctioned organization. Hazing includes, but is not limited to pressuring, coercing, or forcing a student to participate in illegal or dangerous behavior, or any brutality of a physical nature, such as whipping, beating, branding, or exposure to the elements.

	First Offense	Second Offense	Third Offense
Secondary (6-12)	Parent notification 5 days OSS	Parent notification 10 days OSS Recommendation for Expulsion	

Parent conference required before student returns to campus
Report to law enforcement
Mental Health Resource List
Hope Scholarship Information
Loss of privilege to participate in extracurricular activities

[IF] INTERFERENCE OR PHYSICAL CONTACT WITH SCHOOL PERSONNEL: Preventing or attempting to prevent school personnel from engaging in their lawful duties. This may include blocking an exit or entry route of school personnel or any physical contact with school personnel that is deliberate.

	First Offense	Second Offense	Third Offense
Elementary (K-5)	Parent notification Up to 5 days ISS, if no injury Up to 5 days OSS, if minor injury	Parent notification 5 days OSS	Parent notification 10 days OSS Recommendation for Expulsion
Secondary (6-12)	Parent notification 3 days OSS	Parent notification 5 days OSS	Parent notification 10 days OSS Recommendation for Expulsion

Parent conference required before student returns to campus
Mental Health Referral List

[OB] PROFANITY DIRECTED TOWARD STAFF: Use of profane, obscene, vulgar, or abusive/discriminatory language or gestures directed at or referring to a staff member/ volunteer/ chaperone, whether written, verbal, on social media, or other medium. Student with multiple [OB] infractions can be recommended for expulsion with documentation of interventions for individual.

	First Offense	Second Offense	Third Offense
Elementary (K-5)	Parent notification 1- 3 days OSS	Parent notification 5 days OSS	Parent notification 10 days OSS Recommendation for Expulsion
Secondary (6-12)	Parent notification 3 days OSS	Parent notification 5 days OSS Up to 10 days at Administrative Discretion	Parent notification 10 days OSS Recommendation for Expulsion

Parent conference required before student returns to campus

[OMC*]♦OTHER MAJOR: (Major incidents that do not fit within the other definitions) Any serious, harmful incident resulting in the need for law enforcement consultation not previously classified. **This includes any drug or weapon found unattended and not linked to any individual; such incidents must be coded with the appropriate related element (such as Drug-related or Weapon-related) and incident involvement must be reported as unknown.**
(Sale/Distribution: Students found to be in possession of multiple vapes or distributing multiple vape/tobacco products will be coded as TBC and OMC.)

	First Offense	Second Offense	Third Offense
Elementary (K-5)	Parent notification 3 days OSS	Parent notification 5 days OSS	Parent notification 10 days OSS Recommendation for Expulsion
Secondary (6-12)	Parent notification 5 days OSS ~~Administration.~~	Parent notification 10 days OSS Recommendation for Expulsion	

Parent conference required before return to campus
Report to law enforcement
Mental Health Resource List

▪

[PHA*]♦PHYSICAL ATTACK (SIMPLE BATTERY): An actual and intentional touching or striking of another person against his/her will, or the intentional causing of bodily harm to an individual. If injuries are serious in nature and law enforcement involvement is necessary, code as Level IV [BAT].

	First Offense	Second Offense	Third Offense
Elementary (K-5)	Parent notification 1-3 days OSS Referral to certified school counselor for individual ~~Anger Management Program.~~District Conflict Resolution Module	Parent notification 3-5 days OSS Referral to Social Worker	Parent notification 10 days OSS Recommendation for Expulsion
Secondary (6-12)	Parent notification 5 days OSS **District ~~Anger Management Referral~~Conflict Resolution Module	Parent notification 10 days OSS Recommendation for Expulsion	

Parent conference required before student returns to campus.
****Failure to attend ~~may result in additional consequences/days of suspension.~~required intervention= [GI], 2 OSS days + 1 ISS day with course completion.**
Additional days of suspension may be assigned at the discretion of the Administrator, not to exceed 10 days.
Report to law enforcement
Hope Scholarship documented
Mental Health Resource List

[PC] PHYSICAL CONTACT: The act of interacting with another person with the intent to harm. May include but not limited to hitting, kicking, scratching, biting, spitting, or throwing objects at another student. This infraction can be considered a [PHA*] if injuries result or [IF] if staff member is hit with no injury. **Note:** Pulling down another student's pants is considered physical contact.

	First Offense	Second Offense	Third Offense
Elementary (K-5)	Parent notification 1 days OSS	Parent notification 3 days OSS Parent conference required before student returns to campus.	Parent notification 5-10 days OSS Possible recommendation for Expulsion
Secondary (6-12)	Parent notification 3 days OSS	Parent notification 5 days OSS	Parent notification 10 days OSS Recommendation for Expulsion

Parent conference required before return to campus

SESIR/State reportable offense. Two (2) or more Level III offenses with documentation of interventions or any Level III offense that results in injury or campus disruption, may result in recommendation for expulsion. All Level IV will be referred for pre-expulsion.
♦F.S.1006.07 – Requires mental health referral resource for violent and disruptive behaviors.
- **Major infraction is defined as any discipline infraction listed in Level III and Level IV.**

[PV] PROVOKING A FIGHT: Encouraging others, in person or digitally, to engage in a fight or physical conflict ~~(i.e. inciting others to engage in a fight or two (2) persons engage in a physical conflict)~~. This infraction includes aggressively confronting or challenging another student(s) and/or video recording up to and/or during a physical altercation.

	First Offense	Second Offense	Third Offense
Elementary (K-2)	Parent Notification Admin conference 1-3 days ISS or OSS	Parent Notification 3-5 days ISS or OSS	Parent Notification 5-10 days ISS or OSS Possible recommendation for expulsion
Elementary (~~K~~3-5)	Parent notification 1-3 days OSS	Parent notification 3-5 days OSS	Parent notification 5-10 days OSS Possible recommendation for expulsion
Secondary (6-12)	Parent notification 3-5 days OSS	Parent notification 10 days OSS Recommendation for Expulsion with documentation of interventions	

FOR RECORDING A FIGHT

	First Offense	Second Offense	Third Offense
Elementary (K-5)	Parent notification Loss of privilege	Parent notification 1-2 days ISS	Parent notification 2-3 days ISS
Secondary (6-12)	Parent notification 1-3 days ISS	Parent notification 3-5 days ISS	Parent notification 5-10 days ISS

Parent conference required before student returns to campus.

[STL*]♦GRAND THEFT (Taking of property from person, building or vehicle) ($750 threshold): The unauthorized taking of the property of another person or organization, including motor vehicles, valued at $750 or more, without threat, violence, or bodily harm. Incidents that fall below the $750 threshold are not reportable in SESIR, but instead should be reported as locally-defined incidents according to district policies. Theft of property of any value that involve a use of force, violence, assault, or putting the victim in fear must be reported as Robbery.

	First Offense	Second Offense	Third Offense
Elementary (K-5)	Parent notification 1-3 days OSS	Parent notification 3-5 days OSS	Parent notification 5-10 days OSS Possible recommendation for Expulsion
Secondary (6-12)	Parent notification 3- 5 days OSS	Parent notification 10 days OSS Recommendation for Expulsion with documentation of interventions	

Parent conference required before return to campus
Report to law enforcement

Mental Health Resource List
Restitution

SESIR/State reportable offense. Two (2) or more Level III offenses with documentation of interventions or any Level III offense that results in injury or campus disruption, may result in recommendation for expulsion. All Level IV will be referred for pre-expulsion.

♦F.S.1006.07 – Requires mental health referral resource for violent and disruptive behaviors.

- **Major infraction is defined as any discipline infraction listed in Level III and Level IV.**

[SXA*]♦SEXUAL ASSAULT: An incident that includes fondling, indecent liberties, child molestation, or threatened rape. Both males and females can be victims of sexual assault.

	First Offense	Second Offense	Third Offense
Elementary (K-2)	**Parent notification** **1-3 days OSS**	**Parent notification** **5 days OSS**	**Parent notification** **10 days OSS** **Possible recommendation for expulsion**
Elementary (3-5)	Parent notification 3-5 days OSS	Parent notification 5-10 days OSS Possible recommendation for expulsion	Parent notification 10 days OSS Recommendation for expulsion
Secondary (6-12)	Parent notification 5 days OSS Up to 10 days OSS with possible Recommendation for Expulsion at Administrative Discretion	Parent notification 10 days OSS Recommendation for Expulsion	

Parent conference required before return to campus
Report to law enforcement
Hope Scholarship documented
Mental Health Resource List

[SXH*]♦SEXUAL HARASSMENT: (Undesired sexual behavior) Unwelcome conduct of a sexual nature, such as sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Harassing conduct can include verbal or nonverbal actions, including graphic and written statements, and may include statements made through computers, cellphones, and other devices connected to the Internet. The conduct can be carried out by school employees, other students, and non-employee third parties.

	First Offense	Second Offense	Third Offense
Elementary (K-5)	Parent notification 1-3 days OSS Referral to Certified School Counselor for an individual District Sexual Harassment ~~Program~~Prevention Module.	Parent notification 5 days OSS Referral to Social Worker	Parent notification 5-10 days OSS Possible recommendation for expulsion
Secondary (6-12)	Parent notification 5 days OSS Up to 10 days OSS at Administrative Discretion ** Attend District Sexual Harassment Prevention ~~Program~~Module	Parent notification 10 days OSS Recommendation for Expulsion	

Parent conference required before student returns to campus
Hope Scholarship documented
Mental Health Resource List
Initiate Title 9 Investigation
Consider Bullying Investigation
**** Failure to attend required interventions= [GI], 2 OSS days + 1 ISS day with course completion.**
~~**District Sexual Harassment Prevention Program may result in additional consequences or days of suspension.**~~

SESIR/State reportable offense. Two (2) or more Level III offenses with documentation of interventions or any Level III offense that results in injury or campus disruption, may result in recommendation for expulsion. All Level IV will be referred for pre-expulsion.

♦F.S.1006.07 – Requires mental health referral resource for violent and disruptive behaviors

- **Major infraction is defined as any discipline infraction listed in Level III and Level IV.**

[SXO*]♦SEX OFFENSES: (Lewdness, indecent exposure) Other sexual contact, including intercourse, without force or threat of force. Includes subjecting an individual to lewd sexual gestures, sexual activity, or exposing private body parts in a lewd manner.

	First Offense	Second Offense	Third Offense
Elementary (K-5)	Parent notification 3-5 days OSS	Parent notification 5-10 days OSS Possible recommendation for Expulsion	Parent notification 5-10 days OSS -Recommendation for expulsion
Secondary (6-12)	Parent notification 5 days OSS Up to 10 days OSS at Administrative discretion	Parent notification 10 days OSS Recommendation for Expulsion	

Parent conference required before return to campus
Report to law enforcement to investigate
Hope Scholarship documented
Mental Health Resource List

[TBC*] TOBACCO POSSESSION, SALE, USE, DISTRIBUTION: (Cigarettes or other forms of tobacco) The possession, use, distribution, or sale of tobacco or nicotine products on school grounds, at school-sponsored events, or on school transportation by any person under the age of 21. Tobacco incidents cannot be Drug-related. **This includes products used for smoking, chewing, snuffing, or vaping, including but not limited to E-cigarettes and hookah pens.**

Sale/Distribution: Students found to be in possession of multiple vapes or distributing multiple vape/tobacco products will be given a five to ten day OSS and a possible recommendation for expulsion. (Will be coded as TBC and OMC)

NOTE: The School Board prohibits the use of any form of tobacco products by anyone in any area at all times utilized by students or designated for student activities. Additionally, and in accordance with law and other governing regulations, prohibits the use of tobacco products in any form in facilities, vehicles, and areas designated for the various student programs and activities. It is unlawful for any person under 21 years of age to smoke tobacco or vape in, on, or within 1,000 feet of the real property comprising a public or private elementary, middle, or secondary school between the hours of 6 a.m. and midnight. Any person issued a citation pursuant to this section shall be deemed to be charged with a civil infraction punishable by a maximum civil penalty not to exceed $30, or 16 hours of community service or, where available, successful completion of a school-approved anti-tobacco or anti-vaping "alternative to suspension" program. Any person who fails to comply with the directions on the citation shall be deemed to waive his or her right to contest the citation and an order to show cause may be issued by the court.

	First Offense	Second Offense	Third Offense
Elementary (K-5)	Parent Notification OSS 5 days Tobacco Class Referral	Parent Notification OSS 7 days Second Offender Tobacco Class Referral	Parent Notification OSS 10 days Referral for pre-expulsion

Secondary (6-12)	Parent Notification OSS 5 days Tobacco Class Referral	Parent Notification OSS 7 days Second Offender Tobacco Class Referral	Parent Notification OSS 10 days Referral for pre-expulsion

Consult with law enforcement.
Failure to attend required intervention = [GI], 2 OSS days + 1 ISS day with course completion.

[TI] EXTORTION/COERSION/BLACKMAIL: Obtaining money or property (Something of value) from an unwilling person, or forcing an individual to act through use of force or threat of the use of force. Also includes posting or threatening to post things on social media that would embarrass or damage an individual's reputation.

	First Offense	Second Offense	Third Offense
Elementary (K-5)	Parent notification 3 days OSS	Parent notification 5 days OSS Referral to Social Worker	Parent notification 5-10 days OSS Possible recommendation for Expulsion
Secondary (6-12)	Parent notification 5 days OSS	Parent notification 10 days OSS Recommendation for Expulsion	

Parent conference required before return to campus
Refer to law enforcement

[TRE*]♦THREAT/INTIMIDATION: (Instilling fear in others) An incident where there was no physical contact between the offender and victim, but the victim felt that physical harm could have occurred based on verbal or nonverbal communication by the offender. This includes nonverbal threats (e.g., brandishing a weapon) and verbal threats of physical harm which are made in person, electronically or through any other means. Note: If a Threat Assessment (TA) is completed and the outcome does not meet the criteria for TRE, then the incident can be documented under (PR) General Profanity.

	First Offense	Second Offense	Third Offense
Elementary (K-5)	Parent notification 1-3 days OSS	Parent notification 5 days OSS	Parent notification 10 days OSS Possible recommendation for Expulsion
Secondary (6-12)	Parent notification 5 days OSS Up to 10 Days OSS at Administrative Discretion.	Parent notification 10 days OSS Recommendation for Expulsion	

Parent conference required before return to campus
Report to Law Enforcement
Hope Scholarship documented
Mental Health Resource List
Threat Assessment documented

Florida Statute 836.10 any written or electronic threat to commit mass violence are considered a felony offense. Students will be required to attend an administrative hearing whether the offense is on campus or off campus.

SESIR/State reportable offense. Two (2) or more Level III offenses with documentation of interventions or any Level III offense that results in injury or campus disruption, may result in recommendation for expulsion. All Level IV will be referred for pre-expulsion.
♦F.S.1006.07 – Requires mental health referral resource for violent and disruptive behavior
- **Major infraction is defined as any discipline infraction listed in Level III and Level IV.**

[VAN*] CRIMINAL MISCHIEF – (destruction, damage, or defacement of school or personal property) ($1,000 threshold) Willfully and maliciously injuring or damaging by any means any real or personal property belonging to another, including, but not limited to, the placement of graffiti thereon or other acts of vandalism thereto. Incidents that fall below the $1,000 threshold are not reportable in SESIR, but instead should be reported as locally-defined incidents according to district policies.

	First Offense	Second Offense	Third Offense
Elementary (K-5)	Parent notification 3 days OSS	Parent notification 5 days OSS	Parent notification 10 days OSS Possible recommendation for expulsion
Secondary (6-12)	Parent notification 5 days OSS	Parent notification 10 days OSS Recommendation for expulsion	

Parent conference required before return to campus.
Restitution
Report to law enforcement

[WI] POSSESSION/USE OR DISPLAY OF OBJECT: Possession, use, or display of any object that could cause harm, create a perception of harm, or contribute to an unsafe environment is prohibited. This includes, but is not limited to: Common pocket knives, lighters, chains, laser, pepper spray, pointers, smoke/stink bombs, bullets, shotgun shells, firecrackers, or realistic-looking toy weapons. Possession of a common pocket knife is exempted from state zero tolerance expulsion requirement 1006.07(2) F.S.; however, law enforcement should be notified of any weapon or knife, including pocket knives, for investigation.

Note: If a student threatens to use a common pocketknife or any other object to harm another person, it becomes a weapon under state statute.

	First Offense	Second Offense	Third Offense
Elementary (K-5)	Parent notification 3 days OSS	Parent notification 5 days OSS	Parent notification 5-10 days OSS Possible recommendation for Expulsion
Secondary (6-12)	Parent notification 3-5 days OSS	Parent notification 5-10days OSS Possible recommendation for Expulsion	Parent Notification 10 days OSS Recommendation for expulsion

Parent conference required before return to campus

SESIR/State reportable offense. Two (2) or more Level III offenses with documentation of interventions or any Level III offense that results in injury or campus disruption, may result in recommendation for expulsion. All Level IV will be referred for pre-expulsion.
♦F.S.1006.07 – Requires mental health referral resource for violent and disruptive behavior
- **Major infraction is defined as any discipline infraction listed in Level III and Level IV.**

[UBL] UNSUBSTANTIATED BULLYING: After a complete investigation and follow-up of a reported bullying incident, the investigator determines that there is not enough evidence to substantiate that the incident meets the criteria of a prohibited act under the definition of bullying as listed in the Jeffrey Johnston Stand Up for All Students Act (section 1006.147, F.S.).

[UHR] UNSUBSTANTIATED HARASSMENT: After a complete investigation and follow up of a reported harassment incident, the investigator determines that there is not enough evidence to substantiate that the incident meets the criteria of a prohibited act under definition of harassment as listed in the Jeffrey Johnston Stand Up for all Students Act (section 1006.147, F.S.).
.

[USA] UNSUBSTANTIATED SEXUAL ASSAULT: After a complete investigation and follow up of a reported sexual assault incident, the investigator determines that there is not enough evidence to substantiate that the incident meets the criteria of a sexual assault.

D. Level IV

- Major infractions of the code of conduct and/or felony arrests that pose a safety concern, may prohibit a student from participating in the graduation ceremony and other extra-curricular activities.

[ARS*]♦ARSON: (Intentionally setting a fire on school property) To intentionally damage or cause to be damaged, by fire or explosion, any dwelling, structure, or conveyance, whether occupied or not, or its contents. Fires that are not intentional, that are caused by accident, or do not cause damage are not required to be reported in SESIR.
Report to law enforcement
Mental Health Resource List
10 days out of school suspension and recommendation for expulsion

[BAT*]♦AGGRAVATED BATTERY: (Intentional great bodily harm) A battery where the attacker intentionally or knowingly causes more serious injury as defined in Rule 6A-1.0017(8)(g),, such as: great bodily harm, permanent disability, or permanent disfigurement; uses a deadly weapon; or, where the attacker knew or should have known the victim was pregnant.
Report to law enforcement
Hope Scholarship documented
Mental Health Resource List
10 days out of school suspension and recommendation for expulsion

[DOC*]♦MAJOR DISRUPTION ON CAMPUS: (major disruption of all or a significant portion of campus activities, school sponsored events and school bus transportation) Disruptive behavior that poses a serious threat to the learning environment, health, safety, or welfare of others. Examples of major disruptions include bomb threats, inciting a riot, or initiating a false fire alarm.
Report to law enforcement
Mental Health Resource List
10 days out of school suspension and recommendation for expulsion

[DRD*]♦DRUG SALE OR DISTRIBUTION: (Illegal sale or distribution of drugs) The manufacture, cultivation, purchase, sale, or distribution of any drug, narcotic, controlled substance or substance represented to be a drug, narcotic, or controlled substance.
Report to law enforcement
Substance Abuse class referral through District Substance Abuse Educator
Mental Health Resource List
10 days out of school suspension and recommendation for expulsion

[HOM*]♦HOMICIDE: (Murder, Manslaughter) The unjustified killing of one human being by another.
Report to law enforcement
Mental Health Resource List
10 days out of school suspension and recommendation for expulsion

SESIR/State reportable offense. Two (2) or more Level III offenses with documentation of interventions or any Level III offense that results in injury or campus disruption, may result in recommendation for expulsion. All Level IV will be referred for pre-expulsion.
♦F.S.1006.07 – Requires mental health referral resource for violent and disruptive behaviors.
- **Major infraction is defined as any discipline infraction listed in Level III and Level IV.**

[KID*] ♦KIDNAPPING: (Abduction of an individual) Forcibly, or by threat, confining, abducting, or imprisoning another person against his/her will and without lawful authority.
Report to law enforcement
Mental Health Resource List
10 days out of school suspension and recommendation for expulsion

[ROB*] ♦ROBBERY: (Using force to take something from another) The taking or attempted taking of money or other property from the person or custody of another with the intent to permanently or temporarily deprive the person or owner of the money or other property under the confrontational circumstances of force, or threat of force or violence, and/or by putting the victim in fear. A key difference in Grand Theft and Robbery is that Robbery involves violence, a threat of violence or assault, and putting the victim in fear.
Report to law enforcement
Mental Health Resource List
10 days out of school suspension and recommendation for expulsion

[SXB*] ♦SEXUAL BATTERY: (Attempted or actual) Forced or attempted oral, anal, or vaginal penetration by using a sexual organ or an object simulating a sexual organ, or the anal or vaginal penetration of another by any body part or foreign object. Both males and females can be victims of sexual battery.
Report to law enforcement
Hope Scholarship documented
Mental Health Resource List
10 days out of school suspension and recommendation for expulsion

[WPO*] ♦WEAPONS POSSESSION: (Possession of firearms and other instruments which can cause harm) Possession of a firearm or any instrument or object as defined by Section 790.001, F.S., that can inflict serious harm on another person or that can place a person in reasonable fear of serious harm. This includes such items as any knife, metallic knuckles, slingshot, club, tear gas gun, box cutter, electric weapon or device, razor blades, chemical weapon, destructive device or explosive device. **(Possession of a common pocketknife is exempted from state zero tolerance expulsion requirement 1006.07(2) F.S.; however, law enforcement should be notified of any weapon or knife, including pocketknives, for investigation.)**

Firearms with the exception of approved school activities to include those for recreational activities such as hunting or target practice, shall not be displayed or in the possession of any student while on school premises or property, or taken upon school premises or property or property designated for school activities by students:

1. Regardless of intent or lack thereof.
2. With or without knowledge, whether advertently or inadvertently.
3. Whether on or about the person or property, to include vehicles.
4. Whether loaded, unloaded, operable, or inoperable.

Report to law enforcement
Mental Health Resource List
10 days out of school suspension and recommendation for expulsion
See page IV for details on Section 790.001, F.S.

[USB] UNSUBSTANTIATED SEXUAL BATTERY: After a complete investigation and follow up of a reported sexual battery incident, the investigator determines that there is not enough evidence to substantiate that the incident meets the criteria of a sexual battery.

SESIR/State reportable offense. Two (2) or more Level III offenses with documentation of interventions or any Level III offense that results in injury or campus disruption, may result in recommendation for expulsion. All Level IV will be referred for pre-expulsion.
♦F.S.1006.07 – Requires mental health referral resource for violent and disruptive behaviors
- **Major infraction is defined as any discipline infraction listed in Level III and Level IV.**

VI. OUT OF SCHOOL SUSPENSION PROCEDURES

When administration selects OSS or bus suspension as the disciplinary action for a student, the following procedural (due process) steps are required:

A. The School Administration Shall:

1. Schedule a conference with the student giving him/her an opportunity to tell his/her side of the story and provide documentation or the names of witnesses. The conference shall occur prior to the suspension except in emergency situations, disruptive conditions or "serious" breaches of this Student Code of Conduct. In these situations, the school administration may suspend the student pending the conference, but it must still take place within two (2) school days except when waived by the student's parent or for good cause.
2. Provide reasons for recommending suspension.
3. The principal shall make good faith effort to immediately contact parent(s)/guardian(s) by telephone in the presence of the student, if possible, at the time of the suspension and explain the reasons for same.
4. Provide the student with a copy of the discipline referral.
5. Send a letter to the parent(s)/guardian(s) confirming the suspension and the reasons for same. **Notes: Procedures regarding "make-up work" due to suspension may be found in the Student Progression Plan located on the school district website. School administrators have the authority to permit the suspended student on campus for assessment or intervention activities as deemed appropriate.**
6. A parent conference must be held with school administration for any major infraction prior to student returning to school.
7. Students must not be on any HCSD school campus without parent during out of school suspension.
8. For students who are athletes and receive OSS please refer to the Athletic handbook on rules applying to practice/game participation.
9. Inform a Valedictorian or Salutatorian who commits a major infraction of the code of conduct and/or felony arrests that pose a safety concern during their graduating year will forfeit their designation and may be prohibited from participating in the graduation ceremony. The next highest-ranked student will be elevated to the Valedictorian or Salutatorian position.

B. Due Process

A student cannot be suspended and, thereby deprived of his or her free and appropriate education, which is provided in the public schools, without appropriate due process of the law. While the appropriate level of procedural due process to be afforded to a student may depend upon circumstances, due process is guaranteed to every American citizen by the Fourteenth Amendment to the Constitution of the United States of America. These rights are not waived or relinquished by a child enrolled in a public school.

A student cannot be deprived of his/her constitutionally guaranteed rights to fair notice, fair hearing, and fair procedures. Personal and constitutional rights must be safeguarded within such rules.

A student may not participate in any athletic competition, extra-curricular activity or co-curricular performances/competition during a suspension (in-school or out-of-school). Students may resume participation in any athletic competitions, extra-curricular and co-curricular activities the next day following the suspension. Students may attend practice and rehearsal while assigned in-school suspension with approval from their school's administration.

C. Off Campus Felonies

A student who is formally charged by the State Attorney's Office with an offense that constitutes a felony for an incident which occurred off school property that may have an adverse impact on the educational program, school discipline, or welfare of the school, may be suspended pending court determination of his or her guilt, innocence, or dismissal of the charges. School administration should provide written notice to the student and his or her parent(s)/guardian(s) that he or she is being temporarily suspended for a felony occurring off school campus and provide a date for an Administrative Hearing which shall not be less than two (2) school days or more than five (5) school days from the post-marked date or delivery. Appropriate personnel as determined by the Superintendent will be invited to any Administrative Hearing as per Florida Statute 1006.09. The school administration may recommend to the Board that the student be expelled if it is determined by the court the student committed the offense.

Reassignment if Charges Reduced: If the charge(s) are dropped or reduced below the felony level, the student will be reassigned to the assigned school. It is the student's responsibility to provide the proper documentation to his/her currently assigned school.

Note: When anyone is arrested, they are being accused of crime. The accusation is considered a "charge." A charge is defined as a formal accusation of an offense, which serves as a preliminary step to prosecution. This definition is supported by Black's Law Dictionary, which states that a charge is a "formal accusation of an offense as a preliminary step to prosecution." The term "charge" encompasses various forms of formal accusations, including indictments, complaints, and information, which are all mechanisms through which a person is officially accused of committing a crime.

D. Students with Disabilities: In matters relating to the discipline of students with disabilities, the Hernando County School District shall abide by the Federal and State laws regarding suspension, expulsion and alternative placement.

In the case of some students with Individual Education Plans (IEP) or Section 504 Plans, inappropriate behavior may be related to a disabling condition. The behavior must be treated individually and sensitively which frequently requires the use of a wide range of interventions and/or alternatives. The following procedures will be utilized:

1. In all matters, including transportation, students with disabilities shall conform to the same rules outlined in the Student Code of Conduct as their non-disabled peers unless otherwise stated in their IEP or Section 504 Plan.
2. Students with disabilities may be suspended for infractions as defined for all students in the Student Code of Conduct.
3. Suspension for ten (10) days or less: Follow typical disciplinary procedures.
4. Suspension beyond ten (10) days: **Any student with a suspected or identified disability** shall not be suspended more than ten (10) days, either through a single suspension or cumulative shorter suspensions per school year without the IEP or Section 504 Committee meeting to evaluate the extent to which the misconduct has direct and & substantial relationship to the disabling condition and as permitted by state and federal law. Bus suspension and partial day removals may count as suspensions.
5. Before a school district can consider a student with disabilities with an IEP for expulsion:
    a. Convene an IEP meeting and conduct a manifestation determination within ten (10) school days of decision to remove the student for discipline reasons.
    b. If the IEP committee determines that the behavior is a manifestation of the

student's disability, the IEP team will either conduct, review or revise a functional behavior assessment.

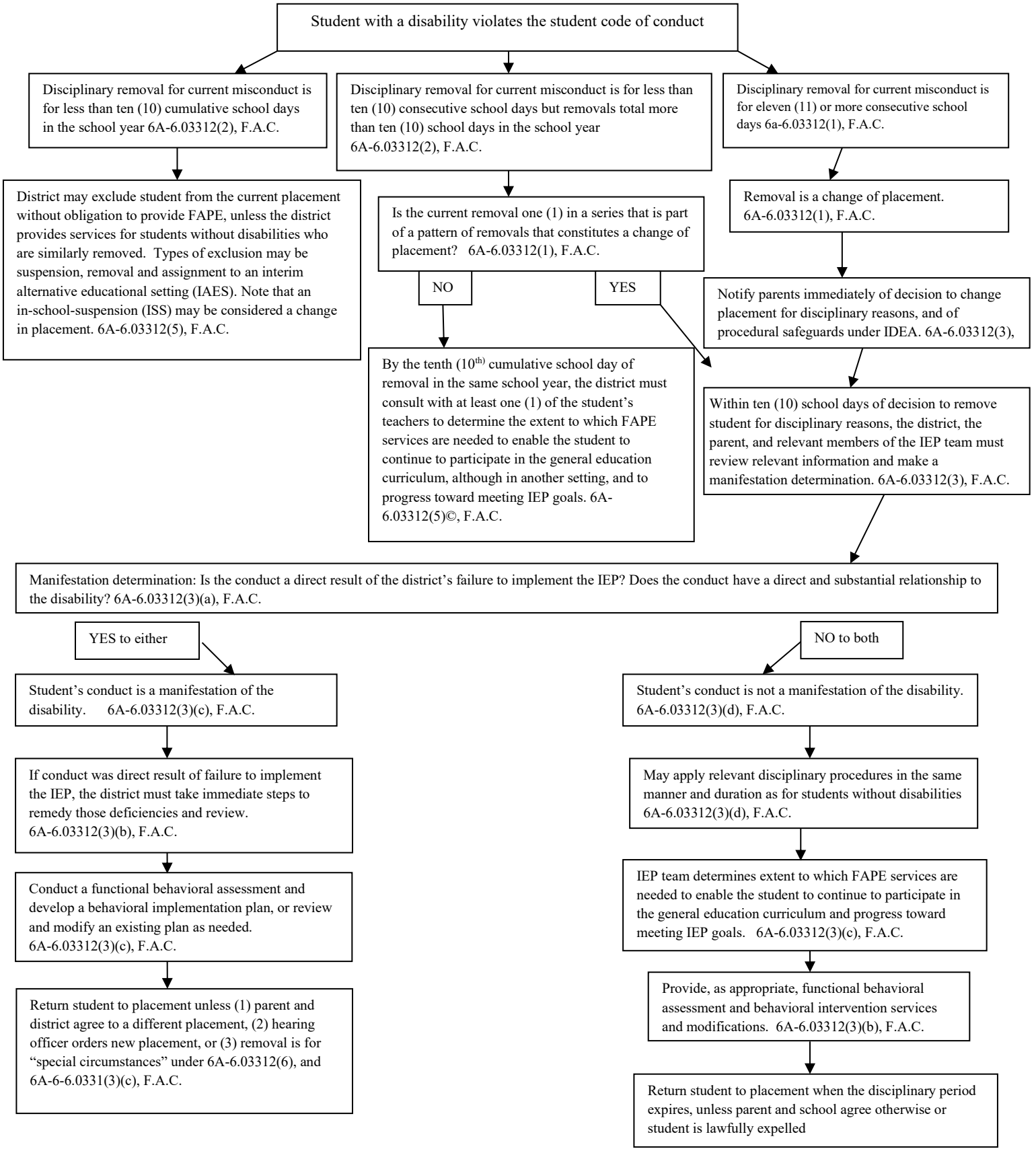
c. If a behavioral intervention plan already has been developed, review the behavioral intervention plan and modify it, as necessary, to address the behavior. If no behavioral intervention plan exists but one is needed, then develop one based on the current behaviors needing to be addressed.
d. If the IEP committee determines that the behavior is not a manifestation of the student's disability, then relevant disciplinary procedures in the same manner and duration as for students without disabilities apply, however, educational services must continue.
e. If the committee determines that the behavior is a manifestation of the student's disability, except as described below under the sub-heading Special Circumstances, the school district must return the student to the placement from which the student was removed, unless the parent and the district agree to a change of placement as part of the behavioral intervention plan.

Special Circumstances

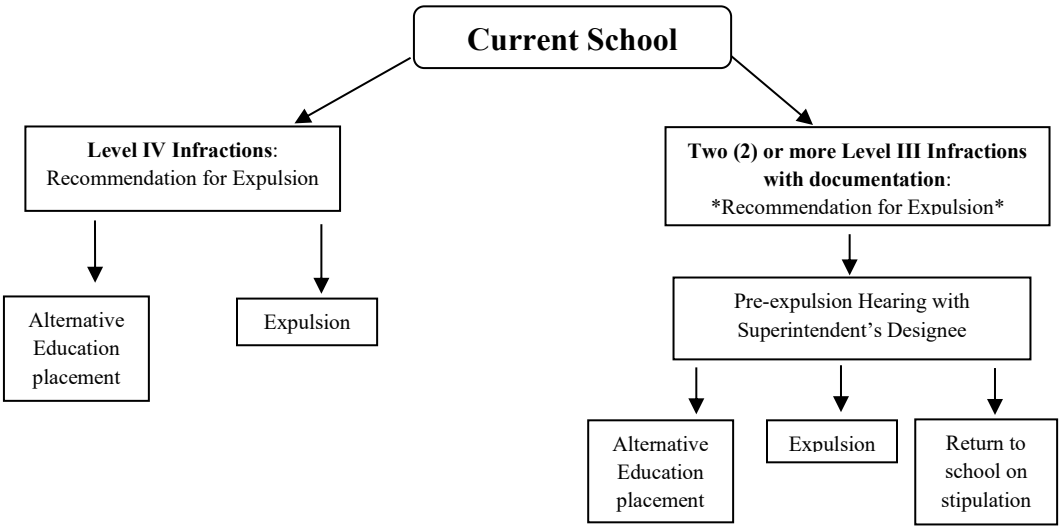
Whether or not the behavior was a manifestation of the student's disability, school personnel may remove a student to an interim alternative educational setting (determined by the student's IEP team) for up to 45 school days, if the student:

1. Carries a weapon to school or has a weapon at school, on school premises, or at a school function under the jurisdiction of the Department of Education or school district;
2. Knowingly has or uses illegal drugs, or sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function under the jurisdiction of the Department of Education or school district; **or**
3. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the Department of Education or school district.

DISCIPLINE FOR STUDENTS WITH DISABILITIES FLOW CHART



VII. ALTERNATIVE SCHOOL / EXPULSION PROCEDURES



A. **If the Superintendent designee recommends a disciplinary reassignment in lieu of expulsion, said decision will be considered final and not subject to further appeal, negotiation, or amendment, by any party.**

Students attending Endeavor Academy will adhere to a stricter matrix of consequences.

Expelled students may not be on the campus of the zoned school or any Hernando County School at any time, for any reason, unless accompanied by a parent/guardian for a schedule meeting with school staff.

Any student with a disability or suspected of a disability (504 or ESE non-inclusive of Gifted only) must have the proper Manifestation Determination Meeting (MDM) proceeding prior to being recommended for expulsion discussing said recommendations.

ESE students only: The hearing results letter and the student's disciplinary reassignment contained herein, are subject to the student's educational and behavioral rights as set forth by the IDEA and similar Florida statutes and regulations.

School personnel shall not be held legally responsible for suspensions and recommendations made in good faith.

B. **Expulsion:**

Expulsion is the removal of the right to attend school in Hernando County, be on any school property, on school buses, on school-sponsored transportation or to attend any school. Students may be expelled for the remainder of a school year and one additional year with or without continuing education services. Before the expiration of an expulsion period, the Superintendent shall determine, based upon the determination of the threat management team, whether the expulsion period should be extended and, if the expulsion period is extended, what educational services will be provided. A recommendation to extend the expulsion period must be provided to the students and their parents in accordance with F.S. 1006.08.

Students who commit two (2) or more Level III or a Level IV offense may warrant expulsion from school. The principal must follow due process and suspension procedures, informing the parent that expulsion is being recommended. Within twenty-four (24) hours of the infraction, the school-based administrator will suspend the student for ten (10) days and notify the parent in writing that a hearing will be scheduled. A subsequent letter will be issued to the parent from the superintendent or designee notifying them to attend the pre-expulsion hearing with their student.

If the student who committed the infraction is a student with a disability, the school administrator will need to contact the Director of Exceptional Student Education (or designee) and schedule a meeting with an IEP team to conduct a manifestation determination.

If the student who committed the infraction is a student with a disability and has a 504 plan, the school administrator must request a meeting to conduct a 504 manifestation.

When the outcome of the superintendent's designee hearing is a recommendation to expel the student from school, parents will be notified by certified mail the date and time that this recommendation will be considered by the School Board. The letter shall also set forth the deadline by which the parents may request a hearing with the School Board.

If a hearing before the School Board is not requested, it will proceed as outlined in the parent letter.

If a hearing is requested, such will be scheduled. The decision that the Hernando County School Board reaches at the hearing is final. Florida Statute outlines that the superintendent's designee may extend the student's suspension beyond ten days while waiting for the next School Board meeting.

Students who are expelled may not re-enroll for the period of the expulsion. When their expulsion period is complete, students may be assigned to the Alternative School prior to transitioning back to their zoned school. Upon successful completion of the Alternative School's prescribed interventions, the student may enroll in their zoned school.

Students assigned to Endeavor Academy in lieu of expulsion or are expelled from HCSD for a drug offense, are required to attend an evidence-based substance use course and test negative before students can return to their zoned school.

C. Unsatisfactory Completion of Alternative Education Program

The general procedure for a student who enters or returns to the Hernando County School District without completing an assigned Alternative Education Program will be determined by the Superintendent or designee on a case-by-case basis.

D. Reciprocal Discipline

Hernando County School District will uphold and enforce disciplinary proceedings from other public school districts. If a student was expelled or alternatively placed in another district, Hernando County will enforce said expulsion or alternative placement. (F.S. 1006.07)

STUDENTS FROM COMMITMENT PROGRAMS AND THOSE EXPELLED FROM OTHER DISTRICTS

A. Commitment Programs

A student entering and/or returning to the Hernando County School District from court adjudicated commitment programs will be enrolled at their zoned school unless charged with a crime involving weapons, drug sale, sex or violence. Under these conditions, the student is entitled to an evaluation meeting to determine proper placement.

1. The Evaluation Meeting shall involve the student, parent(s)/guardian(s), the Department of Juvenile Justice (DJJ) Juvenile Probation Officer (JPO), the Director of Student Services or designee, as well as any other appropriate school staff. The purpose of the meeting is to consider the student's educational program, commitment charge, and determine a proper school placement.
2. The student and his/her DJJ JPO shall have all pertinent educational records available for the period of time the student was not in attendance at a public school.

B. Expelled From Other Districts

The final order of expulsion will be honored, and student will not be admitted to school in Hernando County (F.S. 1006.07).

APPENDIX A

BULLYING AND HARASSMENT

Policy 5517.01

The School Board is committed to providing an educational setting and workplace that is safe, secure, and free from bullying and harassment for all students and employees.

The Board will not tolerate unlawful bullying and harassment of any type. Conduct that constitutes bullying and harassment, as defined herein, is prohibited:

A. during any education program or activity conducted by the District;

B. during any school-related or school-sponsored program or activity or on a District school bus, or at a District school bus stop;

C. through the use of data or computer software that is accessed through a computer, computer system, or computer network within the scope of the District, meaning regardless of ownership, any computer, computer system, or computer network that is physically located on school property or at a school-related or school-sponsored program or activity; or

D. through the use of data or computer software that is accessed at a non-school-related location, activity, function, or program or through the use of technology or an electronic device that is not owned, leased, or used by the District or school, if the bullying substantially interferes with or limits the victim's ability to participate in or benefit from the services, activities, or opportunities offered by the District or school or substantially disrupts the education process or orderly operation of a school. This paragraph does not require a school to staff or monitor any non-school-related activity, function, or program.

This policy has been developed in consultation with District students, parents, teachers, administrators, school staff, school volunteers, community representatives, and local law enforcement agencies as prescribed in F.S. 1006.147 and in conformity with the Florida Department of Education (FLDOE) Revised Model Policy (April 2016).

Pursuant to State law, District students, parents, teachers, administrators, school staff, school volunteers, community representatives, and local law enforcement agencies shall be involved in the review of this policy every three (3) years.

The Superintendent shall develop a comprehensive plan intended to prevent bullying and harassment and to cultivate the school climate so as to appropriately identify, report, investigate, and respond to situations of bullying and harassment as they may occur on school grounds, at school-sponsored events, and through school computer networks. Implementation of the plan by each principal will be ongoing throughout the school year and will be integrated with the school curriculum, District disciplinary policies, and violence prevention efforts.

Definitions

"Bullying" includes "cyberbullying" and means systematically and chronically inflicting physical hurt or psychological distress on one (1) or more students or employees. It is defined as any unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by an adult or student, that creates an intimidating, hostile, or offensive educational environment; cause discomfort or humiliation; or unreasonably interfere with the individual's school performance or participation; and may involve:

A. teasing;

B. threats;

C. intimidation;

D. stalking;

E. cyberstalking;

F. physical violence;

G. theft;

H. sexual, religious, or racial harassment;

I. public or private humiliation; or

J. destruction of property; and

K. social exclusion.

"Cyberbullying" means bullying against one (1) or more students or employees, through the use of technology or any electronic communication, which includes, but is not limited to, any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo-electronic system, or photo-optical system, including, but not limited to, electronic mail, Internet communications, instant messages, or facsimile communications. Cyberbullying includes the creation of a webpage or weblog in which the creator assumes the identity of another person, or the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying. Cyberbullying also includes the distribution by electronic means of a communication to more than one (1) person or the posting of material on an electronic medium that may be accessed by one (1) or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying.

"Cyberstalking" means to engage in a course of conduct to communicate, or to cause to be communicated, words, images, or language by or through the use of electronic mail or electronic communication, directed at a specific person, causing substantial emotional distress to that person and serving no legitimate purpose.

"Harassment" means any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal or physical conduct directed against a student or school employee that:

A. places a student or school employee in reasonable fear of harm to his/her person or damage to his/her property;

B. has the effect of substantially interfering with a student's educational performance, opportunities, or benefits; or

C. has the effect of substantially disrupting the orderly operation of a school.

"Bullying" and "harassment" also encompass:

A. Retaliation against a student or school employee by another student or school employee for asserting or alleging an act of bullying of harassment. Reporting an act of bullying or harassment that is not made in good faith is considered retaliation.

B. Perpetuation of conduct listed in the definition of bullying and/or harassment by an individual or group with intent to demean, dehumanize, embarrass, or cause emotional or physical harm to a student or school employee by:

1. incitement or coercion;

2. accessing or knowingly and willingly causing or providing access to data or computer software through a computer, computer system, or computer network within the scope of the District school system; or

3. acting in a manner that has an effect substantially similar to the effect of bullying or harassment.

"Harassment" also means electronically transmitted acts (i.e., internet, e-mail, cellular telephone, personal digital assistance (PDA), or wireless hand-held device) that a student(s) or a group of students exhibits toward another particular student(s) or employee(s) and the behavior both causes mental and physical harm to the other student(s) or employee(s) and is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for the other student(s).

Sexual Cyberharassment

Pursuant to Florida law, "sexual cyberharassment" means to publish a sexually explicit image of a person that contains or conveys the personal identification information of the depicted person to an Internet website without the depicted person’s consent, for no legitimate purpose, with the intent of causing substantial emotional distress to the depicted person. Sexual cyberharassment may be a form of sexual harassment.

"Within the scope of the District" means regardless of ownership, any computer, computer system, or computer network that is physically located on school property or at a school-related or school-sponsored program or activity.

Expected Behavior

The District expects students to conduct themselves in keeping with their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students and school staff, the educational purpose underlying all school activities, and the care of school facilities and equipment.

Such behavior is essential in maintaining an environment that provides each student the opportunity to obtain a high-quality education in a uniform, safe, secure, efficient, and high-quality system of education.

The standards for student behavior shall be set cooperatively through interaction among students, parents/guardians, staff, and community member, producing an atmosphere that encourages students to grow

in self-discipline. The development of such an atmosphere requires respect for self and others, as well as for District and community property on the part of students, staff, and community members. School administrators, faculty, staff, and volunteers serve as role models for students and are expected to demonstrate appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment or bullying.

Students are expected to conform to reasonable standards of socially acceptable behavior; respect the person, property, and rights of others; obey constituted authority; and respond to those who hold that authority.

Consequences

Consequences and appropriate remedial action for students who commit acts of bullying or harassment or found to have wrongfully and intentionally accused another as a means of bullying or harassment may range from positive behavioral interventions up to and including suspension or expulsion, as outlined in the Code of Student Conduct.

Consequences and appropriate remedial action for a school employee found to have committed an act of bullying or harassment or found to have wrongfully and intentionally accused another as a means of bullying or harassment shall include discipline in accordance with District policies, administrative procedures, and the collective bargaining agreement. Egregious acts of harassment by certified educators may result in a sanction against an educator's State-issued certificate. (See the Principles of Professional Conduct of the Education Profession in Florida - F.A.C. 6A-10.081)

Consequences and appropriate remedial action for a visitor or volunteer found to have committed an act of bullying or harassment or found to have wrongfully and intentionally accused another as a means of bullying or harassment shall be determined by the school administrator after consideration of the nature and circumstances of the act, including reports to appropriate law enforcement officials.

Procedure for Reporting

The Board designates the principal as the person responsible for receiving all alleged acts of bullying. Any student or student's parent/guardian who believes s/he has been or is the victim of bullying or harassment should immediately report the situation to the school principal. Complaints against the principal should be filed with the Superintendent. Complaints against the Superintendent should be filed with the Board Chair.

All school employees are required to report alleged violations of this policy and alleged acts of bullying and harassment to the principal or as described above. The alleged violations and acts must be reported by school employees to the Principal within twenty-four (24) hours. Refer to Policy 1362, Policy 3362, and Policy 4362 for District staff allegations and procedures.

All other members of the school community, including students, parents, volunteers, and visitors, are encouraged to report any act that may be a violation of this policy to the principal or as described above.

Written and oral reports shall be considered official reports. Reports may be made anonymously, but formal disciplinary action may not be based solely on the basis of an anonymous report.

The principal shall establish and prominently publicize to students, staff, volunteers, and parents the procedure for reporting bullying and how such a report will be acted upon. A victim of bullying and/or harassment, anyone who witnessed the act, and anyone who has credible information that an act of bullying and/or harassment has taken place may file a report.

Procedure for Investigation

The investigation of a reported act of bullying or harassment is deemed to be a school-related activity and begins with a report of such an act. All complaints about bullying and/or harassment that may violate this policy shall be promptly investigated by an individual, designated by the principal, who is trained in

investigative procedures. Documented interviews of the victim, alleged perpetrator, and witnesses shall be conducted privately and shall be confidential. The investigator may not be the accused perpetrator or victim. At no time shall the accused perpetrator and victim be interviewed together. The investigator shall collect and evaluate the facts including, but not limited to, the following:

A. a description of the incident, the nature of the behavior, and the context in which the incident occurred;

B. how often the conduct occurred;

C. whether there were past incidents or past continuing patterns of behavior;

D. the relationship between the parties involved;

E. the characteristics of the parties involved;

F. the identity of the alleged perpetrator, including whether the individual was in a position of power over the individual allegedly subjected to bullying or harassment;

G. the number of alleged bullies/harassers;

H. the age of the alleged bully/harasser;

I. where the bullying and/or harassment occurred;

J. whether there have been other incidents in the school involving the same or other students;

K. whether the conduct adversely affected the student's education or educational environment;

L. the date, time, and method in which the parent(s) of all parties involved were contacted.

In accordance with State law, District staff may monitor as part of any bullying or harassment investigation any non-school-related activity, function, or program.

If, during an investigation of reported acts of bullying and/or harassment, the principal or his/her designee believes that the reported misconduct may have created a hostile learning environment and may have constituted unlawful discriminatory harassment based on race, color, national origin, sex, disability (including HIV, AIDS, or sickle cell trait), pregnancy, marital status, age (except as authorized by law), religion, military status, ancestry, or genetic information which are classes protected by State and/or Federal law (collectively "protected classes"), the principal or his/her designee will report the act of bullying and/or harassment to one (1) of the Compliance Officers so that it may be investigated in accordance with the procedures set forth in Policy 5517 - *Anti-Harassment*.

Sexual Harassment covered by Policy 2266 - *Nondiscrimination on the Basis of Sex in Education Programs or Activities* is not included in this policy. Allegations of such conduct shall be addressed solely by Policy 2266.

Upon the completion of the investigation to determine whether or not a particular action or incident constitutes a violation of the policy, the designated individual who has conducted the investigation shall make a determination based on all the facts and surrounding circumstances and shall include:

A. a recommendation of remedial steps necessary to stop the bullying and/or harassing behavior; and

B. a written report to the principal.

A maximum of ten (10) days should be the limit for the completion of the investigative procedural steps and submission of the incident report. While ten (10) days is the expectation for completion of the investigative procedural steps, more time may be needed based on the nature of the investigation and the circumstances affecting that investigation. The investigator shall document in his/her report the reasons for needing additional time beyond ten (10) days. The highest level of confidentiality possible shall be provided regarding the submission of a complaint or a report of bullying and/or harassment and for the investigative procedures that are employed.

The physical location or time of access of a computer-related incident cannot be raised as a defense in any disciplinary action initiated pursuant to this policy.

Scope

The investigator will provide a report on the results of the investigation with recommendations for the principal to make a determination if an act of bullying or harassment falls within the scope of District authority. Computers without web-filtering software or computers with web-filtering software that is disabled shall be used when complaints of cyberbullying are investigated. If the action is within the scope of the District, District procedures for investigating bullying and/or harassment shall be followed. If the action is outside the scope of the District, and believed to be a criminal act, the action shall be referred to the appropriate law enforcement agency. If the action is outside the scope of the District and believed not a criminal act, the principal shall inform parents/guardians of all minor parties.

Parent Notification

The principal shall report the occurrence of an incident of bullying as defined by District policy to the parent/guardian of all students known to be involved in the incident on the same day an investigation of the incident has been initiated. Notification shall be by telephone, e-mail, personal conference, or by first-class mail and shall be consistent with the student privacy rights under applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA). The notice shall advise the individuals involved of their respective due process rights including the right to appeal any resulting determination or action to the State Board of Education.

If the bullying incident results in the perpetrator being charged with a crime, the principal shall inform by first class mail or by telephone the parent/guardian of the identified victim(s) involved in the bullying incident about the Unsafe Schools Choice Option (the Elementary and Secondary Education Act, as amended) that states, in pertinent part, as follows:

> "….a student attending a persistently dangerous public elementary school or secondary school, as determined by the State in consultation with a representative sample of local educational agencies, or who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary school or secondary school within the local educational agency, including a public charter school."

Upon the completion of the investigation and if criminal charges are to be pursued against the perpetrator, the appropriate law enforcement agencies shall be notified by telephone and/or in writing.

Counseling Referral

The District shall provide a referral procedure for intervening when bullying or harassment is suspected or when a bullying incident is reported. The procedure will include:

A. a process by which the teacher or parent may request informal consultation with school staff (e.g., school counselor, school psychologist, school social worker, etc.) to determine the severity of concern and appropriate steps to address the concern;

B. a referral process to provide professional assistance or services that may include a process by which school personnel or parent/guardian may refer a student to the school intervention team (or equivalent school-based team with a problem-solving focus) for consideration of appropriate services(parent/guardian involvement is required at this point); or

   If a formal discipline report or formal complaint is made, the principal must refer the student(s) to the school intervention team for determination of counseling support and interventions (parent/guardian is required at this point).

C. a school-based action to address intervention and assistance as determined appropriate by the intervention team that includes:

   1. counseling and support to address the needs of the victim(s) of bullying or harassment;

   2. interventions to address the behavior of students who bully and harass others (e.g., empathy training, anger management, etc.);

   3. interventions which include assistance and support for parents, as may be deemed necessary or appropriate.

Data Report

The District will utilize Florida's School Environmental Safety Incident Reporting (SESIR) Statewide Report on School Safety and Discipline Data as prescribed. If a bullying (including cyberbullying) and/or harassment incident occurs it will be reported in SESIR, coded appropriately using the relevant incident code and the related element code. Discipline and referral data will be recorded in Student Discipline/Referral Action Report and Automated Student Information System. In a separate section, the District shall include each alleged incident of bullying or harassment that does not meet the criteria of a prohibited act under this policy with recommendations regarding such incidents.

The District will provide bullying incident, discipline, and referral data to the Florida Department of Education (FLDOE) in the format requested, through Surveys 2, 3, and 5 from Education Information and Accountability Services, and at designated dates provided by the Department. Data reporting on bullying, harassment, unsubstantiated bullying, unsubstantiated harassment, sexual harassment, and threat/intimidation incidents, as well as any bullying-related incidents that have as a basis sex, race, or disability should include the incident basis. Victims of these offenses should also have the incident basis (sex, race, or disability) noted in their student record.

Training and Instruction

Students, parents, teachers, school administrators, counseling staff, and school volunteers shall be provided training and instruction, at least annually, on the District's policy and administrative procedures regarding bullying and harassment. The instruction shall include evidence-based methods of preventing bullying and harassment, as well as information about how to effectively identify and respond to bullying in schools. Instruction regarding bullying, harassment, and the District's violence prevention and school safety efforts shall be integrated into District curriculum at the appropriate grade levels. The training and instruction shall include recognizing behaviors that lead to bullying and harassment and taking appropriate preventative action based on those observations. The programs of training and instruction authorized by the District shall include, but not be limited to,:

A. Olweus Bullying Prevention Program

B. Monique Burr Foundation for Children, Inc.'s - Child Safety Matters

C. PBS/PBIS (Positive Behavior Support/Positive Behavioral Interventions and Supports)

Victim's Parent Reporting

The principal shall report the occurrence of an incident of bullying as defined herein to the parent/guardian of students known to be involved in the incident on the same day an investigation of the incident has been initiated. Notification shall be by telephone and in writing by first-class mail and shall be consistent with the student privacy rights under applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA). According to the level of infraction, the victim's parents will be notified by telephone and/or in writing of actions being taken to protect the child; the frequency of notification will depend on the seriousness of the bullying or harassment incident.

Policy Publication

At the beginning of each school year, the Superintendent shall, in writing, inform school staff, parents/guardians/other persons responsible for the welfare of a student of the District's student safety and violence prevention policy.

The District shall provide notice to students and staff of this policy in the Code of Student Conduct, employee handbooks, and via the District's official website. The Superintendent will also provide such notification to all District contractors.

Each principal shall implement a process for discussing, at least annually, the District policy on bullying and harassment with students in a student assembly or other reasonable format. Reminders of the policy and bullying prevention messages will be displayed, as appropriate, at each school and at District facilities.

Immunity

A school employee, school volunteer, students, parent/guardian, or other persons who promptly reports in good faith an act of bullying or harassment to the appropriate school official and who makes this report in compliance with the procedures set forth in District policy is immune from a cause of action for damages arising out of the reporting itself or any failure to remedy the reported incident.

Submission of a good faith complaint or report of bullying or harassment will not affect the complainant or reporter's future employment, grades, learning or working environment, or work assignments. Such immunity from liability shall not apply to any school employee, school volunteer, student, parent/guardian, or other person determined to have made an intentionally false report about harassment, intimidation, and/or bullying.

Privacy/Confidentiality

The School District will respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the Board's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations. All records generated under this policy and its related administrative procedures shall be maintained as confidential to the extent permitted by law.

Nothing in this policy shall be construed to abridge the rights of students or school employees that are protected by the First Amendment to the Constitution of the United States.

Retaliation/False Charges

Retaliation against any person who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry under this policy is prohibited. Such retaliation shall be considered a serious violation of Board policy and independent of whether a complaint is substantiated. False charges shall also be regarded as a serious offense and will result in disciplinary action or other appropriate sanctions. Suspected retaliation should be reported in the same manner as aggressive behavior and/or bullying.

Revised 2/27/18
Revised 12/13/22

© Neola 2022

Legal

F.S. 110.1221

F.S. 784.048

F.S. 1002.20

F.S. 1006.13

F.S. 1006.147

Florida Department of Education Revised Model Policy (April 2016)

Elementary and Secondary Education Act

Last Modified by Tammy R Shroyer on December 29, 2022

DATING VIOLENCE AND ABUSE

The School Board strictly prohibits any act of dating violence and abuse committed by one student against another on school property, during a school-sponsored activity, or during school-sponsored transportation.

Dating Violence and Abuse Defined

For purposes of this policy, dating violence and abuse shall be defined as emotional, verbal, sexual, or physical abuse of a student who is in a current or was in a past dating relationship by the other person in that dating relationship. Abuse may include insults, coercion, social sabotage, sexual harassment, stalking, threats, and/or acts of mental, physical, or sexual abuse. It may also be a pattern of demeaning, coercive, abusive actions that amount to emotional or psychological abuse. Dating violence and abuse may also include abuse, harassment, and stalking via electronic devices such as cell phones and computers, as well as harassment through a third party.

Reporting Acts of Dating Violence and Abuse

Any student who is the victim of an act of dating violence and abuse, or has cause to believe that s/he is in immediate danger of becoming the victim of an act of dating violence and abuse, should report the matter to the Principal or to any member of the school staff.

Any Board employee who receives a report of an act of dating violence and abuse, who directly observes an act of dating violence and abuse perpetrated by one student against another, or who has reason to believe that a student is a victim of dating violence and abuse shall report such report, observations, or suspicions to the Principal.

Any resident of the community or other member of the school community, including students, parents, volunteers, and visitors, who observes an act of dating violence and abuse perpetrated by one student against another, or who has reason to believe that a student is a victim of dating violence and abuse is strongly encouraged to promptly report the matter to the Principal or other District administrator or official. These reports can be made either in person or anonymously.

Investigating Reports of Dating Violence and Abuse

Upon receiving a report of alleged dating violence and abuse, the Principal shall conduct an investigation of the allegation promptly. As part of the investigation, the Principal shall contact the parent(s) of the alleged victim and/or the parent(s) of the alleged perpetrator, if they are under the age of eighteen (18), to inform them of the report.

The investigation of the report should include interviews of the alleged victim, the individual accused of perpetrating the dating violence and abusive behavior, and any other person who may have witnessed the alleged act or who may reasonably be expected to have information relevant to the situation. All interviewed parties and witnesses will be provided an opportunity to present any evidence that they reasonably believe to be relevant to the situation.

The Board reserves the right to investigate a report of dating violence and abuse regardless of whether the student who is allegedly the victim of the dating violence and abuse wants to pursue the matter.

Consequences

At the conclusion of the investigation the Principal will determine whether or not the allegation of dating violence and abuse was substantiated. If the Principal determines that a student has committed an act of dating violence and abuse, that violation of this policy shall result in disciplinary action in accordance with the Student Code of Conduct, which may include suspension, assignment to another school or program, or recommendation for expulsion. All disciplinary action shall be taken in accordance with State law and applicable Board policy. (See Policy 5500 and Policy 5600) When imposing discipline, the totality of the circumstances involved in the matter, including the ages and maturity levels of those involved, shall be considered.

Suspensions for acts of teen violence and abuse may be appealed in accordance with the procedures set forth in the Student Code of Conduct. (See Policy 5500)

Further, the Department of Children and Families shall be notified if the student who is found to have perpetrated the act of dating violence and abuse is eighteen (18) years of age or older and the student who was the victim of the act of dating violence and abuse is a minor.

In those cases where teen dating violence and abuse is not substantiated, the Principal may consider whether the alleged conduct nevertheless warrants disciplinary action in accordance with the Student Code of Conduct or other Board policies.

Support and Reasonable Accommodations

If requested during or after the investigation, the Principal shall make reasonable accommodations for the student who is allegedly experiencing dating violence and abuse including, but not limited to the following:

A. Stay Away Contract, that is, a contract with the alleged perpetrator to stay away from the victim while on school grounds, on school transportation, and during school sponsored programs and events;

B. Class schedule changes;

C. Protection that will enable safe egress/regress from school, as well as movement within the school; and

D. Referrals for outside support or counseling.

Students' parent and/or guardian should provide the Principal with a copy of an order of protection that has been issued by the court. The Principal shall then contact the student whose behavior is to be regulated by that order of protection and initiate a Stay Away Contract that is consistent with the terms of that order and provides penalties for known violations of the contract. Further, the Principal shall notify law enforcement immediately if s/he knows or has reason to believe that a criminal or civil restraining order has been violated.

The School Resource Officer shall respond immediately to a report of a violation of a criminal or civil restraining order

Other Violations of the Dating Violence and Abuse Policy

The Board will also take immediate steps to impose disciplinary action on individuals engaging in any of the following prohibited acts:

A. Retaliating against a person who has made a report or filed a complaint alleging dating violence and abuse, or who has participated as a witness in an investigation of such an allegation.

B. Filing a malicious or knowingly false report or complaint of dating violence and abuse.

C. Disregarding, failing to investigate adequately, or delaying investigation of allegations of dating violence and abuse, when responsibility for reporting and investigating allegations of dating violence and abuse comprises part of one's supervisory duties.

Privacy/Confidentiality

The School District will respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the Board's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations. All records generated under the terms of this policy and its related administrative procedures shall be maintained as confidential to the extent permitted by law.

Retention of Investigatory Records and Materials

All individuals charged with conducting investigations under this policy shall retain all information, documents, electronically stored information ("ESI"), and electronic media (as defined in Policy 8315) created and received as part of an investigation, including, but not limited to:

A. all written reports/allegations/complaints/statements;

B. narratives of all verbal reports/allegations/complaints/statements;

C. a narrative of all actions taken by District personnel;

D. any written documentation of actions taken by District personnel;

E. written witness statements;

F. narratives of, notes from, or audio, video, or digital recordings of witness statements;

G. all documentary evidence;

H. e-mails, texts, or social media posts pertaining to the investigation;

I. contemporaneous notes in whatever form made (e.g., handwritten, keyed into a computer or tablet, etc.) pertaining to the investigation;

J. written disciplinary sanctions issued to students or employees and a narrative of verbal disciplinary sanctions issued to students or employees for violations of the policies and procedures prohibiting discrimination or harassment;

K. dated written determinations to the parties;

L. dated written descriptions of verbal notifications to the parties;

M. written documentation of any interim measures offered and/or provided to complainants, including no contact orders issued to both parties, the dates issued, and the dates the parties acknowledged receipt; and

N. documentation of all actions taken, both individual and systemic, to stop the discrimination or harassment, prevent its recurrence, eliminate any hostile environment, and remedy its discriminatory

effects.

The information, documents, ESI, and electronic media (as defined in Policy 8315) retained may include public records and records exempt from disclosure under Federal and/or State law (e.g., student records).

The information, documents, ESI, and electronic media (as defined in Policy 8315) created or received as part of an investigation shall be retained in accordance with Policy 8310, Policy 8315, Policy 8320, and Policy 8330 for not less than three (3) years, but longer if required by the District's records retention schedule.

Education and Training

In support of this policy, the Board promotes preventative educational measures to create greater awareness of dating violence and abuse. The Superintendent shall require that the District's comprehensive health curriculum in grades 7-12 include a component about dating violence and abuse that is age appropriate and includes the content required by State law.

Further, the Superintendent shall provide appropriate training to all members of the School District staff related to dating violence and abuse, and the implementation of this policy.

Revised 8/28/18

© Neola 2010

Legal

F.S. 1003.42

F.S. 1006.148

Last Modified by Juli Schlarb on September 23, 2022

APPENDIX B

I. DRESS CODE: The following procedures are established to promote discipline, maintain order and provide a healthy environment conducive to academic purposes.

Students are required to wear appropriate clothing and shoes according to the situation and the grade level involved. Inappropriate clothing and appearance are disruptive to the school program. Principals will enforce adherence to the dress code by those under their jurisdiction. School administrators have final authority to decide if clothing complies with district rules.

A. **Sun Protective Wear** – Students will be allowed to wear sunglasses, hats or other sun protective items while outdoors during and engaged in school related activities such as physical education or recess. No hats or sunglasses (unless prescribed by a physician) are to be worn in the school building or hallways.

B. **Pants** – Pants are to be worn at the waist, not below the waist or in such a way to expose undergarments or body parts in an indecent or vulgar manner or in a manner that disrupts the orderly learning environment. Short shorts, boxer shorts, see through items and other pajama revealing attire are not allowed. Spandex pants, leggings, or pants with rips may only be worn with a top that reaches mid-thigh or below as not expose undergarments or body parts in an indecent manner.

C. **Shirts and Blouses** – Must be long enough to remain tucked in at all times with no skin visible. Blouses with a neckline that dip below the line formed between the right and left armpit are prohibited. Spaghetti straps, tank tops, muscle shirts, and shirts with cut off sleeves are also prohibited.

D. **Shorts, Skirts, and Dresses** – To determine if shorts are too short: while student is standing with arms fully extended at side of his/her leg, shorts should reach to the student's fingertips. In other words, the longest finger should touch material, not skin. Spandex shorts should not be worn. Students may wear skirts and dresses of a modest length of no more than three inches from the knee to the bottom on the hem. Dresses with a neckline that dip below the line formed between the left and right armpit are prohibited.

E. **Unacceptable Attire** – Any apparel that is determined inappropriate, disruptive to the educational environment, or offensive to good taste by principal or designee of the school such as; jewelry, tattoos, or markings must be covered, accessories or manner of grooming, which by virtue of color arrangement, trade mark, or other attributes that denotes membership in a gang, advocates drugs, tobacco products, alcohol, violence, sexual innuendo, profanity, or has caused disruption is prohibited.

1. Jewelry should be worn in such a way that doesn't present a safety or health hazard such as spiked jewelry or accessories
2. Wallet chains and dog chains are not permitted

3. Bandanas are not to be worn, displayed, or carried onto campus.

F. **Footwear** – Students must wear shoes that are safe and appropriate for the specific learning environment.

G. **Uniforms**: Brooksville Elementary School, Challenger (uniforms for K-5 only), Chocachatti Elementary School, Deltona Elementary School, Discovery, Eastside Elementary School, Endeavor Academy, J.D. Floyd Elementary School, Moton Elementary School, ~~Pine Grove Elementary School~~, Spring Hill Elementary School and Suncoast Elementary School, require uniforms.

Schools through their School Advisory Councils (SAC), have the authority to establish dress codes that are more stringent than the guidelines specified in the Student Code of Conduct.

Note: Students enrolled in vocational/technical/lab classes may be required to wear clothing appropriate to a specific training in which students will be participating.

APPENDIX C
STUDENT RECORDS

State and Federal law gives parents [and students over eighteen (18) years of age] certain rights concerning student school records.

Annual Notice About Your Rights Concerning Student Records: Parent(s)/ guardian(s) have the right to inspect and review all records and data related to their child who is under 18 years of age or over 18 years of age if claimed as a dependent under IRS rules. This includes print, computer media, microfilm, and microfiche records. This may be done by contacting the school administration for an appointment. All requests will be granted within a reasonable period, not to exceed 30 days. Students 18 years of age and older have the right to inspect and review their records by following the same procedure outlined above.

Parent(s)/guardian(s) have an opportunity to challenge the content of their child's record, to ensure that it is not inaccurate, misleading, or otherwise in violation of privacy. Parent(s)/guardian(s) of students over eighteen (18) years of age claimed as a dependent under IRS rules and students over eighteen (18) years of age not claimed as a dependent are provided the opportunity to correct or delete inaccurate, misleading, or inappropriate data by first requesting a meeting with the school administration or department responsible for developing that information. If the school administration or department responsible for developing the information agrees that it needs to be corrected, then it is done, and only a notation that the record has been corrected or deleted is placed in the file. If an agreement is not reached at this level, then the parent(s)/guardian(s) or student over the age of 18 years if not claimed as a dependent, has the right to request a formal hearing under School Board Policy.

You have the right to let other people see your school records; however, the law allows some people to see your records without your consent. Exemptions to consent for disclosure:

i. School Board members, as part of an expulsion proceeding.
ii. School district employee or adult volunteer may see records if he or she needs information in the record in order to do his or her job as an employee or volunteer.
iii. Another educational institution even after a student has already enrolled or transferred if the purpose is related to the student's enrollment or transfer.
iv. Schools or institutions of post-secondary education to which a student seeks or intends to enroll.
v. Federal, state, and local authorities involved in an audit or evaluation of compliance with educational program requirements
vi. Financial aid institution, such as college loan personnel.
vii. Accrediting organizations.
viii. Persons who comply with lawfully issued order or subpoenas.
ix. Persons who deal with health or safety emergencies.
x. State or local officials in connection with serving the students under juvenile justice systems in the accordance with an interagency agreement or cooperative agreement as mandate by section 1003.52 Florida Statute.

Some of the information in your child's school record is not confidential and may be released without your consent. This information is defined as "Directory Information". The primary purpose of directory information is to allow the District to include this type of information from your child's educational records in certain school publications.

Examples include: Yearbook, honor roll, graduation reports, sport publications, etc. The following records/reports are designated as Directory Information.

1. Student's name
2. Date of Birth
3. Dates of attendance
4. Address
5. Telephone number, if not unlisted or Restricted per state statute
6. Major field of study
7. Degrees, honors, and awards received
8. Most recent previous educational institution
9. Height & weight of members of athletic teams
10. Participation in recognized sports/activities

If you do not want directory information released, you must notify the school administration in writing specifying what types of directory information you do not want released. The written notice to the school administration must be received within two (2) weeks of the first day of the school year or entry into the school system, if you enroll after the school year has begun.

Military recruiters and institutions of higher education are entitled, under federal law, to a list of names, addresses, and telephone numbers of high school students, unless you object to such release. The Superintendent also authorizes release of this information to companies that manufacture class rings and publish yearbooks. You must notify your child's school administration in writing, if you do not wish this information released without your consent. Both parents have a right to see their child's record unless there is a certified copy of an order on file at the school that specifically denies the right of access to school records. Copies of school records are available for a minimum copying charge.

You have the right to inspect, upon request, any instructional material used as part of the educational curriculum. This does not include academic tests/ assessments.

You have the right to opt out of any physical examination or screening that is invasive in nature – any medical examination that involve exposure of private body parts, or any acts during examination that include incision, insertion, or injection into the body, but do not include a hearing, vision, scoliosis screening, or head lice exams.

"Note: The School District may permit School Resource Officer (SRO) to view live feed of School District risk-management surveillance videos (bus or schools) or playback of such videos. A subpoena is required if the officer requests a copy of the video."

APPENDIX D

Student Network and Internet Acceptable Use and Safety Agreement

Telecommunications advances in technologies and proliferations of online media have fundamentally altered ways in which information is accessed, communicated, and disseminated in society. These changes are driving the need for educators to adopt new resources, instructional methods and ways they approach student learning, to harness and utilize the vast, diverse and unique resources available on the Internet. Although the School Board authorizes Internet services to its students, the School Board directs that appropriate restrictions are implemented to assure that use of the District's network is utilized in accordance with legitimate educational purposes. Student use of the District's computers, network, and Internet services ("Network") will be governed by policy 7540.03 and subject to the Student Code of Conduct. Student use of email will be governed by policy 7540.06 and subject to the Student Code of Conduct. The School Board encourages students to utilize the Network in order to promote educational excellence in our schools by providing them with the opportunity to develop the resource sharing, innovation and communication skills, and tools that are essential to both life and work. The instructional use of the Network will be guided by the School Board policies on instructional materials.

Technology advancements are such that the District may not always be able to protect access to services through the District's network/Internet connection to only those that have been deemed appropriate for education purposes. The District will strive to implement and sustain such protections, utilizing software and hardware measures that monitor, block and filter internet access to visual displays/depictions that are deemed obscene, child pornography and/or other materials that are harmful to minors as defined by the Children's Internet Protection Act (CIPA) and in compliance with Family Educational Rights and Privacy Act (FERPA) 20 U.S.C. § 1232g; 34 CFR Part 99 and its implementing regulations, the Children's Online Privacy Protection Act (COPPA), Florida Statutes Section 1002.22 and Rule 6A-1.0955 as may be amended or replaced from time to time. Parents/guardians are encouraged to discuss the appropriate use of the Internet and understand that there are risks associated with its use with their children. Parents/guardians assume risks by consenting to allow their child to participate in using the Internet. Parents/guardians of minors are responsible for setting and conveying the standards that their children should follow when using the Internet.

The Superintendent will implement procedures to configure District technology to prohibit access to other material deemed inappropriate for students to access. Protective hardware and software may not be disabled at any time that students may be using the Network. The Superintendent may temporarily or permanently unblock access to sites containing appropriate material, if access to such sites has been inappropriately blocked by the hardware and software. Determination of whether a material is appropriate or inappropriate shall be based on the content of the material and the intended use of the material.

District Staff members will provide training to ensure awareness and compliance regarding this policy under their supervision, and for providing guidance and instruction to students on appropriate use of the District's Network. Pursuant to Federal law, students shall receive education on the following:

A. Safety and security of students while using e-mail, chat rooms, social media, and other forms of direct electronic communications;
B. The dangers of students disclosing personally identifiable information online;
C. The consequences of unauthorized access and other unlawful or inappropriate activities by students online; and,
D. The authorized disclosures, use and dissemination of personal information regarding minors.

Students shall not access social media for personal use through the District's network. Students shall be permitted to access social media for educational use, in accordance with a teacher's pre-approved plan for use of social media for educational purposes, consistent with School Board policies. Students are responsible for behavior in accordance with standards defined in the Student Code of Conduct on the District's computers and network just as they are in classrooms, school hallways and other school premises and during school sponsored events. Users granted access to the Internet through the District's computers assume personal responsibility and liability, both civil and criminal, for inappropriate uses of the Internet as defined by this School Board policy. Users who disregard this policy may have user privileges suspended or revoked and may be disciplined.

Technology Privacy

Users have no expectation of privacy of the content of personal files and records of online activity while on the District's network. Monitoring may include, but will not be necessarily limited to, visual observations of online activities during class sessions; or use of specific monitoring tools, in coordination, with Information Technology (IT) personnel, to review browser history and network, server and computer logs.

Cyber-bullying

All students and employees will be provided a safe, secure, bullying and harassment free educational/work setting, in accordance with School Board 5517.01 Bullying and Harassment.

Student Communication

The School Board encourages positive and professional communication between staff, parents, and students by means which best protect all stakeholders' interests. The District staff shall comply with all Federal and State laws pertaining to electronic mail and shall communicate electronically for school related matters through the District-approved parent portal. The School Board recognizes that appropriate use of electronic media may take place during times outside the school hours during school activities (i.e. sport events, FFA events, field trips) when it is useful to use mobile devices and social media to communicate with students. Staff communications with students via private electronic media concerning non-school-related matters may cause the appearance of inappropriate association and are discouraged. The use of such communication technologies may lead to discipline.

Bring Your Own Device (BYOD)

BYOD is an acronym for Bring your Own Device, "device" includes but is not limited to a privately/owned laptop, tablet computing device, net book, notebook, e-Reader, iPod touch and/or smart phone. The District encourages students to use their own devices to further enhance their education in accordance with the following guidelines:

1. In order to utilize the District's network (specifically Internet access and related applications) as well as participate in the BYOD program, students and a parent/guardian must review and sign the

Responsible Use Policy. This will be considered a legally-binding agreement for the privilege of use of the network.

2. The student is fully responsible, at all times, for the personally-owned device brought to school. The District is NOT liable for any loss, damage or theft of a personally-owned device. As such, students should not share devices.
3. The student is responsible for the condition of the device brought to school, including but not limited to updates, antivirus software and repair.
4. Personal devices should be charged and recharged outside of school, unless specific permission is granted. Personal devices should be capable of lasting a full day without recharging.
5. Device use is exclusively limited to schools participating in the BYOD program. Devices should be turned off and should not be visible at schools not participating in the BYOD program.
6. Devices may only be used in certain approved areas of the school. Students may not use devices in parts of the school designated as No Technology Zones or any other areas where devices are not permitted.

Student use of Artificial Intelligence and Natural Language Processing Tools (AI/NLP tools)

The School Board recognizes the positive impact that Artificial Intelligence (AI) technology may have in the District's educational program and operations. The Superintendent is authorized to support the use of artificial intelligence technology when its use is consistent with the District's mission, goals, and operational integrity.
Any use of artificial intelligence technology in the District's educational program or operations must be in accordance with State and Federal law as well as Board policies including, but not limited to the following: Policy 5505 – *Academic Honesty*; Policy 5500 – *Student Conduct*; Policy 5517 – *Anti-Harassment*; Policy 5517.01 – *Bullying and Harassment*; Policy 2266 – *Nondiscrimination on the Basis of Sex in Education Programs and Activities (The Board's Policy and Grievand Procedures for Responding to Sexual Harassment Alleged to Have Occurred Prior to 8/1/2024)*; Policy 8330 – *Student Records*; Policy 2240 – *Controversial Issues*; Policy 7540.03 – *Student Internet Safety and Acceptable Use*; and Policy 7540.04 – *Staff Technology Acceptable Use and Safety*.
Utilization of AI/NLP tools is strictly prohibited for the completion of schoolwork. The use of AI/NLP tools, without the express permission/consent of a teacher, undermines the learning and problem-solving skills that are essential to academic success and that the staff is tasked to develop in each student. Students are encouraged to develop their own knowledge, skills, and understanding of course material rather than relying solely on AI/NLP tools and they should ask their teachers when they have questions and/or need assistance. Unauthorized use of AI/NLP tools is considered a form of plagiarism and any student found using these tools without permission or in a prohibited manner will be disciplined in accordance with the Student Code of Conduct.
Notwithstanding the preceding, students can use AI/NLP tools in the school setting if they receive prior permission/consent from their teacher, so long as they use the AI/NLP tools in an ethical and responsible manner. Teachers have the discretion to authorize students to use AI/NLP tools for the following uses:

A. Research assistance: AI/NLP tools can be used to help students quickly and efficiently search for and find relevant information for their school projects and assignments.

B. Data Analysis: AI/NLP tools can be used to help students to analyze, understand, and interpret large amounts of data, such as text documents or social media posts. This can be particularly useful for research projects or data analysis assignments – e.g., scientific experiments and marketing research.

C. Language translation: AI/NLP tools can be used to translate texts or documents into different languages, which can be helpful for students who are learning a new language or for students who are studying texts written in a different language.

D. Writing assistance: AI/NLP tools can provide grammar and spelling corrections, as well as suggest alternative word choices and sentence structure, to help students improve their writing skills.

E. Accessibility: AI/NLP tools can be used to help students with disabilities access and understand written materials. For example, text-to-speech software can help students with specific learning disabilities or

visual impairments to read texts and AI-powered translation tools can help students with hearing impairments understand spoken language.

As outlined above, under appropriate circumstances, AI/NLP tools can be effectively used as a supplement to and not a replacement for traditional learning methods. Consequently, with prior teacher permission/consent, students can use such resources to help them better understand and analyze information and/or access course materials. If a student has any questions about whether they are permitted to use AI/NLP tools for a specific class assignment, they should ask their teacher.

Violation of this policy may result in disciplinary consequences. Students may be disciplined for violations, up to and including suspension or expulsion.

The administration will refer any illegal acts to law enforcement.

STATUTORY AUTHORITY: 1001.43, 1001.51, 1002.22, 1003.4205, 1006.147 F.S.

H.R. 4577, P.L. 106-554, Children's Internet Protection Act of 2000

47 U.S.S. 254(h), (10), Communications Act of 1934, as amended

20 U.S.C. 6801 et seq., Part F, Elementary and Secondary Education Act of 1965, as amended

Children's Online Privacy Protection Act (COPPA), 15 U.S.C. ss. 6501-6506

Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99)

APPENDIX E

Opt Out Pledge of Allegiance

In accordance with Florida statute §1003.44:

A student has the right not to participate in reciting the pledge. Upon written request by his or her parent, the student must be excused from reciting the pledge, including standing and placing the right hand over his or her heart.

APPENDIX F

1006.195 District School Board, Charter School Authority and Responsibility to Establish Student Eligibility Regarding Participation in Interscholastic and Intrascholastic Extracurricular Activities.

Notwithstanding any provision to the contrary in F.S. 1006.15, 1006.18, and 1006.20, regarding student eligibility to participate in interscholastic and intrascholastic extracurricular activities:
(1)(a) A district school board must establish, through its code of student conduct, student eligibility standards and related student disciplinary actions regarding student participation in interscholastic and intrascholastic extracurricular activities. The code of student conduct must provide that:

1. A student not currently suspended from interscholastic or intrascholastic extracurricular activities, or suspended or expelled from school, pursuant to a district school board's suspension or expulsion powers provided in law, including F.S. 1006.07, 1006.08, and 1006.09, is eligible to participate in interscholastic and intrascholastic extracurricular activities.
2. A student may not participate in a sport if the student participated in that same sport at another school during that school year, unless the student meets the criteria in s. 1006.15 (3)(h).
3. A student's eligibility to participate in any interscholastic or intrascholastic extracurricular activity may not be affected by any alleged recruiting violation until final disposition of the allegation pursuant to s. 1006.20 (2)(b).

b) Students who participate in interscholastic and intrascholastic extracurricular activities for, but are not enrolled in, a public school pursuant to s. 1006.15 (3)(c)-(e) and (8), are subject to the district school board's code of student conduct for the limited purpose of establishing and maintaining the student's eligibility to participate at the school.
c) The provisions of this subsection apply to interscholastic and intrascholastic extracurricular activities conducted by charter schools and private schools, as applicable, except that the charter school governing board, or equivalent private school authority, is responsible for the authority and responsibility otherwise provided to district school boards.

(2)(a) The Florida High School Athletic Association (FHSAA) continues to retain jurisdiction over the following provisions in s. 1006.20, which may not be implemented in a manner contrary to this section: membership in the FHSAA; recruiting prohibitions and violations; student medical evaluations; investigations; and sanctions for coaches; school eligibility and forfeiture of contests; student concussions or head injuries; the sports medical advisory committee; and the general operational provisions of the FHSAA.

“As used in this document, ‘F.S.’ refers to ‘Florida Statue’,”
“As used in this document, ‘s’ refers to ‘subsection’,”

HERNANDO COUNTY SCHOOL DISTRICT
STUDENT CODE OF CONDUCT

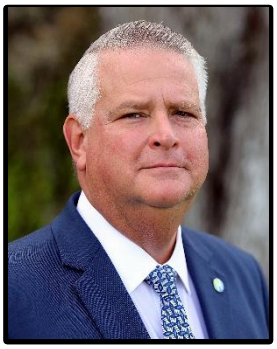


2026-2027

Ray Pinder, Superintendent of Schools

Hernando County School District, 919 North Broad Street, Brooksville, FL 34601, (352) 797-7000

A MESSAGE FROM THE SUPERINTENDENT



Parents and Guardians,

The Hernando School District has updated its Student Code of Conduct for the 2026-27 school year. The Code of Conduct outlines rules and expectations for student behavior on campus, during school activities, and at school-related events. This code was developed by a committee comprised of school staff, administrators, and parents to set clear guidelines and expectations that play a vital role in promoting a positive school culture.

The framework of our code of conduct aptly reflects our district's priority of maintaining a safe and healthy learning environment and ensures time spent at school is safe for everyone and focused on learning. We are committed to upholding the values of accountability and responsibility and will remain dedicated to the fair enforcement of this code.

Fostering a safe and supportive learning environment is a shared effort between all members of the school community, including students, parents, teachers, and administrators. I encourage you to take part in this mutual effort by reviewing the 2026-27 Student Code of Conduct with your student and aligning your own expectations for their behavior at school. By working together, we can ensure our students receive the support they need to continue pursuing enriching academic endeavors.

Thank you.

Ray Pinder
Superintendent

Mission

The Hernando County School District collaborates with students, parents and other community stakeholders to effectively prepare all students for a successful transition into a diverse and changing world.

Vision

To inspire and support the pursuit of individual greatness.

HERNANDO SCHOOL DISTRICT
Learn it. Love it. Live it.

Code of Civility

The education of a child happens only through partnership, and among partners must be the child, the school faculty and staff, the parent(s) or guardian(s), the community and district office employees. Partnership is an active state that includes sharing responsibilities, meaningful communication and welcomed participation.

When people who are working together agree, the partnership runs smoothly. But no two people will always agree and that can make partnership difficult. The partnership is most powerful – as children are educated to reach their potential – when we agree on how to disagree. We must be civil in our discourse.

Civility is often described by its absence. We hear of harmful actions such as road rage, physical confrontation, ethnic stereotypes and slurs. But civility is not just an absence of harm. It is the affirmation of what is best about each of us individually and collectively. It is more than saying "please" and "thank you." It is reflecting our respect for others in our behavior, regardless of whether we know or like them. It also is not simply being politically correct and is not to be used to stifle criticism or comment. It is being truthful and kind and is each of us taking responsibility for our own actions rather than blaming others.

As we communicate with each other, we need to remember that we are working together to benefit the children of this community.

Therefore, the Hernando County School Board requires that as we communicate, students, HCSD faculty and staff, parents, guardians and all other members of the community shall:

1. Treat each other with courtesy and respect at all times.

This means that:

- We listen carefully and respectfully as others express opinions that may be different from ours.
- We share our opinions and concerns without loud or offensive language, gestures or profanity.

2. Treat each other with kindness.

This means that:

- We treat each other as we would like to be treated.
- We do not threaten or cause physical or bodily harm to another.
- We do not threaten or cause damage to the property of another.
- We do not bully, belittle or tease another and we do not allow others to do so in our presence.
- We do not demean and are not abusive or obscene in any of our communications.

3. Take responsibility for our own actions.

This means that:

- We share information honestly.
- We refrain from displays of temper.
- We do not disrupt or attempt to interfere with the operation of a classroom or any other work or public area of a school or school facility.

4. Cooperate with one another.

This means that:

- We obey school rules for access and visitation.
- We respect the legitimate obligations and time constraints we each face.
- We notify each other when we have information that might help reach our common goal. This will include information about safety issues, academic progress, changes that might impact a student's work or events in the community that might impact the school.
- We respond when asked for assistance.
- We understand that we do not always get our way.

Authority and Enforcement of the Code of Civility

Authority and enforcement of a code for civil conduct ultimately depends on the individual and collective will of those involved – students, HCSD faculty and staff, parents, guardians and all other members of the community. However, individuals need to know how to respond to uncivil behavior and how such behavior will be responded to. The school board does not condone a lack of civility by anyone.

Therefore:

1. A student who believes that he or she has not been treated in a manner reflective of the Code of Civility should report such behavior to the appropriate school administrator.
2. A parent, guardian or community member who believes that he or she has not been treated in a manner reflective of the Code of Civility should report such behavior to the staff member's immediate supervisor.
3. An employee who believes that he or she has not been treated in a manner reflective of the Code of Civility should use the following guidelines:

   A. If personal harm is threatened, the employee may contact law enforcement.

   B. Anyone on school district property without authorization may be directed to leave the premises by an administrator or security officer. Anyone who threatens or attempts to disrupt school or school district operations, physically harm someone, intentionally cause damage, uses loud or offensive language, gestures, profanity or shows a display of temper may be directed to leave the premises by an administrator or security officer.

      a. If such person does not immediately and willingly leave, law enforcement shall be called.

   C. If a telephone call recorded by an answering machine, email, voice mail message or any type of written communication is demeaning, abusive, threatening or obscene the employee is not obligated to respond.

      a. If personal harm is threatened, the employee may contact law enforcement.

      b. The employee shall save the message and contact his or her immediate supervisor or school district security.

   D. If any member of the public uses obscenities or speaks in a demeaning, loud or insulting manner, the employee to whom the remarks are directed shall take the following actions:

      a. Calmly and politely ask the speaker to communicate civilly.

      b. If the verbal abuse continues, give appropriate notice to the speaker and terminate the meeting, conference or telephone conversation.

      c. If the meeting or conference is on school district premises, request that an administrator or authorized person direct the speaker promptly to leave the premises.

      d. If the speaker does not immediately leave the premises, an administrator or other authorized person shall notify law enforcement to take any action deemed necessary.

TABLE OF CONTENTS

	Introduction		I
	Parent Notice		II
	Zero Tolerance		III -IV
	Annual Notice of Non-Discrimination		1
I.	Students' Rights & Responsibilities		2-3
II.	Educational Authority		4
	A.	School Administration Authority	4
	B.	Teacher Authority/Procedures/Teacher authority to remove a student from class	4
	C.	Bus Driver's Authority, Procedures and Expectations	4-5
III.	Interviews/Investigations		7
	A.	Administrative	7
	B.	Written threats to commit Mass Violence	7
	C.	Criminal Offenses on School Campus	7
	D.	Criminal Offenses off School Campus	7
	E.	Child Abuse	8
	F.	Removal of a Student from School	8
IV.	Searches		8
	A.	Locker/Vehicle Search	8
	B.	Personal Search	9
	C.	Canine Search	9
	D.	Cell Phones/Wireless Communication Devices	9
	E.	FortifyFL	9
	Interventions & Corrective Action Chart		10
	Guiding Principals		11
V.	Infractions with General and Specific Disciplinary Actions		11-32
VI.	Out of School Suspension Procedures/ Students with Disabilities Flow Chart		33-36
VII.	Alternative School/Expulsion Procedures		37-39

APPENDIX A

Bullying and Harassment School Board Policy & Procedures	40-48
Dating Violence and Abuse School Board Policy & Procedures	49-52

APPENDIX B

Dress Code	53-54

APPENDIX C

Student Records	55-56

APPENDIX D

Student Network and Internet Acceptable Use and Safety Agreement	57-60

APPENDIX E

Opt Out Pledge of Allegiance	61

APPENDIX F

Interscholastic and Intrascholastic Extracurricular Activities.	62

Introduction

The Hernando County School District collaborates with parents and other community stakeholders to effectively prepare all students for a successful transition into a diverse and changing world. With this vision in mind, The Hernando County School District has developed the Student Code of Conduct to clearly communicate the behavioral expectations necessary for maintaining a safe and orderly learning environment.

The Student Code of Conduct applies to all students enrolled in the Hernando County School District.

Students enrolled in the Hernando County School District are subject to the law, rules, regulations, and policies of the State of Florida and the School Board of Hernando County, Florida, anytime:

1. a student is on school board-owned property;
2. a student is attending school;
3. a student is being transported to or from school or school-sponsored events at public or school expense;
4. and a student is in attendance at, or participating in, a school-sponsored activity.

All students are subject to the immediate control and direction of teachers, staff members, or bus drivers to whom such responsibility has been assigned by the principal or the principal's designee.

The term "parent" wherever used in this document shall include a student's parent or parents, legal guardian, legal custodian, or adult recognized by the student's school as acting "in loco parentis".

** PARENT NOTICE **

If your child commits two or more Level III offenses with documentation of interventions, or any Level III offense that results in injury or campus disruption or one Level IV violation, the result will be immediate administrative action, removal of your child from school and/or recommendation for expulsion. Please refer to pages 12 through 37 of this Student Code of Conduct for specific offenses.

Furthermore, any student who has been determined to have committed a repeat offense of bullying will be subject to this same administrative action. Refer to Appendix A.

Students will be disciplined as outlined in the Student Code of Conduct. Some acts may warrant law enforcement investigation, and there may be additional consequences for acts that violate the law.

Electronic communication and all other forms of communication that take place on or off of school grounds, with students' personal property (non-school property) and causes a major disruption on school campus, will result in disciplinary action.

A parent conference must be held with school administration for any major infraction prior to student returning to school.

Restraint

1. All efforts should be made to contact a parent for assistance with de-escalation prior to a student restraint.
2. For an incident where a student is restrained, the parent must be contacted by telephone, email (or both), as soon as possible, but prior to the end of the school day.



Zero Tolerance:

Zero Tolerance for School Related Violent Crimes: The Hernando County School District believes that all students are entitled to attend schools that are safe and orderly and which provide an environment that fosters learning and high academic achievement. The district will not tolerate the presence of persons who engage in violent criminal acts on school property, on school sponsored transportation, or during school sponsored activities. (F.S 1006.13) The Legislature finds that zero tolerance policies are not intended to be rigorously applied to petty acts of misconduct and misdemeanors, including, but not limited to, minor fights or disturbances.

A threat management team may use alternatives to expulsion or referral to law enforcement agencies to address disruptive behavior through restitution, civil citation, teen court, neighborhood restorative justice, or similar programs. Zero-tolerance policies must apply equally to all students regardless of their economic status, race or disability.

Each district school board shall adopt a policy of zero tolerance that:

a. Identifies acts that are required to be reported under the school environmental safety (SESIR) incident reporting pursuant to s. 1006.07(9).

b. Defines acts that pose a threat to school safety

c. Defines petty acts of misconduct which are not a threat to school safety and do not require consultation with law enforcement

d. Minimizes the victimization of students, staff, or volunteers, including taking all steps necessary to protect the victim of any violent act from any further victimization. In a disciplinary action, there is rebuttable presumption that the actions of a student who intervened, using only the amount of force necessary, to stop a violent act against a student, staff, or volunteer were necessary to restore or maintain the safety of others.

e. Establishes a procedure that provides each student with the opportunity for a review of the disciplinary action imposed pursuant to s. 1006.07.

f. Requires the threat management team to consult with law enforcement when a student exhibits a pattern of behavior, based upon previous acts or the severity of an act that would pose a threat to school safety.

The School Board has determined that the following acts constitute threats to school safety:

- Aggravated battery
- Armed robbery
- Arson
- Battery or aggravated battery on a teacher or other school personnel
- False Alarms, including but not limited to, pulling fire alarms
- Homicide
- Possession, use or sale of any explosive device
- Possession, use or sale of any firearm
- Sexual battery
- Victimization

**Any student who has been found to have committed one of the enumerated felony offenses in Florida Statutes and has a No Contact Order issued by a judge, will be removed from the school of attendance and transferred to a different school in the district, or must be separated from the victim(s) and the victims' siblings in school and on school transportation.*

Firearms:

A Student shall not bring, possess, handle or transport firearms on any District School Board of Hernando county school or campus, at any school function, or on any school sponsored transportation. A Junior ROTC or color guard, pre-approved activity, exemption may apply.

- It is the policy of the District School Board of Hernando County, that F.S.790.25(5), SHALL NOT apply to any student bringing any concealed firearm or weapon onto school property. All students are subject to the policies and penalties stated in this Student Code of Conduct. For the purposes of this

III

policy, the word student shall mean, but not be limited to, any preschool, elementary, middle, high, secondary, vocational or post-secondary student of a school maintained and operated by the District School Board of Hernando County.

- Violation of this rule will result in automatic out-of-school suspension and possible expulsion. Criminal prosecution is also likely in these instances.

Any student who is determined to have brought a firearm as defined in 18 U.S.C.s. 921 (United States Code) or Florida Statute 790, to any District School Board of Hernando County school or campus, at any school function, or on any school sponsored transportation, will be recommended for expulsion, with or without continuing educational services from the student's regular school for a period of not less than (one) full year and referred for criminal prosecution.

The Superintendent, his designee, and/or the School Board may consider extenuating circumstances in determining the length and type of expulsion. (F.S. 1006.07)

Weapons:

A student shall not bring, possess, handle or transport weapons to or on any District School Board of Hernando County school or campus, at any school function or on any school sponsored transportation.

Florida Statute 790 and the School Board define the term "weapon" to include the following non-exclusive list of items:

- "antique firearm", "tear gas gun", "chemical weapon or device", "dart-firing stun gun", "destructive device", "electric weapon or device", "explosive", "firearm", "handgun", "machine gun", "short-barreled rifle", "short-barreled shotgun", "slungshot", "dirk", "knife", "sword", sword cane", "razor blade", "box cutter", "metallic knuckles", "billie",
- or any other deadly weapon, or object that's capable of being utilized as a deadly weapon, except a common pocketknife, plastic knife or a blunt-bladed table knife.

Violation of this rule will result in disciplinary action, which may include out-of-school suspension and possible expulsion. Criminal prosecution is also likely in these instances. (F.S.790.001)

Infractions that require Expulsion or One Year Placement in an Alternative Setting: Per Florida Statute 1006.07

- False reporting of bomb or explosive
- Possession of Firearms/Weapons

Anti-Bullying, Harassment, and Dating Violence Policy

The policy of the Hernando County School District is that all students have an educational setting that is safe, secure and free from harassment, bullying, dating violence or abuse of any kind. This policy shall be applied consistently with all applicable school board, state and federal laws. Conduct that constitutes bullying, harassment, dating violence or abuse as defined herein, is prohibited. Students who persistently engage in substantiated bullying behavior will be subject to possible expulsion. See Appendix A.

Annual Notice of Non-Discrimination

It is the policy of the School Board of Hernando County, Florida, not to discriminate on the basis of race, color, religion, national origin, age, sex, marital status, or handicap in its educational programs or employment practices. By operating in this manner, the School Board adheres to the provisions of Federal Law and other applicable laws.

Specifically, Hernando District Policy states, "It is the policy of the Hernando County School Board not to illegally discriminate or to allow its employees to illegally discriminate on the basis of race, color, religion, national origin, age, sex, marital status, disability, pregnancy, military status, ancestry, or Genetic Information Nondiscrimination Act of 2008 (GINA) in its educational programs or employment practice." The District also provides equal access to its facilities to the Boy Scouts and other identified Title 36 patriotic youth groups, as required with 34 C.F.R. 108.9.

In accordance with Florida Administrative Code, national origin minority or Limited English Proficient (LEP) students shall not be subjected to any disciplinary action because of their appropriate use of a language other than English. (The lack of English skills will not be a barrier to admission into any Career and Technical Education Programs offered at any of our schools, Sun Tech Education Center or adult education programs)

To file concerns, please follow the complaint procedures found in School Board Policies 1122, 3122 and 4122.

Compliance officers for Employee related issues are Matthew Goldrick, Director of Human Resources 352-797-7005. Compliance officer for student related issues are Jill Kolasa, Director of Student Services 352-797-7008 and Anna Jensen, Director of ESE, 352-797-7022.

I. STUDENTS' RIGHTS AND RESPONSIBILITIES:

Attendance	
Students' Rights	**Students' Responsibilities**
Students have the right to attend school and be informed of the school rules and county policies on attendance and makeup work.	Students have the responsibility to participate in classes regularly, be on time, and adhere to the school's attendance policy and makeup policy.
Bullying	
Students' Rights	**Students' Responsibilities**
Students have the right to attend school free of harassment, bullying, or sexual cyber harassment.	Students have the responsibility to report any and all acts of harassment, bullying, or sexual cyber harassment to school personnel.
Counseling	
Students' Rights	**Students' Responsibilities**
Students have the right to receive counseling for personal, academic, or career oriented reasons.	Students have the responsibility to seek this counseling.
Dress Code	
Students' Rights	**Students' Responsibilities**
Students have the right to dress comfortably in a way appropriate to the school setting.	Students have the responsibility to dress in a non-offensive manner to others that is compliant with school, classroom, and extracurricular rules.
Due Process	
Students' Rights	**Students' Responsibilities**
Students have a right to due process in all disciplinary actions	Students have the responsibility to cooperate with school personnel in cases involving disciplinary actions, follow the process correctly, and accept the final decisions and consequences of their actions.
Education	
Students' Rights	**Students' Responsibilities**
Students have the right to receive an education.	Students have the responsibility to participate in educational opportunities, complete all assignments expected from them, and complete work to the best of their abilities and strive for academic growth and their personal best.
Students have the right to know in advance how grades in their class will be determined. Students have the right to receive grades in a timely manner.	Students have a responsibility to understand the grading system and monitor their own progress.
Students have the right to attend school in a positive, safe, and clean learning environment free from bias, discrimination, and verbal or physical threats.	Students have the responsibility to maintain an attitude and actions that promotes a positive learning environment.
Students have the right to have school personnel who are receptive to student needs and concerns.	Students have the responsibility to express their needs and concerns in an appropriate manner.
Electronics	
Students' Rights	**Students' Responsibilities**
Students have the right to use electronic media legally for academic purposes in accordance with the district electronics policy and state statutes.	Students have the responsibility to follow and adhere to the district electronic policy during school hours and at school functions.
Free Speech	
Students' Rights	**Students' Responsibilities**

Students have the right to hear, examine, and express divergent points of view, including freedom of speech, written expression, and symbolic expression.	Students have the responsibility to be considerate and respectful of divergent points of view, and to not cause major disturbances on campus through their expression of their point of views to others or to school property.
Students have the right to express their views through reading and writing, but without being obscene, disruptive, or slanderous to the school, students, or employees.	Students have the responsibility to respect the right of others in their expression of their views, and to do this (and express their own) in a polite manner.
Materials	
Students' Rights	**Students' Responsibilities**
Students have the right to be provided with district adopted textbooks and use school facilities and property appropriately.	Students have the responsibility to respect all school property and materials and return them or pay for them in cases of damage at appropriate times.
Participation	
Students' Rights	**Students' Responsibilities**
Students have the right to participate in extracurricular activities dependent upon state and district eligibility requirements. Students have the right to participate in school affiliated clubs and organizations.	Students have the responsibility to abide by all school rules when participating in school sponsored activities on or off campus. Students have the responsibility to take an active interest in the club or organization and fulfill all membership responsibilities.
Students have the right to participate in school government based on democracy.	Students have the responsibility to take an active interest in student government and provide their input.
Students have the right to choose whether to participate in patriotic or religious activities	Students have the responsibility to respect the rights of others to participate in religious or patriotic activities.
Students have the right to assemble peaceful on school grounds.	Students have the responsibility to assemble in a way that does not disrupt education.
Privacy and Property Rights	
Students' Rights	**Students' Responsibilities**
Students have the right to enjoy a reasonable degree of personal privacy.	Students have the responsibility to understand that privacy is not guaranteed with regard to use of the internet and electronic devices.
Students have the right to have personal property respected, unless school personnel have reason to believe a student is in possession of materials prohibited according to school and state rules.	Students have the responsibility to respect others private possessions and to keep prohibited items away from school and school related activities.
School Rules and Regulations	
Students' Rights	**Students' Responsibilities**
Students have a right to be informed of the school's rules and regulations and the consequences of breaking them.	Students have a responsibility to know and follow the school rules and accept the consequences of their actions in breaking the rules.
Students have the right to be treated in a fair and equitable way from school employees and have school rules that are enforced in a consistent and fair manner.	Students have the responsibility to treat school employees in a fair and equitable way, and to also treat the school grounds in a respectful manner.
Student Records	
Students' Rights	**Students' Responsibilities**
Students have the right to have access their own student records	Students have the responsibility to provide the school their own information relevant to making educational decisions.

This list is intended as a general illustration of some rights and responsibilities recognized by law, and does not create or expand any rights or responsibilities beyond those specifically provided by State or Federal law or School Board Policy.

II. EDUCATIONAL AUTHORITY

A. School Administration Authority

The school administration shall have authority and control over all students at school, at a school sponsored activity and during times when students are on a school bus. School administration has the authority to direct students and can impose reasonable requirements that are consistent with the Student Code of Conduct. (F.S 1006.09)The school administration has the final say on the disciplinary action for each discipline. Information regarding other students and their disciplines cannot be shared with non-parent/guardians in compliance with FERPA.

Electronic communication that takes place off school grounds with student's personal property (non-school property) and causes a significant disruption on school campus may result in disciplinary action.

B. Teacher Authority/Procedures

In accordance with Section 1003.32, Florida Statutes http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1003/Sections/1003.32.html, teachers and other instructional personnel shall have the authority to undertake actions in managing student behavior and ensuring the safety of all students in their classes and school and their opportunity to learn in an orderly and disciplined classroom.

The principal shall make provisions for students to be removed from class when the continued presence of the student in the classroom is intolerable.

1. The school-based Placement Review Committee consists of three (3) teacher representatives [one (1) selected by the school's faculty and one (1) selected by the teacher who removed the student] and one (1) teacher appointed by the principal. The principal must notify each teacher in that school about the availability, the procedures and the criteria for the Placement Review Committee.
2. If no teacher volunteers to participate in the Placement Review Committee, then the Hernando Classroom Teachers' Association (HCTA) President will appoint members to serve on that school's committee.
3. The teacher who does not wish the student readmitted to the class may not serve on the committee, nor may the principal serve on the Placement Review Committee. The teacher and the principal may speak before the committee. Neither may be present when the committee members deliberate to reach their decision.
4. The teacher and the Placement Review Committee must render decisions within five (5) working days of the removal of the student from the classroom.
5. If the Placement Review Committee's decision is contrary to the decision of the teacher to withhold consent to the return of the removed student to the teacher's class, the teacher may appeal the committee's decision to the Superintendent of Schools.

C. Bus Driver's Authority

The bus driver shall have authority of students when they are on the bus. The driver *shall not have authority* when students are waiting at the bus stop, or when they are en route to the bus stop except

when the bus is present at the bus stop and students are loading or unloading from the bus. If a student's behavior jeopardizes the safety of others on the bus, law enforcement shall be contacted by the driver or the Transportation Department. (F.S. 1006.10)

Bus Procedures - Instructions for Students Riding the Bus:

- Students are expected to obey the bus driver's instructions at all times since he/she is in full charge of the bus
- When waiting to board the bus, students are to stand at least 10 feet off the roadway until the bus stops. Also when boarding or departing the bus, students are to walk 10 feet in front of the bus and wait for the driver's signal before crossing the road.
- Students must board and leave the bus at their regular stop location. No exceptions will be made unless by written permission from the administration.
- Students must be on time. The bus will not wait for those who are tardy. Students should be at the bus stop five minutes before the scheduled time. In case of a bus breakdown, student must wait at the bus stop for one hour for a substitute bus to arrive before an excused tardy for being late to school is issues.
- The driver will assign student seats. Students are to sit facing forward with feet out of the aisle. Students are to remain in their seats while the bus is in motion. The aisle must be clear of feet, books and jackets. The driver must have an unobstructed view of the back door.
- Students are to keep arms and heads inside windows. No object is to be thrown at the bus, in the bus or out of the windows of the bus.
- Students are to make no unnecessary conversation with the bus driver since the driver must have his/her full concentration on driving the bus. Students are to remain quiet. Outside of ordinary conversation, students are to maintain classroom conduct. Students shall not use any abusive or profane language to other students, the driver or pedestrians.
- Students will refrain from pushing, tripping, shoving and fighting while boarding, riding and leaving the bus.
- Students are to be absolutely silent when the bus stops at all railroad crossings. Burning the dome lights is the driver's signal for absolute silence.
- No eating, drinking, use of drugs/snuff/chewing tobacco, smoking, vaping or possession of a weapon will be allowed at any time on the bus.
- Animals (dead or alive), glass containers, sharp objects, balls, ball bats, racquets, marbles, cutting instruments, toothpicks, balloons, lighters, matches, or any items of this nature are NOT allowed on the bus.
- Large objects, including band instruments which cannot be held on the lap of which interfere with the seating and safety of others, will not be permitted on the bus.
- Students in Exceptional Student Education must comply with all of the above. As required by law, parent(s)/guardian(s) of exceptional students must be available to assist the student in boarding and departing at the approved bus stops, and they must provide necessary emergency information to the Transportation Department.

Violation of any of the above procedures will be reported by the driver to the principal who has the authority to suspend a student temporarily or permanently from riding the bus. Riding the bus is a privilege. Parent(s) have the responsibility to ensure that suspended students will not appear at the bus stop.

Disciplines occurring on the bus – Progression of Consequences:

	First Offense	Second Offense	Third Offense	Fourth Offense
Elementary (K-5)	Parent Notification Bus warning or 1 day bus suspension	Parent Notification Admin Parent Conf. Bus Suspension 1-3 days	Parent Notification Admin Parent Conf. Bus Suspension 3-5 days	Parent Notification Bus Suspension 10 days Referral for Bus Pre-Expulsion
Secondary (6-12)	Parent Notification Bus Suspension 1 day	Parent Notification Admin Parent Conf. Bus Suspension 3 days	Parent Notification Admin Parent Conf. Bus Suspension 5 days	Parent Notification Bus Suspension 10 days Referral for Bus Pre-Expulsion

Parent(s) shall:

1. Ensure that their students ride only on their assigned school bus and get on and off only at assigned bus stops, except when the district has pre-approved an alternative bus or other arrangements.
2. Ensure that their child follows the district's adopted Student Code of Conduct while at the school bus stop and provide necessary supervision during times the bus is not present.
3. Provide assistance if necessary to their students with disabilities to help them get on and off the bus at their stop, as required by the student's Individualized Education Plan.
4. Meet their PK – 2nd grade students at the bus door for all Elementary and K-8 schools, or have an adult or older sibling listed on the child's bus registration card designated to meet the student at the bus door. If the person designated is an older sibling, then the parent(s) must send in a notarized letter authorizing this action.

HERNANDO COUNTY SCHOOL DISTRICT BUS EXPECTATIONS

All standards of behavior that apply on school grounds and at school activities also apply to the school bus. The rules found in the Student Code of Conduct shall be enforced on the bus. Students are expected to abide by the standards of the Student Code of Conduct in addition to but not limited to the bus expectations listed below.

1. Respect the driver and follow instructions.
2. Remain seated; head and arms inside bus and keep your hands to yourself.
3. Keep door and aisle clear of obstacles to include but not limited to: pets, glass or large items including large band instrument, skateboards or loose balloons.
4. Do not throw anything on the bus or out of the window at anytime.
5. Be absolutely quiet when the dome lights are on.
6. Do not eat, drink or chew gum on the bus.
7. Quiet conversations only.
8. After waiting for the driver's signal, cross the road in front of the bus.
9. A permission slip signed by the principal or designee and approved by the transportation department is required for riding another bus or getting off at a different stop.
10. Complete silence shall be maintained at all railroad crossings.
11. Students should sign on/off bus with their bus pass badge or entering their student number into the keypad at the bus entrance.

Pre-K through 2nd grade students MUST be met at the bus door at the afternoon bus stop by an authorized adult or they will be returned to school.

Bus riding is a privilege, not a right.

III. INTERVIEWS/INVESTIGATIONS

A. Administrative

School administration, which may include the School Resource Officer/Guardian, has the right and duty to interview students who are subjects and/or potential witnesses to possible violations of the Student Code of Conduct **without** notifying parent(s). The identity of witnesses will be protected to the greatest extent possible.

B. Written Threats to Commit Mass Violence

In accordance with Florida Statute 836.10, any written or electronic threats to commit mass violence are considered a felony offense. Arrests for such offenses will require an administrative hearing and disciplinary action, regardless of whether the offense occurs on or off campus, as it poses a significant threat to school safety.

Florida Statute 836.10 states that it is unlawful for any person to send, post or transmit, or procure the sending, posting, or transmission of, a written or other record, including an electronic record, in any manner in which it may be viewed by another person, when in such writing or record the person makes a threat to:

- Kill or do bodily harm to another person; or
- Conduct a mass shooting or an act of terrorism.

C. Criminal Offenses On School Campus

School administration has the right to request the assistance of law enforcement to investigate crimes or allegations of a crime committed at school, on a school bus or at a school sponsored activity. If school administration requests assistance, a law enforcement officer may conduct a general investigation and interview students (witnesses and suspects) during the school day. School administration shall be present during the interviews. If the investigation determines that a particular student is a suspect then the parent(s) will be notified.

D. Criminal Offenses <u>Off</u> School Campus

The school administrator shall make every attempt to contact the student's parent(s) before permitting law enforcement to interview a child when the student is a suspect in a criminal investigation for an offense that occurred off school property. When the parent(s) can be reached they will be informed that law enforcement is planning to interview the student and be given a reasonable time to appear before the student is interviewed. School administration shall be present during the interview if the parent(s) cannot be contacted. At the high school level, the student has the right to request that school administration not be present during the interview.

When a student is being interviewed as a victim or witness in a criminal case that occurred off campus, the parent(s) must be notified before permitting the child to be interviewed. Attempts must be documented and if the parent(s) cannot be contacted the school administration shall be present during the interview.

Any student required to wear an ankle monitor may not come on any school campus until the monitor is no longer required by law.

A manifestation determination review must be conducted for any student with a disability when a disciplinary action would result in a change of placement exceeding ten (10) school days.

E. Child Abuse

If a student is a suspected victim in a child abuse investigation, school administration may **not** contact the parent(s). This is the sole responsibility of the Department of Children and Family investigator. School administration or their designee may be present, in accordance with Florida statutes, if requested by the student and approved by the DCF /law enforcement official conducting the interview.

F. Removal of a Student from School

A student has certain rights when an officer of the court (law enforcement, Department of Children and Families Investigator/Case Worker) wishes to remove the student from school premises.

1. A student can be removed from campus by law enforcement under the following circumstances:
    a. With consent from the parent
    b. To ensure compliance with a subpoena requiring the student to appear in a court proceeding
    c. In response to a court order authorizing the student's being taken into custody; OR
    d. When the student is subject to criminal arrest due to probable cause.

    School administration should verify the time of removal and that the School Resource Officer has informed the parent(s).
2. When a law enforcement officer/DCF investigator informs school administration that the child needs to be removed pursuant to Florida Statutes, the officer/investigator shall be permitted to do so. The officer/investigator will be responsible for notifying the parent(s). The officer/investigator should follow established sign out procedures. School administration should document the time of removal.

IV. SEARCHES

A. Locker/Vehicle Search

The school administration maintains authority over lockers and desk spaces provided to students and oversees the admission and parking of vehicles on school premises. As a result, principals are empowered and obligated to inspect and search students' lockers, desks, and both student and non-student vehicles if, there is reasonable suspicion of the presence of a prohibited or illegally possessed substance or objects such as weapons within those areas, as outlined in Florida Statue 1006.9 (9). Furthermore, the school may employ the use metal detectors and trained dogs to screen for prohibited weapons and substances. Vehicles brought on school grounds by students are subject to the same criteria for searches as students' personal belongings. If a request to search a vehicle on school premises is denied by the student, parent, or vehicle owner, administration has the right to terminate the student's privilege of bringing a motor vehicle on to school premises. The above actions are taken in accordance with the school's responsibility to uphold discipline and ensure the health and safety of students and the school community. Any items discovered during such searches may be handed over to

law enforcement for further investigation and could lead to criminal or juvenile court proceedings, as well as school disciplinary actions.

B. Personal Search

Students and their possessions may be searched by school administrators and/or designee with or without the student's permission, if school administrators have reasonable suspicion that the safety and well-being of that student or other people in the school are in jeopardy, or if the student is suspected to be in possession of a prohibited or illegally possessed substance or objects such as a weapon. If the illegal items are located by school administrators during the search, these items will be turned over to law enforcement for investigation. Furthermore, the school may employ the use metal detectors to screen for prohibited weapons and prohibited items. If the student refuses or parent denies the student to be searched, this may result in a Level III for Gross Insubordination.

House Bill 1537: Any search of a student's personal belongings, including a purse, backpack, or book bag, must be conducted discreetly to maintain the privacy of the student's personal items within such belongings. Personal items that are not prohibited on school grounds must be immediately returned to the student's personal belongings.

C. Canine Search

A trained sniff-screening dog can be walked around school lockers, school grounds or vehicles in the school parking lot without violating student's constitutional rights. Students cannot be detained without reasonable suspicion while the dog is sniffing. For example, walking a trained sniff-screening dog around a student's vehicle in a school parking lot while the student is in class is permissible; however, detaining the same student in the school parking lot, without reasonable suspicion, while a trained sniff-screening dog walks around the student's car is not permissible. An alert by a trained sniff-screening dog that drugs or weapons may be present in a particular location provides school officials reasonable suspicion and law enforcement officers probable cause to conduct a search of the place to which the dog alerted.

D. Cell Phones/Wireless Communication Devices (WCD)

School administration may search a cell phone or other wireless communication devices if they have reasonable suspicion that such a device has been used in violation of the Student Code of Conduct.

E. FortifyFL.

School districts are required to promote FortifyFL, as provided in Section 943.082(4)(b), F.S. Districts are required to:

1. Advertise FortifyFL on the district website, on school campuses, in newsletters, and in school publications;
2. Install the FortifyFL app on all mobile devices issued to students; and
3. Bookmark the FortifyFL website on all computer devices issued to students.
4. Advertise that someone who knowingly submits a false tip through FortifyFL may be subject to further investigation by law enforcement, and may be subject to criminal penalties under Section 837.05, F.S.

(d) Within the first five (5) days of each school year, each district school board must ensure that instruction on the use of FortifyFL is provided to students in accordance with Section 943.082(4)(b). F.S. Instruction on FortifyFL must be developmentally appropriate and must include the consequences of making a threat or false report involving school or school personnel's property, school transportation or a school-sponsored activity.

***OSS is also specified for some specific Level I and Level II infractions, see section VIII.**

A Multi-Tiered System of Supports (MTSS) refers to framework that includes all of the instructional strategies, interventions, and supports that are used to help all students achieve.

INTERVENTIONS

Interventions may include, but are not limited to, the following strategies

LEVEL I

- Referral to MTSS/Response to intervention team
- Four step problem solving process
- Monthly/Quarterly positive incentives
- Class Assemblies to review behavior expectations
- Classroom Interventions/supports
- School/Class Behavior Expectations posted
- Conference with student and administrator
- Re-teach school & classroom expectations
- Social Worker Referral

LEVEL II

- Conference with student, Counselor and/or Administrator
- Daily or weekly home school communication
- Functional Behavioral Assessment, Positive Behavioral Intervention Plan
- Parent conference with teacher and/or administrator
- Parent Workshop
- Peer Mediation
- Participate in targeted skills group
- Check-In / Check-out
- Referral to community agency
- Re-teach Behavioral expectations
- Increase frequency of incentives
- Social Worker Referral

LEVEL III & IV

- Functional Behavioral Assessment, Positive Behavioral Intervention Plan
- Re-teach behavioral expectation(s)
- Review classroom expectations
- Referral for Mental Health Supports
- Check-In / Check-out (BIP)
- *Targeted skills group
- *Individual counseling
- Wrap around services
- Referral to community agency
- Social Worker Referral

LEVELS OF DISCIPLINARY ACTION SUMMARY

Interventions and corrective actions should be selected that will have a positive impact on student behavior, and when at all possible, minimize student's time away from classroom instruction. Corrective actions are designed for consistency and to protect the learning environment for all students.

LEVEL I

- Reteach behavioral expectation(s)
- Conference with Teacher
- Conference with Principal
- Counseling referral
- Conference with Parent
- Referral to Community Agency
- Adjustment of Student's schedule
- Assignment of peer or adult mentor
- Written reflection
- Daily or weekly home-school communication
- Letter of apology
- Lunch detention
- Administrative warning
- Loss of privilege
- Change assigned seat (bus)
- Teacher detention

LEVEL II & III

- Detention (Administrative)
- Timeout
- After-hours school
- In-school suspension
- Out of school suspension
- Lunch detention
- Loss of eligibility for extracurricular activities
- Loss of privileges
- Restitution
- *Participate in targeted skills group
- Check-In/Check-out – Behavioral Education Plan
- *Group counseling
- Social Worker Referral

LEVEL IV

Pre-Expulsion Hearing will be held

- Out of School Suspension
- Expulsion-Alternative placement
- Social Worker Referral

A Pre-Expulsion hearing to review student's record with an administrator, other appropriate school personnel, student, and the parent/legal guardian. The consequences for the infraction will be determined at or immediately following the hearing.

***Any referral for the following require parental consent: individual counseling, group counseling and targeted group participation.**

Guiding Principles

Student success is reliant on collaboration among staff, students, parents and community stakeholders. In order to eliminate disparate rates of discipline and suspensions, each school will implement a school-wide Positive Behavior Intervention and Supports Plan that provides interventions and a tiered system of supports to promote preventive measures that engage students and families as part of the process. When misbehavior occurs, teachers, support staff, and parents work together to identify risk factors contributing to student misconduct as well as consider students developmental/cognitive ability. Use of direct instruction and positive reinforcement, replacement behaviors can be achieved.

V. INFRACTIONS WITH GENERAL AND SPECIFIC DISCIPLINARY ACTIONS AS INDICATED:

The Hernando County School District expects students to conduct themselves as appropriate for their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students and school staff, the educational purpose underlying all school activities, and the care of school facilities and equipment. Students are expected to comply with established rules, follow directions, and respond respectfully to those in authority. In addition, students should be recognized and praised for demonstrating good conduct, self- discipline, good citizenship, and academic success.

A. Level I

Any Level I code that occurs on the bus refer to the matrix of consequences on page 5

[DS] DRESS CODE VIOLATION: (Appendix B outlines the dress code expectations): Any student who violates the dress code policy, such as; wearing clothing that exposes undergarments or body parts in an indecent or vulgar manner or that disrupts the orderly learning environment.

	First Offense	Second Offense	Third Offense	Fourth Offense	Fifth Offense**
Elementary (K-5)	Parent Notification Admin Student Conf.	Parent Notification Loss of Privilege 1 day	Parent Notification Loss of Privilege 3 days	Parent Notification Admin Parent Conf. ISS 1 day	Parent Notification Admin Parent Conf. ISS 2-3 days
Secondary (6-12)	Parent Notification Admin Student Conf.	Parent Notification Loss of Privilege 1-3 days	Parent Notification Loss of Privilege 3-5 days	Parent Notification Admin Parent Conf. ISS 1 day	Parent Notification Admin Parent Conf. ISS 2-3 days

NOTE: Administrator may hold student in ISS while waiting for a change of clothes. Loss of Privilege may include lunch detention, loss of field trip, inability to attend school-related games/events, etc.

Any offenses after the fifth offense may be considered Gross Insubordination and receive up to Level 3 consequences.

(Section 1006.07, FL Statutes)

[HP] HORSEPLAY: Rough, rowdy play which involves physical touch. For example, but not limited to jumping on, wrestling with, slapping on head, etc. Horseplay that results in unintentional injury may result in out of school suspension. *This code may also be applied to similar incidents that occur on the bus.*

	First Offense	Second Offense	Third Offense
Elementary (K-2)	Parent Notification Admin conference	Parent Notification Loss of Privilege 1-3 days	Parent Notification Loss of Privilege 3-5 days
Elementary (3-5)	Parent Notification Admin/Student Conf. Loss of Privilege 1-3 days	Parent Notification Loss of Privilege 3-5 days ***or*** ISS 1 day	Parent Notification ISS 1-2 days
Secondary (6-12)	Parent Notification Admin/Student Conf. Loss of Privilege 1-3 days	Parent Notification Loss of Privilege 3-5 days ***or*** ISS 1 day	Parent Notification ISS 1-2 days

NOTE: Loss of Privilege may include lunch detention, loss of field trip, inability to attend school related games/events, etc.

[NS] NO SHOW DETENTION.

	First Offense	Second Offense	Third Offense
Elementary (K-5)	Parent Notification reschedule detention **or** ISS 1 day	Parent Notification ISS 1-2 days	Parent Notification ISS 2- 3 days
Secondary (6-12)	Parent Notification reschedule detention **or** ISS 1 day	Parent Notification ISS 1-2 days	Parent Notification ISS 2-3 days

[FR] FAILURE TO REPORT: Any student who knowingly fails to report any violation of the Student Code of Conduct. Intentionally withholding valid information from an HCSD employee, contracted personnel, volunteer, or authorized adult. Failure to report Level **III and Level IV offenses could result in Level II consequences (see code FL).**

	First Offense	Second Offense	Third Offense
Elementary (K-5)	Parent Notification Admin Parent Conf.	Parent Notification Loss of Privilege 1-3 days	Parent Notification Loss of Privilege 3-5 days
Secondary (6-12)	Parent Notification Admin Parent Conf.	Parent Notification Loss of Privilege 1-3 days	Parent Notification Loss of Privilege 3-5 days

NOTE: Loss of Privilege may include lunch detention, loss of field trip, inability to attend school related games/events, etc.

[PI] POSSESSION OF INAPPROPRIATE (Non-approved) ITEMS: Any item that may cause campus distraction or may potentially cause harm. Items banned at school, for example, any outside food or drink, counterfeit. Level II consequences may be applied if appropriate. If counterfeit money is used it may rise to level II consequences.

	First Offense	Second Offense	Third Offense
Elementary (K-5)	Parent Notification Admin Parent Conf.	Parent Notification Loss of Privilege 1-3 days	Parent Notification Loss of Privilege 3-5 days
Secondary (6-12)	Parent Notification Admin Parent Conf. Loss of Privilege 1-3 days	Parent Notification Loss of Privilege 2-5 days	Parent Notification Admin Conference ISS 1 day

NOTE: Loss of Privilege may include lunch detention, loss of field trip, inability to attend school related games/events, etc.

[SE] SELLING/BUYING/TRADING ITEMS.

	First Offense	Second Offense	Third Offense
Elementary (K-5)	Parent Notification Admin Parent Conf.	Parent Notification Loss of Privilege 1-3 days	Parent Notification Loss of Privilege 3-5 days
Secondary (6-12)	Parent Notification Admin Parent Conf.	Parent Notification Loss of Privilege 1-3 days	Parent Notification Loss of Privilege 3-5 days

NOTE: Administration may request that parent pick up item in the front office. Loss of Privilege may include lunch detention, loss of field trip, inability to attend school related games/events, etc.

[TR] TARDIES: Tardy to class is defined as the student is not in the classroom when the tardy bell rings or class begins. Violations one (1) to three (3) are Level I offenses. Unexcused tardy from class for ten (10) or more minutes will be considered skipping (SR), a Level 2 offense in the Student Code of Conduct and will result in ISS.

	First Offense	Second Offense	Third Offense	Fourth Offense**
Secondary (6-12)	4th tardy: - Admin Student Conf. - lunch detention **or** after school detention 1-2 days	5th tardy: - Admin Student Conf. - lunch detention **or** after school detention 2-3 days	6th tardy: - Admin Student Conf. - ISS 1-2 days	7th tardy: - Admin Student Conf. - ISS 2-3 days

Any offenses after the fourth offense may be considered Gross Insubordination and receive up to Level 3 consequences.
Tardy to school is addressed in the Student Progression Plan for both elementary and secondary.

[UF] UNDUE FAMILIARITY: Inappropriate public display of affection marked by welcomed physical contact. Includes but not limited to hugging, kissing etc.

	First Offense	Second Offense	Third Offense
Elementary (K-2)	Parent Notification	Parent Notification Loss of privilege 1-5 days	Parent Notification ISS 1-2 days
Elementary (3-5)	Parent Notification Loss of Privilege 1-5 days	Parent Notification ISS 1-2 days	Parent Notification ISS 2-3 days
Secondary (6-12)	Parent Notification Loss of Privilege 1-5 days	Parent Notification ISS 1-2 days	Parent Notification ISS 2-3 days

NOTE: Loss of Privilege may include lunch detention, loss of field trip, inability to attend school related games/events, etc.

[VV] MOTORIZED VEHICLES VIOLATIONS:
Improper or unsafe operation of any means of transportation on school campus by a student, including failure to comply with school parking policies.

	First Offense	Repeat Offense
Secondary (6-12)	Parent Notification Possible Revocation of Parking Permit Loss of Privilege 1-5 days	Parent Notification Revocation of parking permit and denial of future parking/driving privileges ISS 1-2 days

B. Level II

Any Level II code that occurs on the bus refer to the matrix of consequences on page 5

[CD] CLASSROOM DISRUPTION/INSUBORDINATION: Any behavior that disrupts classroom instruction, including isolated inappropriate language, is prohibited. Refusing to complete or participate in classwork, when it disrupts the learning environment, is also a violation. *This code may also be applied to similar incidents that occur on the bus.*

	First Offense	Second Offense	Third Offense	Fourth Offense**
Elementary (K-2)	Parent Notification Admin conference	Parent Notification Loss of privilege 1-5 days	Parent Notification ISS 1-2 days	Parent Notification ISS 2-3 days
Elementary (3-5)	Parent Notification Loss of Privilege 1-5 days	Parent Notification ISS 1-2 days	Parent Notification ISS 2-3 days	Parent Notification ISS 3-4 days
Secondary (6-12)	Parent Notification Admin Student Conf. Admin Detention, Lunch Detention, **or** 1 day of ISS	Parent Notification ISS 1-3 days	Parent Notification ISS 3-5 days	Parent Notification ISS 5-10 days

Any offenses after the fourth offense may be considered Gross Insubordination and receive up to Level 3 consequences.

[CH] CHEATING/PLAGIARISM/FALSIFYING DOCUMENTS: To influence by deceit, fraud, dishonesty/to steal and pass off the ideas or words of another as one's own, without crediting the source. Including but not limited to:

1. Using or consulting any materials or personal electronic devices/wireless communication devices not authorized by the teacher during a test
2. Unlawfully accessing tests or answer keys through physical or electronic means
3. Providing or receiving questions, answers or work to or from another student
4. Using any type of artificial intelligence (AI) to complete assignments or assessments without teacher permission. (School Board Policies; 7540.08, 5505, 2531)
5. Incorporating the words, sentences, paragraphs, or part of another person's writings

	First Offense	Second Offense	Third Offense**
Elementary (K-5)	Parent Notification Loss of Privilege 1-5 days Zero (0) or reduced credit on assignment	Parent Notification ISS 1-2 days Zero (0) on assignment	Parent Notification ISS 2-3 days Zero (0) on assignment
Secondary (6-12)	Parent Notification Admin Warning, Admin Detention, **or** Lunch Detention Zero (0) or reduced credit on assignment	Parent Notification ISS 1-2 days Zero (0) on assignment	Parent Notification ISS 2-3 days Zero (0) on assignment

NOTE: Loss of Privilege may include lunch detention, loss of field trip, inability to attend school related games/events, etc.
Any offenses after the third offense may be considered Gross Insubordination and receive up to Level 3 consequences.

[CP] CELL PHONE / <u>WIRELESS COMMUNICATION</u> DEVICES <u>(WCDs)</u>:

In compliance with HB 1105 effective July 1, 2025. A student may possess a wireless communications device while the student is on school property or in attendance at a school function.

Pre-K through grade 8 students may not use a Wireless Communications Device (WCD) during the school day.

Grades 9 through 12 students may not use a wireless communications device during instructional time, except when expressly directed by a teacher solely for educational purposes. A high school teacher shall designate an area for wireless communications devices during instructional time. In addition, school administrators may designate locations within school buildings where a student may use his or her wireless communications device.

The student is fully responsible, at all times, for the personally owned device brought to school. The District is NOT liable for any loss, damage or theft of a personally owned device.

Ear Bud/Headphones/Devices may not be worn. Such devices must be turned off and put away during the school day or on the bus unless used for instructional purposes with the approval of classroom teacher. Refusal to turn over a device when directed is considered Gross Insubordination.

<u>NOTICE</u>:

- Taking pictures of school/district staff or students without their permission is prohibited. WCDs may not be used for illegal purposes, nor used for transmitting, retrieving, or storing any communications of an obscene, discriminatory, harassing nature, or for any other purpose that is against school board policy.
- **This will result in Level 3 consequences relating to harassment, bullying, and/or OMC.
- The taking, transferring, or other sharing of nude, obscene, pornographic, or otherwise illegal images or photographs, whether by electronic data transfer or otherwise (commonly called texting, sexting, e-mailing, picture mail, etc.) may constitute a crime under state and/or federal law. Any person taking, transferring, or other sharing of nude, obscene, pornographic, or otherwise illegal images or photographs will be reported to law enforcement and/or other appropriate state or federal agencies, which may result in arrest and prosecution.
- **Use of devices to record a fight(s) will result in a discipline action code of PV/MD.**

	First Offense	Second Offense	Third Offense
Elementary (K-5)	Parent Notification Loss of Privilege 1-5 days	Parent Notification ISS 1-2 days Phone Confiscated until the end of the day	Parent Notification ISS 2-3 days Phone Returned to Parent or designee (not student)
Secondary (6-12)	Parent Notification Admin Student Conf. Admin Warning, Admin Detention, **or** Lunch Detention	Parent Notification ISS 1-2 days Phone Confiscated until the end of the day	Parent Notification ISS 2-3 days Phone Returned to Parent/Guardian or designee (not student)

Any offense after the third offense may be considered Gross Insubordination and receive up to Level 3 consequences.
Note: *Loss of Privilege may include lunch detention, loss of fiend trip, inability to attend school related games/events, etc. Any offenses after the third offense may be considered Gross Insubordination and receive up to Level 3 consequences.*

[EM] ENCOURAGEMENT OF MISCONDUCT:- Students shall not encourage, coerce, incite, or otherwise attempt to persuade others to engage in behavior that violates the student code of conduct. This includes verbal, written, digital, or non-verbal communication intended to influence others to break school rules or engage in prohibited conduct.

	First Offense	Second Offense	Third Offense	Fourth Offense**
Elementary (K-2)	Parent Notification Admin conference	Loss of privilege 1-5 days	Parent Notification ISS 1-2 days	Parent Notification ISS 2-3 days
Elementary (3-5)	Parent Notification Loss of Privilege 1-5 days	Parent Notification ISS 1-2 days	Parent Notification ISS 2-3 days	Parent Notification ISS 3-4 days
Secondary (6-12)	Parent Notification Admin Student Conf. Admin Detention, Lunch Detention, **or** 1 day of ISS	Parent Notification ISS 1-3 days	Parent Notification ISS 3-5 days	Parent Notification ISS 5-10 days

Note: *Loss of Privilege may include lunch detention, loss of fiend trip, inability to attend school related games/events, etc. Any offenses after the third offense may be considered Gross Insubordination and receive up to Level 3 consequences.*

[FL] FALSE INFORMATION: Reporting untrue or misleading information with reckless disregard, which may disrupt the orderly process of the school or which may slander or libel others.
NOTE: Any instance where a student intentionally makes false accusations that jeopardize the professional reputation, employment, or certifications of school staff is a Level III offense.

	First Offense	Second Offense	Third Offense**
Elementary (K-5)	Parent Notification Loss of Privilege 1-5 days	Parent Notification ISS 1-2 days	Parent Notification ISS 2-3 days
Secondary (6-12)	Parent Notification Admin Student Conf. Admin Warning, Admin Detention, **or** Lunch Detention	Parent Notification ISS 1-3 days	Parent Notification ISS 3-5 days

Note: Loss of Privilege may include lunch detention, loss of field trip, inability to attend school related games/events, etc.
Any offenses after the third offense may be considered Gross Insubordination and receive up to Level 3 consequences.

[IM] INTERMEDIATE OFFENSES: Any offenses to include but not limited to comments or gesture of a sexual connotation in the presence of other students or staff, tampering with food/drink, tampering with school facilities causing disruption without causing damage, etc. If monetary damages occur, please see Vandalism or another appropriate code.

	First Offense	Second Offense	Third Offense**
Elementary (K-2)	Parent Notification Admin Conference	Parent Notification Loss of Privilege 1-5 days	Parent Notification ISS 1-2 days
Elementary (3-5)	Parent Notification Loss of Privilege 1-5 days or ISS 1-2 days	Parent Notification ISS 1-2 days	Parent Notification ISS 2-3 days
Secondary (6-12)	Parent Notification Any combination of ISS or OSS 1-3 days	Parent Notification Any combination of ISS or OSS 3-5 days	Parent Notification Any combination of ISS or OSS 5-10 days

Note: Loss of Privilege may include lunch detention, loss of field trip, inability to attend school related games/events, etc.
Any offenses after the third offense may be considered Gross Insubordination and receive up to Level 3 consequences.

[MD] MISUSE OF ALL WIRELESS COMMUNICATION DEVICES (WCDs) OR ONLINE SERVICES: Electronic media may not be used for illegal purposes including transmitting, retrieving or storing any communications of an obscene, discriminatory, harassing nature, academic dishonesty, or for any purpose that is against school board policy (i.e. accessing school district Wi-Fi or any password protected site). Furthermore, no student may use electronic media to attempt access to restricted data nor bypass network security or filtering through the use of a VPN or other methods. Students are to connect only to the guest/student Wi-Fi which is not password protected. Students are prohibited from connecting to any password protected Wi-Fi. See (Appendix E) for Acceptable Use Agreement.

Prohibited use(s) of a device include, but are not limited to, taking inappropriate pictures, inappropriate video /audio recording, inappropriate receiving or sending text messages, sexting, or distribution of school misbehavior. These violations will be considered a Level III or Level IV offense depending on location (i.e. locker room, restroom) and subject of violation. It is prohibited and against the law to photograph or audio/video record a person without their permission. Violations will immediately be referred to law enforcement if they involve any nude images of children or adults, should be coded as [OMC] and will result in out-of-school suspension (one (1) to ten (10) days) and possible recommendation for expulsion. Parents will be notified once law enforcement has completed their investigation. To help prevent misuse, school personnel reserves the right to collect devices during classroom assessments.

- **Use of devices to record a fight(s) will result in the code of PV/MD.**
  Refusal to give a prohibited item(s) to any school staff will result in an immediate Out of School Suspension. A parent/guardian conference may be required before a student may return to school. Each school may develop its own procedure for confiscating electronic devices. **House Bill 379 students may not access social media platforms through the use of internet access provided by the school district, except when such use is solely for educational purposes as directed by their teacher.**
- Students may not use artificial intelligence or similar technologies, including other digital means, to create, generate, modify, possess, or distribute images audio recordings, or videos of school personnel, including but not limited to content that falsely depicts or alters a person's likeness, voice, or actions, in a manner intended to deceive, harass, threaten, embarrass, or disrupt the school environment. Violations of this provision shall be coded as OMC and may result in disciplinary consequences ranging from one(1) to ten (10) days of suspension and may include a recommendation for pre-expulsion.

	First Offense	Second Offense	Third Offense**
Elementary (K-5)	Parent Notification ISS 1 Day	Parent Notification ISS 2-3 days	Parent Notification ISS 4-5 days
Secondary (6-12)	Parent Notification ISS 1-3 Days	Parent Notification ISS 3-5 days	Parent Notification ISS 5-10 days

Any offenses after the third offense may be considered Gross Insubordination and receive up to Level 3 consequences.

[MV] **MEDICATION VIOLATION:** Students who bring their medication to school in violation of the District Medication Policy will be given one (1) day OSS and a parent(s)/guardian(s) is/are contacted. Repeat violations will be treated under the Drug Violation section. **House Bill 1537: A student may possess and use a medication to relieve headaches while on school property or at a school-sponsored event or activity without a physician's note or prescription if the medication is regulated by the United States Food and Drug Administration for over-the-counter use to treat headaches. Violations of Over-the- Counter (OTC) medication policy, include but are not limited to: distributing, dispersing, or sharing of OTC, carrying or possessing OTC in a package other than the original manufacturer's packaging, or ingesting or utilizing OTC in a way that is not specifically directed or authorized by the manufacturer, as directed on the original packaging. F.S. 1002.20(3)P**

	First Offense	Second Offense	Third Offense
Elementary (K-5)	Parent Notification OSS 1 day	See DRU in Level 3	See DRU in Level 3
Secondary (6-12)	Parent Notification OSS 1 day	See DRU in Level 3	See DRU in Level 3

[PR] **GENERAL PROFANITY**: Blatant use of profane, obscene, vulgar, intimidating, concerning or otherwise offensive language or gestures in the presence of other students or school staff.

	First Offense	Second Offense	Third Offense**
Elementary (K-2)	Parent Notification Admin conference	Parent Notification Loss of privilege 1-5 days	Parent Notification ISS 1-2 days
Elementary (3-5)	Parent Notification ISS 1 day	Parent Notification ISS 2-3 days	Parent Notification ISS 3-5 days
Secondary (6-12)	Parent Notification ISS 1-3 Days	Parent Notification ISS 3-5 days	Parent Notification ISS 5-10 days

Any offenses after the third offense may be considered Gross Insubordination and receive up to Level 3 consequences.

Note: *Loss of Privilege may include lunch detention, loss of fiend trip, inability to attend school related games/events, etc. Any offenses after the third offense may be considered Gross Insubordination and receive up to Level 3 consequences.*

[SR] **SKIPPING/UNAUTHORIZED AREA:** Student not in assigned classroom or authorized area within the school, without permission. Leaving campus without permission may receive Level III consequences.
House Bill 1521, any student who willfully enters a restroom or changing facility designated for the opposite sex and refuses to depart when asked to do so may result in level III consequences.

	First Offense	Second Offense	Third Offense	Fourth Offense**
Elementary (K-5)	Parent Notification Loss of Privilege 1-5 days	Parent Notification ISS 1 day	Parent Notification ISS 2 days	Parent Notification ISS 3-5 Days **or** OSS 1 Day
Secondary (6-12)	Parent Notification - Admin Student Conf. ISS or OSS 1 Day	Parent Notification Any combination of ISS or OSS 2-3 days	Parent Notification Any combination of ISS or OSS 3-5 days	Parent Notification Any combination of ISS or OSS 5-10 days

Any offenses after the fourth offense may be considered Gross Insubordination and receive up to Level 3 consequences.

SESIR/State reportable offense. Two (2) or more Level III offenses with documentation of interventions or any Level III offense that results in injury or campus disruption, may result in recommendation for expulsion. All Level IV will be referred for pre-expulsion.
♦F.S.1006.07 – Requires mental health referral resource for violent and disruptive behaviors
Major infraction is defined as any discipline infraction listed in Level III and Level IV.

[TA] TAUNTING: Unwanted teasing, an isolated incident that is insulting or hurtful to others. Multiple incidents of this nature may be considered bullying/harassment.
Level III consequences can be applied.

	First Offense	Second Offense	Third Offense**
Elementary (K-2)	Parent Notification Admin conference	Parent Notification Loss of privilege 1-5 days	Parent Notification ISS 1-2 days
Elementary (3-5)	Parent Notification ISS 1 day	Parent Notification ISS 2 days	Parent Notification ISS 3 days
Secondary (6-12)	Parent Notification ISS 1-3 days	Parent Notification ISS 3-5 days	Parent Notification ISS 5-10 days

Any offenses after the third offense may be considered Gross Insubordination and receive up to Level 3 consequences.

Note: *Loss of Privilege may include lunch detention, loss of fiend trip, inability to attend school related games/events, etc.*
Any offenses after the third offense may be considered Gross Insubordination and receive up to Level 3 consequences.

[TH] THEFT (Less than $750 threshold): The unauthorized taking, carrying, riding away with, or concealing the property of another person less than $750 value, including motor vehicles, without threat, violence, or bodily harm.

	First Offense	Second Offense	Third Offense**
Elementary (K-5)	Parent Notification ISS 1 day Restitution	Parent Notification ISS 2-3 days Restitution	Parent Notification ISS 3-5 days Restitution
Secondary (6-12)	Parent Notification ISS 1-3 days Restitution	Parent Notification ISS 3-5 days Restitution	Parent Notification ISS 5-10 days Restitution

Notice of obligation may be added to student's account.
Any offenses after the third offense may be considered Gross Insubordination and receive up to Level 3 consequences.

[TRS*] TRESPASSING: (Illegal entry onto campus) To enter or remain on school grounds, school transportation, or at a school-sponsored event, without authorization or invitation and with no lawful purpose for entry.

	First Offense	Second Offense	Third Offense
Elementary (K-5)	Parent Notification OSS 1 day	Parent Notification OSS 3 days	Parent Notification OSS 5 days
Secondary (6-12)	Parent Notification OSS 1 day	Parent Notification OSS 3 days	Parent Notification OSS 5 days

Report to law enforcement

[TV] TESTING VIOLATION: Failure to follow stated directions on any state and/or district standardized assessment. This includes possession or use of electronic devices (including cell phones), talking to any other student, looking at another student's computer or any other behavior to be deemed disruptive or inappropriate by the school administrator or their designee. **Note:** Test invalidation decisions are made in accordance with District and/or State policies.

	First Offense	Second Offense	Third Offense**
Elementary (K-2)	Parent Notification Admin Conference	Parent Notification Loss of Privilege 1-5 days	Parent Notification ISS 1-2 days
Elementary (3-5)	Parent Notification OSS 1 days	Parent Notification OSS 2 days	Parent Notification OSS 3 days
Secondary (6-12)	Parent Notification OSS 1 days	Parent Notification OSS 2 days	Parent Notification OSS 3-5 days

Any offenses after the third offense may be considered Gross Insubordination and receive up to Level 3 consequences.

[VI] VANDALISM: The destruction, damage or defacing of school or personal property less than $1,000.00.

	First Offense	Second Offense	Third Offense**
Elementary (K-5)	Parent Notification ISS 1 day Restitution	Parent Notification ISS 2-3 days Restitution	Parent Notification ISS 4-5 days Restitution
Secondary (6-12)	Parent Notification Any combination of ISS or OSS 1-3 days Restitution	Parent Notification Any combination of ISS or OSS 3-5 days Restitution	Parent Notification Any combination of ISS or OSS 5-10 days Restitution

Any offenses after the third offense may be considered Gross Insubordination and receive up to Level 3 consequences.

[VP] VERBAL /PHYSICAL ALTERCATION: Verbal confrontation OR physical contact that does not involve serious injury between students which is harmful and/or disruptive.

	First Offense	Second Offense	Third Offense**
Elementary (K-5)	Parent Notification Loss of Privilege 1-5 days	Parent Notification ISS 1-2 days	Parent Notification ISS 2-3 days
Secondary (6-12)	Parent Notification ISS 1-3 days	Parent Notification ISS 3-5 days	Parent Notification ISS 5-10 days

NOTE: Loss of Privilege may include lunch detention, loss of field trip, inability to attend school related games/events, etc.
Any offenses after the third offense may be considered Gross Insubordination and receive up to Level 3 consequences.

C. Level III

- Major infractions of the code of conduct and/or felony arrests that pose a safety concern, may prohibit a student from participating in the graduation ceremony and other extra-curricular activities.

[ALC*]♦ALCOHOL POSSESSION, USE OR SALE: (Possession, use, or sale) Possession, sale, purchase, distribution or use of alcoholic beverages. Use means the person is caught in the act of using, admits to use or is discovered to have used in the course of an investigation. Alcohol incidents cannot be Drug-related.

	First Offense	Second Offense	Third Offense
Elementary (K-5)	Parent notification 3 days OSS Substance Abuse Educator referral	Parent notification 5 days OSS	Parent notification 10 days OSS Recommendation for Expulsion
Secondary (6-12)	Parent notification 5 days OSS **Substance Abuse Class referral	Parent notification 10 days OSS Recommendation for Expulsion	

If distribution is involved, then Level 4 Consequences will apply
Referral to District Alcohol/Drug Program
****Failure to attend required interventions= [GI], 2 OSS days + 1 ISS day with course completion.**
Report to law enforcement
Mental Health Resource List

SESIR/State reportable offense. Two (2) or more Level III offenses with documentation of interventions or any Level III offense that results in injury or campus disruption, may result in recommendation for expulsion. All Level IV will be referred for pre-expulsion.
♦F.S.1006.07 – Requires mental health referral resource for violent and disruptive behaviors
- **Major infraction is defined as any discipline infraction listed in Level III and Level IV.**

[BRK*] BURGLARY: (Illegal entry into a facility) Unlawful entry into or remaining in a dwelling, structure, or conveyance with the intent to commit a crime therein.

	First Offense	Second Offense	Third Offense
Elementary (K-5)	Parental notification 3 days OSS	Parental notification 5 days OSS	Parental notification 10 days OSS Recommendation for Expulsion
Secondary (6-12)	Parental notification 5 days OSS	Parental notification 10 days OSS Recommendation for Expulsion	

Report to law enforcement
Restitution when applicable

[BUL*] ♦BULLYING: (Intimidating behaviors that are repeated, intentional and involve a power imbalance) Systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees. Bullying includes instances of cyberbullying, as defined in Section 1006.147(3)(b), F.S Bullying may include, but is not limited to, repetitive instances of teasing, social exclusion, threats, intimidation, stalking, physical violence, theft, harassment, public or private humiliation, or destruction of property. If the physical harm or psychological distress is not the result of systematic or chronic behavior, evaluate for harassment.

	First Offense	Second Offense	Third Offense
Elementary (K-5)	Parent notification 3 days OSS Referral to certified school counselor for individual District Bullying/Harassment Prevention Module.	Parent notification 5 days OSS Referral to Social Worker	Parent notification 10 days OSS Recommendation for Expulsion
Secondary (6-12)	Parent notification 5 days OSS District Bullying/Harassment Prevention Module	Parent notification 10 days OSS Recommendation for Expulsion	

Parent conference required before student returns to campus
Hope Scholarship documented
Mental Health Resource List
Failure to attend required intervention= [GI], 2 OSS days + 1 ISS day with course completion.
May result in schedule change.

[DL] Discriminatory Language: Discriminatory language refers to any form of expression(s) directed at or referring to a student / staff member / volunteer / chaperone that denigrates individuals or groups based on attributes such as race, religion, ethnicity, gender, disability, or other identity factors.

	First Offense	Second Offense	Third Offense
Elementary (K-5)	Parent notification 1- 3 days OSS	Parent notification 5 days OSS	Parent notification 10 days OSS Recommendation for Expulsion
Secondary (6-12)	Parent notification 3 days OSS	Parent notification 5 days OSS Up to 10 days at Administrative Discretion	Parent notification 10 days OSS Recommendation for Expulsion

SESIR/State reportable offense. Two (2) or more Level III offenses with documentation of interventions or any Level III offense that results in injury or campus disruption, may result in recommendation for expulsion. All Level IV will be referred for pre-expulsion.
♦F.S.1006.07 – Requires mental health referral resource for violent and disruptive behaviors
- **Major infraction is defined as any discipline infraction listed in Level III and Level IV.**

[DRU*] ♦DRUG USE, POSSESSION: (Illegal drug possession or use) The use or possession of any drug, narcotic, controlled substance, any substance used for chemical intoxication. Use means the person is caught in the act of using, admits to use or is discovered to have used in the course of an investigation. Additional days may be assigned at the discretion of the administrator, not to exceed ten (10) days.

	First Offense	Second Offense	Third Offense
Elementary (K-5)	Parent notification 3 days OSS Contact Substance Use Educator	Parent notification 5 days OSS	Parent notification 10 days OSS Recommendation for Expulsion
Secondary (6-12)	Parent notification 5 days OSS **Contact Substance Use Educator	Parent notification 10 days OSS Recommendation for Expulsion	

Parent conference required before student returns to campus
Substance Abuse class referral through District Substance Abuse Educator
****Failure to attend required interventions= [GI], 2 OSS days + 1 ISS day with course completion.**
Report to law enforcement
Mental Health Resource List

[FA] ♦FALSE ACCUSATION: Student knowingly or with reckless disregard makes false accusations that jeopardize the professional reputation, employment, or certifications of school staff or that jeopardize the reputation of another student.

Vs. Staff	First Offense	Second Offense	Third Offense
Elementary (K-5)	Parent notification 3 days OSS	Parent notification 5 days OSS Recommendation for Expulsion	10 days OSS
Secondary (6-12)	Parent notification 5 days OSS	Parent notification 10 days OSS Recommendation for Expulsion	

Will result in schedule change.

Vs. another student:	First Offense	Second Offense	Third Offense
Elementary (K-5)	Parent notification 1-3 days OSS	Parent notification 3-5 days OSS	Parent notification 10 days OSS Recommendation for Expulsion
Secondary (6-12)	Parent notification 3 days OSS	Parent notification 5 days OSS	Parent notification 10 days OSS Recommendation for Expulsion

Consider schedule change as appropriate.

SESIR/State reportable offense. Two (2) or more Level III offenses with documentation of interventions or any Level III offense that results in injury or campus disruption, may result in recommendation for expulsion. All Level IV will be referred for pre-expulsion.
♦F.S.1006.07 – Requires mental health referral resource for violent and disruptive behaviors
- **Major infraction is defined as any discipline infraction listed in Level III and Level IV.**

[FIT*] ♦FIGHTING: (Mutual combat, mutual altercation) When two or more persons mutually participate in use of force or physical violence that requires either physical intervention or results in injury requiring first aid or medical attention. Lower-level fights, including pushing, shoving, or altercations that stop on verbal command are not required to be reported in SESIR.

House Bill 1537 Self Defense: In a disciplinary action, there is a rebuttable presumption that the actions of a student who intervened, using only the amount of force necessary, to stop a violent act against a student, staff, or volunteer were necessary to restore or maintain the safety of others.

	First Offense	Second Offense	Third Offense
Elementary (K-5)	Parent notification 3-5 days OSS District Conflict Resolution Module Referral Additional days of suspension may be assigned at the discretion of Administration.	Parent notification 5-7 days OSS	Parent notification 10 days OSS Recommendation for Expulsion
Secondary (6-12)	Parent notification 5 days OSS District Conflict Resolution Module Referral Additional days of suspension may be assigned at the discretion of the Administrator, not to exceed 10.	Parent notification 10 days OSS Recommendation for Expulsion	

Parent conference required before student returns to campus
Report to law enforcement
Hope Scholarship documented
Mental Health Resource List
****Failure to attend required intervention= [GI], 2 OSS days + 1 ISS day with course completion.**

[GI] ♦GROSS INSUBORDINATION: Repeated refusal to respond to or carry out reasonable and/or lawful directions of authorized school personnel. Student with multiple (2 or more) [GI] infractions can be recommended for expulsion with documentation of interventions for individual. If a student refuses, or a parent denies a student to be searched, the student will receive a minimum of 3 days OSS for the first offense and will receive the maximum of each level of the progression as applicable.

	First Offense	Second Offense	Third Offense
Elementary (K-5)	Parent notification 1 day OSS	Parent notification 3 days OSS	Parent notification 5- 10 days OSS Recommendation for Expulsion
Secondary (6-12)	Parent notification 1-3 days OSS	Parent notification 3-5 days OSS	Parent notification 10 days OSS Recommendation for Expulsion

Parent conference required before student returns to campus
Mental Health Resource List

SESIR/State reportable offense. Two (2) or more Level III offenses with documentation of interventions or any Level III offense that results in injury or campus disruption, may result in recommendation for expulsion. All Level IV will be referred for pre-expulsion.
♦F.S.1006.07 – Requires mental health referral resource for violent and disruptive behaviors
- **Major infraction is defined as any discipline infraction listed in Level III and Level IV.**

[HAR*] ♦HARASSMENT: Any threatening, insulting or dehumanizing gesture, use of data or computer software, or written, verbal, or physical conduct that places a student or school employee in reasonable fear of harm to his or her person or damage to his or her property; has the effect of substantially interfering with a student's educational performance, opportunities, or benefits, or has the effect of substantially disrupting the orderly operation of a school, including any course of conduct directed at a specific person that causes substantial emotional distress in such a person and serves no legitimate purpose. Instances of Harassment that are chronic or repeated in nature should be evaluated for bullying or bullying related.

	First Offense	Second Offense	Third Offense
Elementary (K-5)	Parent notification 3 days OSS **Referral to certified school counselor for individual District bullying/harassment Module.	Parent notification 5 days OSS Referral to Social Worker	Parent notification 10 days OSS Recommendation for Expulsion
Secondary (6-12)	Parent notification 5 days OSS District Bullying/Harassment Prevention Module	Parent notification 10 days OSS Recommendation for Expulsion	

Parent conference required before student returns to campus
Hope Scholarship documented
Mental Health Resource List
May result in schedule change
Consult Law Enforcement
****Failure to attend required interventions= [GI], 2 OSS days + 1 ISS day with course completion.**

[HAZ*]♦HAZING: Any action or situation that endangers the mental or physical health or safety of a student at a school with any of grades 6 through 12 for purposes of initiation or admission into or affiliation with any school-sanctioned organization. Hazing includes, but is not limited to pressuring, coercing, or forcing a student to participate in illegal or dangerous behavior, or any brutality of a physical nature, such as whipping, beating, branding, or exposure to the elements.

	First Offense	Second Offense	Third Offense
Secondary (6-12)	Parent notification 5 days OSS	Parent notification 10 days OSS Recommendation for Expulsion	

Parent conference required before student returns to campus
Report to law enforcement
Mental Health Resource List
Hope Scholarship Information
Loss of privilege to participate in extracurricular activities

[IF] INTERFERENCE OR PHYSICAL CONTACT WITH SCHOOL PERSONNEL: Preventing or attempting to prevent school personnel from engaging in their lawful duties. This may include blocking an exit or entry route of school personnel or any physical contact with school personnel that is deliberate.

	First Offense	Second Offense	Third Offense
Elementary (K-5)	Parent notification Up to 5 days ISS, if no injury Up to 5 days OSS, if minor injury	Parent notification 5 days OSS	Parent notification 10 days OSS Recommendation for Expulsion
Secondary (6-12)	Parent notification 3 days OSS	Parent notification 5 days OSS	Parent notification 10 days OSS Recommendation for Expulsion

Parent conference required before student returns to campus
Mental Health Referral List

[OB] PROFANITY DIRECTED TOWARD STAFF: Use of profane, obscene, vulgar, or abusive/discriminatory language or gestures directed at or referring to a staff member/ volunteer/ chaperone, whether written, verbal, on social media, or other medium. Students with multiple [OB] infractions can be recommended for expulsion with documentation of interventions for individual.

	First Offense	Second Offense	Third Offense
Elementary (K-5)	Parent notification 1- 3 days OSS	Parent notification 5 days OSS	Parent notification 10 days OSS Recommendation for Expulsion
Secondary (6-12)	Parent notification 3 days OSS	Parent notification 5 days OSS Up to 10 days at Administrative Discretion	Parent notification 10 days OSS Recommendation for Expulsion

Parent conference required before student returns to campus

[OMC*]♦OTHER MAJOR: (Major incidents that do not fit within the other definitions) Any serious, harmful incident resulting in the need for law enforcement consultation not previously classified. **This includes any drug or weapon found unattended and not linked to any individual; such incidents must be coded with the appropriate related element (such as Drug-related or Weapon-related) and incident involvement must be reported as unknown.**
(Sale/Distribution: Students found to be in possession of multiple vapes or distributing multiple vape/tobacco products will be coded as TBC and OMC.)

	First Offense	Second Offense	Third Offense
Elementary (K-5)	Parent notification 3 days OSS	Parent notification 5 days OSS	Parent notification 10 days OSS Recommendation for Expulsion
Secondary (6-12)	Parent notification 5 days OSS	Parent notification 10 days OSS Recommendation for Expulsion	

Parent conference required before return to campus
Report to law enforcement
Mental Health Resource List

[PHA*]♦PHYSICAL ATTACK (SIMPLE BATTERY): An actual and intentional touching or striking of another person against his/her will, or the intentional causing of bodily harm to an individual. If injuries are serious in nature and law enforcement involvement is necessary, code as Level IV [BAT].

	First Offense	Second Offense	Third Offense
Elementary (K-5)	Parent notification 1-3 days OSS Referral to certified school counselor for individual District Conflict Resolution Module	Parent notification 3-5 days OSS Referral to Social Worker	Parent notification 10 days OSS Recommendation for Expulsion
Secondary (6-12)	Parent notification 5 days OSS **District Conflict Resolution Module	Parent notification 10 days OSS Recommendation for Expulsion	

Parent conference required before student returns to campus.
****Failure to attend required intervention= [GI], 2 OSS days + 1 ISS day with course completion.**
Additional days of suspension may be assigned at the discretion of the Administrator, not to exceed 10 days.
Report to law enforcement
Hope Scholarship documented
Mental Health Resource List

[PC] PHYSICAL CONTACT: The act of interacting with another person with the intent to harm. May include but not limited to hitting, kicking, scratching, biting, spitting, or throwing objects at another student. This infraction can be considered a [PHA*] if injuries result or [IF] if staff member is hit with no injury. **Note:** Pulling down another student's pants is considered physical contact.

	First Offense	Second Offense	Third Offense
Elementary (K-5)	Parent notification 1 days OSS	Parent notification 3 days OSS Parent conference required before student returns to campus.	Parent notification 5-10 days OSS Possible recommendation for Expulsion
Secondary (6-12)	Parent notification 3 days OSS	Parent notification 5 days OSS	Parent notification 10 days OSS Recommendation for Expulsion

Parent conference required before return to campus

[PV] PROVOKING A FIGHT: Encouraging others, in person or digitally, to engage in a fight or physical conflict. This infraction includes aggressively confronting or challenging another student(s) and/or video recording up to and/or during a physical altercation.

	First Offense	Second Offense	Third Offense
Elementary (K-2)	Parent Notification Admin conference 1-3 days ISS or OSS	Parent Notification 3-5 days ISS or OSS	Parent Notification 5-10 days ISS or OSS Possible recommendation for expulsion
Elementary (3-5)	Parent notification 1-3 days OSS	Parent notification 3-5 days OSS	Parent notification 5-10 days OSS Possible recommendation for expulsion
Secondary (6-12)	Parent notification 3-5 days OSS	Parent notification 10 days OSS Recommendation for Expulsion with documentation of interventions	

FOR RECORDING A FIGHT

	First Offense	Second Offense	Third Offense
Elementary (K-5)	Parent notification Loss of privilege	Parent notification 1-2 days ISS	Parent notification 2-3 days ISS
Secondary (6-12)	Parent notification 1-3 days ISS	Parent notification 3-5 days ISS	Parent notification 5-10 days ISS

Parent conference required before student returns to campus.

SESIR/State reportable offense. Two (2) or more Level III offenses with documentation of interventions or any Level III offense that results in injury or campus disruption, may result in recommendation for expulsion. All Level IV will be referred for pre-expulsion.

♦F.S.1006.07 – Requires mental health referral resource for violent and disruptive behaviors.

- **Major infraction is defined as any discipline infraction listed in Level III and Level IV.**

[STL*]♦GRAND THEFT (Taking of property from person, building or vehicle) ($750 threshold): The unauthorized taking of the property of another person or organization, including motor vehicles, valued at $750 or more, without threat, violence, or bodily harm. Incidents that fall below the $750 threshold are not reportable in SESIR, but instead should be reported as locally-defined incidents according to district policies. Theft of property of any value that involve a use of force, violence, assault, or putting the victim in fear must be reported as Robbery.

	First Offense	Second Offense	Third Offense
Elementary (K-5)	Parent notification 1-3 days OSS	Parent notification 3-5 days OSS	Parent notification 5-10 days OSS Possible recommendation for Expulsion
Secondary (6-12)	Parent notification 3- 5 days OSS	Parent notification 10 days OSS Recommendation for Expulsion with documentation of interventions	

Parent conference required before return to campus
Report to law enforcement
Mental Health Resource List
Restitution

[SXA*]♦SEXUAL ASSAULT: An incident that includes fondling, indecent liberties, child molestation, or threatened rape. Both males and females can be victims of sexual assault.

	First Offense	Second Offense	Third Offense
Elementary (K-2)	Parent notification 1-3 days OSS	Parent notification 5 days OSS	Parent notification 10 days OSS Possible recommendation for expulsion
Elementary (3-5)	Parent notification 3-5 days OSS	Parent notification 5-10 days OSS Possible recommendation for expulsion	Parent notification 10 days OSS Recommendation for expulsion
Secondary (6-12)	Parent notification 5 days OSS Up to 10 days OSS with possible Recommendation for Expulsion at Administrative Discretion	Parent notification 10 days OSS Recommendation for Expulsion	

Parent conference required before return to campus
Report to law enforcement
Hope Scholarship documented
Mental Health Resource List

SESIR/State reportable offense. Two (2) or more Level III offenses with documentation of interventions or any Level III offense that results in injury or campus disruption, may result in recommendation for expulsion. All Level IV will be referred for pre-expulsion.
♦F.S.1006.07 – Requires mental health referral resource for violent and disruptive behaviors.
- **Major infraction is defined as any discipline infraction listed in Level III and Level IV.**

[SXH*]♦SEXUAL HARASSMENT: (Undesired sexual behavior) Unwelcome conduct of a sexual nature, such as sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Harassing conduct can include verbal or nonverbal actions, including graphic and written statements, and may include statements made through computers, cellphones, and other devices connected to the Internet. The conduct can be carried out by school employees, other students, and non-employee third parties.

	First Offense	Second Offense	Third Offense
Elementary (K-5)	Parent notification 1-3 days OSS Referral to Certified School Counselor for an individual District Sexual Harassment Prevention Module.	Parent notification 5 days OSS Referral to Social Worker	Parent notification 5-10 days OSS Possible recommendation for expulsion
Secondary (6-12)	Parent notification 5 days OSS Up to 10 days OSS at Administrative Discretion ** Attend District Sexual Harassment Prevention Module	Parent notification 10 days OSS Recommendation for Expulsion	

Parent conference required before student returns to campus
Hope Scholarship documented
Mental Health Resource List
Initiate Title 9 Investigation
Consider Bullying Investigation
**** Failure to attend required interventions= [GI], 2 OSS days + 1 ISS day with course completion.**

[SXO*]♦SEX OFFENSES: (Lewdness, indecent exposure) Other sexual contact, including intercourse, without force or threat of force. Includes subjecting an individual to lewd sexual gestures, sexual activity, or exposing private body parts in a lewd manner.

	First Offense	Second Offense	Third Offense
Elementary (K-5)	Parent notification 3-5 days OSS	Parent notification 5-10 days OSS Possible recommendation for Expulsion	Parent notification 5-10 days OSS -Recommendation for expulsion
Secondary (6-12)	Parent notification 5 days OSS Up to 10 days OSS at Administrative discretion	Parent notification 10 days OSS Recommendation for Expulsion	

Parent conference required before return to campus
Report to law enforcement to investigate
Hope Scholarship documented
Mental Health Resource List

****SESIR/State reportable offense. Two (2) or more Level III offenses with documentation of interventions or any Level III offense that results in injury or campus disruption, may result in recommendation for expulsion. All Level IV will be referred for pre-expulsion.***
♦F.S.1006.07 – Requires mental health referral resource for violent and disruptive behaviors
- **Major infraction is defined as any discipline infraction listed in Level III and Level IV.**

[TBC*] TOBACCO POSSESSION, SALE, USE, DISTRIBUTION: (Cigarettes or other forms of tobacco) The possession, use, distribution, or sale of tobacco or nicotine products on school grounds, at school-sponsored events, or on school transportation by any person under the age of 21. Tobacco incidents cannot be Drug-related. **This includes products used for smoking, chewing, snuffing, or vaping, including but not limited to E-cigarettes and hookah pens.**

Sale/Distribution: Students found to be in possession of multiple vapes or distributing multiple vape/tobacco products will be given a five to ten day OSS and a possible recommendation for expulsion. (Will be coded as TBC and OMC)

NOTE: The School Board prohibits the use of any form of tobacco products by anyone in any area at all times utilized by students or designated for student activities. Additionally, and in accordance with law and other governing regulations, prohibits the use of tobacco products in any form in facilities, vehicles, and areas designated for the various student programs and activities. It is unlawful for any person under 21 years of age to smoke tobacco or vape in, on, or within 1,000 feet of the real property comprising a public or private elementary, middle, or secondary school between the hours of 6 a.m. and midnight.
Any person issued a citation pursuant to this section shall be deemed to be charged with a civil infraction punishable by a maximum civil penalty not to exceed $30, or 16 hours of community service or, where available, successful completion of a school-approved anti-tobacco or anti-vaping "alternative to suspension" program. Any person who fails to comply with the directions on the citation shall be deemed to waive his or her right to contest the citation and an order to show cause may be issued by the court.

	First Offense	Second Offense	Third Offense
Elementary (K-5)	Parent Notification OSS 5 days Tobacco Class Referral	Parent Notification OSS 7 days Second Offender Tobacco Class Referral	Parent Notification OSS 10 days Referral for pre-expulsion
Secondary (6-12)	Parent Notification OSS 5 days Tobacco Class Referral	Parent Notification OSS 7 days Second Offender Tobacco Class Referral	Parent Notification OSS 10 days Referral for pre-expulsion

Consult with law enforcement.
Failure to attend required intervention = [GI], 2 OSS days + 1 ISS day with course completion.

[TI] EXTORTION/COERSION/BLACKMAIL: Obtaining money or property (Something of value) from an unwilling person or forcing an individual to act through use of force or threat of the use of force. Also includes posting or threatening to post things on social media that would embarrass or damage an individual's reputation.

	First Offense	Second Offense	Third Offense
Elementary (K-5)	Parent notification 3 days OSS	Parent notification 5 days OSS Referral to Social Worker	Parent notification 5-10 days OSS Possible recommendation for Expulsion
Secondary (6-12)	Parent notification 5 days OSS	Parent notification 10 days OSS Recommendation for Expulsion	

Parent conference required before return to campus
Refer to law enforcement

[TRE*]♦THREAT/INTIMIDATION: (Instilling fear in others) An incident where there was no physical contact between the offender and victim, but the victim felt that physical harm could have occurred based on verbal or nonverbal communication by the offender. This includes nonverbal threats (e.g., brandishing a weapon) and verbal threats of physical harm which are made in person, electronically or through any other means. Note: If a Threat Assessment (TA) is completed and the outcome does not meet the criteria for TRE, then the incident can be documented under (PR) General Profanity.

	First Offense	Second Offense	Third Offense
Elementary (K-5)	Parent notification 1-3 days OSS	Parent notification 5 days OSS	Parent notification 10 days OSS Possible recommendation for Expulsion
Secondary (6-12)	Parent notification 5 days OSS Up to 10 Days OSS at Administrative Discretion.	Parent notification 10 days OSS Recommendation for Expulsion	

Parent conference required before return to campus
Report to Law Enforcement
Hope Scholarship documented
Mental Health Resource List
Threat Assessment documented

Florida Statute 836.10 any written or electronic threat to commit mass violence are considered a felony offense. Students will be required to attend an administrative hearing whether the offense is on campus or off campus.

[VAN*] CRIMINAL MISCHIEF – (destruction, damage, or defacement of school or personal property) ($1,000 threshold) Willfully and maliciously injuring or damaging by any means any real or personal property belonging to another, including, but not limited to, the placement of graffiti thereon or other acts of vandalism thereto. Incidents that fall below the $1,000 threshold are not reportable in SESIR, but instead should be reported as locally-defined incidents according to district policies.

	First Offense	Second Offense	Third Offense
Elementary (K-5)	Parent notification 3 days OSS	Parent notification 5 days OSS	Parent notification 10 days OSS Possible recommendation for expulsion
Secondary (6-12)	Parent notification 5 days OSS	Parent notification 10 days OSS Recommendation for expulsion	

Parent conference required before return to campus.
Restitution
Report to law enforcement

SESIR/State reportable offense. Two (2) or more Level III offenses with documentation of interventions or any Level III offense that results in injury or campus disruption, may result in recommendation for expulsion. All Level IV will be referred for pre-expulsion.
♦F.S.1006.07 – Requires mental health referral resource for violent and disruptive behavior
- **Major infraction is defined as any discipline infraction listed in Level III and Level IV.**

[WI] POSSESSION/USE OR DISPLAY OF OBJECT: Possession, use, or display of any object that could cause harm, create a perception of harm, or contribute to an unsafe environment is prohibited. This includes, but is not limited to: Common pocket knives, lighters, chains, laser, pepper spray, pointers, smoke/stink bombs, bullets, shotgun shells, firecrackers, or realistic-looking toy weapons. Possession of a common pocket knife is exempted from state zero tolerance expulsion requirement 1006.07(2) F.S.; however, law enforcement should be notified of any weapon or knife, including pocket knives, for investigation.

Note: If a student threatens to use a common pocketknife or any other object to harm another person, it becomes a weapon under state statute.
Parent conference required before return to campus

	First Offense	Second Offense	Third Offense
Elementary (K-5)	Parent notification 3 days OSS	Parent notification 5 days OSS	Parent notification 5-10 days OSS Possible recommendation for Expulsion
Secondary (6-12)	Parent notification 3-5 days OSS	Parent notification 5-10days OSS Possible recommendation for Expulsion	Parent Notification 10 days OSS Recommendation for expulsion

[UBL] UNSUBSTANTIATED BULLYING: After a complete investigation and follow-up of a reported bullying incident, the investigator determines that there is not enough evidence to substantiate that the incident meets the criteria of a prohibited act under the definition of bullying as listed in the Jeffrey Johnston Stand Up for All Students Act (section 1006.147, F.S.).

[UHR] UNSUBSTANTIATED HARASSMENT: After a complete investigation and follow up of a reported harassment incident, the investigator determines that there is not enough evidence to substantiate that the incident meets the criteria of a prohibited act under definition of harassment as listed in the Jeffrey Johnston Stand Up for all Students Act (section 1006.147, F.S.).
.

[USA] UNSUBSTANTIATED SEXUAL ASSAULT: After a complete investigation and follow up of a reported sexual assault incident, the investigator determines that there is not enough evidence to substantiate that the incident meets the criteria of a sexual assault.

D. Level IV

- Major infractions of the code of conduct and/or felony arrests that pose a safety concern, may prohibit a student from participating in the graduation ceremony and other extra-curricular activities.

[ARS*]♦ARSON: (Intentionally setting a fire on school property) To intentionally damage or cause to be damaged, by fire or explosion, any dwelling, structure, or conveyance, whether occupied or not, or its contents. Fires that are not intentional, that are caused by accident, or do not cause damage are not required to be reported in SESIR.
Report to law enforcement
Mental Health Resource List
10 days out of school suspension and recommendation for expulsion

SESIR/State reportable offense. Two (2) or more Level III offenses with documentation of interventions or any Level III offense that results in injury or campus disruption, may result in recommendation for expulsion. All Level IV will be referred for pre-expulsion.
♦F.S.1006.07 – Requires mental health referral resource for violent and disruptive behavior
- **Major infraction is defined as any discipline infraction listed in Level III and Level IV.**

[BAT*]♦AGGRAVATED BATTERY: (Intentional great bodily harm) A battery where the attacker intentionally or knowingly causes more serious injury as defined in Rule 6A-1.0017(8)(g),, such as: great bodily harm, permanent disability, or permanent disfigurement; uses a deadly weapon; or, where the attacker knew or should have known the victim was pregnant.
Report to law enforcement
Hope Scholarship documented
Mental Health Resource List
10 days out of school suspension and recommendation for expulsion

[DOC*]♦MAJOR DISRUPTION ON CAMPUS: (major disruption of all or a significant portion of campus activities, school sponsored events and school bus transportation) Disruptive behavior that poses a serious threat to the learning environment, health, safety, or welfare of others. Examples of major disruptions include bomb threats, inciting a riot, or initiating a false fire alarm.
Report to law enforcement
Mental Health Resource List
10 days out of school suspension and recommendation for expulsion

[DRD*]♦DRUG SALE OR DISTRIBUTION: (Illegal sale or distribution of drugs) The manufacture, cultivation, purchase, sale, or distribution of any drug, narcotic, controlled substance or substance represented to be a drug, narcotic, or controlled substance.
Report to law enforcement
Substance Abuse class referral through District Substance Abuse Educator
Mental Health Resource List
10 days out of school suspension and recommendation for expulsion

[HOM*]♦HOMICIDE: (Murder, Manslaughter) The unjustified killing of one human being by another.
Report to law enforcement
Mental Health Resource List
10 days out of school suspension and recommendation for expulsion

[KID*] ♦KIDNAPPING: (Abduction of an individual) Forcibly, or by threat, confining, abducting, or imprisoning another person against his/her will and without lawful authority.
Report to law enforcement
Mental Health Resource List
10 days out of school suspension and recommendation for expulsion

[ROB*] ♦ROBBERY: (Using force to take something from another) The taking or attempted taking of money or other property from the person or custody of another with the intent to permanently or temporarily deprive the person or owner of the money or other property under the confrontational circumstances of force, or threat of force or violence, and/or by putting the victim in fear. A key difference in Grand Theft and Robbery is that Robbery involves violence, a threat of violence or assault, and putting the victim in fear.
Report to law enforcement
Mental Health Resource List
10 days out of school suspension and recommendation for expulsion

[SXB*] ♦SEXUAL BATTERY: (Attempted or actual) Forced or attempted oral, anal, or vaginal penetration by using a sexual organ or an object simulating a sexual organ, or the anal or vaginal penetration of another by any body part or foreign object. Both males and females can be victims of sexual battery.
Report to law enforcement
Hope Scholarship documented
Mental Health Resource List
10 days out of school suspension and recommendation for expulsion

SESIR/State reportable offense. Two (2) or more Level III offenses with documentation of interventions or any Level III offense that results in injury or campus disruption, may result in recommendation for expulsion. All Level IV will be referred for pre-expulsion.
♦F.S.1006.07 – Requires mental health referral resource for violent and disruptive behaviors.
- **Major infraction is defined as any discipline infraction listed in Level III and Level IV.**

[WPO*] ♦WEAPONS POSSESSION: (Possession of firearms and other instruments which can cause harm) Possession of a firearm or any instrument or object as defined by Section 790.001, F.S., that can inflict serious harm on another person or that can place a person in reasonable fear of serious harm. This includes such items as any knife, metallic knuckles, slingshot, club, tear gas gun, box cutter, electric weapon or device, razor blades, chemical weapon, destructive device or explosive device. **(Possession of a common pocketknife is exempted from state zero tolerance expulsion requirement 1006.07(2) F.S.; however, law enforcement should be notified of any weapon or knife, including pocketknives, for investigation.)**

Firearms with the exception of approved school activities to include those for recreational activities such as hunting or target practice, shall not be displayed or in the possession of any student while on school premises or property, or taken upon school premises or property or property designated for school activities by students:

1. Regardless of intent or lack thereof.
2. With or without knowledge, whether advertently or inadvertently.
3. Whether on or about the person or property, to include vehicles.
4. Whether loaded, unloaded, operable, or inoperable.

Report to law enforcement
Mental Health Resource List
10 days out of school suspension and recommendation for expulsion
See page IV for details on Section 790.001, F.S.

[USB] UNSUBSTANTIATED SEXUAL BATTERY: After a complete investigation and follow up of a reported sexual battery incident, the investigator determines that there is not enough evidence to substantiate that the incident meets the criteria of a sexual battery.

SESIR/State reportable offense. Two (2) or more Level III offenses with documentation of interventions or any Level III offense that results in injury or campus disruption, may result in recommendation for expulsion. All Level IV will be referred for pre-expulsion.
♦F.S.1006.07 – Requires mental health referral resource for violent and disruptive behaviors
- **Major infraction is defined as any discipline infraction listed in Level III and Level IV.**

VI. OUT OF SCHOOL SUSPENSION PROCEDURES

When administration selects OSS or bus suspension as the disciplinary action for a student, the following procedural (due process) steps are required:

A. The School Administration Shall:

1. Schedule a conference with the student giving him/her an opportunity to tell his/her side of the story and provide documentation or the names of witnesses. The conference shall occur prior to the suspension except in emergency situations, disruptive conditions or "serious" breaches of this Student Code of Conduct. In these situations, the school administration may suspend the student pending the conference, but it must still take place within two (2) school days except when waived by the student's parent or for good cause.
2. Provide reasons for recommending suspension.
3. The principal shall make good faith effort to immediately contact parent(s)/guardian(s) by telephone in the presence of the student, if possible, at the time of the suspension and explain the reasons for same.
4. Provide the student with a copy of the discipline referral.
5. Send a letter to the parent(s)/guardian(s) confirming the suspension and the reasons for same. **Notes: Procedures regarding "make-up work" due to suspension may be found in the Student Progression Plan located on the school district website. School administrators have the authority to permit the suspended student on campus for assessment or intervention activities as deemed appropriate.**
6. A parent conference must be held with school administration for any major infraction prior to student returning to school.
7. Students must not be on any HCSD school campus without parent during out of school suspension.
8. For students who are athletes and receive OSS please refer to the Athletic handbook on rules applying to practice/game participation.
9. Inform a Valedictorian or Salutatorian who commits a major infraction of the code of conduct and/or felony arrests that pose a safety concern during their graduating year will forfeit their designation and may be prohibited from participating in the graduation ceremony. The next highest-ranked student will be elevated to the Valedictorian or Salutatorian position.

B. Due Process

A student cannot be suspended and, thereby deprived of his or her free and appropriate education, which is provided in the public schools, without appropriate due process of the law. While the appropriate level of procedural due process to be afforded to a student may depend upon circumstances, due process is guaranteed to every American citizen by the Fourteenth Amendment to the Constitution of the United States of America. These rights are not waived or relinquished by a child enrolled in a public school.

A student cannot be deprived of his/her constitutionally guaranteed rights to fair notice, fair hearing, and fair procedures. Personal and constitutional rights must be safeguarded within such rules.

A student may not participate in any athletic competition, extra-curricular activity or co-curricular performances/competition during a suspension (in-school or out-of-school). Students may resume participation in any athletic competitions, extra-curricular and co-curricular activities the next day following the suspension. Students may attend practice and rehearsal while assigned in-school suspension with approval from their school's administration.

C. Off Campus Felonies

A student who is formally charged by the State Attorney's Office with an offense that constitutes a felony for an incident which occurred off school property that may have an adverse impact on the educational program, school discipline, or welfare of the school, may be suspended pending court determination of his or her guilt, innocence, or dismissal of the charges. School administration should provide written notice to the student and his or her parent(s)/guardian(s) that he or she is being temporarily suspended for a felony occurring off school campus and provide a date for an Administrative Hearing which shall not be less than two (2) school days or more than five (5) school days from the post-marked date or delivery. Appropriate personnel as determined by the Superintendent will be invited to any Administrative Hearing as per Florida Statute 1006.09. The school administration may recommend to the Board that the student be expelled if it is determined by the court the student committed the offense.

Reassignment if Charges Reduced: If the charge(s) are dropped or reduced below the felony level, the student will be reassigned to the assigned school. It is the student's responsibility to provide the proper documentation to his/her currently assigned school.

Note: When anyone is arrested, they are being accused of crime. The accusation is considered a "charge." A charge is defined as a formal accusation of an offense, which serves as a preliminary step to prosecution. This definition is supported by Black's Law Dictionary, which states that a charge is a "formal accusation of an offense as a preliminary step to prosecution." The term "charge" encompasses various forms of formal accusations, including indictments, complaints, and information, which are all mechanisms through which a person is officially accused of committing a crime.

D. Students with Disabilities: In matters relating to the discipline of students with disabilities, the Hernando County School District shall abide by the Federal and State laws regarding suspension, expulsion and alternative placement.

In the case of some students with Individual Education Plans (IEP) or Section 504 Plans, inappropriate behavior may be related to a disabling condition. The behavior must be treated individually and sensitively which frequently requires the use of a wide range of interventions and/or alternatives. The following procedures will be utilized:

1. In all matters, including transportation, students with disabilities shall conform to the same rules outlined in the Student Code of Conduct as their non-disabled peers unless otherwise stated in their IEP or Section 504 Plan.
2. Students with disabilities may be suspended for infractions as defined for all students in the Student Code of Conduct.
3. Suspension for ten (10) days or less: Follow typical disciplinary procedures.
4. Suspension beyond ten (10) days: **Any student with a suspected or identified disability** shall not be suspended more than ten (10) days, either through a single suspension or cumulative shorter suspensions per school year without the IEP or Section 504 Committee meeting to evaluate the extent to which the misconduct has direct and & substantial relationship to the disabling condition and as permitted by state and federal law. Bus suspension and partial day removals may count as suspensions.
5. Before a school district can consider a student with disabilities with an IEP for expulsion:
    a. Convene an IEP meeting and conduct a manifestation determination within ten (10) school days of decision to remove the student for discipline reasons.
    b. If the IEP committee determines that the behavior is a manifestation of the student's disability, the IEP team will either conduct, review or revise a functional behavior assessment.

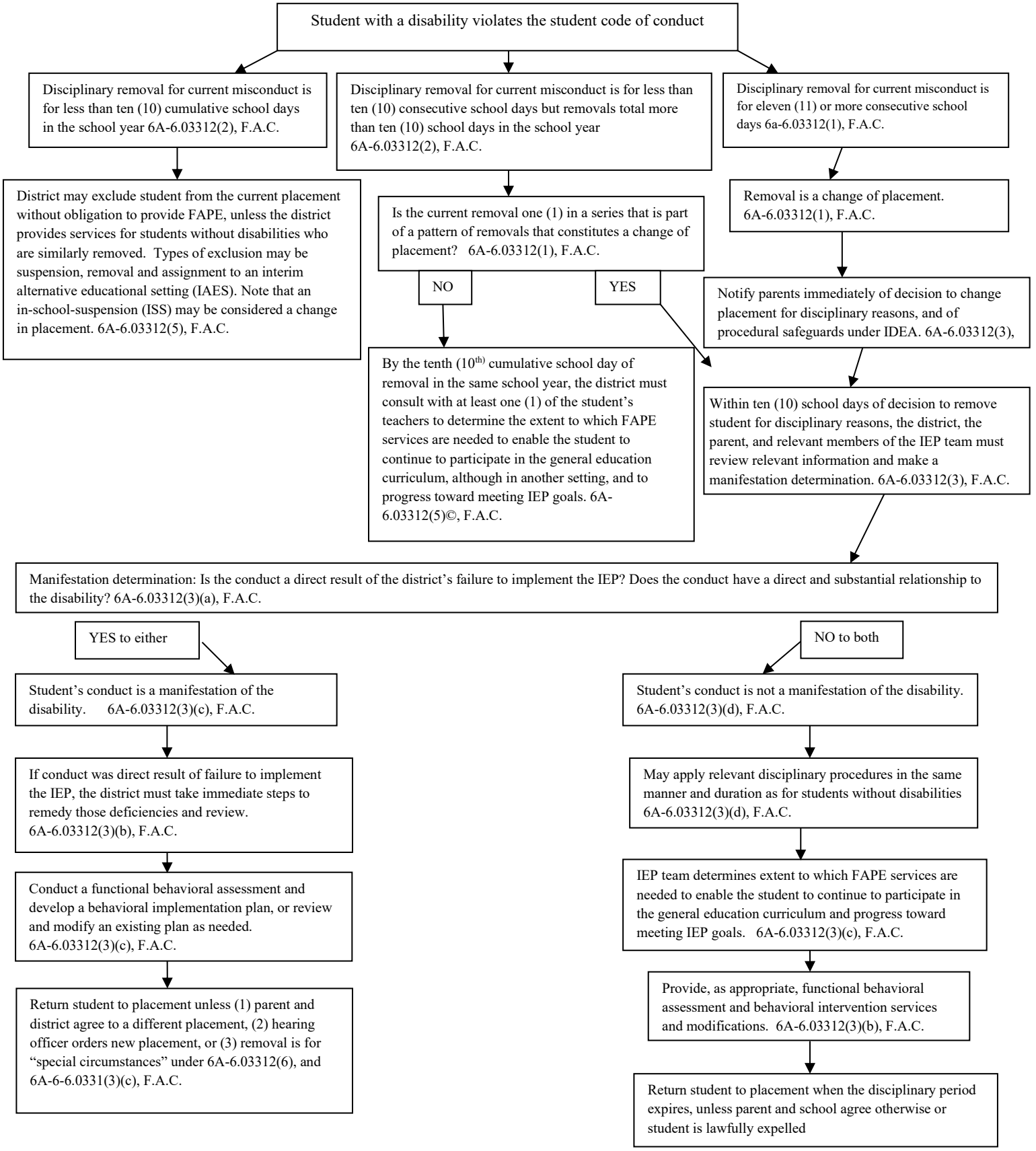
c. If a behavioral intervention plan already has been developed, review the behavioral intervention plan and modify it, as necessary, to address the behavior. If no behavioral intervention plan exists but one is needed, then develop one based on the current behaviors needing to be addressed.
d. If the IEP committee determines that the behavior is not a manifestation of the student's disability, then relevant disciplinary procedures in the same manner and duration as for students without disabilities apply, however, educational services must continue.
e. If the committee determines that the behavior is a manifestation of the student's disability, except as described below under the sub-heading Special Circumstances, the school district must return the student to the placement from which the student was removed, unless the parent and the district agree to a change of placement as part of the behavioral intervention plan.

Special Circumstances

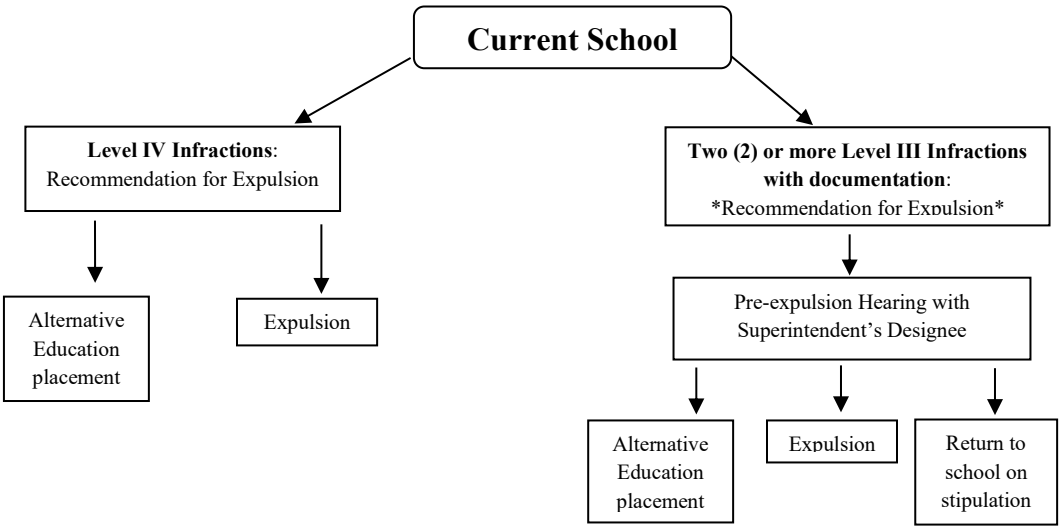
Whether or not the behavior was a manifestation of the student's disability, school personnel may remove a student to an interim alternative educational setting (determined by the student's IEP team) for up to 45 school days, if the student:

1. Carries a weapon to school or has a weapon at school, on school premises, or at a school function under the jurisdiction of the Department of Education or school district;
2. Knowingly has or uses illegal drugs, or sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function under the jurisdiction of the Department of Education or school district; **or**
3. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the Department of Education or school district.

DISCIPLINE FOR STUDENTS WITH DISABILITIES FLOW CHART



VII. ALTERNATIVE SCHOOL / EXPULSION PROCEDURES



A. If the Superintendent designee recommends a disciplinary reassignment in lieu of expulsion, said decision will be considered final and not subject to further appeal, negotiation, or amendment, by any party.

Students attending Endeavor Academy will adhere to a stricter matrix of consequences.

Expelled students may not be on the campus of the zoned school or any Hernando County School at any time, for any reason, unless accompanied by a parent/guardian for a schedule meeting with school staff.

Any student with a disability or suspected of a disability (504 or ESE non-inclusive of Gifted only) must have the proper Manifestation Determination Meeting (MDM) proceeding prior to being recommended for expulsion discussing said recommendations.

ESE students only: The hearing results letter and the student's disciplinary reassignment contained herein, are subject to the student's educational and behavioral rights as set forth by the IDEA and similar Florida statutes and regulations.

School personnel shall not be held legally responsible for suspensions and recommendations made in good faith.

B. Expulsion:

Expulsion is the removal of the right to attend school in Hernando County, be on any school property, on school buses, on school-sponsored transportation or to attend any school. Students may be expelled for the remainder of a school year and one additional year with or without continuing education services. Before the expiration of an expulsion period, the Superintendent shall determine, based upon the determination of the threat management team, whether the expulsion period should be extended and, if the expulsion period is extended, what educational services will be provided. A recommendation to extend the expulsion period must be provided to the students and their parents in accordance with F.S. 1006.08.

Students who commit two (2) or more Level III or a Level IV offense may warrant expulsion from school. The principal must follow due process and suspension procedures, informing the parent that expulsion is being recommended. Within twenty-four (24) hours of the infraction,

the school-based administrator will suspend the student for ten (10) days and notify the parent in writing that a hearing will be scheduled. A subsequent letter will be issued to the parent from the superintendent or designee notifying them to attend the pre-expulsion hearing with their student.

If the student who committed the infraction is a student with a disability, the school administrator will need to contact the Director of Exceptional Student Education (or designee) and schedule a meeting with an IEP team to conduct a manifestation determination.

If the student who committed the infraction is a student with a disability and has a 504 plan, the school administrator must request a meeting to conduct a 504 manifestation.

When the outcome of the superintendent's designee hearing is a recommendation to expel the student from school, parents will be notified by certified mail the date and time that this recommendation will be considered by the School Board. The letter shall also set forth the deadline by which the parents may request a hearing with the School Board.

If a hearing before the School Board is not requested, it will proceed as outlined in the parent letter.

If a hearing is requested, such will be scheduled. The decision that the Hernando County School Board reaches at the hearing is final. Florida Statute outlines that the superintendent's designee may extend the student's suspension beyond ten days while waiting for the next School Board meeting.

Students who are expelled may not re-enroll for the period of the expulsion. When their expulsion period is complete, students may be assigned to the Alternative School prior to transitioning back to their zoned school. Upon successful completion of the Alternative School's prescribed interventions, the student may enroll in their zoned school.

Students assigned to Endeavor Academy in lieu of expulsion or are expelled from HCSD for a drug offense, are required to attend an evidence-based substance use course and test negative before students can return to their zoned school.

C. Unsatisfactory Completion of Alternative Education Program

The general procedure for a student who enters or returns to the Hernando County School District without completing an assigned Alternative Education Program will be determined by the Superintendent or designee on a case-by-case basis.

D. Reciprocal Discipline

Hernando County School District will uphold and enforce disciplinary proceedings from other public school districts. If a student was expelled or alternatively placed in another district, Hernando County will enforce said expulsion or alternative placement. (F.S. 1006.07)

STUDENTS FROM COMMITMENT PROGRAMS AND THOSE EXPELLED FROM OTHER DISTRICTS

A. Commitment Programs

A student entering and/or returning to the Hernando County School District from court adjudicated commitment programs will be enrolled at their zoned school unless charged with a crime involving weapons, drug sale, sex or violence. Under these conditions, the student is entitled to an evaluation meeting to determine proper placement.

1. The Evaluation Meeting shall involve the student, parent(s)/guardian(s), the Department of Juvenile Justice (DJJ) Juvenile Probation Officer (JPO), the Director of Student Services or designee, as well as any other appropriate school staff. The purpose of the meeting is to consider the student's educational program, commitment charge, and determine a proper school placement.
2. The student and his/her DJJ JPO shall have all pertinent educational records available for the period of time the student was not in attendance at a public school.

B. Expelled From Other Districts

The final order of expulsion will be honored, and student will not be admitted to school in Hernando County (F.S. 1006.07).

APPENDIX A

BULLYING AND HARASSMENT

Policy 5517.01

The School Board is committed to providing an educational setting and workplace that is safe, secure, and free from bullying and harassment for all students and employees.

The Board will not tolerate unlawful bullying and harassment of any type. Conduct that constitutes bullying and harassment, as defined herein, is prohibited:

A. during any education program or activity conducted by the District;

B. during any school-related or school-sponsored program or activity or on a District school bus, or at a District school bus stop;

C. through the use of data or computer software that is accessed through a computer, computer system, or computer network within the scope of the District, meaning regardless of ownership, any computer, computer system, or computer network that is physically located on school property or at a school-related or school-sponsored program or activity; or

D. through the use of data or computer software that is accessed at a non-school-related location, activity, function, or program or through the use of technology or an electronic device that is not owned, leased, or used by the District or school, if the bullying substantially interferes with or limits the victim's ability to participate in or benefit from the services, activities, or opportunities offered by the District or school or substantially disrupts the education process or orderly operation of a school. This paragraph does not require a school to staff or monitor any non-school-related activity, function, or program.

This policy has been developed in consultation with District students, parents, teachers, administrators, school staff, school volunteers, community representatives, and local law enforcement agencies as prescribed in F.S. 1006.147 and in conformity with the Florida Department of Education (FLDOE) Revised Model Policy (April 2016).

Pursuant to State law, District students, parents, teachers, administrators, school staff, school volunteers, community representatives, and local law enforcement agencies shall be involved in the review of this policy every three (3) years.

The Superintendent shall develop a comprehensive plan intended to prevent bullying and harassment and to cultivate the school climate so as to appropriately identify, report, investigate, and respond to situations of bullying and harassment as they may occur on school grounds, at school-sponsored events, and through school computer networks. Implementation of the plan by each principal will be ongoing throughout the school year and will be integrated with the school curriculum, District disciplinary policies, and violence prevention efforts.

Definitions

"Bullying" includes "cyberbullying" and means systematically and chronically inflicting physical hurt or psychological distress on one (1) or more students or employees. It is defined as any unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by an adult or student, that creates an intimidating, hostile, or offensive educational environment; cause discomfort or

humiliation; or unreasonably interfere with the individual's school performance or participation; and may involve:

A. teasing;

B. threats;

C. intimidation;

D. stalking;

E. cyberstalking;

F. physical violence;

G. theft;

H. sexual, religious, or racial harassment;

I. public or private humiliation; or

J. destruction of property; and

K. social exclusion.

"Cyberbullying" means bullying against one (1) or more students or employees, through the use of technology or any electronic communication, which includes, but is not limited to, any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo-electronic system, or photo-optical system, including, but not limited to, electronic mail, Internet communications, instant messages, or facsimile communications. Cyberbullying includes the creation of a webpage or weblog in which the creator assumes the identity of another person, or the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying. Cyberbullying also includes the distribution by electronic means of a communication to more than one (1) person or the posting of material on an electronic medium that may be accessed by one (1) or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying.

"Cyberstalking" means to engage in a course of conduct to communicate, or to cause to be communicated, words, images, or language by or through the use of electronic mail or electronic communication, directed at a specific person, causing substantial emotional distress to that person and serving no legitimate purpose.

"Harassment" means any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal or physical conduct directed against a student or school employee that:

A. places a student or school employee in reasonable fear of harm to his/her person or damage to his/her property;

B. has the effect of substantially interfering with a student's educational performance, opportunities, or benefits; or

C. has the effect of substantially disrupting the orderly operation of a school.

"Bullying" and "harassment" also encompass:

A. Retaliation against a student or school employee by another student or school employee for asserting or alleging an act of bullying of harassment. Reporting an act of bullying or harassment that is not made in good faith is considered retaliation.

B. Perpetuation of conduct listed in the definition of bullying and/or harassment by an individual or group with intent to demean, dehumanize, embarrass, or cause emotional or physical harm to a student or school employee by:

    1. incitement or coercion;

    2. accessing or knowingly and willingly causing or providing access to data or computer software through a computer, computer system, or computer network within the scope of the District school system; or

    3. acting in a manner that has an effect substantially similar to the effect of bullying or harassment.

"Harassment" also means electronically transmitted acts (i.e., internet, e-mail, cellular telephone, personal digital assistance (PDA), or wireless hand-held device) that a student(s) or a group of students exhibits toward another particular student(s) or employee(s) and the behavior both causes mental and physical harm to the other student(s) or employee(s) and is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for the other student(s).

Sexual Cyberharassment

Pursuant to Florida law, "sexual cyberharassment" means to publish a sexually explicit image of a person that contains or conveys the personal identification information of the depicted person to an Internet website without the depicted person's consent, for no legitimate purpose, with the intent of causing substantial emotional distress to the depicted person. Sexual cyberharassment may be a form of sexual harassment.

"Within the scope of the District" means regardless of ownership, any computer, computer system, or computer network that is physically located on school property or at a school-related or school-sponsored program or activity.

Expected Behavior

The District expects students to conduct themselves in keeping with their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students and school staff, the educational purpose underlying all school activities, and the care of school facilities and equipment.

Such behavior is essential in maintaining an environment that provides each student the opportunity to obtain a high-quality education in a uniform, safe, secure, efficient, and high-quality system of education.

The standards for student behavior shall be set cooperatively through interaction among students, parents/guardians, staff, and community member, producing an atmosphere that encourages students to grow in self-discipline. The development of such an atmosphere requires respect for self and others, as well as for District and community property on the part of students, staff, and community members. School administrators, faculty, staff, and volunteers serve as role models for students and are expected to demonstrate appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment or bullying.

Students are expected to conform to reasonable standards of socially acceptable behavior; respect the person, property, and rights of others; obey constituted authority; and respond to those who hold that authority.

Consequences

Consequences and appropriate remedial action for students who commit acts of bullying or harassment or found to have wrongfully and intentionally accused another as a means of bullying or harassment may range from positive behavioral interventions up to and including suspension or expulsion, as outlined in the Code of Student Conduct.

Consequences and appropriate remedial action for a school employee found to have committed an act of bullying or harassment or found to have wrongfully and intentionally accused another as a means of bullying or harassment shall include discipline in accordance with District policies, administrative procedures, and the collective bargaining agreement. Egregious acts of harassment by certified educators may result in a sanction against an educator's State-issued certificate. (See the Principles of Professional Conduct of the Education Profession in Florida - F.A.C. 6A-10.081)

Consequences and appropriate remedial action for a visitor or volunteer found to have committed an act of bullying or harassment or found to have wrongfully and intentionally accused another as a means of bullying or harassment shall be determined by the school administrator after consideration of the nature and circumstances of the act, including reports to appropriate law enforcement officials.

Procedure for Reporting

The Board designates the principal as the person responsible for receiving all alleged acts of bullying. Any student or student's parent/guardian who believes s/he has been or is the victim of bullying or harassment should immediately report the situation to the school principal. Complaints against the principal should be filed with the Superintendent. Complaints against the Superintendent should be filed with the Board Chair.

All school employees are required to report alleged violations of this policy and alleged acts of bullying and harassment to the principal or as described above. The alleged violations and acts must be reported by school employees to the Principal within twenty-four (24) hours. Refer to Policy 1362, Policy 3362, and Policy 4362 for District staff allegations and procedures.

All other members of the school community, including students, parents, volunteers, and visitors, are encouraged to report any act that may be a violation of this policy to the principal or as described above.

Written and oral reports shall be considered official reports. Reports may be made anonymously, but formal disciplinary action may not be based solely on the basis of an anonymous report.

The principal shall establish and prominently publicize to students, staff, volunteers, and parents the procedure for reporting bullying and how such a report will be acted upon. A victim of bullying and/or harassment, anyone who witnessed the act, and anyone who has credible information that an act of bullying and/or harassment has taken place may file a report.

Procedure for Investigation

The investigation of a reported act of bullying or harassment is deemed to be a school-related activity and begins with a report of such an act. All complaints about bullying and/or harassment that may violate this policy shall be promptly investigated by an individual, designated by the principal, who is trained in investigative procedures. Documented interviews of the victim, alleged perpetrator, and witnesses shall be conducted privately and shall be confidential. The investigator may not be the accused perpetrator or victim. At no time shall the accused perpetrator and victim be interviewed together. The investigator shall collect and evaluate the facts including, but not limited to, the following:

A. a description of the incident, the nature of the behavior, and the context in which the incident occurred;

B. how often the conduct occurred;

C. whether there were past incidents or past continuing patterns of behavior;

D. the relationship between the parties involved;

E. the characteristics of the parties involved;

F. the identity of the alleged perpetrator, including whether the individual was in a position of power over the individual allegedly subjected to bullying or harassment;

G. the number of alleged bullies/harassers;

H. the age of the alleged bully/harasser;

I. where the bullying and/or harassment occurred;

J. whether there have been other incidents in the school involving the same or other students;

K. whether the conduct adversely affected the student's education or educational environment;

L. the date, time, and method in which the parent(s) of all parties involved were contacted.

In accordance with State law, District staff may monitor as part of any bullying or harassment investigation any non-school-related activity, function, or program.

If, during an investigation of reported acts of bullying and/or harassment, the principal or his/her designee believes that the reported misconduct may have created a hostile learning environment and may have constituted unlawful discriminatory harassment based on race, color, national origin, sex, disability (including HIV, AIDS, or sickle cell trait), pregnancy, marital status, age (except as authorized by law), religion, military status, ancestry, or genetic information which are classes protected by State and/or Federal law (collectively "protected classes"), the principal or his/her designee will report the act of bullying and/or harassment to one (1) of the Compliance Officers so that it may be investigated in accordance with the procedures set forth in Policy 5517 - *Anti-Harassment*.

Sexual Harassment covered by Policy 2266 - *Nondiscrimination on the Basis of Sex in Education Programs or Activities* is not included in this policy. Allegations of such conduct shall be addressed solely by Policy 2266.

Upon the completion of the investigation to determine whether or not a particular action or incident constitutes a violation of the policy, the designated individual who has conducted the investigation shall make a determination based on all the facts and surrounding circumstances and shall include:

A. a recommendation of remedial steps necessary to stop the bullying and/or harassing behavior; and

B. a written report to the principal.

A maximum of ten (10) days should be the limit for the completion of the investigative procedural steps and submission of the incident report. While ten (10) days is the expectation for completion of the investigative procedural steps, more time may be needed based on the nature of the investigation and the circumstances affecting that investigation. The investigator shall document in his/her report the reasons for needing additional time beyond ten (10) days. The highest level of confidentiality possible shall be provided regarding the

submission of a complaint or a report of bullying and/or harassment and for the investigative procedures that are employed.

The physical location or time of access of a computer-related incident cannot be raised as a defense in any disciplinary action initiated pursuant to this policy.

Scope

The investigator will provide a report on the results of the investigation with recommendations for the principal to make a determination if an act of bullying or harassment falls within the scope of District authority. Computers without web-filtering software or computers with web-filtering software that is disabled shall be used when complaints of cyberbullying are investigated. If the action is within the scope of the District, District procedures for investigating bullying and/or harassment shall be followed. If the action is outside the scope of the District, and believed to be a criminal act, the action shall be referred to the appropriate law enforcement agency. If the action is outside the scope of the District and believed not a criminal act, the principal shall inform parents/guardians of all minor parties.

Parent Notification

The principal shall report the occurrence of an incident of bullying as defined by District policy to the parent/guardian of all students known to be involved in the incident on the same day an investigation of the incident has been initiated. Notification shall be by telephone, e-mail, personal conference, or by first-class mail and shall be consistent with the student privacy rights under applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA). The notice shall advise the individuals involved of their respective due process rights including the right to appeal any resulting determination or action to the State Board of Education.

If the bullying incident results in the perpetrator being charged with a crime, the principal shall inform by first class mail or by telephone the parent/guardian of the identified victim(s) involved in the bullying incident about the Unsafe Schools Choice Option (the Elementary and Secondary Education Act, as amended) that states, in pertinent part, as follows:

> "….a student attending a persistently dangerous public elementary school or secondary school, as determined by the State in consultation with a representative sample of local educational agencies, or who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary school or secondary school within the local educational agency, including a public charter school."

Upon the completion of the investigation and if criminal charges are to be pursued against the perpetrator, the appropriate law enforcement agencies shall be notified by telephone and/or in writing.

Counseling Referral

The District shall provide a referral procedure for intervening when bullying or harassment is suspected or when a bullying incident is reported. The procedure will include:

A. a process by which the teacher or parent may request informal consultation with school staff (e.g., school counselor, school psychologist, school social worker, etc.) to determine the severity of concern and appropriate steps to address the concern;

B. a referral process to provide professional assistance or services that may include a process by which school personnel or parent/guardian may refer a student to the school intervention team (or equivalent

school-based team with a problem-solving focus) for consideration of appropriate services(parent/guardian involvement is required at this point); or

If a formal discipline report or formal complaint is made, the principal must refer the student(s) to the school intervention team for determination of counseling support and interventions (parent/guardian is required at this point).

C. a school-based action to address intervention and assistance as determined appropriate by the intervention team that includes:

1. counseling and support to address the needs of the victim(s) of bullying or harassment;

2. interventions to address the behavior of students who bully and harass others (e.g., empathy training, anger management, etc.);

3. interventions which include assistance and support for parents, as may be deemed necessary or appropriate.

Data Report

The District will utilize Florida's School Environmental Safety Incident Reporting (SESIR) Statewide Report on School Safety and Discipline Data as prescribed. If a bullying (including cyberbullying) and/or harassment incident occurs it will be reported in SESIR, coded appropriately using the relevant incident code and the related element code. Discipline and referral data will be recorded in Student Discipline/Referral Action Report and Automated Student Information System. In a separate section, the District shall include each alleged incident of bullying or harassment that does not meet the criteria of a prohibited act under this policy with recommendations regarding such incidents.

The District will provide bullying incident, discipline, and referral data to the Florida Department of Education (FLDOE) in the format requested, through Surveys 2, 3, and 5 from Education Information and Accountability Services, and at designated dates provided by the Department. Data reporting on bullying, harassment, unsubstantiated bullying, unsubstantiated harassment, sexual harassment, and threat/intimidation incidents, as well as any bullying-related incidents that have as a basis sex, race, or disability should include the incident basis. Victims of these offenses should also have the incident basis (sex, race, or disability) noted in their student record.

Training and Instruction

Students, parents, teachers, school administrators, counseling staff, and school volunteers shall be provided training and instruction, at least annually, on the District's policy and administrative procedures regarding bullying and harassment. The instruction shall include evidence-based methods of preventing bullying and harassment, as well as information about how to effectively identify and respond to bullying in schools. Instruction regarding bullying, harassment, and the District's violence prevention and school safety efforts shall be integrated into District curriculum at the appropriate grade levels. The training and instruction shall include recognizing behaviors that lead to bullying and harassment and taking appropriate preventative action based on those observations. The programs of training and instruction authorized by the District shall include, but not be limited to,:

A. Olweus Bullying Prevention Program

B. Monique Burr Foundation for Children, Inc.'s - Child Safety Matters

C. PBS/PBIS (Positive Behavior Support/Positive Behavioral Interventions and Supports)

Victim's Parent Reporting

The principal shall report the occurrence of an incident of bullying as defined herein to the parent/guardian of students known to be involved in the incident on the same day an investigation of the incident has been initiated. Notification shall be by telephone and in writing by first-class mail and shall be consistent with the student privacy rights under applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA). According to the level of infraction, the victim's parents will be notified by telephone and/or in writing of actions being taken to protect the child; the frequency of notification will depend on the seriousness of the bullying or harassment incident.

Policy Publication

At the beginning of each school year, the Superintendent shall, in writing, inform school staff, parents/guardians/other persons responsible for the welfare of a student of the District's student safety and violence prevention policy.

The District shall provide notice to students and staff of this policy in the Code of Student Conduct, employee handbooks, and via the District's official website. The Superintendent will also provide such notification to all District contractors.

Each principal shall implement a process for discussing, at least annually, the District policy on bullying and harassment with students in a student assembly or other reasonable format. Reminders of the policy and bullying prevention messages will be displayed, as appropriate, at each school and at District facilities.

Immunity

A school employee, school volunteer, students, parent/guardian, or other persons who promptly reports in good faith an act of bullying or harassment to the appropriate school official and who makes this report in compliance with the procedures set forth in District policy is immune from a cause of action for damages arising out of the reporting itself or any failure to remedy the reported incident.

Submission of a good faith complaint or report of bullying or harassment will not affect the complainant or reporter's future employment, grades, learning or working environment, or work assignments. Such immunity from liability shall not apply to any school employee, school volunteer, student, parent/guardian, or other person determined to have made an intentionally false report about harassment, intimidation, and/or bullying.

Privacy/Confidentiality

The School District will respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the Board's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations. All records generated under this policy and its related administrative procedures shall be maintained as confidential to the extent permitted by law.

Nothing in this policy shall be construed to abridge the rights of students or school employees that are protected by the First Amendment to the Constitution of the United States.

Retaliation/False Charges

Retaliation against any person who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry under this policy is prohibited. Such retaliation shall be considered a serious violation of Board policy and independent of whether a complaint is substantiated. False charges shall also be regarded as a serious offense and will result in disciplinary action or other appropriate sanctions. Suspected retaliation should be reported in the same manner as aggressive behavior and/or bullying.

Revised 2/27/18
Revised 12/13/22

© Neola 2022

Legal

F.S. 110.1221

F.S. 784.048

F.S. 1002.20

F.S. 1006.13

F.S. 1006.147

Florida Department of Education Revised Model Policy (April 2016)

Elementary and Secondary Education Act

Last Modified by Tammy R Shroyer on December 29, 2022

DATING VIOLENCE AND ABUSE

The School Board strictly prohibits any act of dating violence and abuse committed by one student against another on school property, during a school-sponsored activity, or during school-sponsored transportation.

Dating Violence and Abuse Defined

For purposes of this policy, dating violence and abuse shall be defined as emotional, verbal, sexual, or physical abuse of a student who is in a current or was in a past dating relationship by the other person in that dating relationship. Abuse may include insults, coercion, social sabotage, sexual harassment, stalking, threats, and/or acts of mental, physical, or sexual abuse. It may also be a pattern of demeaning, coercive, abusive actions that amount to emotional or psychological abuse. Dating violence and abuse may also include abuse, harassment, and stalking via electronic devices such as cell phones and computers, as well as harassment through a third party.

Reporting Acts of Dating Violence and Abuse

Any student who is the victim of an act of dating violence and abuse, or has cause to believe that s/he is in immediate danger of becoming the victim of an act of dating violence and abuse, should report the matter to the Principal or to any member of the school staff.

Any Board employee who receives a report of an act of dating violence and abuse, who directly observes an act of dating violence and abuse perpetrated by one student against another, or who has reason to believe that a student is a victim of dating violence and abuse shall report such report, observations, or suspicions to the Principal.

Any resident of the community or other member of the school community, including students, parents, volunteers, and visitors, who observes an act of dating violence and abuse perpetrated by one student against another, or who has reason to believe that a student is a victim of dating violence and abuse is strongly encouraged to promptly report the matter to the Principal or other District administrator or official. These reports can be made either in person or anonymously.

Investigating Reports of Dating Violence and Abuse

Upon receiving a report of alleged dating violence and abuse, the Principal shall conduct an investigation of the allegation promptly. As part of the investigation, the Principal shall contact the parent(s) of the alleged victim and/or the parent(s) of the alleged perpetrator, if they are under the age of eighteen (18), to inform them of the report.

The investigation of the report should include interviews of the alleged victim, the individual accused of perpetrating the dating violence and abusive behavior, and any other person who may have witnessed the alleged act or who may reasonably be expected to have information relevant to the situation. All interviewed parties and witnesses will be provided an opportunity to present any evidence that they reasonably believe to be relevant to the situation.

The Board reserves the right to investigate a report of dating violence and abuse regardless of whether the student who is allegedly the victim of the dating violence and abuse wants to pursue the matter.

Consequences

At the conclusion of the investigation the Principal will determine whether or not the allegation of dating violence and abuse was substantiated. If the Principal determines that a student has committed an act of dating violence and abuse, that violation of this policy shall result in disciplinary action in accordance with the Student Code of Conduct, which may include suspension, assignment to another school or program, or

recommendation for expulsion. All disciplinary action shall be taken in accordance with State law and applicable Board policy. (See Policy 5500 and Policy 5600) When imposing discipline, the totality of the circumstances involved in the matter, including the ages and maturity levels of those involved, shall be considered.

Suspensions for acts of teen violence and abuse may be appealed in accordance with the procedures set forth in the Student Code of Conduct. (See Policy 5500)

Further, the Department of Children and Families shall be notified if the student who is found to have perpetrated the act of dating violence and abuse is eighteen (18) years of age or older and the student who was the victim of the act of dating violence and abuse is a minor.

In those cases where teen dating violence and abuse is not substantiated, the Principal may consider whether the alleged conduct nevertheless warrants disciplinary action in accordance with the Student Code of Conduct or other Board policies.

Support and Reasonable Accommodations

If requested during or after the investigation, the Principal shall make reasonable accommodations for the student who is allegedly experiencing dating violence and abuse including, but not limited to the following:

A. Stay Away Contract, that is, a contract with the alleged perpetrator to stay away from the victim while on school grounds, on school transportation, and during school sponsored programs and events;

B. Class schedule changes;

C. Protection that will enable safe egress/regress from school, as well as movement within the school; and

D. Referrals for outside support or counseling.

Students' parent and/or guardian should provide the Principal with a copy of an order of protection that has been issued by the court. The Principal shall then contact the student whose behavior is to be regulated by that order of protection and initiate a Stay Away Contract that is consistent with the terms of that order and provides penalties for known violations of the contract. Further, the Principal shall notify law enforcement immediately if s/he knows or has reason to believe that a criminal or civil restraining order has been violated.

The School Resource Officer shall respond immediately to a report of a violation of a criminal or civil restraining order

Other Violations of the Dating Violence and Abuse Policy

The Board will also take immediate steps to impose disciplinary action on individuals engaging in any of the following prohibited acts:

A. Retaliating against a person who has made a report or filed a complaint alleging dating violence and abuse, or who has participated as a witness in an investigation of such an allegation.

B. Filing a malicious or knowingly false report or complaint of dating violence and abuse.

C. Disregarding, failing to investigate adequately, or delaying investigation of allegations of dating violence and abuse, when responsibility for reporting and investigating allegations of dating violence and abuse comprises part of one's supervisory duties.

Privacy/Confidentiality

The School District will respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the Board's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations. All records generated under the terms of this policy and its related administrative procedures shall be maintained as confidential to the extent permitted by law.

Retention of Investigatory Records and Materials

All individuals charged with conducting investigations under this policy shall retain all information, documents, electronically stored information ("ESI"), and electronic media (as defined in Policy 8315) created and received as part of an investigation, including, but not limited to:

A. all written reports/allegations/complaints/statements;

B. narratives of all verbal reports/allegations/complaints/statements;

C. a narrative of all actions taken by District personnel;

D. any written documentation of actions taken by District personnel;

E. written witness statements;

F. narratives of, notes from, or audio, video, or digital recordings of witness statements;

G. all documentary evidence;

H. e-mails, texts, or social media posts pertaining to the investigation;

I. contemporaneous notes in whatever form made (e.g., handwritten, keyed into a computer or tablet, etc.) pertaining to the investigation;

J. written disciplinary sanctions issued to students or employees and a narrative of verbal disciplinary sanctions issued to students or employees for violations of the policies and procedures prohibiting discrimination or harassment;

K. dated written determinations to the parties;

L. dated written descriptions of verbal notifications to the parties;

M. written documentation of any interim measures offered and/or provided to complainants, including no contact orders issued to both parties, the dates issued, and the dates the parties acknowledged receipt; and

N. documentation of all actions taken, both individual and systemic, to stop the discrimination or harassment, prevent its recurrence, eliminate any hostile environment, and remedy its discriminatory effects.

The information, documents, ESI, and electronic media (as defined in Policy 8315) retained may include public records and records exempt from disclosure under Federal and/or State law (e.g., student records).

The information, documents, ESI, and electronic media (as defined in Policy 8315) created or received as part of an investigation shall be retained in accordance with Policy 8310, Policy 8315, Policy 8320, and Policy 8330 for not less than three (3) years, but longer if required by the District's records retention schedule.

Education and Training

In support of this policy, the Board promotes preventative educational measures to create greater awareness of dating violence and abuse. The Superintendent shall require that the District's comprehensive health curriculum in grades 7-12 include a component about dating violence and abuse that is age appropriate and includes the content required by State law.

Further, the Superintendent shall provide appropriate training to all members of the School District staff related to dating violence and abuse, and the implementation of this policy.

Revised 8/28/18

© Neola 2010

Legal

F.S. 1003.42

F.S. 1006.148

Last Modified by Juli Schlarb on September 23, 2022

APPENDIX B

I. DRESS CODE: The following procedures are established to promote discipline, maintain order and provide a healthy environment conducive to academic purposes.

Students are required to wear appropriate clothing and shoes according to the situation and the grade level involved. Inappropriate clothing and appearance are disruptive to the school program. Principals will enforce adherence to the dress code by those under their jurisdiction. School administrators have final authority to decide if clothing complies with district rules.

A. **Sun Protective Wear** – Students will be allowed to wear sunglasses, hats or other sun protective items while outdoors during and engaged in school related activities such as physical education or recess. No hats or sunglasses (unless prescribed by a physician) are to be worn in the school building or hallways.

B. **Pants** – Pants are to be worn at the waist, not below the waist or in such a way to expose undergarments or body parts in an indecent or vulgar manner or in a manner that disrupts the orderly learning environment. Short shorts, boxer shorts, see through items and other pajama revealing attire are not allowed. Spandex pants, leggings, or pants with rips may only be worn with a top that reaches mid-thigh or below as not expose undergarments or body parts in an indecent manner.

C. **Shirts and Blouses** – Must be long enough to remain tucked in at all times with no skin visible. Blouses with a neckline that dip below the line formed between the right and left armpit are prohibited. Spaghetti straps, tank tops, muscle shirts, and shirts with cut off sleeves are also prohibited.

D. **Shorts, Skirts, and Dresses** – To determine if shorts are too short: while student is standing with arms fully extended at side of his/her leg, shorts should reach to the student's fingertips. In other words, the longest finger should touch material, not skin. Spandex shorts should not be worn. Students may wear skirts and dresses of a modest length of no more than three inches from the knee to the bottom on the hem. Dresses with a neckline that dip below the line formed between the left and right armpit are prohibited.

E. **Unacceptable Attire** – Any apparel that is determined inappropriate, disruptive to the educational environment, or offensive to good taste by principal or designee of the school such as; jewelry, tattoos, or markings must be covered, accessories or manner of grooming, which by virtue of color arrangement, trade mark, or other attributes that denotes membership in a gang, advocates drugs, tobacco products, alcohol, violence, sexual innuendo, profanity, or has caused disruption is prohibited.

1. Jewelry should be worn in such a way that doesn't present a safety or health hazard such as spiked jewelry or accessories
2. Wallet chains and dog chains are not permitted
3. Bandanas are not to be worn, displayed, or carried onto campus.

F. **Footwear** – Students must wear shoes that are safe and appropriate for the specific learning environment.

G. **Uniforms**: Brooksville Elementary School, Challenger (uniforms for K-5 only), Chocachatti Elementary School, Deltona Elementary School, Discovery, Eastside Elementary School, Endeavor Academy, J.D. Floyd Elementary School, Moton Elementary School, Spring Hill Elementary School and Suncoast Elementary School, require uniforms.

Schools through their School Advisory Councils (SAC), have the authority to establish dress codes that are more stringent than the guidelines specified in the Student Code of Conduct.

Note: Students enrolled in vocational/technical/lab classes may be required to wear clothing appropriate to a specific training in which students will be participating.

APPENDIX C
STUDENT RECORDS

State and Federal law gives parents [and students over eighteen (18) years of age] certain rights concerning student school records.

Annual Notice About Your Rights Concerning Student Records: Parent(s)/ guardian(s) have the right to inspect and review all records and data related to their child who is under 18 years of age or over 18 years of age if claimed as a dependent under IRS rules. This includes print, computer media, microfilm, and microfiche records. This may be done by contacting the school administration for an appointment. All requests will be granted within a reasonable period, not to exceed 30 days. Students 18 years of age and older have the right to inspect and review their records by following the same procedure outlined above.

Parent(s)/guardian(s) have an opportunity to challenge the content of their child's record, to ensure that it is not inaccurate, misleading, or otherwise in violation of privacy. Parent(s)/guardian(s) of students over eighteen (18) years of age claimed as a dependent under IRS rules and students over eighteen (18) years of age not claimed as a dependent are provided the opportunity to correct or delete inaccurate, misleading, or inappropriate data by first requesting a meeting with the school administration or department responsible for developing that information. If the school administration or department responsible for developing the information agrees that it needs to be corrected, then it is done, and only a notation that the record has been corrected or deleted is placed in the file. If an agreement is not reached at this level, then the parent(s)/guardian(s) or student over the age of 18 years if not claimed as a dependent, has the right to request a formal hearing under School Board Policy.

You have the right to let other people see your school records; however, the law allows some people to see your records without your consent. Exemptions to consent for disclosure:

i. School Board members, as part of an expulsion proceeding.
ii. School district employee or adult volunteer may see records if he or she needs information in the record in order to do his or her job as an employee or volunteer.
iii. Another educational institution even after a student has already enrolled or transferred if the purpose is related to the student's enrollment or transfer.
iv. Schools or institutions of post-secondary education to which a student seeks or intends to enroll.
v. Federal, state, and local authorities involved in an audit or evaluation of compliance with educational program requirements
vi. Financial aid institution, such as college loan personnel.
vii. Accrediting organizations.
viii. Persons who comply with lawfully issued order or subpoenas.
ix. Persons who deal with health or safety emergencies.
x. State or local officials in connection with serving the students under juvenile justice systems in the accordance with an interagency agreement or cooperative agreement as mandate by section 1003.52 Florida Statute.

Some of the information in your child's school record is not confidential and may be released without your consent. This information is defined as "Directory Information". The primary purpose of directory information is to allow the District to include this type of information from your child's educational records in certain school publications.

Examples include: Yearbook, honor roll, graduation reports, sport publications, etc. The following records/reports are designated as Directory Information.

1. Student's name
2. Date of Birth
3. Dates of attendance
4. Address
5. Telephone number, if not unlisted or Restricted per state statute
6. Major field of study
7. Degrees, honors, and awards received
8. Most recent previous educational institution
9. Height & weight of members of athletic teams
10. Participation in recognized sports/activities

If you do not want directory information released, you must notify the school administration in writing specifying what types of directory information you do not want released. The written notice to the school administration must be received within two (2) weeks of the first day of the school year or entry into the school system, if you enroll after the school year has begun.

Military recruiters and institutions of higher education are entitled, under federal law, to a list of names, addresses, and telephone numbers of high school students, unless you object to such release. The Superintendent also authorizes release of this information to companies that manufacture class rings and publish yearbooks. You must notify your child's school administration in writing, if you do not wish this information released without your consent. Both parents have a right to see their child's record unless there is a certified copy of an order on file at the school that specifically denies the right of access to school records. Copies of school records are available for a minimum copying charge.

You have the right to inspect, upon request, any instructional material used as part of the educational curriculum. This does not include academic tests/ assessments.

You have the right to opt out of any physical examination or screening that is invasive in nature – any medical examination that involve exposure of private body parts, or any acts during examination that include incision, insertion, or injection into the body, but do not include a hearing, vision, scoliosis screening, or head lice exams.

"Note: The School District may permit School Resource Officer (SRO) to view live feed of School District risk-management surveillance videos (bus or schools) or playback of such videos. A subpoena is required if the officer requests a copy of the video."

APPENDIX D

Student Network and Internet Acceptable Use and Safety Agreement

Telecommunications advances in technologies and proliferations of online media have fundamentally altered ways in which information is accessed, communicated, and disseminated in society. These changes are driving the need for educators to adopt new resources, instructional methods and ways they approach student learning, to harness and utilize the vast, diverse and unique resources available on the Internet. Although the School Board authorizes Internet services to its students, the School Board directs that appropriate restrictions are implemented to assure that use of the District's network is utilized in accordance with legitimate educational purposes. Student use of the District's computers, network, and Internet services ("Network") will be governed by policy 7540.03 and subject to the Student Code of Conduct. Student use of email will be governed by policy 7540.06 and subject to the Student Code of Conduct. The School Board encourages students to utilize the Network in order to promote educational excellence in our schools by providing them with the opportunity to develop the resource sharing, innovation and communication skills, and tools that are essential to both life and work. The instructional use of the Network will be guided by the School Board policies on instructional materials.

Technology advancements are such that the District may not always be able to protect access to services through the District's network/Internet connection to only those that have been deemed appropriate for education purposes. The District will strive to implement and sustain such protections, utilizing software and hardware measures that monitor, block and filter internet access to visual displays/depictions that are deemed obscene, child pornography and/or other materials that are harmful to minors as defined by the Children's Internet Protection Act (CIPA) and in compliance with Family Educational Rights and Privacy Act (FERPA) 20 U.S.C. § 1232g; 34 CFR Part 99 and its implementing regulations, the Children's Online Privacy Protection Act (COPPA), Florida Statutes Section 1002.22 and Rule 6A-1.0955 as may be amended or replaced from time to time. Parents/guardians are encouraged to discuss the appropriate use of the Internet and understand that there are risks associated with its use with their children. Parents/guardians assume risks by consenting to allow their child to participate in using the Internet. Parents/guardians of minors are responsible for setting and conveying the standards that their children should follow when using the Internet.

The Superintendent will implement procedures to configure District technology to prohibit access to other material deemed inappropriate for students to access. Protective hardware and software may not be disabled at any time that students may be using the Network. The Superintendent may temporarily or permanently unblock access to sites containing appropriate material, if access to such sites has been inappropriately blocked by the hardware and software. Determination of whether a material is appropriate or inappropriate shall be based on the content of the material and the intended use of the material.

District Staff members will provide training to ensure awareness and compliance regarding this policy under their supervision, and for providing guidance and instruction to students on appropriate use of the District's Network. Pursuant to Federal law, students shall receive education on the following:

A. Safety and security of students while using e-mail, chat rooms, social media, and other forms of direct electronic communications;
B. The dangers of students disclosing personally identifiable information online;
C. The consequences of unauthorized access and other unlawful or inappropriate activities by students online; and,
D. The authorized disclosures, use and dissemination of personal information regarding minors.

Students shall not access social media for personal use through the District's network. Students shall be permitted to access social media for educational use, in accordance with a teacher's pre-approved plan for use of social media for educational purposes, consistent with School Board policies. Students are responsible for behavior in accordance with standards defined in the Student Code of Conduct on the District's computers and network just as they are in classrooms, school hallways and other school premises and during school sponsored events. Users granted access to the Internet through the District's computers assume personal responsibility and liability, both civil and criminal, for inappropriate uses of the Internet as defined by this School Board policy. Users who disregard this policy may have user privileges suspended or revoked and may be disciplined.

Technology Privacy

Users have no expectation of privacy of the content of personal files and records of online activity while on the District's network. Monitoring may include, but will not be necessarily limited to, visual observations of online activities during class sessions; or use of specific monitoring tools, in coordination, with Information Technology (IT) personnel, to review browser history and network, server and computer logs.

Cyber-bullying

All students and employees will be provided a safe, secure, bullying and harassment free educational/work setting, in accordance with School Board 5517.01 Bullying and Harassment.

Student Communication

The School Board encourages positive and professional communication between staff, parents, and students by means which best protect all stakeholders' interests. The District staff shall comply with all Federal and State laws pertaining to electronic mail and shall communicate electronically for school related matters through the District-approved parent portal. The School Board recognizes that appropriate use of electronic media may take place during times outside the school hours during school activities (i.e. sport events, FFA events, field trips) when it is useful to use mobile devices and social media to communicate with students. Staff communications with students via private electronic media concerning non-school-related matters may cause the appearance of inappropriate association and are discouraged. The use of such communication technologies may lead to discipline.

Bring Your Own Device (BYOD)

BYOD is an acronym for Bring your Own Device, "device" includes but is not limited to a privately/owned laptop, tablet computing device, net book, notebook, e-Reader, iPod touch and/or smart phone. The District encourages students to use their own devices to further enhance their education in accordance with the following guidelines:

1. In order to utilize the District's network (specifically Internet access and related applications) as well as participate in the BYOD program, students and a parent/guardian must review and sign the Responsible Use Policy. This will be considered a legally-binding agreement for the privilege of use of the network.
2. The student is fully responsible, at all times, for the personally-owned device brought to school. The District is NOT liable for any loss, damage or theft of a personally-owned device. As such, students should not share devices.
3. The student is responsible for the condition of the device brought to school, including but not limited to updates, antivirus software and repair.
4. Personal devices should be charged and recharged outside of school, unless specific permission is granted. Personal devices should be capable of lasting a full day without recharging.

5. Device use is exclusively limited to schools participating in the BYOD program. Devices should be turned off and should not be visible at schools not participating in the BYOD program.
6. Devices may only be used in certain approved areas of the school. Students may not use devices in parts of the school designated as No Technology Zones or any other areas where devices are not permitted.

Student use of Artificial Intelligence and Natural Language Processing Tools (AI/NLP tools)

The School Board recognizes the positive impact that Artificial Intelligence (AI) technology may have in the District's educational program and operations. The Superintendent is authorized to support the use of artificial intelligence technology when its use is consistent with the District's mission, goals, and operational integrity.
Any use of artificial intelligence technology in the District's educational program or operations must be in accordance with State and Federal law as well as Board policies including, but not limited to the following: Policy 5505 – *Academic Honesty*; Policy 5500 – *Student Conduct*; Policy 5517 – *Anti-Harassment*; Policy 5517.01 – *Bullying and Harassment*; Policy 2266 – *Nondiscrimination on the Basis of Sex in Education Programs and Activities (The Board's Policy and Grievand Procedures for Responding to Sexual Harassment Alleged to Have Occurred Prior to 8/1/2024)*; Policy 8330 – *Student Records*; Policy 2240 – *Controversial Issues*; Policy 7540.03 – *Student Internet Safety and Acceptable Use*; and Policy 7540.04 – *Staff Technology Acceptable Use and Safety*.
Utilization of AI/NLP tools is strictly prohibited for the completion of schoolwork. The use of AI/NLP tools, without the express permission/consent of a teacher, undermines the learning and problem-solving skills that are essential to academic success and that the staff is tasked to develop in each student. Students are encouraged to develop their own knowledge, skills, and understanding of course material rather than relying solely on AI/NLP tools and they should ask their teachers when they have questions and/or need assistance. Unauthorized use of AI/NLP tools is considered a form of plagiarism and any student found using these tools without permission or in a prohibited manner will be disciplined in accordance with the Student Code of Conduct.
Notwithstanding the preceding, students can use AI/NLP tools in the school setting if they receive prior permission/consent from their teacher, so long as they use the AI/NLP tools in an ethical and responsible manner. Teachers have the discretion to authorize students to use AI/NLP tools for the following uses:

A. Research assistance: AI/NLP tools can be used to help students quickly and efficiently search for and find relevant information for their school projects and assignments.

B. Data Analysis: AI/NLP tools can be used to help students to analyze, understand, and interpret large amounts of data, such as text documents or social media posts. This can be particularly useful for research projects or data analysis assignments – e.g., scientific experiments and marketing research.

C. Language translation: AI/NLP tools can be used to translate texts or documents into different languages, which can be helpful for students who are learning a new language or for students who are studying texts written in a different language.

D. Writing assistance: AI/NLP tools can provide grammar and spelling corrections, as well as suggest alternative word choices and sentence structure, to help students improve their writing skills.

E. Accessibility: AI/NLP tools can be used to help students with disabilities access and understand written materials. For example, text-to-speech software can help students with specific learning disabilities or visual impairments to read texts and AI-powered translation tools can help students with hearing impairments understand spoken language.

As outlined above, under appropriate circumstances, AI/NLP tools can be effectively used as a supplement to and not a replacement for traditional learning methods. Consequently, with prior teacher permission/consent, students can use such resources to help them better understand and analyze information and/or access course materials. If a student has any questions about whether they are permitted to use AI/NLP tools for a specific class assignment, they should ask their teacher.
Violation of this policy may result in disciplinary consequences. Students may be disciplined for violations, up to and including suspension or expulsion.
The administration will refer any illegal acts to law enforcement.

STATUTORY AUTHORITY: 1001.43, 1001.51, 1002.22, 1003.4205, 1006.147 F.S.
H.R. 4577, P.L. 106-554, Children's Internet Protection Act of 2000
47 U.S.S. 254(h), (10), Communications Act of 1934, as amended
20 U.S.C. 6801 et seq., Part F, Elementary and Secondary Education Act of 1965, as amended
Children's Online Privacy Protection Act (COPPA), 15 U.S.C. ss. 6501-6506
Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99)

APPENDIX E

Opt Out Pledge of Allegiance

In accordance with Florida statute §1003.44:

A student has the right not to participate in reciting the pledge. Upon written request by his or her parent, the student must be excused from reciting the pledge, including standing and placing the right hand over his or her heart.

APPENDIX F

1006.195 District School Board, Charter School Authority and Responsibility to Establish Student Eligibility Regarding Participation in Interscholastic and Intrascholastic Extracurricular Activities.

Notwithstanding any provision to the contrary in F.S. 1006.15, 1006.18, and 1006.20, regarding student eligibility to participate in interscholastic and intrascholastic extracurricular activities:
(1)(a) A district school board must establish, through its code of student conduct, student eligibility standards and related student disciplinary actions regarding student participation in interscholastic and intrascholastic extracurricular activities. The code of student conduct must provide that:

1. A student not currently suspended from interscholastic or intrascholastic extracurricular activities, or suspended or expelled from school, pursuant to a district school board's suspension or expulsion powers provided in law, including F.S. 1006.07, 1006.08, and 1006.09, is eligible to participate in interscholastic and intrascholastic extracurricular activities.
2. A student may not participate in a sport if the student participated in that same sport at another school during that school year, unless the student meets the criteria in s. 1006.15 (3)(h).
3. A student's eligibility to participate in any interscholastic or intrascholastic extracurricular activity may not be affected by any alleged recruiting violation until final disposition of the allegation pursuant to s. 1006.20 (2)(b).

b) Students who participate in interscholastic and intrascholastic extracurricular activities for, but are not enrolled in, a public school pursuant to s. 1006.15 (3)(c)-(e) and (8), are subject to the district school board's code of student conduct for the limited purpose of establishing and maintaining the student's eligibility to participate at the school.
c) The provisions of this subsection apply to interscholastic and intrascholastic extracurricular activities conducted by charter schools and private schools, as applicable, except that the charter school governing board, or equivalent private school authority, is responsible for the authority and responsibility otherwise provided to district school boards.

(2)(a) The Florida High School Athletic Association (FHSAA) continues to retain jurisdiction over the following provisions in s. 1006.20, which may not be implemented in a manner contrary to this section: membership in the FHSAA; recruiting prohibitions and violations; student medical evaluations; investigations; and sanctions for coaches; school eligibility and forfeiture of contests; student concussions or head injuries; the sports medical advisory committee; and the general operational provisions of the FHSAA.

"As used in this document, 'F.S.' refers to 'Florida Statue',"
"As used in this document, 's' refers to 'subsection',"

Complete Section A **or** B; **and** C

MUST BE COMPLETED IN FULL FOR PLACEMENT CONSIDERATION.
(For Donations, use Section B)

A. Item Currently Budgeted -

Account Name

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project

Original Approved Budget	+ -	Budget Amendments	-	Expenditures / Encumbrances To Date	=	Current Available Budget	-	Present Request	=	Remaining Balance Available
$		$		$		$		$		$

Account Name

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project

Original Approved Budget	+ -	Budget Amendments	-	Expenditures / Encumbrances To Date	=	Current Available Budget	-	Present Request	=	Remaining Balance Available
$		$		$		$		$		$

B. Item Currently Not Budgeted -**

Funding Source: SS - Printing Supply Account

Account Name: 2026-2027 Budget

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project
1100	E6100	5100	9440	5110	

Amount $ 3,000.00

Funding Source

Account Name

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project

Amount $

C. History

Check one:
Prior Year Budget: ⊗
New for Current Year: ○

Prior Year Approved Budget: $3,000.00

Prior Year Actual Spent: $ 576.00

**** WHEN ITEM NOT CURRENTLY BUDGETED IS APPROVED BY THE SCHOOL BOARD, THIS WILL SERVE AS THE BUDGET AMENDMENT****

Hernando School District

School Board Workshop

Agenda Item # 6. 26-3781 6/23/2026

Title and Board Action Requested
Presentation of Dynamic Sports Performance Academy (DSPA) at D.S. Parrott Middle School by Dr. Christopher Clifford and Lauren Schumacher

Executive Summary
The Principal of D.S. Parrott Middle School, on behalf of the Superintendent of Schools, hereby requests the Board review the presentation
*Introduces the Dynamic Sports Performance Academy (DSPA) as an innovative public-school program designed to combine academics, sports performance, leadership development, wellness, and student growth within the regular school day.
*Responds to the growing number of Florida families seeking specialized educational opportunities, including school choice programs, home education, and private athletic training pathways.
*Provides a public-school option that helps students pursue athletic and performance development while remaining connected to a traditional school community.
*Addresses barriers many student-athletes face, including the high costs of private training, travel sports, club teams, specialty coaching, and performance facilities.
*Focuses on equity and access by creating opportunities for students who may not otherwise have access to specialized athletic development resources.
*Emphasizes that the academy is centered on academics and whole-child development, not athletics alone, with expectations tied to attendance, leadership, accountability, and academic success.
*Incorporates sports science, conditioning, nutrition, recovery, leadership, performance data analysis, injury prevention, and wellness education into the student experience.
*Allows students to participate in rigorous coursework and potentially earn high school credits while enrolled in middle school.
*Supports a variety of sports and performance pathways including soccer, baseball, softball, volleyball, golf, football/track-related performance, and general strength and conditioning. *Promotes leadership, teamwork, discipline, goal setting, confidence, and coachability while helping students build lifelong healthy habits.
*Positions D.S. Parrott Middle School as a destination campus with a unique academic-athletic pathway that can attract and retain families within public education.
*Reinforces the importance of innovation in public schools by offering specialized opportunities that compete with private and alternative educational models while remaining accessible to all students.

My Contact
Chris Clifford, Principal - Clifford_c@hcsb.k12.fl.us

2023-28 Strategic Focus Area
Priority 1: Student Success

Financial Impact

See attached budget sheet.

If expenditure is not currently budgeted, this will serve as the budget amendment when Board approved. If the agenda item includes the purchase of goods or services, the funds requested are an anticipated amount and may fluctuate depending on such factors as current market conditions, product availability, additional funding sources, and the needs of the District. Should the actual cost exceed the anticipated amount, the Board approves the additional cost, after review by the superintendent, but not in excess of the funds available in the site's approved annual budget.

DYNAMIC SPORTS PERFORMANCE

DSPA ACADEMY

A Board Proposal for Hernando County Schools

2027 | 2028

Join us as we redefine what public education looks like.

| THE SITUATION

Florida Families Are Leaving Traditional School Models

2019–20
~106,000 students

Trend
⬆️ Growing Each Year

2024–25
~155,000+ students

~46%

INCREASE IN NON-TRADITIONAL ENROLLMENT

KEY MESSAGE

Families are increasingly seeking educational flexibility and customized pathways outside of traditional public education.

Sources: FL Dept of Education Home Education Reports | Johns Hopkins Homeschool Hub

| EVIDENCE OF DEMAND

The Market Already Exists

16,800-19,800 **Students in Grades 5–8 region**

HCSD-7,300
CCSD-3,000-3,500
PCSD-5,500-7,000
SCSD-1,000-2,000
Source: FLDOE

~6,000 33% Youth sports participation rate

Sources: Hernando County AD

~1,200 20% of youth sport participation fall within Travel & Elite Youth Athletes within 30–45 min of DSPMS

Sources: Aspen Institute's Project Play 2023

| LOCAL MARKET EVIDENCE

Your Community Already Has These Families

Real programs operating within 30 miles of Brooksville, FL — these families already exist in your community:

TRAVEL BASEBALL

Gulf Coast Stingers

Brooksville-based non-profit travel baseball org

BASEBALL / SOFTBALL

HYL Brooksville Baseball & Softball

50+ year staple of Hernando County youth sports

CLUB VOLLEYBALL

Hernando Elite Volleyball Club (HEVC)

Spring Hill — indoor & beach travel volleyball

SPEED & AGILITY

Velocity X Sports Academy

Spring Hill — soccer & baseball training, speed & agility

JUNIOR GOLF

Brooksville Country Club — Youth on Course

$5 green fees, junior development & TaylorMade Drive Club

TRAVEL SOCCER

Hernando Soccer Club

Largest soccer club in Hernando County — Anderson Snow complex

These families are already spending thousands of dollars annually.
DSPA gives them a public-school option.

Families Are Already Paying for This Model

IMG Academy

Bradenton, FL

Grades 6–12

1,351 Students

Day Tuition: up to $74,900/yr

Boarding: up to $93,900/yr

DME Academy

Daytona Beach, FL

Grades 6–12

Athletic-Academic Model

Private enrollment

Elite sport development

Montverde Academy

Montverde, FL

Grades K–12

International Enrollment

Premier athletic programs

Global recognition

"Thousands of Florida families are already purchasing a school day built around academics and athletic development."

| COMMUNITY NEED

What Parents Say About Sports Training

Football/Track

ANNUAL COST
$4,000/yr

WEEKLY TIME
4–5 hrs/wk

TRAVEL DISTANCE
25+ miles

Softball

ANNUAL COST
$4,800/yr

WEEKLY TIME
4–5 hrs/wk

TRAVEL DISTANCE
25+ miles

Volleyball

ANNUAL COST
$6,000/yr

WEEKLY TIME
14–16 hrs/wk

TRAVEL DISTANCE
25+ miles

"DSPA provides this training during the school day — at no additional cost to families."

| COMPETITIVE ADVANTAGE

Public Education's Competitive Advantage

TRADITIONAL ATHLETIC ACADEMY	DSPA
$20,000–$90,000+ annually	**FREE Public Education**
Private Transportation Required	**Existing District Transportation**
Limited Enrollment Access	**Open Enrollment Access**
Tuition Required	**No Tuition — No Cost to Families**
Private Accountability Only	**Public Accountability & Transparency**

"Families should not have to choose between elite development opportunities and public education."

Vision & Purpose

"The purpose of DSPA is to create opportunities that attract, engage, and retain students in public education by offering a unique blend of academic achievement, athletic development, leadership training, and personalized support."

Source: Aspen Institute Project Play 2024 Family Spending Report

Three Pillars of DSPA

1

Academic Excellence

- ✓ Standards-aligned instruction
- ✓ Certified teachers
- ✓ Middle school supports

2

Athletic Development

- ✓ Sport-specific training
- ✓ Strength & agility
- ✓ Skill development

3

Leadership Development

- ✓ Leader in Me framework
- ✓ Character education
- ✓ College & career readiness

"This is not a sports school. This is a leadership and academic school that leverages athletics as a vehicle for engagement and excellence."

The Four Performance Components (Periods 5–7)

Academic Component

Standards-aligned instruction integrated with performance contexts and data analysis.

Strength & Wellness

Strength training, mobility training, nutrition coaching, and sports psychology.

Sports Performance Analysis

Digital media, film analysis, and state-of-the-art technology for personal data charting and goal setting.

Athletic Training & Practice

Plyometrics, conditioning, and sport-specific skill development for all grade levels.

"Four integrated components — academic rigor, physical wellness, data-driven analysis, and sport-specific practice."

Sample Daily Schedule

CORE ACADEMICS (Periods 1–4)	
Period 1	Science
Period 2	Math
Period 3	ELA
Period 4	Social Studies
Lunch	

DSPA PERFORMANCE (Periods 5–7)	
Monday	**Plyometrics & Conditioning / Sports Psychology / Batting Cage Work**
Tuesday	**Nutrition / Sports Psychology / Strength & Reaction Time Training**
Wednesday	**Digital Film Editing & Analysis / Cardio Training / Fielding Practice**
Thursday	**Plyometrics & Conditioning / Biomechanics: Force & Power / Batting Cage**
Friday	**Data Collection for Portfolio / Speed & Acceleration / Fielding Practice**

"Traditional middle school academics in the morning — elite athletic development in the afternoon."

Keeping Families in Public Education

DSPA provides a public-school solution that:

- ✓ Retains students who might otherwise leave
- ✓ Attracts new students to the district
- ✓ Increases overall enrollment
- ✓ Expands meaningful school choice
- ✓ Supports academic achievement
- ✓ Develops future leaders

THE OPPORTUNITY TO LEAD

The opportunity to lead before us is clear: families are seeking innovative educational experiences, and Hernando County Schools has the chance to be the provider they choose rather than the district they leave.

Why DSPA?

1 Athletes Need Specialized Training

Families with athletes are actively seeking specialized development — and willing to pay for it.

2 Families Choosing Home Instruction

Parents are choosing home-based instruction specifically to create time for athletic training. DSPA recaptures these students.

3 Training In-County During the School Day

DSPA offers high-quality sports performance training, coaching, and athletic development opportunities rarely available in a traditional public school setting.

"We would be offering an opportunity for advanced training in our county during the school day."

State-of-the-Art Performance Technology

Force Plates
Measures explosive power and ground reaction forces

Tri-Axis Accelerometers
Tracks movement patterns and acceleration vectors

Block Reaction Speed Gates
Quantifies start reaction time with precision

Video Analysis Software
Digital film editing and biomechanical review

Speed Detection Devices
Accurate sprint timing for longitudinal tracking

STUDENT PERFORMANCE PORTFOLIO

Direct parent access with scout-sharing capabilities. Technology currently in use in Hernando County Athletics — ready to deploy.

- ✓ Parent-Controlled Data
- ✓ Scout Sharing Features
- ✓ Timely Progress Monitoring
- ✓ Data-Driven Training Plans

"Equipment already in use in D.S. Parrott Middle School Athletics."

State-of-the-Art Performance Technology







"Equipment already in use in D.S. Parrott Middle School Athletics."

Facilities Upgrades Proposed

CURRENT



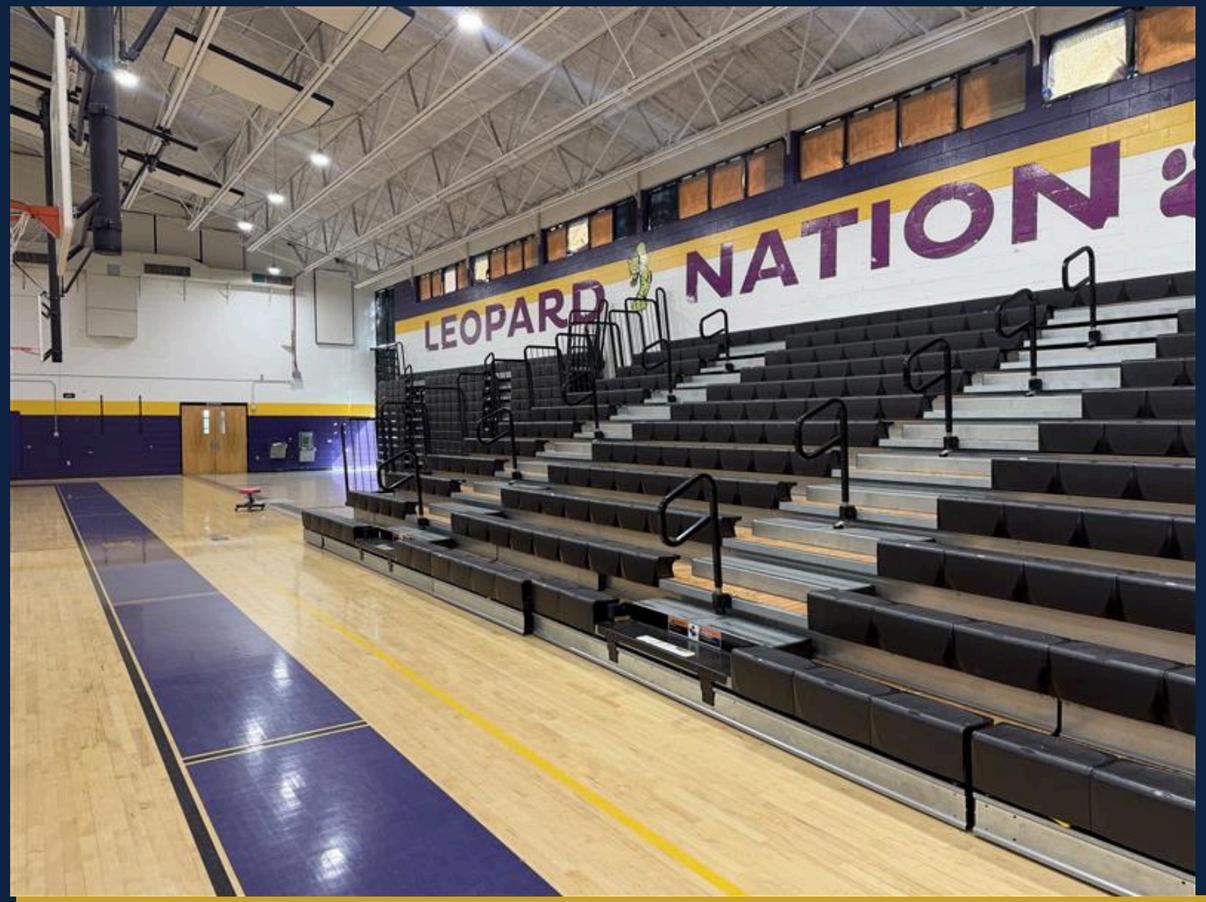
ENHANCED



“This uses existing infrastructure to create new practice spaces.”

Facilities Upgrades Proposed

CURRENT



ENHANCED



“This uses existing infrastructure to create new practice spaces.”

Facilities Upgrades Proposed

CURRENT



ENHANCED



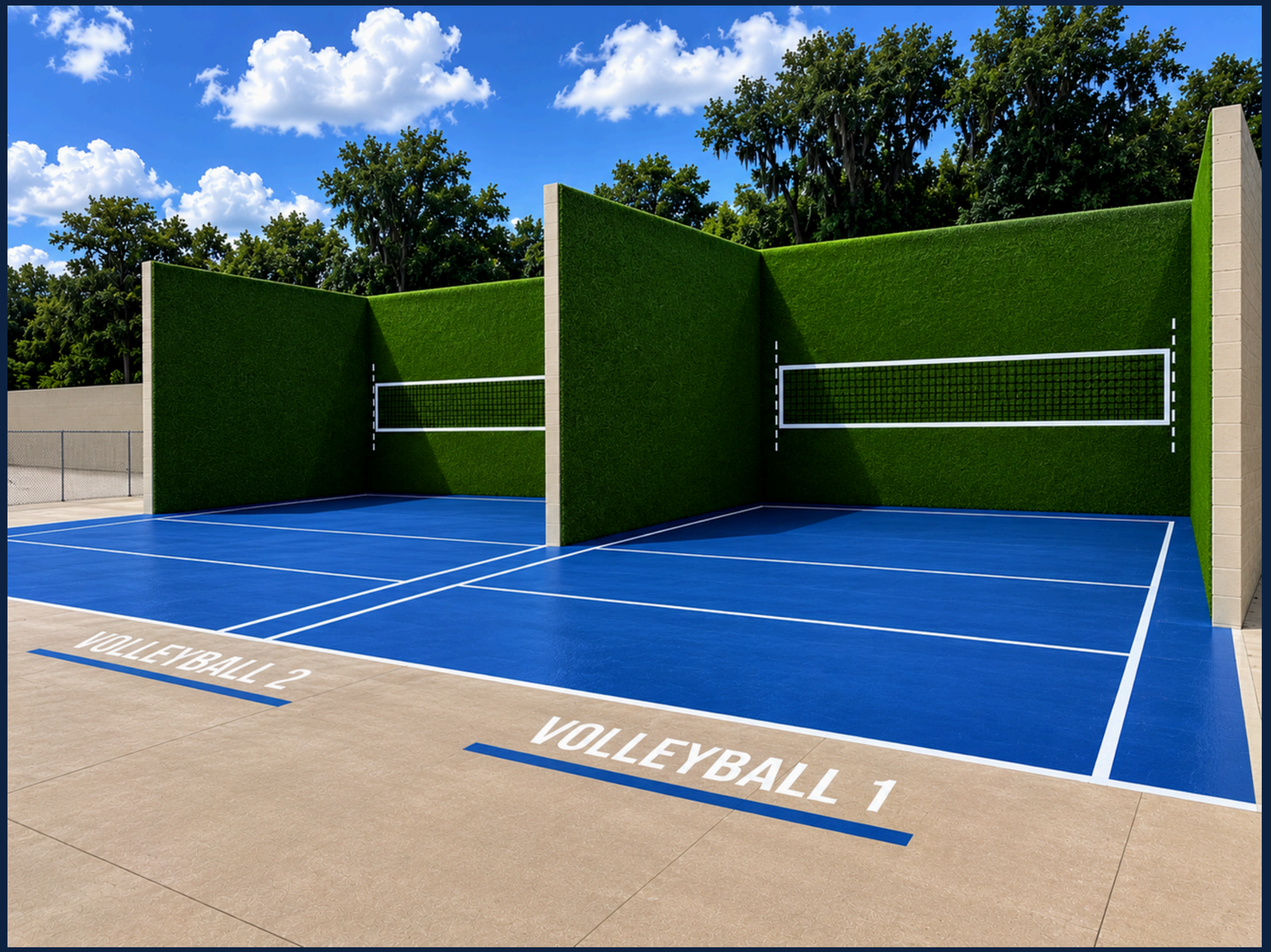
“This uses existing infrastructure to create new practice spaces.”

Facilities Upgrades



“This uses existing infrastructure to create new practice spaces.”

Facilities Upgrades



“This uses existing infrastructure to create new practice spaces.”

Facilities Upgrades



“This uses existing infrastructure to create new practice spaces.”

Capital Outlay & Facility Plan

EQUIPMENT

See the attached equipment quotes	**$200,000.00**

FACILITY CONSTRUCTION

Gym Net (Roll-up Gym Divider)	**OUT FOR BID**
3 Batting Cages	**$15,000.00**
Electricity to the Fields	**OUT FOR BID**
Locker Room Refresh (Showers/Storage)	**OUT FOR BID**

Estimated Total Cost
$1 Million

KEY ADVANTAGE

Entire model fits within existing campus infrastructure. Efficient space utilization with clear program alignment.

"This program can be launched with targeted investment within our existing campus footprint."

POTENTIAL RETURN ON INVESTMENT

FTE PER STUDENT - $9,204.99
https://www.fldoe.org/core/fileparse.php/20818/urlt/1-3.pdf

1,200 students

The Market Already Exists

16,800-19,800 Students in Grades 5–8 region

HCSD-7,300
CCSD-3,000-3,500
PCSD-5,500-7,000
SCSD-1,000-2,000
Source: FLDOE

~6,000 33% Youth sports participation rate

Sources: Hernando County AD

~1,200 20% of youth sport participation fall within Travel & Elite Youth Athletes within 30–45 min of DSPMS

Sources: Aspen Institute's Project Play 2023

2.5%	4%	5%
30	48	60
FTE	FTE	FTE
$276,149.70	$441,839.52	$552,299.40

"DSPA does not need thousands of students. It needs a small percentage of an already established market."

| TIMELINE

Implementation Timeline

June 2026	**Board Approval & Planning**	Secure board approval, finalize facility plans, begin equipment procurement and staff recruitment.
June–July 2026	**Recruitment & Setup**	Launch student recruitment for 60-seat cohort. Social media announcements, middle school handouts, and family information events. (27-28 school year)
2027–28 School Year	**DSPA Launch — Middle School**	Start with 60-student cohort inaugural class of DSPA. Early commitment through the magnet portfolio process.
Year 3+	**Full Implementation**	DSPA enrollment target enrollment would be 180 student/athletes. ($1,656,898.20)

”Year 3 — 180 middle school student/athletes actively engaged in this academic/leadership/athletic program."

THANK YOU

DYNAMIC SPORTS PERFORMANCE ACADEMY

*The opportunity to **lead before us is clear**: families are seeking innovative educational experiences, and Hernando County Schools has the chance to be the provider they choose rather than the district they leave. This is more than a program—it is an opportunity to redefine what families **believe** is possible in public education and confidently say, "Whatever our students need to thrive, **We Do That**."*

Questions & Discussion

Complete Section A **or** B; **and** C

MUST BE COMPLETED IN FULL FOR PLACEMENT CONSIDERATION.
(For Donations, use Section B)

A. Item Currently Budgeted -

Account Name: No Financial Impact

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project

Original Approved Budget	+ -	Budget Amendments	-	Expenditures / Encumbrances To Date	=	Current Available Budget	-	Present Request	=	Remaining Balance Available
$		$		$		$		$		$

Account Name

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project

Original Approved Budget	+ -	Budget Amendments	-	Expenditures / Encumbrances To Date	=	Current Available Budget	-	Present Request	=	Remaining Balance Available
$		$		$		$		$		$

B. Item Currently Not Budgeted -**

Funding Source

Account Name

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project

Amount $

Funding Source

Account Name

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project

Amount $

C. History

Check one:
Prior Year Budget: ○
New for Current Year: ○

Prior Year Approved Budget: $_____

Prior Year Actual Spent: $_____

**** WHEN ITEM NOT CURRENTLY BUDGETED IS APPROVED BY THE SCHOOL BOARD, THIS WILL SERVE AS THE BUDGET AMENDMENT****

Hernando School District

School Board Workshop

Agenda Item # 7. 26-3561 6/23/2026

Title and Board Action Requested
Review of the F.W. Springstead High School Beach Volleyball Court naming rights agreement

Executive Summary
The District Athletic Director, on behalf of the Superintendent of Schools, hereby requests the Board to approve the naming rights agreement between the Hernando County School Board (HCSB) and Chambers Law Firm, P.A. granting the firm exclusive naming rights to the beach volleyball courts located at Frank W. Springstead High School. In exchange for a $20,000 financial contribution and associated commitments, the district agrees to designate the facility as the "Chambers Law Firm, P.A. Beach Volleyball Facility at Springstead High School" for 5 years. This agreement supports enhanced community partnerships while generating non-tax dollars for the support of our athletic programs and facilities.

My Contact
Dustin Kupcik
District Athletic Director
(352) 797-7000 Ext. 70314
Kupcik_d@hcsb.k12.fl.us

2023-28 Strategic Focus Area
Priority 1: Student Success

Financial Impact
See attached budget sheet.

If expenditure is not currently budgeted, this will serve as the budget amendment when Board approved. If the agenda item includes the purchase of goods or services, the funds requested are an anticipated amount and may fluctuate depending on such factors as current market conditions, product availability, additional funding sources, and the needs of the District. Should the actual cost exceed the anticipated amount, the Board approves the additional cost, after review by the superintendent, but not in excess of the funds available in the site's approved annual budget.

NAMING RIGHTS AGREEMENT

THIS NAMING RIGHTS AGREEMENT ("Agreement") is made and entered into as of the _____day of _____, 2026, by and between THE SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA, a body corporate and political subdivision of the State of Florida ("School Board"), whose address is 919 N. Broad Street, Brooksville, Florida 34601 and CHAMBERS LAW FIRM, P.A., a Florida corporation ("CHAMBERS LAW"), whose address is 5300 Spring Hill Drive, Spring Hill, Florida 34606.

RECITALS

WHEREAS, School Board owns and operates beach volleyball courts at Frank W. Springstead High School located at 3300 Mariner Blvd, Spring Hill, FL 34609 (the "Volleyball Courts").

WHEREAS, CHAMBERS LAW and School Board desire to enter into an agreement whereby, in exchange for CHAMBERS LAW's monetary contribution for the construction of Volleyball Courts and Rights Fee (as that term is defined hereinbelow), School Board shall be required to use the designation "Chambers Law Firm, P.A. Beach Volleyball Facility at Springstead High School" as the name of the Volleyball Courts and shall allow CHAMBERS LAW to place certain outdoor signs outside of and within the Volleyball Courts, all in accordance with the terms and conditions set forth herein.

NOW, THEREFORE, in consideration of the foregoing recitals, the mutual promises and consideration provided for in this Agreement, along with other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, School Board and CHAMBERS LAW agree as follows:

1. **Recitals**. The above recitals are incorporated herein by reference and made a material part hereof.

2. **Term.** The initial term ("Initial Term") of this Agreement shall last for a period of three (3) years, commencing on June 1, 2026, and ending May 30, 2031. Provided CHAMBERS LAW is not in default under the terms of this Agreement, the School Board shall review the naming rights granted to CHAMBERS LAW at the end of the 5-year term. CHAMBERS LAW shall have the option to extend the Term for three (3) successive extension terms of one (1) year each. CHAMBERS LAW shall exercise such option by delivering written notification thereof to School Board at least sixty (60) days prior to the expiration of the Term. The School Board shall have the authority to renew or not to renew the Term at the time of review. Upon the School Board's decision to renew this Naming Rights Agreement, the School Board shall extend this Agreement an additional term.

3. CHAMBERS LAW and School Board shall each have the right to terminate this Agreement by giving written notice of the intent to non-renew to the other party. Such notice of non-renewal shall be given no later than forty-five (45) days prior to the expiration of the Term.

4. **Access to Volleyball Courts**. CHAMBERS LAW acknowledges and agrees that this Agreement grants CHAMBERS LAW naming rights only and does not confer unto CHAMBERS LAW, its employees, contractors, subcontractors, their employees, or otherwise, the absolute right to access the Volleyball Courts at their choosing. The Volleyball Courts are the property of the School Board and CHAMBERS LAW shall have no right of access to or use of the Volleyball Courts, except as public and/or business invitees for legitimate School Board purposes, including attending games, meetings, or other officially sanctioned events to which CHAMBERS LAW has been expressly invited or otherwise lawfully permitted to attend.

5. **Placement and Use of Outdoor Signs.**

a. **Signs**. During the Term (as that term is defined herein) of this Agreement, School Board agrees to permit CHAMBERS LAW to install and maintain one (1) outdoor sign, up to eight feet (8') tall by six feet (6') wide in size, outside the Volleyball Courts ("Outdoor Signs").

b. **Locations**. The Outdoor Sign will be placed and located on a mutually agreed upon location, which location will not be in conflict with currently established permanent signage installed within the Volleyball Courts. The location for the Outdoor Sign that has been approved by School Board is depicted on Exhibits "A", "B", and "C", attached hereto and made a part hereof.

c. **Content**.

i. The content displayed on the Outdoor Sign must be approved in advance by School Board, which approval shall not be unreasonably withheld, conditioned, or delayed. The parties further agree the name and signage of the Volleyball Courts shall not be changed without School Board's prior written approval.

ii. Subject to Board approval, a contributing commercial entity for the construction of the Volleyball Courts may be acknowledged on the signage if, as determined by the School Board in its sole discretion, the commercial entity's reputation and public conduct align with the School Board's vision, mission, and purpose. Recognition shall not be granted to commercial entities associated in any way with non-socially responsible policies including, but not limited to, the sale of tobacco, alcohol, illegal drugs, weapons, or any other products or services not appropriate for use by minors; the use of vulgar and plainly offensive, obscene, or sexually explicit language; the advocacy of the violation of law or School Board policy. Recognition shall not be granted to commercial entities associated with the advancement of any political

organization; the promotion or opposition of a candidate for elected office or a ballot measure; or association with any company or individual whose actions are otherwise in violation of law. Recognition shall also not be granted to religious organizations.

iii. If the contributing commercial entity recognized on the signage commits or is reasonably alleged to have committed acts that violate or conflict with School Board Policy 9700.01, which may be amended from time to time, and as determined by the District naming rights committee and/or School Board, CHAMBERS LAW shall remove the commercial entity from any recognition signage promptly upon such determination, and no later than fifteen (15) days after the District's notification to CHAMBERS LAW thereof, CHAMBERS LAW shall cause the signage to be removed.

iv. All costs and expenses associated with (a) the removal of the commercial entity's name, logo, or other identification from any recognition signage, and (b) the design, manufacture, and installation of any replacement signage or signage components necessitated by such removal, shall be borne solely by CHAMBERS LAW.

v. Should CHAMBERS LAW fail to remove the signage determined to be in violation of School Board Policy 9700.01 within fifteen (15) days of the District's notification to CHAMBERS LAW, the District may elect to remove the signage, the entire cost of which shall be borne by CHAMBERS LAW. CHAMBERS LAW's reimbursement to the District shall be due within 30 days of the District's written invoice to CHAMBERS LAW. CHAMBERS LAW shall be responsible for replacement and installation of any new signage, which shall comply with the terms of this Agreement regarding installation, maintenance and removal.

d. **Advertising and Signage**. School Board represents and warrants that the installation and maintenance of the Outdoor Sign is not prohibited by, and does not conflict with, any existing contract that School Board or Frank W. Springstead High School may have regarding advertising or signage.

e. **Compliance and Permits**. CHAMBERS LAW represents and warrants that the Outdoor Sign shall comply with all applicable laws, regulations, ordinances, and rules. Without limiting the generality of the preceding sentence, CHAMBERS LAW, its contractors, subcontractors, and other entities with which it contracts, shall obtain all necessary permits for the Outdoor Sign with the assistance of appropriate School Board staff, and shall comply with School Board Policy 7101, "Building Permits and Code Enforcement," which may be amended from time to time. All permits and documents related to installation of the signage shall be submitted to and receive prior written approval from the District Facilities and Construction Department. All costs for permits required to be obtained through the District's Facilities and Construction Department, or from other local government jurisdictions, shall be borne by CHAMBERS LAW.

f. **Construction and Installation; Maintenance; Costs and Expenses.**

i. All work performed by CHAMBERS LAW, its employees, contractors, subcontractors, or otherwise, in relation to installation, maintenance, repair, removal, and replacement of the signage must be performed in a good, workmanlike and lien-free manner by contractors duly licensed in Florida to perform such work, and CHAMBERS LAW covenants and agrees to comply with any and all applicable laws, ordinances, regulations and rules of governmental authorities and agencies having jurisdiction over the same, including Board Policy 7101 "Building Permits and Code Enforcement," Florida Building Code and State Requirements for Educational Facilities (SREF). All construction on Board-owned property including volunteer or service organization projects, shall be performed by State-certified or licensed general contractors and subcontractors, or locally registered subcontractors where their registration is valid, as required by State Requirements for Education Facilities 4.1(5) and shall follow approved processes as described under Florida statute.

School Board and its designees shall have the right, but not the obligation, to conduct observations during construction to ensure the work is being performed in accordance with all applicable laws and regulations. CHAMBERS LAW shall promptly repair any damage to the signage and ground upon which it is installed, or any other portion of School Board's Property, caused by or related to the signage. In the event that CHAMBERS LAW or its employees, agents or contractors cause damage to School Board property as a result of installation, maintenance, repair, and/or removal of the signage, CHAMBERS LAW agrees to promptly restore the School Board property so damaged to its original condition and grade. CHAMBERS LAW agrees to cover the cost of restoring the property to its original condition, and shall commence the worth within twenty (20) days of the damage. Should CHAMBERS LAW fail to commence work, the School Board shall repair the damage and invoice CHAMBERS LAW for the cost of the work, which CHAMBERS LAW shall pay within ten (10) days of receipt.

ii. CHAMBERS LAW shall be responsible for all of the costs and expenses for the construction and installation of the Outdoor Sign. CHAMBERS LAW shall maintain the Outdoor Sign in the condition customary for similar Hernando County Public Schools signage maintained by the School Board, at CHAMBERS LAW's sole cost and expense. CHAMBERS LAW shall, as reasonably necessary or desirable, replace the Outdoor Sign at CHAMBERS LAW's sole cost and expense. CHAMBERS LAW shall provide all required drawings, specifications, locations, materials, dimensions, mounting details, and schedules to the District Facilities and Construction Department for review and authorization before any installation is commenced. Additionally, in accordance with Board Policy 7101, "Building Permits and Code Enforcement," CHAMBERS LAW shall ensure that any and all plans, specifications or otherwise,

are prepared by a licensed design professional as required by State Requirements for Educational Facilities, and provide evidence of the same to the District Facilities and Construction Department for review and approval prior to any installation is commenced.

g. **Removal.** Upon the termination, non-renewal, or expiration of this Agreement, CHAMBERS LAW shall remove the Outdoor Sign at its sole cost and expense within ten (10) days of the expiration date. CHAMBERS LAW shall ensure that no damage to School Board property occurs as a result of the removal. Should damage to School Board property occur, CHAMBERS LAW agrees to restore the property so damaged to its original condition and grade within twenty (20) days after removal. Should CHAMBERS LAW fail to commence work, the School Board shall repair the damage and invoice CHAMBERS LAW for the cost of returning the property to its original condition and grade, which CHAMBERS LAW shall pay within ten (10) days of receipt. All removal and repair shall be performed in compliance with School Board Policy 7101 and the Florida Building Code and State Requirements for Educational Facilities (SREF).

h. Name Change by Agreement.

i. Any name granted under this Agreement may be changed only upon the mutual written agreement of all parties to this Agreement, executed by duly authorized representatives and specifying the effective date of the change.

ii. CHAMBERS LAW shall bear all costs associated with updating, replacing, and installing any signage, plaques, decals, digital displays, or other nomenclature affected by a name change, including design, fabrication, permitting, installation, and removal costs, as applicable.

iii. CHAMBERS LAW shall comply with all requirements set forth in this Agreement regarding naming standards, design guidelines, approvals, timelines, and installation procedures.

iv. If CHAMBERS LAW refuses or fails to comply with the terms of this Agreement, School Board reserves the right, in its sole discretion, to: (a) remove the name from facilities, materials, and communications; (b) revoke any naming rights granted under this Agreement; and (c) retain, without obligation to reimburse, any fees already paid to the School Board.

6. **Insurance.** Contractors, subcontractors, and any other persons or entities engaged to perform any work on, to, or related to the sign, including any work affecting or resulting in damage to School Board property, shall comply with the School Board and District Facility and Construction Standards and shall procure, maintain, and provide evidence of insurance as required by, and approved in writing by, the District prior to commencement of any such work and

throughout the performance thereof. Coverage shall be placed with carriers who maintain an A.M. Best rating of at least A- or better with a financial rating of VII or better and who are authorized to do business in the state of Florida. CHAMBERS LAW shall indemnify, defend, and hold harmless the School Board, its members, officers, employees, and agents, from and against any and all claims, demands, damages, losses, liabilities, costs, and expenses (including reasonable attorneys' fees and costs) arising out of or related to any breach or violation of this paragraph. Contractor Insurance Requirements are attached hereto as Exhibit "D".

7. **CHAMBERS LAW Name and Logo Placement; Public Announcement**

School Board further agrees as follows:

a. To cause CHAMBERS LAW's name and logo to be mentioned and displayed in connection with all public service announcements and media materials related to the Volleyball Courts and originated by School Board;

b. To use its best efforts to cause CHAMBERS LAW's name and logo to appear on all printed materials that refer to the Volleyball Courts to the extent that the preparation of or purchase of such printed materials are originated by School Board;

c. To use its best efforts to cause CHAMBERS LAW's name and logo to appear on all web-based content related to the Volleyball Courts to the extent that the preparation of such web-based content related to the Volleyball Courts are originated by School Board; and

d. With regards to the foregoing requirements, the Parties agree to act in good faith to agree upon the exact size, location, and/or depiction of CHAMBERS LAW's name and logo to be employed by School Board.

e. Implementation of this Agreement does not prohibit the display of other, non-competing banners within the confines of the Volleyball Courts as negotiated by School Board or Frank W. Springstead High School.

8. **Rights Fee.** In consideration for the rights granted under this Agreement for the Initial 5-Year Term, CHAMBERS LAW financially contributed a sum of TWENTY THOUSAND AND 00/100 DOLLARS ($20,000.00) for the construction of the Volleyball Courts. That same shall be non-refundable. CHAMBERS LAW hereby agrees to pay School Board the following Rights Fees for each year, optioned up to three (3) years:

a. Should the first1-year extension option be exercised and School Board approved, the first Rights Fee payment, in the amount of FIVE THOUSAND DOLLARS AND 00/100 DOLLARS ($5,000.00) shall be due and payable in lump sum on or before May 15, 2031.

b. Should the second 1-year extension option be exercised and School Board approved, the second Rights Fee payment, in the amount of FIVE THOUSAND FIVE HUNDRED DOLLARS AND 00/100 DOLLARS ($5,500.00) shall be due and payable in lump sum on or before May 15, 2032.

c. Should the third Agreement 1-year extension option be exercised and School Board approved, the third Rights Fee payment, in the amount of SIX THOUSAND DOLLARS AND 00/100 DOLLARS ($6,000.00) shall be due and payable in lump sum on or before May15, 2033.

d. All payments due hereunder shall be remitted to: Hernando County School District– ATTENTION: Finance Department – 919 N Broad Street Brooksville, FL 34601.

e. Per School Board Policy 9700.01, which may change from time to time, once the District is in receipt of the aforementioned Rights Fee(s), the same shall be distributed as follows: ninety percent (90%) to the school where such advertisement is located and ten percent (10%) to the District's general fund. In kind services or the value of merchandise received by a school as part of this Agreement shall not be included in the net compensation distribution.

9. **Termination**. Termination for convenience. Either party may terminate this Agreement for convenience by giving the other party sixty (60) calendar days' written notice.

10. Notwithstanding any provision of this Agreement to the contrary, in the event this Agreement expires, School Board declines to renew the Agreement, CHAMBERS LAW terminates the Agreement pursuant paragraph 9, or the School Board terminates the Agreement pursuant to paragraphs 12, 14 and/or 20, the School Board shall have no obligation to refund, rebate, credit, or otherwise return any portion of the Naming Rights Fee CHAMBERS LAW has already paid to the School District. The Parties acknowledge and agree that any amounts paid prior to expiration, non-renewal, or termination are fully earned upon receipt and shall be retained by the School District.

11. In the event School Board terminates this Agreement as provided in paragraph 9., the Rights Fee paid for applicable Term shall be prorated as of the date of termination. School Board shall refund to CHAMBERS LAW any portion of the Rights Fee paid by CHAMBERS LAW from and after the date of termination.

12. **Default by CHAMBERS LAW.** CHAMBERS LAW confirms that neither it nor its principals are suspended, debarred, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this contract by any governmental department or agency. This certification is a material representation of fact upon which reliance will be placed when the School Board executes this Agreement. If it is later determined that CHAMBERS LAW knowingly rendered an erroneous certification, in addition to the other remedies available to School Board, School Board may terminate the Agreement for default by CHAMBERS LAW, in accordance with the procedure set forth below.

In the event that CHAMBERS LAW fails to pay any installment of the Rights Fee(s) when due, and such failure continues for a period of fifteen (15) days after School Board's written notice to CHAMBERS LAW, or in the event CHAMBERS LAW fails to comply with any obligation of CHAMBERS LAW herein contained, and such failure continues for a period of thirty (30) days after School Board's written notice to CHAMBERS LAW (provided, however, if such failure is not reasonably curable within thirty (30) days, CHAMBERS LAW shall be afforded a reasonable period of additional time to cure or remedy such failure so long as CHAMBERS LAW in good faith is attempting, at all reasonable times during such period, to cure such failure), School Board shall be entitled to exercise any or all of the following remedies:

a. To terminate this Agreement effective on a date designated in such notice, which date may not be less than thirty (30) days after the date of such notice; and

b. To seek an appropriate legal or equitable remedy from a court of competent jurisdiction.

13. **Default by School Board**. If School Board shall fail to comply with any of its material obligations under this Agreement, which failure shall continue for a period of thirty (30) days after written notice thereof to School Board from CHAMBERS LAW (provided, however, if such failure is not reasonably curable within thirty (30) days, School Board shall be afforded a reasonable period of additional time to cure or remedy such failure so long as School Board in good faith is attempting, at all reasonable times during such period, to cure such failure), or if School Board shall utilize as the name of the Volleyball Courts any name other than "Chambers Law Firm, P.A., Beach Facility at Springstead High School" during the Term of this Agreement and shall continue to utilize such other name for a period of fifteen (15) days after CHAMBERS LAW's written notice to School Board, CHAMBERS LAW shall have the right to any one or more of the following remedies:

a. To terminate this Agreement effective on a date designated in such notice, which date may not be less than thirty (30) days after the date of such notice.

b. In the event CHAMBERS LAW terminates this Agreement as provided in paragraph 13. a. hereinabove, the Rights Fee shall be prorated as of the date of the applicable default. School Board shall refund to CHAMBERS LAW any portion of the Rights Fee paid by CHAMBERS LAW which is attributable to the period from and after the date of the default.

c. To seek an appropriate legal or equitable remedy from a court of competent jurisdiction.

14. **Morals Clause.** If CHAMBERS LAW or any of its officers, directors, or board members commits any act which, in the reasonable and good faith opinion of the other party, would disparage or impair the reputation and integrity of the School Board (including, without limitation, being convicted of any felony or a crime involving moral turpitude, ethical violations, or any other act of moral turpitude), or create a conflict of interest with the School Board, School Board shall

have the right to terminate this Agreement upon thirty (30) days written notice to CHAMBERS LAW.

15. **Indemnification.**

a. CHAMBERS LAW shall indemnify, defend and hold harmless School Board with respect to any negligent act or omission or the willful misconduct of CHAMBERS LAW, or any of its officers, directors or agents arising from the subject matter of this Agreement.

b. SCHOOL BOARD shall indemnify, defend and hold harmless CHAMBERS LAW with respect to any athletic complex event-related accident or injury, negligent act or omission or the willful misconduct of SCHOOL BOARD or Springstead High School, or any of its officers, directors or agents arising from the subject matter of this Agreement. Nothing contained herein shall be construed as a waiver of SCHOOL BOARD's sovereign immunity beyond the limits described in Section 768.28, Florida Statutes, as same amended from time to time.

16. The granting of the Naming Rights are limited solely to the right to have the Volleyball Courts identified by the name approved pursuant to this Agreement. CHAMBERS LAW shall have no right to influence, direct, determine, approve, veto, or otherwise control the use, operation, programming, scheduling, management, or purpose to which the Volleyball Courts are applied.

17. **Notices**. All notices, offers, consents, or other communications required or permitted to be given pursuant to this Agreement shall be in writing and addressed to the address of the intended recipients at the following addresses:

To School Board:

ATTENTION: School Board Chair
The School Board of Hernando County, Florida
919 North Broad Street
Brooksville, Florida, 34601

With a copy to:

ATTENTION: Superintendent
The School District of Hernando County, Florida
919 North Broad Street
Brooksville, Florida, 34601

ATTENTION: Office of General Counsel
The School Board of Hernando County, Florida
919 North Broad Street
Brooksville, Florida, 34601

To CHAMBERS LAW:

Chambers Law Firm, P.A.
5300 Spring Hill Drive
Spring Hill, Florida 34606

18. **E-Verify**. Pursuant to section 448.095, Florida Statutes, CHAMBERS LAW shall use the U.S. Department of Homeland Security's E-Verify system to verify the employment eligibility of all employees hired during the term of this Agreement. If CHAMBERS LAW enters into a contract with a subcontractor, the subcontractor must provide CHAMBERS LAW with an affidavit stating the subcontractor does not employ, contract with, or subcontract with an unauthorized alien and the CHAMBERS LAW shall provide a copy of such affidavit to the School Board upon receipt and shall maintain a copy for the duration of the Agreement. Failure to comply with this provision is a material breach of the Agreement and the School Board may choose to terminate the Agreement at its sole discretion and seek damages pursuant to Florida Statute. By signing below, CHAMBERS LAW affirms that it is registered with and uses the E-Verify system, is otherwise in compliance with section 448.095, Florida Statutes, and acknowledges that it is required to maintain such compliance throughout the term of any Contract entered between the parties.

19. **Jessica Lunsford Act.**

a. CHAMBERS LAW shall comply with the Jessica Lunsford Act, effective September 1, 2005, as same may be amended from time to time and with all requirements of Sections 1012.32 and 1012.465, Florida Statutes. All persons or entities entering into agreements with the School Board who may have employees, contractors or subcontractors who will be on school grounds when students may be present, or who will have contact with students, shall comply with the Level 2 Screening requirements of the Statute and School District Standards. CHAMBERS LAW, its employees, contractors, subcontractors, their employees, or otherwise, shall only have access to the signage for purposes of installation, maintenance, removal and/or replacement outside of regular school hours and terms, and summer hours in the event that a summer program is held at Springstead High School except in the case of an emergency. CHAMBERS LAW shall coordinate with the Director of Facilities and Construction, the School District Athletics Director, and the Principal of Springstead High School regarding the installation, maintenance, removal and/or replacement of the signage.

b. CHAMBERS LAW shall ensure that any contractors or subcontractors engaged to perform any work on the signage pursuant to this Agreement undergo Level 2 Background Screening prior to commencement of any such work, and shall not permit any individual to perform work under this AGREEMENT who has not successfully completed such screening. CHAMBERS LAW shall bear the expense of all necessary screening requirements.

c. CHAMBERS LAW may access the property to install, maintain, remove and/or replace the signage with email notice given to the Principal of Springstead High School, the District's Athletics Director and Director of Facilities and Construction at least five (5) business days prior to the requested date of access. CHAMBERS LAW shall, at its own expense, ensure that all of CHAMBERS LAW's employees and the employees of CHAMBERS LAW's contractors and subcontractors meet the background screening requirements of Section 1012.465 Florida Statute (Jessica Lunsford Act). CHAMBERS LAW shall certify in writing that it and all of its employees, its subcontractors, and their employees who provide services under this Agreement have completed the background screening required by the referenced statutes and meet the standards established by the statutes. This certification will be provided to the School Board in advance of CHAMBERS LAW performing work on School Board property while students are present. If CHAMBERS LAW has questions regarding the background screening, CHAMBERS LAW shall contact the District's Safe Schools Department.

d. CHAMBERS LAW agrees that in the event CHAMBERS LAW or any employee of its contractors and subcontractors who CHAMBERS LAW has certified as completing the background check and meeting the statutory standards is then arrested for any of the disqualifying offenses, CHAMBERS LAW will notify the School Board within forty-eight (48) hours of such. CHAMBERS LAW's failure to comply with this requirement will constitute a material breach of the Agreement. CHAMBERS LAW agrees to indemnify and hold harmless the School Board, its officers, and employees from any liability in the form of physical or mental injury, death, or property damage resulting from CHAMBERS LAW's failure to comply with the requirements of this section or with Sections 1012.32 and 1012.465, Florida Statutes.

20. **Non-discrimination**. CHAMBERS LAW shall not discriminate on the basis of race, color, religion, ancestry or national origin, sex, age, marital status, sexual orientation, or on the basis of disability or other unlawful forms of discrimination in the hiring of its employees or solicitation, selection, hiring, or commercial treatment of contractors or subcontractors, nor shall CHAMBERS LAW retaliate against any person for reporting instances of such discrimination. CHAMBERS LAW shall provide equal opportunity for employees, contractors and subcontractors, and suppliers to participate in all of its public sector and private sector contracting and subcontracting opportunities, provided that nothing contained in this clause shall prohibit or limit otherwise lawful efforts to remedy the effects of marketplace discrimination that have occurred or are occurring in the School Board' relevant marketplace. CHAMBERS LAW understands and agrees that a material violation of this clause shall be considered a material breach of this Agreement and may result in termination of this Agreement.

21. **Public records compliance provisions.** Any confidentiality provisions in the Agreement shall be read in harmony with Florida's Public Records Act, Chapter 119, Florida Statutes. No provisions in the Agreement can be exercised to frustrate the requirements of the law

for the release of records. The parties recognize that the School Board is a governmental entity, subject to Florida law regarding public access to records under Florida Statute, Chapter 119. As such, the Parties agree that only such information as is exempt and confidential under the provisions of law shall be considered confidential under the Term of this agreement. To the extent CHAMBERS LAW provides School Board any information which it believes is confidential or exempt, CHAMBERS LAW shall notify School Board of the specific information that it believes is confidential, as well as the basis for the exemption. Additionally, to the extent that CHAMBERS LAW has any obligation to act in agency for the School Board, it shall maintain its records subject to section 119.0701, Fla. Stat. If and to the extent that CHAMBERS LAW has access to any other confidential information regarding the School Board (such as security information as contemplated by section 119.071(c), Fla. Stat.), CHAMBERS LAW agrees to use reasonable measures to maintain the confidentiality of such information.

To the extent CHAMBERS LAW maintains information that is subject to a public record request, it shall provide the public access to such records in accordance with, and subject to the applicable statutory terms and fees. Failure to do so will be considered a material breach of the original Agreement resulting in immediate termination with no penalty to School Board, and CHAMBERS LAW will indemnify and hold the School Board harmless for any and all damages and expenses suffered as a result of the material breach and contract termination. CHAMBERS LAW must comply with Florida public records laws, including but not limited to chapter 119, Florida Statutes and section 24 of article I of the Constitution of Florida, and specifically agrees to:

a. Keep and maintain public records required by the School Board in order to perform the service under this agreement; and

b. Upon request from the School Board's custodian of public records, provide the School Board with a copy of the requested records or allow the records to be inspected or copied within a reasonable time at a cost that does not exceed the cost provided in chapter 119, Florida Statutes, or as otherwise provided by law; and

c. Ensure that public records that are exempt or confidential and exempt from public records disclosure requirements are not disclosed except as authorized by law for the duration of the contract term and following completion of the contract if CHAMBERS LAW does not transfer the records to the School Board; and

d. Upon completion of the contract, transfer, at no cost, to the School Board all public records in possession of CHAMBERS LAW or keep and maintain public records required by the School Board to perform the service. If CHAMBERS LAW transfers all public records to the School Board upon completion of the contract, CHAMBERS LAW shall destroy any duplicate public records that are exempt or confidential and exempt from public records disclosure requirements. If CHAMBERS LAW keeps and maintains public records upon completion of the contract, CHAMBERS LAW shall meet all applicable requirements for

retaining public records. All records stored electronically must be provided to the School Board, upon request from the School Board's custodian of public records, in a format that is compatible with the information technology systems of the School Board.

IF CHAMBERS LAW HAS QUESTIONS REGARDING THE APPLICATION OF CHAPTER 119, FLORIDA STATUTES, TO CHAMBERS LAW'S DUTY TO PROVIDE PUBLIC RECORDS RELATING TO THIS CONTRACT, CONTACT THE CUSTODIAN OF PUBLIC RECORDS AT 919 N. BROAD STREET, BROOKSVILLE, FL 34601, ELLERMAN_A@HCSB.K12.FL.US OR (352) 797-7009.

Notwithstanding any other provisions of law or statutory interpretation, failure of CHAMBERS LAW to abide by the terms of these public records provisions shall be deemed a material breach of this agreement and the School Board may enforce the terms of this provision in the form of a court proceeding and shall, as a prevailing party, be entitled to reimbursement of all reasonable attorney's fees and costs associated with that proceeding. This provision shall survive any termination or expiration of the Agreement.

22. CHAMBERS LAW agrees to execute an Affidavit Regarding the Use of Coercion for Labor and Services as required by section 787.06(14), Florida Statutes.

23. **Miscellaneous.**

a. **Counterparts.** This Agreement may be signed in any number of counterparts, each of which shall be an original, with the same effect as if the signatures thereto and hereto were upon the same instrument. Facsimile or electronically transmitted copies of this Agreement and the signatures thereon shall have the same force and effect as if the same were original documents. Facsimile or electronically transmitted signatures are acceptable and shall be deemed to be original signatures.

b. **Entire Agreement.** This writing constitutes the entire agreement between the Parties and supersedes and merges all prior oral or written agreements, representations, statements, proposals, and undertakings between the Parties regarding the subject matter hereof. No covenants, agreements, terms, provisions, undertakings, statements, representations, or warranties, whether written or oral, made or executed by any Party hereto or any employee or agent thereof, shall be binding upon any Party hereto unless specifically set forth in this Agreement. The exhibits attached hereto and referred to herein are by such attachment and reference made a part of this Agreement for all purposes.

c. **Amendments and Modifications.** This Agreement or any provision hereof may be amended or waived only by written agreement signed by both Parties.

d. **Waiver.** No failure or delay by a Party in exercising any right, power, or privilege hereunder

shall operate as a waiver thereof nor shall any single or partial exercise thereof preclude any other or further exercise thereof or the exercise of any other right, power, or privilege.

e. **Relationship of the Parties.** Nothing contained herein shall be construed to imply a partnership, joint venture, principal, and agent or employer and employee relationship between the Parties.

f. **Third Party Claims.** No provision in this Agreement shall provide to any person not a party to this Agreement any remedy, claim, or cause of action, or create any third-party beneficiary rights against either Party.

g. **Severability.** In the event that any one or more of the provisions in this Agreement shall for any reason be held to have no force and effect, this Agreement shall, if possible, be interpreted in a manner so as to effectuate the intention of the Parties.

h. **Construction of Agreement.** This Agreement is the subject of negotiation between the Parties and should not be interpreted more favorably toward one Party over the other.

i. **Headings.** The paragraph headings herein contained are inserted for convenience of reference only and shall not be deemed to be a part of this Agreement; the paragraph headings shall be ignored in construing and interpreting this Agreement.

j. **Context.** Whenever used herein, the singular number includes the plural, the plural the singular, and the use of any gender includes all genders.

k. **Reasonableness.** Wherever either party to this Agreement is required to approve or consent to or be satisfied as to any matter, such party agrees that such approval, consent or satisfaction shall not unreasonably be withheld or delayed.

l. **Survival.** Provisions contained in this Agreement that, by their sense and context, are intended to survive the suspension or termination of this Agreement, shall so survive.

m. **Assignment.** Neither Party may assign this Agreement without the prior written consent and approval of the other Party.

n. **Force Majeure.** No Party shall be responsible for failure or delay in performance hereunder if such delay or failure in performance is caused by conditions beyond such Party's reasonable control, including without limitation fire, flood, riot, strikes, labor disputes, acts of God or of the public enemy, war or civil disturbances, or any future laws, rules, regulations, or acts of any government (including any orders, rules, or regulations issued by any official or agency of such government).

o. **Disputes.** All disputes related to this Agreement shall in the first instance be referred to the appropriate executives of each Party for resolution.

p. **Attorneys' Fees.** In connection with any litigation, including appellate proceedings, arising out of or under this Agreement, the prevailing Party in such litigation shall be entitled to recover such Party's out-of-pocket costs and reasonable attorneys' fees.

q. **Governing Law and Venue.** This Agreement and the interpretation and enforcement thereof shall be governed by and construed in accordance with the laws of the State of Florida. The venue of any litigation arising out of this Agreement shall be brought in the Fifth Judicial Circuit Hernando County, Florida.

[The balance of this page is intentionally left blank.]
[Signatures to Follow.]

IN WITNESS WHEREOF, the parties have executed this Agreement as of the day and year first written above.

WITNESSES:

_____

Print Name: _____

_____

Print Name: _____

THE SCHOOL BOARD OF HERNANDO COUNTY, a public corporate body existing under the Constitution and the laws of Florida

By:_____
Kayce Hawkins, Chair

Date: _____, 2026

STATE OF FLORIDA)
)
COUNTY OF HERNANDO)

The foregoing instrument was acknowledged before me this _____ day of _____ 2026, by **Kayce Hawkins**, as Chair of The SCHOOL BOARD of Hernando County, Florida, a public corporate body existing under the Constitution and laws of the State of Florida, on behalf of The SCHOOL BOARD. She is personally known to me or has produced _____ (type of identification) as identification.

_____

(Notary Seal)

Notary Public

_____

Print or Type Name
Serial Number:
My Commission Expires:

WITNESSES:

_____

Print Name:_____

_____

Print Name:_____

ATTEST:

THE SCHOOL BOARD OF HERNANDO COUNTY, a public corporate body existing under the Constitution and the laws of Florida

By:_____
Ray Pinder, as Superintendent

Date: _____, 2026

STATE OF FLORIDA)
)
COUNTY OF HERNANDO)

The foregoing instrument was acknowledged before me this _____ day of _____ 2026, by **Ray Pinder**, as Superintendent of The SCHOOL BOARD of Hernando County, Florida, a public corporate body existing under the Constitution and laws of the State of Florida, on behalf of The SCHOOL BOARD. He is personally known to me or has produced _____ (type of identification) as identification.

_____

(Notary Seal)

Notary Public

_____
Print or Type Name
Serial Number:
My Commission Expires:

Approved as to Legal Sufficiency
Caroline I. Mockler, Esq.
Staff Counsel, HCSD
3:55 pm, 05/05/2026

"CHAMBERS LAW"

CHAMBERS LAW FIRM, P.A., a
A Florida Profit Corporation

By: _____
Name: Christopher S. Chambers
Title: Owner/President

_____
Print Name: Patricia Faieta

_____
Print Name: Melissa Russell

STATE OF FLORIDA)
)
COUNTY OF HERNANDO)

The foregoing instrument was acknowledged before me this 1 day of June, 2026, by **Christopher Chambers** as President of the Chambers Law Firm, P.A., a Florida Profit Corporation on behalf of the organization. He is personally known to me or has produced _ (type of identification) as identification.

_____
Notary Public

(Notary Seal)

Notary Public State of Florida
Josie D. Uroda
My Commission HH 600642
Expires 6/10/2028

Josie D. Uroda

Print or Type Name
Serial Number: HH 600642
My Commission Expires: 6/10/2028

Exhibit "A"
Sign Graphic

CHAMBERS
LAW FIRM, P.A.—

BEACH VOLLEYBALL FACILITY AT SPRINGSTEAD HIGH SCHOOL

THANK YOU TO OUR BUILDING PARTNERS

LAROCCA
CONTRACTING SERVICES, INC.
CBC #1259154

CEMEX

KEELER FENCE

Exhibit "B"
Sign Location

Mariner Blvd
Marine
Google Maps

Exhibit "C"
Sign Architectural Drawings

SPRINGSTEAD HIGH SCHOOL BEACH VOLLEYBALL

SCALE: 1:20

V-SIGNS LAYOUT

Master Engineering Corp. #9328
Guillermo Castillo, PE #52591
3317 Mariner Blvd.. S.H. FL 34609
Ph. 352 684 1807

I hereby certify that I have performed the attached design to comply with 145 MPH 3 SEC gust loads and it is in compliance with the 2023 FBC

GUILLERMO CASTILLO
LICENSE
No. 52591
STATE OF FLORIDA
PROFESSIONAL ENGINEER

Scanned with CamScanner

Exhibit "D"

Hernando County School District Contractor Insurance Requirements

HERNANDO COUNTY SCHOOL BOARD EXHIBIT D
CONSTRUCTION CONTRACTOR'S INSURANCE AND BOND REQUIREMENTS

A. GENERAL

1. The Contractor shall procure and maintain all insurance requirements and limits, as set forth below, at his or her own expense, until completion of the project or as specified herein. The Contractor shall continue to provide evidence of such coverage to Hernando County School Board on an annual basis during the aforementioned period including all of the terms of the insurance and indemnification requirements of this agreement. All below insurance policies shall include a provision preventing cancellation without thirty (30) days' prior notice by certified mail. A completed Certificate of Insurance shall be filed with the Facilities & Construction Representative within ten (10) days after the date of the Notice of Award, said Certificate to specifically Owner the inclusion of the coverages and provisions set forth herein and shall Owner whether the coverage is "claims made" or "per occurrence".

B. COMMERCIAL GENERAL LIABILITY INSURANCE (CGL)

1. This insurance must protect the Contractor from all claims for bodily injury, including death and all claims for destruction of or damage to property (other than the Work itself), arising out of or in connection with any operations under this Contract, whether such operations be by the Contractor or by any Subcontractor under him or anyone directly or indirectly employed by the Contractor or by a Subcontractor. All such insurance shall be written with limits and coverages as specified below and shall be written on an occurrence form.

a.	General Aggregate	$2,000,000
b.	Products – Completed Operations Aggregate	$2,000,000
c.	Each Occurrence	$1,000,000
d.	Personal Injury	$1,000,000

2. The following coverages shall be included in the CGL:
   a. Per project general aggregate (CG 25 03 or similar)
   b. Additional Insured status in favor of the Hernando County School Board and any other parties as outlined in The Contract and must include both ONGOING Operations AND COMPLETED Operations per CG 20 10 10/01 and CG 20 37 10/01 or equivalent as permitted by law.
   c. The policy shall be endorsed to be primary and non-contributory with any insurance maintained by Additional Insureds.
   d. A waiver of Subrogation in favor of all Additional Insured parties.
   e. Personal Injury Liability
   f. Contractual Liability coverage to support indemnification obligation per Article 53.I
   g. Explosion, collapse and underground (xcu)

3. The following exclusionary endorsements are prohibited in the CGL policy:
    a. Damage to Work performed by Subcontract/Vendor (CG 22-94 or similar)
    b. Contractual Liability Coverage Exclusion modifying or deleting the definition of an "insured contract" from the unaltered SO CG 0001 1001 policy from (CG 24 26 or similar)
    c. If applicable to the Work to be performed: Residential or multi-family
    d. If applicable to the Work to be performed: Exterior insulation finish systems
    e. If applicable to the Work to be performed: Subsidence or Earth Movement

4. The Contractor shall maintain general liability coverage including Products and Completed Operations insurance, and the Additional Insured with primary and non-contributory coverage as specified in this Contract for three (3) years after completion of the project.

C. AUTOMOBILE LIABILITY INSURANCE – Includes business auto liability covering liability arising out of any auto (including owned, hired and non-owned autos.

1. Combined Bodily Injury and Property Damage Liability
    a. Combined Single Limit (each accident): $1,000,000

    b. Coverages: Specific waiver of subrogation

D. WORKERS' COMPENSATION INSURANCE

1. The Contractor shall procure and maintain Workers' Compensation Insurance at his or her own expense during the life of this Contract, including occupational disease provisions for all employees per statutory requirements. Policy shall contain a waiver of subrogation in favor of the Hernando County School Board.

2. The Contractor shall also require each Subcontractor to furnish Workers' Compensation Insurance, including occupational disease provisions for all of the latter's employees, and to the extent not furnished, the Contractor accepts full liability and responsibility for Subcontractor's employees.

3. In cases where any class of employees engaged in hazardous work under this Contract at the site of the Project is not protected under the Workers' Compensation statute, the Contractor shall provide, and shall cause each Subcontractor to provide, adequate and suitable insurance for the protection of employees not otherwise protected.

E. UMBRELLA LIABILITY INSURANCE – For construction projects exceeding $10,000,000, provide the following coverage:

1. The Contractor shall maintain umbrella/excess liability insurance on an occurrence basis in excess of the underlying insurance described in Section B-D above. Coverage shall follow the terms of the underlying insurance, included the additional insured and waiver of subrogation provisions. The amounts of insurance required in Sections above may be satisfied by the Contractor purchasing coverage for the limits specified or by any combination of underlying and umbrella limits, so long as the total amount of insurance is not less than the limits specified in each section previously mentioned.

    a. Each occurrence $5,000,000
    b. Aggregate $5,000,000

F. BUILDER'S RISK INSURANCE – For any construction project, provide the following coverage:

1. Unless waived in writing by the Facilities & Construction Representative, the Contractor shall purchase and maintain, in a company or companies lawfully authorized to do business in the jurisdiction in which the Project is located, property insurance written on a builder's risk "all-risk" or equivalent policy form in the amount of the initial Contract Sum, plus value of subsequent Contract Modifications and cost of materials supplied or installed by others, comprising total value for the entire Project at the site on a replacement cost basis without optional deductibles. Such property insurance shall be maintained, unless otherwise agreed in writing by all persons and entities who are beneficiaries of such insurance, until final payment has been made and no person or entity other than the Owner has an insurable interest in the property, or the date of substantial completion specified on the fully signed and executed Certificate of Substantial Completion (AIA G704).

    a. This insurance shall include interests of the Owner, the Contractor, Subcontractors and Sub- subcontractors in the Project as named insureds.
    b. All associated deductibles shall be the responsibility of the Contractor. Such policy may have a deductible clause but not to exceed ten thousand dollars ($10,000.00).
    c. Property insurance shall be on an "all risk" or equivalent policy form and shall include, without limitation, insurance against the perils of fire (with extended coverage) and physical loss or damage including, without duplication of coverage, theft, vandalism, malicious mischief, collapse, earthquake, flood, windstorm, false work, testing and startup, temporary buildings and debris removal including demolition occasioned by enforcement of any applicable legal requirements, and shall cover reasonable compensation for Architect's and Contractor's services and expenses required as a result of such insured loss.

2. Contractor shall maintain Builders Risk coverage including partial use by Owner.

3. The Contractor shall waive all rights of subrogation as regards the Hernando County School Board and the Owner, its officials, its officers, its agents and its employees, all while acting within the scope and course of their employment For damages caused by fire or other causes of loss to the extent covered by property insurance obtained pursuant to this Section or other property insurance applicable to the Work. The Contractor shall require all Subcontractors at any tier to similarly waive all such rights of subrogation and shall expressly include such a waiver in all subcontracts.

4. Upon request, the amount of such insurance shall be increased to include the cost of any additional work to be done on the Project, or materials or equipment to be incorporated in the Project, under other independent contracts let or to be let. In such event, the Contractor shall be reimbursed for this cost as his or her share of the insurance in the same ratio as the ratio of the insurance represented by such independent contracts let or to be let to the total insurance carried.

5. The Owner, shall have the power to adjust and settle any loss. Unless it is agreed otherwise, all monies received shall be applied first on rebuilding or repairing the destroyed or injured work.

G. POLLUTION LIABILITY INSURANCE

1. If Contractor is providing directly or indirectly work with pollution/environmental hazards, the Contractor must provide or cause those conducting the work to provide Pollution Liability Insurance coverage.
    a. Pollution Liability policy must include contractual liability coverage.
    b. Hernando County School Board must be included as additional insureds on the policy.
    c. The policy limits shall be in the amount of $1,000,000 with maximum deductible of $25,000 to be paid by the Subcontractor/Vendor.

H. ADDITIONAL MISCELLANEOUS INSURANCE PROVISIONS – Certificates of Insurance and/or insurance policies required under this Contract shall be subject to the following stipulations and additional requirements:

1. Any and all deductibles or self-insured retentions contained in any Insurance policy shall be assumed by and at the sole risk of the Contractor;

2. If any of the said policies shall fail at any time to meet the requirements of the Contract Documents as to form or substance, or if a company issuing any such policy shall be or at any time cease to be approved by the Division of Insurance of the Hernando County School Board, or be or cease to be in compliance with any stricter requirements of the Contract Documents, the Contractor shall promptly obtain a new policy, submit the same to the Owner and Owner Building Programs for approval if requested, and submit a

Certificate of Insurance as hereinbefore provided. Upon failure of the Contractor to furnish, deliver and maintain such insurance as provided herein, this Contract, in the sole discretion of the Hernando County School Board, may be immediately declared suspended, discontinued, or terminated. Failure of the Contractor in obtaining and/or maintaining any required insurance shall not relieve the Contractor from any liability under the Contract, nor shall the insurance requirements be construed to conflict with the obligations of the Contractor concerning indemnification;

3. All requisite insurance shall be obtained from financially responsible insurance companies, authorized to do business in the State of Florida and acceptable to the Owner;

4. Receipt, review or acceptance by the Facilities & Construction Representative of any insurance policies or certificates of insurance required by this Contract shall neither be construed as a waiver nor relieve the Contractor from its obligation to meet the insurance requirements contained herein.

I. PAYMENT AND PERFORMANCE BOND

1. The Contractor shall procure surety bonds, from a company or companies lawfully authorized to issue surety bonds in the state of Florida and listed in the Federal Register of the U.S. Department of Treasury for Surety Companies Acceptable on Federal Bonds, as follows:

    a. Before commencing the Work on any individual project having a Contract Sum of $200,000 or more, the Contractor shall execute and record in the public records of Hernando County, Florida, a payment and performance bond. The bond must state on its front page:
        i. The names, principal business addresses, and phone numbers of the Contractor, the surety, and the Owner
        ii. The project number assigned by the Owner
        iii. The bond number assigned by the surety
        iv. A description of the project sufficient to identify it, such as a legal description or the street address of the property being improved, and a general description of the improvement

    b. The amount of the bond shall equal the full amount of the Contract Sum.

    c. The bond shall be conditioned upon the contractor's performance of the Work in the time and manner prescribed in the contract and promptly making payments to all persons who furnish labor, services, or materials for the Work provided for in the contract.

d. A copy of the recorded bond shall be filed with the Facilities & Construction Representative prior to issuance of any payment.

e. If, prior to completion of the Work, the Contractor receives a notice that the company or companies that issued the bond has lost or had revoked its license or authority to do business in Florida as a surety insurer, the Contractor shall, within ten (10) calendar days following receipt of such notice, execute and record in the public records a replacement payment and performance bond from a duly authorized surety. The amount of the replacement bond shall equal the full amount of the Contract Sum less the value of the Work in place and accepted at the time such bond is issued.

State of Florida

Affidavit Regarding the Use of Coercion for Labor and Services

Respondent Vendor Name: Chambers Law Firm, P.A.

Vendor FEIN: _____

Vendor's Authorized Representative Name and Title: Christopher S. Chambers, owner/Pres.

Address: 5300 Spring Hill Dr

City: Spring Hill State: FL ZIP: 34606

Phone Number: 813-766-1123

Email Address: chris@chambers-law.com

Section 787.06(14), Florida Statutes requires all nongovernmental entities executing, renewing, or extending a contract with a governmental entity to provide an affidavit signed by an officer or representative of the nongovernmental entity under penalty of perjury that the nongovernmental entity does not use coercion for labor or services as defined in that statute.

The Hernando County School District, Florida is a governmental entity for purposes of this statute.

As the person authorized to sign on behalf of Respondent, I certify that the company identified does not:

- Use or threaten to use physical force against any person;
- Restrain, isolate, or confine or threaten to restrain, isolate, or confine any person without lawful authority and against her or his will;
- Use lending or other credit methods to establish a debt by any person when labor or services are pledged as a security for the debt, if the value of the labor or services as reasonably assessed is not applied toward the liquidation of the debt, the length and nature of the labor or services are not respectively limited and defined;
- Destroy, conceal, remove, confiscate, withhold, or possess any actual or purported passport, visa, or other immigration document, or any other actual or purported government identification document, of any person;
- Cause or threaten to cause financial harm to any person;
- Entice or lure any person by fraud or deceit; or
- Provide a controlled substance as outlined in Schedule I or Schedule II of s. 893.03 to any person for the purpose of exploitation of that person.

Under penalties of perjury, I declare that I have read the foregoing document and that the facts stated in it are true.

By: _____

AUTHORIZED SIGNATURE

Print Name and Title: Christopher S. Chambers owner/President

Date: 5/31/2026

Approved as to Content & Form
CarolineMockler, Esq.
Staff Counsel, HCSD
8:46 am, 04/25/2025

FOREIGN COUNTRY OF CONCERN ATTESTATION
(PUR 1355)

This form must be completed by an officer or representative of an entity submitting a bid, proposal, or reply to, or entering into, renewing, or extending, a contract with a Governmental Entity which would grant the entity access to an individual's Personal Identifying Information. Capitalized terms used herein have the definitions ascribed in Rule 60A-1.020, F.A.C.

Name of entity is not owned by the government of a Foreign Country of Concern, is not organized under the laws of nor has its Principal Place of Business in a Foreign Country of Concern, and the government of a Foreign Country of Concern does not have a Controlling Interest in the entity.

Under penalties of perjury, I declare that I have read the foregoing statement and that the facts stated in it are true.

Printed Name: Christopher S. Chambers

Title: Owner / President

Signature: [signature] Date: 6/3/2026

Approved as to Content & Form
CarolineMockler, Esq.
Staff Counsel, HCSD
8:49 am, 04/25/2025

Summary - Chambers Law Naming Rights Agreement

Parties

- Hernando County School Board (HCSB) & Chambers Law Firm, P.A.

Purpose of Agreement

- Grants Chambers Law naming rights to the beach volleyball courts at Springstead High School.
- Official facility name must be:
  "Chambers Law Firm, P.A. Beach Volleyball Facility at Springstead High School."
- Chambers Law may install signage and receive name/logo placement in school communications related to the courts.

Term

- 5-year initial term: March 1, 2026 – February 28, 2031.
- Up to three (3) one-year extension options, exercised with 30-days' written notice.

Rights Fee (Payments)

- $20,000 lump-sum payment due before the start of the term.
- Optional extension-year fees:
  - Year 1 extension: $5,000
  - Year 2 extension: $5,500
  - Year 3 extension: $6,000

Signage Rights

- Chambers Law may install one outdoor sign (approx. 8' tall × 6' wide).
- Location must be mutually approved and cannot conflict with existing signage.

Name & Logo Usage

HCSB agrees to:

- Include Chambers Law name/logo in public service announcements and media materials.
- Use best efforts to include name/logo on printed materials and web content related to the volleyball courts.
- Permit other non-competing banners in the facility.
- Collaborate in good faith on size, placement, and depiction of the logo.

Default & Remedies

If Chambers Law defaults:

- 15-day notice for missed payments; 30-day notice for other obligations.
- HCSB may terminate and pursue legal/equitable remedies.

If HCSB defaults:

- 30-day cure period for failure to meet obligations; 15 days if improper facility name is used.
- Chambers Law may terminate and receive a prorated refund of the Rights Fee.

Morals Clause

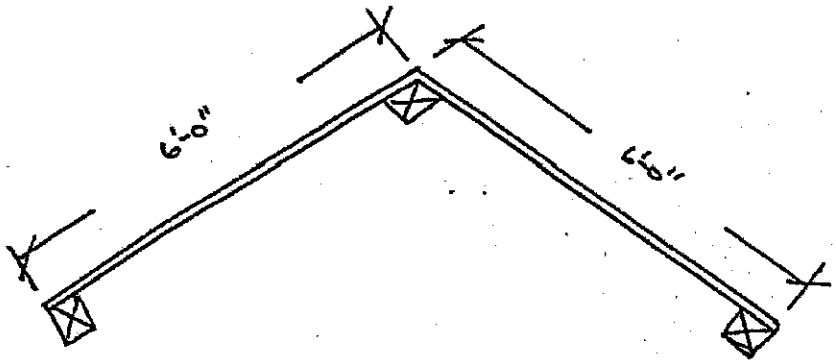
- HCSB may terminate if Chambers Law or its leadership commits conduct that harms the School Board's reputation (including felonies or ethical violations).

Indemnification

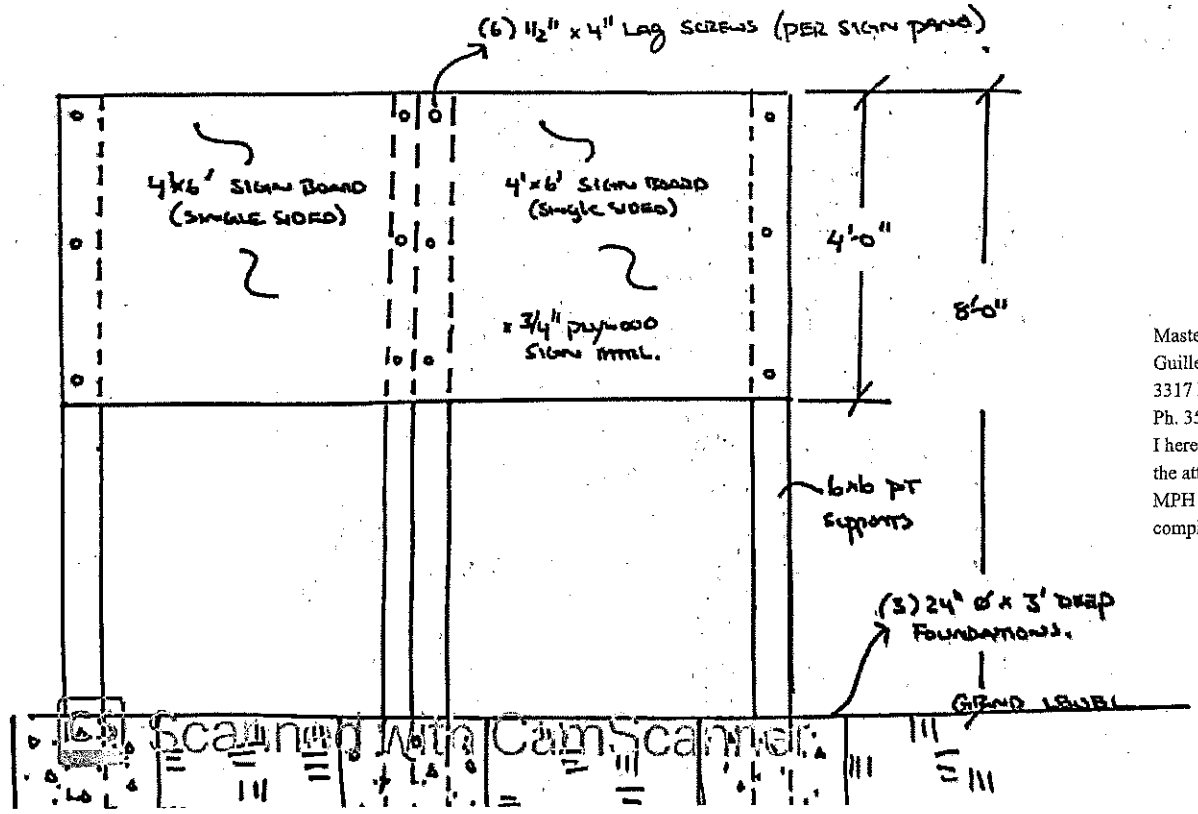
- Chambers Law indemnifies HCSB for negligent/willful actions by Chambers Law or its agents.
- HCSB indemnifies Chambers Law for injuries or accidents caused by HCSB or Springstead High School, subject to state sovereign immunity limits.

SPRINGSTEAD HIGH SCHOOL BEACH VOLLEYBALL

SCALE: 1:20



V-SIGN LAYOUT



GUILLERMO CASTILLO LICENSE No. 52591 STATE OF FLORIDA PROFESSIONAL ENGINEER

Master Engineering Corp. #9328
Guillermo Castillo, PE #52591
3317 Mariner Blvd.. S.H. FL 34609
Ph. 352 684 1807
I hereby certify that I have performed the attached design to comply with 145 MPH 3 SEC gust loads and it is in compliance with the 2023 FBC

Scanned with CamScanner

Scanned with CamScanner

Mariner Blvd
Google Maps

CHAMBERS
LAW FIRM, P.A.
BEACH VOLLEYBALL FACILITY
AT SPRINGSTEAD HIGH SCHOOL

THANK YOU TO OUR BUILDING PARTNERS

LAROCCA
CONTRACTING SERVICES, INC.
CBC #1259154

CEMEX

KEELER FENCE



Springstead High School Beach Volleyball Courts: Naming Rights for Chambers Law Firm, P.A.

A Trusted Advocate with Proven Impact

Chambers Law Firm, P.A. is a veteran-focused legal practice with offices in Spring Hill and Jacksonville, Florida. Specializing exclusively in VA disability claims and appeals, the firm has earned a reputation for excellence, compassion, and results. Their veteran-centric services include:

- Thorough Case Evaluation: Helping veterans determine eligibility and map out their claims strategy.
- Evidence Development: Assisting with medical and military records essential to VA decisions.
- Appeals Representation: Guiding veterans through every stage of the appeals process, including hearings and legal argument preparation.
- Regulatory Expertise: Simplifying complex VA rules so veterans receive the full benefits they deserve.

Why Chambers Law Firm is the Right Fit for Naming Rights

Chambers Law Firm is about service, resilience, and community. Their values align directly with the mission of our athletic program and the Hernando County School District's core principles:

"We are committed to excellence in student achievement, learning environments that support equity, and fostering community partnerships."

- Community Engagement: With deep roots in Hernando County, the firm brings a hometown, personal approach rooted in service and trust.
- Integrity and Empowerment: Just as coaches guide student-athletes, Chambers Law empowers veterans with clarity, advocacy, and confidence.
- Commitment to Excellence: Their pursuit of excellence—whether through legal victories or youth development—mirrors the standards upheld by Springstead High School.

A Natural Match for Springstead High School

As Hernando County's only International Baccalaureate (IB) World School and a recognized leader in academics and athletics, F.W. Springstead High School develops students of character, discipline, and purpose. Many graduates enter military service each year, making this partnership especially meaningful. Naming our beach volleyball facility after a firm that proudly advocates for veterans would honor the spirit of service, perseverance, and community that defines both the school and Chambers Law Firm.

A Naming Partner Who Embodies the Spirit of the Game

Our new beach volleyball facility represents teamwork, grit, growth, and pride—values Chambers Law Firm champions daily. Their name on this facility would symbolize:

- Strength through adversity
- Commitment to service
- Deep community roots
- Support for youth and veterans alike

Additional Accolades & Community Impact — Chris & Stephanie Chambers

Leaders in the Legal Community

- Stephanie served as President of the Hernando County Bar Association, demonstrating strong leadership and broad professional respect.
- Both attorneys have been licensed with the Florida Bar since 2009 and remain active in professional and veteran-advocacy organizations.

Champions for Veterans

- Chris and Stephanie help veterans every day secure the disability benefits they earned through their service to our country.
- Their practice focuses exclusively on VA disability compensation, providing specialized representation grounded in expertise and care.

Local Community Builders

- Chris coached Dixie League baseball for several years and coached one season of NFL Flag Football, investing in local youth development.
- Chambers Law Firm has served as a Gold Sponsor for Jericho Road Recovery for several years, supporting individuals rebuilding their lives.

Community Leadership & Service

- Chris has held leadership roles in a local community organization, including Elder, LifeGroup Leader, and former Deacon.
- Both attorneys are consistently engaged in service roles that strengthen and support the Hernando County community.

Complete Section A **or** B; **and** C

MUST BE COMPLETED IN FULL FOR PLACEMENT CONSIDERATION.
(For Donations, use Section B)

A. Item Currently Budgeted -

Account Name: No Financial Impact

Account Number: Fund | Function | Object | Cost Center | Project | Sub Project

Original Approved Budget	+ -	Budget Amendments	-	Expenditures / Encumbrances To Date	=	Current Available Budget	-	Present Request	=	Remaining Balance Available
$		$		$		$		$		$

Account Name

Account Number: Fund | Function | Object | Cost Center | Project | Sub Project

Original Approved Budget	+ -	Budget Amendments	-	Expenditures / Encumbrances To Date	=	Current Available Budget	-	Present Request	=	Remaining Balance Available
$		$		$		$		$		$

B. Item Currently Not Budgeted -**

Funding Source

Account Name

Account Number: Fund | Function | Object | Cost Center | Project | Sub Project

Amount $

Funding Source

Account Name

Account Number: Fund | Function | Object | Cost Center | Project | Sub Project

Amount $

C. History

Check one:
Prior Year Budget: ○
New for Current Year: ○

Prior Year Approved Budget: $_____

Prior Year Actual Spent: $_____

**** WHEN ITEM NOT CURRENTLY BUDGETED IS APPROVED BY THE SCHOOL BOARD, THIS WILL SERVE AS THE BUDGET AMENDMENT****