

### **Hernando School District**

### **School Board Workshop**

### Agenda - Final

**Tuesday, June 24, 2025** 

2:00 PM

District Office-Board Room 919 N. Broad Street Brooksville, FL

#### **CALL TO ORDER**

#### **PRESENTATIONS**

1. <u>25-3100</u> Presentation on the 2025-2026 Comprehensive Evidence-Based Reading Plan (CERP)

Attachments: CERP 2025 2026 HCSB

CERP Hernando 2526

**Budget Sheet No Financial Impact** 

2. <u>25-3102</u> Review and Tentative Approval of the Revised Safe Driver Plan for the 2025-26 School Year.

**Attachments:** 2025 2026 Safe Driver Plan Summary of Changes

2025 2026 Safe Driver Plan Strikethrough

2025 2026 Safe Driver Plan Clean

Budget Sheet NO Financial Impact

**3.** <u>25-3120</u> Review and tentative approval of the 2025-2026 Wilton Simpson Technical College Handbook

Attachments: STC Program Handbook 2025 26 strike-through RD 0625

STC Program Handbook 2025 26 clean RD 0625

**Budget Sheet \$0** 

4. <u>25-3121</u> Presentation of WREC Utility Easement at Eastside Elementary School.

Attachments: 25-3121 WREC Utility Easement Eastside Elementary

25-3121 Budget Sheet NO Financial Impact ACC

June 24, 2025

5. <u>25-2986</u> Presentation on the job description updates for the School Safety Guardian and School Safety Guardian In-Training positions to ensure alignment with the recent changes to the Chris Hixon, Coach Aaron Feis and Coach Scott Beigel Guardian Program.

Attachments: School Safety Guardian strike though

School Safety Guardian clean

School Safety Guard In-Training strikethough

School Safety Guardian In-Training clean

Budget Sheet Sept 2021 Revised NO Financial Impact ACC

6. <u>25-3118</u> Review the receipt of a grant from Tampa General Hospital to be used with the National Fitness Campaign towards the installation of a Fitness Court at Central High School that will benefit students at CHS and all employees for HCSD.

**<u>Attachments:</u>** National Fitness Campaign - Hernando School District

Hernando School District - 2025 Notice of Award & Grant Program

Requirements

Letter of Intent with Attorney Stamp

**Grant Application** 

3. NFC Sole Source Letter and Appendix (1)

CHS campus

**Budget Sheet Fitness Court** 

7. <u>25-3122</u> Space Hernando Updates

**Attachments:** Space Florida Board Updates (1)

**Budget Sheet \$0** 

**GENERAL COUNSEL** 

**ADDENDUM ITEMS** 

#### GOOD OF THE ORDER/BOARD DISCUSSION

#### **School Board Comments**

#### **ADJOURNMENT**

The next School Board Meetings are scheduled for July 29, 2025:

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. 25-3100

6/24/2025

#### **Title and Board Action Requested**

Presentation on the 2025-2026 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 2025-2026 Comprehensive Evidence-Based Reading Plan 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. 70433
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

Kerri Littlefield District MTSS Coordinator 352-797-7000 ext. 70113 littlefield 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

Kerri Littlefield, Coordinator of Multi-Tiered System of Supports

K-12 Comprehensive Evidence-Based Reading Plan

June 2025

# 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 evidencebased 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.

## **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	.5%	.4%	1%
40th percentile and above	93%	95%	+2%

# Measurable Student Achievement-**Elementary Proficiency**

<b>Grade Level</b>	2023-2024	2024-2025	Difference
Kindergarten	51%	62%	+12
1 <sup>st</sup> grade	54%	56%	+2
2 <sup>nd</sup> grade	57%	53%	-4
3 <sup>rd</sup> grade	54%	58%	+4
4 <sup>th</sup> grade	48%	52%	+4
5 <sup>th</sup> grade	48%	51%	+3

### Of Special Note:

Kindergarten, 3<sup>rd</sup> grade above the state average Second grade decreased 4% from last year, but exceeds the state average by 2%



# Measurable Student Achievement-Middle School Proficiency

<b>Grade Level</b>	2023-2024	2024-2025	Difference
6 <sup>th</sup> grade	55%	55%	0
7 <sup>th</sup> grade	45%	55%	+10
8 <sup>th</sup> grade	33%	52%	+19

### Of Special Note:

6th grades showing a double digit increase in proficiency: DSPMS

7<sup>th</sup> grade showing a double digit increase in proficiency: FCMS, PMS, WHMS

8<sup>th</sup> grade showing a double digit increase in proficiency: DSPMS, EK8, PMS,

WHMS, WWK8



## Measurable Student Achievement- % of students at level 1

<b>Grade Level</b>	2023-2024	2024-2025	Difference
4th grade	27%	24%	-3
5 <sup>th</sup> grade	23%	20%	-3
7 <sup>th</sup> grade	28%	19%	-9
8 <sup>th</sup> grade	32%	20%	-12
10 <sup>th</sup> grade	21%	17%	-4



# Measurable Student Achievement-High School ELA Graduation Requirements

<b>Grade Level</b>	August 2024	June 2025
11 <sup>th</sup> grade	49%	83%
12 <sup>th</sup> grade	74%	98%



## **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).



## **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.

## K-12 Assessment, Curriculum and Instruction

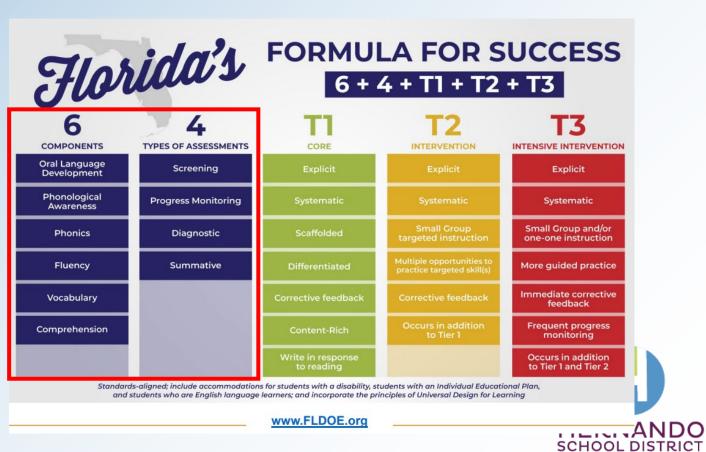
Level	Core Curriculum					
VPK	Three Cheers	Flor	ida's	FORMUI 6 + 4	LA FOR S 4 + T1 + T2	
Elementary	Benchmark Education	6 COMPONENTS	TYPES OF ASSESSMENTS	CORE	T2	T3
Middle School	McGraw Hill, Florida Study Sync	Oral Language Development  Phonological Awareness	Screening Progress Monitoring	Explicit  Systematic	Explicit  Systematic	Explicit  Systematic
High School	Savvas, My Perspectives	Phonics Fluency	Diagnostic Summative	Scaffolded  Differentiated	Small Group targeted instruction Multiple opportunities to practice targeted skill(s)	Small Group and/or one-one instruction  More guided practice
		Vocabulary Comprehension		Corrective feedback  Content-Rich	Corrective feedback  Occurs in addition to Tier 1	Immediate corrective feedback  Frequent progress monitoring
PreAP English 1 & 2	College Board Resources			Write in response to reading ons for students with a disability, st ge learners; and incorporate the pri		
				www.FLDOE.org		



## 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



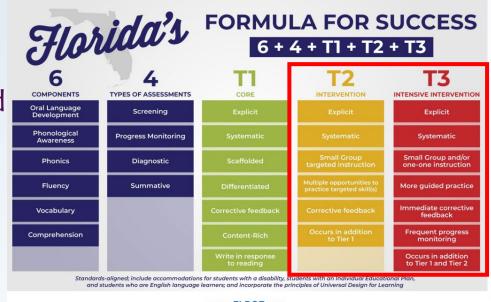
## K-12 Assessment, Curriculum and Instruction **Decision Trees**

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.



## **Summer Reading Camp**

- 4 weeks, 4 days a week
- 3<sup>rd</sup> grade only
- All reading endorsed/certified teachers
- Paraprofessional in each room
- Use evidence-based curriculum



## **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



# **Tutoring**

## **RAISE High School Tutors**

- High school students tutor K-3 students in reading
- Earn New World Scholar Designation for 75 hours

## K-3 Tutoring:

- Teachers provide before/after school tutoring grounded in the Science of Reading
- Contingent upon additional grant funding



## Looking ahead to 2025-2026

- Monthly Literacy Coach and MTSS meetings
- Continued support of our State Regional Literacy Director and the PS-Rtl project
- Increasing the number of VPK classes
- Implementation of core ELA curriculum K-12 and K-3 Reading Interventions



# Any questions?





#### **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 ex.
			363
Assistant Superintendent of	Gina Michalicka	Michalicka_g@hcsb.k12.fl.us	352-797-7000 ex.
Teaching & Learning			404
Director of Elementary	Tiffany Howard	Howard_t@hcsb.k12.fl.us	352-797-7000 ex.
Programs & K-12 ELA			363
Data Element	Jessie Jones	Jones_j@hcsb.k12.fl.us	352-797-7000 ex.
			458
Supervisor of Assessment &	Jennifer	Merschbach_j@hcsb.k12.fl.us	352-797-7000 ex.
Accountability	Merschbach		465
Third Grade Promotion	Tiffany Howard	Howard_t@hcsb.k12.fl.us	352-797-7000 ex.
			363
Supervisor of Literacy,	Kelly Downey	Downey_k@hcsb.k12.fl.us	352-797-7000 ex.
Interventions & Elementary			280
Academic Programs			
Multi-Tiered System of Supports	Kerri Littlefield	Littlefield_k@hcsb.k12.fl.us	352-797-7000 ex.
			113
Reading	Paula Clark	Clark_p@hcsb.k12.fl.us	352-797-7000 ex.
Endorsement/Professional			437
Development			
3 <sup>rd</sup> grade Summer Reading Camp	Tiffany Howard	Howard_t@hcsb.k12.fl.us	352-797-7000 ex.
	Kristal Barnes	Barnes_k@hcsb.k12.fl.us	363
Director of Federal Programs	Magen Schlechter	Schlechter_m@hcsb.k12.fl.us	352-797-7000 ex.
			295

#### 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.

Reading Allocation Budget Item	Amount	FTE (where applicable)
Amount of District Evidence-Based Reading Instruction Allocation	1,440,891.00	
*Estimated proportional share distributed to district charters  *Charter schools must utilize their proportionate share of the evidence- based reading allocation in accordance with  Section (s.) 1002.33(7)(a)2.a. and s. 1008.25(3)(a), Florida Statutes (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.	36,000	
Elementary Expenses		
Literacy coaches	350,000	4
Scientifically researched and evidence-based supplemental instructional materials	199,945.50	
Summer reading camps for grade 3 students	250,000	
Secondary Expenses		
Literacy coaches	255,000	3
Scientifically researched and evidence-based supplemental instructional materials	199,945.50	
K-12/PreK Expenses		
Professional development 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	100,000	
Tutoring programs to accelerate literacy learning	45,000	
Family engagement activities (Summer Reading Challenge)	5,000	
Sum of Expenditures	1,440,891.00	
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	<b>Previous School</b>	Goal for Plan	Previous School	Goal for Plan	
	Year – % of	Year – % of	Year – % of	Year – % of	
	Students Scoring	<b>Students Scoring</b>	Students Scoring	Students Scoring	
	Urgent	Urgent	At & Above	At & Above	
	Intervention	Intervention	Benchmark	Benchmark	
	<10 <sup>th</sup> percentile	<10 <sup>th</sup> percentile	40 <sup>th</sup> percentile & above	40 <sup>th</sup> percentile & above	
VPK	.4%	0%	95%	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.

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	Goal for Plan Year – % of Students Scoring	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring	
	Level 1	Level 1	Levels 3-5	Levels 3-5	
К	15%	13%	62%	65%	
1	27%	24%	56%	58%	
2	23%	20%	53%	55%	
3	18%	16%	58%	60%	
4	24%	22%	52%	54%	
5	20%	18%	51%	53%	
6	20%	18%	55%	57%	
7	19%	17%	55%	57%	
8	20%	18%	52%	54%	
9	22%	20%	42%	44%	
10	17%	15%	53%	55%	

#### 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	STAR/FAST-3 times year	STAR/FAST-3 times year
frequency of review	iReady-3 times year	iReady-3 times year
	Formal Walkthroughs-	Formatives/classroom
	approximately once a year	assessments-ongoing
	Informal Walkthroughs-	Administrative walkthroughs-
	based on school needs &	regularly
	data	
Actions for continuous support and	District level data chats with	Data chats admin/teacher and
improvement	administrators to develop	teacher/student.
	action plans.	Sharing of data at leadership
	Data and problem solving	meetings and during PLCs.
	MTSS monthly meetings.	MTSS problem solving
		meetings.
Grades 6-8	District Level	School Level
Data that will be collected and	FAST-3 times year	FAST-3 times year
frequency of review	iReady-3 times year	iReady-3 times year

	Formal Walkthroughs-	Formatives/classroom
	approximately once a year	assessments-ongoing
	Informal Walkthroughs-	Administrative walkthroughs-
	based on school needs &	regularly
	data	
Actions for continuous support and	District level data chats with	Data chats admin/teacher and
improvement	administrators to develop	teacher/student.
	action plans.	Sharing of data at leadership
	Data and problem solving	meetings and during PLCs.
	MTSS monthly meetings.	MTSS problem solving
		meetings.
Grades 9-12	District Level	School Level
Data that will be collected and	FAST-3 times year	FAST-3 times year
frequency of review	Formal Walkthroughs-	Formatives/classroom
	approximately once a year	assessments-ongoing
	Informal Walkthroughs-	Administrative walkthroughs-
	based on school needs &	regularly
	data	
Actions for continuous support and	District level data chats with	Data chats admin/teacher and
improvement	administrators to develop	teacher/student.
	action plans.	Sharing of data at leadership
	Data and problem solving	meetings and during PLCs.
	MTSS monthly meetings.	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.

In order to continue to support the implementation of Literacy Leadership and to further enhance the Literacy Leadership Teams in place, we will provide for school Literacy Leadership teams a sample agenda with standing agenda items, designate a point of contact for each school, and procedures for uploading agendas. Furthermore, our SRLD will continue to provide support for RAISE school Literacy Leadership teams and we will publish our CERP to the district curriculum page for ease of access for all stakeholders.

In the 2025-2026 school year, we will implement a new Core ELA program K-12. PL support for the 2025-2026 school year will focus on curriculum support from district and site based coaches. We will also conduct informal and formal walkthroughs to check fidelity of implementation and identify trends where additional PL support will be needed and tailor the support to school specific needs. To support oral language, PL will be offered in the summer to PreK-2 grade teachers and SLPs will be providing support to schools during the school year.

We will continue to develop and provide opportunities for Reading 40 inservices and continue to advertise and encourage earning Microcredentials.

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.

Additionally, principals conduct informal and formal observations/evaluations. With the support of the district, principals also complete informal and formal walkthroughs. 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.)

N/A

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	
_	If we whome describe the cuideway	hand and handle would the district to return	

Z.	it no, piease describe	the evidence-based coach	model the district is using.

#### 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 monitors 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 BEST 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. 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, as needed. Furthermore, the district assessment plan encompasses the variety of assessments.

Elementary-Benchmark Advance (<a href="https://bit.ly/430JczR">https://bit.ly/430JczR</a>)

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 (<a href="https://bit.ly/43uHZAO">https://bit.ly/43uHZAO</a>)

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 (<a href="https://bit.ly/3vKiOZ7">https://bit.ly/3vKiOZ7</a>)

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 BEST benchmarks per crosswalk document. (<a href="Pre-AP English 1">Pre-AP English 1</a> and Florida's B.E.S.T. Standards for ELA: Alignment Summary (collegeboard.org)) & (<a href="Pre-AP English 2">Pre-AP English 2</a> and Florida's B.E.S.T. Standards for ELA: Alignment Summary (collegeboard.org))

High School- Savvas MyPerspectives (https://bit.ly/4kGhX3B)

All reading lists and/or reading materials will be taken from the Core Curriculum and/or the BEST 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 STAR Early Literacy Assessment 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 STAR EL 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 EL Assessment 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 CLASS (Classroom Assessment Scoring System) Assessment/Observation is conducted once a year. The Early Learning Specialist receives the reports and reviews it with the school 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: <a href="https://bit.ly/45j7Eh9">https://bit.ly/45j7Eh9</a>

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 tips that can be done at home to support and enhance instruction at home.

## 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 students identified as having a substantial deficiency in early literacy skills are provided with the Heggerty Early Pre-K intervention to remediate the deficiency.

#### 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 <u>s. 1008.25(9)(b)</u>, <u>F.S.</u>, 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 quasiexperimental 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	Target Audience	What component of	Assessment Type	How often is the
Assessment		reading is assessed?		data collected?
FAST	⊠ VPK	☑ Oral Language	□ Screening	⊠ 3 x Year
Star Early	☑ Grade K	☑ Phonological	☑ Progress	
Literacy	☑ Grade 1	Awareness	Monitoring	
		⊠ Phonics	Summative	
		⊠ Fluency		
		□ Comprehension		
FAST	⊠ Grade 1		□ Screening     □	⊠ 3 x Year
Star Reading	⊠ Grade 2	□ Comprehension	□ Progress	
			Monitoring	
FAST	☑ Grade 3		□ Screening	⊠ 3 x Year
ELA Reading	⊠ Grade 4	□ Comprehension	☑ Progress	
	☑ Grade 5		Monitoring	
			☑ Summative	

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	Target Audience	What component of	Assessment Type	How often is the
Assessment	(Grades PreK-5)	reading is assessed?	(Select all that	data collected?
	(Select all that	(Select all that	apply.)	
	apply.)	apply.)		
Other District	☐ VPK	☐ Oral Language	□ Screening	☐ Weekly
Assessment	☐ PreK	□ Phonological	□ Progress	☐ 2 x Month
iReady	☐ Grade K	Awareness	Monitoring	☐ Monthly
Diagnostic	⊠ Grade 1	□ Phonics	□ Diagnostic	☐ Quarterly
	⊠ Grade 2	⊠ Fluency	☐ Summative	⊠ 3 x Year
	⊠ Grade 3			☐ Annually
	⊠ Grade 4	□ Comprehension		☐ As Needed
	⊠ Grade 5			☐ Other
	⋈ All Students			
	☐ Select Students			
Other District	□VPK	□ Oral Language	□ Screening	☐ Weekly
Assessment	☐ PreK	☐ Phonological	☐ Progress	☐ 2 x Month
Mondo Oral	⊠ Grade K	Awareness	Monitoring	☐ Monthly
language	⊠ Grade 1	☐ Phonics	☐ Diagnostic	☐ Quarterly
Screener	⊠ Grade 2	☐ Fluency	☐ Summative	☐ 3 x Year
	⊠ Grade 3	☐ Vocabulary		☐ Annually
	⊠ Grade 4	☐ Comprehension		⊠ As Needed
	⊠ Grade 5			☐ Other
	☐ All Students			
	⊠ Select Students			

#### 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 <u>s. 1008.25(4)(c), F.S.</u> 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 <a href="Rule 6A-6.053">Rule 6A-6.053</a>, 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 is identified as in need of Tier 3 interventions;
- A student in grades K-3 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
  - For kindergarten, the student scores below the tenth (10<sup>th</sup>) percentile or is unable to complete the practice items on the designated grade-level assessment at the beginning,

- middle or end of the year on the coordinated screening and progress monitoring system pursuant to s. 1008.25(9), F.S.;
- For grades 1 and 2, the student scores below the tenth (10<sup>th</sup>) percentile or is unable to complete the practice items on the designated grade-level assessment for the specified testing window 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<sup>th</sup>) percentile at the beginning or middle of the year on the coordinated screening and progress monitoring system pursuant to s. 1008.25(9), F.S.
- A student in grade 3 scores Level 1 on the end-of-year statewide, standardized ELA assessment pursuant to <u>s. 1008.22(3)(a), F.S.</u>

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, MTSS teachers review progress monitoring data with teachers to identify students needing interventions. Data is also reviewed for students who were retained in 3<sup>rd</sup> grade in order to ensure that interventions are put into place.

### 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, 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.

# 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. If not included within the Decision Tree, 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 diagnostic assessments and providing appropriate tier 3 interventions.

## 3b. Describe the district's process for providing additional screening to students with characteristics of dyslexia pursuant to <u>s. 1008.25(9)</u>, <u>F.S.</u> Name the screener(s) utilized.

If a student is identified, then the early literacy tasks within the iReady platform will be utilized to further screen for areas of need.

#### 4. Explain how the effectiveness of Tier 1 instruction is monitored.

FAST 3 times per year, i-Ready Diagnostic 2-3 times per year, informal and formal walkthroughs, and data chats

#### 5. Explain how the effectiveness of Tier 2 interventions is monitored.

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. Explain how the effectiveness of Tier 3 interventions is monitored.

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. What procedures are in place to identify and solve problems to improve effectiveness of Tier 3

#### **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:

Kindergarten only: STAR Early Literacy above 650

1st grade: iReady above 375; STAR above 25th percentile 2nd grade: iReady above 421; STAR above 25th percentile

3rd grade: iReady above 461

4th grade: iReady above 500; FAST PM3 levels 3-5 5th grade: iReady above 525 FAST PM3 levels 3-5

#### List performance criteria that indicate Tier 1 instruction is sufficient for at least 80% of students.

IReady: Winter Spring
K 354 376
1 404 422
2 451 474
3 484 499

3 484 499 4 517 523 5 539 546

### What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?

Formal and Informal walkthroughs, professional development, coaching support, data chats.

#### **Core Instruction**

#### Indicate the core curriculum utilized. Add additional rows as needed.

Name of Program	Year of Program Adoption
Benchmark Advance	2026

## Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:

Earning an i-Ready diagnostic, STAR, or FAST score lower than the benchmarks listed above

#### **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: STAR Early Literacy between 625-650

1st grade: iReady below 375, but above 355; STAR between 10th – 24th percentile 2nd grade: iReady below 421, but above 400; STAR between 10th – 24th percentile

3rd grade: iReady below 461, but above 443; FAST PM3 level 1 4th grade: iReady below 500, but above 461; FAST PM3 level 1-2 5th grade: iReady below 523, but above 489; FAST PM3 level 1-2

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)
Curriculum Associates	Strong	,
iReady Tools for		
Instruction and		
instructional Path		
Lindamood- Bell	Strong	
Sound Partners	Strong	
Quick Reads	Strong	
Heggerty	Promising	
Imagine Language & Literacy	Promising	
West Virginia Phonics		West Virginia Phonics Lessons 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, 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 IES 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 IES 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 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
	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	•
OFLI POUIIUALIONS	UFLI Foundations does not meet strong, moderate or promising levels of evidence;
1	TOTAL OF DECIMINATION INVOICED AND AND AND AND AND AND AND AND AND AN
	however, the following IES 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
Benchmark Advance	Promising	development of the program components.
Intervention	i romismg	
	udents who are English lan	es implemented for students with a disability, guage learners, if used instead of or in addition to
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Edmark Reading Kits 1. 2	Strong	
Edmark Reading Kits 1, 2	Moderate	
Lindmood Phoneme	Promising	
Sequencing (LIPS)		
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Imagine Language and Literacy	Promising	
For K-3 students who have a multisensory interventions Heggerty, Lindamood-Bell, S	provided.	reading or characteristics of dyslexia, identify the

# Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:

3-4 monthly progress monitoring points significantly below mastery; iReady diagnostic data continues to show 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: STAR Early Literacy below 10th percentile 1st grade: iReady below 355; STAR below 10th percentile 2nd grade: iReady below 400; STAR below 10th percentile 3rd grade: iReady below 443; FAST PM1 below 20th percentile

4th grade: iReady below 461; FAST PM3 level 1 5th grade: iReady below 489; FAST PM3 level 1

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.

additional rows as needed.	5004 5 11 1 1	N 11 / 1 IN
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Curriculum Associates	Strong	
iReady Tools for		
Instruction		
Early Intervention in	Promising	
Reading		
Lindamood-Bell	Strong	
Sound Partners	Strong	
Quick Reads	Strong	
Heggerty	Promising	
Sonday System	Promising	
Barton		Barton 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 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	West Virginia Phonics Lessons 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, 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.
Phonics for Reading	Phonics for Reading 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
	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
lici:	components.
UFLi	UFLI Foundations 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
	1
	Understanding in Kindergarten through 3rd Grade), Recommendation(s) 1: Teach students
	academic language skills, including the use of
	academic language skiils, ilicidding 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.

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)
Edmark Reading Kits 1. 2	Strong	
Edmark Reading Kits 1, 2	Moderate	
Lindmood Phoneme Sequencing (LIPS)	Promising	
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Carousel of IDEAS by Ballard & Tighe		While Carousel of IDEAS by Ballard & Tighe does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: a focus on English Language Proficiency Standards, diverse settings, gradual release responsibilities, writing, and academic language development.

For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory interventions provided.

Lindamood-Bell, Sound Partners, Heggerty, UFLi Foundations

What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?

MTSS Problem-solving team meetings and data reviews during district MTSS meetings.

7. Summer Reading Camps (Rule 6A-6.053(8), F.A.C.)

Requirements of Summer Reading Camps pursuant to <u>s. 1008.25(8)</u>, 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 <u>s. 1008.25(8), F.S.</u> 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 <u>s.</u> 1012.34, F.S.

<u> </u>
Summer Reading Camps for Retained Grade 3 Students
Schedule:
June 8, 2026-Jul 3, 2026 Monday through Thursday, 8:30-12:30
Evidence-Based Instructional Materials to be used, as defined in 20 U.S.C. s. 7801(21)(A)(i):
iReady 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
STAR Reading
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	☑ Grade 6	☑ Vocabulary	⊠ Screening	⊠ 3 x Year
ELA Reading	☑ Grade 7	□ Comprehension	☑ Progress	

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 All students AP1, Intensive Reading students in AP2, and AP3	☐ Oral Language  ☑ Phonological Awareness  ☑ Phonics ☑ Fluency ☑ Vocabulary ☑ Comprehension	<ul><li>□ Screening</li><li>⋈ Progress</li><li>Monitoring</li><li>⋈ Diagnostic</li><li>□ Summative</li></ul>	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Other District Assessment Mondo Oral Language	<ul><li>☑ Grade 6</li><li>☑ Grade 7</li><li>☑ Grade 8</li><li>☐ All Students</li><li>☑ Select Student</li></ul>	<ul> <li>☑ Oral Language</li> <li>☐ Phonological         Awareness</li> <li>☐ Phonics</li> <li>☐ Fluency</li> <li>☐ Vocabulary</li> <li>☐ Comprehension</li> </ul>	<ul><li>☑ Screening</li><li>☐ Progress</li><li>Monitoring</li><li>☐ Diagnostic</li><li>☐ Summative</li></ul>	☐ 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, 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 iReady, student's scores are reviewed to identify students in need of tier 3 services and the specific area(s) of need.

## 10. Explain how the effectiveness of Tier 1 instruction is monitored.

Informal and formal walkthrough and data reviews.

#### 11. Explain how the effectiveness of Tier 2 interventions is monitored.

Informal walkthroughs, MTSS problem-solving team meetings, and district MTSS data review meetings.

#### 12. Explain how the effectiveness of Tier 3 interventions is monitored.

Informal walkthroughs, MTSS problem-solving team meetings, and district MTSS data review meetings

#### **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 PM 3 achievement level 3, 4, or 5

and/or

6th grade: iReady above 544 7th grade: iReady above 561 8th grade: iReady above 573

List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.

iReady: Winter Spring

6 555 561 7 569 574 8 583 587

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction? Formal and informal walkthroughs and data review meetings.

#### **Core Instruction**

Indicate the core curriculum utilized. Add additional rows as needed.

Name of Program	Year of Program Adoption
McGraw Hill Study Sync	2026

Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:

Earning an iReady diagnostic scale score lower than the benchmark listed in the chart

#### **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

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

instruction

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.

additional rows as needed.	T	
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Curriculum Associates	Strong	
iReady Instructional Path &		
Tools for Instruction		
Barton		Barton does not meet strong, moderate or
		promising levels of evidence; however, the
		following IES 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 24 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 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
L	l .	V-1 - 1 p

		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 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.
Study Sync	Demonstrates Rationale	

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, as applicable. Add additional rows as needed.

#### **Students with Disabilities**

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Edmark Reading Kits 1. 2	Strong	
Edmark Reading Kits 1, 2	Moderate	
Lindmood Phoneme	Promising	
Sequencing (LIPS)		
English Language Learners		

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Imagine Language and Literacy	Promising	

Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:

3-4 monthly progress monitoring points significantly below mastery; iReady diagnostic data continues to show 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:

Previous score of Level 1 on FAST PM 3

and/or

6th grade: iReady below 523 7th grade: iReady below 535 8th grade: iReady below 548

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) **Curriculum Associates** Strong **iReady Tools for Instruction Phonics for Reading** Phonics for Reading 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 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, as applicable. 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) iLit Literacy and ELL **Promising** Solution Carousel of IDEAS by While Carousel of IDEAS by Ballard & Tighe **Ballard & Tighe** does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: a focus on English Language Proficiency Standards, diverse settings, gradual release responsibilities, writing, and academic language development. What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions? MTSS problem-solving team meetings, iReady usage/pass rates are monitored weekly, and data reviews.

#### 13. Grades 9-12 Assessments

FAST				
Name of the	Target Audience	What component of	Assessment Type	How often is the
Assessment	(Grades 9-12)	reading is assessed?		data collected?
FAST	☑ Grade 9	☑ Vocabulary	Screening	⊠ 3 x Year
ELA Reading	☑ Grade 10	□ Comprehension	☑ Progress	
			Monitoring	
			⊠ Summative	

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	Target Audience	What component of	Assessment Type	How often is the
Assessment	(Grades 9-12)	reading is assessed?	(Select all that	data collected?
	(Select all that	(Select all that	apply.)	
	apply.)	apply.)		
Other District	⊠ Grade 9	☐ Oral Language	☐ Screening	
Assessment	⊠ Grade 10	☐ Phonological	□ Progress	☐ 2 x Month
Lexia PowerUp	☐ Grade 11	Awareness	Monitoring	$\square$ Monthly
	☐ Grade 12	□ Phonics	☐ Diagnostic	☐ Quarterly
	☐ All Students		☐ Summative	☐ 3 x Year
	⊠ Select Students			☐ Annually
		□ Comprehension		☐ As Needed
				☐ Other
Other District	⊠ Grade 9	☐ Oral Language	Screening	☐ Weekly
Assessment	⊠ Grade 10		☐ Progress	☐ 2 x Month
iReady	☐ Grade 11	Awareness	Monitoring	☐ Monthly
	☐ Grade 12	☐ Phonics	☐ Diagnostic	☐ Quarterly
	☐ All Students	☐ Fluency	☐ Summative	☐ 3 x Year
	⊠ Select Students	☐ Vocabulary		☐ Annually
		☐ Comprehension		⋈ As Needed
				☐ Other
Other District	⊠ Grade 9	□ Oral Language	□ Screening	☐ Weekly
Assessment	⊠ Grade 10	☐ Phonological	☐ Progress	☐ 2 x Month
Mondo Oral	⊠ Grade 11	Awareness	Monitoring	☐ Monthly
Language	⊠ Grade 12	☐ Phonics	☐ Diagnostic	☐ Quarterly
	☐ All Students	☐ Fluency	☐ Summative	☐ 3 x Year
	⊠ Select Students	☐ Vocabulary		☐ Annually
		☐ Comprehension		⊠ 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.

#### 15. Explain how the effectiveness of Tier 1 instruction is monitored.

Formal and informal walkthroughs and data reviews.

#### 16. Explain how the effectiveness of Tier 2 interventions is monitored.

Informal walkthroughs, MTSS problem-solving meetings, and district MTSS data review meetings.

#### 17. Explain how the effectiveness of Tier 3 interventions is monitored.

Informal walkthroughs, MTSS problem-solving meetings, and district MTSS data review meetings.

#### **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 PM3

List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.

Passing grades (59.5 or higher) each nine weeks

What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction and/or curriculum provided to students?

Formal and informal walkthroughs, professional development, coaching support, data chats.

#### **Core Instruction**

Indicate the core curriculum utilized. Add additional rows as needed.

Name of Program	Year of Program Adoption
Savvas MyPerspectives	2026

Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:

Failing grades (below 59.5) 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  $9^{th}/10^{th}\, grade$ 

and/or

Placement at the 20th percentile or lower on the ACT/ChalkTalk for 11<sup>th</sup>/12<sup>th</sup> 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.

ESSA Evidence Level	Verbiage (as needed)
Strong	
Stions	Chalk Talk does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Using Student Achievement Data to Support Instructional Decision Making, Recommendations 1: Make data a part of an ongoing cycle of instructional improvement and 2: Teach students to examine their own data and set learning goals. These recommendations were built into the program by providing ongoing data to students which allows them to set attainable goals on the path to 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.
	Eight Minutes to Fluency and Comprehension
	does not meet strong, moderate or promising
	levels of evidence; however, the following IES
	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 does not meet strong,
	moderate or promising levels of evidence;
	however, the following IES 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
	Strong

		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.	
Savvas MyPerspectives	Moderate		
Indicate the evidence-based	programs and/or practices	mplemented for students with a disability,	
students with an IEP and stu		age learners, as applicable. Add additional rows	
as needed.			
Students with Disabilities	ECCA Evidence Level	Markings (as used all)	
Name of Program	ESSA Evidence Level	Verbiage (as needed)	
English Language Learners			
Name of Program	ESSA Evidence Level	Verbiage (as needed)	
Rosetta Stone	Moderate		
Performance criteria that pro	ompt the addition of Tier 3 i	nterventions for students not meeting	
expectations/benchmarks d	•	<b>0</b>	
- · · · · · · · · · · · · · · · · · · ·	-	percentile or lower on the ACT/ChalkTalk	
Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions			
Tier 1 Instruc	ction + Tier 2 Intervention	s + Tier 3 Intensive Interventions	
	tion + Tier 2 Intervention	s + Tier 3 Intensive Interventions	
Beginning of Year Data			
Beginning of Year Data Students who meet the follo	wing criteria at the beginnir		
Beginning of Year Data  Students who meet the follor Previous Level 1 or Level 2 or	wing criteria at the beginnir		
Students who meet the follooprevious Level 1 or Level 2 or and/or	wing criteria at the beginning FAST PM 3		
Students who meet the follooprevious Level 1 or Level 2 or and/or Placement at the Foundation	wing criteria at the beginning FAST PM 3		
Students who meet the follooprevious Level 1 or Level 2 or and/or Placement at the Foundation and/or	wing criteria at the beginning FAST PM 3 al (K-2) level of Lexia	ng of the school year:	
Students who meet the followard Previous Level 1 or Level 2 or and/or Placement at the Foundation and/or Placement at the 10th percent at the 10th percent students.	wing criteria at the beginning FAST PM 3 al (K-2) level of Lexia	ng of the school year:	
Students who meet the follooprevious Level 1 or Level 2 or and/or Placement at the Foundation and/or	wing criteria at the beginning FAST PM 3 al (K-2) level of Lexia	ng of the school year:	
Beginning of Year Data  Students who meet the followard Previous Level 1 or Level 2 or and/or Placement at the Foundation and/or Placement at the 10th percent Number of times per week in the 10th percent percent per week in the 10th percent p	wing criteria at the beginning FAST PM 3 al (K-2) level of Lexiantile or lower on the ACT/Charterventions are provided: 2	alkTalk times in addition to tier 2	
Students who meet the follooprevious Level 1 or Level 2 or and/or Placement at the Foundation and/or Placement at the 10th percent	wing criteria at the beginning FAST PM 3 al (K-2) level of Lexiantile or lower on the ACT/Charterventions are provided: 2	alkTalk times in addition to tier 2	
Students who meet the followard Previous Level 1 or Level 2 or and/or Placement at the Foundation and/or Placement at the 10th percent Number of times per week in Number of minutes per interest.	wing criteria at the beginning FAST PM 3 al (K-2) level of Lexia attile or lower on the ACT/Charterventions are provided: 2 creention session: 30 minutes	alkTalk times in addition to tier 2	
Beginning of Year Data  Students who meet the followard Previous Level 1 or Level 2 or and/or Placement at the Foundation and/or Placement at the 10th percent Number of times per week in the 10th percent percent per week in the 10th percent p	wing criteria at the beginning FAST PM 3 al (K-2) level of Lexia attile or lower on the ACT/Charterventions are provided: 2 creention session: 30 minutes	alkTalk times in addition to tier 2	
Students who meet the followard Previous Level 1 or Level 2 or and/or Placement at the Foundation and/or Placement at the 10th percent Number of times per week in Number of minutes per interest.	wing criteria at the beginning FAST PM 3  al (K-2) level of Lexia  ntile or lower on the ACT/Chanterventions are provided: 2  rvention session: 30 minutes  ns take place: Intensive Reac	alkTalk times in addition to tier 2	
Students who meet the followard Previous Level 1 or Level 2 or and/or Placement at the Foundation and/or Placement at the 10th percent Number of times per week in Number of minutes per interest Course(s) where interventions	wing criteria at the beginning FAST PM 3  al (K-2) level of Lexia  attile or lower on the ACT/Charterventions are provided: 2  rvention session: 30 minutes  as take place: Intensive Reaction/Interventions	alkTalk times in addition to tier 2	
Students who meet the folion Previous Level 1 or Level 2 or and/or Placement at the Foundation and/or Placement at the 10th percent in the Number of times per week in Number of minutes per interest in the Course(s) where interventions in the Indicate the evidence-based	wing criteria at the beginning FAST PM 3  al (K-2) level of Lexia   ntile or lower on the ACT/Chanterventions are provided: 2  rvention session: 30 minutes  ns take place: Intensive Reactive ruction/Interventions  programs and/or practices in the service of the	alkTalk times in addition to tier 2	
Students who meet the folion Previous Level 1 or Level 2 or and/or Placement at the Foundation and/or Placement at the 10th percent in the Number of times per week in Number of minutes per intervention in the Number of Minutes per intervent	wing criteria at the beginning FAST PM 3  al (K-2) level of Lexia   ntile or lower on the ACT/Chanterventions are provided: 2  rvention session: 30 minutes  ns take place: Intensive Reactive ruction/Interventions  programs and/or practices in the service of the	alkTalk times in addition to tier 2	
Students who meet the followard previous Level 1 or Level 2 or and/or Placement at the Foundation and/or Placement at the 10th percent Number of times per week in Number of minutes per interest Course(s) where interventions Intensive, Individualized Instance the evidence-based programs and practices are sadditional rows as needed.	wing criteria at the beginning FAST PM 3  al (K-2) level of Lexia   ntile or lower on the ACT/Chanterventions are provided: 2  rvention session: 30 minutes  ns take place: Intensive Reactive ruction/Interventions  programs and/or practices in the service of the	alkTalk times in addition to tier 2 ling used for Tier 3 interventions and how the ate or promising levels of evidence. Add	
Students who meet the folion Previous Level 1 or Level 2 or and/or Placement at the Foundation and/or Placement at the 10th percent Number of times per week in Number of minutes per interest Course(s) where interventions Intensive, Individualized Installulation Indicate the evidence-based programs and practices are sadditional rows as needed. Name of Program	wing criteria at the beginning FAST PM 3  al (K-2) level of Lexia   ntile or lower on the ACT/Charterventions are provided: 2  rvention session: 30 minutes  ns take place: Intensive React  ruction/Interventions  programs and/or practices is  supported by strong, moderate  ESSA Evidence Level	alkTalk times in addition to tier 2	
Students who meet the followard Previous Level 1 or Level 2 or and/or Placement at the Foundation and/or Placement at the 10th percent Number of times per week in Number of minutes per interest Course(s) where interventions Intensive, Individualized Instantiate the evidence-based programs and practices are sadditional rows as needed.	wing criteria at the beginning FAST PM 3  al (K-2) level of Lexia  attile or lower on the ACT/Characteristics are provided: 2  rvention session: 30 minutes  as take place: Intensive Reacteristics are programs and/or practices are programs.	alkTalk times in addition to tier 2 ling used for Tier 3 interventions and how the ate or promising levels of evidence. Add	

Eight Minutes to Fluency		Eight Minutes to Fluency and Comprehension
and Comprehension		does not meet strong, moderate or promising
		levels of evidence; however, the following IES
		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 IES 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.
		mplemented for students with a disability,
	lents who are English langua	age learners, as applicable. Add additional rows
as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Fuelish Laurence Lucius		
English Language Learners	ECCA E. d. I	Marking for and IN
Name of Program	ESSA Evidence Level	Verbiage (as needed)

iLit Literacy and ELL	Promising	
Solution		
Carousel of IDEAS by		While Carousel of IDEAS by Ballard & Tighe
Ballard & Tighe		does not meet strong, moderate, or promising
		levels of evidence; however, the following
		WWC Practice Guide Recommendation(s)
		support the program: a focus on English
		Language Proficiency Standards, diverse
		settings, gradual release responsibilities,
		writing, and academic language development.

# What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?

To complete a unit in Lexia a student must receive a score of 80% or higher therefore, the percentage of completed units will be monitored as well as frequent reviews of all relevant assessment data. Reading Endorsed Teachers can monitor student performance on skill check scores and identify focus areas for instruction in the tier 3 small group. Even though Lexia is an online program, a significant portion relies on teachers to deliver offline explicit instruction based on valid reliable on-going data. MTSS problem-solving teams meet regularly to review fidelity and implementation data.

## 5) Professional Learning (Rule 6A-6.053(9)(b)3.f.—j., 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.
Scaffolding Training	PreK-12 Grade teachers	<ul> <li>Ten interactive modules help every K-12 educator structure support in new ways, including knowing how to:</li> <li>Gradually release responsibility to students through intentional and purposeful scaffolding</li> <li>Design lessons and experiences that attend to the affective, metacognitive, and cognitive aspects of learning</li> <li>Collect data before, during, and after learning, so we can place, move, and take away scaffolds with greater intention</li> <li>Promote independence with front-end scaffolds, distributed scaffolds, back-end scaffolds, peer scaffolds, and fading scaffolds</li> <li>Use a blend of demonstration, modeling, coaching, explaining, questioning and choice</li> <li>Promote purposeful practice—in which learners knows where they're going and how to get there</li> </ul>

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	<ul> <li>Builds emergent literacy knowledge and skills with high-quality content</li> <li>Supports language and literacy requirements for the CDA professional portfolio</li> </ul>
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	6 <sup>th</sup> – 12 <sup>th</sup> Grade teachers	Tthree-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	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 <sup>1</sup> . Teachers will

Instructional Practices		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 <sup>45</sup> . It covers topics such as writing, listening, speaking, and family involvement <sup>1</sup> . Participants learn to select and administer appropriate assessments <sup>23</sup> and analyze data to inform reading instruction <sup>3</sup>
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 <sup>12</sup> . 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 <sup>345</sup> .
BEST Standards and Practices	All teachers by grade level	Training focuses on utilizing facilitated lesson planning to align instruction with BEST standards, develop formatives and ensure rigor in classroom instruction.
Artfully Teaching the Science of Reading Book Study	All teachers	Training teaches about the science of reading and breaks down teaching phonemic awareness, phonics, reading fluency, vocabulary, comprehension and assessment.

#### **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 ratings. 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
RAISE High School Tutoring	Brooksville	Hernando High School teaching academy
	Elementary	students provide reading tutoring to
	-	students at BES
K-3 Reading Tutoring	K-3 students	Contingent upon funding

## 7) Family Engagement (Rule 6A-6.053(9)(b)3.o., F.A.C.)

In accordance with the list outlined in <u>s. 1008.25(5)(d)</u>, <u>F.S.</u>, 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 BEST 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. Information for the Step Up for Students reading scholarship fliers is also given to all students who qualify to participate. 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) 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
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a. All reading instruction and professional learning is grounded in the science of reading; uses
instructional strategies that includes 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-
<u>6.053(4), F.A.C.</u>
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.
. 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 Representa	ative (Printed Name):
Signature:	Date:

## 9) Highly Effective Teachers

Describe how the district prioritizes the assignment of highly effective teachers, as identified in s. 1012.34(2)(e), from kindergarten to grade 2.

Following the district's process for comparability the Federal Programs Department works to determine student access to certified teachers each year. As an additional layer, the department, in conjunction with the Human Resources Department, and Directors of Curriculum work to ensure teachers meet certification requirements, are given opportunity for coaching to support teacher effectiveness.

# $\frac{\text{MUST BE COMPLETED IN FULL FOR PLACEMENT CONSIDERATION.}}{\text{(For Donations, use Section B)}}$

Account Name	_		No	Financial I	mpact	t					
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
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Original Approved Budget	+	Budget Amendments		Expenditures / Encumbrances To Date	=	Current Available Budget	-	Present Request	=	Remaining Balance Available	
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<sup>\*\*</sup> 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. 25-3102

6/24/2025

## **Title and Board Action Requested**

Review and Tentative Approval of the Revised Safe Driver Plan for the 2025-26 School Year.

#### **Executive Summary**

The Supervisor of Risk, Benefits and Wellness, on behalf of the Superintendent of Schools, hereby requests the Board review and tentatively approve the revised Safe Driver Plan for the 2025-26 School Year.

#### My Contact

Awilda Fonte Supervisor of Risk, Benefits and Wellness fonte a@hcsb.k12.fl.us

#### 2023-28 Strategic Focus Area

Priority 2: Talent Management

#### **Financial Impact**

Budget Sheet Attached NO Financial Impact

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 as Outlined in the Strikethrough Document Safe Driver Plan 2025 2026

**Note:** Minor wording, syntax, typo changes not included.

Page 1 – Definitions: Moved Effective Date to Alphabetical Order

Page 2 – Video Review: Changed word buses to vehicle

Page 7 – Safe Driver Committee Point Assignment:

#8 added "or manipulating a wireless devise"

#9 added "School District Vehicle"

#10 moved up "Reckless Driving and changed points from 4 to 8"

#12 added "Failure to report an incident and/or accident hitting stationary object while operating a School District vehicle immediately at time of incident before leaving the scene if during regular work hours. If the incident and/or accident occurs after normal working hours, it must be reported immediately at the time of the incident and/or accident, to your immediate supervisor and, if required, local law enforcement."

# Hernando County School District Safe Driver Plan

#### INTRODUCTION:

This plan is designed to meet the requirements of Florida Administrative Code and to prevent the hiring of unqualified applicants by requiring that driver's license checks be conducted on potential School District employees. The plan also prevents existing employees with poor driving records from driving a School District vehicle.

Statistics indicate that the Hernando County School District will significantly reduce the potential for injuries and lawsuits resulting from vehicular accidents through its Safe Driver Plan.

CDL License holders need to be aware that points assigned by the Court System are not affected by this plan and cannot be removed by participation in a state sponsored Driver's School.

#### **PURPOSE:**

The purpose of the Safe Driver Plan and Safe Driver Committee is to improve safety throughout the School District by reviewing traffic accidents and incidents, tracking points accumulated through this plan, and recommending corrective action to a driver's supervisor. The responsibility for taking corrective action is the sole responsibility of the driver's supervisor. Any corrective action taken by a supervisor must follow all School Board policies and procedures.

#### **DEFINITIONS:**

**Accident:** shall be defined as when a motor <u>vehicle collides</u> with another vehicle, pedestrian, animal, <u>road debris</u>, or other stationary obstruction, that may result in property damage, injury and/or death.

**Designeee:** shall be defined as a Transportation employee assigned by Transportation Administration.

**Driver:** shall be defined as any employee of the School District regardless of job description or, during the performance of his/her job assignments, operates a School District vehicle or personal vehicle and receives reimbursement for the use of their personal vehicle for School District use.

**Designeee:** shall be defined as a Transportation employee assigned by Transportation Administration.

Effective Date: This plan became effective and was approved by the District School Board of Hernando County on October 6, 1998. The plan is reviewed annually and will be submitted to the School Board for approval with an effective date of July 1 beginning with the

## 2007-08 school year and each year thereafter when changes are made.

**Incident:** shall be defined as a planned or unplanned event which disrupts the driving &/or the driver's process and has the potential of resulting in injury, harm or damage to persons or property. Shall also include any violation of School Board policy, school district/department procedure or practice.

**Motor Vehicle:** Any self-propelled vehicle not operated upon rails or guideway, not including any bicycle, motorized scooter, electric personal assistive mobility device, or moped.

**Video Review:** Review of video from security cameras mounted on buses. At any time video from security cameras mounted in <u>buses vehicle</u> can be reviewed. If it is determined a violation of school board policy, safe driver plan &/or procedure was violated by an employee, the employee is subject to discipline, up to and including termination.

Effective Date: This plan became effective and was approved by the District School Board of Hernando County on October 6, 1998. The plan is reviewed annually and will be submitted to the School Board for approval with an effective date of July 1 beginning with the 2007-08 school year and each year thereafter.

#### **ADMINISTRATION:**

The Superintendent will establish a procedure which will include establishing a schedule for the annual review of the driver's records and the Safe Driver Plan.

At the beginning of the school year, all employees shall receive a copy or be given the location of the electronic version of the Safe Driver Plan as part of the Annual Procedures Review and be given an opportunity to view the plan and have all his/her questions answered. All new employees shall be directed to the District's website to read the plan and have all his/her questions answered at the time of employment. All employees are required to sign the Safe Driver Acknowledgement Form indicating that he/she has read and understand the plan. The original signed forms will be retained in the Human Resources Department.

Changes in the plan will be recommended as needed for operational reasons or to clarify the rules under which the Safe Driver Committee operates. Changes to the plan may not be implemented without Board approval per article 15 of the union contract.

#### PLAN:

All drivers shall strive to establish and maintain a driving record which exemplifies careful driving habits. Regard must be shown for their own personal safety and property and the safety and property of others.

All employees and/or employees who volunteer to drive for the School District, shall be required to hold and maintain a valid driver's license and will have their driving record reviewed periodically. Any change in status through accumulation of points either from the Department of Highway Safety or as assigned through this plan will result in an employee's driving record being forwarded to their supervisor with a recommended action plan.

# ADDITIONAL REQUIREMENTS TO TRANSPORT STUDENTS IN SCHOOL DISTRICT OWNED OR RENTAL VEHICLES:

- Only DOE approved passenger vehicles may be used; no SUV's, full size vans, or trucks.
- Passengers must be limited to the number for which the vehicle is designed.
- All passengers must have available, and use, seat belts.
- Large or heavy items may not be transported in the passenger compartment of the vehicle unless properly tie down and secured.

All potential employees who, during the performance of their job assignments, will operate a School District vehicle or who will regularly receive reimbursement for the use of their personal vehicle for School District use shall be required to hold a valid Florida driver license of the proper type and class for the vehicle they drive. The site administrator who offers a position to an applicant who will be required to drive during the performance of their job assignment must submit the license information to the Transportation Department to perform a license check. Driving records will be reviewed and position offer will be revoked if the following is determined:

- 1. Department of Highway Safety Motor Vehicle records show they have had more than five (5) points in the last year and more than ten (10) points in the last three years assigned to their driving record. This includes incidents that appear on driving record without points assessed due to an adjudication process that withholds adjudication or does not eliminate guilt/fault.
- 2. The potential employee has ever been terminated as a result of his/her driving record, he/she will not be considered for employment unless he/she has established at least one 12-month period of zero points and a 3 year period with no more than 5 points in accordance with this plan. This includes incidents that appear on driving record without points assessed due to an adjudication process that withholds adjudication or does not eliminate guilt/fault.

#### REPORTING RESPONSIBILITY:

It shall be the duty of drivers to report the occurrence of any of the following events to their site administrator, designee and/or dispatch immediately at time of incident and/or accident, before leaving the scene of the incident and/or accident if during normal working hours. If the incident and/or accident occurs after normal working hours it must be reported immediately at the time of the incident and/or accident, before leaving the scene of the incident and/or accident, to your immediate supervisor and/or designee, if required, local law enforcement.

Note: the district's expectation is that an employee must report an accident/incident immediately to their supervisor and/or designee regardless of the time of day or if the main office is closed.

- 1. Any traffic related incident and/or accident in which the driver was involved as an operator of a School District vehicle or personal vehicle on authorized School District business.
- 2. Any traffic citations received on the job regardless of the ownership of the vehicle, or off the job if in a School District owned vehicle.
- 3. Any traffic citations or arrests received on or off the job regardless of the ownership of the vehicle which might lead to the suspension, or revocation of driver's license.
- 4. Expiration, suspension, or revocation of driver's license.
- 5. Any and all visible damage to an assigned vehicle.
- 6. All CDL License holders must report ALL traffic citations, on or off the job, regardless of the ownership of the vehicle.

Failure to follow the reporting requirements listed above, or making a false or misleading report may result in the Safe Driver Committee making a recommendation up to the employee's termination to their supervisor.

#### POST-INCIDENT AND/OR ACCIDENT -INVESTIGATION:

A post-incident and/or accident investigation shall be conducted as soon as possible any incident and/or accident or violation. The Transportation Department and/or the Facilities Department will conduct this interview / investigation.

Note: During the course of an investigation, if a violation of the safe driver plan is documented, the violation will be reported to the Safe Driver Committee for review.

The main tasks of this investigation are:

- 1. To assess and record all the specific information related to the incident &/or accident
- 2. To assure the driver has prepared the incident and/or accident report satisfactorily.
- 3. To determine whether, in the driver's opinion, the incident and/or accident was preventable or non-preventable on his/her part.
- 4. To determine if the facts stated in the driver's report are accurate to the best of the investigator's ability.
- 5. Driver must submit completed incident and/or accident report within 24 hours following or by the next business day to their supervisor/investigator. Report should include details necessary to appropriately assess what happened.

A copy of the investigative report will be provided to the driver, if requested.

#### SAFE DRIVER COMMITTEE

The Safe Driver Committee will consist of five members appointed by the Superintendent's designee:

- 1- Maintenance employee assigned by the HUSW
- 2- Transportation Department employees, (1) assigned by the HUSW with no financial impact for serving on the Safe Driver Committee
- 1- Risk Management employee
  - All Committee Members must sign a confidentiality form
  - Accident Investigators cannot be assigned as Safe Driver Committee members

# The Safe Driver Committee will be organized and trained to perform the following duties:

Establish a schedule for the review of violations, incidents and/or accidents.

Investigate, review and respond to all incidents and/or accidents, in a timely manner that involve School District drivers or vehicles for School District use.

Determine whether the accident and/or incident was preventable or unpreventable.

Assess points for any violation or incident and/or accidents from 0 through 10 following the approved point system as outlined in this plan.

Make a recommendation to an employee's supervisor of corrective actions to be taken based on points assigned through this plan. Recommendations for disciplinary action by the Safe Driver Committee will not exceed the discipline and discharge policy as set forth by School Board Policy.

Make recommendation of reassignment to site supervisor until review is completed.

Meet monthly if necessary, and more often if required, to perform reviews.

Recommend changes to this plan as needed (in accordance with Page 2, paragraph 3) to assure the review process remains fair and efficient.

#### **ASSIGNMENT OF POINTS:**

All points shall be assigned by the Safe Driver Committee. The driver has the right to appear at this Safe Driver Committee meeting, and he/she will be provided with all documentation available.

The assignment of points will be made by a majority of votes of the attending members of the Safe Driver Committee or their attendee's. At least three voting members must be present to review any incident and/or accident and assign points. If attending Safe Driver Committee members cannot reach a simple majority while assigning points, then the two options receiving the greatest number of votes will be used as the available options in a runoff vote. If there are more than two options available because of a tie, then the top three options will be used and one or two runoff votes will be held until a majority of the members agree on a point assignment.

If a majority cannot be reached using this method the Safe Driver Committee may postpone its vote until the next regular Safe Driver Committee meeting date and ask the driver involved in the incident to attend the meeting and clarify any questions the Safe Driver Committee may have.

If a driver is assigned points, he/she will be informed of the assignment of points by the Safe Driver Committee in writing within two business days. The driver may then accept the point assignment or he/she may appeal the assignment of points to the Superintendent's designee following the appeals process.

NUMBER OF POINTS	TIME PERIOD	RECOMMENDED TO DRIVER'S
		SITE ADMINISTRATOR
1-3 points within	12-month period	coaching notes w/re-training
4 points within	12-month period	letter of reprimand w/re-training
5-6 points within	12-month period	1 day suspension w/o pay w/re-training
7-9 points within	12-month period	3 day's suspension w/o pay w/re-training
10 points within	12-month period	recommendation for termination
16 points within	18-month period	recommendation for termination
4 points within 5-6 points within 7-9 points within 10 points within	12-month period 12-month period 12-month period 12-month period	letter of reprimand w/re-training 1 day suspension w/o pay w/re-training 3 day's suspension w/o pay w/re-training recommendation for termination

DECOMMENDED TO DDIVED'S

Note: When any points are assigned re-training is required.

NUMBED OF DOINTS TIME DEDIOD

If the recommendation from the Committee to the Supervisor involves suspension without pay or termination, the Supervisor must submit their recommendation to the Office of Professional Standards for review and discussion with the Superintendent prior to notifying the employee of the discipline. In the event a driver is assigned 10 points by the Safe Driver Committee or in the event the driver has accumulated enough points in the last 12 months to equal 10 points, or in the last 18 months to equal 16 points, the driver shall not drive until the conclusion of the disciplinary process.

# SAFE DRIVER COMMITTEE POINT ASSIGNMENT

driving with unlawful blood mandatory recommendation if a valid Florida driver's lie.  2. Operating without a valid dretc.) license  3. Failure to report an incident or whether or not a citation a School District vehicle in scene if during regular world If the incident and/or accide be reported immediately at before leaving the scene of immediate supervisor and, in the scene of an incident of the scene		MAXIMUM POINTS ASSIGNED
<ol> <li>Failure to report an incident or whether or not a citation a School District vehicle in scene if during regular world if the incident and/or accided be reported immediately at before leaving the scene of immediate supervisor and, if the incident and/or accident supervisor and incident sup</li></ol>	ated (DWI), driving under the influence (DUI) or blood alcohol level (DUBAL) will result in a dation for termination as a School District employee or's license is required in the job description	10
or whether or not a citation a School District vehicle in scene if during regular work. If the incident and/or accide be reported immediately at before leaving the scene of immediate supervisor and, if the incident and/or accidence of the scene of an incidence of the scene of the scene of an incidence of the scene of the sce	llid driver's license or improper (revoked, suspended,	10
<ol> <li>Leaving the scene of an inc.</li> <li>Vehicular Homicide (convidence)</li> <li>Failure to stop at a railroad</li> <li>Texting or manipulating a wire School District use</li> <li>Talking on a wireless device school bus with or without school bus with or without school bus with or without school bus bus with or without school bus bus with or without school bus bus bus bus bus bus bus bus bus bus</li></ol>	rident and/or accident or citation, no matter how minor ation was issued by law enforcement, while operating the immediately at time of incident before leaving the working hours.  accident occurs after normal working hours, it must aly at the time of the incident and/or accident, ene of the incident and/or accident, to your and, if required, local law enforcement.	10
<ol> <li>Vehicular Homicide (convidence)</li> <li>Failure to stop at a railroad</li> <li>Texting or manipulating a wire School District use</li> <li>Talking on a wireless device school bus with or without school bus with school bus with or without school bus with school bus with or without school bus with or without school bus</li></ol>	to elude police officer	10
<ol> <li>Failure to stop at a railroad</li> <li>Texting or manipulating a wire School District use</li> <li>Talking on a wireless device school bus with or without school bus with or with school bus with school bus with or with or with school bus with</li></ol>	n incident, accident &/or crash	10
8. Texting or manipulating a wire School District use  9. Talking on a wireless device school bus with or without school bus with or without school bus with or without school bus	convicted of)	10
9. Talking on a wireless device school bus with or without selection of the school bus school bus bus of the school bus of the	road crossing (when required to do so by law)	10
school bus with or without some school bus with or without some school bus with or without some school bus sch	a wireless devise Wwhile Operating a vehicle for	10
10. Speeding involving a crash 11.  12. Failure to report an incider operating a School District leaving the scene if during a If the incident and/or accide reported immediately at the	device while operating a <u>School District vehicle</u> hout students	9
11. 12. Failure to report an incider operating a School District leaving the scene if during a If the incident and/or accided reported immediately at the		<u>8</u>
operating a School District leaving the scene if during a If the incident and/or accide reported immediately at the	erash	7
supervisor and, if required,  11. Speeding 15 mph or more of	cident and/or accident hitting stationary object while strict vehicle immediately at time of incident before tring regular working hours. Accident occurs after normal working hours, it must be at the time of the incident and/or accident, before the incident and/or accident, to your immediate tried, local law enforcement.  Hore over posted limit	<u>6</u> 4

<del>12.</del>	Careless driving	4
<u>14.</u>		
<del>13.</del>	Reckless driving	4
<del>14.</del>	Failure to obey stop sign	4
<u>15.</u>		
<del>15.</del>	Failure to obey red traffic light signal	4
<u>16.</u>		

CAT	MAXIMUM POINTS ASSIGNED	
<del>16.</del> 17.	Improper lane changing	4
<del>17.</del> 18.	Failure to have vehicle under control	4
18. 19.	Failure to properly secure a load	4
<del>19.</del> 20.	Failure to yield- right of way	3
20. 21.	Improper passing	3
<del>21.</del> 22.	Speeding 10 mph over posted limit but less than 15 mph over posted limit	3
22.2 3.	Failure to use seat belt during operation of School District vehicle	2
23.2 4	Crossing private property to avoid traffic light or stop sign	2
24.2 5.	Improper turn	2
25.2 6	Failure to yield – entering through highway	2
<del>26.</del> 2 7.	Improper backing	2
27.2 8.	Following too close	2
28.2 9.	Failure to use parking brake as required (school buses, standard shift vehicles, vehicles without "Park", etc.)	2
<del>29.</del> 3 0.	Driving with a door open	2
<del>30.</del> 3	Failure to yield to a driver backing up	2
31.3 2	All other at fault accidents and/or incidents	2
32.3 3	Speeding 6 mph over posted limit but less than 10 mph over posted limit	2
33.3 4.	Failure to obey traffic instruction sign	2
34. <u>3</u> 5.	Not at fault	0
35. <u>3</u> 6.	Unable to determine	0
36.3 7.	Failure to obey any other driving law, regulation, or School District procedure points to be established $0-10$ by the Safe Driver Committee using the above schedule as a guide to determine the number of points according to similar severity	

#### **APPEALS PROCESS:**

An appeal will not automatically be granted. If the driver can demonstrate to the Superintendent's designee that an error was made by the Safe Driver Committee an appeal can be requested. Grounds for appeal include the following:

- 1. Error in the investigation not shared with the Safe Driver Committee
- 2. The evidence presented did not support the points assigned
- 3. The Safe Driver Committee abused its discretion in assigning points
- 4. The Safe Driver Committee failed to allow union representation.

The driver must inform his/her supervisor and the Safe Driver Committee in writing of the decision to appeal within five (5) working days of notification of assigned points. The request shall state the driver's basis for appeal to include evidence supporting one or more of the grounds for appeal. The supervisor shall then forward the request for appeal to the Superintendent's designee. All drivers have the right to representation at the appeals meeting. The Superintendent's designee will notify the Supervisor whether or not the driver's request for an appeal will be granted. If an appeal is granted an appeals meeting will be scheduled and the driver will have the right to representation at the meeting.

After the Safe Driver Committee's final recommendation of administrative action is made and any driver's appeal is heard, all disciplinary action taken by the driver's supervisor must follow the School Board approved disciplinary policy.

If the recommendation from the Committee to the Supervisor involves suspension without pay or termination, the Supervisor must submit their recommendation to the Office of Professional Standards for review and discussion with the Superintendent prior to notifying the employee of the discipline. In the event a driver is assigned 10 points by the Safe Driver Committee or in the event the driver has accumulated enough points in the last 12 months to equal 10 points, or in the last 18 months to equal 16 points, the driver shall not drive until the conclusion of the disciplinary process.

## The following job categories shall require a valid Florida driver's license.

Superintendent of Schools Assistant Superintendent Executive Director Director Principal Assistant Principal Managers

Supervisors

Coordinators

Professional Technical Worker (if listed as a requirement in the job description)

Attendance Assistants

Warehouse Worker

Environmental Service Technician III

Food Service Worker (as assigned)

Bookkeeper

Maintenance Worker (if listed as a requirement in the job description)

**Bus Operator** 

Any and all employees who operate a motorized vehicle for school district business including itinerant employees

#### **Incident and/or Accident Procedures**

- 1. If you are involved in an incident and/or accident, report it to your supervisor, accident investigator on duty or the Transportation Department Dispatch (transportation drivers) immediately.
- 2. If possible move the vehicle out of the lane of traffic but do not move the vehicle from the scene of the accident/incident until directed to by Law Enforcement or the Transportation Department Dispatch (transportation drivers) or immediate supervisor for non-transportation drivers.
- 3. Collect all information from the other driver if there is one and from local law enforcement.
- 4. Post-accident drug screening is required for the following reasons:
  - a. Anyone is transported to an emergency medical facility
  - b. When vehicle or equipment is towed or removed not by its own power
  - c. Employee receives a citation
- 5. After returning to your site completely fill out a traffic crash report indicating on the report in the description area whether you feel the accident was or was not preventable. Forward it along with all information collected to the School District investigator assigned to the accident/incident.

- 6. After the Safe Driver Committee meets and you are notified of their action you have a right to appeal their decision.
- 7. Within 5 working days of the receipt of the Safe Driver Committee's decision you must notify your supervisor in writing that you wish to appeal the point assignment. In this written notification you must state your reason for believing points should not have been assigned.
- 8. You will be notified of the date of your appeal meeting by the Superintendent's designee.
- 9. You must bring all documents, witnesses and statements with you to the appeal meeting. You have the right to representation.
- 10. After the meeting you will be notified in writing of the final results.

I acknowledge receipt of The Hernando County Schools Safe Driver Plan. I have been given the opportunity to read the Plan and to have my questions answered. <u>I further acknowledge that I will abide by the Reporting Responsibility detailed on Page 3 of the Plan and repeated below:</u>

It shall be the duty of drivers to report the occurrence of any of the following events to their site administrator and or dispatch immediately at time of incident and/or accident, before leaving the scene of the incident and/or accident if during normal working hours. However, if the incident and/or accident occurs after normal working hours it must be reported immediately at the time of the incident and/or accident, before leaving the scene of the incident &/or accident, to local law enforcement and to your immediate supervisor.

- 1. Any traffic related incident and/or accident in which the driver was involved as an operator of a School District vehicle or personal vehicle on authorized School District business.
- 2. Any traffic citations received on the job regardless of the ownership of the vehicle, or off the job if in a School District owned vehicle.
- 3. Any traffic citations or arrests received on or off the job regardless of the ownership of the vehicle which might lead to the suspension, or revocation of driver's license.
- 4. Expiration, suspension, or revocation of driver's license.
- 5. Any and all visible damage to an assigned vehicle.
- 6. All CDL License holders must report any traffic citations, on or off the job, regardless of the ownership of the vehicle, to their immediate supervisor.

Failure to follow the reporting requirements listed above, or making a false or misleading report may result in the Safe Driver Committee making a recommendations, up to employee's termination to their supervisor.

Employee Signature	Date
Printed Employee Name	Employee Number
School / Department	-

After you have signed and dated this page, please detach and return to your Site Administrator.

# Hernando County School District Safe Driver Plan

#### INTRODUCTION:

This plan is designed to meet the requirements of Florida Administrative Code and to prevent the hiring of unqualified applicants by requiring that driver's license checks be conducted on potential School District employees. The plan also prevents existing employees with poor driving records from driving a School District vehicle.

Statistics indicate that the Hernando County School District will significantly reduce the potential for injuries and lawsuits resulting from vehicular accidents through its Safe Driver Plan.

CDL License holders need to be aware that points assigned by the Court System are not affected by this plan and cannot be removed by participation in a state sponsored Driver's School.

#### **PURPOSE:**

The purpose of the Safe Driver Plan and Safe Driver Committee is to improve safety throughout the School District by reviewing traffic accidents and incidents, tracking points accumulated through this plan, and recommending corrective action to a driver's supervisor. The responsibility for taking corrective action is the sole responsibility of the driver's supervisor. Any corrective action taken by a supervisor must follow all School Board policies and procedures.

#### **DEFINITIONS:**

**Accident:** shall be defined as when a motor <u>vehicle collides</u> with another vehicle, pedestrian, animal, <u>road debris</u>, or other stationary obstruction, that may result in property damage, injury and/or death.

**Designee:** shall be defined as a Transportation employee assigned by Transportation Administration.

**Driver:** shall be defined as any employee of the School District regardless of job description or, during the performance of his/her job assignments, operates a School District vehicle or personal vehicle and receives reimbursement for the use of their personal vehicle for School District use.

**Effective Date:** This plan became effective and was approved by the District School Board of Hernando County on October 6, 1998. The plan is reviewed annually and will be submitted to the School Board for approval with an effective date of July 1 beginning with the 2007-08 school year and each year thereafter when changes are made.

**Incident:** shall be defined as a planned or unplanned event which disrupts the driving &/or the driver's process and has the potential of resulting in injury, harm or damage to persons or property. Shall also include any violation of School Board policy, school district/department procedure or practice.

**Motor Vehicle:** Any self-propelled vehicle not operated upon rails or guideway, not including any bicycle, motorized scooter, electric personal assistive mobility device, or moped.

**Video Review:** Review of video from security cameras mounted on buses. At any time video from security cameras mounted in vehicle can be reviewed. If it is determined a violation of school board policy, safe driver plan &/or procedure was violated by an employee, the employee is subject to discipline, up to and including termination.

#### **ADMINISTRATION:**

The Superintendent will establish a procedure which will include establishing a schedule for the annual review of the driver's records and the Safe Driver Plan.

At the beginning of the school year, all employees shall receive a copy or be given the location of the electronic version of the Safe Driver Plan as part of the Annual Procedures Review and be given an opportunity to view the plan and have all his/her questions answered. All new employees shall be directed to the District's website to read the plan and have all his/her questions answered at the time of employment. All employees are required to sign the Safe Driver Acknowledgement Form indicating that he/she has read and understand the plan. The original signed forms will be retained in the Human Resources Department.

Changes in the plan will be recommended as needed for operational reasons or to clarify the rules under which the Safe Driver Committee operates. Changes to the plan may not be implemented without Board approval per article 15 of the union contract.

#### PLAN:

All drivers shall strive to establish and maintain a driving record which exemplifies careful driving habits. Regard must be shown for their own personal safety and property and the safety and property of others.

All employees and/or employees who volunteer to drive for the School District, shall be required to hold and maintain a valid driver's license and will have their driving record reviewed periodically. Any change in status through accumulation of points either from the Department of Highway Safety or as assigned through this plan will result in an employee's driving record being forwarded to their supervisor with a recommended action plan.

# ADDITIONAL REQUIREMENTS TO TRANSPORT STUDENTS IN SCHOOL DISTRICT OWNED OR RENTAL VEHICLES:

- Only DOE approved passenger vehicles may be used; no SUV's, full size vans, or trucks.
- Passengers must be limited to the number for which the vehicle is designed.
- All passengers must have available, and use, seat belts.
- Large or heavy items may not be transported in the passenger compartment of the vehicle unless properly tie down and secured.

All potential employees who, during the performance of their job assignments, will operate a School District vehicle or who will regularly receive reimbursement for the use of their personal vehicle for School District use shall be required to hold a valid Florida driver license of the proper type and class for the vehicle they drive. The site administrator who offers a position to an applicant who will be required to drive during the performance of their job assignment must submit the license information to the Transportation Department to perform a license check. Driving records will be reviewed and position offer will be revoked if the following is determined:

- 1. Department of Highway Safety Motor Vehicle records show they have had more than five (5) points in the last year and more than ten (10) points in the last three years assigned to their driving record. This includes incidents that appear on driving record without points assessed due to an adjudication process that withholds adjudication or does not eliminate guilt/fault.
- 2. The potential employee has ever been terminated as a result of his/her driving record, he/she will not be considered for employment unless he/she has established at least one 12-month period of zero points and a 3 year period with no more than 5 points in accordance with this plan. This includes incidents that appear on driving record without points assessed due to an adjudication process that withholds adjudication or does not eliminate guilt/fault.

#### REPORTING RESPONSIBILITY:

It shall be the duty of drivers to report the occurrence of any of the following events to their site administrator, designee and/or dispatch immediately at time of incident and/or accident, before leaving the scene of the incident and/or accident if during normal working hours. If the incident and/or accident occurs after normal working hours it must be reported immediately at the time of the incident and/or accident, before leaving the scene of the incident and/or accident, to your immediate supervisor and/or designee, if required, local law enforcement.

Note: the district's expectation is that an employee must report an accident/incident immediately to their supervisor and/or designee regardless of the time of day or if the main office is closed.

- 1. Any traffic related incident and/or accident in which the driver was involved as an operator of a School District vehicle or personal vehicle on authorized School District business.
- 2. Any traffic citations received on the job regardless of the ownership of the vehicle, or off the job if in a School District owned vehicle.
- 3. Any traffic citations or arrests received on or off the job regardless of the ownership of the vehicle which might lead to the suspension, or revocation of driver's license.
- 4. Expiration, suspension, or revocation of driver's license.
- 5. Any and all visible damage to an assigned vehicle.
- 6. All CDL License holders must report ALL traffic citations, on or off the job, regardless of the ownership of the vehicle.

Failure to follow the reporting requirements listed above, or making a false or misleading report may result in the Safe Driver Committee making a recommendation up to the employee's termination to their supervisor.

#### POST-INCIDENT AND/OR ACCIDENT INVESTIGATION:

A post-incident and/or accident investigation shall be conducted as soon as possible any incident and/or accident or violation. The Transportation Department and/or the Facilities Department will conduct this interview / investigation.

Note: During the course of an investigation, if a violation of the safe driver plan is documented, the violation will be reported to the Safe Driver Committee for review.

The main tasks of this investigation are:

- 1. To assess and record all the specific information related to the incident &/or accident.
- 2. To assure the driver has prepared the incident and/or accident report satisfactorily.
- 3. To determine whether, in the driver's opinion, the incident and/or accident was preventable or non-preventable on his/her part.
- 4. To determine if the facts stated in the driver's report are accurate to the best of the investigator's ability.
- 5. Driver must submit completed incident and/or accident report within 24 hours following or by the next business day to their supervisor/investigator. Report should include details necessary to appropriately assess what happened.

A copy of the investigative report will be provided to the driver, if requested.

#### SAFE DRIVER COMMITTEE

The Safe Driver Committee will consist of five members appointed by the Superintendent's designee:

- 1- Facilities Department employee
- 1- Maintenance employee assigned by the HUSW
- 2- Transportation Department employees, (1) assigned by the HUSW with no financial impact for serving on the Safe Driver Committee
- 1- Risk Management employee
  - All Committee Members must sign a confidentiality form
  - Accident Investigators cannot be assigned as Safe Driver Committee members

# The Safe Driver Committee will be organized and trained to perform the following duties:

Establish a schedule for the review of violations, incidents and/or accidents.

Investigate, review and respond to all incidents and/or accidents, in a timely manner that involve School District drivers or vehicles for School District use.

Determine whether the accident and/or incident was preventable or unpreventable.

Assess points for any violation or incident and/or accidents from 0 through 10 following the approved point system as outlined in this plan.

Make a recommendation to an employee's supervisor of corrective actions to be taken based on points assigned through this plan. Recommendations for disciplinary action by the Safe Driver Committee will not exceed the discipline and discharge policy as set forth by School Board Policy.

Make recommendation of reassignment to site supervisor until review is completed.

Meet monthly if necessary, and more often if required, to perform reviews.

Recommend changes to this plan as needed (in accordance with Page 2, paragraph 3) to assure the review process remains fair and efficient.

#### **ASSIGNMENT OF POINTS:**

All points shall be assigned by the Safe Driver Committee. The driver has the right to appear at this Safe Driver Committee meeting, and he/she will be provided with all documentation available.

The assignment of points will be made by a majority of votes of the attending members of the Safe Driver Committee or their attendee's. At least three voting members must be present to Pending Board Approval 5

review any incident and/or accident and assign points. If attending Safe Driver Committee members cannot reach a simple majority while assigning points, then the two options receiving the greatest number of votes will be used as the available options in a runoff vote. If there are more than two options available because of a tie, then the top three options will be used and one or two runoff votes will be held until a majority of the members agree on a point assignment.

If a majority cannot be reached using this method the Safe Driver Committee may postpone its vote until the next regular Safe Driver Committee meeting date and ask the driver involved in the incident to attend the meeting and clarify any questions the Safe Driver Committee may have.

If a driver is assigned points, he/she will be informed of the assignment of points by the Safe Driver Committee in writing within two business days. The driver may then accept the point assignment or he/she may appeal the assignment of points to the Superintendent's designee following the appeals process.

NUMBER OF POINTS	TIME PERIOD	RECOMMENDED TO DRIVER'S SITE ADMINISTRATOR
1-3 points within	12-month period	coaching notes w/re-training
4 points within	12-month period	letter of reprimand w/re-training
5-6 points within	12-month period	1 day suspension w/o pay w/re-training
7-9 points within	12-month period	3 day's suspension w/o pay w/re-training
10 points within	12-month period	recommendation for termination
16 points within	18-month period	recommendation for termination

Note: When any points are assigned re-training is required.

If the recommendation from the Committee to the Supervisor involves suspension without pay or termination, the Supervisor must submit their recommendation to the Office of Professional Standards for review and discussion with the Superintendent prior to notifying the employee of the discipline. In the event a driver is assigned 10 points by the Safe Driver Committee or in the event the driver has accumulated enough points in the last 12 months to equal 10 points, or in the last 18 months to equal 16 points, the driver shall not drive until the conclusion of the disciplinary process.

# SAFE DRIVER COMMITTEE POINT ASSIGNMENT

CAT	ΓEGORIES	MAXIMUM POINTS ASSIGNED
1.	Driving while intoxicated (DWI), driving under the influence (DUI) or	
	driving with unlawful blood alcohol level (DUBAL) will result in a	
	mandatory recommendation for termination as a School District employee	10
	if a valid Florida driver's license is required in the job description	10
2.	Operating without a valid driver's license or improper (revoked, suspended, etc.) license	10
3.	Failure to report an incident and/or accident or citation, no matter how minor or whether or not a citation was issued by law enforcement, while operating a School District vehicle immediately at time of incident before leaving the scene if during regular working hours.  If the incident and/or accident occurs after normal working hours, it must be reported immediately at the time of the incident and/or accident, before	
	leaving the scene of the incident and/or accident, to your immediate	10
4.	supervisor and, if required, local law enforcement.  Fleeing or attempting to elude police officer	10
5.	Leaving the scene of an incident, accident &/or crash	10
	<del>_</del>	
6. 7.	Vehicular Homicide (convicted of) Failure to stop at a railroad crossing (when required to do so by law)	10 10
8.	Texting or manipulating a wireless devise while operating a vehicle for School	10
0.	District use	10
9.	Talking on a wireless device while operating a School District vehicle with or without students	9
10.	Reckless Driving	8
11.	Speeding involving a crash	7
12.	Failure to report an incident and/or accident hitting stationary object while operating a School District vehicle immediately at time of incident before leaving the scene if during regular working hours.  If the incident and/or accident occurs after normal working hours, it must be reported immediately at the time of the incident and/or accident, before leaving the scene of the incident and/or accident, to your immediate	
	supervisor and, if required, local law enforcement.	6
13.	Speeding 15 mph or more over posted limit	4
14.	Careless driving	4
15.	Failure to obey stop sign	4
16.	Failure to obey red traffic light signal	4

CA	ΓEGORIES	MAXIMUM POINTS ASSIGNED
17.	Improper lane changing	4
18.	Failure to have vehicle under control	4
19.	Failure to properly secure a load	4
20.	Failure to yield- right of way	3
21.	Improper passing	3
22.	Speeding 10 mph over posted limit but less than 15 mph over posted limit	3
23.	Failure to use seat belt during operation of School District vehicle	2
24	Crossing private property to avoid traffic light or stop sign	2
25.	Improper turn	2
26	Failure to yield – entering through highway	2
27.	Improper backing	2
28.	Following too close	2
29.	Failure to use parking brake as required (school buses, standard shift vehicles, vehicles without "Park", etc.)	2
30.	Driving with a door open	2
31.	Failure to yield to a driver backing up	2
32.	All other at fault accidents and/or incidents	2
33.	Speeding 6 mph over posted limit but less than 10 mph over posted limit	2
34.	Failure to obey traffic instruction sign	2
35.	Not at fault	0
36.	Unable to determine	0
37.	Failure to obey any other driving law, regulation, or School District procedure points to be established $0-10$ by the Safe Driver Committee using the above schedule as a guide to determine the number of points according to similar severity	

#### APPEALS PROCESS:

An appeal will not automatically be granted. If the driver can demonstrate to the Superintendent's designee that an error was made by the Safe Driver Committee an appeal can be requested. Grounds for appeal include the following:

- 1. Error in the investigation not shared with the Safe Driver Committee
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Professional Technical Worker (if listed as a requirement in the job description)

Attendance Assistants

Warehouse Worker

Environmental Service Technician III

Food Service Worker (as assigned)

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Any and all employees who operate a motorized vehicle for school district business including itinerant employees

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Failure to follow the reporting requirements listed above, or making a false or misleading report may result in the Safe Driver Committee making a recommendations, up to employee's termination to their supervisor.

Employee Signature	Date			
Printed Employee Name	Employee Number			
School / Department				

After you have signed and dated this page, please detach and return to your Site Administrator.

# $\frac{\text{MUST BE COMPLETED IN FULL FOR PLACEMENT CONSIDERATION.}}{\text{(For Donations, use Section B)}}$

Account Name	_		No F	inancial I	mpact						
Account Number	_										
		Fund		Function		Object		Cost Center		Project	Sub Project
Original Approved Budget	+	Budget Amendments		penditures / cumbrances To Date	=	Current Available Budget	-	Present Request	=	Remaining Balance Available	
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<sup>\*\*</sup> 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. 25-3120

6/24/2025

## **Title and Board Action Requested**

Review and tentative approval of the 2025-2026 Wilton Simpson Technical College Handbook

## **Executive Summary**

The Director of Adult and Technical Education, on behalf of the Superintendent of Schools, hereby requests the Board review and grant tentative approval of the WSTC Handbook.

### **My Contact**

Dr. Radiah Dent, Director of Adult and Technical Education 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.



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 TBD,

**Director of Adult & Technical Education** 

#### **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:** 

Atlanta, GA 30346

Council on Occupational Education 7840 Roswell Road, Building 300 Suite 325





#### Dear Students,

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 DentTBD

Director of Adult & Technical Education

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#### **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

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.

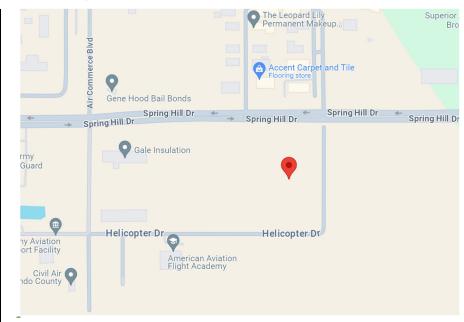
## **General Information**

## **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 9<sup>th</sup> 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 9<sup>th</sup> 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 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 much 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 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 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 readmission 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 the Wilton Simpson Technical College, to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

TBD 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.

## In order 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 <u>ISIR SAR</u> 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 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) Student Aid Report (SAR) 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 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 will may lose be terminated from their VA benefits for unsatisfactory attendance. VA students have to mainitain 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

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:**

<u>Three-Day Cancellation:</u> 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 official, 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-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 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 of 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 didn'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 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 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 don'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 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 student within 30 days from the date the school's determination that student withdrew, giving 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. 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, makeup 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.

<u>Sexual Harassment</u> – 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 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.

<u>Sexual Assault</u> – 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.

<u>Dating Violence</u> - 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.

<u>Domestic Violence</u> – 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.

<u>Rape</u> – 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.

<u>Stalking</u> – 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 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 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 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 <u>subject to disciplinary action including immediately dismissed</u> dismissed.

When administrative officials have reasonable suspicion that any student at the Wilton Simpson Technical College is under the influence of intoxicating beverages or controlled substances the student will be asked to immediately submit to a urinalysis at their own expense prior to returning to campus. In the event that a student refuses to be tested, the student will be dismissed from the instructional program and forfeit all paid fees. The student may return to campus with a negative test result. Any student dismissed for drug related issues, may be required to complete a substance abuse program prior to re-entry. In all cases, the student will be tested prior to return to class and will be responsible for the expense of the return to class testing as well as for follow-up testing that may be required by the administration.

The referral or dismissal of any student for positive drug testing results will be handled in a confidential manner to avoid any potential embarrassment to the student. STC will report law enforcement should a student have engaged in illegal behavior and/or in possession of prohibited or controlled substances. All administrators are hereby directed to advise an individual who has an alcoholic beverage in his/her possession to leave the campus immediately. Any person who has been given notice by an administrator and either fails to leave the premises or leaves but returns to the premises in possession of an alcoholic beverage shall be deemed a trespasser. The police or other proper law enforcement agency may be notified to arrest the trespasser.

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 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 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:
  - o Student will complete the TABE or CASAS.
  - O Student will provide documentation of their disability that would impact their test performance.
  - o Wilton Simpson Technical College will make remediation available to the student through program instruction and/or AAAE (face to face instruction).
  - o Student 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 BODY-DIVERSITYDEMOGRAPHICS

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 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 the business office main campus (Monday to Thursday 8.00am to 68.030pm 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 – <u>enrollment information</u>, completion rates, security policies and crime statistics.

**Financial Aid Specialist** – Title IV financial aid procedures and veteran's benefits.

Coordinator of Pathways to Student Success Academy and Adult Education enrollment information, academy coordinator.

### **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 202<u>5</u>4-2<u>6</u>5 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	Course Code	Course Name	Course Code	<del>Clock</del> Hours	<del>Credit</del> <del>Hours</del>
Applied Cybersecurity	¥100300	Cybersecurity Associate	CTS0018	600	4
		Information Security Manager, or	CTS0019	150	1
		Data Security Specialist	CTS0021	150	1
				<del>750</del>	<mark>5</mark>
Automotive Service Technology 1	T400700	Automobile Services Assistor	AER0014	300	2
		Automotive Brake System Technician	AER0418	150	1
		Automobile Suspension and Steering Technician	AER0453	150	1
		Automotive Electrical/Electronic System Technician	AER0360	300	2
		Engine Repair Technician	AER0110	150	1
				<del>1050</del>	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
				<mark>750</mark>	4 <del>.5</del>
Welding Technology	J400400	Welder Assistant 1	PMT0070	<del>150</del>	1
		Welder Assistant 2	PMT0071	150	1
		Welder, SMAW 1	PMT0072	150	1
		Welder, SMAW 2	PMT0073	150	1
		Welder	PMT0074	450	3
				<del>1050</del>	<del>7</del>

Brogram	<u>Program</u>	<u>Course</u>	<u>Course</u>	Clock	Credit
Program	<u>Number</u>	<u>Name</u>	Code	<u>Hours</u>	<u>Hours</u>
Culturan accurity	<u>Y100300</u>	<u>Cybersecurity Associate</u>	CTS0018	<u>600</u>	<u>1.5</u>
<u>Cybersecurity</u> Applied		Information Security Manager	CTS0019	<u>150</u>	<u>1.5</u>
Applieu		<u>Data Security Specialist</u>		<u>150</u>	<u>1.5</u>
				<u>750</u>	<u>4.5</u>
	<u>T400700</u>	<u>Automobile Services Assistor</u>	AER0014	<u>300</u>	<u>2</u>
Master Automotive		Automotive Brake System Technician	AER0418	<u>150</u>	<u>2</u>
Service Technology		Automobile Suspension & Steering Technician	AER0453	<u>150</u>	<u>2</u>
<u>1</u>		Automotive Electrical/Electronic System Tech	AER0360	<u>300</u>	<u>1</u>
		Engine Repair Technician	<u>AER0110</u>	<u>150</u>	<u>1</u>
				<u>1050</u>	<u>7</u>
Heating, Ventilation,	<u>C400410</u>	Introduction to HVAC/R	ACR0000	<u>250</u>	<u>1.5</u>
Air Conditioning/		HVAC/R Fundamentals	ACR0001	<u>250</u>	<u>1.5</u>
Refrigeration 1		HVAC/R Service Practices	ACR0012	<u>250</u>	<u>1.5</u>
				<u>750</u>	<u>4.5</u>
	<u>J400400</u>	Welder Assistant 1	<u>PMT0070</u>	<u>150</u>	<u>2</u>
Molding Tochnology		Welder Assistant 2	PMT0071	<u>150</u>	<u>2</u>
Welding Technology		Welder, SMAW 1	PMT0072	<u>150</u>	<u>2</u>
		Welder, SMAW 2	PMT0073	<u>150</u>	<u>1</u>

		<u>Welder</u>	PMT0074	<u>450</u>	<u>3</u>
				<u>1050</u>	<u>7</u>
	T650100	Diesel Engine Mechanic/Tech Helper	<u>DIM0101</u>	<u>150</u>	<u>2</u>
Diesel Systems		Diesel Electrical and Electronics Technician	<u>DIM0102</u>	300	<u>2</u>
Technician 1		Diesel Engine Technician	<u>DIM0104</u>	<u>300</u>	<u>2</u>
		Diesel Brakes Technician	<u>DIM0105</u>	300	<u>1</u>
				<u>1050</u>	<u>7</u>
CNC Production	J200300	CNC Production Technician I	PMT0026	300	<u>2</u>
Specialist		CNC Production Technician II	PMT0027	<u>300</u>	<u>2</u>
				<u>600</u>	<u>4</u>

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.

### 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
В	ACR0001	HVAC/R Fundamentals	250 Hours	49-9021
С	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
В	CTS0019	Information Security Manager, or	150 hours	15-1122
В	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	Course Title	Course	SOC
	Number		Length	Code
A	AER0014	Automotive Services Assistor	300 Hours	49-3023
В	AER0418	Automotive Brake System Technician	150 Hours	49-3023
С	AER0453	Automobile Suspension & Steering Technician	150 Hours	49-3023
D	AER0360	Automotive Electrical/Electronic System Technician	300 Hours	49-3023
Е	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	<b>Teacher Certification</b>	Length
A	PMT0026	CNC Production Technician I	ENG 7G MACH SHOP @7 7G METAL WORK 7G	300 hours
В	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

ОСР	Course Number	Course Title	Teacher Certification	Length
A	DIM0101	Diesel Engine Mechanic/Technician Helper		150 hours
В	DIM0102	Diesel Electrical and Electronics Technician	DIESEL MECH @7 7G	300 hours
С	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
	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	
A	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
	CJK0002	Introduction to Law Enforcement	12 hours	
	CJK0016	Communication	24 hours	
	СЈК0018	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	
A	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
В	PMT0073	Welder, SMAW 2	150 hours	51-4121
С	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**

- ✓ Supplies and uniforms are <u>required</u> 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
- ✓—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
<del>Tuition</del>	Automotive Services To	echnology 1 (Total Program Length)	<del>1050 hrs.</del>	<del>\$2.44 p/hr.</del>	<del>\$2,562.00</del>
Fee	<del>Lab Fee</del>		1	<del>\$240.00</del>	<del>\$240.00</del>
Fee	Registration Fee		4	<del>\$30.00</del>	<del>\$30.00</del>
Fee	Student ID		1	<del>\$5.00</del>	<del>\$5.00</del>
<del>Book</del>	CDX FAT3e textbook ISBN: 9781284271669 Student Workbook	- Textbook & 2 Year online access code, And	1	\$ <del>338.00</del>	\$ <del>338.00</del>
					\$ <del>3,175</del>
Fee	ASE Certification		4	<del>\$53.00</del>	<del>\$212.00</del>
Fee	ASE Registration		2	<del>\$34.00</del>	<del>\$68.00</del>
					<del>\$3,455</del>
	Books, Uniform & Sup	<del>olies</del>			
<del>Type</del>	Description		Quantity	Unit Cost	<del>Total Cost</del>
Supply	NWork Pants, Shop-Top- Safety Glasses Ear Plugs	and oil resistant work shoes, close toed	1 1 1	\$150.00 \$10.00 \$9.89	\$150.00 \$10.00 \$9.89 <b>\$169.89</b>
	Tuition				\$2,562.00
	Fees NATEF Registration & e Books Uniforms & Supplies	<del>xaminations</del>	ROGRAM TOTAL		\$275.00 \$280.00 \$338.00 \$169.89 \$3.624.89



### **Barbering**

- ✓ Supplies and uniforms are <u>required</u> before first day of school\*
- ← 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.

Type	Tuition & Fees	Quantity	Unit Cost	<del>Total Cost</del>
<del>Tuition</del>	Cosmetology (Total Program Length)	900 hrs.	<del>\$2.44 p/hr.</del>	\$ <del>2,196.00</del>
<del>Fee</del>	Lab Fee	1	\$165.00	\$165.00
Fee	Registration Fee	1	\$30.00	\$30.00
Fee	Student ID	4	\$ <del>5.00</del>	\$5.00
Fee	Milady Online and Text Bundle (9780357812785)	4	\$280.00	\$280.00
	CIMA for Barbering & Print 6 <sup>th</sup> Edition Milady		·	•
<del>Fee</del>	Cosmetology Tool Kit (Required)	4	<del>\$412.79</del>	*\$412.79 \$3,088.79
	Supplies & Uniforms & Book/	Online Recommend	ations	
Uniform	Black Smock, Black Pants, Black Close Toed Shoes	1	\$ <del>150.00</del>	\$ <del>150.00</del>
<del>Fee</del>	<del>PassPassPass online</del>	1	<del>39.00</del>	<del>39.00</del>
<del>Supply</del>	Pack of Pens	1	<del>\$7.00</del>	<del>\$7.00</del>
<del>Supply</del>	<del>1" Binder</del>	1	<del>\$4.99</del>	<del>\$4.99</del>
<del>Supply</del>	Pack of Index Cards	1	<del>\$2.29</del>	<del>\$2.29</del>
<del>Supply</del>	Pack of Notebook Filler Paper	1	<del>\$2.49</del>	<del>\$2.49</del>
<del>Supply</del>	Box of Latex Gloves	1	<del>\$9.39</del>	<u>\$9.39</u>
				<del>\$215.16</del>
	<del>Exan</del>	ns		
Exam	HIV/AIDS		<del>\$20.00</del>	<del>\$20.00</del>
<del>Exam</del>	Barbering Exam		<del>\$16.50</del>	<del>\$16.50</del>
<del>Fee</del>	Testing Center Fee		<del>\$31.50</del>	<del>\$31.50</del>
				<del>\$68.00</del>
	PROGRAM TOTAL			\$3371.95

### Barbering Tool Kit (S&H included)

### Items Included in Tool Kit:

Barber Jacket and Cutting Cape
Black Collar Clips (06)
Tapered Barber Combs/Styling Combs
Cutting Comb/Barber Comb
White (1) and Black (1) Clipper Comb
Extra Large Nylon Tote
Andis Barber Clipper/ Trimmer Combo
Andis Profoil Lithium Plus Shaver
Paddle Razor with Replaceable Blade

Soft n Style Cotton Towels (12)

### \*\$412.79

Rubber Base Styling Brush
Ceramic Cushion Paddle Brush
Ryan Deluxe Bearded Manikin
Jake Budget Manikin
Head Lock Manikin Holder
Ninja Swordsman Duo Shear Set
Tourmaline Ionic Ceramic Dryer
Professional Shaving Mug/Brush
Handheld Square Mirror
Professional Shaving Brush



### **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.

PROGRAM TOTAL

Туре	Description	Tuition & Fees	Quantity	Unit Cost	Total Cost
Tuition	CNC Production Speciali	st (Total Program Length)	600 hrs.	\$2.44 p/hr.	\$1,464.00
<del>Fee</del>	Lab Fee		1	\$300.00	<del>\$300.00</del>
Fee	Registration Fee		1	\$30.00	<del>\$30.00</del>
Fee	Student ID		1	\$5.00	<del>\$5.00</del>
Book	CNC Manufacturing Tec	nnology, 2 <sup>nd</sup> -Edition	1	<del>\$129.60</del>	<del>\$129.60</del>
		<del>5 – Textbook &amp; Workbook</del>			
					\$1,928.60
		Books, Uniform & Supplie	<del>15</del>		
Туре	Description		Quantity	Unit Cost	Total Cost
Uniform	Work Pants, Shop-Top a	nd oil resistant work shoes, close toed	1	\$150.00	\$150.00
<del>Supply </del>	Safety Glasses		1	\$10.00	<del>\$10.00</del>
Supply	Ear Plugs		1	\$9.89	<del>\$9.89</del>
					\$ <del>169.89</del>
	_				
	Tuition				\$1,464.00
	Fees				\$335.00
	Books				<del>\$129.60</del>
	Uniforms & Supplies				<del>\$169.89</del>

\$2,098.49



### Cosmetology

- ✓—Supplies and uniforms are <u>required</u> before first day of school\*
- ← 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.

Type	Tuition & Fees	Quantity	Unit Cost	Total Cost
<del>Tuition</del>	Cosmetology (Total Program Length)	<del>1200 hrs.</del>	<del>\$2.44 p/hr.</del>	\$ <del>2,928.00</del>
<del>Fee</del>	<del>Lab Fee</del>	1	<del>\$165.00</del>	<del>\$165.00</del>
Fee	Registration Fee	1	<del>\$30.00</del>	<del>\$30.00</del>
Fee	Student ID	1	\$ <del>5.00</del>	\$ <del>5.00</del>
<del>Fee</del>	Milady Online and Text Bundle (9780357921883)	1	\$ <del>280.00</del>	<del>\$280.00</del>
	CIMA for Cosmetology & Print 14th Edition Milady			
<del>Fee</del>	Cosmetology Tool Kit (Required)	1	<del>\$424.99</del>	<u>*\$424.99</u>
				<del>\$3,832.99</del>
Fee Supply Supply Supply Supply	PassPassPass online Pack of Pens  1" Binder Pack of Index Cards Pack of Notebook Filler Paper	1 1 1 1	39.00 \$7.00 \$4.99 \$2.29 \$2.49	\$9.00 \$7.00 \$4.99 \$2.29 \$2.49
<del>Supply</del>	Box of Latex Gloves	1	\$ <del>9.39</del>	\$9.39 \$215.16
	<del>Exan</del>	<del>15</del>		
<del>Exam</del>	HIV/AIDS		<del>\$20.00</del>	<del>\$20.00</del>
<del>Exam</del>	Cosmetology Exam		<del>\$63.50</del>	<del>\$63.50</del>
<del>Fee</del>	Testing Center Fee		<del>\$31.50</del>	<del>\$31.50</del>
				<del>\$115.00</del>
	PROGRAM TOTAL			\$\$4,163.15

### **Items Included in Tool Kit:**

Scalpmaster Nylon Crinkle Uniform
Soft N Style Duck Bill Clips Steel (12)
Soft 'n Style Bevel Spray Bottle 12oz
Celebrity Selena Manikin
Soft 'n Style 1lb 2oz Bobby Pins
Satin Edge Hair Styling Kit right handed
Soft 'n Style Butterfly Clamp 3"
KB Innovations Mannequin Holder Wide
Salon Chic 8.5 inch Marceling Carbon Comb
Scalpmaster Detangling Brush — black
Salonchic 8' Dual Purpose Carbon Comb
Hot Tools ION Dryer

### \*\$424.99

Scalpmaster 7 PC Ceramic Brush Set
Scalpmaster Nylon Styling Cape
Celebrity Zoey Manikin (two)
City Lights XL Nylon Tote
DL Pro Manicure Kit 9 PC
Soft 'n Style Butterfly Clamp 2"
Scalpmaster Replacement Blades
Satin Edge Slant Tweezer – red
Scalpmaster Silicon Metal Tail Comb
Salonchic 9.5" Rattail Carbon Comb
Hot Tools 1" XL Flat Iron



### **Applied Cyber Security**

- ✓ Supplies, textbooks, and uniforms are <u>required</u> 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
- ✓ Students may purchase items below from the Distributor of their choice.
- ✓—Industry examinations through CompTIA at students own expense prices subject to change.

Гуре	Tuitions & Fees	—Quantity	Unit Cost	<del>Total Cost</del>
		7501	do 44 //	44.000.00
Fuition	Applied Cyber Security (Total Program Length)	750 hrs.	<del>\$2.44 p/hr.</del>	\$1,830.00
<del>-ee</del>	Student Module	2	<del>\$129.00</del>	<del>\$258.00</del>
<del>-ee</del>	<del>Lab Fee</del>	<del>2</del>	<del>\$263.50</del>	<del>\$527.00</del>
<del>-ee</del>	Registration Fee	<del>1</del>	\$ <del>30.00</del>	\$ <del>30.00</del>
<del>-ee</del>	Student ID	<del>1</del>	<del>\$5.00</del>	<del>\$5.00</del>
				<del>\$2,650.00</del>
	Uniform & Supplies & Recomm	nended Guide	<del>s</del>	
<del>Jniform</del>	Collared Shirt, Long Pants, Closed Shoes	4	<del>\$150.00</del>	\$ <del>150.00</del>
<del>Book</del>	The Official CompTIA A+ Core 1 Study Guide: Exams 220-1001	1	<del>\$99.00</del>	<del>\$99.00</del>
	(ISBN: 978-1-64274-133-9) 2019			
<del>Book</del>	The Official Comp TIA A+ Core 2 Study Guide: Exams 220-1002	<del>1</del>	<del>\$99.00</del>	<del>\$99.00</del>
	(ISBN: 978-1-64274-145-2) 2019			
<del>Book</del>	The Official CompTIA Network+ Study Guide: N10-007	<del>1</del>	<del>149.00</del>	<del>149.00</del>
	(ISBN: 978-1-64274-145-2) 2018			
<del>Book</del>	The Official Comp TIA Security+ Study Guide: SY0-501	<del>1</del>	<del>159.00</del>	<del>159.00</del>
	(ISBN: 978-1-64274-008-0) 2018			
Supply	Ream of Paper for Printer	<del>1</del>	<del>\$6.49</del>	<del>\$6.49</del>
Supply	Jump Drive 8 gig min.	<del>1</del>	\$12.99	\$ <u>12.99</u>
Supply	Headphones	<del>1</del>	<del>\$5.00</del>	<del>\$5.00</del>
Supply	Notecards	<del>1</del>	\$5.89	\$5.89
<del>Supply</del>	USB-Mouse	<del>1</del>	<del>\$9.99</del>	<del>\$9.99</del>
				<del>\$696.36</del>
	<u>Tuition</u>			\$ <del>1,830.00</del>
	<del>Fees</del>			<del>\$820.00</del>
	Uniform, Supplies & Recommended Guides			<del>\$696.36</del>
		PROGRAM :	TOTAL	\$ <del>3,346.36</del>



### **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.

Dro-Enrollment

← Prices listed below are approximate and subject to change and subjected to state tax where applicable

	Type	Pre-Enrollment Costs (anticipated costs)	Total Cost
<b>≠</b>	Exam	CJBAT (Criminal Justice Basic Abilities Test) take prior to enrollment	<del>\$39.00</del>
<b>≠</b>	Background Fee	Fingerprints to be taken prior to admission	\$37.25
≠	Examination	Medical / Physical (estimate)	<del>\$200.00</del>

<del>Type</del>	Description	Tuition & Fees	Quantity	Unit Cost	Total Cost
Tuition	Crossover CO to LE (Tot	ol Drogram Longth)	<del>518 hrs.</del>	<del>\$2.44 p/hr.</del>	\$ <del>1,263.92</del>
<del>Tuition</del>			<del>310 III5.</del>	•	
<del>Books</del>	FL BRTP Law Enforceme	nt Academy, Vol 1, 2023 edition	<del>1</del>	<del>\$11.00</del>	<del>\$11.00</del>
	ISBN: 978-1-71147-162	4			
	FL BRTP High Liability Co	urriculum, Vol 2, 2023 edition	<del>1</del>	<del>\$7.25</del>	<del>\$7.25</del>
	ISBN: 978-1=71147-163	<del>-1</del>			
Fee	Lab Fee for equipment		<del>1</del>	<del>\$420.00</del>	<del>\$420.00</del>
Fee	Student ID		<del>1</del>	<del>\$5.00</del>	<del>\$5.00</del>
Fee	Registration Fee		<del>1</del>	<del>\$30.00</del>	<del>\$30.00</del>
Fee	CJS Testing Company Ac	<del>cess Code</del>	4	<del>\$55.00</del>	<del>\$55.00</del>
Exam	State Officer Certification	<del>on Exam</del>	<del>1</del>	\$ <del>100.00</del>	\$100.00

### **Uniform & Supplies**

Fee Uniform Costs (Estimated) 1 \$250.00 \$250.00

	<del>Pre-Emoliment</del>			
Costs			<del>\$276.25</del>	<b>Tuition</b>
		<del>\$1,263.92</del>		
	Fees including lab			\$ <del>510.00</del>
	Books			\$ <del>18.25</del>
	Examination Fees			<del>\$100.00</del>
	Uniforms &Supplies			<del>\$250.00</del>
	PROGRAM TOTAL			<del>\$2418.42</del>



## **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)				
<b>4</b> _	Exam	CJBAT (Criminal Justice Basic Abilities Test) take pri	or to enrollment		\$39.00
≠	Background Fee	Fingerprints to be taken prior to admission			\$37.25
≠	Examination	Medical / Physical (estimate)			\$200.00
<del>Гуре</del>		Tuition & Fees	Quantity	Unit Cost	Total Cost
<del>Fuition</del>	Law Enforceme	ent Academy (Total Program Length)	<del>770 hrs.</del>	\$2.44 p/hr.	\$ <del>1,878.8</del> 0
<del>Books</del>		nforcement Academy, Vol 1, 2023 edition	<del>1</del>	\$11.00	\$11.00
	ISBN: 978-1-71	<del>147-162-4</del>			
	FL BRTP High Li	iability Curriculum, Vol 2, 2023 edition	<del>1</del>	<del>\$7.25</del>	<del>\$7.25</del>
	ISBN: 978-1=7	<del>1147-163-1</del>			
<del>ee</del>	Lab Fee to incl	ude Ammo, Firearm rental, equipment	<del>1</del>	<del>\$925.00</del>	<del>\$925.00</del>
ee	Student ID		<del>1</del>	<del>\$5.00</del>	<del>\$5.00</del>
<del>-ee</del>	Registration Fe	<del>e</del>	<del>1</del>	<del>\$30.00</del>	<del>\$30.00</del>
<del>-ee</del>		<del>npany Access Code</del>	<del>1</del>	<del>\$55.00</del>	<del>\$55.00</del>
xam	State Officer Co	ertification Exam	1	<del>\$100.00</del>	\$100.00
		Uniform & Supplies			
ee	Uniform Costs	<del>(Estimated)</del>	4	<del>\$250.00</del>	<del>\$250.00</del>
	Pre-Enrollment	<del>: Costs</del>			<del>\$276.</del> 2
	<b>Tuition</b>				\$1,878.8
	Fees including	l <del>ab</del>			\$ <del>1015.</del> (
	Books				\$18.2
	Examination Fo	<del>ves</del>			\$ <del>100.</del> (
	Uniforms ⋑	<del>pplies</del>			<del>\$250.</del> (
	PROGRAM TO				¢2 E20 :



### **Diesel Systems Technician 1**

- ✓ Supplies and uniforms are <u>required</u> 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
- ✓ 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.

<del>Type</del>	Description	Tuition & Fees	Quantity	Unit Cost	Total Cost
Tuition	Diesel Systems Technicia	an 1 (Total Program Length)	1050 hrs.	\$2.44 p/hr.	\$2,562.00
Fee	Lab Fee		1	\$240.00	\$240.00
Fee	Registration Fee		1	\$30.00	\$30.00
Fee	Student ID		1	\$5.00	<del>\$5.00</del>
Book	CDX BU-CDX Engines 2e	-Systems 2e	1	\$374.21	\$374.21
		Textbook & 2 Year online access code,			
	Including online Student	Workbook			
					\$3,211.21
Fee	ASE Certification		4	<del>\$56.00</del>	\$224.00
Fee	ASE Registration		2	\$34.00	<del>\$68.00</del>
					\$ <del>3,503.21</del>
		Books, Uniform & Suppl	<del>ies</del>		
Туре	Description		Quantity	Unit Cost	Total Cost
Uniform	Work Pants, Shop-Top a	nd oil resistant work shoes, close toed	1	\$150.00	\$150.00
Supply	Safety Glasses		1	\$10.00	<del>\$10.00</del>
Supply -	Ear Plugs		1	\$9.89	\$9.89
					\$169.89

- Tuition		<del>\$2,562.</del> 0
Fees		\$275.00
NATEF Registration & examinations		\$292.00
Books		\$374.21
Uniforms & Supplies		<u>\$169.89</u>
• • • • • • • • • • • • • • • • • • • •	PROGRAM TOTAL	\$3,67 <b>3.</b> 1



### Heating, Ventilation, Air-Conditioning/Refrigeration (HVAC/R)1

- ✓—Supplies, textbooks, and uniforms are <u>required</u> 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
- ✓ Students may purchase items below from the Distributor of their choice.
- ← EPA608, R-410A Safety and Employment Ready exams at student's cost.

Type	Description	Tuition & Fees	Quantity	Unit Cost	Total Cos
Tuition	HVAC (Total Program Lengt	th)	<del>750 hrs.</del>	\$2.44 p/hr.	\$1,830.00
<del>Books</del>	Modern Refrigeration & Ai (Text/WB/Lab) ISBN 978-1		4	<del>\$151.50</del>	<del>\$151.50</del>
<del>Fee</del>	<del>Lab Fee</del>		<del>1</del>	<del>\$255.00</del>	<del>\$255.00</del>
<del>Fee</del>	Student ID		1	<del>\$5.00</del>	<del>\$5.00</del>
Fee	Registration Fee		1	<del>\$30.00</del>	\$30.00 \$2,271.5
<del>Exam</del>	EPA 608		<del>1</del>	<del>\$25.00</del>	<del>\$25.00</del>
<del>Exam</del>	R-410A Safety		<del>1</del>	<del>\$25.00</del>	<del>\$25.00</del>
<del>Exam</del>	HVAC Excellence Employm	<del>ent Ready Electrical</del>	<del>1</del>	<del>\$15.00</del>	<del>\$15.00</del>
<del>Exam</del>	HVAC Excellence Employm	ent Ready Air Conditioning	<del>1</del>	<del>\$15.00</del>	<del>\$15.00</del>
EXCITI				4	64E 00
	HVAC Excellence Employm		<del>1</del>	<del>\$15.00</del>	\$15.00 \$2,366.5
	HVAC Excellence Employm	ent Ready Heat Pump  Uniform & Supplies	1	\$ <del>15.00</del>	
<del>Exam</del>		Uniform & Supplies		· 	\$ <del>2,366.5</del>
Exam Uniform	Work pants, work shirt, Clo	Uniform & Supplies	1	\$150.00	\$2,366.5 \$150.00
Exam Uniform Supply	Work pants, work shirt, Clo Safety Glasses (ANSI appro	Uniform & Supplies	1 1	\$150.00 \$5.00	\$2,366.5 \$150.00 \$5.00
Exam Uniform Supply	Work pants, work shirt, Clo Safety Glasses (ANSI appro Calculator – Square Root	Uniform & Supplies	1 1 1	\$150.00 \$5.00 \$7.99	\$150.00 \$5.00 \$7.99
Uniform Supply Supply Supply	Work pants, work shirt, Clo Safety Glasses (ANSI appro Calculator – Square Root Black Electrical Tape	Uniform & Supplies	1 1 1 1	\$150.00 \$5.00 \$7.99 \$3.98	\$150.00 \$5.00 \$7.99 \$3.98
Uniform Supply Supply Supply Supply	Work pants, work shirt, Clo Safety Glasses (ANSI appro Calculator – Square Root Black Electrical Tape Air Duct Calculator	Uniform & Supplies	1 1 1 1 1	\$150.00 \$5.00 \$7.99 \$3.98 \$5.00	\$150.00 \$5.00 \$7.99 \$3.98 \$5.00
Uniform Supply Supply Supply Supply	Work pants, work shirt, Clo Safety Glasses (ANSI appro Calculator – Square Root Black Electrical Tape Air Duct Calculator Tool Box or Tool Bag	Uniform & Supplies  psed Shoes  ved)	1 1 1 1 1 1	\$150.00 \$5.00 \$7.99 \$3.98 \$5.00 \$19.99	\$150.00 \$5.00 \$7.99 \$3.98 \$5.00 \$19.99
Uniform Supply Supply Supply Supply Tool	Work pants, work shirt, Clo Safety Glasses (ANSI appro Calculator – Square Root Black Electrical Tape Air Duct Calculator Tool Box or Tool Bag Fieldpiece SC56 Swivel Hea	Uniform & Supplies  esed Shoes  ved)  ad Meter or equivalent	1 1 1 1 1	\$150.00 \$5.00 \$7.99 \$3.98 \$5.00	\$150.00 \$5.00 \$7.99 \$3.98 \$5.00
Uniform Supply Supply Supply Supply Tool	Work pants, work shirt, Clo Safety Glasses (ANSI appro Calculator – Square Root Black Electrical Tape Air Duct Calculator Tool Box or Tool Bag Fieldpiece SC56 Swivel Hea Must do capacitors, ohms,	Uniform & Supplies  esed Shoes  ved)  ad Meter or equivalent	1 1 1 1 1 1	\$150.00 \$5.00 \$7.99 \$3.98 \$5.00 \$19.99 \$200.00	\$150.00 \$5.00 \$7.99 \$3.98 \$5.00 \$19.99 \$200.00
Uniform Supply Supply Supply Supply Tool	Work pants, work shirt, Clo Safety Glasses (ANSI appro Calculator – Square Root Black Electrical Tape Air Duct Calculator Tool Box or Tool Bag Fieldpiece SC56 Swivel Hea Must do capacitors, ohms, Wire Crimp Terminal Tool	Uniform & Supplies  esed Shoes  ved)  ad Meter or equivalent  volts, & amps	1 1 1 1 1 1	\$150.00 \$5.00 \$7.99 \$3.98 \$5.00 \$19.99	\$150.00 \$5.00 \$7.99 \$3.98 \$5.00 \$19.99
Uniform Supply Supply Supply Tool Tool	Work pants, work shirt, Clo Safety Glasses (ANSI appro Calculator – Square Root Black Electrical Tape Air Duct Calculator Tool Box or Tool Bag Fieldpiece SC56 Swivel Hea Must do capacitors, ohms, Wire Crimp Terminal Tool Combination Screwdriver S	Uniform & Supplies  esed Shoes  ved)  ad Meter or equivalent	1 1 1 1 1 1	\$150.00 \$5.00 \$7.99 \$3.98 \$5.00 \$19.99 \$200.00 \$14.20 \$20.25	\$150.00 \$5.00 \$7.99 \$3.98 \$5.00 \$19.99 \$200.00 \$14.20 \$20.25
Uniform Supply Supply Supply	Work pants, work shirt, Clo Safety Glasses (ANSI appro Calculator – Square Root Black Electrical Tape Air Duct Calculator Tool Box or Tool Bag Fieldpiece SC56 Swivel Hea Must do capacitors, ohms, Wire Crimp Terminal Tool	Uniform & Supplies  esed Shoes  ved)  ad Meter or equivalent  volts, & amps	1 1 1 1 1 1	\$150.00 \$5.00 \$7.99 \$3.98 \$5.00 \$19.99 \$200.00	\$150.00 \$5.00 \$7.99 \$3.98 \$5.00 \$19.99 \$200.00

<del>Tool</del>	Tub Cutter (mini IMP)	<del>1</del>	<del>\$15.99</del>	<del>\$15.99</del>
<del>Tool</del>	Imperial Tube Cutter – 127 FB	4	<del>\$29.08</del>	<del>\$19.08</del>
<del>Tool</del>	Imperial Eastman Flare/Swage Set	4	<del>\$81.47</del>	<del>\$81.47</del>
<del>Tool</del>	Tubing Bender ¼", 3/8", ½"	4	<del>\$65.95</del>	<del>\$65.95</del>
<del>Tool</del>	Inspection Mirror	4	<del>\$9.23</del>	<del>\$9.23</del>
<del>Tool</del>	Service Wrench – small	4	<del>\$18.53</del>	<del>\$18.53</del>
<del>Tool</del>	Wire Strippers	4	<del>\$10.98</del>	<del>\$10.98</del>
<del>Tool</del>	Refrigeration Gauges – R-22 & R-410 compatible 5'Hoses (yellow jacket)	<del>1</del>	<del>\$60.00</del>	<del>\$60.00</del>
<del>Tool</del>	Field piece ATC1 or ATC1R Pipe Temperature Clamp or equivalent	<del>1</del>	<del>\$105.00</del>	\$ <del>105.00</del>
<del>Tool</del>	Adjustable Wrench 10", 8", 6"	<del>1</del>	<del>\$30.00</del>	<del>\$30.00</del>
<del>Tool</del>	Channel Lock Pliers	<del>1</del>	<del>\$10.99</del>	<del>\$10.99</del>
<del>Tool</del>	Hose Quick Disconnect (90 degree)	3	<del>\$20.83</del>	<del>\$62.49</del>
<del>Tool</del>	Valve Core Remover Tool – Yellow Jacket	<del>1</del>	<del>\$35.00</del>	<del>\$35.00</del>
<del>Tool</del>	Nut Driver – ¼" & 5/16" set, Long Shank	<del>1</del>	<del>\$10.04</del>	<del>\$19.04</del>
<del>Tool</del>	Alligator Clips or equivalent	2	<del>\$1.80</del>	<del>\$3.60</del>
<del>Tool</del>	Socket Set – 3/8" drive	1	<del>\$37.87</del>	<del>\$37.87</del>
<del>Tool</del>	Magnehelic 2" scale	1	<del>\$88.50</del>	\$88.50
<del>Tool</del>	Sling Psychrometer (digital is acceptable)	<del>1</del>	<del>\$83.88</del>	<u>\$83.88</u> <b>\$1,215.9</b> 7
	Tuition			<del>\$1,830.0</del>
	<del>Fees</del>			<del>\$290.0</del>
	<del>Book</del>			<del>\$151.5</del>
	Examination Fees			<del>\$95.0</del> (
	Uniforms &Supplies			<del>\$1,215.97</del>
	PROGRAM TOTAL			<del>\$3,582.47</del>



### Welding

- ✓—Textbooks, and uniforms are required before first day of school\*, supplies are optional.
- ← 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
- ✓—Students may purchase items below from Distributor of their choice. Any listed below are merely suggestions.
- ← Certified Welder examination payable to testing center location chosen by student price can vary.

<del>Type</del>	Tuition & Fees	—Quantity	Unit Cost	Total Cost
Fuition	Welding Technology (Total Program Length)	<del>1050</del>	<del>\$2.44</del>	<del>\$2,562.00</del>
<del>-ee</del>	<del>Lab Fee</del>	4	<del>\$303.75</del>	<del>\$1,215.00</del>
<del>-ee</del>	Student ID	1	<del>\$5.00</del>	<del>\$5.00</del>
<del>ee</del>	Registration Fee	1	<del>\$30.00</del>	<del>\$30.00</del>
<del>Book</del>	Modern Welding ISBN: 978-1-63563-694-3 Textbook & WB	1	<del>\$185.00</del>	<del>\$185.00</del>
				<del>\$3,997.00</del>
Exam	American Welding Society Welding Test (student cost)	1	\$300.00	<u>\$300.00</u>
				<del>\$4,297.00</del>
l lucificamen	Lacras C. Wards abject (1000) and the re. Dogwing of	4	ĆCF 40	¢65.40
<del>Jniform</del>	Jeans & work shirt (100% cotton) - Required	1	\$65.49	\$65.49
<del>Jniform</del>	High-top leather safety steel toe boots - Required	1	\$49.99	\$49.99
<del>Uniform</del>	Fire Resistant welding jacket - Required	1	\$54.04	<del>\$54.04</del>
<del>Jniform</del>	Leather welding gloves - Required	1	<del>\$16.88</del>	\$16.88
<del>Jniform</del>	Welders hat or skullcap - Required	1	<del>\$5.26</del>	\$ <del>5.26</del>
Supply	Clear safety glasses or prescription glasses with side shields	<del>1</del>	<del>\$6.43</del>	<del>\$6.43</del>
Supply	Face shield w/head gear (OFC & PAC)	1	<del>\$24.95</del>	<del>\$24.95</del>
Supply	Ear Plugs	1	<del>\$9.89</del>	<del>\$9.89</del>
Supply	Welding helmet	1	<del>\$51.40</del>	<del>\$51.40</del>
<del>Supply</del>	Welding filter plates #10	1	<del>\$6.00</del>	<del>\$6.00</del>
<del>Fools</del>	Carbon steel wire brush	4	\$8.08	\$8.08

<del>Type</del>		Quantity	Unit Cost	<del>Total Cost</del>
<del>Tools</del>	- Chipping hammer	4	<del>\$7.98</del>	<del>-</del> \$7.98
<del>Tools</del>	Pliers, Wrenches, Clamps	4	<del>\$86.85</del>	<del>\$86.85</del>
<del>Tools</del>	12" adjustable wrench	4	<del>\$27.98</del>	<del>\$27.98</del>
<del>Tools</del>	10" groove or slip joint pliers	4	<del>\$24.99</del>	<del>\$24.99</del>
<del>Tools</del>	6" side or diagonal cutting pliers	4	<del>\$5.98</del>	\$ <del>5.98</del>
<del>Tools</del>	10" vice grip pliers	4	<del>\$16.48</del>	<del>\$16.48</del>
				<del>\$468.67</del>
	Tuition Lab Fees Uniforms, Tools & Supplies Registration Fee Student ID Fee Book			\$2,562.00 \$1,215.00 \$468.67 \$30.00 \$5.00 \$185.00
	Exam Fee	DDOCDANAT	OTAL	\$300.00
		PROGRAM TO	<del>UTAL</del>	<del>\$4,765.67</del>



# **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.

Туре	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
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## **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 Fee	Barbering (Total Program Length) Lab Fee	900 hrs.	\$2.44 p/hr. \$300.00	\$2,196.00 \$300.00
Fee	Registration Fee	1	\$30.00	\$30.00
Fee	Student ID	1	\$5.00	\$5.00
Book	Milady Textbook 9798214080444 &	1	\$297.50	\$297.50
	Milady Workbook 9798214499222			
Fee	Barbering Tool Kit & Freight (Required)	1	\$667.50	\$667.50 <b>\$3,496.00</b>

# Estimated cost for Personal Equipment, Uniform, & Supplies to be purchased by student

<u>Uniform</u>	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

Extra Large Nylon Tote

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 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

<u>Handheld Square Mirror</u> <u>Soft n Style Cotton Towels (12)</u> <u>Professional Shaving Brush</u>

GI Bill.

Location: Wilton Simpson Technical College – 17050 Spring Hill Dr. – Brooksville, FL 34604 Hernandoschools.org/schools/stc





# 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.

Туре	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		\$5.00	\$5.00
Book	Milady Textbook 9780357871492 &	1	\$297.50	\$297.50
	Milady Workbook 9780357922170			
Fee	Cosmetology Tool Kit (Required)	1	\$606.50	\$606.50
				\$4167.00
Uniform Supply	Black pants (black scrubs preferred) & close toed shoes Box of latex gloves (in your preferred size)	1	\$100.00 \$12.00	\$100.00 \$12.00
				\$112.00
	Exams to be purcha	ased by student		
Exam	HIV/AIDS		\$20.00	\$20.00
Exam	State Exam		\$100.00	\$100.00
Fee	Licensing		\$75.00	\$75.00
				\$195.00





# <u>Crossover from Correctional Officer to Law Enforcement Officer</u>

- ✓ 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
<u>√</u>	Exam	CJBAT (Criminal Justice Basic Abilities Test) take prior to enrollment	\$39.00
$\checkmark$	Background Fee	Fingerprints to be taken prior to admission	\$37.25
✓	Examination	Medical / Physical (estimate)	\$200.00

Туре	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 Enforcemen	t Academy, Vol 1, 2024 edition	1	\$15.25	\$15.25
	ISBN: 978-1-71147-262-1				
	FL BRTP High Liability Cur	riculum, 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 Acc	ess Code	1	\$60.00	\$60.00
Exam	State Officer Certification	Exam	1	\$100.00	\$100.00

 0111101111 00010 (2011110100)	<u> </u>	000.00
Pre-Enrollment Costs		\$276.25Tuitio
	\$1,263.92	
Fees including lab		\$515.00
Books		\$26.25
Examination Fees		\$100.00
Uniforms &Supplies		\$300.00
PROGRAM TOTAL		\$2481.42
PROGRAM TOTAL		<u> </u>

**Uniform & Supplies** 



Fee

Uniform Costs (Estimated)

Location: Wilton Simpson Technical College – 17050 Spring Hill Dr. – Brooksville, FL 34604 www.hernandoschools.org/schools/stc

\$300.00

300.00

1



# 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
<b>√</b>	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

Туре	Description	Tuition & Fees	Quantity	Unit Cost	Total Cost
Tuition	Law Enforcement Acade	emy (Total Program Length)	770 hrs.	\$2.44 p/hr.	\$1,878.80
Books	FL BRTP Law Enforceme	nt Academy, Vol 1, 2024 edition	1	\$15.25	\$15.25
	ISBN: 978-1-71147-262-	<u>1</u>			
	FL BRTP High Liability Co	urriculum, Vol 2, 2024 edition	1	\$11.00	\$11.00
	ISBN: 978-1-71147-264-	. <u>5</u>			
Fee	Lab Fee to include Amm	o, 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 Ad	ccess Code	1	\$60.00	\$60.00
Exam	State Officer Certification	on Exam	1	\$100.00	\$100.00

### **Uniform & Supplies**

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



Uniform Costs (Estimated)

Location: Wilton Simpson Technical College – 17050 Spring Hill Dr. – Brooksville, FL 34604 www.hernandoschools.org/schools/stc

\$300.00

\$300.00



# Heating, Ventilation, Air-Conditioning/Refrigeration 1

Quantity

Unit Cost

\$100.00

**Total Cost** 

- ✓ 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.

Description

Sling Psychrometer (digital is acceptable)

7.1-	2.2.2			
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, Unifor	rm, & 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
T 1		1	6400.00	6400.00

PROGRAM TOTAL \$3,7295.50



Tool

Type

Location: Wilton Simpson Technical College – 17050 Spring Hill Dr. – Brooksville, FL 34604 www.hernandoschools.org/schools/stc

Rev. 4/2025

\$100.00

\$1,440.00



- ✓ 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

<u>Uniform</u>	Heavy jeans & work shirt (100% cotton) – Required Day 1	1	\$100.00	\$100.00
<u>Uniform</u>	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
<u>Uniform</u>	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



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.

Туре	Description	Tuition & Fees	Quantity	Unit Cost	Total Cost
<u>Tuition</u>	CNC Production Specialis	st (Total Program Length)	600 hrs.	\$2.44 p/hr.	\$1,464.00
Fee	Lab Fee (to include cours	se 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 Tech	nnology, 2 <sup>nd</sup> Edition	1	\$127.00	\$127.00
	ISBN: 979-8-89118-175-	5 – Textbook & Workbook			

	Books, Uniform & Supplies			
Туре	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

PROGRAM TOTAL	\$2,530.89



Location: Wilton Simpson Technical College – 17050 Spring Hill Dr. – Brooksville, FL 34604 www.hernandoschools.org/schools/stc

\$2361.00

\$169.89



# 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.

Туре	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	1	\$374.21	\$374.21
	ISBN: 9781284274073 – Textbook & 2 Year online access code,			
	Including online Student Workbook			
				\$3,501.21
Uniform	Estimated cost for Personal Equipment, Un to be purchased by studen		\$150.00	
Uniform Supply	Estimated cost for Personal Equipment, Un  to be purchased by studen  Work Pants, Shop-Top and oil resistant work shoes, close toed		\$150.00 \$10.00	\$150.00
Uniform Supply Supply	Estimated cost for Personal Equipment, Un to be purchased by studen		\$150.00 \$10.00 \$9.89	



### 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



Location: Wilton Simpson Technical College – 17050 Spring Hill Dr. – Brooksville, FL 34604 www.hernandoschools.org/schools/stc

https://www.fldoe.org/academics/career-adult- edu/career-tech-edu/curriculum-frameworks/2024- 25-frameworks/transportation-distribution- logistics.stml - T650100
logistics.stilli - 1030100

### 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



Location: Wilton Simpson Technical College – 17050 Spring Hill Dr. – Brooksville, FL 34604 www.hernandoschools.org/schools/stc

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.

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 <u>phase (term</u>, 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 <u>70%</u>.

\*

#### 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)





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

### **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! 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

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### **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

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

www.natef.org

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 9<sup>th</sup> 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 9<sup>th</sup> 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 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 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 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 readmission 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 the 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.

## In order 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 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 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 mainitain 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

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:**

<u>Three-Day Cancellation</u>: 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 official, 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 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 of 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 didn'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 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 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 don'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 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 student within 30 days from the date the school's determination that student withdrew, giving 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. 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, makeup 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.

<u>Sexual Harassment</u> – 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 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.

<u>Sexual Assault</u> – 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.

<u>Dating Violence</u> - 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.

<u>Domestic Violence</u> – 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.

<u>Rape</u> – 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.

<u>Stalking</u> – 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 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 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 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 will report law enforcement should a student 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 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 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:
  - o Student will complete the TABE or CASAS.
  - o Student 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).
  - o Student 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 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 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	Course	Course	Clock	Credit
riogialli	Number	Name	Code	Hours	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
	T400700	Automobile Services Assistor	AER0014	300	2
<b>Master Automotive</b>		Automotive Brake System Technician	AER0418	150	2
Service Technology		Automobile Suspension & Steering Technician	AER0453	150	2
1		Automotive Electrical/Electronic System Tech	AER0360	300	1
		Engine Repair Technician	AER0110	150	1
				1050	7
Heating, Ventilation,	C400410	Introduction to HVAC/R	ACR0000	250	1.5
Air Conditioning/		HVAC/R Fundamentals	ACR0001	250	1.5
Refrigeration 1		HVAC/R Service Practices	ACR0012	250	1.5
				750	4.5
	J400400	Welder Assistant 1	PMT0070	150	2
		Welder Assistant 2	PMT0071	150	2
Welding Technology		Welder, SMAW 1	PMT0072	150	2
		Welder, SMAW 2	PMT0073	150	1
		Welder	PMT0074	450	3
				1050	7
	T650100	Diesel Engine Mechanic/Tech Helper	DIM0101	150	2
Diesel Systems		Diesel Electrical and Electronics Technician	DIM0102	300	2
Technician 1		Diesel Engine Technician	DIM0104	300	2
		Diesel Brakes Technician	DIM0105	300	1
				1050	7

<b>CNC Production</b>	J200300	CNC Production Technician I	PMT0026	300	2
Specialist		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.

### Heating, Ventilation, Air-Conditioning/Refrigeration (HVAC/R) 1

### Program Structure

OCP	Course	Course Title	Course	SOC
	Number		Length	Code
A	ACR0000	Introduction to HVAC/R	250 Hours	49-9021
В	ACR0001	HVAC/R Fundamentals	250 Hours	49-9021
С	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
В	CTS0019	Information Security Manager, or	150 hours	15-1122
В	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	Course Title	Course	SOC
	Number		Length	Code
A	AER0014	Automotive Services Assistor	300 Hours	49-3023
В	AER0418	Automotive Brake System Technician	150 Hours	49-3023
С	AER0453	Automobile Suspension & Steering Technician	150 Hours	49-3023
D	AER0360	Automotive Electrical/Electronic System Technician	300 Hours	49-3023
Е	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	300 hours
В	PMT0027	CNC Production Technician II	MACH SHOP @7 7G METAL WORK 7G	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

ОСР	Course Number	Course Title	Teacher Certification	Length
A	DIM0101	Diesel Engine Mechanic/Technician Helper		150 hours
В	DIM0102	Diesel Electrical and Electronics Technician	DIESEL MECH @7 7G	300 hours
С	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
	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	
A	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
	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	
A	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
В	PMT0073	Welder, SMAW 2	150 hours	51-4121
С	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 <u>required</u> before first day of school.
- $\checkmark$  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.

Туре	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, to be purchased by student	& Supplies		
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
		GRAM TOTAL		\$3,637.00





## 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.

Туре	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 <u>9798214080444</u> &	1	\$297.50	\$297.50	
	Milady Workbook <u>9798214499222</u>				
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	<u>\$12.00</u>	
				\$112.00	
	Exams to be purchased b	y student			
Exam	HIV/AIDS		\$20.00	\$20.00	
Exam	State Exam		\$100.00	\$100.00	
Fee	Licensing		\$75.00	<u>\$75.00</u>	
				\$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

Location: Wilton Simpson Technical College – 17050 Spring Hill Dr. – Brooksville, FL 34604 Hernandoschools.org/schools/stc







## Cosmetology

- ✓ Personal protective equipment and uniforms are <u>required</u> 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.

Туре	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 <u>9780357871492</u> &	1	\$297.50	\$297.50		
	Milady Workbook <u>9780357922170</u>					
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 purcha	sed by student				
Exam	HIV/AIDS		\$20.00	\$20.00		
Exam	State Exam		\$100.00	\$100.00		
Fee	Licensing		\$75.00	<u>\$75.00</u>		
				\$195.00		
	PROGRAM TOTAL			\$4,474.00		



Location: Wilton Simpson Technical College – 17050 Spring Hill Dr. – Brooksville, FL 34604 www.hernandoschools.org/schools/stc



## Crossover from Correctional Officer to Law Enforcement Officer

- ✓ Supplies, textbooks, and uniforms are <u>required</u> 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

	Туре	Pre-Enrollment Costs (anticipated costs)	Total Cost
✓ ✓ ✓	Exam Background Fee Examination	CJBAT (Criminal Justice Basic Abilities Test) take prior to enrollment Fingerprints to be taken prior to admission Medical / Physical (estimate)	\$39.00 \$37.25 \$200.00

Туре	Description	Tuition & Fees	Quantity	Unit Cost	Total Cost
Tuition	Crossover CO to LE (Total F	Program Length)	518 hrs.	\$2.44 p/hr.	\$1,263.92
Books	FL BRTP Law Enforcement ISBN: 978-1-71147-262-1	Academy, Vol 1, 2024 edition	1	\$15.25	\$15.25
	FL BRTP High Liability Curri ISBN: 978-1-71147-264-5	culum, Vol 2, 2024 edition	1	\$11.00	\$11.00
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 Acce	ss Code	1	\$60.00	\$60.00
Exam	State Officer Certification I	Exam	1	\$100.00	\$100.00
Fee	Uniform Costs (Estimated)	Uniform & Supplies	1	\$300.00	300.00
	Pre-Enrollment Costs			\$1,263.92	\$276.25Tuition
	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 <u>required</u> 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

	Туре	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

Туре	Description	Tuition & Fees	Quantity	Unit Cost	Total Cost
Tuition	Law Enforcement Acader	ny (Total Program Length)	770 hrs.	\$2.44 p/hr.	\$1,878.80
Books	FL BRTP Law Enforcemen ISBN: 978-1-71147-262-1	t Academy, Vol 1, 2024 edition	1	\$15.25	\$15.25
	FL BRTP High Liability Cur ISBN: 978-1-71147-264-5	riculum, Vol 2, 2024 edition	1	\$11.00	\$11.00
Fee	Lab Fee to include Ammo	o, 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 Acc	ess Code	1	\$60.00	\$60.00
Exam	State Officer Certification	ı Exam	1	\$100.00	\$100.00
		Uniform & Supplies	S		
Fee	Uniform Costs (Estimated	1)	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** 

Location: Wilton Simpson Technical College – 17050 Spring Hill Dr. – Brooksville, FL 34604 www.hernandoschools.org/schools/stc

Rev. 4/2025

\$3,476.30



## Heating, Ventilation, Air-Conditioning/Refrigeration 1

- ✓ Personal protective equipment and uniforms are <u>required</u> 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.

	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
DOOK	Modern Kerngeration & Air Conditioning 21st 9781043047100	1	\$109.50	
				\$2,289.50
	Estimated cost for Personal Equipment, Unifo	rm, & Supplies		
	to be purchased by student	_	4	4
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 Combination Screwdriver Set or 6 in one or 8 in one driver	1	\$20.00	\$20.00
Tool		1	\$29.00	\$29.00
Tool	Pliers – Needle Nose Pliers 6" & Lineman Pliers	1	\$20.00	\$40.00 \$10.00
Tool Tool	Tub Cutter (mini IMP) Imperial Tube Cutter – 127 FB	1 1	\$19.00 \$22.00	\$19.00 \$22.00
Tool	Imperial Fastman 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



Location: Wilton Simpson Technical College – 17050 Spring Hill Dr. – Brooksville, FL 34604 www.hernandoschools.org/schools/stc

Rev. 4/2025



- ✓ Personal protective equipment and uniforms are <u>required</u> 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.

Туре	Description	Quantity	Unit Cost	Total Cost
			<b></b>	40 - 00 00
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 <u>9781635636943</u>	1	\$147.00	<u>\$147.00</u>
				\$4,644.00
	Estimated cost for Personal Equipment, Un	= =		
	to be purchased by studen	nt		
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 – <u>Required Day 1</u>	1	\$7.00	\$7.00
Supply	Welding helmet – <u>Required Day 1</u>	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	<u>\$15.00</u>
				\$598.00



Location: Wilton Simpson Technical College – 17050 Spring Hill Dr. – Brooksville, FL 34604 www.hernandoschools.org/schools/stc

Rev. 4/2025

\$5,242.00

PROGRAM TOTAL



## **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.

Туре	Description	Tuition & Fees	Quantity	Unit Cost	Total Cost
Tuition	CNC Production Spec	ialist (Total Program Length)	600 hrs.	\$2.44 p/hr.	\$1,464.00
Fee	Lab Fee (to include co	ourse 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 T	echnology, 2 <sup>nd</sup> Edition	1	\$127.00	\$127.00
	ISBN: 979-8-89118-17	75-5 – Textbook & Workbook			
					\$2361.00
		Books, Uniform & Supplies	<b>S</b>		
Туре	Description		Quantity	Unit Cost	Total Cost
Uniform	Work Pants, Shop-To	p 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 <u>required</u> 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.

Туре	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	1	\$374.21	\$374.21
	ISBN: 9781284274073 – Textbook & 2 Year online access code,			
	Including online Student Workbook			
				\$3,501.21
	Estimated cost for Personal Equipment, U to be purchased by stude			
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



### 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



Location: Wilton Simpson Technical College – 17050 Spring Hill Dr. – Brooksville, FL 34604 www.hernandoschools.org/schools/stc

https://www.fldoe.org/academics/career-adult- edu/career-tech-edu/curriculum-frameworks/2024- 25-frameworks/transportation-distribution- logistics.stml - T650100
1030100

### 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



Location: Wilton Simpson Technical College – 17050 Spring Hill Dr. – Brooksville, FL 34604 www.hernandoschools.org/schools/stc

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:

Supervisor of Adult & Technical Education

10/6/2017 Date:

School Name:

SunCoast Technical Education Center

Address:

Title:

801 N. Broad Street

City, State, Zip Code:

Brooksville, FL 34601

BSA Form 1005 (November 2016)



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

Account Name Account Number Fund Function Object Cost Center Fund Function Object Cost Center Project Sub Project	A. Item Currently Budgeto	ed -									
Account Number  Fund  Fund Function  Oligical  Approved + Amendments - Encumbraneas = Available   Request = Balance   Available    S		*		No Financial Ir	npaci						
Approved + Amendments - Encumbrances = Available - Request = Balance Available   S		_	Fund					Cost Center		Project	Sub Project
S S S S S S S S S S S S S S S S S S S	Approved	+		<ul> <li>Encumbrances</li> </ul>	=	Available	-		=	Balance	
Account Number  Fund Function Object Cost Center Project Sub Project Original Approved + Amendments Expenditures / Expenditure	-				\$	_	<u>\$</u>		_\$		
Fund Function Object Cost Center Project Sub Project Onginal Budget Expenditures / Encumbrances # Available Request # Balance Available # Budget # Budget # Budget # Balance Available # Budget # Budget # Balance Available # Balance # Budget # Balance #	Account Name	_						•			
Approved + Amendments - Encumbrances = Available - Request = Balance Available S	Account Number	-	Fund	Function		Object	- —	Cost Center	<del>_</del>	Project	Sub Project
B. Item Currently Not Budgeted -**  Funding Source  Account Name  Account Number  Fund  Fund  Function  Object  Cost Center  Project  Sub Project  Sub Project  Amount \$   Fund  Function  Object  Cost Center  Project  Sub Project  Sub Project  Sub Project  Sub Project  Fund  Fund  Function  Object  Cost Center  Project  Sub Proje	Approved	+		<ul> <li>Encumbrances</li> </ul>		Available	<b>-</b> .		=	Balance	
B. Item Currently Not Budgeted -**  Funding Source  Account Number  Fund Fund Function Object Cost Center Project Sub Project  Amount \$  Funding Source  Account Number  Account Number  Fund Fund Function Object Cost Center Project Sub Project Sub Project Sub Project  Fund Fund Function Object Cost Center Project Sub	\$	\$		\$	\$		\$		\$		
Funding Source  Account Name  Account Number  Fund  Function  Object  Cost Center  Project  Sub Project  Sub Project  C. History  Check one:  Prior Year Budget:  New for Current Year:  Prior Year Approved Budget:  \$  Prior Year Approved Budget:  Prior Year Approved		-	Fund	Function		Object		Cost Center		Project	Sub Project
Account Number  Fund Function Object Cost Center Project Sub Project  Amount \$  C. History  Check one:  Prior Year Budget:  Prior Year Approved Budget:  \$ Prior Year Approved Budget: \$	Amount	\$			•			_			
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 Ye	Funding Source	_		<del> </del>						<del></del>	
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 Approved Budget: \$		-								<del>.</del>	_
C. History  Check one: Prior Year Budget: New for Current Year:  Prior Year Approved Budget: \$				Function		Object		Cost Center		Project	Sub Project
Check one: Prior Year Budget: New for Current Year: Prior Year Approved Budget: \$	Amount	<u>\$</u>							_		
Check one: Prior Year Budget: New for Current Year: Prior Year Approved Budget: \$											
Prior Year Approved Budget: \$	Check one: Prior Year Budget:				-						
Prior Year Actual Spent: \$	New for Current Year:	Prior Y		` <del></del>							

<sup>\*\*</sup> 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. 25-3121

6/24/2025

#### **Title and Board Action Requested**

Presentation of WREC Utility Easement at Eastside Elementary School.

#### **Executive Summary**

The Director of Facilities & Construction, on behalf of the Superintendent of Schools, hereby requests the Board review the WREC Utility Easement at Eastside Elementary School for the new classroom and cafeteria buildings.

#### My Contact

Brian Ragan Director of Facilities & Construction ragan\_b@hcsb.k12.fl.us 352-797-7050

#### 2023-28 Strategic Focus Area

Priority 5: Fiscal Transparency and Capital Planning

#### **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.

MAP NO.	
ACCOUNT NO	

# EASEMENT (Corporate)

KNOW ALL MEN BY THESE PRESENTS, that Eastside Elementary School , whose address is 27151 Roper Road, Brooksville, FL 34602 ("Grantor"), for One Dollar (\$1.00) and other valuable consideration, the receipt of which is hereby acknowledged, do hereby grant unto Withlacoochee River Electric Cooperative, Inc., a Florida not-for-profit corporation ("Cooperative"), whose post office address is Post Office Box 278, Dade City, Florida 33526, and to its successors, assigns, lessees, licensees, transferees, permittees, and apportionees, the perpetual right, privilege and easement to enter upon the following described lands of the undersigned ("Easement Area"), situated in the County of Hernando, State of Florida, and more particularly described as follows:

The easement area will consist of 3' either side of underground installed facilities of Withlacoochee River Electric Cooperative located within the property described in Exhibit "A" attached hereto and made part hereof.

and to construct, remove, reconstruct, relocate, increase or decrease, install, alter, repair, operate and maintain on, over, or under the Easement Area and/or in, over, upon or under all streets, roads and highways abutting said lands, electric, communications and/or telecommunication transmission and/or distribution line or lines (including fiber optic and any and all present and future forms of communication), and related facilities or systems, including but not limited to general telecommunication facilities which are not related to the furnishing of electrical energy by the Cooperative (including, with respect to all grants herein, supporting structures, communication and other wires, fiber optics, guys, anchors, attachments and accessories desirable in connection therewith); and further agrees that the Cooperative may license, permit or otherwise agree to joint use of this Easement for the lines, facilities or systems of any other person or persons, association, company, or corporation whom or which Cooperative shall permit, license or agree to occupy the same upon such terms as Cooperative in its sole discretion shall establish, or that the Cooperative may fully and completely assign its rights under this Easement and thereby be released from any subsequent liability under this Easement.

The Cooperative shall have all other rights and privileges reasonably necessary or convenient for the safe and efficient operation and maintenance of said electric transmission and distribution lines, communication systems and related facilities, including (i) clear, continuous access within the Easement Area (ii) the reasonable right to enter upon adjoining lands of the undersigned by such route or routes, including private roads and ways then existing thereon, on foot or by conveyance, with materials, supplies, and equipment as may be desirable for the purpose of exercising all rights herein granted and further including (iii) the right to cut, trim and control the growth, either within or outside the Easement Area, by chemical means, machinery or otherwise of trees and shrubbery located within 10 feet of the center line of any line or system or that may interfere with or threaten to endanger the operation and maintenance of any line or system including any control of the growth or vegetation in or outside the Easement Area which may incidentally and necessarily result from the means of control employed.

The Grantor agrees that all poles, wires and other facilities, installed on, over, or under the Easement Area at the Cooperative's expense, shall remain the property of the Cooperative, removable at the option of the Cooperative, and any removal shall not constitute an abandonment of this Easement.

The Grantor covenants that they are the owners of the Easement Area and that the said lands are free and clear of encumbrances and liens of whatsoever character except those held by the following persons: Hernando County School Board\_\_\_\_.

All covenants, terms, provisions and conditions herein contained shall inure and extend to and be obligatory upon the successors, lessees and assigns of the respective parties hereto.

IN WITNESS WHEREOF, the undersigned have set their hands and seals this \_\_24 day of \_\_June \_\_\_\_\_, \_\_2025 \_\_\_\_.

Signed, sealed and delivered in the Presence of:

WITNESS:	GRANTOR:
	Hernando County School Board
Signature of the First Witness	Corporate Name
	By:(SEAL
Type/Print Name of First Witness	Signature
Address of First Witness	
	Ray Pinder
Signature of the Second Witness	Type/Print Name
	Superintendant
Type/Print Name of Second Witness	Title
Address of Second Witness	
STATE OF FLORIDA COUNTY OF Hernando	
physical presence or  online notarization	ENT was acknowledged before me by means of ation, this day of, 20, by of, a eof, who is personally known to me, or produced as identification.
[AFFIX NOTARY SEAL]	Notary Public Signature Print Notary Name: My commission expires:

## Exhibit "A"

### 27151 ROPER RD

Parcel #: R34 422 20 0000 0060 0010

W 1/2 OF SW 1/4 OF NE 1/4 OR 322 PG 714

## $\frac{\text{MUST BE COMPLETED IN FULL FOR PLACEMENT CONSIDERATION.}}{\text{(For Donations, use Section B)}}$

Account Name	_		No	Financial I	mpac	t					
Account Number			. <u> </u>								
		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
										-	Sub Project
Original Approved Budget	+	Budget Amendments	-	Expenditures / Encumbrances To Date	=	Current Available Budget	-	Present Request	=	Remaining Balance Available	
;	\$		\$		\$		\$		\$		
Funding Source	lgeted -*	*									
Funding Source Account Name Account Number	_ _ _	Fund		Function		Object		Cost Center		Project	Sub Project
Funding Source Account Name	_ _ _		· -	Function		Object		Cost Center		Project	Sub Project
Funding Source Account Name Account Number	_ _ _	Fund		Function		Object		Cost Center		Project	Sub Project
Funding Source Account Name Account Number Amount	_ _ _	Fund		Function		Object		Cost Center		Project	Sub Project
Account Name Account Number Amount Funding Source	_ _ _	Fund	-	Function		Object		Cost Center  Cost Center		Project	Sub Project
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<sup>\*\*</sup> 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. 25-2986

6/24/2025

#### **Title and Board Action Requested**

Presentation on the job description updates for the School Safety Guardian and School Safety Guardian In-Training positions to ensure alignment with the recent changes to the Chris Hixon, Coach Aaron Feis and Coach Scott Beigel Guardian Program.

#### **Executive Summary**

The Director of Safe Schools, on behalf of the Superintendent of Schools, hereby requests the Board review the changes to the School Safety Guardian and School Safety Guardian in-training job descriptions to align with the changes to the Chris Hixon, Coach Aaron Feis, and Coach Scott Beigel Guardian Program.

#### My Contact

Brandon DeRespiris Director of Safe Schools Derespiris\_b@hcsb.k12.fl.us 352-797-7233

#### 2023-28 Strategic Focus Area

Priority 2: Talent Management

#### **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 County School Board Florida

FLSA: Non-Exempt, Non-Union

#### SCHOOL SAFETY GUARDIAN

This position is an armed School Safety Guardian as part of the Chris Hixon, Coach Aaron Feis and Coach Scott Beigel Guardian Program. There shall be no law enforcement authority except to the extent necessary to prevent or abate an active assailant incident on school property.

#### **Required Qualifications:**

- High school diploma or General Education Diploma (GED)
- Minimum 21 years of age
- Successful law enforcement, security, or military experience or training
- Valid Florida drivers license
- Knowledge of standard security procedures and best practices
- Willingness to use force when circumstances and established protocols dictate, up to and including deadly force, when protocol requires
- Must hold a State of Florida concealed weapons permit under F.S. 790.06 and maintain the permit throughout employment in this position
- Must meet all law enforcement requirements to attain a School Safety Guardian appointment pursuant to state statute and maintain such throughout employment in this position. Current requirements are listed below and are subject to change by statute or Marjorie Stoneman Douglas High School Public Safety Act.
  - Must hold a State of Florida concealed weapons permit under F.S.790.06 and maintain the permit throughout employment of this position.
  - Complete a 144-hour training program, consisting of 12 hours of a certified nationally recognized diversity training training to improve the school guardian's knowledge and skills necessary to respond to and de-escalate incidents on school premises and 132 total hours of comprehensive firearm safety and proficiency training conducted by Criminal Justice Standards and Training Commission certified instructors, which must include:
    - 80 hours of firearms instruction based on the Criminate Justice Standards and Training Commission's Law Enforcement Academy training model, which must include at least 10 percent but no more than 20 percent more rounds fired than associated with academy training. Participants must achieve an 85 percent pass rate on the firearms training.
    - 16 hours of instruction in precision pistol
    - 8 hours of discretionary shooting instruction using state-of-the-art simulator exercises
    - 8-16 hours of instruction in active shooter or assailant scenarios
    - 8 hours of instruction in defensive tactics
    - 12 4 hours of instruction in legal issues
  - Must successfully pPass a psychological evaluation administered by a psychologist licensed under chapter 490 and designated by the Department of Law Enforcement and submit the results of the evaluation to the sheriff's office. The Department of Law Enforcement is authorized to provide the sheriff's office with

- mental health and substance abuse data for compliance with this paragraph.
- Must sSubmit to and pass an initial drug test and subsequent random drug tests in accordance with the requirements of F.S. 112.0455 and the sheriff's office
- Must successfully pass a comprehensive employment background check
- Must be able to sSuccessfully complete, on at least an annual basis, ongoing training training, weapon inspection, and firearm qualification on at least an acceptable performance level annual basis.
- Must hold a valid Florida driver's license
- Must be 21 years or older
- Must have the physical and mental ability to respond in an emergency or potentially dangerous situation

A person who is certified and in good standing under the Florida Criminal Justice Standards and Training Commission, who meets the qualifications established in F.S.S.943.13, and who is otherwise qualified for the position of school guardian may be certified as a school guardian by the sheriff without completing the training requirements listed above.

- o\_\_Ability to establish and maintain collaborative working relationships with all stakeholders
- Strong interpersonal skills with the Ability to work independently and work cooperatively in a team
- Must have First Aid and CPR/AED certification. Obtain certification within 90 days of employment if not already certified. If not currently certified, must obtain certification within the first 90 calendar days of employment
- Must be willing to work a flexible schedule including reporting to various school/district sites, after hours, weekends and night events as needed/assigned

# Required qualifications to maintain continued employment in this position, and failure to meet these requirements will constitute grounds for termination of employment:

- A State of Florida concealed weapons permit under F.S. 790.06 must be maintained throughout employment in this position
- Must continue to meet all requirements of and maintain a School Safety Guardian certification/appointment
- Must be able to successfully complete ongoing training requirements, including firearms proficiency, at an acceptable performance level

#### **Performance Responsibilities:**

- Use whatever force is necessary to prevent or abate an active assailant incident
- Respond immediately to and appropriately engage to stop the threat of an active assailant
- Conduct <u>routine patrols of the school</u> perimeter, doors, and <u>inner interior school checks</u> to ensure premises are secure
- Manage Monitor school access points and ensure appropriate permissions for students exiting campus. by monitoring gates and other entry points throughout the school, ensure that students possess appropriate permission when leaving campus, and observe and question potentially unauthorized persons on campus
- Make recommendations to ensure safety of students, staff, and the public
- Communicate safety and or security policies and procedures to staff, parents, students, and visitors. for the purpose of providing necessary information and ensuring understanding of the potential consequences of a violation
- Monitor students within a variety of school environments (i.e. hallways, grounds, cafeteria, parking lots, restrooms) for the purpose of ensuring the safety and welfare of students and staff
- Participate in security safety risk assessments and collaborate meetings with school and district administration and local law enforcement/fire safety agencies emergency responders.
- \* Refer observations and incidents (i.e. altercations, suspicious activities, inappropriate behavior, violation or rules) to the appropriate instructional or administrative personnel
- Utilize and monitor surveillance technology
- Suppress disturbances and security incidents according to established guidelines and procedures
- Deescalate confrontations between students, parents, visitors, and others
- Assist school administration with in threat assessments, de-escalation of incidents, an disturbance suppression as appropriate
- Conduct appropriate searches when directed to do so, monitor surveillance equipment, and maintain
  accurate incident reports.
- Serve as a visible, approachable presence to Build build positive relationships with students and stakeholders community.
- Communicate effectively and work collaboratively with administrators and law enforcement personnel
- Prepare incident reports as needed
- Provide sSupport in school and district emergency response and preparedness drills and real-time incidents. situations and participate in school emergency drills

- Interact professionally with all law enforcement/fire rescue with the ability to calmly assesssolutions and/or implement processes during critical events
- Serve as the <u>Assist</u> security personnel for school and/or district functions as needed which may include after school and extra-curricular activities
- Perform other duties as assigned by the Director of Safe Schools and/<u>or designee</u>.

#### **Physical Demands:**

Exerting up to 100 pounds of force occasionally and/or up to 50 pounds of force frequently, and/or up to 20 pounds of force regularly or as needed to move objects. Employees in this position work in a safe and secure work environment that may periodically have unpredicted requirements or demands.

#### **Reports to:**

Reports directly to the Director of Safe Schools and/or designee

#### **Evaluation:**

Annual evaluation done by the Director of Safe Schools and/or designee

#### **Terms of Employment:**

12-month employment

#### **Salary:**

Salary based upon approved salary schedule

#### Job Code:

79021

Board Approved: 10/26/2021

#### Hernando County School Board Florida

FLSA: Non-Exempt, Non-Union

#### SCHOOL SAFETY GUARDIAN

This position is an armed School Safety Guardian as part of the <u>Chris Hixon, Coach Aaron Feis and Coach Scott Beigel Guardian Program</u>. There shall be no law enforcement authority except to the extent necessary to prevent or abate an active assailant incident on school property.

#### **Required Qualifications:**

- High school diploma or General Education Diploma (GED)
- Minimum 21 years of age
- Valid Florida driver's license
- Willingness to use force, including deadly force, when protocol requires
- Must hold a State of Florida concealed weapons permit under F.S. 790.06 and maintain the permit throughout employment in this position
- Must meet all law enforcement requirements to attain a School Safety Guardian appointment pursuant to state statute and maintain such throughout employment in this position. Current requirements are listed below and are subject to change by statute or Marjorie Stoneman Douglas High School Public Safety Act.
  - Must hold a State of Florida concealed weapons permit under F.S.790.06 and maintain the permit throughout employment of this position.
  - Complete a 144-hour training program, consisting of 12 hours of training to improve the school guardian's knowledge and skills necessary to respond to and de-escalate incidents on school premises and 132 total hours of comprehensive firearm safety and proficiency training conducted by Criminal Justice Standards and Training Commission certified instructors, which must include:
    - 80 hours of firearms instruction based on the Criminate Justice Standards and Training Commission's Law Enforcement Academy training model, which must include at least 10 percent but no more than 20 percent more rounds fired than associated with academy training. Participants must achieve an 85 percent pass rate on the firearms training.
    - 16 hours of instruction in precision pistol
    - 8 hours of discretionary shooting instruction using state-of-the-art simulator exercises
    - 16 hours of instruction in active shooter or assailant scenarios
    - 8 hours of instruction in defensive tactics
    - 4 hours of instruction in legal issues
  - O Pass a psychological evaluation administered by a psychologist licensed under chapter 490 and designated by the Department of Law Enforcement and submit the results of the evaluation to the sheriff's office. The Department of Law Enforcement is authorized to provide the sheriff's office with mental health and substance abuse data for compliance with this paragraph.
  - O Submit to and pass an initial drug test and subsequent random drug tests in accordance with the requirements of F.S. 112.0455 and the sheriff's office
  - Successfully complete ongoing training, weapon inspection, and firearm qualification on at least an annual basis.

- A person who is certified and in good standing under the Florida Criminal Justice Standards and Training Commission, who meets the qualifications established in F.S.S.943.13, and who is otherwise qualified for the position of school guardian may be certified as a school guardian by the sheriff without completing the training requirements listed above
- Strong interpersonal skills with the ability to work independently and work cooperatively in a team
- Must have First Aid and CPR/AED certification. Obtain certification within 90 days of employment if not already certified.
- Must be willing to work a flexible schedule including reporting to various school/district sites, after hours, weekends and night events as needed/assigned

# Required qualifications to maintain continued employment in this position, and failure to meet these requirements will constitute grounds for termination of employment:

- A State of Florida concealed weapons permit under F.S. 790.06 must be maintained throughout employment in this position
- Must continue to meet all requirements of and maintain a School Safety Guardian certification/appointment
- Must be able to successfully complete ongoing training requirements, including firearms proficiency, at an acceptable performance level

#### Performance Responsibilities:

- Respond immediately to and appropriately engage to stop the threat of an active assailant
- Conduct routine patrols of the school perimeter, doors, and interior to ensure premises are secure
- Monitor access points and ensure appropriate permissions for students exiting campus. by monitoring gates and other entry points throughout the school, ensure that students possess
- Communicate safety and or security policies and procedures to staff, parents, students, and visitors.
- Monitor students within a variety of school environments (i.e. hallways, grounds, cafeteria, parking lots, restrooms) for the purpose of ensuring the safety and welfare of students and staff
- Participate in safety risk assessments and collaborate with school and district administration and emergency responders.
- Assist in threat assessments, de-escalation of incidents, and disturbance suppression
- Conduct searches, monitor surveillance equipment, and maintain accurate incident reports.
- Serve as a visible, approachable presence to build positive relationships with students and community.
- Support emergency response and preparedness drills and real-time incidents.
- Assist security personnel for school and/or district functions as needed which may include after school and extra-curricular activities
- Perform other duties as assigned by the Director of Safe Schools and/or designee.

#### **Physical Demands:**

Exerting up to 100 pounds of force occasionally and/or up to 50 pounds of force frequently, and/or up to 20 pounds of force regularly or as needed to move objects. Employees in this position work in a safe and secure work environment that may periodically have unpredicted requirements or demands.

#### **Reports to:**

Reports directly to the Director of Safe Schools and/or designee

#### **Evaluation:**

Annual evaluation done by the Director of Safe Schools and/or designee

#### **Terms of Employment:**

12-month employment

#### Salary:

Salary based upon approved salary schedule

#### Job Code:

79021

Board Approved: 10/26/2021

Revised:

#### Hernando County School Board Florida

FLSA: Non-Exempt, Non-Union

#### SCHOOL SAFETY GUARD IN-TRAINING

This <u>role is designated for individuals undergoing training as part of the position will be used during the training period for the Aaron Feis Guardian Program Chris Hixon, Coach Aaron Feis and Coach Scott Beigel Guardian Program.</u>

Applicants must satisfy all employment criteria and successfully complete all required screenings before becoming eligible to begin training. Upon successful completion of the training program and receipt of certification from the Sheriff's Office, the individual will be transitioned into the role of School Safety Guardian. Until certification is issued, the School Safety Guardian in Training will not perform any duties as an armed employee. An applicant must meet all employment requirements and pass all screenings before they are eligible to begin training. The effective date of employment will be the first day of the required training. Once all required training is completed and certification is issued, the School Safety Guard In-Training will be transferred into the position of School Safety Guardian. The School Safety Guard In-Training will not serve in the capacity of an armed employee until training is complete and certification is issued.

#### **Required Qualifications:**

- High school diploma or General Education Diploma (GED)
- Must be 21 years or older
- Must hold a valid Florida driver's license
- Must have First Aid and CPR/AED certification. If not currently certified, must obtain certification within the first 90 calendar days of employment
- Ability to remain calm and make sound decisions in high stress situations
- Must have the physical and mental ability to respond in an emergency or potentially dangerous situation
- Willingness to use force, including deadly force, when protocols require.
- Strong interpersonal skills with the ability to work independently and in teams.
- Knowledge of standard security procedures and best practices
- One of the following:
  - <u>Previous experience as Successful</u> law enforcement <u>officer</u>, <u>correctional officer</u>, security, <u>or military or a related field experience or training</u>
  - \*May equivalent combination of education and experience which provides the required knowledge, skills and abilities to perform the essential duties and responsibilities of the position
- Knowledge of standard security procedures and best practices
- Willingness to use force when circumstances and established protocols dictate, up to and including deadly force
- Must hold a State of Florida concealed weapons permit under F.S. 790.06 and maintain the permit throughout employment in this position
- Upon completion of the School Safety Guardian In-Training -Must meet all law enforcement requirements to attain a School Safety Guardian appointment pursuant to state statute and maintain such throughout employment in this position. Current requirements are listed below and are subject to change by the statute of Marjorie Stoneham Douglas High School

#### Public Safety Act. have been accepted into the Guardian Training Program

- Must hold a State of Florida concealed weapons permit under F.S. 790.06 and maintain the permit throughout employment in this position
- O Complete a 144-hour training program, consisting of 12 hours of training to improve the school guardian's knowledge and skills necessary to respond to and de-escalate incidents on school premises and 132 total hours of comprehensive firearm safety and proficiency training conducted by Criminal Justice Standards and Training Commission-certified instructors, which must include:
  - Eighty hours of firearms instruction based on the Criminal Justice Standards and Training Commission's Law Enforcement Academy training model, which must include at least 10 percent but no more than 20 percent more rounds fired than associated with academy training. Program participants must achieve an 85 percent pass rate on the firearms training.
  - Sixteen hours of instruction in precision pistol
  - Eight hours of discretionary shooting instruction using state-of-the art simulator exercises.
  - Sixteen hours of instruction in active shooter or assailant scenarios.
  - Eight hours of instruction in defensive tactics.
  - Four hours of instruction on legal issues.
- A person who is certified and in good standing under the Florida Criminal Justice
   Standards and Training Commission, who meets the qualifications established in F.S.S.
   943.13, and who is otherwise qualified for the position of a school guardian may be certified as a school guardian by the sheriff without completing the training requirements listed above.

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- Must successfully pass a psychological evaluation administered by a psychologist licensed under chapter 490 and designated by the Department of Law Enforcement
- Must submit to and pass an initial drug test and subsequent random drug tests in accordance with the requirements of F.S. 112.0455 and the sheriff's office
- Must successfully pass a comprehensive employment background check
- Must be able to successfully complete, on at least an annual basis, ongoing training, weapon inspection, and firearm qualification at an acceptable performance level
- Must hold a valid Florida driver's license
- Must be 21 years or older
- Must have the physical and mental ability to respond in an emergency or potentially dangerous situation
- Ability to establish and maintain collaborative working relationships with all stakeholders
- Ability to work independently and work cooperatively in a team
- Must have First Aid and CPR/AED certification. If not currently certified, must obtain certification within the first 90 calendar days of employment
- Must be willing to work a flexible schedule including reporting to various school/district sites, after hours, weekends and night events as needed/assigned

# Required qualifications to maintain continued employment in School Safety Guardian position, and failure to meet these requirements will constitute grounds for termination of employment:

 A State of Florida concealed weapons permit under F.S. 790.06 must be maintained throughout employment in this position

- Must continue to meet all requirements of and maintain a School Safety Guardian certification/appointment
- Must be able to successfully complete ongoing training requirements, including firearms proficiency, at an acceptable performance level

#### Performance Responsibilities of School Safety Guardian once certified:

- Use whatever force is necessary to prevent or abate an active assailant incident
- Respond immediately to and appropriately engage to stop the threat of an active assailant
- Conduct perimeter, door, and inner school checks to ensure premises are secure
- \* Manage school access by monitoring gates and other entry points throughout the school, ensure that students possess appropriate permission when leaving campus, and observe and question potentially unauthorized persons on campus
- Make recommendations to ensure safety of students, staff, and the public
- Communicate safety and or security policies and procedures to staff, parents, students, and visitors for the purpose of providing necessary information and ensuring understanding of the potential consequences of a violation
- Monitor students within a variety of school environments (i.e. hallways, grounds, cafeteria, parking lots, restrooms) for the purpose of ensuring the safety and welfare of students and staff
- Participate in security risk assessment meetings with school and district administration and local law enforcement/fire safety agencies
- \* Refer observations and incidents (i.e. altercations, suspicious activities, inappropriate behavior, violation or rules) to the appropriate instructional or administrative personnel
- Utilize and monitor surveillance technology
- Suppress disturbances and security incidents according to established guidelines and procedures
- Deescalate confrontations between students, parents, visitors, and others
- Assist school administration with threat assessments as appropriate
- Conduct appropriate searches when directed to do so
- Build relationships with students and stakeholders
- Communicate effectively and work collaboratively with administrators and law enforcement personnel
- Prepare incident reports as needed
- Provide support in school and district emergency situations and participate in school emergency drills
- Interact professionally with all law enforcement/fire rescue with the ability to calmly assess solutions and/or implement processes during critical events
- \* Serve as the security personnel for school and/or district functions as needed which may include after school and extra curricular activities
- Respond immediately and appropriately to active assailant threats to protect students, staff, and visitors.
- Conduct routine patrols of the school perimeter, doors, and interior to ensure premises are secure.
- Monitor access points and ensure appropriate permissions for students exiting campus.
- Observe and assess unauthorized individuals on school grounds; intervene or report as needed.
- Assist with security protocols during school hours and at extracurricular or district events.
- Communicate safety policies to students, staff, parents, and visitors.
- Monitor student behavior in various settings (e.g., hallways, cafeterias, restrooms, parking areas).
- Assist in threat assessments, de-escalation of incidents, and disturbance suppression.
- Conduct searches, monitor surveillance equipment, and maintain accurate incident reports.

- Participate in safety risk assessments and collaborate with school officials and emergency responders.
- Serve as a visible, approachable presence to build positive relationships with students and the community.
- Support emergency response and preparedness drills and real-time incidents.

Perform other duties as assigned by the Director of Safe Schools and/or designee

#### **Physical Demands:**

Exerting up to 100 pounds of force occasionally and/or up to 50 pounds of force frequently, and/or up to 20 pounds of force regularly or as needed to move objects. Employees in this position work in a safe and secure work environment that may periodically have unpredicted requirements or demands.

#### **Reports to:**

Reports directly to the Director of Safe Schools and/or designee

#### **Evaluation:**

Annual evaluation done by the Director of Safe Schools and/or designee

#### **Terms of Employment:**

12-month employment

#### Salary:

Salary based upon approved salary schedule

#### Job Code:

79021

Annual evaluation done by the Director of Safe Schools and/or designee

#### **Terms of Employment:**

12 month employment

#### Salary:

Salary based upon approved salary schedule

#### Job Code:

79021

Board Approved: <del>10/26/2021</del>

#### Hernando County School Board Florida

FLSA: Non-Exempt, Non-Union

#### SCHOOL SAFETY GUARDIAN IN-TRAINING

This role is designated for individuals undergoing training as part of the Chris Hixon, Coach Aaron Feis and Coach Scott Beigel Guardian Program. Applicants must satisfy all employment criteria and successfully complete all required screenings before becoming eligible to begin training. Upon successful completion of the training program and receipt of certification from the Sheriff's Office, the individual will be transitioned into the role of School Safety Guardian. Until certification is issued, the School Safety Guardian in Training will not perform any duties as an armed employee

#### **Required Qualifications:**

- High school diploma or General Education Diploma (GED)
- Must be 21 years or older
- Must hold a valid Florida driver's license
- Must have First Aid and CPR/AED certification. If not currently certified, must obtain certification within the first 90 calendar days of employment
- Ability to remain calm and make sound decisions in high stress situations
- Must have the physical and mental ability to respond in an emergency or potentially dangerous situation
- Willingness to use force, including deadly force, when protocols require.
- Strong interpersonal skills with the ability to work independently and in teams.
- Knowledge of standard security procedures and best practices
- One of the following:
  - Previous experience as law enforcement officer, correctional officer, security, military or a related field
  - Any equivalent combination of education and experience which provides the required knowledge, skills and abilities to perform the essential duties and responsibilities of the position
- Must hold a State of Florida concealed weapons permit under F.S. 790.06 and maintain the permit throughout employment in this position
- Upon completion of the School Safety Guardian In-Training -Must meet all law enforcement requirements to attain a School Safety Guardian appointment pursuant to state statute and maintain such throughout employment in this position. Current requirements are listed below and are subject to change by the statute of Marjorie Stoneham Douglas High School Public Safety Act.
  - Must hold a State of Florida concealed weapons permit under F.S. 790.06 and maintain the permit throughout employment in this position
  - Complete a 144-hour training program, consisting of 12 hours of training to improve the school guardian's knowledge and skills necessary to respond to and de-escalate incidents on school premises and 132 total hours of comprehensive firearm safety and proficiency training conducted by Criminal Justice Standards and Training Commission-certified instructors, which must include:
    - Eighty hours of firearms instruction based on the Criminal Justice Standards and Training Commission's Law Enforcement Academy training model, which must include at least 10 percent but no more than 20 percent more rounds fired than associated with academy training. Program participants must achieve an 85 percent pass rate on the firearms training.

- Sixteen hours of instruction in precision pistol
- Eight hours of discretionary shooting instruction using state-of-the art simulator exercises.
- Sixteen hours of instruction in active shooter or assailant scenarios.
- Eight hours of instruction in defensive tactics.
- Four hours of instruction on legal issues.
- A person who is certified and in good standing under the Florida Criminal Justice Standards and Training Commission, who meets the qualifications established in F.S.S. 943.13, and who is otherwise qualified for the position of a school guardian may be certified as a school guardian by the sheriff without completing the training requirements listed above.
  - Must successfully pass a psychological evaluation administered by a psychologist licensed under chapter 490 and designated by the Department of Law Enforcement
  - Must submit to and pass an initial drug test and subsequent random drug tests in accordance with the requirements of F.S. 112.0455 and the sheriff's office
  - Must successfully pass a comprehensive employment background check
  - Must be able to successfully complete, on at least an annual basis, ongoing training, weapon inspection, and firearm qualification at an acceptable performance level
  - Must be willing to work a flexible schedule including reporting to various school/district sites, after hours, weekends and night events as needed/assigned

# Required qualifications to maintain continued employment in the School Safety Guardian position, and failure to meet these requirements will constitute grounds for termination of employment:

- A State of Florida concealed weapons permit under F.S. 790.06 must be maintained throughout employment in this position
- Must continue to meet all requirements of and maintain a School Safety Guardian certification/appointment
- Must be able to successfully complete ongoing training requirements, including firearms proficiency, at an acceptable performance level

#### Performance Responsibilities of School Safety Guardian once certified:

- Respond immediately and appropriately to active assailant threats to protect students, staff, and visitors.
- Conduct routine patrols of the school perimeter, doors, and interior to ensure premises are secure.
- Monitor access points and ensure appropriate permissions for students exiting campus.
- Observe and assess unauthorized individuals on school grounds; intervene or report as needed.
- Assist with security protocols during school hours and at extracurricular or district events.
- Communicate safety policies to students, staff, parents, and visitors.
- Monitor student behavior in various settings (e.g., hallways, cafeterias, restrooms, parking areas).
- Assist in threat assessments, de-escalation of incidents, and disturbance suppression.
- Conduct searches, monitor surveillance equipment, and maintain accurate incident reports.
- Participate in safety risk assessments and collaborate with school officials and emergency responders.
- Serve as a visible, approachable presence to build positive relationships with students and the community.
- Support emergency response and preparedness drills and real-time incidents. Perform other duties as assigned by the Director of Safe Schools and/or designee

#### **Physical Demands:**

Exerting up to 100 pounds of force occasionally and/or up to 50 pounds of force frequently, and/or up to 20 pounds of force regularly or as needed to move objects. Employees in this position work in a safe and secure work environment that may periodically have unpredicted requirements or demands.

#### **Reports to:**

Reports directly to the Director of Safe Schools and/or designee

#### **Evaluation:**

Annual evaluation done by the Director of Safe Schools and/or designee

#### **Terms of Employment:**

12-month employment

#### **Salary:**

Salary based upon approved salary schedule

#### Job Code:

79021

Board Approved: 10/26/2021

Revised:

# $\frac{\text{MUST BE COMPLETED IN FULL FOR PLACEMENT CONSIDERATION.}}{\text{(For Donations, use Section B)}}$

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<sup>\*\*</sup> 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. 25-3118

6/24/2025

#### **Title and Board Action Requested**

Review the receipt of a grant from Tampa General Hospital to be used with the National Fitness Campaign towards the installation of a Fitness Court at Central High School that will benefit students at CHS and all employees for HCSD.

#### **Executive Summary**

The Director of Labor Relations & Professional Standards, on behalf of the Superintendent of Schools, hereby requests the Board grant tentative approval for the installation of a Fitness Court at Central High School. To accept the grant and move the process forward there is a letter of intent to be signed by the Board Chair and the Superintendent. After working with the National Fitness Campaign, I am happy to announce that we have been selected as a recipient of a \$50,000 grant from Tampa General Hospital to install a fitness court at one of our high schools. Central High School was selected due to the positive impact it can have on PE curriculum, athletics, and the ROTC program. In addition, CHS was selected for the geographical location and the plan to all utilize the fitness court as a third free fitness option for our employees. Additional funds will come from Wellness Funds and community donations.

#### My Contact

Matthew Goldrick
Director of Labor Relations & Professional Standards
919 North Broad Street
Brooksville, FL 34601
goldrick\_m@hcsb.k12.fl.us
352-797-7000 ext. 70451

#### 2023-28 Strategic Focus Area

Priority 2: Talent Management

#### **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.



# WHY THE CAMPAIGN DOES IT TO MAKE WORLD CLASS FITNESS FREE Life Expectancy vs Health Expenditure UNDERSTANDING THE PROBLEM **BECOMING THE SOLUTION** AMERICA IS FACING A HEALTH CRISIS CAUSED BY SEDENTARY LIFE-WHEN COMMUNITIES ARE DESIGNED TO SUPPORT WELL-STYLES AND CITIES DESIGNED FOR CARS. USA SPENDS MORE MONEY BEING, HEALTH OUTCOMES CHANGE! \$5.000 \$10,000 THAN ANY OTHER ON HEALTHCARE WITH POOR RESULTS.



Texas A & M

Associate Professor and Program Coordinator of Exercise and Health and Wellness Management | Ph.D., ACSM-EP®, MCHES®, NBC-HWQ, EIM-II

Director of Fitness | ACE Group Fitness, Personal Trainer, Certified Health Coach, YogaFit 200 Hour Trauma Informed RYT

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# Congratulations! Hernando School District has been selected as a 2025 Healthy Schools Grant Recipient!

Dear Hernando School District,

On behalf of the National Fitness Campaign Grant Committee, we are pleased to share that the Hernando School District has been selected as a grant eligible partner in the 2025 Healthy Schools Campaign with the support of Tampa General Hospital. This notification letter confirms eligibility for one (1) 2025 NFC Grant of \$50,000. The next step is to schedule your official Grant Eligibility Award Call within the next few days, where the qualifications submitted in your Grant Application will be confirmed by the NFC team, and your Grant Program Requirements (GPR) will be aligned for eligibility and participation in this year's campaign. A copy of your GPR Document is attached to this formal award letter for your review, and is based on dates submitted in your Grant Application.

The \$50,000 Grant Award will be confirmed pending 1) the submission of a Letter of Intent, endorsed by your local governing body or appropriate council within 30 days of the Award Call, 2) authorization to proceed, documented by formal funding confirmation (commonly a purchase order) and 3) confirmation of a scheduled shipping date for the Fitness Court and appropriate storage plans. Once set, GPR milestones must be met in order to maintain funding eligibility in the campaign.

To support this partnership and align your GPR milestones with your community's local adoption and funding processes, we have assigned a Partnership Manager – Darcie Burde – as your dedicated partner and champion in support of this partnership. Over the coming months, Darcie will work with your team to support the path outlined in the GPR Document, assisting in the confirmation of required remaining funding, installation, and launch of your program.

The 2025 Healthy Schools Campaign is part of a national movement to make world-class fitness free to students and district staff, which is more important today than ever before – thank you for your commitment to supporting this goal.

#### Here is a sneak peak at what's ahead:

- Fitness Court® Launch Cut the ribbon on your beautiful new outdoor gym & announce free fitness to the students and staff!
- Classes & Challenges Get students moving & keep them engaged with ongoing group classes, individual training, and competitive events.
- Press & Promotions Shine a spotlight on Hernando School District and local partners for joining this exciting and innovative wellness movement!

Once again, we are thrilled to invite you to join us as a partner in the 2025 Healthy Schools Campaign with Tampa General Hospital, and we look forward to bringing world-class fitness to Hernando School District!

Best in Fitness,

Mitch Menaged, Founder



### Hernando School District - National Fitness Campaign 2025 Funding Cycle Grant Program Requirements (GPR)

Important: Grant Program Requirement (GPR) Dates must be adhered to in order to confirm grant availability within the awarded campaign year. While NFC strives to accommodate all approved applicants for participation, National Fitness Campaign cannot guarantee grant availability within each calendar year should approved milestone dates not be met, due to the volume of applicants joining the campaign and limited nature of Grant Funding in each state. Please contact your Partnership Development manager for more information.

#### PHASE 1

#### **MILESTONE 1: ADOPTION**

Summary: Commit to project adoption and confirm intent to provide remaining matching funding

- Requirement: Complete Letter of Intent
- On or Before: 6/26/2025

#### MILESTONE 2: AUTHORIZATION TO PROCEED - FUNDING CONFIRMED

Summary: Approve and secure funding (as needed) and confirm total required remaining funding listed below.

- Requirement: Funding confirmation document submitted to NFC for remaining program funding (typically a Purchase Order (P.O). Refer to Official Quote and Funding Requirements Summary for details.
  - o Remaining Funding Requirement: Fitness Court with Custom Art \$130,000
  - On or Before: 7/30/2025

\*All external fundraising must be secured no later than 120 days from the Notice of Award\*

#### **MILESTONE 3: SHIPMENT FOR STORAGE**

Summary: Identify Fitness Court® storage location and schedule Fitness Court® delivery

- Requirement: Accept Fitness Court® delivery and store at a secure location, prepare to be invoiced for remaining program funds due per Milestone 2.
- Deadline: Within 2-4 weeks from completion of Milestone 2

#### PHASE 2

#### **MILESTONE 4: PLANNING, DESIGN & ART**

Summary: Confirm Fitness Court Orientation and Site Layout, Approve Fitness Court® Art Designs

- Requirement: Approve Site Orientation, Site Plan and Approve artwork.
- Deadline: August 2026

(Continued on Next Page)



#### **MILESTONE 5: CONCRETE SLAB INSTALLATION**

Summary: Review concrete slab drawings & schedule concrete installer, Confirm Art is produced and shipped.

- Requirement: Install concrete slab (cure time of 14 days before Fitness Court® installation, Spraylock additive required). Fill out the concrete slab inspection form upon completion.
  - Estimated Funding Requirement: \$0-\$25,000 (Fitness Court Configuration)
- Deadline: September/October pending weather and internal processes

#### **MILESTONE 6: FITNESS COURT® ASSEMBLY**

Summary: Select Fitness Court® Assembly Team - NFC'S Approved Installation Network (AIN) is recommended pending local procurement requirements and policies.

- Requirement: Confirm installation timeline with NFC, provide completed installation photos for NFC inspection
  - <u>Estimated Funding Requirement: \$28,500-\$30,500 (Fitness Court Configuration)</u>
- Deadline: November 2025 pending weather and internal processes

#### MILESTONE 7: PRESS LAUNCH RIBBON CUTTING CEREMONY

Summary: Hold Fitness Court® press launch & ribbon cutting event (in coordination with State Sponsor if applicable)

- Requirement: Promote press release, train ambassadors, hold launch within campaign year (weather permitting)
- Deadline: December 2026 pending weather

#### MILESTONE 8: ATTEND OFFICIAL WELCOME TO CAMPAIGN VIRTUAL CALL

Summary: Attend NFC's official Welcome to Campaign call to share success of launch, initiate Fitness Court warranty, receive tools & services for Fitness Court activation, establish connection to long-term NFC Relationship Management Team

- Requirement: Schedule call with NFC & Local Leadership to attend Welcome to Campaign call. \*Call completes formal grant obligations.
- Deadline: Scheduled within 2 weeks post Launch Event (Milestone 7)

G.P.R. Authorized by: Trent Matthias - Campaign Director

The School District of Hernando County, Florida
Office of the Superintendent

Office of the Superintendent 919 N. Broad Street

Brooksville, FL 34601 Phone: (352) 797-7000 Fax: (352) 797-7101



Superintendent: Ray Pinder
Board Chairperson: Shannon Rodriguez
Vice Chairperson: Mark Johnson
Board Members:
Michelle Bonczek
Susan Duval
Kayce Hawkins

Learn it. Love it. Live it.

June 24, 2025

National Fitness Campaign Attn: Trent Matthias, Campaign Director P.O. Box 2367 San Francisco, CA 94126

Dear National Fitness Campaign Grant Committee,

On behalf of the Hernando County School District, I am writing to accept the conditional National Grant Award of \$ 50,000, awarded to our institution and affirm our intention to join the National Fitness Campaign Community Wellness Initiative. We are proud to have been selected to join the collective efforts of America's largest public-private partnership to support physical wellbeing.

Our institution recognizes the growing health crisis in America of preventable diseases born of inactivity and sedentary lifestyles and acknowledges the important impact the built environment, pedestrian infrastructure and outdoor Fitness Courts® have on building healthier communities. We are educating tomorrow's leaders and believe the support of a healthy lifestyle is essential for our students and their future success.

I would like to express our district's good faith intention to complete the following:

- Cooperate with the scheduled Grant Program Requirements (GPR) dates issued to our institution by the NFC Grant Committee and affirmed by our staff.
- Plan to commit a minimum local match in the amount of (50,000) from budgeted or internal funds within fiscal year (2025-26).
- Work to secure any supplemental funding within 120 days from the NFC Notice of Award date as necessary through community sponsors and partnerships which will be made available and committed to this program for the procurement of the outdoor Fitness Court®.
- Strive to provide a local funding match confirmation in the amount designated on the quote detailing the remaining funds for participation, provided by the National Fitness Campaign no later than the July 30, 2025, as identified on the Grant Program Requirement document.
- Endeavor to construct and launch the outdoor Fitness Court®(s), launch the initiative, and join the Campaign in accordance with agreed-upon GPR deadlines and local weather conditions.

While our institution understands the GPR dates developed in collaboration between our organization and National Fitness Campaign do not constitute a binding contract of any kind, we understand that grant funding is limited each year, and we may forfeit our grant award if we are unable to adhere to the agreed-upon GPR Deadlines.

Should you have any questions please feel free to contact me, or Matthew Goldrick, Director of Labor Relations & Professional Standards at 352-797-7000 ext. 70451

Date	Date
Shannon Rodriguez, School Board Chair	Ray Pinder, Superintendent
Sincerely,	
NFC recognizes that this letter does not constitut	te a binding contract of any kind.

Approved as to Content & Form Caroline Mockler, Esq. Staff Counsel, HCSD 1:41 pm, 06/10/2025



# NFC 2025 HEALTHY CAMPUS GRANT APPLICATION

# Congratulations on being selected to apply for funding and partnership with the National Fitness Campaign!

On behalf of our State Sponsors and Partners, we thank you for your participation in the official briefing process and congratulate you on being approved to submit an application for funding and possible selection as a leading partner in the National Fitness Campaign.

This application will confirm the qualifications discussed and reviewed with your Partnership Development Manager on the briefing and evaluation calls. It will also request additional detail regarding community eligibility and provide important details regarding grantee obligations if you are selected for this program and choose to accept the grant award. Please read and follow the instructions carefully prior to submitting your application.

For questions on the application, required documentation, or grant eligibility, please contact partnerships@nfchq.com or your Partnership Development Manager directly.

### I. General Information

**Legal Name of Organization**Hernando County School District

Which state are you located in? Florida

Application Type Educational Institution

Website URL: https://hernandoschools.org

**Applicant Name** Matthew Goldrick

**Agency Address**919 North Broad Street
Brooksville, FL, 34601

**Office Phone** (352) 797-7000

**Cell Phone** (352) 345-7839

## **II. School Eligibility Details**

# Why should the National Fitness Campaign select your campus for funding in the Fitness Court Program?

Hernando County School District is an excellent prospect for this project as we plan to support three separate initiatives with the Fitness Court and we are part of the greater Tampa Bay Area. The three specific initiatives include PE programming for high school students, ROTC program support, and fitness/well option for our 3000 employees. The Fitness Court is planned to go at Central High that serves approximately 1452 students and will be embraced as part of the physical education classes. In addition there is a NJROTC program at Central High that has been recognized in the top ten in the nation that will also make use of the Fitness Court. Finally the location of the high school is centrally located so that we plan to market and utilize the Fitness Court after school hours and on the weekends as a perk and wellness component for our employees. This will be the third cost free option to our employees coming on line as we have a fitness center on the east side of the county, Hernando County is placing a fitness court south centrally and this will be north central.

# Please describe the fitness and wellness programs and amenities for students and faculty at your school(s):

Students are required to have PE as part of their high school credits This fitness court will be an additional option. ROTC will utilize the Fitness Court for their courses and program. This will also be an opportunity for these high school students to be exposed to a free fitness option they will continue to have access to in the community as Hernando County Parks and Rec is also placing one at Veterans Park.

# Please list any campus groups and organizations that will be involved with activating and promoting this initiative.

The PE classes, ROTC classes, and sports teams at Central High School will all be involved in utilizing and promoting this initiative. In addition Hernando County School District has a Wellness Committee that will help promote this initiative for all or our employees who will have access to use during non student hours. We also have a Hernando County Education Foundation that we will work with for fundraising and promotion. In fact we have a 6/2 wellness event that if approved we will utilize to announce and kick off the marketing of the Fitness Court.

Support: Who else among your campus leadership has adopted or supported the project?

Dean/Principal Provost/District Superintendent
Hernando County Education Foundation

#### III. Multi Site Information

#### **IMPORTANT:**

The National Fitness Campaign's Grant Committee evaluates site locations based on a 30-point scale to ensure maximum health impact for NFC sponsors, partners, and your community. The criteria include visibility, accessibility, and connection to pedestrian infrastructure. Each category is worth 10 points, with consideration given to community size, density, and context.

In addition, it is crucial to note that site locations for Fitness Courts must adhere to the requirement of a minimum safe distance of 150 feet from the nearest playground or children's use area. This rule is essential for funding and partnership qualification, following national standards. Our commitment is to prioritize the safety and well-being of children in the selection process while aiming for impactful and successful Fitness Court placements.

Site #1 Name:

Central High School

Site #1 Google Maps or other web URL of location:

https://www.google.com/maps/d/viewer?

<u>mid=1wYZCgEq6zXXBIFA7Doen4CMBA8msjYU&ll=28.564738</u> 6408585%2C-82.49493658550152&z=16

#### Site #1 Location Type:

**Public School Property** 

Each site partner is responsible for the site selection for their Fitness Court, associated risks, and proper use by appropriate age range. Please acknowledge you understand you have read and understand the information below.

Yes

Please confirm that the site location ensures a minimum safe distance of 150 feet from the nearest playground or children's play area, and 25 feet from any other fencing or wall structure, in accordance with national grant and safety standards.

Yes

Our organizations acknowledges that the Fitness Court is designed for individuals age 14 and older, and use of the Fitness Court is no permitted by any individual under the age of 14. We confirm we will comply with all minimum required safe distance criteria for siting our Fitness Court, and accept responsibility for proper age use of the Fitness Court only by individuals age 14 and older.

Yes

Is this site both highly visible and easily accessible?

Yes

Has the site been approved by appropriate stakeholders or campus leaders?

Yes

#### Please describe what makes this site an excellent option for a Fitness Court in your community.

The site we selected is geographically located well in the county for an additional option for our employees that live all over the county. More importantly we have the best space options at this high school to add another structure to the campus. Even more importantly the PE, sports teams, and ROTC at Central High School will maximize the use of the Fitness Court during the school day.

Do you plan to qualify additional sites for future funding consideration at this time?

No

# **IV. Timing & Funding Information**

**IMPORTANT:** 

Funding requirements for participation in the Campaign may fluctuate based on material costs and will be confirmed at the time of shipment. Changes to funding requirements in 2025, if any, will be communicated in writing to qualified applicants.

For 2025, the funding requirements are \$170,000 plus installation, which includes pouring a concrete pad (as per NFC specifications) and assembly using an approved method.

What month of the year does your fiscal year begin?

July

If selected as a Partner and awarded the grant of \$30,000-\$60,000, how do you plan to match the remaining funding required?

Option 2- Matching Funding from local budget and local sponsors plus donors.

How do you plan to match the remaining program and installation funding for approved sites ("Agency, school, or municipal budget" must be selected as one of the funding sources)?

Agency, school, or municipal budget

Supporting local sponsorships

Local donors

Community fundraising

Above you indicated that you planned to use agency, school, or municipal budget to contribute to the remaining funding. Please specify the amount of the contribution from this source.

50,000 to 100,000

Above you indicated that you planned to use supporting local sponsorships to contribute to the remaining funding. Please specify the amount of the contribution from this source.

50,000 to 100,000

Above you indicated that you planned to use local donors to contribute to the remaining funding. Please specify the amount of the contribution from this source.

30,000

Above you indicated that you planned to use community fundraising to contribute to the remaining funding. Please specify the amount of the contribution from this source.

20,000

Please list any confirmed, tentative, or None 100% confirmed at this time desired sponsors or donors in your community and region for review by NFC.

If local fundraising from private sources is unsuccessful, do you still intend to proceed with the Fitness Court program in your selected **Campaign Year?** 

Yes

When will full funding be available?

June

Will you be applying for, and considering the Fitness Court Studio program?

No

Can you confirm that your first Fitness Court will be open and available for public use in 2025?

Yes

Is your campus tax exempt?

Yes

Please enter your tax exempt number: 85-8012621945C-9

Organizations who are awarded funding and partnership will be required to meet their local funding match and procure the Fitness Court and Campaign per their local policies and procedures. The integrated nature of the products and services of this program is frequently grounds for sole source by most, but not all local requirements. Some agencies do require a bid process for procurement. A sole source letter and appendix is provided by NFC for review and use if appropriate. Please acknowledge you will communicate your organization's chosen

procurement method per your local polices and requirements following review of documentation provided by

NFC.

Yes

# V. Site Design, Installation and Maintenance

Please confirm that you have read and agree to the information listed below:

ART: All Fitness Courts include standard NFC Public Art Collection art and graphics and NFC standard design services. For additional funding, Fitness Courts can feature several versions of Custom Graphics designed by the NFC Design Studio and Local Artist program options. Please note that if you're applying for a state sponsor program, the art and color of the Fitness Court will follow the guidelines set by the State Sponsor. Your Partnership Development Manager can provide additional information if needed.

Yes

CONCRETE SLAB: The Fitness Court installation requires a 38'x38' concrete slab foundation. In the case of a Fitness Court Studio, a larger 38'x76' concrete slab foundation is required. The concrete slab foundation should be installed by a separate contractor using engineering plans that are provided by NFC.

Yes

TIMELINESS OF INSTALLATION: The **Fitness Court should be installed** within the awarded campaign calendar year if weather permits. If immediate installation is not possible due to weather, it must be completed within nine (9) months of receipt of Fitness Court to avoid the potential expiration of adhesive-based products and paints. While NFC strives to be accommodating for unique scenarios, Partner recognizes NFC is not responsible for installation support and launch assistance beyond one (1) year from the original shipment of the Fitness Court.

Yes

APPROVED INSTALLATION
NETWORK: The Fitness Court can be installed by an NFC Approved Installation company. Funding and contracts are transacted separately, with costs ranging from \$28,500 to \$30,500. Please note that there is an additional installation cost of \$7,500 for the installation of the Fitness Court Studio.

Yes

SITE STATUS: NFC may request site photographs or other inspection reports at the discretion of the National Grant Committee and sponsors to verify the status of the local site. If requested, these materials must be provided within 72 hours.

Yes

MAINTENANCE: Maintaining the Fitness Court is the responsibility of the local site partner. Acceptance of a Grant Award requires compliance with standard NFC maintenance protocols. These include properly cleaning and repairing any damages to the Fitness Court and Graphics for a minimum of 10 years.

Yes

SPONSORS: Sponsors providing funding for the Fitness Court shall not be held liable for any risk associated with the installation of or use of the Fitness Court.

Yes

# V. Site Design, Installation and Maintenance (Continued)

Are you interested in any further customization to your Fitness Court that goes beyond the standard design services?

Yes

Please indicate which art program you'd like to learn more about.

Local Artist Program

How do you plan to accommodate the installation of the concrete pad?

In kind donation of labor/materials

Please confirm that you will be proceeding with a National Approved Installer Network Team.

Yes

Would you be interested in learning about Fitness Court Care solutions?

Yes

### VI. Partnership & Sponsors

Are you willing to host an opening day celebration at your Fitness Court inviting civic leaders, community supporters, and the local media?

Yes

Please confirm that you understand that NFC sponsors and partners reserve the right to provide new graphics and messaging on the rear of the Fitness Court for approved Fitness Courts at any time to support new tools, promotions and activation programs for your community. Agency or municipality shall be allowed to approve the new design but shall not unreasonably withhold approval.

Yes

In consideration of the initiative being funded through the NFC sponsorship program, and in some cases, local or regional sponsors, will you allow the identification of major sponsors on the Fitness Court mural wall?

Yes

# VI. Partnerships & Sponsors (Continued)

Please confirm that you will support the mission of the campaign in the following ways:

Promote awareness of, and usage of, the Fitness Courts and demonstrate the value of an active lifestyle using the Fitness Court App, NFC website, and activation tools provided?

Yes

Promote sponsors who have supported the Campaign, and join relevant regional and national events and promotions?

Yes

Establish a long term point of contact at your community to support an annual partnership support call, providing updates for relevant tools, communication programs, and promotions to support continued engagement with your community?

Yes

Please provide name and contact information for this person

Matthew Goldrick

**Phone** 

(352) 797-7000

**Email** 

goldrick\_m@hcsb.k12.fl.us

## **VII. NFC Grant Award Acceptance**

How will your organization accept the \$30,000 - \$60,000 Statewide Fitness Court® Program Grant Award of Eligibility and confirm that your matching funding will be available and committed to this program following appropriate local procedures and adoption steps?

Purchase Order or other Funding Confirmation Documentation

# VIII. Applicant's E-Signature

The undersigned (authorized to sign on behalf of the applicant organization) certifies, to the best of their knowledge and belief, that the information contained in this application is true.

Further, NFC and the undersigned organization recognize that neither submitting this application nor being awarded NFC Grant Funding constitutes a binding commitment of any kind.

Signature

**Date and Time of Signature** 

2025-05-19 11:01

# **NFC 2025 HEALTHY CAMPUS GRANT APPLICATION**

STATE and REGIONAL HEALTH INSURANCE and HEALTHCARE SPONSORS: Applicant acknowledges that in accordance with NFC standards, if their organization is selected for this program, which includes funding support from a State or Regional Health Insurance or Healthcare Sponsor, that no other sponsors within the same business category aside from the NFC State or Regional Sponsor may be involved in contributing funding for this program, or recognized in any way. I.E. Applicant may not seek funding from local hospital sponsor if NFC sponsor is a health system or hospital network, or seek funding from another health insurance sponsor if the the NFC sponsor is a health insurance company.

Local sponsors outside of the same business category as the state or regional sponsor are permitted. For any questions regarding qualifying sponsors, please contact your Partnership Development Manager.



National Fitness Campaign LP | PO Box 2367, San Francisco CA 94126 | info@nfchq.com

To Whom it May Concern,

National Fitness Campaign LP (NFC) is a wellness consulting firm that cooperates with public and private organizations to build healthy communitie across America. The NFC initiative provides:

- A trademarked outdoor infrastructure product, the Fitness Court®
- Site Design and Strategic Planning services
- An integrated digital ecosystem, including the Fitness Court® Mobile App and Digital Training Library
- A certified ambassador training program to local volunteer trainers

Municipalities, schools, and community organizations with public land may apply to join the National Fitness Campaign wellness initiative and bring the program to their approved site locations. This program is unique, and NFC is the only organization in the world that delivers these elements either individually, or as part of an integrated program. For the reasons listed in this document, the trademarked ownership of the system and healthy infrastructure, and the integrated nature of the initiative, including its services, products, tools and grant funding, it is commonly approved as a sole source across the United States.

Analysis has been conducted by hundreds of cities and institutions across the country, who have concluded that the products and services have no equal, and determined their selected method of procurement is a Sole Source procurement, in accordance with local policies and requirements. This group includes cities like Sacramento California and Las Vegas Nevada, and institutions such as The University of Colorado at Boulder, where the Fitness Court® and associated tools and services were procured via sole source procurement, evidenced by public documentation and approvals. Further, the Fitness Court® is trademarked and owned by National Fitness Campaign.

The integrated nature of the products and services is frequently grounds for sole source by many, but not all local requirements. Some agencies do require bids for procurement.

There are three primary differentiators that commonly validate the sole source justification of the Fitness Court® and national campaign resources, which are described below. In addition to the descriptions of these three primary items, an appendix is provided as an attachment to this document that provides graphic aids and further detailed information regarding the differentiation of this program and its associated products and services.

#### 1 - Trademarked Fitness Court® System

- A. The Fitness Court® is trademarked and owned by National Fitness Campaign LP.
  - a. As such, this product cannot be procured from any other organization. Any organization seeking to fund and install a Fitness Court® must do so through National Fitness Campaign LP.
    - See Appendix for Trademark Document from the United States Patent and Trademark Office
- B. The Fitness Court® and each element is manufactured only by National Fitness Campaign LP. It is impossible to not only procure the elements as a system, but individually. Every aspect of the Fitness Court®, including the functional design of all equipment, structural engineering, elements are the property of National Fitness Campaign LP. The individual elements are each named and registered with a unique design and serial number. Because the design of the elements is owned by National Fitness

Campaign LP and not licensed to any other organization or distributor, it is not possible to procure them anywhere else.

- C. The Fitness Court® is available only in a single configuration, shown in the appendix material. The system includes over 118 unique elements, which acts as a full body training center, teaching people of all ages and fitness levels about how to stay fit and healthy in just 7 minutes a day. There is no variation in the layout of the elements. Elements can not be added or removed. Spacing cannot be altered. Like many integrated products, Individual elements can not be procured separately.
- D. The Fitness Court® has a specialized training envelope that accommodates more users per square foot than any other known system in the world. The Fitness Court® is a comprehensive outdoor circuit training system, laid out in 32'x32' of space, for a total of 1024 sq ft of training area. NFC's patented design is able to support 28 simultaneous users on 30 integrated bodyweight training components, derived from the previously stated 118 elements. This configuration is impossible to re-create in only 1024 square feet without NFC's proprietary design and components.
- E. The Fitness Court Studio is an optional addition to the Fitness Court which incorporates an additional 32'x32' outdoor studio. The Fitness Court Studio can only be procured in collaboration with the Fitness Court and provides 1024 Sq ft of additional rubberized floor space for versatile group-based activities such as dance, yoga, cardio fitness classes, PE classes and acts as a community hub for wellness-related activities such as art and meditation events. The Fitness Court and Fitness Court Studio combine to form a completely unique community wellness space that can fit up to 60 users simultaneously. When combined the Fitness Court and Fitness Court Studio are impossible to recreate due to NFC's proprietary design and components.
- F. Public Art Mural and Digital Engagement Wall
  - a. Each Fitness Court® is designed as a one-of-a-kind work of art that includes a 32'x5.5' public art mural. The mural is an integral component of the Fitness Court design, and makes each Fitness Court® a one-of-a-kind public art installation.
  - b. This artwork is produced specifically for the Fitness Court®, and to comply with manufacturing requirements of the Fitness Court® presentation surfaces.
  - c. This artwork is unavailable through any other vendor, and is impossible to recreate to conform to important national standards and manufacturing requirements stated above in item b.
  - d. Additionally, digital integration, safety information, and other details are provided as part of this artwork.
  - e. All artwork is approved by NFC's Grant Committee and partners.
  - f. Further, the mural can be periodically re-designed and introduced, to create a rotating gallery of outdoor art to inspire people to engage in regular wellness activities.
    - i. NFC provides integrated consulting and design services to assist in this process.
  - g. Digital Engagement Wall
    - i. The feature wall of the Fitness Court includes a custom digital engagement wall.
      - 1. This wall provides digital QR codes and embedded, proprietary information regarding the use of the Fitness Court® and Fitness Court App.
      - 2. This workout library is unavailable from any other organization because it is the IP of National Fitness Campaign LP.
      - 3. Tracking Fitness Court® usage wouldn't be possible without the built in GPS tracking features available on the Fitness Court® digital engagement wall.

- h. NFC is unaware of any other outdoor fitness element that provides an integrated art mural of any kind.
- Further, NFC has an in-house art studio that designs, produces, and creates the art and custom graphics that are integrated into each Fitness Court. Fitness Court Compatible Graphics are only available from National Fitness Campaign LP.

#### 2 - Fitness Court® App and Digital Tracking System

Each Fitness Court® is supported by a mobile app called the Fitness Court® App. All IP, including the app itself are owned by National Fitness Campaign LP. The training resources, world-class workout programs, challenges and data analytics features are only available for Fitness Court® users and site partners. No other outdoor fitness equipment provides a mobile app with the following four primary features:

- A. Mark Lauren Training Series
  - a. Mark Lauren is a US Special Operations Trainer and Bestselling Author. Mark Lauren has developed 18 proprietary workout programs specifically for the Fitness Court® system. They are only available on the Fitness Court® App. Mark Lauren has no other programs for outdoor fitness equipment available.
- B. Fitness Court® App Check-In Feature
  - a. This is a proprietary feature that allows a user to check-in to their local Fitness Court, and build healthy habits.
- C. Annual Data Analytics Reporting
  - a. Each site partner who builds a Fitness Court® is eligible to receive an annual data report tracking statistics of their Fitness Court®.
  - b. To NFC's knowledge, no other manufacturer of any type of outdoor exercise component provides a regular, annual report of key usage metrics using digital, GPS based systems.
    - i. The Report is provided by NFC, and includes annual demographic data, user age ranges, Fitness Court app downloads and other important information.
    - ii. This information is generated by NFC's proprietary GPS based data analytics services for each Fitness Court® in America.
- D. See appendix for additional information regarding the Fitness Court® App.

#### 3 - National Grant Funding

National Fitness Campaign LP builds and maintains a multi-million dollar annual Grant Fund, supported each year by sponsors and partners of the campaign. This funding takes tremendous effort to build, and it is provided by the National Fitness Campaign and partners and sponsors to support the mission of making wellness infrastructure free and accessible across America in partnership with leading cities, schools and organizations. Funding varies from state to state and year to year.

Some of the Campaign Sponsors and programs include:

- NFC Public Art Campaign
- National Certified Installer Network

Dozens of State and Regional Sponsors, including, but not limited to:

- Blue Cross and Blue Shield of Illinois
- Blue Cross and Blue Shield of Kansas

- Priority Health
- MVP Health Care
- Renown Health
- Blue Cross and Blue Shield of New Mexico
- Blue Cross and Blue Shield of Texas
- Blue Cross and Blue Shield of Alabama
- Community Health Options
- Blue Cross and Blue Shield of Massachusetts
- Blue Cross and Blue Shield of Oklahoma

To procure a Fitness Court® and participate in the campaign, an organization must complete a formal application and be approved for funding and participation. Each partner organization that succeeds in submitting a successful application is eligible to receive a variable Grant Award based on application merit which is deducted from the funds required for the NFC program from sponsors of the National Fitness Campaign.

This funding is administered in the preferred method of receipt for each partner organization. Methods include a credit on final invoices for remaining funding, and direct grant disbursements provided by National Fitness Campaign.

This funding is available for a limited number of partners in each state on an annual basis, and is awarded based on merit of application from a qualified site partner, including the requirement for the Fitness Court to build in a publicly accessible location that is highly visible, active, accessible to the community, and connected to pedestrian infrastructure.

For more information, refer to the "NFC Organization Overview and Grant Funding Summary, and see: <a href="https://nationalfitnesscampaign.com/grants">https://nationalfitnesscampaign.com/grants</a>

No other vendor, distributor or organization makes these materials available for procurement by any city, school, or organization. They must be acquired from National Fitness Campaign LP. If you have further questions regarding this sole source letter or require additional information, please contact us per the information provided on this letterhead.

Sincerely,

Mitch Menaged, Founder and Director National Fitness Campaign LP

## United States of America United States Patent and Trademark Office

## THE FITNESS COURT

Reg. No. 4,307,958

MITCH MENAGED (UNITED STATES INDIVIDUAL)

1740 KEARNY STREET

Registered Mar. 26, 2013 SAN FRANCISCO, CA 94133

Int. Cl.: 41

FOR: PROVIDING OUTDOOR FACILITIES FOR RECREATION ACTIVITIES AND BODY

BUILDING, IN CLASS 41 (U.S. CLS. 100, 101 AND 107).

SERVICE MARK

FIRST USE 0-0-1979; IN COMMERCE 0-0-1979.

PRINCIPAL REGISTER

THE MARK CONSISTS OF STANDARD CHARACTERS WITHOUT CLAIM TO ANY PAR-

TICULAR FONT, STYLE, SIZE, OR COLOR.

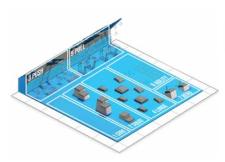
SER. NO. 85-600,534, FILED 4-17-2012.

KIMBERLY FRYE, EXAMINING ATTORNEY



# CAMPAIGN SUMMARY





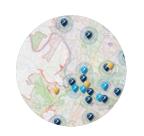


#### 21st Century Healthy Infrastructure

National Fitness Campaign's Fitness Court is the centerpiece to its holistic health and wellness initiative. The Fitness Court is an outdoor bodyweight circuit training center with functional fitness DNA. The best-in-class system provides a full-body workout to adults of all ability levels. With 7 functional fitness zones, the Fitness Court can be used in thousands of ways. The Fitness Court is the world's best outdoor gym!



7 Minutes 7 Movements



Strategic Planning Studies

Strategic Planning & Feasibility Study, Site Design Consulting



**Campaign Funding Support** 

Sponsor Strategy, Best Practices, National Installation Team Support



#### **Fitness Court App**

Free digital App Delivering Programing, Workouts & Content



#### **Ambassador Training**

NFC Fitness Court Ambassador Training ACE Certified (America Council of Exercise)



#### **Launch & Public Relations**

Featured Stories Highlighted through Press and Local Media



#### **Annual Fitness Season**

Spring/Summer/Fall national & local training, classes & challenges series





App.

World-class training videos will available on the Fitness Court



FALL

The Fitness Season culminates with local, regional and ational challenges for residents.



Made & Manufactured in the USA

Designed by NFC in California.





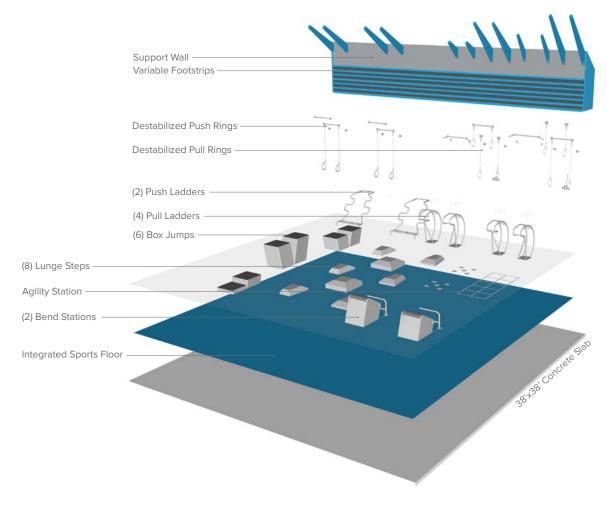
**High Quality** Dual-layer powder-coating carbon steel



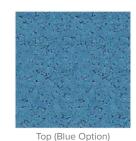
**Durable Materials** Tamper-resistant, galvanized & stainless steel bolts and fittings.

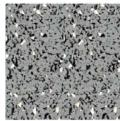


**Best In Class** Anti-graffiti laminate vinyl decals



Each Fitness Court® includes an integrated sports floor made from durable 2'x2' tiles which adhere directly to the concrete slab. Available in our standard NFC Blue or Gray to match any custom design.











Bottom Reducer Top (Grey Option)

# PROGRAM SUMMARY



PROGRAM SUMMARY: All items and services below are delivered to approved partners as part of the Campaign.

#### **HEALTHY INFRASTRUCTURE**

#### FITNESS COURT

#### Fitness Court® Description:

32'x35' outdoor bodyweight circuit training system with the following components:

- Seven station circuit training system providing full-body workout modules
- Fitness Court® body-weight training wall 32'W x 2'D x 6' H with custom graphics
- Thirty pieces of body-weight fitness elements for simultaneous use by 28 users at one time. Fitness Elements anchored and grouped within seven stations.
- · Bolts, attachments and anchors required for installation

#### Fitness Court Surface - Tile Surface Specifications

- Outdoor Sports Floor Size: 1.024 SF (32'x32')
- Color: NFC Blue
- Thickness: 1" Tiles
- ADA Border Included

#### **Fitness Court Specifications:**

- All structural components are made from high-grade carbon steel
- Structural components receive high-grade duel layer powder coating
- · All cladding (skins) made from high-grade aluminum and powder coated
- · Graphics and signage printed with anti-graffiti over-lamination material
- Manufactured in the United States
- · Resilient to heavy, repeated daily use
- · Over 30 individual pieces of equipment
- Powder-Coated Structural Components
   Galvanized fittings and bolts included
- · Stainless steel cables
- · Full installation guide provided
- Warranty through NFC

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#### Warranty + Maintenance

- · Made for all climates
- · Almost no moving parts (only cables)
- · Equipment is anchor bolted into concrete
- Replacement parts available through NFC
   No requirement for disassembly in winter
- Maintenance guide, including touch-up paint & necessary tooling included

See Official Warranty for Full Coverage Detail

#### **CAMPAIGN SERVICES**

#### FITNESS COURT® APP

#### The Fitness Court App

Free mobile app for iOS / Android teaches proper use, routines and challenges to all users

- Learn the Moves: Discover the Fitness Court®'s 7 Movements Core, Squat, Push, Lunge, Pull, Agility and Bend to challenge and strengthen your body. Beginner, intermediate and advanced training videos demonstrate how users of any age or ability can use the Fitness Court®.
- Health Kit: Track personal health stats directly on the Fitness Court app. Statistics include: steps taken, average heart rate, time spent
  on the Fitness Court® and total calories burned.
- Find Your Fitness Court®: Search for your local Fitness Court® with the new Fitness Court® interactive map.
- Train: Take curated classes from one of our professional coaches. Classes are for adults of all levels and abilities.

# ed I 3. Assemble Court 2. Sports Floor rete Pad

#### CERTIFIED AMBASSADOR TRAINING

#### **Programming and Training Tools**

Fitness Court® Ambassadors build and sustain a healthy culture around The Fitness Court® ecosystem

- Learn: education modules provided by the NFC Training Team offered remotely, and provide a range of class templates, coaching
  tips and more to qualified Ambassadors.
- Train: classes, clinics and challenges led by Ambassadors, that engage all ages and fitness levels. These guided workout options
  expand the user community and increase long-term usage and adoption.
- Share: continuous online and print storytelling, engagement and social connection further build out a healthy culture on each Fitness Court®.

#### **HEALTHY INFRASTRUCTURE DESIGN SERVICES**

#### Strategic Planning & Feasibility Study

- · City-wide impact analysis and master plan integration plan
- Site Design and Visibility Analysis

#### **Custom Fitness Court Design Services & Construction & Installation Support**

- · Customized Fitness Court powder-coating and decal design no two Fitness Courts are the same!
- Stamped and certified design plans, concrete slab drawings, and contractor management are provided by the NFC Activation Team.
   With all ready-to-build plans included, most installations require less than 90 days to complete from ground-breaking to launch.
- NFC National Installation Partner Access (contracted separately)

#### **GRANT FUNDING, CONSENSUS BUILDING, SPONSOR SUPPORT**

#### **NFC Grant Funding Qualification**

· Access to qualify for NFC's Grant Funding through NFC's national partners to support seeding the program.

#### Consensus Building Consulting

NFC has industry experts in project management, and from conception through execution, they will collaborate on an average of 2 intensive monthly planning calls to drive success.

#### Sponsor Strategy Consulting Support

Custom renderings can be provided by NFC Design Team to support outreach to local sponsors and partners. Slide
presentations can be provided for in-person meetings and internal stakeholder consensus-building.

#### **MEDIA, PRESS, & PROMOTIONS**

#### Promotions and Marketing Package

Media support and community engagement materials excite users and strengthen program adoption

- Grant Announcement Kit: promote the development of the program in your community with NFC support through traditional and social media channels - including a custom Press Release and outreach planning tools.
- Launch Event Promotions Toolkit: announce the launch of the Fitness Court® on traditional media channels with a separate
  customized press release, outreach support and uniquely branded assets for social media.
- NFC Website Feature Story: NFC-hosted custom storytelling showcases the partnership and program development in your community.
- Fitness Court<sup>®</sup> Gear: gear and giveaways nurture Ambassador relationships, honor stakeholders and excite event attendees, to amolify launch activities.
- Opening Day Launch Support: NFC provides event management templates, guidance for launch event planning, and custom promotional materials (flyers, media assets).







- FITNESS CAMPAIGN

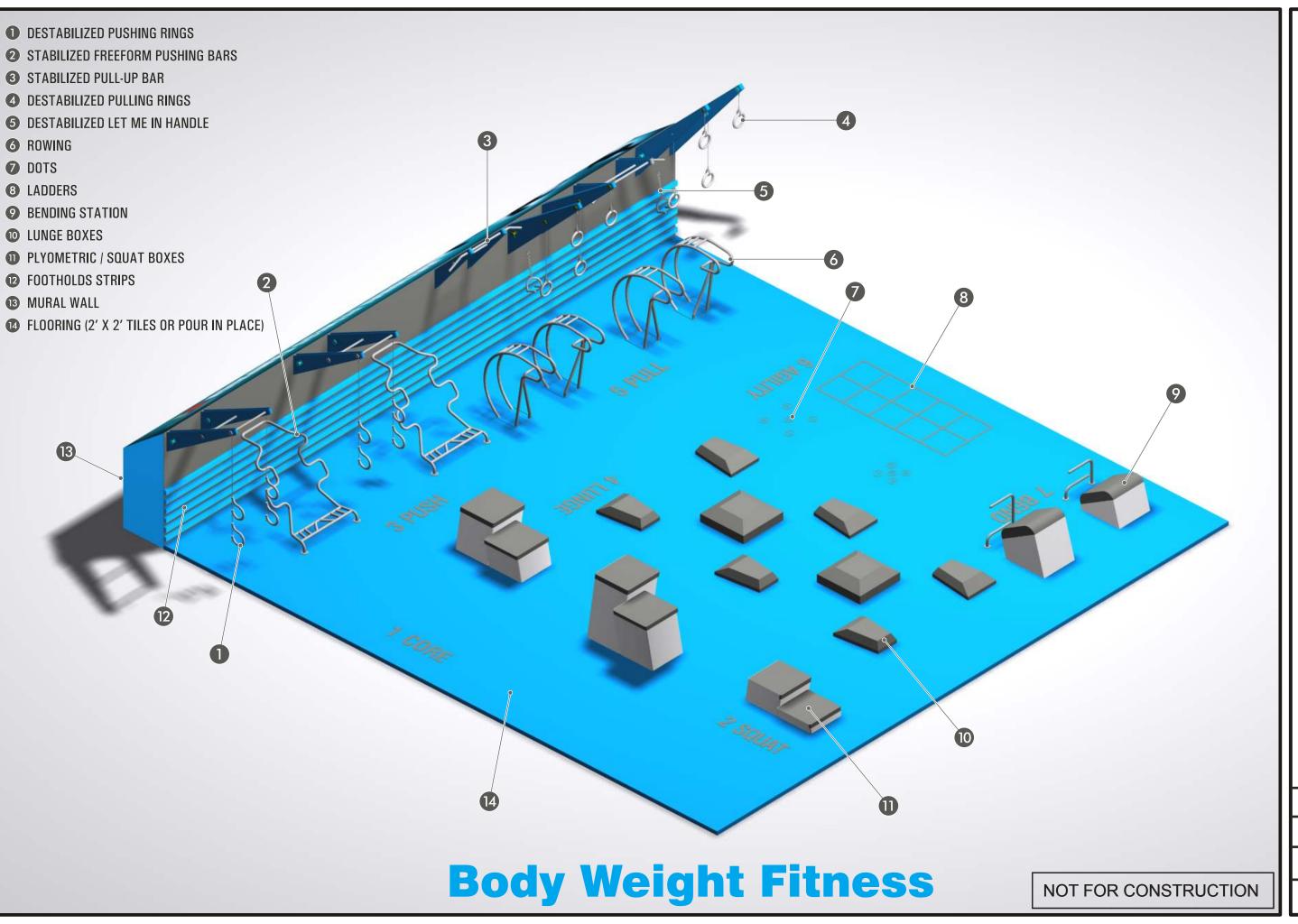
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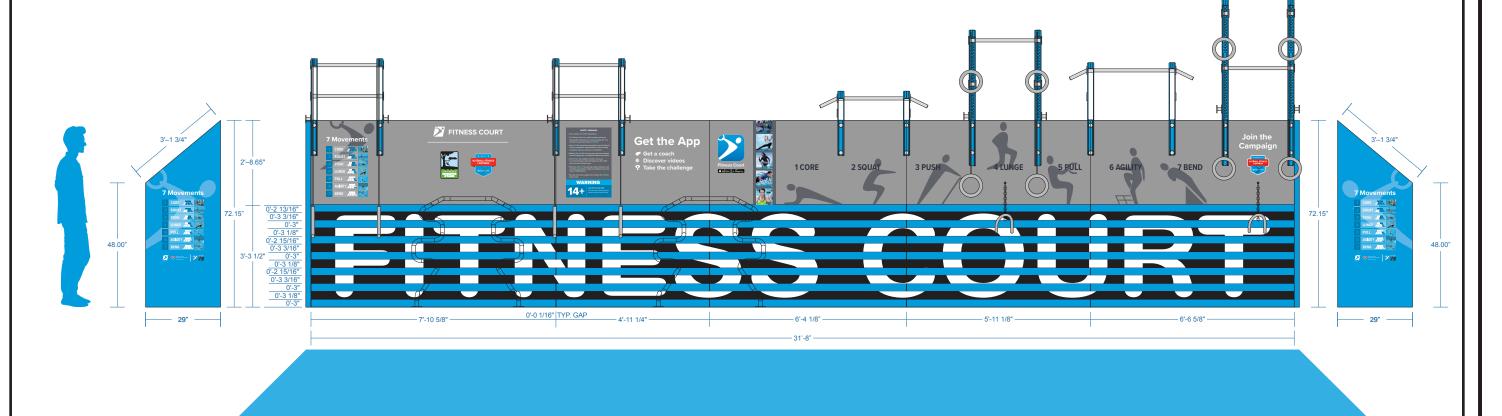
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NOTE: Sponsor Recognition shown for reference only. For Custom Decals, additional fee applies.

NFC FITNESS COURT SCHEMATIC ELEVATIONS

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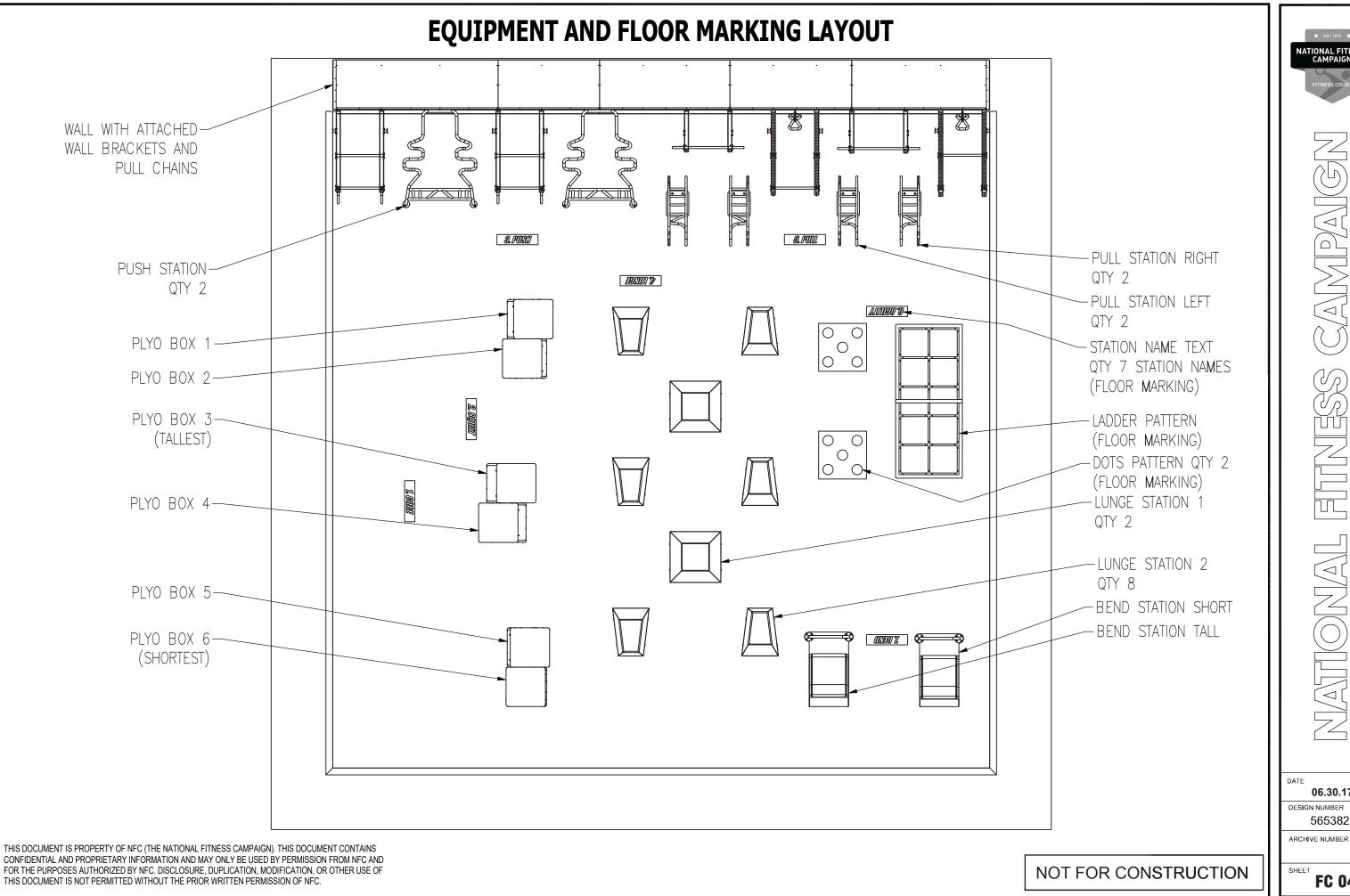


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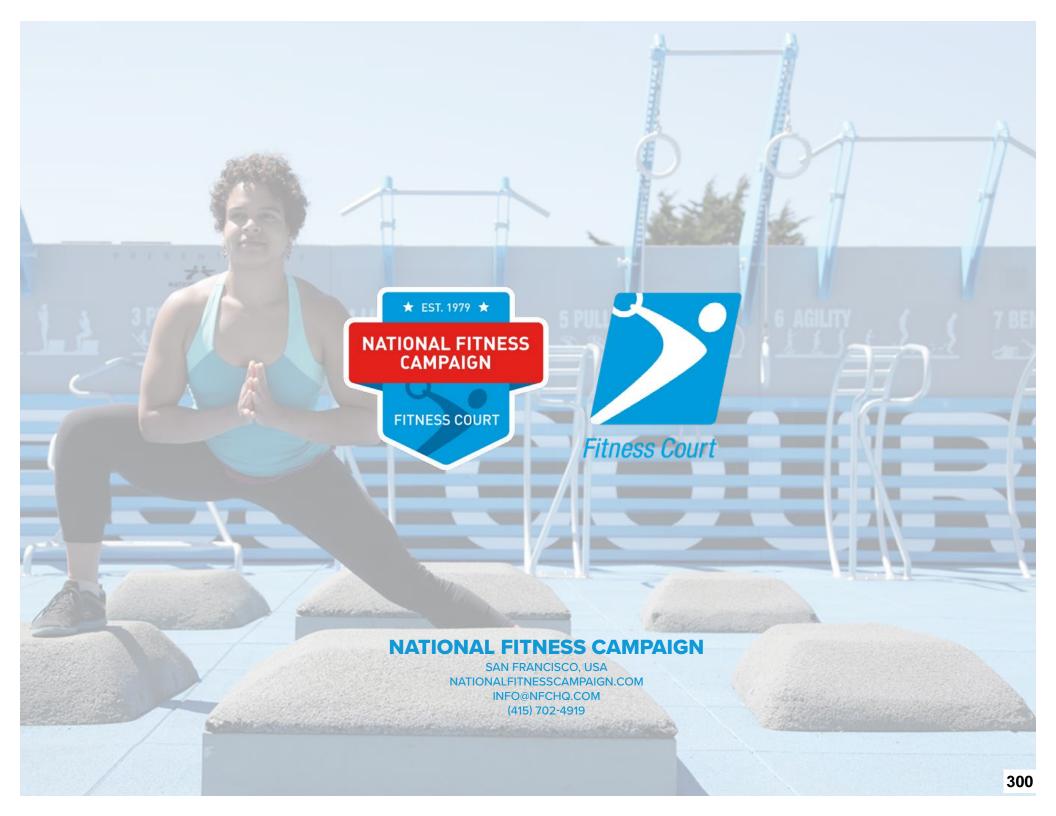


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## $\frac{\text{MUST BE COMPLETED IN FULL FOR PLACEMENT CONSIDERATION.}}{\text{(For Donations, use Section B)}}$

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<sup>\*\*</sup> 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. 25-3122

6/24/2025

#### **Title and Board Action Requested**

Space Hernando Updates

#### **Executive Summary**

The Kara Trowell, Coordinator of Career & Technical Education, on behalf of the Superintendent of Schools, hereby requests the Board to review plans that Hernando County Schools is taking steps to integrate the space industry into its Career and Technical Education (CTE) programs across K-12 and Wilton Simpson Technical College. In alignment with Space Florida's K-20 workforce development goals, the district hopes to proactively position students to explore high-demand careers within the state's rapidly expanding space economy. This review highlights current partnerships, recent achievements, early-stage initiatives, and a forward-looking vision designed to strengthen collaboration between education, industry, and government. The board's review will support continued planning and alignment of local pathways with regional economic opportunities, ensuring Hernando County students are competitive and career-ready for the future of space and aerospace industries.

#### **My Contact**

Kara Trowell, Coordinator of Career and Technical Education

#### 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.



## STRATEGIC PURPOSE & FOUNDATIONAL DIRECTION

- · Position Hernando County students & residents for meaningful careers in Florida's expanding space economy.
- · Partner with Space Florida, industry leaders, & government to build aligned K-12 and postsecondary pathways.
- $\cdot$  Respond proactively to Space Florida's K-20 workforce development goals, recognizing Hernando's unique community potential & strategic location.
- · Foster high-skill, high-wage career opportunities for Hernando County residents.





# KEY MILESTONES & RECOGNITIONS

- · Collaboration between local government, school district, & industry to form goals & initiatives.
- · First class of 2025 Space Academy Program graduates recognized by Space Florida, alongisde congratulatory video messages received from NASA, Blue Origin, Lockheed Martin, & Space Florida.
- · Hernando Schools' Career & Technical Education was formally recognized in the Congressional Record by Congressman Gus Bilirakis.

## INITIATIVES & NEAR-TERM OBJECTIVES

- ·From over 550 credentials on the MCL, Space Industry leaders met to identify 360 Industry Certification Exams that were relevent & alligned to their needs.
- ·Collaborate with Space Florida on teacher engagement sessions to support program development and K-I2 instructional enhancement.
- •Coordinate with Hernando County Government and Economic Development to strategically plan goals, initiatives, feasibility, collaborations, etc.
- •Explore funding options including grants, partnerships, appropriations, conduit financing.

# LONG-RANGE DIRECTION & FOCUS

- Develop shared K-I2 and Wilton Simpson Technical College pathways to meet future space industry workforce needs.
- Expand partnerships to include local businesses and encourage participation in Florida's growing space economy.
- Secure sustainable funding through grants, appropriations, and conduit financing to support long-range space-focused education initiatives.
- · Develop a new building to house these initiatives.

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

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<sup>\*\*</sup> WHEN ITEM NOT CURRENTLY BUDGETED IS APPROVED BY THE SCHOOL BOARD, THIS WILL SERVE AS THE BUDGET AMENDMENT\*\*