Hernando School District

School Board Regular Meeting

Agenda - Final Revised

Tuesday, July 29, 2025 **6:00 PM** **District Office-Board Room**
919 N. Broad Street
Brooksville, FL 34601

CALL TO ORDER

REFLECTION

by Mark Johnson, Vice Chair

PLEDGE OF ALLEGIANCE

ADOPTION OF AGENDA

1. **26-3143** Approval to adopt the agenda dated 7/29/2025.

ELECTED OFFICIALS

APPROVAL OF THE MINUTES

2. **26-3144** Approval of the Minutes from the Workshop and Regular School Board Meeting of 6/24/2025.

Attachments: 06-24-25 Workshop Minutes DRAFT with links
06-24-25 Meeting Minutes DRAFT with links

PUBLIC HEARING ITEMS (WHITE FORMS)

3. **26-3142** Public hearing and final approval of the revised 2025-2026 Safe Driver Plan that received tentative approval at the June 24, 2025 workshop.

Attachments: 2025 2026 Safe Driver Plan Strikethrough
2025 2026 Safe Driver Plan Clean
Budget Sheet NO Financial Impact

4. **26-3150** Public Hearing and Final approval of the 2025-26 Wilton Simpson Technical College Handbook that received tentative approval at the workshop on June 24, 2025

Attachments: Final STC Handbook 2025 - 2026 strikethrough - Copy
Final STC Handbook 2025-2026 clean
Budget Sheet $0

5. **26-3151** Public Hearing and Final Approval of the 2025-2026 Student Progression Plan and School Procedures Handbook that Received Tentative Approval at the June 3, 2025 Workshop

Attachments: 2025 2026 List of Changes to SPP and Page Numbers
2025 2026 SPP Strikethrough
2025 2026 SPP Clean Copy
Budget Sheet Sept 2021 Revised NO Financial Impact ACC 1

CITIZEN INPUT ON AGENDA ITEMS (GREEN FORMS)

6. **26-3145** Citizen Input on agenda items (Green Form)

Attachments: Citizen Input Speaker Green Form 031424 ACC

ADOPTION OF CONSENT AGENDA (Item # 7-35)

Personnel Recommendations

*7. **26-3180** Approval of the Personnel Recommendations

Attachments: 25-26 BOARD AGENDA JULY 29 2025
2026 Inst. Supplements & Differentiated Pay for 7-29-25
2026 Noninst., PTS & Adm. Supplements for 7-29-25

All Other Teaching & Learning Agenda Items

8. **26-3124** Approval of the Amendment to the Agreement Between Hernando County School Board and the Early Learning Coalition for Voluntary Pre-Kindergarten (VPK) Program Services

Attachments: Original 2025 2026 VPK Contract
2025 2026 VPK Amendment WWK8
Budget Sheet Sept 2021 Revised NO Financial Impact ACC

9. **26-3147** Approve the 2025-2026 Comprehensive Evidence-Based Reading Plan (CERP)

Attachments: CERP 2025 2026 HCSB
CERP Hernando 2526
Budget Sheet No Financial Impact

10. **26-3152** Approve out of state field trip for WWHS Color Guard to Dayton, Ohio to attend the WGI Color Guard World Championships on April 7 - 12, 2026.

Attachments: SB Letter Color Guard
Color Guard TDLs
Color Guard Budget

11. **26-3160** Approve the Hernando County school District Mental Health Plan for the 2025-2026 School Year

Attachments: Mental Health Plan 2025-26 (1)
Appendix A. Decision Chart ACC
Appendix B. School Social Work Referral ACC
Appendix C. Mental Health Screening ACC
Appendix D. Coordinator of Student Support Programs Job Descrip ACC
Budget Sheet ACC

12. **26-3169** Approval of the Consent of the Assignment of Charter Agreement from B.E.S.T. Academy, Inc., to Mid Florida Community Service, Inc, to DBA You Thrive Florida.

Attachments: F.S. 1002.33 Paginated
Plan of Merger of B.E.S.T. Academy, INC., Into Mid Florida Community Services, Inc., dba You Thrive Florida
Articles of Merger
Consent to Assignment of Charter Agreement from B.E.S.T., Inc., to Mid Florida Community Services, Inc., dba You Thrive Florida
You Thrive Florida Organizational Chart
Mid Florida Community Services, Inc. dba You Thrive Florida Amended and Restated By-Laws
Amendment to Articles of Incorporation for Mid Florida Community Service, Inc.
2025 Sunbiz Listing
Budget Sheet

13. **26-3175** Approve the Memorandum of Understanding (MOU) between the University of Florida Board of Trustees and the Hernando County School Board through the EQUIPD Grant Summer Programs

Attachments: UF MOU EQUIPD GRANT
Budget Sheet Sept 2021 Revised NO Financial Impact ACC

14. **26-3182** Approve the Overnight Field Trip for Andrea Gracey, F.W. Springstead High School to Lake Buena Vista, Florida to Attend the KSA Volleyball Tournament from August 27, 2025 through August 30, 2025.

Attachments: SHS Leave of Absence Forms - SHS Volleyball KSA Tournament
Budget Sheet - SHS Volleyball KSA Tournament

All Other Support Operations Agenda Items

15. **26-3126** Approve the agreement to vend meals to For Each 1 Reach 1 and PACE Girls Center for the 2025-2026 school year.

Attachments: E1R1 Contract SY 25-26
PACE contract SY 2025-26
Budget Sheet Sept 2021 Revised NO Financial Impact ACC (17)

16. **26-3154** Approve an Amendment to the 2023 Educational Plant Five-Year Survey.

Attachments: 26-3154 Spot Survey 6.2 Recommendation (WWK8).pdf
26-3154 Budget Sheet NO Financial Impact ACC

All Other Purchase Order/Bid Agenda Items

17. **26-3129** Approve the extension to RFP/Contract # 9009-310-2001, Real Estate Appraisal Services, awarded to Integra Realty Resources - Tampa Bay, Lee Pallardy, Inc., & Tolle Appraisal Services, Inc., and authorize the purchase of services for an estimated spending of $55,000.00.

Attachments: 26-3129 Real Estate Appraisal Service RFP 9009-310-2001
26-3129 Signed Contract Extensions
26-3129 Budget Sheet

18. **26-3130** Approve the renewal of the Piggyback with OMNIA Partners, Region 4 Education Service Center (ESC), RFP #21-05, Contract #210501 and #21053: Modular Buildings, Portable Storage and Relocatable Walkways, awarded to Hunter Knepshield Company, Inc. and Williams Scotsman, Inc., and authorize the purchase for an estimated annual amount of $1,000,000.00.

Attachments: 26-3130 Modular Buildings 22-155-50 PB RN
26-3130 Budget Sheet for Modular Buildings

19. **26-3131** Approve the extension to the piggyback of the State of Florida Department of Management Services, State Purchasing Contract No. 15100000-19-1 for Bulk Fuel, Gasoline and Diesel, awarded to Mansfield Oil Company, Petroleum Traders Corporation and Pro Energy Fleet Fueling, LLC, and approve purchases for an estimated amount of $1,206,000.00.

Attachments: 25-405-15 PB EXT Fuel (07-29-25)
4500 4600 Budget Sheet July 2025

20. **26-3133** Approve renewing the piggyback of Pasco County Schools, Bid No. 22-050-SD: Electro-Mech Scoreboards, to Larson Enterprises, Inc., and authorize the purchase of goods and services associated with our Scoreboards on an as-needed basis for an estimated annual spending amount of $75,000.00.

Attachments: 23-287-25 PB RN Electro-Mech Boards (07-29-25)
Scoreboard Budget Sheet 07-2025 2

21. **26-3134** Approve the renewal of Bid No. 23-968-02 RN: Electrical Repairs & Services, awarded to multiple vendors and authorize the purchase of goods and services associated with Electrical Repairs on an as-needed basis for an estimated annual spending amount of $200,000.00.

Attachments: 23-968-02 RN Electrical Repairs (07-29-2025)
Electric Repairs Budget Sheet 07-2025

22. **26-3148** Approve the agreement and authorize the purchase of Virtual Curriculum from Florida Virtual School (FLVS) and authorize the issuance of Purchase Orders on an as needed basis for an estimated annual amount of $95,320.00.

Attachments: Hernando_7004_2025-2026_Franchise Agreement FLVS 5.21.25 Final (1)
Budget Sheet-FLVS 25-26

23. **26-3153** Approve to Reject All Bids for Bid # 26-910-01: Building Official Services.

Attachments: 26-3153 Budget Sheet NO Financial Impact ACC

24. **26-3156** Approve the 2025-2026 Dual Enrollment (DE) Articulation Agreement Between the University of South Florida (USF) and the Hernando County School District and Issuance of Purchase Orders in an Estimated Annual Amount of $12,000.00

Attachments: 2025 2026 USF DEAA
Budget Sheet USF DEAA

25. **26-3158** Approve the First Amendment to the 2023-2025 Dual Enrollment (DE) Articulation Agreement Between the University of Florida (UF) and the Hernando County School Board and Issuance of Purchase Orders in an Estimated Annual Amount of $12,000.00

Attachments: 2025 2027 Hernando County UF DEAA Amendment
Budget Sheet UF DEAA

26. **26-3163** Approve the agreement and authorize the purchase of third-party Title I instructional services for Hernando County private school students from FACTS Education Solutions, LLC, for an estimated annual spending amount of $108,324.50.

Attachments: Facts Professional Services Agreement
Facts Program Evaluation
Facts EOY Report
Facts Affidavit Human Trafficking
Facts Federal Terms and Conditions
Facts Standard Addendum to Agreements
Facts Budget Sheet

27. **26-3164** Approve the third Amendment to the Agreement with J. E. Dunn Construction Co., for construction goods and services for the 30 Classroom Addition for Winding Waters K-8 School/Weeki Wachee Hich School and authorize the purchase of construction goods and services for $6,025,587.00.

Attachments: 26-3164 AIA A133 Exhibit A WWK8 WWHS GMP 3 Signed
26-3164 WWHS WWK8 CEP GMP 3 List of Documents Stamped
26-3164 Budget Sheet WWK8 WWHS GMP 3

28. **26-3165** Approve piggybacking U.S. Communities, National IPA & NCPA, wholly owned subsidiaries of OMNIA Partners Public Sector, Contract No. 2021002788, RFP No. 001811, Print Goods & Services, and approve the master agreement with Ricoh USA, Inc. for the 60-month leasing of multi-function copier devices district-wide and authorize spending for an estimated $522,683.57 annually.

Attachments: (1) Omnia - Ricoh Master Lease Document - Attorney Stamped (R)
(2) Omnia - Ricoh Florida Rider - Attorney Stamped (R)
(3) Omnia - Ricoh Fleet Product Schedule - Attorney Stamped (R)
(4) Omnia - Ricoh FNS Product Schedule - Attorney Stamped (R)
(5) Omnia - Ricoh Print Shop Product Schedule - Attorney Stamped (R)
(6) Omnia - Ricoh Project Management Statement of Work - Attorney Stamped (R)
(7) Ricoh - Dollar Out Letter - Attorney Stamped
(8) Hard Drive Security Protocol - Attorney Stamped (R)
(9) Print Shop Proposal
(10) Fleet & FNS Proposal
(11) Affidavit (R)
(12) PUR 1355 (CM) (R)
(13) Standard Addendum to Agreements (CM)(R)
(14) Federal Terms and Conditions for Contracts (CM)(R)
26-015-06 PB Print Good & Services (07-29-25)
Budget Sheet

29. **26-3166** Approve the piggybacking of Pinellas County Schools, Bid #21-380-238: Milk, Dairy & Juice Products awarded to M&B Products and authorize the purchase of an estimated $1,000,000.00.

Attachments: 22-380-13 PB RN Milk Dairy (07-29-2025)
Budget Sheet 26-3166

30. **26-3167** Approve the extension of Bid Contract # 22-961-04 RN EXT: Building Official Services, awarded to M. T. Causley, LLC, and authorize the purchase of services for an estimated spending of $55,000.00.

Attachments: 26-3167 Building Official Services 22-961-04 RN EXT
26-3167 Budget Sheet Building Official Services

31. **26-3172** Approve the agreement and authorize the purchase of third-party Title I instructional services for Hernando County private school students from Catapult Learning, LLC, for an estimated amount of $294,675.07

Attachments: Catapult Amendment
Catapult Program Evaluation
Catapult End of Year Summary
Catapult Affidavit Regarding the Use of Coercion
Catapult Federal Terms and Conditions
Catapult Foreign Country of Concern Attestation
Catapult Standard Addendum
Catapult Budget Sheet

32. **26-3174** Approve the agreement with Renaissance and authorize the purchase of eight thousand six hundred and fifteen (8,615) Accelerated Reading and four hundred-and-fifty (450) STAR Reading licenses for an estimated annual spending amount of $71,986.00.

Attachments: Renaissance quote- T1
Renaissance quote- CES
Renaissance AR Data
Renaissance Program Evaluation
Renaissance PUR
Renaissance Affidavit Regarding the Use of Coercion
Renaissance Standard Addendum
Renaissance Federal TC
Renaissance Budget Sheet

33. **26-3177** Approve the renewal of the piggyback of Charlotte County Public Schools, ITB No. 2425-637AJ, Catalog Discount Bid, awarded to multiple vendors, for the purchase of classroom instructional material and related items, and authorize purchases for an estimated annual spending of $75,000.00

Attachments: 25-785-11 PB RN Catalog Discount (07-29-2025)
Budget Sheet

34. **26-3181** Approve the 2025-2026 Dual Enrollment (DE) Articulation Agreement Between Pasco-Hernando State College (PHSC) and the Hernando County School Board and Issuance of a Purchase Order for an Estimated Annual Amount of $595,303.00

Attachments: PHSC DEAA
Budget Sheet PHSC DEAA

All Other School Board Agenda Items

35. **26-3173** Approval Requested for out of county travel for School Board Member(s) to attend the FSBA Policy Governance and Bargaining 101 forums, September 18-19, 2025, in Gainesville, FL that may exceed $500 per Board Member.

Attachments: FSBA Policy & Bargaining Agendas
FSBA Policy & Bargaining Forums-Cost Breakdown Item
Budget Sheet FSBA Policy&Bargaining Forums

ITEMS REMOVED FROM CONSENT AGENDA FOR ACTION

ADDENDUM ITEMS

CITIZEN INPUT ON GENERAL TOPICS (PINK FORMS)

36. **26-3146** Citizen Input on Hernando County School issues on which the School Board customarily takes action (Pink Form - non-agenda items)

Attachments: Citizen Input Speaker Pink Form 031424 ACC

INFORMATIONAL AGENDA ITEMS

GENERAL COUNSEL

SCHOOL BOARD COMMENTS

ADJOURNMENT

The next School Board Meetings are scheduled for August 12, 2025:
1:00 PM - Informal Meeting
2:00 PM - Workshop
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 Regular Meeting

Agenda Item # 1. 26-3143 7/29/2025

Title and Board Action Requested
Approval to adopt the agenda dated 7/29/2025.

Executive Summary
The Superintendent of Schools, hereby requests the Board adopt the agenda dated 7/29/2025.

My Contact
Ray Pinder
Superintendent of Schools

2023-28 Strategic Focus Area
Other

Financial Impact
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.

Hernando School District

School Board Regular Meeting

Agenda Item # 2. 26-3144 7/29/2025

Title and Board Action Requested
Approval of the Minutes from the Workshop and Regular School Board Meeting of 6/24/2025.

Executive Summary
The Superintendent of Schools, hereby requests the Board approve the minutes.

My Contact
Kelly A. Pogue
Executive Office Manager to the School Board and General Counsel
Pogue_k@hcsb.k12.fl.us

2023-28 Strategic Focus Area
Other

Financial Impact
No Financial Impact

Hernando School District

School Board Workshop

Minutes - Draft

Tuesday, June 24, 2025 **2:00 PM** **District Office-Board Room**
919 N. Broad Street
Brooksville, FL

CALL TO ORDER

Present: Board Chair Shannon Rodriguez
Vice Chair Mark Johnson
Board Member Michelle Bonczek
Board Member Susan Duval

Absent: Board Member Kayce Hawkins

The Workshop was called to order at 2:05 P.M. Also present were Kristin Ottinger, School Board Attorney, and Ray Pinder, Superintendent.

PRESENTATIONS

1. **25-3100** Presentation on the 2025-2026 Comprehensive Evidence-Based Reading Plan (CERP)

Attachments: CERP 2025 2026 HCSB
CERP Hernando 2526
Budget Sheet No Financial Impact

Tiffany Howard, Director of Elementary and ELA Programs; Kelly Downey, Supervisor of Literacy, Intervention, and Elementary Academic Programs; and Kerri Littlefield, District MTSS Coordinator, came forward to present this item.

The following information was requested: Ms. Duval asked if the team if they can pull cohort data. Mr. Johnson asked what percentage of kindergarten students went to VPK. Mr. Johnson had follow up questions regarding the students who did not meet the requirements to graduate to the 4th grade. The requested information will be distributed to board members before the next meeting.

2. **25-3102** 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

Awilda Fonte, Supervisor of Risk, Benefits and Wellness came forward to present this item.

3. **25-3120** 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

Radiah Dent, Director of Adult and Technical Education came forward to present this item.

4. **25-3121** 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

Brian Ragan, Director of Facilities & Construction came forward to present this item. The Board gave consensus for Mr. Pinder to sign the easement.

5. **25-2986** 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
06-24-25 Workshop Handout #5. 25-2986

Angel Pagan, Director of Safe Schools came forward to present this item. Mr. Pagan will make various board requested changes from the School Safety Guardian job description under sections: Required Qualifications, and Performance Responsibilities. These same changes will also be made to the job description for the School Safety Guard In-Training.

6. **25-3118** 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.

Attachments: 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

Matt Goldrick, Director of Labor Relations and Professional Standards; and Kelly Slusser, Central High School Principal, came forward to present this item. Ms. Duval asked if this organization does anything similar to this for elementary school students. During the discussion, Mrs. Rodriguez requested how the wellness money has been spent in prior years. She would like to see the number of employees who utilize the fitness center at the Hernando County Education Foundation property. Mr. Goldrick has

reached out to Cemex to see if they can help contribute to the cost. Mrs. Slusser will have Commander Cruz reach out to the Navy to see if they can donate. After much discussion, the Board gave consensus to commit to the $50,000 contingent on fundraising and donations.

7. **25-3122** Space Hernando Updates

Attachments: Space Florida Board Updates (1)
Budget Sheet $0

Kara Trowell, Coordinator of Career and Technical Education came forward to present this item.

GENERAL COUNSEL

ADDENDUM ITEMS

GOOD OF THE ORDER/BOARD DISCUSSION

School Board Comments

ADJOURNMENT

The Workshop adjourned at 3:47 P.M.

Superintendent **Board Chair**

Hernando School District

School Board Regular Meeting

Minutes - Draft

Tuesday, June 24, 2025 **6:00 PM** **District Office-Board Room**
919 N. Broad Street
Brooksville, FL

CALL TO ORDER

Present:	Board Chair Shannon Rodriguez Vice Chair Mark Johnson Board Member Michelle Bonczek Board Member Susan Duval
Absent:	Board Member Kayce Hawkins

The meeting was called to order at 6:04 P.M. Also present were Kristin Ottinger, School Board Attorney, and Ray Pinder, Superintendent.

REFLECTION

by Mark Johnson, Vice Chair

PLEDGE OF ALLEGIANCE

ADOPTION OF AGENDA

1. **25-3104** Approval to adopt the agenda dated 6/24/2025.

RESULT:	**ADOPTED**
MOVER:	Susan Duval
SECONDER:	Michelle Bonczek
AYES:	Rodriguez, Johnson, Bonczek, Duval

ELECTED OFFICIALS

No one came forward to speak on this item.

PRESENTATIONS

2. **25-3080** Recognition of the 2024-2025 HCSD Retirees

Attachments: Budget Sheet - NO Financial Impact

Aaron Ellerman, Director of Communications came forward to present this item.

APPROVAL OF THE MINUTES

3. **25-3105** Approval of the Minutes from the Informal, Workshop and Regular School Board Meeting of 6/3/2025.

Attachments: 06-03-25 Informal Minutes DRAFT with links
06-03-25 Workshop Minutes DRAFT with links
06-03-25 Regular Minutes DRAFT with links

RESULT: **ADOPTED**
MOVER: Mark Johnson
SECONDER: Susan Duval
AYES: Rodriguez, Johnson, Bonczek, Duval

PUBLIC HEARING ITEMS (WHITE FORMS)

4. **25-3068** Public hearing and final approval of the changes to the 2025-2026 Staff Handbook that received tentative approval on the May 20, 2025 workshop.

Attachments: Summary of Changes to Staff Handbook 2025-2026
Final_Master_Strike_Staff Handbook 25-26
Master_Clean_Staff Handbook 25-26
Budget Sheet NO Financial Impact

RESULT: **ADOPTED**
MOVER: Susan Duval
SECONDER: Michelle Bonczek
AYES: Rodriguez, Johnson, Bonczek, Duval

No one came forward to speak on this item.

5. **25-3095** Public hearing and final approval of the NEOLA Policy Special Update- UGG/EDGAR September 2024, Special Update September 2024, and Special Update Public Participation- October 2024 that received tentative approval at the May 20, 2025, Workshop.

Attachments: Policy updates update 5.12 (1)
Budget Sheet Sept 2021 Revised NO Financial Impact ACC (1)

RESULT: **ADOPTED**
MOVER: Mark Johnson
SECONDER: Susan Duval
AYES: Rodriguez, Johnson, Bonczek, Duval

No one came forward to speak on this item.

Mr. Johnson questioned the NIL policy. Dr. John Morris, Director of Secondary Programs came forward to answer questions. Dr. Morris explained that there was discussion at the workshop, but there was not board consensus to change the NIL approval from the superintendent, to board approval. Mr. Johnson referenced page 52.

He would like the board to have control. Mr. Johnson made a motion to make the change. This motion failed for the lack of a second.

***6.** **25-3101** Public hearing and final approval of the Student Code of Conduct for the 2025-2026 School Year. This item received tentative approval at the May 20th Workshop, agenda item 25-3017.

Attachments: Outline of Revisions 2025.26
2025.26 SCC DRAFT Copy (2)
2025.26 SCC FINAL Copy (2)
Budget Sheet

RESULT: **ADOPTED**
MOVER: Susan Duval
SECONDER: Michelle Bonczek
AYES: Rodriguez, Johnson, Bonczek, Duval

No one came forward to speak on this item.

EXPULSION RECOMMENDATIONS

7. **25-3094** Enter a Final Order Expelling the Student in Case No. E2025-06-01 for one (1) academic year through the 2025-26 school year.

Attachments: Budget Sheet Sept 2021 Revised NO Financial Impact ACC

RESULT: **ADOPTED**
MOVER: Michelle Bonczek
SECONDER: Mark Johnson
AYES: Rodriguez, Johnson, Bonczek, Duval

8. **25-3096** Enter a Final Order Expelling the Student in Case No. E2025-06-02 for one (1) academic year through the 2025-26 school year.

Attachments: Budget Sheet Sept 2021 Revised NO Financial Impact ACC

RESULT: **ADOPTED**
MOVER: Michelle Bonczek
SECONDER: Susan Duval
AYES: Rodriguez, Johnson, Bonczek, Duval

CITIZEN INPUT ON AGENDA ITEMS (GREEN FORMS)

9. **25-3106** Citizen Input on agenda items (Green Form)

Attachments: Citizen Input Speaker Green Form 031424 ACC

No one came forward to speak on this item.

ADOPTION OF CONSENT AGENDA (Item # 10-36)

RESULT: APPROVED THE CONSENT AGENDA
MOVER: Michelle Bonczek
SECONDER: Susan Duval
AYES: Rodriguez, Johnson, Bonczek, Duval

Personnel Recommendations

***10. 25-3114** Approval of the Personnel Recommendations

Attachments:
24-25 BOARD AGENDA JUNE 24 2025
Instructional 25-26
Revised - Administrative 25-26
Revised Non-Instructional 25-26
PTS 25-26
Confidential 25-26
2025 Inst. Supplements & Differentiated Pay for 6-24-25
2025 Noninst., PTS & Adm. Supplements for 6-24-25

All Other Teaching & Learning Agenda Items

11. 25-3046 Approve out of state travel for Central High School Acting and AICE Drama Teacher, Rachel Lawyer, to attend, during summer break, an all-expense paid trip to New York for the Broadway Teachers' Workshop July 24 - 29, 2025.

Attachments:
Drama 072425
CHS - LOA for R. Lawyer 072425
Budget Sheet Sept 2021 Revised NO Financial Impact ACC

12. 25-3084 Approve the Overnight Field Trip for Leah Huston, F.W. Springstead High School to Orlando, Florida to Attend the Nine Star Summer Conference from July 8, 2025 through July 10, 2025.

Attachments:
SHS Leave of Absence Form - Nine Star Summer Conference
Budget Sheet - SHS Nine Star Summer Conference

13. 25-3085 Approve out of state field trip for Nature Coast Technical High School Senior Class to Washington DC to attend the Senior Class Trip on 3/29/26 - 4/3/26.

Attachments:
DC 2026 DISCR
DC 2026 BUDG SHT

14. 25-3088 Approve an overnight trip for NCTHS Cheer Team to attend the UCA SUMMER CHEER CAMP in St. Petersburg, FL from 7/26/25 - 7/29/25.

Attachments:
CHEER SIGNED LEAVE FORM
CHEER CAMP BUDGET STRIP 7.2025

15. **25-3103** Approval of the NEFEC 2025-2026 Autism Spectrum Disorders Add-On Endorsement Program K-12

Attachments: 2025 2030 NEFEC ASD Program
Budget Sheet - No Financial Impact

16. **25-3112** Approve an overnight field trip for Central High School's cheerleaders to Radisson Resort at the Port, Cape Canaveral, FL, for UCA Cheerleading Camp, on July 27 - July 30, 2025.

Attachments: CHS Cheer Budget Sheet - 072725

17. **25-3113** Approve overnight field trip for Robin Paselio, Varsity Cheerleader's Coach and the varsity cheerleaders to Orlando, Florida to attend the Universal Cheerleaders Association Summer Camp to be held at the University of Central Florida from June 26, 2025 until June 29, 2025.

Attachments: 2025 HHS Varsity Cheerleaders Summer Camp Budget Sheet

18. **25-3116** Approval of the 2025-2027 Home Education Dual Enrollment Articulation Agreement and 2025-2027 Dual Enrollment Articulation Agreement

Attachments: Dual Enroll-home
Dual Entollemnt HCSB
Budget Sheet $0

19. **25-3117** Approve out of state field trip for Robin Paselio, HHS Class of 2026 Senior Trip Sponsor to Washington, DC to attend the 2026 Senior Class trip with a date range of March 27, 2026 through April 8, 2026 in order to get the best airline rates. Our ideal dates to travel are March 28, 2026 through April 3, 2026.

Attachments: 2026 Budget sheet Senior Class trip to Washington DC

All Other Support Operations Agenda Items

20. **25-3057** Accept notification of the Annual Comprehensive Safety Inspections for district schools and facilities for the 2024-2025 school year.

Attachments: 25-3057 Budget Sheet NO Financial Impact ACC

21. **25-3109** Approve the removal, disposal, sale, or exchange of Tangible Property from the District Inventory Records.

Attachments: TPP Removal 2024-2025
Budget Sheet Sept 2021 Revised NO Financial Impact ACC

All Other Purchase Order/Bid Agenda Items

22. **25-3036** Approve the Purchase Order in the amount of $365,650 to BloomBoard for the renewal of the Associate Teacher Substitute Program

Attachments:
BloomBoard_HCSD_Contract_June 2025
BBI SIGNED Standard Addendum to Agreements - HCSB-04.24.25
BBI SIGNED PUR 1355 Personal Identifying Information Foreign Country of Concern - ATTY STAMPED
BBI SIGNED Affidavit Human Trafficking - ATTY STAMPED
5.1.25_Invoice Breakdown Hernando - Updated
BloomBoard Orders
Budget Sheet - BloomBoard

23. **25-3049** Approve the Renewal and Purchase of Canvas-Instructure District License for Grades 3-12 and Authorize the Issuance of a Purchase Order for an Estimated Amount of $158,255.00

Attachments:
Canvas LMS 2024 2025 Usage Report
Instructure Quote Q3904933
Instructure Quote Q4415941
Standard Addendum Canvas
Federal Terms Canvas
Affidavit Coercion Labor Services Canvas
PUR 1355 Canvas
Budget Sheet Canvas

24. **25-3067** Approve the Renewal of a Nearpod District License for Grades K-12 and Authorize the Issuance of a Purchase Order for an Estimated Amount of $78,420.00

Attachments:
2024 2025 Hernando County Usage
Renaissance Quote Q14912v6
Standard Addendum to Agreements Nearpod
Renaissance DSPA
Affidavit Use of Coercian for Labor Services Renaissance
PUR 1355 Renaissance
Budget Sheet Nearpod

25. **25-3074** Approve the extension to the piggyback of Marion County School Board, RFP No. 3529 RC, Banking Services, awarded to Regions Bank, for the Visa Purchasing Card Program.

Attachments:
19-946-02 PB EXT (06-24-2025)
Budget Sheet

26. **25-3078** Approve the Closeout/Final Acceptance to the contract with Waller Construction, Inc. for Tennis Courts at Hernando High School and authorize final payment in the amount of $24,697.88.

Attachments: 25-3078 Certificate of Substantial Completion
25-3078 OEF 209 Certificate of Final Inspection
25-3078 Final Reconciling Change Order
25-3078 Final Application for Payment
25-3078 Final Waiver and Release of Lien
25-3078 Budget Sheet HHS Tennis Court Closeout

27. **25-3081** Approve the piggyback of The Interlocal Purchasing System (TIPS), Region 8 Education Services Center (ESC), RFP No. 230402: Food Management Tool (including Software) awarded to EMS LINQ, LLC., an authorize the issuance of a Purchase Order in the amount of $87,400.17.

Attachments: 25-204-42 PB Food Service Management Tool (06-24-25)
Budget Sheet Agenda 3081

28. **25-3086** Approve the extension of Contract No. 21-645-17 RN EXT: Printing/Specialty Papers & Envelopes for Central Printing Services, awarded to Mac Papers, LLC, and authorize the purchase of goods for an estimated spending of $50,000.00 for the extension period.

Attachments: 21-645-17 RN EXT Printing Specialty Papers (06-24-25)
Spec Paper Budget WITH Financial Impact

29. **25-3091** Award Bid No. 25-910-37, Painting Services, to multiple vendors, and authorize the purchase of services for an estimated annual spending amount of $300,000.00.

Attachments: 25-910-37 Painting Services (06-24-25)
Painting Services Budget Sheet 06-2025

30. **25-3092** Approval of the Adoption of the Personal Financial Literacy and Money Management Textbook and authorize the purchase of material from Budget Challenge and Florida School Book Depository for an Estimated Amount of $205,485.00

Attachments: HCSB Presentation Budget Challenge
Budget Challenge Florida District Pricing
Budget Sheet Budget Challenge

31. **25-3093** Approve the Closeout/Final Acceptance to the contract with Skanska USA Building, Inc. for Wilton Simpson Technical College New Building and authorize final payment in the amount of $192,907.23.

Attachments: 25-3093 Substantial Completion Certificate Skanska
25-3093 OEF 209 WSTC - Cert of Final Inspection
25-3093 Final Reconciling Change Order Skanska
25-3093 Final Application for Payment
25-3093 Final Waiver and Release of Lien
25-3093 Budget Sheet Wilton Simpson Closeout

32. **25-3098** Approve the renewal of the Risk Management Program Contract and Instructional Services Program Contract with Putnam County School Board on Behalf of the North East Florida Educational Consortium and Issuance of a PO in the Amount of $4,021,631.85 for the Contract and Non-Consortium Member fee.
body

Attachments: 2025-2026 NEFEC Membership Agreement
Budget Sheet for Agenda Item No. 25-3098

33. **25-3099** Approve the Closeout/Final Acceptance of the contract with Ryman Roofing, Inc. for Roof & HVAC Replacement for Building 7, 8 & 9 for Springstead High School and authorize final payment in the amount of $113,302.17.

Attachments: 25-3099 Certificate of Substantial Completion
25-3099 OEF 209 Certificate of Final Inspection
25-3099 Final Reconciling Change Order
25-3099 Final Pay Application SHS HVAC and Roof Bldg 7 8 & 9
25-3099 Final Waiver and Release of Lien
25-3099 Budget Sheet SHS Roof & HVAC Bldg 7 8 & 9 Close Out

34. **25-3108** Approve the Piggyback of OMNIA Partners/NCPA Region 14 Education Service Center, RFP No. 13-23/Contract No. 15-01 and 15-02: Retail and Wholesale Merchandise Solutions, Awarded to BJ's Wholesale Club and Walmart Business and Authorize the Purchase of Goods for an Estimated Annual Amount of $75,000.00

Attachments: 25 998 43 PB Retail and Wholesale Merchandise 06 24 25
Budget Sheet OMNIA Partners

35. **25-3119** Approve out of overnight field trip for D. S. Parrott Middle School Cheerleading to Tampa, Florida to attend the Universal Cheerleaders Association Cheer Camp at University of South Florida, Tampa Campus on July 12-14, 2025.

Attachments: Budget Sheet Sept 2021 Revised WITH Financial Impact

36. **25-3128** Approve the Contract between PACE Center for Girls of Hernando County and the Hernando County School District for services to High Risk Females in Identified Schools with an estimated annual spending of $151,603.

Attachments: Pace Contract 25-26 Clean Hernando school board - signed (1)
(PUR 1355) - Hernando 2025 - 2026 - signed glm
State of FL Affidavit Regarding the Use of Coercionfor Labor and Services (003) Hernando 2025-2026 - signed glm
PACE Budget Sheet

ITEMS REMOVED FROM CONSENT AGENDA FOR ACTION

ACTION ITEMS

37. **25-3083** Approval of the Florida School Board Association (FSBA) Advocacy Committee Member and Alternate. The term starts July 1, 2025, and runs through June 30, 2026.

Attachments: Budget Sheet Sept 2021 Revised NO Financial Impact ACC

RESULT: **ADOPTED**
MOVER: Shannon Rodriguez
SECONDER: Mark Johnson
AYES: Rodriguez, Johnson, Bonczek, Duval

Mrs. Rodriguez made a motion to keep the existing board members in their current roles. Seconded by Mr. Johnson. [Shannon Rodriguez will remain as the committee member, and Michelle Bonczek remains the alternate.]

ADDENDUM ITEMS

CITIZEN INPUT ON GENERAL TOPICS (PINK FORMS)

38. **25-3107** Citizen Input on Hernando County School issues on which the School Board customarily takes action (Pink Form - non-agenda items)

Attachments: Citizen Input Speaker Pink Form 031424 ACC

Kristin Ottinger, School Board Attorney, read the instructions for this item. The following citizen came forward to speak: Kimberly Mulrooney.

INFORMATIONAL AGENDA ITEMS

GENERAL COUNSEL

SCHOOL BOARD COMMENTS

ADJOURNMENT

The meeting adjourned at 6:42 P.M.

Superintendent **Board Chair**

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 Regular Meeting

Agenda Item # 3. 26-3142 7/29/2025

Title and Board Action Requested
Public hearing and final approval of the revised 2025-2026 Safe Driver Plan that received tentative approval at the June 24, 2025 workshop.

Executive Summary
The Supervisor of Risk, Benefits and Wellness, on behalf of the Superintendent of Schools, hereby requests the Board Approve the revisions to the 2025-2026 Safe Driver Plan.

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.

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 vehicle collides with another vehicle, pedestrian, animal, road debris, 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 ~~buses~~ 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.

~~**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- 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 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

CATEGORIES		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 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, b~~B~~efore leaving the scene of the incident and/or accident, to your immediate supervisor and, if required, local law enforcement.	10
4.	Fleeing or attempting to elude police officer	10
5.	Leaving the scene of an incident, accident &/or crash	10
6.	Vehicular Homicide (convicted of)	10
7.	Failure to stop at a railroad crossing (when required to do so by law)	10
8.	Texting or manipulating a wireless devise ~~W~~while ~~O~~operating a vehicle for School District use	10
9.	Talking on a wireless device while operating a School District vehicle ~~school bus~~ with or without students	9
10.	Reckless Driving	8
~~10.~~ 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
~~11.~~ 13.	Speeding 15 mph or more over posted limit	4

~~12.~~ 14.	Careless driving	4
~~13.~~	~~Reckless driving~~	~~4~~
~~14.~~ 15.	Failure to obey stop sign	4
~~15.~~ 16.	Failure to obey red traffic light signal	4

CATEGORIES		MAXIMUM POINTS ASSIGNED
~~16.~~ 17.	Improper lane changing	4
~~17.~~ 18.	Failure to have vehicle under control	4
~~18.~~ 19.	Failure to properly secure a load	4
~~19.~~ 20.	Failure to yield- right of way	3
~~20.~~ 21.	Improper passing	3
~~21.~~ 22.	Speeding 10 mph over posted limit but less than 15 mph over posted limit	3
~~22.~~23.	Failure to use seat belt during operation of School District vehicle	2
~~23.~~24	Crossing private property to avoid traffic light or stop sign	2
~~24.~~25.	Improper turn	2
~~25.~~26	Failure to yield – entering through highway	2
~~26.~~27.	Improper backing	2
~~27.~~28.	Following too close	2
~~28.~~29.	Failure to use parking brake as required (school buses, standard shift vehicles, vehicles without "Park", etc.)	2
~~29.~~30.	Driving with a door open	2
~~30.~~31.	Failure to yield to a driver backing up	2
~~31.~~32	All other at fault accidents and/or incidents	2
~~32.~~33	Speeding 6 mph over posted limit but less than 10 mph over posted limit	2
~~33.~~34.	Failure to obey traffic instruction sign	2
~~34.~~35.	Not at fault	0
~~35.~~36.	Unable to determine	0
~~36.~~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
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. I further acknowledge that I will abide by the Reporting Responsibility detailed on Page 3 of the Plan and repeated below:

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 vehicle collides with another vehicle, pedestrian, animal, road debris, 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

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

CATEGORIES		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 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 supervisor and, if required, local law enforcement.	10
4.	Fleeing or attempting to elude police officer	10
5.	Leaving the scene of an incident, accident &/or crash	10
6.	Vehicular Homicide (convicted of)	10
7.	Failure to stop at a railroad crossing (when required to do so by law)	10
8.	Texting or manipulating a wireless devise while operating a vehicle for School 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

CATEGORIES		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
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. I further acknowledge that I will abide by the Reporting Responsibility detailed on Page 3 of the Plan and repeated below:

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.

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

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

A. Item Currently Budgeted -

Account Name: No Financial Impact

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

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

Account Name: _____

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

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

B. Item Currently Not Budgeted -**

Funding Source: _____

Account Name: _____

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

Amount $ _____

Funding Source: _____

Account Name: _____

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

Amount $ _____

C. History

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

Prior Year Approved Budget: $_____

Prior Year Actual Spent: $_____

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

Hernando School District

School Board Regular Meeting

Agenda Item # 4. 26-3150 7/29/2025

Title and Board Action Requested
Public Hearing and Final approval of the 2025-26 Wilton Simpson Technical College Handbook that received tentative approval at the workshop on June 24, 2025

Executive Summary
The Director of Adult and Technical Education, on behalf of the Superintendent of Schools, hereby requests the Board to approve the changes to the Wilton Simpson Technical College 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

2025-2026

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~~TBD~~

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
www.hvacexcellence.org

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

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

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

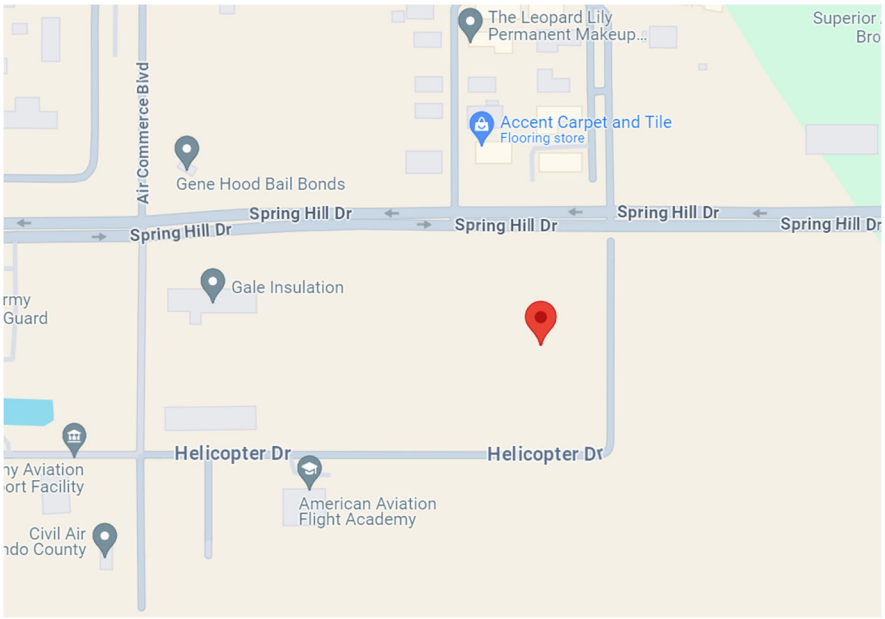
General Information

Campus and Facilities

Main Campus

17050 Spring Hill Drive

Brooksville, FL 34604



Extension Campus

Central High School

14075 Ken Austin Pkwy.

Brooksville, FL 34613



ADMISSION REQUIREMENTS

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

ADMISSION PROCEDURE

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

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

BASIC SKILLS EXIT REQUIREMENTS AND EXEMPTIONS

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

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

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

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

TRANSCRIPTS

At the completion of 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 re-admission into the same program of study, must write an appeal letter to the Director requesting re-admission within seven (7) days of the notification of withdraw. If approved for readmission, the Director will be responsible for making the decision for the re-entry date. Any outstanding debt must be paid in full prior to re-admission. Students who are not approved for re-admission due to disciplinary reasons are not eligible to re-enroll for a minimum of one full academic year.

INFORMATION DISCLOSURE

STUDENT INFORMATION DISCLOSURE POLICY

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

STUDENT RECORDS

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974 (FERPA)

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

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

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

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

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

The right to file a complaint concerning alleged failures by 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 ISIR~~SAR~~ 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:

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

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

Refund after the commencement of classes:

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

RETURN OF TITLE IV, HEA POLICY

Introduction

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

This policy applies to students' who withdraw 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, make-up days have been made available for each program.

LEAVE OF ABSENCE

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

GRADING SYSTEM

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

Student grades include the following:

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

Grading Scale:

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

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

INSTITUTIONAL INFORMATION

ACADEMIC PROGRAM IMPROVEMENT

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

ACCIDENTS AND INJURIES

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

BOOKS

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

CAMPUS SAFETY AND SECURITY

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

CLERY ACT

The federal Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act) requires colleges and universities, both public and private, participating in federal student aid programs to disclose campus safety information, and imposes certain basic requirements for handling incidents of sexual violence and emergency situations. Disclosures about

crime statistics and summaries of security policies are made once a year in an Annual Security Report (ASR), and information about specific crimes and emergencies is made publicly available on an ongoing basis throughout the year.

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

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

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

Sexual Harassment – Attempting to coerce an unwilling person into a sexual relationship; to subject a person to unwanted sexual attention; to punish a refusal to comply; or to create a sexually intimidating, hostile or offensive work, social or educational environment. Sexual harassment is understood to include a wide range of behaviors from the actual coercing of sexual relations to the intimidating or embarrassing emphasis of sexual identity. This definition will be interpreted and applied consistent with generally accepted standards of mature behavior, academic freedom and freedom of expression.

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

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

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

Dating Violence - Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the complainant and where the existence of such a relationship shall be determined based on a consideration of the following

factors: the length of the relationship, the type of relationship and the frequency of the interaction between the persons involved in the relationship.

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

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

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

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

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

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

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

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

Sexual Misconduct Prevention and Warning Signs

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

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

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

Bystander Intervention

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

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

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

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

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

If you see something, do something:

- Talk to your friends honestly and openly about sexual assault.
- Don't just be a bystander. If you see something, intervene in any way that you can without endangering yourself.
- Trust your gut. If something looks like it might be a bad situation, it probably is.
- Be direct! Ask someone who looks like they need help if they're okay.
- Get someone to help you if you see something. Delegate by enlisting a friend or bystander to step in.
- Keep an eye on someone who has had too much to drink.
- If you see someone who is too intoxicated to consent, enlist their friends to help them leave safely.
- Recognize the potential danger of someone who talks about planning to target another person at the party.
- Be aware if someone is deliberately trying to intoxicate, isolate or corner someone else.
- Get in the way by creating a distraction, drawing attention to the situation, or separating them.
- Understand that if someone does not or cannot consent to sex, its rape.
- Never blame the victim.

Safety on Campus

1. Though this institution does not offer regularly scheduled crime awareness or prevention programs, students are encouraged to exercise proper care in seeing to their own personal safety and the safety of others. The following is a description of policies, rules and programs designed to inform students and employees about the prevention of crimes on campus.
    a) Do not leave personal property in classrooms
    b) Report to your institutional official, any suspicious persons.
    c) Always try to walk in groups outside the school premises. Let the administrative team know of any concerns you have with safety on campus.
    d) If you are waiting for a ride, wait within sight of other people
    e) Employees (staff and faculty) will close and lock all doors, windows and blinds and turn off lights when leaving a room.
    f) The "*Crime Awareness and Campus Security Act*" is available upon request to students, employees (staff and faculty) and prospective students.
    g) The School has no formal program, other than orientation, that disseminates this information. All faculty undergo an annual training on campus security and all students receive written confirmation of campus security procedures during enrollment and at their orientation. All information is available on request.
    h) Information regarding any crimes committed on the campus will be available and posted in a conspicuous place within two (2) business days after the reporting of the crime and be available for sixty (60) business days during

normal business hours, unless the disclosure is prohibited by law, would jeopardize the confidentiality of the victim, or an ongoing criminal investigation, the safety of an individual, cause a suspect to flee evade detection: or result in the destruction of evidence. Once the reason for the lack of disclosure is no longer in force, the institution must disclose the information. If there is a request for information that is older than sixty 60 days, that information must be made available within two (2) business days of the request.

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

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

CANCELLED CLASSES DUE TO INCLEMENT WEATHER

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

CELL/DIGITAL PHONES AND PAGERS

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

CERTIFICATE REQUIREMENTS

A student must meet all of the following conditions to earn a Certificate of Program Completion from 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 ~~immediately dismissed~~ dismissal.

~~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:
    - Student will complete the TABE or CASAS.
    - 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).
    - 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 ~~DIVERSITY~~DEMOGRAPHICS

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 6~~8~~.0~~3~~0pm 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.

~~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 2025~~4~~-26~~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~~	~~Clock Hours~~	~~Credit Hours~~
~~Applied Cybersecurity~~	~~Y100300~~	~~Cybersecurity Associate~~	~~CTS0018~~	~~600~~	~~4~~
		~~Information Security Manager, or~~	~~CTS0019~~	~~150~~	~~1~~
		~~Data Security Specialist~~	~~CTS0021~~	~~150~~	~~1~~
				~~750~~	~~5~~
~~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~~
				~~1050~~	~~7~~

~~Heating, Ventilation, Air Conditioning/Refrigeration 1~~	~~C400410~~	~~Introduction to HVAC/R~~	~~ACR0000~~	~~250~~	~~1.5~~
		~~HVAC/R Fundamentals~~	~~ACR0001~~	~~250~~	~~1.5~~
		~~HVAC/R Service Practices~~	~~ACR0012~~	~~250~~	~~1.5~~
				~~750~~	~~4.5~~
~~Welding Technology~~	~~J400400~~	~~Welder Assistant 1~~	~~PMT0070~~	~~150~~	~~1~~
		~~Welder Assistant 2~~	~~PMT0071~~	~~150~~	~~1~~
		~~Welder, SMAW 1~~	~~PMT0072~~	~~150~~	~~1~~
		~~Welder, SMAW 2~~	~~PMT0073~~	~~150~~	~~1~~
		~~Welder~~	~~PMT0074~~	~~450~~	~~3~~
				~~1050~~	~~7~~

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

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

Continued eligibility for career dual enrollment requires successful completion of each course within the career certificate, prior to graduation of the career certificate program. Students must enroll at a time whereby they can successfully complete the career certificate program prior to graduation from high school. Students may lose the opportunity to participate in the dual enrollment program if they are disruptive to the learning process. Per s. 1007.271, F.S., and based on Dual Enrollment budget and seat constraints, Hernando County School District and Wilton Simpson Technical College will not deny dual enrollment participation to students who meet both the statutory requirements and any additional eligibility requirements established in the Dual Enrollment Articulation Agreement.

A delineation of the high school credit earned for the completion of each career dual enrollment course and program will provide a clock hour to credit hour equivalency. The high school credit will only be awarded upon successful completion of the entire postsecondary course. The weighting for the dual enrollment courses will be weighted in line with Advanced Placement, International Baccalaureate, and Advanced International Certificate of Education courses in calculating the GPA.

Statewide Articulation agreements may be awarded for individual industry certification earned to be used at the college level. Wilton Simpson Technical College is part of the Tampa Bay Consortium which provides career pathway agreements (http://www.careerpathways.me/).

Per s. 1007.271(3), F.S. will allow an exception to entrance based on grade point average to the agreement on the recommendation of all parties. Consideration is on a case-by-case basis.

The initial screening of potential applicants shall be the responsibility of high school guidance counselors to determine career readiness, appropriate GPA, attendance and behavior records. Reports will be provided throughout the sessions to high school counselors regarding the progress of all students. The Wilton Simpson Technical College administrative team will review progress throughout each session and take steps to ensure students stay on track. A sufficient GPA must be maintained throughout.

Wilton Simpson Technical College will enter grades and transmit to the school data entry at the school of record. Grades for dual enrollment will be entered on both the student's high school transcript and the postsecondary transcript. Credit hours upon completion of the courses transmission of the grades will be sent to the school of record in Hernando County School District.

Sections 1007.271 and 1009.25, F.S. provides that dual enrollment students are exempt from payment of tuition, fees including laboratory fees and registration fees. Due to space constrictions within the programs, places will be allocated to dual enrollment students based on budget and available seats. A wait list will be developed – students will be allocated a place based on the following criteria:

1. They meet the eligibility requirements.
2. If enrolled they would be able to complete the dual enrollment semester prior to graduating high school.
3. Allocation for placement will be given on a first come first served basis.

Exceptions may be made based on seat availability and/or Dual Enrollment budget constraints.

Dual enrollment students are responsible for arranging and paying for transportation to and from Wilton Simpson Technical College as well as all other dual enrollment related transportation. Parents/guardians assume all financial responsibility and liability for dual enrollment related transportation.

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

A student must satisfy the definition of a disability as established by the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. Section 504 defines a disability as a condition which substantially limits one or more major life activities such as learning, walking, seeing, hearing, breathing, caring for oneself, and working. To be eligible for accommodations, a student must provide appropriate documentation of each disability that demonstrates an accompanying substantial limitation to one or more major life activities. To obtain services and accommodations, current documentation is required (within 5 years) and must be presented to Student Services.

DROP/ADD PERIOD FOR TECHNICAL PROGRAMS

1. A 100 percent refund shall be made if the student drops the class prior to the first class meeting.
2. A 100 percent refund shall be made if the student drops the class within the first 5 business days of the semester.

Individuals withdrawing from a program within the first five days of the term must notify the Administrative Office in writing that they are withdrawing. Students are encouraged to state the reason for withdrawal.

Refunds due to course cancellation will be at one hundred percent (100%).

Refunds, when due, are made within thirty (30) days of the last day of attendance and will be initiated by bookkeeping office. The refund will be mailed to the person who made the payment. No refunds are available for General Education programs.

No refunds will be given on registration fees, books, supplies, insurance, testing or other fees.

PROGRESS REPORTS

Progress Reports are issued at the middle point and the end of each term to everyone enrolled in a technical program. Reports will be issued according to the Wilton Simpson Technical College school calendar.

TRANSCRIPTS & ACCESS TO YOUR RECORDS

You may request your class information by completing the HCSD Transcript Request Form S0-SS-05.

If you have completed a program you may contact the administrative office for a copy of your transcripts. All requests are to be made by completing the Transcript Request form. Request forms are available in the administrative office or can be downloaded from www.hcsb.k12.fl.us/studentrecordsrequest. Same day service is not available.

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

Program Structure

OCP	Course Number	Course Title	Course Length	SOC Code
A	ACR0000	Introduction to HVAC/R	250 Hours	49-9021
B	ACR0001	HVAC/R Fundamentals	250 Hours	49-9021
C	ACR0012	HVAC/R Service Practices	250 Hours	49-9021
		Total Course Length	750 Hours	

Program Description

The Air-Conditioning, Refrigeration and Heating Technology Program includes classroom and shop instruction in the basic principles of air conditioning and refrigeration that apply to commercial and residential systems. Students entering this program will develop the basic knowledge and skills for entry level employment as installers or mechanics in the air conditioning, refrigeration and heating industry or provide supplemental training for persons previously or currently employed in this career field. Both classroom and laboratory work will be necessary for completion of the program.

Certificates available

EPA 608 refrigerant R410A Safety HVAC Excellence Employment Ready Exams Series

TABE Minimum Requirements

Area	Minimum Score
Communications	9
Math	10

Books, Required Materials & Uniforms

Reference Appendix A for current required book and supply list. The uniform for the HVAC program consists of a collared work shirt and dark work type pants. All students must purchase and wear safety glasses, hard leather work shoes with non-skid, oil resistant soles. Proper uniform and safety equipment must be worn each day to class.

Tools

Basic hand tools and equipment are required for this program. Information regarding specific tools will be discussed the first week of class.

Applied Cyber-Security

OCP	Course Number	Course Title	Course Length	SOC Code
A	CTS0018	Cybersecurity Associate	600 hours	15-1122
B	CTS0019	Information Security Manager, or	150 hours	15-1122
B	CTS0020	Data Security Specialist	150 hours	
		Total Course Length	750 hours	

Program Description

This course provides students with the skills to analyze cybersecurity issues from a variety of perspectives, Lead teams of cybersecurity professionals and make strategic decisions to protect entities from cyber threats.

Certifications available

CompTIA A+ CompTIA

Network+ Network

Security+

TABE minimum standards

Area	Minimum Score
Communications	9
Math	10

Books, Required Materials & Uniforms

Reference Appendix A for current required book and supply list. The uniform for this course is business casual attire.

Master **Automotive Service Technology 1**

Program Structure

OCP	Course Number	Course Title	Course Length	SOC Code
A	AER0014	Automotive Services Assistor	300 Hours	49-3023
B	AER0418	Automotive Brake System Technician	150 Hours	49-3023
C	AER0453	Automobile Suspension & Steering Technician	150 Hours	49-3023
D	AER0360	Automotive Electrical/Electronic System Technician	300 Hours	49-3023
E	AER0110	Engine Repair Technician	150 Hours	49-3023
		Total Course Length	1050 Hours	

Program Description

This program helps to prepare the student for employment in the automotive mechanics field. Students learn to diagnose malfunctions, repair, adjust or replace parts of the automobile, restoring it to the conditions and specifications recommended by the manufacturer.

Certifications available

ASE

TABE minimum standards

Area	Minimum Score
Communications	9
Math	10

Books, Required Materials & Uniforms

Reference Appendix A for current required book and supply list. The uniform for the automotive program consists of a collared work shirt and dark work type pants. All students must purchase and wear safety glasses, hard leather work shoes with non-skid, oil resistant soles. Proper uniform and safety equipment must be worn each day to class.

Tools

Basic hand tools and equipment are required for this program. Information regarding specific tools will be discussed the first week of class.

Barbering

Program Structure

OCP	Course Number	Course Title	Course Length	SOC Code
	COS0160	Barber 1A	320 hours	39-5011
	COS0161	Barber 2A	150 hours	39-5011
	COS0162	Barber 3A	300 hours	39-5011
A	COS0163	Barber 4A	130 hours	39-5011
		Total Course Length	900 Hours	

Program Description

The purpose of this program is to prepare students for employment as barbers. Instruction is designed to qualify students for employment upon successfully passing the Florida Barber License Examination. Instruction includes a combination of class theory and practical experiences through practice with mannequins and patrons. Students will take a state board exam at the completion of the program for the Florida barbering license.

Certifications Available

Florida Board of Barbering License

TABE minimum standards

Area	Minimum Score
Communications	9
Math	8

Books, Required Materials & Uniforms

Reference Appendix A for current required book and supply list. This program requires that a uniform be worn daily. Uniform consists of a black smock, black pants and black shoes.

CNC Production Specialist

Program Structure

OCP	Course Number	Course Title	Teacher Certification	Length
A	PMT0026	CNC Production Technician I	ENG 7G MACH SHOP @7 7G METAL WORK 7G	300 hours
B	PMT0027	CNC Production Technician II		300 hours

Program Description

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the manufacturing career cluster. This provides technical skill proficiency.

Certifications Available

Students will be prepared to take a NIMS Exam.

Books, Required Materials & Uniforms

Reference Appendix A for current required book and supply list. This program requires that a uniform be worn daily.

Cosmetology

Program Structure

OCP	Course Number	Course Title	Course Length	SOC Code
	CSP0009	Grooming and Salon Services, Core, Facials and Nails	225 Hours	39-5012
	COS0002	Cosmetology and Hairdresser 1	300 Hours	39-5012
	COS0003	Cosmetology and Hairdresser 2	300 Hours	39-5012
A	COS0009	Cosmetology and Hairdresser 3	375 Hours	39-5012
		Total Course Length	1200 Hours	

Program Description

Cosmetology enables people to acquire technical knowledge and skills necessary to qualify for the Florida Cosmetology State License Examination. Instruction includes a combination of class theory and practical experiences through practice with mannequins and patrons. Students will take a state board exam at the completion of the program for the Florida cosmetology license.

Certifications Available

Florida Board of Cosmetology License

TABE minimum standards

Area	Minimum Score
Communications	9
Math	8

Books, Required Materials & Uniforms

Reference Appendix A for current required book and supply list. This program requires that a uniform be worn daily. Uniform consists of a black smock, black pants and black shoes.

Diesel Systems Technician I

Program Structure

OCP	Course Number	Course Title	Teacher Certification	Length
A	DIM0101	Diesel Engine Mechanic/Technician Helper	DIESEL MECH @7 7G	150 hours
B	DIM0102	Diesel Electrical and Electronics Technician		300 hours
C	DIM0104	Diesel Engine Technician		300 hours
D	DIM0105	Diesel Brakes Technician		300 hours

Program Description

The course is multi-tiered and students entering this program will develop the knowledge and skills, both basic and intermediary, for employment in the diesel mechanic industry. Performs inspection, maintenance, repairs, and overhauls of diesel engines. Troubleshoots and diagnoses problems. Utilizes computer electronics systems to interpret failure modes.

Certifications Available

Students will be prepared to take an ASE (Automotive Service Excellence) Exam

Books, Required Materials & Uniforms

Reference Appendix A for current required book and supply list. This program requires that a uniform be worn daily. Uniform consists of a black smock, black pants and black shoes.

Florida Law Enforcement Academy

Instructor

Various instructors per course and FDLE requirements

Program Structure

OCP	Course Number	Course Title	Length	SOC Code
A	CJK0002	Introduction to Law Enforcement	12 hours	
	CJK0016	Communication	24 hours	
	CJK0018	Legal	64 hours	
	CJK0019	Interviewing and Report Writing	56 hours	
	CJK0063	Fundamentals of Patrol	40 hours	
	CJK0021	Serving Your Community	34 hours	
	CJK0072	Crimes Against Persons	48 hours	
	CJK0073	Crimes Involving Property and Society	12 hours	
	CJK0079	Crime Scene Follow-up Investigations	34 hours	
	CJK0400	Traffic Incidents	12 hours	
	CJK0401	Traffic Stops	24 hours	
	CJK0402	Traffic Crash Investigations	30 hours	
	CJK0403	DUI Traffic Stops	24 hours	
	CJK0093	Critical Incidents	44 hours	
	CJK0020	Law Enforcement Vehicle Operations	48 hours	
	CJK0031	First Aid for Criminal Justice Officers	40 hours	
	CJK0040	Criminal Justice Firearms	80 hours	
	CJK0051	Criminal Justice Defensive Tactics	80 hours	
	CJK0421	Conducted Electrical Weapon/Dart-Firing Stun Gun	4 hours	
	CJK0096	Criminal Justice Officer Physical Fitness Training/Law Enforcement	60 hours	

Program Description

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Law, Public Safety and Security career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Law, Public Safety and Security career cluster.

Certifications Available

State Officer Certification Exam

Books, Required Materials & Uniforms

Reference Appendix A for current required book and supply list. This program requires that a uniform be worn daily.

Florida Law Enforcement Academy - Crossover

Instructor

Various instructors per course and FDLE requirements

Program Structure

OCP	Course Number	Course Title	Length	SOC Code
A	CJK0002	Introduction to Law Enforcement	12 hours	
	CJK0016	Communication	24 hours	
	CJK0018	Legal	64 hours	
	CJK0019	Interviewing and Report Writing	56 hours	
	CJK0063	Fundamentals of Patrol	40 hours	
	CJK0021	Serving Your Community	34 hours	
	CJK0072	Crimes Against Persons	48 hours	
	CJK0073	Crimes Involving Property and Society	12 hours	
	CJK0079	Crime Scene Follow-up Investigations	34 hours	
	CJK0400	Traffic Incidents	12 hours	
	CJK0401	Traffic Stops	24 hours	
	CJK0402	Traffic Crash Investigations	30 hours	
	CJK0403	DUI Traffic Stops	24 hours	
	CJK0093	Critical Incidents	44 hours	
	CJK0393	Cross-Over Program Updates	8 hours	
	CJK0020	Law Enforcement Vehicle Operations	48 hours	
	CJK0421	Conducted Electrical Weapon/Dart-Firing Stun Gun	4 hours	

Program Description

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Law, Public Safety and Security career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Law, Public Safety and Security career cluster.

Certifications Available

State Officer Certification Exam

Books, Required Materials & Uniforms

Reference Appendix A for current required book and supply list. This program requires that a uniform be worn daily.

Welding Technology

OCP	Course Number	Course Title	Course Length	SOC Code
	PMT0070	Welder Assistant 1	150 hours	51-9198
A	PMT0071	Welder Assistant 2	150 hours	51-9198
	PMT0072	Welder, SMAW 1	150 hours	51-4121
B	PMT0073	Welder, SMAW 2	150 hours	51-4121
C	PMT0074	Welder	450 hours	51-4121
		Total Course Length	1050 Hours	

Program Description

The welding program includes classroom and shop instruction and prepare students for employment in the welding industry. The course is multi-tiered and students entering this program will develop the knowledge and skill both basic and intermediary, for employment in Shield Metal Arc Welding, Gas Metal Arc Welding, Flux-Core Arc Welding and Gas Tungsten Arc Welding to professional competency.

Certifications available

American Welding Society Examinations

TABE minimum standards

Area	Minimum Score
Communication	9
Math	9

Books, Required Materials & Uniforms

Reference Appendix A for current required book and supply list. The uniform for the welding program consists of a collared work shirt and dark work type pants. All students must purchase and wear safety glasses, hard leather work shoes with non-skid, oil resistant soles. Proper uniform and safety equipment must be worn each day to class. Students must also provide their own approved welding helmet and gloves.

Appendix A

WILTON SIMPSON TECHNICAL COLLEGE

Automotive Services Technology 1

- ✓ Supplies 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
- ✓ Students may purchase items below from the Distributor of their choice but must be of Automotive Service Usage.
- ✓ ASE registration and examinations at students own expense.

Type	Description	Tuition & Fees	Quantity	Unit Cost	Total Cost
Tuition	Automotive Services Technology 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	$5.00
Book	CDX FAT3e textbook ISBN: 9781284271669 – Textbook & 2 Year online access code, And Student Workbook		1	$338.00	$338.00
					$3,175
Fee	ASE Certification		4	$53.00	$212.00
Fee	ASE Registration		2	$34.00	$68.00
					$3,455

Type	Books, Uniform & Supplies Description	Quantity	Unit Cost	Total Cost
Uniform	Work Pants, Shop-Top and oil resistant work shoes, close toed	1	$150.00	$150.00
Supply	Safety Glasses	1	$10.00	$10.00
Supply	Ear Plugs	1	$9.89	$9.89
				$169.89

Tuition		$2,562.00
Fees		$275.00
NATEF Registration & examinations		$280.00
Books		$338.00
Uniforms & Supplies		$169.89
	PROGRAM TOTAL	**$3,624.89**

WILTON SIMPSON TECHNICAL COLLEGE

Barbering

- ✓ Supplies and uniforms are **required** 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
Tuition	Cosmetology (Total Program Length)	900 hrs.	$2.44 p/hr.	$2,196.00
Fee	Lab Fee	1	$165.00	$165.00
Fee	Registration Fee	1	$30.00	$30.00
Fee	Student ID	1	$5.00	$5.00
Fee	Milady Online and Text Bundle (9780357812785) CIMA for Barbering & Print 6th Edition Milady	1	$280.00	$280.00
Fee	Cosmetology Tool Kit **(Required)**	1	$412.79	*$412.79
				$3,088.79

Supplies & Uniforms & Book/Online Recommendations

Uniform	Black Smock, Black Pants, Black Close Toed Shoes	1	$150.00	$150.00
Fee	PassPassPass online	1	39.00	39.00
Supply	Pack of Pens	1	$7.00	$7.00
Supply	1" Binder	1	$4.99	$4.99
Supply	Pack of Index Cards	1	$2.29	$2.29
Supply	Pack of Notebook Filler Paper	1	$2.49	$2.49
Supply	Box of Latex Gloves	1	$9.39	$9.39
				$215.16

Exams

Exam	HIV/AIDS	$20.00	$20.00
Exam	Barbering Exam	$16.50	$16.50
Fee	Testing Center Fee	$31.50	$31.50
			$68.00

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

WILTON SIMPSON TECHNICAL COLLEGE

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.

Tuition & Fees

Type	Description	Quantity	Unit Cost	Total Cost
Tuition	CNC Production Specialist (Total Program Length)	600 hrs.	$2.44 p/hr.	$1,464.00
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	CNC Manufacturing Technology, 2nd Edition ISBN: 979-8-89118-175-5 – Textbook & Workbook	1	$129.60	$129.60
				$1,928.60

Books, Uniform & Supplies

Type	Description	Quantity	Unit Cost	Total Cost
Uniform	Work Pants, Shop Top and oil resistant work shoes, close toed	1	$150.00	$150.00
Supply	Safety Glasses	1	$10.00	$10.00
Supply	Ear Plugs	1	$9.89	$9.89
				$169.89

Tuition	$1,464.00
Fees	$335.00
Books	$129.60
Uniforms & Supplies	$169.89
PROGRAM TOTAL	**$2,098.49**

WILTON SIMPSON TECHNICAL COLLEGE

Cosmetology

- ✓ Supplies and uniforms are **required** 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
Tuition	Cosmetology (Total Program Length)	1200 hrs.	$2.44 p/hr.	$2,928.00
Fee	Lab Fee	1	$165.00	$165.00
Fee	Registration Fee	1	$30.00	$30.00
Fee	Student ID	1	$5.00	$5.00
Fee	Milady Online and Text Bundle (9780357921883)	1	$280.00	$280.00
Fee	CIMA for Cosmetology & Print 14th Edition Milady Cosmetology Tool Kit **(Required)**	1	$424.99	*$424.99
				$3,832.99

Supplies & Uniforms & Book/Online Recommendations

Uniform	Black Smock, Black Pants, Black Close Toed Shoes	1	$150.00	$150.00
Fee	PassPassPass online	1	39.00	39.00
Supply	Pack of Pens	1	$7.00	$7.00
Supply	1" Binder	1	$4.99	$4.99
Supply	Pack of Index Cards	1	$2.29	$2.29
Supply	Pack of Notebook Filler Paper	1	$2.49	$2.49
Supply	Box of Latex Gloves	1	$9.39	$9.39
				$215.16

Exams

Exam	HIV/AIDS		$20.00	$20.00
Exam	Cosmetology Exam		$63.50	$63.50
Fee	Testing Center Fee		$31.50	$31.50
				$115.00

PROGRAM TOTAL	**$$4,163.15**

~~Cosmetology Tool Kit (S&H included)~~

~~Items Included in Tool Kit:~~

~~*$424.99~~

~~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~~

~~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~~

WILTON SIMPSON TECHNICAL COLLEGE

Applied Cyber Security

- ✓ 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
- ✓ Students may purchase items below from the Distributor of their choice.
- ✓ Industry examinations through CompTIA at students own expense – prices subject to change.

Type	Tuitions & Fees	Quantity	Unit Cost	Total Cost
Tuition	Applied Cyber Security (Total Program Length)	750 hrs.	$2.44 p/hr.	$1,830.00
Fee	Student Module	2	$129.00	$258.00
Fee	Lab Fee	2	$263.50	$527.00
Fee	Registration Fee	1	$30.00	$30.00
Fee	Student ID	1	$5.00	$5.00
				$2,650.00

Uniform & Supplies & Recommended Guides

Uniform	Collared Shirt, Long Pants, Closed Shoes	1	$150.00	$150.00
Book	The Official CompTIA A+ Core 1 Study Guide: Exams 220-1001 (ISBN: 978-1-64274-133-9) 2019	1	$99.00	$99.00
Book	The Official Comp TIA A+ Core 2 Study Guide: Exams 220-1002 (ISBN: 978-1-64274-145-2) 2019	1	$99.00	$99.00
Book	The Official CompTIA Network+ Study Guide: N10-007 (ISBN: 978-1-64274-145-2) 2018	1	149.00	149.00
Book	The Official Comp TIA Security+ Study Guide: SY0-501 (ISBN: 978-1-64274-008-0) 2018	1	159.00	159.00
Supply	Ream of Paper for Printer	1	$6.49	$6.49
Supply	Jump Drive 8 gig min.	1	$12.99	$12.99
Supply	Headphones	1	$5.00	$5.00
Supply	Notecards	1	$5.89	$5.89
Supply	USB Mouse	1	$9.99	$9.99
				$696.36
	Tuition			$1,830.00
	Fees			$820.00
	Uniform, Supplies & Recommended Guides			$696.36
		PROGRAM TOTAL		**$3,346.36**

WILTON SIMPSON TECHNICAL COLLEGE

Crossover from Correctional Officer to Law Enforcement Officer

- ✓ Supplies, textbooks, and uniforms are **required** before first day of school*
- ✓ Check with instructor before purchasing any tools on this list.
- ✓ Prices listed below are approximate and subject to change and subjected to state tax where applicable

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

Type	Description	Tuition & Fees	Quantity	Unit Cost	Total Cost
Tuition	Crossover CO to LE (Total Program Length)		518 hrs.	$2.44 p/hr.	$1,263.92
Books	FL BRTP Law Enforcement Academy, Vol 1, 2023 edition ISBN: 978-1-71147-162-4		1	$11.00	$11.00
	FL BRTP High Liability Curriculum, Vol 2, 2023 edition ISBN: 978-1=71147-163-1		1	$7.25	$7.25
Fee	Lab Fee for equipment		1	$420.00	$420.00
Fee	Student ID		1	$5.00	$5.00
Fee	Registration Fee		1	$30.00	$30.00
Fee	CJS Testing Company Access Code		1	$55.00	$55.00
Exam	State Officer Certification Exam		1	$100.00	$100.00

		Uniform & Supplies			
Fee	Uniform Costs (Estimated)		1	$250.00	$250.00

Costs	Pre-Enrollment			$276.25	Tuition
		$1,263.92			
	Fees including lab				$510.00
	Books				$18.25
	Examination Fees				$100.00
	Uniforms &Supplies				$250.00
	PROGRAM TOTAL				**$2418.42**

WILTON SIMPSON TECHNICAL COLLEGE

Florida Law Enforcement Academy

- ✓ Supplies, textbooks, and uniforms are **required** before first day of school*
- ✓ Check with instructor before purchasing any tools on this list.
- ✓ Prices listed below are approximate and subject to change and subjected to state tax where applicable

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

Type	Description	Tuition & Fees	Quantity	Unit Cost	Total Cost
Tuition	Law Enforcement Academy (Total Program Length)		770 hrs.	$2.44 p/hr.	$1,878.80
Books	FL BRTP Law Enforcement Academy, Vol 1, 2023 edition ISBN: 978-1-71147-162-4		1	$11.00	$11.00
	FL BRTP High Liability Curriculum, Vol 2, 2023 edition ISBN: 978-1=71147-163-1		1	$7.25	$7.25
Fee	Lab Fee to include Ammo, Firearm rental, equipment		1	$925.00	$925.00
Fee	Student ID		1	$5.00	$5.00
Fee	Registration Fee		1	$30.00	$30.00
Fee	CJS Testing Company Access Code		1	$55.00	$55.00
Exam	State Officer Certification Exam		1	$100.00	$100.00

		Uniform & Supplies			
Fee	Uniform Costs (Estimated)		1	$250.00	$250.00

	Pre-Enrollment Costs	$276.25
	Tuition	$1,878.80
	Fees including lab	$1015.00
	Books	$18.25
	Examination Fees	$100.00
	Uniforms &Supplies	$250.00
	PROGRAM TOTAL	**$3,538.30**

WILTON SIMPSON TECHNICAL COLLEGE

Diesel Systems Technician 1

- ✓ Supplies 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
- ✓ 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.

Tuition & Fees

Type	Description	Quantity	Unit Cost	Total Cost
Tuition	Diesel Systems Technician 1 (Total Program Length)	1050 hrs.	$2.44 p/hr.	$2,562.00
Fee	Lab Fee	1	$240.00	$240.00
Fee	Registration Fee	1	$30.00	$30.00
Fee	Student ID	1	$5.00	$5.00
Book	CDX BU- CDX Engines 2e -Systems 2e ISBN: 9781284274073 – Textbook & 2 Year online access code, Including online Student Workbook	1	$374.21	$374.21
				$3,211.21
Fee	ASE Certification	4	$56.00	$224.00
Fee	ASE Registration	2	$34.00	$68.00
				$3,503.21

Books, Uniform & Supplies

Type	Description	Quantity	Unit Cost	Total Cost
Uniform	Work Pants, Shop Top and oil resistant work shoes, close toed	1	$150.00	$150.00
Supply	Safety Glasses	1	$10.00	$10.00
Supply	Ear Plugs	1	$9.89	$9.89
				$169.89

Tuition	$2,562.00
Fees	$275.00
NATEF Registration & examinations	$292.00
Books	$374.21
Uniforms & Supplies	$169.89
PROGRAM TOTAL	**$3,673.1**

WILTON SIMPSON TECHNICAL COLLEGE

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

- ✓ 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
- ✓ 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 Cost
Tuition	HVAC (Total Program Length)		750 hrs.	$2.44 p/hr.	$1,830.00
Books	Modern Refrigeration & Air Conditioning 21st Edition (Text/WB/Lab) ISBN 978-1-64564-718-8)		1	$151.50	$151.50
Fee	Lab Fee		1	$255.00	$255.00
Fee	Student ID		1	$5.00	$5.00
Fee	Registration Fee		1	$30.00	$30.00
					$2,271.50
Exam	EPA 608		1	$25.00	$25.00
Exam	R-410A Safety		1	$25.00	$25.00
Exam	HVAC Excellence Employment Ready Electrical		1	$15.00	$15.00
Exam	HVAC Excellence Employment Ready Air Conditioning		1	$15.00	$15.00
Exam	HVAC Excellence Employment Ready Heat Pump		1	$15.00	$15.00
					$2,366.50

Uniform & Supplies

Uniform	Work pants, work shirt, Closed Shoes	1	$150.00	$150.00
Supply	Safety Glasses (ANSI approved)	1	$5.00	$5.00
Supply	Calculator – Square Root	1	$7.99	$7.99
Supply	Black Electrical Tape	1	$3.98	$3.98
Supply	Air Duct Calculator	1	$5.00	$5.00
Tool	Tool Box or Tool Bag	1	$19.99	$19.99
Tool	Fieldpiece SC56 Swivel Head Meter or equivalent Must do capacitors, ohms, volts, & amps	1	$200.00	$200.00
Tool	Wire Crimp Terminal Tool	1	$14.20	$14.20
Tool	Combination Screwdriver Set or 6 in one or 8 in one driver	1	$20.25	$20.25
Tool	Needle Nose Pliers – 6"	1	$13.97	$13.97
Tool	Lineman Pliers	1	$17.99	$17.99

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

	Tuition	$1,830.00
	Fees	$290.00
	Book	$151.50
	Examination Fees	$95.00
	Uniforms &Supplies	$1,215.97
	PROGRAM TOTAL	**$3,582.47**

WILTON SIMPSON TECHNICAL COLLEGE

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.

Type	Tuition & Fees	Quantity	Unit Cost	Total Cost
Tuition	Welding Technology (Total Program Length)	1050	$2.44	$2,562.00
Fee	Lab Fee	4	$303.75	$1,215.00
Fee	Student ID	1	$5.00	$5.00
Fee	Registration Fee	1	$30.00	$30.00
Book	Modern Welding ISBN: 978-1-63563-694-3 Textbook & WB	1	$185.00	$185.00
				$3,997.00
Exam	American Welding Society Welding Test (student cost)	1	$300.00	$300.00
				$4,297.00

Uniforms (Required), Tools and Supplies (Optional)

Uniform	Jeans & work shirt (100% cotton) - Required	1	$65.49	$65.49
Uniform	High-top leather safety steel toe boots - Required	1	$49.99	$49.99
Uniform	Fire Resistant welding jacket - Required	1	$54.04	$54.04
Uniform	Leather welding gloves - Required	1	$16.88	$16.88
Uniform	Welders hat or skullcap - Required	1	$5.26	$5.26
Supply	Clear safety glasses or prescription glasses with side shields	1	$6.43	$6.43
Supply	Face shield w/head gear (OFC & PAC)	1	$24.95	$24.95
Supply	Ear Plugs	1	$9.89	$9.89
Supply	Welding helmet	1	$51.40	$51.40
Supply	Welding filter plates #10	1	$6.00	$6.00
Tools	Carbon steel wire brush	1	$8.08	$8.08

Type		Quantity	Unit Cost	Total Cost
Tools	Chipping hammer	1	$7.98	$7.98
Tools	Pliers, Wrenches, Clamps	1	$86.85	$86.85
Tools	12” adjustable wrench	1	$27.98	$27.98
Tools	10” groove or slip joint pliers	1	$24.99	$24.99
Tools	6” side or diagonal cutting pliers	1	$5.98	$5.98
Tools	10” vice grip pliers	1	$16.48	$16.48
				$468.67

	Tuition			$2,562.00
	Lab Fees			$1,215.00
	Uniforms, Tools & Supplies			$468.67
	Registration Fee			$30.00
	Student ID Fee			$5.00
	Book			$185.00
	Exam Fee			$300.00
		PROGRAM TOTAL		**$4,765.67**

WILTON SIMPSON TECHNICAL COLLEGE

Automotive Services Technology 1

- ✓ Personal protective equipment and uniforms are **required** before first day of school.
- ✓ Check with instructor before purchasing any tools on or off this list.
- ✓ Prices listed below are approximate and subject to change and subjected to state tax where applicable.
- ✓ Students may purchase items below from a Distributor of their choice.

Type	Description	Quantity	Unit Cost	Total Cost
Tuition	Automotive Services Technology 1 (Total Program Length)	1050 hrs.	$2.44 p/hr.	$2,562.00
Fee	Lab Fee (to include: course materials & ASE Certification costs)	1	$530.00	$530.00
Fee	Registration Fee	1	$30.00	$30.00
Fee	Student ID	1	$5.00	$5.00
Book	CDX FAT3e Textbook, Workbook, & 2 Year Online Access 9781284271669	1	$303.00	$303.00
				$3,430.00

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

Uniform	Work Pants, Shop-Top & oil resistant close toed shoes – Required Day 1	1	$180.00	$180.00
Supply	Safety Glasses	1	$15.00	$15.00
Supply	Ear Plugs	1	$12.00	$12.00
				$207.00

PROGRAM TOTAL	**$3,637.00**

GI Bill.

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

WILTON SIMPSON TECHNICAL COLLEGE

Barbering

- ✓ Personal protective equipment and uniforms are **required** before first day of school.
- ✓ Check with instructor before purchasing any tools on or off this list.
- ✓ Prices listed below are approximate and subject to change and subjected to state tax where applicable.
- ✓ Students may purchase items below from a Distributor of their choice.
- ✓ State Exam and HIV/AIDS Course, registrations, and scheduling is at students own expense.

Type	Description	Quantity	Unit Cost	Total Cost
Tuition	Barbering (Total Program Length)	900 hrs.	$2.44 p/hr.	$2,196.00
Fee	Lab Fee	1	$300.00	$300.00
Fee	Registration Fee	1	$30.00	$30.00
Fee	Student ID	1	$5.00	$5.00
Book	Milady Textbook 9798214080444 & Milady Workbook 9798214499222	1	$297.50	$297.50
Fee	Barbering Tool Kit & Freight **(Required)**	1	$667.50	$667.50
				$3,496.00

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

Uniform	Black pants & shirt (black scrubs preferred) & close toed shoes	1	$100.00	$100.00
Supply	Box of latex gloves (in your preferred size)	1	$12.00	$12.00
				$112.00

Exams to be purchased by student

Exam	HIV/AIDS	$20.00	$20.00
Exam	State Exam	$100.00	$100.00
Fee	Licensing	$75.00	$75.00
			$195.00

PROGRAM TOTAL	**$3803.0**

Barbering Tool Kit (S&H included)

Items Included in Tool Kit: *$667.50

Barber Jacket and Cutting Cape
Rubber Base Styling Brush
Black Collar Clips (06)
Ceramic Cushion Paddle Brush
Tapered Barber Combs/Styling Combs
Ryan Deluxe Bearded Manikin
Cutting Comb/Barber Comb
Jake Budget Manikin
White (1) and Black (1) Clipper Comb
Head Lock Manikin Holder
Extra Large Nylon Tote
Ninja Swordsman Duo Shear Set
Wahl Barber Clipper/ Trimmer Combo
Tourmaline Ionic Ceramic Dryer
Wahl Profoil Lithium Plus Shaver
Professional Shaving Mug/Brush
Paddle Razor with Replaceable Blade
Handheld Square Mirror
Soft n Style Cotton Towels (12)
Professional Shaving Brush

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

GI Bill.

WILTON SIMPSON TECHNICAL COLLEGE

Cosmetology

- ✓ Personal protective equipment and uniforms are **required** before first day of school.
- ✓ Check with instructor before purchasing any tools on or off this list.
- ✓ Prices listed below are approximate and subject to change and subjected to state tax where applicable.
- ✓ Students may purchase items below from a Distributor of their choice.
- ✓ State Exam and HIV/AIDS Course, registrations, and scheduling is at students own expense.

Type	Description	Quantity	Unit Cost	Total Cost
Tuition	Cosmetology (Total Program Length)	1200 hrs.	$2.44 p/hr.	$2,928.00
Fee	Lab Fee	1	$300.00	$300.00
Fee	Registration Fee	1	$30.00	$30.00
Fee	Student ID	1	$5.00	$5.00
Book	Milady Textbook 9780357871492 & Milady Workbook 9780357922170	1	$297.50	$297.50
Fee	Cosmetology Tool Kit **(Required)**	1	$606.50	$606.50
				$4167.00

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

Uniform	Black pants (black scrubs preferred) & close toed shoes	1	$100.00	$100.00
Supply	Box of latex gloves (in your preferred size)	1	$12.00	$12.00
				$112.00

Exams to be purchased by student

Exam	HIV/AIDS		$20.00	$20.00
Exam	State Exam		$100.00	$100.00
Fee	Licensing		$75.00	$75.00
				$195.00

PROGRAM TOTAL	**$4,474.00**

GI Bill.

Location: Wilton Simpson Technical College – 17050 Spring Hill Dr. – Brooksville, FL 34604
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Rev. 4/2025

WILTON SIMPSON TECHNICAL COLLEGE

Crossover from Correctional Officer to Law Enforcement Officer

- ✓ Supplies, textbooks, and uniforms are **required** before first day of school*
- ✓ Check with instructor before purchasing any tools on this list.
- ✓ Prices listed below are approximate and subject to change and subjected to state tax where applicable

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

Type	Description	Quantity	Unit Cost	Total Cost
	Tuition & Fees			
Tuition	Crossover CO to LE (Total Program Length)	518 hrs.	$2.44 p/hr.	$1,263.92
Books	FL BRTP Law Enforcement Academy, Vol 1, 2024 edition	1	$15.25	$15.25
	ISBN: 978-1-71147-262-1			
	FL BRTP High Liability Curriculum, Vol 2, 2024 edition	1	$11.00	$11.00
	ISBN: 978-1-71147-264-5			
Fee	Lab Fee for equipment	1	$420.00	$420.00
Fee	Student ID	1	$5.00	$5.00
Fee	Registration Fee	1	$30.00	$30.00
Fee	CJS Testing Company Access Code	1	$60.00	$60.00
Exam	State Officer Certification Exam	1	$100.00	$100.00
	Uniform & Supplies			
Fee	Uniform Costs (Estimated)	1	$300.00	300.00

	Pre-Enrollment Costs		$276.25Tuition
		$1,263.92	
	Fees including lab		$515.00
	Books		$26.25
	Examination Fees		$100.00
	Uniforms &Supplies		$300.00
	PROGRAM TOTAL		**$2481.42**

GI Bill.

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

Rev. 4/2025

Florida Law Enforcement Academy

- ✓ Supplies, textbooks, and uniforms are **required** before first day of school*
- ✓ Check with instructor before purchasing any tools on this list.
- ✓ Prices listed below are approximate and subject to change and subjected to state tax where applicable

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

Type	Description	**Tuition & Fees**	Quantity	Unit Cost	Total Cost
Tuition	Law Enforcement Academy (Total Program Length)		770 hrs.	$2.44 p/hr.	$1,878.80
Books	FL BRTP Law Enforcement Academy, Vol 1, 2024 edition		1	$15.25	$15.25
	ISBN: 978-1-71147-262-1				
	FL BRTP High Liability Curriculum, Vol 2, 2024 edition		1	$11.00	$11.00
	ISBN: 978-1-71147-264-5				
Fee	Lab Fee to include Ammo, Firearm rental, equipment		1	$800.00	$800.00
Fee	Student ID		1	$5.00	$5.00
Fee	Registration Fee		1	$30.00	$30.00
Fee	CJS Testing Company Access Code		1	$60.00	$60.00
Exam	State Officer Certification Exam		1	$100.00	$100.00
		Uniform & Supplies			
Fee	Uniform Costs (Estimated)		1	$300.00	$300.00

Pre-Enrollment Costs	$276.25
Tuition	$1,878.80
Fees including lab	$895.00
Books	$26.25
Examination Fees	$100.00
Uniforms &Supplies	$300.00
PROGRAM TOTAL	**$3,476.30**

GI Bill.

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

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WILTON SIMPSON TECHNICAL COLLEGE

Heating, Ventilation, Air-Conditioning/Refrigeration 1

- ✓ Personal protective equipment and uniforms are **required** before first day of school.
- ✓ Check with instructor before purchasing any tools on or off this list.
- ✓ Prices listed below are approximate and subject to change and subjected to state tax where applicable.
- ✓ Students may purchase items below from a Distributor of their choice.

Type	Description	Quantity	Unit Cost	Total Cost
Tuition	HVAC (Total Program Length)	750 hrs.	$2.44 p/hr.	$1,830.00
Fee	Lab Fee (to include: course materials & HVAC Certification costs)	1	395.00	$395.00
Fee	Student ID	1	$5.00	$5.00
Fee	Registration Fee	1	$30.00	$30.00
Book	Modern Refrigeration & Air Conditioning 21st 9781645647188	1	$169.50	$169.50
				$2,289.50
	Estimated cost for Personal Equipment, Uniform, & Supplies to be purchased by student			
Uniform	Work pants, work shirt, closed toe shoes – Required Day 1	1	$150.00	$150.00
Supply	Safety Glasses (ANSI approved) – Required Day 1	1	$10.00	$10.00
Supply	Calculators (2) – Square Root function & Air Duct Calculator	2	$15.00	$30.00
Supply	Black Electrical Tape	1	$6.00	$6.00
Tool	Toolbox or Tool Bag	1	$20.00	$20.00
Tool	Fieldpiece SC56 Swivel Head Meter (capacitors, ohms, volts, & amps)	1	$220.00	$220.00
Tool	Wire Crimp Terminal Tool	1	$20.00	$20.00
Tool	Combination Screwdriver Set or 6 in one or 8 in one driver	1	$29.00	$29.00
Tool	Pliers – Needle Nose Pliers 6” & Lineman Pliers	1	$20.00	$40.00
Tool	Tub Cutter (mini IMP)	1	$19.00	$19.00
Tool	Imperial Tube Cutter – 127 FB	1	$22.00	$22.00
Tool	Imperial Eastman Flare/Swage Set	1	$90.00	$90.00
Tool	Tubing Bender ¼”, 3/8”, ½”	1	$70.00	$70.00
Tool	Inspection Mirror	1	$13.00	$13.00
Tool	Service Wrench – small	1	$18.00	$18.00
Tool	Wire Strippers	1	$16.00	$16.00
Tool	Refrigeration Gauges – R-22 & R-410 compatible 5’Hoses (yellow jacket)	1	$160.00	$160.00
Tool	Field piece ATC1 or ATC1R Pipe Temperature Clamp or equivalent	1	$85.00	$85.00
Tool	Adjustable Wrench 10”, 8”, 6”P	1	$30.00	$30.00
Tool	Channel Lock Pliers	1	$15.00	$15.00
Tool	Hose Quick Disconnect (90 degree)	3	$25.00	$75.00
Tool	Valve Core Remover Tool – Yellow Jacket	1	$45.00	$45.00
Tool	Nut Driver – ¼” & 5/16” set, Long Shank	1	$15.00	$15.00
Tool	Alligator Clips or equivalent	2	$6.00	$12.00
Tool	Socket Set – 3/8” drive	1	$40.00	$40.00
Tool	Magnehelic 2” scale	1	$90.00	$90.00
Tool	Sling Psychrometer (digital is acceptable)	1	$100.00	$100.00
				$1,440.00
	PROGRAM TOTAL			**$3,7295.50**

GI Bill.

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

Rev. 4/2025

WILTON SIMPSON TECHNICAL COLLEGE

Welding

- ✓ Personal protective equipment and uniforms are **required** before first day of school.
- ✓ Check with instructor before purchasing any tools on or off this list.
- ✓ Prices listed below are approximate and subject to change and subjected to state tax where applicable.
- ✓ Students may purchase items below from a Distributor of their choice.

Type	Description	Quantity	Unit Cost	Total Cost
Tuition	Welding Technology (Total Program Length)	1050 hrs.	$2.44 p/hr.	$2,562.00
Fee	Lab Fee (to include: metal costs, materials, & Certification costs)	4	$475.00	$1,900.00
Fee	Student ID	1	$5.00	$5.00
Fee	Registration Fee	1	$30.00	$30.00
Book	Modern Welding Textbook & Workbook 9781635636943	1	$147.00	$147.00
				$4,644.00

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

Uniform	Heavy jeans & work shirt (100% cotton) – Required Day 1	1	$100.00	$100.00
Uniform	High-top leather safety steel toe boots – Required Day 1	1	$80.00	$80.00
Uniform	Fire-Resistant welding jacket – Required Day 1	1	$70.00	$70.00
Uniform	Leather welding gloves – Required Day 1	1	$20.00	$20.00
Uniform	Welders hat or skullcap – Required Day 1	1	$7.00	$7.00
Supply	Welding helmet – Required Day 1	1	$60.00	$60.00
Supply	Clear safety glasses or prescription glasses with side shields	1	$20.00	$20.00
Supply	Face shield w/head gear (OFC & PAC)	1	$30.00	$30.00
Supply	Ear Plugs	1	$12.00	$12.00
Supply	Welding filter plates #10	1	$6.00	$6.00
Tool	Carbon steel wire brush	1	$8.00	$8.00
Tool	Pliers, Wrenches, Clamps	1	$100.00	$100.00
Tool	12” adjustable wrench	1	$30.00	$30.00
Tool	10” groove or slip joint pliers	1	$30.00	$30.00
Tool	6” side or diagonal cutting pliers	1	$10.00	$10.00
Tool	10” vice grip pliers	1	$15.00	$15.00
				$598.00

	PROGRAM TOTAL	**$5,242.00**

GI Bill.

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

Rev. 4/2025

WILTON SIMPSON TECHNICAL COLLEGE

CNC Production Specialist

- ✓ Prices listed below are approximate and subject to change and subjected to state tax where applicable
- ✓ Students may purchase items below from the Distributor of their choice but must be of Automotive Service Usage.
- ✓ ASE registration and examinations at students own expense.

Type	Description	Quantity	Unit Cost	Total Cost
	Tuition & Fees			
Tuition	CNC Production Specialist (Total Program Length)	600 hrs.	$2.44 p/hr.	$1,464.00
Fee	Lab Fee (to include course materials and certification costs)	1	$735.00	$735.00
Fee	Registration Fee	1	$30.00	$30.00
Fee	Student ID	1	$5.00	$5.00
Book	CNC Manufacturing Technology, 2nd Edition	1	$127.00	$127.00
	ISBN: 979-8-89118-175-5 – Textbook & Workbook			
				$2361.00

Type	Description	Quantity	Unit Cost	Total Cost
	Books, Uniform & Supplies			
Uniform	Work Pants, Shop-Top and oil resistant work shoes, close toed	1	$150.00	$150.00
Supply	Safety Glasses	1	$10.00	$10.00
Supply	Ear Plugs	1	$9.89	$9.89
				$169.89

PROGRAM TOTAL	**$2,530.89**

GI Bill.

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

Rev. 4/2025

WILTON SIMPSON TECHNICAL COLLEGE

Diesel Systems Technician 1

- ✓ Personal protective equipment and uniforms are **required** before first day of school.
- ✓ Check with instructor before purchasing any tools on or off this list.
- ✓ Prices listed below are approximate and subject to change and subjected to state tax where applicable.
- ✓ Students may purchase items below from a Distributor of their choice.

Type	Description	Quantity	Unit Cost	Total Cost
Tuition	Diesel Systems Technician 1 (Total Program Length)	1050 hrs.	$2.44 p/hr.	$2,562.00
Fee	Lab Fee (to include course materials and ASE Certification)	1	$530.00	$530.00
Fee	Registration Fee	1	$30.00	$30.00
Fee	Student ID	1	$5.00	$5.00
Book	CDX BU- CDX Engines 2e -Systems 2e	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, Uniform, & Supplies to be purchased by student

Uniform	Work Pants, Shop-Top and oil resistant work shoes, close toed	1	$150.00	$150.00
Supply	Safety Glasses	1	$10.00	$10.00
Supply	Ear Plugs	1	$9.89	$9.89
				$169.89

PROGRAM TOTAL	**$3,673.10**

GI Bill.

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

Rev. 4/2025

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

Minimum Age for Industry Examinations	None
Minimum Clock Hours	750
Examination Fees	EPA608 & R410A = $25. Employment Ready exams + $15 each
Examination Contact at STC	Coordinator of Career and Technical Education
Examination Website for external testing	Non Applicable
Florida Department of Education Curriculum	https://www.fldoe.org/academics/career-adult-edu/career-tech-edu/curriculum-frameworks/2024-25-frameworks/architecture-construction.stml - C400410

Applied Cyber Security

Minimum Age for Industry Examinations	None
Minimum Clock Hours	750
Examination Fees	Comp TIA: A+ = $219, Network+ = $319, Security + = $339, Knowledge Pillars=$93
Examination Contact at STC	Coordinator of Career and Technical Education
Examination Website for external testing	www.pearson.com
Florida Department of Education Curriculum	https://www.fldoe.org/academics/career-adult-edu/career-tech-edu/curriculum-frameworks/2024-25-frameworks/info-technology.stml - Y100300

Master Automotive Service Technology 1
Diesel Systems Technician 1

Minimum Age for Industry Examinations	18
Minimum Clock Hours	1050
Examination Fees	Registration: each $36, Examination: each $43
Examination Contact at STC	Coordinator of Career and Technical Education
Examination Website for external testing	https://www.ase.com/ase-certification-tests
Florida Department of Education Curriculum	https://www.fldoe.org/academics/career-adult-edu/career-tech-edu/curriculum-frameworks/2024-25-frameworks/transportation-distribution-logistics.stml - T400730

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

Barbering

Minimum Age for Industry Examinations	16
Minimum Clock Hours	900

Examination Fees	Application = $16.50, Testing Center Fees = $31.50, HIV Test Fee = $11.75
Examination Contact at STC	Coordinator of Career and Technical Education
Examination Website for external testing	http://www.myfloridalicense.com/dbpr/
Florida Department of Education Curriculum	https://www.fldoe.org/academics/career-adult-edu/career-tech-edu/curriculum-frameworks/2024-25-frameworks/human-services.stml - I120403

Cosmetology

Minimum Age for Industry Examinations	16
Minimum Clock Hours	1200
Examination Fees	Application = $63.50, Testing Center Fees = $30, HIV Test Fee = $20
Examination Contact at STC	Coordinator of Career and Technical Education
Examination Website for external testing	http://www.myfloridalicense.com/dbpr/
Florida Department of Education Curriculum	https://www.fldoe.org/academics/career-adult-edu/career-tech-edu/curriculum-frameworks/2024-25-frameworks/human-services.stml - D500100

Welding Technology

Minimum Age for Industry Examinations	None
Minimum Clock Hours	1050
Examination Fees	Certified Welder - $350+, NCCER $95
Examination Contact at STC	Coordinator of Career and Technical Education
Examination Website for external testing	None applicable

Florida Department of Education Curriculum	https://www.fldoe.org/academics/career-adult-edu/career-tech-edu/curriculum-frameworks/2024-25-frameworks/manufacturing.stml - J400400

CNC Production Specialist

Minimum Age for Industry Examinations	None
Minimum Clock Hours	600
Examination Fees	$110
Examination Contact at STC	Coordinator of Career and Technical Education
Examination Website for external testing	https://www.nims-skills.org/credentialing
Florida Department of Education Curriculum	https://www.fldoe.org/academics/career-adult-edu/career-tech-edu/curriculum-frameworks/2024-25-frameworks/manufacturing.stml - J200300

Be aware that all licensure and industry certifications may be subject to background checks by the administering agency.

Veteran's Attendance Policy

(This is the minimum standard required by the SAA under the authority of 38 CFR 21.4254. If school policy is more restrictive, it may be used)

Early departures, class cuts, tardies, etc., for any portion of a class period will be counted as quarter hour, half hour and hour absence.

Students exceeding 20% (percentage) **total** absences of scheduled hours in a calendar month **will be** terminated from their VA benefits for unsatisfactory attendance.

In order to show that the cause of unsatisfactory attendance has been removed, students must show good attendance (as defined) for one calendar month after being terminated for unsatisfactory attendance. After such time, the student may be recertified for VA education benefits.

The student's attendance record will be retained in the veteran's file for VA and SAA audit purposes.

****

Standards of Academic Progress for VA Students

(All standards must logically relate to graduation requirements)

Students receiving VA educational benefits must maintain a minimum cumulative grade point average (CGPA) or percentage of 70% each phase. (term, quarter, semester, evaluation period, etc.).

A VA student whose CGPA or percentage falls below 70% at the end of any phase (term, quarter, semester, evaluation period, etc.) will be placed on academic probation for a maximum of two consecutive terms of enrollment. If the VA student's CGPA or percentage is still below 70% at the end of the second consecutive term of probation, the student's VA educational benefits will be terminated.

A VA student terminated from VA educational benefits due to unsatisfactory progress may petition the school to be recertified after attaining a CGPA or percentage of 70%.

****

Veteran's Credit for Previous Education or Training

The school must maintain a written record of the previous education and training of the veteran or eligible person and clearly indicate that appropriate credit has been given for previous education and training, with the training period shortened proportionately, and the veteran or eligible person so notified. This means that records of all prior education and training must be obtained, evaluated, and credit granted toward the student's program as appropriate, regardless as to whether or not the student wants that credit transferred.

This Addendum becomes a part of the Catalog for all intents and purposes.

CERTIFIED TRUE AND CORRECT IN CONTENT AND POLICY.

School Official Signature: 

Title: Supervisor of Adult & Technical Education Date: 10/6/2017

School Name: SunCoast Technical Education Center

Address: 801 N. Broad Street

City, State, Zip Code: Brooksville, FL 34601

BSA Form 1005 (November 2016)





WILTON SIMPSON TECHNICAL COLLEGE

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

2025 - 2026

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
www.natef.org

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

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

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

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

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

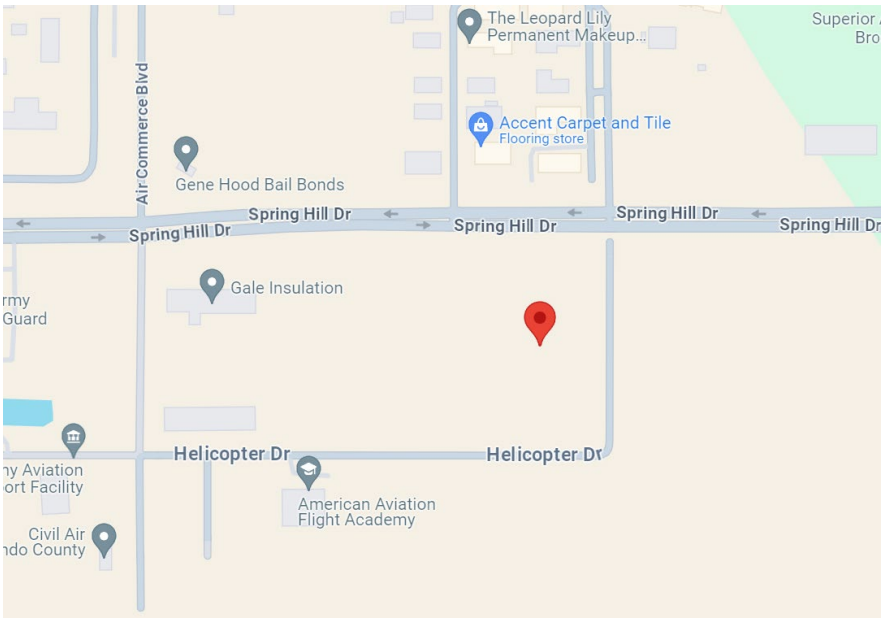
General Information

Campus and Facilities

Main Campus

17050 Spring Hill Drive

Brooksville, FL 34604



Extension Campus

Central High School

14075 Ken Austin Pkwy.

Brooksville, FL 34613



ADMISSION REQUIREMENTS

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

ADMISSION PROCEDURE

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

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

BASIC SKILLS EXIT REQUIREMENTS AND EXEMPTIONS

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

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

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

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

TRANSCRIPTS

At the completion of 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 re-admission into the same program of study, must write an appeal letter to the Director requesting re-admission within seven (7) days of the notification of withdraw. If approved for readmission, the Director will be responsible for making the decision for the re-entry date. Any outstanding debt must be paid in full prior to re-admission. Students who are not approved for re-admission due to disciplinary reasons are not eligible to re-enroll for a minimum of one full academic year.

INFORMATION DISCLOSURE

STUDENT INFORMATION DISCLOSURE POLICY

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

STUDENT RECORDS

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974 (FERPA)

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

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

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

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

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

The right to file a complaint concerning alleged failures by 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:

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

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

Refund after the commencement of classes:

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

RETURN OF TITLE IV, HEA POLICY

Introduction

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

This policy applies to students' who withdraw 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, make-up days have been made available for each program.

LEAVE OF ABSENCE

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

GRADING SYSTEM

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

Student grades include the following:

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

Grading Scale:

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

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

INSTITUTIONAL INFORMATION

ACADEMIC PROGRAM IMPROVEMENT

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

ACCIDENTS AND INJURIES

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

BOOKS

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

CAMPUS SAFETY AND SECURITY

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

CLERY ACT

The federal Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act) requires colleges and universities, both public and private, participating in federal student aid programs to disclose campus safety information, and imposes certain basic requirements for handling incidents of sexual violence and emergency situations. Disclosures about

crime statistics and summaries of security policies are made once a year in an Annual Security Report (ASR), and information about specific crimes and emergencies is made publicly available on an ongoing basis throughout the year.

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

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

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

Sexual Harassment – Attempting to coerce an unwilling person into a sexual relationship; to subject a person to unwanted sexual attention; to punish a refusal to comply; or to create a sexually intimidating, hostile or offensive work, social or educational environment. Sexual harassment is understood to include a wide range of behaviors from the actual coercing of sexual relations to the intimidating or embarrassing emphasis of sexual identity. This definition will be interpreted and applied consistent with generally accepted standards of mature behavior, academic freedom and freedom of expression.

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

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

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

Dating Violence - Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the complainant and where the existence of such a relationship shall be determined based on a consideration of the following

factors: the length of the relationship, the type of relationship and the frequency of the interaction between the persons involved in the relationship.

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

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

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

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

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

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

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

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

Sexual Misconduct Prevention and Warning Signs

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

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

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

Bystander Intervention

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

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

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

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

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

If you see something, do something:

- Talk to your friends honestly and openly about sexual assault.
- Don't just be a bystander. If you see something, intervene in any way that you can without endangering yourself.
- Trust your gut. If something looks like it might be a bad situation, it probably is.
- Be direct! Ask someone who looks like they need help if they're okay.
- Get someone to help you if you see something. Delegate by enlisting a friend or bystander to step in.
- Keep an eye on someone who has had too much to drink.
- If you see someone who is too intoxicated to consent, enlist their friends to help them leave safely.
- Recognize the potential danger of someone who talks about planning to target another person at the party.
- Be aware if someone is deliberately trying to intoxicate, isolate or corner someone else.
- Get in the way by creating a distraction, drawing attention to the situation, or separating them.
- Understand that if someone does not or cannot consent to sex, its rape.
- Never blame the victim.

Safety on Campus

1. Though this institution does not offer regularly scheduled crime awareness or prevention programs, students are encouraged to exercise proper care in seeing to their own personal safety and the safety of others. The following is a description of policies, rules and programs designed to inform students and employees about the prevention of crimes on campus.
    a) Do not leave personal property in classrooms
    b) Report to your institutional official, any suspicious persons.
    c) Always try to walk in groups outside the school premises. Let the administrative team know of any concerns you have with safety on campus.
    d) If you are waiting for a ride, wait within sight of other people
    e) Employees (staff and faculty) will close and lock all doors, windows and blinds and turn off lights when leaving a room.
    f) The "*Crime Awareness and Campus Security Act*" is available upon request to students, employees (staff and faculty) and prospective students.
    g) The School has no formal program, other than orientation, that disseminates this information. All faculty undergo an annual training on campus security and all students receive written confirmation of campus security procedures during enrollment and at their orientation. All information is available on request.
    h) Information regarding any crimes committed on the campus will be available and posted in a conspicuous place within two (2) business days after the reporting of the crime and be available for sixty (60) business days during

normal business hours, unless the disclosure is prohibited by law, would jeopardize the confidentiality of the victim, or an ongoing criminal investigation, the safety of an individual, cause a suspect to flee evade detection: or result in the destruction of evidence. Once the reason for the lack of disclosure is no longer in force, the institution must disclose the information. If there is a request for information that is older than sixty 60 days, that information must be made available within two (2) business days of the request.

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

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

CANCELLED CLASSES DUE TO INCLEMENT WEATHER

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

CELL/DIGITAL PHONES AND PAGERS

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

CERTIFICATE REQUIREMENTS

A student must meet all of the following conditions to earn a Certificate of Program Completion from 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:
    - Student will complete the TABE or CASAS.
    - 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).
    - 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 Number	Course Name	Course Code	Clock Hours	Credit Hours
Cybersecurity Applied	Y100300	Cybersecurity Associate	CTS0018	600	1.5
		Information Security Manager	CTS0019	150	1.5
		Data Security Specialist		150	1.5
				750	4.5
Master Automotive Service Technology 1	T400700	Automobile Services Assistor	AER0014	300	2
		Automotive Brake System Technician	AER0418	150	2
		Automobile Suspension & Steering Technician	AER0453	150	2
		Automotive Electrical/Electronic System Tech	AER0360	300	1
		Engine Repair Technician	AER0110	150	1
				1050	7
Heating, Ventilation, Air Conditioning/ Refrigeration 1	C400410	Introduction to HVAC/R	ACR0000	250	1.5
		HVAC/R Fundamentals	ACR0001	250	1.5
		HVAC/R Service Practices	ACR0012	250	1.5
				750	4.5
Welding Technology	J400400	Welder Assistant 1	PMT0070	150	2
		Welder Assistant 2	PMT0071	150	2
		Welder, SMAW 1	PMT0072	150	2
		Welder, SMAW 2	PMT0073	150	1
		Welder	PMT0074	450	3
				1050	7
Diesel Systems Technician 1	T650100	Diesel Engine Mechanic/Tech Helper	DIM0101	150	2
		Diesel Electrical and Electronics Technician	DIM0102	300	2
		Diesel Engine Technician	DIM0104	300	2
		Diesel Brakes Technician	DIM0105	300	1
				1050	7

CNC Production Specialist	J200300	CNC Production Technician I	PMT0026	300	2
		CNC Production Technician II	PMT0027	300	2
				600	4

Continued eligibility for career dual enrollment requires successful completion of each course within the career certificate, prior to graduation of the career certificate program. Students must enroll at a time whereby they can successfully complete the career certificate program prior to graduation from high school. Students may lose the opportunity to participate in the dual enrollment program if they are disruptive to the learning process. Per s. 1007.271, F.S., and based on Dual Enrollment budget and seat constraints, Hernando County School District and Wilton Simpson Technical College will not deny dual enrollment participation to students who meet both the statutory requirements and any additional eligibility requirements established in the Dual Enrollment Articulation Agreement.

A delineation of the high school credit earned for the completion of each career dual enrollment course and program will provide a clock hour to credit hour equivalency. The high school credit will only be awarded upon successful completion of the entire postsecondary course. The weighting for the dual enrollment courses will be weighted in line with Advanced Placement, International Baccalaureate, and Advanced International Certificate of Education courses in calculating the GPA.

Statewide Articulation agreements may be awarded for individual industry certification earned to be used at the college level. Wilton Simpson Technical College is part of the Tampa Bay Consortium which provides career pathway agreements (http://www.careerpathways.me/).

Per s. 1007.271(3), F.S. will allow an exception to entrance based on grade point average to the agreement on the recommendation of all parties. Consideration is on a case-by-case basis.

The initial screening of potential applicants shall be the responsibility of high school guidance counselors to determine career readiness, appropriate GPA, attendance and behavior records. Reports will be provided throughout the sessions to high school counselors regarding the progress of all students. The Wilton Simpson Technical College administrative team will review progress throughout each session and take steps to ensure students stay on track. A sufficient GPA must be maintained throughout.

Wilton Simpson Technical College will enter grades and transmit to the school data entry at the school of record. Grades for dual enrollment will be entered on both the student's high school transcript and the postsecondary transcript. Credit hours upon completion of the courses transmission of the grades will be sent to the school of record in Hernando County School District.

Sections 1007.271 and 1009.25, F.S. provides that dual enrollment students are exempt from payment of tuition, fees including laboratory fees and registration fees. Due to space constrictions within the programs, places will be allocated to dual enrollment students based on budget and available seats. A wait list will be developed – students will be allocated a place based on the following criteria:

1. They meet the eligibility requirements.
2. If enrolled they would be able to complete the dual enrollment semester prior to graduating high school.
3. Allocation for placement will be given on a first come first served basis.

Exceptions may be made based on seat availability and/or Dual Enrollment budget constraints.

Dual enrollment students are responsible for arranging and paying for transportation to and from Wilton Simpson Technical College as well as all other dual enrollment related transportation. Parents/guardians assume all financial responsibility and liability for dual enrollment related transportation.

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

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

accommodations, a student must provide appropriate documentation of each disability that demonstrates an accompanying substantial limitation to one or more major life activities. To obtain services and accommodations, current documentation is required (within 5 years) and must be presented to Student Services.

DROP/ADD PERIOD FOR TECHNICAL PROGRAMS

1. A 100 percent refund shall be made if the student drops the class prior to the first class meeting.
2. A 100 percent refund shall be made if the student drops the class within the first 5 business days of the semester.

Individuals withdrawing from a program within the first five days of the term must notify the Administrative Office in writing that they are withdrawing. Students are encouraged to state the reason for withdrawal.

Refunds due to course cancellation will be at one hundred percent (100%).

Refunds, when due, are made within thirty (30) days of the last day of attendance and will be initiated by bookkeeping office. The refund will be mailed to the person who made the payment. No refunds are available for General Education programs.

No refunds will be given on registration fees, books, supplies, insurance, testing or other fees.

PROGRESS REPORTS

Progress Reports are issued at the middle point and the end of each term to everyone enrolled in a technical program. Reports will be issued according to the Wilton Simpson Technical College school calendar.

TRANSCRIPTS & ACCESS TO YOUR RECORDS

You may request your class information by completing the HCSD Transcript Request Form S0-SS-05.

If you have completed a program you may contact the administrative office for a copy of your transcripts. All requests are to be made by completing the Transcript Request form. Request forms are available in the administrative office or can be downloaded from www.hcsb.k12.fl.us/studentrecordsrequest. Same day service is not available.

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

Program Structure

OCP	Course Number	Course Title	Course Length	SOC Code
A	ACR0000	Introduction to HVAC/R	250 Hours	49-9021
B	ACR0001	HVAC/R Fundamentals	250 Hours	49-9021
C	ACR0012	HVAC/R Service Practices	250 Hours	49-9021
		Total Course Length	750 Hours	

Program Description

The Air-Conditioning, Refrigeration and Heating Technology Program includes classroom and shop instruction in the basic principles of air conditioning and refrigeration that apply to commercial and residential systems. Students entering this program will develop the basic knowledge and skills for entry level employment as installers or mechanics in the air conditioning, refrigeration and heating industry or provide supplemental training for persons previously or currently employed in this career field. Both classroom and laboratory work will be necessary for completion of the program.

Certificates available

EPA 608 refrigerant R410A Safety HVAC Excellence Employment Ready Exams Series

TABE Minimum Requirements

Area	Minimum Score
Communications	9
Math	10

Books, Required Materials & Uniforms

Reference Appendix A for current required book and supply list. The uniform for the HVAC program consists of a collared work shirt and dark work type pants. All students must purchase and wear safety glasses, hard leather work shoes with non-skid, oil resistant soles. Proper uniform and safety equipment must be worn each day to class.

Tools

Basic hand tools and equipment are required for this program. Information regarding specific tools will be discussed the first week of class.

Applied Cyber-Security

OCP	Course Number	Course Title	Course Length	SOC Code
A	CTS0018	Cybersecurity Associate	600 hours	15-1122
B	CTS0019	Information Security Manager, or	150 hours	15-1122
B	CTS0020	Data Security Specialist	150 hours	
		Total Course Length	750 hours	

Program Description

This course provides students with the skills to analyze cybersecurity issues from a variety of perspectives, Lead teams of cybersecurity professionals and make strategic decisions to protect entities from cyber threats.

Certifications available

CompTIA A+ CompTIA

Network+ Network

Security+

TABE minimum standards

Area	Minimum Score
Communications	9
Math	10

Books, Required Materials & Uniforms

Reference Appendix A for current required book and supply list. The uniform for this course is business casual attire.

Master Automotive Service Technology 1

Program Structure

OCP	Course Number	Course Title	Course Length	SOC Code
A	AER0014	Automotive Services Assistor	300 Hours	49-3023
B	AER0418	Automotive Brake System Technician	150 Hours	49-3023
C	AER0453	Automobile Suspension & Steering Technician	150 Hours	49-3023
D	AER0360	Automotive Electrical/Electronic System Technician	300 Hours	49-3023
E	AER0110	Engine Repair Technician	150 Hours	49-3023
		Total Course Length	1050 Hours	

Program Description

This program helps to prepare the student for employment in the automotive mechanics field. Students learn to diagnose malfunctions, repair, adjust or replace parts of the automobile, restoring it to the conditions and specifications recommended by the manufacturer.

Certifications available

ASE

TABE minimum standards

Area	Minimum Score
Communications	9
Math	10

Books, Required Materials & Uniforms

Reference Appendix A for current required book and supply list. The uniform for the automotive program consists of a collared work shirt and dark work type pants. All students must purchase and wear safety glasses, hard leather work shoes with non-skid, oil resistant soles. Proper uniform and safety equipment must be worn each day to class.

Tools

Basic hand tools and equipment are required for this program. Information regarding specific tools will be discussed the first week of class.

Barbering

Program Structure

OCP	Course Number	Course Title	Course Length	SOC Code
	COS0160	Barber 1A	320 hours	39-5011
	COS0161	Barber 2A	150 hours	39-5011
	COS0162	Barber 3A	300 hours	39-5011
A	COS0163	Barber 4A	130 hours	39-5011
		Total Course Length	900 Hours	

Program Description

The purpose of this program is to prepare students for employment as barbers. Instruction is designed to qualify students for employment upon successfully passing the Florida Barber License Examination. Instruction includes a combination of class theory and practical experiences through practice with mannequins and patrons. Students will take a state board exam at the completion of the program for the Florida barbering license.

Certifications Available

Florida Board of Barbering License

TABE minimum standards

Area	Minimum Score
Communications	9
Math	8

Books, Required Materials & Uniforms

Reference Appendix A for current required book and supply list. This program requires that a uniform be worn daily. Uniform consists of a black smock, black pants and black shoes.

CNC Production Specialist

Program Structure

OCP	Course Number	Course Title	Teacher Certification	Length
A	PMT0026	CNC Production Technician I	ENG 7G MACH SHOP @7 7G METAL WORK 7G	300 hours
B	PMT0027	CNC Production Technician II		300 hours

Program Description

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the manufacturing career cluster. This provides technical skill proficiency.

Certifications Available

Students will be prepared to take a NIMS Exam.

Books, Required Materials & Uniforms

Reference Appendix A for current required book and supply list. This program requires that a uniform be worn daily.

Cosmetology

Program Structure

OCP	Course Number	Course Title	Course Length	SOC Code
	CSP0009	Grooming and Salon Services, Core, Facials and Nails	225 Hours	39-5012
	COS0002	Cosmetology and Hairdresser 1	300 Hours	39-5012
	COS0003	Cosmetology and Hairdresser 2	300 Hours	39-5012
A	COS0009	Cosmetology and Hairdresser 3	375 Hours	39-5012
		Total Course Length	1200 Hours	

Program Description

Cosmetology enables people to acquire technical knowledge and skills necessary to qualify for the Florida Cosmetology State License Examination. Instruction includes a combination of class theory and practical experiences through practice with mannequins and patrons. Students will take a state board exam at the completion of the program for the Florida cosmetology license.

Certifications Available

Florida Board of Cosmetology License

TABE minimum standards

Area	Minimum Score
Communications	9
Math	8

Books, Required Materials & Uniforms

Reference Appendix A for current required book and supply list. This program requires that a uniform be worn daily. Uniform consists of a black smock, black pants and black shoes.

Diesel Systems Technician I

Program Structure

OCP	Course Number	Course Title	Teacher Certification	Length
A	DIM0101	Diesel Engine Mechanic/Technician Helper	DIESEL MECH @7 7G	150 hours
B	DIM0102	Diesel Electrical and Electronics Technician		300 hours
C	DIM0104	Diesel Engine Technician		300 hours
D	DIM0105	Diesel Brakes Technician		300 hours

Program Description

The course is multi-tiered and students entering this program will develop the knowledge and skills, both basic and intermediary, for employment in the diesel mechanic industry. Performs inspection, maintenance, repairs, and overhauls of diesel engines. Troubleshoots and diagnoses problems. Utilizes computer electronics systems to interpret failure modes.

Certifications Available

Students will be prepared to take an ASE (Automotive Service Excellence) Exam

Books, Required Materials & Uniforms

Reference Appendix A for current required book and supply list. This program requires that a uniform be worn daily. Uniform consists of a black smock, black pants and black shoes.

Florida Law Enforcement Academy

Instructor

Various instructors per course and FDLE requirements

Program Structure

OCP	Course Number	Course Title	Length	SOC Code
A	CJK0002	Introduction to Law Enforcement	12 hours	
	CJK0016	Communication	24 hours	
	CJK0018	Legal	64 hours	
	CJK0019	Interviewing and Report Writing	56 hours	
	CJK0063	Fundamentals of Patrol	40 hours	
	CJK0021	Serving Your Community	34 hours	
	CJK0072	Crimes Against Persons	48 hours	
	CJK0073	Crimes Involving Property and Society	12 hours	
	CJK0079	Crime Scene Follow-up Investigations	34 hours	
	CJK0400	Traffic Incidents	12 hours	
	CJK0401	Traffic Stops	24 hours	
	CJK0402	Traffic Crash Investigations	30 hours	
	CJK0403	DUI Traffic Stops	24 hours	
	CJK0093	Critical Incidents	44 hours	
	CJK0020	Law Enforcement Vehicle Operations	48 hours	
	CJK0031	First Aid for Criminal Justice Officers	40 hours	
	CJK0040	Criminal Justice Firearms	80 hours	
	CJK0051	Criminal Justice Defensive Tactics	80 hours	
	CJK0421	Conducted Electrical Weapon/Dart-Firing Stun Gun	4 hours	
	CJK0096	Criminal Justice Officer Physical Fitness Training/Law Enforcement	60 hours	

Program Description

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Law, Public Safety and Security career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Law, Public Safety and Security career cluster.

Certifications Available

State Officer Certification Exam

Books, Required Materials & Uniforms

Reference Appendix A for current required book and supply list. This program requires that a uniform be worn daily.

Florida Law Enforcement Academy - Crossover

Instructor

Various instructors per course and FDLE requirements

Program Structure

OCP	Course Number	Course Title	Length	SOC Code
A	CJK0002	Introduction to Law Enforcement	12 hours	
	CJK0016	Communication	24 hours	
	CJK0018	Legal	64 hours	
	CJK0019	Interviewing and Report Writing	56 hours	
	CJK0063	Fundamentals of Patrol	40 hours	
	CJK0021	Serving Your Community	34 hours	
	CJK0072	Crimes Against Persons	48 hours	
	CJK0073	Crimes Involving Property and Society	12 hours	
	CJK0079	Crime Scene Follow-up Investigations	34 hours	
	CJK0400	Traffic Incidents	12 hours	
	CJK0401	Traffic Stops	24 hours	
	CJK0402	Traffic Crash Investigations	30 hours	
	CJK0403	DUI Traffic Stops	24 hours	
	CJK0093	Critical Incidents	44 hours	
	CJK0393	Cross-Over Program Updates	8 hours	
	CJK0020	Law Enforcement Vehicle Operations	48 hours	
	CJK0421	Conducted Electrical Weapon/Dart-Firing Stun Gun	4 hours	

Program Description

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Law, Public Safety and Security career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Law, Public Safety and Security career cluster.

Certifications Available

State Officer Certification Exam

Books, Required Materials & Uniforms

Reference Appendix A for current required book and supply list. This program requires that a uniform be worn daily.

Welding Technology

OCP	Course Number	Course Title	Course Length	SOC Code
	PMT0070	Welder Assistant 1	150 hours	51-9198
A	PMT0071	Welder Assistant 2	150 hours	51-9198
	PMT0072	Welder, SMAW 1	150 hours	51-4121
B	PMT0073	Welder, SMAW 2	150 hours	51-4121
C	PMT0074	Welder	450 hours	51-4121
		Total Course Length	1050 Hours	

Program Description

The welding program includes classroom and shop instruction and prepare students for employment in the welding industry. The course is multi-tiered and students entering this program will develop the knowledge and skill both basic and intermediary, for employment in Shield Metal Arc Welding, Gas Metal Arc Welding, Flux-Core Arc Welding and Gas Tungsten Arc Welding to professional competency.

Certifications available

American Welding Society Examinations

TABE minimum standards

Area	Minimum Score
Communication	9
Math	9

Books, Required Materials & Uniforms

Reference Appendix A for current required book and supply list. The uniform for the welding program consists of a collared work shirt and dark work type pants. All students must purchase and wear safety glasses, hard leather work shoes with non-skid, oil resistant soles. Proper uniform and safety equipment must be worn each day to class. Students must also provide their own approved welding helmet and gloves.

Appendix A

Automotive Services Technology 1

- ✓ Personal protective equipment and uniforms are **required** before first day of school.
- ✓ Check with instructor before purchasing any tools on or off this list.
- ✓ Prices listed below are approximate and subject to change and subjected to state tax where applicable.
- ✓ Students may purchase items below from a Distributor of their choice.

Type	Description	Quantity	Unit Cost	Total Cost
Tuition	Automotive Services Technology 1 (Total Program Length)	1050 hrs.	$2.44 p/hr.	$2,562.00
Fee	Lab Fee (to include: course materials & ASE Certification costs)	1	$530.00	$530.00
Fee	Registration Fee	1	$30.00	$30.00
Fee	Student ID	1	$5.00	$5.00
Book	CDX FAT3e Textbook, Workbook, & 2 Year Online Access 9781284271669	1	$303.00	$303.00
				$3,430.00
	Estimated cost for Personal Equipment, Uniform, & Supplies to be purchased by student			
Uniform	Work Pants, Shop-Top & oil resistant close toed shoes – Required Day 1	1	$180.00	$180.00
Supply	Safety Glasses	1	$15.00	$15.00
Supply	Ear Plugs	1	$12.00	$12.00
				$207.00
			PROGRAM TOTAL	**$3,637.00**

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

WILTON SIMPSON TECHNICAL COLLEGE

Barbering

- ✓ Personal protective equipment and uniforms are **required** before first day of school.
- ✓ Check with instructor before purchasing any tools on or off this list.
- ✓ Prices listed below are approximate and subject to change and subjected to state tax where applicable.
- ✓ Students may purchase items below from a Distributor of their choice.
- ✓ State Exam and HIV/AIDS Course, registrations, and scheduling is at students own expense.

Type	Description	Quantity	Unit Cost	Total Cost
Tuition	Barbering (Total Program Length)	900 hrs.	$2.44 p/hr.	$2,196.00
Fee	Lab Fee	1	$300.00	$300.00
Fee	Registration Fee	1	$30.00	$30.00
Fee	Student ID	1	$5.00	$5.00
Book	Milady Textbook 9798214080444 & Milady Workbook 9798214499222	1	$297.50	$297.50
Fee	Barbering Tool Kit & Freight **(Required)**	1	$667.50	$667.50
				$3,496.00
	Estimated cost for Personal Equipment, Uniform, & Supplies to be purchased by student			
Uniform	Black pants & shirt (black scrubs preferred) & close toed shoes	1	$100.00	$100.00
Supply	Box of latex gloves (in your preferred size)	1	$12.00	$12.00
				$112.00
	Exams to be purchased by student			
Exam	HIV/AIDS		$20.00	$20.00
Exam	State Exam		$100.00	$100.00
Fee	Licensing		$75.00	$75.00
				$195.00
	PROGRAM TOTAL			**$3803.0**

Barbering Tool Kit (S&H included)

Items Included in Tool Kit: *$667.50

Barber Jacket and Cutting Cape	Extra Large Nylon Tote
Rubber Base Styling Brush	Ninja Swordsman Duo Shear Set
Black Collar Clips (06)	Wahl Barber Clipper/ Trimmer Combo
Ceramic Cushion Paddle Brush	Tourmaline Ionic Ceramic Dryer
Tapered Barber Combs/Styling Combs	Wahl Profoil Lithium Plus Shaver
Ryan Deluxe Bearded Manikin	Professional Shaving Mug/Brush
Cutting Comb/Barber Comb	Paddle Razor with Replaceable Blade
Jake Budget Manikin	Handheld Square Mirror
White (1) and Black (1) Clipper Comb	Soft n Style Cotton Towels (12)
Head Lock Manikin Holder	Professional Shaving Brush

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

GI Bill.

WILTON SIMPSON TECHNICAL COLLEGE

Cosmetology

- ✓ Personal protective equipment and uniforms are **required** before first day of school.
- ✓ Check with instructor before purchasing any tools on or off this list.
- ✓ Prices listed below are approximate and subject to change and subjected to state tax where applicable.
- ✓ Students may purchase items below from a Distributor of their choice.
- ✓ State Exam and HIV/AIDS Course, registrations, and scheduling is at students own expense.

Type	Description	Quantity	Unit Cost	Total Cost
Tuition	Cosmetology (Total Program Length)	1200 hrs.	$2.44 p/hr.	$2,928.00
Fee	Lab Fee	1	$300.00	$300.00
Fee	Registration Fee	1	$30.00	$30.00
Fee	Student ID	1	$5.00	$5.00
Book	Milady Textbook 9780357871492 & Milady Workbook 9780357922170	1	$297.50	$297.50
Fee	Cosmetology Tool Kit **(Required)**	1	$606.50	$606.50
				$4167.00
	Estimated cost for Personal Equipment, Uniform, & Supplies to be purchased by student			
Uniform	Black pants (black scrubs preferred) & close toed shoes	1	$100.00	$100.00
Supply	Box of latex gloves (in your preferred size)	1	$12.00	$12.00
				$112.00
	Exams to be purchased by student			
Exam	HIV/AIDS		$20.00	$20.00
Exam	State Exam		$100.00	$100.00
Fee	Licensing		$75.00	$75.00
				$195.00
	PROGRAM TOTAL			**$4,474.00**

GI Bill.

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

Rev. 4/2025

Crossover from Correctional Officer to Law Enforcement Officer

- ✓ Supplies, textbooks, and uniforms are **required** before first day of school*
- ✓ Check with instructor before purchasing any tools on this list.
- ✓ Prices listed below are approximate and subject to change and subjected to state tax where applicable

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

Type	Description	**Tuition & Fees**	Quantity	Unit Cost	Total Cost
Tuition	Crossover CO to LE (Total Program Length)		518 hrs.	$2.44 p/hr.	$1,263.92
Books	FL BRTP Law Enforcement Academy, Vol 1, 2024 edition ISBN: 978-1-71147-262-1		1	$15.25	$15.25
	FL BRTP High Liability Curriculum, Vol 2, 2024 edition ISBN: 978-1-71147-264-5		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 Access Code		1	$60.00	$60.00
Exam	State Officer Certification Exam		1	$100.00	$100.00
		Uniform & Supplies			
Fee	Uniform Costs (Estimated)		1	$300.00	300.00

	Pre-Enrollment Costs	$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

WILTON SIMPSON TECHNICAL COLLEGE

Florida Law Enforcement Academy

- ✓ Supplies, textbooks, and uniforms are **required** before first day of school*
- ✓ Check with instructor before purchasing any tools on this list.
- ✓ Prices listed below are approximate and subject to change and subjected to state tax where applicable

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

Type	Description	**Tuition & Fees**	Quantity	Unit Cost	Total Cost
Tuition	Law Enforcement Academy (Total Program Length)		770 hrs.	$2.44 p/hr.	$1,878.80
Books	FL BRTP Law Enforcement Academy, Vol 1, 2024 edition ISBN: 978-1-71147-262-1		1	$15.25	$15.25
	FL BRTP High Liability Curriculum, Vol 2, 2024 edition ISBN: 978-1-71147-264-5		1	$11.00	$11.00
Fee	Lab Fee to include Ammo, Firearm rental, equipment		1	$800.00	$800.00
Fee	Student ID		1	$5.00	$5.00
Fee	Registration Fee		1	$30.00	$30.00
Fee	CJS Testing Company Access Code		1	$60.00	$60.00
Exam	State Officer Certification Exam		1	$100.00	$100.00
		Uniform & Supplies			
Fee	Uniform Costs (Estimated)		1	$300.00	$300.00

Pre-Enrollment Costs	$276.25
Tuition	$1,878.80
Fees including lab	$895.00
Books	$26.25
Examination Fees	$100.00
Uniforms &Supplies	$300.00
PROGRAM TOTAL	**$3,476.30**

GI Bill.

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

Rev. 4/2025

WILTON SIMPSON TECHNICAL COLLEGE

Heating, Ventilation, Air-Conditioning/Refrigeration 1

- ✓ Personal protective equipment and uniforms are **required** before first day of school.
- ✓ Check with instructor before purchasing any tools on or off this list.
- ✓ Prices listed below are approximate and subject to change and subjected to state tax where applicable.
- ✓ Students may purchase items below from a Distributor of their choice.

Type	Description	Quantity	Unit Cost	Total Cost
Tuition	HVAC (Total Program Length)	750 hrs.	$2.44 p/hr.	$1,830.00
Fee	Lab Fee (to include: course materials & HVAC Certification costs)	1	395.00	$395.00
Fee	Student ID	1	$5.00	$5.00
Fee	Registration Fee	1	$30.00	$30.00
Book	Modern Refrigeration & Air Conditioning 21st 9781645647188	1	$169.50	$169.50
				$2,289.50
	Estimated cost for Personal Equipment, Uniform, & Supplies to be purchased by student			
Uniform	Work pants, work shirt, closed toe shoes – Required Day 1	1	$150.00	$150.00
Supply	Safety Glasses (ANSI approved) – Required Day 1	1	$10.00	$10.00
Supply	Calculators (2) – Square Root function & Air Duct Calculator	2	$15.00	$30.00
Supply	Black Electrical Tape	1	$6.00	$6.00
Tool	Toolbox or Tool Bag	1	$20.00	$20.00
Tool	Fieldpiece SC56 Swivel Head Meter (capacitors, ohms, volts, & amps)	1	$220.00	$220.00
Tool	Wire Crimp Terminal Tool	1	$20.00	$20.00
Tool	Combination Screwdriver Set or 6 in one or 8 in one driver	1	$29.00	$29.00
Tool	Pliers – Needle Nose Pliers 6” & Lineman Pliers	1	$20.00	$40.00
Tool	Tub Cutter (mini IMP)	1	$19.00	$19.00
Tool	Imperial Tube Cutter – 127 FB	1	$22.00	$22.00
Tool	Imperial Eastman Flare/Swage Set	1	$90.00	$90.00
Tool	Tubing Bender ¼”, 3/8”, ½”	1	$70.00	$70.00
Tool	Inspection Mirror	1	$13.00	$13.00
Tool	Service Wrench – small	1	$18.00	$18.00
Tool	Wire Strippers	1	$16.00	$16.00
Tool	Refrigeration Gauges – R-22 & R-410 compatible 5’Hoses (yellow jacket)	1	$160.00	$160.00
Tool	Field piece ATC1 or ATC1R Pipe Temperature Clamp or equivalent	1	$85.00	$85.00
Tool	Adjustable Wrench 10”, 8”, 6”P	1	$30.00	$30.00
Tool	Channel Lock Pliers	1	$15.00	$15.00
Tool	Hose Quick Disconnect (90 degree)	3	$25.00	$75.00
Tool	Valve Core Remover Tool – Yellow Jacket	1	$45.00	$45.00
Tool	Nut Driver – ¼” & 5/16” set, Long Shank	1	$15.00	$15.00
Tool	Alligator Clips or equivalent	2	$6.00	$12.00
Tool	Socket Set – 3/8” drive	1	$40.00	$40.00
Tool	Magnehelic 2” scale	1	$90.00	$90.00
Tool	Sling Psychrometer (digital is acceptable)	1	$100.00	$100.00
				$1,440.00
	PROGRAM TOTAL			**$3,7295.50**

GI Bill.

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

Rev. 4/2025

WILTON SIMPSON TECHNICAL COLLEGE

Welding

- ✓ Personal protective equipment and uniforms are **required** before first day of school.
- ✓ Check with instructor before purchasing any tools on or off this list.
- ✓ Prices listed below are approximate and subject to change and subjected to state tax where applicable.
- ✓ Students may purchase items below from a Distributor of their choice.

Type	Description	Quantity	Unit Cost	Total Cost
Tuition	Welding Technology (Total Program Length)	1050 hrs.	$2.44 p/hr.	$2,562.00
Fee	Lab Fee (to include: metal costs, materials, & Certification costs)	4	$475.00	$1,900.00
Fee	Student ID	1	$5.00	$5.00
Fee	Registration Fee	1	$30.00	$30.00
Book	Modern Welding Textbook & Workbook 9781635636943	1	$147.00	$147.00
				$4,644.00

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

Uniform	Heavy jeans & work shirt (100% cotton) – Required Day 1	1	$100.00	$100.00
Uniform	High-top leather safety steel toe boots – Required Day 1	1	$80.00	$80.00
Uniform	Fire-Resistant welding jacket – Required Day 1	1	$70.00	$70.00
Uniform	Leather welding gloves – Required Day 1	1	$20.00	$20.00
Uniform	Welders hat or skullcap – Required Day 1	1	$7.00	$7.00
Supply	Welding helmet – Required Day 1	1	$60.00	$60.00
Supply	Clear safety glasses or prescription glasses with side shields	1	$20.00	$20.00
Supply	Face shield w/head gear (OFC & PAC)	1	$30.00	$30.00
Supply	Ear Plugs	1	$12.00	$12.00
Supply	Welding filter plates #10	1	$6.00	$6.00
Tool	Carbon steel wire brush	1	$8.00	$8.00
Tool	Pliers, Wrenches, Clamps	1	$100.00	$100.00
Tool	12” adjustable wrench	1	$30.00	$30.00
Tool	10” groove or slip joint pliers	1	$30.00	$30.00
Tool	6” side or diagonal cutting pliers	1	$10.00	$10.00
Tool	10” vice grip pliers	1	$15.00	$15.00
				$598.00
			PROGRAM TOTAL	**$5,242.00**

GI Bill.

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

Rev. 4/2025

WILTON SIMPSON TECHNICAL COLLEGE

CNC Production Specialist

- ✓ Prices listed below are approximate and subject to change and subjected to state tax where applicable
- ✓ Students may purchase items below from the Distributor of their choice but must be of Automotive Service Usage.
- ✓ ASE registration and examinations at students own expense.

Type	Description	**Tuition & Fees**	Quantity	Unit Cost	Total Cost
Tuition	CNC Production Specialist (Total Program Length)		600 hrs.	$2.44 p/hr.	$1,464.00
Fee	Lab Fee (to include course materials and certification costs)		1	$735.00	$735.00
Fee	Registration Fee		1	$30.00	$30.00
Fee	Student ID		1	$5.00	$5.00
Book	CNC Manufacturing Technology, 2nd Edition ISBN: 979-8-89118-175-5 – Textbook & Workbook		1	$127.00	$127.00
					$2361.00

Type	Description	**Books, Uniform & Supplies**	Quantity	Unit Cost	Total Cost
Uniform	Work Pants, Shop-Top and oil resistant work shoes, close toed		1	$150.00	$150.00
Supply	Safety Glasses		1	$10.00	$10.00
Supply	Ear Plugs		1	$9.89	$9.89
					$169.89

PROGRAM TOTAL	**$2,530.89**

GI Bill.

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

Rev. 4/2025

WILTON SIMPSON TECHNICAL COLLEGE

Diesel Systems Technician 1

- ✓ Personal protective equipment and uniforms are **required** before first day of school.
- ✓ Check with instructor before purchasing any tools on or off this list.
- ✓ Prices listed below are approximate and subject to change and subjected to state tax where applicable.
- ✓ Students may purchase items below from a Distributor of their choice.

Type	Description	Quantity	Unit Cost	Total Cost
Tuition	Diesel Systems Technician 1 (Total Program Length)	1050 hrs.	$2.44 p/hr.	$2,562.00
Fee	Lab Fee (to include course materials and ASE Certification)	1	$530.00	$530.00
Fee	Registration Fee	1	$30.00	$30.00
Fee	Student ID	1	$5.00	$5.00
Book	CDX BU- CDX Engines 2e -Systems 2e ISBN: 9781284274073 – Textbook & 2 Year online access code, Including online Student Workbook	1	$374.21	$374.21
				$3,501.21
	Estimated cost for Personal Equipment, Uniform, & Supplies to be purchased by student			
Uniform	Work Pants, Shop-Top and oil resistant work shoes, close toed	1	$150.00	$150.00
Supply	Safety Glasses	1	$10.00	$10.00
Supply	Ear Plugs	1	$9.89	$9.89
				$169.89
		PROGRAM TOTAL		**$3,673.10**

GI Bill.

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

Rev. 4/2025

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

Minimum Age for Industry Examinations	None
Minimum Clock Hours	750
Examination Fees	EPA608 & R410A = $25. Employment Ready exams + $15 each
Examination Contact at STC	Coordinator of Career and Technical Education
Examination Website for external testing	Non Applicable
Florida Department of Education Curriculum	https://www.fldoe.org/academics/career-adult-edu/career-tech-edu/curriculum-frameworks/2024-25-frameworks/architecture-construction.stml - C400410

Applied Cyber Security

Minimum Age for Industry Examinations	None
Minimum Clock Hours	750
Examination Fees	Comp TIA: A+ = $219, Network+ = $319, Security + = $339, Knowledge Pillars=$93
Examination Contact at STC	Coordinator of Career and Technical Education
Examination Website for external testing	www.pearson.com
Florida Department of Education Curriculum	https://www.fldoe.org/academics/career-adult-edu/career-tech-edu/curriculum-frameworks/2024-25-frameworks/info-technology.stml - Y100300

Master Automotive Service Technology 1
Diesel Systems Technician 1

Minimum Age for Industry Examinations	18
Minimum Clock Hours	1050
Examination Fees	Registration: each $36, Examination: each $43
Examination Contact at STC	Coordinator of Career and Technical Education
Examination Website for external testing	https://www.ase.com/ase-certification-tests
Florida Department of Education Curriculum	https://www.fldoe.org/academics/career-adult-edu/career-tech-edu/curriculum-frameworks/2024-25-frameworks/transportation-distribution-logistics.stml - T400730

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

Barbering

Minimum Age for Industry Examinations	16
Minimum Clock Hours	900

Examination Fees	Application = $16.50, Testing Center Fees = $31.50, HIV Test Fee = $11.75
Examination Contact at STC	Coordinator of Career and Technical Education
Examination Website for external testing	http://www.myfloridalicense.com/dbpr/
Florida Department of Education Curriculum	https://www.fldoe.org/academics/career-adult-edu/career-tech-edu/curriculum-frameworks/2024-25-frameworks/human-services.stml - I120403

Cosmetology

Minimum Age for Industry Examinations	16
Minimum Clock Hours	1200
Examination Fees	Application = $63.50, Testing Center Fees = $30, HIV Test Fee = $20
Examination Contact at STC	Coordinator of Career and Technical Education
Examination Website for external testing	http://www.myfloridalicense.com/dbpr/
Florida Department of Education Curriculum	https://www.fldoe.org/academics/career-adult-edu/career-tech-edu/curriculum-frameworks/2024-25-frameworks/human-services.stml - D500100

Welding Technology

Minimum Age for Industry Examinations	None
Minimum Clock Hours	1050
Examination Fees	Certified Welder - $350+, NCCER $95
Examination Contact at STC	Coordinator of Career and Technical Education
Examination Website for external testing	None applicable

Florida Department of Education Curriculum	https://www.fldoe.org/academics/career-adult-edu/career-tech-edu/curriculum-frameworks/2024-25-frameworks/manufacturing.stml - J400400

CNC Production Specialist

Minimum Age for Industry Examinations	None
Minimum Clock Hours	600
Examination Fees	$110
Examination Contact at STC	Coordinator of Career and Technical Education
Examination Website for external testing	https://www.nims-skills.org/credentialing
Florida Department of Education Curriculum	https://www.fldoe.org/academics/career-adult-edu/career-tech-edu/curriculum-frameworks/2024-25-frameworks/manufacturing.stml - J200300

Be aware that all licensure and industry certifications may be subject to background checks by the administering agency.

Veteran's Attendance Policy

(This is the minimum standard required by the SAA under the authority of 38 CFR 21.4254. If school policy is more restrictive, it may be used)

Early departures, class cuts, tardies, etc., for any portion of a class period will be counted as quarter hour, half hour and hour absence.

Students exceeding 20% (percentage) **total** absences of scheduled hours in a calendar month **will be** terminated from their VA benefits for unsatisfactory attendance.

In order to show that the cause of unsatisfactory attendance has been removed, students must show good attendance (as defined) for one calendar month after being terminated for unsatisfactory attendance. After such time, the student may be recertified for VA education benefits.

The student's attendance record will be retained in the veteran's file for VA and SAA audit purposes.

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Standards of Academic Progress for VA Students

(All standards must logically relate to graduation requirements)

Students receiving VA educational benefits must maintain a minimum cumulative grade point average (CGPA) or percentage of 70% each phase. (term, quarter, semester, evaluation period, etc.).

A VA student whose CGPA or percentage falls below 70% at the end of any phase (term, quarter, semester, evaluation period, etc.) will be placed on academic probation for a maximum of two consecutive terms of enrollment. If the VA student's CGPA or percentage is still below 70% at the end of the second consecutive term of probation, the student's VA educational benefits will be terminated.

A VA student terminated from VA educational benefits due to unsatisfactory progress may petition the school to be recertified after attaining a CGPA or percentage of 70%.

****

Veteran's Credit for Previous Education or Training

The school must maintain a written record of the previous education and training of the veteran or eligible person and clearly indicate that appropriate credit has been given for previous education and training, with the training period shortened proportionately, and the veteran or eligible person so notified. This means that records of all prior education and training must be obtained, evaluated, and credit granted toward the student's program as appropriate, regardless as to whether or not the student wants that credit transferred.

This Addendum becomes a part of the Catalog for all intents and purposes.

CERTIFIED TRUE AND CORRECT IN CONTENT AND POLICY.

School Official Signature: 

Title: Supervisor of Adult & Technical Education Date: 10/6/2017

School Name: SunCoast Technical Education Center

Address: 801 N. Broad Street

City, State, Zip Code: Brooksville, FL 34601

BSA Form 1005 (November 2016)



Complete Section A or B; and C

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

A. Item Currently Budgeted -

Account Name: No Financial Impact

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

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

Account Name

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

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

B. Item Currently Not Budgeted -**

Funding Source

Account Name

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

Amount $

Funding Source

Account Name

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

Amount $

C. History

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

Prior Year Approved Budget: $

Prior Year Actual Spent: $

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

Hernando School District

School Board Regular Meeting

Agenda Item # 5. 26-3151 7/29/2025

Title and Board Action Requested
Public Hearing and Final Approval of the 2025-2026 Student Progression Plan and School Procedures Handbook that Received Tentative Approval at the June 3, 2025 Workshop

Executive Summary
The Directors of Elementary and Secondary Programs, on behalf of the Superintendent of Schools, hereby requests the Board to give final approval of the 2025-2026 Student Progression Plan and School Procedures Handbook. Florida Statute 1008.25 requires each district school board to establish a comprehensive plan for student progression. District and school personnel collaborated to complete the annual review and revisions based on new legislation, policies and practices in the school building. The handbook will provide guidance regarding student progression and ensure consistent and effective practices at the school sites.

My Contact
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Director of Elementary Programs
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Dr. John Morris
Director of Secondary Programs
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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.

Page #	Edit	Summary
		Update dates and board members
11-12	Added Language	Grade placement and transcripts
17-18	Cleared Up Language	HS and MS Attendance
19	Added and Removed Language	Tardy Language/Absences
20	Added Language	Truancy
22	Added Language	Home Education Students transferring
26	Remove word	
30	Updated/Added Language	Elementary Level
32-33	Remove Chart	Dual Enrollment
34-35	Updates	Dual Enrollment
47	Added	CTE
48	Added	Make clear grades K-12
51-53	Edits	Suggested Grading Edits
54	Added	ESE Waiver EOC's
55	Updated	CTE updates
61	Updated	Career Planning Course
62	Updated	504 language
64	Added	Small add with asterisks
65	Added	HS Spanish credit
72-73	Updated	Edits with Assessments/ESOL
74	Updated	CTE accomodations
75	Updated	ELA scores
76	Updated	ESE Waiver EOC's
82	Added	Val/Sal Language Graduation infraction language
85-86	Updated	Fees
90	Added	Non-FDA medication language
108	Remove	AP Human Geography

HERNANDO COUNTY SCHOOL DISTRICT
STUDENT PROGRESSION PLAN
and
SCHOOL PROCEDURES HANDBOOK

Entry, Promotion, Retention and Graduation
Grades VPK/Pre-K – 12

Effective August ~~12, 2024~~ 11, 2025

HERNANDO
SCHOOL DISTRICT
Learn it. Love it. Live it.

School Board:
~~Linda Prescott, Chairperson~~
Susan Duval, ~~Vice Chairperson~~ Board Member
Shannon Rodriguez, ~~Board Member~~ Chairperson
~~Gus Guadagnino~~ Michelle Bonczek, Board Member
Mark Johnson, ~~Board Member~~ Vice Chairperson
Kayce Hawkins, Board Member

~~John Stratton~~ Ray Pinder
Superintendent
Hernando County School District

Vision:

To inspire and support the pursuit of individual greatness.

Mission:

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

Guiding Principles:

We believe:

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

STUDENT PROGRESSION PLANS

The purpose of the Student Progression Plan is to inform school personnel, parents, students, and other interested citizens of the Hernando County School District (District) of the rules and administrative procedures required to implement State and local student progression requirements. Each student's progression from one grade to another will be determined, in part, upon satisfactory performance in English Language Arts, social studies, science, and mathematics. It is the responsibility of the School Board and District Administration to provide students with effective instructional and academic support programs that monitor progress, promote continuous achievement, and make provisions for individual differences. [Florida Statute § 1008.25 (1)]

The District is committed to the implementation of a Problem Solving/Response to Intervention (PS/RtI) framework also known as Multi-tiered Systems of Support (MTSS) to integrate/align efforts to improve educational outcomes and meet the academic/behavioral needs of all students. The District will provide high quality instruction/intervention matched to student needs and use learning rate and level of performance to make informed instructional decisions, including decisions regarding promotion, acceleration, academic support, and retention. Response to Intervention is a "data-based decision making process" applied to education. A four step problem-solving method and the systematic use of assessment data, at the District, school, grade, class, and individual level will guide decisions about the allocation of resources and intensity of instruction/intervention needed to improve learning and/or behavior [State Board of Education Rule 6A-6.03018; 34 C.F.R. Florida Statute §300.307 (a)(2); School Board Policy 2210, 5410, & 5410.01].

The principal of a school is responsible for making and maintaining required records and reports and providing leadership for instruction that meets the needs of all students (Florida Statute § 1001.54; Florida Statute § 1012.28). Teachers are responsible for providing effective instruction, embedded academic support, and documenting students' mastery of the above Standards.

The District incorporates the Next Generation Sunshine State Standards/B.E.S.T. Standards or Core Content Connectors found in this School District Student Progression Plan [State Board of Education Rule. 6A-1.09401(2)].

It is the policy of the Hernando County School District not to illegally discriminate or allow its employees to illegally discriminate and prohibits any and all forms of discrimination and harassment based on race, color, ethnicity, religion, national origin, sex, age, gender, marital status, disability, genetic information, lack of English language skills or other basis prohibited by law in any of its programs, services, activities or employment practices.

For questions regarding equity within the school system, please contact
Matt Goldrick
by email (goldrick_m@hcsb.k12.fl.us),
phone (352-797-7000), or
mail (919 N. Broad St. Brooksville, FL 34601)

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I. ENTRY AND ATTENDANCE REQUIREMENTS

A. INITIAL ENTRY REQUIREMENTS

It is the responsibility of parents/guardians of students entering Hernando County public schools for the first time to present the following **at the time of registration**:

1. A valid birth certificate or other documentation of birth (Florida Statute § 1003.21); **Florida Statute §1003.21(4)**

   Before admitting a child to kindergarten, the principal shall require evidence that the child has attained the age at which he or she should be admitted in accordance with the provisions of subparagraph (1)(a)2. The School District Superintendent may require evidence of the age of any child whom he or she believes to be within the limits of compulsory attendance as provided for by law. If the first prescribed evidence is not available, the next evidence obtainable in the order set forth below shall be accepted:

   (a) A duly attested transcript of the child's birth record filed according to law with a public officer charged with the duty of recording births;

   (b) A duly attested transcript of a certificate of baptism showing the date of birth and place of baptism of the child, accompanied by an affidavit sworn to by the parent;

   (c) An insurance policy on the child's life that has been in force for at least 2 years;

   (d) A bona fide contemporary religious record of the child's birth accompanied by an affidavit sworn to by the parent;

   (e) A passport or certificate of arrival in the United States showing the age of the child;*

   (f) A transcript of record of age shown in the child's school record of at least 4 years prior to application, stating date of birth; or

   (g) If none of these evidences can be produced, an affidavit of age sworn to by the parent, accompanied by a certificate of age signed by a public health officer or by a public school physician, or, if these are not available in the county, by a licensed practicing physician designated by the School District School Board, which states that the health officer or physician has examined the child and believes that the age as stated in the affidavit is substantially correct. Children and youths who are experiencing homelessness and children who are known to the department, as defined in s.39.0016, shall be given temporary exemption from this section for 30 school days.

   * Please note that if a passport is offered for verification of birth, it may not be duplicated for placement in the cumulative folder.

2. Certification of a physical/health examination to be submitted at the time of registration (Florida Statute § 1003.22; School Board Policy 2210; recommended form: DH 3040– Refer to *Health Requirements.*).
3. Proof of residence- For a student assigned to a school based on the student's residence under School Board Policy 5120, parent(s)/guardian(s) **must** provide proof of residence to show that the student resides within the boundary of the school to which he/she is applying by presenting documentation, such as lease, mortgage or utility bill.
4. A certificate of immunization (Florida Statute § 1003.22). Students will not be admitted into class without proof of immunization.
5. **It is not the role of the school system to adjudicate parental disputes on questions of legal custody. School personnel will assume that the enrolling parent has legal custody of a child. Any parent(s)/guardian(s) seeking to restrict or modify the other parent's access to a student or that student's educational records must provide a certified court order supporting such restriction. Individual situations and all questions regarding the status or guardianship will be submitted to Board Counsel for final determination.**

Students who are without a fixed, regular and adequate nighttime residence are considered as children and youths who are experiencing homelessness [Florida Statute § 1003.01 (12); State Board of Education Rule 6A-6.063411 (1) (s)]. According to the McKinney- Vento Act, [Section 725) 42 U.S.C.A. Section 11432 (g) (3) (A)-(C)], homeless students are to be immediately enrolled in the school the local education agency (LEA) determines to meet the "best interest" of the child. Homeless children must be admitted to the school where they or their families reside [Florida Statute §1003.21(1)(f)]. Arrangements are to be made for immunization, transportation and all other school services. Appropriate student school and grade level placement as well as completion of required immunization and physical examination shall occur within 30 days of enrollment (School Board Policy 5111.01). A student who is emancipated and provides sufficient documentation to the principal is not required to live in a residence with an adult authority as a condition of admission to school.

A School District of Hernando County *Emergency Contact form* (SO-SS-031) must be completed at the beginning of each school year by the student's parent(s)/guardian(s). School personnel are strictly prohibited from requesting/requiring documentation of the immigration status of students and families. **It is the responsibility of the parent(s)/ guardian(s) to notify the school, in writing, promptly of any change of a student's address and/or phone numbers.** It is vital that this information be available to the school personnel in the event of a student becomes suddenly ill or involved in an emergency situation. Parent(s)/guardian(s) are requested to designate emergency contact person(s) who will pick up their student if the need ever arises. The name and phone numbers of the emergency contact person(s) must be included on the Emergency Information Card.

B. HEALTH REQUIREMENTS

All new students seeking entrance into a public school in Hernando County are required by *Florida Statute* §*1003.22* and School Board Policy 5112 to present, at the time of entry, valid documentation that they have received the required immunizations against the communicable diseases identified by the Hernando County Health Department or provide a *Certificate of Medical Exemption* (temporary or permanent), or a *Certificate of Religious Exemption* based on medical reasons or religious tenets. The *Certificate of Religious Exemption*, DH Form 681 is available only through the Hernando County Health Department. It is not available from private physicians. There is no grace period for any immunizations or physical examination requirements unless the student is eligible under the McKinney-Vento Homeless Education Assistance Act. The required immunizations and dosages for students are as follows:

1. Immunization Requirements for Entry into Grades K through 12

Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
DTAP	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Polio*	√	√	√	√	√	√	√	√	√	√	√	√	√	√
MMR*	√	√	√	√	√	√	√	√	√	√	√	√	√	√
HEP B series	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Varicella*	√	√	√	√	√	√	√	√	√	√	√	√		
HIB*	√													
Td/Tdap Booster*									√	√	√	√	√	√

Tdap = tetanus/diphtheria

* Dosage as indicated for age.

One of the following Florida Certification of immunization certificates must be presented to the school at the time of enrollment and prior to attending school except for students experiencing homelessness. NO EXCEPTION IS PERMITTED.

- Documentation of Immunization.....DH Form 680 (July 2010), Part A-1
- Documentation of Temporary Medical Exemption .....DH Form 680, Part B
- Documentation of Permanent Medical Exemption .....DH Form 680, Part C
- Documentation of Religious Medical Exemption…….DH Form 681

No student may attend school before a record of immunization is received

Recommended Adolescent Vaccination

Meningococcal Disease is a serious bacterial infection that can lead to swelling of the lining around the brain and spinal cord. While these infections are rare, bacterial meningitis is highly contagious. According to the Centers for Disease Control (CDC), of those adolescents who become infected, 10% will die and 15% will have long-term problems as a result of the infection. Meningococcal conjugate vaccine (MCV4) provides protection against these infections. The CDC recommends that 11 – 12 year-olds receive a single shot of this vaccine during their routine physician visit. If your teenager missed getting the vaccine at his/her check-up, ask the doctor or health department about getting it now.

The Florida *Certification of Immunization* that includes temporary and permanent medical exemption sections is available from either private physicians or the Hernando County Health Department:

300 South Main St.
Brooksville, FL 34601
(352) 540-6800

7551 Forest Oaks Blvd.
Spring Hill, FL 34606
(352) 540-6800

2. Physical/Health Examination - All new students seeking entrance into a public school in Hernando County are required by *Florida Statute* § *1003.22* and School Board policy to present, at the time of entry, valid documentation that they have received a health examination performed within one (1) year prior to enrollment.

EXPLANATION OF PHYSICAL EXAMINATION REQUIREMENTS

STUDENTS	PHYSICAL EXAMINATION
Hernando County	Required for Pre-K, Kindergarten and 7th grade
Transfers within Hernando County (including private schools)	Review DH Form 3040 and DH Form 680 for documentation.
Transfers within Florida	Required for Kindergarten Review and file DH Form 3040 and DH Form 680 in the cumulative folder for documentation.
Transfers from another state or country	Required for all grades Physicals presented on forms from another state are acceptable if they include all components covered on DH Form 3040.** **Must** have been performed within one year of enrollment unless exempt based on a written request for religious reasons.
Homeless students may receive a temporary 30-day exemption.	

**DH Form 3040 - *State of Florida Health Examination Form*

3. Health Consent Form - House Bill 1557 Parental Rights in Education states " At the beginning of the school year, each school district shall notify parents of each healthcare service offered at their student's school and the option to withhold consent or decline any specific service.

C. MINIMUM AND MAXIMUM AGE LIMIT

1. VPK Age Entry- Entering VPK students must attain the age of 4 on or before September 1 of the school year for which entry is sought.
2. Kindergarten Age Entry - Entering kindergarten students **must** attain the age of 5 on or before September 1 of the school year for which entry is sought. [Florida Statute §1003.21 (1) (a) 2. Every elementary school provides opportunity for early registration beginning on April 1st, tours and resources for students entering kindergarten.

3. First Grade Age Entry - Entering first grade students must attain the age of 6 on or before September 1st of the school year for which entry is sought. [Florida Statute §1003.21 and Hernando County School Board Policy 5111]. The following requirements will apply.
   a. Previous enrollment and attendance in a Florida public school;
   b. Satisfactory completion of kindergarten requirements in a non-public school; or
   c. Previous attendance in an out-of-state school in which he/she was admitted on the basis of age requirement established by the state of residency.

3. Student Age 16 - A student who attains age sixteen (16) during the school year is not subject to compulsory school attendance beyond the date upon which he/she attains that age if the student files a formal declaration (SO-SS-048) of intent to terminate school enrollment with the School District . The declaration must acknowledge that terminating school enrollment is likely to reduce the student's earning potential and must be signed by the exiting student and the student's parent/guardian. The School District must notify the student's parent of receipt of the student's declaration of intent to terminate school enrollment [Florida Statute §1003.21 (1)(c)]. **The student's certified school counselor or other school personnel must conduct an exit interview with the student to determine the reasons for the student's decision to terminate school enrollment and the actions that could be taken to keep the student in school.** The student must be informed of opportunities to continue his or her education in a different environment, including but not limited to, adult education and GED test preparation. Additionally, the student must complete a survey in a format prescribed by the Department of Education to provide data on student reasons for terminating enrollment and actions taken by schools to keep students enrolled [Florida Statute § 1003.21 (c)].

4. Student Age 18 - A student who attains age eighteen (18) during the school year is not subject to compulsory school attendance beyond the date on which he/she attains that age, provided that the student files the required Declaration of Intent to Terminate Enrollment (District form SO-SS-020).

5. Exceptional Student Education (ESE) Eligible Students - Exceptional Student Education (ESE) Eligible Students (State Board of Education Rule 6A-6.03028 (1) F.A.C- A student with a disability shall be considered to be "in a continuous study program" when that student's Individualized Education Program (IEP) requires continued services by the School District.

   Graduation with a standard diploma, regardless of age, constitutes cessation of Free and Appropriate Public Education (FAPE) and a change in placement, requiring prior written notice.

Students with disabilities continue to be eligible for FAPE through the end of the day on which the student turns age twenty-two (22) if they have not earned a standard diploma, even if they have earned a General Education Development (GED) credential (Title 34, Code of Federal Regulations (CFR) Section, 300.102 (a) (3) (iv)

6. Students with an Active Section 504 Plan (Section 504 of the Rehabilitation Act of 1973, 34 C. F. R. Part 104) - Students with a Section 504 Accommodation Plan must be "of school age" to continue receiving elementary and secondary educational services under Section 504. **The Section 504 team must review the plan annually.**

7. Compulsory Attendance Age - Each parent or legal guardian of a child within the compulsory attendance age is responsible for the child's school attendance as required by law. (Florida Statute § 1003.24; School Board Policy 5200). Except as provided in Florida Statute § 1003.24 and State Board of Education Rule 6A-1.09513, all students are expected to attend school regularly and to be on time for classes in order to benefit from the instructional program and to develop habits of punctuality, self-discipline and responsibility (Florida Statute § 1003.21).

Any further exception to this maximum age provision shall be made by the Superintendent on the recommendation of the principal of the high school involved, or the Director of Exceptional Student Education in the case of an exceptional child.

D. GENERAL TRANSFER INFORMATION (State Board of Education Rule 6A-1.09941).

Parents of public-school students may seek whatever public educational choice options that are applicable and available to students in their school districts. These options may include virtual instruction programs, charter, magnet schools, alternative schools, special programs, Advanced International Certificate of Education, Advanced Placement, Dual Enrollment, International Baccalaureate, Opportunity Scholarship and McKay Scholarship, etc. (Florida Statute § 1002.20) Parents who wish for their child to attend a school other than their zoned school must follow the district's Choice Plan which is available online.

All students who have been approved for a transfer to another school outside of their attendance zone are required to complete a withdrawal form. The school initiating the transfer must complete the form indicating that all obligations were met. The receiving school will not accept transfers without the proper documentation. The parents of students being bused for desegregation purposes may put a request in writing to the Exceptional Student Support Services Department objecting to busing. When a parent makes such a request in writing, that student shall attend his/her zoned school. A student that is found to be attending a school other than the zoned school without permission will be required to return to their zoned school immediately unless an extension is granted by the principal. In any case, the extension cannot exceed the current grading period.

Note: Students participating in sports will need to refer to the Athletic Handbook for more details

1. Kindergarten and First Grade Students - A child who transfers from another state shall be admitted under the same age requirements as established in the state where he/she previously resided. Grade placement should be based on transcripts and/or academic history. Absent academic records, student will be placed age-appropriately.

2. Students-Grades 2-5 - A student in grades 2-5 who transfers from any other public or private school in the United States or a foreign country is placed in comparable classes, and all records from the

previous school are accepted. Grade placement should be based on transcripts and/or academic history. Absent academic records, student will be placed age-appropriately.

Third grade students who transfer from any public or private school in the United States or a foreign country after the current year's statewide, standardized English Language Arts assessment administration must show good cause for promotion prior to being promoted to fourth grade (refer to the explanation for good cause exemption from mandatory retention for reading at grade 3) [Florida Statute §1008.25]. If the transfer occurs after the current school year, and there is proof of promotion (report card) from the previous school, the student may be promoted based on this information.

3. English Language Learners (ELL) Students (State Board of Education Rules 6A-6.0900-6.09091 and 6A-6.0905) A transferring ELL student will be identified and assessed to determine eligibility for services in accordance with State Board of Education Rule 6A-6.0902 (1) and (2).

   Out-of-Country Students-Interpreting Educational Records: In those instances where school site personnel, in collaboration with the school's assigned ESOL Lead Teacher, are unable to interpret a transcript from a foreign country, the Director(s) of Curriculum and/or Director of Federal Programs, or the Supervisor of School Counselors and/or Director of Federal Programs will provide a detailed interpretation, translation, and conversion of coursework taken at each grade level in the foreign country, along with the equivalent grade earned in each subject area. However, the student's enrollment in school shall not be delayed longer than 5 days while the records are being evaluated. [State Board Education Rule 6A-6-6.0902 (3) (b)]. Parental input regarding educational background should be taken into consideration especially when transcripts, records or report cards are not readily available. Placement based on age either because of lack of information about prior schooling (no transcript or report card) or prior schooling does not meet grade level requirements will result in an ELL Committee meeting. An administrator or administrator's designee must be part of the English Language Learners committee making the placement decision.

   Parents have the right to have their child immediately removed from a language instruction educational program and to decline to enroll the student in such a program or choose other instructional options, if available. A "language instruction program" means an instructional course (ex: Supplemental Title III Extended Day/Year programs or Developmental Language Arts Through ESOL/English Language Development courses) in which an ELL is placed for the purposes of developing and attaining English proficiency and which may make instructional use of both English and a child's heritage language (State Board Rule 6A-6.0902).

   ELL students are scheduled into courses that fulfill graduation requirements based on the School District Student Progression Plan, and on completed academic coursework, regardless of the language in which the coursework was done.

   School Board policy provides flexibility to school staff in making academic placement decisions on behalf of students and parents. Parents/guardians may appeal academic placement decisions to the principal.

4. Students with an Active Section 504 Plan (Section 504 of the Rehabilitation Act of 1973, 34 C. F. R. Part 104) - A transferring student with an active Section 504 Accommodation Plan is a student who was previously enrolled in any other school or agency with an active Section 504

Accommodation Plan and who is enrolling in a Florida School District. Upon notification that a transferring student has an active Section 504 Accommodation Plan, the receiving school **must** review and revise, as necessary, the existing active Section 504 Accommodation Plan.

A Section 504 Team must meet annually to determine if an otherwise qualified student's mental and/or physical impairment substantially limits one or more of the student's major life activities. Examples of major life activities include learning, walking, seeing, hearing, speaking, and/or breathing. A student need only be substantially limited in one major life activity to qualify for Section 504 eligibility.

5. Exceptional Student Education Eligible Students (ESE) - (State Board of Education Rule 6A-6.0334) - A transferring ESE-eligible student is a student who was previously enrolled as an ESE- eligible student in any other school or agency and who is enrolling in a Florida School District, or in an educational program operated by the ESE Department through grants or contractual agreements.

   The IEP Team will determine whether the kindergarten screening tool is appropriate for transferring ESE-eligible kindergartners.

   For each ESE-eligible student who transfers to a new Florida school district and enrolls in a new school, who had an Individualized Education Program (IEP) or Educational Plan (EP) that was in effect in a previous Florida School District, the new Florida School District, in consultation with the parents, must provide a FAPE to the student, as follows:

   An ESE-eligible student with a disability who is transferring from one Florida public school district to the Hernando County School District who has a current IEP, or Education Plan (EP) for gifted students, will be placed in the least restrictive appropriate educational program(s) consistent with the plan and state education standards. The receiving school **must** review and may revise the current IEP/EP as necessary.

   An ESE eligible student who is transferring from an out of state public school who has a current IEP ~~a~~nd evaluation data necessary to determine that the student meets Florida's eligibility criteria for special programs may be determined eligible and have an IEP developed for services in the appropriate educational program. If a student with an EP transfers to a Florida school district and enrolls in a new school within the same school year, the new Florida school district (in consultation with the parents or legal guardians) must provide the student with services comparable to those described in the student's gifted plan from the previous school district, until the new Florida school district develops, adopts and implements of Rule 6A-6.030191, F.A.C. Students who transfer with gifted eligibility from another state do not need to meet the requirements of Rule 6A-6.03019, F.A.C. for continued services.

   (a) The new school district is not required to obtain parental consent for the initial provision of services for transferring gifted students determined eligible for services in Florida under this rule.
   (b) For the purposes of this rule, a gifted plan could include documentation from the previous school district in another state that the student was determined eligible for gifted services in accordance with the applicable requirements of that district or state and was receiving gifted services.

   An ESE eligible student who is transferring from out of state and does not have the evaluation data

necessary to determine that the student meets Florida eligibility criteria for special programs will have an IEP development for services in the appropriate educational program(s) and be referred for initial evaluation to gather the data needed to determine eligibility.

6. International Exchange Students (School Board Policy 5114) - For the purpose of the cultural experience, Foreign Exchange students may be enrolled in HCSD, but are NOT eligible for diploma options. Each high school **may** accept up to **one-half of one percent (.5 of 1%)** of its total student population as foreign exchange students each year on a first come, first served basis. It is recommended that different countries be represented.
Foreign Exchange students must be sponsored by an accredited foreign exchange visitor agency which has been recognized and approved by the United States Information Agency (USIA) and the Council on Standards of International Travel (CSIET). In addition, the sponsoring organization must receive school enrollment authorization for placements each year prior to contacting potential host families - and follow school policy.

   Out-of-county transfers will not be accepted unless the host family has relocated into Hernando County. Schools will accept in-district foreign exchange transfers following the district's transfer procedure. The principal or principal's designee will be responsible for ensuring that the student complies with School Board Policy 5114. **Rules regarding educational choice and schools over capacity also apply to foreign exchange students.**
   Note: Eligible foreign exchange students will be placed in grades 10 or 11 only. The duration of time will be for one year only. Foreign exchange students are not eligible for a HCSD high school diploma.

   a. All Foreign Exchange students must meet the following eligibility requirements:
      i. Have not received a terminal degree from a high school.
      ii. Be at least 15 years of age on the date of enrollment and not older than 18 ½, which is the maximum age specified in Council on Standards for International Educational Travel (CSIET) policy. A passport or visa is required for verification of birth and J-1 visitor status.
      iii. Have the required passport for verification of birth and J-1 visitor status.
      iv. Have sufficient command of the English language to enable the student to function well in an English-speaking academic and community environment. The student or sponsor must provide a copy of the test records for the State approved Programmatic Assessment showing proficiency in all four domains (reading, writing, listening, and speaking). In the event that tutoring/ESL help is needed, the organization will make arrangements and ensure that the student accepts financial responsibility for it. (Foreign exchange students will **not** be eligible to receive ESOL services)
      v. Have appropriate medical and accident insurance coverage that meets U.S. Department of State guidelines.

   b. **Procedures for Admission of Foreign Exchange Eligible Students**
      Step 1: The sponsoring organization must apply for and obtain written approval from the district office for admission of the students by July 1st for a full academic year of study or by November 15th for second semester participation. The application shall include:
         1. District application Form
         2. Foreign Exchange Student Organization Agreement Form

3. Proof that the Organization has "Full Listing" status on the most current CSIET Advisory List
4. Proof of J-1 Exchange Visa
5. Proof of birth certificate or passport showing that the student will be at least fifteen (15) years of age but not having attained eighteen and a half (18.5) prior to attending a Hernando County School
6. Proof that the student is proficient in the English language (reading, writing, listening, and speaking) to function in an English-speaking academic environment (test scores)
7. Student's essay in English
8. The student's translated school transcript stating the grades earned in the State of Florida transcript format certified by the student's home school. Include a brief course description which lists the exact title of the subject ("Algebra" – NOT "Mathematics") and describes the focus of the course(s)
9. The student's health record including proof of immunization as required by the district, any medical/physical restrictions and a recent physical exam with proof of required immunizations.
10. An assurance of appropriate medical insurance coverage

Step 2: Following the district office review, the agency representative will be notified no later than July 15th or November 30th respectively. At the time of application, it shall be determined whether the student will be enrolled in Grade 10 or 11. Preferred registration date and elective course choices will accompany the confirmation notice.

Step 3: The host family must make arrangements to enroll the student on the pre-arranged date or prior to the second week of school.

c. **Enrollment, Scheduling and Orientation -** The exchange student, accompanied by a representative of the sponsoring organization and a member of the host family, will meet with the appropriate certified school counselor to enroll the student. An orientation designed to acquaint the student with the school and the rules governing the behavior of all students will be provided by the school staff. The student will be expected to follow school rules and to participate fully in the educational program provided. Since foreign exchange students do not meet all of the graduation requirements of the state of Florida, they are **not** eligible to receive a diploma from a Hernando County school. In the interest of providing a typical American high school program of study, enrollment in the following subjects is recommended:

10th	11th
English II	English III/AICE General Paper
World History	US History
Mathematics	Mathematics
Science	Science
Elective	Elective
Elective	Elective

d. **Suggested Electives** - Fine Arts, World Language, ROTC, Physical Education, Career and Technical Education.

e. **Career and Technical Education** -Students on a J-1 visa will NOT be eligible to participate in any work-study programs.

f. **District/Statewide Assessment -** Foreign Exchange students must participate in all grade level /subject area assessments [Florida Statute § 1008.22 (3)].

g. **Compliance with Policies and Supervision -** Each foreign exchange student is expected to comply with the policies of the Hernando County School District, including the Student Code of Conduct, and with all other legal provisions pertaining to the student. It is the sponsor's responsibility to resolve problems that arise among the student, the host family and/or the school including, if necessary, the changing of the host family or the return of the exchange student to his/her country in the event that any differences cannot be reconciled. The principal or principal's designee will notify Student Services of any suspected neglect of the student on the part of the host family. Student Services will notify the sponsor organization of any non-compliance status.

h. **Financial Support -** School-related expenses are the responsibility of the sponsoring organization or the host family.

i. **Athletic Eligibility -** Students will be governed by the Florida High School Activities Association rules and regulations regarding participation in interscholastic athletic competition. Sponsoring organizations shall not knowingly be a party to seeking out or permitting placements initiated by a host family, a school, a student or his/her parent(s)/guardian(s) or any other interested party based on athletic abilities.

7. Out of State Students - Students who enter a Florida public school in the eleventh or twelfth grade from out of state or from a foreign country shall not be required to spend additional time in a Florida public school in order to meet the high school course requirements if the student has met all requirements of the school district, state, or country from which he or she is transferring. Such students who are not proficient in English should receive immediate and intensive instruction in English language acquisition. However, to receive a standard high school diploma, a transfer student must earn a 2.0 grade point average and meet the requirements (Florida Statute §1003.433; Florida Statute § 1003.4282;**http://www.fldoe.org/academics/graduation-requirements/)**

   Third grade students who transfer from any public or private school in the United States or a foreign country after the current year's statewide, standardized English Language Arts assessment administration must show good cause for promotion prior to being promoted to fourth grade (refer to the explanation for good cause exemption from mandatory retention for reading at grade 3) [Florida Statute §1008.25]. If the transfer occurs after the current school year, and there is proof of promotion (report card) from the previous school, the student may be promoted based on this information.

8. Within State Students - The grade or course placement of students transferring from Florida non-public schools or home education programs will be determined by the evaluation of the student's record. Grade placement on the transcript from the sending school must be honored and credits should be interpreted to meet the promotion and graduation of the cohort.

   Third grade students who transfer from any public or private school in the United States or a foreign country after the current year's statewide, standardized English Language Arts assessment administration must show good cause for promotion prior to being promoted to fourth grade (refer to the explanation for good cause exemption from mandatory retention for reading at grade 3) [Florida Statute §1008.25]. If the transfer occurs after the current school year, and there is proof of promotion (report card) from the previous school, the student may be promoted based on this information.

9. Within District Students – The registrar at the receiving school may contact the withdrawing school to release the records for the purpose of facilitating the transfer of students between schools within the district. However, the parent must ensure the return of all materials issued to the student. Materials not returned to the withdrawing school will result in a notice of obligation on the student's record and may prevent the student from participating in extracurricular activities.

   When a Full-Time student withdraws from Hernando eSchool in grades 6-12 to return to a zoned school prior to completing a course, Hernando eSchool will calculate a grade based on all assignments and will send zoned school a form with current grade.

10. Within School Transfer - A parent whose student is assigned an out-of-field teacher may request that his or her child be transferred to an in-field classroom teacher within the school and grade in which the student is currently enrolled. The school district must approve or deny the parent's request and transfer the student to a different classroom teacher within a reasonable period of time, not to exceed 2 weeks, if an in-field teacher for that course or grade level is employed by the school and the transfer does not violate maximum class size pursuant to s. 1003.03 and s. 1, Art. IX of the State Constitution. If a request for transfer is denied, the school must notify the parent and specify the reasons for the denial. This requirement does not provide a parent the right to choose a specific teacher.

11. Military Personnel Dependent Children (Florida Statute § 1003.05) - Students of military families who enter Grade 12 from out-of-state or from a foreign country and provide satisfactory proof of attained scores on an approved alternative assessment that is equivalent to a passing score on the Grade 10 Florida Statewide Assessment (FSA), shall satisfy the assessment requirement for a standard high school diploma. For additional information on the Interstate Compact on Educational Opportunities for Military Children, (http://www.fldoe.org/academics/exceptional-student-edu/military-families) see F.S. 1000.36

E. ATTENDANCE REQUIREMENTS

School attendance is the direct responsibility of the parent(s)/guardian(s) and students. ([Florida Statute §1003.24]; (School Board Policy 5200) Except as provided in Florida Statute §1003.24, and State Board of Education Rule 6A-1.09513, all students are expected to attend school regularly and to be on time for classes in order to benefit from the instructional program and to develop habits of punctuality, self-discipline and responsibility. [Florida Statute §1003.21] and (School Board Policy 5200)

At the secondary levels, teachers shall record absentees and tardies each period of the school day.

When the student is absent, each parent is responsible for notifying the school and for informing the school of the reason for the absence. Each student is also responsible for completing all work assigned in each course in which the student is enrolled. The following practices are intended to promote proper attitudes and encourage student responsibility.

a. **High School:** All Students enrolled in the Hernando County School District are obligated to attend school regularly and punctually. **Based on the number of unexcused absences, students must ~~have 9 or less~~ not have more than 9 unexcused absences per semester (in each period) or more than**

four (4) for schools on a block schedule, in order to maintain privileges and participate in extracurricular events to include but not limited to: parking, homecoming events, grad night, prom, dances, field trips, performances, athletics, and any other activity with attendance requirements. A student must be reported as present for the entire school day (all class periods) in order to participate in extracurricular events, interscholastic competitions, performances, and practices. Exceptions may only be approved by the principal or principal's designee. **Alternative assignments are to be provided for students who are ineligible to attend field trips due to the attendance requirement. Excused absences will not be factored into the participation requirements. When an absence is excused, each student is also obligated to complete all work assigned in each course in which the student is enrolled**.

Attendance reports can be accessed through Skyward.

b. Middle School (grades 6-8) Students enrolled in grades 6-8 in the Hernando County School district are obligated to attend school regularly and punctually. Based on the number of unexcused absences, students must **not have more than 9 unexcused** ~~have 9 or less unexcused~~ absences per semester **(in each period),** in order to maintain privileges and participate in extracurricular events to include but not limited to: dance, field trips, performances, athletics, and any other activity with attendance requirements. A student must be reported as present for the entire school day (all class periods) in order to participate in extracurricular events, interscholastic competitions, performances and practices. Exceptions may only be approved by the principal or principal's designee. Alternative assignments are to be provided for students that are ineligible to attend field trips and performances due to the attendance requirement. Excused absences will not be factored into the participation requirements. When **an absence is excused**, each student is also obligated to complete all work assigned in each course in which the student is enrolled.

Attendance reports can be accessed through Skyward

c. High school students are awarded credit based on instructional hours. One full credit means a minimum of 135 hours of bona fide instruction in a designated course of study or a minimum of 120 hours of bona fide instruction in a block schedule approved by the district school board [Florida Statute §1003.436 (1a)]. Students participating in virtual instruction or the Credit by Acceleration (CAP) may not have to meet the minimum hour requirement.

d. The Florida Legislature requires that schools report to the Department of Highway Safety and Motor Vehicles (DHSMV) the names, birth dates, gender and social security numbers of minors who attain the age of 14 and accumulate 15 unexcused absences within a period of 90 calendar days. The legislation further provides that those students who fail to satisfy attendance requirements will be ineligible to obtain or maintain driving privileges.

Poor academic performance is generally associated with non-attendance and school districts must take an active role in promoting and enforcing attendance as a means of improving student performance. It is the policy of the state that each district school superintendent be responsible for enforcing school attendance of all students subject to the compulsory school age in the school district (Florida Statute §1003.26). The following applies to all students:

1. Tardies - Punctuality is necessary for a student to take full advantage of available educational opportunities. If a student is not in the classroom when the tardy bell rings, he/she will be classified

as tardy. ~~A parent(s)/guardian(s) request for early release or late arrival will be an unexcused absence unless the release is for verified medical, dental treatment or other reasons defined for excused absences by the School Board.~~

Secondary Students: Parents/Guardians can excuse up to 5 combined late arrivals to school and/or early dismissals from school per semester for verified medical, dental or other reasons defined for excused absences by the school board.

Based on the number of combined unexcused late arrivals to school and/or early dismissals from school, a student must have a combined 9 or less unexcused late arrivals, 5 or less for block scheduling, to schools and/or early dismissal from schools, in order to maintain privileges and participate in extracurricular events to include but not limited to: parking, homecoming events, grad night, prom, dances, field trips, performances, athletics, and any other activity with attendance requirements.

Tardy to class is addressed in the Student Code of Conduct.

Elementary Students: Parents/Guardians can excuse up to 5 combined late arrivals to school and/or early dismissals from school per semester for verified medical, dental or other reasons defined for excused absences by the school board.

If a student has more than 9 unexcused late arrivals, 5 for block scheduling, to school and/or early dismissals in a semester, a **parent/guardian conference** will be required to discuss attendance concerns and support the student in improving their on-time attendance. K-5 students will not receive disciplinary action (ISS or OSS) as a result of excessive late arrivals and/or early dismissals.

2. Excused Absences - Parents or guardians can excuse up to five (5) days**(Personal Illness, Death in the Family, Doctor/Dentist Appointment, Religious Holidays, Trips/Vacations, School Sponsored Activities, College Visits, Court Appearance by Subpoena, Pediculosis)** per semester (half a year) by providing **a written and signed note(s) within two (2) days of the student's return to class.** This shall also include prearranged absences. For more than (5) days of excused absences in any one class period, a doctor's note may be required. Extenuating circumstances may be addressed with the administration. The following absences are excused.

Personal Illness*: A note signed by the parent(s)/guardian(s) must accompany the student on his/her return to school explaining the student's illness. Notes must be received within three days after the student returns. The principal may agree to waive this three-day requirement. For long term illness, a doctor's excuse will be required.
Death in the Family*: A note signed by the parent(s)/guardian(s) must accompany the student on his/her return to school.
Doctor/Dentist Appointment: If possible, these appointments should be made after school hours.
Religious Holidays*: A student shall be excused from attendance in school in grades K-12 for observance of a religious holiday.
Trips/Vacations*: Trips or vacations with parent(s)/guardian(s) must be pre-arranged and approved by the principal's office, except in cases of emergencies. The principal or principal's designee shall make final determination and have the authority to limit the number of days for such absences **based on student's grades, prior attendance and the dates of the proposed trip/vacation. (Pre-arranged excused absences will not be approved during district and statewide assessments).**

School Sponsored Activities: School sponsored activities must be pre-arranged and approved by the principal's office.
College Visits*: Trips to visit colleges by juniors and seniors must be pre-approved by the principal's office.
Court Appearance by Subpoena: Absence due to a subpoena to appear in court is excused.
Pediculosis: When a child is discovered to have live lice, the first three days a child is sent home are excused. A child may be excused for lice for no more than nine days in any school year.

*Parent/Guardian notes can be provided for up to 5 days each semester to be an excused absence.

3. Unexcused Absences - Unexcused absences shall mean any absence that is not explained by a written and signed note from the parent(s)/guardian(s) citing one of the criteria for excused absence. If requested by school officials, a physician's note explaining the absence may be required. Absences without a parent(s)/guardian(s) note are unexcused. Absences without a Health Care Provider note (when required by the school) are unexcused. All absences shall be recorded as unexcused until proper documentation is received to change the absence to an excused absence within two(2) days of returning to school. **Please refer to make up work policy on page 43.**

4. Excessive Absences - A student who has a pattern of non-attendance may, upon the request of administration, be required to present a certificate of illness from a licensed physician. It is the responsibility of the student and parent(s)/guardian(s) to be aware of all absences and to be able to verify absences. Lack of notification by the school is not an acceptable excuse for not knowing the number of, and the penalty for, excessive absences. When a school administrator determines that a student's absences are excessive, the student's parent(s)/guardian(s) shall be contacted in an attempt to determine the reasons for the absence. If this does not correct the problem, a mandatory Child Study Team meeting will be held.

   If the Child Study Team (Florida Statute § 1003.26) finds that a pattern of non-attendance is developing (5 unexcused absences within 30 days or 10 days within 90 days), the team along with the parent(s)/guardian(s) will identify potential remedies. If the parent(s)/guardian(s) fails to attend the meeting, or appropriate interventions do not address the problem, the case may be forwarded to the state attorney for parental prosecution. If the absence is determined to be the fault of the student, the case may be forwarded to the Circuit Court for a CINS petition (Child in Need of Supervision). The principal or principal's designee shall also comply with the Driver's License Requirements regarding students with a driver's license.

   Public Assistance Penalty: Truancy may impact on public assistance the family receives through the Learnfare program (414.1251)

   The Department of Children and Families (DCF) may limit temporary cash assistance for an eligible parent's dependent child or for an eligible teenage participant who has accumulated fifteen (15) unexcused absences within ninety (90) calendar days with or without the knowledge or consent of the student's parent or legal guardian. Students not exempt from school attendance requirements and listed as a dropout may be referred to Learnfare.

   Reinstatement of cash assistance shall occur after a student has demonstrated thirty (30) days of attendance compliance or met other reinstatement criteria outlined or described in (F.S. 414.1251.)

5. Students on Homebound Services - If a student is confined to home or hospital, but is able to

participate in and benefit from an instructional program, the student may be eligible for a hospital/homebound program. Complete information regarding the criteria for a hospital/homebound program can be found in State Board of Education Rule 6A-6.03020 and is available in "Exceptional Student Education Policies and Procedures (SP&P)" and State Board of Education Rule 6A-6.03411. Parents/Guardians should contact their child's Certified School Counselor for information.

6. Students with an Active Section 504 Plan (Section 504 of the Rehabilitation Act of 1973, 34 C. F. R. Part 104) - If a student with a Section 504 Plan is excessively absent, a 504 Team should be convened to determine if the absences are caused by the disability of record in the active *Section 504 Accommodation Plan*. If the Section 504 Team determines that the absences are caused by the disability, the student's Section 504 Accommodation Plan **must** be re-evaluated as to the appropriateness of the current accommodations. The Section 504 Accommodation Plan must address any additional accommodations needed.

   If the Section 504 Team determines that the absences are not caused by the disability, the student is treated in the same manner as a general education student. Documentation of the Section 504 Team meeting should be provided on the form entitled *Section 504 Accommodation Review/Dismissal meeting.*

7. Exceptional Student Education (ESE) Eligible Students - In the case of an ESE-eligible student with excessive absences, an IEP Team meeting **must** be conducted to determine whether or not the absences are related to the student's disability. Attendance data shall be reviewed and used as one indicator of a student's access to instruction [Florida Statute § 1003.26(1)].

   If the IEP Team determines that the excessive absences **are** related to the student's disability, the IEP Team **must review** the current IEP and revise it to address attendance through an attendance goal. To the maximum extent possible, the student will be educated in the least restrictive environment.

   If the IEP Team determines that the student's excessive absences **are not** related to the student's disability, the student will be treated in the same manner as a general education student.

8. Senior Student – The last day of school for **graduating seniors** will be 10 days prior to the last official day for all students as indicated on the district adopted school calendar.

F. STUDENT WITHDRAWAL

A student who leaves before the close of the school term shall receive grades on the withdrawal form covering the periods in attendance. The parent(s)/guardian(s) of a student who leaves school during the last two weeks of the school year **must** show evidence (parent/guardian employment transfers, relocating, medical) that the withdrawal is necessary, and the student **must** successfully complete examinations, as appropriate, prior to withdrawal. Principals are authorized to make arrangements for the administration of any tests or examinations, as appropriate.

1. Permanent Withdrawal - Students who withdraw from a face-to-face classroom instruction setting shall be given grades based upon the work completed while a member of the class. Partial grades are not issued for virtual instruction courses.

2. Voluntary Withdrawal - Upon receipt of parent(s)/guardian(s) permission, the student will receive a withdrawal form from the registrar office. Students will not be permitted to withdraw unless they are at least 16 years of age. If applicable, a student who withdraws from school must sign a ***Declaration of Intent to Terminate School Enrollment*** (SO-SS-042) indicating that they understand that withdrawing from school is likely to reduce their potential earnings. The principal or principal's designee will have a conference with the student to learn of the reason(s) for the withdrawal, and to complete **a student exit interview.** A conference with the parent(s)/guardian(s) will also be scheduled.

   Parent(s)/guardian(s) of students 18 years old or older will not be notified of their student's decision to withdraw. If the student does become a dropout, accurate records should be maintained. Students should be informed of the possibilities open to them and should also be advised where and how to seek aid in finding employment.

   If a student drops out of school without returning books and other property belonging to the school, parent(s)/guardian(s) should be notified and a request should be made to return all school property.

3. Withdrawals to Home Education Program - To withdraw a student for enrollment in a Home Education Program, custodial parent(s)/guardian(s) must notify the Superintendent or designee, in writing, of the intent to establish a Home Education Program within thirty (30) days of the establishment (F.S. 1002.41). **The notification of intent must be signed by the parent/guardian.** Parent(s)/Guardian(s) are responsible for returning textbooks, uniforms, school equipment, et cetera to the school. If items are not returned within thirty (30) days, a notice of obligation will be issued for the return of, or payment for, items and/or fees. **Student withdrawing to fulltime FLVS or eSchool are not Home Education Students.**

Home education students transferring to Hernando County Schools must be enrolled as a full-time student by October 1st during their final full academic year and pass the required state test(s) to receive a diploma from the district.

Note: Home Education Program students enrolling or re-enrolling in a public school system must meet current graduation and statewide assessment requirements for their cohort. Also see "General Transfer Information". **Home Education students are not issued a diploma in the state of Florida. Students who withdraw to Home Education and earn enough credits to graduate cannot be re-enrolled for the sole purpose of issuing a diploma.**

Home Education correspondence should be mailed to:
Hernando County School District
Supervisor of School Choice
919 North Broad St.
Brooksville, FL 34601

4. Withdrawals to Virtual Instruction Hernando eSchool – The full-time enrollment period for K-12

students runs 90 days from the district start date up until two weeks before the district start date. Students that register with Hernando eSchool after the enrollment period has closed will be coded as Homeschool students taking courses through eSchool.

5. Withdrawals due to Non-Attendance – W-15

Students may be withdrawn due to nonattendance using a W15 code. Each school is responsible for documenting strategies in compliance with Florida Statutes 1003.26 and 1003.27. Schools must document attempts to contact the student and family through a Child Study Team Process, contacting student and family and documenting attempts to improve attendance including sending an attendance officer to the home. Once a school documents the process, they will send to Student Services. Student Services will approve or deny the use of the W15 code for non-attendance.

Before requesting approval for the W15 (WD due to non-attendance) code, F.S. 1003.26 and 1003.27 lists criteria that school districts must follow. The school needs to:

- Provide documentation of parent calls to find out why student is not in school - F.S. 1003.26 requires parents to justify each absence of a student. Schools must contact the home in cases of unexcused absences from school, or for which the reason is unknown.

- Provide documentation sending out attendance officer to the home to make contact with parent to determine non-attendance reason (please provide copies of attendance officer documentation).

- Provide documentation from child study team meeting in regards to truancy. (for 16 year and under) F.S. 1003.26 states - 5 unexcused in a calendar month or 10 unexcused in 90 calendar days is criteria for referring the student to the school's child study team. Students 16 and 17 must have documentation of parent /student contact to address the attendance.

- All Attendance documentation should be kept in an attendance file in the cumulative file folder.

G. COUNSELING and ACADEMIC ADVISEMENT

Counseling services are direct supports provided by trained and certified personnel to assist students with personal/social adjustment issues that present barriers to learning and student safety or well-being. Counseling services are available to all students through the district's multi-tiered system of support and general education intervention procedures. Student services professionals employed by the district typically provide counseling and crisis intervention services. Section 1012.01(2)(b), Florida Statutes (F.S.), identifies school counselors, school social workers, and school psychologists as among the student personnel services staff with responsibility for addressing student personal and social adjustment, which includes counseling and crisis intervention.

Any student who may be deemed as a potential dropout or whose cumulative grade point average falls below a 2.0 shall receive advising on enrollment in career-themed courses, as well as options to participate in career and professional academies. These students must be provided in-person

academic advising that includes information on career education programs by a certified school counselor, the school principal or his or her designee.

Academic advisement services are available for all students. These services include assistance with educational planning, interpretation of test scores, occupational information, career information, study help and any questions that students may want to discuss with a certified school counselor. Students wishing to visit the certified school counselor should follow the procedures established by their respective school.

1. Schedule Changes – In order to maximize instructional time, all schedule changes must adhere to drop and add dates for all brick and mortar classroom courses.
   a. Teacher initiated drop/add period with administrative approval is 20 days from the first day of school year
   b. Student initiated drop/add is the first 9 school days of the school year for course changes only.
   c. Parent request for a schedule change must be made within the first 9 school days of the school year for course changes only.
   d. Dual enrolled students must adhere to Pasco-Hernando State College (PHSC) or the postsecondary institution drop/add and withdrawal timeline. Students who drop or withdraw from a dual enrollment course are subject to:
      - Being placed in a high school campus course, or
      - Possible non-approval for future dual enrollment courses
   e. Any senior taking 12 credit hours or more a semester in DE and/or taking 4 or more AP/IB/AICE courses a semester will be considered a full time student and does not need additional courses if student has met graduation requirements.
   f. 11th/12th Grade Students in AP/IB/AICE Courses:
      a. Students may request dropping a yearlong course within 5 days at the end of the first quarter to take another yearlong course. The principal must approve this drop.
      b. Principals can approve dropping a yearlong course midyear and placing the student in a semester course within 5 days of the start of the 2nd semester.

2. Hardship Waiver Approval for Reduced Schedules - Reduced schedules may only be granted to high school **seniors** who are approved for a hardship by the administrative hardship committee and have earned:
   1. **at least two credits in accelerated coursework (AP, DE, IB, AICE)**
      a. **Student must receive a college credit qualifying score on an AP, IB, or AICE Tests**
   2. **or completed a CTE program of study with an industry certification earned (a student may receive a reduced schedule if they are enrolled in the final year of their program of study and has earned an industry certification), and**
   3. **a minimum 2.0 GPA, and**
   4. **all testing requirements met. (Level 3 on the Grade 9 Algebra 1 EOC and Grade 10 ELA FAST or concordant/comparative scores), and**
   5. **maintained 9 days or less per semester attendance rate during the previous year(in all classes)**

   If a hardship waiver is granted:
   a. Students must have a signed hardship waiver form on file.

b. Students are required to sign in and sign out when entering and exiting campus.
c. Students may not be on campus during class periods designated as "reduced" on their schedule.
d. Students must provide their own transportation in regards to reduced schedules. If transportation becomes unavailable, the reduced schedule will be revoked and replaced with a regular schedule.
e. Reduced class periods may only be at the beginning or end of the school day.
f. Reduced schedule changes must adhere to the same timelines for drop/add. Students meeting the above criteria during the school year will have the opportunity to have their schedule reevaluated. If eligible, the reduced schedule may not impact the CTE course.

Note: Students who qualify for a reduced schedule and meet requirements for dual enrollment are encouraged to participate in the Early Admission Program. Refer to the Dual Enrollment Handbook for the minimum number of credits for Early Admission. These students will continue to have the same privileges afforded to students in their cohort to include honors recognition and participation in extracurricular activities.

II. INSTRUCTIONAL PLAN

The School District of Hernando County Curriculum incorporates the strands, performance standards and benchmarks that delineate student performance standards as defined by the Florida Department of Education Next Generation Sunshine State/B.E.S.T. Standards. (Florida Statute §1001.41; Florida Statute § 1003.41; State Board of Education Rule 6A-1.09401). The curriculum includes benchmarks for:

Elementary	Secondary
English Language Arts	English Language Arts
Mathematics	Mathematics
Science	Science
Social Studies	Social Studies
Physical & Health Education	Physical & Health Education
Visual & Performing Arts	Visual & Performing Arts
World Languages	World Languages
Career and Technical Education	Career and Technical Education

Note: See Appendix A for progression charts

Instruction will be provided in a setting that emphasizes integration and reinforcement of reading, writing, speaking, listening and mathematics skills across all subjects. In addition, course descriptions or frameworks are provided for each course. These course descriptions meet the requirements of State Board of Education Rules 6A-1.09412 and 6A-1.09441. District-adopted textbooks and/or instructional materials are provided for all schools. School credit is not awarded for any course not supported by a curriculum description/framework provided by the School District. [Florida Statute § 1006.28(1)(a)}.

The schools offer a wide range of courses in all disciplines. Courses are provided to meet the needs of all students [Florida Statute § 1003.42 (1)]. Courses may be year- long or a semester in length. With the exception of certain dual enrollment courses, one- half (½) credit is awarded for passing a semester in each course. Additionally, schools may offer curriculum that are integrated or stand alone. No credit is awarded solely on the basis of participation in extracurricular activities.

A. SPECIAL PROGRAMS

All students in the Hernando County School District are eligible for consideration and participation in all special programs. Any student who requests and is granted special attendance to a school for a special program shall be responsible for his/her own transportation and must maintain satisfactory academic performance, attendance and behavior. A student who is not progressing or does not meet the guidelines for the program or withdraws from the program will be required to return to his/her zoned school.

Note: Students who are required to return to his/her zoned school for any reason must refer to the Athletic Handbook for rules governing future participation.

1. CAPE Digital Tools Certificates (CAPE) – Elementary and middle schools may offer curriculum that result in attainment of CAPE Digital Tool Certificates. The curriculum targets skills to include digital skills that are necessary to the student's academic work and skills the student may need in future employment (Florida Statute § 1003.4203). The skills ~~must~~ include but are not limited to word processing; spreadsheets; presentations, including sound, motion, and color presentations; digital arts; cybersecurity; and coding. The certificates must be consistent with CAPE industry certifications on the CAPE Industry Certification Funding List.

2. Career and Technical Education (CTE) – Middle and high school students may enroll in courses that are part of an overall program of study designed to prepare students to be successful in the workforce and equip them to make informed decisions about future college and career pathways. CTE offers students opportunities to earn highly valued industry certifications and to develop a multitude of skills while experiencing rigorous curriculum with real world applications. CTE students who complete a Program of Study are eligible for many scholarships, including the Gold Seal Bright Futures Scholarship.

3. Junior Reserve Officers' Training Corp (JROTC) - The Junior Reserve Officer Training Corps (JROTC) is a cooperative between the school district and the military. The program prepares high school students for leadership roles while making them aware of their rights, responsibilities, and privileges as American citizens. This program is conducted at accredited secondary schools throughout the nation, by instructors who are retired Navy, Army, Air Force, Marine Corps, and Coast Guard officers and enlisted personnel. Classroom instruction is augmented throughout the year by community service activities, drill competition, field trips, marksmanship training, and other extra-curricular activities. Cadets are required to participate in civic service, wear a uniform and dress up at least twice a month.

B. SERVICES

1. English for Speakers of Other Languages (ESOL) (State Board of Education Rules 6A-6.0902, 6A-6.0903; 6A- 6.0904; 6A-6.0908) - Students who are identified as ELLs **must be** provi~~d~~ed **equal access** to the general curriculum. The general education standards and benchmarks should be the basis of their curriculum. ELLs are placed in courses based on need and eligibility, regardless of their English language proficiency. The individual student's English Language Learner Plan documents the student's English Language proficiency level. Instructional strategies are required to ensure the student an equal opportunity to master the general education curriculum. See Hernando County School District's Plan for Services to English Language Learner (ELLs) for a full explanation of services and models.

   With appropriate instructional support, strategies, accommodations and adaptations, grades for

ELL students should be reflective of the students' academic progress. ELLs should not receive failing grades strictly due to limited English-language proficiency. With instructional support, ELL students should be experiencing some measurable success in grade level content. To determine ELLs English-language proficiency, teachers should reference the students WIDA placement and the WIDA Can-Do Indicators.

ESOL Instruction provided to English Language Learners in the elementary grades who are classified as non-English speakers may be grade by S, N, or U during their first year of receiving ESOL services as determined by the ELL Committee. The percentages for S, N, or U as 70-100 = S, 60-69 = N, 0-59 = U.

2. Students with an Active Section 504 Accommodation Plan (Section 504 of the Rehabilitation Act of 1973, 34 C.F.R. Part 104) - Any alteration to the delivery of instruction or student assignments for a student with an active Section 504 Accommodation Plan is the decision of the Section 504 Team, if it is addressed in the Section 504 Accommodation Plan. Parent(s)/guardian(s) of a student with an active Section 504 Accommodation Plan must be notified of any proposed changes to the Section 504 Accommodation Plan, and must be given the opportunity to provide input on decisions made by the 504 Team. Thus, the individual student's Section 504 Accommodation Plan documents the accommodations and/or modifications that are required to ensure that the student has an equal opportunity to access the general education curriculum.

3. Exceptional Student Education (ESE) - Pursuant to School Board Policy 2460, IEPs for students with disabilities, who are enrolled in an Exceptional Student Education (ESE) program, must specify the specifically designed instruction and related services that are necessary to meet each student's unique needs. See State Board of Education Rule 6A-1.09961 & 6A-6.03028, F.A.C and the ESE Standard Policy & Procedures (SP&P). All students **must** be given access to the general curriculum as defined in relation to their unique needs and abilities and as delineated on each student's IEP. For the majority of these students, the general education standards and benchmarks should be the basis of their curriculum. For some students, modified standards and/or Access Points in one or more content areas may be more appropriate (see State Board of Education Rule 6A-1.09414 for course descriptions).

   In all cases, the IEP Team, which includes the parents, makes special program placements and the educational decisions. The IEP Team develops a statement of measurable annual goals, including benchmarks or short-term objectives related to meeting the student's needs that result from the student's disability. The IEP should enable the student to be involved in and progress in the general curriculum, or for preschool children, as appropriate, to participate in appropriate activities, as well as meeting each of the student's other educational needs that result from the student's disability (State Board of Education Rule 6A-6.03028).

   In particular, the IEP Team should draft benchmarks or short-term objectives for students with disabilities who take alternate assessments aligned to Florida Standards connectors, or any other student with a disability, at the discretion of the IEP Team (State Board of Education Rule 6A-6.03028). The IEP may specify whether *accommodations/**modifications are necessary in the areas of curriculum, instruction, and assessment provided that the accommodations or modifications do not include modifications to the curriculum descriptions/frameworks or student performance standards. The IEP must be implemented as developed by the IEP Team. The IEP contains an explanation of the extent, if any, to which the student will participate with non-

disabled students in the general education class (SP&P 95-103).

A student with a disability may only be removed from the general education environment if the nature and/or severity of the disability is such that education in general education classes with the use of supplementary aids and services cannot be achieved satisfactorily. (SP& P 108-168).

The IEP for each student with a disability must include during the student's seventh (7^{th})- grade year or during the school year of the student's twelfth (12^{th}) birthday, whichever comes first, a statement of which course of study the student is pursuing (State Board of Education Rule 6A-6. 03028). The student should be invited to the meeting. Beginning by the student's fourteenth (14^{th}) birthday (or younger, if determined appropriate by the IEP team), or to be operational on the first day of high school the IEP must include a statement of needed transition services for the student including, if appropriate, a statement of the interagency responsibilities or any needed linkages. The School District must invite the student to that meeting, as well as any other agency representative necessary or helpful to assist in the student's post-secondary transition. Consent from a parent or the student that has reached the age of majority is required in order to invite an agency representative to attend (State Board of Education Rule 6A-6.03028).

Programs for students with disabilities are defined by the diploma options identified in each student's Individualized Education Plan (IEP).

**Accommodations are changes that can be made to the way students learn and how they are tested. They describe changes in format, response, setting, timing or scheduling that do not alter the curriculum or test in any significant way. Accommodations include changes made to the environment and /or teacher behavior, which supports a student's learning, such as teaching methods and materials, classroom assignments and tests, learning environment, strategies, time demands, and schedules.*

*** Modifications to the curriculum are generally used in coordination with an assessment that is compatible with the modified expectations. Grading systems that should be used for students using curriculum modifications should reflect the student's expected level of performance based on modified Access Points/Florida Standards and the functional level on which the student is working on. For students who participate in a modified curriculum, the IEP team should determine that it is most appropriate to use grading procedures that reflect the student's expected level of performance in relation to progress toward pre-established learning criteria, which would be the Access Points/Florida Standards . In this case, it is essential that all members of the IEP team, including the student and parent(s), have a clear understanding of how the student will be graded.*

4. Gifted Education (State Board of Education Rule 6A-6.030191) - Students identified as gifted under State Board of Education Rule 6A-6.030191 and the Hernando County School District Exceptional Student Education Policies and Procedures (SP&P) have an Education Plan (EP) that outlines goals, strengths and weaknesses, and that provides direction for the instructional program. The instructional program includes advanced-level content, acceleration and enrichment that address the student's special abilities and interests.

   Curriculum options include an effective and differentiated curriculum designed to enhance the abilities of the gifted students to ensure that each individual student progresses in the curriculum to the maximum extent possible. The curriculum includes, but is not limited to, opportunities for

problem solving, critical thinking, problem-based learning, and application of knowledge and skills. Curriculum for each student is driven by the student's EP focusing on the performance levels of the student and needs for developing further skills and abilities, recognizing opportunities to extend the present program through appropriate scaffolding for gifted students. The curriculum for the gifted student includes access to the general curriculum (Florida Standards) with emphasis on what the EP team determines will offer opportunities for growth for the gifted learner based on the student's strengths and present level of performance.

5. Home Education - A home education program is sequentially progressive instruction of a student directed by his/her parent(s) or guardian(s). The parent shall notify the Superintendent or designee of their intent to establish and maintain a home education program. The parent(s)/guardian(s) of each registered home education student shall maintain a portfolio of records and materials. The portfolio shall consist of the following:
    a. A log of educational activities that is made contemporaneously with the instruction and that designates by title any reading materials used.
    b. Samples of any writings, worksheets, workbooks, or creative materials used or developed by the student.

    Registered home education students may also take a partial or full schedule with Hernando eSchool, and may participate in interscholastic extracurricular student activities in accordance with the provisions of Florida Statute §. 1006.15. The district may permit the enrollment of a registered home education student in a specified course at his/her zoned school provided the school adheres to class size. The Supervisor of Choice must authorize the enrollment.

Note: The parent(s)/guardian(s) of a home education student is responsible for submitting an annual evaluation in accordance with *Florida Statute* § *1002.41*. The school district of Hernando County does not send reminder notices prior to the due date.

C. ACCELERATION MECHANISMS (Florida Statute § 1003.429)

At the beginning of each school year, students and parents/guardians are notified during orientation of the opportunities and benefits of mechanisms that result in acceleration through high school and/or college [Florida Statute §1003.02(1); Florida Statute § 1003.429; Florida Statute § 1008.25]:

- **Whole grade and during the year promotion,**
- **subject matter acceleration,**
- **virtual instruction,**
- **Advanced Placement (AP), International Baccalaureate (IB), Credit Acceleration (CAP), Dual Enrollment (DE), Advanced International Certificate of Education (AICE),**
- **College Level Examination Program (CLEP) - credit by Exam**
- **Early College Admission**
- **Career and Professional Education and Career Dual Enrollment**

In accordance with the **Academically Challenging Curriculum to Enhance Learning (ACCEL)** (Florida Statute § 1002.3105), students wishing to participate in any of the accelerated mechanism options will need to meet with their Certified School Counselor to review eligibility requirements. Participation in ACCEL options that result in whole-grade promotion, during the year promotion, subject-matter acceleration, and virtual instruction in higher grade level subjects will require a **District Performance Contract (SO-SS-181)**. The performance contracts will require compliance with minimum course grade, attendance, conduct, and any other requirements which may include participation in extracurricular activities, educational outings, field trips, interscholastic competitions, and other activities related to

the ACCEL option selected.

Monitoring Expectations

Failure to maintain the minimum course grade or GPA may result in a schedule change. In determining academic progress, all student work will be reviewed by the school's administrative team overseeing the subject area/grade level. Final determination is within the principal or designee authority and notification will be made to the student's parent/guardian. Course grades earned and posted to the report card will remain part of the student's academic record.

Note: A student's application for participating in the District's Controlled Choice Plan may be rescinded if he/she changes the course/program of study (i.e., CTE, IB, etc) that was the basis for admission to the requested school. Refer to the Control Choice Plan

1. Elementary School Level
   Factors to be considered for the acceleration of elementary students:
   a. A record of outstanding (90-100%) academic progress is evident on the student's cumulative record.
   b. The student has a minimum number of absences.
   c. Current school year indicate outstanding (90-100%) performance on assignments based on Florida Standards in language arts, science, ~~and~~ mathematics~~.~~, and social studies.
   d. Standardized and district approved screening and assessment scores reveal achievement above grade level.
   e. Samples of the student's work indicate superior performance ~~at or~~ above grade level.
   f. MTSS Team minutes indicate that other options of advancement have not met the student's needs (i.e. Quest, differentiated instruction, specific subject area advancement, virtual instruction options).
   g. Observations, social and behavioral assessment, and written reports produced by the classroom teacher, school counselor, school psychologist, school administrator(s) and other qualified special service personnel indicate that acceleration would greatly benefit the student academically, socially, and emotionally.
      * ~~One~~Two or more years above grade level for students in grades K-5.

2. Middle School Level
   Factors to be considered when enrolling in high school courses at the middle school level include:
   a. The impact on the student's GPA and subsequent graduating class ranking
   b. State University and College admission requirements
   c. The grades earned will remain a part of the student's middle and high school academic record
   d. Maturity levels among other students in the high school courses
   e. Course content and course performance expectations

Acceleration Options

1. Honors Courses – courses that provide students access to accelerated curriculum. Students who have demonstrated high achievement, interest, and/or potential in one or more academic areas may be ready to take advanced classes.
   Placement will be based on:
   a. The student's cumulative grade records indicating outstanding (90-100%) academic

progress in language arts, science and mathematics based on Florida Standards

b. Standardized and district approved screening and assessment scores revealing achievement above grade level
c. Samples of the student's work indicating superior performance at or above grade level
d. Teacher recommendation
e. The student having a minimum number of absences during the previous year

2. Advanced International Certificate of Education (AICE) - The AICE program is administered by the University of Cambridge Local Examinations Syndicate and is available to eligible secondary students. The State Board of Education and the Board of Governors shall specify in the statewide articulation agreement cutoff scores and AICE examinations that will be used to grant postsecondary credit at community colleges and universities. Students will be awarded a maximum of 30 semester credit hours. Students shall be exempt from payment of any fees for administration of the examination regardless of whether or not the student achieves a passing score on the examination [Florida Statute § 1007.27 (8)]. **(See the (FCCD) for additional information)**. Since the assessment dates are set by the University of Cambridge Local Examinations Syndicate, students who fail to report for the exam will receive a notice of obligation for the cost of the exam(s). For additional information contact the AICE coordinator at the school. Students who attend the AICE school through the School Choice process must enroll at their zoned high school if they are exited from the AICE program. Students who exit the AICE program must meet all state of Florida graduation requirements in order to earn a Standard Diploma.

3. Advanced Placement (AP) - the enrollment of an eligible secondary student in a course offered by the Advanced Placement Program administered by the College Board. The postsecondary institution **may** award college credit to students who score a minimum of 3 on a 5- point scale on the corresponding AP exam (F.S. 1007.27). Students shall be exempt from any fees for administration of the examination regardless of whether or not the student achieves a passing score on the examination [Florida Statute § 1007.27 (6)]. **Refer to the Florida Course Code Directory (FCCD) for additional information.** Since the assessment dates are set by the College Board, students who fail to report for the exam will receive a notice of obligation for the cost of the exam(s). In addition, the student may be restricted from further enrollment in Advanced Placement classes. Furthermore, students who enroll in semester long AP classes such as AP U.S. Government, AP Comparative Government, AP Microeconomics, or AP Macroeconomics must complete the entire course and sequence of classes as prescribed by school (ie- AP Microeconomics in the 1st semester and AP Macroeconomics in the 2nd semester). Students who request withdrawal from an AP class, either yearlong or semester, before the November exam order deadline, but must remain the class for the remainder of the 1st semester, will sign a waiver that releases the school from ordering an AP exam for that student. Students who are withdrawn from an AP class, either semester or year long, upon student request after the November AP exam order deadline, but before the March AP exam confirmation deadline, will incur a $40 per exam cancellation fee. Students who are withdrawn from an AP class upon student request after the March AP exam confirmation deadline or fails to sit for the exam(s), will incur a $98 fee per exam. Withdrawn students may opt to challenge the corresponding exam(s) for the course from which they were withdrawn by paying the AP examination fee by the March exam order deadline. These students should contact the AP coordinator of their zoned high school to make arrangements for exam order, payment, and test administration.

Note: Students who complete the course successfully but do not take the AP Exam will receive honors-level credit.

A Home Education student wishing to sit for an AP exam at his/her zoned school must pay for the cost of purchasing the exam in advance at the school. The exam will not be ordered unless payment is received by the school's deadline to order the exam. Please contact the zoned school for information on the cost and deadline.

4. Career and Professional Education (CAPE) - is an initiative to prepare students for post-secondary education and the workplace. High schools in the district offer a variety of Career and Technical Academies and programs that prepare students for employment in specific occupations, many of which are high skill, high wage occupations. These job-preparatory courses do not stand alone but are part of a 3-4 year planned program of study leading to occupational proficiency and program completion. Once a student begins a program of study, he/she may not divert from that program unless they receive administrative approval **(See Appendix B).** To learn more about the different programs speak with your Certified School counselor or visit the district's website to learn more about the Programs of Study for each of the academies and frameworks. In addition, students have the opportunity to earn one or more of the following:
    a. Industry -recognized credential or certificate, measured by an industry assessment
    b. Dual or concurrent credit, putting students on a fast track to an industry-recognized certification or licensure and postsecondary certificate or degree
    c. Course substitution credit for some mathematics and/or science courses
    d. Florida Bright Futures Vocational Gold Seal Vocational Scholar and Gold Seal CAPE Scholar Scholarship

    A list of the Gold Standards Industry Certification aligned to Associate in Applied Science (AAS)/Associate in Science (AS) degrees can be viewed on the district's website.

    The administration of the written exams must be in accordance with the test administration procedures specified by the certifying agency, district procedures, and State Rule 6A-6.0573 which states the following:
        i. The exams are third-party developed,
        ii. Scored by the certifying agency,
        iii. Given in a proctored testing environment (not by the individual providing the direct instruction),
        iv. Administered to each student no more than three times during the academic year,
        v. A minimum of twenty-one (21) calendar days between test administrations.
        vi. A student who successfully passes the industry exam is not eligible to retake the exam.

5. Career Dual Enrollment is a specific form of dual enrollment in which students enroll in postsecondary courses that lead to an industry certification as identified in s. 1008.44, F.S.2 Career dual enrollment is available (by clock-hours) to students in Hernando Schools, home education, and private high schools that are in compliance with s. 1002.42(2), F.S. and provide a secondary curriculum pursuant to s. 1003.4282, F.S.3

~~Dual Enrollment Programs: Automotive, Cybersecurity, HVAC, Welding~~

~~Traditional High School Career & Technical Education Programs~~	~~Wilton Simpson Technical College Dual Enrollment~~
~~Courses incorporated into regular high school schedule.~~	~~Eligible students will reduce their high school schedule to allow for evening credit hours to be earned at Wilton Simpson Technical College (target group: upper classmen)~~
~~No deadline~~	~~Application deadline – May 15~~
~~N/A~~	~~Minimum 2.0 GPA & on-track to graduate~~
~~Course access based on enrollment~~	~~Program access based on availability~~
~~Registration on designated dates~~	~~Registration with regular Wilton Simpson students~~
~~Program lengths available on FLDOE~~	~~Number of required clock-hours vary by program~~
~~Attend classes on middle and high school campuses~~	~~All classes on Wilton Simpson Technical College campus. (Transportation not provided)~~
~~N/A~~	~~Academic Contract / Application~~
~~N/A~~	~~Failing coursework impacts program eligibility~~
~~May earn limited college credit and / or industry certification increasing employment opportunities~~	~~Clock-hours obtained count towards both post-secondary and high school graduation requirements~~
~~Eligible to participate in social events, honors and graduation ceremonies within their high school~~	~~Eligible to participate in social events, honors and graduation ceremonies with their cohort~~

Refer to the Dual Enrollment Articulation Agreement, certified school counselors, College & Careers and / or district websites for additional information

Career Dual Enrollment courses may be available through traditional high school CTE programs or through partnerships with Pasco-Hernando State College and Wilton Simpson Technical College.

~~https://www.hernandoschools.org/schools/stc~~

6. Credit Acceleration (CAP) – allows a secondary student to earn high school credit if the student earns a specified score on the corresponding standardized EOC assessment (Algebra 1, Geometry, Biology, and US History), AP and College Level Examination Program (CLEP) exams whether the student is enrolled in the course or has not completed the course or failed the course in the year the student passed the EOC. A student who has failed the course, but earned credit as a result of scoring Level 3 or above on the EOC, will still need to participate in the Grade Forgiveness program to forgive the failed grade and repair his/her GPA. Students cannot use concordant scores from ACT/SAT/PERT to earn high school credit under this policy. The Certified School Counselor must document advisement of the risk and consequences related to meeting graduation requirements (F.S. 1003.4295). ***The student must notify the Certified School Counselor by the end of the first semester to participate in CAP and pay the AP or CLEP examination fee. NCAA does not recognize course credit by exam. Therefore, the student will need to enroll and complete the course to meet eligibility.***
   Note: Credit earned for Advanced International Certificate of Education, Advanced Placement, Dual Enrollment and International Baccalaureate courses via **CLEP, P/F and S/U courses are not included**

in the calculation of the student's GPA. These earned credits do not receive weighted value (quality points).

~~7.~~ Dual Enrollment (DE) – an acceleration program that allows high school students to simultaneously earn credit toward high school completion and an associate or baccalaureate degree or career certificate at a Florida public institution [Florida Statute § 1007.271 (1)]. Students in grades 6-12 who are eligible for dual enrollment shall be permitted to enroll in dual enrollment courses during school hours, and after school hours [Florida Statute §1007.271(2)]. The district uses the Florida Department of Education Dual Enrollment Course – High School Subject Area Equivalency List to award high school credit. Any course not listed will be awarded 0.5 high school elective credits. ~~**(Refer to the Dual Enrollment Articulation Agreement and handbook for additional information). For more information visit PHSC website**~~
~~*https://admissions.phsc.edu/start/high-school/dual-enroll/charter-public*~~

Note: Middle grades students who elect to participate in college/university summer programs with which the district does not have an articulation agreement will NOT receive high school credit.

8. Early Career / Early Admission to College [Florida Statute § 1007.271(5)] – a form of dual enrollment and a public educational choice option. High school students may enroll at PHSC full time upon submission of a completed Application for Admission. Credit earned applies toward high school graduation and college credit. Students who apply for early admission to college **must meet with their high school counselor to ensure that the course selections articulate into high school courses required for graduation.** The following table contains a list of differences between the traditional dual enrollment and the Early College Admission programs. [Florida Statute § 1007.27 (5); Florida Statute§ 1002.20 (6)(a)]

~~https://admissions.phsc.edu/start/high-school/early-college~~

Dual Enrollment (DE)	Early College Admission
Eligible secondary students with college ready scores in all subsections (provision for up to 12 credits for non-ready math scores)	Eligible 11th and 12th grade students with college ready scores in all subsections
~~Application deadline – last day prior to the start of the term (SAR-57)~~	~~Completed Early College Program student applications by May 16 deadline in each academic year~~
Course access based on availability	Guaranteed priority courses access
Registration on designated dates	~~Registration with regular PHSC students~~ Early registration
Credit load of 0-16 credits per term	Must be full time: Credit load of 12-16 credits per term
Attend classes on a high school and/or approved post-secondary	Full schedule through ~~PHSC~~ post-secondary institution
Withdrawal with restrictions on the dropped course	Withdrawal with restrictions—impacts program eligibility
Restrictions on the failed courses	Restrictions on the failed courses—impacts program eligibility

Eligible to participate in social events, honors and graduation ceremonies with their high school cohort	Eligible to participate in social events, honors and graduation ceremonies with their high school cohort

Students may select colleges or universities other than those that have inter-institutional agreements with the Hernando County School District. However, the parent(s)/guardian(s) and/or student will be responsible for payment of tuition/fees. All other statutory rights and privileges will be afforded these students as those under dual enrollment agreements [Florida Statute § 1007.27(5)].

Registered home education students may participate in early admission. Students should contact the postsecondary institution for specifics. Home education students incur no tuition costs, but are responsible for textbook costs [Florida Statute § 1007.271 (14)].

9. International Baccalaureate (IB) - The IB program is administered by the IB office and is available to eligible secondary students. The State Board of Education and the Board of Governors shall specify in the statewide articulation agreement cutoff scores and IB examinations that will be used to grant postsecondary credit at community colleges and universities. Students will be awarded a maximum of 30 semester credit hours. Students shall be exempt from payment of any fees for administration of the examination regardless of whether or not the student achieves a passing score on the examination [Florida Statute § 1007.27 (8)]. **(See the (FCCD) for additional information).** Since the assessment dates are set by the International Baccalaureate organization, students who fail to report for the exam will receive a notice of obligation for the cost of the exam(s). For additional information contact the IB coordinator at the school**.**

   Students who attend the IB/AICE schools through the School Choice process will enroll at their zoned high school the following semester if they are exited from the IB/AICE programs. Students who exit the IB/AICE programs must meet all state of Florida graduation requirements in order to earn a Standard Diploma or any other diploma options offered at the zoned schools.

10. Virtual Instruction Programs (VIP) - Provides instruction in an interactive environment created by using technology where the student and a highly-qualified teacher in the subject area are separated by space or time or both (Florida Statute § 1002.45). Students enrolled in an online course as part of the regular school day schedule are provided access to an appropriate and supervised classroom or lab at their zoned school or lab with computer and internet access so that they may complete the online course on campus during the specified scheduled class period. Students may also work from home after or before school hours just as they do when completing homework.

    The Hernando County School District provides K-12 virtual instruction through its Hernando *e*School Program as authorized by Florida Statute § 1002.45. Secondary students that meet the Hernando *e*School enrollment criteria to enroll in virtual courses may enroll with Hernando *e*School.

    Hernando *e*School will enroll students through age 19. The student's age on the date of the course enrollment may not be older than 19 (we cannot enroll students once they turn 20). For the purposes of this policy, "date of course enrollment" refers to the date on which a complete registration or course request for the course segment is made. Students must complete all coursework, including final exam, before their 21st birthday.

    A student who has been identified under Rule: 6A-6.03011 – Exceptional Student Education Eligibility for Students with Intellectual Disabilities through Rule: 6A-6.0361 – Contractual

agreements with Nonpublic Schools and Residential Facilities, has an Individual Education Plan (IEP) in place and has not earned a standard diploma will remain eligible for educational services through the end of the semester in which they become 22 years old.

Note: Since Hernando *e*School is a franchise of FLVS, when registering for an online course, students will be scheduled through Hernando *e*School as priority.

a. Virtual Course Participation Criteria and Guidelines

A student will not be denied access to virtual instruction unless it is not educationally sound based on the student's academic history and goals. The principals or designee are responsible for making proper placement and may deny a request when not appropriate.

To ensure a safe learning environment and adherence to room occupancy limits, when assigning students to a learning lab, a student's grade level classification will be the first criteria considered. Students in grade 8 or 12 who are course or credit deficient will be given priority placement. Next will be students having a plan of study that includes acceleration.

Continued participation in online courses with Hernando *e*School and FLVS can only be approved for students that meet the following criteria:

i. Consideration for an online course should include the student's success level in a text-rich environment.
ii. Student must comply with log-in requirements, completion of lessons, assignments and test on a regular basis or as outlined in the course syllabus.
iii. Students must have no more than two (2) previous attempts with online courses that were not completed successfully.
iv. Exceptional Education students with an Individual Education Plan (IEP) will need to have a staffing conducted at their zoned schools prior to enrollment in virtual courses to ensure IEP compliance. If a student has a 504 plan, the 504 plan must be in date compliance prior to enrolling in eSchool classes.

Note: School administrators may request an independent review due to extenuating circumstances.

b. Virtual Course Participation Expectations

i. A fifth or eighth grade student choosing to use virtual instruction as an acceleration mechanism during the school year or summer, must complete all virtual coursework with passing grades before the start of the school year in order to be placed in the next core sequential course. ACCEL contract must be used.
ii. Students enrolled in an online course as part of their regular school schedule will be dropped from the course if they are not making progress. **Progress is defined as having completed and passed at least 20% of the course work within 14 days and consistently submitting 3-5 assignments per week. (Students are expected to make approximately 6% progress per week per course.)** Staff assigned to supervise virtual learning labs are encouraged to monitor student progress and report concerns to the counselor and or administrator.
iii. Students enrolled in an online course in addition to their regular school schedule may need to consider class load in order not to jeopardize course grade. Upon completion of an online course, students may be enrolled in an additional course.
iv. Registered home education students that meet Hernando *e*School's course enrollment criteria may take a partial or full schedule with Hernando *e*School in accordance with Florida Statute § 1002.37 and 1002.41. The Home Education Office must provide verification of active status and compliance for all registered home education students who enroll in online courses as outlined in the District's Florida Virtual (FLVS)

agreement.

v. All students enrolled in a course with an End of Course (EOC) requirement must participate in the administration for a final grade to be issued. The law prohibits any individual from knowingly and willfully taking an online course or examination on behalf of another person for compensation. Any individual that violates this provision commits a misdemeanor of the second degree. Students will sit for the statewide assessment that closest aligns with the near completion (at or about 80% complete) of their course.

D. ACADEMIC SUPPORT

Each student's progression from one grade to another is determined, in part, by satisfactory performance in English Language Arts, Science, Social Studies, and Mathematics. All students in grades K-5 and students in intensive math and reading courses in grades 6-8 will be administered the iReady Diagnostic Assessment two to three times per year in Mathematics and ELA. This progress monitoring data will be used to determine the student's instructional level. A student who does not meet district performance standards, or who scores below achievement Level 3 on the English Language Arts (ELA) FAST and/or, the math FAST must receive remediation and have a progress monitoring plan. The plan may be either a federally required student plan such as IEP, a school wide system of progress monitoring for all students or an individualized progress monitoring plan. The specific diagnosed academic needs to be remediated must be identified and strategies must be put in place to meet the student's needs. Monitoring and re-evaluation activities must be employed and will be overseen by the MTSS Team. The team is comprised of the principal, school counselor, teacher and other school and district officials. (Florida Statute § 1008.25).

When an ESE student is determined to be performing below grade level in language arts, mathematics, and/or science, the IEP Team may be convened to review the IEP. The student's IEP must address all of the student's educational needs including the students below grade level performance. The IEP Team may consider a Progress Monitoring Plan to address the student's educational need in language arts, mathematics, and/or science.

At the elementary level, the academic support plan must emphasize reading proficiency in kindergarten through grade 3 and provide targeted instructional support for students with identified deficiencies in Language Arts, mathematics, science, and social studies. The results of evaluations used to monitor a student's progress in grades K-12 must be provided to the student's teacher in a timely manner and as otherwise required by law. In addition, evaluation results must be provided to the student's parent in a timely manner. When available, instructional personnel must be provided with information on student achievement of standards and benchmarks in order to improve instruction. In accordance with Florida Statute § 1008.25(3)(a)(b), remedial and supplemental (academic) instructional resources must be allocated to students in the following priority:

- students who are deficient in reading in kindergarten through 3rd grade;
- students who are deficient in math in kindergarten through 4th grade; and
- students who fail to meet performance levels required for promotion.

F.A.S.T. Star Early Literacy will be used to identify kindergarten students who do not meet readiness expectations. Specific strategies will be identified to address the developmental needs of each student with indicated weaknesses.

1. K-5 Reading Remediation - Any elementary student who exhibits a substantial deficiency in reading based upon locally determined or statewide assessments or through teacher observations, must be given intensive reading instruction, immediately following the identification of the reading deficiency. F.S. 1008.25(5)(a)

   Students who exhibit a substantial deficiency in reading must be provided with additional diagnostic assessments to determine the nature of the student's difficulty, the areas of academic need, and strategies for appropriate intervention and instruction. Schools must progress monitor students with a reading deficiency a minimum of three (3) times per year. This includes a baseline, midyear, and an end of the year assessment.

   Any elementary student who exhibits a substantial deficiency in reading or the characteristics of dyslexia based upon screening, diagnostic, progress monitoring, or assessment data; statewide assessments; or teacher observations, must be provided intensive, explicit, systematic, and multisensory reading interventions that are grounded in the Science of Reading, immediately following the identification of a reading deficiency or the characteristics of dyslexia to address his or her specific deficiency or dyslexia. A school may not wait for a student to receive a failing grade at the end of the period or wait until a plan is developed to identify the student as having a substantial reading deficiency and initiate intensive reading interventions. Immediate intensive intervention (iii) must be provided three (3) times per week for all students who have been identified with a reading deficiency. This intervention must be in addition to or as an extension of the ninety (90) minute reading block in a smaller group size setting or one-on-one. Pursuant to Florida Board of Education Rule 6A-6.054(1)(b), the student must continue to be provided with intensive reading instruction until the reading deficiency is remedied.

2. K-3 Reading Deficiency and Parental Notification - Pursuant to Florida Statutes §§ 1002.20(11) and 1008.25(5)(c)1, the parent(s) of any Grade K-3 student who exhibits a deficiency in reading, must be **immediately notified in writing,** shall be consulted in the development of a plan, as described in s. 1008.25(4)(b), and shall be informed that the student will be given intensive reading instruction until the deficiency is corrected. **Principals will make such notification immediately following the administration of diagnostic assessments and/or quarterly reports indicating below level performance.** In addition to informing the parents that their child has been identified as having a substantial deficiency in reading (per Florida Statute § 1008.25(5)(c)), the following information must be provided:

   a. a description, understandable to the parent(s), of the exact nature of the difficulty in learning and lack of achievement in reading [Florida Statute § 1002.20(11)];
   b. a description of the proposed supplemental instructional services and supports that will be provided to the student that are designed to remediate the identified area of reading deficiency (Florida Statute § 1008.25(5)(c)3);
   c. a description of the current services that are provided to the student (Florida Statute § 1008.25(5)(c)2);
   d. the District's specific criteria and policies for midyear promotion, which means promotion at any time during the year of retention once the student has demonstrated ability to read on grade level [Florida Statute § 1008.25(5)(c)8];

e. strategies for parent(s) to use in helping their child succeed in reading proficiency [Florida Statute §1008.25(5)(c)5];
f. the District's specific criteria and policies for a portfolio and the evidence required for a student to demonstrate mastery of Florida's academic standards for English Language Arts;
g. that if the child's reading deficiency if not remediated by the end of Grade 3, the child must be retained unless he or she is exempt from mandatory retention for good cause;
h. that the statewide, standardized English Language Arts assessment is not the sole determiner of promotion and that additional evaluation, portfolio reviews, and assessments are available to the child to assist parents and the school district in knowing when a child is reading at or above grade level and reading for promotion; and
i. the district's specific criteria and policies for a portfolio and evidence required for a student to demonstrate mastery of Florida's academic standards for English Language Arts. A parent of a 3rd Grade student who is identified anytime during the year as being at risk of retention may request that the school immediately begin collecting evidence for a portfolio.
[Florida Statute §1008.25(5)(c)7]

3. Intensive Instruction Services for Retained Grade 3 Students

Grade 3 students retained for reading must be provided with intensive instructional services and supports that include intensive interventions in the areas of reading deficiency. The specific areas of reading must be identified using a valid and reliable diagnostic assessment. This intensive intervention must include effective instructional strategies that are grounded in the Science of Reading, a minimum of 90 minutes of daily uninterrupted reading instruction, an additional 30 minutes of daily intensive immediate intervention, the opportunity to participate in the District's *3rd Grade Summer Reading Camp*, and appropriate teaching methodologies necessary to assist those students in becoming successful readers, able to read at or above grade level, and be ready for promotion to the next grade. [Florida Statute § 1008.25(7)(a)(b)1)]

Retained third grade students, including students participating in the school district's summer reading camp will be provided with a highly effective teacher as determined by the teacher's performance evaluation (F.S. 1012.34), and beginning July 1, 2021, the teacher must also be certified or endorsed in reading (F.S. 1008.25(7)(b)(3)).

Other strategies prescribed by the District may include but not be limited to the following:

- small group instruction;
- integration of science and social studies content within the 90-minute block;
- reduced teacher-student ratios;
- more frequent progress monitoring;
- tutoring or mentoring;
- extended school day, week, or year.

F.S.1008.25(7)(b)(4)(a-e) requires each school to establish, when applicable, an intensive reading acceleration course (IAC) for any student retained in third grade who was previously retained in kindergarten, grade 1, or grade 2. The intensive reading acceleration course must provide the following:

1. Uninterrupted reading instruction grounded in the science of reading for the majority of student contact time each day and opportunities to master the grade 4 state academic standards in other core subject areas through content-rich texts.

2. Explicit and systematic instruction with more detailed explanations, more extensive opportunities for guided practice and more opportunities for error correction and feedback.

3. Targeted small group instruction.

4. Reduced teacher-student ratios.

5. The use of explicit, systematic and multisensory reading interventions grounded in the science of reading, including intensive language, phonics and vocabulary instruction, and use of a speech-language therapist, if necessary, that have proven results in accelerating student reading achievement within the same school year.

6. A read-at-home plan.

Grade 3 students retained for reading must have a highly effective teacher as determined by the teacher's performance evaluation. [Florida Statute § 1012.34] **Beginning July 1st, 2021, the teacher must be reading certified or endorsed. [Florida Statute § 1008.25(7)(b)(3)]**

4. K-5 Writing Remediation - Students in Grades K-5 who exhibit a substantial deficiency in writing based upon locally determined or statewide assessments or through teacher observations, must receive remediation in one of the following ways:
   - small group instruction, based on identified student needs; and/or
   - one-on-one instruction, based on identified student needs

5. K-5 Mathematics Remediation - Any elementary student who exhibits a substantial deficiency in math based upon locally determined or statewide assessments or through teacher observations, must be given supplemental math instruction, immediately following the identification of the math deficiency. F.S. 1008.25(6)

   Students who exhibit a substantial deficiency in math must be provided with additional diagnostic assessments to determine the nature of the student's difficulty, the areas of academic need, and strategies for appropriate intervention and instruction. Schools must progress monitor students with a math deficiency a minimum of three (3) times per year. This includes a baseline, midyear, and an end of the year assessment.

   K-4 Substantial Math Deficiency and Parental Notification - Pursuant to Florida Statute 1008.25(6), the parent(s) of any Grade K-4 student who exhibits a deficiency in math, must be immediately notified in writing, shall be consulted in the development of a plan, as described in s. 1008.25(4)(b), and shall be informed that the student will be given math intervention until the deficiency is corrected. Principals will make such notification immediately following the

administration of diagnostic assessments and/or quarterly reports indicating below level performance. In addition to informing the parents that their child has been identified as having a substantial deficiency in math (per Florida Statute § 1008.25(6)), the following information must be provided:

a. a description, understandable to the parent(s), of the exact nature of the difficulty in learning and lack of achievement in math;
b. a description of the current services that are provided to the student
c. a description of the proposed intensive interventions and supports that will be provided to the child that are designed to remediate the identified area of mathematics deficiency
d. strategies, including multisensory strategies and programming, through a home-based plan the parent can use in helping his or her child succeed in mathematics.

After the initial notification, the school shall apprise the parent at least monthly of the student's progress in response to the intensive interventions and supports. Such communications must be in writing and must explain any additional interventions or supports that will be implemented to accelerate the student's progress if the interventions and supports already being implemented have not resulted in improvement.

6. Scheduling – Extra instructional time programs may be designed to provide remedial instruction for students. This may include Saturday classes, transitional, after school programs, summer programs or additional instructional time during the school day. As authorized by Florida Statute § 1008.22, the district provides academic support in English Language Arts and mathematics for those students identified as having deficiencies in content knowledge and skills based on teacher/principal recommendation, norm-referenced tests, Florida Standards Assessment (FSA)**/Florida Assessment of Student Thinking (F.A.S.T.)** for English Language Arts (ELA) and Mathematics, and school-selected ELA and mathematics tests. Student placement will be as follows:

Intensive Instruction Scheduling	
English Language Arts	All students scoring at Level 1-2
	All students scoring a Level 1 or 2 must be placed with a teacher who is reading certified or endorsed.
Mathematics	All students scoring at Level 1-2

7. Curriculum - The district provides schools with research-based curriculum for intensive instruction in print and digital form. All students in intensive classrooms will utilize the district-wide adopted intensive English Language Arts and Mathematics curriculum to provide direct and explicit instruction by trained teachers.

8. Progress Monitoring - Schools will engage in a systematic review of multiple data points to make data-driven instructional decisions that answer such questions as "what do we see?" or "now what do we do?" Such data points may include but are not limited to: mid-quarter and quarterly classroom grades, common formative and quarterly assessments, and pre-/post-assessment embedded into the intervention curriculum.

9. Progress Monitoring Plan - Academic support shall be provided through the implementation of an individual Progress Monitoring Plan (PMP) developed in consultation with parent(s)/guardian(s). The plan is intended to provide the school district and the school with flexibility in meeting the academic needs of the student. A student who is not meeting the school district or state's requirements for proficiency shall be covered by one of the following Individual Student Plans:
    a. A federally-required student plan such as Individualized Education Plan (IEP), Section 504, ELL Plan
    b. A school-wide system of progress monitoring for all students, or
    c. An individualized Progress Monitoring Plan

    See Appendix C for more detail.

    Each plan **must** outline a strategic or intensive academic support program in the area(s) of weakness designed to assist the student in meeting state and/or district expectations for proficiency. It is the responsibility of the teacher and the principal to ensure that the PMP is substantive, activities and resources are research-based, and that the outlined instructional and support services are provided. Listed below are the steps for developing and implementing the PMP in consultation with the student's parent (Florida Statute § 1008.25):

    Step 1 MTSS problem solving and academic support will occur as soon as possible after a student has been identified as needing academic support beyond the core instruction. Parents should be involved throughout the tiered levels of support to remain informed and provide input. If the student identification occurs during the fourth marking period, the MTSS problem solving process will begin and interventions will be put in place and continued the following school year.

    Step 2: Additional diagnostic assessments to determine the nature of the student's difficulty, areas of academic need, and strategies for appropriate intervention. Diagnostic assessments may include teacher assessment, placement tests and /or diagnostic software results.

    Step 3: Data from the additional assessments are to be used to formulate the student's PMP. The PMP should clearly identify:
    - the specifically diagnosed identified problem --either academic/behavior
    - the scientific, research-based intervention to be implemented
    - how, when, how often, by whom, and how long strategic or intensive instruction is to be provided, and
    - the monitoring and reevaluation activities to be implemented

    Step 4: At the conclusion of the school year, appropriate teacher(s) of the student on a PMP are to make recommendations regarding the student's educational program for the following year.

    Note: The PMP must be in place and implementation begun for students including those who are transferred into the school district within 45 calendar days of being identified as needing academic support.

10. ACADEMIC SUPPORT PROGRAMS

1. Extended School Year (ESY) Program
    a. English Language Learners (ELLs) - The purpose of Extended School Year (ESY) services for English Language Learners (ELL) is to provide beginning and some intermediate English speakers with the opportunity to develop their oral language. This is accomplished through content related instruction in a non-threatening environment that promotes the use of oral English. In order to be eligible for ESY, placement on the student's individual ELL

Plan must show that additional English oral language development is needed.

b. ESE-Eligible Students -- Extended School Year (ESY) services means specially designed instruction and related services that are provided to an ESE-eligible student beyond the normal school year of the School District, in accordance with the student's IEP. ESY services must meet state educational standards. ESY services are always at no cost to the parent.
At least annually, an IEP Team for each ESE-eligible student must consider whether ESY services are necessary for the provision of a Free Appropriate Public Education (FAPE) to the student. ESY services must be provided if a student's IEP team determines, on an individual basis, that the services are necessary for the provision of FAPE to the student.

The School District may not limit ESY to particular categories of disability or unilaterally limit the type, amount, or duration of those services [State Board of Education Rule 6A- 6.03028(3)(g) (11)].

2. Intensive Camp Program - Intensive Program or "Boot Camps" are designed to provide students who did not meet the satisfactory level on the ELA and/or Algebra 1 statewide assessments additional practice to improve proficiency and success on the next administration of the assessment. Students may participate in the district and/or school sponsored after school and/or summer intensive programs to work on necessary skills and problematic areas prior to re-taking the statewide assessment.

3. Summer School (seniors) - A student must successfully complete coursework to earn the required 18 or 24 high school credits, have a 2.0 GPA, and meet all state assessment requirements to earn a standard high school diploma. The purpose of the extended summer school for grade 12 is to provide the student with the opportunity to master the essential elements of incomplete/failed courses (maximum of two courses) and to ensure on-time graduation. The student may exit upon completing the required coursework.

11.ALTERNATIVE PROGRAMS

Alternative Education program refers to programs or services designed to meet the needs of students who may otherwise be unsuccessful in traditional environments and provide multiple paths to graduation. The School District provides academic support to students identified as not meeting district-established performance standards and the specified performance levels as measured by district indicators and state assessments. All students not meeting performance standards are eligible for these programs.

1. Adult High School – Adult High School classes are available for students who were close to finishing their high school diploma prior to leaving their secondary education. Students will have an opportunity to earn a high school diploma once all graduation requirements are completed. Call to schedule an appointment through the Adult High School Counselor. The cost is $30.00 per term for AHS.

2. Co-enrolled – Currently enrolled students who are behind in credits needed for graduation may participate. Registration occurs through high school guidance office and students will be accepted based off seats available and students' grade level for priority. (Seniors and Juniors will have priority)

3. Discovery Academy - Students in grades 4-12 who are significantly behind their cohort group may

be referred by the principal or principal's designee for placement. The Alternative Program Team will review the student's data and recommend placement. The data may include but is not limited to: academic history, attendance, and previous retentions. Utilizing a combination of direct instruction and computer based instruction, students would be given an opportunity to accelerate learning, enabling them to reach the level of their peers. Students completing the requirements will be allowed to enroll at the zoned high school.

4. Endeavor Academy - Students who have **committed expellable** offenses in grades 6-12 may be referred by their principal or the principal's designee for placement in an alternative education through the pre-expulsion hearing process.
5. PACE Center for Girls – A comprehensive education and therapeutic prevention and intervention services for troubled eligible adolescent girls in grades 6-12. Students are generally referred by their counselor by completing and submitting a referral form to the district office.

6. Pregnant and parenting students enrolled in HCSD who are working towards the completion of high school are eligible to participate in the Teenage Parenting Program (TAPP). The decision to attend the TAPP is voluntary; and the option to decline services is provided by the TAPP social worker. Coordination of health, social services, parent education, transportation, and childcare are ancillary service components of teenage parent program.

   TAPP students must successfully complete at least one (credit bearing) pregnancy and/or parenting courses earning a grade of "C" or better. TAPP students are offered non-credit bearing courses tailored to their individual pregnancy or parenting related needs. On-site childcare, licensed by the Department of Children & Families, is available for the children of TAPP students at the districts' designated sites.

   Pregnant and parenting students in HCSD will continue to benefit from existing school-based services provided to all students such as, crisis and academic support not related to pregnancy/parenting through the same system of delivery as their non-pregnant or parenting peers. High school students enrolled in the program will receive their high school diploma if all graduation requirements are met. Exit interviews with TAPP students who dropout or withdraw to attend other programs must include TAPP representation.

   TAPP participants and completers are expected to follow all school and district policies and procedures. To learn more about the program, contact the Student Services Dept – Teenage Parenting Program Social Worker.

12. HOMEWORK

Homework is an important tool used to ensure the student's readiness for each day's lesson in school. Research shows that homework is a proven benefit to the student's academic achievement when it enhances the classroom curriculum and encourages creativity and discovery. Homework assignments must have a real purpose, and students should receive **feedback** on assignments prior to assessment on the content. Teachers, students, and parents must work as a team for homework to be an effective part of instruction.

Homework assignments should be given within established homework guidelines in compliance with School Board policy 2330. Refer to the grading procedures section for homework weighting percentages. In addition:

- Students are accountable for homework assignments.
- Homework assignments must be based on Florida Standards and grade level benchmarks and must be directly related to the classroom instruction.
- Homework should be assigned to provide time for practice and reinforce lesson objectives.

13. MAKING UP WORK

A student shall be given the opportunity to make up work within two class meeting days per absence upon their return. Excused Absence work will receive full credit. Unexcused absence work **will receive full credit**, **up to 5 days per semester. Out-of-school suspension is considered an unexcused absence.** However, the make-up work must be made up within two days of the unexcused absence occurred. Also, the make-up rule does not apply when the work was assigned ***prior*** to the student's absence. **In such cases the test(s), project(s), etc. must be turned in immediately to the teacher when the student arrives on campus unless an extension of the time has been approved by the teacher or the principal due to extenuating circumstances.**

If the work is not made up within the time period granted, all zeroes will remain. If a student fails as a result of incomplete work, the report card shall reflect that the grade is based on incomplete work.

14. REPORTING STUDENT PROGRESS

Parent(s)/guardian(s) and students **shall** receive accurate and timely information regarding academic progress and the School District's promotion requirements.

1. All notifications to parent(s)/guardian(s) of English Language Learners **shall** be made in their home/native language whenever feasible.
2. Parent(s)/guardian(s) should contact the school to request a conference. Teachers may schedule a conference when needed to review student performance.
3. Parent(s)/guardian(s) of a student who is in danger of failing a course, not meeting the 2.0 cumulative grade point average or not meeting promotion/graduation requirements **must** be notified in writing. This notification shall include an explanation of the options to assist the student in meeting the grade point average (e.g., forgiveness rule, summer session, counseling, tutoring, grade recovery, and study skills courses).
4. A report card will be uploaded in Skyward to each student at the end of each nine-week marking period and serves as a written notification of the student's progress. The student's final report card for the school year will indicate end-of-the year status regarding performance or non-performance at grade-level, acceptable or unacceptable behavior, attendance, and promotion [Florida Statute § 1003.33 (2)].
5. Report cards will be available via Skyward at the end of each quarter. The report card for the fourth nine weeks grading period will be available for pick up at each school by request only. **Please note that student grades are available on Skyward.** This is not to prevent a teacher from notifying a parent/guardian more frequently if a problem is apparent.
6. The virtual school student's grades are maintained and updated in the parent and student learning management system. The parent has complete access to review and respond regarding student progress through continuous access to the student's academic performance in course work and time on work (attendance). Final course grade will be recorded in the student's academic history file.
7. High school certified counselors will initiate credit checks, at least annually, to inform students of

their needed credits for graduation. In addition, it shall be the responsibility of students to monitor their progress and to complete all requirements for graduation. Graduation requirements and a checklist of completed requirements are available on Skyward.

15. GRADING SYSTEM

Grades provide students with feedback on their own learning, clarifies for them what they understand, what they don't understand, and where they can improve. Grades also provide information that can inform future teaching decisions. Therefore, it is important that grades accurately reflect the quality of student work. The grading system and interpretation of letter grades must comply with the state approved grading scale. For letter grades, an average of .50 or higher **must** be rounded up (i.e., 79.50 becomes a "B", while 79.49 is a "C"). The grading system and interpretation of letter grades for all grade levels shall be as follows:

Letter Grade	**Percent Range**	**Point Value**	**Description** (Florida Statute § 1003.437)
A	90-100	4	Outstanding Progress
B	80-89	3	Above Average Progress
C	70-79	2	Average Progress
D	60-69	1	Lowest Acceptable Progress
F	0-59	0	Failure
S	N/A	N/A	Satisfactory
N	N/A	N/A	Needs Improvement
U	N/A	N/A	Unsatisfactory
P	N/A	N/A	Applies to transfer credits
T	N/A	N/A	Passed Exam (Applicable only to AP, EOC and CLEP)
SB	N/A	N/A	Used to award credits for passing score on approved world language test

A student must be enrolled at least 10 days during a grading period to receive a report card grade. The report card grade for a student transferring into the Hernando County School District during the last 10 days of the marking period will be calculated as follows:

a. Students with transcripts – the report card will reflect the transfer grade. The following scores will be entered for any student transferring with an S, N, U (S = 85, N = 65, U = 55)
b. Students without a transcript – the report will reflect the grades earned in the classroom. In the event the student does not demonstrate proficiency, he/she may participate in the district's course/credit recovery program.

To allow for developmental growth, grades for kindergarten should not be cumulative (averaged). The report card grade must be an indication of the student's current demonstrated performance on the Grade Level standards that have been taught. In addition, the terms satisfactory (S), needs improvement (N) or unsatisfactory (U) will be used to describe student performance in some areas. This grade scale will be used in indicated areas:

• All subject in kindergarten • Science in grades K-2	• Fine Arts in grades K-5 • Physical Education in grades K-5 • Social Studies in grades K-3

Fine Arts / Physical Education
Students are marked for effort and participation in art, music and physical education classes. As per Florida Statute §1003.455 the school shall provide 150 minutes of physical education each week for students in kindergarten through grade 5. The physical education requirement may be waived for a student who requires remediation.

1. Student Conduct [Florida Statute § 1003.33(1) (b)] - Student conduct codes are separate from the grade earned for the marking period. The conduct codes reflect the student's overall conduct in all class activities and cannot be cause for lowering an academic grade.

2. Attendance (Florida Statute § 1003.33) - Attendance and academic performance shall be reported separately on student report cards. Students cannot be exempted from state academic performance requirements based on policies or practices designed to encourage student attendance.

3. Course Weight (High School) [Florida Statute § 1007.272(18); Florida Statute §1007.271 (16)] - Courses that are **un-weighted** have a point value ranging from 0-4. Courses that are weighted have an added point value of .5-1.0. Un-weighted courses can be used to satisfy graduation requirements as well as admission requirements for the state university system.
   The **weighted grade** point average will be used to determine the student's ranking in class and the Valedictorian and Salutatorian. Parent(s)/guardian(s) should be aware that the weighted grade point average might not necessarily increase a student's chances for scholarships or admission to in-state or out-of-state colleges or universities.
   The following courses shall be assigned an additional .5 weight value:
   i. Honors courses
   ii. Advanced/Pre-AICE/Pre-IB/Pre-AP level 3 core academic courses including World Language courses that comply with the Bright Futures Scholarship and university admission guidelines
   iii. Level 3 CTE courses that lead to an industry certification (SB 850) and belong to a registered Career Academy with the Florida Department of Education.

   The following courses shall be assigned an additional 1.0 weighted value:

   Advanced International Certificate of Education (AICE): The Cambridge Advanced International Certificate of Education (AICE) courses offered will be assigned an additional 1.0 weight value.

   Advanced Placement (AP): The Advanced Placement courses offered will be assigned an additional 1.0 **weight** value. A student who does not participate in the administration of the AP exam will not receive the additional 1.0 weight. Current Florida Virtual School policy requires all FLVS and franchise (Hernando *e*School) AP students to take the AP exam in order to receive AP credit for the course. Students enrolled in AP courses must be prepared to take the exam, which requires students to complete all assignments prior to the exam. **Grades for completed FLVS/Hernando *e*School AP courses are not issued until the exam has been completed.** Students must take the Advanced Placement Exam to receive Advanced Placement credit. **Students who complete the course successfully but do not take the AP Exam will receive honors-level credit.** As AP courses are

college-level classes, it is the final step in completing AP curriculum. If a qualifying score is received on the exam, participating colleges may offer credit or waive requirement for equivalent courses. **College course waivers resulting from AP scores do not revert back for additional high school credit. Only the post-secondary institution can issue the waiver.**

Dual Enrollment (DE): The dual enrollment courses offered through PHSC or through any postsecondary institution with which the District has an articulation agreement, whether taken on the college campus or at the high school campus, will be assigned an additional 1.0 **weight** value (Florida Statute § 1007.271). Students not properly enrolled in a dual enrollment course shall not receive college credit or the additional 1.0 **weight** value. Students are strongly encouraged to speak with their Certified School Counselor about dual enrollment courses. Refer to the Dual Enrollment Articulation Agreement and handbook for additional information.

International Baccalaureate (IB): The International Baccalaureate courses offered will be assigned an additional 1.0 weight value.

CAPE / Career & Technical Education Academies: 1.0 Additional GPA weighting to those Students enrolled in Level 3 CTE courses, that lead to an industry certification (SB 850,) and belong to a registered Career Academy with the Florida Department of Education.

Note: Credit earned for Advanced International Certificate of Education, Advanced Placement, Dual Enrollment and International Baccalaureate courses via CLEP, P/F and S/U courses are not included in the calculation of the student's GPA. These earned credits do not receive weighted value (quality points).

4. Grading Procedures
   a. Grades are based on the quality of student performance relative to expected levels of achievement of the Next Generation Sunshine State/B.E.S.T. Standards, the course frameworks, the course syllabus approved by the principal or principal's designee, and will conform to adopted departmental grading weights.
   b. Quality of work will be assessed by multiple measures including, but not limited to, the following:
      i. teacher observations (oral presentations or reports, speeches, recitations, impromptu speaking, student participation, laboratory practices and demonstrations);
      ii. classroom assignments (paper and pencil assignments; reports, term or research papers, models, projects, exhibits, posters, and computer programs);
      iii. homework (School Board Policy 8420);
      iv. examinations (paper and pencil tests including: essay; multiple choice and completion; oral tests; and skill tests requiring demonstration); and
      v. alternate methods (Edgenuity or portfolios and performance assessments) and services
      [Florida Statute § 1003.33 (1) (a)]
   c. **A minimum of three (3) grades per weighted category for the marking period and a minimum of twelve (12) grades per marking period for all grades K-12.**
   d. **A sufficient number of grades in each weighted category will be issued at both middle of the quarter and end of term. Every effort should be made to ensure the grades represent proficiency/mastery of the standards taught in the marking period. The report card effort**

code will provide additional information regarding the student's academic effort from progress report to end of the marking period.

e. Grade(s) will be input weekly.
f. A recorded grade may **NOT** be changed after report cards are posted except by the following procedures:
    i. The change is initiated by the teacher and approved by the principal or principal's designee. The principal or assistant principal may initiate the grade change if teacher of record is inactive.
    ii. The required Grade Change must be submitted through Skyward and approved by the Principal.
e. Students enrolled in Exceptional Student Education (ESE) program(s) **must** have the opportunity to earn grades that are equivalent to the grades earned by general education students. No student may be denied the opportunity to earn above-average grades because of placement in an ESE program or due to the accommodations that have been deemed appropriate for use with his/her instructional setting(s). ESE students with disabilities **must** be graded on the basis of their performance.
f. Alternate assessments, including performance assessments, may be used to document progress for the ESE student with a disability. Criteria and evaluation procedures will be identified and discussed with the student and the parent(s)/guardian(s) upon entry to the program and/or at each annual review.
g. The grade of ***P*** (Pass) is used when validating/granting transfer credit for coursework when an official transcript or grades that equate to those used in Hernando County cannot be obtained. It is also used when P is specified on an official transcript. A grade of ***P*** is a transcript grade only, not a report card grade. It results in credit for coursework but does not affect the grade point average (GPA).
h. Transfer grades received as letter grades and for which numerical grades were not available, will be computed by using the middle scale (A=95%, B=85%, C=75%, D=65%, F=55%) of the grading system used in Hernando County Schools. The transfer student is also exempt from all assignments prior to their enrollment in the school/class. This process must be completed for every prior marking period so that there is an accurate end of year cumulative grade.

    For transfers out of state not awarding high school credit because their semester has not ended, after our second semester has begun:

    After the conclusion Semester 1 and before the conclusion of semester 1 at the previous school and that school is not awarding semester 1 credits, the following will occur:
    - Counselors will record the semester 1 withdrawal grades on the transcript analysis form.
    - Counselors will make a comment on this form that states *"the previous school did not award semester 1 credit due to withdrawal date".*

    then
    - **If the student is enrolled in semester 2 of the same class**:
    - **Data Entry will** manually enter the transfer grades into the active course's grade book.
    - The teacher will get a Skyward notification of the transfer grade.

i. All grades posted to the gradebook must have a numeric value.

5. Grading Weights and Categories – The following weighted categories are for the purposes of ensuring:
    a) Fair and consistent treatment of students across all classrooms,

b) Consistency in grading as students transfer between classrooms and schools,
c) Objectivity in grading,
d) Emphasis on activities that reflect what the student can or cannot do based on the Florida Standards, and
e) Reliability of the data when making correlations between course grades, benchmark and statewide assessments, and promotion/retention decisions.

In addition, the categories represent a collection of the different activities and skills that students may engage in a classroom and that teachers view critical to the student's success in the course. The sum total of these weights will represent the course average prior to the calculation of the nine weeks grade.

S = 70 – 100% N = 60 – 69% U = 0 – 59%

Elementary Grading			
English Language Arts	**Mathematics**	**Science**	**Social Studies**
Summative Assessments 40% (Cold read text set assessments, selection tests)	Summative Assesments 40% (teacher tests, projects, etc.)	Summative Assesments 40% (Performance Tasks, tests, FSSA reading tests, quizzes, essays, etc.)	Summative Assessments 40% (Chapter/unit test, writing task)
Extension Activities 30% (short/extended responses, paragraph writing, graphic organizers, text based essay writing)	Extension Activities 30% (quizzes, written responses, assignments etc.)	Extension Activities 30% (Reading content based activities, research, labs, notebooks/journals,written response, etc.)	Extension Activities 30% (Projects, writing in response to SS ELS texts, group activities)
Classwork 20% (Responses to reading, graphic organizers(reading), ~~McGraw Hill Wonders~~ curriculum-based assignments and activities)	Classwork 20% (journals, projects, group work, etc.)	Classwork 20% (home projects, science fair, study guides, data communication, group projects, etc.)	Classwork 30% (Newspaper activities, think and review questions, crossword/vocabulary)
Other 10% (Encoding(spelling/dictation), grammar, projects, homework)	Other 10% (homework, centers, etc.)	Other 10% (homework, centers, etc.)	
Middle School Grading			
English Language Arts	**Mathematics**	**Science**	**Social Studies**
Summative Assessments 40% (Unit ~~Reading~~ assessments, novel assessments, final draft essays, final projects, presentations)U	Summative Assessments 40% (unit/chapter test, unit projects)	Summative Assessments 40% (test, major projects, performance based test)	Summative Assessments 40% (chapter and unit assessments)

Extension Activities 30% (quizzes, solo activities, writing process pieces(planning, outline, draft, edit, revise), close reads, group activities, projects)	Extension Activities 30% (quizzes, small projects, notebook checks for understanding)	Extension Activities 30% (quizzes, checks for understanding, for progress monitoring, etc.)	Extension Activities 30% (projects, essays, presentations, skits, journals, DBQs, etc.)
Classwork 20% ~~(Amplify Curriculum, journals, novel activities)~~ Graphic organizers, response to reading/questions, notes, curriculum based assignments and activities	Classwork 20% (Do Now, bell work, journal, ticket outs, checks for understanding)	Classwork 20% (Minor projects, labs, notebook, Do Now, bell ringers)	Classwork 20% (quizzes, tickets-out the door, Do Now, bell work, notebook, etc.)
Other 10% (~~Do now/bell work, grammar skills~~) Exit tickets, grammar, success starters, frontloading)	Other 10% (homework, centers, etc.)	Other 10% (homework, centers, etc.)	Other 10% (homework, centers, etc.)

High School Grading

English Language Arts	**Mathematics**	**Science**	**Social Studies**	**Pre-AP**
Summative Assessments 40% (tests, final drafts, presentations, etc.)	Summative Assessments 40% (unit/chapter test, unit projects)	Summative Assessments 40% (tests, major projects, Performance based Tasks)	Summative Assessments 40% (chapter and unit assessments)	Summative Assessments 40% (Performance Tasks. Tests, essays, teacher created unit assessments, etc.)
Extension Activities 30% (Close reads, group work, draft writing, paragraph/short response, quizzes)	Extension Activities 30% (quizzes, small projects, notebook, checks for understanding, Quarter Exams for non-AGA courses, etc.)	Extension Activities 30% (quizzes, do now, bell ringers, Quarter Exams, etc.)	Extension Activities 30% (projects, essays, presentations, skits, journals, DBQs, Quarter Exams, etc.)	Extension Activities 30% (Learning checkpoints, quizzes, projects, etc.)
Classwork 20% (~~bell work, think questions, graphic organizers, notes~~) Graphic organizers, response to reading/questions, notes,	Classwork 20% (do now, bell work, journal, ticket outs,	Classwork 20% (minor projects, labs, notebooks,)	Classwork 20% (Quizzes, tickets-out the door, do now/bell work, notebook, etc.)	Classwork 20% (CW, minor projects, checks for understanding, etc.)

curriculum based assignments and activities)	checks for understanding)			
Other 10% (grammar, vocabulary, root words, tickets out the door)	Other 10% (homework, centers, etc.)	Other 10% (homework, centers, etc.)	Other 10% (homework, centers, etc.)	Other 10% (homework, centers, etc.)

Intensive/Remedial Coursework	
Intensive Reading (Iready)– Middle School	**Mathematics – Middle School**
Classwork 40% (Centers, whole group instruction)	Assessments 50% (on grade level assessments)
Assessment 25% (Tests, quizzes)	Classwork 50% (skill center and whole group activity tasks)
iReady Lessons 25% (Instructional path lesson grades or teacher assigned lessons)	
iReady Computer Center 10% (iReady lesson target)	
No homework or ~~Nine Week Exam~~ will be assigned for Middle Grades Intensive Courses	
Intensive Reading – High School	
Summative Assessments 40% (online activities, tests)	
Classwork 35% (close reads, group work, paragraph/short response, quizzes)	
Foundational 25% (bell work, graphic organizers, grammar, vocabulary, root words, logs)	
No homework will be assigned	

The grading weights and categories for courses not listed above will be decided by the school administration and teachers of those courses. Teachers of these courses must follow grading procedures listed on page 45 under Grading Procedures.

6. Calculating Report Card Grades

a. **Nine weeks** grades will be calculated for all four quarters at the school level based on the following criteria:

Course Average	Nine Weeks Grade
100% (100% of the average of all grading categories)	

Note: Courses exempt from a fourth (4th) quarter exam are the following: (a) Courses with a Florida Standards Assessment FSA/EOC/F.A.S.T. (b) Advanced Placement (c) Cambridge Advanced International Certificate of Education, (d) Career Technical with a designated industry certification (e) International Baccalaureate (f) Developmental Language Arts Through ESOL(DLA-R/English Language Development).

b. **Semester** grades will be calculated at the high school school level based on the following criteria:

Nine Weeks	+	Nine Weeks	Semester Grade
50%	+	50%	

Example: 1st Nine weeks grade: 82 x .50 = 41
2nd Nine weeks grade: 77 x .50 = 38.5

Nine Weeks	+	Nine Weeks	Semester Grade
41	+	38.5	(80)

c. **Final** course grade will be programmatically calculated at the district level based on the following criteria:

j. **Courses with a Statewide End of Courses (EOC) assessment and a mandated 30% calculation** (Algebra 1, Geometry, US History, and Biology)

Semester 1 Grade	+	EOC	=	Final Semester 1 End of Course Grade 0.50 Credit
70%	+	30%	=	

Semester 2 Grade	+	EOC	=	Final Semester 2 End of Course Grade 0.50 Credit
70%	+	30%	=	

Courses with a Statewide End of Courses (EOC) assessment and a mandated 30% calculation (Civics)

Course Final Grade	+	EOC	=	Final Course Grade
70%	+	30%	=	

Courses with a Statewide End of Courses (EOC) assessment and student has ESE waiver for 30% grade of EOC (Algebra 1, Geometry, US History, Biology, and Civics)

Semester 1 Grade	+	Semester 2 Grade	=	Final Course Grade
50%	+	50%	=	

- **The EOC score may be excluded for graduation and 30% final grade calculation purposes for ESE students, in accordance with state waiver provisions. However, if the EOC score improves the student's overall grade, it may be included at the school's discretion.**

Note:

[2] A student who does not participate in the statewide assessment for a course with a 30% calculation will receive an incomplete course grade. A grade adjustment will be made once the school receives the score.
[3] A student who commits an infraction that results in a test invalidation will receive an incomplete course grade and will be required to retake the assessment during the next administration of the assessment.
[4] A student who takes EOC courses through FLVS will not earn credit until the student has taken the EOC.

d. **Conversion Table** – The fourth nine weeks grade for a high school level Career and Technical Education courses with a CAPE industry certification exam will have the following grade calculation.

Industry Certification (IC)		
Pass = 100%	Fail = 69%	Refusal = 0%

~~**Example:** Course Average: 80 x .90 = 72~~
~~PERT or IC Exam grade: 79 x .10 = 7.9~~

~~Course Average~~	~~+~~	~~PERT or IC~~	~~=~~	~~Nine Weeks Grade~~
~~72~~	~~+~~	~~7.9~~	~~=~~	~~(80)~~

7. Examinations - Exams will be administered during the last week of the marking period unless justified and approved by the principal or principal's designee. Early final examinations may be administered to students under the following provisions:
   i. Early induction into the U.S. military services
   ii. Early entrance as a student into a summer session at an institution of higher learning
   iii. Transfer of the place of employment of parent(s)/guardian(s) necessitating the family's moving to another location
   iv. Medical conditions or other reasons approved by the principal
   v. Early exams **will not** be granted for students taking vacations prior to the end of the marking period.
   vi. Make up exams will be administered for excused and 5 or less unexcused absences. Notification timeline for an excused absence applies.

K. COURSE and CREDIT RECOVERY

All students will be provided continuous opportunities to achieve proficiency to meet course standards established by the State of Florida. Teachers are expected to use embedded support strategies to provide opportunities for students to demonstrate proficiency. Any grade change that impacts the student's academic transcript is to be completed by the teacher of record, the principal, or principal's designee and submitted through Skyward.

1. Grade Repair
   a. Elementary – When a student's academic performance on any grade level assessment falls below 60%, the classroom teacher may provide the needed re-teach and practice through appropriate instructional strategies and differentiated instruction. **The student may retest on that assessment, however, the assessment completed through grade repair can receive a maximum grade of 70%.**

   b. Middle and High School - Grade repair is a practice that may be offered to help a student earn a passing grade for failed assignments and/or assessments while enrolled in the course**. However, any assignments or assessments completed through grade repair can receive a maximum grade of 70%**. Any failing grade due to a Code of Conduct violation (i.e. cheating, plagiarism,

etc) or failure to submit assigned work may not be repaired. Teachers may elect to use Edgenuity/Imagine Learning as a Grade Repair option.

2. Course Recovery

   (Middle School) - Course recovery is a practice to help a middle grade student repair a failed quarterly or course grade on the report card, during the subsequent marking period, allowing for the student to get back on track for promotion.

   a. Florida Assessment of Student Thinking (FAST)/State Science Assessment/Civics EOC: Students who meet satisfactory performance (Level 3 or higher) can recover a failed course based on demonstration of grade level skills as indicated by the statewide standardized assessment score. The student will receive a 60% as the final course grade.
   b. Edgenuity/Imagine Learning Course Recovery: Students may be assigned specific quarter(s) of coursework to complete online.
      i. Students enrolled in course recovery must have previously attempted the corresponding course and earned a grade of "F". Students that have earned an "F" will be given priority placement in course/credit recovery courses.
      ii. The instruction may be prescriptive; therefore, the student may exit upon completing the required nine weeks, semester, or yearlong coursework.
      iii. Summative assessments are to be proctored at the school site by the Lab Facilitator (designated by the principal) who supervises and provides support in the credit recovery/online learning lab. The designated Lab Facilitator will be bound by the district test administration agreement.
      iv. Documented and appropriate district and state testing accommodations will be provided to eligible students.
      v. The new grade earned and any applicable state or district end of course assessment grade previously earned will be used to calculate the new final grade.
      vi. Grade changes must be completed through Skyward and approved by an administrator.

3. Credit Recovery (High School) - Credit recovery is a practice to help a high school student recover either the first half, second half, or both semesters of a credit bearing course for which averaging of the grades obtained in each half would not result in a passing grade (A-D). The student may recover the nine weeks, semester, or the entire yearlong course. The practice permits students to get back on track for graduation. Credit recovery can be completed during the school day or after hours (Co-enrollment Adult Education, Hernando *e*School, and/or credit recovery program) via technology enhanced curriculum or face to face instruction when available.

   a. Specific credit recovery course numbers must be used when available.
      Note: **(The National Collegiate Athletic Association (NCAA) consisting of Division I and II schools through which students receive athletic scholarships, do not recognize courses, credits, or grades that were earned based on less than the full completion of a semester course. Potential NCAA candidates cannot participate in credit recovery but must instead repeat the entire course.)**
   b. Credit recovery courses are elective credit bearing courses with specific content requirements defined by Next Generation Sunshine State/Florida Standards.
   c. Students enrolled in a credit recovery course must have previously attempted the corresponding course and earned a grade of D or F (Florida Statute § 1003.4282).

d. Credit recovery courses are not bound by Florida Statute § 1003.436 requiring 135 hours of bona fide instruction since the students have previously attempted completion of the corresponding course.
e. Summative assessments are to be proctored at the school site by the Lab Facilitator designated by the principal to supervise and provide support in the credit recovery/online learning lab. The designated Lab Facilitator will be bound by the district test administration agreement.
f. The new grade earned and any applicable state or district end of course assessment grade previously earned will be used to calculate the new final grade.
g. Documented and appropriate testing accommodations will be provided to eligible students.
h. Only quarter or semester grades are to be entered once a student completes all required coursework. Grade changes will be submitted through Skyward and approved by the Principal.

4. Grade Forgiveness [Florida Statute § 1003.4282 and Rule 6A-1.0955(3)] (High School Only) – Forgiveness policies for required courses shall be limited to replacing a grade of "D" or "F" with a grade of "C" or higher earned **subsequently** in the same or comparable course. Forgiveness policies for elective courses shall be limited to replacing a grade of "D" or "F" with a grade of "C" or higher earned subsequently in another course. The only exception to these forgiveness policies shall be made for a student in the middle grades who takes any high school course for high school credit and earns a grade of "C," "D," or "F". In such cases, the district forgiveness policy must allow the replacement of the grade with a grade of "C" or higher earned subsequently in the same or comparable course. In all cases of grade forgiveness, only the new grade shall be used in the calculation of the student's grade point average. Any course grade not replaced according to a district school board forgiveness policy shall be included in the calculation of the cumulative grade point average required for graduation.

   a. A required course may be forgiven by the same or a comparable course taken subsequently. A regular level course may be used to forgive the same course at the honors level. An honors level course may be used to forgive the same course at the AP/IB/AICE level. **A lower level of the same course is considered comparable because the benchmarks and/or course objectives are similar. However, the grade for any AP/IB/AICE/DE course recovered with an unweighted course will no longer be weighted.**
   b. A required course may be forgiven by a dual enrollment course of the same subject area and topic. This is considered a comparable course.
   c. A non-specific course requirement may be forgiven by another course within the same subject area. For example, physics may be forgiven by ecology.
   d. Any course that is not being used to fulfill a subject area requirement is considered an elective for forgiveness purposes. An elective course may be forgiven by another elective course taken subsequently. When using a different course to forgive an elective, the same semester in which the previous "D" or "F" was earned does not have to apply. For example: a second semester "F" in foreign language may be forgiven by a subsequent first semester "C" in Art; an "F" in law studies (a semester long course) taken first semester may be forgiven by a "C" in weight training (a semester long course) taken second semester ; an "F" second semester in intensive reading (a yearlong course) may be forgiven by a "C" in law studies (a semester long course) taken either semester.
   e. Students earning a grade of "D" on the repeat effort earn credit for that course; however, the initial failing grade is not forgiven. Students may again choose to repeat the same course, and upon earning a grade of "C" or higher, all earlier grades will be forgiven.
   f. If a student's final average with the EOC assessment included as 30 percent results in a course grade of "D" or "F", options for the student include retaking a semester of the course or retaking

the entire course.

g. If retaking the course and including the EOC assessment as 30 percent results in a final course average of "C" or above, then this grade replaces the "D" or "F". If it does not result in a "C" or above, then the original course average stands and is not replaced. Only one credit is allowed per course, so only one grade per course should be included as part of the student's GPA [F.S. 1003.4282(6)]. In all cases of grade forgiveness, only the new grade shall be used in the calculation of the student's GPA. Any course not replaced according to the District school board forgiveness policy shall be included in the calculation of the cumulative GPA required for graduation.

h. If a student completes a course for grade forgiveness that has a corresponding EOC that counts 30 percent of the final grade, the grade is to be recalculated to include the 30 percent equivalent earned on the first attempt of the EOC.

i. If a student has more than the three (3) electives for required graduation under the ACCEL option, elective credits can be forgiven following the District grade forgiveness policy.
In all cases where courses are forgiven under the provisions above, the initial "F" or "D" grade(s) will remain as part of the academic history. Students should be advised that many universities calculate GPAs based on **all** courses attempted.

III. PROGRESSION and GRADUATION REQUIREMENTS

A. PROMOTION and RETENTION (Elementary-Middle)

Each student's progression from one grade to another is determined, in part, upon satisfactory performance in English Language Arts, mathematics, science, and social studies. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion. A minimum final grade of "D" in all 12 required core courses in the middle school is required.

1. Mandatory Retention for Grade 3 Students - To be promoted to Grade 4, a student must score a Level 2 or higher on the ELA FAST Assessment as required under Florida Statute §1008.22 for Grade 3. If a student's reading deficiency is not remedied by the end of Grade 3, as demonstrated by scoring Level 2 or higher on the statewide, standardized assessment required under Florida Statute §1008.22 for Grade 3, the student must be retained, unless the student has met a good cause exemption as outlined by Florida Statute § 1008.25(5)b and Board of education Rule 6A-1.094221. **Any student not having a reported achievement level on the ELA FAST Assessment must be retained**. Students enrolled after the statewide assessment will be assessed using a district selected assessment.

2. Parent Notification Requirements for Retained Grade 3 Students - Written notification must be given to the parent(s) of any 3rd Grade student who is retained for reading stating that his/her child has not met satisfactory performance required for promotion, and the reasons why the child is not eligible for a Good Cause Exemption. The notification must comply with the Student Report Cards provisions of Florida Statutes §§1002.20(14) and 1003.33(2), as well as include a description of proposed interventions and supports that will be provided to the student to remediate the identified areas of reading deficiency. [Florida Statute § 1008.25(7)(b)2]

3. Good Cause Exemptions For Retained Grade 3 Students - Good Cause is defined as conditions that exist such that retention would be more adverse for the student than promotion. In accordance with Florida Statute § 1008.25(6)(b)(c) and State Board of Education Rule 6A-1.094221, the School Board may exempt a student from retention for Good Cause.

Good Cause Exemptions are limited to the following:

a. Limited English proficient students who have had less than two years of instruction in an English for Speakers of Other Languages (ESOL) program based on the initial date of entry into a school in the United States;
b. Students with disabilities whose Individual Education Plan (IEP) indicates that participation in the statewide assessment program is not appropriate, consistent with the requirement of State Board of Education Rule;
c. Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education, i-Ready AP3 or AP4 scale score of 535 or higher;
d. Students who demonstrate, through a student portfolio, that they are reading at least Level 2 on the Florida Standards Assessment (FSA), as evidenced by demonstrating mastery of applicable state standards in reading 19;Refer to *Academic Portfolio for Good Cause Exemption (#4)* section.
e. Students with disabilities who participate in the FSA and who have an IEP or a Section 504 Accommodation Plan that reflects that the student has received intensive remediation in reading and English Language Arts (ELA) for more than two full academic years, but still demonstrates a deficiency and was previously retained in Kindergarten, Grade 1, Grade 2, or Grade 3;
f. Students who have received intensive remediation in reading for two or more full academic years but still demonstrates a deficiency in reading and who were previously retained in ESE PreK (by parent), Kindergarten, Grade 1, Grade 2, or Grade 3, for a total of two years **(A student may not be retained more than once in Grade 3.)**

4. Academic Portfolio for Good Cause Exemption - In accordance with State Board of Education Rule 6A-1.094221(3)(a-e), the student portfolio must meet the following criteria:
    a. be selected by the student's teacher;
    b. be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom;
    c. include evidence that the benchmarks assessed by the Grade 3 statewide English Language Arts assessment have been met. Evidence is to include multiple choice items and passages that are approximately 50 percent literary text and 50 percent information text, and that are between 100-700 words with an average of 500 words. Such evidence could include chapter or unit tests from the District's/School's adopted core reading curriculum or teacher assessments that are aligned with the BEST Standards;
    d. be an organized collection of evidence of the student's mastery of the BEST Standards that are assessed by the Grade 3 FSA ELA22; and
    e. be signed by the teacher and the principal as an accurate assessment of the required reading skills. This assessment portfolio meets all of the criteria outlined in State Board of Education Rule 6A-1.094221(3)(a-e).
    f. This applies to students with disabilities who participate in the FAST Assessment, but still demonstrate a deficiency in reading after more than two years of intensive remediation, and were previously retained in in PreK, Kindergarten, Grade 1, Grade 2, or Grade 3.
    g. For each benchmark, there must be at least eight examples of mastery as demonstrated by a score of 70 percent or above. A parent of a student in Grade 3 who is identified anytime during the year as being at risk of retention may request that the school immediately begin collecting evidence for a portfolio. [Florida Statute § 1008.25(5)(c)7]

5. Documentation for Grade 3 Good Cause Exemption - The classroom teacher must provide the principal with documentation that indicates the student should be promoted based on one of the Good Cause Exemption criteria listed above. This documentation should consist only of the existing Individual Education Plan (IEP), 504 Accommodation Plan and/or Progress Monitoring Plan (PMP), the report card, or the student portfolio. Documentation for Exemptions 3 and 4 shall be consistent with Florida Statute § 1008.25(6)(c)23. The school principal shall review and discuss recommendations with the teacher and make the determination as to whether the student should be promoted or retained. In accordance with Florida Statute § 1008.25(6)(c)2, information gathered for Third Grade Good Cause.

6. During the School Year Promotion of Retained Grade 3 Students - In accordance with Florida Statute § 1008.25(7)(b)3 and State Board of Education Rule 6A-1.094222, a student retained in 3rd grade may be eligible for mid-year promotion prior to November 1 if he/she demonstrates:
    - successful and independent reading at or above grade level;
    - sufficient progress to master appropriate 4th grade reading skills; and
    - meeting any additional requirements, such as satisfactory achievement in other curriculum areas, per local school board policies.

    The criteria for students promoted on or before November 1 must provide a reasonable expectation that the student has met the requirements above as evidenced by:
    - Satisfactory performance as demonstrated by scoring a Level 2 or above on beginning of the year administration of the statewide assessment (Section 1008.25(8)(b)2, F. S.)
    - Satisfactory performance on locally selected standardized assessment(s) measuring state academic standards in English Language Arts (Section 1003.41,F.S.)
    - Satisfactory performance on a state approved alternative assessment (State Board of Education Rule 6A-1.094221, F.A.C.)
    - successful completion of portfolio elements (State Board of Education Rule 6A-1.094222, F.A.C.)

    Students promoted during the school year after November 1 must demonstrate proficiency levels in reading equivalent to the level necessary for the month in which the transition to grade four occurs.

    The Progress Monitoring Plan (PMP) for any retained Grade 3 student who has been promoted midyear to Grade 4 must continue to be implemented for the entire school year and if necessary, for additional years. [State Board of Education Rule 6A-1.094222(4)]

7. Criteria for Exemptions from Retention (Grades K-2 and 4-5) - A student who does not meet the requirements for promotion as defined in the Student Progression Plan may be exempted from retention for compelling verifiable evidence indicating the student is performing at or near grade level. This information may be utilized to enact a decision to promote such students. The PS/R+I Team must review the student's file and make a recommendation to the principal.

8. Course Requirements (Middle School) - Promotion from a school that includes middle grades 6, 7, and 8 requires students to successfully complete the following academic courses:

Cumulative Course Requirements for Middle Grades Promotion			
SUBJECT AREA	**Grade 6**	**Grade 7**	**Grade 8**
English Language Arts	1 Year	1 Year	1 Year
	These courses must emphasize literature, composition, and technical text.		
Mathematics	1 Year	1 Year	1 Year
	Successful completion of a high school level Algebra 1 or Geometry course is not contingent on a student passing the end-of-course (EOC) assessment. The student's performance on the EOC assessment constitutes 30 percent of the student's final course grade.		
Science	1 Year	1 Year	1 Year
	Successful completion of a high school level Biology 1 course is not contingent on a student passing the end-of-course (EOC) assessment. The student's performance on the EOC assessment constitutes 30 percent of the student's final course grade.		
Social Studies	1 Year	1 Year	1 Year
	One semester of these courses must include the study of state and federal government and civics education. The student's performance on the Civics EOC assessment constitutes 30 percent of the student's final course grade. (1003.4156 F.S. *A middle grades student who transfers into the state's public school system from out of country, out of state, a private school, or a home education program after the beginning of the second term of grade 8 is not required to meet the civics education requirement for promotion from the middle grades if the student's transcript documents passage of three courses in social studies or two year-long courses in social studies that include coverage of civics education).*		
Career & Education Planning	To be completed in 6th- 8th grade. The activities must assist students in determining educational and career options and goals and result in the completion of a personalized academic and career plan for the student. Each student shall complete a ~~personal education plan.~~ course in career and education planning (1003.4156 (e) F.S). This is a district requirement to ensure students graduate career and post–secondary school ready.		
One semester of physical education is required each year for students enrolled in grades 6-8 (1003.455 F.S.). The following waiver options are available: 1) The student is enrolled or required to enroll in an academic support course 2) The student's parent indicates in writing to the school that: a) the student be enrolled in another course from among those courses offered as options by the school district; -OR b) the student is participating in physical activities outside the school day which are equal to or in excess of the mandated requirement.			

9. Retention Chart – (Middle) To be promoted within middle school at the end of a given year, a student must pass a minimum number of core courses. Conditionally promoted students who do not complete an academic support program will be retained, based on principal decision, in the grade level to which they were conditionally promoted. It is the responsibility of the administrator and counselor to ensure proper scheduling in both grade level and recovery courses. The following will serve as a guide for making conditional promotion and retention decisions:

Grade 6-8			
#Failures	**Action**	**Schedule**	**Course Recovery** (in a concentrated one semester format)
0	Promoted	Regular schedule	N/A
1 - 2	Conditional Retention	Placed in the next grade level coursework and scheduled to repeat courses not passed as appropriate	1 course recovery period
3 or more	Retained	Retained in the grade level and scheduled to repeat courses not passed. Scheduled for the next level of the core academic course successfully completed	3 to 4 course recovery periods during the school year
Students in grade 8 who have not met the middle grades promotion requirements to high school described in Florida Statute § 1003.4156 will not be promoted to high school.			

Note: Upon successful completion of the recovery course, the student may return to a full grade level schedule.

Students with multiple retentions may be placed in an alternate program of instruction or an alternate instructional setting as required by Florida Statute §1008.25(2)(c). The program will incorporate multi-tiered support systems, intensive instruction in deficient areas to bridge the gaps, and acceleration in areas of strength.

10. Special Programs and Retention
    a. English Language Learners (ELLs) (State Board of Education Rule 6A-6.0902) - Students identified as English Language Learners (ELLs) **must** meet the District levels of performance as indicated on the Student Progression charts. ELLs must demonstrate literacy skills on grade level in either English or their native language.

       ELLs may not be retained if they are substantially-below-grade-level in reading in English, but can demonstrate grade level literacy skills in their native language. An ELL Committee **must** meet to determine whether an ELL should be retained. Adequate progress, as determined by the ELL Committee, should be used as cause for promotion. An ELL **may** be retained if the ELL Committee has determined that the student has not progressed satisfactorily.

    b. Students With An Active Section 504 Accommodation Plan (Section 504 of the Rehabilitation Act of 1973, 34 C. F. R. Part 104) - A student's Section 504 Accommodation Plan documents each of the accommodations required to ensure the student receives a free appropriate public education and has an equal opportunity to access the general education curriculum. If a Section 504 Team decides to make any alteration to the delivery of instruction or student assignments for a student with an active Section 504 Accommodation Plan, such alteration must be documented in the student's 504 Accommodation Plan. A parent or guardian of a student with an active Section Accommodation Plan must be notified of any proposed changes to the 504 Plan. In addition, a parent or guardian must be given the opportunity to provide input on decisions made by the 504 Team. A 504 plan must be updated and reviewed annually in the student information system(SIS).

       A student with an Active Section 504 Accommodation Plan **must** meet the School District's levels of performance. Parent(s)/guardian(s) **must** be notified if a student with a 504 Plan is being considered for retention. The Team **must** determine if the reason(s) for retention is/are caused by the disability of record on the active Section 504 Accommodation Plan. If the team determines that the below-grade-level performance is caused by the disability, the student's placement **must** be re-evaluated.

       The re-evaluation **must** include a review of the student's records, the student's intellectual and academic abilities and other pertinent information provided by the student's teachers. Comprehensive documentation regarding student placement **must** be provided each time re-evaluation occurs.

       If the team determines that the below-grade-level performance is not caused by the disability, the student is treated in the same manner as any general education student.

    c. Exceptional Student Education (ESE) Eligible Students

The Individuals with Disabilities Education Improvement Act of 2004 requires:

- *The IEP for each child with a disability to include:*
- A statement of measurable annual goals, including academic and functional goals designed to meet the child's needs that result from the disability to enable the child to be involved in and make progress in the general education curriculum.

A student who is enrolled in Exceptional Student Education (ESE) **must** meet the School District's performance standards, **unless** the IEP specifies that the student is unable to meet the grade-level performance standards, because:

- The student's demonstrated cognitive ability and/or behavior prevent the student from completing required class work and achieving mastery of Florida Standards or Access Points, even with appropriate and allowable class work modifications.
- The student is unable to apply or use academic skills at a minimal competency level in the home or community.

When an ESE-eligible student with a disability is determined to be performing below-grade-level in reading, writing, mathematics, and/or science, the IEP Team should be convened to review the IEP. The student's IEP **must** address **all** of the student's educational needs, including the student's below-grade-level performance. The IEP Team may recommend a Progress Monitoring Plan (PMP) to address the student's educational need in reading, writing, mathematics, and/or science.

Students with disabilities who are enrolled in an ESE program(s) may be considered to have met promotion requirements when he/she has achieved the goals that are specified on the student's IEP. The primary responsibility for determining each student's level of performance is that of the special program teacher and the general education teacher. The principal may (upon recommendation of the instructional staff and the IEP Team) determine that the promotion requirements have been satisfied. Other factors that may be considered are the students':

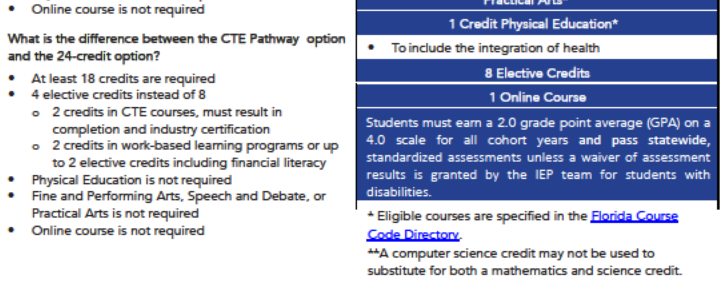
i. previous retention history
ii. current goals and objectives on the student's IEP
iii. social/emotional behavior
iv. attendance
v. placement and a possible change in the current placement
vi. grades
vii. current accommodations/modifications/services

B. PROGRESSION and GRADUATION REQUIREMENTS CHARTS (High School)

Florida Statute § 1003.4282 identifies state minimum graduation requirements for grades 9-12, adult students, and students with disabilities who are to be awarded a standard high school diploma by a public school. The state has specified a total number of credits that students shall earn in certain subject areas.

Students shall be required to satisfy the graduation requirements in effect at the time the student first enters the ninth grade regardless of the date the student graduates, unless the requirements change for the entire class, **or** unless requirements are changed for all students by Florida Statute, **or** unless the student is scheduled to graduate more than two years after the student's original class (Academic advisement flyer: https://www.fldoe.org/schools/k-12-public-schools/bosss/graduation-requirements/)

Schools must provide parents of ninth graders with information concerning high school graduation



- Online course is not required

What is the difference between the CTE Pathway option and the 24-credit option?

- At least 18 credits are required
- 4 elective credits instead of 8
  - 2 credits in CTE courses, must result in completion and industry certification
  - 2 credits in work-based learning programs or up to 2 elective credits including financial literacy
- Physical Education is not required
- Fine and Performing Arts, Speech and Debate, or Practical Arts is not required
- Online course is not required

82, so that the students and their parents
ı year high school student may elect to
§ 1003.4282).

Florida High School Graduation Requirements STUDENTS ENTERING GRADE NINE IN 2015-2016 School year & thereafter			
Subject Area	24-Credit Program	**ACCEL Program (18 credits minimum)**	**CTE Graduation Path (18 credits minimum)**
English/ Language Arts (ELA)	• 4 credits in ELA 1, 2, 3, 4 ELA honors, AP, AICE, IB, and dual enrollment courses may satisfy this requirement (must pass the Grade 10 ELA statewide assessment or earn a concordance score in order to graduate with a standard diploma)	Same requirement	Same requirement
Mathematics	• 4 credits, one of which must be Algebra 1 and one of which must be geometry (must pass the Algebra 1 EOC or earn a comparative score to earn a standard diploma and the EOC results count 30% of the final course grade; Geometry EOC results count 30% of the final course grade) • Industry certifications that lead to college credit may substitute for up to 2 mathematics credits (except for Algebra 1 and Geometry)	Same requirement	Same requirement
Science	3 credits, one of which must be Biology 1 (Biology EOC results count 30% of the final course grade), 2 of which must have a laboratory component • An Industry certification courses that lead to college credit substitute for up to 1 science credit (except for Biology 1) • An identified rigorous Computer Science course with a related industry certification substitutes for up to one science credit (except for Biology)	Same requirement	Same requirement
Social Studies	• 1 credit in World History • 1 credit in U.S. history (U.S. history EOC results count 30% of the final course grade), • .5 credit in U.S. Government • .5 credit in Economics	Same requirement	Same requirement
World Language**** (same language)	• 2 credit sequential (Not required for high school graduation, but required for admission into state universities)	Not required for high school graduation, but required for admission into state universities	
Fine and Performing Arts, Speech and Debate, or Prac. Arts	1 credit in Fine or Performing Arts, Speech and Debate, or specified Practical Arts (eligible courses specified in Course Code Directory)	Same requirement	Not required

Physical Education	1 credit in Physical Education to include the integration of health	Not required	
Electives	8 credits	3 credits	2 credits in career and technical education** 2 credits in a work based learning program***
Electives (2023-2024 Freshman Cohort)	7.5 credits	2.5 credits	2 credits in career and technical education** 2 credits in a work based learning program***
Financial Literacy (2023-2024 Freshman Cohort)	.5 credit	Same requirement	Same Requirement
Grade Point Average (GPA) Requirements[6]	Cumulative GPA of 2.0 on a 4.0 scale		

*At this time, industry certifications approved for meeting mathematics and science high school diploma requirements are NOT accepted as one of the 4 math or 3 natural science credits required for SUS admission and/or Bright Futures Scholarships.
** The courses must result in a program completion and an industry certification.
*** A student may substitute up to two credits of electives, including one-half credit in financial literacy, for work-based learning program courses to fulfill this requirement.
**** A student can earn a Spanish I credit and/or a Spanish II credit with a combination of beg./int./adv. Spanish courses in middle grades. A combination of 2 M/J Spanish courses will equal 1 Spanish HS credit and all 3 courses will equal a credit in both Spanish I and Spanish II HS courses.

Scholar Designation	Merit designation
In addition to meeting the standard high school diploma requirements: • 1 credit in Algebra 2 or an equally rigorous mathematics course • Pass Geometry EOC • 1 credit in statistics or an equally rigorous mathematics course • Pass the Biology 1 EOC • 1 credit in Chemistry or Physics • 1 credit in a course equally rigorous to Chemistry or Physics • Pass the U.S. History EOC • 2 credits in the same World Language • Earn at least one credit in AP, IB, AICE or a dual enrollment course. A student is exempt from the Biology I or U.S. History assessment if the student is enrolled in an AP, IB or AICE Biology I or U.S. History course and the student and the respective AP, IB or AICE assessment; and earns the minimum score to earn college credit.	In addition to meeting the standard high school diploma requirements: • Attain one or more industry certifications from the established list (Florida Statute § 1003.492). ftp://ftp.hcsb.k12.fl.us/docs///Currciulum/2013-2014/CTE/GoldStandardArticulationIndexHernando.pdf

Biliteracy Designation – Starting 2016-2017 level of competency in listening, speaking, reading and writing in one or more languages in addition to English

Rule 6A-1.09951, FAC, Requirements for the Florida Seal of Biliteracy Program

Silver Seal of Biliteracy	Gold Seal of Biliteracy
1. Has earned four (4) foreign language course credits in the same foreign language with a cumulative 3.0 grade point average or higher on a 4.0 scale; 2. Has earned a score or performance level on any of national or state level exams(school site will have chart)	**1. Has earned four (4) foreign language course credits in the same foreign language with a cumulative 3.0 grade point average or higher on a 4.0 scale and Level 4 or higher on the Grade 10 English Language Arts (ELA) Florida Standards Assessment (FSA); 2. Has earned a score or performance level on any of the national or state level exams(school site will have chart)**

Florida High School ACCESS DIPLOMA Graduation Requirements
STUDENTS ENTERING GRADE NINE IN 2017-2018 School year and Thereafter

Subject Area	24-Credit Program
English/ Language Arts (ELA)	Four (4) credits Access English Language Arts (ELA)
Mathematics	Four (4) credits in Mathematics • Access Algebra 1, or Access Algebra 1A and Access Algebra 1B, • Access Geometry • Access Liberal Arts • Access Math for Data and Financial Literacy • Access Algebra 2
Science	Three (3) credits, one of which must be Access Biology 1 • Access Earth/Space Science • Access Physical Science • Access Biology I • Access Chemistry • Access Integrated Science
Social Studies	Three (3) credits • 1 credit in Access World History • 1 credit in Access U.S. History • .5 credit in Access U.S. Government • .5 credit in Access Economics
Fine and Performing Arts, Speech and Debate, or Practical Arts	1 credit in Fine or Performing Arts, Speech and Debate, or specified Practical Arts (eligible courses specified in Course Code Directory) http://www.fldoe.org/policy/articulation/ccd
Physical Education	1 credit in Physical Education to include the integration of health
Industry Certification	Not required
Electives	8 credits (suggested courses in the area of career and technical education)
Grade Point Average (GPA) Requirements[6]	Cumulative GPA of 2.0 on a 4.0 scale
*At this time, industry certifications approved for meeting mathematics and science high school diploma requirements are NOT accepted as one of the 4 math or 3 natural science credits required for SUS admission or Bright Futures Scholarships.	

C. EARLY GRADUATION

A student may choose the option of early graduation (less than eight semesters) if the student earns credits **required for a standard diploma under the 18 or 24 credit option** as set forth in Florida Statute 1003.4281. A student that has met all of the graduation requirements as prescribed by the State of Florida and the Hernando County School District and wishes to graduate before the end of the academic year, the following are required:

a. Notification in writing of the student's intent to graduate early.
b. Approval of the principal.

Early graduation students will continue to participate in school and social events and other specifically named events as if the student were still enrolled in high school including class ranking, honors, and award determinations as part of the student's cohort. The student will be allowed to participate in the graduation ceremony. If the student chooses to participate in the graduation ceremonies, he/she must attend all required practices and meet all other requirements as if he/she was still in attendance at the high school. A student who graduates from high school midyear (September 1-January 31) may receive an initial Bright Futures Scholarship award during the spring term following graduation if

the student applies for the scholarship award no later than August 31 of the graduation year. (Office of Student Financial Aid – OSFA)

D. GRADE POINT AVERAGE (GPA)

GPA is defined as the numerical average represented by the point value of the letter grades earned divided by the number of courses. The point value is based on a standard scale of 4.0 with **no** weighting factor for different levels of difficulty. The scale is based on 4.0 (***A***), 3.0 (***B***), 2.0 (***C***), 1.0 (***D***) and 0 for any other grade (Florida Statute § 1003.437). Refer to the section on Grading for more information on course weights.

Students **must** earn a minimum grade point average (GPA) of 2.0 **unweighted** on a 4.0 scale for all credits attempted except, to meet graduation requirements (Florida Statute § 1003.4282).

E. CREDIT

1. Awarding Credits - Credits are awarded in one-half (½) credit increments per semester upon successful completion of course requirements. [Florida Statute § 1003.436 (2)].

   High School students may earn one-half (.5) credit for semester long courses. A student enrolled in a full-year course will receive one full credit (1.0) upon earning a passing course grade including any EOC requirements. Virtual School, Credit Recovery and Correspondence School grades may be averaged with regular high school grades for the same course number for purposes of awarding credit as defined above.

   Note: Any high school course for which a grade is awarded at the middle school (i.e.: Algebra I or Foreign Language) cannot be dropped from the transcript and will be used to calculate the GPA. The student may recover the grade under the Forgiveness policy (Florida Statute § 1003.4282).

2. Transfer Credits [Uniform Transfer of Middle and High School Credits Act FS § 1003.4282 (7)] - Student transferring to a Florida public high school in 2012-13 and thereafter from out of country, out of state, a private school, or a home education program or DJJ and the student's transcript shows an Algebra 1 course in progress, the student must pass the statewide, standardized Algebra 1 EOC assessment in order to earn a standard high school diploma unless the student:
   a. *These students must earn a comparative passing score on the Mathematics section of either the SAT or the ACT or PSAT* or
   b. passed a statewide assessment in Algebra 1 administered by the transferring entity, or
   c. passed the statewide mathematics assessment the transferring entity uses to satisfy the requirements of the Elementary and Secondary Education Act, 20 U.S.C. s. 6301.

   If a student's transcript shows a credit in high school reading or English Language Arts II or III, in order to earn a standard high school diploma the student must:
   a. Take and pass the grade 10 ELA assessment or
   b. Earn a concordant score on the ACT or SAT

   If a transfer student's transcript shows a **final course grade and course credit** in Algebra I, Geometry, Biology I, or United States History, the transferring course final grade and credit shall be honored without the student taking the requisite statewide, standardized EOC assessment and without the

assessment results constituting 30 percent of the student's final course grade [Florida Statute § 1003.4282 (8)**].**

3. Procedures for Validating Credits (State Rule 6A-1.09941 and Rule 6A-1.09942) –
   a. Credits and grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation. If the student does not possess an official transcript or is a home education student, previous credits shall be validated through performance during the first grading period.
   b. By Performance: A student transferring into a school shall be placed at the appropriate sequential course level and should have passing grades (middle grades) or a minimum grade point average of 2.0 (high school) at the end of the first grading period. Students who do not meet this requirement shall have credits validated using the Alternative Validation Procedure.
   c. Alternative Validation: If validation based on performance as described above is not satisfactory, then any one of the following alternatives shall be used for validation purposes as determined by the teacher, principal, and parent:
      i. Portfolio evaluation by the superintendent or superintendent's designee (middle and high;
      ii. Demonstrated performance in courses taken at other public or private accredited schools (middle) ;
      iii. Satisfactory performance in courses taken through dual enrollment or at other public or private accredited schools(High);
      iv. Satisfactory performance on nationally-normed standardized subject area assessments (middle and high);
      v. Satisfactory performance on a statewide standardized assessment (middle and high);
      vi. Written recommendation by a Florida certified teacher selected by the parent and approved by the principal (high) or
      vii. Written review of the criteria utilized for a given subject provided by the former school (middle and high).

Students must be provided at least ninety (90) days from date of transfer to prepare for assessments.

Note: Transfer grades which are received as numerical grades will be computed by using the grading scale provided by the sending school when possible. Certified School Counselors should access FASTER to obtain numerical grades. **Transfer grades received as letter grades and for which numerical grades were not available, will be computed by using the middle score (A=95%, B=85%, C=75%, D=65%, F=55%) of the number grade in use in Hernando County School District.**

F. OPTIONAL REQUIREMENTS

1. Service Learning and Volunteer Service (Florida Statute §1009.536) - High school students may receive one-half credit (for each 75 hours served) in a voluntary public service elective course (0500370) or in a voluntary school/community service course (2104330). For both programs, students are required to complete a Community Service Plan that describes the social problem being served, the plan for personal involvement and a final evaluation of the service experience. A maximum of one credit may be earned for community service. For more information on community service and high school credit, awards, and hours that may be counted, please contact the school counselor

Service hours are not a requirement for graduation. However, it is a requirement for Bright Futures scholarship and must be completed after grade 8th promotion. Non-credit volunteer hours:

a. Must have pre-approval from the Certified School Counselor and principal
b. Can only be earned at a not for profit institution (501(c)(3) as well as educational institutions provided the volunteer hours are performed after school hours
c. Must be submitted no later than the end of each month
   If you have questions concerning the type of organization contact your Certified School Counselor immediately.

2. World Language (Florida Statute § 1003.429)
   World language credit is not a requirement for graduation. However, Section 1007.261(1)(a), Florida Statutes, requires two credits of sequential foreign language instruction at the secondary level as a prerequisite for admission to all Florida state colleges and universities. **A student whose native language is not English is exempt of this requirement, provided that the student demonstrates proficiency in his/her native language.** Two credits of American Sign Language can satisfy the foreign language requirement. Students can fulfill this requirement as follows:

   a. Enroll in and complete two (2) consecutive courses of instruction at the high school level. The second consecutive year enrollment in the language may be waived only if there is a scheduling conflict and must have administration approval. The second year must be completed as soon as scheduling permits. **OR**

   b. Demonstrate competency to the second high school level or higher (i.e. Spanish 2, Creole 3, etc.) without taking the first course, **OR**
      Note: Placement of native speakers into language courses must be at an appropriate and challenging level (i.e. Spanish 2, Dual Enrollment, and Advanced Placement). School counselors should consult with the world language teacher and ESOL support staff for proper placement.

   c. Earn one high school credit at the middle school level and a subsequent credit at the high school level. Students pursuing the 18-credit graduation option who wish to satisfy the world language requirement for Language I and II through the credit by exam program process must arrange with the school counselor and the appropriate world language teacher for proper placement. [Refer to the FCCD]

      Note: Students may actually meet the state university admission requirement for world (foreign) language or American Sign Language without obtaining two credits. If a student is able to demonstrate competency to the second high school level or higher (Spanish 2, Creole 2, etc.) without taking the first course, the student will be considered as meeting the requirement. Students able to show competency at the second level or higher without taking 2 credits in the same language will still be required to submit 18 credits as approved for state university admissions. Refer to the Bright Futures Course Table for the list of state university approved list.

G. COURSE SUBSTITUTIONS (High School)

1. Career and Technical Education (Florida Statute § 1003.4282) - A student who earns one industry certification for which there is a statewide college credit articulation agreement approved by the

State Board of Education may substitute the certification for one mathematics credit. Students who earn two certifications may substitute for up to two mathematics credits, except for Algebra I and Geometry. A student who earns an industry certification for which there is a statewide college credit articulation agreement approved by the State Board of Education may substitute the certification for one science credit, except for Biology I. Course code waiver numbers for mathematics and science have been added to the CCD for student transcript purposes.

Some CTE courses identified in the FCCD and courses in which the student earns a nationally recognized industry certification have dual credit value and may be used to satisfy the following standard high school diploma requirements:

a. One credit requirement in fine or performing arts, speech and debate, or practical arts

Note: [1]At this time, industry certifications approved for meeting mathematics and science high school diploma requirements are NOT accepted as one of the four (4) math or three (3) natural science credits required for SUS admission.
[2]As of 2015-2016, if a student seeks to attain CAPE Digital Tool Certificate or CAPE industry certification, this information must be included in the student's Individual Educational Plan (IEP).

2. Physical Education - One (1) credit in physical education to include the integration of health. Schools meet the physical education graduation requirements through:
   a. Health Opportunities through Physical Education (HOPE) [Florida Statute § 1003.428 (2)(a)(6)] **OR**
   b. Students may meet the requirement through .5 credit Personal Fitness and .5 credit of a Physical Education activity elective

   The **HOPE** option may be waived by the following:
   a. Participation in an interscholastic sport at the junior varsity or varsity level for two full seasons shall satisfy the one-credit requirement in physical education. **OR**
   b. Completion of one semester with a grade of "C" or better in a marching band class, in a physical activity class that requires participation in marching band activities as an extracurricular activity, or in a dance class shall satisfy one-half credit in physical education or one-half credit in performing arts. **This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an individual education plan (IEP) or 504 plan. Student will need to complete .5 credit in Personal Fitness.**
   c. Completion of 2 years in a Reserve Officer Training Corps (R.O.T.C.) class, a significant component of which is drills, shall satisfy the one-credit requirement in physical education and the one-credit requirement in performing arts. **This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an IEP or 504 plan. Student will need to complete .5 credit in Personal Fitness.**

   The school may not require that the one-credit physical education requirement be taken during the Grade 9 year [Florida Statute § 1003.428 (2)(a)(6)]. Refer to Florida Department of Education Technical Assistance Paper June 15, 2007. K-12: 2007-103.

3. Fine and Performing Arts:
   The fine or performing arts includes speech and debate or a practical arts course that incorporates artistic content and techniques of creativity, interpretation, and imagination. Eligible practical arts courses are identified with a "PA" designation in the Course Code Directory. [Florida Statute §

1003.428 (2)(a) (5)]. This requirement may also be fulfilled by completing the following:

a. Two years of JROTC, a significant portion of which is drills. One credit of JROTC satisfies the performing arts requirement and one credit of JROTC satisfies the HOPE requirement. See the Physical Education section above [Florida Statute § 1003.4282 (3)(f)].

H. COURSE ACCOMMODATIONS/MODIFICATIONS

Accommodations are changes that can be made to the way students learn and how they are tested. They describe changes in format, response, setting, timing or scheduling that do not alter the curriculum or test in any significant way. Accommodations include changes made to the environment and /or teacher behavior, which supports a student's learning, such as teaching methods and materials, classroom assignments and tests, learning environment, strategies, time demands, and schedules.

1. English Language Learners (ELLs)
   English Language Learners (ELLs) will be enrolled in English through ESOL I, II, III and IV or English 1, II, III and IV to guarantee the necessary credits needed for graduation. Any exceptions **must** be documented through an ELL Committee meeting.

2. Students With an Active Section 504 Accommodation Plan (Section 504 of the Rehabilitation Act of 1973, 34 C. F. R. Part 104)
   The Section 504 Team must meet annually to determine if a student's mental or physical impairment substantially limits one or more of an individual student's major life activities, such as learning, walking, seeing, hearing, speaking, and/or breathing. The team will consider a variety of sources such as: medical information, behavioral observations, checklists, classroom tests, teacher recommendations/reports, current grades, academic history, standardized-test reports or other reports. Any deviation and/or exemptions to the general-education content requirements would be the decision of the Section 504 team (with parent(s)/guardian(s) notification) and would be addressed on the Section 504 Accommodation Plan. Thus, the individual student's Active Section 504 Accommodation Plan would document the accommodations to the general-education content requirements needed for that student to ensure an equal opportunity to master the general-education content requirements.

3. Exceptional Student Education (ESE) Eligible Students - If accommodations have been provided for ESE students and the IEP committee determines that modifications would be necessary for the student's needs, a decision may be made to provide modifications to the curriculum.

   Modifications to the curriculum are only used for students that are determined eligible for receiving instruction on Florida Access Points and that are looking to obtain a standard diploma using the course codes aligned with these standards. Modifications should be used to support the curriculum expectations and grading systems for students to reflect the student's expected level of performance. For students that participate in modified curriculum, the IEP team should frequently visit and determine that the standards based grading measures are being used in accordance with the progress towards the criteria set forward through the use of the Access Points. On the standardized assessment, the students on Access Points will participate on the aligned assessment to gain insight as to whether course progression towards the standards are being mastered. In this case, it is essential that all of the members of the IEP team, including the student and parent(s), have a clear understanding of how the student will be graded through the use of the Access Points along with progression towards IEP goals.

The School Board approves modifications to vocational courses to ensure students with disabilities the opportunity to meet graduation requirements for regular diploma. When modifying vocational courses, the particular outcomes and student performance standards that a student must earn credit must be specified on the student's IEP.

IV. DISTRICT/STATE ASSESSMENT REQUIREMENTS

The primary purpose of the student assessment program is to provide academic achievement and learning gains data to students, parents, teachers, school administrators, and school district staff. This data is to be used by districts to improve instruction and guide learning objectives (Florida Statute § 1008.22). Each student must participate in statewide standardized assessments at designated grade levels and for designated courses, as required by Section 1008.4282. The Florida Assessment of Student Thinking (F.A.S.T.) replaces the Florida Standards Assessment (FSA) for reading, writing and mathematics, measures Florida Standards in English Language Arts and Mathematics. Student achievement of the NGSSS benchmarks for science and social studies is measured by the FCAT 2.0.

A. ASSESSMENT CHARTS

The following charts represent district and statewide assessments administered to students in grades 3-12 designed to identify the educational strengths and needs of students and the readiness of students to be promoted to the next grade level or to graduate from high school.

Districtwide Assessments	
Assessment Type/ Purpose	**Assessment Name/Target**
Diagnostic: To determine the nature of the student's difficulty and areas of academic need	iReady K-8 ELA and Mathematics (grades 6-8, intensive students only) English Language Arts Progress Monitoring (11-12) Mathematics (AGA) ~~DAP Progress monitoring~~ STAR Assessments
Common Exams: To measure student progress toward academic goals for the marking period in the course	Mathematics grades 11-12 Quarter Checkpoints Science Quarter Checkpoints Social Studies Quarter Checkpoints
College Readiness: To measure college readiness skills and eligible students wishing to participate in Dual Enrollment	Post-Secondary Education Readiness Test (PERT) PSAT 10th Grade Students intending to participate in Dual Enrollment

State Assessment (Level 3 = ~~Satisfactory Performance~~On Grade Level)	**Grades Assessed**									
	3	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
Florida Assessment in Student Thinking in ELA - Reading Florida ~~Standards~~ Alternate Assessment in ELA	X	X	X	X	X	X	X	X*		
B.E.S.T. ~~in ELA -~~ Writing		X	X	X	X	X	X	X		
Florida Assessment in Student Thinking in Mathematics Florida ~~Standards~~ Alternate Assessment in Mathematics	X	X	X	X	X	X				
Science NGSSS Assessment			X			X				
Civics NGSSS EOC Assessment (30% of course grade)					X					
Florida Civic Literacy Exam										X
Algebra 1 B.E.S.T./F~~S~~AA EOC Assessment *										
Geometry B.E.S.T./F~~S~~AA EOC Assessment										

Biology 1 NGSSS EOC Assessment	Administered to students who complete the respective coursework. The score is averaged as 30% of their course grade
U.S. History NGSSS EOC Assessment	
***To earn a standard diploma, the student is required to score satisfactory (Level 3, on grade level) or higher on the grade 10 ELA and Algebra 1 EOC or achieve a concordant/comparative score on a college readiness assessment.**	

Concordant/Comparative Scores Meet Graduation Test Requirements		
All students entering 9th Grade ~~2018-19~~2020-2021 and after		
SAT EBRW	~~FSA~~ ELA Grade 10	480
ACT Reading and English	~~FSA~~ ELA Grade 10	18
PSAT/NMQST Math	Algebra I EOC	430
SAT Math	Algebra I EOC	420
ACT Math	Algebra I EOC	16
~~FSA~~ Geometry EOC	Algebra I EOC	~~499~~Level 3
Classic Learning Test(CLT)	Algebra I EOC	11
CLT Verbal Reasoning and Grammar/Writing	FAST ELA Grade 10	36

B. DISTRICT/STATE ASSESSMENT ACCOMMODATIONS FOR SPECIAL PROGRAM STUDENTS

1. English Language Learners (ELL) - On classroom assessments and district common assessments, like the Balanced tests, lesson, chapter, unit tests and nine week exams accommodations listed on the district's strategy sheet or other documented adaptations appropriate to the student's language proficiency level may be provided. The use of Model Performance Indicators (MPIs) based on the WIDA tools for assessment is encouraged.

   English Language Learners (ELLs) must take all required state and district achievement tests unless they have an IEP or ELL Plan, which indicates otherwise [State Board of Education Rules 6A-1.09432(2) and 6A-6.0909]. Accommodations to **statewide testing, like FSA and EOCs**, are limited to the following:

   a. flexible setting
   b. flexible scheduling
   c. flexible timing
   d. state-approved Heritage Language Dictionary or Glossary, and
   e. limited assistance by the ESOL, ~~or~~ heritage language teacher, or paraprofessional using the student's heritage language

   ELLs **must** have access to an English-to-heritage language translation dictionary or glossary, such as

those made available in instructional settings for ELL students. When a student is classified as both ESOL and ESE, all accommodations listed on their IEP as well as their ELL Plan **must** be offered. Parents/guardians are notified in writing of all accommodations offered to their child. A copy of this document is maintained in the ELL folder.

2. Students With An Active Section 504 Accommodation Plan (Section 504 of the Rehabilitation Act of 1973, 34 C. F. R. Part 104)
   Accommodations will be provided based on the completed and annually reviewed form. Students with active Section 504 Accommodation Plans may be eligible to receive appropriate accommodations on both School District and state assessments. The Section 504 Team should refer to the student's past performance on standardized tests and the classroom testing accommodation section of the Section 504 Accommodation Plan to determine how the disability could substantially interfere with his/her performance. If so, the Section 504 Team will determine the necessary and appropriate accommodations for district and state assessments.
   Testing accommodations during School District/State testing will be implemented as appropriate and as specified in the student's 504 Accommodation Plan based on the student's need and requirements represented in the respective test manual. The 504 Accommodation Plan must specify standard administration with accommodations.

3. Exceptional Student Education (ESE) Eligible Students
   Testing accommodations during School District/state testing will be implemented as appropriate and as specified in the student's IEP based on the student's need and requirements represented in the restrictive test manual. The IEP **must** specify:
   a. standard administration or administration with accommodations
   b. accommodations

Note: Specific information regarding accommodations for each assessment instrument can be found in the *Statewide Assessments Accommodations Guide, 2023-2024.*

4. Computer Based Testing Accommodations
   Computer based testing accommodations are provided for students with disabilities enrolled in public schools with current IEPs or Section 504 plans and English Language Learners (ELLs) based on the student's need and requirements represented in the respective Computer-Based Test Administration Manual.

   Accommodations are changes that can be made to the way students learn and how they are tested. They describe changes in format, response, setting, timing or scheduling that do not alter the curriculum or test in any significant way. Accommodations include changes made to the environment and /or teacher behavior, which supports a student's learning, such as teaching methods and materials, classroom assignments and tests, learning environment, strategies, time demands, and schedules.

5. Accommodations for students taking an industry certification exam varies based on each industry recognized certified agency. The course instructor should be notified of any requested accommodations to begin the 3rd party approval process.

C. EXEMPTIONS FROM DISTRICT/STATE ASSESSMENTS FOR SPECIAL PROGRAM STUDENTS

1. English Language Learners - English Language Learners shall be assessed for academic progress using guidelines established under Section 1008.22, F.S.

   Students who will receive a standard diploma **must** achieve passing scores on the Statewide Standardized Assessment or meet the concordant subject area test score on a State Board of Education approved alternate assessment and satisfy student performance standards for each course in Grades 9-12 for which credit toward graduation is awarded. Students with a disability may meet certain criteria for waivers from this graduation requirement [Florida Statute § 1008.22(3)(c)5; Florida Statute § 1003.428(3); Florida Statute § 1003.43(4); Florida Statute § 1003.438; State Board of Education Rule 6A-1.0995-6]. A student who has taken the Statewide Standardized Assessment a minimum of once without earning a passing score may satisfy the Statewide Standardized Assessment requirement by achieving an equivalent score on an alternate assessment, the ACT or SAT. The one-time test administration requirement shall not apply to a new student who enters the Florida public school system in Grade 12 who may either achieve a passing score on the Statewide Standardized Assessment or use approved subject area concordant score to fulfill the graduation requirement [Florida Statute § 1008.22(9)].

   Pursuant to FS 1003.433(3) and FAC 6A-1.09422

   For English Language Learners who have been enrolled in an ESOL program for less than two years and have met all other requirements for graduation except for the state assessment(s), the following two options for determining whether students have satisfactorily demonstrated grade-level expectations that can be interpreted as a measure of grade 10 level achievement in ELA are:

   Assessment Option

Assessment	Criteria
~~Achieve 3000~~ Chalk Talk	Grade 10 Lexile of at least 905L
ACCESS for ELLs	4 in Reading and 4 overall
AICE English General Paper	Passing score of A, B, C, D, E
~~Study Sync~~ Curriculum Benchmark Assessments	Passing score of 70% or higher

   Portfolio Option

   The use of a portfolio of student work, which will:

   - Contain artifacts that are evidentiary of grade 10 ELA standards being met with a score of 70% or higher;
   - Include student work that has been independently produced in the classroom; and
   - Be signed by the teacher and principal that it is an accurate assessment of the required skills for meeting the graduation requirements of the state of Florida.

   English Language Learners who have completed the credits required for graduation and who have failed to meet the 10th grade standards as measured by the Statewide Standardized Assessment shall be eligible for compensatory education for "a thirteenth year" as provided in Florida Statute § 1003.43 State Board Rule 6A-6.0909.

   English Language Learners who failed to meet the standards after completing the "thirteenth year" may be eligible to be reported for FTE funding in the appropriate courses in the adult education program of the Florida Education Finance Program (State Board Rule 6A-6.0909).

2. Students With An Active Section 504 Accommodation Plan - Students with active Section 504 Accommodation Plans may **not** be exempted from District or state assessments. However, the Section 504 Team **must** determine whether a student with an active Section 504 Accommodation Plan may need testing accommodations. Testing accommodations are determined by the Section 504 Team.

3. Exceptional Student Education (ESE) Eligible Students - The IEP Team determines whether an ESE-eligible student participates in state and School District assessments. The decision to exclude any ESE-eligible student **must** be documented in the student's IEP and **must** meet the following criteria:

   a. The student is unable to master grade level general content standards pursuant to Rule 6A-1.09401, F.A.C., even with accommodations, assistive technology, or accessible instructional materials.
   b. The student is participating in a curriculum based on access points pursuant to Rule 6A-1.09401, F.A.C., for all academic areas.
   c. The student requires direct instruction in academics based on access points in order to acquire, generalize and transfer skills across settings.

   In accordance with Florida Statute § 1003.5715, separate parental consent is required for instruction in access points curriculum and administration of an alternate assessment. The district may not implement the changes without parental consent unless the district documents reasonable efforts to obtain parent's consent and the parent has failed to respond or the district obtains approval through a due process hearing and resolution of appeals.

   Statewide Standardized Assessment Waiver for ESE-Eligible Students
   (S.1008.22(3)(c)2., F.S., states that students with disabilities can be eligible for a waiver of statewide, standardized assessment results for the purpose of receiving a course grade and a standard high school diploma.)

   i. The Statewide Standardized Assessment graduation waiver process is designed for consideration of students with disabilities who may be eligible for a waiver on the reading sections of the assessment.
   ii. District responsibilities
   In order for the Statewide Standardized Assessment graduation requirement to be waived, the IEP team must meet to determine whether or not the assessment can accurately measure the student's abilities, taking into consideration allowable accommodations.
   iii. Eligibility criteria
   To be considered for a waiver from the Statewide Standardized Assessment graduation requirement, the student must:
      - Be identified as having a disability as defined in Florida S 1007.02(2).
      - Have an individual educational plan (IEP).
      - Have demonstrated proficiency in the core content knowledge and skills needed for a standard high school diploma.
      - Have taken the Grade 10 Statewide Standardized Assessment with appropriate, allowable accommodations at least once but recommended twice.
      - Be progressing toward meeting the state's 24 credit/ ACCEL 18 credit and 2.0

cumulative grade point average (GPA) requirements and any other district requirements for graduation with a standard diploma.

To be considered for the waiver from the EOC assessment requirement (Algebra 1, Geometry, US History, Biology, Civics), the student must meet all of the following criteria:

- Be identified as a student with a disability, as defined in Florida Statute § 1007.02(2)
- Have an active individual educational plan (IEP)
- Have taken the EOC assessment with appropriate allowable accommodations at least once but recommended twice
- Have demonstrated, as determined by the IEP team, achievement of the course standards
- The EOC score may be excluded for 30% final grade calculation purposes for ESE students, in accordance with state waiver provisions. However, if the EOC score improves the student's overall grade, it may be included at the school's discretion.

iv. Additionally, to ensure that each student has had every opportunity to pass the Statewide Standardized Assessment, participation in the assessment during the spring semester of senior year is recommended.

v. Under Florida Statute § 1003.433(1), a student who transfers from another state in 12th grade must pass the Grade 10 Reading Assessment or an alternate assessment that is concordant with the Statewide Standardized Assessment; earn a 2.0 GPA; and meet all requirements of the school District, or state from which he or she is transferring OR meet Florida's course requirements in order to earn a standard diploma. A transfer student may be considered for the waiver.

*A student who has solely been identified as Hospital/Homebound would not be eligible for a waiver.

V. STANDARD DIPLOMA and CERTIFICATE OPTIONS

A student who meets all of the high school graduation requirements is awarded a standard diploma in a form prescribed by the State Board of Education. Transfer students wishing to receive a diploma from a Hernando County high school or participate in graduation ceremonies must meet all district and state graduation requirements. The Hernando County School District will certify completion of a course of study with one of the following:

A. 24 Credit Option or 18 Credit - Academically Challenging Curriculum to Enhance Learning (ACCEL) Option

A standard diploma is awarded to students who meet all criteria (18 or 24 credits and assessments) established by the School Board, Florida Statute § 1003.4282, Florida Statute 1003.3105(5). Refer to graduation charts.

Home Education/Transfer (N998 and 7004) students wishing to receive a high school diploma from Hernando *e*School must:

a. meet the District's graduation requirements including passing scores on statewide assessments
b. be a full-time student with Hernando eSchool (open enrollment dates are 90 days from the district's start date, until two weeks prior the district school start date).

Note: eSchool student must comply with the grading timelines and clearance as all other graduating seniors. Hernando eSchool does not calculate and award the distinctions of *Valedictorian* and *Salutatorian,* class rankings. Seniors that enroll outside of the fall open enrollment window for Hernando eSchool during the school year can take courses with eSchool. If they meet full time eligibility requirements during the spring open enrollment window and they are still enrolled with Hernando eSchool, they can receive their diploma over the summer. Students may not take completed transcripts back to their zoned school for graduation purposes.

B. ACCESS DIPLOMA – Refer to chart on page 62

C. CAMBRIDGE ADVANCED INTERNATIONAL CERTIFICATE of EDUCATION DIPLOMA

Diploma Section 1003.4282, F.S., defines the revised options for earning an AICE Diploma. Students must Ffield earn equivalent minimum of seven credits by passing a combination of examinations at either double credit (A level) or single credit (AS level), as follows. The core AS Level Global Perspectives and Research (mandatory – one credit) and six credits selected from the following subject group areas: 1. Mathematics and Sciences (minimum of one credit) 2. Languages (minimum of one credit) 3. Arts and Humanities (minimum of one credit) 4. Interdisciplinary and Skills Based (optional – maximum of two credits). The Cambridge AICE Diploma is awarded at Distinction, Merit or Pass level depending on the passing grades earned on the AICE subject examinations. For Cambridge AICE exams, the passing letter grades range from A* (at A level only) to E with A* being the highest. The lowest passing grade of E is comparable to a US course grade of C or a 3 on an AP examination. Students who do not qualify for a Cambridge AICE Diploma will receive AS or A Level General Certificate of Education (GCE) subject certificates for the subject examinations passed and must meet all general diploma requirements

D. INTERNATIONAL BACCALAUREATE DIPLOMA

This type of diploma is awarded to students who meet defined standards and conditions as established by the International Baccalaureate Organization (IBO). Students who earn at least 24 credits and complete the International Baccalaureate (IB) curriculum requirements will satisfy district and state course requirements for graduation with an IB Diploma. To fulfill Florida Statute § 1003.43 requirements for the IB diploma curriculum, students must complete required coursework and internal and external assessment requirements

E. AP CAPSTONE

The AP Capstone Diploma is granted to students who earn scores of 3 or higher in AP Seminar and AP Research exams and on 4 additional AP Exams of their choosing. The AP Seminar and Research Certificate is granted to students who earn scores of 3 or higher in both AP Seminar and AP Research.

F. CERTIFICATE OF COMPLETION

A student shall be awarded a Certificate of Completion if the student completes all standard course requirements (Florida Statute § 1003.4282 or Florida Statute § 1002.3105) (24 or 18 credit options) but fails to:

1. Achieve a cumulative grade point average of 2.0 on a 4.0 scale, or its equivalent, in the courses required and/or
2. Earn a passing score on the statewide assessment or a concordant/comparative score (Florida Statute § 1008.22)

Students who receive a Standard Certificate of Completion have the following options in order to meet the statewide assessment and/or GPA requirements:

1. Continue to take the Statewide Standardized Assessment
2. Take the ACT, SAT, PSAT, or any standardized exam FLDOE approves ~~and~~ earns the respective concordant/comparative score for the Statewide Standardized Assessment established prior to 2023.
3. Return to school for two (2) additional semesters to remediate the Statewide Standardized Assessment and/or GPA
4. Stay in school and enroll in a GED Exit Option Program
5. Enroll in an Adult GED Program or credit program
6. Meet the new concordant/comparative scores in effect as of June 2023.

Any student who is otherwise entitled to a certificate of completion under the 24 credit or ACCEL 18 credit graduation option may elect to remain in the high school either as a full-time student or a part-time student for up to 1 additional year and receive special instruction designed to remedy his or her identified deficiencies [Florida Statute § 1003.43(10(b)) (Florida Statute § 1003.428 (7)(b)].

A student who has received a Certificate of Completion who subsequently meets the requirements for a standard high school diploma shall be awarded a standard high school diploma dated the school year in which the requirements are completed [Florida Statute § 1003.43(10) (b)].

Students in Exceptional Student Education (ESE) programs who are entitled to a Certificate of Completion may, as an alternative, elect to remain in the secondary school through the end of the day in which the student turns 22 years of age or until the receipt of a Standard Diploma. The purpose of remaining in school is to receive special instruction to remediate the identified deficiencies. These students may attend school for only the time necessary for these deficiencies to be remediated.

Note: Students earning a Certificate of Completion must have a minimum 2.0 GPA and all required credits to participate in the graduation ceremony.

G. GRADUATION DEFERMENT

Students with disabilities may be eligible to defer receipt of the standard high school diploma and continue to receive services through public education. This decision must be made the year in which the student is expected to graduate. However, the student will participate with the graduation class in the year he/she meets graduation requirements.

Options available for deferment include:

1. Accelerated college credit instruction
2. Industry certification courses that lead to college credit
3. Collegiate high school program
4. Course necessary to satisfy the Scholar designation requirement
5. Structured work-study, internship, or apprenticeship programs

Benefits for deferral will vary depending on the individual student needs and program selected. Generally, deferral allows the student to have access to college course work, provides vocational training, preparation for college admission, or job skills training.

VI. DIPLOMA DESIGNATIONS and SEALS

Students who satisfy course and testing requirements above-and-beyond those required for a standard diploma may earn diploma designation(s) which may be in the form of a seal, sticker, stamp, or text.

1. **Scholar** – Refer to the Florida High School Graduation Requirements
2. **Merit** – Refer to the Florida High School Graduation Requirements
3. **Seal of Biliteracy** – Students may receive foreign language recognition on their diploma and transcript if they graduate with a standard diploma (18 or 24) credits and attain a high level of competency in listening, speaking, reading, and writing in one or more foreign languages. (Florida Statute § 1003.432 and SB Rule 6A-1.09951)

   Gold Seal of Biliteracy

   a. Earn four (4) foreign language credits in the same language with a 3.0 GPA and Level 4 or higher on the Grade 10 English Language Arts (ELA) Florida Standards Assessment (FSA) and
   b. A qualifying score or performance level on an approved nationally recognized examination on the state board rule list ; or
   c. Demonstrate language proficiency through maintenance of a portfolio for languages which are not tested on the nationally recognized examinations state board rule list.

   Silver Seal of Biliteracy

   a. Earn Four (4) foreign language credits in the same language with a 3.0 GPA and
   b. A qualifying score or performance level on an approved nationally recognized examination on the state board rule list or
   c. Demonstrate language proficiency through maintenance of a portfolio for languages which are not tested on the nationally recognized examinations state board rule list.

Note: A high school student who did not enroll in, or complete, foreign language courses, shall be awarded four (4) foreign language high school course credits, upon attaining at least the minimum score or performance level set forth in subparagraph (3)(a)2. for the Silver Seal of Biliteracy." If a student earns a course credit through passage of a CLEP or AP examination, a credit is awarded per the Credit Acceleration Program (CAP), [Section 1003.4295 (3)]. For the seal of biliteracy, no more than four (4) credits in a foreign language should be awarded. Therefore, three (3) more foreign language credits would be awarded for a total of four (4). Data Element Code SB should be use for credits awarded for passing scores and should be reported in Survey 5.

Foreign Languages Waiver Code Does Count for Bright Futures (0791920)

For Students Qualifying for a Seal of Biliteracy Who Use the World Languages Transfer Codes, Make Sure to Add the Foreign Languages Waiver Code to Indicate the Student Demonstrates Proficiency to the Second Level in a World Language and Maintain Evidence/Documentation Locally, Thus Meeting the Bright Futures World Language Requirement

VII. HONORS AND RECOGNITIONS **(Elementary, Middle and High School)**

Academic recognition will be based on the courses that the student was enrolled in for the grading period. This policy applies to all students regardless of the program. Data for honor recognition shall be obtained from the automated student database whenever possible and will be computed on the four-point system (weighted). Honor recognition for outstanding performance in all subjects shall use the following guidelines:

1. Honors and Recognitions - Elementary

a. End of nine week recognitions - Students may be recognized at the end of each nine-week grading period for outstanding performance in all subjects:
   - **Honors:** A,B, and S grades
   - **Principal's List:** A and S grades only

b. End of year recognitions:
   Students may be recognized at the end of the school year for outstanding performance in all subjects:
   - **Superintendent's Award:** A and S grades in all subjects for the entire school year
   - **Principal's Award:** Final averages of A and S with no grade less than a B in all subjects
   - **Honors Award:** Final averages of A, B, and S with no grade less than a C in all subjects

c. Recognition for Perfect Attendance:
   Students may be recognized for good attendance at the end of each nine-week grading period and/or at the end of the school year.

2. Honors and Recognitions - Secondary
   - **Highest Honors/Superintendent's List:** 3.80 or higher GPA and no grade lower than a "B"
   - **High Honors/Principal's List**: 3.50-3.79 GPA and no grade lower than a "B"
   - **Honor Roll:** 3.0-3.499 GPA with no grade lower than a "C"

   Any student earning a grade point average (GPA) of 3.50 or higher on his/her report card, who has received a grade below a "B", but no grade lower than a "C", will receive Honor Roll designation rather than Highest Honors/ Superintendent's List or High Honors/ Principal's List.

3. Honors Recognition at Graduation
   A student graduating with a standard diploma including a student who has graduated early, may have one or more of the following special designations as defined below and based on grade point average computed to four decimal places at the end of second semester as soon as final grades are verified.
   a. **Honors:** To receive an Honors designation on the diploma, the student must have achieved all criteria and graduation requirements and have an overall weighted grade point average of 3.0-3.499.
   b. **High Honors:** To receive a High Honors designation on the diploma, the student must have achieved all the criteria and graduation requirements and have an overall weighted grade point average of 3.50-3.799.
   c. **Highest Honors:** To receive a Highest Honors designation on the diploma the student must have achieved all the criteria and graduation requirements and have an overall weighted grade point average of 3.80 or higher.

4. Valedictorian and Salutatorian **(High School Only)**
   To be eligible for valedictorian or salutatorian recognition, a student must have attended the same Hernando County School District public school for three years, two of which must be the junior and senior years.
   a. The **weighted grade** point average will be used to determine the student's ranking in class and the Valedictorian and Salutatorian. Parent(s)/guardian(s) should be aware that the weighted grade point average might not necessarily increase a student's chances for scholarships or admission to in-state or out-of-state colleges or universities.
      i. The valedictorian/salutatorian award will be based on high school level course grades earned including DE courses.
      ii. The valedictorian will be the student with the highest weighted average carried to the

ten-thousandth place (four digits after the decimal) **at the end of first semester of his/her senior year as soon as grades are verified.**

iii. The salutatorian will be the student with the second highest weighted average carried to the ten-thousandth place (four digits after the decimal) **at the end of first semester of his/her senior year as soon as grades are verified.**

iv. In the case of a tie for the highest weighted average, co-valedictorians will be named, and the student with the third highest weighted average will be designated as salutatorian. In the case of a tie for the second highest weighted average, co-salutatorians will be named.

b. In the event of district-initiated boundary changes, (i.e. rezoning, closing a program or school) a student who is required to change schools will be eligible to share the recognition as valedictorian or salutatorian with a fully eligible student, without meeting the three-year attendance requirement in the same school. However, the student must have been enrolled in the District public schools for three years. The criterion for GPA still applies.

c. If a student elects to change schools by changing their educational choice status, they must meet the three-year enrollment requirement as stated above.

d. **A Valedictorian or Salutatorian who commits a major infraction of the code of conduct and/or felony arrests that pose a safety concern during their graduating year will forfeit their designation and may be prohibited from participating in the graduation ceremony. The next highest-ranked student will be elevated to the Valedictorian or Salutatorian position.**

e. Each high school will determine the procedures for their graduation ceremony.

Note: Graduating students who are not part of the graduating cohort will not be considered for class ranking recognition (i.e. top 10%, 20%, valedictorian, and salutatorian)

VIII. GRADUATION CEREMONY **(High School)**

The high school graduation ceremony is an event to celebrate students who have successfully met the academic and extracurricular requirements for graduation. Therefore, all graduating seniors must complete all senior clearance procedures prior to participating in graduation ceremonies. Students who have completed all requirements for a Standard Diploma will be permitted to participate in the graduation ceremonies at the school in which they are enrolled provided all financial obligations are satisfied and behavioral standards are met and maintained throughout the graduation ceremony. In addition, to participate in the graduation ceremony, the student is required to attend graduation practice. Major infractions of the code of conduct and/or felony arrests that pose safety concerns may prohibit a student from participating in the graduation ceremony and other extra-curricular activities

Students earning a Certificate of Completion must have a minimum of 2.0 GPA and required credits to participate in the graduation ceremony.

In addition, students who graduate early but have not participated in a graduation ceremony will be permitted to participate in the graduation ceremony for their cohort. **While a student who graduates early is permitted to participate in school activities and social events, the student must comply with district school board rules and policies.**

Any student who fulfills graduation requirements at the end of the first semester will have the graduation date of December entered. Any student who fulfills graduation requirements at the end of the second semester will have the graduation date of June entered.

In the event of the death of a Hernando County high school student in Grade 12 prior to the completion of all state requirements for graduation, the parent(s)/guardian(s) will receive an honorary diploma in the name of the student. If the student had completed all of the state graduation requirements prior to his/her death, the parent(s)/guardian(s) will receive the diploma earned.

IX. FLORIDA DEPARTMENT OF EDUCATION BRIGHT FUTURES (Florida Statute §1009.53)

The Florida Bright Futures Scholarship Program consists of four awards:
1) Florida Academic Scholars Award (FAS),
2) Florida Medallion Scholars Award (FMS),
3) Florida Gold Seal Vocational Scholars Award (GSV), and
4) Gold Seal CAPE Scholar (GSC).

Each award has its own academic eligibility requirements, award amounts, and funding length. A student may receive funding for only one of the above awards. The highest award earned by the student will be selected (Florida Statute § 1009.53). Bright Futures program requirements are listed in the Florida Counseling for Future Education Handbook or the Office of Student Financial Assistance website at: http://www.FloridaStudentFinancialAid.org/SSFAD/bf/acadrequire.htm

Note: A student who graduates from high school midyear may receive an initial Bright Futures Scholarship award during the spring term following the student's graduation, as long as the student submits the Florida Financial Aid Application by August 31st prior to the intended graduation date and meet the academic school year scholarship requirements.

X. COLLEGE ADMISSION REQUIREMENTS and COLLEGE ENTRANCE EXAMINATIONS

Refer to the postsecondary institution for admission requirements. General information and test dates offered by the College Entrance Examination Board for the SAT and by American College Testing for the ACT are available in the guidance offices at each high school. Information is also available on-line at www.collegeboard.com and www.act.org. Both the SAT and the ACT are administered at a number of locations in Florida.

XI. EXTRACURRICULAR ACTIVITIES

Extracurricular activities are defined as activities outside the scope of the regular academic curriculum. Schools may establish criteria for student participation to include but not limited to: passing grades, overall 2.0 GPA, attendance, outstanding notice of obligations and discipline violations unless special arrangements have been approved by the principal or designee.

1. Field Trips (School Board Policies 2340 and 8640) - A field trip which is directly related to a unit of instruction being studied by a particular group of students shall be considered an educational field trip. A trip which is not directly related to the instructional program but which is related to a school-sponsored or connected activity shall be considered an extracurricular trip.
    - The student must be reported as present for the entire school day in order to participate in extracurricular activities or field trips.
    - When possible, the Student will take the method of travel approved by the school and/or required by event. The principal or principal's designee can make exceptions to allow the student to be transported by parent(s) or guardian(s).
    - The Student will return from the activity by the same method of travel which was used to

get to their destination unless prior approval of the principal or principal's designee.

- Any student expelled from riding a bus will not be permitted to ride on district approved transportation to field trips.

2. Athletic Eligibility ( ) - Refer to the district Board approved Athletic Handbook.

XI MISCELLANEOUS

1. Annual Report - Each district school board must annually publish on the district website and in the local newspaper the following information on the prior school year [Florida Statute §1008.25(8)(b)]:
   a. The provisions of this section relating to public school student progression and the district school board's policies and procedures on student retention and promotion [Florida Statute § 1008.25(8)(b)1].
   b. By grade, the number and percentage of all students in grades 3 through 10 performing at Levels 1 and 2 on the reading portion of the Statewide Standardized Assessment [Florida Statute §1008.25(8)(b)2].
   c. By grade, the number and percentage of all students retained in grades 3 through 10 [Florida Statute § 1008.25(8)(b)3].
   d. Information on the total number of students who were promoted for good cause, by each category of good cause as specified in paragraph (6)(b) [Florida Statute 1008.25(8)(b)4].
   e. Any revisions to the district school board's policy on student retention and promotion from the prior year [Florida Statute § 1008.25(8)(b) 5].
      Schools' financial reports may be found on the district website at https://www.hernandoschools.org/departments/budget-finance/financial-transparency-data
   f. [Florida Statute §1010.215]

Finance

1. Cafeteria - All students are provided a breakfast and lunch at no cost. Students/Parents may not order food or have food from outside vendors delivered to the school campus. It is a violation of the Competitive Food Rule as stated in the Florida Administrative Code and the Code of Federal Regulation for food deliveries to be made to school sites during the school day.

2. Charitable Drives/Fundraising -
   a. Student participation in all fundraising and charitable drives is voluntary.
   b. Elementary and middle school students are not allowed to do door-to-door solicitation at any time.
   c. All students selling articles for any school will have a current letter of introduction signed by the school principal. This applies to all organizations within the school, i.e. classes, clubs and athletic departments.
   d. Selling and/or distributing food items as fundraisers **may** be allowed on **secondary** school grounds one hour or more after the completion of school lunch periods with approval from the Principal and/or District designee.

3. Fees/Dues - In accordance with Florida Statute §1006.28 (3)(b), parent(s)/guardian(s) and students are held liable for the full replacement cost of any lost or damaged instructional materials.
   a. **Course Fees**:
      Fees for certain courses, clubs and activities may be charged. The student, upon registering, is expected to agree to pay the fee. Fees listed in the Board- approved fee schedule are the maximum allowable. These fees may be used to cover the cost of materials, supplies and dues. Students who are unable to pay the fees may submit a request to the school asking for a fee waiver.

All financial obligations of students will be kept in the bookkeeper's office. All obligations are expected to be satisfied annually. A student's participation in extracurricular activities may be denied until all financial obligations are satisfied. Participation in graduation exercises will be denied until all financial obligations are satisfied.

CLASS/CLUB FEES			
	Elementary	**Middle**	**High**
Activity Fee			
K-12 General Activity	$20.00	$20.00	$20.00
The annual per student activity fee may not cover all expenses associated with student participation in individual activities; therefore, additional fees to cover expenses, including (but not limited to) materials, supplies, equipment, travel, membership dues, and other purchased services, may be assessed by school principals.			
CTE PROGRAM FEES (per program)			
Secondary CTE Programs (per year)		$ 30.00	$50.00
OTHER CLASS FEES (annual)			
Art – per class (per semester)		~~$5.00~~10.00	~~$5.00~~20.00
Band		$15.00	$150.00
Band Auxiliary			$130.00
Band Camp			Varies by site
Band – rental of school owned equipment		$40.00	$40.00 each
Chorus		$10.00	$40.00
Drivers Education			~~$30.00~~45.00
Health Opportunity for Physical Education (HOPE)			$5.00
Humanities			$5.00
Journalism			$5.00
ROTC			$20.00
Science Lab – 6-8		$15.00	$20.00
CLUB FEES (annual)			
BETA Club			$20.00
DCT, DECA			$25.00
ESOL Club			$10.00
FFA, FCCLA			$15.00
Florida Federation of Color Guards Circuit & Winter Guard International (FFCC/WGI)			Varies by Site
HOSA			$31.00
Robotics			$25.00

French			$10.00
German			$10.00
Guitar Class			$40.00
Honor Society (French, German, Spanish)			$20.00
Key Club			$20.00
Latin Club			$15.00
National Honor Society			$20.00
Robotics			$25.00
Skills USA			$20.00
Spanish			$10.00
Technology			$5.00
Theatre/Drama/Acting Class			$40.00
Thespian Club			$20.00
Tri-M Club			$20.00
Yearbook			$5.00
OTHER FEES	**Elementary**	**Middle**	**High**
Adult Education			$30.00
Advanced Placement Test Fee (student wishing to test but not enrolled in an AP course or non HCSB student wishing to take the test at their zoned school)			$98.00 Subject to change
PSAT (upper classmen)			$16.00 Subject to change
Dual Enrollment – Overdue materials per day			$2.00
Dual Enrollment – lost material after due date			$20.00
Graduation (not to exceed)			$85.00
Lockers		$ 5.00	$10.00
Media – overdue materials per day		$ .05	$ .05
Media – copies		$ .10	$ .10
Parking – per semester			$25.00
Parking Violations			$25.00
PE Uniform		$25.00	$35.00
Postsecondary Education Readiness Test (PERT)		$5.00	$5.00
Transcripts			$2.00
ATHLETIC FEES			
First Sport		~~$40.00~~50.00	~~$50.00~~60.00
Second Sport		~~$25.00~~30.00	~~$30.00~~40.00
Third Sport		$10.00	$20.00
Family (Same School)		~~$90.00~~160.00	~~$110.00~~200.00
Individual Cap		~~$65.00~~90.00	~~$80.00~~120.00

- **Athletic fees must be paid prior to the student participating in the sport**
- **The athletic fee does not guarantee playing time, only the opportunity to be on the team when an eligible student is selected.**

4. Returned Checks (**NOTICE TO PARENT(S)/GUARDIAN(S) REGARDING RETURNED CHECK POLICY)**

In an effort to curb the internal cost our district bears each year for returned checks (Non-Sufficient Funds-NSF, Account Closed, Fraud and Stop Payment), we have contracted with an outside check collection agency.

This collection agency will be in charge of collecting checks for our district that are not honored by the check writer's bank. In addition to the face value of the check, service charges and bank fees will be added to each returned check based on the laws of the State of Florida. The following is a summary of the base service charge authorized by the State of Florida for returned checks:

Amount of Check Written	Service Charge
$.01 to $50.00	$25.00
$50.01 to $300.00	$30.00
$301.00 to $800.00	$40.00
$800.01 – plus	5% of Face of Check

All returned checks will be directly sent to the check collection agency once dishonored. Should your check be dishonored by your bank, the collection agency will send a letter explaining the breakdown of the fees and charges.

5. Student Insurance - Student accident insurance is available to all students. During the first week of school, the students will be given an insurance packet citing the prices, types of coverage, and procedures to follow for enrollment in the student accident insurance plan. Athletes and cheerleaders are required to have this coverage or proof of equivalent coverage in order to participate in any athletic or cheerleading activity. Student accident insurance may also be purchased on a 24-hour basis (see Athletic Handbook for further details).

How to File an Insurance Claim:

All accidents to students must be reported to the school's clinic. All students covered by the student accident insurance policy should request the "claim form" required by the insurance company. The form should be completed with the help of the school secretary. All the pertinent information required on the form must be completed.

Health

1. Blood Drives - The Hernando County School District assists LifeSouth Community Blood Centers and the community by sponsoring on campus blood drives two times (2x) each school year. While the School Board permits LifeSouth to conduct blood drives on its campuses, donation is not required. If any 17 year old student wishes to give blood, his or her parent(s) or legal guardian(s) must read and sign the permission form prior to a student being allowed to donate blood. LifeSouth staff will be contacting parents to verify their permission prior to the blood drive. All students who donate blood will not be allowed to participate in any practice, physical education or any other activity that requires strenuous exertion on the day of the donation.

   The screening process for blood donation, which includes weight, blood pressure, temperature and health assessment, is completed by LifeSouth Community Blood Center personnel. Parent(s) or guardian(s) should know that an adverse reaction, which may include dizziness, fainting or slight drop in blood pressure may occur under rare circumstances. It is the School District's recommendation that all students eat foods containing a protein and a carbohydrate prior to any blood donation and donation is denied for any students who have not eaten within 2 hours of donation. Nourishment should be provided by LifeSouth Community Blood Center as needed.

2. Students with Special Health Care Needs - Parent(s)/guardian(s) are requested to notify the principal or school health professional in writing if there are any known health problems, allergies or chronic illness which may affect the student's successful participation in school activities. The school personnel must be aware of conditions that may justify prescribing special attention to the student during school hours. For some conditions it may be necessary for the parent(s)/guardian(s) to obtain written instructions from a physician and assist in the development of a health care plan. Parents are required to complete a parent health care packet including any required physician orders for medication and/or treatments annually - signed after July 1st. The overseeing Registered Nurse will use this information to develop a health care plan if applicable. Health care plans must be completed each school year Parent(s)/guardian(s) are requested to schedule a conference with the registered nurse assigned to the school in order to share pertinent information if a child has a health problem or condition that requires special attention.

   a. Glucose Monitoring - Children who must have their blood sugar level monitored at school must have a doctor's order on file indicating the times that monitoring should be done and the specific steps to be taken by school staff if the child's glucose level is high or low. It is against state policy to allow children to perform glucose monitoring without a doctor's order. For further information, consult with the school health professional.

      Students with diabetes are required to have a Diabetic Medical Management Plan, completed annually by the physician or if and/or if treatment changes are made. If they are to manage their diabetes without supervision, or if they are going to carry supplies on their person, a Contract to Carry is required signed by the physician, parent and the student.

   b. Seizures - House Bill 173 (2022); requires that an Individual Seizure Action Plan (ISAP) be developed by a medical professional in consultation with a parent and signed by both individuals. All school staff that have regular contact with a student with an ISAP must complete a Department of Education approved seizure training.

   c. Asthma/Allergy – If the student is asthmatic or has life threatening allergies that require emergency medications at school, the Medication Authorization form must be completed and signed by the physician and parent. If the student will be carrying their Albuterol inhaler or Epinepherine auto injector on their person, the Contract to Carry form must also be completed and signed by the physician, parent and student. It is the responsibility of the parent/guardian to ensure that the medication.

   d. Cardiac- For all students with a cardiac history the parent health care packet must be completed and signed by the physician and the parent after July 1st. This should include specific vital sign parameters and when to call EMS.

   e. Cystic Fibrosis – For all students diagnosed with Cystic Fibrosis the parent health care packet must be completed by the parent after July 1st. The Medication Administration for must be completed and signed by the physician and the parent for pancreatic enzymes. If the student

will be carrying their pancreatic enzymes on their person, a Contract to Carry must be signed by the physician, parent and the student.

f. Other Health Conditions – For students with other health conditions, a parent health care packet should be completed after July 1st. If any medications or treatments are needed a Medication Authorization form must be completed and signed by the physician and the parent.

3. Medication - It is the desire of the Hernando County School District that **medications for students be scheduled in such a way that they can be administered at home before and/or after school hours.** In the event that this is not possible, authorized school personnel may administer medication to the students when the following conditions exist are met:
   a. Authorization for Administration of Prescribed Medication/Treatment Form (SP-EE-051) Medication Authorization Form has been completed and signed by the physician, signed by the parent/guardian and submitted to the school. This form will only need to be completed once every school year unless a change in the prescription has occurred. This order must include all of the following:
      i. the name of the medication to be administered,
      ii. the exact dose to be administered,
      iii. the route of administration,
      iv. the specific time(s) to be administered (not twice a day)
      v. the exact dose to be administered (not 1-2 tablets or 1-2 puffs, ect)

   b. The medication MUST be packaged in the original pharmacy container, with the most recent prescription date, labeled with students name, the name of the ordering prescriber, the name of the medication and instructions for administration, including the exact time. The pharmacy will provide you with a second bottle for school.
   c. If the Medication Authorization and the medication pharmacy label do not match, the medications will not be accepted.
   d. It is the responsibility of the parent to provide the right dose. School personnel will not cut or divide pills.
   e. If the medication is only given as needed the order MUST state the frequency in which the medication is administered (the order may not say as per package instructions), the reason the medication is to be administered and any side effects.
   f. A parent/guardian must bring the medications and the Medication Authorization form to school. Please bring the medication during clinic hours, as not all staff are trained to accept or receive medications.
   g. Please note that the overseeing Registered Nurse must review all medications prior to clinic staff administering.
   h. DO NOT bring more that a 30 day supply.

i. Each time the parent/guardian brings in a new supply for medication, the school clinic staff will count the amount of medications and give a receipt after the school representative and parent/guardian have signed the receipt form. A copy will be given to the parents; the original will stay in the clinic record.
j. All medications will be locked in the appropriate medication cabinet in the school clinic. Any medication requiring refrigeration (such as antibiotics) should be kept in a locked box in the clinic refrigerator.
k. Medications must be brought to school by the parents/guardian. STUDENTS ARE NOT PERMITTED TO BRING THEIR OWN MEDICATIONS TO SCHOOL. (The only exception to this rule is students who have prescriptions and contracts to carry their medications for EPINEPHRINE AUTO INJECTOR, ASTHMA INHALER and PANCREATIC ENZYMES).

4. Over the Counter Medications – FDA approved over the counter medication to be administered by the clinic staff will also need a Medication Authorization completed and signed by the physician and the parent. An unopened bottle must be brought to school by the parent.

   Non-FDA approved medications, including but not limited to herbal remedies, dietary supplements, and experimental treatments, will not be administered by school personnel unless specific conditions are met.

   For further details, please refer to the clinic manual or contact the Registered Nurse assigned to your school.

5. House Bill 1537: A student may possess and use a medication to relieve headaches while on school property or at a school-sponsored event or activity without a physician's note or prescription if the medication is regulated by the United States Food and Drug Administration for over-the-counter use to treat headaches. Violations of Over-the- Counter (OTC) medication policy, include but are not limited to: distributing, dispersing, or sharing of OTC, carrying or possessing OTC in a package other than the original manufacturer's packaging, or ingesting or utilizing OTC in a way that is not specifically directed or authorized by the manufacturer, as directed on the original packaging. F.S. 1002.20(3)

   PARENTS/GUARDIANS ARE EXPECTED TO PAY SPECIAL ATTENTION TO THE ABOVE POLICY FOR WITHOUT ADHERENCE TO THESE RULES SCHOOL PERSONNEL WILL NOT BE ALLOWED TO ADMINISTER OR DISPENSE MEDICATIONS TO YOUR CHILD.

6. Health Screenings - All health screenings performed in the District's schools shall follow the guidelines as set by the Florida Department of Health in the School Health Services manual. All screenings are noninvasive procedures which do not penetrate the skin or anybody orifice. All

health screenings are voluntary. Parent(s)/guardian(s) are notified at the beginning of the school year of all screenings. Parent(s)/guardian(s) have the right to refuse any or all screenings for their child. This must be done in writing and sent to the school clinic prior to the screenings.

a. **Hearing Screenings:** Will be performed as indicated or for any new student entering the school district in grades K-5 or students entering a Florida school for the first time.
b. **Vision Screenings:** Will be performed as indicated or for any new student entering the school district in grades K-5.
c. **Body Mass Index (BMI)**: (Height & Weight) will be conducted in, first grade, third grade and sixth grade.
d. **Dental Screenings**: Are provided with parental permission at certain select elementary schools for students in second grade.

7. Parent/Student General Information - All parent(s)/guardian(s) should observe their child daily for signs of illness, cleanliness and adequate clothing before they leave for school. If your child exhibits any of these symptoms, do not send him/her to school:
   a. 1 episode of vomiting and/ or diarrhea with other symptoms of illness within the last 24 hours
   b. 2 episodes of vomiting and/or diarrhea within the past 24 hours
   c. Fever greater than or equal to 100 within the past 24 hours
   d. Any sign or symptom of a contagious illness
   e. Any injury that prevents student from participating in academic activities

   If your child develops any of the above symptoms, the parent/guardian or other approved person will be required to pick the student up from school.

   When a life-threatening situation occurs for a student, the school staff will contact 911 immediately. Emergency care information, including any special orders, such as a "Do Not Resuscitate" (DNR) request, will be provided to emergency medical personnel upon their arrival.

   Parent(s)/guardian(s) are asked to cooperate with school personnel whenever they request assistance, information or conferences concerning their student(s) in regards to health issues.

   Parent(s)/guardian(s) are responsible for providing personal care items for their student; change of clothes, sanitary products, brace wax etc. The clinic does not have a supply of these items.

   Parent(s)/guardian(s) shall promptly fill out the Student Information Update Emergency Information Card and Parental Consent Forms. It is vital that this information be available to the school personnel in the event of a student becoming suddenly ill or involved in an emergency situation. Failure to have this information on hand may result in an unnecessary delay in reaching the parent(s)/guardian(s) or in getting immediate medical attention for the student. It is also vital that the information card be kept up-to-date since addresses, phone numbers, etc. change during the school year. Parent(s)/guardian(s) are required to designate

emergency contact person(s) who will pick up their student if the need ever arises. The name and phone numbers of the emergency contact person(s) must be included in the Emergency Information.

8. Pediculosis

   NO LIVE LICE POLICY

   Students who display signs of head lice, such as excessive scratching of the head, may be sent to the clinic to be checked. A thorough examination of the hair and scalp should be done for the presence of live lice. If nits or lice are found, siblings must be checked for lice infestation as well.

   If nits are present, an attempt will be made to contact the parent/guardian and the Nit Notification and Treatment Letter will be sent home with the student. The student will be given a return to class pass from the clinic. Students must report to the clinic on a daily basis to monitor process of nit removal until no nits are found. A final recheck will be performed on the 10th day. If nits are still present, the school health professional will be notified to follow-up with the parent/guardian. If live lice are present, parents will be called to pick-up their child from school. After live lice treatment, the student must report to the clinic with their parent/guardian to be examined for
   lice/nits before they may return to class. If lice are present, the student will be sent home with the parent/guardian.

   **NOTE: Presence of lice 24 hours after treatment suggests a very heavy infestation, re-infestation, resistance to therapy, or incorrect us of treatment product. The parent/guardian may contact their licensed healthcare provider regarding retreatment with a pediculicide.

9. School Clinic - All district schools maintain a health clinic that is attended by a school health professional with varying levels of medical training. School clinics are not fully equipped medical rooms. However, they are adequately designed for first aid and/or care of minor illness. The school clinic is closed for one hour of the school day unless there is an emergency. Students/staff should not seek explanation of their illness from the health professional since clinic personnel do not diagnose illness. School health professionals will evaluate a student's condition and act accordingly. If the health professional deems necessary, the parent(s)/guardian(s) listed on the Student Information Update and Emergency Information card will be called by the school health professional. Students who request to call home will be allowed to do so. The parent(s)/guardian(s) may then decide if the child is to remain in school (if no signs of illness) or go home. For additional information, please see the School Clinic Policy Manual. If teachers have a concern that a student is to ill/injured to stay in school, the student should be sent to the clinic for evaluation and the clinic contacted. Teacher should not

contact parent unless requested by the clinic. If the student does not meet the criteria for dismissal, the parent has the right to have the student remain in school.

10. Refusal to Pick Up from School - Students who have been evaluated by the school health professional or other designated personnel and determined to be injured or too ill to remain in class must be picked up promptly. At times, there may be extenuating circumstances when a parent(s)/guardian(s) cannot get to school to pick up their ill or injured child. In such cases, the school will work with parent(s)/guardian(s) as much as possible. However, if a parent(s)/guardian(s) refuses to pick up a child who is injured or too ill to remain in school, the incident will be documented in the child's school health folder. If a parent(s)/guardian(s) continues to refuse to pick up their sick child on subsequent occasions, then this will be documented in writing and a referral will be made to appropriate agencies.

11. Hotline Numbers

Support and Resource Area	**Toll Free Number**
Abuse Care LINE, Child Abuse, Drug Abuse, Bullying, Dating Violence	1-800-872-5437
Abuse Registry	1-800-342-9152
AIDS – Florida	1-800-FLA-AIDS
American Dental Association	1-800-621-8099
Alcoholics Anonymous Hotline	1-352-683-4597
Alzheimer's	1-800-272-3900
Anorexia Nervosa & Associated Disorders	1-847-831-3438
Be Brave Hotline	1-407-792-2957
Blindness	1-800-424-8666
Cancer – National Institute	1-800-422-6237
https://livehelp.cancer.gov/app/chat/chat_launch	
CCD Hotline	1-800-342-AIDS
Center for Autism and Related Disabilities	1-800-754-5891
Children's Medical Services	1-888-326-7485
Cocaine Abuse	1-800-662-HELP
Covenant House	1-800-999-9999
Directory Assistance	1-800-555-1212
Diabetes	1-800-232-3472
Domestic Violence Hotline	1-800-500-1119
Down Syndrome	1-800-221-4602
Drug Abuse – National Hotline	1-800-662-4357
Family Network on Disabilities	1-800-825-5736
Family Source of Florida	1-580-488-5437
Kidney Disease	1-800-638-8299
Lighthouse for the Visually Impaired and Blind	1-352-754-1132
Missing Children	1-800-843-5678
National Alliance for the Mentally Ill (NAMI) of Hernando Co	1-850-671-4445
National Health Information Center	1-240-453-8280

National Runaway Safe Line	1-800-621-4000
Organ Donations Education	1-800-528-2971
Parent Hotline	1-800-840-6537
Poison Control	1-800-222-1222
Product Safety	1-863-665-3601
Rape Hotline	1-800-656-4673
Runaway /Exploited Children	1-800-843-5678
Sexually Transmitted Diseases (STD) Hotline	1-800-458-5231
Speech and Hearing	1-800-638-TALK
Substance Abuse	1-800-390-4056
Suicide	1-800-273-8255
Tourette Syndrome Support	1-727-418-0240
U.S. Consumer Products & Safety Commission	1-800-638-2772
Vocational Rehabilitation	1-352-200-3020
Women's Sports Foundation	1-800-227-3988

12. Medication - It is the desire of the Hernando County School District that **medications for students be scheduled in such a way that they can be administered at home before and/or after school hours.** In the event that this is not possible, authorized school personnel may administer medication to the students when the following conditions ~~exist~~ are met:
    a. Authorization for Administration of Prescribed Medication/Treatment Form (SP-EE-051) has been completed and signed by the physician, signed by the parent/guardian and submitted to the school. This form will only need to be completed once every school year unless a change in the prescription has occurred.
    b. The medication must be properly labeled, in its original pharmacy container, with the name of the student, prescribing physician, name of the pharmacy and the directions for administration. The medication will not exceed the dosage required for 30 days. The date on the prescription must be dated after July 1st of the start of the new school year. This allows the student to complete an entire school year before an anniversary date of the prescription occurs.
    c. Medications must be for the exact dose prescribed. School personnel will not divide or cut any medications to adjust dosages. It is the responsibility of the parent/guardian to provide the accurate prescribed medication dosages.
    d. Each time the parent/guardian brings in a new supply for medication, the school clinic staff will count the amount of medications and give a receipt after the school representative and parent/guardian have signed the receipt form. A copy will be given to the parents; the original will stay in the clinic record.

    All medications will be locked in the appropriate medication cabinet in the school clinic. Any medication requiring refrigeration (such as antibiotics) should be kept in a locked box in the clinic refrigerator.
    Medications must be brought to school by the parents/guardian. STUDENTS ARE NOT PERMITTED TO BRING THEIR OWN MEDICATIONS TO SCHOOL. (The only exception to this rule is students who have prescriptions and contracts to carry their medications for EPINEPHRINE AUTO INJECTOR, ASTHMA INHALER and PANCREATIC ENZYMES).

    If medication is to be taken at home as well as at school, it is recommended that the parents/guardian request the pharmacist to divide the prescription into two containers so that only the amount of medication needed during school hours is brought to school. Students will not be allowed to take their medications out of the clinic. No medications will be allowed on the school bus

(with the exception of the four listed in state law, Epinephrine Auto Injector, Asthma Inhaler, Insulin and Pancreatic Enzymes).

Due to possible side effects of non-prescription medications, any over the counter medications will be treated the same as prescription medications and require the completion of the Authorization for Administration of Prescribed Medication/Treatment. Non-prescription, over the counter products must be brought into school by the parent/guardian in an original container with the safety seal intact.

PARENTS/GUARDIANS ARE EXPECTED TO PAY SPECIAL ATTENTION TO THE ABOVE POLICY FOR WITHOUT ADHERENCE TO THESE RULES SCHOOL PERSONNEL WILL NOT BE ALLOWED TO ADMINISTER OR DISPENSE MEDICATIONS TO YOUR CHILD.

13. Parent/Student General Information - All parent(s)/guardian(s) should observe their child daily for signs of illness, cleanliness and adequate clothing before they leave for school. Since many illnesses are contagious and parent(s)/guardian(s) are interested in considering the health of other children as well as their own child, please refer to the following symptom alert checklist. If your child exhibits any of these symptoms, do not send him/her to school:
    a. Vomiting or diarrhea within the past 24 hours
    b. Fever within the past 24 hours
    c. Sore or red throat
    d. Persistent coughing or sneezing
    e. Red, watery eyes
    f. Rash
    g. Earache or drainage from the ear
    h. Excessive runny nose especially with greenish-yellow discharge

    When a life-threatening situation occurs for a student, the school staff will contact 911 immediately. Emergency care information, including any special orders, such as a "Do Not Resuscitate" (DNR) request, will be provided to emergency medical personnel upon their arrival.

    Parent(s)/guardian(s) are asked to cooperate with school personnel whenever they request assistance, information or conferences concerning their student(s) in regards to health issues.

    Parent(s)/guardian(s) are responsible for providing personal care items for their student; change of clothes, sanitary products, brace wax etc. The clinic does not have a supply of these items.

    Parent(s)/guardian(s) shall promptly fill out and return the Student Information Update ~~and~~ Emergency Information Card and Parental Consent Form to school personnel. It is vital that this information be available to the school personnel in the event of a student becoming suddenly ill or involved in an emergency situation. Failure to have this information on hand may result in an unnecessary delay in reaching the parent(s)/guardian(s) or in getting immediate medical attention for the student. It is also vital that the information card be kept up-to-date since addresses, phone numbers, etc. change during the school year. Parent(s)/guardian(s) are required to designate emergency contact person(s) who will pick up their student if the need ever arises. The name and phones numbers of the emergency contact person(s) must be included on the Emergency Information Card.

14. Pediculosis
    NO LIVE LICE POLICY

Students who display signs of head lice, such as excessive scratching of the head, may be sent to the clinic to be checked. A thorough examination of the hair and scalp should be done for the presence of live lice. If nits or lice are found, siblings must be checked for lice infestation as well.

If nits are present, an attempt will be made to contact the parent/guardian and the Nit Notification and Treatment Letter will be sent home with the student. The student will be given a return to class pass from the clinic. Students must report to the clinic on a daily basis to monitor process of nit removal until no nits are found. A final recheck will be performed on the 10th day. If nits are still present, the school health professional will be notified to follow-up with the parent/guardian. If live lice are present, parents will be called to pick-up their child from school. After live lice treatment, the student must report to the clinic with their parent/guardian to be examined for lice/nits before they may return to class. If lice are present, the student will be sent home with the parent/guardian.
**NOTE: Presence of lice 24 hours after treatment suggests a very heavy infestation, re-infestation, resistance to therapy, or incorrect us of treatment product. The parent/guardian may contact their licensed healthcare provider regarding retreatment with a pediculicide.

15. School Clinic - All district schools maintain a health clinic that is attended by a school health professional with varying levels of medical training. School clinics are not fully equipped medical rooms. However, they are adequately designed for first aid and/or care of minor illness. The school clinic is closed for the first hour of school unless there is an emergency. Students should not seek explanation of their illness from the health professional since clinic personnel do not diagnose illness. School health professionals will evaluate a student's condition and act accordingly. If the health professional finds that the child is ill, the parent(s)/guardian(s) listed on the Student Information Update and Emergency Information card will be called by the school health professional. If the student is determined to be in satisfactory condition, with a normal temperature and no other signs or symptoms of illness, he/she will be returned to class. Students who request to call home will be allowed to do so. The parent(s)/guardian(s) may then decide if the child is to remain in school (if no signs of illness) or go home. For additional information, please see the School Clinic Policy Manual.

16. Refusal to Pick Up from School - Students who have been assessed by the school health professional or other designated personnel and determined to be injured or too ill to remain in class must be picked up promptly. At times, there may be extenuating circumstances when a parent(s)/guardian(s) cannot get to school to pick up their ill or injured child. In such cases, the school will work with parent(s)/guardian(s) as much as possible. However if a parent(s)/guardian(s) refuses to pick up a child who is injured or too ill to remain in school, the incident will be documented in the child's school health folder. If a parent(s)/guardian(s) continues to refuse to pick up their sick child on subsequent occasions, then this will be documented in writing and a referral will be made to appropriate agencies.

Instructional Resources

1. Instructional Materials – Florida Statute § 1006.28
   - **District School Board**
     The School District shall assure that instructional materials used in the district are consistent with the district goals and objectives and the curriculum frameworks adopted by rule of the State Board of Education as well as with the state and district performance standards.
   - **District School Superintendent**

By March 31 the Superintendent must certify to the commissioner that there is an approved comprehensive staff development plan that supports fidelity of implementation of instructional materials programs in place. The report must verify that training was provided and that the materials are being implemented as designed.

- **School Principal**
  The school principal has the following duties for the management and care of instructional materials at the school:

  a. Proper use of instructional materials
  The principal or principal's designee shall assure that instructional materials are used to provide instruction to students enrolled at the grade level or levels for which the materials are designed, pursuant to adopted District School Board Rule. The school principal or principal's designee shall communicate to parent(s)/guardian(s) the manner in which instructional materials are used to implement the curricular objectives of the school.

  b. Money collected for lost or damaged books
  The school principal or principal's designee shall collect from each student or the student's parent(s)/guardian(s) the replacement cost of any instructional material the student has lost, destroyed, or unnecessarily damaged.

  c. Disposition of funds
  The school principal or principal's designee shall transmit all money collected from the sale, exchange, loss, or damage of instructional materials to the district to be deposited in the district instructional materials fund

  d. Accounting for textbooks
  The Principal or principal's designee shall see that all books are fully and properly accounted for as prescribed by the adopted rules of the district school board. Adopted procedure for the Hernando County School System is the use of the district provided circulation system to maintain inventory of instructional materials.

- **Parent and Students** – Florida Statute § 1006.42
  Each parent of a student to whom or for whom instructional materials have been issued, is liable for any loss or destruction of, or unnecessary damage to, the instructional materials or for failure of the student to return the instructional materials when directed by the school principal or the teacher in charge, and shall pay for such loss, destruction, or unnecessary damage as provided under s. 1006.28(3). **A student will only have digital access to instructional materials when a parent fails to return the instructional materials or pay for damage/lost materials.**

2. Adoption Cycle 2024-2025 through 2029-2030

Adoption Year	Subject Area	Specifications & Criteria Available	State Adoption Process	Effective Date Of Contract April 1 – March 31
2024-2025	English Language Arts, ***K-12***; Personal Financial Literacy and Money Management, ***9-12*****;** Mathematics Intervention Materials,***K-4*** and English Language Arts Intervention Materials, ***K-3***	Nov. 2023	April 2024- 2025	2025-2030
2025-2026	Career and Technical Education, World Languages, Art, Music, Dance and Health, ***K-12***; Additional English Language Arts, ***6-12***	Nov. 2024	April 2025- 2026	2026-2031

2026-2027	Mathematics and Computer Science, ***K-12***	Nov. 2025	April 2026- 2027	2027-2032
2027-2028	Social Studies***, K-12***	Nov. 2026	April 2027- 2028	2028-2033
2028-2029	Science, ***K-12***	Nov. 2027	April 2028- 2029	2029-2034

3. Media Center/Library - Media centers are provided for students use in all Hernando County schools. The media center is provided to support the learning and enhance the educational opportunities for all students.

   Students using the media center/library must abide by media center/library regulations or they will lose their privilege to use the media center/library. The length of the loss of privilege, if such does occur, will be determined by the administration.

   Students are responsible for all material checked out of the media center/library in their names. They are responsible for the material until it is returned. If the material is not returned, the procedures for Lost or Damaged Books will be followed. For this reason, students are discouraged from checking out material for friends or from loaning books or material to other students.

4. Social Security - The School District of Hernando County may collect, use or release social security numbers of students and/or parents as either required or authorized by law [Florida Statute §119.071(5)(a)2-3]. For more information see Appendix D.

5. Student Records - State and Federal law gives parents [and students over eighteen (18) years of age] certain rights concerning student school records. For more information see Appendix E.

Safety

1. Emergency Procedures
   a. 911:
   If students or parent(s)/guardian(s) become aware of any criminal activities, violence, weapons, guns or drugs in regard to a district school, that individual is urged to immediately call 911 Contact school personnel to report violations of school rules and or bullying.
   b. Evacuation / Reunification Procedures:
   It should be noted that circumstances may arise which require the Hernando County School District to either evacuate one or more of its campuses due to an emergency situation. If this action is required, all students will be moved to an alternative site, when it is safe to do so, until the hazard has passed. It should be noted that during an emergency, ALL cell phones (students and staff) are to be "OFF". If parent(s)/guardian(s) wish to pick-up their student during an emergency situation, they may do so only from the ~~alternative~~ designated reunification site for each school. Information regarding the designated reunification site will be provided on a case-by-case basis when conditions warrant evacuation from an affected site.

2. Lockers - Lockers will be issued according to school-based procedures. The locker is the property of the school, and administration reserves the right to inspect the locker without prior notice being given to the student who rents the locker. The student renting the locker is responsible for the contents and condition of the locker.

3. Off-Campus Passes/Leaves, Permits - To receive permission, students must bring a note from the parent(s)/guardian(s) indicating the student has permission to leave campus or the student will be picked up by the parent(s)/guardian(s) and this note will be verified with a phone call to the parent by administration. The note must give the reason for the dismissal. Only the attendance office can give students an off-campus pass/leave permit. The pass will be given only when the situation is considered urgent and warrants this special privilege. The criteria for issuing the pass/leave permit shall be the same as an excused absence. Students must show his/her permit to leave campus during school hours. A student may be signed out of school only if a legal guardian listed on the student emergency card provides the requested documentation. A picture identification of the individual requesting the student be released may be required. Students are not allowed to leave school with any person other than the legal parent(s)/guardian(s) or a person with authorization from the student's parent(s)/guardian(s). Adult students (18 years of age or older) or a married student will need only the principal's permission to leave campus.

   Students are not allowed to leave campus for lunch or to run off-campus errands for staff.
   With principal and parent(s)/guardian(s) permission, students will be allowed to leave campus for a school-sponsored activity. The student must be covered by sufficient insurance and the liability waiver must be completed.
   Students may not leave campus during school hours without appropriate permission.

4. Safety Rules
   - Adhere to on-site traffic plans for vehicles when driving on campus
   - Encourage walkers or bicyclists to follow safety rules
   - Use pedestrian-safety features where available

5. Supervision
   Ensure Your Child's Safety
   - Parents and children are not to arrive at school earlier than thirty minutes before the start of the school day*
   - Children are to leave campus within thirty minutes after the school day or activity ends*

   * Special arrangements may be made with the before/after school program, teacher or administrator.
   Supervision will not be provided earlier than thirty minutes before nor thirty minutes after school times. School clinic services are not available at extracurricular activities nor before or after the school day. Parents bear the responsibility to attend to any medical needs for their children before and after these times.

6. Survey - Students are not required to participate in any survey non-related to school matters. See Appendix F.

7. Visitors - To protect the safety and welfare of the Hernando County School District's students, all school campuses are closed. All visitors must enter the school through the main office to be screened and given authorization to visit the campus [Florida Statute §1013.10; Unauthorized persons on school district property may be considered to be a trespasser and may be reported to law enforcement. Acceptable reason for school visits include:

   - Participation in a school-sponsored activity approved by the administration.
   - Special permission from the school or district administration.

Students who have been withdrawn, expelled or suspended from school for disciplinary reasons will not be allowed on any School Board property or at school-sponsored activities unless they are accompanied by an administrator or administrator's designee. This administrator or administrator's designee shall accompany the student until the student has left the school grounds.

8. Weather Emergencies - When students find themselves in or around the following location, event, or condition, during a thunderstorm or lightning they are advised to take the following protective action:

Thunderstorms and Lightning:

a. **On School Grounds:** Students are directed to get out of open areas and into an enclosed building as quickly as possible upon the approach of a storm. Students shall not seek shelter under isolated trees, close to metal fences, on playground equipment, or in shelters in exposed locations.

b. **In School Buildings:** Students are directed to stay indoors and to not go outside unless absolutely necessary. Stay away from open doors and windows, metal objects, electrical appliances and plumbing until the storm has passed. Keep telephone use to a minimum. Do not handle flammable liquids in open containers. Unplug, if possible, TV sets, computer equipment and all electrical equipment and appliances.

c. **Athletic Events:** Students are directed to seek shelter in buildings. Avoid open fields and high objects in the area where there is no shelter. Keep twice as far from isolated trees or objects as the object is tall. Get into a crouching position if open areas cannot be avoided. Avoid open spaces, metal fences, sheds or unenclosed shelters. Avoid electrically conductive overhead objects (i.e., wires). Do not use metal object such as fishing rods or golf clubs. Remove metal-cleated shoes.

d. **In Transit:** Students are directed to stay inside vehicles. DO NOT TOUCH EXPOSED METAL PARTS. Do not park vehicles under electrical lines or trees. Seek protected shelter when using scooters, motorcycles, bicycles and other open vehicles.

e. **Field Trips or Hiking:** Students are directed to move from high ground and avoid lone trees and small sheds. Stay away from metal fences. Seek shelter in a thick timber ravine, ditch or in an enclosed vehicle or building.

Tornadoes:

Principals and facility managers have evaluated their physical plants and have developed plans for secure area for the students. They have considered the following issues in formulating their plans:

- The utilization of lower floors and interior areas for housing students.
- Gyms and other areas with wide roof span buildings are not suited for housing students.
- The development of a special alarm system for tornado warnings.
- Ensuring that first aid supplies are current and convenient.

a. **Tornado Watch***:* When weather conditions are right for the formation of tornadoes, the staff will:

- Move students from re-locatable (portable) classrooms and outside locations to permanent facilities.
- Prepare shelter areas on the lower floors and toward the interior of the buildings.
- Monitor weather advisories.
- Make plans to evacuate large areas with wide roof spans unless they are designated as shelters.

- Keep doors unlocked.
- Close windows and outside doors.

b. **Tornado Warning:** When a tornado has been sighted in the area visually and/or on radar, the staff will:
   - Monitor progress of the storm.
   - Evacuate portable classrooms and take shelter in permanent facilities.
   - Close windows and outside doors.
   - Direct everyone to seek cover where floors and walls meet and take a protective seated position with hands/arms covering the head and face.

c. **School Bus:** During a tornado warning, bus drivers will take the following steps:
   - Stop at the closest available building which can be used as a shelter.
   - Shelter students until the "all clear" are announced.
   - Advise students to seek cover and place themselves in a protected position covering their head and face.
   - Have the students disembark and lie flat in the lowest area available when a suitable shelter is not available.

Transportation

1. Driver's License Requirements - According to the provisions of Florida Statutes, effective October 1, 1997, any student who is eligible to obtain a restricted or regular license must be enrolled in an educational program and satisfy relevant attendance requirements. The student must be enrolled in a K-12 program, a special program, or an adult full time evening school. The student must not have more than fifteen (15) unexcused absences in a 90-day attendance period.

   A. Suspension of Driver's License

   If a student is not enrolled in school or accumulates fifteen (15) or more unexcused absences in a 90-day period, the district must notify the Department of Highway Safety and Motor Vehicles of the name, date of birth, and social security number of the student. Upon receipt of notice from the Department of Highway Safety and Motor Vehicles that the driving privilege will be suspended, the minor or the parent(s)/guardian(s) of the minor has fifteen (15) calendar days to provide proof of compliance with the school attendance requirement statute or request a hardship waiver. Twenty (20) days after notification from the Department of Highway and Safety and Motor Vehicles, the operator's license or learner's permit will be suspended. Students affected by this requirement who have not yet received a learner's permit will have their attendance recorded with the Department of Highway Safety and Motor Vehicles.

   Hardship Waiver

   According to the provisions of the statute cited above, school administration shall waive the requirements of this statute for any minor under its jurisdiction for whom a personal or family hardship requires that the minor have a driver's license for their own or their family's employment or medical care. Recommendations of teachers and counselors are to be considered prior to granting a waiver. If a waiver is granted through this process, the Department of Highway Safety and Motor Vehicles is to be notified within 24 hours after the hearing.

2. Parking

   To be eligible for a parking permit, **the high school student** must:
   - Have a 2.0 GPA at the time of application

- Maintain a 2.0 GPA each marking period for which the permit is issued
- Maintain a 10 days or less unexcused attendance rate for each class in the prior semester.

a. The Principal or principal's designee will suspend the parking permit at the time that the student's GPA falls below 2.0 and/or student has 10 or more unexcused absences in the current semester. However, a student may have his/her parking permit reinstated when the GPA is restored and/or attendance is improved provided there are available parking spaces.
b. All high school students who drive vehicles on campus are required to obtain a parking permit with an assigned number. That number and student application will be kept on file in the administration office. Since there are limited parking facilities on high school campuses, parking permits will be issued in order of academic programs (DECA, Allied Health, Dual Enrollment, Reduced Schedule) and seniority with Seniors, and Juniors second priority.
c. A parking permit will be issued by the principal or principal's designee to eligible drivers for each vehicle registered upon presentation of a current Florida Operator's License and a Florida Vehicle Registration Certificate. The sticker shall be placed on the vehicle in accordance with the individual school's requirements. Each vehicle will be assigned a specific parking area.
d. Students are not permitted to return to their vehicles during school hours unless approved by the school administration.
e. The school is not responsible for damages, theft, etc. to personal vehicles, bicycles, scooters or any form of transportation or their contents.
f. Student drivers have the responsibility to ensure that all passengers have appropriate leave permits when leaving campus during the school day. Failure to do so may result in disciplinary action.
g. Students driving vehicles within the school zone are required to observe all state, local and school district regulations on speeding and parking. Any member of the faculty, staff or administration may issue a citation for a violation upon identification of the student or parking permit. The citation will be in triplicate with one copy to the student or placed on the vehicle, one copy to the administration for the student's disciplinary file, and one copy to be mailed to the parent(s)/guardian(s) of the student. Repeated violations may result in issuance of a parking ticket with a fee up to $25.00 and/or suspension or revocation of the privilege of driving and parking on campus, and/or referral to law enforcement. After the first warning of irregular parking, vehicles that do not have parking stickers will be towed away at the driver's expense.
h. Excessive disciplines, absences, tardies, or improper use of off-campus privileges on the part of the student may result in the revocation of the parking permit.
i. Middle school students are not permitted to operate motorized vehicles on campus.

3. Bicycles and scooters - Persons riding bicycles or scooters on a roadway have the same rights and duties as drivers of motorized vehicles. Riders must know and obey the scooter laws and/or know and obey the bicycle laws. All students must comply with the helmet law.

4. Bus Procedures - Instructions for Students Riding the Bus:
   - Students are expected to obey the bus driver's instructions at all times since he/she is in full charge of the bus.
   - When waiting to board the bus, students are to stand at least 10 feet off the roadway until the bus stops. Also, when boarding or departing the bus, students are to walk 10 feet in front of the bus and wait for the driver's signal before crossing the road.
   - Students must board and leave the bus at their regular stop location. No exceptions will be made unless by written permission from the administration.

- Students must be on time. The bus will not wait for those who are tardy. Students should be at the bus stop five minutes before the scheduled time. In case of a bus breakdown, students must wait at the bus stop for one hour for a substitute bus to arrive before an excused tardy for being late to school is issued.
- The driver will assign student seats. Students are to sit facing forward with feet out of the aisle. Students are to remain in their seats while the bus is in motion. The aisle must be clear of feet, books and jackets. The driver must have an unobstructed view of the back door.
- Students are to keep arms and heads inside windows. No object is to be thrown at the bus, in the bus or out of the windows of the bus.
- Students are to make no unnecessary conversation with the bus driver since the driver must have his/her full concentration on driving the bus. Students are to remain quiet. Outside of ordinary conversation, students are to maintain classroom conduct. Students shall not use any abusive or profane language to other students, the driver or pedestrians.
- Students will refrain from pushing, tripping, shoving and fighting while boarding, riding and leaving the bus.
- Students are to be absolutely silent when the bus stops at all railroad crossings. Burning the dome lights is the driver's signal for absolute silence.
- No eating, drinking, use of drugs/snuff/chewing tobacco, smoking, vaping or possession of a weapon will be allowed at any time on the bus.
- Animals (dead or alive), glass containers, sharp objects, balls, ball bats, racquets, marbles, cutting instruments, toys, radios, tape players, CD players, games, novelty/trading cards, batons, drumsticks, toothpicks, balloons, lighters, matches, or any items of this nature are not allowed on the bus.
- Large objects, including band instruments which cannot be held on the lap or which interfere with the seating and safely of others, will not be permitted on the bus.
- Students in Exceptional Student Education must comply with all of above. As required by law, parent(s)/guardian(s) of exceptional students must be available to assist the student in boarding and departing at the approved bus stops, and they must provide necessary emergency information to the Transportation Department.

Violation of any of the above rules will be reported by the driver to the principal who has the authority to suspend a student temporarily or permanently from riding the bus. Riding the bus is a privilege. Parent(s)/guardian(s) have the responsibility to ensure that suspended students will not appear at the bus stop.

Pledge

In accordance with Florida Statute §1003.44, a student has the right not to participate in reciting the pledge. Upon written request by his or her parent, the student must be excused from reciting the pledge, including standing and placing the right hand over his or her heart.

APPENDIX A
(Course Progression Charts)

Middle Grades Course Progression

Course	Level	Grade 6	Grade 7	Grade 8
English Language Arts	(Level 1-2)	MJ Language Arts 1 (1001010) + M/J Intensive Reading (1000010)	M/J Language Arts 2 (1001040) + M/J Intensive Reading (1000012)	M/J Language Arts 3 (1001070) + M/J Intensive Reading (1000014)
	(Level 3-5)	M/J Language Arts 1 1001010) or M/J Language Arts 1 Adv (1001020)	M/J Language Arts 2 (1001040) Or M/J Language Arts 2 Adv (1001050)	M/J Language Arts 3 Adv (1001080) or English 1 (1001310) or Pre-AP English 1 (1001415)
Mathematics	(Level 1)	MJ Math Course 1 (1205010) + Intensive Math (1204000)	MJ Math Course 2 (1205040) + Intensive Math (1204000)	MJ Pre-Algebra (1205070) + Intensive Math (1204000)
	(Level 2)	MJ Math Course 1 (1205010)	MJ Math Course 2 (1205040)	MJ Pre-Algebra(1205070)
	(Level 3-5)	MJ Math Course 1 Adv (1205020)	MJ Math Course 2 Adv (1205050)	‡‡Algebra 1 (1200310)* or Pre-AP Algebra 1 (1200386)* or MJ Pre-Algebra(1205070) ***Level 3 EOC score required for standard diploma and EOC counts 30% of final grade***
Science	(Level 1-3)	Comprehensive Science 1 (2002040)	Comprehensive Science 2 (2002070)	Comprehensive Science 3 (2002100)
	(Level 4-5)	Comprehensive Science 1 Adv (2002050)	Comprehensive Science 2 Adv (2002080)	Comprehensive Science 3 Adv (2002110)
Social Studies	(Level 1-3)	U.S. History (2100010) Or U.S. History and Career Planning (2100015)	Civics (2106010) or Civics and Career Planning (2106016)* ***EOC counts 30% of final grade***	World History and Career Plan (2109015)

	(Level 4-5)	U.S. History Adv (2100020) Or U.S. History and Career Planning Adv (210005)	Civics Adv (2106020) or Civics and Career Planning Adv (2106026)* ***EOC counts 30% of final grade***	M/J World History Adv and Career Plan (2109020) Or Pre-AP World History and Geography (2109415)

If a school offers Pre-AP World History and Geography, MYP IB or AICE Social Studies courses in 8th grade, the school must adopt US History and Career Planning or Civics and Career Planning to meet promotion requirements.

High School Course Progression Matrix

English Language Arts and Mathematics

Course	Grade Level	Transitional Level 1-2	On Grade Level 3	Above Level 4-5	IB Level 4-5	AICE
English Language Arts	**Grade 9**	English I / (1001310) & Intensive Reading	English I / (1001310) or Pre-AP English I / (1001415)	English 1 (H) / (1001320) or English II (H) / (1001350) or Pre-AP English I / (1001415)	English 1 (H) / (1001320H) or Pre-IB English 2 / (1001810)	English 1 (H) / (1001320H) or AS General Paper / (1009360)
	Grade 10	English II / (1001340) & Intensive Reading	English II / (1001340) or English II (H) / (1001350)	English II (H) / (1001350) or English III (H) / 1001380	Pre-IB English 2 / (1001810) or English 3 (H) / (1001380) or AP LA & Comp.(1001420)	English II (H) / (1001350) or AS English Language / (1001550)
	Grade 11	AS General Paper / (1009360)	AS General Paper / (1009360) or ENC1101/ENC1102	AP LA & Comp.(1001420) or ENC1101/ENC1102 (2cr) or AS General Paper / (1009360)	IB English 3 / (1001820)	AS English Literature / (1005370)
	Grade 12	English IV / (1001400)	English IV / (1001400) or ENC1101/ENC1102 (2cr)	AP LA & Comp.(1001420) 0r ENL2011/ENL2012 (2cr)	IB English 4 / (1001830)	AS English Language and Literature / (1001535)
== Mathematics	**Grade 9**	Algebra 1A / (1200370) 1 credit &	*Algebra 1 or (H) (1200310/1200320) Or	Geometry or (H) (1206310/1206320)	Geometry (H) / (12063i0) Or Algebra II (H) / (1200340)	Geometry (H) / (12063i0) Or

		*Algebra 1B / (1200380) 1 credit	Pre-AP Algebra 1 (1200386)*			Algebra II (H) / (1200340)
	Grade 10	Geometry / (1206310)	Geometry or (H) / (1206310/1206320)	Algebra II or (H) / (1200330/1200340)	Algebra II (H) / (1200340) or IB Pre-Calculus / (1202375)	Algebra II (H) / (1200340) or Pre-Calc / (1202340)
	Grade 11	Algebra II or (H) / (1200330/1200340) or Mathematics for Data and Financial Literacy (1200384)	Algebra II or (H) / (1200330/1200340) or Mathematics for Data and Financial Literacy (1200384)	Pre-Calc / (1202340) or MAC 1105/1147 (2cr)	IB Math Studies / (1209800) or IB Pre-Calculus / (1202375) Or IB Calc & Descr Stats / (1202810)	Pre-Calc / (1202340) Or AP Calculus AB / (1202310)
	Grade 12	Algebra II or (H) / (1200330/1200340) or Mathematics for Data and Financial Literacy (1200384) or Mathematics for College Liberal Arts (1207350)	Pre-Calc / (1202340) or Mathematics for Data and Financial Literacy (1200384) Or Mathematics for College Liberal Arts (1207350) or MAC 1105/1147 (2cr)	AP Calculus AB / (1202310) or STA2023	IB Stats & Intro Diff Calc (1210310) Or IB Calc & Descr Stats / (1202810) Or AP Calculus AB / (1202310)	AP Calculus AB / (1202310) Or AP Calculus BC / (1202320)

**** Level 3 EOC score required for standard diploma and EOC counts 30% of final grade***

Algebra 1A and Algebra 1B are equivalent to 2 credits for high school graduation. However, both courses count as 1 credit for admission to the SUS

Certain Industry Certifications may be applied toward mathematics credit requirements (excluding Algebra 1 and Geometry)

High School Course Progression Matrix

Science and Social Studies

Course	Grade Level	Transitional Level 1-2 Science FCAT	On Grade Level 3	Above Level 4-5	IB Level 4-5	AICE
Science	**Grade 9**	Env. Science (2001340) (Grade 9 students only)	Biology (2000310)	Biology or (H) (2000310/2000320)	Biology 1 (H) (2000320H)	Biology (H) / (2000320)
	Grade 10	Biology (2000310)	Physical Science (2003310)	Chemistry I or (H) (2003340 / 2003350)	Chemistry 1 (H) (2003340 / 2003350)	AS Marine Science / (2002515)
	Grade 11	Physical Science (2003310) or Marine Science (2002500) or Earth Space Science (2001310)	Marine Science (2002500) or Earth Space Science (2001310)	Physics I or (H) /(2003380/2003390) or AP Env. Science (2001380) or +AP Biology 2000340 or BSC2010/BSC2011	AP Biology (2000340)	AS Environmental Management / (2001381)
	Grade 12			CHM 2045 Or PHY1053	Biology 2 IB / (2000810) or Biology 3 IB / (2000820) or Env. Systems 2 IB / (2001375) or Sports & Ex Science 2 IB (2001830) or Chemistry 2 IB (2003810)	
Social Studies	**Grade 9**			~~AP Human Geography (2103400)~~	~~AP Human Geography (2103400)~~	World History (H) / (2109320)
	Grade 10	World History (2109310)	World History or (H) (2109310/2109320) or	AP World History (2109420)	AP World History (2109420) Or AP European History (2109380)	AS European History / (2109371)

			Pre-AP World History and Geography (2109415)			
	Grade 11	U.S. History (2100310)	U.S. History or (H) (2100310/2100320) or AP U.S. History (2100330)	AP U.S. History (2100330) or *AMH2010/AMH2020	AP U.S. History (2100330)	AS US History / (2100500)
	Grade 12	U.S. Government (2106310) Econonomics (2102310)	U.S. Government or (H) (2106310/2106320) and Economics or (H) (2102310/2102320)	AP U.S. Gov and Politics (2106420) AP Microeconomics (2102360) or AP Macroeconomics 2102370 or AP Psychology 2107350 or AP Comparative Gov/Pol 2106430 DE Psychology PSY1012 or DE Sociology SYG2000	Cont. History 1 IB (2109800) or Cont. History 2 IB (2109805) or Soc & Cult Anthropology 2 IB (2101810) or Environmental Systems 2 IB (2001375)	

APPENDIX B
(Sample Programs of Study)
For a full list of all programs of study, go to the district website

Career Cluster:	**Visual and Performing Arts**			**Program:**	**Theatre**		
Career Cluster Pathway:	**Acting**			**Industry Certification:**	**N/A**		
HERNANDO SCHOOL DISTRICT Learn it. Love it. Live it.	**16 CORE CURRICULUM CREDITS**				**8 ADDITIONAL CREDITS**		
	ENGLISH 4 credits	**MATH** 4 credits	**SCIENCE** 3 credits, 2 with lab	**SOCIAL STUDIES** 3 credits	**OTHER REQUIRED COURSES** FINE ARTS (1 credit), PHYSICAL EDUCATION (1 credit),	**VISUAL and PERFORMING ARTS COURSES**	**RECOMMENDED ELECTIVES** (ALIGNED WITH COMMUNITY COLLEGE & STATE UNIVERSITY SYSTEM PROGRAMS)
HIGH SCHOOL (NCTHS)	**Diploma Options: (1) 24 Credit (2) 18 Credit ACCEL (3) Advanced International Certificate of Education (4) International Baccalaureate** • **Students are encouraged to begin planning for careers and post secondary options by exploring resources at mycareershines.org.** • **Students are also encouraged to participate in dual enrollment courses which may be used to satisfy high school graduation or Bright Futures Gold Seal Vocational Scholars course requirements.** • **Cumulative GPA of 2.0 on a 4.0 scale for 24 credit program**						
9th	English 1	*Algebra 1	Biology		HOPE (meets PE requirement)	Acting 1	Foreign Language
10th	*English 2	Geometry	Physical Science	World History		Acting 2	Foreign Language
11th	English 3	Algebra 2	Chemistry or Physics or Equally Rigorous Course	US History	Fine Arts – May take an additional Theatre course such as Technical Theatre Design & Production 1 or Musical Theatre 1	Acting 3	
12th	4th year English	4th year Math		US Government and Economics with Financial Literacy		**#** Acting 4	
Post-Secondary	**Based on the Career Cluster of interest and identified career and technical education program, the following is a sample of postsecondary options available.**						
	2-Year Professional Certificate PROGRAM(S)		**COMMUNITY COLLEGE PROGRAM(S)**		**UNIVERSITY PROGRAM(S)**		
	American Musical and Dramatic Academy (AMDA - NY)		A.S. in Acting (FL School of the Arts) A.A. Pre-Major in Theatre (Valencia College)		B.A. in Theatre Arts or Theatre/Education B.F.A. in Acting or Theatre Performance (UF, UCF, FSU, and others)		
CAREER	**Sample Career Specialties**						
	Actor (Theatre, film, television, industrials, theme park, voice-over artist, etc.)		K-12 Theatre Teacher College Theatre Professor Theatre Company/Performing Arts Center Education Director/Instructor		Other professions that often encourage study in acting: Psychologist/Counselor, Lawyer, Minister/Clergy, Broadcaster		
CREDIT	**Extension and Dual Enrollment Opportunities**						
	Dual Enrollment Survey of Drama 1 & 2 through PHSC		Students in the Theatre program may take additional theatre courses to supplement their career cluster pathway as openings in their schedules permit		Available courses: Acting 1, 2, 3, 4 Honors, Technical Theatre Design & Production 1, 2, 3, 4 Honors, Musical Theatre 1, 2, 3, Theatrical Directing & Stage Mgmt.		

*=Level 3 Requirements	#=Honors Weight	♦=Science Equivalent *Course*	@= Course Substitution	PA= Fine/Performing Arts Credit
Performing Arts Student Association: International Thespian Honor Society				
Extra Curricular Experience Recommendations: Participation in Shark Theatre productions, Thespian Honor Society Festivals/Competition				
Program of Study Graduation Requirements: http://www.fldoe.org/academics/graduation-requirements				

Career Cluster:	**Engineering & Technology Education**	**CTE Program:**	Production Technology (8604000)
Career Cluster Pathway:	**Engineering & Technology Career Path (SCPA)**	**Industry Certification:**	Secondary: MSSC Certified Production Technician Post-Secondary: **NIMS Machining Level 1**

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	14 CORE CURRICULUM CREDITS				10 ADDITIONAL CREDITS		
	ENGLISH 4 credits	**MATH** 4 credits	**SCIENCE** 3 credits, 2 with lab	**SOCIAL STUDIES** 3 credits	**OTHER REQUIRED COURSES** FINE ARTS (1 credit), PHYSICAL EDUCATION (1 credit),	**CAREER AND TECHNICAL EDUCATION COURSES**	**RECOMMENDED ELECTIVES** (ALIGNED WITH COMMUNITY COLLEGE & STATE UNIVERSITY SYSTEM PROGRAMS)
HIGH SCHOOL (CHS, HHS)	**Diploma Options: (1) 24 Credit (2) 18 Credit ACCEL (3) Advanced International Certificate of Education (4) International Baccalaureate** • **Students are encouraged to begin planning for careers and post secondary options by exploring resources at mycareershines.org.** • **Students are also encouraged to participate in dual enrollment courses which may be used to satisfy high school graduation or Bright Futures Gold Seal Vocational Scholars course requirements.** • **Cumulative GPA of 2.0 on a 4.0 scale for 24 credit program**						
9th	English 1	*Algebra 1	Biology		HOPE (meets PE requirement)	Production Technology 1 (PA)	Foreign Language
10th	*English 2	Geometry	Physical Science	World History	Practical/Fine Arts	Production Technology 2 (PA)	Foreign Language
11th	English 3	Algebra 2	Chemistry or Physics or Equally Rigorous Course	US History		Production Technology 2 (PA)	
12th	4th year English	4th year Math		US Government and Economics with Financial Literacy			

Post-Secondary	**Based on the Career Cluster of interest and identified career and technical education program, the following postsecondary options are available.**		
	TECHNICAL CENTER PROGRAM(S)	**COMMUNITY COLLEGE PROGRAM(S)**	**UNIVERSITY PROGRAM(S)**
	Automation & Production Technology at SunCoast Technical Education Center	A.S. Engineering Technology at HCC A.S. Engineering Technology at SPC A.S. Engineering Technology at PHSC	BS in Industrial Management at USF BS in Industrial Engineering at UCF
CAREER	**Sample Career Specialties (The Targeted Occupations List may be used to identify appropriate careers.)**		
	Production Worker Team Assemblers	Engineering Technician Machinist Manufacturing Production Technician	Engineer
CREDIT	**Articulation and CTE Dual Enrollment Opportunities**		
	Secondary to Technical Center (PSAV)	**Secondary to College Credit Certificate or Degree** Students earning the MSSCN001 Industry Certification are guaranteed 15 credits in the Engineering Technology AS/AAS	**PSAV/PSV to AAS or AS/BS/BAS** Three (3) college credit hours to the AAS/AS Degree in Manufacturing Technology.

***= Level 3 Requirements** **#=Honors Weight** **♦=Science Equivalency** **@= Course Substitution** **PA= Fine/Performing Arts Credit**

Career and Technical Student Association: Skills USA

Internship/Work Experience Recommendations:

Program of Study Graduation Requirements: http://www.fldoe.org/academics/graduation-requirements

Career Cluster:	Health Science	CTE Program:	Allied Health Assisting
Career Cluster Pathway:	Support Services	Industry Certification:	Certified Medical Administrative Assistant, Certified Nursing Assistant

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	14 CORE CURRICULUM CREDITS				10 ADDITIONAL CREDITS		
	ENGLISH 4 credits	**MATH** 4 credits	**SCIENCE** 3 credits, 2 with lab	**SOCIAL STUDIES** 3 credits	**OTHER REQUIRED COURSES** FINE ARTS (1 credit), PHYSICAL EDUCATION (1 credit),	**CAREER AND TECHNICAL EDUCATION COURSES**	**RECOMMENDED ELECTIVES** (ALIGNED WITH COMMUNITY COLLEGE & STATE UNIVERSITY SYSTEM PROGRAMS)
HIGH SCHOOL (CHS, HHS)	**Diploma Options: (1) 24 Credit (2) 18 Credit ACCEL (3) Advanced International Certificate of Education (4) International Baccalaureate** • **Students are encouraged to begin planning for careers and post secondary options by exploring resources at mycareershines.org.** • **Students are also encouraged to participate in dual enrollment courses which may be used to satisfy high school graduation or Bright Futures Gold Seal Vocational Scholars course requirements.** • **Cumulative GPA of 2.0 on a 4.0 scale for 24 credit program**						
9th	English 1	*Algebra 1	Biology		HOPE (meets PE requirement)		Foreign Language
10th	*English 2	Geometry	Physical Science	World History	Practical/Fine Arts		Foreign Language
11th	English 3	Algebra 2	Chemistry or Physics or Equally Rigorous Course	US History		Health Science 1or Anatomy & Physiology	
12th	4th year English	4th year Math		US Government and Economics with Financial Literacy		Health Science 2, Allied Health 3 and Health Science Directed Study	

Post-Secondary	**Based on the Career Cluster of interest and identified career and technical education program, the following postsecondary options are available.**		
	TECHNICAL CENTER PROGRAM(S)	**COMMUNITY COLLEGE PROGRAM(S)**	**UNIVERSITY PROGRAM(S)**
	Certified Nursing Assistant, Practical, Surgical Technician, EMS, Paramedics, Medical Technician Programs	Various Health Science Programs including LPN, RN Radiology Technician, Ultrasound Technician	BS in Registered Nursing, Pre-Med, Pre-Pharmacy, Nurse Practitioner,
CAREER	**Sample Career Specialties (The Targeted Occupations List may be used to identify appropriate careers.)**		
	Certified Nursing Assistant, Patient Care Assistant, Practical Nurse	Nursing RN, Emergency Medical technician, Medical Administrative Assistant, Health Unit Coordinator, Medical Coder	Registered Nurse, Nurse Practitioner, Respiratory Therapist, Physical Therapist
CREDIT	**Articulation and CTE Dual Enrollment Opportunities**		

***= Level 3 Requirements** **#=Honors Weight** **♦=Science Equivalency** **@= Course Substitution** **PA= Fine/Performing Arts Credit**

Career and Technical Student Association: HOSA Future Health Professionals

Internship/Work Experience Recommendations: Clinical experience required as part of program

Program of Study Graduation Requirements: http://www.fldoe.org/academics/graduation-requirements

APPENDIX C
(Intervention Plans)

Individual Student Plans

Plan Element	Progress Monitoring Plan	Individual Education Plan (IEP)	Section 504 Plan	English Language Learners Plan
Authority	Section 1008.25(4), F.S.	Individuals with Disabilities Education Act and Rule 6A-6.03028, FAC	Section 504 of the Rehabilitation Act of 1973	Consent Decree, *LULAC et. al. v. State Board of Education* (1990)
Purpose	To assist the student in meeting state and district expectations for proficiency for promotion in ELA, mathematics, social studies, and science	To address the unique educational needs of a student with a disability, including their level of English proficiency to ensure a free and appropriate public education	To provide students with disabilities equal opportunity to benefit from educational programs, services, or activities as is provided their nondisabled peers	To ensure the provision of appropriate services to students with limited English proficiency and to monitor the progress made by such students
Target Audience/Student Eligibility	Students who do not meet specific levels of performance as determined by the district School Board ELA, mathematics, social studies, and science for each grade level, or who do not meet specific levels of performance on statewide assessments at selected grade levels	Students who meet the eligibility requirements under IDEA and State Board of Education Rules must have an IEP developed and implemented.	Students with a current physical or mental impairment which substantially limits one or more major life activities	Students identified through a home language survey and oral/aural and reading/writing (3-12) assessments to be limited English proficient
Goals	Identification of the desired level of performance in area(s) of deficiency. Level 3 on FSA, SRI grade level proficiency and below designated cut points on iReady.	Identification of measurable annual goals to address the student's priority educational needs and how the disability affects progress in the general education curriculum	Determination of necessary accommodations based on the individual needs of the student	Progress toward the acquisition and proficiency of the English language
Method	Diagnostic assessments may include: teacher and common district assessments, placement test, and diagnostic software results	Diagnostic assessments may include: teacher and common district assessments, placement test, and diagnostic software results	There are no specific requirements for the content of a Section 504 plan; the plan identifies the services or accommodations to be provided to the eligible student.	ACCESS for ELLs, diagnostic assessments may include: teacher and common district assessments, placement test, and diagnostic software results

Plan Element	Progress Monitoring Plan	Individual Education Plan (IEP)	Section 504 Plan	English Language Learners Plan
Monitoring	The how, when, how often, by whom, how long academic support instruction is to be provided, and the reevaluation activities to be employed	The how, when, how often, by whom, how long academic support instruction is to be provided, and the reevaluation activities to be employed	The how, when, how often, by whom, how long academic support instruction is to be provided, and the reevaluation activities to be employed	The how, when, how often, by whom, how long academic support instruction is to be provided, and the reevaluation activities to be employed
Parent Involvement	The school must collaborate with the parent of any student involved in the school-wide PMP through MTSS process.	Parents are integral members of the student's IEP team; documentation is required demonstrating that the parent was afforded the opportunity to participate.	Best practice dictates that they have involvement in the evaluation and placement process.	Parent involvement shall be promoted by the establishment of Parent Leadership Councils at the school or district level in addition to the training and promotion of parents of ELL students on other advisory councils in the district.
Service Delivery	Re-teaching by the classroom teacher, extra time programs, academic support programs, course/credit recovery Level 1 (intensive ELA and mathematics classroom) Level 2 (core academic classroom)	Identification and delivery of special education and related services, accommodations, and/or modifications	Individualized based on the student's required accommodations and/or modifications	Intensive English language instruction and instruction in basic subject that are comprehensible and equal to that provided to English proficient students in scope, sequence, etc.
Other Requirements	District school boards shall assist schools and teachers to implement research-based activities that have been shown to be successful in teaching low-performing students. academic support instruction provided during high school may not be in lieu of English and mathematics credits required for graduation.	An IEP may suffice for the PMP process.	Students eligible for a Section 504 plan may also participate in the school-wide PMP process if they are experiencing academic difficulties.	The ELL Student plan may be combined with an IEP. The ELL or Student plan may be included in or attached to an existing student's plan, e. g., IEP, or may be a separate document for a given student or students.

APPENDIX D

NOTICE OF USE OF SOCIAL SECURITY NUMBERS

Please Read the information below.

The School District of Hernando County may collect, use or release social security numbers (SSN) of students and/or parents for the following purposes, which are noted as either required or authorized by law to be collected. The collection of social security numbers is either specifically authorized by law or imperative for the performance of the District's duties and responsibilities as prescribed by law [Florida Statute §119.071(5)(a)2-3].

- **Student registration and student identification numbers [**Required to request by §1008.386 and §119.071(5)(a)6, F.S. However, §1008.386 notes as an exception, "However, a student is not required to provide his or her social security number as a condition for enrollment or graduation."]

- **Registration in an adult education program** [Required by 6A-10.0381, Florida Administrative Code (F.A.C.) if available and/or student identifier, as required by §119.071(5)(a)6, F.S.]

- **Tracking of adult students enrolled in a postsecondary program.** [Required by 6A-1.0955(3)(e), F.A.C., and by §119.071(5)(a)6, F.S.]

- **Criminal history, Level 1 and level 2 background checks / Identifiers for processing fingerprints by Department of Law Enforcement / Registration information regarding sexual predators and sexual offenders authorized by §943.04351, F.S., if SSN is available.** [Required by 11C-6.003, F.A.C., and §119.071(5)(a)2 and 6, F.S.]

- **Reports on students required to be submitted to Florida DOE** [Authorized by §119.071(5)(a)2 and 6, F.S.]

- **Tort claims and tort notices of claim against the School Board** [Required by §768.28(6) and §119.071(5)(a)6, F.S.]

- **Use of motor vehicle information from the Department of Motor Vehicles for the District to carry out its functions and to verify the accuracy of information submitted by agent or employee to District, including to prevent fraud, in connection with insurance investigations, and to verify a commercial driver's license.** [Authorized by federal law 18 U.S.C. 2721 et seq. and §119.071(5)(a)6, F.S.]

- **Information received from Florida DOE to locate missing Florida School Children.** [Required by 6A-6.083, F.A.C., and §119.071(5)(a)6, F.S.]

- **National School Lunch Act application verification process / Eligibility for Free and Reduced Price Meals and Free Milk in Schools.** [Required of the adult, if the person has a number, by federal law 42 U.S.C. 1751 et seq. and federal regulations 7 C.F.R. 245.2 and .3, and §119.071(5)(a)6, F.S.]

- **Reports from Department of Motor Vehicles of each student whose driver's license is suspended for excessive unexcused absences and reports to Department of non-enrollment or non-attendance upon the part of a student who is required to attend some school** [Required by §322.091(5), §1003.27, and §119.071(5)(a)6, F.S.]

- **Written verification from employer for vocational education, student follow up** [Required by 6A-10.0341, F.A.C., and §119.071(5)(a)6, F.S.]

- **Child abuse report to Department of Children and Families (DCF), of student victim and subjects of report** [Required by 65C- 29.002, F.A.C., and §119.071(5)(a)6, F.S.]

- **Identification of blood donors** [Authorized by federal law 42 U.S.C. 405(c)(2)(D)(i)]

- **The disclosure of the SSN is expressly required by federal or state law or a court order.** [Required by §119.071(5)(a)6, F.S.]

- **Collection and/or disclosure are imperative or necessary for the performance of the District's duties and responsibilities as prescribed by law, including but not limited for password identification to the District's network.** [Authorized by §119.071(5)(a)6, F.S., and required by §119.071(5)(a)2, F.S.]

- **The individual expressly consents in writing to the disclosure of his or her SSN.** [Authorized by §119.071(5)(a)6, F.S.]

- **The disclosure of the SSN is made to prevent and combat terrorism to comply with the USA Patriot Act of 2001, Public Law 107-56, or Presidential Executive Order No. 13,224.** [Required by §119.071(5)(a)6, F.S.]

- **The disclosure of the SSN is made to a commercial entity for the permissible uses set forth in the federal Driver's Privacy Protection Act of 1994, 18 U.S.C. 2721 et seq.; the Fair Credit Reporting Act, 15 U.S.C. 1681 et seq.; or the Financial Services Modernization Act of 1999, 15 U.S.C. 6801 et seq., provided that the authorized commercial entity complies with the requirements of §119.071(5), F.S.** [Authorized by §119.071(5)(a)6, F.S.]

- **Income for Medicaid eligibility, determine the amount of medical assistance payments, process Medicaid billing, and provide program follow-up [Required by federal regulation 42 C.F.R. 435.910, unless student applicant for Medicaid refuses** to obtain a SSN, based on well-established religious objections]

APPENDIX E

STUDENT RECORDS

FERPA (Family Education Rights & Privacy Act) is a Federal law that is administered by the Family Policy compliance Office in the US Department of Education. This law gives parents [and students over eighteen (18) years of age] certain rights concerning student school records.

Annual Notice about Your Rights Concerning Student Records: Parent(s)/ guardian(s) have the right to inspect and review all records and data related to their child who is under 18 years of age or over 18 years of age if claimed as a dependent under IRS rules. This includes print, computer media, microfilm, and microfiche records. This may be done by contacting the school administration for an appointment. All requests will be granted within a reasonable period of time, not to exceed 30 days. Students 18 years of age and older have the right to inspect and review their records by following the same procedure outlined above.

Parent(s)/guardian(s) have an opportunity to challenge the content of their child's record, to ensure that it is not inaccurate, misleading, or otherwise in violation of privacy. Parent(s)/guardian(s) of students over eighteen (18) years of age claimed as a dependent under IRS rules and students over eighteen (18) years of age not claimed as a dependent are provided the opportunity to correct or delete inaccurate, misleading, or inappropriate data by first requesting a meeting with the school administration or department responsible for developing that information. If the school administration or department responsible for developing the information agrees that it needs to be corrected, then it is done, and only a notation that the record has been corrected or deleted is placed in the file. If an agreement is not reached at this level, then the parent(s)/guardian(s) or student over the age of 18 years if not claimed as a dependent, has the right to request a formal hearing under School Board Policy.

You have the right to let other people see your school records; however, the law allows some people to see your records without your consent. Exemptions to consent for disclosure:

i. School Board members, as part of an expulsion proceeding.
ii. School district employee or adult volunteer may see records if he or she needs information in the record in order to do his or her job as an employee or volunteer.
iii. Another educational institution even after a student has already enrolled or transferred if the purpose is related to the student's enrollment or transfer.
iv. Schools or institutions of post-secondary education to which a student seeks or intends to enroll.
v. Federal, state, and local authorities involved in an audit or evaluation of compliance with educational program requirements
vi. Financial aid institution, such as college loan personnel.
vii. Accrediting organizations.
viii. Persons who comply with lawfully issued orders or subpoenas.
ix. Persons who deal with health or safety emergencies.
x. State or local officials in connection with serving the student's under juvenile justice systems in the accordance with an interagency agreement or cooperative agreement as mandate by section Florida Statute §1003.52.

Some of the information in your child's school record is not confidential and may be released without your consent. This information is defined as "Directory Information". The primary purpose of directory information is to allow the District to include this type of information from your child's educational records in certain school publications.

Examples include: Yearbook, honor roll, graduation reports, sport publications, etc. The following records/reports are designated as Directory Information.

1. Student's name
2. Date of Birth
3. Dates of attendance
4. Address
5. Telephone number, if not unlisted or Restricted per state statute
6. Major field of study
7. Degrees, honors, and awards received
8. Most recent previous educational institution attended
9. Height & weight of members of athletic teams
10. Participation in recognized sports/activities

If you do not want directory information released, you must notify the school administration in writing specifying what types of directory information you do not want released. The written notice to the school administration must be received no later than September 15, of each school year, or within 30 days of receiving this notice, if you enroll after the school year has begun. Military recruiters and institutions of higher education are entitled, under federal law, to a list of names, addresses, and telephone numbers of high school students, unless you object to such release. The Superintendent also authorizes

release of this information to companies that manufacture class rings and publish yearbooks. You must notify your child's school administration in writing, if you do not wish this information released without your consent. Both parents have a right to see their child's record unless there is a certified copy of an order on file at the school that specifically denies the right of access to school records. Copies of school records are available for a minimum copying charge.

You have the right to inspect, upon request, any instructional material used as part of the educational curriculum. This does not include academic tests/assessments.

You have the right to opt out of any physical examination or screening that is invasive in nature – any medical examination that involve exposure of private body parts, or any acts during examination that include incision, insertion, or injection into the body, but do not include a hearing , vision, scoliosis screening, or head lice exams.

"Note: The School District may permit School Resource Officers (SRO) to view live feed of School District risk-management surveillance videos (bus or schools) or playback of such videos. A subpoena is required if the officer requests a copy of the video."

APPENDIX F

SURVEYS

Students are not required to participate in any survey that concerns one or more of the following protected areas without prior written consent:

1. Political affiliations or beliefs of the student or the student's parents
2. Mental and psychological problems of the student or the student's family
3. Sexual behavior or attitudes
4. Illegal, antisocial, self-incriminating, or demeaning behavior
5. Critical appraisals of other individuals with whom the respondent has close family relationships
6. Legally recognized privileged relationships, such as those of lawyers, physicians, and ministers
7. Religious practices, affiliations, or beliefs of the student or the student's parent
8. Income (other than required by law to determine program eligibility)

Parents have the right to inspect any survey before it is administered or distributed by contacting the school and making an appointment during regular school hours.

You have the right to file a complaint with the U.S. Department of Education concerning alleged failure by the District to comply with the requirements of the Family Educational Rights and Privacy Act of 1974 (FERPA). The address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue S.W. Washington, D.C. 20202-5920

HERNANDO COUNTY SCHOOL DISTRICT
STUDENT PROGRESSION PLAN
and
SCHOOL PROCEDURES HANDBOOK

Entry, Promotion, Retention and Graduation
Grades VPK/Pre-K – 12

Effective August 11th, 2025

HERNANDO SCHOOL DISTRICT

Learn it. Love it. Live it.

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

Ray Pinder
Superintendent
Hernando County School District

Vision:

To inspire and support the pursuit of individual greatness.

Mission:

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

Guiding Principles:

We believe:

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

STUDENT PROGRESSION PLANS

The purpose of the Student Progression Plan is to inform school personnel, parents, students, and other interested citizens of the Hernando County School District (District) of the rules and administrative procedures required to implement State and local student progression requirements. Each student's progression from one grade to another will be determined, in part, upon satisfactory performance in English Language Arts, social studies, science, and mathematics. It is the responsibility of the School Board and District Administration to provide students with effective instructional and academic support programs that monitor progress, promote continuous achievement, and make provisions for individual differences. [Florida Statute § 1008.25 (1)]

The District is committed to the implementation of a Problem Solving/Response to Intervention (PS/RtI) framework also known as Multi-tiered Systems of Support (MTSS) to integrate/align efforts to improve educational outcomes and meet the academic/behavioral needs of all students. The District will provide high quality instruction/intervention matched to student needs and use learning rate and level of performance to make informed instructional decisions, including decisions regarding promotion, acceleration, academic support, and retention. Response to Intervention is a "data-based decision making process" applied to education. A four step problem-solving method and the systematic use of assessment data, at the District, school, grade, class, and individual level will guide decisions about the allocation of resources and intensity of instruction/intervention needed to improve learning and/or behavior [State Board of Education Rule 6A-6.03018; 34 C.F.R. Florida Statute §300.307 (a)(2); School Board Policy 2210, 5410, & 5410.01].

The principal of a school is responsible for making and maintaining required records and reports and providing leadership for instruction that meets the needs of all students (Florida Statute § 1001.54; Florida Statute § 1012.28). Teachers are responsible for providing effective instruction, embedded academic support, and documenting students' mastery of the above Standards.

The District incorporates the Next Generation Sunshine State Standards/B.E.S.T. Standards or Core Content Connectors found in this School District Student Progression Plan [State Board of Education Rule. 6A-1.09401(2)].

It is the policy of the Hernando County School District not to illegally discriminate or allow its employees to illegally discriminate and prohibits any and all forms of discrimination and harassment based on race, color, ethnicity, religion, national origin, sex, age, gender, marital status, disability, genetic information, lack of English language skills or other basis prohibited by law in any of its programs, services, activities or employment practices.

For questions regarding equity within the school system, please contact
Matt Goldrick
by email (goldrick_m@hcsb.k12.fl.us),
phone (352-797-7000), or
mail (919 N. Broad St. Brooksville, FL 34601)

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I. ENTRY AND ATTENDANCE REQUIREMENTS

A. INITIAL ENTRY REQUIREMENTS

It is the responsibility of parents/guardians of students entering Hernando County public schools for the first time to present the following **at the time of registration**:

1. A valid birth certificate or other documentation of birth (Florida Statute § 1003.21); **Florida Statute §1003.21(4)**

   Before admitting a child to kindergarten, the principal shall require evidence that the child has attained the age at which he or she should be admitted in accordance with the provisions of subparagraph (1)(a)2. The School District Superintendent may require evidence of the age of any child whom he or she believes to be within the limits of compulsory attendance as provided for by law. If the first prescribed evidence is not available, the next evidence obtainable in the order set forth below shall be accepted:

   (a) A duly attested transcript of the child's birth record filed according to law with a public officer charged with the duty of recording births;

   (b) A duly attested transcript of a certificate of baptism showing the date of birth and place of baptism of the child, accompanied by an affidavit sworn to by the parent;

   (c) An insurance policy on the child's life that has been in force for at least 2 years;

   (d) A bona fide contemporary religious record of the child's birth accompanied by an affidavit sworn to by the parent;

   (e) A passport or certificate of arrival in the United States showing the age of the child;*

   (f) A transcript of record of age shown in the child's school record of at least 4 years prior to application, stating date of birth; or

   (g) If none of these evidences can be produced, an affidavit of age sworn to by the parent, accompanied by a certificate of age signed by a public health officer or by a public school physician, or, if these are not available in the county, by a licensed practicing physician designated by the School District School Board, which states that the health officer or physician has examined the child and believes that the age as stated in the affidavit is substantially correct. Children and youths who are experiencing homelessness and children who are known to the department, as defined in s.39.0016, shall be given temporary exemption from this section for 30 school days.

   * Please note that if a passport is offered for verification of birth, it may not be duplicated for placement in the cumulative folder.

2. Certification of a physical/health examination to be submitted at the time of registration (Florida Statute § 1003.22; School Board Policy 2210; recommended form: DH 3040– Refer to *Health Requirements.*).
3. Proof of residence- For a student assigned to a school based on the student's residence under School Board Policy 5120, parent(s)/guardian(s) **must** provide proof of residence to show that the student resides within the boundary of the school to which he/she is applying by presenting documentation, such as lease, mortgage or utility bill.
4. A certificate of immunization (Florida Statute § 1003.22). Students will not be admitted into class without proof of immunization.
5. **It is not the role of the school system to adjudicate parental disputes on questions of legal custody. School personnel will assume that the enrolling parent has legal custody of a child. Any parent(s)/guardian(s) seeking to restrict or modify the other parent's access to a student or that student's educational records must provide a certified court order supporting such restriction. Individual situations and all questions regarding the status or guardianship will be submitted to Board Counsel for final determination.**

Students who are without a fixed, regular and adequate nighttime residence are considered as children and youths who are experiencing homelessness [Florida Statute § 1003.01 (12); State Board of Education Rule 6A-6.063411 (1) (s)]. According to the McKinney- Vento Act, [Section 725) 42 U.S.C.A. Section 11432 (g) (3) (A)-(C)], homeless students are to be immediately enrolled in the school the local education agency (LEA) determines to meet the "best interest" of the child. Homeless children must be admitted to the school where they or their families reside [Florida Statute §1003.21(1)(f)]. Arrangements are to be made for immunization, transportation and all other school services. Appropriate student school and grade level placement as well as completion of required immunization and physical examination shall occur within 30 days of enrollment (School Board Policy 5111.01). A student who is emancipated and provides sufficient documentation to the principal is not required to live in a residence with an adult authority as a condition of admission to school.

A School District of Hernando County *Emergency Contact form* (SO-SS-031) must be completed at the beginning of each school year by the student's parent(s)/guardian(s). School personnel are strictly prohibited from requesting/requiring documentation of the immigration status of students and families. **It is the responsibility of the parent(s)/ guardian(s) to notify the school, in writing, promptly of any change of a student's address and/or phone numbers.** It is vital that this information be available to the school personnel in the event of a student becomes suddenly ill or involved in an emergency situation. Parent(s)/guardian(s) are requested to designate emergency contact person(s) who will pick up their student if the need ever arises. The name and phone numbers of the emergency contact person(s) must be included on the Emergency Information Card.

B. HEALTH REQUIREMENTS

All new students seeking entrance into a public school in Hernando County are required by *Florida Statute* §*1003.22* and School Board Policy 5112 to present, at the time of entry, valid documentation that they have received the required immunizations against the communicable diseases identified by the Hernando County Health Department or provide a *Certificate of Medical Exemption* (temporary or permanent), or a *Certificate of Religious Exemption* based on medical reasons or religious tenets. The *Certificate of Religious Exemption*, DH Form 681 is available only through the Hernando County Health Department. It is not available from private physicians. There is no grace period for any immunizations or physical examination requirements unless the student is eligible under the McKinney-Vento Homeless Education Assistance Act. The required immunizations and dosages for students are as follows:

1. Immunization Requirements for Entry into Grades K through 12

Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
DTAP	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Polio*	√	√	√	√	√	√	√	√	√	√	√	√	√	√
MMR*	√	√	√	√	√	√	√	√	√	√	√	√	√	√
HEP B series	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Varicella*	√	√	√	√	√	√	√	√	√	√	√	√		
HIB*	√													
Td/Tdap Booster*									√	√	√	√	√	√

Tdap = tetanus/diphtheria

* Dosage as indicated for age.

One of the following Florida Certification of immunization certificates must be presented to the school at the time of enrollment and prior to attending school except for students experiencing homelessness. NO EXCEPTION IS PERMITTED.

- Documentation of Immunization.....DH Form 680 (July 2010), Part A-1
- Documentation of Temporary Medical Exemption .....DH Form 680, Part B
- Documentation of Permanent Medical Exemption.....DH Form 680, Part C
- Documentation of Religious Medical Exemption.....DH Form 681

No student may attend school before a record of immunization is received

Recommended Adolescent Vaccination

Meningococcal Disease is a serious bacterial infection that can lead to swelling of the lining around the brain and spinal cord. While these infections are rare, bacterial meningitis is highly contagious. According to the Centers for Disease Control (CDC), of those adolescents who become infected, 10% will die and 15% will have long-term problems as a result of the infection. Meningococcal conjugate vaccine (MCV4) provides protection against these infections. The CDC recommends that 11 – 12 year-olds receive a single shot of this vaccine during their routine physician visit. If your teenager missed getting the vaccine at his/her check-up, ask the doctor or health department about getting it now.

The Florida *Certification of Immunization* that includes temporary and permanent medical exemption sections is available from either private physicians or the Hernando County Health Department:

300 South Main St.
Brooksville, FL 34601
(352) 540-6800

7551 Forest Oaks Blvd.
Spring Hill, FL 34606
(352) 540-6800

2. Physical/Health Examination - All new students seeking entrance into a public school in Hernando County are required by *Florida Statute* § *1003.22* and School Board policy to present, at the time of entry, valid documentation that they have received a health examination performed within one (1) year prior to enrollment.

EXPLANATION OF PHYSICAL EXAMINATION REQUIREMENTS

STUDENTS	PHYSICAL EXAMINATION
Hernando County	Required for Pre-K, Kindergarten and 7th grade
Transfers within Hernando County (including private schools)	Review DH Form 3040 and DH Form 680 for documentation.
Transfers within Florida	Required for Kindergarten Review and file DH Form 3040 and DH Form 680 in the cumulative folder for documentation.
Transfers from another state or country	Required for all grades Physicals presented on forms from another state are acceptable if they include all components covered on DH Form 3040.** **Must** have been performed within one year of enrollment unless exempt based on a written request for religious reasons.
Homeless students may receive a temporary 30-day exemption.	

**DH Form 3040 - *State of Florida Health Examination Form*

3. Health Consent Form - House Bill 1557 Parental Rights in Education states " At the beginning of the school year, each school district shall notify parents of each healthcare service offered at their student's school and the option to withhold consent or decline any specific service.

C. MINIMUM AND MAXIMUM AGE LIMIT

1. VPK Age Entry- Entering VPK students must attain the age of 4 on or before September 1 of the school year for which entry is sought.
2. Kindergarten Age Entry - Entering kindergarten students **must** attain the age of 5 on or before September 1 of the school year for which entry is sought. [Florida Statute §1003.21 (1) (a) 2. Every elementary school provides opportunity for early registration beginning on April 1st, tours and resources for students entering kindergarten.

3. First Grade Age Entry - Entering first grade students must attain the age of 6 on or before September 1st of the school year for which entry is sought. [Florida Statute §1003.21 and Hernando County School Board Policy 5111]. The following requirements will apply.
   a. Previous enrollment and attendance in a Florida public school;
   b. Satisfactory completion of kindergarten requirements in a non-public school; or
   c. Previous attendance in an out-of-state school in which he/she was admitted on the basis of age requirement established by the state of residency.

3. Student Age 16 - A student who attains age sixteen (16) during the school year is not subject to compulsory school attendance beyond the date upon which he/she attains that age if the student files a formal declaration (SO-SS-048) of intent to terminate school enrollment with the School District . The declaration must acknowledge that terminating school enrollment is likely to reduce the student's earning potential and must be signed by the exiting student and the student's parent/guardian. The School District must notify the student's parent of receipt of the student's declaration of intent to terminate school enrollment [Florida Statute §1003.21 (1)(c)]. **The student's certified school counselor or other school personnel must conduct an exit interview with the student to determine the reasons for the student's decision to terminate school enrollment and the actions that could be taken to keep the student in school.** The student must be informed of opportunities to continue his or her education in a different environment, including but not limited to, adult education and GED test preparation. Additionally, the student must complete a survey in a format prescribed by the Department of Education to provide data on student reasons for terminating enrollment and actions taken by schools to keep students enrolled [Florida Statute § 1003.21 (c)].

4. Student Age 18 - A student who attains age eighteen (18) during the school year is not subject to compulsory school attendance beyond the date on which he/she attains that age, provided that the student files the required Declaration of Intent to Terminate Enrollment (District form SO-SS-020).

5. Exceptional Student Education (ESE) Eligible Students - Exceptional Student Education (ESE) Eligible Students (State Board of Education Rule 6A-6.03028 (1) F.A.C- A student with a disability shall be considered to be "in a continuous study program" when that student's Individualized Education Program (IEP) requires continued services by the School District.

   Graduation with a standard diploma, regardless of age, constitutes cessation of Free and Appropriate Public Education (FAPE) and a change in placement, requiring prior written notice.

Students with disabilities continue to be eligible for FAPE through the end of the day on which the student turns age twenty-two (22) if they have not earned a standard diploma, even if they have earned a General Education Development (GED) credential (Title 34, Code of Federal Regulations (CFR) Section, 300.102 (a) (3) (iv)

6. Students with an Active Section 504 Plan (Section 504 of the Rehabilitation Act of 1973, 34 C. F. R. Part 104) - Students with a Section 504 Accommodation Plan must be "of school age" to continue receiving elementary and secondary educational services under Section 504. **The Section 504 team must review the plan annually.**

7. Compulsory Attendance Age - Each parent or legal guardian of a child within the compulsory attendance age is responsible for the child's school attendance as required by law. (Florida Statute § 1003.24; School Board Policy 5200). Except as provided in Florida Statute § 1003.24 and State Board of Education Rule 6A-1.09513, all students are expected to attend school regularly and to be on time for classes in order to benefit from the instructional program and to develop habits of punctuality, self-discipline and responsibility (Florida Statute § 1003.21).

Any further exception to this maximum age provision shall be made by the Superintendent on the recommendation of the principal of the high school involved, or the Director of Exceptional Student Education in the case of an exceptional child.

D. GENERAL TRANSFER INFORMATION (State Board of Education Rule 6A-1.09941).

Parents of public-school students may seek whatever public educational choice options that are applicable and available to students in their school districts. These options may include virtual instruction programs, charter, magnet schools, alternative schools, special programs, Advanced International Certificate of Education, Advanced Placement, Dual Enrollment, International Baccalaureate, Opportunity Scholarship and McKay Scholarship, etc. (Florida Statute § 1002.20) Parents who wish for their child to attend a school other than their zoned school must follow the district's Choice Plan which is available online.

All students who have been approved for a transfer to another school outside of their attendance zone are required to complete a withdrawal form. The school initiating the transfer must complete the form indicating that all obligations were met. The receiving school will not accept transfers without the proper documentation. The parents of students being bused for desegregation purposes may put a request in writing to the Exceptional Student Support Services Department objecting to busing. When a parent makes such a request in writing, that student shall attend his/her zoned school. A student that is found to be attending a school other than the zoned school without permission will be required to return to their zoned school immediately unless an extension is granted by the principal. In any case, the extension cannot exceed the current grading period.

Note: Students participating in sports will need to refer to the Athletic Handbook for more details

1. Kindergarten and First Grade Students - A child who transfers from another state shall be admitted under the same age requirements as established in the state where he/she previously resided. Grade placement should be based on transcripts and/or academic history. Absent academic records, student will be placed age-appropriately.

2. Students-Grades 2-5 - A student in grades 2-5 who transfers from any other public or private school in the United States or a foreign country is placed in comparable classes, and all records from the

previous school are accepted. Grade placement should be based on transcripts and/or academic history. Absent academic records, students will be placed age-appropriately.

Third grade students who transfer from any public or private school in the United States or a foreign country after the current year's statewide, standardized English Language Arts assessment administration must show good cause for promotion prior to being promoted to fourth grade (refer to the explanation for good cause exemption from mandatory retention for reading at grade 3) [Florida Statute §1008.25]. If the transfer occurs after the current school year, and there is proof of promotion (report card) from the previous school, the student may be promoted based on this information.

3. English Language Learners (ELL) Students (State Board of Education Rules 6A-6.0900-6.09091 and 6A-6.0905) A transferring ELL student will be identified and assessed to determine eligibility for services in accordance with State Board of Education Rule 6A-6.0902 (1) and (2).

   Out-of-Country Students-Interpreting Educational Records: In those instances where school site personnel, in collaboration with the school's assigned ESOL Lead Teacher, are unable to interpret a transcript from a foreign country, the Director(s) of Curriculum and/or Director of Federal Programs, or the Supervisor of School Counselors and/or Director of Federal Programs will provide a detailed interpretation, translation, and conversion of coursework taken at each grade level in the foreign country, along with the equivalent grade earned in each subject area. However, the student's enrollment in school shall not be delayed longer than 5 days while the records are being evaluated. [State Board Education Rule 6A-6-6.0902 (3) (b)]. Parental input regarding educational background should be taken into consideration especially when transcripts, records or report cards are not readily available. Placement based on age either because of lack of information about prior schooling (no transcript or report card) or prior schooling does not meet grade level requirements will result in an ELL Committee meeting. An administrator or administrator's designee must be part of the English Language Learners committee making the placement decision.

   Parents have the right to have their child immediately removed from a language instruction educational program and to decline to enroll the student in such a program or choose other instructional options, if available. A "language instruction program" means an instructional course (ex: Supplemental Title III Extended Day/Year programs or Developmental Language Arts Through ESOL/English Language Development courses) in which an ELL is placed for the purposes of developing and attaining English proficiency and which may make instructional use of both English and a child's heritage language (State Board Rule 6A-6.0902).

   ELL students are scheduled into courses that fulfill graduation requirements based on the School District Student Progression Plan, and on completed academic coursework, regardless of the language in which the coursework was done.

   School Board policy provides flexibility to school staff in making academic placement decisions on behalf of students and parents. Parents/guardians may appeal academic placement decisions to the principal.

4. Students with an Active Section 504 Plan (Section 504 of the Rehabilitation Act of 1973, 34 C. F. R. Part 104) - A transferring student with an active Section 504 Accommodation Plan is a student who was previously enrolled in any other school or agency with an active Section 504

Accommodation Plan and who is enrolling in a Florida School District. Upon notification that a transferring student has an active Section 504 Accommodation Plan, the receiving school **must** review and revise, as necessary, the existing active Section 504 Accommodation Plan.

A Section 504 Team must meet annually to determine if an otherwise qualified student's mental and/or physical impairment substantially limits one or more of the student's major life activities. Examples of major life activities include learning, walking, seeing, hearing, speaking, and/or breathing. A student need only be substantially limited in one major life activity to qualify for Section 504 eligibility.

5. Exceptional Student Education Eligible Students (ESE) - (State Board of Education Rule 6A-6.0334) - A transferring ESE-eligible student is a student who was previously enrolled as an ESE- eligible student in any other school or agency and who is enrolling in a Florida School District, or in an educational program operated by the ESE Department through grants or contractual agreements.

   The IEP Team will determine whether the kindergarten screening tool is appropriate for transferring ESE-eligible kindergartners.

   For each ESE-eligible student who transfers to a new Florida school district and enrolls in a new school, who had an Individualized Education Program (IEP) or Educational Plan (EP) that was in effect in a previous Florida School District, the new Florida School District, in consultation with the parents, must provide a FAPE to the student, as follows:

   An ESE-eligible student with a disability who is transferring from one Florida public school district to the Hernando County School District who has a current IEP, or Education Plan (EP) for gifted students, will be placed in the least restrictive appropriate educational program(s) consistent with the plan and state education standards. The receiving school **must** review and may revise the current IEP/EP as necessary.

   An ESE eligible student who is transferring from an out of state public school who has a current IEP ~~a~~nd evaluation data necessary to determine that the student meets Florida's eligibility criteria for special programs may be determined eligible and have an IEP developed for services in the appropriate educational program. If a student with an EP transfers to a Florida school district and enrolls in a new school within the same school year, the new Florida school district (in consultation with the parents or legal guardians) must provide the student with services comparable to those described in the student's gifted plan from the previous school district, until the new Florida school district develops, adopts and implements of Rule 6A-6.030191, F.A.C. Students who transfer with gifted eligibility from another state do not need to meet the requirements of Rule 6A-6.03019, F.A.C. for continued services.

   (a) The new school district is not required to obtain parental consent for the initial provision of services for transferring gifted students determined eligible for services in Florida under this rule.
   (b) For the purposes of this rule, a gifted plan could include documentation from the previous school district in another state that the student was determined eligible for gifted services in accordance with the applicable requirements of that district or state and was receiving gifted services.

   An ESE eligible student who is transferring from out of state and does not have the evaluation data

necessary to determine that the student meets Florida eligibility criteria for special programs will have an IEP development for services in the appropriate educational program(s) and be referred for initial evaluation to gather the data needed to determine eligibility.

6. International Exchange Students (School Board Policy 5114) - For the purpose of the cultural experience, Foreign Exchange students may be enrolled in HCSD, but are NOT eligible for diploma options. Each high school **may** accept up to **one-half of one percent (.5 of 1%)** of its total student population as foreign exchange students each year on a first come, first served basis. It is recommended that different countries be represented.
Foreign Exchange students must be sponsored by an accredited foreign exchange visitor agency which has been recognized and approved by the United States Information Agency (USIA) and the Council on Standards of International Travel (CSIET). In addition, the sponsoring organization must receive school enrollment authorization for placements each year prior to contacting potential host families - and follow school policy.

   Out-of-county transfers will not be accepted unless the host family has relocated into Hernando County. Schools will accept in-district foreign exchange transfers following the district's transfer procedure. The principal or principal's designee will be responsible for ensuring that the student complies with School Board Policy 5114. **Rules regarding educational choice and schools over capacity also apply to foreign exchange students.**
   Note: Eligible foreign exchange students will be placed in grades 10 or 11 only. The duration of time will be for one year only. Foreign exchange students are not eligible for a HCSD high school diploma.

   a. All Foreign Exchange students must meet the following eligibility requirements:
      i. Have not received a terminal degree from a high school.
      ii. Be at least 15 years of age on the date of enrollment and not older than 18 ½, which is the maximum age specified in Council on Standards for International Educational Travel (CSIET) policy. A passport or visa is required for verification of birth and J-1 visitor status.
      iii. Have the required passport for verification of birth and J-1 visitor status.
      iv. Have sufficient command of the English language to enable the student to function well in an English-speaking academic and community environment. The student or sponsor must provide a copy of the test records for the State approved Programmatic Assessment showing proficiency in all four domains (reading, writing, listening, and speaking). In the event that tutoring/ESL help is needed, the organization will make arrangements and ensure that the student accepts financial responsibility for it. (Foreign exchange students will **not** be eligible to receive ESOL services)
      v. Have appropriate medical and accident insurance coverage that meets U.S. Department of State guidelines.

   b. **Procedures for Admission of Foreign Exchange Eligible Students**
      Step 1: The sponsoring organization must apply for and obtain written approval from the district office for admission of the students by July 1st for a full academic year of study or by November 15th for second semester participation. The application shall include:
         1. District application Form
         2. Foreign Exchange Student Organization Agreement Form

3. Proof that the Organization has "Full Listing" status on the most current CSIET Advisory List
4. Proof of J-1 Exchange Visa
5. Proof of birth certificate or passport showing that the student will be at least fifteen (15) years of age but not having attained eighteen and a half (18.5) prior to attending a Hernando County School
6. Proof that the student is proficient in the English language (reading, writing, listening, and speaking) to function in an English-speaking academic environment (test scores)
7. Student's essay in English
8. The student's translated school transcript stating the grades earned in the State of Florida transcript format certified by the student's home school. Include a brief course description which lists the exact title of the subject ("Algebra" – NOT "Mathematics") and describes the focus of the course(s)
9. The student's health record including proof of immunization as required by the district, any medical/physical restrictions and a recent physical exam with proof of required immunizations.
10. An assurance of appropriate medical insurance coverage

Step 2: Following the district office review, the agency representative will be notified no later than July 15th or November 30th respectively. At the time of application, it shall be determined whether the student will be enrolled in Grade 10 or 11. Preferred registration date and elective course choices will accompany the confirmation notice.

Step 3: The host family must make arrangements to enroll the student on the pre-arranged date or prior to the second week of school.

c. **Enrollment, Scheduling and Orientation -** The exchange student, accompanied by a representative of the sponsoring organization and a member of the host family, will meet with the appropriate certified school counselor to enroll the student. An orientation designed to acquaint the student with the school and the rules governing the behavior of all students will be provided by the school staff. The student will be expected to follow school rules and to participate fully in the educational program provided. Since foreign exchange students do not meet all of the graduation requirements of the state of Florida, they are **not** eligible to receive a diploma from a Hernando County school. In the interest of providing a typical American high school program of study, enrollment in the following subjects is recommended:

10th	11th
English II	English III/AICE General Paper
World History	US History
Mathematics	Mathematics
Science	Science
Elective	Elective
Elective	Elective

d. **Suggested Electives** - Fine Arts, World Language, ROTC, Physical Education, Career and Technical Education.

e. **Career and Technical Education** -Students on a J-1 visa will NOT be eligible to participate in any work-study programs.

f. **District/Statewide Assessment -** Foreign Exchange students must participate in all grade level /subject area assessments [Florida Statute § 1008.22 (3)].

g. **Compliance with Policies and Supervision -** Each foreign exchange student is expected to comply with the policies of the Hernando County School District, including the Student Code of Conduct, and with all other legal provisions pertaining to the student. It is the sponsor's responsibility to resolve problems that arise among the student, the host family and/or the school including, if necessary, the changing of the host family or the return of the exchange student to his/her country in the event that any differences cannot be reconciled. The principal or principal's designee will notify Student Services of any suspected neglect of the student on the part of the host family. Student Services will notify the sponsor organization of any non-compliance status.

h. **Financial Support -** School-related expenses are the responsibility of the sponsoring organization or the host family.

i. **Athletic Eligibility -** Students will be governed by the Florida High School Activities Association rules and regulations regarding participation in interscholastic athletic competition. Sponsoring organizations shall not knowingly be a party to seeking out or permitting placements initiated by a host family, a school, a student or his/her parent(s)/guardian(s) or any other interested party based on athletic abilities.

7. Out of State Students - Students who enter a Florida public school in the eleventh or twelfth grade from out of state or from a foreign country shall not be required to spend additional time in a Florida public school in order to meet the high school course requirements if the student has met all requirements of the school district, state, or country from which he or she is transferring. Such students who are not proficient in English should receive immediate and intensive instruction in English language acquisition. However, to receive a standard high school diploma, a transfer student must earn a 2.0 grade point average and meet the requirements (Florida Statute §1003.433; Florida Statute § 1003.4282;**http://www.fldoe.org/academics/graduation-requirements/)**

   Third grade students who transfer from any public or private school in the United States or a foreign country after the current year's statewide, standardized English Language Arts assessment administration must show good cause for promotion prior to being promoted to fourth grade (refer to the explanation for good cause exemption from mandatory retention for reading at grade 3) [Florida Statute §1008.25]. If the transfer occurs after the current school year, and there is proof of promotion (report card) from the previous school, the student may be promoted based on this information.

8. Within State Students - The grade or course placement of students transferring from Florida non-public schools or home education programs will be determined by the evaluation of the student's record. Grade placement on the transcript from the sending school must be honored and credits should be interpreted to meet the promotion and graduation of the cohort.

   Third grade students who transfer from any public or private school in the United States or a foreign country after the current year's statewide, standardized English Language Arts assessment administration must show good cause for promotion prior to being promoted to fourth grade (refer to the explanation for good cause exemption from mandatory retention for reading at grade 3) [Florida Statute §1008.25]. If the transfer occurs after the current school year, and there is proof of promotion (report card) from the previous school, the student may be promoted based on this information.

9. Within District Students – The registrar at the receiving school may contact the withdrawing school to release the records for the purpose of facilitating the transfer of students between schools within the district. However, the parent must ensure the return of all materials issued to the student. Materials not returned to the withdrawing school will result in a notice of obligation on the student's record and may prevent the student from participating in extracurricular activities.

   When a Full-Time student withdraws from Hernando eSchool in grades 6-12 to return to a zoned school prior to completing a course, Hernando eSchool will calculate a grade based on all assignments and will send zoned school a form with current grade.

10. Within School Transfer - A parent whose student is assigned an out-of-field teacher may request that his or her child be transferred to an in-field classroom teacher within the school and grade in which the student is currently enrolled. The school district must approve or deny the parent's request and transfer the student to a different classroom teacher within a reasonable period of time, not to exceed 2 weeks, if an in-field teacher for that course or grade level is employed by the school and the transfer does not violate maximum class size pursuant to s. 1003.03 and s. 1, Art. IX of the State Constitution. If a request for transfer is denied, the school must notify the parent and specify the reasons for the denial. This requirement does not provide a parent the right to choose a specific teacher.

11. Military Personnel Dependent Children (Florida Statute § 1003.05) - Students of military families who enter Grade 12 from out-of-state or from a foreign country and provide satisfactory proof of attained scores on an approved alternative assessment that is equivalent to a passing score on the Grade 10 Florida Statewide Assessment (FSA), shall satisfy the assessment requirement for a standard high school diploma. For additional information on the Interstate Compact on Educational Opportunities for Military Children, (http://www.fldoe.org/academics/exceptional-student-edu/military-families) see F.S. 1000.36

E. ATTENDANCE REQUIREMENTS

School attendance is the direct responsibility of the parent(s)/guardian(s) and students. ([Florida Statute §1003.24]; (School Board Policy 5200) Except as provided in Florida Statute §1003.24, and State Board of Education Rule 6A-1.09513, all students are expected to attend school regularly and to be on time for classes in order to benefit from the instructional program and to develop habits of punctuality, self-discipline and responsibility. [Florida Statute §1003.21] and (School Board Policy 5200)

At the secondary levels, teachers shall record absentees and tardies each period of the school day.

When the student is absent, each parent is responsible for notifying the school and for informing the school of the reason for the absence. Each student is also responsible for completing all work assigned in each course in which the student is enrolled. The following practices are intended to promote proper attitudes and encourage student responsibility.

a. **High School:** All Students enrolled in the Hernando County School District are obligated to attend school regularly and punctually. **Based on the number of unexcused absences, students must not have more than 9 unexcused absences per semester (in each period) or more than four (4) for**

schools on a block schedule, in order to maintain privileges and participate in extracurricular events to include but not limited to: parking, homecoming events, grad night, prom, dances, field trips, performances, athletics, and any other activity with attendance requirements. A student must be reported as present for the entire school day (all class periods) in order to participate in extracurricular events, interscholastic competitions, performances, and practices. Exceptions may only be approved by the principal or principal's designee. **Alternative assignments are to be provided for students who are ineligible to attend field trips due to the attendance requirement. Excused absences will not be factored into the participation requirements. When an absence is excused, each student is also obligated to complete all work assigned in each course in which the student is enrolled**.

Attendance reports can be accessed through Skyward.

b. Middle School (grades 6-8) Students enrolled in grades 6-8 in the Hernando County School district are obligated to attend school regularly and punctually. Based on the number of unexcused absences, students must **not have more than 9 unexcused** absences per semester **(in each period),** in order to maintain privileges and participate in extracurricular events to include but not limited to: dance, field trips, performances, athletics, and any other activity with attendance requirements. A student must be reported as present for the entire school day (all class periods) in order to participate in extracurricular events, interscholastic competitions, performances and practices. Exceptions may only be approved by the principal or principal's designee. Alternative assignments are to be provided for students that are ineligible to attend field trips and performances due to the attendance requirement. Excused absences will not be factored into the participation requirements. When **an absence is excused**, each student is also obligated to complete all work assigned in each course in which the student is enrolled.

   Attendance reports can be accessed through Skyward

c. High school students are awarded credit based on instructional hours. One full credit means a minimum of 135 hours of bona fide instruction in a designated course of study or a minimum of 120 hours of bona fide instruction in a block schedule approved by the district school board [Florida Statute §1003.436 (1a)]. Students participating in virtual instruction or the Credit by Acceleration (CAP) may not have to meet the minimum hour requirement.

d. The Florida Legislature requires that schools report to the Department of Highway Safety and Motor Vehicles (DHSMV) the names, birth dates, gender and social security numbers of minors who attain the age of 14 and accumulate 15 unexcused absences within a period of 90 calendar days. The legislation further provides that those students who fail to satisfy attendance requirements will be ineligible to obtain or maintain driving privileges.

Poor academic performance is generally associated with non-attendance and school districts must take an active role in promoting and enforcing attendance as a means of improving student performance. It is the policy of the state that each district school superintendent be responsible for enforcing school attendance of all students subject to the compulsory school age in the school district (Florida Statute §1003.26). The following applies to all students:

1. Tardies - Punctuality is necessary for a student to take full advantage of available educational opportunities. If a student is not in the classroom when the tardy bell rings, he/she will be classified as tardy.

   Secondary Students: Parents/Guardians can excuse up to 5 combined late arrivals to school and/or early dismissals from school per semester for verified medical, dental or other reasons defined for excused absences by the school board.

   Based on the number of combined unexcused late arrivals to school and/or early dismissals from school, a student must have a combined 9 or less unexcused late arrivals to schools and/or early dismissal from schools, in order to maintain privileges and participate in extracurricular events to include but not limited to: parking, homecoming events, grad night, prom, dances, field trips, performances, athletics, and any other activity with attendance requirements.
   Tardy to class is addressed in the Student Code of Conduct.

   Elementary Students: Parents/Guardians can excuse up to 5 combined late arrivals to school and/or early dismissals from school per semester for verified medical, dental or other reasons defined for excused absences by the school board.

   If a student has more than 9 unexcused late arrivals to school and/or early dismissals in a semester, a **parent/guardian conference** will be required to discuss attendance concerns and support the student in improving their on-time attendance. K-5 students will not receive disciplinary action(ISS or OSS) as a result of excessive late arrivals and/or early dismissals.

2. Excused Absences - Parents or guardians can excuse up to five (5) days**(Personal Illness, Death in the Family, Doctor/Dentist Appointment, Religious Holidays, Trips/Vacations, School Sponsored Activities, College Visits, Court Appearance by Subpoena, Pediculosis)** per semester (half a year) by providing **a written and signed note(s) within two (2) days of the student's return to class.** This shall also include prearranged absences. For more than (5) days of excused absences in any one class period, a doctor's note may be required. Extenuating circumstances may be addressed with the administration. The following absences are excused.

   Personal Illness*: A note signed by the parent(s)/guardian(s) must accompany the student on his/her return to school explaining the student's illness. Notes must be received within three days after the student returns. The principal may agree to waive this three-day requirement. For long term illness, a doctor's excuse will be required.
   Death in the Family*: A note signed by the parent(s)/guardian(s) must accompany the student on his/her return to school.
   Doctor/Dentist Appointment: If possible, these appointments should be made after school hours.
   Religious Holidays*: A student shall be excused from attendance in school in grades K-12 for observance of a religious holiday.
   Trips/Vacations*: Trips or vacations with parent(s)/guardian(s) must be pre-arranged and approved by the principal's office, except in cases of emergencies. The principal or principal's designee shall make final determination and have the authority to limit the number of days for such absences **based on student's grades, prior attendance and the dates of the proposed trip/vacation. (Pre-arranged excused absences will not be approved during district and statewide assessments).**
   School Sponsored Activities: School sponsored activities must be pre-arranged and approved by the principal's office.

College Visits*: Trips to visit colleges by juniors and seniors must be pre-approved by the principal's office.
Court Appearance by Subpoena: Absence due to a subpoena to appear in court is excused.
Pediculosis: When a child is discovered to have live lice, the first three days a child is sent home are excused. A child may be excused for lice for no more than nine days in any school year.

*Parent/Guardian notes can be provided for up to 5 days each semester to be an excused absence.

3. Unexcused Absences - Unexcused absences shall mean any absence that is not explained by a written and signed note from the parent(s)/guardian(s) citing one of the criteria for excused absence. If requested by school officials, a physician's note explaining the absence may be required. Absences without a parent(s)/guardian(s) note are unexcused. Absences without a Health Care Provider note (when required by the school) are unexcused. All absences shall be recorded as unexcused until proper documentation is received to change the absence to an excused absence within two(2) days of returning to school. **Please refer to make up work policy on page 43.**

4. Excessive Absences - A student who has a pattern of non-attendance may, upon the request of administration, be required to present a certificate of illness from a licensed physician. It is the responsibility of the student and parent(s)/guardian(s) to be aware of all absences and to be able to verify absences. Lack of notification by the school is not an acceptable excuse for not knowing the number of, and the penalty for, excessive absences. When a school administrator determines that a student's absences are excessive, the student's parent(s)/guardian(s) shall be contacted in an attempt to determine the reasons for the absence. If this does not correct the problem, a mandatory Child Study Team meeting will be held.

   If the Child Study Team (Florida Statute § 1003.26) finds that a pattern of non-attendance is developing (5 unexcused absences within 30 days or 10 days within 90 days), the team along with the parent(s)/guardian(s) will identify potential remedies. If the parent(s)/guardian(s) fails to attend the meeting, or appropriate interventions do not address the problem, the case may be forwarded to the state attorney for parental prosecution. If the absence is determined to be the fault of the student, the case may be forwarded to the Circuit Court for a CINS petition (Child in Need of Supervision). The principal or principal's designee shall also comply with the Driver's License Requirements regarding students with a driver's license.

   Public Assistance Penalty: Truancy may impact on public assistance the family receives through the Learnfare program (414.1251)

   The Department of Children and Families (DCF) may limit temporary cash assistance for an eligible parent's dependent child or for an eligible teenage participant who has accumulated fifteen (15) unexcused absences within ninety (90) calendar days with or without the knowledge or consent of the student's parent or legal guardian. Students not exempt from school attendance requirements and listed as a dropout may be referred to Learnfare.

   Reinstatement of cash assistance shall occur after a student has demonstrated thirty (30) days of attendance compliance or met other reinstatement criteria outlined or described in (F.S. 414.1251.)

5. Students on Homebound Services - If a student is confined to home or hospital, but is able to participate in and benefit from an instructional program, the student may be eligible for a hospital/homebound program. Complete information regarding the criteria for a

hospital/homebound program can be found in State Board of Education Rule 6A-6.03020 and is available in "Exceptional Student Education Policies and Procedures (SP&P)" and State Board of Education Rule 6A-6.03411. Parents/Guardians should contact their child's Certified School Counselor for information.

6. Students with an Active Section 504 Plan (Section 504 of the Rehabilitation Act of 1973, 34 C. F. R. Part 104) - If a student with a Section 504 Plan is excessively absent, a 504 Team should be convened to determine if the absences are caused by the disability of record in the active *Section 504 Accommodation Plan*. If the Section 504 Team determines that the absences are caused by the disability, the student's Section 504 Accommodation Plan **must** be re-evaluated as to the appropriateness of the current accommodations. The Section 504 Accommodation Plan must address any additional accommodations needed.

   If the Section 504 Team determines that the absences are not caused by the disability, the student is treated in the same manner as a general education student. Documentation of the Section 504 Team meeting should be provided on the form entitled *Section 504 Accommodation Review/Dismissal meeting.*

7. Exceptional Student Education (ESE) Eligible Students - In the case of an ESE-eligible student with excessive absences, an IEP Team meeting **must** be conducted to determine whether or not the absences are related to the student's disability. Attendance data shall be reviewed and used as one indicator of a student's access to instruction [Florida Statute § 1003.26(1)].

   If the IEP Team determines that the excessive absences **are** related to the student's disability, the IEP Team **must review** the current IEP and revise it to address attendance through an attendance goal. To the maximum extent possible, the student will be educated in the least restrictive environment.

   If the IEP Team determines that the student's excessive absences **are not** related to the student's disability, the student will be treated in the same manner as a general education student.

8. Senior Student – The last day of school for **graduating seniors** will be 10 days prior to the last official day for all students as indicated on the district adopted school calendar.

F. STUDENT WITHDRAWAL

A student who leaves before the close of the school term shall receive grades on the withdrawal form covering the periods in attendance. The parent(s)/guardian(s) of a student who leaves school during the last two weeks of the school year **must** show evidence (parent/guardian employment transfers, relocating, medical) that the withdrawal is necessary, and the student **must** successfully complete examinations, as appropriate, prior to withdrawal. Principals are authorized to make arrangements for the administration of any tests or examinations, as appropriate.

1. Permanent Withdrawal - Students who withdraw from a face-to-face classroom instruction setting shall be given grades based upon the work completed while a member of the class. Partial grades are not issued for virtual instruction courses.

2. Voluntary Withdrawal - Upon receipt of parent(s)/guardian(s) permission, the student will receive a withdrawal form from the registrar office. Students will not be permitted to withdraw unless they are at least 16 years of age. If applicable, a student who withdraws from school must sign a ***Declaration of Intent to Terminate School Enrollment*** (SO-SS-042) indicating that they understand that withdrawing from school is likely to reduce their potential earnings. The principal or principal's designee will have a conference with the student to learn of the reason(s) for the withdrawal, and to complete **a student exit interview.** A conference with the parent(s)/guardian(s) will also be scheduled.

   Parent(s)/guardian(s) of students 18 years old or older will not be notified of their student's decision to withdraw. If the student does become a dropout, accurate records should be maintained. Students should be informed of the possibilities open to them and should also be advised where and how to seek aid in finding employment.

   If a student drops out of school without returning books and other property belonging to the school, parent(s)/guardian(s) should be notified and a request should be made to return all school property.

3. Withdrawals to Home Education Program - To withdraw a student for enrollment in a Home Education Program, custodial parent(s)/guardian(s) must notify the Superintendent or designee, in writing, of the intent to establish a Home Education Program within thirty (30) days of the establishment (F.S. 1002.41). **The notification of intent must be signed by the parent/guardian.** Parent(s)/Guardian(s) are responsible for returning textbooks, uniforms, school equipment, et cetera to the school. If items are not returned within thirty (30) days, a notice of obligation will be issued for the return of, or payment for, items and/or fees. **Student withdrawing to fulltime FLVS or eSchool are not Home Education Students.**

Home education students transferring to Hernando County Schools must be enrolled as a full-time student by October 1st during their final full academic year and pass the required state test(s) to receive a diploma from the district.

Note: Home Education Program students enrolling or re-enrolling in a public school system must meet current graduation and statewide assessment requirements for their cohort. Also see "General Transfer Information". **Home Education students are not issued a diploma in the state of Florida. Students who withdraw to Home Education and earn enough credits to graduate cannot be re-enrolled for the sole purpose of issuing a diploma.**

Home Education correspondence should be mailed to:
Hernando County School District
Supervisor of School Choice
919 North Broad St.
Brooksville, FL 34601

4. Withdrawals to Virtual Instruction Hernando eSchool – The full-time enrollment period for K-12

students runs 90 days from the district start date up until two weeks before the district start date. Students that register with Hernando eSchool after the enrollment period has closed will be coded as Homeschool students taking courses through eSchool.

5. Withdrawals due to Non-Attendance – W-15

Students may be withdrawn due to nonattendance using a W15 code. Each school is responsible for documenting strategies in compliance with Florida Statutes 1003.26 and 1003.27. Schools must document attempts to contact the student and family through a Child Study Team Process, contacting student and family and documenting attempts to improve attendance including sending an attendance officer to the home. Once a school documents the process, they will send to Student Services. Student Services will approve or deny the use of the W15 code for non-attendance.

Before requesting approval for the W15 (WD due to non-attendance) code, F.S. 1003.26 and 1003.27 lists criteria that school districts must follow. The school needs to:

- Provide documentation of parent calls to find out why student is not in school - F.S. 1003.26 requires parents to justify each absence of a student. Schools must contact the home in cases of unexcused absences from school, or for which the reason is unknown.

- Provide documentation sending out attendance officer to the home to make contact with parent to determine non-attendance reason (please provide copies of attendance officer documentation).

- Provide documentation from child study team meeting in regards to truancy. (for 16 year and under) F.S. 1003.26 states - 5 unexcused in a calendar month or 10 unexcused in 90 calendar days is criteria for referring the student to the school's child study team. Students 16 and 17 must have documentation of parent /student contact to address the attendance.

- All Attendance documentation should be kept in an attendance file in the cumulative file folder.

G. COUNSELING and ACADEMIC ADVISEMENT

Counseling services are direct supports provided by trained and certified personnel to assist students with personal/social adjustment issues that present barriers to learning and student safety or well-being. Counseling services are available to all students through the district's multi-tiered system of support and general education intervention procedures. Student services professionals employed by the district typically provide counseling and crisis intervention services. Section 1012.01(2)(b), Florida Statutes (F.S.), identifies school counselors, school social workers, and school psychologists as among the student personnel services staff with responsibility for addressing student personal and social adjustment, which includes counseling and crisis intervention.

Any student who may be deemed as a potential dropout or whose cumulative grade point average falls below a 2.0 shall receive advising on enrollment in career-themed courses, as well as options to participate in career and professional academies. These students must be provided in-person

academic advising that includes information on career education programs by a certified school counselor, the school principal or his or her designee.

Academic advisement services are available for all students. These services include assistance with educational planning, interpretation of test scores, occupational information, career information, study help and any questions that students may want to discuss with a certified school counselor. Students wishing to visit the certified school counselor should follow the procedures established by their respective school.

1. Schedule Changes – In order to maximize instructional time, all schedule changes must adhere to drop and add dates for all brick and mortar classroom courses.
   a. Teacher initiated drop/add period with administrative approval is 20 days from the first day of school year
   b. Student initiated drop/add is the first 9 school days of the school year for course changes only.
   c. Parent request for a schedule change must be made within the first 9 school days of the school year for course changes only.
   d. Dual enrolled students must adhere to Pasco-Hernando State College (PHSC) or the postsecondary institution drop/add and withdrawal timeline. Students who drop or withdraw from a dual enrollment course are subject to:
      - Being placed in a high school campus course, or
      - Possible non-approval for future dual enrollment courses
   e. Any senior taking 12 credit hours or more a semester in DE and/or taking 4 or more AP/IB/AICE courses a semester will be considered a full time student and does not need additional courses if student has met graduation requirements.
   f. 11th/12th Grade Students in AP/IB/AICE Courses:
      a. Students may request dropping a yearlong course within 5 days at the end of the first quarter to take another yearlong course. The principal must approve this drop.
      b. Principals can approve dropping a yearlong course midyear and placing the student in a semester course within 5 days of the start of the 2nd semester.

2. Hardship Waiver Approval for Reduced Schedules - Reduced schedules may only be granted to high school **seniors** who are approved for a hardship by the administrative hardship committee and have earned:
   1. **at least two credits in accelerated coursework (AP, DE, IB, AICE)**
      a. **Student must receive a college credit qualifying score on an AP, IB, or AICE Tests**
   2. **or completed a CTE program of study with an industry certification earned (a student may receive a reduced schedule if they are enrolled in the final year of their program of study and has earned an industry certification), and**
   3. **a minimum 2.0 GPA, and**
   4. **all testing requirements met. (Level 3 on the Grade 9 Algebra 1 EOC and Grade 10 ELA FAST or concordant/comparative scores), and**
   5. **maintained 9 days or less per semester attendance rate during the previous year(in all classes)**

   If a hardship waiver is granted:
   a. Students must have a signed hardship waiver form on file.

b. Students are required to sign in and sign out when entering and exiting campus.
c. Students may not be on campus during class periods designated as "reduced" on their schedule.
d. Students must provide their own transportation in regards to reduced schedules. If transportation becomes unavailable, the reduced schedule will be revoked and replaced with a regular schedule.
e. Reduced class periods may only be at the beginning or end of the school day.
f. Reduced schedule changes must adhere to the same timelines for drop/add. Students meeting the above criteria during the school year will have the opportunity to have their schedule reevaluated. If eligible, the reduced schedule may not impact the CTE course.

Note: Students who qualify for a reduced schedule and meet requirements for dual enrollment are encouraged to participate in the Early Admission Program. Refer to the Dual Enrollment Handbook for the minimum number of credits for Early Admission. These students will continue to have the same privileges afforded to students in their cohort to include honors recognition and participation in extracurricular activities.

II. INSTRUCTIONAL PLAN

The School District of Hernando County Curriculum incorporates the strands, performance standards and benchmarks that delineate student performance standards as defined by the Florida Department of Education Next Generation Sunshine State/B.E.S.T. Standards. (Florida Statute §1001.41; Florida Statute § 1003.41; State Board of Education Rule 6A-1.09401). The curriculum includes benchmarks for:

Elementary	Secondary
English Language Arts	English Language Arts
Mathematics	Mathematics
Science	Science
Social Studies	Social Studies
Physical & Health Education	Physical & Health Education
Visual & Performing Arts	Visual & Performing Arts
World Languages	World Languages
Career and Technical Education	Career and Technical Education

Note: See Appendix A for progression charts

Instruction will be provided in a setting that emphasizes integration and reinforcement of reading, writing, speaking, listening and mathematics skills across all subjects. In addition, course descriptions or frameworks are provided for each course. These course descriptions meet the requirements of State Board of Education Rules 6A-1.09412 and 6A-1.09441. District-adopted textbooks and/or instructional materials are provided for all schools. School credit is not awarded for any course not supported by a curriculum description/framework provided by the School District. [Florida Statute § 1006.28(1)(a)}.

The schools offer a wide range of courses in all disciplines. Courses are provided to meet the needs of all students [Florida Statute § 1003.42 (1)]. Courses may be year- long or a semester in length. With the exception of certain dual enrollment courses, one- half (½) credit is awarded for passing a semester in each course. Additionally, schools may offer curriculum that are integrated or stand alone. No credit is awarded solely on the basis of participation in extracurricular activities.

A. SPECIAL PROGRAMS

All students in the Hernando County School District are eligible for consideration and participation in all special programs. Any student who requests and is granted special attendance to a school for a special program shall be responsible for his/her own transportation and must maintain satisfactory academic performance, attendance and behavior. A student who is not progressing or does not meet the guidelines for the program or withdraws from the program will be required to return to his/her zoned school.

Note: Students who are required to return to his/her zoned school for any reason must refer to the Athletic Handbook for rules governing future participation.

1. CAPE Digital Tools Certificates (CAPE) – Elementary and middle schools may offer curriculum that result in attainment of CAPE Digital Tool Certificates. The curriculum targets skills to include digital skills that are necessary to the student's academic work and skills the student may need in future employment (Florida Statute § 1003.4203). The skills include but are not limited to word processing; spreadsheets; presentations, including sound, motion, and color presentations; digital arts; cybersecurity; and coding. The certificates must be consistent with CAPE industry certifications on the CAPE Industry Certification Funding List.

2. Career and Technical Education (CTE) – Middle and high school students may enroll in courses that are part of an overall program of study designed to prepare students to be successful in the workforce and equip them to make informed decisions about future college and career pathways. CTE offers students opportunities to earn highly valued industry certifications and to develop a multitude of skills while experiencing rigorous curriculum with real world applications. CTE students who complete a Program of Study are eligible for many scholarships, including the Gold Seal Bright Futures Scholarship.

3. Junior Reserve Officers' Training Corp (JROTC) - The Junior Reserve Officer Training Corps (JROTC) is a cooperative between the school district and the military. The program prepares high school students for leadership roles while making them aware of their rights, responsibilities, and privileges as American citizens. This program is conducted at accredited secondary schools throughout the nation, by instructors who are retired Navy, Army, Air Force, Marine Corps, and Coast Guard officers and enlisted personnel. Classroom instruction is augmented throughout the year by community service activities, drill competition, field trips, marksmanship training, and other extra-curricular activities. Cadets are required to participate in civic service, wear a uniform and dress up at least twice a month.

B. SERVICES

1. English for Speakers of Other Languages (ESOL) (State Board of Education Rules 6A-6.0902, 6A-6.0903; 6A- 6.0904; 6A-6.0908) - Students who are identified as ELLs **must be** provided **equal access** to the general curriculum. The general education standards and benchmarks should be the basis of their curriculum. ELLs are placed in courses based on need and eligibility, regardless of their English language proficiency. The individual student's English Language Learner Plan documents the student's English Language proficiency level. Instructional strategies are required to ensure the student an equal opportunity to master the general education curriculum. See Hernando County School District's Plan for Services to English Language Learner (ELLs) for a full explanation of services and models.

   With appropriate instructional support, strategies, accommodations and adaptations, grades for

ELL students should be reflective of the students' academic progress. ELLs should not receive failing grades strictly due to limited English-language proficiency. With instructional support, ELL students should be experiencing some measurable success in grade level content. To determine ELLs English-language proficiency, teachers should reference the students WIDA placement and the WIDA Can-Do Indicators.

ESOL Instruction provided to English Language Learners in the elementary grades who are classified as non-English speakers may be grade by S, N, or U during their first year of receiving ESOL services as determined by the ELL Committee. The percentages for S, N, or U as 70-100 = S, 60-69 = N, 0-59 = U.

2. Students with an Active Section 504 Accommodation Plan (Section 504 of the Rehabilitation Act of 1973, 34 C.F.R. Part 104) - Any alteration to the delivery of instruction or student assignments for a student with an active Section 504 Accommodation Plan is the decision of the Section 504 Team, if it is addressed in the Section 504 Accommodation Plan. Parent(s)/guardian(s) of a student with an active Section 504 Accommodation Plan must be notified of any proposed changes to the Section 504 Accommodation Plan, and must be given the opportunity to provide input on decisions made by the 504 Team. Thus, the individual student's Section 504 Accommodation Plan documents the accommodations and/or modifications that are required to ensure that the student has an equal opportunity to access the general education curriculum.

3. Exceptional Student Education (ESE) - Pursuant to School Board Policy 2460, IEPs for students with disabilities, who are enrolled in an Exceptional Student Education (ESE) program, must specify the specifically designed instruction and related services that are necessary to meet each student's unique needs. See State Board of Education Rule 6A-1.09961 & 6A-6.03028, F.A.C and the ESE Standard Policy & Procedures (SP&P). All students **must** be given access to the general curriculum as defined in relation to their unique needs and abilities and as delineated on each student's IEP. For the majority of these students, the general education standards and benchmarks should be the basis of their curriculum. For some students, modified standards and/or Access Points in one or more content areas may be more appropriate (see State Board of Education Rule 6A-1.09414 for course descriptions).

   In all cases, the IEP Team, which includes the parents, makes special program placements and the educational decisions. The IEP Team develops a statement of measurable annual goals, including benchmarks or short-term objectives related to meeting the student's needs that result from the student's disability. The IEP should enable the student to be involved in and progress in the general curriculum, or for preschool children, as appropriate, to participate in appropriate activities, as well as meeting each of the student's other educational needs that result from the student's disability (State Board of Education Rule 6A-6.03028).

   In particular, the IEP Team should draft benchmarks or short-term objectives for students with disabilities who take alternate assessments aligned to Florida Standards connectors, or any other student with a disability, at the discretion of the IEP Team (State Board of Education Rule 6A-6.03028). The IEP may specify whether *accommodations/**modifications are necessary in the areas of curriculum, instruction, and assessment provided that the accommodations or modifications do not include modifications to the curriculum descriptions/frameworks or student performance standards. The IEP must be implemented as developed by the IEP Team. The IEP contains an explanation of the extent, if any, to which the student will participate with non-

disabled students in the general education class (SP&P 95-103).

A student with a disability may only be removed from the general education environment if the nature and/or severity of the disability is such that education in general education classes with the use of supplementary aids and services cannot be achieved satisfactorily. (SP& P 108-168).

The IEP for each student with a disability must include during the student's seventh (7^{th})- grade year or during the school year of the student's twelfth (12^{th}) birthday, whichever comes first, a statement of which course of study the student is pursuing (State Board of Education Rule 6A-6. 03028). The student should be invited to the meeting. Beginning by the student's fourteenth (14^{th}) birthday (or younger, if determined appropriate by the IEP team), or to be operational on the first day of high school the IEP must include a statement of needed transition services for the student including, if appropriate, a statement of the interagency responsibilities or any needed linkages. The School District must invite the student to that meeting, as well as any other agency representative necessary or helpful to assist in the student's post-secondary transition. Consent from a parent or the student that has reached the age of majority is required in order to invite an agency representative to attend (State Board of Education Rule 6A-6.03028).

Programs for students with disabilities are defined by the diploma options identified in each student's Individualized Education Plan (IEP).

**Accommodations are changes that can be made to the way students learn and how they are tested. They describe changes in format, response, setting, timing or scheduling that do not alter the curriculum or test in any significant way. Accommodations include changes made to the environment and /or teacher behavior, which supports a student's learning, such as teaching methods and materials, classroom assignments and tests, learning environment, strategies, time demands, and schedules.*

*** Modifications to the curriculum are generally used in coordination with an assessment that is compatible with the modified expectations. Grading systems that should be used for students using curriculum modifications should reflect the student's expected level of performance based on modified Access Points/Florida Standards and the functional level on which the student is working on. For students who participate in a modified curriculum, the IEP team should determine that it is most appropriate to use grading procedures that reflect the student's expected level of performance in relation to progress toward pre-established learning criteria, which would be the Access Points/Florida Standards . In this case, it is essential that all members of the IEP team, including the student and parent(s), have a clear understanding of how the student will be graded.*

4. Gifted Education (State Board of Education Rule 6A-6.030191) - Students identified as gifted under State Board of Education Rule 6A-6.030191 and the Hernando County School District Exceptional Student Education Policies and Procedures (SP&P) have an Education Plan (EP) that outlines goals, strengths and weaknesses, and that provides direction for the instructional program. The instructional program includes advanced-level content, acceleration and enrichment that address the student's special abilities and interests.

   Curriculum options include an effective and differentiated curriculum designed to enhance the abilities of the gifted students to ensure that each individual student progresses in the curriculum to the maximum extent possible. The curriculum includes, but is not limited to, opportunities for

problem solving, critical thinking, problem-based learning, and application of knowledge and skills. Curriculum for each student is driven by the student's EP focusing on the performance levels of the student and needs for developing further skills and abilities, recognizing opportunities to extend the present program through appropriate scaffolding for gifted students. The curriculum for the gifted student includes access to the general curriculum (Florida Standards) with emphasis on what the EP team determines will offer opportunities for growth for the gifted learner based on the student's strengths and present level of performance.

5. Home Education - A home education program is sequentially progressive instruction of a student directed by his/her parent(s) or guardian(s). The parent shall notify the Superintendent or designee of their intent to establish and maintain a home education program. The parent(s)/guardian(s) of each registered home education student shall maintain a portfolio of records and materials. The portfolio shall consist of the following:
    a. A log of educational activities that is made contemporaneously with the instruction and that designates by title any reading materials used.
    b. Samples of any writings, worksheets, workbooks, or creative materials used or developed by the student.

    Registered home education students may also take a partial or full schedule with Hernando eSchool, and may participate in interscholastic extracurricular student activities in accordance with the provisions of Florida Statute §. 1006.15. The district may permit the enrollment of a registered home education student in a specified course at his/her zoned school provided the school adheres to class size. The Supervisor of Choice must authorize the enrollment.

Note: The parent(s)/guardian(s) of a home education student is responsible for submitting an annual evaluation in accordance with *Florida Statute* § *1002.41*. The school district of Hernando County does not send reminder notices prior to the due date.

C. ACCELERATION MECHANISMS (Florida Statute § 1003.429)

At the beginning of each school year, students and parents/guardians are notified during orientation of the opportunities and benefits of mechanisms that result in acceleration through high school and/or college [Florida Statute §1003.02(1); Florida Statute § 1003.429; Florida Statute § 1008.25]:

- **Whole grade and during the year promotion,**
- **subject matter acceleration,**
- **virtual instruction,**
- **Advanced Placement (AP), International Baccalaureate (IB), Credit Acceleration (CAP), Dual Enrollment (DE), Advanced International Certificate of Education (AICE),**
- **College Level Examination Program (CLEP) - credit by Exam**
- **Early College Admission**
- **Career and Professional Education and Career Dual Enrollment**

In accordance with the **Academically Challenging Curriculum to Enhance Learning (ACCEL)** (Florida Statute § 1002.3105), students wishing to participate in any of the accelerated mechanism options will need to meet with their Certified School Counselor to review eligibility requirements. Participation in ACCEL options that result in whole-grade promotion, during the year promotion, subject-matter acceleration, and virtual instruction in higher grade level subjects will require a **District Performance Contract (SO-SS-181)**. The performance contracts will require compliance with minimum course grade, attendance, conduct, and any other requirements which may include participation in extracurricular activities, educational outings, field trips, interscholastic competitions, and other activities related to

the ACCEL option selected.

Monitoring Expectations

Failure to maintain the minimum course grade or GPA may result in a schedule change. In determining academic progress, all student work will be reviewed by the school's administrative team overseeing the subject area/grade level. Final determination is within the principal or designee authority and notification will be made to the student's parent/guardian. Course grades earned and posted to the report card will remain part of the student's academic record.

Note: A student's application for participating in the District's Controlled Choice Plan may be rescinded if he/she changes the course/program of study (i.e., CTE, IB, etc) that was the basis for admission to the requested school. Refer to the Control Choice Plan

1. Elementary School Level
   Factors to be considered for the acceleration of elementary students:
   a. A record of outstanding (90-100%) academic progress is evident on the student's cumulative record.
   b. The student has a minimum number of absences.
   c. Current school year indicate outstanding (90-100%) performance on assignments based on Florida Standards in language arts, science, mathematics~~,~~, and social studies.
   d. Standardized and district approved screening and assessment scores reveal achievement above grade level.
   e. Samples of the student's work indicate superior performance above grade level.
   f. MTSS Team minutes indicate that other options of advancement have not met the student's needs (i.e. Quest, differentiated instruction, specific subject area advancement, virtual instruction options).
   g. Observations, social and behavioral assessment, and written reports produced by the classroom teacher, school counselor, school psychologist, school administrator(s) and other qualified special service personnel indicate that acceleration would greatly benefit the student academically, socially, and emotionally.
      * Two or more years above grade level for students in grades K-5.

2. Middle School Level
   Factors to be considered when enrolling in high school courses at the middle school level include:
   a. The impact on the student's GPA and subsequent graduating class ranking
   b. State University and College admission requirements
   c. The grades earned will remain a part of the student's middle and high school academic record
   d. Maturity levels among other students in the high school courses
   e. Course content and course performance expectations

Acceleration Options

1. Honors Courses – courses that provide students access to accelerated curriculum. Students who have demonstrated high achievement, interest, and/or potential in one or more academic areas may be ready to take advanced classes.
   Placement will be based on:
   a. The student's cumulative grade records indicating outstanding (90-100%) academic

progress in language arts, science and mathematics based on Florida Standards

b. Standardized and district approved screening and assessment scores revealing achievement above grade level
c. Samples of the student's work indicating superior performance at or above grade level
d. Teacher recommendation
e. The student having a minimum number of absences during the previous year

2. Advanced International Certificate of Education (AICE) - The AICE program is administered by the University of Cambridge Local Examinations Syndicate and is available to eligible secondary students. The State Board of Education and the Board of Governors shall specify in the statewide articulation agreement cutoff scores and AICE examinations that will be used to grant postsecondary credit at community colleges and universities. Students will be awarded a maximum of 30 semester credit hours. Students shall be exempt from payment of any fees for administration of the examination regardless of whether or not the student achieves a passing score on the examination [Florida Statute § 1007.27 (8)]. **(See the (FCCD) for additional information)**. Since the assessment dates are set by the University of Cambridge Local Examinations Syndicate, students who fail to report for the exam will receive a notice of obligation for the cost of the exam(s). For additional information contact the AICE coordinator at the school. Students who attend the AICE school through the School Choice process must enroll at their zoned high school if they are exited from the AICE program. Students who exit the AICE program must meet all state of Florida graduation requirements in order to earn a Standard Diploma.

3. Advanced Placement (AP) - the enrollment of an eligible secondary student in a course offered by the Advanced Placement Program administered by the College Board. The postsecondary institution **may** award college credit to students who score a minimum of 3 on a 5- point scale on the corresponding AP exam (F.S. 1007.27). Students shall be exempt from any fees for administration of the examination regardless of whether or not the student achieves a passing score on the examination [Florida Statute § 1007.27 (6)]. **Refer to the Florida Course Code Directory (FCCD) for additional information.** Since the assessment dates are set by the College Board, students who fail to report for the exam will receive a notice of obligation for the cost of the exam(s). In addition, the student may be restricted from further enrollment in Advanced Placement classes. Furthermore, students who enroll in semester long AP classes such as AP U.S. Government, AP Comparative Government, AP Microeconomics, or AP Macroeconomics must complete the entire course and sequence of classes as prescribed by school (ie- AP Microeconomics in the 1st semester and AP Macroeconomics in the 2nd semester). Students who request withdrawal from an AP class, either yearlong or semester, before the November exam order deadline, but must remain the class for the remainder of the 1st semester, will sign a waiver that releases the school from ordering an AP exam for that student. Students who are withdrawn from an AP class, either semester or year long, upon student request after the November AP exam order deadline, but before the March AP exam confirmation deadline, will incur a $40 per exam cancellation fee. Students who are withdrawn from an AP class upon student request after the March AP exam confirmation deadline or fails to sit for the exam(s), will incur a $98 fee per exam. Withdrawn students may opt to challenge the corresponding exam(s) for the course from which they were withdrawn by paying the AP examination fee by the March exam order deadline. These students should contact the AP coordinator of their zoned high school to make arrangements for exam order, payment, and test administration.

Note: Students who complete the course successfully but do not take the AP Exam will receive honors-level credit.

A Home Education student wishing to sit for an AP exam at his/her zoned school must pay for the cost of purchasing the exam in advance at the school. The exam will not be ordered unless payment is received by the school's deadline to order the exam. Please contact the zoned school for information on the cost and deadline.

4. Career and Professional Education (CAPE) - is an initiative to prepare students for post-secondary education and the workplace. High schools in the district offer a variety of Career and Technical Academies and programs that prepare students for employment in specific occupations, many of which are high skill, high wage occupations. These job-preparatory courses do not stand alone but are part of a 3-4 year planned program of study leading to occupational proficiency and program completion. Once a student begins a program of study, he/she may not divert from that program unless they receive administrative approval **(See Appendix B).** To learn more about the different programs speak with your Certified School counselor or visit the district's website to learn more about the Programs of Study for each of the academies and frameworks. In addition, students have the opportunity to earn one or more of the following:
    a. Industry -recognized credential or certificate, measured by an industry assessment
    b. Dual or concurrent credit, putting students on a fast track to an industry-recognized certification or licensure and postsecondary certificate or degree
    c. Course substitution credit for some mathematics and/or science courses
    d. Florida Bright Futures Vocational Gold Seal Vocational Scholar and Gold Seal CAPE Scholar Scholarship

    A list of the Gold Standards Industry Certification aligned to Associate in Applied Science (AAS)/Associate in Science (AS) degrees can be viewed on the district's website.

    The administration of the written exams must be in accordance with the test administration procedures specified by the certifying agency, district procedures, and State Rule 6A-6.0573 which states the following:
        i. The exams are third-party developed,
        ii. Scored by the certifying agency,
        iii. Given in a proctored testing environment (not by the individual providing the direct instruction),
        iv. Administered to each student no more than three times during the academic year,
        v. A minimum of twenty-one (21) calendar days between test administrations.
        vi. A student who successfully passes the industry exam is not eligible to retake the exam.

5. Career Dual Enrollment is a specific form of dual enrollment in which students enroll in postsecondary courses that lead to an industry certification as identified in s. 1008.44, F.S.2 Career dual enrollment is available (by clock-hours) to students in Hernando Schools, home education, and private high schools that are in compliance with s. 1002.42(2), F.S. and provide a secondary curriculum pursuant to s. 1003.4282, F.S.3

Refer to the Dual Enrollment Articulation Agreement, certified school counselors, College & Careers and / or district websites for additional information

Career Dual Enrollment courses may be available through traditional high school CTE programs or through partnerships with Pasco-Hernando State College and Wilton Simpson Technical College.

6. Credit Acceleration (CAP) – allows a secondary student to earn high school credit if the student earns a specified score on the corresponding standardized EOC assessment (Algebra 1, Geometry, Biology, and US History), AP and College Level Examination Program (CLEP) exams whether the student is enrolled in the course or has not completed the course or failed the course in the year the student passed the EOC. A student who has failed the course, but earned credit as a result of scoring Level 3 or above on the EOC, will still need to participate in the Grade Forgiveness program to forgive the failed grade and repair his/her GPA. Students cannot use concordant scores from ACT/SAT/PERT to earn high school credit under this policy. The Certified School Counselor must document advisement of the risk and consequences related to meeting graduation requirements (F.S. 1003.4295). ***The student must notify the Certified School Counselor by the end of the first semester to participate in CAP and pay the AP or CLEP examination fee. NCAA does not recognize course credit by exam. Therefore, the student will need to enroll and complete the course to meet eligibility.***
   Note: Credit earned for Advanced International Certificate of Education, Advanced Placement, Dual Enrollment and International Baccalaureate courses via **CLEP, P/F and S/U courses are not included in the calculation of the student's GPA.** These earned credits do not receive weighted value (quality points).

7. Dual Enrollment (DE) – an acceleration program that allows high school students to simultaneously earn credit toward high school completion and an associate or baccalaureate degree or career certificate at a Florida public institution [Florida Statute § 1007.271 (1)]. Students in grades 6-12 who are eligible for dual enrollment shall be permitted to enroll in dual enrollment courses during school hours, and after school hours [Florida Statute §1007.271(2)]. The district uses the Florida Department of Education Dual Enrollment Course – High School Subject Area Equivalency List to award high school credit. Any course not listed will be awarded 0.5 high school elective credits.

   Note: Middle grades students who elect to participate in college/university summer programs with which the district does not have an articulation agreement will NOT receive high school credit.

8. Early Career / Early Admission to College [Florida Statute § 1007.271(5)] – a form of dual enrollment and a public educational choice option. High school students may enroll at PHSC full time upon submission of a completed Application for Admission. Credit earned applies toward high school graduation and college credit. Students who apply for early admission to college **must meet with their high school counselor to ensure that the course selections articulate into high school courses required for graduation.** The following table contains a list of differences between the traditional dual enrollment and the Early College Admission programs. [Florida Statute § 1007.27 (5); Florida Statute§ 1002.20 (6)(a)]
9.

Dual Enrollment (DE)	Early College Admission
Eligible secondary students with college ready scores in all subsections (provision for up to 12 credits for non-ready math scores)	Eligible 11th and 12th grade students with college ready scores in all subsections
Course access based on availability	Guaranteed priority courses access
Registration on designated dates	Early registration
Credit load of 0-16 credits per term	Must be full time: Credit load of 12-16 credits per term
Attend classes on high school and/or approved post-secondary campus	Full schedule through post-secondary institution
Withdrawal with restrictions on the dropped course	Withdrawal with restrictions—impacts program eligibility
Restrictions on the failed courses	Restrictions on the failed courses—impacts program eligibility
Eligible to participate in social events, honors and graduation ceremonies with their high school cohort	Eligible to participate in social events, honors and graduation ceremonies with their high school cohort

Students may select colleges or universities other than those that have inter-institutional agreements with the Hernando County School District. However, the parent(s)/guardian(s) and/or student will be responsible for payment of tuition/fees. All other statutory rights and privileges will be afforded these students as those under dual enrollment agreements [Florida Statute § 1007.27(5)].

Registered home education students may participate in early admission. Students should contact the postsecondary institution for specifics. Home education students incur no tuition costs, but are responsible for textbook costs [Florida Statute § 1007.271 (14)].

10. International Baccalaureate (IB) - The IB program is administered by the IB office and is available to eligible secondary students. The State Board of Education and the Board of Governors shall specify in the statewide articulation agreement cutoff scores and IB examinations that will be used to grant postsecondary credit at community colleges and universities. Students will be awarded a maximum of 30 semester credit hours. Students shall be exempt from payment of any fees for administration of the examination regardless of whether or not the student achieves a passing score on the examination [Florida Statute § 1007.27 (8)]. **(See the (FCCD) for additional information).** Since the assessment dates are set by the International Baccalaureate organization, students who fail to report for the exam will receive a notice of obligation for the cost of the exam(s). For additional information contact the IB coordinator at the school**.**

    Students who attend the IB/AICE schools through the School Choice process will enroll at their zoned high school the following semester if they are exited from the IB/AICE programs. Students who exit the IB/AICE programs must meet all state of Florida graduation requirements in order to earn a Standard Diploma or any other diploma options offered at the zoned schools.

11. Virtual Instruction Programs (VIP) - Provides instruction in an interactive environment created by using technology where the student and a highly-qualified teacher in the subject area are separated by space or time or both (Florida Statute § 1002.45). Students enrolled in an online course as part of the regular school day schedule are provided access to an appropriate and supervised classroom or lab at their zoned school or lab with computer and internet access so that they may complete the online course on campus during the specified scheduled class period. Students may also work from home after or before school hours just as they do when completing homework.

The Hernando County School District provides K-12 virtual instruction through its Hernando *e*School Program as authorized by Florida Statute § 1002.45. Secondary students that meet the Hernando *e*School enrollment criteria to enroll in virtual courses may enroll with Hernando *e*School.

Hernando *e*School will enroll students through age 19. The student's age on the date of the course enrollment may not be older than 19 (we cannot enroll students once they turn 20). For the purposes of this policy, "date of course enrollment" refers to the date on which a complete registration or course request for the course segment is made. Students must complete all coursework, including final exam, before their 21st birthday.

A student who has been identified under Rule: 6A-6.03011 – Exceptional Student Education Eligibility for Students with Intellectual Disabilities through Rule: 6A-6.0361 – Contractual agreements with Nonpublic Schools and Residential Facilities, has an Individual Education Plan (IEP) in place and has not earned a standard diploma will remain eligible for educational services through the end of the semester in which they become 22 years old.

Note: Since Hernando *e*School is a franchise of FLVS, when registering for an online course, students will be scheduled through Hernando *e*School as priority.

a. Virtual Course Participation Criteria and Guidelines

A student will not be denied access to virtual instruction unless it is not educationally sound based on the student's academic history and goals. The principals or designee are responsible for making proper placement and may deny a request when not appropriate.

To ensure a safe learning environment and adherence to room occupancy limits, when assigning students to a learning lab, a student's grade level classification will be the first criteria considered. Students in grade 8 or 12 who are course or credit deficient will be given priority placement. Next will be students having a plan of study that includes acceleration.

Continued participation in online courses with Hernando *e*School and FLVS can only be approved for students that meet the following criteria:

i. Consideration for an online course should include the student's success level in a text-rich environment.
ii. Student must comply with log-in requirements, completion of lessons, assignments and test on a regular basis or as outlined in the course syllabus.
iii. Students must have no more than two (2) previous attempts with online courses that were not completed successfully.
iv. Exceptional Education students with an Individual Education Plan (IEP) will need to have a staffing conducted at their zoned schools prior to enrollment in virtual courses to ensure IEP compliance. If a student has a 504 plan, the 504 plan must be in date compliance prior to enrolling in eSchool classes.

Note: School administrators may request an independent review due to extenuating circumstances.

b. Virtual Course Participation Expectations

i. A fifth or eighth grade student choosing to use virtual instruction as an acceleration mechanism during the school year or summer, must complete all virtual coursework with passing grades before the start of the school year in order to be placed in the next core sequential course. ACCEL contract must be used.
ii. Students enrolled in an online course as part of their regular school schedule will be dropped from the course if they are not making progress. **Progress is defined as having**

completed and passed at least 20% of the course work within 14 days and consistently submitting 3-5 assignments per week. (Students are expected to make approximately 6% progress per week per course.) Staff assigned to supervise virtual learning labs are encouraged to monitor student progress and report concerns to the counselor and or administrator.

iii. Students enrolled in an online course in addition to their regular school schedule may need to consider class load in order not to jeopardize course grade. Upon completion of an online course, students may be enrolled in an additional course.

iv. Registered home education students that meet Hernando *e*School's course enrollment criteria may take a partial or full schedule with Hernando *e*School in accordance with Florida Statute § 1002.37 and 1002.41. The Home Education Office must provide verification of active status and compliance for all registered home education students who enroll in online courses as outlined in the District's Florida Virtual (FLVS) agreement.

v. All students enrolled in a course with an End of Course (EOC) requirement must participate in the administration for a final grade to be issued. The law prohibits any individual from knowingly and willfully taking an online course or examination on behalf of another person for compensation. Any individual that violates this provision commits a misdemeanor of the second degree. Students will sit for the statewide assessment that closest aligns with the near completion (at or about 80% complete) of their course.

D. ACADEMIC SUPPORT

Each student's progression from one grade to another is determined, in part, by satisfactory performance in English Language Arts, Science, Social Studies, and Mathematics. All students in grades K-5 and students in intensive math and reading courses in grades 6-8 will be administered the iReady Diagnostic Assessment two to three times per year in Mathematics and ELA. This progress monitoring data will be used to determine the student's instructional level. A student who does not meet district performance standards, or who scores below achievement Level 3 on the English Language Arts (ELA) FAST and/or, the math FAST must receive remediation and have a progress monitoring plan. The plan may be either a federally required student plan such as IEP, a school wide system of progress monitoring for all students or an individualized progress monitoring plan. The specific diagnosed academic needs to be remediated must be identified and strategies must be put in place to meet the student's needs. Monitoring and re-evaluation activities must be employed and will be overseen by the MTSS Team. The team is comprised of the principal, school counselor, teacher and other school and district officials. (Florida Statute § 1008.25).

When an ESE student is determined to be performing below grade level in language arts, mathematics, and/or science, the IEP Team may be convened to review the IEP. The student's IEP must address all of the student's educational needs including the students below grade level performance. The IEP Team may consider a Progress Monitoring Plan to address the student's educational need in language arts, mathematics, and/or science.

At the elementary level, the academic support plan must emphasize reading proficiency in kindergarten through grade 3 and provide targeted instructional support for students with identified deficiencies in

Language Arts, mathematics, science, and social studies. The results of evaluations used to monitor a student's progress in grades K-12 must be provided to the student's teacher in a timely manner and as otherwise required by law. In addition, evaluation results must be provided to the student's parent in a timely manner. When available, instructional personnel must be provided with information on student achievement of standards and benchmarks in order to improve instruction. In accordance with Florida Statute § 1008.25(3)(a)(b), remedial and supplemental (academic) instructional resources must be allocated to students in the following priority:

- students who are deficient in reading in kindergarten through 3rd grade;
- students who are deficient in math in kindergarten through 4th grade; and
- students who fail to meet performance levels required for promotion.

F.A.S.T. Star Early Literacy will be used to identify kindergarten students who do not meet readiness expectations. Specific strategies will be identified to address the developmental needs of each student with indicated weaknesses.

1. K-5 Reading Remediation - Any elementary student who exhibits a substantial deficiency in reading based upon locally determined or statewide assessments or through teacher observations, must be given intensive reading instruction, immediately following the identification of the reading deficiency. F.S. 1008.25(5)(a)

   Students who exhibit a substantial deficiency in reading must be provided with additional diagnostic assessments to determine the nature of the student's difficulty, the areas of academic need, and strategies for appropriate intervention and instruction. Schools must progress monitor students with a reading deficiency a minimum of three (3) times per year. This includes a baseline, midyear, and an end of the year assessment.

   Any elementary student who exhibits a substantial deficiency in reading or the characteristics of dyslexia based upon screening, diagnostic, progress monitoring, or assessment data; statewide assessments; or teacher observations, must be provided intensive, explicit, systematic, and multisensory reading interventions that are grounded in the Science of Reading, immediately following the identification of a reading deficiency or the characteristics of dyslexia to address his or her specific deficiency or dyslexia. A school may not wait for a student to receive a failing grade at the end of the period or wait until a plan is developed to identify the student as having a substantial reading deficiency and initiate intensive reading interventions. Immediate intensive intervention (iii) must be provided three (3) times per week for all students who have been identified with a reading deficiency. This intervention must be in addition to or as an extension of the ninety (90) minute reading block in a smaller group size setting or one-on-one. Pursuant to Florida Board of Education Rule 6A-6.054(1)(b), the student must continue to be provided with intensive reading instruction until the reading deficiency is remedied.

2. K-3 Reading Deficiency and Parental Notification - Pursuant to Florida Statutes §§ 1002.20(11) and 1008.25(5)(c)1, the parent(s) of any Grade K-3 student who exhibits a deficiency in reading, must be **immediately notified in writing,** shall be consulted in the development of a plan, as described in s. 1008.25(4)(b), and shall be informed that the student will be given intensive reading instruction until the deficiency is corrected. **Principals will make such notification immediately following the administration of diagnostic assessments and/or quarterly reports indicating below level performance.** In addition to informing the parents that their child has been identified as having a

substantial deficiency in reading (per Florida Statute § 1008.25(5)(c)), the following information must be provided:

a. a description, understandable to the parent(s), of the exact nature of the difficulty in learning and lack of achievement in reading [Florida Statute § 1002.20(11)];
b. a description of the proposed supplemental instructional services and supports that will be provided to the student that are designed to remediate the identified area of reading deficiency (Florida Statute § 1008.25(5)(c)3);
c. a description of the current services that are provided to the student (Florida Statute § 1008.25(5)(c)2);
d. the District's specific criteria and policies for midyear promotion, which means promotion at any time during the year of retention once the student has demonstrated ability to read on grade level [Florida Statute § 1008.25(5)(c)8];
e. strategies for parent(s) to use in helping their child succeed in reading proficiency [Florida Statute §1008.25(5)(c)5];
f. the District's specific criteria and policies for a portfolio and the evidence required for a student to demonstrate mastery of Florida's academic standards for English Language Arts;
g. that if the child's reading deficiency if not remediated by the end of Grade 3, the child must be retained unless he or she is exempt from mandatory retention for good cause;
h. that the statewide, standardized English Language Arts assessment is not the sole determiner of promotion and that additional evaluation, portfolio reviews, and assessments are available to the child to assist parents and the school district in knowing when a child is reading at or above grade level and reading for promotion; and
i. the district's specific criteria and policies for a portfolio and evidence required for a student to demonstrate mastery of Florida's academic standards for English Language Arts. A parent of a 3rd Grade student who is identified anytime during the year as being at risk of retention may request that the school immediately begin collecting evidence for a portfolio.
[Florida Statute §1008.25(5)(c)7]

3. Intensive Instruction Services for Retained Grade 3 Students

Grade 3 students retained for reading must be provided with intensive instructional services and supports that include intensive interventions in the areas of reading deficiency. The specific areas of reading must be identified using a valid and reliable diagnostic assessment. This intensive intervention must include effective instructional strategies that are grounded in the Science of Reading, a minimum of 90 minutes of daily uninterrupted reading instruction, an additional 30 minutes of daily intensive immediate intervention, the opportunity to participate in the District's *3rd Grade Summer Reading Camp*, and appropriate teaching methodologies necessary to assist those students in becoming successful readers, able to read at or above grade level, and be ready for promotion to the next grade. [Florida Statute § 1008.25(7)(a)(b)1)]

Retained third grade students, including students participating in the school district's summer reading camp will be provided with a highly effective teacher as determined by the teacher's performance evaluation (F.S. 1012.34), and beginning July 1, 2021, the teacher must also be certified or endorsed in reading (F.S. 1008.25(7)(b)(3)).

Other strategies prescribed by the District may include but not be limited to the following:

- small group instruction;
- integration of science and social studies content within the 90-minute block;
- reduced teacher-student ratios;
- more frequent progress monitoring;
- tutoring or mentoring;
- extended school day, week, or year.

F.S.1008.25(7)(b)(4)(a-e) requires each school to establish, when applicable, an intensive reading acceleration course (IAC) for any student retained in third grade who was previously retained in kindergarten, grade 1, or grade 2. The intensive reading acceleration course must provide the following:

1. Uninterrupted reading instruction grounded in the science of reading for the majority of student contact time each day and opportunities to master the grade 4 state academic standards in other core subject areas through content-rich texts.

2. Explicit and systematic instruction with more detailed explanations, more extensive opportunities for guided practice and more opportunities for error correction and feedback.

3. Targeted small group instruction.

4. Reduced teacher-student ratios.

5. The use of explicit, systematic and multisensory reading interventions grounded in the science of reading, including intensive language, phonics and vocabulary instruction, and use of a speech-language therapist, if necessary, that have proven results in accelerating student reading achievement within the same school year.

6. A read-at-home plan.

Grade 3 students retained for reading must have a highly effective teacher as determined by the teacher's performance evaluation. [Florida Statute § 1012.34] **Beginning July 1st, 2021, the teacher must be reading certified or endorsed. [Florida Statute § 1008.25(7)(b)(3)]**

4. <u>K-5 Writing Remediation</u> - Students in Grades K-5 who exhibit a substantial deficiency in writing based upon locally determined or statewide assessments or through teacher observations, must receive remediation in one of the following ways:
   - small group instruction, based on identified student needs; and/or
   - one-on-one instruction, based on identified student needs

5. <u>K-5 Mathematics Remediation</u> - Any elementary student who exhibits a substantial deficiency in math based upon locally determined or statewide assessments or through teacher observations, must be given supplemental math instruction, immediately following the identification of the math deficiency. F.S. 1008.25(6)

Students who exhibit a substantial deficiency in math must be provided with additional diagnostic assessments to determine the nature of the student's difficulty, the areas of academic need, and strategies for appropriate intervention and instruction. Schools must progress monitor students with a math deficiency a minimum of three (3) times per year. This includes a baseline, midyear, and an end of the year assessment.

K-4 Substantial Math Deficiency and Parental Notification - Pursuant to Florida Statute 1008.25(6), the parent(s) of any Grade K-4 student who exhibits a deficiency in math, must be immediately notified in writing, shall be consulted in the development of a plan, as described in s. 1008.25(4)(b), and shall be informed that the student will be given math intervention until the deficiency is corrected. Principals will make such notification immediately following the administration of diagnostic assessments and/or quarterly reports indicating below level performance. In addition to informing the parents that their child has been identified as having a substantial deficiency in math (per Florida Statute § 1008.25(6)), the following information must be provided:

a. a description, understandable to the parent(s), of the exact nature of the difficulty in learning and lack of achievement in math;
b. a description of the current services that are provided to the student
c. a description of the proposed intensive interventions and supports that will be provided to the child that are designed to remediate the identified area of mathematics deficiency
d. strategies, including multisensory strategies and programming, through a home-based plan the parent can use in helping his or her child succeed in mathematics.

After the initial notification, the school shall apprise the parent at least monthly of the student's progress in response to the intensive interventions and supports. Such communications must be in writing and must explain any additional interventions or supports that will be implemented to accelerate the student's progress if the interventions and supports already being implemented have not resulted in improvement.

6. Scheduling – Extra instructional time programs may be designed to provide remedial instruction for students. This may include Saturday classes, transitional, after school programs, summer programs or additional instructional time during the school day. As authorized by Florida Statute § 1008.22, the district provides academic support in English Language Arts and mathematics for those students identified as having deficiencies in content knowledge and skills based on teacher/principal recommendation, norm-referenced tests, Florida Standards Assessment (FSA)**/Florida Assessment of Student Thinking (F.A.S.T.)** for English Language Arts (ELA) and Mathematics, and school-selected ELA and mathematics tests. Student placement will be as follows:

Intensive Instruction Scheduling	
English Language Arts	All students scoring at Level 1-2
	All students scoring a Level 1 or 2 must be placed with a teacher who is reading certified or endorsed.
Mathematics	All students scoring at Level 1-2

7. Curriculum - The district provides schools with research-based curriculum for intensive instruction in print and digital form. All students in intensive classrooms will utilize the district-wide adopted intensive English Language Arts and Mathematics curriculum to provide direct and explicit instruction by trained teachers.

8. Progress Monitoring - Schools will engage in a systematic review of multiple data points to make data-driven instructional decisions that answer such questions as "what do we see?" or "now what do we do?" Such data points may include but are not limited to: mid-quarter and quarterly classroom grades, common formative and quarterly assessments, and pre-/post-assessment embedded into the intervention curriculum.

9. Progress Monitoring Plan - Academic support shall be provided through the implementation of an individual Progress Monitoring Plan (PMP) developed in consultation with parent(s)/guardian(s). The plan is intended to provide the school district and the school with flexibility in meeting the academic needs of the student. A student who is not meeting the school district or state's requirements for proficiency shall be covered by one of the following Individual Student Plans:
    a. A federally-required student plan such as Individualized Education Plan (IEP), Section 504, ELL Plan
    b. A school-wide system of progress monitoring for all students, or
    c. An individualized Progress Monitoring Plan

    See Appendix C for more detail.

    Each plan **must** outline a strategic or intensive academic support program in the area(s) of weakness designed to assist the student in meeting state and/or district expectations for proficiency. It is the responsibility of the teacher and the principal to ensure that the PMP is substantive, activities and resources are research-based, and that the outlined instructional and support services are provided. Listed below are the steps for developing and implementing the PMP in consultation with the student's parent (Florida Statute § 1008.25):

    Step 1 MTSS problem solving and academic support will occur as soon as possible after a student has been identified as needing academic support beyond the core instruction. Parents should be involved throughout the tiered levels of support to remain informed and provide input. If the student identification occurs during the fourth marking period, the MTSS problem solving process will begin and interventions will be put in place and continued the following school year.

    Step 2: Additional diagnostic assessments to determine the nature of the student's difficulty, areas of academic need, and strategies for appropriate intervention. Diagnostic assessments may include teacher assessment, placement tests and /or diagnostic software results.

    Step 3: Data from the additional assessments are to be used to formulate the student's PMP. The PMP should clearly identify:
    - the specifically diagnosed identified problem --either academic/behavior
    - the scientific, research-based intervention to be implemented
    - how, when, how often, by whom, and how long strategic or intensive instruction is to be provided, and
    - the monitoring and reevaluation activities to be implemented

    Step 4: At the conclusion of the school year, appropriate teacher(s) of the student on a PMP are to make recommendations regarding the student's educational program for the following year.

Note: The PMP must be in place and implementation begun for students including those who are transferred into the school district within 45 calendar days of being identified as needing academic support.

10.ACADEMIC SUPPORT PROGRAMS

1. Extended School Year (ESY) Program
   a. English Language Learners (ELLs) - The purpose of Extended School Year (ESY) services for English Language Learners (ELL) is to provide beginning and some intermediate English speakers with the opportunity to develop their oral language. This is accomplished through content related instruction in a non-threatening environment that promotes the use of oral English. In order to be eligible for ESY, placement on the student's individual ELL Plan must show that additional English oral language development is needed.

   b. ESE-Eligible Students -- Extended School Year (ESY) services means specially designed instruction and related services that are provided to an ESE-eligible student beyond the normal school year of the School District, in accordance with the student's IEP. ESY services must meet state educational standards. ESY services are always at no cost to the parent.
   At least annually, an IEP Team for each ESE-eligible student must consider whether ESY services are necessary for the provision of a Free Appropriate Public Education (FAPE) to the student. ESY services must be provided if a student's IEP team determines, on an individual basis, that the services are necessary for the provision of FAPE to the student.

   The School District may not limit ESY to particular categories of disability or unilaterally limit the type, amount, or duration of those services [State Board of Education Rule 6A- 6.03028(3)(g)(11)].

2. Intensive Camp Program - Intensive Program or "Boot Camps" are designed to provide students who did not meet the satisfactory level on the ELA and/or Algebra 1 statewide assessments additional practice to improve proficiency and success on the next administration of the assessment. Students may participate in the district and/or school sponsored after school and/or summer intensive programs to work on necessary skills and problematic areas prior to re-taking the statewide assessment.

3. Summer School (seniors) - A student must successfully complete coursework to earn the required 18 or 24 high school credits, have a 2.0 GPA, and meet all state assessment requirements to earn a standard high school diploma. The purpose of the extended summer school for grade 12 is to provide the student with the opportunity to master the essential elements of incomplete/failed courses (maximum of two courses) and to ensure on-time graduation. The student may exit upon completing the required coursework.

11.ALTERNATIVE PROGRAMS

Alternative Education program refers to programs or services designed to meet the needs of students who may otherwise be unsuccessful in traditional environments and provide multiple paths to graduation. The School District provides academic support to students identified as not meeting district-established performance standards and the specified performance levels as measured by district indicators and state assessments. All students not meeting performance standards are eligible for these programs.

1. Adult High School – Adult High School classes are available for students who were close to finishing

their high school diploma prior to leaving their secondary education. Students will have an opportunity to earn a high school diploma once all graduation requirements are completed. Call to schedule an appointment through the Adult High School Counselor. The cost is $30.00 per term for AHS.

2. Co-enrolled – Currently enrolled students who are behind in credits needed for graduation may participate. Registration occurs through high school guidance office and students will be accepted based off seats available and students' grade level for priority. (Seniors and Juniors will have priority)

3. Discovery Academy - Students in grades 4-12 who are significantly behind their cohort group may be referred by the principal or principal's designee for placement. The Alternative Program Team will review the student's data and recommend placement. The data may include but is not limited to: academic history, attendance, and previous retentions. Utilizing a combination of direct instruction and computer based instruction, students would be given an opportunity to accelerate learning, enabling them to reach the level of their peers. Students completing the requirements will be allowed to enroll at the zoned high school.
4. Endeavor Academy - Students who have **committed expellable** offenses in grades 6-12 may be referred by their principal or the principal's designee for placement in an alternative education through the pre-expulsion hearing process.
5. PACE Center for Girls – A comprehensive education and therapeutic prevention and intervention services for troubled eligible adolescent girls in grades 6-12. Students are generally referred by their counselor by completing and submitting a referral form to the district office.

6. Pregnant and parenting students enrolled in HCSD who are working towards the completion of high school are eligible to participate in the Teenage Parenting Program (TAPP). The decision to attend the TAPP is voluntary; and the option to decline services is provided by the TAPP social worker. Coordination of health, social services, parent education, transportation, and childcare are ancillary service components of teenage parent program.

   TAPP students must successfully complete at least one (credit bearing) pregnancy and/or parenting courses earning a grade of "C" or better. TAPP students are offered non-credit bearing courses tailored to their individual pregnancy or parenting related needs. On-site childcare, licensed by the Department of Children & Families, is available for the children of TAPP students at the districts' designated sites.

   Pregnant and parenting students in HCSD will continue to benefit from existing school-based services provided to all students such as, crisis and academic support not related to pregnancy/parenting through the same system of delivery as their non-pregnant or parenting peers. High school students enrolled in the program will receive their high school diploma if all graduation requirements are met. Exit interviews with TAPP students who dropout or withdraw to attend other programs must include TAPP representation.

   TAPP participants and completers are expected to follow all school and district policies and procedures. To learn more about the program, contact the Student Services Dept – Teenage Parenting Program Social Worker.

12. HOMEWORK

Homework is an important tool used to ensure the student's readiness for each day's lesson in school. Research shows that homework is a proven benefit to the student's academic achievement when it enhances the classroom curriculum and encourages creativity and discovery. Homework assignments must have a real purpose, and students should receive **feedback** on assignments prior to assessment on the content. Teachers, students, and parents must work as a team for homework to be an effective part of instruction.

Homework assignments should be given within established homework guidelines in compliance with School Board policy 2330. Refer to the grading procedures section for homework weighting percentages. In addition:

- Students are accountable for homework assignments.
- Homework assignments must be based on Florida Standards and grade level benchmarks and must be directly related to the classroom instruction.
- Homework should be assigned to provide time for practice and reinforce lesson objectives.

13. MAKING UP WORK

A student shall be given the opportunity to make up work within two class meeting days per absence upon their return. Excused Absence work will receive full credit. Unexcused absence work **will receive full credit**, **up to 5 days per semester. Out-of-school suspension is considered an unexcused absence.** However, the make-up work must be made up within two days of the unexcused absence occurred. Also, the make-up rule does not apply when the work was assigned ***prior*** to the student's absence. **In such cases the test(s), project(s), etc. must be turned in immediately to the teacher when the student arrives on campus unless an extension of the time has been approved by the teacher or the principal due to extenuating circumstances.**

If the work is not made up within the time period granted, all zeroes will remain. If a student fails as a result of incomplete work, the report card shall reflect that the grade is based on incomplete work.

14. REPORTING STUDENT PROGRESS

Parent(s)/guardian(s) and students **shall** receive accurate and timely information regarding academic progress and the School District's promotion requirements.

1. All notifications to parent(s)/guardian(s) of English Language Learners **shall** be made in their home/native language whenever feasible.
2. Parent(s)/guardian(s) should contact the school to request a conference. Teachers may schedule a conference when needed to review student performance.
3. Parent(s)/guardian(s) of a student who is in danger of failing a course, not meeting the 2.0 cumulative grade point average or not meeting promotion/graduation requirements **must** be notified in writing. This notification shall include an explanation of the options to assist the student in meeting the grade point average (e.g., forgiveness rule, summer session, counseling, tutoring, grade recovery, and study skills courses).
4. A report card will be uploaded in Skyward to each student at the end of each nine-week marking period and serves as a written notification of the student's progress. The student's final report card for the school year will indicate end-of-the year status regarding performance or non-performance at grade-level, acceptable or unacceptable behavior, attendance, and promotion [Florida Statute § 1003.33 (2)].
5. Report cards will be available via Skyward at the end of each quarter. The report card for the fourth nine weeks grading period will be available for pick up at each school by request only. **Please note**

that student grades are available on Skyward. This is not to prevent a teacher from notifying a parent/guardian more frequently if a problem is apparent.

6. The virtual school student's grades are maintained and updated in the parent and student learning management system. The parent has complete access to review and respond regarding student progress through continuous access to the student's academic performance in course work and time on work (attendance). Final course grade will be recorded in the student's academic history file.
7. High school certified counselors will initiate credit checks, at least annually, to inform students of their needed credits for graduation. In addition, it shall be the responsibility of students to monitor their progress and to complete all requirements for graduation. Graduation requirements and a checklist of completed requirements are available on Skyward.

15. GRADING SYSTEM

Grades provide students with feedback on their own learning, clarifies for them what they understand, what they don't understand, and where they can improve. Grades also provide information that can inform future teaching decisions. Therefore, it is important that grades accurately reflect the quality of student work. The grading system and interpretation of letter grades must comply with the state approved grading scale. For letter grades, an average of .50 or higher **must** be rounded up (i.e., 79.50 becomes a "B", while 79.49 is a "C"). The grading system and interpretation of letter grades for all grade levels shall be as follows:

Letter Grade	Percent Range	Point Value	Description (Florida Statute § 1003.437)
A	90-100	4	Outstanding Progress
B	80-89	3	Above Average Progress
C	70-79	2	Average Progress
D	60-69	1	Lowest Acceptable Progress
F	0-59	0	Failure
S	N/A	N/A	Satisfactory
N	N/A	N/A	Needs Improvement
U	N/A	N/A	Unsatisfactory
P	N/A	N/A	Applies to transfer credits
T	N/A	N/A	Passed Exam (Applicable only to AP, EOC and CLEP)
SB	N/A	N/A	Used to award credits for passing score on approved world language test

A student must be enrolled at least 10 days during a grading period to receive a report card grade. The report card grade for a student transferring into the Hernando County School District during the last 10 days of the marking period will be calculated as follows:

a. Students with transcripts – the report card will reflect the transfer grade. The following scores will be entered for any student transferring with an S, N, U (S = 85, N = 65, U = 55)
b. Students without a transcript – the report will reflect the grades earned in the classroom. In the event the student does not demonstrate proficiency, he/she may participate in the district's course/credit recovery program.

To allow for developmental growth, grades for kindergarten should not be cumulative (averaged). The report card grade must be an indication of the student's current demonstrated performance on the Grade Level standards that have been taught. In addition, the terms satisfactory (S), needs improvement (N) or unsatisfactory (U) will be used to describe student performance in some areas. This grade scale will be used in indicated areas:

• All subject in kindergarten • Science in grades K-2	• Fine Arts in grades K-5 • Physical Education in grades K-5 • Social Studies in grades K-3

Fine Arts / Physical Education

Students are marked for effort and participation in art, music and physical education classes. As per Florida Statute §1003.455 the school shall provide 150 minutes of physical education each week for students in kindergarten through grade 5. The physical education requirement may be waived for a student who requires remediation.

1. Student Conduct [Florida Statute § 1003.33(1) (b)] - Student conduct codes are separate from the grade earned for the marking period. The conduct codes reflect the student's overall conduct in all class activities and cannot be cause for lowering an academic grade.

2. Attendance (Florida Statute § 1003.33) - Attendance and academic performance shall be reported separately on student report cards. Students cannot be exempted from state academic performance requirements based on policies or practices designed to encourage student attendance.

3. Course Weight (High School) [Florida Statute § 1007.272(18); Florida Statute §1007.271 (16)] - Courses that are **un-weighted** have a point value ranging from 0-4. Courses that are weighted have an added point value of .5-1.0. Unweighted courses can be used to satisfy graduation requirements as well as admission requirements for the state university system.
   The **weighted grade** point average will be used to determine the student's ranking in class and the Valedictorian and Salutatorian. Parent(s)/guardian(s) should be aware that the weighted grade point average might not necessarily increase a student's chances for scholarships or admission to in-state or out-of-state colleges or universities.
   The following courses shall be assigned an additional .5 weight value:
   i. Honors courses
   ii. Advanced/Pre-AICE/Pre-IB/Pre-AP level 3 core academic courses including World Language courses that comply with the Bright Futures Scholarship and university admission guidelines
   iii. Level 3 CTE courses that lead to an industry certification (SB 850) and belong to a registered Career Academy with the Florida Department of Education.

   The following courses shall be assigned an additional 1.0 weighted value:

   Advanced International Certificate of Education (AICE): The Cambridge Advanced International Certificate of Education (AICE) courses offered will be assigned an additional 1.0 weight value.

Advanced Placement (AP): The Advanced Placement courses offered will be assigned an additional 1.0 **weight** value. A student who does not participate in the administration of the AP exam will not receive the additional 1.0 weight. Current Florida Virtual School policy requires all FLVS and franchise (Hernando *e*School) AP students to take the AP exam in order to receive AP credit for the course. Students enrolled in AP courses must be prepared to take the exam, which requires students to complete all assignments prior to the exam. **Grades for completed FLVS/Hernando *e*School AP courses are not issued until the exam has been completed.** Students must take the Advanced Placement Exam to receive Advanced Placement credit. **Students who complete the course successfully but do not take the AP Exam will receive honors-level credit.** As AP courses are college-level classes, it is the final step in completing AP curriculum. If a qualifying score is received on the exam, participating colleges may offer credit or waive requirement for equivalent courses. **College course waivers resulting from AP scores do not revert back for additional high school credit. Only the post-secondary institution can issue the waiver.**

Dual Enrollment (DE): The dual enrollment courses offered through PHSC or through any postsecondary institution with which the District has an articulation agreement, whether taken on the college campus or at the high school campus, will be assigned an additional 1.0 **weight** value (Florida Statute § 1007.271). Students not properly enrolled in a dual enrollment course shall not receive college credit or the additional 1.0 **weight** value. Students are strongly encouraged to speak with their Certified School Counselor about dual enrollment courses. Refer to the Dual Enrollment Articulation Agreement and handbook for additional information.

International Baccalaureate (IB): The International Baccalaureate courses offered will be assigned an additional 1.0 weight value.

CAPE / Career & Technical Education Academies: 1.0 Additional GPA weighting to those Students enrolled in Level 3 CTE courses, that lead to an industry certification (SB 850,) and belong to a registered Career Academy with the Florida Department of Education.

Note: Credit earned for Advanced International Certificate of Education, Advanced Placement, Dual Enrollment and International Baccalaureate courses via CLEP, P/F and S/U courses are not included in the calculation of the student's GPA. These earned credits do not receive weighted value (quality points).

4. Grading Procedures
   a. Grades are based on the quality of student performance relative to expected levels of achievement of the Next Generation Sunshine State/B.E.S.T. Standards, the course frameworks, the course syllabus approved by the principal or principal's designee, and will conform to adopted departmental grading weights.
   b. Quality of work will be assessed by multiple measures including, but not limited to, the following:
      i. teacher observations (oral presentations or reports, speeches, recitations, impromptu speaking, student participation, laboratory practices and demonstrations);
      ii. classroom assignments (paper and pencil assignments; reports, term or research papers, models, projects, exhibits, posters, and computer programs);
      iii. homework (School Board Policy 8420);
      iv. examinations (paper and pencil tests including: essay; multiple choice and

completion; oral tests; and skill tests requiring demonstration); and

v. alternate methods (Edgenuity or portfolios and performance assessments) and services

[Florida Statute § 1003.33 (1) (a)]

c. **A minimum of three (3) grades per weighted category for the marking period and a minimum of twelve (12) grades per marking period for all grades K-12**.

d. **A sufficient number of grades in each weighted category will be issued at both middle of the quarter and end of term. Every effort should be made to ensure the grades represent proficiency/mastery of the standards taught in the marking period. The report card effort code will provide additional information regarding the student's academic effort from progress report to end of the marking period.**

e. Grade(s) will be input weekly.

f. A recorded grade may **NOT** be changed after report cards are posted except by the following procedures:

i. The change is initiated by the teacher and approved by the principal or principal's designee. The principal or assistant principal may initiate the grade change if teacher of record is inactive.

ii. The required Grade Change must be submitted through Skyward and approved by the Principal.

e. Students enrolled in Exceptional Student Education (ESE) program(s) **must** have the opportunity to earn grades that are equivalent to the grades earned by general education students. No student may be denied the opportunity to earn above-average grades because of placement in an ESE program or due to the accommodations that have been deemed appropriate for use with his/her instructional setting(s). ESE students with disabilities **must** be graded on the basis of their performance.

f. Alternate assessments, including performance assessments, may be used to document progress for the ESE student with a disability. Criteria and evaluation procedures will be identified and discussed with the student and the parent(s)/guardian(s) upon entry to the program and/or at each annual review.

g. The grade of ***P*** (Pass) is used when validating/granting transfer credit for coursework when an official transcript or grades that equate to those used in Hernando County cannot be obtained. It is also used when P is specified on an official transcript. A grade of ***P*** is a transcript grade only, not a report card grade. It results in credit for coursework but does not affect the grade point average (GPA).

h. Transfer grades received as letter grades and for which numerical grades were not available, will be computed by using the middle scale (A=95%, B=85%, C=75%, D=65%, F=55%) of the grading system used in Hernando County Schools. The transfer student is also exempt from all assignments prior to their enrollment in the school/class. This process must be completed for every prior marking period so that there is an accurate end of year cumulative grade.

For transfers out of state not awarding high school credit because their semester has not ended, after our second semester has begun:

After the conclusion Semester 1 and before the conclusion of semester 1 at the previous school and that school is not awarding semester 1 credits, the following will occur:

- Counselors will record the semester 1 withdrawal grades on the transcript analysis form.
- Counselors will make a comment on this form that states *"the previous school did not award semester 1 credit due to withdrawal date".*

then

- **If the student is enrolled in semester 2 of the same class**:
- **Data Entry will** manually enter the transfer grades into the active course's grade book.
- The teacher will get a Skyward notification of the transfer grade.

i. All grades posted to the gradebook must have a numeric value.

5. Grading Weights and Categories – The following weighted categories are for the purposes of ensuring:
   a) Fair and consistent treatment of students across all classrooms,
   b) Consistency in grading as students transfer between classrooms and schools,
   c) Objectivity in grading,
   d) Emphasis on activities that reflect what the student can or cannot do based on the Florida Standards, and
   e) Reliability of the data when making correlations between course grades, benchmark and statewide assessments, and promotion/retention decisions.

   In addition, the categories represent a collection of the different activities and skills that students may engage in a classroom and that teachers view critical to the student's success in the course. The sum total of these weights will represent the course average prior to the calculation of the nine weeks grade.

Elementary		
S	**N**	**U**
70 – 100%	**60 – 69%**	**0 – 59%**

Elementary Grading			
English Language Arts	**Mathematics**	**Science**	**Social Studies**
Summative Assessments 40% (Cold read text set assessments, selection tests)	Summative Assessments 40% (teacher tests, projects, etc.)	Summative Assessments 40% (Performance Tasks, tests, FSSA reading tests, quizzes, essays, etc.)	Summative Assessments 40% (Chapter/unit test, writing task)
Extension Activities 30% (short/extended responses, paragraph writing, graphic organizers, text-based essay writing)	Extension Activities 30% (quizzes, written responses, assignments etc.)	Extension Activities 30% (Reading content-based activities, research, labs, notebooks/journals, written response, etc.)	Extension Activities 30% (Projects, writing in response to SS ELS texts, group activities)
Classwork 20% (Responses to reading, graphic organizers(reading), curriculum-based assignments and activities)	Classwork 20% (journals, projects, group work, etc.)	Classwork 30% (home projects, science fair, study guides, data communication, group projects, homework, centers, etc.)	Classwork 30% (Newspaper activities, think and review questions, crossword/vocabulary)
Other 10% (Encoding(spelling/dictation), grammar, projects, homework)	Other 10% (homework, centers, etc.)		
Middle School Grading			
English Language Arts	**Mathematics**	**Science**	**Social Studies**
Summative Assessments 40% (Unit assessments, novel assessments, final draft essays, final projects, presentations)	Summative Assessments 40% (unit/chapter test, unit projects)	Summative Assessments 40% (test, major projects, performance-based test)	Summative Assessments 40% (chapter and unit assessments)

Extension Activities 30% (quizzes, solo activities, writing process pieces (planning, outline, draft, edit, revise), close reads, group activities, projects)	Extension Activities 30% (quizzes, small projects, notebook checks for understanding)	Extension Activities 30% (quizzes, checks for understanding, for progress monitoring, etc.)	Extension Activities 30% (projects, essays, presentations, skits, journals, DBQs, etc.)
Classwork 20% Graphic organizers, response to reading/questions, notes, curriculum-based assignments and activities	Classwork 20% (Do Now, bell work, journal, ticket outs, checks for understanding)	Classwork 20% (Minor projects, labs, notebook, Do Now, bell ringers)	Classwork 20% (quizzes, tickets-out the door, Do Now, bell work, notebook, etc.)
Other 10% (Exit tickets, grammar, success starters, frontloading)	Other 10% (homework, centers, etc.)	Other 10% (homework, centers, etc.)	Other 10% (homework, centers, etc.)

High School Grading				
English Language Arts	**Mathematics**	**Science**	**Social Studies**	**Pre-AP**
Summative Assessments 40% (tests, final drafts, presentations, etc.)	Summative Assessments 40% (unit/chapter test, unit projects)	Summative Assessments 40% (tests, major projects, Performance based Tasks)	Summative Assessments 40% (chapter and unit assessments)	Summative Assessments 40% (Performance Tasks. Tests, essays, teacher created unit assessments, etc.)
Extension Activities 30% (Close reads, group work, draft writing, paragraph/short response, quizzes)	Extension Activities 30% (quizzes, small projects, notebook, checks for understanding, Quarter Exams for non-AGA courses, etc.)	Extension Activities 30% (quizzes, do now, bell ringers, Quarter Exams, etc.)	Extension Activities 30% (projects, essays, presentations, skits, journals, DBQs, Quarter Exams, etc.)	Extension Activities 30% (Learning checkpoints, quizzes, projects, etc.)
Classwork 20% (Graphic organizers, response to reading/questions, notes, curriculum-based assignments and activities)	Classwork 20% (do now, bell work, journal, ticket outs, checks for understanding)	Classwork 20% (minor projects, labs, notebooks,)	Classwork 20% (Quizzes, tickets-out the door, do now/bell work, notebook, etc.)	Classwork 20% (CW, minor projects, checks for understanding, etc.)

Other 10% (grammar, vocabulary, root words, tickets out the door)	Other 10% (homework, centers, etc.)	Other 10% (homework, centers, etc.)	Other 10% (homework, centers, etc.)	Other 10% (homework, centers, etc.)

Intensive/Remedial Coursework	
Intensive Reading (Iready)– Middle School	**Mathematics – Middle School**
Classwork 40% (Centers, whole group instruction)	Assessments 50% (on grade level assessments)
Assessment 25% (Tests, quizzes)	Classwork 50% (skill center and whole group activity tasks)
iReady Lessons 25% (Instructional path lesson grades or teacher assigned lessons)	
iReady Computer Center 10% (iReady lesson target)	
No homework will be assigned for Middle Grades Intensive Courses	
Intensive Reading – High School	
Summative Assessments 40% (online activities, tests)	
Classwork 35% (close reads, group work, paragraph/short response, quizzes)	
Foundational 25% (bell work, graphic organizers, grammar, vocabulary, root words, logs)	
No homework will be assigned	

The grading weights and categories for courses not listed above will be decided by the school administration and teachers of those courses. Teachers of these courses must follow grading procedures listed on page 45 under Grading Procedures.

6. Calculating Report Card Grades

a. **Nine weeks** grades will be calculated for all four quarters at the school level based on the following criteria:

Course Average	Nine Weeks Grade
100% (100% of the average of all grading categories)	

Note: Courses exempt from a fourth (4th) quarter exam are the following: (a) Courses with a Florida Standards Assessment FSA/EOC/F.A.S.T. (b) Advanced Placement (c) Cambridge Advanced International Certificate of Education, (d) Career Technical with a designated industry certification (e) International Baccalaureate (f) Developmental Language Arts Through ESOL(DLA-R/English Language Development).

b. **Semester** grades will be calculated at the high school school level based on the following criteria:

Nine Weeks	+	Nine Weeks	Semester Grade
50%	+	50%	

Example: 1st Nine weeks grade: 82 x .50 = 41
2nd Nine weeks grade: 77 x .50 = 38.5

Nine Weeks	+	Nine Weeks	Semester Grade
41	+	38.5	(80)

c. **Final** course grade will be programmatically calculated at the district level based on the following criteria:

j. **Courses with a Statewide End of Courses (EOC) assessment and a mandated 30% calculation** (Algebra 1, Geometry, US History, and Biology)

Semester 1 Grade	+	EOC	=	Final Semester 1 End of Course Grade 0.50 Credit
70%	+	30%	=	

Semester 2 Grade	+	EOC	=	Final Semester 2 End of Course Grade 0.50 Credit
70%	+	30%	=	

Courses with a Statewide End of Courses (EOC) assessment and a mandated 30% calculation (Civics)

Course Final Grade	+	EOC	=	Final Course Grade
70%	+	30%	=	

Courses with a Statewide End of Courses (EOC) assessment and student has ESE waiver for 30% grade of EOC (Algebra 1, Geometry, US History, Biology, and Civics)

Semester 1 Grade	+	Semester 2 Grade	=	Final Course Grade
50%	+	50%	=	

The EOC score may be excluded for graduation and 30% final grade calculation purposes for ESE students, in accordance with state waiver provisions. However, if the EOC score improves the student's overall grade, it may be included at the school's discretion.

Note:

[2] A student who does not participate in the statewide assessment for a course with a 30% calculation will receive an incomplete course grade. A grade adjustment will be made once the school receives the score.
[3] A student who commits an infraction that results in a test invalidation will receive an incomplete course grade and will be required to retake the assessment during the next administration of the assessment.
[4] A student who takes EOC courses through FLVS will not earn credit until the student has taken the EOC.

d. **Conversion Table** – The fourth nine weeks grade for a high school level Career and Technical Education courses with a CAPE industry certification exam will have the following grade calculation.

Industry Certification (IC)		
Pass = 100%	Fail = 69%	Refusal = 0%

7. Examinations - Exams will be administered during the last week of the marking period unless justified and approved by the principal or principal's designee. Early final examinations may be administered to students under the following provisions:
   i. Early induction into the U.S. military services
   ii. Early entrance as a student into a summer session at an institution of higher learning
   iii. Transfer of the place of employment of parent(s)/guardian(s) necessitating the family's moving to another location
   iv. Medical conditions or other reasons approved by the principal
   v. Early exams **will not** be granted for students taking vacations prior to the end of the marking period.
   vi. Make up exams will be administered for excused and 5 or less unexcused absences. Notification timeline for an excused absence applies.

K. COURSE and CREDIT RECOVERY

All students will be provided continuous opportunities to achieve proficiency to meet course standards established by the State of Florida. Teachers are expected to use embedded support strategies to provide opportunities for students to demonstrate proficiency. Any grade change that impacts the student's academic transcript is to be completed by the teacher of record, the principal, or principal's designee and submitted through Skyward.

1. Grade Repair
   a. Elementary – When a student's academic performance on any grade level assessment falls below 60%, the classroom teacher may provide the needed re-teach and practice through appropriate instructional strategies and differentiated instruction. **The student may retest on that assessment, however, the assessment completed through grade repair can receive a maximum grade of 70%.**

   b. Middle and High School - Grade repair is a practice that may be offered to help a student earn a passing grade for failed assignments and/or assessments while enrolled in the course**. However, any assignments or assessments completed through grade repair can receive a maximum grade of 70%**. Any failing grade due to a Code of Conduct violation (i.e. cheating, plagiarism, etc) or failure to submit assigned work may not be repaired. Teachers may elect to use Edgenuity/Imagine Learning as a Grade Repair option.

2. Course Recovery

(Middle School) - Course recovery is a practice to help a middle grade student repair a failed quarterly or course grade on the report card, during the subsequent marking period, allowing for the student to get back on track for promotion.

a. Florida Assessment of Student Thinking (FAST)/State Science Assessment/Civics EOC: Students who meet satisfactory performance (Level 3 or higher) can recover a failed course based on demonstration of grade level skills as indicated by the statewide standardized assessment score. The student will receive a 60% as the final course grade.
b. Edgenuity/Imagine Learning Course Recovery: Students may be assigned specific quarter(s) of coursework to complete online.
    i. Students enrolled in course recovery must have previously attempted the corresponding course and earned a grade of "F". Students that have earned an "F" will be given priority placement in course/credit recovery courses.
    ii. The instruction may be prescriptive; therefore, the student may exit upon completing the required nine weeks, semester, or yearlong coursework.
    iii. Summative assessments are to be proctored at the school site by the Lab Facilitator (designated by the principal) who supervises and provides support in the credit recovery/online learning lab. The designated Lab Facilitator will be bound by the district test administration agreement.
    iv. Documented and appropriate district and state testing accommodations will be provided to eligible students.
    v. The new grade earned and any applicable state or district end of course assessment grade previously earned will be used to calculate the new final grade.
    vi. Grade changes must be completed through Skyward and approved by an administrator.

3. Credit Recovery (High School) - Credit recovery is a practice to help a high school student recover either the first half, second half, or both semesters of a credit bearing course for which averaging of the grades obtained in each half would not result in a passing grade (A-D). The student may recover the nine weeks, semester, or the entire yearlong course. The practice permits students to get back on track for graduation. Credit recovery can be completed during the school day or after hours (Co-enrollment Adult Education, Hernando *e*School, and/or credit recovery program) via technology enhanced curriculum or face to face instruction when available.

a. Specific credit recovery course numbers must be used when available.
   Note: **(The National Collegiate Athletic Association (NCAA) consisting of Division I and II schools through which students receive athletic scholarships, do not recognize courses, credits, or grades that were earned based on less than the full completion of a semester course. Potential NCAA candidates cannot participate in credit recovery but must instead repeat the entire course.)**
b. Credit recovery courses are elective credit bearing courses with specific content requirements defined by Next Generation Sunshine State/Florida Standards.
c. Students enrolled in a credit recovery course must have previously attempted the corresponding course and earned a grade of D or F (Florida Statute § 1003.4282).
d. Credit recovery courses are not bound by Florida Statute § 1003.436 requiring 135 hours of bona fide instruction since the students have previously attempted completion of the corresponding course.

e. Summative assessments are to be proctored at the school site by the Lab Facilitator designated by the principal to supervise and provide support in the credit recovery/online learning lab. The designated Lab Facilitator will be bound by the district test administration agreement.
f. The new grade earned and any applicable state or district end of course assessment grade previously earned will be used to calculate the new final grade.
g. Documented and appropriate testing accommodations will be provided to eligible students.
h. Only quarter or semester grades are to be entered once a student completes all required coursework. Grade changes will be submitted through Skyward and approved by the Principal.

4. Grade Forgiveness [Florida Statute § 1003.4282 and Rule 6A-1.0955(3)] (High School Only) – Forgiveness policies for required courses shall be limited to replacing a grade of "D" or "F" with a grade of "C" or higher earned **subsequently** in the same or comparable course. Forgiveness policies for elective courses shall be limited to replacing a grade of "D" or "F" with a grade of "C" or higher earned subsequently in another course. The only exception to these forgiveness policies shall be made for a student in the middle grades who takes any high school course for high school credit and earns a grade of "C," "D," or "F". In such cases, the district forgiveness policy must allow the replacement of the grade with a grade of "C" or higher earned subsequently in the same or comparable course. In all cases of grade forgiveness, only the new grade shall be used in the calculation of the student's grade point average. Any course grade not replaced according to a district school board forgiveness policy shall be included in the calculation of the cumulative grade point average required for graduation.

   a. A required course may be forgiven by the same or a comparable course taken subsequently. A regular level course may be used to forgive the same course at the honors level. An honors level course may be used to forgive the same course at the AP/IB/AICE level. **A lower level of the same course is considered comparable because the benchmarks and/or course objectives are similar. However, the grade for any AP/IB/AICE/DE course recovered with an unweighted course will no longer be weighted.**
   b. A required course may be forgiven by a dual enrollment course of the same subject area and topic. This is considered a comparable course.
   c. A non-specific course requirement may be forgiven by another course within the same subject area. For example, physics may be forgiven by ecology.
   d. Any course that is not being used to fulfill a subject area requirement is considered an elective for forgiveness purposes. An elective course may be forgiven by another elective course taken subsequently. When using a different course to forgive an elective, the same semester in which the previous "D" or "F" was earned does not have to apply. For example: a second semester "F" in foreign language may be forgiven by a subsequent first semester "C" in Art; an "F" in law studies (a semester long course) taken first semester may be forgiven by a "C" in weight training (a semester long course) taken second semester ; an "F" second semester in intensive reading (a yearlong course) may be forgiven by a "C" in law studies (a semester long course) taken either semester.
   e. Students earning a grade of "D" on the repeat effort earn credit for that course; however, the initial failing grade is not forgiven. Students may again choose to repeat the same course, and upon earning a grade of "C" or higher, all earlier grades will be forgiven.
   f. If a student's final average with the EOC assessment included as 30 percent results in a course grade of "D" or "F", options for the student include retaking a semester of the course or retaking the entire course.
   g. If retaking the course and including the EOC assessment as 30 percent results in a final course average of "C" or above, then this grade replaces the "D" or "F". If it does not result in a "C" or

above, then the original course average stands and is not replaced. Only one credit is allowed per course, so only one grade per course should be included as part of the student's GPA [F.S. 1003.4282(6)]. In all cases of grade forgiveness, only the new grade shall be used in the calculation of the student's GPA. Any course not replaced according to the District school board forgiveness policy shall be included in the calculation of the cumulative GPA required for graduation.

h. If a student completes a course for grade forgiveness that has a corresponding EOC that counts 30 percent of the final grade, the grade is to be recalculated to include the 30 percent equivalent earned on the first attempt of the EOC.

i. If a student has more than the three (3) electives for required graduation under the ACCEL option, elective credits can be forgiven following the District grade forgiveness policy.

In all cases where courses are forgiven under the provisions above, the initial "F" or "D" grade(s) will remain as part of the academic history. Students should be advised that many universities calculate GPAs based on **all** courses attempted.

III. PROGRESSION and GRADUATION REQUIREMENTS

A. PROMOTION and RETENTION (Elementary-Middle)

Each student's progression from one grade to another is determined, in part, upon satisfactory performance in English Language Arts, mathematics, science, and social studies. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion. A minimum final grade of "D" in all 12 required core courses in the middle school is required.

1. Mandatory Retention for Grade 3 Students - To be promoted to Grade 4, a student must score a Level 2 or higher on the ELA FAST Assessment as required under Florida Statute §1008.22 for Grade 3. If a student's reading deficiency is not remedied by the end of Grade 3, as demonstrated by scoring Level 2 or higher on the statewide, standardized assessment required under Florida Statute §1008.22 for Grade 3, the student must be retained, unless the student has met a good cause exemption as outlined by Florida Statute § 1008.25(5)b and Board of education Rule 6A-1.094221. **Any student not having a reported achievement level on the ELA FAST Assessment must be retained**. Students enrolled after the statewide assessment will be assessed using a district selected assessment.

2. Parent Notification Requirements for Retained Grade 3 Students - Written notification must be given to the parent(s) of any 3rd Grade student who is retained for reading stating that his/her child has not met satisfactory performance required for promotion, and the reasons why the child is not eligible for a Good Cause Exemption. The notification must comply with the Student Report Cards provisions of Florida Statutes §§1002.20(14) and 1003.33(2), as well as include a description of proposed interventions and supports that will be provided to the student to remediate the identified areas of reading deficiency. [Florida Statute § 1008.25(7)(b)2]

3. Good Cause Exemptions For Retained Grade 3 Students - Good Cause is defined as conditions that exist such that retention would be more adverse for the student than promotion. In accordance with Florida Statute § 1008.25(6)(b)(c) and State Board of Education Rule 6A-1.094221, the School Board may exempt a student from retention for Good Cause.

   Good Cause Exemptions are limited to the following:

a. Limited English proficient students who have had less than two years of instruction in an English for Speakers of Other Languages (ESOL) program based on the initial date of entry into a school in the United States;
b. Students with disabilities whose Individual Education Plan (IEP) indicates that participation in the statewide assessment program is not appropriate, consistent with the requirement of State Board of Education Rule;
c. Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education, i-Ready AP3 or AP4 scale score of 535 or higher;
d. Students who demonstrate, through a student portfolio, that they are reading at least Level 2 on the Florida Standards Assessment (FSA), as evidenced by demonstrating mastery of applicable state standards in reading 19;Refer to *Academic Portfolio for Good Cause Exemption (#4)* section.
e. Students with disabilities who participate in the FSA and who have an IEP or a Section 504 Accommodation Plan that reflects that the student has received intensive remediation in reading and English Language Arts (ELA) for more than two full academic years, but still demonstrates a deficiency and was previously retained in Kindergarten, Grade 1, Grade 2, or Grade 3;
f. Students who have received intensive remediation in reading for two or more full academic years but still demonstrates a deficiency in reading and who were previously retained in ESE PreK (by parent), Kindergarten, Grade 1, Grade 2, or Grade 3, for a total of two years **(A student may not be retained more than once in Grade 3.)**

4. Academic Portfolio for Good Cause Exemption - In accordance with State Board of Education Rule 6A-1.094221(3)(a-e), the student portfolio must meet the following criteria:
    a. be selected by the student's teacher;
    b. be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom;
    c. include evidence that the benchmarks assessed by the Grade 3 statewide English Language Arts assessment have been met. Evidence is to include multiple choice items and passages that are approximately 50 percent literary text and 50 percent information text, and that are between 100-700 words with an average of 500 words. Such evidence could include chapter or unit tests from the District's/School's adopted core reading curriculum or teacher assessments that are aligned with the BEST Standards;
    d. be an organized collection of evidence of the student's mastery of the BEST Standards that are assessed by the Grade 3 FSA ELA22; and
    e. be signed by the teacher and the principal as an accurate assessment of the required reading skills. This assessment portfolio meets all of the criteria outlined in State Board of Education Rule 6A-1.094221(3)(a-e).
    f. This applies to students with disabilities who participate in the FAST Assessment, but still demonstrate a deficiency in reading after more than two years of intensive remediation, and were previously retained in in PreK, Kindergarten, Grade 1, Grade 2, or Grade 3.
    g. For each benchmark, there must be at least eight examples of mastery as demonstrated by a score of 70 percent or above. A parent of a student in Grade 3 who is identified anytime during the year as being at risk of retention may request that the school immediately begin collecting evidence for a portfolio. [Florida Statute § 1008.25(5)(c)7]

5. Documentation for Grade 3 Good Cause Exemption - The classroom teacher must provide the principal with documentation that indicates the student should be promoted based on one of the Good Cause Exemption criteria listed above. This documentation should consist only of the existing Individual Education Plan (IEP), 504 Accommodation Plan and/or Progress Monitoring Plan (PMP), the report card, or the student portfolio. Documentation for Exemptions 3 and 4 shall be consistent with Florida Statute § 1008.25(6)(c)23. The school principal shall review and discuss recommendations with the teacher and make the determination as to whether the student should be promoted or retained. In accordance with Florida Statute § 1008.25(6)(c)2, information gathered for Third Grade Good Cause.

6. During the School Year Promotion of Retained Grade 3 Students - In accordance with Florida Statute § 1008.25(7)(b)3 and State Board of Education Rule 6A-1.094222, a student retained in 3rd grade may be eligible for mid-year promotion prior to November 1 if he/she demonstrates:
   - successful and independent reading at or above grade level;
   - sufficient progress to master appropriate 4th grade reading skills; and
   - meeting any additional requirements, such as satisfactory achievement in other curriculum areas, per local school board policies.

   The criteria for students promoted on or before November 1 must provide a reasonable expectation that the student has met the requirements above as evidenced by:
   - Satisfactory performance as demonstrated by scoring a Level 2 or above on beginning of the year administration of the statewide assessment (Section 1008.25(8)(b)2, F. S.)
   - Satisfactory performance on locally selected standardized assessment(s) measuring state academic standards in English Language Arts (Section 1003.41,F.S.)
   - Satisfactory performance on a state approved alternative assessment (State Board of Education Rule 6A-1.094221, F.A.C.)
   - successful completion of portfolio elements (State Board of Education Rule 6A-1.094222, F.A.C.)

   Students promoted during the school year after November 1 must demonstrate proficiency levels in reading equivalent to the level necessary for the month in which the transition to grade four occurs.

   The Progress Monitoring Plan (PMP) for any retained Grade 3 student who has been promoted midyear to Grade 4 must continue to be implemented for the entire school year and if necessary, for additional years. [State Board of Education Rule 6A-1.094222(4)]

7. Criteria for Exemptions from Retention (Grades K-2 and 4-5) - A student who does not meet the requirements for promotion as defined in the Student Progression Plan may be exempted from retention for compelling verifiable evidence indicating the student is performing at or near grade level. This information may be utilized to enact a decision to promote such students. The PS/R+I Team must review the student's file and make a recommendation to the principal.

8. Course Requirements (Middle School) - Promotion from a school that includes middle grades 6, 7, and 8 requires students to successfully complete the following academic courses:

Cumulative Course Requirements for Middle Grades Promotion

SUBJECT AREA	Grade 6	Grade 7	Grade 8
English Language Arts	1 Year	1 Year	1 Year
	These courses must emphasize literature, composition, and technical text.		
Mathematics	1 Year	1 Year	1 Year
	Successful completion of a high school level Algebra 1 or Geometry course is not contingent on a student passing the end-of-course (EOC) assessment. The student's performance on the EOC assessment constitutes 30 percent of the student's final course grade.		
Science	1 Year	1 Year	1 Year
	Successful completion of a high school level Biology 1 course is not contingent on a student passing the end-of-course (EOC) assessment. The student's performance on the EOC assessment constitutes 30 percent of the student's final course grade.		
Social Studies	1 Year	1 Year	1 Year
	One semester of these courses must include the study of state and federal government and civics education. The student's performance on the Civics EOC assessment constitutes 30 percent of the student's final course grade. (1003.4156 F.S. *A middle grades student who transfers into the state's public school system from out of country, out of state, a private school, or a home education program after the beginning of the second term of grade 8 is not required to meet the civics education requirement for promotion from the middle grades if the student's transcript documents passage of three courses in social studies or two year-long courses in social studies that include coverage of civics education).*		
Career & Education Planning	To be completed in 6th- 8th grade. The activities must assist students in determining educational and career options and goals and result in the completion of a personalized academic and career plan for the student. Each student shall complete a course in career and education planning (1003.4156 (e) F.S). This is a district requirement to ensure students graduate career and post–secondary school ready.		
One semester of physical education is required each year for students enrolled in grades 6-8 (1003.455 F.S.). The following waiver options are available: 1) The student is enrolled or required to enroll in an academic support course 2) The student's parent indicates in writing to the school that: a) the student be enrolled in another course from among those courses offered as options by the school district; -OR b) the student is participating in physical activities outside the school day which are equal to or in excess of the mandated requirement.			

9. Retention Chart – (Middle) To be promoted within middle school at the end of a given year, a student must pass a minimum number of core courses. Conditionally promoted students who do not complete an academic support program will be retained, based on principal decision, in the grade level to which they were conditionally promoted. It is the responsibility of the administrator and counselor to ensure proper scheduling in both grade level and recovery courses. The following will serve as a guide for making conditional promotion and retention decisions:

Grade 6-8			
#Failures	**Action**	**Schedule**	**Course Recovery** (in a concentrated one semester format)
0	Promoted	Regular schedule	N/A
1 - 2	Conditional Retention	Placed in the next grade level coursework and scheduled to repeat courses not passed as appropriate	1 course recovery period
3 or more	Retained	Retained in the grade level and scheduled to repeat courses not passed. Scheduled for the next level of the core academic course successfully completed	3 to 4 course recovery periods during the school year
Students in grade 8 who have not met the middle grades promotion requirements to high school described in Florida Statute § 1003.4156 will not be promoted to high school.			

Note: Upon successful completion of the recovery course, the student may return to a full grade level schedule.

Students with multiple retentions may be placed in an alternate program of instruction or an alternate instructional setting as required by Florida Statute §1008.25(2)(c). The program will incorporate multi-tiered support systems, intensive instruction in deficient areas to bridge the gaps, and acceleration in areas of strength.

10. Special Programs and Retention
    a. English Language Learners (ELLs) (State Board of Education Rule 6A-6.0902) - Students identified as English Language Learners (ELLs) **must** meet the District levels of performance as indicated on the Student Progression charts. ELLs must demonstrate literacy skills on grade level in either English or their native language.

       ELLs may not be retained if they are substantially-below-grade-level in reading in English, but can demonstrate grade level literacy skills in their native language. An ELL Committee **must** meet to determine whether an ELL should be retained. Adequate progress, as determined by the ELL Committee, should be used as cause for promotion. An ELL **may** be retained if the ELL Committee has determined that the student has not progressed satisfactorily.

    b. Students With An Active Section 504 Accommodation Plan (Section 504 of the Rehabilitation Act of 1973, 34 C. F. R. Part 104) - A student's Section 504 Accommodation Plan documents each of the accommodations required to ensure the student receives a free appropriate public education and has an equal opportunity to access the general education curriculum. If a Section 504 Team decides to make any alteration to the delivery of instruction or student assignments for a student with an active Section 504 Accommodation Plan, such alteration must be documented in the student's 504 Accommodation Plan. A parent or guardian of a student with an active Section Accommodation Plan must be notified of any proposed changes to the 504 Plan. In addition, a parent or guardian must be given the opportunity to provide input on decisions made by the 504 Team. A 504 plan must be updated and reviewed annually in the student information system (SIS).

       A student with an Active Section 504 Accommodation Plan **must** meet the School District's levels of performance. Parent(s)/guardian(s) **must** be notified if a student with a 504 Plan is being considered for retention. The Team **must** determine if the reason(s) for retention is/are caused by the disability of record on the active Section 504 Accommodation Plan. If the team determines that the below-grade-level performance is caused by the disability, the student's placement **must** be re-evaluated.

       The re-evaluation **must** include a review of the student's records, the student's intellectual and academic abilities and other pertinent information provided by the student's teachers. Comprehensive documentation regarding student placement **must** be provided each time re-evaluation occurs.

       If the team determines that the below-grade-level performance is not caused by the disability, the student is treated in the same manner as any general education student.

    c. Exceptional Student Education (ESE) Eligible Students

The Individuals with Disabilities Education Improvement Act of 2004 requires:

- *The IEP for each child with a disability to include:*
- A statement of measurable annual goals, including academic and functional goals designed to meet the child's needs that result from the disability to enable the child to be involved in and make progress in the general education curriculum.

A student who is enrolled in Exceptional Student Education (ESE) **must** meet the School District's performance standards, **unless** the IEP specifies that the student is unable to meet the grade-level performance standards, because:

- The student's demonstrated cognitive ability and/or behavior prevent the student from completing required class work and achieving mastery of Florida Standards or Access Points, even with appropriate and allowable class work modifications.
- The student is unable to apply or use academic skills at a minimal competency level in the home or community.

When an ESE-eligible student with a disability is determined to be performing below-grade-level in reading, writing, mathematics, and/or science, the IEP Team should be convened to review the IEP. The student's IEP **must** address **all** of the student's educational needs, including the student's below-grade-level performance. The IEP Team may recommend a Progress Monitoring Plan (PMP) to address the student's educational need in reading, writing, mathematics, and/or science.

Students with disabilities who are enrolled in an ESE program(s) may be considered to have met promotion requirements when he/she has achieved the goals that are specified on the student's IEP. The primary responsibility for determining each student's level of performance is that of the special program teacher and the general education teacher. The principal may (upon recommendation of the instructional staff and the IEP Team) determine that the promotion requirements have been satisfied. Other factors that may be considered are the students':

i. previous retention history
ii. current goals and objectives on the student's IEP
iii. social/emotional behavior
iv. attendance
v. placement and a possible change in the current placement
vi. grades
vii. current accommodations/modifications/services

B. PROGRESSION and GRADUATION REQUIREMENTS CHARTS (High School)

Florida Statute § 1003.4282 identifies state minimum graduation requirements for grades 9-12, adult students, and students with disabilities who are to be awarded a standard high school diploma by a public school. The state has specified a total number of credits that students shall earn in certain subject areas.

Students shall be required to satisfy the graduation requirements in effect at the time the student first enters the ninth grade regardless of the date the student graduates, unless the requirements change for the entire class, **or** unless requirements are changed for all students by Florida Statute, **or** unless the student is scheduled to graduate more than two years after the student's original class (Academic advisement flyer: https://www.fldoe.org/schools/k-12-public-schools/bosss/graduation-requirements/)

Schools must provide parents of ninth graders with information concerning high school graduation

- Online course is not required

What is the difference between the CTE Pathway option and the 24-credit option?

- At least 18 credits are required
- 4 elective credits instead of 8
  - 2 credits in CTE courses, must result in completion and industry certification
  - 2 credits in work-based learning programs or up to 2 elective credits including financial literacy
- Physical Education is not required
- Fine and Performing Arts, Speech and Debate, or Practical Arts is not required
- Online course is not required

1 Credit Physical Education*

- To include the integration of health

8 Elective Credits

1 Online Course

Students must earn a 2.0 grade point average (GPA) on a 4.0 scale for all cohort years and pass statewide, standardized assessments unless a waiver of assessment results is granted by the IEP team for students with disabilities.

* Eligible courses are specified in the Florida Course Code Directory.

**A computer science credit may not be used to substitute for both a mathematics and science credit.

3 2, so that the students and their parents
-year high school student may elect to
§ **1003.4282).**

Florida High School Graduation Requirements STUDENTS ENTERING GRADE NINE IN 2015-2016 School year & thereafter			
Subject Area	24-Credit Program	**ACCEL Program (18 credits minimum)**	**CTE Graduation Path (18 credits minimum)**
English/ Language Arts (ELA)	• 4 credits in ELA 1, 2, 3, 4 ELA honors, AP, AICE, IB, and dual enrollment courses may satisfy this requirement (must pass the Grade 10 ELA statewide assessment or earn a concordance score in order to graduate with a standard diploma)	Same requirement	Same requirement
Mathematics	• 4 credits, one of which must be Algebra 1 and one of which must be geometry (must pass the Algebra 1 EOC or earn a comparative score to earn a standard diploma and the EOC results count 30% of the final course grade; Geometry EOC results count 30% of the final course grade) • Industry certifications that lead to college credit may substitute for up to 2 mathematics credits (except for Algebra 1 and Geometry)	Same requirement	Same requirement
Science	3 credits, one of which must be Biology 1 (Biology EOC results count 30% of the final course grade), 2 of which must have a laboratory component • An Industry certification courses that lead to college credit substitute for up to 1 science credit (except for Biology 1) • An identified rigorous Computer Science course with a related industry certification substitutes for up to one science credit (except for Biology)	Same requirement	Same requirement
Social Studies	• 1 credit in World History • 1 credit in U.S. history (U.S. history EOC results count 30% of the final course grade), • .5 credit in U.S. Government • .5 credit in Economics	Same requirement	Same requirement
World Language**** (same language)	• 2 credit sequential (Not required for high school graduation, but required for admission into state universities)	Not required for high school graduation, but required for admission into state universities	
Fine and Performing Arts, Speech and Debate, or Prac. Arts	1 credit in Fine or Performing Arts, Speech and Debate, or specified Practical Arts (eligible courses specified in Course Code Directory)	Same requirement	Not required

Physical Education	1 credit in Physical Education to include the integration of health	Not required	
Electives	8 credits	3 credits	2 credits in career and technical education** 2 credits in a work-based learning program***
Electives (2023-2024 Freshman Cohort)	7.5 credits	2.5 credits	2 credits in career and technical education** 2 credits in a work-based learning program***
Financial Literacy (2023-2024 Freshman Cohort)	.5 credit	Same requirement	Same Requirement
Grade Point Average (GPA) Requirements[6]	Cumulative GPA of 2.0 on a 4.0 scale		

*At this time, industry certifications approved for meeting mathematics and science high school diploma requirements are NOT accepted as one of the 4 math or 3 natural science credits required for SUS admission and/or Bright Futures Scholarships.
** The courses must result in program completion and an industry certification.
*** A student may substitute up to two credits of electives, including one-half credit in financial literacy, for work-based learning program courses to fulfill this requirement.
**** A student can earn a Spanish I credit and/or a Spanish II credit with a combination of beg./int./adv. Spanish courses in middle grades. A combination of 2 M/J Spanish courses will equal 1 Spanish HS credit and all 3 courses will equal a credit in both Spanish I and Spanish II HS courses.

Scholar Designation	Merit designation
In addition to meeting the standard high school diploma requirements: • 1 credit in Algebra 2 or an equally rigorous mathematics course • Pass Geometry EOC • 1 credit in statistics or an equally rigorous mathematics course • Pass the Biology 1 EOC • 1 credit in Chemistry or Physics • 1 credit in a course equally rigorous to Chemistry or Physics • Pass the U.S. History EOC • 2 credits in the same World Language • Earn at least one credit in AP, IB, AICE or a dual enrollment course. A student is exempt from the Biology I or U.S. History assessment if the student is enrolled in an AP, IB or AICE Biology I or U.S. History course and the student and the respective AP, IB or AICE assessment; and earns the minimum score to earn college credit.	In addition to meeting the standard high school diploma requirements: • Attain one or more industry certifications from the established list (Florida Statute § 1003.492). ftp://ftp.hcsb.k12.fl.us/docs///Currciulum/2013-2014/CTE/GoldStandardArticulationIndexHernando.pdf

Biliteracy Designation – Starting 2016-2017 level of competency in listening, speaking, reading and writing in one or more languages in addition to English

Rule 6A-1.09951, FAC, Requirements for the Florida Seal of Biliteracy Program

Silver Seal of Biliteracy	Gold Seal of Biliteracy
1. Has earned four (4) foreign language course credits in the same foreign language with a cumulative 3.0 grade point average or higher on a 4.0 scale; or 2. Has earned a score or performance level on any of national or state level exams(school site will have chart)	**1. Has earned four (4) foreign language course credits in the same foreign language with a cumulative 3.0 grade point average or higher on a 4.0 scale and Level 4 or higher on the Grade 10 English Language Arts (ELA) Florida Standards Assessment (FSA); or 2. Has earned a score or performance level on any of the national or state level exams(school site will have chart)**

Florida High School ACCESS DIPLOMA Graduation Requirements
STUDENTS ENTERING GRADE NINE IN 2017-2018 School year and Thereafter

Subject Area	24-Credit Program
English/ Language Arts (ELA)	Four (4) credits Access English Language Arts (ELA)
Mathematics	Four (4) credits in Mathematics • Access Algebra 1, or Access Algebra 1A and Access Algebra 1B, • Access Geometry • Access Liberal Arts • Access Math for Data and Financial Literacy • Access Algebra 2
Science	Three (3) credits, one of which must be Access Biology 1 • Access Earth/Space Science • Access Physical Science • Access Biology I • Access Chemistry • Access Integrated Science
Social Studies	Three (3) credits • 1 credit in Access World History • 1 credit in Access U.S. History • .5 credit in Access U.S. Government • .5 credit in Access Economics
Fine and Performing Arts, Speech and Debate, or Practical Arts	1 credit in Fine or Performing Arts, Speech and Debate, or specified Practical Arts (eligible courses specified in Course Code Directory) http://www.fldoe.org/policy/articulation/ccd
Physical Education	1 credit in Physical Education to include the integration of health
Industry Certification	Not required
Electives	8 credits (suggested courses in the area of career and technical education)
Grade Point Average (GPA) Requirements[6]	Cumulative GPA of 2.0 on a 4.0 scale
*At this time, industry certifications approved for meeting mathematics and science high school diploma requirements are NOT accepted as one of the 4 math or 3 natural science credits required for SUS admission or Bright Futures Scholarships.	

C. EARLY GRADUATION

A student may choose the option of early graduation (less than eight semesters) if the student earns credits **required for a standard diploma under the 18 or 24 credit option** as set forth in Florida Statute 1003.4281. A student that has met all of the graduation requirements as prescribed by the State of Florida and the Hernando County School District and wishes to graduate before the end of the academic year, the following are required:

a. Notification in writing of the student's intent to graduate early.
b. Approval of the principal.

Early graduation students will continue to participate in school and social events and other specifically named events as if the student were still enrolled in high school including class ranking, honors, and award determinations as part of the student's cohort. The student will be allowed to participate in the graduation ceremony. If the student chooses to participate in the graduation ceremonies, he/she must attend all required practices and meet all other requirements as if he/she was still in attendance at the high school. A student who graduates from high school midyear (September 1-January 31) may receive an initial Bright Futures Scholarship award during the spring term following graduation if

the student applies for the scholarship award no later than August 31 of the graduation year. (Office of Student Financial Aid – OSFA)

D. GRADE POINT AVERAGE (GPA)

GPA is defined as the numerical average represented by the point value of the letter grades earned divided by the number of courses. The point value is based on a standard scale of 4.0 with **no** weighting factor for different levels of difficulty. The scale is based on 4.0 (***A***), 3.0 (***B***), 2.0 (***C***), 1.0 (***D***) and 0 for any other grade (Florida Statute § 1003.437). Refer to the section on Grading for more information on course weights.

Students **must** earn a minimum grade point average (GPA) of 2.0 **unweighted** on a 4.0 scale for all credits attempted except, to meet graduation requirements (Florida Statute § 1003.4282).

E. CREDIT

1. Awarding Credits - Credits are awarded in one-half (½) credit increments per semester upon successful completion of course requirements. [Florida Statute § 1003.436 (2)].

   High School students may earn one-half (.5) credit for semester long courses. A student enrolled in a full-year course will receive one full credit (1.0) upon earning a passing course grade including any EOC requirements. Virtual School, Credit Recovery and Correspondence School grades may be averaged with regular high school grades for the same course number for purposes of awarding credit as defined above.

   Note: Any high school course for which a grade is awarded at the middle school (i.e.: Algebra I or Foreign Language) cannot be dropped from the transcript and will be used to calculate the GPA. The student may recover the grade under the Forgiveness policy (Florida Statute § 1003.4282).

2. Transfer Credits [Uniform Transfer of Middle and High School Credits Act FS § 1003.4282 (7)] - Student transferring to a Florida public high school in 2012-13 and thereafter from out of country, out of state, a private school, or a home education program or DJJ and the student's transcript shows an Algebra 1 course in progress, the student must pass the statewide, standardized Algebra 1 EOC assessment in order to earn a standard high school diploma unless the student:
   a. *These students must earn a comparative passing score on the Mathematics section of either the SAT or the ACT or PSAT* or
   b. passed a statewide assessment in Algebra 1 administered by the transferring entity, or
   c. passed the statewide mathematics assessment the transferring entity uses to satisfy the requirements of the Elementary and Secondary Education Act, 20 U.S.C. s. 6301.

   If a student's transcript shows a credit in high school reading or English Language Arts II or III, in order to earn a standard high school diploma the student must:
   a. Take and pass the grade 10 ELA assessment or
   b. Earn a concordant score on the ACT or SAT

   If a transfer student's transcript shows a **final course grade and course credit** in Algebra I, Geometry, Biology I, or United States History, the transferring course final grade and credit shall be honored without the student taking the requisite statewide, standardized EOC assessment and without the

assessment results constituting 30 percent of the student's final course grade [Florida Statute § 1003.4282 (8)**].**

3. Procedures for Validating Credits (State Rule 6A-1.09941 and Rule 6A-1.09942) –
   a. Credits and grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation. If the student does not possess an official transcript or is a home education student, previous credits shall be validated through performance during the first grading period.
   b. By Performance: A student transferring into a school shall be placed at the appropriate sequential course level and should have passing grades (middle grades) or a minimum grade point average of 2.0 (high school) at the end of the first grading period. Students who do not meet this requirement shall have credits validated using the Alternative Validation Procedure.
   c. Alternative Validation: If validation based on performance as described above is not satisfactory, then any one of the following alternatives shall be used for validation purposes as determined by the teacher, principal, and parent:
      i. Portfolio evaluation by the superintendent or superintendent's designee (middle and high;
      ii. Demonstrated performance in courses taken at other public or private accredited schools (middle) ;
      iii. Satisfactory performance in courses taken through dual enrollment or at other public or private accredited schools(High);
      iv. Satisfactory performance on nationally-normed standardized subject area assessments (middle and high);
      v. Satisfactory performance on a statewide standardized assessment (middle and high);
      vi. Written recommendation by a Florida certified teacher selected by the parent and approved by the principal (high) or
      vii. Written review of the criteria utilized for a given subject provided by the former school (middle and high).

Students must be provided at least ninety (90) days from date of transfer to prepare for assessments.

Note: Transfer grades which are received as numerical grades will be computed by using the grading scale provided by the sending school when possible. Certified School Counselors should access FASTER to obtain numerical grades. **Transfer grades received as letter grades and for which numerical grades were not available, will be computed by using the middle score (A=95%, B=85%, C=75%, D=65%, F=55%) of the number grade in use in Hernando County School District.**

F. OPTIONAL REQUIREMENTS

1. Service Learning and Volunteer Service (Florida Statute §1009.536) - High school students may receive one-half credit (for each 75 hours served) in a voluntary public service elective course (0500370) or in a voluntary school/community service course (2104330). For both programs, students are required to complete a Community Service Plan that describes the social problem being served, the plan for personal involvement and a final evaluation of the service experience. A maximum of one credit may be earned for community service. For more information on community service and high school credit, awards, and hours that may be counted, please contact the school counselor

Service hours are not a requirement for graduation. However, it is a requirement for Bright Futures scholarship and must be completed after grade 8th promotion. Non-credit volunteer hours:

a. Must have pre-approval from the Certified School Counselor and principal
b. Can only be earned at a not for profit institution (501(c)(3) as well as educational institutions provided the volunteer hours are performed after school hours
c. Must be submitted no later than the end of each month
   If you have questions concerning the type of organization contact your Certified School Counselor immediately.

2. World Language (Florida Statute § 1003.429)
   World language credit is not a requirement for graduation. However, Section 1007.261(1)(a), Florida Statutes, requires two credits of sequential foreign language instruction at the secondary level as a prerequisite for admission to all Florida state colleges and universities. **A student whose native language is not English is exempt of this requirement, provided that the student demonstrates proficiency in his/her native language.** Two credits of American Sign Language can satisfy the foreign language requirement. Students can fulfill this requirement as follows:

   a. Enroll in and complete two (2) consecutive courses of instruction at the high school level. The second consecutive year enrollment in the language may be waived only if there is a scheduling conflict and must have administration approval. The second year must be completed as soon as scheduling permits. **OR**

   b. Demonstrate competency to the second high school level or higher (i.e. Spanish 2, Creole 3, etc.) without taking the first course, **OR**
      Note: Placement of native speakers into language courses must be at an appropriate and challenging level (i.e. Spanish 2, Dual Enrollment, and Advanced Placement). School counselors should consult with the world language teacher and ESOL support staff for proper placement.

   c. Earn one high school credit at the middle school level and a subsequent credit at the high school level. Students pursuing the 18-credit graduation option who wish to satisfy the world language requirement for Language I and II through the credit by exam program process must arrange with the school counselor and the appropriate world language teacher for proper placement. [Refer to the FCCD]

      Note: Students may actually meet the state university admission requirement for world (foreign) language or American Sign Language without obtaining two credits. If a student is able to demonstrate competency to the second high school level or higher (Spanish 2, Creole 2, etc.) without taking the first course, the student will be considered as meeting the requirement. Students able to show competency at the second level or higher without taking 2 credits in the same language will still be required to submit 18 credits as approved for state university admissions. Refer to the Bright Futures Course Table for the list of state university approved list.

G. COURSE SUBSTITUTIONS (High School)

1. Career and Technical Education (Florida Statute § 1003.4282) - A student who earns one industry certification for which there is a statewide college credit articulation agreement approved by the

State Board of Education may substitute the certification for one mathematics credit. Students who earn two certifications may substitute for up to two mathematics credits, except for Algebra I and Geometry. A student who earns an industry certification for which there is a statewide college credit articulation agreement approved by the State Board of Education may substitute the certification for one science credit, except for Biology I. Course code waiver numbers for mathematics and science have been added to the CCD for student transcript purposes.

Some CTE courses identified in the FCCD and courses in which the student earns a nationally recognized industry certification have dual credit value and may be used to satisfy the following standard high school diploma requirements:

a. One credit requirement in fine or performing arts, speech and debate, or practical arts

Note: [1]At this time, industry certifications approved for meeting mathematics and science high school diploma requirements are NOT accepted as one of the four (4) math or three (3) natural science credits required for SUS admission.
[2]As of 2015-2016, if a student seeks to attain CAPE Digital Tool Certificate or CAPE industry certification, this information must be included in the student's Individual Educational Plan (IEP).

2. Physical Education - One (1) credit in physical education to include the integration of health. Schools meet the physical education graduation requirements through:
   a. Health Opportunities through Physical Education (HOPE) [Florida Statute § 1003.428 (2)(a)(6)] **OR**
   b. Students may meet the requirement through .5 credit Personal Fitness and .5 credit of a Physical Education activity elective

   The **HOPE** option may be waived by the following:
   a. Participation in an interscholastic sport at the junior varsity or varsity level for two full seasons shall satisfy the one-credit requirement in physical education. **OR**
   b. Completion of one semester with a grade of "C" or better in a marching band class, in a physical activity class that requires participation in marching band activities as an extracurricular activity, or in a dance class shall satisfy one-half credit in physical education or one-half credit in performing arts. **This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an individual education plan (IEP) or 504 plan. Student will need to complete .5 credit in Personal Fitness.**
   c. Completion of 2 years in a Reserve Officer Training Corps (R.O.T.C.) class, a significant component of which is drills, shall satisfy the one-credit requirement in physical education and the one-credit requirement in performing arts. **This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an IEP or 504 plan. Student will need to complete .5 credit in Personal Fitness.**

   The school may not require that the one-credit physical education requirement be taken during the Grade 9 year [Florida Statute § 1003.428 (2)(a)(6)]. Refer to Florida Department of Education Technical Assistance Paper June 15, 2007. K-12: 2007-103.

3. Fine and Performing Arts:
   The fine or performing arts includes speech and debate or a practical arts course that incorporates artistic content and techniques of creativity, interpretation, and imagination. Eligible practical arts courses are identified with a "PA" designation in the Course Code Directory. [Florida Statute §

1003.428 (2)(a) (5)]. This requirement may also be fulfilled by completing the following:

a. Two years of JROTC, a significant portion of which is drills. One credit of JROTC satisfies the performing arts requirement and one credit of JROTC satisfies the HOPE requirement. See the Physical Education section above [Florida Statute § 1003.4282 (3)(f)].

H. COURSE ACCOMMODATIONS/MODIFICATIONS

Accommodations are changes that can be made to the way students learn and how they are tested. They describe changes in format, response, setting, timing or scheduling that do not alter the curriculum or test in any significant way. Accommodations include changes made to the environment and /or teacher behavior, which supports a student's learning, such as teaching methods and materials, classroom assignments and tests, learning environment, strategies, time demands, and schedules.

1. English Language Learners (ELLs)
   English Language Learners (ELLs) will be enrolled in English through ESOL I, II, III and IV or English 1, II, III and IV to guarantee the necessary credits needed for graduation. Any exceptions **must** be documented through an ELL Committee meeting.

2. Students With an Active Section 504 Accommodation Plan (Section 504 of the Rehabilitation Act of 1973, 34 C. F. R. Part 104)
   The Section 504 Team must meet annually to determine if a student's mental or physical impairment substantially limits one or more of an individual student's major life activities, such as learning, walking, seeing, hearing, speaking, and/or breathing. The team will consider a variety of sources such as: medical information, behavioral observations, checklists, classroom tests, teacher recommendations/reports, current grades, academic history, standardized-test reports or other reports. Any deviation and/or exemptions to the general-education content requirements would be the decision of the Section 504 team (with parent(s)/guardian(s) notification) and would be addressed on the Section 504 Accommodation Plan. Thus, the individual student's Active Section 504 Accommodation Plan would document the accommodations to the general-education content requirements needed for that student to ensure an equal opportunity to master the general-education content requirements.

3. Exceptional Student Education (ESE) Eligible Students - If accommodations have been provided for ESE students and the IEP committee determines that modifications would be necessary for the student's needs, a decision may be made to provide modifications to the curriculum.

   Modifications to the curriculum are only used for students that are determined eligible for receiving instruction on Florida Access Points and that are looking to obtain a standard diploma using the course codes aligned with these standards. Modifications should be used to support the curriculum expectations and grading systems for students to reflect the student's expected level of performance. For students that participate in modified curriculum, the IEP team should frequently visit and determine that the standards based grading measures are being used in accordance with the progress towards the criteria set forward through the use of the Access Points. On the standardized assessment, the students on Access Points will participate on the aligned assessment to gain insight as to whether course progression towards the standards are being mastered. In this case, it is essential that all of the members of the IEP team, including the student and parent(s), have a clear understanding of how the student will be graded through the use of the Access Points along with progression towards IEP goals.

The School Board approves modifications to vocational courses to ensure students with disabilities the opportunity to meet graduation requirements for regular diploma. When modifying vocational courses, the particular outcomes and student performance standards that a student must earn credit must be specified on the student's IEP.

IV. DISTRICT/STATE ASSESSMENT REQUIREMENTS

The primary purpose of the student assessment program is to provide academic achievement and learning gains data to students, parents, teachers, school administrators, and school district staff. This data is to be used by districts to improve instruction and guide learning objectives (Florida Statute § 1008.22). Each student must participate in statewide standardized assessments at designated grade levels and for designated courses, as required by Section 1008.4282. The Florida Assessment of Student Thinking (F.A.S.T.) replaces the Florida Standards Assessment (FSA) for reading, writing and mathematics, measures Florida Standards in English Language Arts and Mathematics. Student achievement of the NGSSS benchmarks for science and social studies is measured by the FCAT 2.0.

A. ASSESSMENT CHARTS

The following charts represent district and statewide assessments administered to students in grades 3-12 designed to identify the educational strengths and needs of students and the readiness of students to be promoted to the next grade level or to graduate from high school.

Districtwide Assessments	
Assessment Type/ Purpose	**Assessment Name/Target**
Diagnostic: To determine the nature of the student's difficulty and areas of academic need	iReady K-8 ELA and Mathematics (grades 6-8, intensive students only) English Language Arts Progress Monitoring (11-12) Mathematics (AGA) STAR Assessments
Common Exams: To measure student progress toward academic goals for the marking period in the course	Mathematics grades 11-12 Quarter Checkpoints Science Quarter Checkpoints Social Studies Quarter Checkpoints
College Readiness: To measure college readiness skills and eligible students wishing to participate in Dual Enrollment	Post-Secondary Education Readiness Test (PERT) PSAT 10th Grade Students intending to participate in Dual Enrollment

State Assessment (Level 3 = On Grade Level)	**Grades Assessed**									
	3	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
Florida Assessment in Student Thinking in ELA - Reading Florida Alternate Assessment in ELA	X	X	X	X	X	X	X	X*		
B.E.S.T. Writing		X	X	X	X	X	X	X		
Florida Assessment in Student Thinking in Mathematics Florida Alternate Assessment in Mathematics	X	X	X	X	X	X				
Science NGSSS Assessment			X			X				
Civics NGSSS EOC Assessment (30% of course grade)					X					
Florida Civic Literacy Exam										X
Algebra 1 B.E.S.T./FAA EOC Assessment *	Administered to students who complete the respective coursework. The score is averaged as 30% of their course grade									
Geometry B.E.S.T./FAA EOC Assessment										
Biology 1 NGSSS EOC Assessment										

U.S. History NGSSS EOC Assessment	
***To earn a standard diploma, the student is required to score satisfactory (Level 3, on grade level) or higher on the grade 10 ELA and Algebra 1 EOC or achieve a concordant/comparative score on a college readiness assessment.**	

Concordant/Comparative Scores Meet Graduation Test Requirements		
All students entering 9th Grade 2020-2021 and after		
SAT EBRW	ELA Grade 10	480
ACT Reading and English	ELA Grade 10	18
PSAT/NMQST Math	Algebra I EOC	430
SAT Math	Algebra I EOC	420
ACT Math	Algebra I EOC	16
Geometry EOC	Algebra I EOC	Level 3
Classic Learning Test (CLT)	Algebra I EOC	11
CLT Verbal Reasoning and Grammar/Writing	FAST ELA Grade 10	36

B. DISTRICT/STATE ASSESSMENT ACCOMMODATIONS FOR SPECIAL PROGRAM STUDENTS

1. English Language Learners (ELL) - On classroom assessments and district common assessments, like the Balanced tests, lesson, chapter, unit tests and nine-week exams accommodations listed on the district's strategy sheet or other documented adaptations appropriate to the student's language proficiency level may be provided. The use of Model Performance Indicators (MPIs) based on the WIDA tools for assessment is encouraged.

   English Language Learners (ELLs) must take all required state and district achievement tests unless they have an IEP or ELL Plan, which indicates otherwise [State Board of Education Rules 6A-1.09432(2) and 6A-6.0909]. Accommodations to **statewide testing, like FSA and EOCs**, are limited to the following:

   a. flexible setting
   b. flexible scheduling
   c. flexible timing
   d. state-approved Heritage Language Dictionary or Glossary, and
   e. limited assistance by the ESOL, or heritage language teacher, or paraprofessional using the student's heritage language

   ELLs **must** have access to an English-to-heritage language translation dictionary or glossary, such as those made available in instructional settings for ELL students. When a student is classified as both ESOL and ESE, all accommodations listed on their IEP as well as their ELL Plan **must** be offered. Parents/guardians are notified in writing of all accommodations offered to their child. A copy of this

document is maintained in the ELL folder.

2. Students With An Active Section 504 Accommodation Plan (Section 504 of the Rehabilitation Act of 1973, 34 C. F. R. Part 104)
   Accommodations will be provided based on the completed and annually reviewed form. Students with active Section 504 Accommodation Plans may be eligible to receive appropriate accommodations on both School District and state assessments. The Section 504 Team should refer to the student's past performance on standardized tests and the classroom testing accommodation section of the Section 504 Accommodation Plan to determine how the disability could substantially interfere with his/her performance. If so, the Section 504 Team will determine the necessary and appropriate accommodations for district and state assessments.
   Testing accommodations during School District/State testing will be implemented as appropriate and as specified in the student's 504 Accommodation Plan based on the student's need and requirements represented in the respective test manual. The 504 Accommodation Plan must specify standard administration with accommodations.

3. Exceptional Student Education (ESE) Eligible Students
   Testing accommodations during School District/state testing will be implemented as appropriate and as specified in the student's IEP based on the student's need and requirements represented in the restrictive test manual. The IEP **must** specify:
   a. standard administration or administration with accommodations
   b. accommodations

Note: Specific information regarding accommodations for each assessment instrument can be found in the *Statewide Assessments Accommodations Guide, 2023-2024.*

4. Computer Based Testing Accommodations
   Computer based testing accommodations are provided for students with disabilities enrolled in public schools with current IEPs or Section 504 plans and English Language Learners (ELLs) based on the student's need and requirements represented in the respective Computer-Based Test Administration Manual.

   Accommodations are changes that can be made to the way students learn and how they are tested. They describe changes in format, response, setting, timing or scheduling that do not alter the curriculum or test in any significant way. Accommodations include changes made to the environment and /or teacher behavior, which supports a student's learning, such as teaching methods and materials, classroom assignments and tests, learning environment, strategies, time demands, and schedules.

5. Accommodations for students taking an industry certification exam varies based on each industry recognized certified agency. The course instructor should be notified of any requested accommodations to begin the 3rd party approval process.

C. EXEMPTIONS FROM DISTRICT/STATE ASSESSMENTS FOR SPECIAL PROGRAM STUDENTS

1. English Language Learners - English Language Learners shall be assessed for academic progress using guidelines established under Section 1008.22, F.S.

Students who will receive a standard diploma **must** achieve passing scores on the Statewide Standardized Assessment or meet the concordant subject area test score on a State Board of Education approved alternate assessment and satisfy student performance standards for each course in Grades 9-12 for which credit toward graduation is awarded. Students with a disability may meet certain criteria for waivers from this graduation requirement [Florida Statute § 1008.22(3)(c)5; Florida Statute § 1003.428(3); Florida Statute § 1003.43(4); Florida Statute § 1003.438; State Board of Education Rule 6A-1.0995-6]. A student who has taken the Statewide Standardized Assessment a minimum of once without earning a passing score may satisfy the Statewide Standardized Assessment requirement by achieving an equivalent score on an alternate assessment, the ACT or SAT. The one-time test administration requirement shall not apply to a new student who enters the Florida public school system in Grade 12 who may either achieve a passing score on the Statewide Standardized Assessment or use approved subject area concordant score to fulfill the graduation requirement [Florida Statute § 1008.22(9)].

Pursuant to FS 1003.433(3) and FAC 6A-1.09422

For English Language Learners who have been enrolled in an ESOL program for less than two years and have met all other requirements for graduation except for the state assessment(s), the following two options for determining whether students have satisfactorily demonstrated grade-level expectations that can be interpreted as a measure of grade 10 level achievement in ELA are:

Assessment Option

Assessment	Criteria
Chalk Talk	Grade 10 Lexile of at least 905L
ACCESS for ELLs	4 in Reading and 4 overall
AICE English General Paper	Passing score of A, B, C, D, E
Curriculum Benchmark Assessments	Passing score of 70% or higher

Portfolio Option

The use of a portfolio of student work, which will:

- Contain artifacts that are evidentiary of grade 10 ELA standards being met with a score of 70% or higher;
- Include student work that has been independently produced in the classroom; and
- Be signed by the teacher and principal that it is an accurate assessment of the required skills for meeting the graduation requirements of the state of Florida.

English Language Learners who have completed the credits required for graduation and who have failed to meet the 10th grade standards as measured by the Statewide Standardized Assessment shall be eligible for compensatory education for "a thirteenth year" as provided in Florida Statute § 1003.43 State Board Rule 6A-6.0909.

English Language Learners who failed to meet the standards after completing the "thirteenth year" may be eligible to be reported for FTE funding in the appropriate courses in the adult education program of the Florida Education Finance Program (State Board Rule 6A-6.0909).

2. Students With An Active Section 504 Accommodation Plan - Students with active Section 504 Accommodation Plans may **not** be exempted from District or state assessments. However, the

Section 504 Team **must** determine whether a student with an active Section 504 Accommodation Plan may need testing accommodations. Testing accommodations are determined by the Section 504 Team.

3. Exceptional Student Education (ESE) Eligible Students - The IEP Team determines whether an ESE-eligible student participates in state and School District assessments. The decision to exclude any ESE-eligible student **must** be documented in the student's IEP and **must** meet the following criteria:

   a. The student is unable to master grade level general content standards pursuant to Rule 6A-1.09401, F.A.C., even with accommodations, assistive technology, or accessible instructional materials.
   b. The student is participating in a curriculum based on access points pursuant to Rule 6A-1.09401, F.A.C., for all academic areas.
   c. The student requires direct instruction in academics based on access points in order to acquire, generalize and transfer skills across settings.

   In accordance with Florida Statute § 1003.5715, separate parental consent is required for instruction in access points curriculum and administration of an alternate assessment. The district may not implement the changes without parental consent unless the district documents reasonable efforts to obtain parent's consent and the parent has failed to respond or the district obtains approval through a due process hearing and resolution of appeals.

   Statewide Standardized Assessment Waiver for ESE-Eligible Students
   (S.1008.22(3)(c)2., F.S., states that students with disabilities can be eligible for a waiver of statewide, standardized assessment results for the purpose of receiving a course grade and a standard high school diploma.)

   i. The Statewide Standardized Assessment graduation waiver process is designed for consideration of students with disabilities who may be eligible for a waiver on the reading sections of the assessment.
   ii. District responsibilities
   In order for the Statewide Standardized Assessment graduation requirement to be waived, the IEP team must meet to determine whether or not the assessment can accurately measure the student's abilities, taking into consideration allowable accommodations.
   iii. Eligibility criteria
   To be considered for a waiver from the Statewide Standardized Assessment graduation requirement, the student must:
      - Be identified as having a disability as defined in Florida S 1007.02(2).
      - Have an individual educational plan (IEP).
      - Have demonstrated proficiency in the core content knowledge and skills needed for a standard high school diploma.
      - Have taken the Grade 10 Statewide Standardized Assessment with appropriate, allowable accommodations at least once but recommended twice.
      - Be progressing toward meeting the state's 24 credit/ ACCEL 18 credit and 2.0 cumulative grade point average (GPA) requirements and any other district requirements for graduation with a standard diploma.

   To be considered for the waiver from the EOC assessment requirement (Algebra 1,

Geometry, US History, Biology, Civics), the student must meet all of the following criteria:

- Be identified as a student with a disability, as defined in Florida Statute § 1007.02(2)
- Have an active individual educational plan (IEP)
- Have taken the EOC assessment with appropriate allowable accommodations at least once but recommended twice
- Have demonstrated, as determined by the IEP team, achievement of the course standards
- The EOC score may be excluded for 30% final grade calculation purposes for ESE students, in accordance with state waiver provisions. However, if the EOC score improves the student's overall grade, it may be included at the school's discretion.

iv. Additionally, to ensure that each student has had every opportunity to pass the Statewide Standardized Assessment, participation in the assessment during the spring semester of senior year is recommended.

v. Under Florida Statute § 1003.433(1), a student who transfers from another state in 12th grade must pass the Grade 10 Reading Assessment or an alternate assessment that is concordant with the Statewide Standardized Assessment; earn a 2.0 GPA; and meet all requirements of the school District, or state from which he or she is transferring OR meet Florida's course requirements in order to earn a standard diploma. A transfer student may be considered for the waiver.

*A student who has solely been identified as Hospital/Homebound would not be eligible for a waiver.

V. STANDARD DIPLOMA and CERTIFICATE OPTIONS

A student who meets all of the high school graduation requirements is awarded a standard diploma in a form prescribed by the State Board of Education. Transfer students wishing to receive a diploma from a Hernando County high school or participate in graduation ceremonies must meet all district and state graduation requirements. The Hernando County School District will certify completion of a course of study with one of the following:

A. 24 Credit Option or 18 Credit - Academically Challenging Curriculum to Enhance Learning (ACCEL) Option

A standard diploma is awarded to students who meet all criteria (18 or 24 credits and assessments) established by the School Board, Florida Statute § 1003.4282, Florida Statute 1003.3105(5). Refer to graduation charts.

Home Education/Transfer (N998 and 7004) students wishing to receive a high school diploma from Hernando *e*School must:

a. meet the District's graduation requirements including passing scores on statewide assessments
b. be a full-time student with Hernando eSchool (open enrollment dates are 90 days from the district's start date, until two weeks prior the district school start date).

Note: eSchool student must comply with the grading timelines and clearance as all other graduating seniors. Hernando eSchool does not calculate and award the distinctions of *Valedictorian* and *Salutatorian,* class rankings. Seniors that enroll outside of the fall open enrollment window for Hernando eSchool during the school year can take courses with eSchool. If they meet full time eligibility requirements during the spring open enrollment

window and they are still enrolled with Hernando eSchool, they can receive their diploma over the summer. Students may not take completed transcripts back to their zoned school for graduation purposes.

B. ACCESS DIPLOMA – Refer to chart on page 62

C. CAMBRIDGE ADVANCED INTERNATIONAL CERTIFICATE of EDUCATION DIPLOMA

Diploma Section 1003.4282, F.S., defines the revised options for earning an AICE Diploma. Students must Ffield earn equivalent minimum of seven credits by passing a combination of examinations at either double credit (A level) or single credit (AS level), as follows. The core AS Level Global Perspectives and Research (mandatory – one credit) and six credits selected from the following subject group areas: 1. Mathematics and Sciences (minimum of one credit) 2. Languages (minimum of one credit) 3. Arts and Humanities (minimum of one credit) 4. Interdisciplinary and Skills Based (optional – maximum of two credits). The Cambridge AICE Diploma is awarded at Distinction, Merit or Pass level depending on the passing grades earned on the AICE subject examinations. For Cambridge AICE exams, the passing letter grades range from A* (at A level only) to E with A* being the highest. The lowest passing grade of E is comparable to a US course grade of C or a 3 on an AP examination. Students who do not qualify for a Cambridge AICE Diploma will receive AS or A Level General Certificate of Education (GCE) subject certificates for the subject examinations passed and must meet all general diploma requirements

D. INTERNATIONAL BACCALAUREATE DIPLOMA

This type of diploma is awarded to students who meet defined standards and conditions as established by the International Baccalaureate Organization (IBO). Students who earn at least 24 credits and complete the International Baccalaureate (IB) curriculum requirements will satisfy district and state course requirements for graduation with an IB Diploma. To fulfill Florida Statute § 1003.43 requirements for the IB diploma curriculum, students must complete required coursework and internal and external assessment requirements

E. AP CAPSTONE

The AP Capstone Diploma is granted to students who earn scores of 3 or higher in AP Seminar and AP Research exams and on 4 additional AP Exams of their choosing. The AP Seminar and Research Certificate is granted to students who earn scores of 3 or higher in both AP Seminar and AP Research.

F. CERTIFICATE OF COMPLETION

A student shall be awarded a Certificate of Completion if the student completes all standard course requirements (Florida Statute § 1003.4282 or Florida Statute § 1002.3105) (24 or 18 credit options) but fails to:

1. Achieve a cumulative grade point average of 2.0 on a 4.0 scale, or its equivalent, in the courses required and/or
2. Earn a passing score on the statewide assessment or a concordant/comparative score (Florida Statute § 1008.22)

Students who receive a Standard Certificate of Completion have the following options in order to meet the statewide assessment and/or GPA requirements:

1. Continue to take the Statewide Standardized Assessment
2. Take the ACT, SAT, PSAT, or any standardized exam FLDOE approves ~~a~~nd earns the respective concordant/comparative score for the Statewide Standardized Assessment established prior to 2023.

3. Return to school for two (2) additional semesters to remediate the Statewide Standardized Assessment and/or GPA
4. Stay in school and enroll in a GED Exit Option Program
5. Enroll in an Adult GED Program or credit program
6. Meet the new concordant/comparative scores in effect as of June 2023.

Any student who is otherwise entitled to a certificate of completion under the 24 credit or ACCEL 18 credit graduation option may elect to remain in the high school either as a full-time student or a part-time student for up to 1 additional year and receive special instruction designed to remedy his or her identified deficiencies [Florida Statute § 1003.43(10(b)) (Florida Statute § 1003.428 (7)(b)].

A student who has received a Certificate of Completion who subsequently meets the requirements for a standard high school diploma shall be awarded a standard high school diploma dated the school year in which the requirements are completed [Florida Statute § 1003.43(10) (b)].

Students in Exceptional Student Education (ESE) programs who are entitled to a Certificate of Completion may, as an alternative, elect to remain in the secondary school through the end of the day in which the student turns 22 years of age or until the receipt of a Standard Diploma. The purpose of remaining in school is to receive special instruction to remediate the identified deficiencies. These students may attend school for only the time necessary for these deficiencies to be remediated.

Note: Students earning a Certificate of Completion must have a minimum 2.0 GPA and all required credits to participate in the graduation ceremony.

G. GRADUATION DEFERMENT

Students with disabilities may be eligible to defer receipt of the standard high school diploma and continue to receive services through public education. This decision must be made the year in which the student is expected to graduate. However, the student will participate with the graduation class in the year he/she meets graduation requirements.

Options available for deferment include:

1. Accelerated college credit instruction
2. Industry certification courses that lead to college credit
3. Collegiate high school program
4. Course necessary to satisfy the Scholar designation requirement
5. Structured work-study, internship, or apprenticeship programs

Benefits for deferral will vary depending on the individual student needs and program selected. Generally, deferral allows the student to have access to college course work, provides vocational training, preparation for college admission, or job skills training.

VI. DIPLOMA DESIGNATIONS and SEALS

Students who satisfy course and testing requirements above-and-beyond those required for a standard diploma may earn diploma designation(s) which may be in the form of a seal, sticker, stamp, or text.

1. **Scholar** – Refer to the Florida High School Graduation Requirements
2. **Merit** – Refer to the Florida High School Graduation Requirements

3. **Seal of Biliteracy** – Students may receive foreign language recognition on their diploma and transcript if they graduate with a standard diploma (18 or 24) credits and attain a high level of competency in listening, speaking, reading, and writing in one or more foreign languages. (Florida Statute § 1003.432 and SB Rule 6A-1.09951)

   Gold Seal of Biliteracy

   a. Earn four (4) foreign language credits in the same language with a 3.0 GPA and Level 4 or higher on the Grade 10 English Language Arts (ELA) Florida Standards Assessment (FSA) and
   b. A qualifying score or performance level on an approved nationally recognized examination on the state board rule list ; or
   c. Demonstrate language proficiency through maintenance of a portfolio for languages which are not tested on the nationally recognized examinations state board rule list.

   Silver Seal of Biliteracy

   a. Earn Four (4) foreign language credits in the same language with a 3.0 GPA and
   b. A qualifying score or performance level on an approved nationally recognized examination on the state board rule list or
   c. Demonstrate language proficiency through maintenance of a portfolio for languages which are not tested on the nationally recognized examinations state board rule list.

Note: A high school student who did not enroll in, or complete, foreign language courses, shall be awarded four (4) foreign language high school course credits, upon attaining at least the minimum score or performance level set forth in subparagraph (3)(a)2. for the Silver Seal of Biliteracy." If a student earns a course credit through passage of a CLEP or AP examination, a credit is awarded per the Credit Acceleration Program (CAP), [Section 1003.4295 (3)]. For the seal of biliteracy, no more than four (4) credits in a foreign language should be awarded. Therefore, three (3) more foreign language credits would be awarded for a total of four (4). Data Element Code SB should be use for credits awarded for passing scores and should be reported in Survey 5.

Foreign Languages Waiver Code Does Count for Bright Futures (0791920)

For Students Qualifying for a Seal of Biliteracy Who Use the World Languages Transfer Codes, Make Sure to Add the Foreign Languages Waiver Code to Indicate the Student Demonstrates Proficiency to the Second Level in a World Language and Maintain Evidence/Documentation Locally, Thus Meeting the Bright Futures World Language Requirement

VII. HONORS AND RECOGNITIONS **(Elementary, Middle and High School)**

Academic recognition will be based on the courses that the student was enrolled in for the grading period. This policy applies to all students regardless of the program. Data for honor recognition shall be obtained from the automated student database whenever possible and will be computed on the four-point system (weighted). Honor recognition for outstanding performance in all subjects shall use the following guidelines:

1. Honors and Recognitions - Elementary
   a. End of nine week recognitions - Students may be recognized at the end of each nine-week grading period for outstanding performance in all subjects:
      - **Honors:** A,B, and S grades
      - **Principal's List:** A and S grades only

b. End of year recognitions:
Students may be recognized at the end of the school year for outstanding performance in all subjects:
- **Superintendent's Award:** A and S grades in all subjects for the entire school year
- **Principal's Award:** Final averages of A and S with no grade less than a B in all subjects
- **Honors Award:** Final averages of A, B, and S with no grade less than a C in all subjects

c. Recognition for Perfect Attendance:
Students may be recognized for good attendance at the end of each nine-week grading period and/or at the end of the school year.

2. Honors and Recognitions - Secondary
- **Highest Honors/Superintendent's List:** 3.80 or higher GPA and no grade lower than a "B"
- **High Honors/Principal's List**: 3.50-3.79 GPA and no grade lower than a "B"
- **Honor Roll:** 3.0-3.499 GPA with no grade lower than a "C"

Any student earning a grade point average (GPA) of 3.50 or higher on his/her report card, who has received a grade below a "B", but no grade lower than a "C", will receive Honor Roll designation rather than Highest Honors/ Superintendent's List or High Honors/ Principal's List.

3. Honors Recognition at Graduation
A student graduating with a standard diploma including a student who has graduated early, may have one or more of the following special designations as defined below and based on grade point average computed to four decimal places at the end of second semester as soon as final grades are verified.
a. **Honors:** To receive an Honors designation on the diploma, the student must have achieved all criteria and graduation requirements and have an overall weighted grade point average of 3.0-3.499.
b. **High Honors:** To receive a High Honors designation on the diploma, the student must have achieved all the criteria and graduation requirements and have an overall weighted grade point average of 3.50-3.799.
c. **Highest Honors:** To receive a Highest Honors designation on the diploma the student must have achieved all the criteria and graduation requirements and have an overall weighted grade point average of 3.80 or higher.

4. Valedictorian and Salutatorian **(High School Only)**
To be eligible for valedictorian or salutatorian recognition, a student must have attended the same Hernando County School District public school for three years, two of which must be the junior and senior years.
a. The **weighted grade** point average will be used to determine the student's ranking in class and the Valedictorian and Salutatorian. Parent(s)/guardian(s) should be aware that the weighted grade point average might not necessarily increase a student's chances for scholarships or admission to in-state or out-of-state colleges or universities.
   i. The valedictorian/salutatorian award will be based on high school level course grades earned including DE courses.
   ii. The valedictorian will be the student with the highest weighted average carried to the ten-thousandth place (four digits after the decimal) **at the end of first semester of his/her senior year as soon as grades are verified.**
   iii. The salutatorian will be the student with the second highest weighted average carried to the ten-thousandth place (four digits after the decimal) **at the end of first**

semester of his/her senior year as soon as grades are verified.

iv. In the case of a tie for the highest weighted average, co-valedictorians will be named, and the student with the third highest weighted average will be designated as salutatorian. In the case of a tie for the second highest weighted average, co-salutatorians will be named.

b. In the event of district-initiated boundary changes, (i.e. rezoning, closing a program or school) a student who is required to change schools will be eligible to share the recognition as valedictorian or salutatorian with a fully eligible student, without meeting the three-year attendance requirement in the same school. However, the student must have been enrolled in the District public schools for three years. The criterion for GPA still applies.

c. If a student elects to change schools by changing their educational choice status, they must meet the three-year enrollment requirement as stated above.

d. **A Valedictorian or Salutatorian who commits a major infraction of the code of conduct and/or felony arrests that pose a safety concern during their graduating year will forfeit their designation and may be prohibited from participating in the graduation ceremony. The next highest-ranked student will be elevated to the Valedictorian or Salutatorian position.**

e. Each high school will determine the procedures for their graduation ceremony.

Note: Graduating students who are not part of the graduating cohort will not be considered for class ranking recognition (i.e. top 10%, 20%, valedictorian, and salutatorian)

VIII. GRADUATION CEREMONY **(High School)**

The high school graduation ceremony is an event to celebrate students who have successfully met the academic and extracurricular requirements for graduation. Therefore, all graduating seniors must complete all senior clearance procedures prior to participating in graduation ceremonies. Students who have completed all requirements for a Standard Diploma will be permitted to participate in the graduation ceremonies at the school in which they are enrolled provided all financial obligations are satisfied and behavioral standards are met and maintained throughout the graduation ceremony. In addition, to participate in the graduation ceremony, the student is required to attend graduation practice. Major infractions of the code of conduct and/or felony arrests that pose safety concerns may prohibit a student from participating in the graduation ceremony and other extra-curricular activities

Students earning a Certificate of Completion must have a minimum of 2.0 GPA and required credits to participate in the graduation ceremony.

In addition, students who graduate early but have not participated in a graduation ceremony will be permitted to participate in the graduation ceremony for their cohort. **While a student who graduates early is permitted to participate in school activities and social events, the student must comply with district school board rules and policies.**

Any student who fulfills graduation requirements at the end of the first semester will have the graduation date of December entered. Any student who fulfills graduation requirements at the end of the second semester will have the graduation date of June entered.

In the event of the death of a Hernando County high school student in Grade 12 prior to the completion of all state requirements for graduation, the parent(s)/guardian(s) will receive an honorary diploma in the name of the student. If the student had completed all of the state graduation requirements prior to his/her death, the parent(s)/guardian(s) will receive the diploma earned.

IX. FLORIDA DEPARTMENT OF EDUCATION BRIGHT FUTURES (Florida Statute §1009.53)

The Florida Bright Futures Scholarship Program consists of four awards:
1) Florida Academic Scholars Award (FAS),
2) Florida Medallion Scholars Award (FMS),
3) Florida Gold Seal Vocational Scholars Award (GSV), and
4) Gold Seal CAPE Scholar (GSC).

Each award has its own academic eligibility requirements, award amounts, and funding length. A student may receive funding for only one of the above awards. The highest award earned by the student will be selected (Florida Statute § 1009.53). Bright Futures program requirements are listed in the Florida Counseling for Future Education Handbook or the Office of Student Financial Assistance website at: http://www.FloridaStudentFinancialAid.org/SSFAD/bf/acadrequire.htm

Note: A student who graduates from high school midyear may receive an initial Bright Futures Scholarship award during the spring term following the student's graduation, as long as the student submits the Florida Financial Aid Application by August 31st prior to the intended graduation date and meet the academic school year scholarship requirements.

X. COLLEGE ADMISSION REQUIREMENTS and COLLEGE ENTRANCE EXAMINATIONS

Refer to the postsecondary institution for admission requirements. General information and test dates offered by the College Entrance Examination Board for the SAT and by American College Testing for the ACT are available in the guidance offices at each high school. Information is also available on-line at www.collegeboard.com and www.act.org. Both the SAT and the ACT are administered at a number of locations in Florida.

XI. EXTRACURRICULAR ACTIVITIES

Extracurricular activities are defined as activities outside the scope of the regular academic curriculum. Schools may establish criteria for student participation to include but not limited to: passing grades, overall 2.0 GPA, attendance, outstanding notice of obligations and discipline violations unless special arrangements have been approved by the principal or designee.

1. Field Trips (School Board Policies 2340 and 8640) - A field trip which is directly related to a unit of instruction being studied by a particular group of students shall be considered an educational field trip. A trip which is not directly related to the instructional program but which is related to a school-sponsored or connected activity shall be considered an extracurricular trip.
    - The student must be reported as present for the entire school day in order to participate in extracurricular activities or field trips.
    - When possible, the Student will take the method of travel approved by the school and/or required by event. The principal or principal's designee can make exceptions to allow the student to be transported by parent(s) or guardian(s).
    - The Student will return from the activity by the same method of travel which was used to get to their destination unless prior approval of the principal or principal's designee.
    - Any student expelled from riding a bus will not be permitted to ride on district approved transportation to field trips.
2. Athletic Eligibility ( ) - Refer to the district Board approved Athletic Handbook.

XI MISCELLANEOUS

1. Annual Report - Each district school board must annually publish on the district website and in the local newspaper the following information on the prior school year [Florida Statute §1008.25(8)(b)]:
   a. The provisions of this section relating to public school student progression and the district school board's policies and procedures on student retention and promotion [Florida Statute § 1008.25(8)(b)1].
   b. By grade, the number and percentage of all students in grades 3 through 10 performing at Levels 1 and 2 on the reading portion of the Statewide Standardized Assessment [Florida Statute §1008.25(8)(b)2].
   c. By grade, the number and percentage of all students retained in grades 3 through 10 [Florida Statute § 1008.25(8)(b)3].
   d. Information on the total number of students who were promoted for good cause, by each category of good cause as specified in paragraph (6)(b) [Florida Statute 1008.25(8)(b)4].
   e. Any revisions to the district school board's policy on student retention and promotion from the prior year [Florida Statute § 1008.25(8)(b) 5].
      Schools' financial reports may be found on the district website at https://www.hernandoschools.org/departments/budget-finance/financial-transparency-data
   f. [Florida Statute §1010.215]

Finance

1. Cafeteria - All students are provided a breakfast and lunch at no cost. Students/Parents may not order food or have food from outside vendors delivered to the school campus. It is a violation of the Competitive Food Rule as stated in the Florida Administrative Code and the Code of Federal Regulation for food deliveries to be made to school sites during the school day.

2. Charitable Drives/Fundraising -
   a. Student participation in all fundraising and charitable drives is voluntary.
   b. Elementary and middle school students are not allowed to do door-to-door solicitation at any time.
   c. All students selling articles for any school will have a current letter of introduction signed by the school principal. This applies to all organizations within the school, i.e. classes, clubs and athletic departments.
   d. Selling and/or distributing food items as fundraisers **may** be allowed on **secondary** school grounds one hour or more after the completion of school lunch periods with approval from the Principal and/or District designee.

3. Fees/Dues - In accordance with Florida Statute §1006.28 (3)(b), parent(s)/guardian(s) and students are held liable for the full replacement cost of any lost or damaged instructional materials.
   a. **Course Fees**:

Fees for certain courses, clubs and activities may be charged. The student, upon registering, is expected to agree to pay the fee. Fees listed in the Board- approved fee schedule are the maximum allowable. These fees may be used to cover the cost of materials, supplies and dues. Students who are unable to pay the fees may submit a request to the school asking for a fee waiver.

All financial obligations of students will be kept in the bookkeeper's office. All obligations are expected to be satisfied annually. A student's participation in extracurricular activities may be denied until all financial obligations are satisfied. Participation in graduation exercises will be denied until all financial obligations are satisfied.

CLASS/CLUB FEES			
	Elementary	**Middle**	**High**
Activity Fee			
K-12 General Activity	$20.00	$20.00	$20.00
The annual per student activity fee may not cover all expenses associated with student participation in individual activities; therefore, additional fees to cover expenses, including (but not limited to) materials, supplies, equipment, travel, membership dues, and other purchased services, may be assessed by school principals.			
CTE PROGRAM FEES (per program)			
Secondary CTE Programs (per year)		$ 30.00	$50.00
OTHER CLASS FEES (annual)			
Art – per class (per semester)		$10.00	$20.00
Band		$15.00	$150.00
Band Auxiliary			$130.00
Band Camp			Varies by site
Band – rental of school owned equipment		$40.00	$40.00 each
Chorus		$10.00	$40.00
Drivers Education			$45.00
Health Opportunity for Physical Education (HOPE)			$5.00
Humanities			$5.00
Journalism			$5.00
ROTC			$20.00
Science Lab – 6-8		$15.00	$20.00
CLUB FEES (annual)			
BETA Club			$20.00
DCT, DECA			$25.00
ESOL Club			$10.00
FFA, FCCLA			$15.00
Florida Federation of Color Guards Circuit & Winter Guard International (FFCC/WGI)			Varies by Site
HOSA			$31.00
Robotics			$25.00
French			$10.00
German			$10.00
Guitar Class			$40.00

Honor Society (French, German, Spanish)			$20.00
Key Club			$20.00
Latin Club			$15.00
National Honor Society			$20.00
Robotics			$25.00
Skills USA			$20.00
Spanish			$10.00
Technology			$5.00
Theatre/Drama/Acting Class			$40.00
Thespian Club			$20.00
Tri-M Club			$20.00
Yearbook			$5.00
OTHER FEES	**Elementary**	**Middle**	**High**
Adult Education			$30.00
Advanced Placement Test Fee (student wishing to test but not enrolled in an AP course or non HCSB student wishing to take the test at their zoned school)			$98.00 Subject to change
PSAT (upper classmen)			$16.00 Subject to change
Dual Enrollment – Overdue materials per day			$2.00
Dual Enrollment – lost material after due date			$20.00
Graduation (not to exceed)			$85.00
Lockers		$ 5.00	$10.00
Media – overdue materials per day		$ .05	$ .05
Media – copies		$ .10	$ .10
Parking – per semester			$25.00
Parking Violations			$25.00
PE Uniform		$25.00	$35.00
Postsecondary Education Readiness Test (PERT)		$5.00	$5.00
Transcripts			$2.00
ATHLETIC FEES			
First Sport		$50.00	$60.00
Second Sport		$30.00	$40.00
Third Sport		$10.00	$20.00
Family (Same School)		$160.00	$200.00
Individual Cap		$90.00	$120.00

- **Athletic fees must be paid prior to the student participating in the sport**
- **The athletic fee does not guarantee playing time, only the opportunity to be on the team when an eligible student is selected.**

4. Returned Checks (**NOTICE TO PARENT(S)/GUARDIAN(S) REGARDING RETURNED CHECK POLICY)**
In an effort to curb the internal cost our district bears each year for returned checks (Non-Sufficient Funds-NSF, Account Closed, Fraud and Stop Payment), we have contracted with an outside check collection agency.

This collection agency will be in charge of collecting checks for our district that are not honored by the check writer's bank. In addition to the face value of the check, service charges and bank fees will be added to each returned check based on the laws of the State of Florida. The following is a summary of the base service charge authorized by the State of Florida for returned checks:

Amount of Check Written	Service Charge
$.01 to $50.00	$25.00
$50.01 to $300.00	$30.00
$301.00 to $800.00	$40.00
$800.01 – plus	5% of Face of Check

All returned checks will be directly sent to the check collection agency once dishonored. Should your check be dishonored by your bank, the collection agency will send a letter explaining the breakdown of the fees and charges.

5. Student Insurance - Student accident insurance is available to all students. During the first week of school, the students will be given an insurance packet citing the prices, types of coverage, and procedures to follow for enrollment in the student accident insurance plan. Athletes and cheerleaders are required to have this coverage or proof of equivalent coverage in order to participate in any athletic or cheerleading activity. Student accident insurance may also be purchased on a 24-hour basis (see Athletic Handbook for further details).

   How to File an Insurance Claim:
   All accidents to students must be reported to the school's clinic. All students covered by the student accident insurance policy should request the "claim form" required by the insurance company. The form should be completed with the help of the school secretary. All the pertinent information required on the form must be completed.

Health

1. Blood Drives - The Hernando County School District assists LifeSouth Community Blood Centers and the community by sponsoring on campus blood drives two times (2x) each school year. While the School Board permits LifeSouth to conduct blood drives on its campuses, donation is not required. If any 17 year old student wishes to give blood, his or her parent(s) or legal guardian(s) must read and sign the permission form prior to a student being allowed to donate blood. LifeSouth staff will be contacting parents to verify their permission prior to the blood drive. All students who donate blood will not be allowed to participate in any practice, physical education or any other activity that requires strenuous exertion on the day of the donation.

   The screening process for blood donation, which includes weight, blood pressure, temperature and health assessment, is completed by LifeSouth Community Blood Center personnel. Parent(s) or guardian(s) should know that an adverse reaction, which may include dizziness, fainting or slight drop in blood pressure may occur under rare circumstances. It is the School District's recommendation that all students eat foods containing a protein and a carbohydrate prior to any blood donation and donation is denied for any students who have not eaten within 2 hours of donation. Nourishment should be provided by LifeSouth Community Blood Center as needed.

2. Students with Special Health Care Needs - Parent(s)/guardian(s) are requested to notify the principal or school health professional in writing if there are any known health problems, allergies or chronic illness which may affect the student's successful participation in school activities. The school personnel must be aware of conditions that may justify prescribing special attention to the student

during school hours. For some conditions it may be necessary for the parent(s)/guardian(s) to obtain written instructions from a physician and assist in the development of a health care plan. Parents are required to complete a parent health care packet including any required physician orders for medication and/or treatments annually - signed after July 1st. The overseeing Registered Nurse will use this information to develop a health care plan if applicable. Health care plans must be completed each school year Parent(s)/guardian(s) are requested to schedule a conference with the registered nurse assigned to the school in order to share pertinent information if a child has a health problem or condition that requires special attention.

a. Glucose Monitoring - Children who must have their blood sugar level monitored at school must have a doctor's order on file indicating the times that monitoring should be done and the specific steps to be taken by school staff if the child's glucose level is high or low. It is against state policy to allow children to perform glucose monitoring without a doctor's order. For further information, consult with the school health professional.

   Students with diabetes are required to have a Diabetic Medical Management Plan, completed annually by the physician or if and/or if treatment changes are made. If they are to manage their diabetes without supervision, or if they are going to carry supplies on their person, a Contract to Carry is required signed by the physician, parent and the student.

b. Seizures - House Bill 173 (2022); requires that an Individual Seizure Action Plan (ISAP) be developed by a medical professional in consultation with a parent and signed by both individuals. All school staff that have regular contact with a student with an ISAP must complete a Department of Education approved seizure training.

c. Asthma/Allergy – If the student is asthmatic or has life threatening allergies that require emergency medications at school, the Medication Authorization form must be completed and signed by the physician and parent. If the student will be carrying their Albuterol inhaler or Epinepherine auto injector on their person, the Contract to Carry form must also be completed and signed by the physician, parent and student. It is the responsibility of the parent/guardian to ensure that the medication.

d. Cardiac- For all students with a cardiac history the parent health care packet must be completed and signed by the physician and the parent after July 1st. This should include specific vital sign parameters and when to call EMS.

e. Cystic Fibrosis – For all students diagnosed with Cystic Fibrosis the parent health care packet must be completed by the parent after July 1st. The Medication Administration for must be completed and signed by the physician and the parent for pancreatic enzymes. If the student will be carrying their pancreatic enzymes on their person, a Contract to Carry must be signed by the physician, parent and the student.

f. Other Health Conditions – For students with other health conditions, a parent health care packet should be completed after July 1st. If any medications or treatments are needed a Medication Authorization form must be completed and signed by the physician and the parent.

3. Medication - It is the desire of the Hernando County School District that **medications for students be scheduled in such a way that they can be administered at home before and/or after school hours.** In the event that this is not possible, authorized school personnel may administer medication to the students when the following conditions exist are met:
   a. Authorization for Administration of Prescribed Medication/Treatment Form (SP-EE-051) Medication Authorization Form has been completed and signed by the physician, signed by the parent/guardian and submitted to the school. This form will only need to be completed once every school year unless a change in the prescription has occurred. This order must include all of the following:
      i. the name of the medication to be administered,
      ii. the exact dose to be administered,
      iii. the route of administration,
      iv. the specific time(s) to be administered (not twice a day)
      v. the exact dose to be administered (not 1-2 tablets or 1-2 puffs, ect)

   b. The medication MUST be packaged in the original pharmacy container, with the most recent prescription date, labeled with students name, the name of the ordering prescriber, the name of the medication and instructions for administration, including the exact time. The pharmacy will provide you with a second bottle for school.
   c. If the Medication Authorization and the medication pharmacy label do not match, the medications will not be accepted.
   d. It is the responsibility of the parent to provide the right dose. School personnel will not cut or divide pills.
   e. If the medication is only given as needed the order MUST state the frequency in which the medication is administered (the order may not say as per package instructions), the reason the medication is to be administered and any side effects.
   f. A parent/guardian must bring the medications and the Medication Authorization form to school. Please bring the medication during clinic hours, as not all staff are trained to accept or receive medications.
   g. Please note that the overseeing Registered Nurse must review all medications prior to clinic staff administering.
   h. DO NOT bring more that a 30 day supply.
   i. Each time the parent/guardian brings in a new supply for medication, the school clinic staff will count the amount of medications and give a receipt after the school representative and parent/guardian have signed the receipt form. A copy will be given to the parents; the original will stay in the clinic record.

j. All medications will be locked in the appropriate medication cabinet in the school clinic. Any medication requiring refrigeration (such as antibiotics) should be kept in a locked box in the clinic refrigerator.
k. Medications must be brought to school by the parents/guardian. STUDENTS ARE NOT PERMITTED TO BRING THEIR OWN MEDICATIONS TO SCHOOL. (The only exception to this rule is students who have prescriptions and contracts to carry their medications for EPINEPHRINE AUTO INJECTOR, ASTHMA INHALER and PANCREATIC ENZYMES).

4. Over the Counter Medications – FDA approved over the counter medication to be administered by the clinic staff will also need a Medication Authorization completed and signed by the physician and the parent. An unopened bottle must be brought to school by a parent.

   Non-FDA approved medications, including but not limited to herbal remedies, dietary supplements, and experimental treatments, will not be administered by school personnel unless specific conditions are met.

   For further details, please refer to the clinic manual or contact the Registered Nurse assigned to your school.

5. House Bill 1537: A student may possess and use a medication to relieve headaches while on school property or at a school-sponsored event or activity without a physician's note or prescription if the medication is regulated by the United States Food and Drug Administration for over-the-counter use to treat headaches. Violations of Over-the- Counter (OTC) medication policy, include but are not limited to: distributing, dispersing, or sharing of OTC, carrying or possessing OTC in a package other than the original manufacturer's packaging, or ingesting or utilizing OTC in a way that is not specifically directed or authorized by the manufacturer, as directed on the original packaging. F.S. 1002.20(3)

   PARENTS/GUARDIANS ARE EXPECTED TO PAY SPECIAL ATTENTION TO THE ABOVE POLICY FOR WITHOUT ADHERENCE TO THESE RULES SCHOOL PERSONNEL WILL NOT BE ALLOWED TO ADMINISTER OR DISPENSE MEDICATIONS TO YOUR CHILD.

6. Health Screenings - All health screenings performed in the District's schools shall follow the guidelines as set by the Florida Department of Health in the School Health Services manual. All screenings are noninvasive procedures which do not penetrate the skin or anybody orifice. All health screenings are voluntary. Parent(s)/guardian(s) are notified at the beginning of the school year of all screenings. Parent(s)/guardian(s) have the right to refuse any or all screenings for their child. This must be done in writing and sent to the school clinic prior to the screenings.
   a. **Hearing Screenings:** Will be performed as indicated or for any new student entering the school district in grades K-5 or students entering a Florida school for the first time.

b. **Vision Screenings:** Will be performed as indicated or for any new student entering the school district in grades K-5.
c. **Body Mass Index (BMI)**: (Height & Weight) will be conducted in, first grade, third grade and sixth grade.
d. **Dental Screenings**: Are provided with parental permission at certain select elementary schools for students in second grade.

7. Parent/Student General Information - All parent(s)/guardian(s) should observe their child daily for signs of illness, cleanliness and adequate clothing before they leave for school. If your child exhibits any of these symptoms, do not send him/her to school:
   a. 1 episode of vomiting and/ or diarrhea with other symptoms of illness within the last 24 hours
   b. 2 episodes of vomiting and/or diarrhea within the past 24 hours
   c. Fever greater than or equal to 100 within the past 24 hours
   d. Any sign or symptom of a contagious illness
   e. Any injury that prevents student from participating in academic activities

   If your child develops any of the above symptoms, the parent/guardian or other approved person will be required to pick the student up from school.

   When a life-threatening situation occurs for a student, the school staff will contact 911 immediately. Emergency care information, including any special orders, such as a "Do Not Resuscitate" (DNR) request, will be provided to emergency medical personnel upon their arrival.

   Parent(s)/guardian(s) are asked to cooperate with school personnel whenever they request assistance, information or conferences concerning their student(s) in regards to health issues.

   Parent(s)/guardian(s) are responsible for providing personal care items for their student; change of clothes, sanitary products, brace wax etc. The clinic does not have a supply of these items.

   Parent(s)/guardian(s) shall promptly fill out the Student Information Update Emergency Information Card and Parental Consent Forms. It is vital that this information be available to the school personnel in the event of a student becoming suddenly ill or involved in an emergency situation. Failure to have this information on hand may result in an unnecessary delay in reaching the parent(s)/guardian(s) or in getting immediate medical attention for the student. It is also vital that the information card be kept up-to-date since addresses, phone numbers, etc. change during the school year. Parent(s)/guardian(s) are required to designate emergency contact person(s) who will pick up their student if the need ever arises. The name and phone numbers of the emergency contact person(s) must be included in the Emergency Information.

8. Pediculosis

   NO LIVE LICE POLICY

   Students who display signs of head lice, such as excessive scratching of the head, may be sent to the clinic to be checked. A thorough examination of the hair and scalp should be done for the presence of live lice. If nits or lice are found, siblings must be checked for lice infestation as well.

   If nits are present, an attempt will be made to contact the parent/guardian and the Nit Notification and Treatment Letter will be sent home with the student. The student will be given a return to class pass from the clinic. Students must report to the clinic on a daily basis to monitor process of nit removal until no nits are found. A final recheck will be performed on the 10th day. If nits are still present, the school health professional will be notified to follow-up with the parent/guardian. If live lice are present, parents will be called to pick-up their child from school. After live lice treatment, the student must report to the clinic with their parent/guardian to be examined for
   lice/nits before they may return to class. If lice are present, the student will be sent home with the parent/guardian.

   **NOTE: Presence of lice 24 hours after treatment suggests a very heavy infestation, re-infestation, resistance to therapy, or incorrect us of treatment product. The parent/guardian may contact their licensed healthcare provider regarding retreatment with a pediculicide.

9. School Clinic - All district schools maintain a health clinic that is attended by a school health professional with varying levels of medical training. School clinics are not fully equipped medical rooms. However, they are adequately designed for first aid and/or care of minor illness. The school clinic is closed for one hour of the school day unless there is an emergency. Students/staff should not seek explanation of their illness from the health professional since clinic personnel do not diagnose illness. School health professionals will evaluate a student's condition and act accordingly. If the health professional deems necessary, the parent(s)/guardian(s) listed on the Student Information Update and Emergency Information card will be called by the school health professional. Students who request to call home will be allowed to do so. The parent(s)/guardian(s) may then decide if the child is to remain in school (if no signs of illness) or go home. For additional information, please see the School Clinic Policy Manual. If teachers have a concern that a student is to ill/injured to stay in school, the student should be sent to the clinic for evaluation and the clinic contacted. Teacher should not contact parent unless requested by the clinic. If the student does not meet the criteria for dismissal, the parent has the right to have the student remain in school.

10. Refusal to Pick Up from School - Students who have been evaluated by the school health professional or other designated personnel and determined to be injured or too ill to remain

in class must be picked up promptly. At times, there may be extenuating circumstances when a parent(s)/guardian(s) cannot get to school to pick up their ill or injured child. In such cases, the school will work with parent(s)/guardian(s) as much as possible. However, if a parent(s)/guardian(s) refuses to pick up a child who is injured or too ill to remain in school, the incident will be documented in the child's school health folder. If a parent(s)/guardian(s) continues to refuse to pick up their sick child on subsequent occasions, then this will be documented in writing and a referral will be made to appropriate agencies.

11. Hotline Numbers

Support and Resource Area	**Toll Free Number**
Abuse Care LINE, Child Abuse, Drug Abuse, Bullying, Dating Violence	1-800-872-5437
Abuse Registry	1-800-342-9152
AIDS – Florida	1-800-FLA-AIDS
American Dental Association	1-800-621-8099
Alcoholics Anonymous Hotline	1-352-683-4597
Alzheimer's	1-800-272-3900
Anorexia Nervosa & Associated Disorders	1-847-831-3438
Be Brave Hotline	1-407-792-2957
Blindness	1-800-424-8666
Cancer – National Institute	1-800-422-6237
https://livehelp.cancer.gov/app/chat/chat_launch	
CCD Hotline	1-800-342-AIDS
Center for Autism and Related Disabilities	1-800-754-5891
Children's Medical Services	1-888-326-7485
Cocaine Abuse	1-800-662-HELP
Covenant House	1-800-999-9999
Directory Assistance	1-800-555-1212
Diabetes	1-800-232-3472
Domestic Violence Hotline	1-800-500-1119
Down Syndrome	1-800-221-4602
Drug Abuse – National Hotline	1-800-662-4357
Family Network on Disabilities	1-800-825-5736
Family Source of Florida	1-580-488-5437
Kidney Disease	1-800-638-8299
Lighthouse for the Visually Impaired and Blind	1-352-754-1132
Missing Children	1-800-843-5678
National Alliance for the Mentally Ill (NAMI) of Hernando Co	1-850-671-4445
National Health Information Center	1-240-453-8280
National Runaway Safe Line	1-800-621-4000
Organ Donations Education	1-800-528-2971
Parent Hotline	1-800-840-6537
Poison Control	1-800-222-1222
Product Safety	1-863-665-3601
Rape Hotline	1-800-656-4673

Runaway /Exploited Children	1-800-843-5678
Sexually Transmitted Diseases (STD) Hotline	1-800-458-5231
Speech and Hearing	1-800-638-TALK
Substance Abuse	1-800-390-4056
Suicide	1-800-273-8255
Tourette Syndrome Support	1-727-418-0240
U.S. Consumer Products & Safety Commission	1-800-638-2772
Vocational Rehabilitation	1-352-200-3020
Women's Sports Foundation	1-800-227-3988

12. Medication - It is the desire of the Hernando County School District that **medications for students be scheduled in such a way that they can be administered at home before and/or after school hours.** In the event that this is not possible, authorized school personnel may administer medication to the students when the following conditions ~~exist~~ are met:
    a. Authorization for Administration of Prescribed Medication/Treatment Form (SP-EE-051) has been completed and signed by the physician, signed by the parent/guardian and submitted to the school. This form will only need to be completed once every school year unless a change in the prescription has occurred.
    b. The medication must be properly labeled, in its original pharmacy container, with the name of the student, prescribing physician, name of the pharmacy and the directions for administration. The medication will not exceed the dosage required for 30 days. The date on the prescription must be dated after July 1st of the start of the new school year. This allows the student to complete an entire school year before an anniversary date of the prescription occurs.
    c. Medications must be for the exact dose prescribed. School personnel will not divide or cut any medications to adjust dosages. It is the responsibility of the parent/guardian to provide the accurate prescribed medication dosages.
    d. Each time the parent/guardian brings in a new supply for medication, the school clinic staff will count the amount of medications and give a receipt after the school representative and parent/guardian have signed the receipt form. A copy will be given to the parents; the original will stay in the clinic record.

    All medications will be locked in the appropriate medication cabinet in the school clinic. Any medication requiring refrigeration (such as antibiotics) should be kept in a locked box in the clinic refrigerator.
    Medications must be brought to school by the parents/guardian. STUDENTS ARE NOT PERMITTED TO BRING THEIR OWN MEDICATIONS TO SCHOOL. (The only exception to this rule is students who have prescriptions and contracts to carry their medications for EPINEPHRINE AUTO INJECTOR, ASTHMA INHALER and PANCREATIC ENZYMES).

    If medication is to be taken at home as well as at school, it is recommended that the parents/guardian request the pharmacist to divide the prescription into two containers so that only the amount of medication needed during school hours is brought to school. Students will not be allowed to take their medications out of the clinic. No medications will be allowed on the school bus (with the exception of the four listed in state law, Epinephrine Auto Injector, Asthma Inhaler, Insulin and Pancreatic Enzymes).

    Due to possible side effects of non-prescription medications, any over the counter medications will be treated the same as prescription medications and require the completion of the Authorization for Administration of Prescribed Medication/Treatment. Non-prescription, over the counter

products must be brought into school by the parent/guardian in an original container with the safety seal intact.

PARENTS/GUARDIANS ARE EXPECTED TO PAY SPECIAL ATTENTION TO THE ABOVE POLICY FOR WITHOUT ADHERENCE TO THESE RULES SCHOOL PERSONNEL WILL NOT BE ALLOWED TO ADMINISTER OR DISPENSE MEDICATIONS TO YOUR CHILD.

13. Parent/Student General Information - All parent(s)/guardian(s) should observe their child daily for signs of illness, cleanliness and adequate clothing before they leave for school. Since many illnesses are contagious and parent(s)/guardian(s) are interested in considering the health of other children as well as their own child, please refer to the following symptom alert checklist. If your child exhibits any of these symptoms, do not send him/her to school:
    a. Vomiting or diarrhea within the past 24 hours
    b. Fever within the past 24 hours
    c. Sore or red throat
    d. Persistent coughing or sneezing
    e. Red, watery eyes
    f. Rash
    g. Earache or drainage from the ear
    h. Excessive runny nose especially with greenish-yellow discharge

    When a life-threatening situation occurs for a student, the school staff will contact 911 immediately. Emergency care information, including any special orders, such as a "Do Not Resuscitate" (DNR) request, will be provided to emergency medical personnel upon their arrival.

    Parent(s)/guardian(s) are asked to cooperate with school personnel whenever they request assistance, information or conferences concerning their student(s) in regards to health issues.

    Parent(s)/guardian(s) are responsible for providing personal care items for their student; change of clothes, sanitary products, brace wax etc. The clinic does not have a supply of these items.

    Parent(s)/guardian(s) shall promptly fill out and return the Student Information Update ~~and~~ Emergency Information Card and Parental Consent Form to school personnel. It is vital that this information be available to the school personnel in the event of a student becoming suddenly ill or involved in an emergency situation. Failure to have this information on hand may result in an unnecessary delay in reaching the parent(s)/guardian(s) or in getting immediate medical attention for the student. It is also vital that the information card be kept up-to-date since addresses, phone numbers, etc. change during the school year. Parent(s)/guardian(s) are required to designate emergency contact person(s) who will pick up their student if the need ever arises. The name and phones numbers of the emergency contact person(s) must be included on the Emergency Information Card.

14. Pediculosis

    NO LIVE LICE POLICY

    Students who display signs of head lice, such as excessive scratching of the head, may be sent to the clinic to be checked. A thorough examination of the hair and scalp should be done for the presence of live lice. If nits or lice are found, siblings must be checked for lice infestation as well.

    If nits are present, an attempt will be made to contact the parent/guardian and the Nit Notification and Treatment Letter will be sent home with the student. The student will be given a return to class pass from the clinic. Students must report to the clinic on a daily basis to monitor process of

nit removal until no nits are found. A final recheck will be performed on the 10th day. If nits are still present, the school health professional will be notified to follow-up with the parent/guardian. If live lice are present, parents will be called to pick-up their child from school. After live lice treatment, the student must report to the clinic with their parent/guardian to be examined for lice/nits before they may return to class. If lice are present, the student will be sent home with the parent/guardian.
**NOTE: Presence of lice 24 hours after treatment suggests a very heavy infestation, re-infestation, resistance to therapy, or incorrect us of treatment product. The parent/guardian may contact their licensed healthcare provider regarding retreatment with a pediculicide.

15. School Clinic - All district schools maintain a health clinic that is attended by a school health professional with varying levels of medical training. School clinics are not fully equipped medical rooms. However, they are adequately designed for first aid and/or care of minor illness. The school clinic is closed for the first hour of school unless there is an emergency. Students should not seek explanation of their illness from the health professional since clinic personnel do not diagnose illness. School health professionals will evaluate a student's condition and act accordingly. If the health professional finds that the child is ill, the parent(s)/guardian(s) listed on the Student Information Update and Emergency Information card will be called by the school health professional. If the student is determined to be in satisfactory condition, with a normal temperature and no other signs or symptoms of illness, he/she will be returned to class. Students who request to call home will be allowed to do so. The parent(s)/guardian(s) may then decide if the child is to remain in school (if no signs of illness) or go home. For additional information, please see the School Clinic Policy Manual.

16. Refusal to Pick Up from School - Students who have been assessed by the school health professional or other designated personnel and determined to be injured or too ill to remain in class must be picked up promptly. At times, there may be extenuating circumstances when a parent(s)/guardian(s) cannot get to school to pick up their ill or injured child. In such cases, the school will work with parent(s)/guardian(s) as much as possible. However if a parent(s)/guardian(s) refuses to pick up a child who is injured or too ill to remain in school, the incident will be documented in the child's school health folder. If a parent(s)/guardian(s) continues to refuse to pick up their sick child on subsequent occasions, then this will be documented in writing and a referral will be made to appropriate agencies.

Instructional Resources

1. Instructional Materials – Florida Statute § 1006.28
   - **District School Board**
     The School District shall assure that instructional materials used in the district are consistent with the district goals and objectives and the curriculum frameworks adopted by rule of the State Board of Education as well as with the state and district performance standards.
   - **District School Superintendent**
     By March 31 the Superintendent must certify to the commissioner that there is an approved comprehensive staff development plan that supports fidelity of implementation of instructional materials programs in place. The report must verify that training was provided and that the materials are being implemented as designed.
   - **School Principal**
     The school principal has the following duties for the management and care of instructional materials at the school:

a. Proper use of instructional materials

The principal or principal's designee shall assure that instructional materials are used to provide instruction to students enrolled at the grade level or levels for which the materials are designed, pursuant to adopted District School Board Rule. The school principal or principal's designee shall communicate to parent(s)/guardian(s) the manner in which instructional materials are used to implement the curricular objectives of the school.

b. Money collected for lost or damaged books

The school principal or principal's designee shall collect from each student or the student's parent(s)/guardian(s) the replacement cost of any instructional material the student has lost, destroyed, or unnecessarily damaged.

c. Disposition of funds

The school principal or principal's designee shall transmit all money collected from the sale, exchange, loss, or damage of instructional materials to the district to be deposited in the district instructional materials fund

d. Accounting for textbooks

The Principal or principal's designee shall see that all books are fully and properly accounted for as prescribed by the adopted rules of the district school board. Adopted procedure for the Hernando County School System is the use of the district provided circulation system to maintain inventory of instructional materials.

- **Parent and Students** – Florida Statute § 1006.42

  Each parent of a student to whom or for whom instructional materials have been issued, is liable for any loss or destruction of, or unnecessary damage to, the instructional materials or for failure of the student to return the instructional materials when directed by the school principal or the teacher in charge, and shall pay for such loss, destruction, or unnecessary damage as provided under s. 1006.28(3). **A student will only have digital access to instructional materials when a parent fails to return the instructional materials or pay for damage/lost materials.**

2. Adoption Cycle 2024-2025 through 2029-2030

Adoption Year	Subject Area	Specifications & Criteria Available	State Adoption Process	Effective Date Of Contract April 1 – March 31
2024-2025	English Language Arts, ***K-12***; Personal Financial Literacy and Money Management, ***9-12*****;** Mathematics Intervention Materials,***K-4*** and English Language Arts Intervention Materials, ***K-3***	Nov. 2023	April 2024- 2025	2025-2030
2025-2026	Career and Technical Education, World Languages, Art, Music, Dance and Health, ***K-12***; Additional English Language Arts, ***6-12***	Nov. 2024	April 2025- 2026	2026-2031
2026-2027	Mathematics and Computer Science, ***K-12***	Nov. 2025	April 2026- 2027	2027-2032
2027-2028	Social Studies***, K-12***	Nov. 2026	April 2027- 2028	2028-2033
2028-2029	Science, ***K-12***	Nov. 2027	April 2028- 2029	2029-2034

3. Media Center/Library - Media centers are provided for students use in all Hernando County schools. The media center is provided to support the learning and enhance the educational opportunities for all students.

   Students using the media center/library must abide by media center/library regulations or they will lose their privilege to use the media center/library. The length of the loss of privilege, if such does occur, will be determined by the administration.

   Students are responsible for all material checked out of the media center/library in their names. They are responsible for the material until it is returned. If the material is not returned, the procedures for Lost or Damaged Books will be followed. For this reason, students are discouraged from checking out material for friends or from loaning books or material to other students.

4. Social Security - The School District of Hernando County may collect, use or release social security numbers of students and/or parents as either required or authorized by law [Florida Statute §119.071(5)(a)2-3]. For more information see Appendix D.

5. Student Records - State and Federal law gives parents [and students over eighteen (18) years of age] certain rights concerning student school records. For more information see Appendix E.

Safety

1. Emergency Procedures
   a. 911:
   If students or parent(s)/guardian(s) become aware of any criminal activities, violence, weapons, guns or drugs in regard to a district school, that individual is urged to immediately call 911 Contact school personnel to report violations of school rules and or bullying.
   b. Evacuation / Reunification Procedures:
   It should be noted that circumstances may arise which require the Hernando County School District to either evacuate one or more of its campuses due to an emergency situation. If this action is required, all students will be moved to an alternative site, when it is safe to do so, until the hazard has passed. It should be noted that during an emergency, ALL cell phones (students and staff) are to be "OFF". If parent(s)/guardian(s) wish to pick-up their student during an emergency situation, they may do so only from the ~~alternative~~ designated reunification site for each school. Information regarding the designated reunification site will be provided on a case-by-case basis when conditions warrant evacuation from an affected site.

2. Lockers - Lockers will be issued according to school-based procedures. The locker is the property of the school, and administration reserves the right to inspect the locker without prior notice being given to the student who rents the locker. The student renting the locker is responsible for the contents and condition of the locker.

3. Off-Campus Passes/Leaves, Permits - To receive permission, students must bring a note from the parent(s)/guardian(s) indicating the student has permission to leave campus or the student will be picked up by the parent(s)/guardian(s) and this note will be verified with a phone call to the parent by administration. The note must give the reason for the dismissal. Only the attendance office can give students an off-campus pass/leave permit. The pass will be given only when the situation is considered urgent and warrants this special privilege. The criteria for issuing the pass/leave permit

shall be the same as an excused absence. Students must show his/her permit to leave campus during school hours. A student may be signed out of school only if a legal guardian listed on the student emergency card provides the requested documentation. A picture identification of the individual requesting the student be released may be required. Students are not allowed to leave school with any person other than the legal parent(s)/guardian(s) or a person with authorization from the student's parent(s)/guardian(s). Adult students (18 years of age or older) or a married student will need only the principal's permission to leave campus.

Students are not allowed to leave campus for lunch or to run off-campus errands for staff.
With principal and parent(s)/guardian(s) permission, students will be allowed to leave campus for a school-sponsored activity. The student must be covered by sufficient insurance and the liability waiver must be completed.
Students may not leave campus during school hours without appropriate permission.

4. Safety Rules
   - Adhere to on-site traffic plans for vehicles when driving on campus
   - Encourage walkers or bicyclists to follow safety rules
   - Use pedestrian-safety features where available

5. Supervision
   Ensure Your Child's Safety
   - Parents and children are not to arrive at school earlier than thirty minutes before the start of the school day*
   - Children are to leave campus within thirty minutes after the school day or activity ends*

   * Special arrangements may be made with the before/after school program, teacher or administrator.
   Supervision will not be provided earlier than thirty minutes before nor thirty minutes after school times. School clinic services are not available at extracurricular activities nor before or after the school day. Parents bear the responsibility to attend to any medical needs for their children before and after these times.

6. Survey - Students are not required to participate in any survey non-related to school matters. See Appendix F.

7. Visitors - To protect the safety and welfare of the Hernando County School District's students, all school campuses are closed. All visitors must enter the school through the main office to be screened and given authorization to visit the campus [Florida Statute §1013.10; Unauthorized persons on school district property may be considered to be a trespasser and may be reported to law enforcement. Acceptable reason for school visits include:

   - Participation in a school-sponsored activity approved by the administration.
   - Special permission from the school or district administration.

   Students who have been withdrawn, expelled or suspended from school for disciplinary reasons will not be allowed on any School Board property or at school-sponsored activities unless they are accompanied by an administrator or administrator's designee. This administrator or administrator's designee shall accompany the student until the student has left the school grounds.

8. Weather Emergencies - When students find themselves in or around the following location, event, or condition, during a thunderstorm or lightning they are advised to take the following protective action:

Thunderstorms and Lightning:

a. **On School Grounds:** Students are directed to get out of open areas and into an enclosed building as quickly as possible upon the approach of a storm. Students shall not seek shelter under isolated trees, close to metal fences, on playground equipment, or in shelters in exposed locations.

b. **In School Buildings:** Students are directed to stay indoors and to not go outside unless absolutely necessary. Stay away from open doors and windows, metal objects, electrical appliances and plumbing until the storm has passed. Keep telephone use to a minimum. Do not handle flammable liquids in open containers. Unplug, if possible, TV sets, computer equipment and all electrical equipment and appliances.

c. **Athletic Events:** Students are directed to seek shelter in buildings. Avoid open fields and high objects in the area where there is no shelter. Keep twice as far from isolated trees or objects as the object is tall. Get into a crouching position if open areas cannot be avoided. Avoid open spaces, metal fences, sheds or unenclosed shelters. Avoid electrically conductive overhead objects (i.e., wires). Do not use metal object such as fishing rods or golf clubs. Remove metal-cleated shoes.

d. **In Transit:** Students are directed to stay inside vehicles. DO NOT TOUCH EXPOSED METAL PARTS. Do not park vehicles under electrical lines or trees. Seek protected shelter when using scooters, motorcycles, bicycles and other open vehicles.

e. **Field Trips or Hiking:** Students are directed to move from high ground and avoid lone trees and small sheds. Stay away from metal fences. Seek shelter in a thick timber ravine, ditch or in an enclosed vehicle or building.

Tornadoes:

Principals and facility managers have evaluated their physical plants and have developed plans for secure area for the students. They have considered the following issues in formulating their plans:

- The utilization of lower floors and interior areas for housing students.
- Gyms and other areas with wide roof span buildings are not suited for housing students.
- The development of a special alarm system for tornado warnings.
- Ensuring that first aid supplies are current and convenient.

a. **Tornado Watch***:* When weather conditions are right for the formation of tornadoes, the staff will:

- Move students from re-locatable (portable) classrooms and outside locations to permanent facilities.
- Prepare shelter areas on the lower floors and toward the interior of the buildings.
- Monitor weather advisories.
- Make plans to evacuate large areas with wide roof spans unless they are designated as shelters.
- Keep doors unlocked.
- Close windows and outside doors.

b. **Tornado Warning:** When a tornado has been sighted in the area visually and/or on radar, the staff will:

- Monitor progress of the storm.

- Evacuate portable classrooms and take shelter in permanent facilities.
- Close windows and outside doors.
- Direct everyone to seek cover where floors and walls meet and take a protective seated position with hands/arms covering the head and face.

c. **School Bus:** During a tornado warning, bus drivers will take the following steps:
   - Stop at the closest available building which can be used as a shelter.
   - Shelter students until the "all clear" are announced.
   - Advise students to seek cover and place themselves in a protected position covering their head and face.
   - Have the students disembark and lie flat in the lowest area available when a suitable shelter is not available.

Transportation

1. Driver's License Requirements - According to the provisions of Florida Statutes, effective October 1, 1997, any student who is eligible to obtain a restricted or regular license must be enrolled in an educational program and satisfy relevant attendance requirements. The student must be enrolled in a K-12 program, a special program, or an adult full time evening school. The student must not have more than fifteen (15) unexcused absences in a 90-day attendance period.

   A. Suspension of Driver's License

   If a student is not enrolled in school or accumulates fifteen (15) or more unexcused absences in a 90-day period, the district must notify the Department of Highway Safety and Motor Vehicles of the name, date of birth, and social security number of the student. Upon receipt of notice from the Department of Highway Safety and Motor Vehicles that the driving privilege will be suspended, the minor or the parent(s)/guardian(s) of the minor has fifteen (15) calendar days to provide proof of compliance with the school attendance requirement statute or request a hardship waiver. Twenty (20) days after notification from the Department of Highway and Safety and Motor Vehicles, the operator's license or learner's permit will be suspended. Students affected by this requirement who have not yet received a learner's permit will have their attendance recorded with the Department of Highway Safety and Motor Vehicles.

   Hardship Waiver

   According to the provisions of the statute cited above, school administration shall waive the requirements of this statute for any minor under its jurisdiction for whom a personal or family hardship requires that the minor have a driver's license for their own or their family's employment or medical care. Recommendations of teachers and counselors are to be considered prior to granting a waiver. If a waiver is granted through this process, the Department of Highway Safety and Motor Vehicles is to be notified within 24 hours after the hearing.

2. Parking

   To be eligible for a parking permit, **the high school student** must:
   - Have a 2.0 GPA at the time of application
   - Maintain a 2.0 GPA each marking period for which the permit is issued
   - Maintain a 10 days or less unexcused attendance rate for each class in the prior semester.

   a. The Principal or principal's designee will suspend the parking permit at the time that the student's GPA falls below 2.0 and/or student has 10 or more unexcused absences in the current semester. However, a student may have his/her parking permit reinstated when the GPA is restored and/or attendance is improved provided there are available parking spaces.

b. All high school students who drive vehicles on campus are required to obtain a parking permit with an assigned number. That number and student application will be kept on file in the administration office. Since there are limited parking facilities on high school campuses, parking permits will be issued in order of academic programs (DECA, Allied Health, Dual Enrollment, Reduced Schedule) and seniority with Seniors, and Juniors second priority.
c. A parking permit will be issued by the principal or principal's designee to eligible drivers for each vehicle registered upon presentation of a current Florida Operator's License and a Florida Vehicle Registration Certificate. The sticker shall be placed on the vehicle in accordance with the individual school's requirements. Each vehicle will be assigned a specific parking area.
d. Students are not permitted to return to their vehicles during school hours unless approved by the school administration.
e. The school is not responsible for damages, theft, etc. to personal vehicles, bicycles, scooters or any form of transportation or their contents.
f. Student drivers have the responsibility to ensure that all passengers have appropriate leave permits when leaving campus during the school day. Failure to do so may result in disciplinary action.
g. Students driving vehicles within the school zone are required to observe all state, local and school district regulations on speeding and parking. Any member of the faculty, staff or administration may issue a citation for a violation upon identification of the student or parking permit. The citation will be in triplicate with one copy to the student or placed on the vehicle, one copy to the administration for the student's disciplinary file, and one copy to be mailed to the parent(s)/guardian(s) of the student. Repeated violations may result in issuance of a parking ticket with a fee up to $25.00 and/or suspension or revocation of the privilege of driving and parking on campus, and/or referral to law enforcement. After the first warning of irregular parking, vehicles that do not have parking stickers will be towed away at the driver's expense.
h. Excessive disciplines, absences, tardies, or improper use of off-campus privileges on the part of the student may result in the revocation of the parking permit.
i. Middle school students are not permitted to operate motorized vehicles on campus.

3. Bicycles and scooters - Persons riding bicycles or scooters on a roadway have the same rights and duties as drivers of motorized vehicles. Riders must know and obey the scooter laws and/or know and obey the bicycle laws. All students must comply with the helmet law.

4. Bus Procedures - Instructions for Students Riding the Bus:
   - Students are expected to obey the bus driver's instructions at all times since he/she is in full charge of the bus.
   - When waiting to board the bus, students are to stand at least 10 feet off the roadway until the bus stops. Also, when boarding or departing the bus, students are to walk 10 feet in front of the bus and wait for the driver's signal before crossing the road.
   - Students must board and leave the bus at their regular stop location. No exceptions will be made unless by written permission from the administration.
   - Students must be on time. The bus will not wait for those who are tardy. Students should be at the bus stop five minutes before the scheduled time. In case of a bus breakdown, students must wait at the bus stop for one hour for a substitute bus to arrive before an excused tardy for being late to school is issued.
   - The driver will assign student seats. Students are to sit facing forward with feet out of the aisle. Students are to remain in their seats while the bus is in motion. The aisle must be clear of feet, books and jackets. The driver must have an unobstructed view of the back door.

- Students are to keep arms and heads inside windows. No object is to be thrown at the bus, in the bus or out of the windows of the bus.
- Students are to make no unnecessary conversation with the bus driver since the driver must have his/her full concentration on driving the bus. Students are to remain quiet. Outside of ordinary conversation, students are to maintain classroom conduct. Students shall not use any abusive or profane language to other students, the driver or pedestrians.
- Students will refrain from pushing, tripping, shoving and fighting while boarding, riding and leaving the bus.
- Students are to be absolutely silent when the bus stops at all railroad crossings. Burning the dome lights is the driver's signal for absolute silence.
- No eating, drinking, use of drugs/snuff/chewing tobacco, smoking, vaping or possession of a weapon will be allowed at any time on the bus.
- Animals (dead or alive), glass containers, sharp objects, balls, ball bats, racquets, marbles, cutting instruments, toys, radios, tape players, CD players, games, novelty/trading cards, batons, drumsticks, toothpicks, balloons, lighters, matches, or any items of this nature are not allowed on the bus.
- Large objects, including band instruments which cannot be held on the lap or which interfere with the seating and safely of others, will not be permitted on the bus.
- Students in Exceptional Student Education must comply with all of above. As required by law, parent(s)/guardian(s) of exceptional students must be available to assist the student in boarding and departing at the approved bus stops, and they must provide necessary emergency information to the Transportation Department.

Violation of any of the above rules will be reported by the driver to the principal who has the authority to suspend a student temporarily or permanently from riding the bus. Riding the bus is a privilege. Parent(s)/guardian(s) have the responsibility to ensure that suspended students will not appear at the bus stop.

Pledge

In accordance with Florida Statute §1003.44, a student has the right not to participate in reciting the pledge. Upon written request by his or her parent, the student must be excused from reciting the pledge, including standing and placing the right hand over his or her heart.

APPENDIX A
(Course Progression Charts)

Middle Grades Course Progression

Course	Level	Grade 6	Grade 7	Grade 8
English Language Arts	(Level 1-2)	MJ Language Arts 1 (1001010) + M/J Intensive Reading (1000010)	M/J Language Arts 2 (1001040) + M/J Intensive Reading (1000012)	M/J Language Arts 3 (1001070) + M/J Intensive Reading (1000014)
	(Level 3-5)	M/J Language Arts 1 1001010) or M/J Language Arts 1 Adv (1001020)	M/J Language Arts 2 (1001040) Or M/J Language Arts 2 Adv (1001050)	M/J Language Arts 3 Adv (1001080) or English 1 (1001310) or Pre-AP English 1 (1001415)
Mathematics	(Level 1)	MJ Math Course 1 (1205010) + Intensive Math (1204000)	MJ Math Course 2 (1205040) + Intensive Math (1204000)	MJ Pre-Algebra (1205070) + Intensive Math (1204000)
	(Level 2)	MJ Math Course 1 (1205010)	MJ Math Course 2 (1205040)	MJ Pre-Algebra(1205070)
	(Level 3-5)	MJ Math Course 1 Adv (1205020)	MJ Math Course 2 Adv (1205050)	‡‡Algebra 1 (1200310)* or Pre-AP Algebra 1 (1200386)* or MJ Pre-Algebra(1205070) ***Level 3 EOC score required for standard diploma and EOC counts 30% of final grade***
Science	(Level 1-3)	Comprehensive Science 1 (2002040)	Comprehensive Science 2 (2002070)	Comprehensive Science 3 (2002100)
	(Level 4-5)	Comprehensive Science 1 Adv (2002050)	Comprehensive Science 2 Adv (2002080)	Comprehensive Science 3 Adv (2002110)
Social Studies	(Level 1-3)	U.S. History (2100010) Or U.S. History and Career Planning (2100015)	Civics (2106010) or Civics and Career Planning (2106016)* ***EOC counts 30% of final grade***	World History and Career Plan (2109015)

	(Level 4-5)	U.S. History Adv (2100020) Or U.S. History and Career Planning Adv (210005)	Civics Adv (2106020) or Civics and Career Planning Adv (2106026)* ***EOC counts 30% of final grade***	M/J World History Adv and Career Plan (2109020) Or Pre-AP World History and Geography (2109415)

If a school offers Pre-AP World History and Geography, MYP IB or AICE Social Studies courses in 8th grade, the school must adopt US History and Career Planning or Civics and Career Planning to meet promotion requirements.

High School Course Progression Matrix

English Language Arts and Mathematics

Course	Grade Level	Transitional Level 1-2	On Grade Level 3	Above Level 4-5	IB Level 4-5	AICE
English Language Arts	**Grade 9**	English I / (1001310) & Intensive Reading	English I / (1001310) or Pre-AP English I / (1001415)	English 1 (H) / (1001320) or English II (H) / (1001350) or Pre-AP English I / (1001415)	English 1 (H) / (1001320H) or Pre-IB English 2 / (1001810)	English 1 (H) / (1001320H) or AS General Paper / (1009360)
	Grade 10	English II / (1001340) & Intensive Reading	English II / (1001340) or English II (H) / (1001350)	English II (H) / (1001350) or English III (H) / 1001380	Pre-IB English 2 / (1001810) or English 3 (H) / (1001380) or AP LA & Comp.(1001420)	English II (H) / (1001350) or AS English Language / (1001550)
	Grade 11	AS General Paper / (1009360)	AS General Paper / (1009360) or ENC1101/ENC1102	AP LA & Comp.(1001420) or ENC1101/ENC1102 (2cr) or AS General Paper / (1009360)	IB English 3 / (1001820)	AS English Literature / (1005370)
	Grade 12	English IV / (1001400)	English IV / (1001400) or ENC1101/ENC1102 (2cr)	AP LA & Comp.(1001420) 0r ENL2011/ENL2012 (2cr)	IB English 4 / (1001830)	AS English Language and Literature / (1001535)
== Mathematics	**Grade 9**	Algebra 1A / (1200370) 1 credit &	*Algebra 1 or (H) (1200310/1200320) Or	Geometry or (H) (1206310/1206320)	Geometry (H) / (12063i0) Or Algebra II (H) / (1200340)	Geometry (H) / (12063i0) Or

		*Algebra 1B / (1200380) 1 credit	Pre-AP Algebra 1 (1200386)*			Algebra II (H) / (1200340)
	Grade 10	Geometry / (1206310)	Geometry or (H) / (1206310/1206320)	Algebra II or (H) / (1200330/1200340)	Algebra II (H) / (1200340) or IB Pre-Calculus / (1202375)	Algebra II (H) / (1200340) or Pre-Calc / (1202340)
	Grade 11	Algebra II or (H) / (1200330/1200340) or Mathematics for Data and Financial Literacy (1200384)	Algebra II or (H) / (1200330/1200340) or Mathematics for Data and Financial Literacy (1200384)	Pre-Calc / (1202340) or MAC 1105/1147 (2cr)	IB Math Studies / (1209800) or IB Pre-Calculus / (1202375) Or IB Calc & Descr Stats / (1202810)	Pre-Calc / (1202340) Or AP Calculus AB / (1202310)
	Grade 12	Algebra II or (H) / (1200330/1200340) or Mathematics for Data and Financial Literacy (1200384) or Mathematics for College Liberal Arts (1207350)	Pre-Calc / (1202340) or Mathematics for Data and Financial Literacy (1200384) Or Mathematics for College Liberal Arts (1207350) or MAC 1105/1147 (2cr)	AP Calculus AB / (1202310) or STA2023	IB Stats & Intro Diff Calc (1210310) Or IB Calc & Descr Stats / (1202810) Or AP Calculus AB / (1202310)	AP Calculus AB / (1202310) Or AP Calculus BC / (1202320)

**** Level 3 EOC score required for standard diploma and EOC counts 30% of final grade***

Algebra 1A and Algebra 1B are equivalent to 2 credits for high school graduation. However, both courses count as 1 credit for admission to the SUS

Certain Industry Certifications may be applied toward mathematics credit requirements (excluding Algebra 1 and Geometry)

High School Course Progression Matrix

Science and Social Studies

Course	Grade Level	Transitional Level 1-2 Science FCAT	On Grade Level 3	Above Level 4-5	IB Level 4-5	AICE
Science	**Grade 9**	Env. Science (2001340) (Grade 9 students only)	Biology (2000310)	Biology or (H) (2000310/2000320)	Biology 1 (H) (2000320H)	Biology (H) / (2000320)
	Grade 10	Biology (2000310)	Physical Science (2003310)	Chemistry I or (H) (2003340 / 2003350)	Chemistry 1 (H) (2003340 / 2003350)	AS Marine Science / (2002515)
	Grade 11	Physical Science (2003310) or Marine Science (2002500) or Earth Space Science (2001310)	Marine Science (2002500) or Earth Space Science (2001310)	Physics I or (H) /(2003380/2003390) or AP Env. Science (2001380) or +AP Biology 2000340 or BSC2010/BSC2011	AP Biology (2000340)	AS Environmental Management / (2001381)
	Grade 12			CHM 2045 Or PHY1053	Biology 2 IB / (2000810) or Biology 3 IB / (2000820) or Env. Systems 2 IB / (2001375) or Sports & Ex Science 2 IB (2001830) or Chemistry 2 IB (2003810)	
Social Studies	**Grade 9**					World History (H) / (2109320)
	Grade 10	World History (2109310)	World History or (H) (2109310/2109320) or Pre-AP World History and Geography (2109415)	AP World History (2109420)	AP World History (2109420) Or AP European History (2109380)	AS European History / (2109371)

	Grade 11	U.S. History (2100310)	U.S. History or (H) (2100310/2100320) or AP U.S. History (2100330)	AP U.S. History (2100330) or *AMH2010/AMH2020	AP U.S. History (2100330)	AS US History / (2100500)
	Grade 12	U.S. Government (2106310) Econonomics (2102310)	U.S. Government or (H) (2106310/2106320) and Economics or (H) (2102310/2102320)	AP U.S. Gov and Politics (2106420) AP Microeconomics (2102360) or AP Macroeconomics 2102370 or AP Psychology 2107350 or AP Comparative Gov/Pol 2106430 DE Psychology PSY1012 or DE Sociology SYG2000	Cont. History 1 IB (2109800) or Cont. History 2 IB (2109805) or Soc & Cult Anthropology 2 IB (2101810) or Environmental Systems 2 IB (2001375)	

APPENDIX B
(Sample Programs of Study)
For a full list of all programs of study, go to the district website

Career Cluster:	**Visual and Performing Arts**	**Program:**	**Theatre**
Career Cluster Pathway:	**Acting**	**Industry Certification:**	**N/A**

HERNANDO SCHOOL DISTRICT
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	16 CORE CURRICULUM CREDITS				8 ADDITIONAL CREDITS		
	ENGLISH 4 credits	**MATH** 4 credits	**SCIENCE** 3 credits, 2 with lab	**SOCIAL STUDIES** 3 credits	**OTHER REQUIRED COURSES** FINE ARTS (1 credit), PHYSICAL EDUCATION (1 credit),	**VISUAL and PERFORMING ARTS COURSES**	**RECOMMENDED ELECTIVES** (ALIGNED WITH COMMUNITY COLLEGE & STATE UNIVERSITY SYSTEM PROGRAMS)
HIGH SCHOOL (NCTHS)	**Diploma Options: (1) 24 Credit (2) 18 Credit ACCEL (3) Advanced International Certificate of Education (4) International Baccalaureate** • **Students are encouraged to begin planning for careers and post secondary options by exploring resources at mycareershines.org.** • **Students are also encouraged to participate in dual enrollment courses which may be used to satisfy high school graduation or Bright Futures Gold Seal Vocational Scholars course requirements.** • **Cumulative GPA of 2.0 on a 4.0 scale for 24 credit program**						
9th	English 1	*Algebra 1	Biology		HOPE (meets PE requirement)	Acting 1	Foreign Language
10th	*English 2	Geometry	Physical Science	World History		Acting 2	Foreign Language
11th	English 3	Algebra 2	Chemistry or Physics or Equally Rigorous Course	US History	Fine Arts – May take an additional Theatre course such as Technical Theatre Design & Production 1 or Musical Theatre 1	Acting 3	
12th	4th year English	4th year Math		US Government and Economics with Financial Literacy		# Acting 4	

Post-Secondary	**Based on the Career Cluster of interest and identified career and technical education program, the following is a sample of postsecondary options available.**		
	2-Year Professional Certificate PROGRAM(S)	**COMMUNITY COLLEGE PROGRAM(S)**	**UNIVERSITY PROGRAM(S)**
	American Musical and Dramatic Academy (AMDA - NY)	A.S. in Acting (FL School of the Arts) A.A. Pre-Major in Theatre (Valencia College)	B.A. in Theatre Arts or Theatre/Education B.F.A. in Acting or Theatre Performance (UF, UCF, FSU, and others)
CAREER	**Sample Career Specialties**		
	Actor (Theatre, film, television, industrials, theme park, voice-over artist, etc.)	K-12 Theatre Teacher College Theatre Professor Theatre Company/Performing Arts Center Education Director/Instructor	Other professions that often encourage study in acting: Psychologist/Counselor, Lawyer, Minister/Clergy, Broadcaster
CREDIT	**Extension and Dual Enrollment Opportunities**		
	Dual Enrollment Survey of Drama 1 & 2 through PHSC	Students in the Theatre program may take additional theatre courses to supplement their career cluster pathway as openings in their schedules permit	Available courses: Acting 1, 2, 3, 4 Honors, Technical Theatre Design & Production 1, 2, 3, 4 Honors, Musical Theatre 1, 2, 3, Theatrical Directing & Stage Mgmt.

=Level 3 Requirements** **#=Honors Weight** **♦=Science Equivalent *Course **@= Course Substitution** **PA= Fine/Performing Arts Credit**

Performing Arts Student Association: International Thespian Honor Society

Extra Curricular Experience Recommendations: Participation in Shark Theatre productions, Thespian Honor Society Festivals/Competition

Program of Study Graduation Requirements: http://www.fldoe.org/academics/graduation-requirements

Career Cluster:	**Engineering & Technology Education**	**CTE Program:**	Production Technology (8604000)
Career Cluster Pathway:	**Engineering & Technology Career Path (SCPA)**	**Industry Certification:**	Secondary: MSSC Certified Production Technician Post-Secondary: **NIMS Machining Level 1**

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	14 CORE CURRICULUM CREDITS				10 ADDITIONAL CREDITS		
	ENGLISH 4 credits	**MATH** 4 credits	**SCIENCE** 3 credits, 2 with lab	**SOCIAL STUDIES** 3 credits	**OTHER REQUIRED COURSES** FINE ARTS (1 credit), PHYSICAL EDUCATION (1 credit),	**CAREER AND TECHNICAL EDUCATION COURSES**	**RECOMMENDED ELECTIVES** (ALIGNED WITH COMMUNITY COLLEGE & STATE UNIVERSITY SYSTEM PROGRAMS)
HIGH SCHOOL (CHS, HHS)	**Diploma Options: (1) 24 Credit (2) 18 Credit ACCEL (3) Advanced International Certificate of Education (4) International Baccalaureate** • **Students are encouraged to begin planning for careers and post secondary options by exploring resources at mycareershines.org.** • **Students are also encouraged to participate in dual enrollment courses which may be used to satisfy high school graduation or Bright Futures Gold Seal Vocational Scholars course requirements.** • **Cumulative GPA of 2.0 on a 4.0 scale for 24 credit program**						
9th	English 1	*Algebra 1	Biology		HOPE (meets PE requirement)	Production Technology 1 (PA)	Foreign Language
10th	*English 2	Geometry	Physical Science	World History	Practical/Fine Arts	Production Technology 2 (PA)	Foreign Language
11th	English 3	Algebra 2	Chemistry or Physics or Equally Rigorous Course	US History		Production Technology 2 (PA)	
12th	4th year English	4th year Math		US Government and Economics with Financial Literacy			

Post-Secondary	**Based on the Career Cluster of interest and identified career and technical education program, the following postsecondary options are available.**		
	TECHNICAL CENTER PROGRAM(S)	**COMMUNITY COLLEGE PROGRAM(S)**	**UNIVERSITY PROGRAM(S)**
	Automation & Production Technology at SunCoast Technical Education Center	A.S. Engineering Technology at HCC A.S. Engineering Technology at SPC A.S. Engineering Technology at PHSC	BS in Industrial Management at USF BS in Industrial Engineering at UCF
CAREER	**Sample Career Specialties (The Targeted Occupations List may be used to identify appropriate careers.)**		
	Production Worker Team Assemblers	Engineering Technician Machinist Manufacturing Production Technician	Engineer
CREDIT	**Articulation and CTE Dual Enrollment Opportunities**		
	Secondary to Technical Center (PSAV)	**Secondary to College Credit Certificate or Degree** Students earning the MSSCN001 Industry Certification are guaranteed 15 credits in the Engineering Technology AS/AAS	**PSAV/PSV to AAS or AS/BS/BAS** Three (3) college credit hours to the AAS/AS Degree in Manufacturing Technology.

***= Level 3 Requirements** **#=Honors Weight** **♦=Science Equivalency** **@= Course Substitution** **PA= Fine/Performing Arts Credit**

Career and Technical Student Association: Skills USA

Internship/Work Experience Recommendations:

Program of Study Graduation Requirements: http://www.fldoe.org/academics/graduation-requirements

Career Cluster:	**Health Science**	**CTE Program:**	**Allied Health Assisting**
Career Cluster Pathway:	**Support Services**	**Industry Certification:**	**Certified Medical Administrative Assistant, Certified Nursing Assistant**

HERNANDO SCHOOL DISTRICT
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	14 CORE CURRICULUM CREDITS				10 ADDITIONAL CREDITS		
	ENGLISH 4 credits	**MATH** 4 credits	**SCIENCE** 3 credits, 2 with lab	**SOCIAL STUDIES** 3 credits	**OTHER REQUIRED COURSES** FINE ARTS (1 credit), PHYSICAL EDUCATION (1 credit),	**CAREER AND TECHNICAL EDUCATION COURSES**	**RECOMMENDED ELECTIVES** (ALIGNED WITH COMMUNITY COLLEGE & STATE UNIVERSITY SYSTEM PROGRAMS)
HIGH SCHOOL (CHS, HHS)	**Diploma Options: (1) 24 Credit (2) 18 Credit ACCEL (3) Advanced International Certificate of Education (4) International Baccalaureate** • **Students are encouraged to begin planning for careers and post secondary options by exploring resources at mycareershines.org.** • **Students are also encouraged to participate in dual enrollment courses which may be used to satisfy high school graduation or Bright Futures Gold Seal Vocational Scholars course requirements.** • **Cumulative GPA of 2.0 on a 4.0 scale for 24 credit program**						
9th	English 1	*Algebra 1	Biology		HOPE (meets PE requirement)		Foreign Language
10th	*English 2	Geometry	Physical Science	World History	Practical/Fine Arts		Foreign Language
11th	English 3	Algebra 2	Chemistry or Physics or Equally Rigorous Course	US History		Health Science 1or Anatomy & Physiology	
12th	4th year English	4th year Math		US Government and Economics with Financial Literacy		Health Science 2, Allied Health 3 and Health Science Directed Study	

Post-Secondary	**Based on the Career Cluster of interest and identified career and technical education program, the following postsecondary options are available.**		
	TECHNICAL CENTER PROGRAM(S)	**COMMUNITY COLLEGE PROGRAM(S)**	**UNIVERSITY PROGRAM(S)**
	Certified Nursing Assistant, Practical, Surgical Technician, EMS, Paramedics, Medical Technician Programs	Various Health Science Programs including LPN, RN Radiology Technician, Ultrasound Technician	BS in Registered Nursing, Pre-Med, Pre-Pharmacy, Nurse Practitioner,
CAREER	**Sample Career Specialties (The Targeted Occupations List may be used to identify appropriate careers.)**		
	Certified Nursing Assistant, Patient Care Assistant, Practical Nurse	Nursing RN, Emergency Medical technician, Medical Administrative Assistant, Health Unit Coordinator, Medical Coder	Registered Nurse, Nurse Practitioner, Respiratory Therapist, Physical Therapist
CREDIT	**Articulation and CTE Dual Enrollment Opportunities**		

***= Level 3 Requirements** **#=Honors Weight** **♦=Science Equivalency** **@= Course Substitution** **PA= Fine/Performing Arts Credit**

Career and Technical Student Association: HOSA Future Health Professionals

Internship/Work Experience Recommendations: Clinical experience required as part of program

Program of Study Graduation Requirements: http://www.fldoe.org/academics/graduation-requirements

APPENDIX C
(Intervention Plans)

Individual Student Plans

Plan Element	Progress Monitoring Plan	Individual Education Plan (IEP)	Section 504 Plan	English Language Learners Plan
Authority	Section 1008.25(4), F.S.	Individuals with Disabilities Education Act and Rule 6A-6.03028, FAC	Section 504 of the Rehabilitation Act of 1973	Consent Decree, *LULAC et. al. v. State Board of Education* (1990)
Purpose	To assist the student in meeting state and district expectations for proficiency for promotion in ELA, mathematics, social studies, and science	To address the unique educational needs of a student with a disability, including their level of English proficiency to ensure a free and appropriate public education	To provide students with disabilities equal opportunity to benefit from educational programs, services, or activities as is provided their nondisabled peers	To ensure the provision of appropriate services to students with limited English proficiency and to monitor the progress made by such students
Target Audience/Student Eligibility	Students who do not meet specific levels of performance as determined by the district School Board ELA, mathematics, social studies, and science for each grade level, or who do not meet specific levels of performance on statewide assessments at selected grade levels	Students who meet the eligibility requirements under IDEA and State Board of Education Rules must have an IEP developed and implemented.	Students with a current physical or mental impairment which substantially limits one or more major life activities	Students identified through a home language survey and oral/aural and reading/writing (3-12) assessments to be limited English proficient
Goals	Identification of the desired level of performance in area(s) of deficiency. Level 3 on FSA, SRI grade level proficiency and below designated cut points on iReady.	Identification of measurable annual goals to address the student's priority educational needs and how the disability affects progress in the general education curriculum	Determination of necessary accommodations based on the individual needs of the student	Progress toward the acquisition and proficiency of the English language
Method	Diagnostic assessments may include: teacher and common district assessments, placement test, and diagnostic software results	Diagnostic assessments may include: teacher and common district assessments, placement test, and diagnostic software results	There are no specific requirements for the content of a Section 504 plan; the plan identifies the services or accommodations to be provided to the eligible student.	ACCESS for ELLs, diagnostic assessments may include: teacher and common district assessments, placement test, and diagnostic software results

Plan Element	Progress Monitoring Plan	Individual Education Plan (IEP)	Section 504 Plan	English Language Learners Plan
Monitoring	The how, when, how often, by whom, how long academic support instruction is to be provided, and the reevaluation activities to be employed	The how, when, how often, by whom, how long academic support instruction is to be provided, and the reevaluation activities to be employed	The how, when, how often, by whom, how long academic support instruction is to be provided, and the reevaluation activities to be employed	The how, when, how often, by whom, how long academic support instruction is to be provided, and the reevaluation activities to be employed
Parent Involvement	The school must collaborate with the parent of any student involved in the school-wide PMP through MTSS process.	Parents are integral members of the student's IEP team; documentation is required demonstrating that the parent was afforded the opportunity to participate.	Best practice dictates that they have involvement in the evaluation and placement process.	Parent involvement shall be promoted by the establishment of Parent Leadership Councils at the school or district level in addition to the training and promotion of parents of ELL students on other advisory councils in the district.
Service Delivery	Re-teaching by the classroom teacher, extra time programs, academic support programs, course/credit recovery Level 1 (intensive ELA and mathematics classroom) Level 2 (core academic classroom)	Identification and delivery of special education and related services, accommodations, and/or modifications	Individualized based on the student's required accommodations and/or modifications	Intensive English language instruction and instruction in basic subject that are comprehensible and equal to that provided to English proficient students in scope, sequence, etc.
Other Requirements	District school boards shall assist schools and teachers to implement research-based activities that have been shown to be successful in teaching low-performing students. academic support instruction provided during high school may not be in lieu of English and mathematics credits required for graduation.	An IEP may suffice for the PMP process.	Students eligible for a Section 504 plan may also participate in the school-wide PMP process if they are experiencing academic difficulties.	The ELL Student plan may be combined with an IEP. The ELL or Student plan may be included in or attached to an existing student's plan, e. g., IEP, or may be a separate document for a given student or students.

APPENDIX D

NOTICE OF USE OF SOCIAL SECURITY NUMBERS

Please Read the information below.

The School District of Hernando County may collect, use or release social security numbers (SSN) of students and/or parents for the following purposes, which are noted as either required or authorized by law to be collected. The collection of social security numbers is either specifically authorized by law or imperative for the performance of the District's duties and responsibilities as prescribed by law [Florida Statute §119.071(5)(a)2-3].

- **Student registration and student identification numbers [**Required to request by §1008.386 and §119.071(5)(a)6, F.S. However, §1008.386 notes as an exception, "However, a student is not required to provide his or her social security number as a condition for enrollment or graduation."]
- **Registration in an adult education program** [Required by 6A-10.0381, Florida Administrative Code (F.A.C.) if available and/or student identifier, as required by §119.071(5)(a)6, F.S.]
- **Tracking of adult students enrolled in a postsecondary program.** [Required by 6A-1.0955(3)(e), F.A.C., and by §119.071(5)(a)6, F.S.]
- **Criminal history, Level 1 and level 2 background checks / Identifiers for processing fingerprints by Department of Law Enforcement / Registration information regarding sexual predators and sexual offenders authorized by §943.04351, F.S., if SSN is available.** [Required by 11C-6.003, F.A.C., and §119.071(5)(a)2 and 6, F.S.]
- **Reports on students required to be submitted to Florida DOE** [Authorized by §119.071(5)(a)2 and 6, F.S.]
- **Tort claims and tort notices of claim against the School Board** [Required by §768.28(6) and §119.071(5)(a)6, F.S.]
- **Use of motor vehicle information from the Department of Motor Vehicles for the District to carry out its functions and to verify the accuracy of information submitted by agent or employee to District, including to prevent fraud, in connection with insurance investigations, and to verify a commercial driver's license.** [Authorized by federal law 18 U.S.C. 2721 et seq. and §119.071(5)(a)6, F.S.]
- **Information received from Florida DOE to locate missing Florida School Children.** [Required by 6A-6.083, F.A.C., and §119.071(5)(a)6, F.S.]
- **National School Lunch Act application verification process / Eligibility for Free and Reduced Price Meals and Free Milk in Schools.** [Required of the adult, if the person has a number, by federal law 42 U.S.C. 1751 et seq. and federal regulations 7 C.F.R. 245.2 and .3, and §119.071(5)(a)6, F.S.]
- **Reports from Department of Motor Vehicles of each student whose driver's license is suspended for excessive unexcused absences and reports to Department of non-enrollment or non-attendance upon the part of a student who is required to attend some school** [Required by §322.091(5), §1003.27, and §119.071(5)(a)6, F.S.]
- **Written verification from employer for vocational education, student follow up** [Required by 6A-10.0341, F.A.C., and §119.071(5)(a)6, F.S.]
- **Child abuse report to Department of Children and Families (DCF), of student victim and subjects of report** [Required by 65C- 29.002, F.A.C., and §119.071(5)(a)6, F.S.]
- **Identification of blood donors** [Authorized by federal law 42 U.S.C. 405(c)(2)(D)(i)]
- **The disclosure of the SSN is expressly required by federal or state law or a court order.** [Required by §119.071(5)(a)6, F.S.]
- **Collection and/or disclosure are imperative or necessary for the performance of the District's duties and responsibilities as prescribed by law, including but not limited for password identification to the District's network.** [Authorized by §119.071(5)(a)6, F.S., and required by §119.071(5)(a)2, F.S.]
- **The individual expressly consents in writing to the disclosure of his or her SSN.** [Authorized by §119.071(5)(a)6, F.S.]
- **The disclosure of the SSN is made to prevent and combat terrorism to comply with the USA Patriot Act of 2001, Public Law 107-56, or Presidential Executive Order No. 13,224.** [Required by §119.071(5)(a)6, F.S.]
- **The disclosure of the SSN is made to a commercial entity for the permissible uses set forth in the federal Driver's Privacy Protection Act of 1994, 18 U.S.C. 2721 et seq.; the Fair Credit Reporting Act, 15 U.S.C. 1681 et seq.; or the Financial Services Modernization Act of 1999, 15 U.S.C. 6801 et seq., provided that the authorized commercial entity complies with the requirements of §119.071(5), F.S.** [Authorized by §119.071(5)(a)6, F.S.]
- **Income for Medicaid eligibility, determine the amount of medical assistance payments, process Medicaid billing, and provide program follow-up [Required by federal regulation 42 C.F.R. 435.910, unless student applicant for Medicaid refuses** to obtain a SSN, based on well-established religious objections]

APPENDIX E

STUDENT RECORDS

FERPA (Family Education Rights & Privacy Act) is a Federal law that is administered by the Family Policy compliance Office in the US Department of Education. This law gives parents [and students over eighteen (18) years of age] certain rights concerning student school records.

Annual Notice about Your Rights Concerning Student Records: Parent(s)/ guardian(s) have the right to inspect and review all records and data related to their child who is under 18 years of age or over 18 years of age if claimed as a dependent under IRS rules. This includes print, computer media, microfilm, and microfiche records. This may be done by contacting the school administration for an appointment. All requests will be granted within a reasonable period of time, not to exceed 30 days. Students 18 years of age and older have the right to inspect and review their records by following the same procedure outlined above.

Parent(s)/guardian(s) have an opportunity to challenge the content of their child's record, to ensure that it is not inaccurate, misleading, or otherwise in violation of privacy. Parent(s)/guardian(s) of students over eighteen (18) years of age claimed as a dependent under IRS rules and students over eighteen (18) years of age not claimed as a dependent are provided the opportunity to correct or delete inaccurate, misleading, or inappropriate data by first requesting a meeting with the school administration or department responsible for developing that information. If the school administration or department responsible for developing the information agrees that it needs to be corrected, then it is done, and only a notation that the record has been corrected or deleted is placed in the file. If an agreement is not reached at this level, then the parent(s)/guardian(s) or student over the age of 18 years if not claimed as a dependent, has the right to request a formal hearing under School Board Policy.

You have the right to let other people see your school records; however, the law allows some people to see your records without your consent. Exemptions to consent for disclosure:

i. School Board members, as part of an expulsion proceeding.
ii. School district employee or adult volunteer may see records if he or she needs information in the record in order to do his or her job as an employee or volunteer.
iii. Another educational institution even after a student has already enrolled or transferred if the purpose is related to the student's enrollment or transfer.
iv. Schools or institutions of post-secondary education to which a student seeks or intends to enroll.
v. Federal, state, and local authorities involved in an audit or evaluation of compliance with educational program requirements
vi. Financial aid institution, such as college loan personnel.
vii. Accrediting organizations.
viii. Persons who comply with lawfully issued orders or subpoenas.
ix. Persons who deal with health or safety emergencies.
x. State or local officials in connection with serving the student's under juvenile justice systems in the accordance with an interagency agreement or cooperative agreement as mandate by section Florida Statute §1003.52.

Some of the information in your child's school record is not confidential and may be released without your consent. This information is defined as "Directory Information". The primary purpose of directory information is to allow the District to include this type of information from your child's educational records in certain school publications.

Examples include: Yearbook, honor roll, graduation reports, sport publications, etc. The following records/reports are designated as Directory Information.

1. Student's name
2. Date of Birth
3. Dates of attendance
4. Address
5. Telephone number, if not unlisted or Restricted per state statute
6. Major field of study
7. Degrees, honors, and awards received
8. Most recent previous educational institution attended
9. Height & weight of members of athletic teams
10. Participation in recognized sports/activities

If you do not want directory information released, you must notify the school administration in writing specifying what types of directory information you do not want released. The written notice to the school administration must be received no later than September 15, of each school year, or within 30 days of receiving this notice, if you enroll after the school year has begun. Military recruiters and institutions of higher education are entitled, under federal law, to a list of names, addresses, and telephone numbers of high school students, unless you object to such release. The Superintendent also authorizes

release of this information to companies that manufacture class rings and publish yearbooks. You must notify your child's school administration in writing, if you do not wish this information released without your consent. Both parents have a right to see their child's record unless there is a certified copy of an order on file at the school that specifically denies the right of access to school records. Copies of school records are available for a minimum copying charge.

You have the right to inspect, upon request, any instructional material used as part of the educational curriculum. This does not include academic tests/assessments.

You have the right to opt out of any physical examination or screening that is invasive in nature – any medical examination that involve exposure of private body parts, or any acts during examination that include incision, insertion, or injection into the body, but do not include a hearing , vision, scoliosis screening, or head lice exams.

"Note: The School District may permit School Resource Officers (SRO) to view live feed of School District risk-management surveillance videos (bus or schools) or playback of such videos. A subpoena is required if the officer requests a copy of the video."

APPENDIX F

SURVEYS

Students are not required to participate in any survey that concerns one or more of the following protected areas without prior written consent:

1. Political affiliations or beliefs of the student or the student's parents
2. Mental and psychological problems of the student or the student's family
3. Sexual behavior or attitudes
4. Illegal, antisocial, self-incriminating, or demeaning behavior
5. Critical appraisals of other individuals with whom the respondent has close family relationships
6. Legally recognized privileged relationships, such as those of lawyers, physicians, and ministers
7. Religious practices, affiliations, or beliefs of the student or the student's parent
8. Income (other than required by law to determine program eligibility)

Parents have the right to inspect any survey before it is administered or distributed by contacting the school and making an appointment during regular school hours.

You have the right to file a complaint with the U.S. Department of Education concerning alleged failure by the District to comply with the requirements of the Family Educational Rights and Privacy Act of 1974 (FERPA). The address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue S.W. Washington, D.C. 20202-5920

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

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

A. Item Currently Budgeted -

Account Name: No Financial Impact

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

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

Account Name

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

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

B. Item Currently Not Budgeted -**

Funding Source

Account Name

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

Amount $

Funding Source

Account Name

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

Amount $

C. History

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

Prior Year Approved Budget: $_____

Prior Year Actual Spent: $_____

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

Hernando School District

School Board Regular Meeting

Agenda Item # 6. 26-3145 7/29/2025

Title and Board Action Requested
Citizen Input on agenda items (Green Form)

Executive Summary
Please see the attached form if you wish to make a presentation before the School Board for matters that pertain to an item for this meeting.

My Contact
Ray Pinder
Superintendent of Schools

2023-28 Strategic Focus Area
Priority 3: Community Connection

Financial Impact
There is no financial impact

AGENDA ITEM COMMENT FORM FOR SPEAKERS

Failure to complete this form or to sign below will prevent the Citizen Input form from being presented to the Board Chair.

LEGAL NAME/**PRINTED**: _____

LEGAL ADDRESS: _____

PHONE: (_____) _____

Identify agenda item to be addressed:

Ex.) Agenda item #: 10

Agenda item #: _____

Agenda item #: _____

Guidelines:

Limited agenda time and the need to conduct meetings in an orderly fashion require that you adhere to the following Citizen's Input guidelines:

- The speaker will adhere to a three (3) minute time limit per speaker.
- Time may not be yielded to other speakers.
- The Chairperson has the authority to limit discussion if the subject is outside of the authority of the School Board Members regarding an issue that is repetitive or is addressing a legally confidential issue.
- Materials or documents you wish to share with the School Board must be attached to this form.
- The Chairperson may deny all forms submitted after the School Board Meeting is called to order.
- The HCSD Code of Civility will be in effect at all times (see other side).
- The Board typically does not respond to remarks or questions made during Citizen Comments.

My signature is confirmation that I have read, understand, and agree to abide by all guidelines and HCSD Code of Civility:

Signature of speaker: _____

Chairperson's Approval of form: _____

FOR OFFICE USE ONLY:

Date Received: _____

Time Received: _____

Hernando County School Board
CODE OF CIVILITY

The education of our children depends on the ability of the community, parents and staff to share responsibilities, meaningful communication and welcomed participation. Civility reflects the ability of each person to affirm the collective worth of being respectful.

With that, all persons attending or speaking at a school board meeting shall:

- Listen carefully and respectfully
- Not use any offensive gestures, language or profanity
- Not use any threatening words or actions
- Not display any disruptive behaviors, temper or insulting/demeaning words
- Treat others as they would like to be treated
- Never bully, harass or abuse others

*Any lack of civility by any person will result in that person being directed by the Superintendent, or Chairperson, to leave the premises. Failure to follow a directive will result in law enforcement assistance.

Note: The Board typically does not respond to remarks or questions made during citizen input. While no immediate action will be taken by the Board, the Superintendent may follow up the inquiries/comments by directing staff to intervene.

Hernando School District

School Board Regular Meeting

Agenda Item # *7. 26-3180 7/29/2025

Title and Board Action Requested
Approval of the Personnel Recommendations

Executive Summary
The Director of Human Resources, on behalf of the Superintendent of Schools, hereby requests the Board approve the Personnel Recommendations as attached.

My Contact
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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.

I. CONSENT AGENDA

A. Approval of Personnel Recommendation

1. Instructional Leaves

First Name	Last Name	Position	Site	From	Through
Toni	Young	Teacher	BES	08/04/25	10/24/25

2. Instructional Appointments and Approval of Probationary Contract

First Name	Last Name	Position	Site	Date
Mohammad	Abuhmaid	Teacher	MES	08/04/25
Marlene	Acosta Rodriguez	Teacher	CHS	08/04/25
Kaitlin	Agliano	Teacher	SHES	08/04/25
Natalie	Aviolla	Teacher	EK8	08/04/25
Ana	Blaha	Teacher	SES	08/04/25
Krystal	Castro	Teacher	CHS	08/04/25
Lisa	Champlain	Teacher	WHMS	08/04/25
Jeremiah	Cole	Teacher	FCMS	08/04/25
Alyssa	Colman	Teacher	WWK8	08/04/25
Shelby	Deramus	Teacher	BES	08/04/25
Francis	Drumm	Teacher	FCMS	08/04/25
Kontrina	Ferguson	Teacher	MES	08/04/25
Dianela	Gonzalez	Teacher	DES	08/04/25
Tasha	Gresco	Teacher	HHS	08/04/25
Scott	Grinnen	Teacher	FCMS	08/04/25
Jennifer	Hackett	Teacher	MES	08/04/25
Ashley	Hawley	Teacher	NCTHS	08/04/25
Jeffery	Herron	Teacher	FCMS	08/04/25
William	Judge	Teacher	CHS	08/04/25
Holly	Larkin	School Psychologist	Student Services	08/04/25
Frank	Lembo	Teacher	FCMS	08/04/25
Sabrina	Martin	Teacher	SES	08/04/25
Clay	Matthews	Teacher	HHS	08/04/25
Jaleesa	McLaughlin	Teacher	SHES	08/04/25
Erica	Metzler	Teacher	WES	08/04/25
Joseph	Murphy	Teacher	EES	08/04/25
Michele	Norris	Teacher	PGES	08/04/25
Heather	Pastor	Teacher	MES	08/04/25
Timothy	Plumadore	Teacher	DSPMS	08/04/25
James	Rulison	Teacher	CHS	08/04/25
Galen	Rydzik	Teacher	HHS	08/04/25
Suzanne	Salas	Teacher	WHMS	08/04/25
Shandi	Schulzki-Finck	Teacher	DSPMS	08/04/25
John	Smith	Teacher	WHMS	08/04/25
Tanya	Stewart	Teacher	DES	08/04/25
Kylie	Summers	Teacher	CHS	08/04/25
MaryClaire	Taylor	Teacher	CES	08/04/25
Mackenzie	Torres	Teacher	WWK8	08/04/25
Savannah	Utrobin	Teacher	MES	08/04/25
Ashley	Velez	Teacher, ESOL/Lead	Title I	08/04/25
John	Weaver	Teacher	NCTHS	08/04/25
Jacqueline	Young	Teacher	BES	08/04/25
Savannah	Zipperer	Teacher	DSPMS	08/04/25
Michelle	Zito	Teacher	CK8	08/04/25

3. Instructional Transfers

First Name	Last Name	From	To	Date
Luke	Albert	Teacher, PMS	Teacher, PGES	08/04/25
Amy	Angeletti	Certified School Counselor, DES	Certified School Counselor, SES	08/04/25
Jeanine	Araoz	Teacher, WWK8	Teacher, SHES	08/04/25
Heather	Arnold	Reading Coach, EK8	Teacher, WWK8	08/04/25
Remy	Arroyo	Teacher, PGES	Teacher, WHMS	08/04/25
Rebecca	Atkinson	Teacher, WWHS	Teacher, EK8	08/04/25
Sherylene	Barnes	Teacher on Special Assignment, Assessment	Teacher MTSS, EES	08/04/25
Heather	Bass	Teacher, SHES	Teacher, WWK8	08/04/25
Kristina	Benson	Teacher, WWK8	Teacher, CHS	08/04/25
Tina	Boyle	Teacher, WWK8	Teacher, EK8	08/04/25

Shannon	Brening	Teacher, CK8	Reading Coach, DSPMS	08/04/25
Gary	Burns	Teacher, CK8	Teacher, FCMS	08/04/25
Shelley	Colston	Teacher, EK8	Teacher, PMS	08/04/25
Aimee	Crisp	Teacher, ENDV	Instructional Tech Specialist, Academic Services	08/04/25
Toni	Cuevas	Reading Coach, EK8	Reading Coach, Academic Services	08/04/25
Amy	Eldreth	Teacher, WES	Teacher, WWHS	08/04/25
Joy	DeMaria	Teacher, WWK8	Teacher Title I, WES	08/04/25
Melanie	Dilly	Teacher, BES	Teacher, CES	08/04/25
Trinette	Dushame	Teacher, DES	Teacher, FCMS	08/04/25
Heavenly	Ferreira	Teacher, MES	Teacher, PGES	08/04/25
Christine	Ferro	Teacher, WES	Teacher, WWHS	08/04/25
Andrea	Fink	Teacher, DES	Teacher, SES	08/04/25
Linda	Fiorillo	Teacher, SES	Teacher, WES	08/04/25
Michael	Fox	Teacher, EK8	Teacher, PMS	08/04/25
Meghan	Gallagher	Teacher, EES	Teacher, CK8	08/04/25
Kristina	Gari	Teacher, WWHS	Teacher, CK8	08/04/25
Amelia	Gutierrez	Teacher, WWK8	Teacher, WHMS	08/04/25
Krista	Hagen	Teacher, WES	Teacher, WWK8	08/04/25
Kenneth	Hill	Teacher, DES	Teacher, CHS	08/04/25
Christine	Johnson	Teacher, PGES	Teacher, SHES	08/04/25
Hunter	Karius	Teacher, SES	Teacher, CK8	08/04/25
Robert	Kazmier	Teacher, NCTHS	Teacher, CES	08/04/25
Cynthia	Knowles	Coordinator of Students & Families in Transition, Title I	Certified School Counselor, WWHS	08/04/25
Michael	Lawless	Teacher, PMS	Teacher, NCTHS	08/04/25
Christina	Lewis	Teacher, DES	Teacher, FCMS	08/04/25
Micah	Maddox-Wilkins	Teacher, MES	Teacher, DSPMS	08/04/25
Jaycee	Marino	Teacher, SES	Teacher, EES	08/04/25
Stephanie	Martinez	Teacher, SHES	Teacher, WWK8	08/04/25
Steffanie	Mathes	Teacher, PMS	Teacher, NCTHS	08/04/25
Cerina	McCaffery	Teacher, SHES	Teacher, DES	08/04/25
Jerry	McCaffery	Teacher, SHES	Teacher, DES	08/04/25
David	McDuffie	Certified School Counselor, ENDV	Certified School Counselor, HHS	08/04/25
Kristin	Mitchell	Teacher, SHES	Teacher, WWK8	08/04/25
Anna	Naughton	Teacher, SHES	Teacher, BES	08/04/25
Megan	Nowell	Teacher, WWHS	Teacher, CHS	08/04/25
Amanda	O'Reilly	School Social Worker, BES	School Social Worker, WES	08/04/25
Ana	Ridenour	Certified School Counselor, WWHS	Certified School Counselor, NCTHS	08/04/25
Gisette	Roebuck-Korman	Teacher, WES	Teacher, MES	08/04/25
Christopher	Rocanelli	Teacher, PGES	Teacher, FWSHS	08/04/25
Jennifer	Rosenzweig	Teacher, SES	Teacher, CES	08/04/25
Chelsi	Schauss	Teacher, WES	Teacher, WWK8	08/04/25
Steven	Schildbach	Teacher, CHS	Teacher, JDFES	08/04/25
Colleen	Scroggins	Teacher, PMS	Teacher, WWHS	08/04/25
Michelle	Seeholzer	Teacher, WWK8	Teacher, BES	08/04/25
Rebecca	Skinner	Teacher, DES	Teacher, WWK8	08/04/25
Courtney	Skinner	Teacher, MES	Teacher, CHS	08/04/25
Stefanie	Simon	Teacher, JDFES	Teacher, PMS	08/04/25
Bobbi	Smith	Teacher, JDFES	Teacher, WHMS	08/04/25
Michelle	Steele	Teacher, DES	Teacher, MES	08/04/25
Jessica	Strat	Teacher, PGES	Teacher, CHS	08/04/25
Emily	Swoyer	Teacher, EK8	Teacher, PGES	08/04/25
Marie	Thomasulo	Teacher, SES	Teacher, CES	08/04/25
Karen	Vanderzyden	Teacher, CHS	Teacher, PMS	08/04/25
Rachel	Vascellaro	Teacher, BES	Teacher, CK8	08/04/25
Lindsay	Weaver	Teacher, DSPMS	Teacher, CK8	08/04/25
Erin	Whitten	Teacher, PGES	Teacher, WWK8	08/04/25

4. Instructional Separations

First Name	Last Name	Position	Site	Date	Type

Shalae	Baldwin	Teacher	SHES	05/20/25	Resignation
Mardai	Brown	Teacher	JDFES	06/03/25	Retirement
Rodney	Byrd	Teacher	HHS	08/08/25	Retirement
Chloe	Collins	Teacher	MES	06/02/25	Probationary Release
Fred	Crum	Teacher	DES	06/02/25	Probationary Release
Brigitte	De La Rosa Regalado	Speech/Language Pathologist	Exceptional Student Support	06/03/25	Resignation
Shelly	Demegilo	Teacher	EES	06/02/25	Probationary Release
Jennifer	Doban	Teacher	SES	06/03/25	Retirement
Corey	Duncan	Instructional Technology Specialist	Academic Services	06/03/25	Resignation
Liza	Durand	School Social Worker	Student Services	06/02/25	Probationary Release
Daniel	Erasmo	Teacher	DSPMS	06/02/25	Probationary Release
Jessica	Fraker	Teacher	PMS	06/03/25	Resignation
Nicole	Franz	Teacher	CK8	06/03/25	Resignation
Heidi	Hyde	Teacher	CHS	06/03/25	Resignation
Richard	Jamieson	Teacher	DES	06/02/25	Probationary Release
Maria-Kayla	Jean-Jacques	Teacher	MES	06/03/25	Resignation
Andrea	Jensen	Teacher	DES	06/03/25	Resignation
Wareka	Kerr	Teacher	FWSHS	06/02/25	Probationary Release
Riza	Lastimosa	Teacher	FCMS	06/03/25	Resignation
Sara	Lewis	Teacher	SES	06/03/25	Resignation
Grace	McFarland	Teacher	EES	06/03/25	Resignation
Anna	Naughton	Teacher	BES	06/03/25	Resignation
Vicki	Schlum-Hughes	Certified School Counselor	NCTHS	08/06/25	Retirement
Cassie	Surak	Teacher MTSS	WWK8	06/03/25	Resignation
Jodian Jadene	Walters Simms	Teacher	CHS	06/03/25	Resignation

5. Administrative Appointments

First Name	Last Name	Position	Site	Date
Jodi	LaRocca	Assistant Principal	NCTHS	07/01/25
Lisa	Mitchell	Assistant Principal	CHS	07/01/25
Alan	Napier Jr	Assistant Principal	PMS	07/01/25
Brett	Scroggins	Assistant Director of Safe Schools	Safe Schools	07/01/25

6. Administrative Transfers

First Name	Last Name	From	To	Date
Brandon	DeRespiris	Director of Safe Schools, Safe Schools	Principal, ENDV	07/01/25
Brad	Merschbach	Assistant Principal, PMS	Principal, NCTHS	07/01/25
Angel	Pagan	Assistant Director of Safe Schools, Safe Schools	Director of Safe Schools, Safe Schools	07/01/25

7. Non-instructional and Professional/Technical/Supervisory Leaves

First Name	Last Name	Position	Site	From	Through
Jamie	Harris	Environmental Services Tech III	HHS	07/01/25	02/24/26
Milagro	Riverra-Castro	Secretary II	NCTHS	06/09/25	06/30/25
Roger	Roberts	Lawn Turf Maintenance II	Facilities	05/05/25	06/30/25

Extension of Previously Approved Leave

First Name	Last Name	Position	Site	From	Through
Carolyn	Merritt	Secretary II ESE Confidential	ESE	07/01/25	08/01/25
Alexa	Neal	Supervisor of Human Resources	Human Resources	07/01/25	07/18/25
Milagro	Riverra-Castro	Secretary II	NCTHS	07/01/25	07/21/25
Roger	Roberts	Lawn Turf Maintenance II	Facilities	07/01/25	08/27/25

Intermittent Leave

First Name	Last Name	Position	Site	From	Through
Gwen	Anderson	HR Operations Specialist	Human Resources	07/11/25	06/30/26
Lauren	Blackwell	Manager of Federal Programs	Title I	07/11/25	06/30/26

8. Non-instructional and Professional/Technical/Supervisory Appointments

First Name	Last Name	Position	Site	Date
Vicky	Bowen	Pre-k Assistant	JDFES	08/04/25
Bradley	Barclay	Help Desk Trainer	TIS	07/01/25
Nathan	Clark	Environmental Services Tech II	WWK8	07/01/25
Haley	Clemmons	Paraprofessional	SHES	08/08/25
Keely	Coure	Paraprofessional ESE	MES	08/08/25
Beverly	Espinoza	Paraprofessional PK	PGES	08/08/25
Rachel	Guido	Paraprofessional	CES	08/08/25
Jessie	Hamilton	Bookkeeper	WWHS	07/01/25
Alexandra	Jardine	Paraprofessional ESE	PGES	08/08/25
Dana	Jenkins	Athletic Trainer	Academic Services	07/01/25
Lekiva	Judge	Paraprofessional ESE	MES	08/08/25
Kiara	Myers	Food/Nutrition Service Associate	PGES	08/08/25
Zachary	Norris	Safety Guardian	Safe Schools	07/01/25
Emily	Rector	Digital Marketing Specialist	HITV	06/11/25
Michelle	Ruiz	Paraprofessional ESE	SHES	08/08/25
Riley	Sapp	Air Conditioning Mechanic I	Maintenance	07/01/25
Ryan	Simpson	Environmental Service Tech II	Support Complex	07/01/25
Wildalis	Torres Vazquez	Paraprofessional II	MES	08/08/25
Ryan	Wilson	Discipline Hearing Officer	Student Services	07/01/25
Taylor	Wood	Paraprofessional PK	PGES	08/08/25

9. Non-instructional and Professional/Technical/Supervisory Transfers

First Name	Last Name	From	To	Date
Maria	Baquero-Sierra	Paraprofessional II, EK8	Paraprofessional II, FCMS	08/08/25
Nicole	Baroni	Pre-k Assistant, SHES	Pre-k Assistant, WWK8	08/04/25
Patrice	Blanner	Food/Nutrition Assistant, PMS	Food/Nutrition Services Associate, PMS	08/08/25
Addison	Boyer	Semi-Skilled Craftsman, Facilities	Carpenter II, Facilities	07/01/25
Maria	Cain	Risk & Benefits Specialist, Risk & Benefits	Executive Secretary Business Services Division, Business Services	07/01/25
Lisa	Chapman	Food/Nutrition Specialist, CES	Food/Nutrition Specialist, SES	08/04/25
Rebecca	Cutrin	Paraprofessional, CES	Paraprofessional, WHMS	08/08/25
Nicole	Edwards	Paraprofessional ISS, DES	Paraprofessional ISS, WWK8	08/08/25
Samantha	Flynn	Paraprofessional, WES	Paraprofessional, WHMS	08/08/25
Kristy	Imhof	Assessment Analyst, Academic Services	Supervisor of Assessment & Accountability, Academic Services	07/01/25
Veronica	Johnsen	Paraprofessional, FCMS	Paraprofessional, WWHS	08/08/25
Kylie	Jorgensen	Accounting Specialist, Finance	Secretary to Director of TIS, TIS	07/01/25
Kerri	Lehmann	Secretary II, CES	Paraprofessional I, CES	08/08/25
Kim	Lawson	Food/Nutrition Assistant, PGES	Food/Nutrition Services Associate, WHMS	08/08/25
Glenda	Lopez	Paraprofessional, SHES	Paraprofessional I ESOL, WWK8	08/08/25
Andrew	McConnell	Environmental Service Tech II, WWK8	Environmental Service Tech II, PGES	07/01/25

Breanna	McIntyre	Office Clerk, Human Resources	Secretary III, Human Resources	07/01/25
Elizabeth	Miller	Food/Nutrition Specialist, SES	Food/Nutrition Specialist, CES	08/04/25
Linda	Molnar	Food/Nutrition Assistant, SES	Food/Nutrition Assistant, CES	08/08/25
Rosalee	Morris	Secretary II, DSPMS	Data Entry Operator, DSPMS	07/01/25
Kelsey	Murphy	Paraprofessional ESE, MES	Paraprofessional ESE, PGES	08/08/25
Mark	Murray	Paraprofessional I, NCTHS	Paraprofessional ESE, WWHS	08/08/25
Courtney	Niblett	Food/Nutrition Assistant, NCTHS	Food/Nutrition Services Associate, FWSHS	08/08/25
Vallette	Ortiz	Food/Nutrition Specialist, PMS	Food/Nutrition Specialist, SHES	08/04/25
Dillon	Pasqualichio	Vehicle Tech I, Transportation	Vehicle Technician II, Transportation	07/01/25
Melissa	Payne Walczak	Secretary I, DSPMS	Secretary II, DSPMS	07/01/25
Robert	Perkins	Paraprofessional ISS, WWK8	Computer Lab Manager, WWK8	08/04/25
Jesus	Pinero Jr	Paraprofessional II, SHES	Paraprofessional ESE, CHS	08/08/25
Lisa	Selby	Food/Nutrition Assistant, Food & Nutrition	Food/Nutrition Services Associate, SHES	08/08/25
Nicholas	Schrager	Air Conditioning Mechanic II, Maintenance	Air Conditioning Mechanic III, Maintenance	07/01/25
Amy	Stockbridge	Paraprofessional ESE, EK8	Paraprofessional ESE, PGES	08/08/25
Yania	Suarez Lima	Food/Nutrition Assistant, Food & Nutrition	Food/Nutrition Services Associate, DES	08/08/25
Kerry	Rasmussen	Paraprofessional, NCTHS	Computer Lab Manager, Academic Services	08/08/25
Chongun	Webster	Food/Nutrition Assistant, SES	Food/Nutrition Services Associate, PMS	08/08/25
Robert	Williamson	Computer Lab Manager, WWK8	Secretary I, WWHS	07/01/25
Alfredo	Villalobos	Food/Nutrition Assistant, DES	Environmental Service Tech I, DSPMS	07/01/25
Katya Marie	Villodas Ramos	Paraprofessional II ESOL, FCMS	Paraprofessional I ESOL, FWSHS	08/08/25

10. Non-instructional and Professional/Technical/Supervisory Separations

First Name	Last Name	Position	Site	Date	Type
Kimberly	Davis	Paraprofessional	PGES	05/30/25	Resignation
Patrick	Keough	Coordinator of Communications & Government Relations	HITV	07/31/25	Retirement
Emily	Rector	Digital Marketing Specialist	HITV	06/26/25	Resignation
Terri	Risk	Paraprofessional	DES	05/30/25	Resignation
Lisa	Tate-Barkley	Paraprofessional ESE	WHMS	05/30/25	Resignation
Larry	Vezina	Bus Operator	Transportation	05/30/25	Resignation
Patti-Anne	White	Food/Nutrition Specialist	Food/Nutrition	06/02/25	Retirement
Brandon	White	Safety Guardian	Safe Schools	07/11/25	Resignation

11. Other

Additional Duty, and/or Additional Days/Hours

Name	Position - Site	Activity	Date	Total Hrs	Funding
Gwen Anderson	Operations Specialist, Human Resources	Webmaster	07/01/25	60 Total	General Fund

Charles Anspach	Teacher, FWSHS	Canva Course Shells-HS Social Studies	06/05/25	12 Total	Summer Operating Budget
Laura Balatsos	School Health Professional, CK8	Additional Staffing for the Clinic	08/04/25	190 Total	Title IV
Jennifer Barnes	Warehouse Inventory Specialist, School Distribution Center	Webmaster	07/01/25	60 Total	General Fund
Kristina Benson	Teacher, CHS	Chaperoning CTE Summer Camps	07/14/25	100 Total	CTE Funds
Kristen Bilodeau	Teacher, WWK8	Canva Course Creation	06/05/25	12 Total	Summer Operating Budget
Rachel Blakeslee	Associate Teacher, WWK8	Summer Training for Arts	06/12/25	8 Total	SSHUM
Adam Buckey	Teacher, WWHS	CLT Boot Camp-Assessment	06/16/25	12 Total	Summer Operating Budget
Adam Buckey	Teacher, WWHS	Canva Shells	06/05/25	12 Total	Summer Operating Budget
Diane Burns	Paraprofessional, WWK8	ESY-Paraprofessional	06/09/25	88 Total	General Fund
Alyssa Castillo	Associate Teacher, SHES	Summer Trainings	06/01/25	23.75 Total	SSHUM
Tammy Chatman	Secretary III Confidential, Purchasing	Webmaster	07/01/25	60 Total	General Fund
Melanie Cross	Paraprofessional ESE, PGES	ESY-Paraprofessional	06/04/25	72 Total	ESY
Justen Early	Teacher, WWHS	Hosting CTE Summer Camp	06/23/25	17 Total	Title IV
Kathleen Elswick	Teacher, PMS	CLT Boot Camp-Assessment	06/16/25	12 Total	Summer Operating Budget
Edgardo Escudero	Paraprofessional II ESOL, DES	ESOL Summer Camp 2025	06/09/25	28 Total	Title III
Sean Franz	Teacher, WWK8	ESY-Teacher	06/04/25	90 Total	ESY
Lisa Guerin	Teacher, Academic Services	CLT Boot Camp-Assessment	06/16/25	12 Total	Summer Operating Budget
Kristi Jernigan	Teacher, BES	CTE Summer Camps	06/09/25	124 Total	Title IV
Lisa Henderson	Teacher, MES	Creation of Canvas Courses	06/05/25	12 Total	Summer Operating Budget
Rachel Kingdom	Teacher, CHS	Creating Canva Shells for Environmental Science	06/05/25	12 Total	Summer Operating Budget
Jonathan Kryk	Teacher, CK8	Hosting CTE Summer Camp	07/07/25	36 Total	CTE Funds
Nancy Lovelock	Media Specialist, BES	CTE Summer Camps	06/16/25	50 Total	CTE Funds
Catherine Lovett	Teacher, CK8	Volleyball Summer Camp	06/04/25	80 Total	Reimbursement
Tonya Mello	Teacher, WWHS	CLT Boot Camp-Assessment	06/16/25	12 Total	Summer Operating Budget
David McDuffie	Certified School Counselor, HHS	Certified School Counselor Scheduling	06/04/25	77.50 Total	General Fund
Tracey Miller	Associate Teacher, BES	Summer Planning ATS Staff	07/07/25	23.25 Total	SSHUM
Devon Minch	Certified School Counselor, Student Services	Bridging Services-Mental Health Assistance Allocation	06/18/25	40 Total	Mental Health

Jennifer Mousel	Teacher, BES	Canva- Math Courses Grade 3-5	06/05/25	12 Total	Summer Operating Budget
Trevor Muller	Teacher, CHS	Canva Course Building	06/05/25	12 Total	Summer Operating Budget
Carolyn Plechowicz	Certified School Counselor, E-School	Certified School Counselor Summer Hours	06/04/25	189 Total	General Fund
Kelly Pogue	Executive Office Manager to School Board & General Counsel, School Board Attorney	Webmaster	07/01/25	60 Total	General Fund
Christopher Prewitt	Teacher, WWHS	Building Canva Course Shells for Biology	06/05/25	12 Total	Summer Operating Budget
Robert Rasmussen	Teacher Culinary, NCTHS	Hosting CTE Summer Camp	06/16/25	57 Total	Perkins
Jennifer Resto	Teacher, CHS	Summer Test Administration-Assessment	07/14/25	30 Total	SAI/Summer
Jennifer Resto	Teacher, CHS	CLT Boot Camp-Assessment	06/16/25	16 Total	Summer Operating Budget
Teresa Revennaugh	Paraprofessional, HHS	Summer School	06/16/25	16 Total	SAC
Nicholas Rodriguez	Teacher, HHS	CLT Boot Camp & Testing	06/16/25	12 Total	Summer Operating Budget
Alicia Rojero	Associate Teacher, BES	Lesson Planning ATS Staff	07/15/25	23.25 Total	SSHUM
Jillian Roman	Teacher, EK8	Summer Test Administration-Assessment	07/14/25	30 Total	SAI/Summer
Robert Sanborn	Teacher, DSPMS	Help Build Canvas Framework	06/05/25	12 Total	Summer Operating Budget
Kathleen Santana	Teacher, Title I	ESOL Summer Camp 2025 Planning/Prep	05/26/25	18 Total	Title III
Kathleen Santana	Teacher, Title I	ESOL Summer Camp 2025	06/09/25	32 Total	Title III
Christopher Seitz	Teacher, CHS	UF AI Training	06/16/25	20 Total	CTE Funds
Angela Shepard	Communications Facilitator, HITV	Title I ADA Compliance Work	06/10/25	20 Total	Title I
Charles Shortt	Bus Attendant, Transportation	Summer Paint Crew	06/22/25	256 Total	General Fund
Jennifer Speakman	Teacher, NCTHS	Canvas Course Building	06/05/25	12 Total	Summer Operating Budget
Colleen Tapa	Teacher, HHS	Summer Test Administration-Assessment	07/14/25	30 Total	SAI/Summer
Colleen Tapa	Teacher, HHS	CLT Boot Camp-Assessment	06/16/25	16 Total	Summer Operating Budget
Kellyann Torres	Certified School Counselor, PMS	Data Disaggregation, Master Schedule Planning, Schedule Review, Student Course Recovery	06/04/25	77.5 Total	General Fund
Yannya Trujillo Tejeda	Food & Nutrition Assistant, Food & Nutrition	Summer Assistant	06/02/25	100 Total	Summer FNS
Sheryl Uzwiak	Teacher, CK8	Canva Course Building	06/05/25	12 Total	Summer Operating Budget
Jamie VanOrsdale	Grant Accounting Compliance, Finance	Webmaster	07/01/25	60 Total	General Fund

Tina Voeora	Teacher, NCTHS	Chaperoning CTE Summer Camps	07/21/25	50 Total	CTE Funds
Alfredo Villalobos	Environmental Service Tech, SES	Youth Mental Health First Aid Training	06/02/25	6.5 Total	Mental Health
Jeremy Woolcock	Teacher, WWHS	Hosting CTE Summer Camp	06/23/25	17 Total	Title IV
Jeremy Woolcock	Teacher, WWHS	UF AI Training	06/16/25	20 Total	CTE Funds
David Zack	Teacher, ESE	ESY-Teacher	06/05/25	12 Total	General Fund

Approve Specialist(s), Curriculum Files (WSTC) - 06/04/2025 - 40 Total Hrs. (Adult Ed)

First Name	Last Name
Miriam	Gomez
Doris	Sotomayor-Tejada

Approve ROTC Teacher(s), Summer Camps Travel/Government Property Inventory (CHS) - 06/04/2025 - 160 Total Hrs. (General Fund)

First Name	Last Name
Franco	Colamarco
Christian	Cruz
Michael	Santiago
Michael	Stevenson

Approve Counselor(s), Bridging Services-Mental Health Assistance Allocation (Student Services) - 06/04/2025 - 40 Total Hrs. (Mental Health)

First Name	Last Name
Allyson	Cavanaugh
Michele	LaCour
Theresa	Maul
Sharon	Warthen

Approve School Counselor(s), Counselor Summer Hours-Scheduling (HHS) - 06/04/2025 - 108.5 Max Total Hrs. (General Fund)

First Name	Last Name
Ashley	Day
Janice	Greene
Jennifer	Lee

Approve School Counselor(s), Counselor Summer Hours-Scheduling (CHS) - 06/04/2025 - 80 Total Hrs. (General Fund)

First Name	Last Name
Holly	Becker
Michelle	Mayhill
Alicen	McLeod
Kelly	Minnear
Lindsay	Mraz

Approve Teacher(s), Creating Canva Course Shells (Academic Services) - 06/05/2025 - 40 Total Hrs. (Summer Operating Budget)

First Name	Last Name
Erin	Brownell
Lisa	Guerin
Devon	Sobut

Approve Teacher(s), Canva Course Building (PMS) - 06/05/2025 - 12 Total Hrs. (Summer Operating Budget)

First Name	Last Name
Scott	Beason
Jessica	Fraker
Marcy	Haskins

Approve Teacher(s), Canva Course Building (WHMS) - 06/05/2025 - 12 Total Hrs. (Summer Operating Budget)

First Name	Last Name
Nicole	Baker
Juretta	Carr
Deborah	Rollo

Approve Associate Teacher(s), Facilitated Lesson Planning Summer (JDFES) - 06/04/2025 - 8 Total Hrs. (SSHUM)

First Name	Last Name
Alicia	Bates
Yvette	Novometsky
Kathleen	Pritchard

Approve Teacher(s), Facilitated Lesson Planning Summer 2025 (FCMS) - 06/09/2025 - 32 Max Total Hrs. (Title I)

First Name	Last Name
Abdukay	Archer-Stewart
Lyndsay	Bartley
Trina	Blevins
Sarah	Bradburn
Edward	Carlson
Janice	Davis
Elizabeth	Decker
Hanna	Diemer
Melissa	Dyer
Coriander	Fay
Maureen	Gallagher
Lavonda	Gray
Tiffany	Howard
Steve	Howland
Maria	Kretschmar
Cynthia	Kufner
Christina	Lewis
Lisa	Madden
Sarah	Majka
Kaley	Morrissey
Kyle	Morrissey
Kelly	Pelfrey
Bianca	Perez
Alex	Record
Holly	Record
Alexandra	Richeson
Arlene	Rodriguez
David	Schlechter
Jennifer	Soccorso
Robert	Strasser
Samuel	Takyi
Florence	Thompson
Denis	Wanigina
Yanique	Whyte
Roxanne	Witt
Jean-Pierre	Wright
Danielle	Zammetti

Approve Teacher(s), Hosting CTE Summer Camp (Academic Services) - 06/09/2025 - 38 Max Total Hrs. (Perkins)

First Name	Last Name
H	Fry
Joe	Wright
Yamil	Figueroa

Approve Teacher(s), Facilitated Lesson Planning Summer (FCMS) - 06/09/2025 - 16 Total Hrs. (Title I)

First Name	Last Name
Nicole	Gantz
Tina	Hall
Kevin	Markey
Lesli	Post

Approve Teacher(s), Summer School (HHS) - 06/09/2025 - 16 Total Hrs. (SAC)

First Name	Last Name
Brenda	Burback
Regina	Cabrera

Approve PE Teacher(s), Basketball Summer Camp (CK8) - 06/04/2025 - 16 Total Hrs. (General Fund)

First Name	Last Name
Rosemary	Foley
Melissa	Isaksen
Michael	Lanziero

Approve Teacher(s), Facilitated Lesson Planning Summer 2025 (DES) - 06/12/2025 - 8 Max Total Hrs. (Title I)

First Name	Last Name
Susan	Amazan-Valera
Heather	Baeza
Raymond	Benckert
Cassandra	Benitez
Alexa	Bierwiler
Amanda	Darmanin
Loriann	Di Bendetto
Garrett	Donaghy
Marcia	Falkinburg
Vanessa	Grauer
Tiffany	Gray
Kimberly	Hanna
Lisa	Hard
Heidi	Hill
Stacie	Hill
Lynda	Karczewski
Renee	Koulouris
Alicia	Mack
Charles	Maggard
Sophia	Makohon
Robin	Mashburn
Cerina	McCaffery
Jerry	McCaffery
Brenda	Piazza
Shannon	Pilato
Erin	Pintye
Dana	Reidinger
Julianne	Robledo
Barbara	Stanton

Approve PE Teacher(s), PE Summer Camp (CK8) - 06/04/2025 - 49 Max Total Hrs. (Reimbursement)

First Name	Last Name
David	Barrett
William	Toler

Approve Food/Nutrition Assistant(s), Summer Assistant (FNS) - 06/02/2025 - 100 Total Hrs. (Summer Food Service)

First Name	Last Name
Zander	Cooper
Susan	Rallo
Romielee	Smiley
Lisa	Smtih

Approve Bus Attendant(s), Youth Mental Health First Aid Training (Transportation) - 06/04/2025 - 6.5 Total Hrs. (Mental Health)

First Name	Last Name
Wendy	Beans
Dawn	Delaney
Josefina	Espino Hernandez
Betsy	Grego
Hugette	Hilarion
Yoandra	O'reilly
Dalia	Rivalta Brito
Joseph	Scandora
Renee	Scandora
Jennifer	Tirado
Robin	Tucker-Allen

Approve Bus Operator(s), Youth Mental Health First Aid Training (Transportation) - 06/04/2025 - 6.5 Total Hrs. (Mental Health)

First Name	Last Name
Lisa	Aspell
Robert	Aspell
Debbie	Cancel
Kari	Chrislip
Craig	Evans
Wellington	Macedo
Edward	Martinez
Glenn	Moore
Fabio	Orozco Franco
Iliana	Santiago Picart
Jordan	Slachta
Thomas	Stackel
Tracey	Villanueva

Approve Substitutes(s), Youth Mental Health First Aid Training (Transportation) - 06/04/2025 - 77.5 Total Hrs. (Mental Health)

First Name	Last Name
Denise	Best
Justin	Donahue
Diane	English
Demetrius	Tilley

Approve Teacher(s), Additional Summer Hours for School Counselors 2025 (CK8) - 06/19/2025 - 8 Max Total Hrs. (Title I)

First Name	Last Name
Lauren	Carlo
Rosana	Curet-Milayes
Heather	Dancsak

Approve ESOL Teacher(s), File audits, Review student data for service continuation (Title I) - 07/14/2025 - 40 Max Total Hrs. (Title IV)

First Name	Last Name
Jennifer	Bradley
Pamela	Gauvin
Angelina	Haripersad
Dyane	Maxey
Lizette	Moreno
Rosa	Pease
Kathleen	Santana
Trisha	Wise

Approve Associate Teacher(s), New Teacher Orientation (Prof. Development) - 06/28/2025 - 80 Total Hrs. (Title II Part A)

First Name	Last Name
Kathleen	Dilorenzo Francis
Deirdre	Longo
Leslie	Salinas

Approve Associate Teacher(s), Facilitated Lesson Planning (DES) - 06/12/2025 - 8 Total Hrs. (SSHUM)

First Name	Last Name
Kristina	Pierce
Kristin	Youmans

Approve Students & Families in Transition Specialist(s), SFIT School & Community Outreach Activities (Title I) - 07/07/2025 - 120 Total Hrs. (Title I)

First Name	Last Name
Pamela	Barron
Debra	Kelly

Approve Teacher(s), Training-Instructional Coaches (Academic Services) - 06/19/2025 - 6 Total Hrs. (Summer Operating Budget)

First Name	Last Name
Tina	Deets
Vanessa	Hurd

Nadia	King

Approve Teacher(s), Algebra 1 Boot Camp (Academic Services) - 06/19/2025 - 16 Total Hrs. (Summer Operating Budget)

First Name	Last Name
Gary	Burns
Kelli	Hilgers
Emily	Hitaffer
Andrew	Johnson
Jennifer	Muente
Charlene	Ross

Approve Teacher(s), Chaperoning CTE Summer Camps (Academic Services) - 06/19/2025 - 150 Max Total Hrs. (CTE Funds)

First Name	Last Name
Simone	Drake
Deanna	Earles
Kristi	Jernigan
Catherine	Lovett

Approve Teacher(s), Chaperoning CTE Summer Camps (Academic Services) - 06/19/2025 - 150 Max Total Hrs. (CTE Funds)

First Name	Last Name
Justen	Early
Andrea	Kreismann
Patrick	Skipper
Jeremy	Woolcock

Approve Food/Nutrition Employee(s), Youth Mental Health First Aid Training (Student Services) - 06/02/2025 - 6.5 Total Hrs. (Mental Health)

First Name	Last Name
Yaritza	Astacio
Lorna	Atiles
Samantha	Bartholomew
Juana	Baez
Brittany	Bisard
Patrice	Blanner
Donald	Bowman
Tiffany	Brown
Liz	Caraballo Gonzalez
Gladys	Chesnutt
Tamela	Colon
Alysan	Conway
Rinia	Davidson
Amaciel	Delgado
Yvette	Delong
Nancy	Delucia
Anthony	Desalvo
Cheryl	Devere
Lori	Dobrinin
Carolyn	Durynek
Patrick	Erbe
Norma	Estrada
Nancy	Ferruggia
Sherry	Glinkowski
Preston	Gunn
Laura	Henry
Jamie	Holcomb
Christina	Huihui
Guillermina	Jimenez Tovar
Saira	Jimenez
Marita	La Rose
Phimnaphat	Lindsey
Ariana	Livermore
Claudia	Lopez
Liza	Lorenzo

Enid	Luciano
Reinaldo	Martinez Montanez
William	McMillan
Brianna	Meek
Linda	Molnar
Courtney	Niblett
Denise	O'Mara
Zelmary	Ortiz Velazquez
Luz	Perez
Daniella	Perrigan
Nicole	Piper
Susan	Rallo
Yosuny	Ramos
Sydney	Reimer
Michele	Resnick
Wanangelis	Rivera
Faith	Roberts
Glorymar	Rodriguez
Lonnie	Roush
Terri	Rummel
Catherine	Sangalang
Sairi	Santiago Vazquez
Afdera	Scanu
Claire	Scibelli
Lisa	Selby
Tina	Smith
Tammy	Spaudling
Yania	Suarez
Marisol	Sullivan
Billie	Taylor
Deborah	Tengberg
Sean	Thomas
Lucretia	Thompson
Lisa	Thornton
Yannya	Trujillo
Breanna	Wagner
Crystal	Ward
Chongun	Webster
Mary	Wieman

Approve Paraprofessional(s), Youth Mental Health First Aid Training (Student Services) - 06/02/2025 - 6.5 Total Hrs. (Mental Health)

First Name	Last Name
Glenn	Ackley
Kia	Davis
Jesus	Pinero Jr
Annmarie	Quijije
Elizabeth	Rieker
Milva	Rodriguez
John	Varano
Caelan	Wilson

Approve Teacher(s), Youth Mental Health First Aid Training (Student Services) - 06/02/2025 - 6.5 Total Hrs. (Mental Health)

First Name	Last Name
Lisa	Champlain
John	Sittig
Caelan	Wilson

Approve Teacher(s), ESY- Teacher (ESE) - 06/02/2025 - 120 Max Total Hrs. (General Fund)

First Name	Last Name
Maureen	Castro
Sarah	Mitchell

Approve Teacher(s), Additional Summer Hours for School Counselors (WWK8) - 06/16/2025 - 77.5 Total Hrs.

First Name	Last Name
Tabbitha	Burlett
Allison	Sharrer

Approve Teacher(s), Additional Summer Hours for School Counselors (WWK8) - 06/19/2025 - 77.5 Total Hrs. (Summer School)

First Name	Last Name
Rosana	Curet-Millayes
Heather	Dancsak
Lauren	Carlo

Approve Teacher(s), Summer Retake Test Proctor (Academic Services) - 07/14/2025 - 10 Total Hrs. (Reading Allocation)

First Name	Last Name
Michele	Kloiber
Shaunna	Knierim
Misty	Laushot
Melinda	Reiter

Approve Teacher(s), Instructional (E-School) - 06/04/2025 - 252 Max Total Hrs. (E-school Funding)

First Name	Last Name
Caroline	Brown
Rusty	Drummond
Timothy	Etzel
Andrew	Fotopoulos
Kara	Gregory
Mona	Johnson
Dinah	McCue
Katherine	Muriel
Sherry	Speigle
Jessica	Torres
Nicole	Wittman

Approve Teacher(s), Assessment (E-School) - 06/04/2025 - 126 Max Total Hrs. (E-school Funding)

First Name	Last Name
Elizabeth	Coniglio
Danielle	Pisareik

Part-time Hernando school Teacher(s) for 2025-2026 Year

First Name	Last Name
Carol	Ballard
Tiffany	Barnes-Anderson
Michael	Batton
Reuel	Blackwell
Jennifer	Bradley
Dana	Buntyn
Keith	Carsillo
Kasey	Cavanaugh
Brianna	Coon
Aimee	Crisp
Christina	Dancsak
Roxanne	Deangelis
Gina	Erbe
Rosanna	Espinosa
Patricia	Ferraro
Rosemary	Foley
Danielle	Gembicki
Victoria	Hernaiz
Andrea	Kelliher
Jennifer	Kelly
Jonathan	Kryk
Lauren	Kusnierczak
Misty	Laushot
Melanie	Leathers
Megan	Lucas

Jerry	McCaffery
Michelle	McCarthy
Nancy	McCarthy
Ross	McCarthy
Loretta	McDougall
Thomas	Montalbano
Gregory	Odachowski
Kimetta	Ortiz
Carolyn	Piechowicz
David	Pletincks
Deborah	Rollo
Tahiri	Sabino
Justin	Salas
Brandy	Sladek
Harmony	Turnbull
Theresa	Ventura
Kimberly	Webster

Approve In-District Trainers

First Name	Last Name
Kimberly	Eppley
Christi	Wilson

12. Drop Program Participant(s)

First Name	Last Name	Position	Site	Date
Susan	Rivera	Teacher MTSS	EK8	07/01/25

20. Supplements - see attached list(s)

Running Total (Per Attached List) 2025-2026 School Year

$	(1,321.36)	Instructional
$	28,996.00	Noninstructional
$	27,674.64	Sub-Total
$	6,331.96	Benefits (22.88%)
$	34,006.60	Total

INSTRUCTIONAL SUPPLEMENTS/DIFFERENTIATED PAY FOR ADDITIONAL DUTIES 2025-2026									
		Board Action 7/29/2025							
Bilodeau, Kristen	WWK8	Team Leader 5th Gr 24/25 (eff 10/7 - received after 6/30 cutoff)	$ 1,043.30						
Homan, Amelia	WWK8	Science Dept Chair (24/25 eff 11/18 - received after 6/30 cutoff)	$ 836.92						
Ilowit, Isaiah	Student Svcs	Mentor 2nd Semester - 25/25 N.Grzybowski (overpaid)	$ (601.60)						
Leonard, Zachary	WWHS	Football Spring Asst Coach (24/25 adj - did not do)	$ (378.00)						
Brunner, Laura	NCTHS	Lunch Duty (24/25 adj - out on FMLA)	$ (210.48)						
Brunner, Laura	NCTHS	Department Chair - Science (24/25 adj - out on FMLA)	$ (296.20)						
Murray, Mark	NCTHS	Football Asst Varsity Coach Spring (24/25-did not do)	$ (378.00)						
Scargle, John Jr.	HHS	Football Head Coach Spring (24/25-resigned - adjustment)	$ (294.00)						
Breden, Amy	WWK8	Team Leader 5th Gr 24/25 (ended 10/4) - rec'd after 6/30 cutoff	$ (1,043.30)						
		Total From Previous Agenda	$ -						
		Total Instructional Supplement/Differentiated Pay	**-$1,321.36**						

NONINSTRUCTIONAL, PROFESSIONAL/TECHNICAL & ADMINISTRATIVE SUPPLEMENTS 2025-2026			
		Board Action 7/29/2025	
Griffith, Michael	Maintenance	Crew Chief - Haniewich, Ralph, Jumisco	$ 2,000.00
Harvey, Christine	Maintenance	Crew Chief - Howland-Wood, Wielk	$ 2,000.00
Healion, John	Maintenance	Crew Chief - Gluth, Scott, VanDaley	$ 2,000.00
Hughes, Melvin	Maintenance	Crew Chief - Mercer, Torres, Lombardo, Reinhart	$ 2,000.00
Lamphier, Larry	Maintenance	Crew Chief - Cipriani, Pinero	$ 2,000.00
Mathis, Joel	Maintenance	Crew Chief - Hagood, Morgan, Mobley, Paisley, Roberts, Thomas, Knudsen	$ 2,000.00
Mock, Charles	Maintenance	Crew Chief - Maner, Yates, Gomez, Smith, Flemig, Bligen, James	$ 2,000.00
Pope, Shawn	Maintenance	Crew Chief - Steele, Paulukonis, Rogers	$ 2,000.00
Ralph, Ronald	Maintenance	Crew Chief - Reinhart, Deal	$ 2,000.00
Reeck, Ronald	Maintenance	Crew Chief - Boyer, Davenport	$ 2,000.00
Richards, Dale	Maintenance	Crew Chief - Cipriani, Blanner	$ 2,000.00
Romero, Cesar	Maintenance	Crew Chief - Swarrow, Garcia	$ 2,000.00
Sapp, Johnny	Maintenance	Crew Chief - Pellerito, Shepard, Holton	$ 2,000.00
Tracy, Justin	Maintenance	Crew Chief - Swarrow,Wittman, Sapp, Kallenbach, Schreager, Self	$ 2,000.00
Aguiar, Carmen	WHMS	Translation 249/8	$ 996.00
		Total From Previous Agenda	$ -
		Total Noninstructional/PTS/Adm. Supplements	$ 28,996.00

Hernando School District

School Board Regular Meeting

Agenda Item # 8. 26-3124 7/29/2025

Title and Board Action Requested
Approval of the Amendment to the Agreement Between Hernando County School Board and the Early Learning Coalition for Voluntary Pre-Kindergarten (VPK) Program Services

Executive Summary
The Supervisor of Literacy, Intervention and Elementary Academic Programs, on behalf of the Superintendent of Schools, hereby requests the Board to approve the amendment to the agreement between Hernando County School Board and the Early Learning Coalition Education program at the district level for students in a fall pre-kindergarten program delivered with Title I wrap around services (Title I schools) and self-pay wrap around services for Chocachatti Elementary School.

Brooksville, Chocachatti, Deltona, Eastside, J.D. Floyd, Moton, Pine Grove, Spring Hill, and Westside Elementary Schools will be used for Fall VPK. VPK dollars will be used to off-set costs for the Pre-K Title I. The goal is to build a larger Pre-K program to serve the early learning needs of the district. The program will begin August 11, 2025 through May 29, 2026.

The amendment includes adding Winding Waters K-8 as a school that will be used for Fall VPK as well. The original agreement was approved at the May 20, 2025 Board meeting.

My Contact
Kelly Downey
Supervisor of Literacy, Intervention and Elementary Academic Programs
352-797-7000 ext. 280
downey_k@hcsb.k12.fl.us

2023-28 Strategic Focus Area
Priority 1: Student Success

Financial Impact
See attached budget sheet.

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

STATE OF FLORIDA
STATEWIDE VOLUNTARY PREKINDERGARTEN PROVIDER CONTRACT
FORM OEL-VPK 20

I. PARTIES AND TERMS OF CONTRACT

1. **Parties.** This Contract is made and entered into this 1st day of July, 2025, by and between the Early Learning Coalition of ELC of Pasco and Hernando (herein referred to as "COALITION"), and Hernando County School District (herein referred to as "PROVIDER"), with its principal offices located at 919 N BROAD ST BROOKSVILLE, FL 34601-2397.

   a. **Multiple Public School Locations.** If PROVIDER is a school district executing a single Contract on behalf of multiple public school Voluntary Prekindergarten (VPK) Education Program providers, a list of their names and their physical addresses are included in Exhibit 1: Provider Location List. Thereafter PROVIDER shall include each entity listed in Exhibit 1.

   b. **Multiple Private Provider Locations.** If PROVIDER is executing a single Contract on behalf of multiple private VPK provider sites within COALITION's service area, a list of their names and their physical addresses are included in Exhibit 1: Provider Location List. Thereafter PROVIDER shall include each entity listed in Exhibit 1.

2. **Purpose.** This Contract is designed to inform PROVIDER of the requirements of participation in the VPK Program. Payment is not conveyed to PROVIDER through this Contract. Instead, PROVIDER must agree to comply with the terms and conditions of this Contract in order to be eligible to participate in the VPK Program. This Contract is to engage an eligible provider to provide VPK services to eligible VPK children. PROVIDER will receive payment based on Legislative appropriations, the Office's Uniform Attendance Policy for Payment (Rule 6M-8.204, Florida Administrative Code (F.A.C.), and a child's attendance certified by the parent and provider (Rule 6M-8.305, F.A.C.).

3. **Term.** This Contract applies to the 2025 - 2026 VPK program year. PROVIDER shall offer a school-year program and/or a summer program. This Contract begins on 07/01/2025, or on the date on which the Contract is signed and dated by the last party required to sign the Contract, whichever occurs last, and expires upon completion of the VPK instructional hours and completion of the requirements outlined in this Contract or termination of this Contract under Section XI.

   A school-year VPK program shall be 540 instructional hours and a summer VPK program shall be 300 instructional hours. In the event there is a transfer of ownership before all instructional hours are completed, PROVIDER may schedule only the remaining instructional hours of the program for the VPK class(es) previously enrolled under the prior ownership.

4. **Payment Limitations.** PROVIDER will not receive nor be entitled to payment for VPK program services before this Contract is fully executed by both parties or after expiration of the Contract.

5. **Applicable Law.** PROVIDER and COALITION agree that the following, including any revision made after the execution of this Contract, are the provisions governing the VPK program and that PROVIDER and COALITION will be bound by the same:
   - Chapter 1002, Florida Statutes (F.S.);
   - Chapter 6M-8, Florida Administrative Code (F.A.C.); and
   - Rules 6A-1.09433 & 6A-6.03033, F.A.C.

6. **Not Transferrable.** This Contract is not transferrable or assignable to another entity. A change in ownership requires execution of a new contract. In the event of a change of ownership, sale, sale of assets, conveyance of ownership or other transfer of ownership interest, the provider shall notify the coalition no later than 30 calendar days prior to the transfer of ownership.

II. PROVIDER ELIGIBILITY

7. **General Eligibility.**

a. Provider Type. To be eligible to deliver the VPK Program, PROVIDER must be either a public school or a private provider (a licensed child care facility, a licensed family day care home, a licensed large family child care, a non-public school exempt from licensure, or a faith-based child care provider exempt from licensure).

A charter school that includes VPK in its charter is a public school and shall only execute this Contract with the approval and oversight of the school district. A charter school that does not include VPK in its charter must meet the requirements to be a private provider to be eligible to deliver the VPK Program.

Check the box to indicate PROVIDER's type:

☒A public school (Form OEL-VPK 20PS must be completed as an authorized attachment to this Contract.)

☐A private provider (Form OEL-VPK 20PP must be completed as an authorized attachment to this Contract.)

b. Eligibility pursuant to s. 1002.91(5), F.S. PROVIDER represents that PROVIDER, or an owner, officer, or board director thereof, has not been convicted of, found guilty of, or pled guilty or nolo contendere to, regardless of adjudication, public assistance fraud pursuant to s. 414.39, F.S., within the last five (5) years and is not acting as the beneficial owner for someone who has been convicted of, found guilty of, or pled guilty or nolo contendere to, regardless of adjudication, public assistance fraud pursuant to s. 414.39, F.S., within the last five (5) years.

c. Eligibility pursuant to s. 1002.91(7), F.S. PROVIDER represents that PROVIDER is not on the United States Department of Agriculture National Disqualified List nor does PROVIDER share an officer or board director with a provider that is on the United States Department of Agriculture National Disqualified List.

d. Eligibility pursuant to the successful completion of terms of prior contract. PROVIDER agrees to successfully complete corrective action due to noncompliance determinations from a prior Contract, as applicable, for the duration of this Contract.

8. **Required Forms.** PROVIDER certifies that it has registered with COALITION on forms prescribed by the Office of Early Learning, that any information supplied by PROVIDER is accurate and complete, and that it will notify COALITION in accordance with the notification requirements in Paragraph 63 of any change in the information submitted on those forms. Changes implemented by PROVIDER prior to notification to COALITION that fail to comply with all VPK qualifications and requirements shall result in financial consequences referenced in Paragraph 51 and corrective action referenced in Paragraph 53.

III. PROVIDER RESPONSIBILITIES AND SCOPE OF WORK

9. **Child Enrollment.** PROVIDER agrees to enroll eligible children for the VPK Program only with authorization from COALITION. PROVIDER agrees to obtain and complete, with parent, an eligibility certificate form (Form OEL-VPK 02 or Form OEL-VPK 04). In the event that PROVIDER has multiple locations, PROVIDER may only change the location where the child is served in accordance with the reenrollment requirements established in Rule 6M-8.210, F.A.C.

10. **Adherence to Requirements.** PROVIDER agrees to deliver the VPK Program in accordance with all of the requirements which are set forth in applicable statutes, rules, and this Contract.

11. **Assessment.** PROVIDER agrees to implement the Voluntary Prekindergarten pre- and post-assessment in accordance with s. 1002.67(3), F.S., and rules 6A-1.09433 and 6M-8.620, F.A.C. Individuals administering the pre- and post-assessment shall meet the qualifications established in rule. PROVIDER must register each year to access the Bright Beginnings website at https://brightbeginningsfl.org/Register.aspx. If PROVIDER does not have a provider ID, the PROVIDER shall request one by going to https://brightbeginningsfl.org/RequestAssistance/RequestAssistance.aspx, and entering the required information. The PROVIDER shall order pre- and post-assessment materials as needed and submit assessment scores by logging into the Bright Beginnings website by the deadlines established in rule which are based on the PROVIDER's VPK class schedule approved by the COALITION. VPK child assessment records shall be maintained in accordance with Paragraph 33 of this Contract.

12. **Curricula**. PROVIDER agrees that it will implement curricula to deliver VPK Program instruction which:
    - **a.** Are developmentally appropriate;
    - **b.** Are designed to prepare children for early literacy;
    - **c.** Enhance the age-appropriate progress of children in attaining each of the performance standards approved for use in VPK; and
    - **d.** Prepare children to be ready for kindergarten.

13. **Required Parent Information.** PROVIDER agrees that PROVIDER will provide a copy of its attendance policy to the COALITION before contract execution and to the parent of each child at the time the child is admitted into PROVIDER's VPK Program. The PROVIDER may adopt its own, but in accordance with s. 1002.71, F.S., the attendance policy must require parents to verify each month, the child's attendance on forms prescribed by the Office of Early Learning in Rule 6M-8.305, F.A.C. PROVIDER agrees to not amend its VPK program attendance policy for the duration of this Contract.

14. **Fees Prohibited**. PROVIDER agrees that, in accordance with s. 1002.71(8)(a), F.S., PROVIDER shall not require payment of a fee or charge for services provided for a child in the VPK Program during instructional hours reported for funding. PROVIDER shall not require a fee or payment as a condition of enrollment or participation in the VPK Program.

15. **Supplemental Services.** PROVIDER agrees that, in accordance with section 1002.71(8)(b), F.S., PROVIDER shall not require a child to enroll for, or require the payment of any fee or charge for, supplemental services (e.g., "extended-day," "extended-year," "wrap-around," or "full-day" services) as a condition of admitting the child in the VPK Program. PROVIDER agrees to schedule all VPK hours offered for any VPK class so that parents are not constructively required to enroll child in supplemental services or pay any fee or charge (e.g., scheduling instructional hours in a day with a break in instructional time, for which parents would be required to pay for supplemental services for care).

16. **Parent Not Responsible for Financial Consequences.** PROVIDER agrees that, if PROVIDER does not receive payment from COALITION for offering VPK Program instruction to a child, PROVIDER shall not require the child's parent to pay for the services.

17. **Instructor Requirements.** PROVIDER agrees that at all times each of its VPK instructor(s) and substitute instructor(s):
    a. Has provided documentation to be maintained in the files of PROVIDER and COALITION documenting that the individual has undergone a Level 2 background screening within the previous five (5) years in accordance with section 435.04, F.S., including a federal (Federal Bureau of Investigation) and state (Florida Department of Law Enforcement) screening which demonstrates that the individual is not ineligible to act as a VPK instructor;
    b. Is eligible to be employed as a VPK instructor in accordance with section 435.06, F.S.;
    c. Is not ineligible to teach in a public school because his or her educator certificate is suspended or revoked;
    d. Is qualified to act as a VPK instructor or substitute in accordance with sections 1002.55, 1002.61 and 1002.63, F.S.

18. **VPK Class Staffing.** PROVIDER agrees to maintain proper staffing as required by VPK statutes. A properly credentialed instructor must be present for all VPK classes. For school-year classes that are composed of 12-20 children, an additional adult instructor must be present who is eligible to work in the VPK provider's setting. The VPK class size shall not exceed the approved capacity of the physical space where instruction is provided.

19. **Substitute Instructors.** PROVIDER agrees that substitute instructors who meet the requirements of Rule 6M-8.410, F.A.C. may replace a lead VPK instructor, when the VPK lead instructor is not present at the facility. The time that any substitute instructors that do not meet the credentials of a lead instructor may replace a lead instructor is limited to 30 percent of the VPK Program's total instructional hours in a VPK class.

21. **Prohibited Forms of Discipline.** In accordance with s. 1002.55(5), F.S., PROVIDER agrees to implement minimum standards for child discipline practices that are age-appropriate and consistent with the requirements in s. 402.305(12), F.S. Such standards must provide that children not be subjected to discipline that is severe, humiliating or frightening. The discipline must not be associated with food, rest or toileting. Spanking or any other form of physical punishment is prohibited. Children may not be denied active play as a consequence of misbehavior.

22. **Statewide Information System.** PROVIDER agrees to utilize the statewide information system as referenced in s. 1002.82(2)(n), F.S., as available, to submit information and updates regarding the VPK Program. The PROVIDER shall execute this Contract on the Provider Portal found on https://providerservices.floridaearlylearning.com.

23. **VPK Logo.** PROVIDER may use the registered VPK logo in conjunction with the operation of the VPK program in advertisements, letterhead, educational and promotional materials. PROVIDER agrees to comply with the VPK Logotype Usage and Brand Guidelines (Form OEL-VPK 20B) and must cease use of the VPK logo once services under this contract are suspended or terminated. Form OEL-VPK 20B can be found at the following web address: http://www.floridaearlylearning.com/sites/www/Uploads/files/Providers/VPK/VPK%20Guidelines_PDF_ADA.pdf

24. **Provider Deliverables**

Deliverable	Provider Type	Task and Activities	Due Date
VPK instructional hours; 540 for school year programs and/or 300 for summer programs	Private and Public	Child enrollment activities per paragraph 9	For the term of this Contract
		Implementation of curricula per the requirements in paragraph 12	
		Instructor Requirements per paragraphs 17-19	
VPK Child Attendance	Private and Public	Completion of Child Attendance and Parental Choice Certificate forms (OEL-VPK 03S and OEL-VPK 03L) per paragraph 37	Monthly
		Monthly Certification of Child Attendance by Provider per paragraph 43	
		Certification of annual cumulative child attendance per paragraph 41	
Information change notification	Private and Public	Compliance with notification requirements per paragraph 63	See paragraph 63
Liability insurance notification	Private	Notification of cancellation of changes to general liability coverage	Within 10 calendar days of cancellation or changes to general liability coverage
Implementation of VPK pre- and post-assessment	Private and Public	Administration of Assessment Period One items per paragraph 11	Within the first 30 calendar days of the VPK class schedule

		Submission of Assessment Period One data the per paragraph 11	No later than first 45 calendar days of the VPK class schedule
		Administration of Assessment Period Three items per paragraph 11	Within the last 30 calendar days of the VPK class schedule
		Submission of Assessment Period One data the per paragraph 11	No later than 15 calendar days after the last day of the VPK class schedule

IV. COALITION RESPONSIBILITIES

25. **Forms Approved**. COALITION has reviewed the documents submitted by PROVIDER and, based on the information submitted, has determined that PROVIDER has completed the forms, meeting necessary requirements established in ss. 1002.55(3)(h), 1002.61(8), or 1002.63(8), F.S., as applicable.

26. **Technical Assistance.** COALITION will offer technical assistance for providers on probation. The technical assistance will be designed to facilitate the development and implementation of an improvement plan. The technical assistance will be offered in a manner and schedule prescribed by the coalition or school district.

27. **Child Eligibility.** COALITION has the responsibility for determining the eligibility of children enrolling in the VPK Program. COALITION will issue a *child certificate of eligibility* (Form OEL-VPK 02), as described in Rule 6M-8.201, F.A.C. or a *certificate of eligibility for reenrollment* (Form OEL-VPK 04), as described in Rule 6M-8.210, F.A.C., for each eligible child who's parent applies for the VPK program or a reenrollment through the Family Portal.

28. **Limitations on Authority.** COALITION shall not impose any requirement on PROVIDER that exceeds the authority provided under Chapter 1002, F.S., or rules adopted pursuant to Chapter 1002, F.S.

V. MONITORING, AUDITING, AND ACCESS

29. **Monitoring**. PROVIDER understands that the provisions of this Contract are required to fulfill its obligation to offer the VPK Program, and that COALITION or school district (as applicable) will monitor PROVIDER for compliance with the requirements of offering the VPK Program.

30. **Physical Access.** PROVIDER agrees to allow the Office of Early Learning and COALITION staff or sub-contractors immediate access to the facilities and spaces used to offer the VPK Program during normal business hours.

31. **Records Access.** PROVIDER agrees to allow COALITION staff or sub-contractors and the Office of Early Learning to inspect and copy records pertaining to the VPK Program during normal business hours and upon request by COALITION or the Office of Early Learning.

VI. MAINTENANCE OF RECORDS, DATA, AND CONFIDENTIALITY

32. **Record Confidentiality.** PROVIDER agrees to protect the confidentiality of child and family records. Information associated with the VPK Program shall only be made available in accordance with the restrictions of s. 1002.72, F.S. For the purposes of records of children enrolled in the VPK Program, this Contract is considered an interagency agreement for the purpose of implementing the VPK Program as described in s. 1002.72 (3)(a), F.S. Accordingly, to the extent that PROVIDER receives VPK records in order to carry out its official functions, PROVIDER must maintain and protect the data as required in s. 1002.72, F.S., and as explained below. Individuals and organizations eligible to receive records include PROVIDER, the parent, COALITION, Office of Early Learning, and other entities identified in s. 1002.72, F.S.

33. **Record Maintenance.** PROVIDER agrees to maintain records, including enrollment and attendance records for children funded by the VPK Program; records of each VPK child, VPK instructor, substitute instructor, or VPK director; and other fiscal records for audit purposes for a period of five (5) years from the date of the last payment for that fiscal year or until the resolution of any audit findings or any litigation related to this Contract, whichever occurs last. PROVIDER may maintain records in an electronic medium and if the PROVIDER does so, then the PROVIDER shall back up records on a regular basis to safeguard against loss.

34. **Record Transfer on Termination.** In the event that PROVIDER permanently ceases to offer the VPK Program before the conclusion of the retention period for VPK records as described in Paragraph 33, whether as a result of unilateral or mutual termination of PROVIDER's eligibility to offer the VPK Program or as a result of PROVIDER ceasing to do business, PROVIDER shall transfer all VPK records required to be maintained under Paragraph 33 to COALITION no later than the close of business on the day PROVIDER ceases to offer the VPK Program. Failure to remit all VPK records required to be maintained will result in COALITION withholding final payment until the requirements of this paragraph are met.

VII. COMPENSATION AND FUNDING

35. **Notification of Enrollment.** PROVIDER agrees that it will notify COALITION upon admitting a child to PROVIDER's VPK Program class in accordance with the procedures of COALITION and the rules of the Office of Early Learning. PROVIDER understands that it may be ineligible to receive payment if PROVIDER does not notify COALITION that the child has been admitted in accordance with the rules of the Office of Early Learning. PROVIDER agrees that PROVIDER may not receive payment for VPK instruction for a child who has not been determined eligible for enrollment in the VPK Program.

36. **Attendance Documentation.** PROVIDER agrees to document the daily attendance, to certify the monthly attendance, and to certify the annual cumulative attendance of each child admitted to PROVIDER's VPK Program class(es) in accordance with rules of the Office of Early Learning. PROVIDER agrees that, after the annual cumulative attendance has been certified, the certified annual cumulative attendance may not be disputed for payment purposes.

37. **Parent Attendance Certification.** PROVIDER agrees to require that the parent of each child in the VPK Program verify, each month, the child's attendance on the prior month's certified child

attendance, in accordance with the requirements of s. 1002.71(6)(b)2., F.S. PROVIDER agrees to maintain the Child Attendance and Parental Choice Certificates (Forms OEL-VPK 03L or OEL-VPK 03S) which have been signed each month by a parent for each child admitted into PROVIDER's VPK Program class(es) in accordance with the rules of the Office of Early Learning.

38. **Direct Deposit.** PROVIDER agrees to provide information necessary to facilitate direct deposit in order to receive VPK reimbursement for services rendered. PROVIDER agrees to provide alternative reimbursement arrangements if PROVIDER chooses to opt out of Direct Deposit, however the reimbursement may be delayed up to 21 calendar days should the PROVIDER choose to opt out.

39. **Payment Rate.** PROVIDER understands that payments for each child may not exceed the amount of funding for one full-time equivalent (FTE) student, as established by the Florida Legislature, except for extreme hardship reenrollment circumstances described in Rule 6M-8.210, F.A.C. The amount of funding for one FTE student is calculated by multiplying the base student allocation provided in the General Appropriations Act by the county's district cost differential. The formula for FTE calculation is subject to revision by the Legislature during the course of the program year.

40. **Advance Payment Option.** PROVIDER understands that PROVIDER will receive monthly payments in accordance with the rules of the Office of Early Learning. PROVIDER further understands that PROVIDER may elect to receive monthly advance payments based on the number of children enrolled in the PROVIDER's VPK Program class(es) by checking the following box:

☒ PROVIDER elects to receive monthly advance payments and understands that advance payments will be reconciled and adjusted in accordance with the rules of the Office of Early Learning.

41. **Final Payment.** PROVIDER understands that COALITION will not issue a final payment to PROVIDER for the VPK program year until PROVIDER certifies the annual cumulative attendance of each child enrolled in PROVIDER's VPK Program in accordance with the rules of the Office of Early Learning.

42. **Overpayment**. PROVIDER agrees that, if the end-of-year reconciliation of payments reveals that PROVIDER received payments in excess of the amount owed to PROVIDER, COALITION will offset the overpayment against the final payment owed to PROVIDER for the program year and any future payments issued to PROVIDER for early learning programs. If PROVIDER ceases to offer early learning programs before the overpayment is fully offset, PROVIDER agrees to return the funds it was overpaid. If PROVIDER fails to return the funds it was overpaid, PROVIDER will be subject to collection efforts.

43. **Attendance Documentation Submission.** PROVIDER agrees to submit monthly attendance certification in accordance with Rule 6M-8.305, F.A.C., for payment. PROVIDER agrees to submit all required attendance records to COALITION on or before the 3rd business day of each month. If the due date falls on a holiday, PROVIDER agrees to submit all required attendance records to COALITION on the preceding business day. Records submitted late will be processed and paid in the next payment cycle.

44. **Reimbursement Summary Review.** PROVIDER agrees to review the reimbursement summary provided with the monthly reimbursement statement. PROVIDER agrees to report to COALITION any discrepancy, overpayment, or underpayment within sixty (60) calendar days of transmission of the reimbursement summary.

45. **Closures.** PROVIDER agrees compensation for temporary closures will be handled in accordance with Office of Early Learning Rule 6M-8.204(5), F.A.C.

46. **Disallowed Costs.** PROVIDER understands expenditures submitted for reimbursement shall be disallowed if PROVIDER does not adhere to the provisions governing the VPK Program as described in paragraph 5. Any disallowed expenditure may be deducted from any future reimbursement. PROVIDER agrees to return to COALITION any funds received as a result of error or overpayment or disallowed cost. If PROVIDER ceases to offer the VPK Program before the payment is fully recovered, PROVIDER agrees to return the funds it was overpaid. If PROVIDER fails to return the funds it was overpaid, PROVIDER will be subject to collection efforts and fraud restitution.

47. **Head Start Agencies.** If PROVIDER is a Head Start Agency, PROVIDER understands that, in accordance with federal law, PROVIDER's Head Start programs must be "in addition to, and not in substitution for, comparable services previously provided without Federal assistance." (42 U.S.C., s. 9835(c))

48. **Title 20 Schools.** If PROVIDER receives federal funds under Title 20, United States Code, ss. 6311-6322, PROVIDER understands that, in accordance with federal law, PROVIDER may use "Federal funds to supplement, [but] not [to] supplant non-Federal funds." (20 U.S.C., s. 6314(a)(3)(B))

VIII. PROVISIONS FOR PROVIDER PROBATION

49. **Readiness Rates.** PROVIDER understands that, in accordance with s. 1002.69(5), F.S., the Office of Early Learning will annually issue kindergarten readiness rates to each PROVIDER. PROVIDER understands that if it, or any of its providers listed in Exhibit 1, receives a kindergarten readiness rate which falls below the minimum readiness rate established by the Office of Early Learning, in accordance with s. 1002.67(4)(c)1., F.S., PROVIDER or any of its PROVIDERS listed in Exhibit 1 will be placed on probation and must submit an improvement plan and/or annual progress report for approval to either the school district or COALITION in accordance with rules adopted by the Office of Early Learning or be removed from eligibility to offer the program type for five (5) years. In the event that PROVIDER fails to meet the minimum readiness rate for a program type (school-year or summer) three consecutive times, in accordance with s. 1002.67(4)(c)3, F.S., PROVIDER will be removed from eligibility to offer the program type for five (5) years unless PROVIDER is granted a good cause exemption by the Office of Early Learning. If a PROVIDER is removed from summer eligibility, then this Contract is considered void for that PROVIDER's summer program type of the program year.

50. **Probation.** PROVIDER understands that in accordance with s. 1002.67(4)(c)2, F.S., PROVIDER on probation must continue the corrective actions in its improvement plan, including the use of an approved curriculum or a staff development plan, until PROVIDER meets the readiness rate. Failure to do so will result in the termination of PROVIDER's contract and the PROVIDER losing eligibility to deliver the VPK Program for five (5) years.

IX. FINANCIAL CONSEQUENCES

51. **Financial Consequences.** As a result of PROVIDER's failure to provide the minimum level of services required by this Contract, COALTION shall temporarily withhold reimbursement, disallow all or part of services not in compliance with the terms of this Contract, or terminate the Contract.

X. NONDISCRIMINATION

52. **Discrimination Prohibited.** PROVIDER agrees to comply with the antidiscrimination requirements of 42 U.S.C. s. 2000d, regardless of whether PROVIDER receives federal financial assistance. PROVIDER agrees not to discriminate against a parent or child, including the refusal to admit a child for enrollment in the VPK Program, in violation of the antidiscrimination requirements.

XI. TERMINATION AND NONCOMPLIANCE

53. **Noncompliance Determination and Corrective Action Notice.** If COALITION determines PROVIDER has failed to comply with the provisions governing the VPK Program as described in paragraph 5. or the requirements of this Contract, and COALITION concludes that corrective action will resolve the failure to comply, COALITION must notify PROVIDER in writing. ("Corrective action" means implementation of specific action(s) designed to correct the failure to meet a specific requirement.) The notice must identify the specific requirement(s) which PROVIDER failed to meet and describe how PROVIDER failed to meet each requirement. In addition, the notice must provide a detailed description of any required corrective action and set a deadline for completion of the corrective action. Finally, the notice must state that PROVIDER may request a review of the determination as described in paragraph 60. Upon determining that the PROVIDER has completed the corrective action, the COALITION shall notify the PROVIDER in writing. If the PROVIDER has not satisfactorily implemented its corrective actions by the end of this Contract, the PROVIDER will still be held accountable for implementing the remainder of the corrective actions if the PROVIDER remains eligible to deliver VPK and executes a new contract with the COALITION.

54. **Termination for Cause.**

a. Basis of Termination for Cause. PROVIDER agrees that COALITION has the right to terminate this Contract for cause at any time. The following are grounds for termination for cause: (a) Action, or lack of action, which threatens the health, safety or welfare of children; (b) The material failure to comply with one or more of the terms of this Contract, including failure to implement corrective action; (c) The refusal to accept any notice described under this Contract which COALITION is required to send to PROVIDER; or (d) Reasonable or probable cause for COALITION to suspect that fraud has been committed by PROVIDER as described in paragraph 59.

b. Notice of Termination for Cause. In order to terminate PROVIDER for cause, COALITION must send a written notice of termination for cause to PROVIDER. Such notice must be sent, with proof of delivery, at least five (5) business days before termination. The notice must state the date of, and the specific basis for, termination. Finally, the notice must state that PROVIDER may request a review of the determination as described in paragraph 60. Notwithstanding PROVIDER's refusal of delivery of the notice, this Contract shall be terminated on the date identified in the notice. COALITION shall document any refusal of delivery.

55. **Emergency Termination.** COALITION must immediately terminate this Contract on an emergency basis upon a notification by the Department of Children and Families (DCF) or local licensing agency or accreditation body actions or inactions of a PROVIDER that pose an immediate and serious danger to the health, safety, or welfare of children. COALITION will terminate this Contract on an emergency basis by sending PROVIDER written notice of emergency termination at least twenty-four (24) hours prior to termination. The written notice must specifically state the basis of COALITION's emergency termination. Finally, the notice must state that PROVIDER may request a review of the determination as described in paragraph 60.

56. **Revocation of Eligibility.**

a. In accordance with s. 1002.67(4)(b), F.S., if PROVIDER's Contract is terminated under paragraph 54 or 55, COALITION may revoke PROVIDER's eligibility to deliver the VPK Program for a period of five (5) years. The only statutorily authorized period of revocation is for five (5) years (s.1002.67(4), F.S.). In determining whether to revoke PROVIDER'S eligibility, the COALITION shall consider the following factors: the severity of the PROVIDER'S actions leading to the termination of the contract, the health, safety and welfare of children enrolled at the PROVIDER, the financial impact of the PROVIDER'S actions, the impact that the revocation would have upon the local community, consistency with COALITION'S actions against other PROVIDERS for similar violations of the Contract or program requirements, the length of time that PROVIDER provided services under the contract with the COALITION, and whether the PROVIDER had previously violated the terms of this Contract and prior contracts with the COALITION. COALITION shall provide notice of its intent to revoke PROVIDER'S eligibility at the same time that it provides written notice of intent to terminate the contract to PROVIDER.

b. The PROVIDER agrees that in the event that this contract is terminated under the provisions of paragraphs 54 or 55, and the PROVIDER's eligibility is not revoked for a period of five (5) years under paragraph 56 part a, the parties may not enter into another contract for VPK services for the remainder of the contract term of this contract.

57. **Termination of Contract by Provider.** PROVIDER and COALITION may agree to terminate this Contract by mutual consent or PROVIDER may unilaterally terminate this Contract at will. Written notice of termination must be given at least thirty (30) calendar days before the termination date in order for the COALITION to make alternative arrangements for uninterrupted services for children served under this Contract. If sufficient notice of termination is not provided, COALITION may refuse to issue the final reimbursement payment to PROVIDER. If PROVIDER unilaterally terminates this Contract during the pendency of an inquiry due to suspected noncompliance with part V or part VI of chapter 1002, of the Florida Statutes or chapter 6M-4, 6M-8, or rules 6A-1.09433 and 6A-6.03033, F.A.C., the COALITION may revoke the PROVIDER'S eligibility to offer the VPK program for a period of 5 years in accordance with s. 1002.67(4) and 1002.88(2), F.S. if the noncompliance is upheld by the early learning coalition review committee.

58. **Legislative Appropriation.** Any obligation for payment under this Contract is contingent upon an appropriation by the Florida Legislature. If funds required to finance this Contract are unavailable, COALITION shall terminate this Contract after providing written notice, with proof of delivery, at least twenty-four (24) hours before termination of this Contract. In the event of

termination of this Contract under this paragraph, PROVIDER shall be paid for the documented VPK hours completed prior to termination of this Contract.

59. Fraud.

a. Suspension for Suspected Fraud. In accordance with s. 1002.91(4), F.S., COALITION may suspend or terminate PROVIDER from participation in the VPK Program when it has reasonable cause to believe that PROVIDER has committed fraud. PROVIDER may request a review of COALITION's determination to suspend PROVIDER as described in paragraph 60. This review shall be limited to a determination of whether the COALITION has reasonable belief fraud occurred. If suspended, PROVIDER shall remain suspended until the completion of any investigation by the Office of Early Learning, the Department of Financial Services, or any other state or federal agency, and any subsequent prosecution or other legal proceeding.

b. Termination for Fraud. In accordance with s. 1002.91(5), F.S., if PROVIDER, or an owner, officer, or board director thereof, is convicted of, found guilty of, or pleads guilty or nolo contendere to, regardless of adjudication, public assistance fraud pursuant to s. 414.39, F.S., or is acting as the beneficial owner for someone who has been convicted of, found guilty of, or pleads guilty or nolo contendere to, regardless of adjudication, public assistance fraud pursuant to s. 414.39, F.S., the COALITION shall refrain from contracting with, or using the services of, PROVIDER for a period of 5 years. In addition, COALITION shall refrain from contracting with, or using the services of, any provider that shares an officer or director with a provider that is convicted of, found guilty of, or pleads guilty or nolo contendere to, regardless of adjudication, public assistance fraud pursuant to s. 414.39, F.S. for a period of five (5) years.

c. Termination for National Disqualification. In accordance with s. 1002.91(7), F.S., if PROVIDER is placed on the United States Department of Agriculture National Disqualified List, COALITION must terminate this Contract for cause. In addition, if PROVIDER shares an officer or board director with a provider that is on the United States Department of Agriculture National Disqualified List, COALITION must terminate this Contract for cause.

60. Due Process Procedures. PROVIDER may request a review of determinations made by COALITION under this Contract. Reviews will be conducted in accordance with Exhibit 2, Due Process Procedures. While a request for a review is being examined, PROVIDER is not required to implement corrective action. In accordance with s. 1002.75(1), PROVIDER may not offer any VPK Program services while a request for a review regarding termination of PROVIDER's VPK Statewide Contract is being examined.

61. Severability of Provider Location. If PROVIDER has executed this Contract on behalf of multiple locations and one or more of the locations is terminated pursuant to Section XI of this Contract, then in lieu of re-executing a new contract for the remaining locations, COALITION may modify Exhibit I to indicate which location(s) previously part of this Contract has been removed by striking through the location(s), initialing and dating in the "official use only" column. COALITION shall provide a copy of Exhibit 1 showing any stricken locations to PROVIDER. This Contract will remain in force and effect as to all locations in Exhibit 1 which are not stricken.

62. Litigation and Venue. In the event that PROVIDER believes that this Contract has been inappropriately terminated, or in the event of a breach of this Contract, any available remedies may be pursued in a court of competent jurisdiction. COALITION and PROVIDER agree that

any litigation related to this Contract which is brought by COALITION or PROVIDER will be brought in a county within COALITION's geographical service area.

XII. NOTIFICATION

63. **Information Change Notification**. PROVIDER agrees that it will comply with each of the following notification requirements:
   - **a.** Providing notice of class transfers of children at the same provider location within fourteen (14) calendar days;
   - **b.** Providing notice of changes to information provided on Forms OEL-VPK 10, OEL-VPK 11A, and OEL-VPK 11B within fourteen (14) calendar days after the information changes in accordance with Rule 6M-8.300, F.A.C.;
   - **c.** Submitting documentation demonstrating temporary closure by the close of business on the first day that a closing occurs and submitting documentation demonstrating subsequent reopening within two (2) business days after reopening;
   - **d.** Providing notice and documentation specifying reasons for dismissal of children within fourteen (14) calendar days;

64. **CCR&R Participation.** PROVIDER agrees to provide program and business information annually for inclusion in the Child Care Resource and Referral (CCR&R) Network and is responsible for ensuring that COALITION has up-to-date business and contact (including emergency contact) information. This information may be provided in the Provider Portal.

65. **Unusual Incident Notification.** PROVIDER agrees to report unusual incidents to COALITION by no later than the close of business on the next business day of the unusual incident and to submit a written report to COALITION within three (3) business days from the date of the incident. For licensed providers, sending a copy of the incident report submitted for DCF to COALITION shall constitute compliance with this paragraph. An unusual incident is any significant event involving the health and safety of children under PROVIDER's care. Examples of unusual incidents include: accusations of abuse or neglect against PROVIDER or PROVIDER's staff; the injury of a child which requires professional medical attention at PROVIDER's site or written notification from the child's parent that the child received professional medical attention; and when PROVIDER receives notice of litigation where PROVIDER is a named party or defendant that relates to PROVIDER's operation of VPK services.

66. **Notification of Disqualification or Public Assistance Fraud.**

a. PROVIDER shall notify COALITION within five (5) calendar days if PROVIDER is placed on the United States Department of Agriculture National Disqualified List, or if PROVIDER shares an officer or board director with a provider that is on the United States Department of Agriculture National Disqualified List.

b. PROVIDER shall notify COALITION within five (5) calendar days if PROVIDER, or an owner, officer, or board director thereof, is convicted of, found guilty of, or pleads guilty or nolo contendere to, regardless of adjudication, public assistance fraud pursuant to s. 414.39, F.S., or is acting as the beneficial owner for someone who has been convicted of, found guilty of, or pleads guilty or nolo contendere to, regardless of adjudication, public assistance fraud pursuant to s. 414.39, F.S.

XIII. INDEMNIFICATION

67. **Indemnification.** PROVIDER shall be fully liable for and indemnify, defend and hold harmless COALITION, Office of Early Learning and all of their officers, directors, agents, contractors, subcontractors and employees from and against any and all third-party claims, suits, actions, damages, judgments and costs that arise whether in law or in equity, from any of the PROVIDER's agents, subcontractors or employees' acts, actions, neglect or omission during the performance or operations under this Contract or any subsequent modification thereof. This includes attorney's fees and costs. This indemnification holds whether liability is direct or indirect and whether damage is to any person or real or personal tangible or intangible property. If PROVIDER is a state agency or a subdivision thereof, as defined in s. 768.28(2), this paragraph is limited to the extent permitted by s. 768.28, F.S.

XIV. SEVERABILITY

68. **Severability.** If any provision of this Contract is held to be unenforceable by a court of competent jurisdiction, the remaining terms and conditions remain in full force and effect.

XV. AMENDMENTS

69. **Only Authorized Amendments.** Only authorized attachments, amendments, or supplements to this Contract are authorized or permitted including those specifically incorporated by reference in this form, such as Exhibit 1, Provider Location List; Exhibit 2, Due Process Procedures; Form OEL-VPK 20A, Amendment to the Statewide Voluntary Prekindergarten Provider Contract; and Form OEL-VPK 20PP or Form OEL-VPK 20PS, as described in paragraph 7.

XV. EXECUTION OF CONTRACT

In accordance with ss. 1002.55(3)(i), 1002.61(3)(b), and 1002.63(3)(b), F.S., PROVIDER has caused this Contract to be executed as of the date set forth in Paragraph 1. By signing below, PROVIDER hereby certifies that PROVIDER has read and understood this Contract. PROVIDER certifies that all information provided is true and correct and agrees that noncompliance with the requirements of the VPK Program, which include the requirements of this Contract, and all Exhibits and authorized attachments, shall result in corrective action, withholding of funds, or termination of this Contract at the discretion of COALITION, in accordance with Section XI.

Warranty of Authority. Each person signing this contract warrants that he or she is dually authorized to do so and to bind the respective party to the contract.

Signature of President/Vice President/ Secretary/Officer/Owner/Principal/or Other Authorized Representative ☐ By Electronic Signature	**Print Name**
Title	**Date**
Provider's Additional Signatory (If required by the Provider) ☐ By Electronic Signature	**Print Name**
Title	**Date**
Provider's Additional Signatory (If required by the Provider) ☐ By Electronic Signature	**Print Name**
Title	**Date**

COALITION has caused this Contract to be executed as of the date set forth in Paragraph 1.

Signature of Authorized Coalition Representative ☐ By Electronic Signature	**Print Name**
Title	**Date**

STATE OF FLORIDA
STATEWIDE VOLUNTARY PREKINDERGARTEN PROVIDER CONTRACT
FORM OEL-VPK 20

Exhibit 1: Provider Location List

Provider Legal Name: Hernando County School District

If PROVIDER is executing this Contract on behalf of one physical location, mark this Exhibit "Not Applicable" in the box below.

☐ **Not Applicable**

If PROVIDER is a school district executing a single Contract on behalf of multiple public school VPK providers or if PROVIDER is executing a single Contract on behalf of multiple private VPK sites within COALITION's service area, PROVIDER shall complete a Provider Location List in a table format with the following columns:

A. Location Number (optional)
B. Location Legal Name
C. Doing Business As Name (if applicable)
D. Physical Address
E. Employer Identification Number (EIN)
F. School Year (Y/N)
G. Summer (Y/N)
H. Official Use Only (for coalition use)

If COALITION determines a location to be ineligible to offer the VPK Program, COALITION will mark which program type, school year (SY) or summer (S) is ineligible and date titled "Official Use Only" under the location and send a revised copy to PROVIDER.

Exhibit 2: Due Process Procedures

Provider Legal Name: Hernando County School District

1. Purpose of Exhibit. Early Learning Coalitions are responsible for the local implementation of early learning programs funded with state and federal funds, such as the School Readiness Program and Voluntary Prekindergarten Education Program. Providers of such early learning programs may request a review of determinations made by an Early Learning Coalition in accordance with the due process procedures described below.

2. Request for Review Hearing. If a provider disputes any action taken by the Coalition pursuant to the terms of the Statewide Voluntary Prekindergarten Provider Contract, the provider may request a review hearing in writing by sending it to the contact person listed in the Coalition's action. A review hearing is a "meeting" for the purposes of the Sunshine Law which is subject to public notice. During a review hearing, the provider will have a reasonable opportunity to address Coalition staff-persons or sub-contractor staff regarding the Coalition's action and to present supporting evidence before a Review Hearing Committee. Provider may have an attorney present at the review hearing to represent or advise the provider.

a. Content of Request for Review Hearing. The request for review hearing must state: the name and contact information of an individual authorized to provide information and binding responses on behalf of provider; the specific action by the Coalition that the provider disputes, the specific reasons for the provider's belief; and whether the provider will be represented by an attorney or another individual during the review hearing.

b. Request Time. The provider's request for a review hearing must be submitted in writing to the Coalition within five (5) business days of receipt of notice of the determination which the provider believes to be incorrect.

c. Supporting Documentation. The provider must send copies of any written documentation supporting the claims of the provider. Examples of relevant documentation may include, but are not limited to, attendance documentation, notarized attestations from parents, documentation from licensing or accrediting bodies, documents demonstrating dates of information submission, and a proposed corrective action plan.

3. Implementation of Review. If the Coalition receives a request for review hearing from the provider, the Coalition must address the request by taking the following steps.

a. Assignment of Review Hearing Committee. Within three (3) business days of receipt of a request for review hearing, the. The Coalition must assign a Review Hearing Committee to complete the review. The Review Hearing Committee must be composed of at least three but no more than five members of the Coalition Board. The Chair of the ELC shall appoint the Review Hearing Committee and shall name the chair of the committee. At least one of the members must be a mandatory member as set forth in section 1002.83(4) and at least one other member shall be one of the provider representative members. If no provider representative is available to participate, a waiver is possible if documented in the deliberations of the review hearing committee.

b. Response to Request for Review Hearing. Within five (5) business days of receipt of the request for review hearing, the Coalition must respond to the provider in writing, return receipt requested. The notice must include at least three (3) proposed dates and times for the review hearing which must be within forty-five (45) days of the date of receipt of the request for review hearing. The notice must also state that the review hearing may be conducted in person at a location designated by the Coalition or via any method of telecommunications, as long as the public is given reasonable access to observe and, when appropriate, participate. Finally, the notice must state whether or not all of the Coalition staff persons or sub-contractor staff whom the provider wishes to have present during the hearing will be made available. If any individual who the provider requested to have present is not available, the Coalition must make available an individual who is qualified to address the subjects the provider wished the individual to address.

c. Date and Location Selection. Within five (5) business days of receipt of the response to a request for review hearing, the provider must inform the Coalition of the date and time which it selects for the review hearing and whether the provider will attend the meeting in person or via a method of telecommunication. Within five (5) business days of receipt of the response to a request for review hearing, if the provider is unable to attend any of the proposed dates and times for the review hearing, the provider must submit written notice which states the specific reasons that provider is unable to attend and must contact the Coalition to select a mutually agreed upon date for the review hearing. If the provider does not inform the Coalition of the date and time within the required time period, then the process is considered complete and the request is denied.

d. Conducting the Review Hearing. The Review Hearing Committee shall assess the claim(s) the provider made in its request for review by examining all information and documentation submitted by the provider. The provider must be given a reasonable opportunity to question Coalition staff-persons or sub-contractor staff regarding the determinations of the Coalition and to present evidence before the Review Hearing Committee. The Coalition will also be provided a reasonable opportunity to submit evidence to rebut any claims made by the provider.

e. Notice of Review Hearing Committee Decision. Following completion of the presentation by the provider and the Coalition, the Review Hearing Committee will vote regarding each of the provider's claims. The decision of the Review Hearing Committee is final. In its' deliberations, the Review Hearing Committee must determine:

i. If the determination made by the Coalition was correct, in whole or in part, or incorrect.

ii. If no part of the determination made by the Coalition was correct, then the provider is not required to take further action.

iii. If any part of the determination made by the Coalition is correct, the Committee must identify the portion(s) determined to be correct and as applicable, decide:

A. If corrective action is necessary, that the provider must take corrective action in regard to the part(s) which the Review Hearing Committee determines to be correct; and the revised deadlines for completion of the corrective action(s); or

B. If the provider's eligibility to offer the Voluntary Prekindergarten Education Program will be terminated, the date of termination.

f. Notice of Review Hearing Conclusion. The Chair of the Review Hearing Committee shall ensure a written notice of the review hearing conclusion is prepared. The written notice must state the outcome of the Review Hearing Committee's vote regarding each of the provider's claims. In addition, the notice must specifically state the reasons supporting the Review Hearing Committee's conclusions. The dates for either corrective action to be completed, or termination of eligibility to offer the Voluntary Prekindergarten Education Program shall be included in the notice. The Chair of the Review Hearing Committee shall approve the notice and ensure it is made public within ten business days of the conclusion of the Review Hearing.

STATE OF FLORIDA
STATEWIDE VOLUNTARY PREKINDERGARTEN
PROVIDER CONTRACT
PUBLIC SCHOOL ATTACHMENT FORM OEL-VPK 20PS

I. PARTIES AND TERMS OF CONTRACT ATTACHMENT

1. **Parties.** This document is executed as an Attachment to the Contract made and entered into the 1st day of July, 2025, by and between the Early Learning Coalition of ELC of Pasco and Hernando (herein referred to as "COALITION"), and Hernando County School District (herein referred to as "PROVIDER"), with its principal offices located at 919 N BROAD ST BROOKSVILLE, FL 34601-2397.

2. **Provider Type.** This attachment is designed for use by public school districts and/or public schools. If a VPK site under this Contract is a charter school, the COALITION shall confirm that VPK is in its charter before use of this attachment.

II. PUBLIC SCHOOLS

3. **Monitoring Assurance.** The school district certifies that it will ensure each public school PROVIDER complies with statute, rules and this Contract and certifies that it will require corrective action plans from each public school PROVIDER upon failure to comply with the terms of statute, rule or this Contract. The school district may choose to designate COALITION to monitor its public school VPK providers if agreed upon by COALITION.

   PROVIDER is a (check one):
   ☐ Public school district which chooses to monitor its public school VPK providers.
   ☒ Public school district which designates COALITION to monitor its public school VPK providers.

4. **Summer Funding.** Each district's funding for the summer program shall be modified from the terms of Paragraph 2 of the Contract (Form OEL-VPK 20) in accordance with s. 1002.71 (3)(d), F.S.

5. **Transportation funding.** A student enrolled in the VPK Program may not be reported under s. 1011.68, F.S. for student transportation funds.

6. **School District Authorization.** An authorized school district representative must be a signatory of this Contract.

Exhibit 1: Provider Location List Attachment

Provider Legal Name: Hernando County School District

Location Number	Location Legal Name	Doing Business As Name	Physical Address	Employer ID Number (EIN)	School Year	Summer	Official Use Only
20127	Hernando County School District	Moton Elementary	7175 EMERSON RD, BROOKSVILLE, FL 34601	596000647	☒School Year	☐Summer	
20128	Hernando County School District	Deltona Elementary	2055 DELTONA BLVD, SPRING HILL, FL 34606-3216	596000647	☒School Year	☐Summer	
20864	Hernando County School District	Brooksville Elementary School	885 N BROAD ST, BROOKSVILLE, FL 34601-2302	596000647	☒School Year	☐Summer	
20865	Hernando County School District	Spring Hill Elementary School	6001 MARINER BLVD, SPRING HILL, FL 34609-1314	596000647	☒School Year	☐Summer	
20974	Hernando County School District	Westside Elementary School	5400 APPLEGATE DR, SPRING HILL, FL 34606-4505	596000647	☒School Year	☐Summer	
20975	Hernando County School District	Pine Grove Elementary School	14411 KEN AUSTIN PKWY, BROOKSVILLE, FL 34613-4992	596000647	☒School Year	☐Summer	
20976	Hernando County School District	Eastside Elementary School	27151 ROPER RD, BROOKSVILLE, FL 34602-7210	596000647	☒School Year	☐Summer	
20977	Hernando County School District	John D. Floyd Elementary School	3139 DUMONT AVE, SPRING HILL, FL 34609-4236	596000647	☒School Year	☐Summer	

Exhibit 1: Provider Location List Attachment

Provider Legal Name: _____

Location Number	Location Legal Name	Doing Business As Name	Physical Address	Employer ID Number (EIN)	School Year	Summer	Official Use Only
20978	Hernando County School District	Chocachatti Elementary School	4135 CALIFORNIA ST, BROOKSVILLE, FL 34604-0682	596000647	☒School Year	☐Summer	
					☐School Year	☐Summer	
					☐School Year	☐Summer	
					☐School Year	☐Summer	
					☐School Year	☐Summer	
					☐School Year	☐Summer	
					☐School Year	☐Summer	
					☐School Year	☐Summer	

Approved as to Content & Form

Caroline Mocker, Esq.

Staff Counsel, HCSD

12:45 pm, 04/17/2025

STATE OF FLORIDA
AMENDMENT TO STATEWIDE VOLUNTARY PREKINDERGARTEN PROVIDER CONTRACT
Form DEL-VPK 20A

I. General Amendment Information

Amendment Number:	66611

II. Parties and Terms of Contract Amendment

This amendment to the Statewide Voluntary Prekindergarten (VPK) Provider Contract is entered into between the Early Learning Coalition (COALITION) of Pasco and Hernando, and Hernando County School District, VPK provider (PROVIDER).

WHEREAS, on 7/1/2025 COALITION of Pasco and Hernando entered into the Contract with PROVIDER to provide VPK services; and

WHERAS, PROVIDER desires to amend this Contract to replace, delete, or supplement one of the following provisions of the existing Contract; and

WHEREAS, COALITION of Pasco and Hernando agrees to amend the Contract as indicated in Section III.

III. Amendments

The Contract is hereby amended to replace the following as noted below (check each applicable box for the modified term(s).

☐ **Location of the Provider's Principal Office. The deleted address is:**

___.

The replacement address is:

___.

Reason for modification:

___.

☐ **Provider Type (Modification to DEL-VPK 20PP). The original provider type selected is:**

- ☐ A child care facility licensed under s. 402.305, F.S.
- ☐ A family day care home licensed under s. 402.313, F.S.
- ☐ A large family child care home licensed under s. 402.3131, F.S.
- ☐ A nonpublic school exempt from licensure under s. 402.3025(2), F.S., that also either holds a current Gold Seal Quality Care designation under s. 1002.945 F.S., or accredited by an accrediting association under s. 1002.55(3)(b)1., F.S.
- ☐ A faith-based child care provider exempt from licensure under s. 402.316, F.S., that also either holds a current Gold Seal Quality Care designation under s. 1002.945 F.S., or accredited by an

accrediting association under s. 1002.55(3)(b)1., F.S.

The new provider type selected is:

☐ A child care facility licensed under s. 402.305, F.S.

☐ A family day care home licensed under s. 402.313, F.S.

☐ A large family child care home licensed under s. 402.3131, F.S.

☐ A nonpublic school exempt from licensure under s. 402.3025(2), F.S., that also either holds a current Gold Seal Quality Care designation under s. 1002.945 F.S., or accredited by an accrediting association under s. 1002.55(3)(b)1., F.S.

☐ A faith-based child care provider exempt from licensure under s. 402.316, F.S., that also either holds a current Gold Seal Quality Care designation under s. 1002.945 F.S., or accredited by an accrediting association under s. 1002.55(3)(b)1., F.S.

Reason for modification:
___.

☒ **Additional Provider Location. (Modification to DEL-VPK 20, Exhibit 1). The information for the additional nonpublic VPK site or public school being added to the Provider Location List is as follows:**

A. Location Number (optional) 26960
B. Location Legal Name Hernando County School District
C. Doing Business As Name (if applicable) Winding Waters K8
D. Physical Address 12240 VESPA WAY WEEKI WACHEE, FL 34614-3066
E. Employer Identification Number (EIN) 596000647
F. School Year (Y/N) N
G. Summer (Y/N) N

Updated Provider Location List in the format described in Exhibit 1 must be attached.

Reason for modification:
Hernando County will now offer VPK at the Winding Waters location for the 25-26 Program Year..

☐ **Removal of a Provider Location. (Modification to DEL-VPK 20, Exhibit 1). The information for the removal of a nonpublic VPK site or public school being removed from the Provider Location List is as follows:**

H. Location Number (optional) ___
I. Location Legal Name ___
J. Doing Business As Name (if applicable) ___
K. Physical Address ___
L. Employer Identification Number (EIN) ___
M. School Year (Y/N) ___
N. Summer (Y/N) ___

Updated Provider Location List in the format described in Exhibit 1 must be attached.

Reason for modification:

IV. Execution of Amendment

The effective date of the Amendment shall be the date that it is signed by both parties. All provisions in the Contract and any attachments/exhibits in conflict with this Amendment shall be and are hereby changed to conform to this Amendment. All provisions not in conflict with this Amendment are still in full force and effect in accordance with its terms and are to be performed at the level and in the manner specified in the Contract.

Warranty of Authority. Each person signing this Amendment warrants that he or she is duly authorized to do so and to bind the respective party to the Amendment.

Signature of President/Vice President/ Secretary/Officer/Owner/Principal/Other Authorized Representative ☐ By Electronic Signature	**Print Name**
Title	**Date**
Provider's Additional Signatory (If required by the Provider) ☐ By Electronic Signature	**Print Name**
Title	**Date**
Provider's Additional Signatory (If required by the Provider) ☐ By Electronic Signature	**Print Name**
Title	**Date**

Signature of Authorized Coalition Representative	Print Name
☐ By Electronic Signature	
Title	**Date**

** Electronic signature: By providing this electronic signature, I attest that I understand that electronic signatures are legally binding and have the same meaning as handwritten signatures. I confirm that internal controls have been maintained, and that policies and procedures were properly followed to ensure the authenticity of the electronic signature.*

Approved as to Content & Form
Caroline Mockler, Esq.
Staff Counsel, HCSD
8:36 am, 07/01/2025

Exhibit 1: Provider Location List

Provider Name: Hernando County School District

		Changed?
Location Number	26960	
Location Legal Name	Hernando County School District	
Doing Business As Name	Winding Waters K8	
Physical Address	12240 VESPA WAY WEEKI WACHEE, FL 34614-3066	
Employer Identification Number	596000647	
School Year	No	
Summer	No	
Composite Program Assessment Score		
Official Use Only	Added; *Reason: Hernando County will now offer VPK at the Winding Waters location for the 25-26 Program Year.*	Yes

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

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

A. Item Currently Budgeted -

Account Name: No Financial Impact

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

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

Account Name

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

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

B. Item Currently Not Budgeted -**

Funding Source

Account Name

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

Amount $

Funding Source

Account Name

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

Amount $

C. History

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

Prior Year Approved Budget: $_____

Prior Year Actual Spent: $_____

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

Hernando School District

School Board Regular Meeting

Agenda Item # 9. 26-3147 7/29/2025

Title and Board Action Requested
Approve 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 approve 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
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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 evidence-based reading instruction allocation.

K-12 CERP includes district's approach to leadership, professional development, literacy coaching, assessment, curriculum, instruction, and intervention.

K-12 CERP focuses districts on appropriate professional development and evidence-based reading practices proven to work.

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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

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Measurable Student Achievement-VPK

	2023-2024	2024-2025	Difference
Below the 10th percentile	.5%	.4%	-.1%
40th percentile and above	93%	95%	+2%

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Measurable Student Achievement- Elementary Proficiency

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

Of Special Note:

Kindergarten, 3rd grade above the state average

Second grade decreased 4% from last year, but exceeds the state average by 2%

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Measurable Student Achievement- Middle School Proficiency

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

Of Special Note:
6th grades showing a double digit increase in proficiency: DSPMS
7th grade showing a double digit increase in proficiency: FCMS, PMS, WHMS
8th grade showing a double digit increase in proficiency: DSPMS, EK8, PMS, WHMS, WWK8

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Measurable Student Achievement- % of students at level 1

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

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Measurable Student Achievement- High School ELA Graduation Requirements

Grade Level	August 2024	June 2025
11th grade	49%	83%
12th grade	74%	98%

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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).

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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.

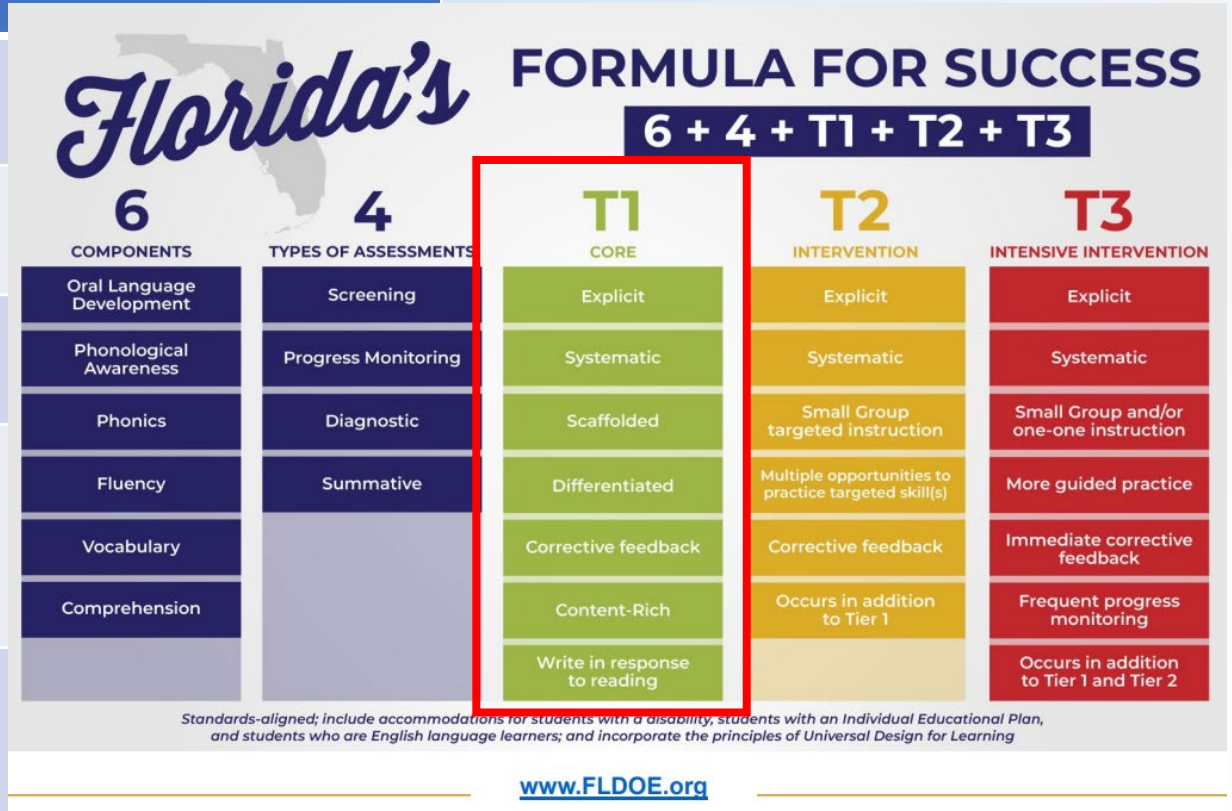
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Literacy Coaches (Rule 6A-6.053(6)(a), F.A.C.)
Assurance E, F, G

K-12 Assessment, Curriculum and Instruction

Level	Core Curriculum
VPK	Three Cheers
Elementary	Benchmark Education
Middle School	McGraw Hill, Florida Study Sync
High School	Savvas, My Perspectives
PreAP English 1 & 2	College Board Resources



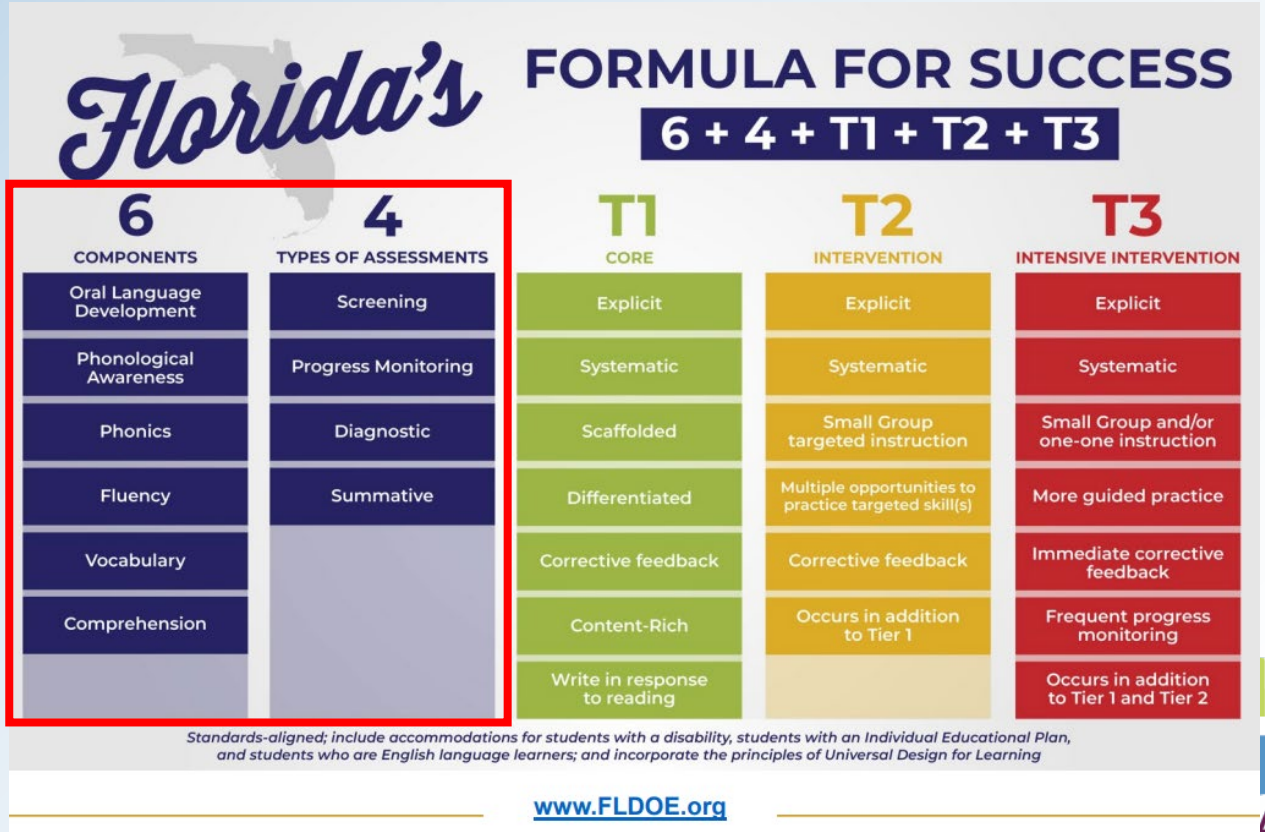
Florida's Formula for Success (Rule 6A-6.053(9)(a), F.A.C.)

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K-12 Assessment, Curriculum and Instruction

Students participate in screening and progress monitoring in VPK-Grade 12

- FAST Star Early Literacy
- FAST Star Reading
- FAST 3-10
- iReady
- Lexia PowerUp
- SAT/ACT

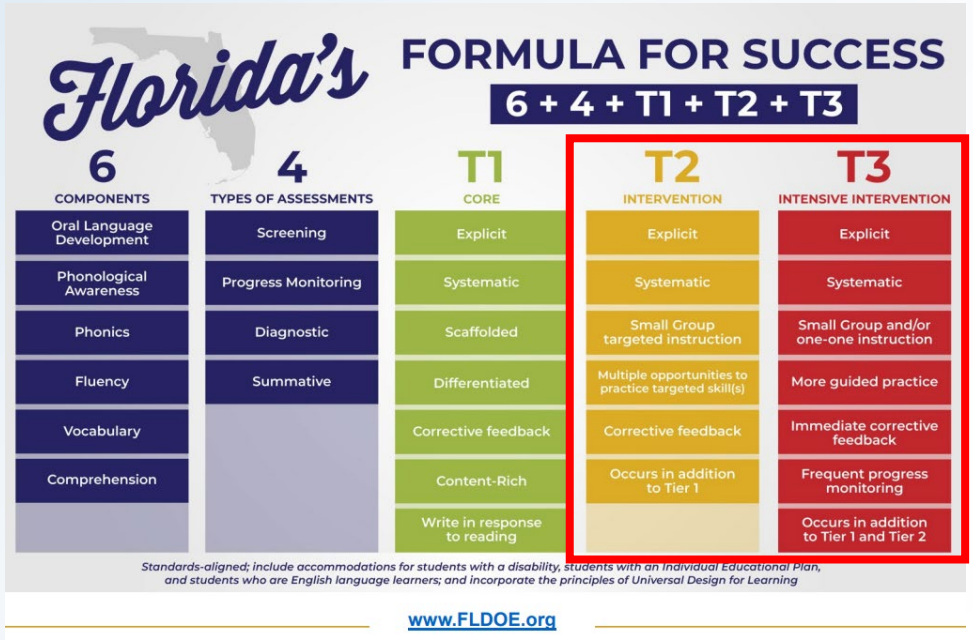


Assessment/Curriculum Decision Trees (Rule 6A-6.053(9)(d), F.A.C.)

K-12 Assessment, Curriculum and Instruction Decision Trees

Evidence-based instructional materials and strategies have a significant effect on improving student outcomes and meet strong, moderate, or promising levels of evidence as defined in 20 U.S.C. s. 7801(21)(A)(i)

- All intervention are required to be evidence-based and comply with Science of Reading.
- Plan that provides guidance for decision making.
- State wide assessment data is reviewed to ensure any student with a level 1 or 2 and/or meeting the criteria for substantial reading deficiency is provided with interventions.



Assessment/Curriculum Decision Trees (Rule 6A-6.053(9)(d), F.A.C.)
Assurance A, B

Summer Reading Camp

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

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Summer Reading Camps (Rule 6A-6.053(12), F.A.C.)
Assurance C

Professional Development

Topics/Areas of Focus:

- Curriculum for Core Instruction, as well as intervention
- Best Practices in Science of Reading
- Reading Endorsement courses
- ESOL endorsement courses
- Benchmarks

Reading Endorsement Pathways:

- 7 different pathways are provided for teachers to earn their endorsement

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Professional Development (Rule 6A.6.053(4), F.A.C.)

Tutoring

RAISE High School Tutors

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

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-RtI project
- Increasing the number of VPK classes
- Implementation of core ELA curriculum K-12 and K-3 Reading Interventions

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Any questions?

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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 Teaching & Learning	Gina Michalicka	Michalicka_g@hcsb.k12.fl.us	352-797-7000 ex. 404
Director of Elementary Programs & K-12 ELA	Tiffany Howard	Howard_t@hcsb.k12.fl.us	352-797-7000 ex. 363
Data Element	Jessie Jones	Jones_j@hcsb.k12.fl.us	352-797-7000 ex. 458
Supervisor of Assessment & Accountability	Jennifer Merschbach	Merschbach_j@hcsb.k12.fl.us	352-797-7000 ex. 465
Third Grade Promotion	Tiffany Howard	Howard_t@hcsb.k12.fl.us	352-797-7000 ex. 363
Supervisor of Literacy, Interventions & Elementary Academic Programs	Kelly Downey	Downey_k@hcsb.k12.fl.us	352-797-7000 ex. 280
Multi-Tiered System of Supports	Kerri Littlefield	Littlefield_k@hcsb.k12.fl.us	352-797-7000 ex. 113
Reading Endorsement/Professional Development	Paula Clark	Clark_p@hcsb.k12.fl.us	352-797-7000 ex. 437
3rd grade Summer Reading Camp	Tiffany Howard Kristal Barnes	Howard_t@hcsb.k12.fl.us Barnes_k@hcsb.k12.fl.us	352-797-7000 ex. 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	**Previous School Year – % of Students Scoring**	**Goal for Plan Year – % of Students Scoring**	**Previous School Year – % of Students Scoring**	**Goal for Plan Year – % of Students Scoring**
	Urgent Intervention <10th percentile	**Urgent Intervention** <10th percentile	**At & Above Benchmark** 40th percentile & above	**At & Above Benchmark** 40th percentile & above
VPK	.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**
K	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 frequency of review	STAR/FAST-3 times year iReady-3 times year Formal Walkthroughs-approximately once a year Informal Walkthroughs-based on school needs & data	STAR/FAST-3 times year iReady-3 times year Formatives/classroom assessments-ongoing Administrative walkthroughs-regularly
Actions for continuous support and improvement	District level data chats with administrators to develop action plans. Data and problem solving MTSS monthly meetings.	Data chats admin/teacher and teacher/student. Sharing of data at leadership meetings and during PLCs. MTSS problem solving meetings.
Grades 6-8	**District Level**	**School Level**
Data that will be collected and frequency of review	FAST-3 times year iReady-3 times year	FAST-3 times year iReady-3 times year

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

2. **Describe what has been revised to improve literacy outcomes for students in the district's CERP based upon the District CERP Reflection Tool and a root-cause analysis of student performance data.**

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.)

The Just Read, Florida! literacy coach model delineates the roles and responsibilities of literacy coaches.

1. **Is the district using the Just Read, Florida! literacy coach model as defined in Rule 6A-6.053(4), F.A.C.?**

☒Yes **☐No**

2. **If no, please describe the evidence-based coach model the district is using.**

N/A

3. **How is the district's literacy coach model communicated to principals?**

The literacy coach model will be communicated to principals during a principal meeting. Additionally, it is reviewed/revisited during data chats and post-walkthroughs to determine the most appropriate ways for the coach to provide support for the school.

4. **How does the district support literacy coaches throughout the school year?**

There are monthly coach cadre meetings, during which time coaches engage in a book study and receive professional development. Our SRLD takes part in these monthly meetings, providing coaching support as well. Our coaches also attend monthly BSI regional webinars and SRLD Opportunities to Learn webinars, when their schedules permit. They also participate in training and conferences, such as the Florida Literacy Association conference, as well as Just Read, Florida trainings, when space allows.

Hernando County routinely sends coaches to be trained in the Literacy Coach Endorsement Boot Camp.

5. **How is the district supporting coaches with prioritizing high-impact activities, such as conducting data analysis with teachers to establish goals and create action plans, coaching and providing professional learning based on need?**

The district monitors prioritizing high impact activities through the use of monthly coach meetings, data chats, walkthroughs, as well as through coaching logs.

6. **How does the district monitor implementation of the literacy coach model?**

Megan Schlechter 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 (https://bit.ly/430JczR)

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 (https://bit.ly/43uHZAO)

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 (https://bit.ly/3vKiOZ7)

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. (Pre-AP English 1 and Florida's B.E.S.T. Standards for ELA: Alignment Summary (collegeboard.org)) & (Pre-AP English 2 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: https://bit.ly/45j7Eh9
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 s. 1008.25(9)(b), F.S., and included as a component of the Assessment/Curriculum Decision Trees.

- Performance criteria used for decision-making for each assessment at each grade level.
- Evidence-based instructional materials and strategies.
- Specific criteria for when a student is identified to receive intensive reading interventions (Tier 3), what intensive reading interventions will be used, how the intensive reading interventions are provided and assurance that intensive reading interventions are delivered by a teacher who is certified or endorsed in reading or instructional personnel who possess a literacy micro-credential.
- Identification of the multisensory interventions provided to students in grades K-3 who have a substantial deficiency in reading or characteristics of dyslexia, including a description of the intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3.

Note: Evidence-based instructional materials and strategies have a significant effect on improving student outcomes and meet strong, moderate or promising levels of evidence as defined in 20 United States Code (U.S.C.) s. 7801(21)(A)(i):

(A) …an activity, strategy or intervention that –
(i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on –
(I) strong evidence from at least 1 well-designed and well-implemented experimental study;
(II) moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study; or
(III) promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias.

Grades VPK-5

1. Grades VPK-5 Assessments

FAST				
Name of the Assessment	**Target Audience**	**What component of reading is assessed?**	**Assessment Type**	**How often is the data collected?**
FAST Star Early Literacy	☒ VPK ☒ Grade K ☒ Grade 1	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year
FAST Star Reading	☒ Grade 1 ☒ Grade 2	☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year
FAST ELA Reading	☒ Grade 3 ☒ Grade 4 ☒ Grade 5	☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year

Indicate in the chart below any additional assessment(s) used to guide instructional decision-making for grades PreK-5 students. Add additional rows as needed.

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

2. **Students with a Substantial Deficiency in Reading (Rule 6A-6.053(6), F.A.C.)**
Students identified with a substantial deficiency in reading must have an individualized progress monitoring plan that is designed to address the student's specific reading deficiency and that meets the minimum requirements set forth in s. 1008.25(4)(c), F.S. The individualized progress monitoring plan must be developed within forty-five (45) days after the results of the coordinated screening and progress monitoring system become available, and parents must be consulted in the development of the plan.

Students with qualifying disabilities covered by an IEP or a 504 Plan are exempt from the requirement to have a progress monitoring plan, if the IEP or 504 Plan addresses the student's reading deficiency. Nothing in Rule 6A-6.053, F.A.C., should be construed to require or prohibit an IEP or 504 Plan or the contents of the CERP.

A K-3 student is identified as having a substantial deficiency in reading if:

- The student 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^{th}) 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 (10th) 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 (20th) 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 s. 1008.22(3)(a), F.S.

Tier 3 interventions must be provided to students identified as having a substantial reading deficiency.

2a. Describe the district's process (e.g., Multi-Tiered System of Supports (MTSS)) for identifying grades K-3 students in need of Tier 2/Tier 3 interventions.

Using the decision trees below, MTSS teachers review progress monitoring data with teachers to identify students needing interventions. Data is also reviewed for students who were retained in 3rd 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 s. 1008.25(9), F.S. 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
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 iReady Tools for Instruction and instructional Path	**Strong**	
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		**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 Understanding in Kindergarten through 3rd Grade), Recommendation(s) 1: Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge (minimal evidence), 2: Develop awareness of the segments of sounds in speech and how they link to letters (strong evidence), 3: Teach students to decode words, analyze word parts, and write and recognize words (strong evidence), 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension (moderate evidence). These recommendation(s) were built into the program by a systematic approach to phonological awareness, phonics, and language conventions and explicitly teaching students the skills critical to reading comprehension and language proficiency. The district will support and monitor implementation of this program by conducting informal and formal observations and providing coaching, modeling, and professional development of the program components.
Benchmark Advance Intervention	**Promising**	
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**	
English Language Learners		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Imagine Language and Literacy	Promising	
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory interventions provided. Heggerty, Lindamood-Bell, Sound Partners, or UFLi		

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.**		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Curriculum Associates iReady Tools for Instruction	**Strong**	
Early Intervention in Reading	**Promising**	
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 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 Understanding in Kindergarten through 3rd Grade), Recommendation(s) 1: Teach students academic language skills, including the use of**

		inferential and narrative language, and vocabulary knowledge (minimal evidence), 2: Develop awareness of the segments of sounds in speech and how they link to letters (strong evidence), 3: Teach students to decode words, analyze word parts, and write and recognize words (strong evidence), 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension (moderate evidence). These recommendation(s) were built into the program by a systematic approach to phonological awareness, phonics, and language conventions and explicitly teaching students the skills critical to reading comprehension and language proficiency. The district will support and monitor implementation of this program by conducting informal and formal observations and providing coaching, modeling, and professional development of the program components.
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 s. 1008.25(8), F.S., include:

- Providing instruction to grade 3 students who score Level 1 on the statewide, standardized ELA assessment;
- Implementing evidence-based explicit, systematic and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary and comprehension; and
- Providing instruction by a highly effective teacher endorsed or certified in reading.
    - *Note: Instructional personnel who possess a literacy micro-credential **may not** be assigned to these students.*

7a. Provide a description of the district's plan to meet each requirement for Summer Reading Camps required by s. 1008.25(8), F.S. As a reminder, instructional personnel providing services to retained third grade students, including those attending Summer Reading Camp, must be certified or endorsed in reading and rated highly effective as determined by the teacher's performance evaluation under s. 1012.34, F.S.

Summer Reading Camps for Retained Grade 3 Students
Schedule: **June 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): **i**Ready instructional path, Tools for Instruction, Scaffolded comprehension, and Magnetic Reading Foundations (strong evidence), Sonday System, Heggerty Phonemic Awareness and UFLi
Alternative Assessment Used: iReady Diagnostic 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 ELA Reading	☒ Grade 6 ☒ Grade 7	☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress	☒ 3 x Year

FAST				
Name of the Assessment	**Target Audience**	**What component of reading is assessed?**	**Assessment Type**	**How often is the data collected?**
	☒ Grade 8		Monitoring ☒ Summative	

Indicate in the chart below the assessment(s) used to guide instructional decision-making for grades 6-8 students. Add additional rows as needed.

Additional Assessment(s)				
Name of the Assessment	**Target Audience (Grades 6-8) (Select all that apply.)**	**What component of reading is assessed? (Select all that apply.)**	**Assessment Type (Select all that apply.)**	**How often is the data collected?**
Other District Assessment iReady Diagnostic	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☐ Select Students All students AP1, Intensive Reading students in AP2, and AP3	☐ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Other District Assessment Mondo Oral Language	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☒ Select Student	☒ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☒ Screening ☐ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other

9. Describe the district's process (e.g., MTSS) for identifying grades 6-8 students in need of Tier 2/Tier 3 interventions.

Using the decision trees below, 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.**		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Curriculum Associates iReady Instructional Path & Tools for Instruction	**Strong**	
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**

		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 Sequencing (LIPS)	**Promising**	
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 iReady Tools for Instruction	**Strong**	
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 Solution	Promising	
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.
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.		

Grades 9-12

13. Grades 9-12 Assessments

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

Indicate in the chart below the assessment(s) used to guide instructional decision-making for grades 9-12 students. Add additional rows as needed.

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

14. Describe the district's process (e.g., MTSS) for identifying grades 9-12 students in need of Tier 2/Tier 3 interventions.

Using the decision trees below, MTSS teachers review progress monitoring data with teachers to identify students needing interventions. Statewide assessment data is reviewed to ensure any student with a level 1

or 2 is provided with interventions. After further diagnostic assessment with Lexia or Chalk Talk, student's scores are reviewed to identify students in need of tier 3 services and the specific area(s) of need.

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 9th/10th grade and/or Placement at the 20th percentile or lower on the ACT/ChalkTalk for 11th/12th grade	
Number of times per week interventions are provided: 3 or more times per week in addition to tier 1 **Number of minutes per intervention session:** 20-30 minutes **Course(s) where interventions take place:** Intensive Reading, Critical Thinking, Small group pull out	
Supplemental Instruction/Interventions	

Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Lexia PowerUp	**Strong**	
ChalkTalk		**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		**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		**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.
Savvas MyPerspectives	**Moderate**	
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)**
Rosetta Stone	Moderate	
Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year: Performance at the foundational level on Lexia or the 10th percentile or lower on the ACT/ChalkTalk		
Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: Previous Level 1 or Level 2 on FAST PM 3 and/or Placement at the Foundational (K-2) level of Lexia and/or Placement at the 10th percentile or lower on the ACT/ChalkTalk		
Number of times per week interventions are provided: 2 times in addition to tier 2 **Number of minutes per intervention session:** 30 minutes **Course(s) where interventions take place:** Intensive Reading		
Intensive, Individualized Instruction/Interventions **Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.**		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Lexia PowerUp Skill Builders	**Strong**	

Eight Minutes to Fluency and Comprehension		**Eight Minutes to Fluency and Comprehension does not meet strong, moderate or promising levels of evidence; however, the following 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.**
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 Solution	Promising	
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.

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**	Ten interactive modules help every K-12 educator structure support in new ways, including knowing how to: • Gradually release responsibility to students through intentional and purposeful scaffolding • Design lessons and experiences that attend to the affective, metacognitive, and cognitive aspects of learning • Collect data before, during, and after learning, so we can place, move, and take away scaffolds with greater intention • Promote independence with front-end scaffolds, distributed scaffolds, back-end scaffolds, peer scaffolds, and fading scaffolds • Use a blend of demonstration, modeling, coaching, explaining, questioning and choice • Promote purposeful practice—in which learners knows where they're going and how to get there

Reading Difficulties, Disabilities and Dyslexia	**All Teachers**	This course provides information for K-12 general education and ESE teachers of students who face challenges with the mastery of reading skills. It clarifies the difference between various types of reading challenges and disabilities, including dyslexia. It provides information on assessment, data-based decision making and how teachers use those data to select appropriate interventions matched with student need. The course also includes information about multisensory and structured literacy approaches to instruction and other learning supports that can be implemented to ensure students access to standards-based content.
Science of Reading: An Introduction	**All Teachers**	This introductory course provides information about the science of reading, how the reading brain develops, the importance of word recognition and language comprehension, and practical ways to incorporate the principles of the science of reading into instruction.
Structured Literacy through a Multi-Sensory Approach	**All Teachers**	This course takes a deeper dive into structured literacy and multisensory approaches to instruction for all students and particularly for students with reading challenges. It is recommended that you complete the Reading Disabilities, Difficulties and Dyslexia course before starting this one.
Emergent Literacy Microcredential	**PreK teachers**	• Builds emergent literacy knowledge and skills with high-quality content • Supports language and literacy requirements for the CDA professional portfolio
Elementary Literacy Microcredential	**PreK – Grade 5 teachers**	Three-part course that supports instructional personnel in building foundational knowledge, applying instructional practices, and completing practical classroom application—all aligned with the science of reading.
Secondary Literacy Microcredential	**6th – 12th Grade teachers**	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[1]. 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[45]. It covers topics such as writing, listening, speaking, and family involvement[1]. Participants learn to select and administer appropriate assessments[23] and analyze data to inform reading instruction[3]
Reading Competency 4: Foundations and Application of Differentiated Instruction	**All teachers**	Reading competency 4 involves comprehending extended passages in single or multiple-text settings. Readers interpret nuances of language by considering the text as a whole[12]. Teachers report on competencies using the Grading Progressions, which define knowledge and skills students will master on their pathway to proficiency[3]. The competency focuses on understanding how reader characteristics, motivation, purpose of reading, and text elements impact comprehension and student engagement[45].
Reading Competency 5: Demonstration of Accomplishment	**All Teachers**	Reading Competency 5 is designed to enable participants to demonstrate knowledge of the components of reading, assessments, and data analysis. Participants will implement a comprehensive research-based reading plan of instruction for all students through a culminating practicum[12]. The competency includes evidence-based reading instruction and intervention, such as explicit, systematic, and sequential approaches to reading instruction, phonological and phonemic awareness, decoding, and multisensory intervention strategies[345].
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 Elementary	Hernando High School teaching academy 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 s. 1008.25(5)(d), F.S., describe the district's plan for immediately notifying parents of students identified with a substantial deficiency in reading.

A paper copy of the Read-At-Home plan, the 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

	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-6.053(4), F.A.C.
	f. Literacy coaches are prohibited from performing administrative functions that will detract from their role as a literacy coach and spend limited time administering or coordinating assessments.
	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.
	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
	i. The CERP will be shared with stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents.

Local Educational Agency Chief Executive Officer or Authorized Representative (Printed Name):	
Signature:	Date:

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.

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

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

A. Item Currently Budgeted -

Account Name: No Financial Impact

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

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

Account Name

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

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

B. Item Currently Not Budgeted -**

Funding Source

Account Name

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

Amount $

Funding Source

Account Name

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

Amount $

C. History

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

Prior Year Approved Budget: $_____

Prior Year Actual Spent: $_____

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

Hernando School District

School Board Regular Meeting

Agenda Item # 10. 26-3152 7/29/2025

Title and Board Action Requested
Approve out of state field trip for WWHS Color Guard to Dayton, Ohio to attend the WGI Color Guard World Championships on April 7 - 12, 2026.

Executive Summary
The Principal, Mr. Edward LaRose, on behalf of the Superintendent of Schools, hereby requests the Board approval for the WWHS Color Guard compete in the WGI Color Guard World Championships on April 7 - 12, 2026.

My Contact
Bridgit Judson
352-797-7029 ext 228
judson_b@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.

Weeki Wachee
High School
12150 Vespa Way
Weeki Wachee, FL 34614

Ed LaRose
Principal

Phone (352) 797-7029
Fax (352) 797-7129
Website
www.hernandoschools.org/schools/weeki-wachee-high-school

HERNANDO SCHOOL DISTRICT
Learn it. Love it. Live it.

Mildred Murrman-Dudley
Assistant Principal

Brandy Sladek
Assistant Principal

John Weaver
Assistant Principal

To: School Board Members
RE: WGI Color Guard World Championships Trip 2026

To Whom it may concern,

Our color guard program, a part of our Fine Arts Department, is requesting the opportunity to attend WGI Color Guard World Championships in Dayton, Ohio, in April 2026. This would mark our school's first-ever participation in the prestigious World Championships, where our students will compete amongst the top programs across the nation and around the globe. The trip dates are April 7th 2026- April 12th, 2026.

Attached you will find an itinerary for the upcoming 2026 trip. We have included time for sightseeing, and the ability to watch performances delivered by the top 15 color guard programs in the world. You will find the field trip packet completed to the best of our ability. Some information in the field trip packet cannot be provided until future dates, such as students attending, chaperones attending, etc. Listed below are estimations based on current prices in Dayton, Ohio.

This competition is a 3-day performance opportunity with prelims on 4/9/26, semifinals on 4/10/2026 and finals on 4/11/2026. Students would be performing at one of three venues near the University of Dayton Arena in Dayton, Ohio. The actual performance schedules are not presented until January of 2026. Historically speaking, the three possible venues would be the Dayton Convention Center, Cintas Center at Xavier University or the Truist Arena at Northern Kentucky University. All sites are within an hour from the University of Dayton Arena- which is the site where finals are held if our team qualifies.

Our travel would begin on Thursday April 8, flying direct from Tampa International Airport into John Glenn Columbus International Airport, James M. Cox Dayton International Airport or the Cincinnati-Northern Kentucky International Airport. The current flight prices for this time of the year are $350 round trip.

The estimated cost for each student is $1197, which breaks down to the following:
Flight $350 roundtrip
Hotel $325 per student (based on 4 students in one room, for 4 nights)
Rental Vans $255 per student ($3836 total- 2 vans for 5 days)
Scholastic A Class Finals Performance Tickets - $58 per student
Scholastic World Class Finals Performance Tickets - $95 per student
Registration Fees $94 per student ($1415 total)
Rehearsal Facilities $20 per student ($300 total)
Other additional costs would include meals and entertainment

We project this number could fluctuate slightly based on exact numbers and cannot be determined until we have a commitment from all students involved.

Weeki Wachee
High School
12150 Vespa Way
Weeki Wachee, FL 34614

Ed LaRose
Principal

Phone (352) 797-7029
Fax (352) 797-7129
Website
www.hernandoschools.org/schools/weeki-wachee-high-school

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Mildred Murrman-Dudley
Assistant Principal

Brandy Sladek
Assistant Principal

John Weaver
Assistant Principal

In order to offset the students costs, they will have the opportunity to fundraise throughout the school year to raise money to pay for the trip. In previous years for any of our trips, we have had students raise enough money to cover the entire amount of their trip.

A list of students attending the competition will be given to all parties involved once commitment is confirmed after the first of the 2026 year. Hotel and flight information with flight numbers will be provided at least a month in advance. A more accurate agenda will be provided to all parties involved as we get closer to the trip.

We believe that attending the WGI Color Guard World Championships represents an extraordinary opportunity for our students to learn, grow, and excel in their craft. Beyond the competition, the experience will provide cultural enrichment, team bonding, and exposure to world-class performances, which will undoubtedly inspire our students to achieve new heights in their artistic pursuits. We kindly ask for your support in making this groundbreaking trip a reality for our color guard program. Thank you for considering this request, and we look forward to working together to provide our students with this once-in-a-lifetime experience.

Please let me know if we need to provide any further information.

Thank you for your consideration,

Bridgit Judson

Color Guard Director and Science Teacher
Weeki Wachee High School

HERNANDO COUNTY SCHOOL DISTRICT

Leave of Absence Form

Each Leave of Absence request must be approved by Site Administrator/Supervisor and submitted with the regular payroll.

LAST NAME (Print or Type)	FIRST	INITIAL	EMPLOYEE I.D. NUMBER
Judson	Bridgit	F	18635
POSITION			SCHOOL/COST CENTER
Teacher			WNHS

Except in the case of an emergency, all leave, other than sick leave, must be approved in advance. If the request for sick leave is pre-planned (i.e. doctor's appointment), it must be pre-approved. For sick leave absences that are not pre-planned, this form must be completed upon return within five (5) working days.

TO BE COMPLETED BY APPLICANT:

I hereby apply for:

This leave is requested: ☒ With Pay ☐ Without Pay ☒ Substitute Needed

- ☐ Sick Leave
- ☐ Personal Leave (charged to Sick Lv.)
- ☐ Personal Leave (Without Pay)
- ☐ Professional Leave
- ☐ Other_____
- ☐ Worker's Comp
- ☐ Military Leave
- ☐ Vacation Leave
- ☒ Temporary Duty (Attach documentation)
- ☐ Compensatory Time (non-exempt employees only)

*Note: This leave does not constitute any salary in addition to that which the individual would normally receive for the dates indicated herein.

- ☐ Per Diem
- ☐ Mileage
- ☐ Meals
- ☐ Registration
- ☐ Hotel Expense (Single Room Rate)

Number of Hours Requested 23.25

Purpose/Benefit (DO NOT use acronyms) Field Trip

Destination WGI Color Guard World Championships 2026

BEGINNING	ENDING
Time 6:00 AM _____ PM	Time _____ AM 10:00 PM
Day of Week Wednesday Date 4/8	Day of Week Sunday Date 4/12

SOURCE OF FUNDS

SUBSTITUTE CHARGED TO:

FUND	FUNCTION	OBJECT	CENTER	PROJECT

TRAVEL EXPENSE CHARGED TO:

FUND	FUNCTION	OBJECT	CENTER	PROJECT

✗ Signature of Applicant _____ Date 4/17/25

FOR OFFICE USE ONLY: ☒ APPROVED ☐ NOT APPROVED

Site Administrator/Supervisor _____ Date 4-18-25

Project Director (if applicable) _____ Date _____

TO BE COMPLETED BY PRINCIPAL OR SUPERVISOR AND SUBMITTED WITH THE REGULAR PAYROLL.

This leave constitutes _____ hour(s) for the regular employee listed above.

Name of substitute(s) (if any): Amount of Time substituting:

_____ _____ hours: _____ days.

_____ _____ hours: _____ days.

DISTRIBUTION:
White : Payroll
Yellow : Applicant (Attach to Travel Reimbursement form)
Pink : Applicant
Gold : Site Administrator

SO-Per-025
November 2020
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HERNANDO COUNTY SCHOOL DISTRICT

Leave of Absence Form

Each Leave of Absence request must be approved by Site Administrator/Supervisor and submitted with the regular payroll.

LAST NAME (Print or Type)	FIRST	INITIAL	EMPLOYEE I.D. NUMBER
Tivlin	Joshua		15774
POSITION			SCHOOL/COST CENTER
Music Teacher			0391

Except in the case of an emergency, all leave, other than sick leave, must be approved in advance. If the request for sick leave is pre-planned (i.e. doctor's appointment), it must be pre-approved. For sick leave absences that are not pre-planned, this form must be completed upon return within five (5) working days.

TO BE COMPLETED BY APPLICANT:

I hereby apply for:

This leave is requested: ☒ With Pay ☐ Without Pay ☒ Substitute Needed

- ☐ Sick Leave
- ☐ Personal Leave (charged to Sick Lv.)
- ☐ Personal Leave (Without Pay)
- ☐ Professional Leave
- ☐ Other_____
- ☐ Worker's Comp
- ☐ Military Leave
- ☐ Vacation Leave
- ☒ Temporary Duty (Attach documentation)
- ☒ Compensatory Time (non-exempt employees only)

*Note: This leave does not constitute any salary in addition to that which the individual would normally receive for the dates indicated herein.

- ☐ Per Diem
- ☐ Registration
- ☐ Mileage
- ☐ Hotel Expense (Single Room Rate)
- ☐ Meals

Number of Hours Requested 23.25

Purpose/Benefit (DO NOT use acronyms) Field Trip

Destination WGI Color Guard World Championships 2026

BEGINNING	ENDING
Time 6:00 AM ☒ PM ☐	Time ____ AM ☐ PM ☒ 10:00
Day of Week Weds	Day of Week Sunday
Date 4/8/26	Date 4/12/26

SOURCE OF FUNDS

SUBSTITUTE CHARGED TO:				
FUND	FUNCTION	OBJECT	CENTER	PROJECT

TRAVEL EXPENSE CHARGED TO:				
FUND	FUNCTION	OBJECT	CENTER	PROJECT

✗ Signature of Applicant Joshua Tivlin Date 4/2/25

FOR OFFICE USE ONLY: ☒ APPROVED ☐ NOT APPROVED

Site Administrator/Supervisor _____ Date 4/2/25

Project Director (if applicable) _____ Date _____

TO BE COMPLETED BY PRINCIPAL OR SUPERVISOR AND SUBMITTED WITH THE REGULAR PAYROLL.

This leave constitutes _____ hour(s) for the regular employee listed above.

Name of substitute(s) (if any): Amount of Time substituting:

_____ _____ hours: _____ days.

_____ _____ hours: _____ days.

DISTRIBUTION:
White : Payroll
Yellow : Applicant (Attach to Travel Reimbursement form)
Pink : Applicant
Gold : Site Administrator

SO-Per-025
November 2020
Reorder from Printing

Complete Section A or B; and C

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

A. Item Currently Budgeted -

Account Name _____

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project

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

Account Name _____

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project

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

B. Item Currently Not Budgeted -**

Funding Source: Student Self Pay

Account Name: Color Guard

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project
8020	E9800	3310	0391	92100	11300

Amount $ 36,000.00

Funding Source _____

Account Name _____

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project

Amount $ _____

C. History

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

Prior Year Approved Budget: $_____

Prior Year Actual Spent: $_____

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

Agenda Item # 11. 26-3160 7/29/2025

Title and Board Action Requested
Approve the Hernando County school District Mental Health Plan for the 2025-2026 School Year

Executive Summary
The Director of Student Services, on behalf of the Superintendent of Schools, hereby requests the Hernando county School Board approve the Hernando County School district 2025-2026 Mental Health Assistance Application (MHAA).

Final directive requirements as well as the allocated amount for the 2025-2026 Mental Health Assistance Allocations has been increased from $1,497,221.00 to $1,525,043.00. This increase and the total annual amount is absorbed due to the increase in salaries, insurance cost, etc. Through the support of the Mental Health Assistant Allocation and the millage each school does have a full time social worker at their site. This is a direct impact on expanding mental health services and supports at each school as outlined in the MHAA.

Senate Bill 7030 requires all school districts to review, approve and submit Board approved plans for compliance with the SB7030 to the commissioner of education by August 1 of each year.

The MHAA provides funding to assist school districts in establishing or expanding school-based mental health services as part of the Multi-Tiered Systems of Support (MTSS) process. The MHAA provides funding to assist school districts in establishing or expanding school-based mental healthcare.

SB7030 amended the MHAA, in part, to ensure that each Florida public school year and continuing for the 2025-2026 school year. The Mental Health professionals focus will be to provide supports, practices, and connecting children, youth and families who experience behavioral health issues with appropriate school based and community services. Each school districts MHAA plan must include all district schools including charter schools. Hernando County Schools includes three charter schools, BEST Academy, Gulf Coast Charter School and Gulf Coast Elementary School. All charter schools have elected to follow the Hernando Schools Mental Health Assistance Allocation plan for the 2025-2026 school year.

The updated Mental Health Assistance Allocation Plan is focused on increasing access to mental health services by providing a School Social Worker at each school site. In addition, to continue to improve the mental health referral process, a social worker referral link will continue to be available for all stakeholders (Appendix B). This link will automatically notify the school social worker of a social worker referral (with parental consent) as well as create a mental health-tracking database to monitor compliance with the SB7030 required timelines. SB7030 requires a timeline for students to be screened within 15 days of receipt of the referral. The attached Decision Chart provides the process in compliance with SB7030 and one of the assurances for the MHAAP.

The MHAA also provides funding for mental health training including but not limited to state conferences for the school based mental health professionals. A portion of the MHAA funds is allocated for services in high need schools.

The MHAA Plan has also included in compliance with legislative updates that require a school board policy or procedure(s):

a. District schools and local mobile response teams use the same suicide screening instrument approved by FDOE pursuant to s. 1012.583, F.S., and Rule 6A-40010, Florida Administrative Code. The approved screeners are: the Columbia-Suicide Severity Rating Scale (C-SSRS), Suicide Assessment Five-Step Evaluation and Triage (SAFE-T) and the SAFE-T with C-SSRS.

b. Assisting a mental health services provider or a behavioral health provider as described in s. 1011.62, F.S., respectively, or a school resource officer or a school safety officer who has completed mental health crisis intervention training in attempting to verbally deescalate a student's crisis situation before initiating an involuntary examination.

c. The requirement that in a student crisis situation, the school or law enforcement personnel must make a reasonable attempt to contact a mental health professional who may initiate an involuntary examination pursuant to s. 394.463,F.S., unless the child poses an imminent danger to self or others before initiating an involuntary examination . Such contact may be in person or using telehealth. The mental health professional may be available to the school district either by contracts or interagency agreements with the managing entity, one or more local community behavioral health providers, or the local mobile response team, or be a direct or contracted school district employee. Note: All initiated involuntary examinations located on school grounds, on school transportation or at a school sponsored activity must be documented in the Involuntary Examinations and Restraint and Seclusion (IERS) platform.

d. Parents of students receiving services are provided information about other behavioral health services available through the student's school or local community-based behavioral health service providers. Schools may meet this requirement by providing information about and internet addresses for web-based directories or guides for local behavioral health services.

The Mental Health Allocation Funding has increased and expanded services for students across the school district.

My Contact

Jill Kolasa, Director
Student Services
(352) 797-7008

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.

2025-26

HOPE
COMMUNICATION
RESILIENCE
WELLNESS
KINDNESS



FAMILY
POSITIVITY
AWARENESS
WELLNESS
MENTAL HEALTH

Hernando

MENTAL HEALTH APPLICATION

Mental Health Assistance Allocation Plan

FLORIDA DEPARTMENT OF EDUCATION
fldoe.org

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I. Introduction

Plan Purpose

The purpose of the Mental Health Assistance Allocation (MHAA) is to provide funding to assist school districts in establishing or expanding school-based mental health care; train educators and other school staff in responding to mental health issues; and connect children, youth and families who may experience behavioral health issues with appropriate services.

These funds are allocated annually in the General Appropriations Act to each eligible school district. Each school district shall receive a minimum of $100,000, with the remaining balance allocated based on each school district's proportionate share of the state's total unweighted full-time equivalent student enrollment.

Charter schools that submit a plan separate from the school district are entitled to a proportionate share of district funding. A charter school plan must comply with all of the provisions of this section, must be approved by the charter school's governing body, and must be provided to the charter school's sponsor. *(Section [s.] 1006.041, Florida Statutes [F.S.])*

Submission Process and Deadline

The application must be submitted to the Florida Department of Education (FDOE) by **August 1, 2025.**

There are two submission options for charter schools:

- Option 1: District submission includes charter schools in their application.
- Option 2: Charter school(s) submit a separate application from the district.

II. MHAA Plan

A. MHAA Plan Assurances

1. District Assurances

One hundred percent of state funds are used to establish or expand school-based mental health care; train educators and other school staff in detecting and responding to mental health issues; and connect children, youth and families with appropriate behavioral health services.

Other sources of funding will be maximized to provide school-based mental health services (e.g., Medicaid reimbursement, third-party payments and grants).

Collaboration with FDOE to disseminate mental health information and resources to students and families.

A system is included for tracking the number of students at high risk for mental health or co-occurring substance use disorders who received mental health screenings or assessments; the number of students referred to school-based mental health services providers; the number of students referred to community-based mental health services providers; the number of students who received school-based interventions, services or assistance; and the number of students who received community-based interventions, services or assistance.

Mental Health Assistance Allocation Plans for charter schools that opt out of the District's MHAA Plan are reviewed for compliance.

Curriculum and materials purchased using MHAA funds have received a thorough review and all content is in compliance with State Board of Education Rules and Florida Statutes.

The MHAA Plan must be focused on a multi-tiered system of supports to deliver evidence-based mental health care assessment, diagnosis, intervention, treatment and recovery services to students with one or more mental health or co-occurring substance abuse diagnoses and to students at high risk of such diagnoses. Section 1006.041, F.S.

District assessment procedures, at a minimum, include the use of an approved assessment tool as required by Senate Bill 1620 (effective July 1, 2025).



2. School Board Policies

Students referred to a school-based or community-based mental health services provider, for mental health screening for the identification of mental health concerns and students at risk for mental health disorders are assessed within 15 calendar days of referral.

School-based mental health services are initiated within 15 calendar days of identification and assessment.

Community-based mental health services are initiated within 30 calendar days of referral.

Individuals living in a household with a student receiving services are provided information about behavioral health services through other delivery systems or payors for which such individuals may qualify if such services appear to be needed or enhancements in those individuals' behavioral health would contribute to the improved well-being of the student.

District schools and local mobile response teams use the same suicide screening instrument approved by FDOE pursuant to s. 1012.583, F.S., and Rule 6A-4.0010, Florida Administrative Code.

Assisting a mental health services provider or a behavioral health provider as described in s. 1006.041, F.S., respectively, or a school resource officer or school safety officer who has completed mental health crisis intervention training in attempting to verbally de-escalate a student's crisis situation before initiating an involuntary examination pursuant to s. 394.463, F.S. Such procedures must include strategies to de-escalate a crisis situation for a student with a developmental disability as that term is defined in s. 393.063, F.S.

The requirement that in a student crisis situation, the school or law enforcement personnel must make a reasonable attempt to contact a mental health professional who may initiate an involuntary examination pursuant to s. 394.463, F.S., unless the child poses an imminent danger to self or others before initiating an involuntary examination pursuant to s. 394.463, F.S. Such contact may be in person or using telehealth, as defined in s. 456.47, F.S. The mental health professional may be available to the school district either by contracts or interagency agreements with the managing entity, one or more local community behavioral health providers, the local mobile response team, or be a direct or contracted school district employee. Note: All initiated involuntary examinations located on school grounds, on school transportation or at a school-sponsored activity must be documented in the Involuntary Examinations and Restraint and Seclusion (IERS) platform.

Parents of students receiving services are provided information about other behavioral health services available through the student's school or local community-based behavioral health service providers. Schools may meet this requirement by providing information about and internet addresses for web-based directories or guides for local behavioral health services.

A system is in place to measure the program outcomes outlined in s.1006.041, F.S.

B. District Program Implementation

Evidence-Based Program (EBP) #1

Evidence-Based Program (EBP)
Second Step Program

Identify the source of the evidence-based program chosen.

If there are multiple sources, please select only one.
What Works Clearinghouse (WWC) (https://bit.ly/3HpjPzg)

Tier(s) of Implementation
Tier 2

Describe the key EBP components that will be implemented.

Second Step provides instruction in social and emotional learning with units on skills for learning, empathy, emotion management, friendship skills, and problem solving. The program contains separate sets of lessons for use in prekindergarten through eighth grade. Core components include: Self Awareness, Self Regulation, Problem Solving Skills and Social Awareness

Early Identification
Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional or behavioral problems or substance use disorders, as well as the likelihood of at-risk students developing social emotional or behavioral problems, depression, anxiety disorders or suicidal tendencies, and how these will assist students dealing with trauma and violence.

Teachers, Certified School Counselors, School Social Workers or School Psychologists will develop plans aligned with their student's needs using the 22-28 lessons available. Second Step small groups will be delivered weekly for a period of no less than 6 weeks and will be 30-45 minutes in duration.

High Risk Students
Explain how the supports will deliver evidence-based mental health care assessment, diagnosis, intervention, treatment and recovery services to students with one or more mental health or co-occurring substance abuse diagnoses and students at high risk of such diagnoses.

Outcomes will be measured using data from Early Warning systems and or evidence-based assessments aligned to the student's needs.

Evidence-Based Program (EBP) #2

Evidence-Based Program (EBP)
Check in/Check out (CICO)

Identify the source of the evidence-based program chosen.

If there are multiple sources, please select only one.
Other

Tier(s) of Implementation
Tier 2, Tier 3

Describe the key EBP components that will be implemented.

Students learn to self-monitor, internalize successes, and develop self-esteem.

Early Identification
Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional or behavioral problems or substance use disorders, as well as the likelihood of at-risk students developing social emotional or behavioral problems, depression, anxiety disorders or suicidal tendencies, and how these will assist students dealing with trauma and violence.

Delivered by adult staff daily for a minimum of 6 weeks. Students assigned check in with a mentor at the beginning of the day to set daily goals which are aligned with school-wide expectations. The student uses a "points card" with defined goals for each part of the day. Teachers evaluate behavior and assign points for meeting their daily goals. The student checks out with their mentor and they assess the points total for the day. The mentor encourages the student to reflect on what they did well, how they feel, and what they need to work on.

High Risk Students
Explain how the supports will deliver evidence-based mental health care assessment, diagnosis, intervention, treatment and recovery services to students with one or more mental health or co-occurring substance abuse diagnoses and students at high risk of such diagnoses.

The student takes their points card home, returning it signed at the next morning check-in. Outcomes are measured via the following process: 1) check-in daily 2) monitor (enter data) weekly and analyze data monthly/quarterly. Data should be entered on Educlimber

Evidence-Based Program (EBP) #3

Evidence-Based Program (EBP)
Zones of Regulation

Identify the source of the evidence-based program chosen.

If there are multiple sources, please select only one.
What Works Clearinghouse (WWC) (https://bit.ly/3HpjPzg)

Tier(s) of Implementation
Tier 2, Tier 3

Describe the key EBP components that will be implemented.

Zones of Regulation curriculum helps students gain skills in consciously regulating their actions, leading to increased control and problem-solving abilities. Using a cognitive behavior approach, the curriculum's learning activities are designed to help students recognize when they are in different states called "zones" with each of the four zones represented by a different color. In the activities, students also learn how to use strategies or tools to stay in a zone or move from one to another. Students explore calming techniques, cognitive strategies, and sensory supports to use to move between zones.

Early Identification
Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional or behavioral problems or substance use disorders, as well as the likelihood of at-risk students developing social emotional or behavioral problems, depression, anxiety disorders or suicidal tendencies, and how these will assist students dealing with trauma and violence.

Certified school counselors, school social workers will develop plans aligned with their student's needs using the 18 lessons available. Small groups will be delivered weekly for a period of no less than 6 weeks and will be 30-45 minutes in duration.

High Risk Students
Explain how the supports will deliver evidence-based mental health care assessment, diagnosis, intervention, treatment and recovery services to students with one or more mental health or co-occurring substance abuse diagnoses and students at high risk of such diagnoses.

Outcomes will be measured using data from the Early Warning System and/or evidence based assessments aligned to the student's needs.

Evidence-Based Program (EBP) #4

Evidence-Based Program (EBP)
Bounce Back Program

Identify the source of the evidence-based program chosen.

If there are multiple sources, please select only one.
What Works Clearinghouse (WWC) (https://bit.ly/3HpjPzg)

Tier(s) of Implementation
Tier 2, Tier 3

Describe the key EBP components that will be implemented.

Bounce Back is a school-based group intervention for elementary students exposed to stressful and traumatic events. It teachers students ways to cope with and recover from traumatic experiences. Bounce Back is based on the Cognitive Behavioral Intervention for Trauma in Schools (CBITS). Session content includes coping skills, feelings identification, relaxation exercises, positive activities, social support and problem solving.

Early Identification

Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional or behavioral problems or substance use disorders, as well as the likelihood of at-risk students developing social emotional or behavioral problems, depression, anxiety disorders or suicidal tendencies, and how these will assist students dealing with trauma and violence.

Bounce Back is a school-based group intervention for elementary students exposed to stressful and traumatic events. Social workers who receive a referral and receive parental consent may utilize this program based on the students need.

High Risk Students

Explain how the supports will deliver evidence-based mental health care assessment, diagnosis, intervention, treatment and recovery services to students with one or more mental health or co-occurring substance abuse diagnoses and students at high risk of such diagnoses.

Outcomes are measured using the Strengths and Difficulties Questionnaire and other data as indicated by student presentation.

Evidence-Based Program (EBP) #5

Evidence-Based Program (EBP)

Everfi

Identify the source of the evidence-based program chosen.

If there are multiple sources, please select only one.

What Works Clearinghouse (WWC) (https://bit.ly/3HpjPzg)

Tier(s) of Implementation

Tier 2, Tier 3

Describe the key EBP components that will be implemented.

EVERFI is an evidence based online curriculum that offers multiple programs that are aligned with the resilience life skills standards. Character Playbook, Honor Code and Vaping are secondary programs used for conflict resolution, bullying and vaping.

Early Identification

Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional or behavioral problems or substance use disorders, as well as the likelihood of at-risk students developing social emotional or behavioral problems, depression, anxiety disorders or suicidal tendencies, and how these will assist students dealing with trauma and violence.

School Based Mental Health Professionals will facilitate and oversee the implementation of these programs in small group or individual settings. The modules range from 5-6 and can be completed in 30-60 minute sessions over a minimum of 6 weeks.

High Risk Students

Explain how the supports will deliver evidence-based mental health care assessment, diagnosis, intervention, treatment and recovery services to students with one or more mental health or co-occurring substance abuse diagnoses and students at high risk of such diagnoses.

Lessons contain a pre and post assessment to gauge knowledge gain, and the course contains a pre and post survey to track attitudinal and behavioral change.

Evidence-Based Program (EBP) #6

Evidence-Based Program (EBP)

Cognitive Behavior Therapy and Cognitive Behavioral Intervention for Trauma in Schools

Identify the source of the evidence-based program chosen.

If there are multiple sources, please select only one.
What Works Clearinghouse (WWC) (https://bit.ly/3HpjPzg)

Tier(s) of Implementation

Tier 2, Tier 3

Describe the key EBP components that will be implemented.

CBT has proven effective in reducing trauma symptoms, depression, anxiety and behavioral problems. CBT focuses on challenging unhealthy thought patterns, changing learned unhealthy behaviors and developing coping skills for dealing with challenging thoughts and feelings. CBITS is a school-based, group and individual interventions that uses cognitive-behavioral techniques. It is designed to reduce symptoms of posttraumatic stress disorder, depression, and behavioral problems, as well as to improve functioning, grades and attendance, peer and parent support, and coping skills.

Early Identification

Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional or behavioral problems or substance use

disorders, as well as the likelihood of at-risk students developing social emotional or behavioral problems, depression, anxiety disorders or suicidal tendencies, and how these will assist students dealing with trauma and violence.

CBT and CBITs strategies are implemented through individual and small group counseling by our school counselors and social workers (with parent consent). During counseling, mental health professionals will work with students to : 1)understand the relationship between thoughts, feelings and behaviors 2) identify unhealthy thought patterns 3) replace unhealthy thoughts with positive self talk 4) identify unhealthy behaviors deriving from negative thoughts and feelings 5)identify and utilize healthy coping skills to manage emotions and change behavior and 6) expand their feelings vocabulary and be able to express how they are feeling. CBITS is composed of 10 group sessions and one to three individual sessions with students, with optional opportunities for parent involvement and educational outreach to teachers.

High Risk Students

Explain how the supports will deliver evidence-based mental health care assessment, diagnosis, intervention, treatment and recovery services to students with one or more mental health or co-occurring substance abuse diagnoses and students at high risk of such diagnoses.

Students participating in CBT based counseling will improve coping skills, manage behaviors and improve academic success as reported by students, parents and teachers and measured by discipline referrals and grades.

Evidence-Based Program (EBP) #7

Evidence-Based Program (EBP)

Character Strong Elementary

Identify the source of the evidence-based program chosen.

If there are multiple sources, please select only one.

What Works Clearinghouse (WWC) (https://bit.ly/3HpjPzg)

Tier(s) of Implementation

Tier 2, Tier 3

Describe the key EBP components that will be implemented.

The Character Strong Tier 3 Solution focuses on enhancing the schools' ability to provide excellent, personalized interventions for students with the most intense social, emotional and behavioral needs.

Early Identification

Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional or behavioral problems or substance use

disorders, as well as the likelihood of at-risk students developing social emotional or behavioral problems, depression, anxiety disorders or suicidal tendencies, and how these will assist students dealing with trauma and violence.

School Social Workers and School Counselors (with parental consent) will be able to utilize Character Strong as a Tier 2 or Tier 3 intervention after a student is screened or assessed. The use of screeners will help staff to identify students who are at risk for social emotional or behavior problems, depression and anxiety orders and through Character Strong students will be able to learn solutions to better handle their mental wellness.

High Risk Students

Explain how the supports will deliver evidence-based mental health care assessment, diagnosis, intervention, treatment and recovery services to students with one or more mental health or co-occurring substance abuse diagnoses and students at high risk of such diagnoses.

Character Strong Tier 3 (CST3) includes 4 skill focused interventions to address Anxiety, Depression, Executive Functioning and Trauma. This includes resources for Progress Monitoring and includes a parent component to help them with resources to continue the support at home. CST3 has 3 main goals: Be Kind, Be Strong and Be well.

C. Direct Employment

1. Plan Direct Employment

Total student population as of August 1, 2025 **24,118**

School Counselor
Current Ratio as of August 1, 2025: **1:1049**

School Counselor
2025-2026 proposed Ratio by June 30, 2026: **1:893**

School Social Worker
Current Ratio as of August 1, 2025: **1:753**

School Social Worker
2025-2026 proposed Ratio by June 30, 2026: **1:709**

School Psychologist
Current Ratio as of August 1, 2025: **1:2000**

School Psychologist
2025-2026 proposed Ratio by June 30, 2026: **1:1846**

Other Licensed Mental Health Provider
Current Ratio as of August 1, 2025:

Other Licensed Mental Health Provider
2025-2026 proposed Ratio by June 30, 2026:

2. Policy, Roles and Responsibilities

Explain how direct employment of school-based mental health services providers (school psychologists, school social workers, school counselors and other licensed mental health professionals) will reduce staff-to-student ratios.

Direct employment of School-Based Mental Health Providers (SBMHPs) in our district has significantly improved access to services by increasing direct contact with students and reducing staff-to-student ratios. Each school site is now assigned a full-time social worker, ensuring consistent and immediate support within the school community. These professionals are integrated into key support systems, actively participating in Multi-Tiered System of Supports (MTSS) teams, threat assessment teams, and school-based leadership teams.

Social workers play a vital role in identifying and addressing student needs. Through a structured referral process, school staff can refer students exhibiting at-risk behaviors or challenges. The social workers, in collaboration with other SBMHPs, implement tiered interventions tailored to individual student needs.

This expansion of direct employment also strengthens partnerships with families and community agencies, facilitating timely referrals and connections to services outside of school. By embedding SBMHPs directly within school sites, our district has created a more responsive, coordinated, and accessible mental health support system for students.

Describe your district's established policies and procedures to increase the amount of time student services personnel spend providing direct mental health services (e.g., review and revision of staffing allocations based on school or student mental health assistance needs).

The Hernando County School District (HCSD) has established a comprehensive framework to increase the time that student services personnel devote to direct mental health services through a combination of structured procedures, coordination with community providers, and strategic staffing allocations. Key policy and procedures include:

1. **Standardized Decision-Making Tools**

* Mental Health/Substance Abuse Services Decision Chart (Appendix A): This tool guides school-based mental health providers (SBMHPs)- including certified school counselors, school social workers, school psychologists, and when applicable, school nurses- in determining the appropriate next steps for students exhibiting mental health needs.

*Use of Mental Health Screeners:

Screeners are used in conjunction with the decision chart to support evidence-based recommendations for mental health interventions and to measure outcomes of the intervention.

2. **Evidence-Based Assessments and Timely Interventions**
   - School Social Workers:

   When direct services by school social workers are appropriate, they:

   Conduct evidence-based assessments (with parental consent)

   Identify mental health characteristics

   Develop support plans

   Recommend and implement interventions- all within a 15-day timeline.

   - External Referrals:

   If a referral to an outside provider is more suitable:

   The provider is responsible for conducting a psychosocial assessment.

   They diagnose, identify treatment needs, and recommend interventions within a 30-day timeline.

3. **Multi-Tiered System of Supports (MTSS) Integration**
   - HCSD uses an MTSS framework to:
     - Deliver or refer students to evidence-based mental health services.
     - Identify co-occurring mental health and substance abuse issues.
     - Develop comprehensive support and recovery plans.
   - Services are coordinated with the student's primary mental health care provider and other involved providers.
4. **Role of School-Based Mental Health Providers:**
   - Participation in School Committees:
     - School social workers are active members of:
     - IEP and 504 plan teams
     - MTSS Committees
     - Threat Assessment Teams
     - Crisis/Leadership Teams
     - This ensures that mental health perspectives are integrated into educational planning and intervention strategies.
   - High-Risk Student Support:

   SBMHPs prioritize referrals and direct services for higher-risk students, ensuring timely intervention.

5. **Use of Mental Health Assistance Allocation (MHAA) Funds:**

MHAA funds are used to:

- Increase the capacity and time student services personnel spend providing direct mental health services.
- Supporting staffing reviews and adjustments based on student mental health needs.

Summary:

HCSD's approach increases the amount of time student services personnel dedicate to direct mental health services by:

- Standardizing intervention decision-making.
- Prioritizing early and timely assessments.
- Embedding mental health professionals in key decision-making structures.
- Leveraging state funding (MHAA) to support staffing and service expansion.
- Ensuring strong coordination between school and community mental health providers.

Describe the role of school-based mental health providers and community-based partners in the implementation of your evidence-based mental health program.

Role of School-Based Mental Health Providers (SBMHPs)

School-Based Mental Health Providers play a critical role in identifying, assessing, and supporting students in need of mental health services within the school setting. Their responsibilities include:

- **Timely Assessment**: Students referred for school-based mental health services will be assessed by a SBMHP within 15 days of referral, as detailed in Appendix A.
- **Service Initiation**: For students with a positive assessment, school-based mental health services will be documented in the District Plan of Care and initiated within 15 days following assessment.
- **Community Service Support**: SBMHPs will also facilitate access to community-based mental health services, ensuring these services begin within 30 days of referral. They will support families in navigating this process and assist with communication between schools and community agencies.
- **Data and Communication**: SBMHPs maintain comprehensive records of all referred students

and use counseling logs, data collection forms, or the Student Information System (SIS) to share relevant information with school district stakeholders.

- **Collaboration and Consent**: To ensure continuity of care, SBMHPs will obtain appropriate releases of information to collaborate with external providers. This enables a coordinated approach to student mental health care across school and community settings.

Role of Community-Based Partners

Community-based mental health providers extend the support system beyond the school environment. Their contributions include:

- **Active Participation**: When appropriate consents and agreements are in place, community providers may participate in school-based problem-solving teams and, when necessary, access students during the school day.
- **Resource Collaboration**: Community agencies contribute to the broader mental health framework through participation in district and interagency teams such as the Hernando County Continuum of Mental Health Services (formerly SEDNET meetings), the Hernando County Baker Act Committee, the Hernando County Multi-Disciplinary Team, and the Local Review Team.
- **Support for Families**: A comprehensive list of community resources is provided to parents/ caregivers of students receiving disciplinary referrals. Community partners help ensure families are informed and connected with appropriate mental health supports.
- **Insurance Coordination**: School social workers refer students to case managers from organizations such as the Behavioral Health Network to assist families in accessing insurance-covered services for mental health and developmental needs.

This collaborative approach between school-based and community-based providers ensures a timely, coordinated, and supportive mental health system for students, promoting wellness, academic success, and social-emotional development.

3. Community Contracts/Interagency Agreements

List the contracts or interagency agreements with local behavioral health providers or Community Action Team (CAT) services and specify the type of behavioral health services being provided on or off the school campus.

1. BayCare provides targeted case management to youth (direct services) on and off school campus.
2. BayCare Mobile Response Team (direct services) provides on site mental health crisis intervention and management.
3. Impact Counseling- provide direct services on and off school campuses and also is contracted utilizing Millage funds to implement a Mobile Response Team.
4. Mid Florida children Advocacy Center provides direct service and provides a child friendly safe supportive environment for assisting abused and neglected children.
5. Phoenix Counseling - has an MOU with HCSD and provides clinical services to students and families referred either from SBMHP or community referrals.
6. Life Stream Community Action Team (CAT) and Baycare Community Action Team (CAT) The Cat programs provides intensive behavioral health care services to youth where traditional interventions have been unsuccessful.
7. PACE REACH program provides direct services in 2 schools to female students referred for suicidal ideations or other identified intensive needs for counseling.

4. Employment Verification

#1

mental health support job description.docx

D. MHAA Planned Funds and Expenditures

1. Allocation Funding Summary

MHAA funds provided in the 2025-2026 Florida Education Finance Program (FEFP):	**1,525,043.00**
Unexpended MHAA funds from previous fiscal years:	**577,995.15**
Grand Total MHAA Funds:	**2,103,038.15**

2. MHAA planned Funds and Expenditures Form

Please complete the **MHAA planned Funds and Expenditures Form** to verify the use of funds in accordance with s. 1006.041, F.S.

School districts are encouraged to maximize third-party health insurance benefits and Medicaid claiming for services, where appropriate.

Uploaded Document:
Copy of MHAA Plan - Planned Funds and Expenditures form 2025-2026.xlsx

E. District School Board Approval

This application certifies that the School Superintendent and School Board approved the district's MHAA Plan, which outlines the local program and planned expenditures to establish or expand school-based mental health care consistent with the statutory requirements for the MHAA in accordance with s. 1006.041(14), F.S.

Note: The charter schools listed below have ***Opted Out*** of the district's MHAA Plan and are expected to submit their own MHAA Plan to the District for review.

No charter schools opting out.

Approval Date:
07/29/2025

Mental Health Assistance Allocation (MHAA) Plan
2025-2026
Due August 1, 2025

District Name: Hernando

Planned Funds and Expenditures 2025-2026

Section 1. MHAA Plan Funding Summary	$ Amount
MHAA provided in the 2025-2026 Florida Education Finance Program:	$1,525,043.00
Unexpended MHAA funds from previous fiscal years: Please confirm the unexpended amount with your Finance Department.	$577,995.15
Total MHAA Plan Funds for Section 1:	$2,103,038.15

Section 2. MHAA Planned Expenditure Summary – Funded by the MHAA Plan		Total $ Amount
Profession	Total Number	
School Counselor(s) – DOE-certified	1	$90,495.04
School Psychologist(s) – DOE-certified and/or DOH-licensed	3	$254,886.02
School Social Worker(s) – DOE-certified and/or DOH-licensed	12	$1,023,529.44
Other (DOH) Licensed Mental Health Services Providers	0	$0.00
Mental Health Administrator(s)	1	$112,653.48
Mental Health Support Staff (Upload in CIMS School Board Documentation)	2	$177,359.80
Total Planned Expenditures for Section 2:		$1,658,923.78

Section 3. MHAA Continued Summary of Planned Expenditures (Itemized expenditures)	$ Amount
Expenditures for services provided by community-based mental health program agencies or providers:	
School approved MOUs and contrac with local mental health agency to provide mental health service and	
support at high needs schools with a community agency (ie Baycare ,Phoenix) $70,000. x 2 for 2 therapists	
$10,000.00 for mental health services for non insured students at risk to cover mental health counseling on	
slide scale.	$150,000.00
Expenditures for professional development and training:	
Funding will continue to support mental health training and skills for school based mental health personnel	
including social workers, school counselors, school psychologists, substance abuse counselors, and nurses	
attend state conferences to include DOE, Advancing Mental Health, FSCA ,FASP, Attendance and Florida E	
Bouncy Self Regulation for Elementary, CBITS training($5000.00) Character Strong ($7500.00)	$100,000.00
Expenditures for travel (in-county, out-of-county, in-state, out-of-state):	
In county travel for district social workers, school psychologists, 1 school counselor and nurses.	
Out of county travel to attend conferences and trainings in mental health to include mileage, hotel, meals, fl	
if applicable, car rental only for out of state for all student services staff.	
	$50,000.00
Expenditures for supplies, materials and equipment:	
Purchasing of new and replenishing evidence based mental health materials for Tier 2 and Tier 3 as listed.	
These programs are vetted by a committee consisting of school and district based mental health personnel	
district administration. Zones of Regulation ($3000), Second Step ($3749.00x 10 schools), Coping Cat ($3(	
$50-$1500.00) Character Strong	$124,114.37
Other Expenditures:	
Stipend Mental Health Allocation management funding and reporting $2500.00 including Youth Mental Heal	
First Aid. Superivision Medicaid Oversite for School Based Mental health Providers ($2500.00), Mentors of	
Mental Health positions $1488.00 x 10. Bridging the Gap summer 2026 mental health supports acccess for	$20,000.00
Additional Expenditures (Total from sheet 2):	$0.00
Total Planned Expenditures for Section 3:	$444,114.37
Unexpended MHAA funds:	$0.00
Submission Date:	7/30/2025

See tab below for additional page to include itemized expendatures.
If you experience difficulty completing this form electronically, contact 850-245-7851 or StudentSupportServices1@fldoe.org.

Form Revised 5/9/2025

Mental Health Assistance Allocation (MHAA) Plan
2025-2026
Due August 1, 2025

District Name: HERNANDO

Planned Funds and Expenditures 2025-2026

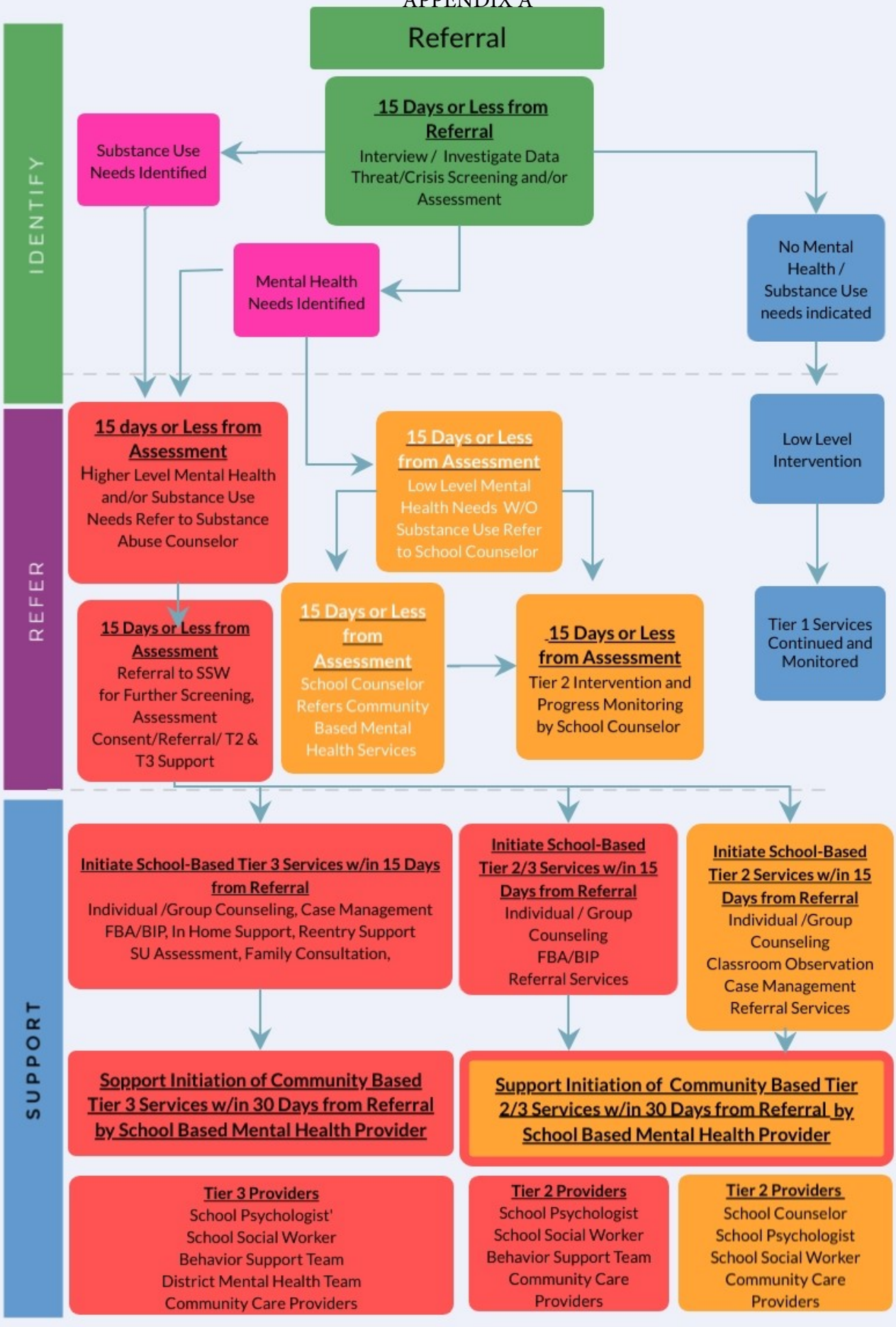
Section 3. MHAA Continued Summary of Planned Expenditures	$ Amount
Expenditures for professional development and training:	
Attend the International Association for Truancy and Drop Out Prevention Annual Conference for 2 people	
travel, flight, hotel, meals , car rental ; this conference discusses the impact mental health has on attendanc	
truancy and drop out.	
Tier 3 Pilot Supporting and Mentoring Students identified as high risk using EWS; assigning students to a	
Mentor and will connect to mental health services, monitoring weekly for 1st semester, and bi weekly secon	
semester; Materials and Stipend for running the Pilot.	

Hernando County School District

School-Based and Community Mental Health Referral Process

HCSD Mental Health Committee

APPENDIX A



APPENDIX B

School Social Work Referral

* Required

Email address *

Your email

Student Name *

Your answer

Student ID *

Your answer

Grade *

Your answer

Presenting Concern: *

- [ ] Behavioral
- [ ] Safety
- [ ] Social
- [ ] Medical
- [ ] Truant
- [ ] Material

Current/Previous Interventions *

- [ ] Caregiver Teacher Conference
- [ ] Administrator / Parent Contact
- [ ] Problem Solving Meeting
- [ ] T2 Behavior
- [ ] T2 Academic
- [ ] T3 Behavior
- [ ] T3 Academic
- [ ] CST
- [ ] NONE

Caregiver Contact *

- Attempted
- Not Attemtpted
- Yes

Caregiver Response *

Your answer

Referred By: *

Your answer

Relationship to Student *

Choose

Impact on Student *

Your answer

Student Strengths and Previous Outcomes *

Your answer

A copy of your responses will be emailed to the address you provided.

SUBMIT

Never submit passwords through Google Forms.

reCAPTCHA
Privacy Terms

APPENDIX C

Hernando Schools Mental Health Screening /Assessment Tools

CLINICAL MEASURES – GLOBAL

The following measures are designed to assess an array of target problems, including internalizing and externalizing disorders.

Copies of these instruments can be found here:
https://drive.google.com/folderview?usp=sharing&id=0B0GTQg4639jjVGMyd3RaOHhCQXc& ddrp=1#

Youth Top Problems (YTP) YTP is simply a structured way of assessing client and/or parent report of primary concerns to be addressed in treatment. However, the way you use this into your own practice can be somewhat flexible. According to John Weisz and colleagues' paper on Top Problems (published in 2011), TP could support clinical practice in several ways: (a) adding specificity to problems that other scales ask about too generally or would miss; (b) identifying specific client priorities within a large array of problems (d) giving clients a voice in shaping the agenda and goals of treatment; (e) enhancing rapport and alliance between clients and clinicians; (f) providing a way to monitor progress of treatment by tracking ratings on these TP; (g) informing decisions about when to end treatment, and (h) using an approach that can fit into everyday practice because it builds on an already widely used procedure—that is, identifying client concerns at the beginning of treatment.

Brief Problem Checklist (BPC) The BPC is a fifteen item measure of internalizing and externalizing problems among youth ages seven to adolescence. It is designed for repeated periodic assessments of clinical progress among children with a wide variety of problems. There are both child and parent versions of the measure. The measures can be accessed at: Child version
http://www.childfirst.ucla.edu/Brief%20Problem%20Checklist%20-%20Child.pdf Parent Version
http://www.childfirst.ucla.edu/Brief%20Problem%20Checklist%20-%20Parent.pdf

Strength and Difficulties Questionnaire (SDQ) The SDQ is a brief behavioral screening questionnaire for children and adolescents ages 3-16. There are several versions of the SDQ including a parent form, a teacher form, a modified form for parents and teachers of nursery school children, and a self-report form for youth aged 11-17. Each form is comprised of 25 items that assess the following 5 domains: emotional symptoms, conduct problems, hyperactivity/inattention, peer relationship problems and prosocial behavior. There is an impact supplement that can also be added to the measures that includes questions about whether the respondent thinks the child has a problem and, if so, inquires further about the chronicity, distress, social impairment and burden to others caused by this problem. These measures can be accessed at: http://www.sdqinfo.com/py/sdqinfo/b3.py?language=Englishqz(USA)

Impairment Rating Scale (Narrative Description of Child's Impairment – Home and School Versions)* This measure asks parents and teachers to describe the child's primary problem and how this problem has affected functioning with peers, relationship with parents/teacher, academic progress, self-esteem and overall family/classroom functioning. Both the home and school versions can be accessed at: http://ccf.buffalo.edu/pdf/Impairment_scale.pdf

Pediatric Symptom Checklist (PSC and Y-PSC)* This psychosocial screen is designed to aid in the recognition of cognitive, behavioral and emotional problems in children ages 3-16 so that appropriate interventions can be delivered as early as possible. Though this measure cannot be used in making a specific diagnosis, it can serve as a useful first step. Thirty-five item parent and youth (for adolescents age 11 and up) versions of the measure are available in several languages. A shorter 17-item version of the measure and a pictorial version are also available. All forms can be found at: http://www.massgeneral.org/psychiatry/services/psc_forms.aspx

Peabody Treatment Progress Battery (PTPB) The PTPB is a set of 11 measures assessing mental health outcomes and clinical processes for youth ages 11-18. The PTPB collects information from youth, caregivers, and clinicians. All measures associated with the PTPB are appropriate to use as screening tools and/or to monitor symptom changes over time. All measures within the PTPB are brief (2-26 items) and can be administered in five to eight minutes. The first six measures assess treatment outcome whereas the latter five measures focus on treatment processes (e.g., therapeutic alliance, treatment expectation). The first six measures are sensitive to symptom change as a result of treatment. Access the PTPB at: http://peabody.vanderbilt.edu/research/center-evaluation-programimprovement-cepi/reg/ptpb_2nd_ed_downloads.php

Columbia Impairment Scale (CIS) The CIS is a 13-item parent or youth report utilized for rating problem behaviors, providing a global measure of impairment. The self-report version is appropriate for children age 9-17 years, while the parent version is appropriate for children age 6-17 years. Administration time is approximately 3 minutes. Areas of functioning assessed include interpersonal relations, broad psychopathological domains, functioning in job or schoolwork, and use of leisure time. CIS scores range from 0 to 52, with higher scores indicating a greater level of impairment; a score of 15 or higher is considered clinically impaired.
Parent-version:
https://www.dhs.state.il.us/OneNetLibrary/27896/documents/By_Division/MentalHealth/Columbia/CIS-Parent%20web%20system%20version%20w%20instructions_1.pdf

Youth-version:
https://www.dhs.state.il.us/OneNetLibrary/27896/documents/By_Division/MentalHealth/Columbia/CIS-Y%20-youth%20web%20system%20version%20w%20instructions_1.pdf

CLINICAL MEASURES – PROBLEM AREA SPECIFIC

The following measures are designed to assess a cluster of difficulties (e.g., internalizing problems) or specific disorder (e.g., OCD).

Disruptive Behaviors

Parent/Teacher Disruptive Behavior Disorder Rating Scale (DBD-RS) The Parent/Teacher DBD is a 45-item scale that assesses symptoms associated with ADHD, oppositional defiant disorder and conduct disorder. It is designed to be filled out by parents or teachers. The scale can be accessed at: http://ccf.buffalo.edu/pdf/DBD_rating_scale.pdf.

NICHQ Vanderbilt Assessment Scales (ADHD) The Vanderbilt Assessment Scale is a 55-item measure that can be completed by parents and teachers to assess for high frequencies of symptoms associated with ADHD. The scale also includes screening questions for commonly coexisting conditions, including oppositional defiant disorder, conduct disorder and anxiety disorders. The target population for this measure is children ages 6 to 12.
Parent Measure : http://www.multicare-assoc.com/pdfs/NICHQVanderbiltParent.pdf
Parent Follow-Up:
http://www.uwmedicine.org/neighborhoodclinics/Documents/05VanFollowUp%20Parent%20Infor.pdf
Teacher Measure:
http://www.jeffersandmann.com/client_files/file/JMA_Vanderbilt-Teacher-Informant.pdf
Teacher Follow Up:
http://www.jeffersandmann.com/client_files/file/JMA_Vanderbilt-Teacher-Informant-Followup.pdf
Scoring Instructions: http://www.pedstest.com/Portals/0/TheBook/VanderbiltScoring.pdf

Child and Adolescent Disruptive Behavior Inventory (CADBI) Screener The CADBI Screener is a brief parent- or teacher-report measure consisting of 25 items and 3 subscales: Opposition directed towards adults (items 1-8) and towards peers (items 9-16), and hyperactivity/impulsivity (items 7-25). This measure was used in validation studies in youth 3- 18 years old. It can be used as a screening and diagnostic tool.

Depression

Center for Epidemiological Studies Depression Scale for Children (CES-DC) This is a 20-item self-report depression inventory with possible scores ranging from 0 to 60. Higher CES-DC scores indicate increasing levels of depression. Scores over 15 can be indicative of significant levels of depressive symptoms. The CES-DC can be used with children and adolescents ages 6-17. It can be accessed at: http://www.brightfutures.org/mentalhealth/pdf/professionals/bridges/ces_dc.pdf

Depression Self-Rating Scale for Children (DSRS) The DSRS is an 18-item self-report depression screening tool for youth ages 8 to 14 years . It should take 5 to 10 minutes to complete this tool. Children who score 15 and over on the DSRS are significantly more likely to have a depressive diagnosis. This measure can be accessed at: http://www.scalesandmeasures.net/files/files/Birleson%20SelfRating%20Scale%20for%20Child%20Depressive%20Disorder.pdf

Patient Health Questionnaire – 9 (PHQ-9) The PHQ-9 is a 9-item measure developed for assessing and monitoring depression severity. Items are self-administered and can be utilized in youth 13 years and older. Scores of 5, 10, 15, and 20 represent cutpoints for mild, moderate, moderately severe, and severe depression, respectively. This measure has been field-tested in office practice. The screener is quick and user-friendly, improving the recognition rate of depression and facilitating diagnosis and treatment. Available at: http://www.phqscreeners.com/

Other Mood/Mania

Yale-Brown Obsessive Compulsive Scale (CY-BOCS) for Children The Y-BOCS is a 40-item measure used by clinicians to assess obsessive-compulsive symptoms in adolescents ages 15 and over. The Y-BOCS rating scale is a gradated scale to measure the severity of OCD symptoms, and can be repeated to measure treatments and interventions. A version of the Y-BOCS is available at: http://home.cogeco.ca/~ocdniagara/files/ybocs.pdf

Child Mania Rating Scale-Parent Version (CMRS-P) The CMRS-P is 21-item parent-report measure designed to assess mania in youths ages 5-17. The CMRS-P is appropriate to use as a screening or diagnostic tool, and to monitor symptom changes over time. A total score of 20 is recommended to best differentiate between youth with pediatric bipolar disorder, youth with ADHD, and healthy controls, and also to indicate remission from mania symptoms. Available at: http://www.dbsalliance.org/pdfs/ChildManiaSurvey.pdf

Child Dissociative Checklist (CDC) Version 3* The CDC is a 20-item parent/adult observer report measure of dissociative behaviors for children ages 5 to 12. A score of more than 12 warrants additional evaluation. The measure can be accessed at: https://secure.ce-credit.com/articles/102019/Session_2_Provided-Articles-1of2.pdf

Anxiety

Revised Children's Anxiety and Depression Scale (RCADS) The RCADS is a 47-item designed to assess depression and anxiety in youth from grades 3 to 12. The subscales of the measure include: separation anxiety disorder, social phobia, generalized anxiety disorder, panic disorder, obsessive compulsive disorder, and major depressive disorder. Both youth and parent versions of the measure are available in several languages. The measures can be accessed at:
User Guide: http://www.childfirst.ucla.edu/RCADSGuide20110202.pdf
Child Version: http://www.childfirst.ucla.edu/RCADS%202009.pdf
Parent Version: http://www.childfirst.ucla.edu/RCADS-P%202009.pdf

Self-Report for Childhood Anxiety Related Disorders (SCARED) This measure is designed to screen for anxiety disorders in children ages eight and above. It consists of 41 items that measure general anxiety, separation anxiety, social phobia, school phobia, and physical symptoms of anxiety. Both child self-report and parent report versions of SCARED are available.
Child Form:
http://psychiatry.pitt.edu/sites/default/files/Documents/assessments/SCARED%20Child.pdf
Parent Form:
http://www.psychiatry.pitt.edu/sites/default/files/Documents/assessments/SCARED%20Parent.pdf

Spence Children's Anxiety Scale (SCAS) The SCAS is a self-report measure of anxiety for children and adolescents. Normative data is available separately for boys and girls between the ages of 7 and 18. The SCAS consists of 45 items (38 assessing anxiety, 7 items assessing social desirability). The subscales include: panic/agoraphobia, social anxiety, separation anxiety, generalized anxiety, fear of physical injury, and obsessions/compulsions,.
It can be accessed at: http://www.scaswebsite.com/index.php?p=1_6

Penn State Worry Questionnaire for Children (PSWQ-C) The PSWQ-C is a 14-item self-report questionnaire designed to assess worry in children and adolescents aged seven to seventeen. The PSWQ-C can be used as a screening tool. Responses are scored on a 4-point Likert scale from 0 (never) to 3 (always). Items 2, 7, and 9 are reversescored from 0 (always) to 3 (never), with greater scores indicating less worry rather than greater worry. Subsequently, item scores are summed to yield a total score. Total scores range from 0 to 42, with higher scores indicating greater tendency to worry. Available at: http://www.childfirst.ucla.edu/resources.html

Generalized Anxiety Disorder – 7 (GAD-7) The GAD-7 is a 7-item anxiety measure developed after the PHQ. Items are self-administered and can be utilized in youth 13 years and older. Cutpoints of 5, 10, and 15 represent mild, moderate, and severe levels of anxiety. Though designed primarily as a screening and severity (CSMH, August 2015) 7 measure for generalized anxiety disorder, the GAD-7 also has moderate sensitivity for three other common anxiety disorders – panic disorder, social anxiety disorder, and post-traumatic stress disorder. When screening for anxiety disorders, a recommended cutpoint for further evaluation is a score of 10 or greater. This measure has been field-tested in office practice. The screener is quick and user-friendly, improving the recognition rate of anxiety and facilitating diagnosis and treatment. Available at: http://www.phqscreeners.com/

Trauma

Childhood PTSD Symptom Scale (CPSS) The CPSS is a 26-item self-report measure that assesses PTSD diagnostic criteria and symptom severity in children ages 8 to 18. It includes 2 event items, 17 symptom items, and 7 functional impairment items. Symptom items are rated on a 4-point frequency scale (0 = "not at all" to 3 = "5 or more times a week"). Functional impairment items are scored as 0 = "absent" or 1 = "present". The CPSS yields a total symptom severity scale score (ranging from 0 to 51) and a total severity-of-impairment score (ranging from 0 to 7). Scores can also be calculated for each of the 3 PTSD symptom clusters (i.e., B, C, and D).
https://www.aacap.org/App_Themes/AACAP/docs/resource_centers/resources/misc/child_ptsd_

Trauma Exposure Checklist and PTSD Screener The Trauma Exposure Checklist and PTSD Screener is a 34-item self-report measure designed to screen youths ages 2-10 for emotional distress following a traumatic event.

Substance Use

CAGE Interviewing Technique (CAGE) Four clinical interview questions, the CAGE questions, have proved useful to quickly screen for problem drinking. The questions focus on Cutting down, Annoyance by criticism, Guilty feeling, and Eye-openers. The acronym "CAGE" helps the provider to recall the questions (used most often with physicians in brief alcohol screening). The 4 simple questions are "Have you ever: (1) felt the need to cut down your drinking; (2) felt annoyed by criticism of your drinking; (3) had guilty feelings about drinking; and (4) taken a morning eye opener? A cutoff of one or more positive response indicates problem drinking.
http://www.hopkinsmedicine.org/johns_hopkins_healthcare/downloads/CAGE%20Substance%2

Two-Item Conjoint Screen (TICS) The TICS includes 2 questions derived from the CAGE to screen for alcohol and other drug abuse or dependence. A positive response to one or both questions is considered a "positive screen" and warrants further assessment to delineate the severity or risk of the problem. The questions are: 1) In the last year, have you ever drunk or used drugs more than you meant to? & 2) Have you felt you wanted or needed to cut down on your drinking or drug use in the last year?

CRAFFT CRAFFT is a brief alcohol and drug screening test developed by Center for Adolescent Substance Abuse Research at Children's Hospital Boston. The test is comprised of six questions and is designed specifically for use with adolescents. The CRAFFT questions can be accessed at:
http://www.ceasar-boston.org/CRAFFT/index.php

**Information accessed from Centers for School Mental Health
*** List is not exhaustive

Hernando County School Board
Florida

FLSA: Exempt, Non-Union

Coordinator of Student Support Programs

Required Qualifications:

- Master's Degree in Educational Leadership from an accredited institution
- Florida certification in Educational Leadership
- Three (3) years' experience in administration and/or student services programs

Desired Qualifications:

- Florida certification in a student services field
- Three (3) years' experience providing direct mental health services

Performance Responsibilities:

- Oversee the district's Mental Health Allocation Plan to include assistance with implementation of planned activities and trainings, state reporting, and compliance
- Provide direct mental health service and/or support to students and families
- Coordinate activities related to student support programs to ensure evidence based practices to meet students' needs
- Collect, analyze and interpret data and outcome measures for dissemination to improve the delivery of student services
- Collaborate with school-based mental health providers and other district staff to monitor early warning signs data and develop action plans to address areas of concern
- Support school administrators in identifying and implementing effective research-based strategies and assist with professional development activities aimed at improving student support outcomes
- Assist with the development of policies and procedures and provide technical assistance to ensure implementation and compliance with federal, state, and local rules, regulations, and statutes that apply to student services, including Board policies, in the assigned area(s)
- Assist with preparing and monitoring of all required reports for federal and state reporting
- Collaborate with other county agencies and non-profit groups and establish cooperative agreements to enhance and/or broaden services for students
- Facilitate assistance to families in obtaining and accessing services
- Assist with oversight of the district's School Health Program to include providing support and guidance to all School Health Professionals, communication of state mandated immunization requirements, and assistance with the development of health care plans
- Assist with the District Care Team and review and revise crisis intervention procedures as necessary

- Perform other duties as assigned by the Director of Student Services and/or designee

Physical Demands:
Exerting up to 50 pounds of force occasionally and/or up to 20 pounds of force frequently, and/or up to 10 pounds of force regularly or as needed to move objects.

Reports to:
Reports directly to Director of Student Services and/or designee

Evaluation:
Annual evaluation done by the Director of Student Services and/or designee

Terms of Employment:
12-month employee

Salary:
Salary based upon approved salary schedule – Professional/Technical/Supervisory Category F

Job Code:

Board Approved:
Revised:

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

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

A. Item Currently Budgeted -

Account Name _____

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project

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

Account Name _____

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project

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

B. Item Currently Not Budgeted -**

Funding Source: Mental Health Assistance Allocation - FEFP 2025-2026 Funded in CS/SB 7030

Account Name: HCSD Mental Health Plan 2025-2026

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project
1100	Various	Various	9440	64900	

Amount $ 1,525,043.00

Funding Source _____

Account Name _____

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project

Amount $ _____

C. History

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

Prior Year Approved Budget: $ 1,497,221.00
Prior Year Actual Spent: $ 1,497,221.00

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

Hernando School District

School Board Regular Meeting

Agenda Item # 12. 26-3169 7/29/2025

Title and Board Action Requested
Approval of the Consent of the Assignment of Charter Agreement from B.E.S.T. Academy, Inc., to Mid Florida Community Service, Inc, to DBA You Thrive Florida.

Executive Summary
The Supervisor of School Choice, on behalf of the Superintendent of Schools, hereby requests the Board to approve the Consent for Assignment of Charter Agreement from B.E.S.T. Academy, Inc., to Mid Florida Community Service, Inc, to DBA You Thrive Florida.

My Contact
Dawn Williams
Supervisor of School Choice
352-797-7026 ext. 70448

2023-28 Strategic Focus Area
Priority 1: Student Success

Financial Impact
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.

Select Year: 2024 Go

The 2024 Florida Statutes (including 2025 Special Session C)

Title XLVIII	Chapter 1002	View Entire Chapter
EARLY LEARNING-20 EDUCATION CODE	STUDENT AND PARENTAL RIGHTS AND EDUCATIONAL CHOICES	

1002.33 Charter schools.—

(1) AUTHORIZATION.—All charter schools in Florida are public schools and shall be part of the state's program of public education. A charter school may be formed by creating a new school or converting an existing public school to charter status. A charter school may operate a virtual charter school pursuant to s. 1002.45(1)(c) to provide online instruction to students, pursuant to s. 1002.455, in kindergarten through grade 12. The school district in which the student enrolls in the virtual charter school shall report the student for funding pursuant to s. 1011.61(1)(c)1.b.(VI), and the home school district shall not report the student for funding. An existing charter school that is seeking to become a virtual charter school must amend its charter or submit a new application pursuant to subsection (6) to become a virtual charter school. A virtual charter school is subject to the requirements of this section; however, a virtual charter school is exempt from subparagraph (7)(a)13., subsections (18) and (19), paragraph (20)(c), and s. 1003.03. A public school may not use the term charter in its name unless it has been approved under this section.

(2) GUIDING PRINCIPLES; PURPOSE; LEGISLATIVE INTENT.—

(a) Charter schools in Florida shall be guided by the following principles:

1. Meet high standards of student achievement while providing parents flexibility to choose among diverse educational opportunities within this state's public school system.

2. Promote enhanced academic success and financial efficiency by aligning responsibility with accountability.

3. Provide parents with sufficient information on whether their child is reading at grade level and whether the child gains at least a year's worth of learning for every year spent in the charter school.

(b) Charter schools shall fulfill the following purposes:

1. Improve student learning and academic achievement.

2. Increase learning opportunities for all students, with special emphasis on low-performing students and reading.

3. Encourage the use of innovative learning methods.

4. Require the measurement of learning outcomes.

(c) Charter schools may fulfill the following purposes:

1. Create innovative measurement tools.

2. Provide rigorous competition within the public school system to stimulate continual improvement in all public schools.

3. Expand the capacity of the public school system.

4. Mitigate the educational impact created by the development of new residential dwelling units.

5. Create new professional opportunities for teachers, including ownership of the learning program at the school site.

(d) It is the intent of the Legislature that charter school students be considered as important as all other students in this state and, to that end, comparable funding levels from existing and future sources should be maintained for charter school students.

(3) APPLICATION FOR CHARTER STATUS.—

(a) An application for a new charter school may be made by an individual, teachers, parents, a group of individuals, a municipality, or a legal entity organized under the laws of this state.

(b) An application for a conversion charter school shall be made by the district school board, the principal, teachers, parents, and/or the school advisory council at an existing public school that has been in operation for at least 2 years prior to the application to convert. A public school-within-a-school that is designated as a school by the district school board may also submit an application to convert to charter status. An application submitted proposing to convert an existing public school to a charter school shall demonstrate the support of at least 50 percent of the teachers employed at the school and 50 percent of the parents voting whose children are enrolled at the school, provided that a majority of the parents eligible to vote participate in the ballot process, according to rules adopted by the State Board of Education. A district school board denying an application for a conversion charter school shall provide notice of denial to the applicants in writing within 10 days after the meeting at which the district school board denied the application. The notice must articulate in writing the specific reasons for denial and must provide documentation supporting those reasons. A private school, parochial school, or home education program shall not be eligible for charter school status.

(4) UNLAWFUL REPRISAL.—

(a) No district school board, or district school board employee who has control over personnel actions, shall take unlawful reprisal against another district school board employee because that employee is either directly or indirectly involved with an application to establish a charter school. As used in this subsection, the term "unlawful reprisal" means an action taken by a district school board or a school system employee against an employee who is directly or indirectly involved in a lawful application to establish a charter school, which occurs as a direct result of that involvement, and which results in one or more of the following: disciplinary or corrective action; adverse transfer or reassignment, whether temporary or permanent; suspension, demotion, or dismissal; an unfavorable performance evaluation; a reduction in pay, benefits, or rewards; elimination of the employee's position absent of a reduction in workforce as a result of lack of moneys or work; or other adverse significant changes in duties or responsibilities that are inconsistent with the employee's salary or employment classification. The following procedures shall apply to an alleged unlawful reprisal that occurs as a consequence of an employee's direct or indirect involvement with an application to establish a charter school:

1. Within 60 days after the date upon which a reprisal prohibited by this subsection is alleged to have occurred, an employee may file a complaint with the Department of Education.

2. Within 3 working days after receiving a complaint under this section, the Department of Education shall acknowledge receipt of the complaint and provide copies of the complaint and any other relevant preliminary information available to each of the other parties named in the complaint, which parties shall each acknowledge receipt of such copies to the complainant.

3. If the Department of Education determines that the complaint demonstrates reasonable cause to suspect that an unlawful reprisal has occurred, the Department of Education shall conduct an investigation to produce a fact-finding report.

4. Within 90 days after receiving the complaint, the Department of Education shall provide the district school superintendent of the complainant's district and the complainant with a fact-finding report that may include recommendations to the parties or a proposed resolution of the complaint. The fact-finding report shall be presumed admissible in any subsequent or related administrative or judicial review.

5. If the Department of Education determines that reasonable grounds exist to believe that an unlawful reprisal has occurred, is occurring, or is to be taken, and is unable to conciliate a complaint within 60 days after receipt of the fact-finding report, the Department of Education shall terminate the investigation. Upon termination of any investigation, the Department of Education shall notify the complainant and the district school superintendent of the termination of the investigation, providing a summary of relevant facts found during the investigation and the reasons for terminating the investigation. A written statement under this paragraph is presumed admissible as evidence in any judicial or administrative proceeding.

6. The Department of Education shall either contract with the Division of Administrative Hearings under s. 120.65, or otherwise provide for a complaint for which the Department of Education determines reasonable

grounds exist to believe that an unlawful reprisal has occurred, is occurring, or is to be taken, and is unable to conciliate, to be heard by a panel of impartial persons. Upon hearing the complaint, the panel shall make findings of fact and conclusions of law for a final decision by the Department of Education.

It shall be an affirmative defense to any action brought pursuant to this section that the adverse action was predicated upon grounds other than, and would have been taken absent, the employee's exercise of rights protected by this section.

(b) In any action brought under this section for which it is determined reasonable grounds exist to believe that an unlawful reprisal has occurred, is occurring, or is to be taken, the relief shall include the following:

1. Reinstatement of the employee to the same position held before the unlawful reprisal was commenced, or to an equivalent position, or payment of reasonable front pay as alternative relief.

2. Reinstatement of the employee's full fringe benefits and seniority rights, as appropriate.

3. Compensation, if appropriate, for lost wages, benefits, or other lost remuneration caused by the unlawful reprisal.

4. Payment of reasonable costs, including attorney's fees, to a substantially prevailing employee, or to the prevailing employer if the employee filed a frivolous action in bad faith.

5. Issuance of an injunction, if appropriate, by a court of competent jurisdiction.

6. Temporary reinstatement to the employee's former position or to an equivalent position, pending the final outcome of the complaint, if it is determined that the action was not made in bad faith or for a wrongful purpose, and did not occur after a district school board's initiation of a personnel action against the employee that includes documentation of the employee's violation of a disciplinary standard or performance deficiency.

(5) SPONSOR; DUTIES.—

(a) *Sponsoring entities.*—

1. A district school board may sponsor a charter school in the county over which the district school board has jurisdiction.

2. A state university may grant a charter to a lab school created under s. 1002.32 and shall be considered to be the school's sponsor. Such school shall be considered a charter lab school.

3. Because needs relating to educational capacity, workforce qualifications, and career education opportunities are constantly changing and extend beyond school district boundaries:

a. A state university may, upon approval by the Department of Education, solicit applications and sponsor a charter school to meet regional education or workforce demands by serving students from multiple school districts.

b. A Florida College System institution may, upon approval by the Department of Education, solicit applications and sponsor a charter school in any county within its service area to meet workforce demands and may offer postsecondary programs leading to industry certifications to eligible charter school students. A charter school established under subparagraph (b)4. may not be sponsored by a Florida College System institution until its existing charter with the school district expires as provided under subsection (7).

c. Notwithstanding paragraph (6)(b), a state university or Florida College System institution may, at its discretion, deny an application for a charter school.

d. The Charter School Review Commission, as authorized under s. 1002.3301, may solicit and review applications for charter schools overseen by district school boards and, upon the commission approving an application, the district school board that oversees the school district in which the charter school will be located shall serve as sponsor.

(b) *Sponsor duties.*—

1.a. The sponsor shall monitor and review the charter school in its progress toward the goals established in the charter.

b. The sponsor shall monitor the revenues and expenditures of the charter school and perform the duties provided in s. 1002.345.

c. The sponsor may approve a charter for a charter school before the applicant has identified space, equipment, or personnel, if the applicant indicates approval is necessary for it to raise working funds.

d. The sponsor may not apply its policies to a charter school unless mutually agreed to by both the sponsor and the charter school. If the sponsor subsequently amends any agreed-upon sponsor policy, the version of the policy in effect at the time of the execution of the charter, or any subsequent modification thereof, shall remain in effect and the sponsor may not hold the charter school responsible for any provision of a newly revised policy until the revised policy is mutually agreed upon.

e. The sponsor shall ensure that the charter is innovative and consistent with the state education goals established by s. 1000.03(5).

f. The sponsor shall ensure that the charter school participates in the state's education accountability system. If a charter school falls short of performance measures included in the approved charter, the sponsor shall report such shortcomings to the Department of Education.

g. The sponsor is not liable for civil damages under state law for personal injury, property damage, or death resulting from an act or omission of an officer, employee, agent, or governing body of the charter school.

h. The sponsor is not liable for civil damages under state law for any employment actions taken by an officer, employee, agent, or governing body of the charter school.

i. The sponsor's duties to monitor the charter school do not constitute the basis for a private cause of action.

j. The sponsor may not impose additional reporting requirements on a charter school as long as the charter school has not been identified as having a deteriorating financial condition or financial emergency pursuant to s. 1002.345.

k. The sponsor shall submit an annual report to the Department of Education in a web-based format to be determined by the department.

(I) The report shall include the following information:

(A) The number of applications received during the school year and up to August 1 and each applicant's contact information.

(B) The date each application was approved, denied, or withdrawn.

(C) The date each final contract was executed.

(II) Annually, by November 1, the sponsor shall submit to the department the information for the applications submitted the previous year.

(III) The department shall compile an annual report, by sponsor, and post the report on its website by January 15 of each year.

2. Immunity for the sponsor of a charter school under subparagraph 1. applies only with respect to acts or omissions not under the sponsor's direct authority as described in this section.

3. This paragraph does not waive a sponsor's sovereign immunity.

4. A Florida College System institution may work with the school district or school districts in its designated service area to develop charter schools that offer secondary education. These charter schools must include an option for students to receive an associate degree upon high school graduation. If a Florida College System institution operates an approved teacher preparation program under s. 1004.04 or s. 1004.85, the institution may operate charter schools that serve students in kindergarten through grade 12 in any school district within the service area of the institution. District school boards shall cooperate with and assist the Florida College System institution on the charter application. Florida College System institution applications for charter schools are not subject to the time deadlines outlined in subsection (6) and may be approved by the district school board at any time during the year. Florida College System institutions may not report FTE for any students participating under this subparagraph who receive FTE funding through the Florida Education Finance Program.

5. For purposes of assisting the development of a charter school, a school district may enter into nonexclusive interlocal agreements with federal and state agencies, counties, municipalities, and other governmental entities that operate within the geographical borders of the school district to act on behalf of such governmental entities in the inspection, issuance, and other necessary activities for all necessary permits, licenses, and other permissions that a charter school needs in order for development, construction, or operation. A charter school may use, but may not be required to use, a school district for these services. The interlocal agreement must include, but need not be limited to, the identification of fees that charter schools will be charged for such services. The fees must

consist of the governmental entity's fees plus a fee for the school district to recover no more than actual costs for providing such services. These services and fees are not included within the services to be provided pursuant to subsection (20). Notwithstanding any other provision of law, an interlocal agreement or ordinance that imposes a greater regulatory burden on charter schools than school districts or that prohibits or limits the creation of a charter school is void and unenforceable. An interlocal agreement entered into by a school district for the development of only its own schools, including provisions relating to the extension of infrastructure, may be used by charter schools.

6. The board of trustees of a sponsoring state university or Florida College System institution under paragraph (a) is the local educational agency for all charter schools it sponsors for purposes of receiving federal funds and accepts full responsibility for all local educational agency requirements and the schools for which it will perform local educational agency responsibilities. A student enrolled in a charter school that is sponsored by a state university or Florida College System institution may not be included in the calculation of the school district's grade under s. 1008.34(5) for the school district in which he or she resides.

(c) *Sponsor accountability.*—

1. The department shall, in collaboration with charter school sponsors and charter school operators, develop a sponsor evaluation framework that must address, at a minimum:

a. The sponsor's strategic vision for charter school authorization and the sponsor's progress toward that vision.

b. The alignment of the sponsor's policies and practices to best practices for charter school authorization.

c. The academic and financial performance of all operating charter schools overseen by the sponsor.

d. The status of charter schools authorized by the sponsor, including approved, operating, and closed schools.

2. The department shall compile the results by sponsor and include the results in the report required under sub-sub-subparagraph (b)1.k.(III).

(6) APPLICATION PROCESS AND REVIEW.—Charter school applications are subject to the following requirements:

(a) A person or entity seeking to open a charter school shall prepare and submit an application on the standard application form prepared by the Department of Education which:

1. Demonstrates how the school will use the guiding principles and meet the statutorily defined purpose of a charter school.

2. Provides a detailed curriculum plan that illustrates how students will be provided services to attain the state academic standards.

3. Contains goals and objectives for improving student learning and measuring that improvement. These goals and objectives must indicate how much academic improvement students are expected to show each year, how success will be evaluated, and the specific results to be attained through instruction.

4. Describes the reading curriculum and differentiated strategies that will be used for students reading at grade level or higher and a separate curriculum and strategies for students who are reading below grade level. Reading instructional strategies for foundational skills shall include phonics instruction for decoding and encoding as the primary instructional strategy for word reading. Instructional strategies may not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading. Such strategies may include visual information and strategies that improve background and experiential knowledge, add context, and increase oral language and vocabulary to support comprehension, but may not be used to teach word reading. A sponsor shall deny an application if the school does not propose a reading curriculum that is consistent with effective teaching strategies that are grounded in scientifically based reading research.

5. Contains an annual financial plan for each year requested by the charter for operation of the school for up to 5 years. This plan must contain anticipated fund balances based on revenue projections, a spending plan based on projected revenues and expenses, and a description of controls that will safeguard finances and projected enrollment trends.

6. Discloses the name of each applicant, governing board member, and all proposed education services providers; the name and sponsor of any charter school operated by each applicant, each governing board member, and each proposed education services provider that has closed and the reasons for the closure; and the academic

and financial history of such charter schools, which the sponsor shall consider in deciding whether to approve or deny the application.

7. Contains additional information a sponsor may require, which shall be attached as an addendum to the charter school application described in this paragraph.

8. For the establishment of a virtual charter school, documents that the applicant has contracted with a provider of virtual instruction services pursuant to s. 1002.45(1)(c).

9. Describes the mathematics curriculum and differentiated strategies that will be used for students performing at grade level or higher and a separate mathematics curriculum and strategies for students who are performing below grade level.

(b) A sponsor shall receive and review all applications for a charter school using the evaluation instrument developed by the Department of Education. A sponsor shall receive and consider charter school applications for charter schools to be opened at a time determined by the applicant. A sponsor may not charge an applicant for a charter any fee for the processing or consideration of an application, and a sponsor may not base its consideration or approval of a final application upon the promise of future payment of any kind. Before approving or denying any application, the sponsor shall allow the applicant, upon receipt of written notification, at least 7 calendar days to make technical or nonsubstantive corrections and clarifications, including, but not limited to, corrections of grammatical, typographical, and like errors or missing signatures, if such errors are identified by the sponsor as cause to deny the final application.

1. In order to ensure fiscal responsibility, an application for a charter school shall include a full accounting of expected assets; a projection of expected sources and amounts of income, including income derived from projected student enrollments and from community support; and an expense projection that includes full accounting of the costs of operation, including start-up costs.

2.a. A sponsor shall by a majority vote approve or deny an application no later than 90 calendar days after the application is received, unless the sponsor and the applicant mutually agree in writing to temporarily postpone the vote to a specific date, at which time the sponsor shall by a majority vote approve or deny the application. If the sponsor fails to act on the application, an applicant may appeal to the State Board of Education as provided in paragraph (c). If an application is denied, the sponsor shall, within 10 calendar days after such denial, articulate in writing the specific reasons, based upon good cause, supporting its denial of the application and shall provide the letter of denial and supporting documentation to the applicant and to the Department of Education.

b. An application submitted by a high-performing charter school identified pursuant to s. 1002.331 or a high-performing charter school system identified pursuant to s. 1002.332 may be denied by the sponsor only if the sponsor demonstrates by clear and convincing evidence that:

(I) The application of a high-performing charter school does not materially comply with the requirements in paragraph (a) or, for a high-performing charter school system, the application does not materially comply with s. 1002.332(2)(b);

(II) The charter school proposed in the application does not materially comply with the requirements in paragraphs (9)(a)-(f);

(III) The proposed charter school's educational program does not substantially replicate that of the applicant or one of the applicant's high-performing charter schools;

(IV) The applicant has made a material misrepresentation or false statement or concealed an essential or material fact during the application process; or

(V) The proposed charter school's educational program and financial management practices do not materially comply with the requirements of this section.

Material noncompliance is a failure to follow requirements or a violation of prohibitions applicable to charter school applications, which failure is quantitatively or qualitatively significant either individually or when aggregated with other noncompliance. An applicant is considered to be replicating a high-performing charter school if the proposed school is substantially similar to at least one of the applicant's high-performing charter schools and

the organization or individuals involved in the establishment and operation of the proposed school are significantly involved in the operation of replicated schools.

c. If the sponsor denies an application submitted by a high-performing charter school or a high-performing charter school system, the sponsor must, within 10 calendar days after such denial, state in writing the specific reasons, based upon the criteria in sub-subparagraph b., supporting its denial of the application and must provide the letter of denial and supporting documentation to the applicant and to the Department of Education. The applicant may appeal the sponsor's denial of the application in accordance with paragraph (c).

3. For budget projection purposes, the sponsor shall report to the Department of Education the approval or denial of an application within 10 calendar days after such approval or denial. In the event of approval, the report to the Department of Education shall include the final projected FTE for the approved charter school.

4. A charter school may defer the opening of the school's operations for up to 3 years to provide time for adequate facility planning. The charter school must provide written notice of such intent to the sponsor and the parents of enrolled students at least 30 calendar days before the first day of school.

(c)1. An applicant may appeal any denial of that applicant's application or failure to act on an application to the State Board of Education no later than 30 calendar days after receipt of the sponsor's decision or failure to act and shall notify the sponsor of its appeal. Any response of the sponsor shall be submitted to the State Board of Education within 30 calendar days after notification of the appeal. Upon receipt of notification from the State Board of Education that a charter school applicant is filing an appeal, the Commissioner of Education shall convene a meeting of the Charter School Appeal Commission to study and make recommendations to the State Board of Education regarding its pending decision about the appeal. The commission shall forward its recommendation to the state board at least 7 calendar days before the date on which the appeal is to be heard.

2. The Charter School Appeal Commission may reject an appeal submission for failure to comply with procedural rules governing the appeals process. The rejection shall describe the submission errors. The appellant shall have 15 calendar days after notice of rejection in which to resubmit an appeal that meets the requirements set forth in State Board of Education rule. An appeal submitted subsequent to such rejection is considered timely if the original appeal was filed within 30 calendar days after receipt of notice of the specific reasons for the sponsor's denial of the charter application.

3.a. The State Board of Education shall by majority vote accept or reject the decision of the sponsor no later than 90 calendar days after an appeal is filed in accordance with State Board of Education rule. The State Board of Education shall remand the application to the sponsor with its written decision that the sponsor approve or deny the application. The sponsor shall implement the decision of the State Board of Education. The decision of the State Board of Education is not subject to the provisions of the Administrative Procedure Act, chapter 120.

b. If an appeal concerns an application submitted by a high-performing charter school identified pursuant to s. 1002.331 or a high-performing charter school system identified pursuant to s. 1002.332, the State Board of Education shall determine whether the sponsor's denial was in accordance with sub-subparagraph (b)2.b.

(d)1. The sponsor shall act upon the decision of the State Board of Education within 30 calendar days after it is received. The State Board of Education's decision is a final action subject to judicial review in the district court of appeal. A prevailing party may file an action with the Division of Administrative Hearings to recover reasonable attorney fees and costs incurred during the denial of the application and any appeals.

2. A school district that fails to implement the decision affirmed by a district court of appeal shall reduce the administrative fees withheld pursuant to subsection (20) to 1 percent for all charter schools operating in the school district. Such school districts shall file a monthly report detailing the reduction in the amount of administrative fees withheld. Upon execution of the charter, the sponsor may resume withholding the full amount of administrative fees but may not recover any fees that would have otherwise accrued during the period of noncompliance. Any charter school that had administrative fees withheld in violation of this paragraph may recover attorney fees and costs to enforce the requirements of this paragraph.

(e)1. A Charter School Appeal Commission is established to assist the commissioner and the State Board of Education with a fair and impartial review of appeals by applicants whose charter applications have been denied,

whose charter contracts have not been renewed, or whose charter contracts have been terminated by their sponsors.

2. The Charter School Appeal Commission may receive copies of the appeal documents forwarded to the State Board of Education, review the documents, gather other applicable information regarding the appeal, and make a written recommendation to the commissioner. The recommendation must state whether the appeal should be upheld or denied and include the reasons for the recommendation being offered. The commissioner shall forward the recommendation to the State Board of Education no later than 7 calendar days prior to the date on which the appeal is to be heard. The state board must consider the commission's recommendation in making its decision, but is not bound by the recommendation. The decision of the Charter School Appeal Commission is not subject to the provisions of the Administrative Procedure Act, chapter 120.

3. The commissioner shall appoint a number of members to the Charter School Appeal Commission sufficient to ensure that no potential conflict of interest exists for any commission appeal decision. Members shall serve without compensation but may be reimbursed for travel and per diem expenses in conjunction with their service. Of the members hearing the appeal, one-half must represent currently operating charter schools and one-half must represent sponsors. The commissioner or a named designee shall chair the Charter School Appeal Commission.

4. The chair shall convene meetings of the commission and shall ensure that the written recommendations are completed and forwarded in a timely manner. In cases where the commission cannot reach a decision, the chair shall make the written recommendation with justification, noting that the decision was rendered by the chair.

5. Commission members shall thoroughly review the materials presented to them from the appellant and the sponsor. The commission may request information to clarify the documentation presented to it. In the course of its review, the commission may facilitate the postponement of an appeal in those cases where additional time and communication may negate the need for a formal appeal and both parties agree, in writing, to postpone the appeal to the State Board of Education. A new date certain for the appeal shall then be set based upon the rules and procedures of the State Board of Education. Commission members shall provide a written recommendation to the state board as to whether the appeal should be upheld or denied. A fact-based justification for the recommendation must be included. The chair must ensure that the written recommendation is submitted to the State Board of Education members no later than 7 calendar days prior to the date on which the appeal is to be heard. Both parties in the case shall also be provided a copy of the recommendation.

(f)1. The Department of Education shall provide or arrange for training and technical assistance to charter schools in developing and adjusting business plans and accounting for costs and income. Training and technical assistance shall also address, at a minimum, state and federal grant and student performance accountability reporting requirements and provide assistance in identifying and applying for the types and amounts of state and federal financial assistance the charter school may be eligible to receive. The department may provide other technical assistance to an applicant upon written request.

2. A charter school applicant must participate in the training provided by the Department of Education after approval of an application but at least 30 calendar days before the first day of classes at the charter school. However, a sponsor may require the charter school applicant to attend training provided by the sponsor in lieu of the department's training if the sponsor's training standards meet or exceed the standards developed by the department. In such case, the sponsor may not require the charter school applicant to attend the training within 30 calendar days before the first day of classes at the charter school. The training must include instruction in accurate financial planning and good business practices. If the applicant is a management company or a nonprofit organization, the charter school principal and the chief financial officer or his or her equivalent must also participate in the training. A sponsor may not require a high-performing charter school or high-performing charter school system applicant to participate in the training described in this subparagraph more than once.

(g) In considering charter applications for a lab school, a state university shall consult with the district school board of the county in which the lab school is located. The decision of a state university may be appealed pursuant to the procedure established in this subsection.

(7) CHARTER.—The terms and conditions for the operation of a charter school, including a virtual charter school, shall be set forth by the sponsor and the applicant in a written contractual agreement, called a charter. The

sponsor and the governing board of the charter school or virtual charter school shall use the standard charter contract or standard virtual charter contract, respectively, pursuant to subsection (21), which shall incorporate the approved application and any addenda approved with the application. Any term or condition of a proposed charter contract or proposed virtual charter contract that differs from the standard charter or virtual charter contract adopted by rule of the State Board of Education shall be presumed a limitation on charter school flexibility. The sponsor may not impose unreasonable rules or regulations that violate the intent of giving charter schools greater flexibility to meet educational goals. The charter shall be signed by the governing board of the charter school and the sponsor, following a public hearing to ensure community input.

(a) The charter shall address and criteria for approval of the charter shall be based on:

1. The school's mission, the types of students to be served, and, for a virtual charter school, the types of students the school intends to serve who reside outside of the sponsoring school district, and the ages and grades to be included.

2. The focus of the curriculum, the instructional methods to be used, any distinctive instructional techniques to be employed, and identification and acquisition of appropriate technologies needed to improve educational and administrative performance which include a means for promoting safe, ethical, and appropriate uses of technology which comply with legal and professional standards.

a. The charter shall ensure that reading is a primary focus of the curriculum and that resources are provided to identify and provide specialized instruction for students who are reading below grade level. The curriculum and instructional strategies for reading must be consistent with the state's academic standards and grounded in scientifically based reading research. Reading instructional strategies for foundational skills shall include phonics instruction for decoding and encoding as the primary instructional strategy for word reading. Instructional strategies may not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading. Such strategies may include visual information and strategies that improve background and experiential knowledge, add context, and increase oral language and vocabulary to support comprehension, but may not be used to teach word reading.

b. The charter shall ensure that mathematics is a focus of the curriculum and that resources are provided to identify and provide specialized instruction for students who are performing below grade level.

c. In order to provide students with access to diverse instructional delivery models, to facilitate the integration of technology within traditional classroom instruction, and to provide students with the skills they need to compete in the 21st century economy, the Legislature encourages instructional methods for blended learning courses consisting of both traditional classroom and online instructional techniques. Charter schools may implement blended learning courses which combine traditional classroom instruction and virtual instruction. Students in a blended learning course must be full-time students of the charter school pursuant to s. 1011.61(1)(a)1. Instructional personnel certified pursuant to s. 1012.55 who provide virtual instruction for blended learning courses may be employees of the charter school or may be under contract to provide instructional services to charter school students. At a minimum, such instructional personnel must hold an active state or school district adjunct certification under s. 1012.57 for the subject area of the blended learning course. The funding and performance accountability requirements for blended learning courses are the same as those for traditional courses.

3. The current incoming baseline standard of student academic achievement, the outcomes to be achieved, and the method of measurement that will be used. The criteria listed in this subparagraph shall include a detailed description of:

a. How the baseline student academic achievement levels and prior rates of academic progress will be established.

b. How these baseline rates will be compared to rates of academic progress achieved by these same students while attending the charter school.

c. To the extent possible, how these rates of progress will be evaluated and compared with rates of progress of other closely comparable student populations.

A district school board is required to provide academic student performance data to charter schools for each of their students coming from the district school system, as well as rates of academic progress of comparable student populations in the district school system.

4. The methods used to identify the educational strengths and needs of students and how well educational goals and performance standards are met by students attending the charter school. The methods shall provide a means for the charter school to ensure accountability to its constituents by analyzing student performance data and by evaluating the effectiveness and efficiency of its major educational programs. Students in charter schools shall, at a minimum, participate in the statewide assessment program created under s. 1008.22.

5. In secondary charter schools, a method for determining that a student has satisfied the requirements for graduation in s. 1002.3105(5), s. 1003.4281, or s. 1003.4282.

6. A method for resolving conflicts between the governing board of the charter school and the sponsor.

7. The admissions procedures and dismissal procedures, including the school's code of student conduct. Admission or dismissal must not be based on a student's academic performance, except as authorized under subparagraph (10)(e)5.

8. The ways by which the school will achieve a racial/ethnic balance reflective of the community it serves or within the racial/ethnic range of other nearby public schools or school districts.

9. The financial and administrative management of the school, including a reasonable demonstration of the professional experience or competence of those individuals or organizations applying to operate the charter school or those hired or retained to perform such professional services and the description of clearly delineated responsibilities and the policies and practices needed to effectively manage the charter school. A description of internal audit procedures and establishment of controls to ensure that financial resources are properly managed must be included. Both public sector and private sector professional experience shall be equally valid in such a consideration.

10. The asset and liability projections required in the application which are incorporated into the charter and shall be compared with information provided in the annual report of the charter school.

11. A description of procedures that identify various risks and provide for a comprehensive approach to reduce the impact of losses; plans to ensure the safety and security of students and staff; plans to identify, minimize, and protect others from violent or disruptive student behavior; and the manner in which the school will be insured, including whether or not the school will be required to have liability insurance, and, if so, the terms and conditions thereof and the amounts of coverage.

12. The term of the charter which shall provide for cancellation of the charter if insufficient progress has been made in attaining the student achievement objectives of the charter and if it is not likely that such objectives can be achieved before expiration of the charter. The initial term of a charter shall be for 5 years, excluding 2 planning years. In order to facilitate access to long-term financial resources for charter school construction, charter schools that are operated by a municipality or other public entity as provided by law are eligible for up to a 15-year charter, subject to approval by the sponsor. A charter lab school is eligible for a charter for a term of up to 15 years. In addition, to facilitate access to long-term financial resources for charter school construction, charter schools that are operated by a private, not-for-profit, s. 501(c)(3) status corporation are eligible for up to a 15-year charter, subject to approval by the sponsor. Such long-term charters remain subject to annual review and may be terminated during the term of the charter, but only according to the provisions set forth in subsection (8).

13. The facilities to be used and their location. The sponsor may not require a charter school to have a certificate of occupancy or a temporary certificate of occupancy for such a facility earlier than 15 calendar days before the first day of school.

14. The qualifications to be required of the teachers and the potential strategies used to recruit, hire, train, and retain qualified staff to achieve best value.

15. The governance structure of the school, including the status of the charter school as a public or private employer as required in paragraph (12)(i).

16. A timetable for implementing the charter which addresses the implementation of each element thereof and the date by which the charter shall be awarded in order to meet this timetable.

17. In the case of an existing public school that is being converted to charter status, alternative arrangements for current students who choose not to attend the charter school and for current teachers who choose not to teach in the charter school after conversion in accordance with the existing collective bargaining agreement or district school board rule in the absence of a collective bargaining agreement. However, alternative arrangements shall not be required for current teachers who choose not to teach in a charter lab school, except as authorized by the employment policies of the state university which grants the charter to the lab school.

18. Full disclosure of the identity of all relatives employed by the charter school who are related to the charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decisionmaking authority. For the purpose of this subparagraph, the term "relative" means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.

19. Implementation of the activities authorized under s. 1002.331 by the charter school when it satisfies the eligibility requirements for a high-performing charter school. A high-performing charter school shall notify its sponsor in writing by March 1 if it intends to increase enrollment or expand grade levels the following school year. The written notice shall specify the amount of the enrollment increase and the grade levels that will be added, as applicable.

(b) The sponsor has 30 days after approval of the application to provide an initial proposed charter contract to the charter school. The applicant and the sponsor have 40 days thereafter to negotiate and notice the charter contract for final approval by the sponsor unless both parties agree to an extension. The proposed charter contract shall be provided to the charter school at least 7 calendar days before the date of the meeting at which the charter is scheduled to be voted upon by the sponsor. The Department of Education shall provide mediation services for any dispute regarding this section subsequent to the approval of a charter application and for any dispute relating to the approved charter, except a dispute regarding a charter school application denial. If either the charter school or the sponsor indicates in writing that the party does not desire to settle any dispute arising under this section through mediation procedures offered by the Department of Education, a charter school may immediately appeal any formal or informal decision by the sponsor to an administrative law judge appointed by the Division of Administrative Hearings. If the Commissioner of Education determines that the dispute cannot be settled through mediation, the dispute may also be appealed to an administrative law judge appointed by the Division of Administrative Hearings. The administrative law judge has final order authority to rule on issues of equitable treatment of the charter school as a public school, whether proposed provisions of the charter violate the intended flexibility granted charter schools by statute, or any other matter regarding this section, except a dispute regarding charter school application denial, a charter termination, or a charter nonrenewal. The administrative law judge shall award the prevailing party reasonable attorney fees and costs incurred during the mediation process, administrative proceeding, and any appeals, to be paid by the party against whom the administrative law judge rules.

(c)1. A charter may be renewed provided that a program review demonstrates that the criteria in paragraph (a) have been successfully accomplished and that none of the grounds for nonrenewal established by paragraph (8)(a) have been expressly found. The charter of a charter school that meets these requirements and has received a school grade lower than a "B" pursuant to s. 1008.34 in the most recently graded school year must be renewed for no less than a 5-year term except as provided in paragraph (9)(n). In order to facilitate long-term financing for charter school construction, charter schools operating for a minimum of 3 years and demonstrating exemplary academic programming and fiscal management are eligible for a 15-year charter renewal. Such long-term charter is subject to annual review and may be terminated during the term of the charter.

2. The 15-year charter renewal that may be granted pursuant to subparagraph 1. must be granted to a charter school that has received a school grade of "A" or "B" pursuant to s. 1008.34 in the most recently graded school year and that is not in a state of financial emergency or deficit position as defined by this section. Such long-term

charter is subject to annual review and may be terminated during the term of the charter pursuant to subsection (8).

(d) A charter may be modified during its term upon the recommendation of the sponsor or the charter school's governing board and the approval of both parties to the agreement. Changes to curriculum which are consistent with state standards shall be deemed approved unless the sponsor and the Department of Education determine in writing that the curriculum is inconsistent with state standards. Modification during any term may include, but is not limited to, consolidation of multiple charters into a single charter if the charters are operated under the same governing board, regardless of the renewal cycle. A charter school that is not subject to a school improvement plan and that closes as part of a consolidation shall be reported by the sponsor as a consolidation. A request for consolidation of multiple charters must be approved or denied within 60 days after the submission of the request. If the request is denied, the sponsor shall notify the charter school's governing board of the denial and provide the specific reasons, in reasonable detail, for the denial of the request for consolidation within 10 days.

(e) A charter may be terminated by a charter school's governing board through voluntary closure. The decision to cease operations must be determined at a public meeting. The governing board shall notify the parents and sponsor of the public meeting in writing before the public meeting. The governing board must notify the sponsor, parents of enrolled students, and the department in writing within 24 hours after the public meeting of its determination. The notice shall state the charter school's intent to continue operations or the reason for the closure and acknowledge that the governing board agrees to follow the procedures for dissolution and reversion of public funds pursuant to paragraphs (8)(d)-(f) and (9)(o).

(f) A charter may include a provision requiring the charter school to be held responsible for all costs associated with, but not limited to, mediation, damages, and attorney fees incurred by the district in connection with complaints to the Office of Civil Rights or the Equal Employment Opportunity Commission.

(8) CAUSES FOR NONRENEWAL OR TERMINATION OF CHARTER.—

(a) The sponsor shall make student academic achievement for all students the most important factor when determining whether to renew or terminate the charter. The sponsor may choose not to renew or may terminate the charter only if the sponsor expressly finds that one of the grounds set forth below exists by clear and convincing evidence:

1. Failure to participate in the state's education accountability system created in s. 1008.31, as required in this section, or failure to meet the requirements for student performance stated in the charter.

2. Failure to meet generally accepted standards of fiscal management due to deteriorating financial conditions or financial emergencies determined pursuant to s. 1002.345.

3. Material violation of law.

(b) Before a vote on any proposed action to renew; terminate, other than an immediate termination under paragraph (c); or not renew the charter and at least 90 days before the end of the school year, the sponsor shall notify the governing board of the school in writing of the proposed action to renew, terminate, or not renew the charter. A charter automatically renews with the same terms and conditions if notification does not occur at least 90 days before the end of the school year. The notice shall state in reasonable detail the grounds for the proposed action and stipulate that the school's governing board may, within 14 calendar days after receiving the notice, request a hearing. The hearing shall be conducted by an administrative law judge assigned by the Division of Administrative Hearings. The hearing shall be conducted within 90 days after receipt of the request for a hearing and in accordance with chapter 120. The administrative law judge's final order shall be submitted to the sponsor. The administrative law judge shall award the prevailing party reasonable attorney fees and costs incurred during the administrative proceeding and any appeals. The charter school's governing board may, within 30 calendar days after receiving the final order, appeal the decision pursuant to s. 120.68.

(c) A charter may be terminated immediately if the sponsor sets forth in writing the particular facts and circumstances demonstrating that an immediate and serious danger to the health, safety, or welfare of the charter school's students exists; that the immediate and serious danger is likely to continue; and that an immediate termination of the charter is necessary. The sponsor's determination is subject to the procedures set forth in paragraph (b), except that the hearing may take place after the charter has been terminated. The sponsor shall

program grant funds, and such items must be transferred to the charter school's new location. The audit report must be submitted to the Department of Education within 60 days after completion.

(b) A charter school may not transfer an enrolled student to another charter school having a separate Master School Identification Number without first obtaining the written approval of the student's parent.

(23) ANALYSIS OF CHARTER SCHOOL PERFORMANCE.—Upon receipt of the annual report required by paragraph (9)(k), the Department of Education shall provide to the State Board of Education, the Commissioner of Education, the Governor, the President of the Senate, and the Speaker of the House of Representatives an analysis and comparison of the overall performance of charter school students, to include all students whose scores are counted as part of the statewide assessment program, versus comparable public school students in the district as determined by the statewide assessment program currently administered in the school district, and other assessments administered pursuant to s. 1008.22(3).

(24) RESTRICTION ON EMPLOYMENT OF RELATIVES.—

(a) This subsection applies to charter school personnel in a charter school operated by a private entity. As used in this subsection, the term:

1. "Charter school personnel" means a president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decisionmaking authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.

2. "Relative" means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.

(b) Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.

(c) The approval of budgets does not constitute "jurisdiction or control" for the purposes of this subsection.

Charter school personnel in schools operated by a municipality or other public entity are subject to s. 112.3135.

(25) LOCAL EDUCATIONAL AGENCY STATUS FOR CERTAIN CHARTER SCHOOL SYSTEMS.—

(a) A charter school system's governing board shall be designated a local educational agency for the purpose of receiving federal funds, the same as though the charter school system were a school district, if the governing board of the charter school system has adopted and filed a resolution with its sponsor and the Department of Education in which the governing board of the charter school system accepts the full responsibility for all local education agency requirements and the charter school system meets all of the following:

1. Has all schools located in the same county;
2. Has a total enrollment exceeding the total enrollment of at least one school district in this state; and
3. Has the same governing board.

(b) A charter school system's governing board may be designated a local educational agency for the purpose of receiving federal funds for all schools within a school district that are established pursuant to s. 1008.33 and are under the jurisdiction of the governing board. The governing board must adopt and file a resolution with its sponsoring district school board and the Department of Education and accept full responsibility for all local educational agency requirements.

4. A sponsor may not charge charter schools any additional fees or surcharges for administrative and educational services in addition to the maximum percentage of administrative fees withheld pursuant to this paragraph. A sponsor may not charge or withhold any administrative fee against a charter school for any funds specifically allocated by the Legislature for teacher compensation.

5. A sponsor shall provide to the department by September 15 of each year the total amount of funding withheld from charter schools pursuant to this subsection for the prior fiscal year. The department must include the information in the report required under sub-sub-subparagraph (5)(b)1.k.(III).

6. A sponsor shall annually provide a report to its charter schools on what services are being rendered from the sponsor's portion of the administrative fee. The report must include the listed services and be submitted to the department by September 15 of each year.

(b) If goods and services are made available to the charter school through the contract with the sponsor, they shall be provided to the charter school at a rate no greater than the sponsor's actual cost unless mutually agreed upon by the charter school and the sponsor in a contract negotiated separately from the charter. When mediation has failed to resolve disputes over contracted services or contractual matters not included in the charter, an appeal may be made to an administrative law judge appointed by the Division of Administrative Hearings. The administrative law judge has final order authority to rule on the dispute. The administrative law judge shall award the prevailing party reasonable attorney fees and costs incurred during the mediation process, administrative proceeding, and any appeals, to be paid by the party against whom the administrative law judge rules. To maximize the use of state funds, sponsors shall allow charter schools to participate in the sponsor's bulk purchasing program if applicable.

(c) Transportation of charter school students shall be provided by the charter school consistent with the requirements of subpart I.E. of chapter 1006 and s. 1012.45. The governing body of the charter school may provide transportation through an agreement or contract with the sponsor, a private provider, or parents. The charter school and the sponsor shall cooperate in making arrangements that ensure that transportation is not a barrier to equal access for all students residing within a reasonable distance of the charter school as determined in its charter.

(d) Each charter school shall annually complete and submit a survey, provided in a format specified by the Department of Education, to rate the timeliness and quality of services provided by the sponsor in accordance with this section. The department shall compile the results, by sponsor, and include the results in the report required under sub-sub-subparagraph (5)(b)1.k.(III).

(21) PUBLIC INFORMATION ON CHARTER SCHOOLS.—

(a) The Department of Education shall provide information to the public, directly and through sponsors, on how to form and operate a charter school and how to enroll in a charter school once it is created. This information shall include the standard application form, standard charter and virtual charter contracts, standard evaluation instrument, and standard charter and virtual charter renewal contracts, which shall include the information specified in subsection (7) and shall be developed by consulting and negotiating with both sponsors and charter schools before implementation. The charter and virtual charter contracts and charter renewal and virtual charter renewal contracts shall be used by charter school sponsors.

(b)1. The Department of Education shall report to each charter school receiving a school grade pursuant to s. 1008.34 or a school improvement rating pursuant to s. 1008.341 the school's student assessment data.

2. The charter school shall report the information in subparagraph 1. to each parent of a student at the charter school, the parent of a child on a waiting list for the charter school, the sponsor, and the governing board of the charter school. This paragraph does not abrogate the provisions of s. 1002.22, relating to student records, or the requirements of 20 U.S.C. s. 1232g, the Family Educational Rights and Privacy Act.

(22) FACILITIES SHARED BY CHARTER SCHOOLS.—

(a) If a charter school moves out of a facility that is shared with another charter school having a separate Master School Identification Number, the charter school must provide for an audit of all equipment, educational materials and supplies, curriculum materials, and other items purchased or developed with federal charter school

credit toward any impact fees or exactions imposed for public educational facilities to the extent that the entity has not received a credit for such contribution pursuant to s. 163.3180(6)(h)2.

(g) Each school district shall annually provide to the Department of Education as part of its 5-year work plan the number of existing vacant classrooms in each school that the district does not intend to use or does not project will be needed for educational purposes for the following school year. The department may recommend that a district make such space available to an appropriate charter school.

(19) CAPITAL OUTLAY FUNDING.—Charter schools sponsored by a school district are eligible for capital outlay funds pursuant to ss. 1011.71(2) and 1013.62. Capital outlay funds authorized in ss. 1011.71(2) and 1013.62 which have been shared with a charter school-in-the-workplace prior to July 1, 2010, are deemed to have met the authorized expenditure requirements for such funds.

(20) SERVICES.—

(a)1. A sponsor shall provide certain administrative and educational services to charter schools. These services shall include contract management services; full-time equivalent and data reporting services; exceptional student education administration services; services related to eligibility and reporting duties required to ensure that school lunch services under the National School Lunch Program, consistent with the needs of the charter school, are provided by the sponsor at the request of the charter school, that any funds due to the charter school under the National School Lunch Program be paid to the charter school as soon as the charter school begins serving food under the National School Lunch Program, and that the charter school is paid at the same time and in the same manner under the National School Lunch Program as other public schools serviced by the sponsor or the school district; test administration services, including payment of the costs of state-required or district-required student assessments; processing of teacher certificate data services; and information services, including equal access to the sponsor's student information systems that are used by public schools in the district in which the charter school is located or by schools in the sponsor's portfolio of charter schools if the sponsor is not a school district. Student performance data for each student in a charter school, including, but not limited to, FCAT scores, standardized test scores, previous public school student report cards, and student performance measures, shall be provided by the sponsor to a charter school in the same manner provided to other public schools in the district or by schools in the sponsor's portfolio of charter schools if the sponsor is not a school district.

2. A sponsor shall provide training to charter schools on systems the sponsor will require the charter school to use.

3. A sponsor may withhold an administrative fee for the provision of such services which shall be a percentage of the available funds defined in paragraph (17)(b) calculated based on weighted full-time equivalent students. If the charter school serves 75 percent or more exceptional education students as defined in s. 1003.01(9), the percentage shall be calculated based on unweighted full-time equivalent students. The administrative fee shall be calculated as follows:

a. Up to 5 percent for:

(I) Enrollment of up to and including 250 students in a charter school as defined in this section.

(II) Enrollment of up to and including 500 students within a charter school system which meets all of the following:

(A) Includes conversion charter schools and nonconversion charter schools.

(B) Has all of its schools located in the same county.

(C) Has a total enrollment exceeding the total enrollment of at least one school district in this state.

(D) Has the same governing board for all of its schools.

(E) Does not contract with a for-profit service provider for management of school operations.

(III) Enrollment of up to and including 250 students in a virtual charter school.

b. Up to 2 percent for enrollment of up to and including 250 students in a high-performing charter school as defined in s. 1002.331.

c. Up to 2 percent for enrollment of up to and including 250 students in an exceptional student education center that meets the requirements of the rules adopted by the State Board of Education pursuant to s. 1008.3415(3).

schools. A charter school may not be subject to any land use regulation requiring a change to a local government comprehensive plan or requiring a development order or development permit, as those terms are defined in s. 163.3164, that would not be required for a public school in the same location. The agency having jurisdiction for inspection of a facility and issuance of a certificate of occupancy or use shall be the local municipality or, if in an unincorporated area, the county governing authority. If an official or employee of the local governing authority refuses to comply with this paragraph, the aggrieved school or entity has an immediate right to bring an action in circuit court to enforce its rights by injunction. An aggrieved party that receives injunctive relief may be awarded attorney fees and court costs.

(b) A charter school shall use facilities that comply with the Florida Fire Prevention Code, pursuant to s. 633.208, as adopted by the authority in whose jurisdiction the facility is located as provided in paragraph (a).

(c) Any facility, or portion thereof, used to house a charter school whose charter has been approved by the sponsor and the governing board, pursuant to subsection (7), is exempt from ad valorem taxes pursuant to s. 196.1983. Any library, community service, museum, performing arts, theater, cinema, or church facility; any facility or land owned by a Florida College System institution or university; any similar public institutional facilities; and any facility recently used to house a school or child care facility licensed under s. 402.305 may provide space to charter schools within their facilities under their preexisting zoning and land use designations without obtaining a special exception, rezoning, or a land use change.

(d) Charter school facilities are exempt from assessments of fees for building permits, except as provided in s. 553.80; fees for building and occupational licenses; impact fees or exactions; service availability fees; and assessments for special benefits.

(e) If a district school board facility or property is available because it is surplus, marked for disposal, or otherwise unused, it shall be provided for a charter school's use on the same basis as it is made available to other public schools in the district. A charter school receiving property from the sponsor may not sell or dispose of such property without written permission of the sponsor. Similarly, for an existing public school converting to charter status, no rental or leasing fee for the existing facility or for the property normally inventoried to the conversion school may be charged by the district school board to the parents and teachers organizing the charter school. The charter school shall agree to reasonable maintenance provisions in order to maintain the facility in a manner similar to district school board standards. The Public Education Capital Outlay maintenance funds or any other maintenance funds generated by the facility operated as a conversion school shall remain with the conversion school.

(f) To the extent that charter school facilities are specifically created to mitigate the educational impact created by the development of new residential dwelling units, pursuant to subparagraph (2)(c)4., a proportionate share of costs per student station of educational impact fees required to be paid in connection with the new residential dwelling units must be designated for the construction of the charter school facilities that will mitigate the student station impact, including charter school facilities described in subparagraph (10)(e)7. Such facilities shall be built to the State Requirements for Educational Facilities and shall be owned by a public or nonprofit entity. The local school district retains the right to monitor and inspect such facilities to ensure compliance with the State Requirements for Educational Facilities. If a facility ceases to be used for public educational purposes, either the facility shall revert to the school district subject to any debt owed on the facility, or the owner of the facility shall have the option to refund all educational impact fees utilized for the facility to the school district. The district and the owner of the facility may contractually agree to another arrangement for the facilities if the facilities cease to be used for educational purposes. The owner of property planned or approved for new residential dwelling units and the entity levying educational impact fees shall enter into an agreement that designates the educational impact fees that will be allocated for the charter school student stations and that ensures the timely construction of the charter school student stations concurrent with the expected occupancy of the residential units. The application for use of educational impact fees shall include an approved charter school application. To assist the school district in forecasting student station needs, the entity levying the impact fees shall notify the affected district of any agreements it has approved for the purpose of mitigating student station impact from the new residential dwelling units. Any entity contributing toward the construction of such facilities shall receive a

(d) Charter schools shall be included by the Department of Education and the district school board in requests for federal stimulus funds in the same manner as district school board-operated public schools, including Title I and IDEA funds and shall be entitled to receive such funds. Charter schools are eligible to participate in federal competitive grants that are available as part of the federal stimulus funds.

(e) Sponsors shall make timely and efficient payment and reimbursement to charter schools, including processing paperwork required to access special state and federal funding for which they may be eligible, including the timely review and reimbursement of federal grant funds. Payments of funds under paragraph (b) shall be made monthly or twice a month, beginning with the start of the sponsor's fiscal year. Each payment shall be one-twelfth, or one twenty-fourth, as applicable, of the total state and local funds described in paragraph (b) and adjusted as set forth therein. For the first 2 years of a charter school's operation, if a minimum of 75 percent of the projected enrollment is entered into the sponsor's student information system by the first day of the current month, the sponsor shall distribute funds to the school for the months of July through October based on the projected full-time equivalent student membership of the charter school as submitted in the approved application. If less than 75 percent of the projected enrollment is entered into the sponsor's student information system by the first day of the current month, the sponsor shall base payments on the actual number of student enrollment entered into the sponsor's student information system. Thereafter, the results of full-time equivalent student membership surveys shall be used in adjusting the amount of funds distributed monthly to the charter school for the remainder of the fiscal year. The payments shall be issued no later than 10 working days after the sponsor receives a distribution of state or federal funds or the date the payment is due pursuant to this subsection. With respect to federal grant funds submitted for reimbursement, the sponsor shall have 60 calendar days from the date of the submission to reimburse the charter school if the submission provides all the necessary information to qualify for reimbursement. If a warrant for payment is not issued within 10 working days after receipt of funding by the sponsor or within 60 calendar days after an approved submittal for reimbursement of federal grant funds, the sponsor shall pay to the charter school, in addition to the amount of the scheduled disbursement, interest at a rate of 1 percent per month calculated on a daily basis on the unpaid balance from the expiration of the 10 working days or 60 calendar days for the reimbursement of federal grant funds, until such time as the warrant is issued. The district school board may not delay payment to a charter school of any portion of the funds provided in paragraph (b) based on the timing of receipt of local funds by the district school board.

(f) Funding for a virtual charter school shall be as provided in s. 1002.45(6).

(g) To be eligible for public education capital outlay (PECO) funds, a charter school must be located in the State of Florida.

(h) A charter school that implements a schoolwide standard student attire policy pursuant to s. 1011.78 is eligible to receive incentive payments.

(18) FACILITIES.—

(a) A startup charter school shall utilize facilities which comply with the Florida Building Code pursuant to chapter 553 except for the State Requirements for Educational Facilities. Conversion charter schools shall utilize facilities that comply with the State Requirements for Educational Facilities provided that the school district and the charter school have entered into a mutual management plan for the reasonable maintenance of such facilities. The mutual management plan shall contain a provision by which the district school board agrees to maintain charter school facilities in the same manner as its other public schools within the district. Charter schools, with the exception of conversion charter schools, are not required to comply, but may choose to comply, with the State Requirements for Educational Facilities of the Florida Building Code adopted pursuant to s. 1013.37. The local governing authority shall not adopt or impose any local building requirements or site-development restrictions, such as parking and site-size criteria, student enrollment, and occupant load, that are addressed by and more stringent than those found in the State Requirements for Educational Facilities of the Florida Building Code. A local governing authority must treat charter schools equitably in comparison to similar requirements, restrictions, and site planning processes imposed upon public schools that are not charter schools, including such provisions that are established by interlocal agreement. An interlocal agreement entered into by a school district for the development of only its own schools, including provisions relating to the extension of infrastructure, may be used by charter

2.a. Funding for students enrolled in a charter school sponsored by a state university or Florida College System institution pursuant to paragraph (5)(a) shall be provided in the Florida Education Finance Program as defined in s. 1011.61(5) and as specified in the General Appropriations Act. The calculation to determine the amount of state funds includes the sum of the basic amount for current operations established in s. 1011.62(1)(s), the discretionary millage compression supplement established in s. 1011.62(5), and the state-funded discretionary contribution established in s. 1011.62(6). Charter schools whose students or programs meet the eligibility criteria in law are entitled to their proportionate share of categorical program funds included in the total funds available in the Florida Education Finance Program. The Florida College System institution or state university sponsoring the charter school shall be the fiscal agent for these funds, and all rules of the institution governing the budgeting and expenditure of state funds shall apply to these funds unless otherwise provided by law or rule of the State Board of Education.

(I) The nonvoted required local millage established pursuant to s. 1011.71(1) that would otherwise be required for the charter schools shall be allocated from state funds.

(II) An equivalent amount of funds for the operating discretionary millage authorized pursuant to s. 1011.71(1) shall be allocated to each charter school through a state-funded discretionary contribution established pursuant to s. 1011.62(6).

(III) The comparable wage factor as provided in s. 1011.62(2) shall be established as 1.000.

b. Total funding for each charter school shall be recalculated during the year to reflect the revised calculations under the Florida Education Finance Program by the state and the actual weighted full-time equivalent students reported by the charter school during the full-time equivalent student survey periods designated by the Commissioner of Education.

c. The Department of Education shall develop a tool that each state university or Florida College System institution sponsoring a charter school shall use for purposes of calculating the funding amount for each eligible charter school student. The total amount obtained from the calculation must be appropriated from state funds in the General Appropriations Act to the charter school.

d. Capital outlay funding for a charter school sponsored by a state university or Florida College System institution pursuant to paragraph (5)(a) is determined as follows: multiply the maximum allowable nonvoted discretionary millage under s. 1011.71(2) by 96 percent of the current year's taxable value for school purposes for the district in which the charter school is located; divide the result by the total full-time equivalent student membership; and multiply the result by the full-time equivalent student membership of the charter school. The amount obtained shall be the discretionary capital improvement funds and shall be appropriated from state funds in the General Appropriations Act.

(c) Pursuant to 20 U.S.C. 8061 s. 10306, all charter schools shall receive all federal funding for which the school is otherwise eligible, including Title I funding, not later than 5 months after the charter school first opens and within 5 months after any subsequent expansion of enrollment. Unless otherwise mutually agreed to by the charter school and its sponsor, and consistent with state and federal rules and regulations governing the use and disbursement of federal funds, the sponsor shall reimburse the charter school on a monthly basis for all invoices submitted by the charter school for federal funds available to the sponsor for the benefit of the charter school, the charter school's students, and the charter school's students as public school students in the school district. Such federal funds include, but are not limited to, Title I, Title II, and Individuals with Disabilities Education Act (IDEA) funds. To receive timely reimbursement for an invoice, the charter school must submit the invoice to the sponsor at least 30 days before the monthly date of reimbursement set by the sponsor. In order to be reimbursed, any expenditures made by the charter school must comply with all applicable state rules and federal regulations, including, but not limited to, the applicable federal Office of Management and Budget Circulars; the federal Education Department General Administrative Regulations; and program-specific statutes, rules, and regulations. Such funds may not be made available to the charter school until a plan is submitted to the sponsor for approval of the use of the funds in accordance with applicable federal requirements. The sponsor has 30 days to review and approve any plan submitted pursuant to this paragraph.

7. Section 1012.34, relating to the substantive requirements for performance evaluations for instructional personnel and school administrators.

8. Section 1006.12, relating to safe-school officers.

9. Section 1006.07(7), relating to threat management teams.

10. Section 1006.07(9), relating to School Environmental Safety Incident Reporting.

11. Section 1006.07(10), relating to reporting of involuntary examinations.

12. Section 1006.1493, relating to the Florida Safe Schools Assessment Tool.

13. Section 1006.07(6)(d), relating to adopting an active assailant response plan.

14. Section 943.082(4)(b), relating to the mobile suspicious activity reporting tool.

15. Section 1012.584, relating to youth mental health awareness and assistance training.

16. Section 1001.42(4)(f)2., relating to middle school and high school start times. A charter school-in-the-workplace is exempt from this requirement.

(c) For purposes of subparagraphs (b)4.-7.:

1. The duties assigned to a district school superintendent apply to charter school administrative personnel, as defined in s. 1012.01(3)(a) and (b), and the charter school governing board shall designate at least one administrative person to be responsible for such duties.

2. The duties assigned to a district school board apply to a charter school governing board.

3. A charter school may hire instructional personnel and other employees on an at-will basis.

4. Notwithstanding any provision to the contrary, instructional personnel and other employees on contract may be suspended or dismissed any time during the term of the contract without cause.

(17) FUNDING.—Students enrolled in a charter school, regardless of the sponsorship, shall be funded based upon the applicable program pursuant to s. 1011.62(1)(c), the same as students enrolled in other public schools in a school district. Funding for a charter lab school shall be as provided in s. 1002.32.

(a) Each charter school shall report its full-time equivalent student membership to the sponsor as required in s. 1011.62(1)(a) and in accordance with the definitions in s. 1011.61. The sponsor shall include each charter school's full-time equivalent student membership in the sponsor's full-time equivalent student membership report to the Department of Education. All charter schools submitting full-time equivalent student membership information required by the department shall comply with the department's guidelines for electronic data formats for such data, and all sponsors shall accept electronic data that complies with the department's electronic format.

(b)1. Funding ¹for students enrolled in a charter school sponsored by a school district shall be the sum of the school district's operating funds from the Florida Education Finance Program as defined in s. 1011.61(5) and the General Appropriations Act, including gross state and local funds, and funds from the school district's current operating discretionary millage levy; divided by total funded weighted full-time equivalent students in the school district; and multiplied by the weighted full-time equivalent students for the charter school. Charter schools whose students or programs meet the eligibility criteria in law are entitled to their proportionate share of categorical program funds included in the total funds available in the Florida Education Finance Program by the Legislature, including the student transportation allocation and the educational enrichment allocation. Total funding for each charter school shall be recalculated during the year to reflect the revised calculations under the Florida Education Finance Program by the state and the actual weighted full-time equivalent students reported by the charter school during the full-time equivalent student survey periods designated by the Commissioner of Education. For charter schools operated by a not-for-profit or municipal entity, any unrestricted current and capital assets identified in the charter school's annual financial audit may be used for other charter schools operated by the not-for-profit or municipal entity within the school district. For charter schools operated by a not-for-profit entity, any unrestricted current or capital assets identified in the charter school's annual audit may be used for other charter schools operated by the not-for-profit entity which are located outside of the originating charter school's school district, but within the state, through an unforgivable loan that must be repaid within 5 years to the originating charter school by the receiving charter school. Unrestricted current assets shall be used in accordance with s. 1011.62, and any unrestricted capital assets shall be used in accordance with s. 1013.62(2).

(14) CHARTER SCHOOL FINANCIAL ARRANGEMENTS; INDEMNIFICATION OF THE STATE AND SPONSOR; CREDIT OR TAXING POWER NOT TO BE PLEDGED.—Any arrangement entered into to borrow or otherwise secure funds for a charter school authorized in this section from a source other than the state or a sponsor shall indemnify the state and the sponsor from any and all liability, including, but not limited to, financial responsibility for the payment of the principal or interest. Any loans, bonds, or other financial agreements are not obligations of the state or the sponsor but are obligations of the charter school authority and are payable solely from the sources of funds pledged by such agreement. The credit or taxing power of the state or the sponsor shall not be pledged and no debts shall be payable out of any moneys except those of the legal entity in possession of a valid charter approved by a sponsor pursuant to this section.

(15) CHARTER SCHOOLS-IN-THE-WORKPLACE; CHARTER SCHOOLS-IN-A-MUNICIPALITY.—

(a) In order to increase business partnerships in education, to reduce school and classroom overcrowding throughout the state, and to offset the high costs for educational facilities construction, the Legislature intends to encourage the formation of business partnership schools or satellite learning centers and municipal-operated schools through charter school status.

(b) A charter school-in-the-workplace may be established when a business partner provides the school facility to be used; enrolls students based upon a random lottery that involves all of the children of employees of that business or corporation who are seeking enrollment, as provided for in subsection (10); and enrolls students according to the racial/ethnic balance provisions described in subparagraph (7)(a)8. Any portion of a facility used for a public charter school shall be exempt from ad valorem taxes, as provided for in s. 1013.54, for the duration of its use as a public school.

(c) A charter school-in-a-municipality designation may be granted to a municipality that possesses a charter; enrolls students based upon a random lottery that involves all of the children of the residents of that municipality who are seeking enrollment, as provided for in subsection (10); and enrolls students according to the racial/ethnic balance provisions described in subparagraph (7)(a)8. When a municipality has submitted charter applications for the establishment of a charter school feeder pattern, consisting of elementary, middle, and senior high schools, and each individual charter application is approved by the sponsor, such schools shall then be designated as one charter school for all purposes listed pursuant to this section. Any portion of the land and facility used for a public charter school shall be exempt from ad valorem taxes, as provided for in s. 1013.54, for the duration of its use as a public school.

(d) As used in this subsection, the terms "business partner" or "municipality" may include more than one business or municipality to form a charter school-in-the-workplace or charter school-in-a-municipality.

(16) EXEMPTION FROM STATUTES.—

(a) A charter school shall operate in accordance with its charter and shall be exempt from all statutes in chapters 1000-1013. However, a charter school shall be in compliance with the following statutes in chapters 1000-1013:

1. Those statutes specifically applying to charter schools, including this section.
2. Those statutes pertaining to the student assessment program and school grading system.
3. Those statutes pertaining to the provision of services to students with disabilities.
4. Those statutes pertaining to civil rights, including s. 1000.05, relating to discrimination.
5. Those statutes pertaining to student health, safety, and welfare.

(b) Additionally, a charter school shall be in compliance with the following statutes:

1. Section 286.011, relating to public meetings and records, public inspection, and criminal and civil penalties.
2. Chapter 119, relating to public records.
3. Section 1003.03, relating to the maximum class size, except that the calculation for compliance pursuant to s. 1003.03 shall be the average at the school level.
4. Section 1012.22(1)(c), relating to compensation and salary schedules.
5. Section 1012.33(5), relating to workforce reductions.
6. Section 1012.335, relating to contracts with instructional personnel hired on or after July 1, 2011.

of disciplinary action with respect to child welfare or safety, or who has been dismissed for just cause by any school district with respect to child welfare or safety. The qualifications of teachers shall be disclosed to parents.

(g)1. A charter school shall employ or contract with employees who have undergone background screening as provided in s. 1012.32. Members of the governing board of the charter school shall also undergo background screening in a manner similar to that provided in s. 1012.32. An individual may not be employed as an employee or contract personnel of a charter school or serve as a member of a charter school governing board if the individual is on the disqualification list maintained by the department pursuant to s. 1001.10(4)(b).

2. A charter school shall prohibit educational support employees, instructional personnel, and school administrators, as defined in s. 1012.01, from employment in any position that requires direct contact with students if the employees, personnel, or administrators are ineligible for such employment under s. 1012.315 or have been terminated or have resigned in lieu of termination for sexual misconduct with a student. If the prohibited conduct occurs while employed, a charter school must report the individual and the disqualifying circumstances to the department for inclusion on the disqualification list maintained pursuant to s. 1001.10(4)(b).

3. The governing board of a charter school shall adopt policies establishing standards of ethical conduct for educational support employees, instructional personnel, and school administrators. The policies must require all educational support employees, instructional personnel, and school administrators, as defined in s. 1012.01, to complete training on the standards; establish the duty of educational support employees, instructional personnel, and school administrators to report, and procedures for reporting, alleged misconduct that affects the health, safety, or welfare of a student; and include an explanation of the liability protections provided under ss. 39.203 and 768.095. A charter school, or any of its employees, may not enter into a confidentiality agreement regarding terminated or dismissed educational support employees, instructional personnel, or school administrators, or employees, personnel, or administrators who resign in lieu of termination, based in whole or in part on misconduct that affects the health, safety, or welfare of a student, and may not provide employees, personnel, or administrators with employment references or discuss the employees', personnel's, or administrators' performance with prospective employers in another educational setting, without disclosing the employees', personnel's, or administrators' misconduct. Any part of an agreement or contract that has the purpose or effect of concealing misconduct by educational support employees, instructional personnel, or school administrators which affects the health, safety, or welfare of a student is void, is contrary to public policy, and may not be enforced.

4. Before employing an individual in any position that requires direct contact with students, a charter school shall conduct employment history checks of each individual through use of the educator screening tools described in s. 1001.10(5), and document the findings. If unable to contact a previous employer, the charter school must document efforts to contact the employer.

5. The sponsor of a charter school that knowingly fails to comply with this paragraph shall terminate the charter under subsection (8).

(h) For the purposes of tort liability, the charter school, including its governing body and employees, shall be governed by s. 768.28. This paragraph does not include any for-profit entity contracted by the charter school or its governing body.

(i) A charter school shall organize as, or be operated by, a nonprofit organization. A charter school may be operated by a municipality or other public entity as provided for by law. As such, the charter school may be either a private or a public employer. As a public employer, a charter school may participate in the Florida Retirement System upon application and approval as a "covered group" under s. 121.021(34). If a charter school participates in the Florida Retirement System, the charter school employees shall be compulsory members of the Florida Retirement System. As either a private or a public employer, a charter school may contract for services with an individual or group of individuals who are organized as a partnership or a cooperative. Individuals or groups of individuals who contract their services to the charter school are not public employees.

(13) CHARTER SCHOOL COOPERATIVES.—Charter schools may enter into cooperative agreements to form charter school cooperative organizations that may provide services to further educational, operational, and administrative initiatives in which the participating charter schools share common interests.

lottery, the racial/ethnic balance provisions, or any federal provisions, as described in subparagraph 4. The remainder of the student stations must be filled in accordance with subparagraph 4.

8. Students whose parent or legal guardian is employed within a reasonable distance of the charter school, as described in paragraph (20)(c). The students who are eligible for enrollment are subject to a random lottery.

(f) Students with disabilities and students served in English for Speakers of Other Languages programs shall have an equal opportunity of being selected for enrollment in a charter school.

(g) A student may withdraw from a charter school at any time and enroll in another public school as determined by district school board rule.

(h) The capacity of the charter school shall be determined annually by the governing board, in conjunction with the sponsor, of the charter school in consideration of the factors identified in this subsection unless the charter school is designated as a high-performing charter school pursuant to s. 1002.331. A sponsor may not require a charter school to waive the provisions of s. 1002.331 or require a student enrollment cap that prohibits a high-performing charter school from increasing enrollment in accordance with s. 1002.331(2) as a condition of approval or renewal of a charter.

(i) The capacity of a high-performing charter school identified pursuant to s. 1002.331 shall be determined annually by the governing board of the charter school. The governing board shall notify the sponsor of any increase in enrollment by March 1 of the school year preceding the increase. A sponsor may not require a charter school to identify the names of students to be enrolled or to enroll those students before the start of the school year as a condition of approval or renewal of a charter.

(11) PARTICIPATION IN INTERSCHOLASTIC EXTRACURRICULAR ACTIVITIES.—A charter school student is eligible to participate in an interscholastic extracurricular activity at the public school to which the student would be otherwise assigned to attend, or may develop an agreement to participate at a private school, pursuant to s. 1006.15(3)(d).

(12) EMPLOYEES OF CHARTER SCHOOLS.—

(a) A charter school shall select its own employees. A charter school may contract with its sponsor for the services of personnel employed by the sponsor.

(b) Charter school employees shall have the option to bargain collectively. Employees may collectively bargain as a separate unit or as part of the existing district collective bargaining unit as determined by the structure of the charter school.

(c) The employees of a conversion charter school shall remain public employees for all purposes, unless such employees choose not to do so.

(d) The teachers at a charter school may choose to be part of a professional group that subcontracts with the charter school to operate the instructional program under the auspices of a partnership or cooperative that they collectively own. Under this arrangement, the teachers would not be public employees.

(e) Employees of a school district may take leave to accept employment in a charter school upon the approval of the district school board. While employed by the charter school and on leave that is approved by the district school board, the employee may retain seniority accrued in that school district and may continue to be covered by the benefit programs of that school district, if the charter school and the district school board agree to this arrangement and its financing. School districts shall not require resignations of teachers desiring to teach in a charter school. This paragraph shall not prohibit a district school board from approving alternative leave arrangements consistent with chapter 1012.

(f) Teachers employed by or under contract to a charter school shall be certified as required by chapter 1012. A charter school governing board may employ or contract with skilled selected noncertified personnel to provide instructional services or to assist instructional staff members as education paraprofessionals in the same manner as defined in chapter 1012, and as provided by State Board of Education rule for charter school governing boards. A charter school may not knowingly employ an individual to provide instructional services or to serve as an education paraprofessional if the individual's certification or licensure as an educator is suspended or revoked by this or any other state. A charter school may not knowingly employ an individual who has resigned from a school district in lieu

attendance zone is appropriate in order to ensure that students residing closest to the charter school are provided with an enrollment preference.

(d) A charter school may give enrollment preference to the following student populations:

1. Students who are siblings of a student enrolled in the charter school.

2. Students who are the children of a member of the governing board of the charter school.

3. Students who are the children of an employee of the charter school.

4. Students who are the children of:

a. An employee of the business partner of a charter school-in-the-workplace established under paragraph (15)(b) or a resident of the municipality in which such charter school is located; or

b. A resident or employee of a municipality that operates a charter school-in-a-municipality pursuant to paragraph (15)(c) or allows a charter school to use a school facility or portion of land provided by the municipality for the operation of the charter school.

5. Students who have successfully completed, during the previous year, a voluntary prekindergarten education program under ss. 1002.51-1002.79 provided by the charter school, the charter school's governing board, or a voluntary prekindergarten provider that has a written agreement with the governing board.

6. Students who are the children of an active duty member of any branch of the United States Armed Forces.

7. Students who attended or are assigned to failing schools pursuant to s. 1002.38(2).

8. Students who are the children of a safe-school officer, as defined in s. 1006.12, at the school.

9. Students who transfer from a classical school in this state to a charter classical school in this state. For purposes of this subparagraph, the term "classical school" means a traditional public school or charter school that implements a classical education model that emphasizes the development of students in the principles of moral character and civic virtue through a well-rounded education in the liberal arts and sciences which is based on the classical trivium stages of grammar, logic, and rhetoric.

(e) A charter school may limit the enrollment process only to target the following student populations:

1. Students within specific age groups or grade levels.

2. Students considered at risk of dropping out of school or academic failure. Such students shall include exceptional education students.

3. Students enrolling in a charter school-in-the-workplace or charter school-in-a-municipality established pursuant to subsection (15).

4. Students residing within a reasonable distance of the charter school, as described in paragraph (20)(c). Such students shall be subject to a random lottery and to the racial/ethnic balance provisions described in subparagraph (7)(a)8. or any federal provisions that require a school to achieve a racial/ethnic balance reflective of the community it serves or within the racial/ethnic range of other nearby public schools.

5. Students who meet reasonable academic, artistic, or other eligibility standards established by the charter school and included in the charter school application and charter or, in the case of existing charter schools, standards that are consistent with the school's mission and purpose. Such standards shall be in accordance with current state law and practice in public schools and may not discriminate against otherwise qualified individuals. A school that limits enrollment for such purposes must place a student on a progress monitoring plan for at least one semester before dismissing such student from the school.

6. Students articulating from one charter school to another pursuant to an articulation agreement between the charter schools that has been approved by the sponsor.

7. Students living in a development, or students whose parent or legal guardian maintains a physical or permanent employment presence within the development, in which a developer, including any affiliated business entity or charitable foundation, contributes to the formation, acquisition, construction, or operation of one or more charter schools or charter school facilities and related property in an amount equal to or having a total appraised value of at least $5 million to be used as charter schools to mitigate the educational impact created by the development of new residential dwelling units. Students living in the development are entitled to 50 percent of the student stations in the charter schools. The students who are eligible for enrollment are subject to a random

this subparagraph, "a reasonable attempt to notify" means the exercise of reasonable diligence and care by the principal or the principal's designee to make contact with the student's parent, guardian, or other known emergency contact whom the student's parent or guardian has authorized to receive notification of an involuntary examination. At a minimum, the principal or the principal's designee must take the following actions:

a. Use available methods of communication to contact the student's parent, guardian, or other known emergency contact, including, but not limited to, telephone calls, text messages, e-mails, and voice mail messages following the decision to initiate an involuntary examination of the student.

b. Document the method and number of attempts made to contact the student's parent, guardian, or other known emergency contact, and the outcome of each attempt.

A principal or his or her designee who successfully notifies any other known emergency contact may share only the information necessary to alert such contact that the parent or caregiver must be contacted. All such information must be in compliance with federal and state law.

2. The principal or the principal's designee may delay notification for no more than 24 hours after the student is removed if:

a. The principal or the principal's designee deems the delay to be in the student's best interest and a report has been submitted to the central abuse hotline, pursuant to s. 39.201, based upon knowledge or suspicion of abuse, abandonment, or neglect; or

b. The principal or the principal's designee reasonably believes that such delay is necessary to avoid jeopardizing the health and safety of the student.

3. Before a principal or his or her designee contacts a law enforcement officer, he or she must verify that de-escalation strategies have been utilized and outreach to a mobile response team has been initiated unless the principal or the principal's designee reasonably believes that any delay in removing the student will increase the likelihood of harm to the student or others. This requirement does not supersede the authority of a law enforcement officer to act under s. 394.463.

Each charter school governing board shall develop a policy and procedures for notification under this paragraph.

(r)1. Parents of charter school students have a right to timely notification of threats, unlawful acts, and significant emergencies pursuant to s. 1006.07(4) and (7).

2. Parents of charter school students have a right to access school safety and discipline incidents as reported pursuant to s. 1006.07(9).

(10) ELIGIBLE STUDENTS.—

(a)1. A charter school may be exempt from the requirements of s. 1002.31 if the school is open to any student covered in an interdistrict agreement and any student residing in the school district in which the charter school is located.

2. A virtual charter school when enrolling students shall comply with the applicable requirements of s. 1002.31 and with the enrollment requirements established under s. 1002.45(1)(d)4.

3. A charter lab school shall be open to any student eligible to attend the lab school as provided in s. 1002.32 or who resides in the school district in which the charter lab school is located.

4. Any eligible student shall be allowed interdistrict transfer to attend a charter school when based on good cause. Good cause shall include, but is not limited to, geographic proximity to a charter school in a neighboring school district.

(b) The charter school shall enroll an eligible student who submits a timely application, unless the number of applications exceeds the capacity of a program, class, grade level, or building. In such case, all applicants shall have an equal chance of being admitted through a random selection process.

(c) When a public school converts to charter status, enrollment preference shall be given to students who would have otherwise attended that public school. The district school board shall consult and negotiate with the conversion charter school every 3 years to determine whether realignment of the conversion charter school's

The sponsor shall notify the charter school's governing board, the charter school principal, and the department in writing when a charter contract is terminated under this subparagraph. A charter terminated under this subparagraph must follow the procedures for dissolution and reversion of public funds pursuant to paragraphs (8)(d)-(f) and (9)(o).

4. The director and a representative of the governing board of a graded charter school that has implemented a school improvement plan under this paragraph shall appear before the sponsor at least once a year to present information regarding the progress of intervention and support strategies implemented by the school pursuant to the school improvement plan and corrective actions, if applicable. The sponsor shall communicate at the meeting, and in writing to the director, the services provided to the school to help the school address its deficiencies.

5. Notwithstanding any provision of this paragraph except sub-subparagraphs 3.a.-c., the sponsor may terminate the charter at any time pursuant to subsection (8).

(o)1. Upon initial notification of nonrenewal, closure, or termination of its charter, a charter school may not expend more than $10,000 per expenditure without prior written approval from the sponsor unless such expenditure was included within the annual budget submitted to the sponsor pursuant to the charter contract, is for reasonable attorney fees and costs during the pendency of any appeal, or is for reasonable fees and costs to conduct an independent audit.

2. An independent audit shall be completed within 30 days after notice of nonrenewal, closure, or termination to account for all public funds and assets.

3. A provision in a charter contract that contains an acceleration clause requiring the expenditure of funds based upon closure or upon notification of nonrenewal or termination is void and unenforceable.

4. A charter school may not enter into a contract with an employee that exceeds the term of the school's charter contract with its sponsor.

5. A violation of this paragraph triggers a reversion or clawback power by the sponsor allowing for collection of an amount equal to or less than the accelerated amount that exceeds normal expenditures. The reversion or clawback plus legal fees and costs shall be levied against the person or entity receiving the accelerated amount.

(p)1. Each charter school shall maintain a website that enables the public to obtain information regarding the school; the school's academic performance; the names of the governing board members; the programs at the school; any management companies, service providers, or education management corporations associated with the school; the school's annual budget and its annual independent fiscal audit; the school's grade pursuant to s. 1008.34; and, on a quarterly basis, the minutes of governing board meetings.

2. Each charter school's governing board must appoint a representative to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns, and resolve disputes. The representative must reside in the school district in which the charter school is located and may be a governing board member, a charter school employee, or an individual contracted to represent the governing board. If the governing board oversees multiple charter schools in the same school district, the governing board must appoint a separate representative for each charter school in the district. The representative's contact information must be provided annually in writing to parents and posted prominently on the charter school's website. The sponsor may not require governing board members to reside in the school district in which the charter school is located if the charter school complies with this subparagraph.

3. Each charter school's governing board must hold at least two public meetings per school year in the school district where the charter school is located. The meetings must be noticed, open, and accessible to the public, and attendees must be provided an opportunity to receive information and provide input regarding the charter school's operations. The appointed representative and charter school principal or director, or his or her designee, must be physically present at each meeting. Members of the governing board or any member of a committee formed or designated by the governing board may attend in person or by means of communications media technology used in accordance with rules adopted by the Administration Commission under s. 120.54(5).

(q)1. The charter school principal or the principal's designee shall make a reasonable attempt to notify the parent of a student before the student is removed from school, school transportation, or a school-sponsored activity to be taken to a receiving facility for an involuntary examination pursuant to s. 394.463. For purposes of

(m) A charter school shall provide instruction for at least the number of days required by law for other public schools and may provide instruction for additional days.

(n)1. The director and a representative of the governing board of a charter school that has earned a grade of "D" or "F" pursuant to s. 1008.34 shall appear before the sponsor to present information concerning each contract component having noted deficiencies. The director and a representative of the governing board shall submit to the sponsor for approval a school improvement plan to raise student performance. Upon approval by the sponsor, the charter school shall begin implementation of the school improvement plan. The department shall offer technical assistance and training to the charter school and its governing board and establish guidelines for developing, submitting, and approving such plans.

2.a. If a charter school earns three consecutive grades below a "C," the charter school governing board shall choose one of the following corrective actions:

(I) Contract for educational services to be provided directly to students, instructional personnel, and school administrators, as prescribed in state board rule;

(II) Contract with an outside entity that has a demonstrated record of effectiveness to operate the school;

(III) Reorganize the school under a new director or principal who is authorized to hire new staff; or

(IV) Voluntarily close the charter school.

b. The charter school must implement the corrective action in the school year following receipt of a third consecutive grade below a "C."

c. The sponsor may annually waive a corrective action if it determines that the charter school is likely to improve a letter grade if additional time is provided to implement the intervention and support strategies prescribed by the school improvement plan. Notwithstanding this sub-subparagraph, a charter school that earns a second consecutive grade of "F" is subject to subparagraph 3.

d. A charter school is no longer required to implement a corrective action if it improves to a "C" or higher. However, the charter school must continue to implement strategies identified in the school improvement plan. The sponsor must annually review implementation of the school improvement plan to monitor the school's continued improvement pursuant to subparagraph 4.

e. A charter school implementing a corrective action that does not improve to a "C" or higher after 2 full school years of implementing the corrective action must select a different corrective action. Implementation of the new corrective action must begin in the school year following the implementation period of the existing corrective action, unless the sponsor determines that the charter school is likely to improve to a "C" or higher if additional time is provided to implement the existing corrective action. Notwithstanding this sub-subparagraph, a charter school that earns a second consecutive grade of "F" while implementing a corrective action is subject to subparagraph 3.

3. A charter school's charter contract is automatically terminated if the school earns two consecutive grades of "F" after all school grade appeals are final unless:

a. The charter school is established to turn around the performance of a district public school pursuant to s. 1008.33(4)(b)2. Such charter schools shall be governed by s. 1008.33;

b. The charter school serves a student population the majority of which resides in a school zone served by a district public school subject to s. 1008.33(4) and the charter school earns at least a grade of "D" in its third year of operation. The exception provided under this sub-subparagraph does not apply to a charter school in its fourth year of operation and thereafter; or

c. The state board grants the charter school a waiver of termination. The charter school must request the waiver within 15 days after the department's official release of school grades. The state board may waive termination if the charter school demonstrates that the Learning Gains of its students on statewide assessments are comparable to or better than the Learning Gains of similarly situated students enrolled in nearby public schools. The waiver is valid for 1 year and may only be granted once. Charter schools that have been in operation for more than 5 years are not eligible for a waiver under this sub-subparagraph.

3. A charter school shall, upon approval of the charter contract, provide the sponsor with a concise, uniform, monthly financial statement summary sheet that contains a balance sheet and a statement of revenue, expenditures, and changes in fund balance. The balance sheet and the statement of revenue, expenditures, and changes in fund balance shall be in the governmental funds format prescribed by the Governmental Accounting Standards Board. A high-performing charter school pursuant to s. 1002.331 may provide a quarterly financial statement in the same format and requirements as the uniform monthly financial statement summary sheet. The sponsor shall review each monthly or quarterly financial statement to identify the existence of any conditions identified in s. 1002.345(1)(a).

4. A charter school shall maintain and provide financial information as required in this paragraph. The financial statement required in subparagraph 3. must be in a form prescribed by the Department of Education.

(h) The governing board of the charter school shall annually adopt and maintain an operating budget.

(i) The governing body of the charter school shall exercise continuing oversight over charter school operations.

(j) The governing body of the charter school shall be responsible for:

1. Establishing and maintaining internal controls designed to:

a. Prevent and detect fraud, waste, and abuse as defined in s. 11.45(1).

b. Promote and encourage compliance with applicable laws, rules, contracts, grant agreements, and best practices.

c. Support economical and efficient operations.

d. Ensure reliability of financial records and reports.

e. Safeguard assets.

2. Ensuring that the charter school has retained the services of a certified public accountant or auditor for the annual financial audit, pursuant to s. 1002.345(2), who shall submit the report to the governing body.

3. Reviewing and approving the audit report, including audit findings and recommendations for the financial recovery plan.

4.a. Performing the duties in s. 1002.345, including monitoring a corrective action plan.

b. Monitoring a financial recovery plan in order to ensure compliance.

5. Participating in governance training approved by the department which must include government in the sunshine, conflicts of interest, ethics, and financial responsibility.

(k) The governing body of the charter school shall report its progress annually to its sponsor, which shall forward the report to the Commissioner of Education at the same time as other annual school accountability reports. The Department of Education shall develop a uniform, online annual accountability report to be completed by charter schools. This report shall be easy to utilize and contain demographic information, student performance data, and financial accountability information. A charter school shall not be required to provide information and data that is duplicative and already in the possession of the department. The Department of Education shall include in its compilation a notation if a school failed to file its report by the deadline established by the department. The report shall include at least the following components:

1. Student achievement performance data, including the information required for the annual school report and the education accountability system governed by ss. 1008.31 and 1008.345. Charter schools are subject to the same accountability requirements as other public schools, including reports of student achievement information that links baseline student data to the school's performance projections identified in the charter. The charter school shall identify reasons for any difference between projected and actual student performance.

2. Financial status of the charter school which must include revenues and expenditures at a level of detail that allows for analysis of the charter school's ability to meet financial obligations and timely repayment of debt.

3. Documentation of the facilities in current use and any planned facilities for use by the charter school for instruction of students, administrative functions, or investment purposes.

4. Descriptive information about the charter school's personnel, including salary and benefit levels of charter school employees, the proportion of instructional personnel who hold professional or temporary certificates, and the proportion of instructional personnel teaching in-field or out-of-field.

(l) A charter school shall not levy taxes or issue bonds secured by tax revenues.

notify in writing the charter school's governing board, the charter school principal, and the department of the facts and circumstances supporting the immediate termination. The sponsor shall clearly identify the specific issues that resulted in the immediate termination and provide evidence of prior notification of issues resulting in the immediate termination, if applicable. Upon receiving written notice from the sponsor, the charter school's governing board has 10 calendar days to request a hearing. A requested hearing must be expedited and the final order must be issued within 60 days after the date of request. The administrative law judge shall award reasonable attorney fees and costs to the prevailing party of any injunction, administrative proceeding, or appeal. The sponsor may seek an injunction in the circuit court in which the charter school is located to enjoin continued operation of the charter school if continued operation would materially threaten the health, safety, or welfare of the students.

(d) When a charter is not renewed or is terminated, the school shall be dissolved under the provisions of law under which the school was organized, and any unencumbered public funds, except for capital outlay funds and federal charter school program grant funds, from the charter school shall revert to the sponsor. Capital outlay funds provided pursuant to s. 1013.62 and federal charter school program grant funds that are unencumbered shall revert to the department to be redistributed among eligible charter schools. In the event a charter school is dissolved or is otherwise terminated, all sponsor property and improvements, furnishings, and equipment purchased with public funds shall automatically revert to full ownership by the sponsor, subject to complete satisfaction of any lawful liens or encumbrances. Any unencumbered public funds from the charter school, property and improvements, furnishings, and equipment purchased with public funds, or financial or other records pertaining to the charter school, in the possession of any person, entity, or holding company, other than the charter school, shall be held in trust upon the sponsor's request, until any appeal status is resolved.

(e) If a charter is not renewed or is terminated, the charter school is responsible for all debts of the charter school. The sponsor may not assume the debt from any contract made between the governing body of the school and a third party, except for a debt that is previously detailed and agreed upon in writing by both the sponsor and the governing body of the school and that may not reasonably be assumed to have been satisfied by the sponsor.

(f) If a charter is not renewed or is terminated, a student who attended the school may apply to, and shall be enrolled in, another public school. Normal application deadlines shall be disregarded under such circumstances.

(9) CHARTER SCHOOL REQUIREMENTS.—

(a) A charter school shall be nonsectarian in its programs, admission policies, employment practices, and operations.

(b) A charter school shall admit students as provided in subsection (10).

(c) A charter school shall be accountable to its sponsor for performance as provided in subsection (7).

(d) A charter school shall not charge tuition or registration fees, except those fees normally charged by other public schools. However, a charter lab school may charge a student activity and service fee as authorized by s. 1002.32(5).

(e) A charter school shall meet all applicable state and local health, safety, and civil rights requirements.

(f) A charter school shall not violate the antidiscrimination provisions of s. 1000.05.

(g)1. In order to provide financial information that is comparable to that reported for other public schools, charter schools are to maintain all financial records that constitute their accounting system:

a. In accordance with the accounts and codes prescribed in the most recent issuance of the publication titled "Financial and Program Cost Accounting and Reporting for Florida Schools"; or

b. At the discretion of the charter school's governing board, a charter school may elect to follow generally accepted accounting standards for not-for-profit organizations, but must reformat this information for reporting according to this paragraph.

2. Charter schools shall provide annual financial report and program cost report information in the state-required formats for inclusion in sponsor reporting in compliance with s. 1011.60(1). Charter schools that are operated by a municipality or are a component unit of a parent nonprofit organization may use the accounting system of the municipality or the parent but must reformat this information for reporting according to this paragraph.

Such designation does not apply to other provisions unless specifically provided in law.

(26) STANDARDS OF CONDUCT AND FINANCIAL DISCLOSURE.—

(a) A member of a governing board of a charter school, including a charter school operated by a private entity, is subject to ss. 112.313(2), (3), (7), and (12) and 112.3143(3).

(b) A member of a governing board of a charter school operated by a municipality or other public entity is subject to s. 112.3145, which relates to the disclosure of financial interests.

(c) An employee of the charter school, or his or her spouse, or an employee of a charter management organization, or his or her spouse, may not be a member of the governing board of the charter school.

(27) MILITARY INSTALLATIONS.—

(a) The Legislature finds that military families face unique challenges due to the highly mobile nature of military service. Among the many challenges that military families face is providing a high-quality education for their children without disruption. The state has a compelling interest in assisting the development and enhancement of learning opportunities for military children and addressing their unique needs.

(b) It is the intent of the Legislature that a framework be established to address the needs of military children who, along with their families, face unique challenges due to the highly mobile nature of military service. In establishing this framework, military installation commanders are encouraged to collaboratively work with the Commissioner of Education to increase military family student achievement, which may include the establishment of charter schools on military installations. Although the State Board of Education, through the Commissioner of Education, shall supervise this collaboration, the applicable school district shall operate and maintain control over any school that is established on the military installation.

(28) RULEMAKING.—The Department of Education, after consultation with sponsors and charter school directors, shall recommend that the State Board of Education adopt rules to implement specific subsections of this section. Such rules shall require minimum paperwork and shall not limit charter school flexibility authorized by statute. The State Board of Education shall adopt rules, pursuant to ss. 120.536(1) and 120.54, to implement a standard charter application form, standard application form for the replication of charter schools in a high-performing charter school system, standard evaluation instrument, standard monitoring tool, and standard charter and charter renewal contracts in accordance with this section.

History.—s. 98, ch. 2002-387; s. 23, ch. 2003-391; s. 1, ch. 2003-393; ss. 35, 78, ch. 2004-41; s. 3, ch. 2004-295; s. 1, ch. 2004-354; s. 1, ch. 2006-190; s. 2, ch. 2006-302; s. 5, ch. 2007-234; s. 14, ch. 2008-108; s. 4, ch. 2008-142; s. 1, ch. 2008-204; s. 7, ch. 2009-214; s. 24, ch. 2010-70; s. 6, ch. 2010-154; s. 6, ch. 2011-1; s. 27, ch. 2011-5; s. 13, ch. 2011-37; s. 8, ch. 2011-55; s. 2, ch. 2011-137; ss. 3, 5, ch. 2011-232; s. 93, ch. 2012-5; s. 6, ch. 2012-133; s. 2, ch. 2012-194; s. 5, ch. 2013-27; s. 42, ch. 2013-35; s. 156, ch. 2013-183; s. 2, ch. 2013-236; ss. 1, 2, ch. 2013-250; s. 35, ch. 2014-1; s. 3, ch. 2014-23; s. 24, ch. 2014-39; s. 7, ch. 2014-56; s. 4, ch. 2015-67; s. 4, ch. 2016-2; s. 7, ch. 2016-237; s. 21, ch. 2017-116; s. 9, ch. 2018-6; s. 114, ch. 2019-3; s. 18, ch. 2019-15; s. 8, ch. 2019-22; s. 4, ch. 2019-23; s. 13, ch. 2020-107; s. 3, ch. 2021-9; s. 4, ch. 2021-35; s. 4, ch. 2021-138; s. 5, ch. 2021-176; s. 72, ch. 2022-4; s. 2, ch. 2022-126; s. 3, ch. 2022-144; s. 1, ch. 2022-146; s. 11, ch. 2022-154; s. 142, ch. 2023-8; s. 5, ch. 2023-13; s. 36, ch. 2023-18; s. 3, ch. 2023-39; s. 2, ch. 2023-78; s. 2, ch. 2023-97; s. 4, ch. 2023-102; s. 4, ch. 2023-108; s. 2, ch. 2023-113; s. 11, ch. 2023-220; s. 8, ch. 2024-101; s. 32, ch. 2024-160; s. 4, ch. 2024-230.

[1] **Note.**—The word "for" was inserted by the editors to improve clarity.

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PLAN OF MERGER
OF
BROOKSVILLE ENGINEERING, SCIENCE & TECHNOLOGY ACADEMY, INC.,
Into
MID FLORIDA COMMUNITY SERVICES, INC., dba YOU THRIVE FLORIDA

Pursuant to the provision of Section 617.1101, Florida Statutes, this document is a Plan of Merger (the "Plan of Merger") by which **BROOKSVILLE ENGINEERING, SCIENCE & TECHNOLOGY ACADEMY, INC.**, a Florida not-for-profit corporation (hereinafter "BEST") will merge into **MID FLORIDA COMMUNITY SERVICES, INC.**, a Florida not-for-profit corporation dba **YOU THRIVE FLORIDA** (hereinafter, "You Thrive"), with You Thrive being the surviving not-for-profit corporation. You Thrive will sometimes be referred to hereinafter as the "Surviving Corporation". The Plan of Merger is as follows:

1. Names of the two not-for-profit corporations proposing to merger:

   a. **BROOKSVILLE ENGINEERING, SCIENCE & TECHNOLOGY ACADEMY, INC.**, a Florida not-for-profit corporation
   b. **MID FLORIDA COMMUNITY SERVICES, INC.**, a Florida not-for-profit corporation dba **YOU THRIVE FLORIDA**

2. Names and jurisdiction of the surviving not-for-profit corporation:

   a. **MID FLORIDA COMMUNITY SERVICES, INC.**, a Florida not-for-profit corporation dba **YOU THRIVE FLORIDA**

3. Names and jurisdiction of the merged not-for-profit corporation that will not survive:

   a. **BROOKSVILLE ENGINEERING, SCIENCE & TECHNOLOGY ACADEMY, INC.**, a Florida not-for-profit corporation

4. Terms and Conditions of the proposed merger are as follows:

   4.1 This Plan of Merger will be submitted to a vote of the respective boards of directors for BEST and You Thrive on or before July 9, 2025.

   4.2 If one or more of the respective boards fails to approve this Plan of Merger, this Plan of Merger shall terminate and the proposed merger shall not be consummated.

   4.3 If the Hernando County School Board shall deny the assignment of the Charter Agreement from BEST to You Thrive, this Plan of Merger shall terminate and the proposed merger shall not be consummated.

4.4 Subject to approval of the Hernando County School Board, upon approval and adoption of this Plan of Merger by both of the boards of directors, the merger shall become effective as of July 29, 2025 at 6:00 PM EDT (the "Effective Date").

4.5 The principal office of the Surviving Corporation will be located at 820 Kennedy Boulevard, Brooksville, FL 34601.

4.6 The fiscal year of the Surviving Corporation will be from October 1 to September 30, both inclusive, of each year.

4.7 The Board of Directors of You Thrive shall be the Board of Directors of the Surviving Corporation.

4.8 The Board of Directors of BEST shall cease to be the Board of Directors of BEST and will be deemed to have resigned as of the Effective Date of this merger.

4.9 The Articles of Incorporation of You Thrive shall be the Articles of Incorporation of the Surviving Corporation, without changes. The By-Laws of the Surviving Corporation shall be the Bylaws that are attached hereto as Exhibit A.

4.10 The staff of You Thrive shall continue to serve as staff of the Surviving Corporation. The current Chief Executive Officer of You Thrive, the current Secretary and Treasurer of You Thrive, the current Chief Financial Officer of You Thrive, the current Chief Administrative Officer of You Thrive, the current Chief Operating Officer of You Thrive, the current Chairman of the Board of Directors of You Thrive, and the current Vice Chairman of the Board of Directors of You Thrive shall continue to serve in their respective roles of the Surviving Corporation.

4.11 The current teaching staff of BEST, the current employees of BEST, and the current Principal of BEST shall continue on their respective roles of the program that the Surviving Corporation's Board of Directors shall establish pursuant to Florida law, the Surviving Corporation's internal policies, and the current teacher and staff contracts currently in place for the 2024-2025 school year.

4.12 The current Secretary of BEST and any other officers of BEST, shall cease to serve in their respective roles of BEST and will be deemed to have resigned as of the Effective Date of this merger.

4.13 The Surviving Corporation will assume all outstanding obligations of BEST with any and all contractors, service providers, government agency including

but not limited to the Hernando County School Board, and the Hernando County Sheriff's Office, and any other party in which BEST has a contractual relationship as of the date of this Merger, and the Surviving Corporation will assume all liabilities and debts that BEST owes in its name by the Effective Date of this merger. The officers of BEST, the Board of Directors of BEST, and the Principal of BEST shall assist You Thrive to notify all parties of this merger and work to execute the necessary assignments prior to the Effective Date of this merger.

4.14 Upon the Effective Date, the title to any and all real estate, personal property, banking accounts, any other tangible property, any other intangible property, or any interest therein of other known or unknown property titled in the name of BEST shall be vested in the Surviving Corporation without reversion or impairment. The officers of BEST, the Board of Directors of BEST, and the Principal of BEST shall assist You Thrive to execute any and all necessary documents to transfer title to all property of BEST as provided herein to the name of the Surviving Corporation by the Effective Date of this merger.

4.15 Prior to the Effective Date, the business of BEST and You Thrive will continue to be conducted in the ordinary and usual coarse of each respective entity. However, BEST will need to seek the approval of You Thrive for the following transactions adopted by BEST prior to the Effective Date, which approval shall not be unreasonably withheld:

a. Extending any contracts with current teachers or other employees beyond the 2024-2025 school year;
b. Amending or terminating the Charter Agreement with the Hernando County School Board;
c. Selling any assets belonging to BEST that are either necessary for the normal everyday operations of BEST such as equipment or vehicles, or substantially disposing of fifty (50%) or more of the assets of BEST;
d. Closing any bank account and other intangible assets of BEST and transferring them to another account or other party; and
e. Renewing or amending any contract with a third party that BEST currently has an existing contract with.

4.16 The Board of Directors of BEST and You Thrive may agree to future amendments to this Plan of Merger provided that no such amendments will materially, substantially, or adversely the timeliness of completing this Plan of Merger. However, if such amendments to this Plan of Merger fail to be approved by either Board of Directors of BEST or You Thrive fail to adopt such amendment, this Plan of Merger shall be deemed to have been terminated and the proposed merger shall not be consummated.

4.17 The Board of Directors of BEST and You Thrive are hereby authorized, empowered, and directed to do all things and take all actions which they deem

necessary and appropriate to carry out the purposes and intentions of this Plan of Merger, including, without limitation, the filing and recording of the Articles of Merger, tax returns and other documents with the appropriate officials of the State of Florida, the Internal Revenue Service, and any other governing bodies and the payment of all fees and due and payable thereunder. The parties executing this Plan of Merger as provided below are hereby authorized representatives to act on behalf of BEST and You Thrive, and are hereby authorized to execute this Plan of Merger on the date provided below.

The Effective Date of the merger, if approved and adopted shall be on July 29, 2025 at 11:59 PM EDT.

BROOKSVILLE ENGINEERING, SCIENCE & TECHNOLOGY ACADEMY, INC.

By: _____
PATRICIA LAIRD, CHAIRWOMAN

Date: 7/8/2025

MID FLORIDA COMMUNITY SERVICES, INC. DBA YOU THRIVE FLORIDA, INC.

By: _____
JENNENE NORMAN-VACHA, BOARD CHAIR

Date: 7/9/25

By: _____
MATHEW KLINE, CHIEF EXECUTIVE OFFICER

Date: 7/9/2025

Approved as to Content & Form
Caroline Mockler, Esq.
Staff Counsel, HCSD
1:40 pm, 07/15/2025

ARTICLES OF MERGER

of

Brooksville Engineering, Science & Technology Academy, Inc.
A Florida Not for Profit Corporation
Document Number N12000007190

Into

MID FLORIDA COMMUNITY SERVICES, INC.
A Florida Not for Profit Corporation dba You Thrive Florida, the Survivor
Document Number 715459

Brooksville Engineering, Science & Technology Academy, Inc., a Florida not-for-profit corporation ("BEST") and Mid Florida Community Services, Inc., a Florida not-for-profit corporation dba You Thrive Florida ("You Thrive" or "Survivor"), after approval by their directors execute and file these Articles of Merger pursuant to Section 617.1105, Florida Statutes as follows:

ARTICLE I.

BEST shall merge into You Thrive, which shall be the Survivor and shall assume and be liable for all of BEST's assets and liabilities, including all real property owned by BEST, if any.

ARTICLE II.

1. The BEST Board of Directors, consisting of 3 directors, approved these Articles of Merger by a vote of three (3) to zero (0) at a Regular Meeting of the Board held the 7th day of July, 2025.

2. The You Thrive Board of Directors, consisting of nine (9) directors, approved these Articles of Merger by a vote of nine (9) to zero (0) at a Regular Meeting of the Board held the 9th day of July, 2025.

3. The number of votes cast by the Directors of both BEST and You Thrive was sufficient for approval of the Plan of Merger, attached hereto, and these Articles of Merger.

4. The BEST Board of Directors and You Thrive Board of Directors have also conditionally approved these Articles of Merger and Plan of Merger, subject to the approval of the Hernando County School Board approving the assignment of the Charter Agreement with BEST to You Thrive. If the Hernando County School Board shall deny the approval of the assignment of the Charter Agreement from BEST to You Thrive, these Articles of Merger shall be considered voided and of not effect.

ARTICLE III.

The merger shall be effective July 29, 2025 at 11:59 PM EDT.

ARTICLE IV

The name of the Survivor shall be Mid Florida Community Services, Inc., a Florida not-for-profit corporation dba You Thrive Florida.

BROOKSVILLE ENGINEERING, SCIENCE & TECHNOLOGY ACADEMY, INC.

By: _____
PATRICIA LAIRD, CHAIRWOMAN

Date: 7/8/2025

MID FLORIDA COMMUNITY SERVICES, INC. DBA YOU THRIVE FLORIDA, INC.

By: _____
JENNENE NORMAN-VACHA, BOARD CHAIR

Date: 9 July 2025

By: _____
MATHEW KLINE, CHIEF EXECUTIVE OFFICER

Date: 7/9/2025

Approved as to Content & Form
Caroline Mockler, Esq.
Staff Counsel, HCSD
1:41 pm, 07/15/2025

CONSENT TO ASSIGNMENT OF CHARTER AGREEMENT FROM BROOKSVILLE, ENGINEERING, SCIENCE & TECHNOLOGY ACADEMY, INC., A FLORIDA NOT-FOR-PROFIT CORPORATION TO MID FLORIDA COMMUNITY SERVICES, INC., A FLORIDA NOT-FOR-PROFIT CORPORATION DBA YOU THRIVE FLORIDA

This Consent to Assignment of Charter Agreement ("Assignment") is made and entered this ___ day of July, 2025 by and between Brooksville, Engineering, Science & Technology Academy, Inc., a Florida not-for-profit corporation ("BEST" or "Assignor"), Mid Florida Community Service, Inc., a Florida not-for-profit corporation dba You Thrive Florida ("You Thrive" or "Assignee"), and the Hernando County School Board, a political subdivision of the State of Florida ("School Board").

RECITALS

WHEREAS, BEST and the School Board entered into that certain Florida Standard Charter Renewal Contract dated June 30, 2023 (the "Charter") in which the School Board and BEST establishing the requirements and governance of a charter school pursuant to Chapter 1002, Florida Statutes, located at 835 School Street, Brooksville, FL 34601;

WHEREAS, BEST and You Thrive have entered into a separate written agreement regarding the merger of BEST into You Thrive, in which You Thrive will oversee the operation of the charter school, and BEST will cease to exist;

WHEREAS, as a part of the merger between BEST and You Thrive, the Charter prevents the assignment of the Charter unless the School Board consents to the assignment;

WHEREAS, the School Board consents to the Charter assignment, consistent with the terms and conditions as established in this Assignment;

WHEREAS, You Thrive and BEST agree with the terms and conditions of this Assignment; and You Thrive agrees to be substituted in place of BEST;

NOW, THEREFORE, in consideration of the mutual covenants herein contained, it is agreed between the School Board, Assignor, and Assignee as follows:

ARTICLE 1 – RECITALS

1.1 Recitals. The above recitals are incorporated herein as if stated and the parties agree to the accuracy of the recitals.

ARTICLE 2 – SPECIAL CONDITIONS

2.1 Assignment of Assigned Contract. Assignor does hereby assign, transfer, convey, and set over unto Assignee and its successors and assigns, all of its rights, title, and interest in the

Assigned Contract effective as of the Effective Date, subject to all terms, conditions, covenants, and provisions contained in the Assigned Contract.

2.2 Acceptance and Assumption. Assignee does hereby accept assignment of the Assigned Contract and does hereby assume all of Assignor's rights, title, and interest in the Assigned Contract and agrees to perform the obligations of the charter holder under the Assigned Contract arising therefrom on and after the Effective Date.

2.3 Consent by Sponsor. The School Board hereby consents to the assignment of the Charter from Assignor to Assignee and Assignee agrees to be bound to all terms and conditions of the Charter. The Assignee further agrees to be substituted in the place of BEST for purposes under the Charter. Assignee understands and agrees that it will be subject to the same requirements and restrictions for the operation of the charter school as required by Chapter 1002, Florida Statutes, the Charter, and other public records, public funding requirements as established by state and federal law.

2.4 Representations and Warranties of Assignor. Assignor hereby represents and warrants as follows: (1)the Assignor has fulfilled, and covenants that it will fulfill when due, all obligations of the charter holder and/or School, under the Assigned Contract that were to have been observed or performed from the first day of the Assigned Contract's term, including any prior term, through the Effective Date; (2) to the best of Assignor's knowledge and belief, as of the Effective Date, there is no fact, event or condition existing, now or through the Effective Date, which, with notice or lapse of time or both, would constitute a termination, or good cause for a termination, or any breach or default thereunder; (3) to the best of Assignor's knowledge and belief, that the Assigned Contract is valid, binding and enforceable against Assignor and Sponsor in accordance with its terms; (4) to the best of Assignor's knowledge and belief, that the Assigned Contract is assignable by the Assignor to the Assignee without the consent of any third party other than Sponsor, whose consent is given herein; (5) that no monetary consideration under the Assigned Contract has been prepaid by Sponsor to Assignor; and (6) as of the Assignment Effective Date, it has transferred title and possession to all personal property associated with the School to the Assignee.

2.5 Representations and Warranties of Assignee. Assignee represents and warrants as follows: (1) it is a Florida nonprofit corporation in good standing with the State of Florida; and (2) it is a nonprofit organization as required by section 1002.33(12)(i), Florida Statutes, and as set forth in its organizational documents, which consists of its Articles of Incorporation and Bylaws (the "Assignee Organizational Documents").

2.6. Representations and Warranties of Sponsor. Sponsor, for itself, its successors and assigns, hereby represents and warrants as follows: (1) that all obligations of Assignor under the Assigned Contract that were to have been observed or performed from the first day of the Assigned Contract's term, including any prior term, through the Effective Date have in fact been observed, performed or otherwise excused, such that Assignor is not in default under, or in breach of, the Assigned Contract; (2) as of the Effective Date, there is no fact, event or condition existing, now or through the Effective Date, which, with notice or lapse of time or both, would constitute a termination, or good cause for a termination, or any breach or default thereunder; (3) that the Assigned Contract is valid, binding and enforceable against Sponsor and Assignor in accordance

with its terms; (4) that the Assigned Contract is Assignable by the Assignor to the Assignee without the consent of any third party or governmental authority other than Sponsor, whose consent is given herein; and (5) that no monetary consideration under the Assigned Contract has been prepaid by Sponsor to Assignor.

2.7 Effective Date. This Assignment shall become effective upon the date the merger between BEST and You Thrive is completed. You Thrive will notify the School Board of the anticipated closing date within ten (10) days from the date of this agreement being signed.

2.8 Contract in Good Standing. Assignor and Sponsor, to the best of their respective knowledge and belief, agree, acknowledge and reaffirm that 1) the Assigned Contract is in good standing; (2) neither the Assignor nor the Sponsor is in default of its obligations under the Assigned Contract; and (3) all covenants and obligations of the Assigned Contract have been met and/or satisfied. Assignor and Sponsor agree that, except as expressly set forth herein, the Assigned Contract is ratified and confirmed as written. This Assignment does not change any term and condition of the Charter Agreement and all terms and conditions shall remain the same.

2.9 Governing Law. This Assignment shall be construed and governed by the laws of the State of Florida. The parties agree and consent to venue solely and exclusively in the state courts of competent jurisdiction in and for Hernando County, Florida. Every term, condition, covenant, and provision of this Agreement having been negotiated in detail and at arm's length by all parties, shall be construed simply according to its fair meaning and not be construed against one party due to drafting. The use of a singular shall include the plural and vice versa. The use of the masculine, feminine, or neuter genders shall include all others. If any term, condition, covenant, or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void, or unenforceable, the remainder of the terms, conditions, and provisions hereof shall remain in full force and effect and shall in no way be affected, impaired, or invalidated. BEST, You Thrive, and School Board hereby waive the right to a jury trial in any action, proceeding, or counterclaim (whether based on this Agreement or related issue arising hereunder) to the fullest extent allowed by law.

ARTICLE 3-AMENDMENTS TO ASSIGNED CONTRACT

3.1 Notices. The Notices provision of Section 12(K) of the Assigned Contract shall be revised to replace the notice addresses for the School with the following Mid Florida Community Service, Inc., dba You Thrive Florida, 820 Kennedy Boulevard, Brooksville, Florida 34601; with a copy to The Hogan Law Firm, Attention: Jennifer C. Rey 20 S Broad Street, Brooksville, FL 34601.

3.2 School Name and References to "School". As of the Effective Date, the charter school authorized by the Assigned Charter shall be known as You Thrive Florida and all references to the "School" in the Assigned Charter shall mean and refer to Mid Florida Community Service, Inc., a Florida dba You Thrive Florida. No later than the Effective Date, Sponsor will submit an amendment to the MSID number for the School to effectuate this name change and the other amendments set forth in this Assignment.

3.3 Appendices. Mid Florida Community Service, Inc., dba You Thrive Florida is a replication of BEST Academy. Accordingly, Appendix 2 of the Assigned Contract, relating to the Governance Documents, is replaced by the Assignee Organizational Documents.

3.4. Savings Clause. The Assigned Contract, as amended hereby, shall continue in full force and effect.

ARTICLE 4-MISCELLANEOUS PROVISIONS

4.1 Captions. The captions, section numbers, article numbers, title and headings appearing in this Agreement are inserted only as a matter of convenience and in no way define, limit, construe or describe the scope or intent of such articles or sections of this Agreement, nor in any way effect this Agreement and shall not be construed to create a conflict with the provisions of this Agreement.

4.2 Authority. Each person signing this Agreement on behalf of either party individually warrants that he or she has full legal power to execute this Agreement on behalf of the party for whom he or she is signing, and to bind and obligate such party with respect to all provisions contained in this Agreement.

4.3 Counterparts. The Agreement may be executed in several counterparts, each of which shall be deemed an original; all such counterparts together shall constitute one and the same instrument.

IN WITNESS WHEREOF, the Parties hereto have made and executed this Assignment and Amendment to Florida Standard Charter Renewal Contract as of the Effective Date.

BROOKSVILLE ENGINEERING, SCIENCE & TECHNOLOGY ACADEMY, INC.

By: _____
PATRICIA LAIRD, CHAIRWOMAN

Date: 7/8/2025

MID FLORIDA COMMUNITY SERVICES, INC. DBA YOU THRIVE FLORIDA, INC.

By: _____
JENNENE NORMAN-VACHA, BOARD CHAIR

Date: 7/9/25

By: _____
MATHEW KLINE, CHIEF EXECUTIVE OFFICER

Date: 7/9/2025

Hernando County School Board

_____

Signature

_____

Print Name

_____

Shannon Rodriguez, School Board Chair

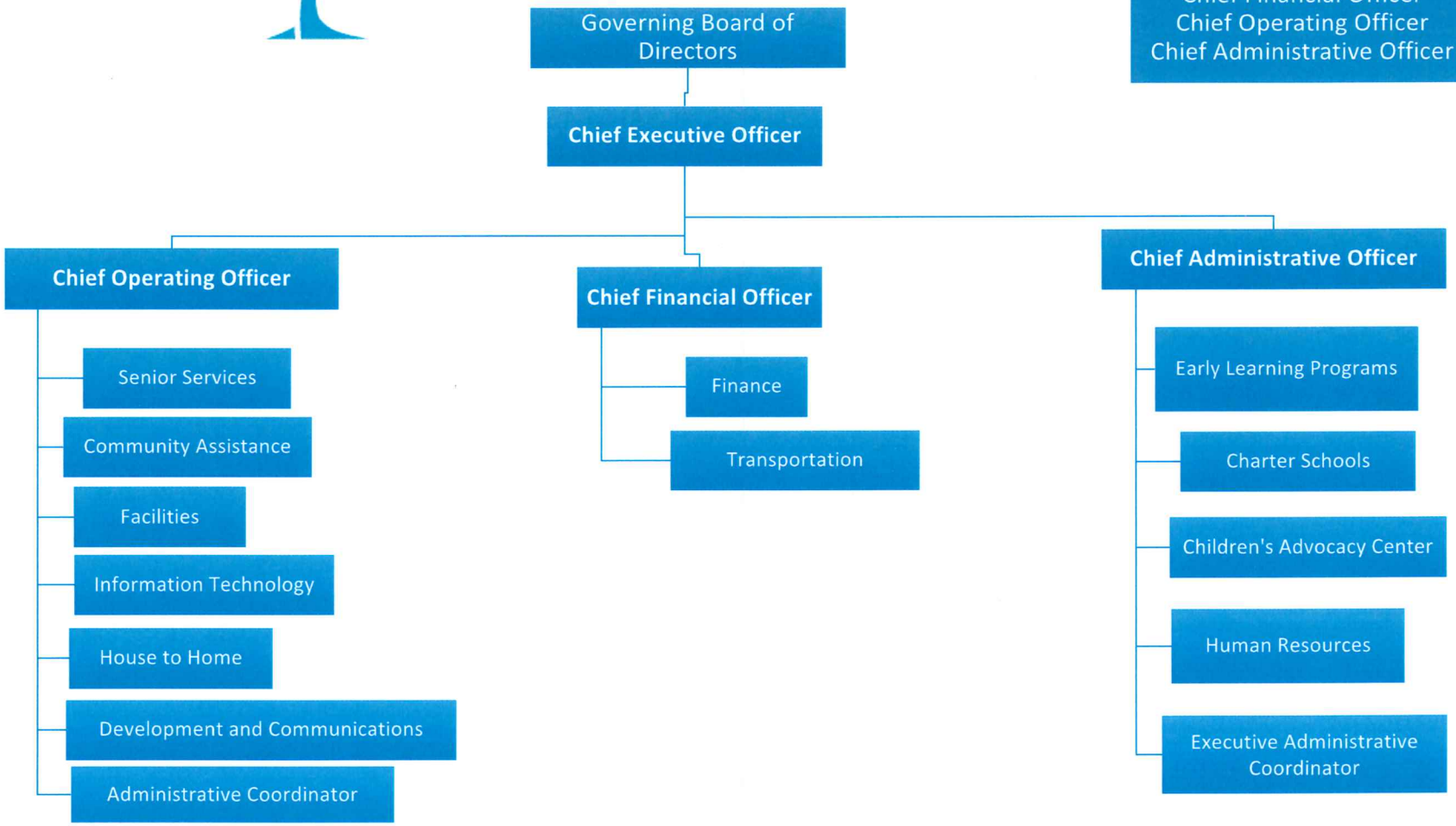
_____

Date

Approved as to Content & Form
Caroline Mockler, Esq.
Staff Counsel, HCSD
7:15 am, 07/09/2025

You Thrive Florida Organizational Chart

EXECUTIVE TEAM
Chief Executive Officer
Chief Financial Officer
Chief Operating Officer
Chief Administrative Officer



Revised July 2025



MID FLORIDA COMMUNITY SERVICES, INC.
DBA YOU THRIVE FLORIDA

AMENDED AND RESTATED
BY-LAWS

Effective: July 9, 2025

01098141

AMENDED AND RESTATED BY-LAWS
OF
Mid Florida Community Services, Inc. DBA You Thrive Florida

ARTICLE I
NAME AND DESCRIPTION

1.1 The name of the corporation is Mid Florida Community Services, Inc. DBA You Thrive Florida or otherwise stated in the Corporation's Articles of Incorporation as a private not for profit corporation, recognized by the Laws of the State of Florida herein referred to as the Corporation.

1.2 The principal place of business of the Corporation shall be the location reported annually to the State of Florida in its Annual Report; currently at 820 Kennedy Boulevard, Brooksville, Florida 34601.

1.3 The seal of this Corporation shall have inscribed on it the name of this Corporation, the date of its organization, and the words "Corporate Seal, State of Florida".

1.4 The fiscal year of this Corporation shall begin with the first (1st) day of October in each year.

ARTICLE II
Purpose

2.1 The purpose and function of the Corporation shall be as stated in the Articles of Incorporation.

ARTICLE III
Board of Directors

3.1 The principle representative body of the Corporation shall be its Board of Directors, which shall represent the three significant groups in the community and set policies for the Corporation as more specifically described in Article IX. All Directors shall fully participate in the development, planning, implementation and evaluation of the programs offered by the Corporation in its services to individuals and families.

3.2 Directors must be residents of the State of Florida and must further qualify as a representative of the three significant community groups defined herein.

3.3 A director shall perform the duties of a director, including duties as a member of any committee of the board upon which he or she may serve, in good faith, in a manner he or she reasonably believes to be in the best interests of the Corporation, and with such care as an ordinarily prudent person in a like position would use under similar circumstances. A person who performs duties in compliance with this Section shall have no liability by reason of being or having been a director of the Corporation.

3.4 A director of the Corporation who is present at a meeting of its Board of Directors at which action on any corporate matter is taken shall be presumed to have assented to the action taken unless the director votes against such action or abstains from voting in respect thereto because of an asserted conflict of interest.

3.5 This Corporation shall have no less than nine (9) and no more than fifteen (15) directors. The number of directors may be increased or decreased from time to time by resolution of the board adopted at any duly-called special or regular meeting or by written action in accordance with these By-Laws, provided however, no decrease shall have the effect of shortening the term of any incumbent director and the number of directors shall always be in compliance with the community representation requirements.

3.6 Each Director appointed to the Board after April, 2019 shall serve a term of office of five-years which term shall automatically renew for two more 5-year consecutive terms provided such director must further qualify as a representative of the three significant community groups defined herein. A full five-year term shall be considered to have been served upon the passage of five (5) annual meetings. Directors shall take office immediately following the close of the annual meeting at which they are elected. No Director shall serve more than three (3) full consecutive five-year terms. Consecutive service refers to time served on the Board without a gap of at least 6 months in between each period of service.

3.7 The presence of fifty percent (50%) of the members, plus one, of the Board of Directors of this Corporation at any meeting thereof, shall constitute a quorum of that body. The act of the majority of the directors present at a meeting at which a quorum is present shall be the act of the Board of Directors.

3.8 At a meeting of directors called expressly for that purpose, any director or the entire Board of Directors may be removed, with or without cause. The Chairperson shall raise the issue of removal of any director at the request of the Chairperson, the Chief Executive Officer or any three other directors at the next duly noticed regular or special meeting of the board. The notice shall identify as an agenda item the removal of the member. Removal shall be by a majority vote at any regular or special meeting at which a quorum is present. "For cause" shall include, but shall in no way be limited to a director who: (1) fails to perform his or her duties; (2) ceases to meet the requirements of the specific sector for which the member is a representative; (3) fails to abide by the provisions of these By-Laws including those requirements regarding conflicts of interest or otherwise acts beyond the scope of his or her duties as a director; (4) violates any federal, state or local law.

3.9 Any vacancy occurring in the Board of Directors, including any vacancy created by reason of an increase in the number of directors, may be filled by the affirmative vote of a majority of the remaining directors of the sector represented by the exiting director even though less than a quorum of the Board of Directors. Such director shall serve until a successor director can be appointed/elected as provided in Article IV. The Company will use its best effort to fill any vacancy on the Board of Directors within eight (8) – twelve (12) weeks of the date of vacancy. The Board is not required to appoint a successor director if the board elects to reduce the number of directors; provided always that the Corporation maintains the tripartite board structure described in this Article.

3.10 No contract or other transaction between this Corporation and one or more of its directors, or any other corporation, firm, association or entity in which one or more of the directors are directors or officers or are financially interested, shall be either void or voidable because of such relationship or interest or because such director or directors are present at the meeting of the Board of Directors

or a committee thereof which authorizes, approves or ratifies such contract or transaction or because of his or their votes are counted for such purpose, if:

(a) The fact of such relationship or interest is disclosed or known to the Board of Directors, and the Chief Executive Officer, prior to a vote, authorizes, approves or ratifies the contract without counting the votes or consents of such interested director; and

(b) The contract or transaction is fair and reasonable as to the Corporation at the time it is authorized by the Board.

Common or interested directors may be counted in determining the presence of a quorum at a meeting of the Board of Directors or a committee hereof which authorizes, approves or ratifies such contract or transaction.

ARTICLE IV
MEMBERSHIP OF THE BOARD

4.1 The Corporation shall be governed by a Tripartite Board Structure wherein exactly one-third of the directors shall be public officials; at least one-third shall be representatives of the low-income sector; and the remainder made up of representatives of major groups and interests in the community served (42 USC §9910). The board members shall be selected as described in this Article. After board members are appointed or elected by individuals or entities other than the Corporation to serve, the Board of Directors shall vote whether to elect such prospective director to the board. The board retains the power to remove any appointed or elected board member.

A. Public Sector. The Corporation, through its Chief Executive Officer, shall request from the Board of County Commissioners, and other elected officials in counties served by the Corporation to appoint directors of the Corporation as and or when a vacancy occurs. Such director(s) must be an official who is elected into public office in a county served by the Corporation and who has general governmental responsibilities or responsibilities, which require them to deal with poverty related issues. Public Sector Directors shall serve for so long as such official maintains their status as a public official unless otherwise removed by vote of the board, resignation or death. A Public Sector Director may be an appointed representative to serve in place of an elected public official if the number of elected officials reasonably available and willing to serve is less than one-third of the membership of the board. The Chief Executive Officer shall annually request a letter signed by the elected public official, reaffirming the delegation for a Public Sector Director serving as an appointed representative of an elected public official.

B. Low-Income. At least one-third of the directors shall be persons chosen in accordance with democratic selection procedures adequate to assure that the members are representatives of low-income individuals and families in the neighborhood served. The Corporation, through its Chief Executive Officer, shall request from organizations or county areas whose membership is composed predominately of low-income persons or representatives of low-income persons to appoint directors of the Corporation as and when a vacancy occurs. The Low-Income Sector Directors shall be representing a cross-section of the low-income in the geographic area served by the Corporation through a democratic selection process, which allows a choice selected by that group or organization. The Low-Income Sector Directors need not be low-income, but must represent the low-income individuals and families. A Low-Income Sector Director shall serve only while he/she continues to be

associated with the organization or community demographic which selected him or her or until removed by vote of the Board, resignation or death. The Governing Board will use its Democratic Selection Process in accordance with Section VI of the Governing Board Manual.

C. Private Sector. The Corporation, through its Chief Executive Officer, shall request private community groups or organizations in the counties served by the Corporation to appoint directors of the Corporation as and when a vacancy occurs. Private Sector Directors shall be comprised of officials or members of business, industry, labor, religious, law enforcement, education or other major groups and interests in the community served by the Corporation. A Private Sector Director shall serve until removed by vote of the board, resignation or death.

D. At least one of the directors must also have a background and expertise in fiscal management or accounting. At least one director shall have a background and expertise in early childhood education and development. At least one director shall be a licensed attorney familiar with issues that come before the governing body. Provided however, in the absence of a director with the background and expertise described in this paragraph, the board shall employ a consultant with such expertise who shall work with the board.

E. So long as the Corporation operates programs governed by the Head Start Act (42 USC §9837), one director shall reflect the community to be served and include parents of children who are currently or were formerly enrolled in Head Start programs.

F. Ex office board members elected to the Board shall have the same rights as other directors, including voting rights.

G. A director may resign by delivering his or her written resignation to the Chief Executive Officer or the Chairman of the Board. Resignations shall be effective as soon as the director's successors have been duly elected and qualified.

ARTICLE V
PETITIONING PROCEDURE

5.1 Any group from the private sector or a group representing the low-income, which feels itself inadequately represented on the Board, may petition for adequate representation.

5.2 Such petition must be signed by fifty (50) members of the petitioning group or by fifty percent (50%) of the bonafide members of a group with less than 100 members.

5.3 The petition shall be delivered to the Chairperson, who shall afford one representative of the petitioning group to serve as the spokesperson at an informal open hearing before the Board at the next regular meeting of the Board in order that they may have a full and fair opportunity to present the petition.

5.4 The Board shall vote upon whether the group is inadequately represented, which decision shall be final. Notice of the Board's decision shall be delivered to the spokesperson for the group. If the Board determines that the petitioning group is inadequately represented, such group shall be afforded the opportunity to appoint the next director whose seat becomes available from the sector for which it is a part (either private or low-income).

ARTICLE VI
MEETINGS OF THE BOARD

6.1 At the first regular or special meeting of the Board after a vacancy, the Board shall elect a Chairperson and a Vice-Chairperson. The Chairperson shall be the liaison between the Board and the Chief Executive Officer of the Corporation. All communications regarding the daily operations of the Corporation shall be directed to the Chief Executive Officer only through the Chairperson. The Chairperson shall preside over all meetings of the Board and shall perform such other duties as may be prescribed by the Board from time to time. The Chairperson and Vice-Chairperson shall serve until he or she fails to qualify as a director, resigns, is removed or death. The Chairperson may sign, with the Secretary or any other designated individual authorized by the Board, any State, Federal or local governmental contract. The Vice-Chairperson shall perform all duties of the Chairperson in the absence of that officer. The Chairperson and Vice-Chairperson shall not be compensated for the duties performed in the exercise of their duties for the Corporation.

6.2 Regular meetings of the Board of Directors shall be held quarterly with a written annual schedule provided to the Board, or at such other time as may be determined by the Chairperson of the Board with notice to the members in the manner prescribed herein. Special meetings may be called by the Chairperson of the Board, the Chief Executive Officer or at any time upon the request of any seven members of the Board with notice to the members in the manner prescribed herein. All regular and special meetings shall be held in a county served by the Corporation at a location designated by the Chairperson, provided however, all meetings shall be at a location convenient to the low-income persons. The parliamentary procedures of all meetings of the Corporation shall be conducted in accordance with Robert's Rules of Order. Newly Revised, with the exception that the Chairperson shall have the authority to introduce, second or debate any motion of the Board.

6.3 Secret ballot will be used in voting on all motions to (1) call a closed session of the Board, (2) remove a Board member for cause, (3) hire or fire a Chief Executive Officer of this Corporation.

6.4 A majority of the members present at the meeting in which there is a quorum shall constitute an affirmative vote of the Board except that an affirmative vote of 75% of the directors shall be required to fire a Chief Executive Officer. Proxy voting is prohibited.

6.5 Written notice stating the place, date and time of each meeting shall be mailed or delivered to each director at lease ten (10) days prior to a regular meeting and within a reasonable time prior to a special meeting. Public Service Announcements will be made by the Corporation through the local media at least seven days prior to regular meetings. The notice of regular meeting will include a Board package comprised of minutes of the previous meeting, an agenda for the upcoming meeting, program reports from the directors and financial reports of the various departments. In the case of a special meeting, no other business shall be conducted except that stated on the notice to directors.

A. Notice of a meeting of the Board of Directors need not be given to any director who signs a waiver of notice either before or after the meeting. Attendance of a director at a meeting shall constitute a waiver of notice of such meeting and waiver of any and all obligations to the place of the meeting, the time of the meeting, or the manner in which it has been called or convened, except when a director states at the beginning of the meeting, any objection to the transaction of business because the meeting is not lawfully called or convened.

B. Any action required by law, these By-Laws, or the Articles of Incorporation of this corporation to be taken at any annual or special meeting of the directors of the corporation, or any action which may be taken at any annual or special meeting of such directors, may be taken without a meeting, without prior notice and without a vote, if a consent in writing, setting forth the action so taken, shall be signed by not less than the minimum number of votes that would be necessary to authorized or take such action at a meeting at which all directors entitled to vote thereon were present and voted.

C. Within ten (10) days after obtaining such authorization by written consent, notice shall be given to those directors who have not consented in writing. The notice shall fairly summarize the material features of the authorized action.

D. Emergency actions of the Board may be taken without a meeting, without prior notice and without a vote, if a consent of the action so taken, shall be provided either verbally, by electronic mediums (e-mail, text) or by phone communication to the Chief Executive Officer by not less than the minimum number of directors that would be necessary to authorize or take such action at a meeting at which all directors entitled to vote thereon were present and voted and provided further that, within ten (10) days after obtaining such authorization by verbal consent, notice shall be given to all directors of the action taken. The notice shall fairly summarize the material features of the authorized action. Emergency action shall be defined as any action needed to be taken to permit and preserve the orderly conduct of the Company's business at times when the Board cannot convene before the action is required. An "emergency" includes the need to approve the issuance of a grant application to a funding agency.

6.7 Neither the business to be transacted at, nor the purpose of, any regular or special meeting of the Board of Directors need be specified in the notice or waiver of notice of such meeting.

6.8 A majority of the directors present may adjourn a meeting to another time and place. Notice of any such adjourned meeting shall be given to the directors who were not present at the time of the adjournment and, unless the time and place of the adjourned meeting are announced at the time of the adjournment, to the other directors.

6.9 Members of the Board of Directors may participate in a meeting of such board by means of a conference telephone or similar communications equipment by means of which all persons participating in the meeting can hear each other at the same time.

6.10 Any action required to be taken at a meeting of the directors of a corporation, or any writing setting forth the action so to be taken, signed by all of the directors or all the members of the committee, as the case may be, is filed in the minutes of the proceedings of the board or of the committee. Such consent shall have the same effect as a unanimous vote.

6.11 All regular and special meetings shall be open to the general public, including those meetings which intend to address issues of (1) removal of a member of the Board for cause; (2) the election of officer(s) of the Board; (3) the amendment or revision of these By-Laws. Public comments shall be reserved for the last meeting activity prior to adjournment and each attendee will be provided a maximum of three minutes to comment. Robert's Rules of Order will govern the conduct of the meeting. Attendees desiring to make public comment must (1) notify the Board Chair at or before the start of the meeting; (2) state on the record their name, address, and the topic on which they wish to be heard and if a representative will be speaking for them, such representative's name and address; and (3) restrict their (or their representative's) comment to 3 minutes or less. The Board

reserves the right to terminate someone's use of the public comment forum if profanity, disrespect or non-pertinent matters are brought before the Board.

6.12 No director shall receive compensation from the Corporation for services rendered as a Director. Nothing contained herein shall preclude and director from serving the Corporation in any other capacity (including Chief Executive Officer) and receiving reasonable compensation for the personal services rendered. Director may receive reimbursement (or advances, as the case may be) for all reasonable and documented expenses incurred in the course of performing the services as directors of the Corporation.

ARTICLE VII
OFFICERS

7.1 Officers of this Corporation shall consist of a Chief Executive Officer, a Secretary and such other officers and assistant officers and agents as may be deemed necessary and may be elected or appointed by the Board of Directors from time to time. Any two or more offices may be held by the same person. All officers shall be elected annually at the first regular meeting of the Board after the end of a calendar year, except the Chief Executive Officer who shall be elected upon vacancy in the position. No officer, except the Chief Executive Officer, shall be compensated for the duties performed in the exercise of his or her office.

7.2 The Chief Executive Officer shall be the chief executive officer of the Corporation, shall have general and active management duties over the business and affairs of the Corporation, shall have primary responsibility over all personnel matters (including hiring, termination and discipline) except those specifically reserved by the Board, shall have the power to transfer or delegate funds received between programs and to other agencies subject to the Board's overall program policy, shall have the power to contract, shall have the authority over finances, budgeting and expenditures and shall have power to do any and all acts necessary to carry out its function and the Corporation's policies as determined by the Board of Directors. The Chief Executive Officer shall execute all checks, contract or other instruments on behalf of the Corporation except those specifically reserved to the Board by law. The Chief Executive Officer shall be present at all meetings of the Board of Directors. The Chief Executive Officer shall serve until removed, resigns or death.

7.3 The duties of other officers and other duties of the Chief Executive Officer may be prescribed from time to time by resolution of the Board of Directors.

7.4 The Corporation shall indemnify any officer who is a party to any proceeding (other than an action by, or in the right of the Corporation) by reason of the fact that he or she is or was an officer of the Corporation or is or was serving at the request of the Corporation as an officer against any liability incurred in connection with such proceeding, to the extent allowed and pursuant to the procedures set forth in Florida Statute, as amended from time to time.

ARTICLE VIII
COMMITTEES OF THE BOARD

8.1 The Board of Directors may delegate to committees comprised of board directors any function or duty to which it deems necessary; provided however, that such committee shall at all times be proportionally represented by the three community sectors, and provided further that the Board may not delegate the duty of electing or removing board members or officers. Meetings, quorum, notice and other procedural matters of the committees shall be the same as that of the Board.

ARTICLE IX
POWERS OF THE BOARD

9.1 The Board of Directors shall be responsible for setting policy for the Corporation and for the planning and evaluation of the community action programs conducted by the Corporation. The Board shall have no authority over the daily operations of the Corporation.

9.2 The powers of the Board shall be:

1) To appoint or terminate the Chief Executive Officer as provided herein;
2) To approve major personnel, fiscal and program policies;
3) To approve program plans and priorities;
4) To approve program proposals and budgets;
5) To review and accept audit report;
6) To approve procurement policy;
7) To review reports;
8) To review program progress and reports;
9) To approve pay structure and schedule;
10) To approve Agency-Wide Budget, and IRS Form 990;
11) To approve By-Laws;
12) To approve Governing Board Manual;
13) To approve Community Needs Assessment;
14) To approve Mission Statement;
15) To approve Agency-Wide Risk Assessment;
16) To approve Strategic Plan;
17) To require potential Board Members to apply via an application process;
18) To approve/disapprove potential Board Members;
19) To recruit board members with financial expertise, community connections;
20) Fund raising capabilities, etc.;
21) To follow Board selection procedures contained within the By-Laws;
22) To determine rules of procedure for the Board and its committees'
23) To appoint members to policy councils or to determine the procedure for selection of members to such councils; and
24) To elect officers and committee members.

9.3 The Board, through its Chairperson, shall have the power and authority to execute any contract or agreement as required of the Board by any Federal, State or local governmental authority.

ARTICLE X
HEAD START POLICY COUNCIL

10.1 So long as the Corporation is conducting Head Start operations or receiving funds for same, the Corporation shall maintain a Head Start Policy Council in compliance with Federal Regulation Section 1301.3, as from time to time amended. The Head Start Policy Council shall meet at regularly scheduled times. The Head Start Policy Council shall be charged with working with the Corporation to develop, review and approve or disapprove those policies and procedures identified in 45 C.F.R. §1301.3(c)(1), as amended. The Head Start Policy Council shall directly perform those functions set forth in 45 C.F.R. §1301.3(c)(2), as amended. Each member of the Head Start Policy Council shall have one (1) vote. No Head Start Policy Council member may vote by proxy. Attendance by nine (9) members is required for a quorum. At the first meeting after an annual election, the Head Start Policy Council shall elect a Chairperson to preside over meetings and shall elect a recording Secretary. At the first meeting after an annual election, the Head Start Policy Council shall establish a schedule for regular meetings. Notices shall be mailed to each member at least five (5) days prior to the date of each regular meeting. Special meetings may be called by the Chairperson of the Head Start Policy Council at any time upon request of the Head Start Director or any two (2) members of the Policy Council to the members in the manner prescribe in the Operating Rules of the Mid Florida Community Services, Inc. DBA You Thrive Florida Policy Council. Notice must be given within a reasonable time prior to the date of the meeting, with an explanation for the special meeting. Actions shall pass by the affirmative vote of a majority of the voting members at a meeting at which a quorum is present. Except as otherwise stated herein, the Head Start Policy Council meeting shall be conducted in accordance with Robert's Rules of Order, Newly Revised.

10.2 The Head Start Policy Council shall be comprised of at least 51% parents of currently enrolled children in the Head Start program. There shall be one parent representative from each of the centers that are served by the program and eight (8) community representatives (three from Hernando/Sumter and five from Volusia). Head Start parent members shall be elected in August/September of each year at a center parent meeting. Only parents of currently enrolled children in the Head Start program may nominate parents of currently enrolled children to serve on the Policy Council. Each parent of a currently enrolled child as defined by 45 C.F.R. 1301.4(a) who is present at the election meeting shall be entitled to one vote. The Head Start Director shall post notice of the scheduled meeting at least seven (7) days prior to the meeting.

A. Community representatives shall consist of members drawn from local community businesses, public or private community, civic and professional organizations, and others who are familiar with resources and services for low-income children and families. Former Head Start parents may also be selected as community representatives. Community representatives shall be individuals selected by the Mid Florida Community Services, Inc. DBA You Thrive Florida Board of Directors or designee, in accordance with procedures for selection approved by the Policy Council.

10.3 No individual may serve on the Head Start Policy Council for more than five (5) one (1) year terms. Elected parent members shall be seated commencing the day subsequent to the election and shall continue to serve until their successor has been elected and seated. Community representative members shall be seated commencing the day subsequent to the selection date and shall continue to serve until their successor has been elected and seated. In the event a parent member is unable or unwilling to carry out his or her duties or resigns as a member prior to the date his or her term expires, the appropriate Head Start center will elect a parent representative to fill the vacant seat

as soon as reasonable possible. In the event a community representative member is unable or unwilling to carry out his or duties or resigns as a member prior to the date his or her term expires, the Mid Florida Community Services, Inc. DBA You Thrive Florida Board of Directors or designee will recommend a replacement who shall serve until the next program year.

10.4 Low-income Policy Council members shall be entitled to reimbursement for reasonable expenses incurred in carrying out their duties as Policy Council members. Requests for reimbursement shall be directed to the Head Start Director or designee together with reasonable documentation verifying the expense incurred.

10.5 In the event of an impasse between the governing body and the Head Start Policy Council, one representative selected by the Corporation's Board of Directors, one representative selected by the Policy Council and Mid Florida Community Services, Inc. DBA You Thrive Florida's outsource human resource consultant shall form a Dispute Resolution Team to resolve the dispute. The decision of the Dispute Resolution Team shall be delivered to the parties within 24 hours after a decision is reached. Decisions of the Dispute Resolution Team shall be binding on all parties. Failure to abide by the decision of the Dispute Resolution Team shall be grounds for further action by Mid Florida Community Services, Inc. DBA You Thrive Florida, including removal from the Board or Policy Council.

ARTICLE XI
AMENDMENT OF BY-LAWS

11.1 These By-Laws may be amended, altered or revised at any time by the affirmative vote of a majority of the Directors, except for actions requiring greater than a majority vote in which case the revision/amendment must be approved by the same percentage as would be required for an affirmative vote. All amendments, alterations or revision of these By-Laws shall be subject to the notice and agenda requirements of these By-Laws. All amendments, alterations or revisions shall be in compliance with all Federal, State or local laws and those pertinent requirements and regulations of the Department of Economic Opportunity.

ARTICLE XII
BOOKS AND RECORDS

12.1 This Corporation shall keep correct and complete books and records of account and shall keep minutes of the proceedings of its Board of Directors and committees of directors.

12.2 This Corporation shall keep at its registered office or principal place of business, or at the office of its transfer agent or registrar, a record of its Directors, giving the names and addresses of all Directors.

12.3 Any books, records and minutes may be in written form or in any other form capable of being converted into written form within a reasonable time.

12.4 At the close of each fiscal year, this Corporation shall prepare a balance sheet showing in reasonable detail the financial condition of the Corporation as of the close of its fiscal year, and a profit and loss statement showing the results of the operations of the Corporation during its fiscal year.

ARTICLE XIII
CHARTER SCHOOL

13.1 So long as the Corporation is operating a Charter School or receiving funds for the same, per f.s. 1022.33, the corporation shall conduct its operations and governance of the charter school in a manner consistent with and in compliance with the terms and conditions set forth in the Charter Contract between You Thrive Florida and The School Board of Hernando County, Florida. In the event of any conflict between these Bylaws and the Charter Contract, the provisions of the Charter Contract shall prevail.

13.2 The Hernando County School Board of Directors shall have overall responsibility for ensuring the organization's adherence to the Charter Contract. The Board shall regularly review relevant aspects of the charter, monitor compliance efforts, and take appropriate action to address any instances of non-compliance.

13.3 Additionally, the Board of Directors will set policy for the Charter School, provide financial oversight, annually adopt and maintain an operating budget for the Charter School, exercise continuing oversight over the Charter School's operations, and communicate the vision of the Charter School to community members. The Board of Directors shall also supervise all officers and agents of the Charter School and to see that their duties are properly performed. The Board of Directors shall also set policies regarding educational philosophy, program and financial procedures, and will oversee assessment and accountability procedures to assure that the Charter School's student performance standards are met or exceeded.

13.4 Pursuant to the Charter Agreement, the Board of Directors shall appoint a parent liaison to facilitate parental involvement, provide access to information, assist parents and others with question and resolving disputes. The parent liaison must reside in the school district in which the Charter School is operating and may also be a member of the Board of Directors, an employee of the Charter School, or an individual contracted to represent the Board of Directors. If the Corporation has multiple charter schools in a school district, each charter school must have their own separate representative. The Board of Directors shall provide the parent liaison's contact information annually in writing to parents and posted on the Charter School's website.

13.5 All meetings and communications regarding the Charter School shall be subject to Florida's Sunshine Law.

13.6 The Board of Directors shall hold at least two public meetings per school year within the school district where the Charter Schools are located. The meetings must be noticed, open, and accessible to the public and attendees must be provided an opportunity to receive information and provide input regarding the school's operations. The Charter School principal or equivalent thereof must be present at each meeting.

13.7 Each director of the Board of Directors will be required to attend governance training and refresher courses as required by Section 1002.33, Florida Statutes, and Rule 6A-6.0784.

13.8 The Board of Directors shall retain a certified public accountant or auditor for the annual financial audit pursuant to Section 1002.345(a), Florida Statutes, who shall submit the report to the Board of Directors to review and approve the audit report including audit findings and recommendations for

the financial recovery plan.

13.9 Prior to any appointment to the Board of Directors, a member shall be fingerprinted pursuant to Section1002.33(12)(g), Florida Statutes, with the cost being borne by the Corporation. Any members whose fingerprint check results warrant disqualification under the statute shall not be appointed to the Board.

ARTICLE XIV
DISSOLUTION OF THE CORPORATION

Dissolution of the Corporation shall be in compliance with the laws of the State of Florida and those pertinent requirements and regulations of the Internal Revenue Service 501(c)(3) tax-exempt status and the U.S. Department of Health and Human Services Administration for Children and Families Office of Community Services.

ARTICLE XV
MEMBERS

The Corporation is a non-member, not-for-profit corporation and, therefore, has no members.

AMENDMENT TO

ARTICLES OF INCORPORATION

FOR

MID FLORIDA COMMUNITY SERVICES, INC.

WHEREAS, the Articles of Incorporation of MID FLORIDA COMMUNITY SERVICES, INC. were filed and approved by the Secretary of State of the State of Florida effective the 25th day of October, 1968, and have been subsequently amended from time to time; and,

WHEREAS, it is the intention of the Board of Directors of MID FLORIDA COMMUNITY SERVICES, INC. that the Articles of Incorporation of MID FLORIDA COMMUNITY SERVICES, INC. be amended, in accordance with the proposed amendments hereinafter set forth; and,

WHEREAS, MID FLORIDA COMMUNITY SERVICES, INC. has no members; and,

WHEREAS, the proposed amendments to the Articles of Incorporation of MID FLORIDA COMMUNITY SERVICES, INC. hereinafter set forth were approved and adopted, at a duly noticed meeting of the Board of Directors held on 14th October, 2015, by a majority of the directors then in office pursuant to Fla. Stat. §617.1002; and,

WHEREAS, the approval of the Secretary of State of the State of Florida of the proposed amended Articles of Incorporation is hereby requested.

NOW THEREFORE, the Articles of Incorporation of MID FLORIDA COMMUNITY SERVICES, INC. are hereby amended and restated as follows.

****

The undersigned incorporator, for the purpose of forming a Florida not-for-profit corporation, hereby adopts the following amended and restated Articles of Incorporation.

Article I

The name of the corporation is Mid Florida Community Services, Inc.

Article II

The principal place of business is 820 Kennedy Boulevard, Brooksville, Florida 34601, or as otherwise reported to the Secretary of State of the State of Florida.

The mailing address of the corporation is Post Office Box 896, Brooksville, Florida 34605-7896, or as otherwise reported to the Secretary of State of the State of Florida.

Article III

The corporation is organized and shall be operated exclusively for charitable and educational purposes within the meaning of section 501(c)(3) of the Internal Revenue Code of 1986, as now in effect or as hereafter amended (the "Code"), or the corresponding provision of any future United States internal revenue law. Specifically, the corporation's purposes are to reduce poverty, revitalize low-income communities, and empower low-income individuals and families to become self-sufficient by:

(a) Mobilizing resources directed to the elimination of poverty;

(b) Administering the programs of the Community Services Block Grant and other state and federal grants in the counties of Hernando, Sumter, Pasco, Lake, Volusia, and Citrus, Florida;

(c) Working and collaborating with low-income individuals and families, the public sector and the private sector to seek out, identify and eliminate the causes of poverty;

(d) Educating the community to build awareness of and responsive to the needs and interests of the low-income, the elderly and the handicapped;

(e) Enhancing individual opportunities of the low-income, the elderly and the handicapped;

(f) Planning and developing a system of priorities among projects, activities and areas for the most effective and efficient use of available resources for the low-income, the elderly and the handicapped;

(g) Developing housing affordable to low- and moderate-income persons in Hernando and Sumter Counties, and other counties in which Mid Florida provides other community services; and,

(h) Serving the public interest by serving as an advocate for the needs of the low-income, elderly, and handicapped.

In pursuit of this purpose, the corporation shall conduct its activities primarily in the mid-Florida region, including Hernando, Sumter, Pasco, Lake, Volusia, and Citrus counties; however, the corporation may operate in such other geographic areas as it deems useful and expedient.

Article IV

The manner in which directors are elected or appointed is as provided for in the corporation's bylaws.

Article V

The name and Florida street address of the registered agent is:

The Hogan Law Firm
20 So. Broad Street
Brooksville, Florida 34601

Article VI

The name and address of the original incorporators are:

Mr. Leroy Goodson
613 Woods Drive
Brooksville, Florida

Mrs. Blanche Cambria
906 Josephine Street
Brooksville, Florida

Mr. Dewey Hendricks
411 W. Hendricks Avenue
Brooksville, Florida

Mrs. Mildred Sims
306 Armstrong Avenue
Brooksville, Florida

Article VII

The officer(s) and/or director(s) of the corporation are:

Chairman
Tommy Blackmon
106 N. Osceola Avenue
Inverness, Florida 34450

Chief Executive Officer
Michael J. Georgini
Highway 301 So.
Oxford, Florida 34434

Vice Chairman
Doug Childers
PO Box 491636
Leesburg, Florida 34749

Chief Operating Officer
Patricia Keelean
820 Kennedy Boulevard
Brooksville, Florida 34601

Secretary
Jennene Norman-Vacha
23139 Rattler Lane
Brooksville Florida 34601

Chief Financial Officer
Kris J. Bates, CPA
820 Kennedy Boulevard
Brooksville, Florida 34601

IN WITNESS WHEREOF, this Amendment and Restatement of Articles of Incorporation is hereby executed on behalf of MID FLORIDA COMMUNITY SERVICES, INC. by its Chairman and its Secretary this 14th day of October, 2015.

MID FLORIDA COMMUNITY SERVICES, INC.

TOMMY BLACKMON
Chairman, Board of Directors

JENNENE NORMAN-VACHA
Secretary, Board of Directors

00557415

2025 FLORIDA NOT FOR PROFIT CORPORATION ANNUAL REPORT

FILED
Jan 10, 2025
Secretary of State
0838213080CC

DOCUMENT# 715459

Entity Name: MID FLORIDA COMMUNITY SERVICES, INC.

Current Principal Place of Business:

820 KENNEDY BOULEVARD
BROOKSVILLE, FL 34601

Current Mailing Address:

P.O. BOX 896
BROOKSVILLE, FL 34605-7896 US

FEI Number: 59-1235202

Certificate of Status Desired: Yes

Name and Address of Current Registered Agent:

THE HOGAN LAW FIRM
20 S BROAD STREET
BROOKSVILLE, FL 34601 US

The above named entity submits this statement for the purpose of changing its registered office or registered agent, or both, in the State of Florida.

SIGNATURE:

Electronic Signature of Registered Agent — Date

Officer/Director Detail :

Title	CHAIRMAN
Name	NOMAN VACHA, JENNENE
Address	23139 RATTLER LANE
City-State-Zip:	BROOKSVILLE FL 34601

Title	CFO
Name	BATES, KRIS J CPA
Address	820 KENNEDY BOULEVARD
City-State-Zip:	BROOKSVILLE FL 34601

Title	CCO
Name	HOMAN, STEVE
Address	10430 CLAYMORE STREET
City-State-Zip:	SPRING HILL FL 34608

Title	CHIEF ADMINISTRATIVE OFFICER
Name	BECKER, LISA
Address	4343 BIRT STREET
City-State-Zip:	BROOKSVILLE FL 34602

Title	VC
Name	CHAMPION, STEVE
Address	20 N. MAIN STREET ROOM 263
City-State-Zip:	BROOKSVILLE FL 34601

Title	CEO
Name	KLINE, MATHEW
Address	820 KENNEDY BOULEVARD
City-State-Zip:	BROOKSVILLE FL 34601

Title	SECRETARY, TREASURER
Name	MOBLEY, BRENDA
Address	11259 OLD CRYSTAL RIVER ROAD
City-State-Zip:	BROOKSVILLE FL 34601

I hereby certify that the information indicated on this report or supplemental report is true and accurate and that my electronic signature shall have the same legal effect as if made under oath; that I am an officer or director of the corporation or the receiver or trustee empowered to execute this report as required by Chapter 617, Florida Statutes; and that my name appears above, or on an attachment with all other like empowered.

SIGNATURE: KRIS J. BATES — CFO — 01/10/2025

Electronic Signature of Signing Officer/Director Detail — Date

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

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

A. Item Currently Budgeted -

Account Name: No financial impact

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

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

Account Name: _____

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

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

B. Item Currently Not Budgeted -**

Funding Source: _____

Account Name: _____

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

Amount $ _____

Funding Source: _____

Account Name: _____

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

Amount $ _____

C. History

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

Prior Year Approved Budget: $_____

Prior Year Actual Spent: $_____

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

Agenda Item # 13. 26-3175 7/29/2025

Title and Board Action Requested

Approve the Memorandum of Understanding (MOU) between the University of Florida Board of Trustees and the Hernando County School Board through the EQUIPD Grant Summer Programs

Executive Summary

The Supervisor of College and Career Programs, on behalf of the Superintendent of Schools, hereby requests the Board to approve the Memorandum of Understanding (MOU) between the University of Florida Board of Trustees and the Hernando County School Board through the EQUIPD Grant Summer Programs. This MOU establishes a partnership between the School District and the University of Florida to provide summer enrichment camps focused on STEM, artificial intelligence, and career exploration for middle and high school students.

My Contact

Beth Lastra
Supervisor of College and Career Programs
352-797-7000 ext. 70474
lastra_b@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.

College of Engineering
Herbert Wertheim College of Engineering
300 Weil Hall
1949 Stadium Road
P.O. Box 116550
Gainesville, FL 32611-6550

MEMORANDUM OF UNDERSTANDING (MOU)

EQUIPD GRANT SUMMER PROGRAMS

University of Florida Board of Trustees on behalf of Herbert Wertheim College of Engineering

and The School Board of Hernando County, Florida on behalf of

Nature Coast Technical High School and Hernando High School (Program Locations)

UF# AGR00034199

This Memorandum of Understanding ("MOU") is entered into between The University of Florida Board of Trustees, hereinafter called "the University", acting by and within the above-mentioned program, and The School Board of Hernando County, Florida, hereinafter called "the District", acting on behalf of Nature Coast Technical High School and Hernando High School, together "the Parties," mutually agree that:

1. The following EQuIPD Grant Summer Programs selected below will be provided at the Program Locations of Nature Coast Technical High School and Hernando High School .

[X] Goldberg Gator Engineering Explorers – Introductory Program

Effective Program Dates: June 9th through June 12th

Location: Nature Coast Technical High School

Session 1:	June 9th - June 12th

An introductory programming summer camp for middle school students designed to build coding skills through engineering design and hardware use by actualizing the code they develop. The Introductory Program experience focuses on programming Micro:bit microcontrollers and developing creative products for design challenges.

[ ] Goldberg Gator Engineering Explorers – Advanced Program

Effective Program Dates: N/A

Session 1:	N/A

A more advanced programming summer camp for middle school students that expounds upon the coding skills developed in the Introductory Program and focuses on building a basic understanding of Artificial Intelligence (AI) and Machine Learning (ML).

[X] Powering the Community Energy Explorers

Effective Program Dates: June 9th, 2025 to June 12th , 2025

Location: Nature Coast Technical High School

Session 1:	June 9th, 2025 - June 12th , 2025

[ ] Rural Scholars Summer Program

Effective Program Dates: N/A

Session 1:	N/A

A high school camp designed to investigate the role of AI and data in agriculture and explore the way smart farms work using sensors and probes to collect data. Students can also build smart farms and self-driving tractors.

[X] MathWorks High School AI Summer Camp

Effective Program Dates: June 23rd, 2025 through July 17th, 2025

Location: Nature Coast Technical High School

Session 1: Hurricane Forecasting	June 23rd, 2025 – June 26th, 2025

Location: Hernando High School

Session 1: Music & Sports	July 14th, 2025 – July 17th, 2025

A high school summer camp designed to introduce students to MATLAB, data analysis, artificial intelligence (AI) and machine learning (ML) through one of two available programs: Music & Sports or Hurricane Forecasting.

2. The following outlines the scope of work defined for each party:

The District agrees and promises to:

A. Program Facilities and Staffing
   i. Provide appropriate classroom and activity spaces containing the required classroom technology to complete the program (i.e. computers, projectors, device charging, etc.).
   ii. Ensure the availability of qualified faculty and staff to implement the program curriculum and supervise student participants.
   iii. Support the University staff in program logistics, including scheduling, training, student recruitment, and providing necessary resources.

B. Program Materials and Technology
   i. Provide the required materials and technology for the selected summer programs to be hosted:
      [X] Goldberg Gator Engineering Explorers – Introductory Program
      Micro: bit (V2), STEM kits, Computer Access, Whitelisted Program Access (see Exhibit A – Section 1), Printing, Craft Supplies, Scissors, Paper, Tape, Markers, Pencils.
      [ ] Goldberg Gator Engineering Explorers – Advanced Program
      Micro: bit (V2), STEM kits, Computer Access, Whitelisted Program Access (see Exhibit A – Section 2), Printing, Craft Supplies, Scissors, Paper, Tape, Markers, Pencils.
      [X] Powering the Community Energy Explorers
      Snap Grid Circuits, Breadboards, Dupont/Jumper wires, LEDs lights, resistors, 9V batteries, Buckle Connectors, Power Meters, Computer Access, Whitelisted Program Access (see Exhibit A – Section 3), Presentation Equipment, Craft Supplies, Scissors, Paper, Tape, Markers, Pencils.
      [ ] Rural Scholars Summer Program
      Computer Access, Whitelisted Program Access (see Exhibit A – Section 4 and 5), Sensors, Probes, Smart Tractors, Weather Sensors, Data Analysis Program (excel), Craft materials, Paper, Pencils, Tape, Markers, Scissors
      [X] MathWorks High School AI Summer Camp
      Computer Access, Whitelisted Program Access (see Exhibit A – Section 6), Craft materials, Paper, Pencils, Tape, Markers, Scissors.
   ii. Any technology or materials loaned to the District by the University are to be returned upon the completion of the summer program.

C. Student Recruitment and Enrollment
   i. Identify and recruit eligible students from the school to participate in the summer program(s), ensuring that the selection process is equitable and inclusive.

D. Student Transportation
   i. Optional arrangement of any internal district transportation for students.

E. Program Costs
   i. The District will be responsible for funding program technology, camp materials, optional student transportation, and any district- or school-based staff member assigned to the program.
   ii. If the District and University have discussed and agreed upon requiring additional support from the University to host the District's summer program(s), see the terms outlined in, Section 2.C.ii. Additional support may include loaning technology, providing camp materials, or hiring a single district- or school-staff member through the University for the respective program duration.
   iii. There is no transfer of funds between the two parties.

F. Program Supervision and Communication
   i. School teacher(s) to coordinate with University staff to communicate with students' families regarding program expectations, schedules, and other relevant information.
   ii. Ensure that district policies related to student conduct and behavior are adhered to during the program.
   iii. Supervise student participants while the partake in the selected summer camp program(s) hosted by the teacher at the school.

G. Program Feedback
   i. Collaborate with the University to collect feedback from students, parents, and district staff to support continuous program improvement.

3. The University agrees and promises to:

a. Program Management
   i. Handle Program logistics including scheduling, student registrations, youth compliance, curriculum development, training development, providing necessary promotional and student registration materials, and resources.
   ii. Provide the school with lists of technology, materials, and resources for the summer program(s).
   iii. Manage the registration process, including processing student registrations, sending updates to the school, providing attendance materials, and collecting necessary documentation such as parental participant consent, release, and waiver of liability forms.
   iv. Ensure the availability of qualified university undergraduate mentors who support district teachers in the classroom teachers virtually over video conferencing software. Ensure the undergraduate mentors meet the university's youth compliance requirements – level-2 DCF background screening, completed affidavit of good moral character, finger printing, and completion of FERPA and Youth Protection Training.

b. Curriculum Development
   i. Develop and implement a curriculum that aligns with the goals of the selected summer camp program(s), focusing on programming and building computational and system thinking skills.
   ii. Develop training materials in the form of facilitator guides and tutorial videos.

iii. Integrate activities that promote creativity, design thinking, problem-solving, and critical thinking.

c. Program Costs

i. The University will be responsible for funding the costs associated with undergraduate mentors, development of curriculum and training materials, and program management staff.

ii. In the case where the District and University have discussed and agreed upon requiring additional support from the University to host the District's summer program(s), the two parties have agreed upon the following selected terms, if any:

[ ] The University has agreed to loan technology required for the summer program(s). The District, therefore, agrees to return said technology to the University upon the conclusion of the summer program(s).

[ ] The University has agreed to provide consumable camp materials required for the summer program(s).

[ ] The University will hire and onboard one member of the district- or school-staff for the duration of the summer program. The staff member is required to complete all training, compliance, and safety measures required by the University.

iii. There is no transfer of funds between the two parties.

4. Term. The Term of this MOU is effective on the date last signed by the parties and will terminate at the end of the business day August 1st, 2025.

5. Liability. Each Party will bear its respective risks and liabilities incurred by it as a result of its obligations and efforts under this Agreement and shall not be liable for the acts of third parties or the consequences of the acts of third parties. This MOU does not waive sovereign immunity by any agency or political subdivision to which sovereign immunity may apply, or of any rights or limits of liability existing under § 768.28, Fla. Stat. (2024). This term survives the termination of all performance or obligations under this MOU and is fully binding until any applicable statute of limitations bars any proceeding brought under this MOU.

6. Independent Contractors. This MOU will not be construed to create a general partnership, joint venture, or any other organizational combination of the parties, nor will it authorize either Party to act as an agent for or bind the other party in any manner. University and District will remain independent entities with respect to the performance of their respective duties and obligations hereunder.

7. Non-Discrimination. Neither Party will subject any person to discrimination because of age, race, color, disability, pregnancy, gender, marital status, national origin, or religion,

in the performance of the Parties' respective duties, responsibilities, and obligations under this MOU.

8. District Authority. In consideration of the District's responsibility for the care and safety of its students, the District may remove from or refuse access to its facilities to any mentor or University staff member, who does not continuously meet the District's professional requirements or the requirements of any appropriate authority controlling and directing District facilities and services. In the event of any inappropriate actions by a mentor or University staff member, District staff will notify the University so that the University may take appropriate action. In the event of a threat to student safety, which will be determined by the District in its sole discretion, the District will take immediate action and verbally notify the University as soon thereafter as is practicable.

9. Public Records. IF UNIVERSITY HAS QUESTIONS REGARDING THE APPLICATION OF CHAPTER 119, FLORIDA STATUTES, TO UNIVERSITY'S DUTY TO PROVIDE PUBLIC RECORDS RELATING TO THIS CONTRACT, CONTACT THE CUSTODIAN OF RECORDS AT: https://www.hernandoschools.org/our-district/public-records-request

10. Confidentiality of Student Records. Notwithstanding any provision to the contrary within this MOU, University (its employees and/or mentors) must:

a. fully comply with the requirements of Sections 1002.22, 1002.221, 1002.222, 1006.1494, Fla. Stats. (2024); the Family Educational Rights and Privacy Act, 20 U.S.C § 1232g (FERPA) and its implementing regulations (34 C.F.R. Part 99), the CONTRACTOR shall comply with the Children's Online Privacy Protection Act (COPPA) 15 U.S.C. ss. 6501-6506; 16 CFR Part 312; and the Protection of Pupil Rights (PPRA); 34 CFR Part 98 implementing section 445 of the General Education Provisions Act (GEPA)(20 U.S.C. 1232h), and with any other state or federal law or regulation regarding the confidentiality of student information and records;

b. hold any education records in strict confidence and not use or redisclose same except as required by this MOU or as required or permitted by law unless the parent of each student or a student age 18 or older whose education records are to be shared

provides prior written consent for their release in accordance with Fla. Admin. Code R. 6A-1.0955;

c. safeguard each education record through administrative, physical, and technological safety standards to ensure that adequate controls are in place to protect the education records and information in accordance with FERPA's privacy requirements;

d. utilize the education records solely for the purposes of providing products and services as contemplated under this MOU; and will not share, publish, sell, distribute, target advertise, or display education records to any third party;

e. notify District immediately upon discovery of a breach of confidentiality of education records by telephone and email using the District's contact information contained herein, and take all necessary notification steps as may be required by federal and Florida law, including, but not limited to, those required by Section 501.171, Fla. Stats. (2024);

f. fully cooperate with appropriate District staff to resolve any privacy investigations and concerns in a timely manner;

All education records will remain the property of District, and any party contracting with the District serves solely as custodian of such information pursuant to this MOU and claims no ownership or property rights thereto and, upon termination of this MOU will, at District's request, return to District or dispose of the education records in compliance with the applicable Florida Retention Schedules and provide District with a written acknowledgment of said disposition.

11. Child Neglect. University and its employees or mentors will be subject to the requirements of § 39.201, Fla. Stats. (2024) that requires the reporting of child abuse or child neglect to the State of Florida, Department of Children and Families via the Florida Abuse Hotline 1-800-962-2873; report online at https://reportabuse.dcf.state.fl.us/; or fax a report to 1-800-914- 0004.

12. Termination. Either Party may terminate this Agreement without cause upon thirty (30) days' prior written notice to the other.

13. Notices. The Parties shall provide all notices for this Agreement to the Administrative contact with a copy to the Technical Matters contact. All notices shall be provided in writing by email, recognized national overnight courier, or registered or certified mail, postage prepaid, return receipt requested, to the following addresses:

If to District:	**If to University:**
Administrative Matters: Nicole Blair 919 N. Broad St. 352-797-7015 x. 247 Blair_n@hcsb.k12.fl.us **Technical Matters:** Joe Amato 919 N. Broad St. 352-797-7000 x. 102 Amato_j1@hcsb.k12.fl.us	**Administrative Matters**: Division of Sponsored Programs University of Florida 207 Grinter Hall Gainesville, FL 32611-5500 (352) 392-9267 ufawards@ufl.edu **Technical Matters:** Dr. Nancy Ruzycki (352) 846-2991 nruzycki@mse.ufl.edu

14. Governing Law. This Agreement is governed and construed in accordance with the laws of the State of Florida. The Parties shall bring any action in connection with this Agreement in courts of competent jurisdiction in Hernando County, Florida.

15. Assignment. Neither Party may assign this Agreement voluntarily, by operation of law, or through change of control without the prior written consent of the other, which the Party may not unreasonably withhold or delay. This Agreement is binding upon and inures to the benefit of the Parties and their permitted successors and assigns.

16. Agreement Modification or Amendment. The Parties may only modify or amend this Agreement by a written instrument signed by both Parties. Any waiver of rights or failure to act in a specific instance relates only to that instance and is not an agreement to waive any rights or fail to act in any other instance. A purchase order may only be used for billing purposes. No other terms of this Agreement may be modified by terms included in a

purchase order. The terms and conditions of such a purchase order do not apply, and such terms or conditions in a purchase order are null and void.

17. Force Majeure. Neither Party is responsible for delays in fulfilling or performing any term of this Agreement (except for any obligations to make payments to the other Party hereunder) resulting from causes reasonably beyond its control, including fire, explosion, flood, tropical storm, hurricane, war, strike, pandemic, or riot, provided that the nonperforming Party uses reasonable efforts to avoid or remove causes of nonperformance and continues performance under this Agreement with reasonable dispatch after the causes are removed.

18. Dispute Resolution. The Parties shall attempt to cooperatively resolve any and all disputes and/or claims that arise under this Agreement by first engaging appropriate administrative officials of each Party who shall negotiate in good faith to seek a cooperative resolution. For any dispute related to this Agreement that the Parties cannot resolve by mutual agreement, the Parties must submit to formal mediation in Hernando County, Florida, or other mutually agreed upon dispute resolution options. Upon dispute resolution failure, either Party may pursue any available legal remedy.

19. Severability. If any provision of this Agreement is held invalid or unenforceable for any reason, the invalidity or unenforceability does not affect any other provision of this Agreement, and the Parties shall negotiate in good faith to modify the Agreement to preserve, to the extent possible, their original intent.

20. Entire Agreement. This Agreement constitutes the entire agreement between the Parties with respect to its subject matter and supersedes all prior agreements or understandings between the Parties relating to its subject matter.

21. Counterparts and Execution. The Parties may execute this Agreement in one or more counterparts, each of which is an original, and all of which together are the same instrument. Delivery of a signed Agreement by reliable electronic means, including email, shall be an effective method of delivering the executed Agreement. This Agreement may be stored by electronic means and either an original or an electronically stored copy of this Agreement can be used for all purposes, including in any proceeding to enforce the rights and/or obligations of the Parties to this Agreement.

22. E-Verify. Pursuant to section 448.095, Florida Statutes, the University shall use the U.S. Department of Homeland Security's E-Verify system https://e-verify.gov, to verify the employment eligibility of all employees hired during the term of this Agreement. If the University enters into a contract with a subcontractor, the subcontractor must provide University with an affidavit stating the subcontractor does not employ, contract with, or subcontract with an unauthorized alien and the University shall provide a copy of such affidavit to the School Board upon receipt and shall maintain a copy for the duration of the Agreement. Failure to comply with this provision is a material breach of the Agreement and the School Board may choose to terminate the Agreement at its sole discretion and seek damages pursuant to Florida Statute. By signing below, University affirms that it is registered with and uses the E-Verify system, is otherwise in compliance with section 448.095, Florida Statutes, and acknowledges that it is required to maintain such compliance throughout the term of any agreement entered between the parties

[SIGNATURES TO FOLLOW ON NEXT PAGE]

SIGNATURES

THE SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA

_____ _____

Name:

Title:

_____ _____

[*Date of signing*]

District - Designated Contact and EQuIPD Grant Summer Programs Location(s):

Nicole Blair, College and Career Specialist (352) 797-7015 EXT. 247	
Nature Coast Technical High School 4057 California St, Brooksville, FL 34604 Phone: (352) 797-7088	Hernando High School 111 Ernie Chatman Run Brooksville, FL 34601 Phone: (352) 797-7015

UNIVERSITY OF FLORIDA BOARD OF TRUSTEES

Nicole Munroe Digitally signed by Nicole Munroe Date: 2025.06.18 10:27:25 -04'00'

Date 6/18/2025

Nicole Munroe, Contracting Officer
Division of Sponsored Programs
207 Grinter Hall
PO Box 115500
Gainesville, FL 32611-5500
Phone: (352) 392-9267
ufawards@ufl.edu

University – Designated Contact:
Nancy Ruzycki, Ph.D.
Principal Investigator for the EQuIPD Grant
nruzycki@mse.ufl.edu
Phone: 352-846-2991

Approved as to Content & Form
Caroline Mockler, Esq.
Staff Counsel, HCSD
10:34 am, 06/18/2025

EXHIBIT A – WHITELISTED WEBSITES

1. Goldberg Gators Engineering Explorers - Introductory Program
    a. Microsoft Teams: https://teams.microsoft.com
    b. Makecode: https://makecode.microbit.org/
    c. Draw.io/Diagrams.net: https://app.diagrams.net/
2. Goldberg Gators Engineering Explorers - Advanced Program
    a. Microsoft Teams: https://teams.microsoft.com
    b. Makecode: https://makecode.microbit.org/
    c. Micro:bit Create AI: https://createai.microbit.org/
    d. Draw.io/Diagrams.net: https://app.diagrams.net/
    e. Quickdraw: https://quickdraw.withgoogle.com/
    f. Machine Learning for Kids: https://machinelearningforkids.co.uk/
        i. https://scratch.machinelearningforkids.co.uk/?url=https://machinelearningforkids.co.uk/api/scratch/74f175a0-e527-11ed-8a0f-c59cb1a927819e1a79ff-6196-44b4-aafe-d1b012bc6324/extension3.js
    g. Playground Raise: https://playground.raise.mit.edu/create/
3. Powering the Community Energy Explorers
    a. Microsoft Teams: https://teams.microsoft.com
    b. PhET Labs Circuit Construction Kit: DC – Virtual Lab: https://phet.colorado.edu/sims/html/circuit-construction-kit-dc-virtual-lab/latest/circuit-construction-kit-dc-virtual-lab_all.html
    c. Autodesk TinkerCad: https://www.tinkercad.com/joinclass
    d. Google My Maps: https://www.google.com/mymaps
4. Rural Scholars Summer Programs – Smart Tractor Track
    a. Microsoft Teams: https://teams.microsoft.com
    b. Tractor programming site – Will be provided at training
5. Rural Scholars Summer Programs – Greenhouse Track
    a. Microsoft Teams: https://teams.microsoft.com
    b. Makecode: https://makecode.microbit.org/
6. MathWorks High School AI Summer Program
    a. Microsoft Teams: https://teams.microsoft.com
    b. MATLAB Online: https://matlab.mathworks.com/
    c. MathWorks: https://www.mathworks.com/
    d. Spotify API: https://developer.spotify.com/
        i. https://open.spotify.com/
    e. Sport Radar: https://developer.sportradar.com/
    f. Yahoo Sports: https://sports.yahoo.com/
    g. Hurricane Data Sites – Will be provided at training

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

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

A. Item Currently Budgeted -

Account Name: No Financial Impact

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

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

Account Name

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

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

B. Item Currently Not Budgeted -**

Funding Source

Account Name

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

Amount $

Funding Source

Account Name

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

Amount $

C. History

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

Prior Year Approved Budget: $_____

Prior Year Actual Spent: $_____

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

Agenda Item # 14. 26-3182 7/29/2025

Title and Board Action Requested

Approve the Overnight Field Trip for Andrea Gracey, F.W. Springstead High School to Lake Buena Vista, Florida to Attend the KSA Volleyball Tournament from August 27, 2025 through August 30, 2025.

Executive Summary

The Principal, Dana Pearce of F.W. Springstead High School, on behalf of the Superintendent of Schools, hereby requests the Board to approve the overnight field trip to Lake Buena Vista, Florida for the KSA Volleyball Tournament.

My Contact

Dana Pearce, Principal of F.W. Springstead High School
352-797-7010 ext. 405
pearce_d@hcsb.k12.fl.us

2023-28 Strategic Focus Area

Priority 1: Student Success

Financial Impact

See attached budget sheet.

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

HERNANDO COUNTY SCHOOL DISTRICT

Leave of Absence Form

Each Leave of Absence request must be approved by Site Administrator/Supervisor and submitted with the regular payroll.

LAST NAME (Print or Type)	FIRST	INITIAL	EMPLOYEE I.D. NUMBER
Andrea Gracey			
POSITION			SCHOOL/COST CENTER
Athletic Dept Volleyball Coach			SHS 0181

Except in the case of an emergency, all leave, other than sick leave, must be approved in advance. If the request for sick leave is pre-planned (i.e. doctor's appointment), it must be pre-approved. For sick leave absences that are not pre-planned, this form must be completed upon return within five (5) working days.

TO BE COMPLETED BY APPLICANT:

I hereby apply for:

This leave is requested: ☐ With Pay ☐ Without Pay ☐ Substitute Needed

- ☐ Sick Leave
- ☐ Personal Leave (charged to Sick Lv.)
- ☐ Personal Leave (Without Pay)
- ☐ Professional Leave
- ☐ Other_____
- ☐ Worker's Comp
- ☐ Military Leave
- ☐ Vacation Leave
- ☐ Temporary Duty (Attach documentation)
- ☐ Compensatory Time (non-exempt employees only)

*Note: This leave does not constitute any salary in addition to that which the individual would normally receive for the dates indicated herein.

☐ Per Diem ☐ Mileage ☐ Meals ☐ Registration ☐ Hotel Expense (Single Room Rate)

Number of Hours Requested _____

Purpose/Benefit (DO NOT use acronyms) Athletic Tournament

Destination Springstead Volleyball KSA Tournament-Orlando

BEGINNING	ENDING
Time _____ AM _____ PM	Time _____ AM _____ PM
Day of Week Wednesday 8/27 Date 2025	Day of Week Saturday 8/30 Date 2025

SOURCE OF FUNDS

SUBSTITUTE CHARGED TO:					TRAVEL EXPENSE CHARGED TO:				
FUND	FUNCTION	OBJECT	CENTER	PROJECT	FUND	FUNCTION	OBJECT	CENTER	PROJECT

✗ Signature of Applicant _____ Date _____

FOR OFFICE USE ONLY: ☐ APPROVED ☐ NOT APPROVED

Site Administrator/Supervisor _____ Date _____

Project Director (if applicable) _____ Date _____

TO BE COMPLETED BY PRINCIPAL OR SUPERVISOR AND SUBMITTED WITH THE REGULAR PAYROLL.

This leave constitutes _____ hour(s) for the regular employee listed above.

Name of substitute(s) (if any): Amount of Time substituting:

_____ _____ hours: _____ days.

_____ _____ hours: _____ days.

SO-Per-025
November 2020
Reorder from Printing

DISTRIBUTION:
White : Payroll
Yellow : Applicant (Attach to Travel Reimbursement form)
Pink : Applicant
Gold : Site Administrator

HERNANDO COUNTY SCHOOL DISTRICT

Leave of Absence Form

Each Leave of Absence request must be approved by Site Administrator/Supervisor and submitted with the regular payroll.

LAST NAME (Print or Type)	FIRST	INITIAL	EMPLOYEE I.D. NUMBER
Mike Lanziero			
POSITION			SCHOOL/COST CENTER
Athletic Dept Volleyball Coach			SHS 0181

Except in the case of an emergency, all leave, other than sick leave, must be approved in advance. If the request for sick leave is pre-planned (i.e. doctor's appointment), it must be pre-approved. For sick leave absences that are not pre-planned, this form must be completed upon return within five (5) working days.

TO BE COMPLETED BY APPLICANT:

I hereby apply for:

This leave is requested: ☑ With Pay ☐ Without Pay ☐ Substitute Needed

- ☐ Sick Leave
- ☐ Personal Leave (charged to Sick Lv.)
- ☐ Personal Leave (Without Pay)
- ☐ Professional Leave
- ☐ Other_____
- ☐ Worker's Comp
- ☐ Military Leave
- ☐ Vacation Leave
- ☑ Temporary Duty (Attach documentation)
- ☐ Compensatory Time (non-exempt employees only)
- ☐ Per Diem
- ☐ Registration
- ☐ Mileage
- ☐ Meals
- ☐ Hotel Expense (Single Room Rate)

*Note: This leave does not constitute any salary in addition to that which the individual would normally receive for the dates indicated herein.

Number of Hours Requested _____

Purpose/Benefit (DO NOT use acronyms) Athletic Tournament

Destination Springstead Volleyball KSA Tournament-Orlando

BEGINNING	ENDING
Time _____ AM _____ PM	Time _____ AM _____ PM
Day of Week Wednesday 8/27 Date 2025	Day of Week Saturday 8/30 Date 2025

SOURCE OF FUNDS

SUBSTITUTE CHARGED TO:					TRAVEL EXPENSE CHARGED TO:				
FUND	FUNCTION	OBJECT	CENTER	PROJECT	FUND	FUNCTION	OBJECT	CENTER	PROJECT

✗ Signature of Applicant _____ Date 7/15/25

FOR OFFICE USE ONLY: ☑ APPROVED ☐ NOT APPROVED

Site Administrator/Supervisor _____ Date: _____

Project Director (if applicable) _____ Date: _____

TO BE COMPLETED BY PRINCIPAL OR SUPERVISOR AND SUBMITTED WITH THE REGULAR PAYROLL.

This leave constitutes _____ hour(s) for the regular employee listed above.

Name of substitute(s) (if any): Amount of Time substituting:

_____ _____ hours: _____ days.

_____ _____ hours: _____ days.

SO-Per-025
November 2020
Reorder from Printing

DISTRIBUTION:
White : Payroll
Yellow : Applicant (Attach to Travel Reimbursement form)
Pink : Applicant
Gold : Site Administrator

HERNANDO COUNTY SCHOOL DISTRICT

Leave of Absence Form

Each Leave of Absence request must be approved by Site Administrator/Supervisor and submitted with the regular payroll.

LAST NAME (Print or Type)	FIRST	INITIAL	EMPLOYEE I.D. NUMBER
Alondra Montanez			
POSITION			SCHOOL/COST CENTER
Athletic Dept Volleyball Coach			SHS 0181

Except in the case of an emergency, all leave, other than sick leave, must be approved in advance. If the request for sick leave is pre-planned (i.e. doctor's appointment), it must be pre-approved. For sick leave absences that are not pre-planned, this form must be completed upon return within five (5) working days.

TO BE COMPLETED BY APPLICANT:

I hereby apply for:

This leave is requested: ☐ With Pay ☐ Without Pay ☐ Substitute Needed

- ☐ Sick Leave
- ☐ Personal Leave (charged to Sick Lv.)
- ☐ Personal Leave (Without Pay)
- ☐ Professional Leave
- ☐ Other_____
- ☐ Worker's Comp
- ☐ Military Leave
- ☐ Vacation Leave
- ☐ Temporary Duty (Attach documentation)
- ☐ Compensatory Time (non-exempt employees only)

*Note: This leave does not constitute any salary in addition to that which the individual would normally receive for the dates indicated herein.

☐ Per Diem ☐ Mileage ☐ Meals ☐ Registration ☐ Hotel Expense (Single Room Rate)

Number of Hours Requested _____

Purpose/Benefit (DO NOT use acronyms) Athletic Tournament

Destination Springstead Volleyball KSA Tournament-Orlando

BEGINNING	ENDING
Time _____ AM _____ PM	Time _____ AM _____ PM
Day of Week Wednesday 8/27 Date 2025	Day of Week Saturday 8/30 Date 2025

SOURCE OF FUNDS

SUBSTITUTE CHARGED TO:					TRAVEL EXPENSE CHARGED TO:				
FUND	FUNCTION	OBJECT	CENTER	PROJECT	FUND	FUNCTION	OBJECT	CENTER	PROJECT

✗ Signature of Applicant _____ Date 7/15

FOR OFFICE USE ONLY: ☑ APPROVED ☐ NOT APPROVED

Site Administrator/Supervisor _____ Date: _____

Project Director (if applicable) _____ Date: _____

TO BE COMPLETED BY PRINCIPAL OR SUPERVISOR AND SUBMITTED WITH THE REGULAR PAYROLL.

This leave constitutes _____ hour(s) for the regular employee listed above.

Name of substitute(s) (if any): Amount of Time substituting:

_____ _____ hours: _____ days.

_____ _____ hours: _____ days.

SO-Per-025
November 2020
Reorder from Printing

DISTRIBUTION:
White : Payroll
Yellow : Applicant (Attach to Travel Reimbursement form)
Pink : Applicant
Gold : Site Administrator

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

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

A. Item Currently Budgeted -

Account Name: SHS Volleyball

Account Number

8020	9800	3330	0181	92000	03200
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
$ 3,797.53		1,500.00		$ 515.00		$ 4,797.53		$ 4,500.00		$ 292.53

B. Item Currently Not Budgeted -**

Funding Source: _____

Account Name: _____

Account Number

_____	_____	_____	_____	_____	_____
Fund	Function	Object	Cost Center	Project	Sub Project

Amount $ _____

C. History

Check one:
Prior Year Budget: ☐
New for Current Year: ☒

Prior Year Approved Budget: $_____

Prior Year Actual Spent: $_____

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

Agenda Item # 15. 26-3126 7/29/2025

Title and Board Action Requested
Approve the agreement to vend meals to For Each 1 Reach 1 and PACE Girls Center for the 2025-2026 school year.

Executive Summary
The Director of Food and Nutrition Services, on behalf of the Superintendent of Schools, hereby requests the Board approval for the agreement with For Each 1 Reach 1 and PACE Girls Center. Hernando County School Food and Nutrition Services Department agree to supply unitized meals inclusive of milk and juice where applicable based on the rates stated in the agreement. This agreement shall be effective August 11, 2025 - May 29, 2026. The revenue generated will offset the cost of meals, including labor and administrative oversight to ensure menu compliance with USDA regulations.

My Contact
Holly Longo
Director of Food and Nutrition Services
352-797-7028 x71409

2023-28 Strategic Focus Area
Priority 3: Safe and Healthy Learning Environment

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.

DISTRICT SCHOOL BOARD OF HERNANDO COUNTY
MEMORANDUM OF UNDERSTANDING TO VEND MEALS

THIS AGREEMENT is made and entered into between the District School Board of Hernando County and For EACH 1 REACH 1 Mentoring Program, Inc.

WHEREAS the District School Board of Hernando County agrees to supply unitized meals inclusive of milk and juice where applicable to EACH 1 REACH 1 with and for the rates herein listed:

Breakfast: $ 2.95
Lunch: $ N/A
Snack: $ N/A

It is further agreed that the District School Board of Hernando County will maintain proper documentation regarding the number of meals requested, prepared and provided daily to EACH 1 REACH 1. EACH 1 REACH 1 will be responsible for the transportation of meals daily and for verifying the number of meals received daily.

The BOARD's Food and Nutrition Services Accounting Department will send an invoice to EACH 1 REACH 1 each month setting forth the amounts payable to the BOARD for meals provided. The invoice shall be based upon food delivery reports generated by the BOARD's Food and Nutrition Department. EACH 1 REACH 1 will pay the BOARD the invoiced amount within thirty (30) days of receipt of the invoice.

The District School Board of Hernando County agrees also to retain records required under the preceding clause for a period of 3 years from the date of receipt of final payment under this agreement (or longer, if an audit is in progress) and upon request, to make all accounts and records pertaining to the Program available to representative review at a reasonable time and place.

This agreement shall be effective as of August 11, 2025 – May 29, 2026. The dates are based on the Hernando County Schools District Calendar. It may be terminated by notice in writing given by either party hereto to the other, at least 30 days prior to the date of termination.

_____ _____

District School Board of Hernando County — Title — Date
Holly Longo, MHA, NDTR, CDM, CFPP
Food and Nutrition Services

_____ _____

For EACH 1 REACH 1 Mentoring Program, Inc — Title — Date

Approved as to Content & Form
Caroline Mockler, Esq.
Staff Counsel, HCSD
8:50 am, 06/13/2025

DISTRICT SCHOOL BOARD OF HERNANDO COUNTY
MEMORANDUM OF UNDERSTANDING TO VEND MEALS

THIS AGREEMENT is made and entered into between the District School Board of Hernando County and PACE GIRLS CENTER.

WHEREAS the District School Board of Hernando County agrees to supply unitized meals inclusive of milk and juice where applicable to PACE GIRLS CENTER with and for the rates herein listed:

Breakfast: $ 2.95
Lunch: $ 5.15

It is further agreed that the District School Board of Hernando County will maintain proper documentation regarding the number of meals requested, prepared and provided daily to PACE. PACE will be responsible for the transportation of meals daily and for verifying the number of meals received daily.

The BOARD's Food and Nutrition Services Accounting Department will send an invoice to PACE each month setting forth the amounts payable to the BOARD for meals provided. The invoice shall be based upon food delivery reports generated by the BOARD's Food and Nutrition Services Department. PACE will pay the BOARD the invoiced amount within thirty (30) days of receipt of the invoice.

The District School Board of Hernando County agrees also to retain records required under the preceding clause for a period 3 years from the date of receipt of final payment under this agreement (or longer, if an audit is in progress) and upon request, to make all accounts and records pertaining to the Program available to representative of the U.S. Department of Agriculture and the General Accounting Office for audit or administrative review at a reasonable time and place.

This agreement shall be effective as of August 11, 2025 – May 29, 2026. The dates are based on the Hernando County Schools District calendar. It may be terminated by notice in writing given by either party hereto to the other, at least 30 days prior to the date of termination.

_____ _____ _____
District School Board of Hernando County Title Date
Holly Longo, MHA, NDTR, CDM, CFPP
Food and Nutrition Services

_____ _____ _____
PACE GIRLS CENTER Title Date

Approved as to Content & Form
Caroline Mockler, Esq.
Staff Counsel, HCSD
8:51 am, 06/13/2025

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

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

A. Item Currently Budgeted -

Account Name: No Financial Impact

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

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

Account Name

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

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

B. Item Currently Not Budgeted -**

Funding Source

Account Name

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

Amount $

Funding Source

Account Name

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

Amount $

C. History

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

Prior Year Approved Budget: $_____

Prior Year Actual Spent: $_____

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

Hernando School District

School Board Regular Meeting

Agenda Item # 16. 26-3154 7/29/2025

Title and Board Action Requested
Approve an Amendment to the 2023 Educational Plant Five-Year Survey.

Executive Summary
The Director of Facilities & Construction, on behalf of the Superintendent of Schools, hereby requests the Board approve an Amendment to the 2023 Educational Plant Five-Year Survey.

On 06/07/2023, the Board approved the 2023 Educational Plant Five-Year Survey (Survey 6.1). Recommendations in a Five-Year Survey may be amended from time to time by means of a "Spot Survey." The proposed Amendment (Spot Survey 6.2) adds a recommendation to divide two large rooms into four classrooms at Winding Waters K-8, effectively adding 66 student stations.

My Contact
Brian Ragan
Director of Facilities & Construction
ragan_b@hcsb.k12.fl.us
352-797-7050

Jim Lipsey
School Planner
lipsey_j@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.

FIVE YEAR SURVEY

Recommendation Report

District Name: HERNANDO COUNTY SCHOOL DISTRICT

Survey: Number 6 - Version 2

Facility Name: Winding Waters K-8

Address: 12240 VESPA WAY, Weekie Wachee

	Existing	Recommended
Capital Outlay Classification	1 - SCHOOL RECOMMENDED FOR CONTINUED USE	1 - SCHOOL RECOMMENDED FOR CONTINUED USE
Facility Use	COMBINATION	COMBINATION
Low Grade	PRE-K E S E	PRE-K E S E
High Grade	GRADE 8	GRADE 8
Comments		

	Existing	Student Stations Added/Reduced(+ or -)	Recommended
Perm. Stations	1,845	66	1911
Reloc. Stations	110	0	110
Mod. Stations	0	0	0
Total Stations	1,955	66	2021
Utilization Factor	90%		90%
School Capacity	1,759		1818
COFTE Student Membership	1,534		1,577
Survey Annotation	Spot Survey 6.2 *Dividing Building 1, Room 308 (Intermediate/Middle Skills Lab) with a wall to make two Intermediate/Middle Classrooms adding 22 student stations. *Dividing Building 1, Room 320 (Media Technical Processing) with a wall to make two Intermediate/Middle Classrooms adding 44 student stations.		

New Site Cost	Site Expansion	Site Development	Site Improvement	Remodeling Cost	Renovation Cost	New Construction Cost
$0	$0	$0	$0	$111,985	$0	$0
			Estimated Total Project Cost		$111,985	

Winding Waters K-8	Parcel	Building	Description	Total NSF	Change In Station Count	Calculated Cost	Cost Per NSF	Cost Per Station
Remodeling 2026	42	1	Removed NSF (3455), Added NSF (3455), Difference NSF (0), Percent (0%), Removed Stations (22), Added Stations (88) Remodeling: Adding 1 unit of INTERMEDIATE/MIDDLE CLASSROOM (4-8) (976 NSF), 1 unit of INTERMEDIATE/MIDDLE CLASSROOM (4-8) (977 NSF), 1 unit of INTERMEDIATE/MIDDLE CLASSROOM (4-8) (751 NSF), 1 unit of INTERMEDIATE/MIDDLE CLASSROOM (4-8) (751 NSF) and Removing Room 308 (1953 NSF), Room 320 (1502 NSF)	3,455	66	$111,985	$32	$0

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

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

A. Item Currently Budgeted -

Account Name: No Financial Impact

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

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

Account Name

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

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

B. Item Currently Not Budgeted -**

Funding Source

Account Name

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

Amount $

Funding Source

Account Name

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

Amount $

C. History

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

Prior Year Approved Budget: $_____

Prior Year Actual Spent: $_____

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

Hernando School District

School Board Regular Meeting

Agenda Item # 17. 26-3129 7/29/2025

Title and Board Action Requested
Approve the extension to RFP/Contract # 9009-310-2001, Real Estate Appraisal Services, awarded to Integra Realty Resources - Tampa Bay, Lee Pallardy, Inc., & Tolle Appraisal Services, Inc., and authorize the purchase of services for an estimated spending of $55,000.00.

Executive Summary
The Director of Facilities & Construction, on behalf of the Superintendent of Schools, hereby requests the Board Approve the extension to RFP/Contract # 9009-310-2001, Real Estate Appraisal Services, awarded to Integra Realty Resources - Tampa Bay, Lee Pallardy, Inc., & Tolle Appraisal Services, Inc., and authorize the purchase of services for an estimated spending of $55,000.00.

This request will grant a 6-month extension from 06/30/25 to 12/29/25, allowable per F.S. Statute 287.057(13). All terms, conditions, and pricing shall apply during the extension period.

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.

Please Note: From time to time, addenda may be issued to this proposal. Any such addenda will be posted at www.publicpurchase.com.

Written questions regarding **REAL ESTATE APPRAISAL SERVICES – RFP #9009-310-2001** are due prior to: **1:00 PM on May 18, 2020**

Written questions must be submitted by mail, fax or e-mail to:

Brian Ragan, Director of Facilities & Construction
The Hernando County School Board
Facilities & Construction Department
8016 Mobley Road

NOTICE TO PROPOSERS

DELIVERY OF OVERNIGHT PACKAGES DOES NOT ALWAYS OCCUR TO:

THE HERNANDO COUNTY SCHOOL BOARD
BROOKSVILLE, FL 34601

Your proposal will not be considered if not received prior to stated proposal opening date and time.

Please cut along the borderline and attach this "Sealed RFP" label
to the outside of your proposal response package.

SEALED RFP - D O N O T O P E N ------ SEALED RFP - D O N O T O P E N

From: _____

Address: _____

_____

Deliver To: Facilities & Construction
The Hernando County School Board
8016 Mobley Road
Brooksville, FL 34229

RFP TITLE: REAL ESTATE APPRAISAL SERVICES – RFP #9009-310-2001

RFP TO BE OPENED ON: May 29, 2020 AT; 1:00 PM

SEALED RFP - D O N O T O P E N ------ SEALED RFP - D O N O T O P E N

Facilities & Construction Department
Brian Ragan, Director
8016 Mobley Road Brooksville, FL 34601
Phone: 352-797-7050
Fax: 352-797-7150

HERNANDO SCHOOL DISTRICT
Learn it. Love it. Live it.

Superintendent: John Stratton
Board Chairperson: Susan Duval
Vice Chairperson: Linda K. Prescott
Board Members: Gus Guadagnino
Kay Hatch
Jimmy Lodato

ISSUE DATE: April 30, 2020

PROPOSAL TITLE: REAL ESTATE APPRAISAL SERVICES – RFP #9009-310-2001

PROPOSALS MUST BE RECEIVED AND TIME STAMPED PRIOR TO: **May 29, 2020 at 1:00 PM.**

SEALED PROPOSALS: Sealed proposals will be received in the Facilities & Construction Office until the date and time as indicated above. Proposals will be opened and recorded. All proposers and the general public are invited to attend. All proposals shall be submitted in sealed packages and mailed or delivered to The Hernando County School Board, Facilities & Construction Office, 8016 Mobley Road, Brooksville, FL 34601. The outside of the package shall plainly identify the proposal by: TITLE, TIME AND DATE OF PROPOSAL OPENING. It is the sole responsibility of the proposer to ensure that their proposal reaches the Facilities & Construction Office before the closing date and hour as shown above. Any failure on the part of the supplier to comply with the ensuing conditions and specifications shall be reason for termination of the contract.

Proposals received after the scheduled time for opening will not be considered. Any proposal packages received late will be returned to the proposer unopened.

POSTING: Recommended awards will be posted on www.publicpurchase.com on or about **June 19, 2020**.

BOARD ACTION DATE: Results will be presented for Board action at 919 North Broad Street, Brooksville, FL 34601 at the first available regularly scheduled meeting.

Chapter 120 Florida Statutes: Recommended awards will be posted for review by interested parties at the location where proposals were opened, and remain posted for a period of 72 hours. Failure to file a protest within the time prescribed in Section 120.57(3), Florida Statutes, or failure to post the protest bond or other security required by School Board Rule 7.701, within the time allowed for filing a bond shall constitute a waiver of proceedings under Chapter 120, Florida Statutes.

The prospective proposer certifies, by submission and signature of this proposal that the proposer complies fully with the drug-free workplace certification as indicated in this Request for Proposal. Please indicate in the space provided whether or not your company meets the drug-free workplace certification.

_____ **Does** meet drug-free workplace certification.
_____ **Does not** meet the drug-free workplace certification.

Certification

The proposer hereby agrees to provide the services and/or items, at the prices quoted, pursuant to the requirements of this document.

Proposer's Signature	Proposer's Printed Name
Company Name	Telephone
Mailing Address	Fax
City	State Zip
Federal I.D.	E-mail Address
Date of Proposal	

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GENERAL TERMS AND CONDITIONS

Proposals will be evaluated based on the proposer's distinctive plan for performing the requirements of the Request for proposal (RFP). It is not necessary for the proposer to repeat the exact RFP language, or to present a paraphrased version, as an original idea for a technical approach.

The proposer should present a written narrative that demonstrates the method or manner in which the proposer proposes to satisfy the requirements of the Statement of Work. The language of the narrative should be straightforward and limited to facts, solutions to problems, and plans of proposed action.

In addition to the original proposal, the proposer is requested to provide additional copies as specified within the RFP Specifications of his/her proposal.

The School Board reserves the right to reject any and all proposals and waive all formalities in regard thereto.

PURPOSE: It is the purpose and intent of this request for proposal to secure proposals for services as listed herein for The Hernando County School Board, Florida, hereinafter called the School Board. Services shall be provided by the approved proposer, hereinafter called the Contractor.

CONTRACT TERMS: A contract resulting from this document shall be governed in all respects as to validity, construction, capacity, performance, or otherwise by the laws of the State of Florida. By signing this contract, the Contractor certifies that it is in compliance with, and/or will comply with, the aforementioned terms specifically mentioned, as well as all other municipal, county, state and federal requirements and regulations.

CONTRACT DURATION: The duration of a contract resulting from this proposal shall be for a period indicated in specifications with the option to renew for two additional one-year periods based on mutual agreement of both parties, unless otherwise specified.

CONTRACT FAILURE: Should any Contractor fail to enter into a contract with the School Board on the basis of the submitted proposal by said Contractor, Contractor acknowledges that Contractor shall be liable to the School Board for the difference between such proposal price and the price the School Board pays to secure the merchandise from another source. Failure to pay said amount to the School Board upon demand will result in the company being removed from the proposal list for a period of not less than two (2) years from date of infraction.

EXTENSION OF CONTRACT: Prior to the expiration of any contract resulting from a successful proposal, the School Board, at its discretion, may require an extension of said contract for a period, which shall not exceed the original termination date by more than 90 days. The price in effect on the last day of the contract shall remain in effect for the contract extension period. Additional extensions shall be subject to agreement of both parties.

TERMINATION OF CONTRACT: This contract may be terminated without liability to the School Board in whole or in part when it is deemed to be in the best interest of the School Board to so act. Notification of termination must be in writing and issued by the Director of Facilities & Construction or designee. This contract may be terminated upon 30 days written notice. Further, at the discretion of the School Board, the contract may be terminated in a period of less than 30 days in the event of poor performance or violation of these terms.

The School Board, upon termination, shall exercise its discretion to complete the balance of the contract consistent with the best interest of the School Board.

PUBLIC ENTITY CRIMES: Per the provisions of Florida Statute 287.133(2)(a), “A person or affiliate who has been placed on the convicted vendor list following a conviction for a public entity crime may not submit a proposal, or reply on a contract to provide any goods or services to a public entity; may not submit a proposal, or reply on a contract with a public entity for the construction or repair of a public building or public work; may not submit proposals, or replies on leases of real property to a public entity; may not be awarded or perform work as a contractor, supplier, subcontractor, or consultant under a contract with any public entity, and may not transact business with any public entity in excess of the threshold amount provided in Florida Statute 287.017 for Category Two for a period of 36 months from the date of being placed on the convicted vendor list.”

The prospective proposer certifies, by submission and signature of this proposal, that neither the proposer, nor its principal, its agent or its representative is presently debarred, suspended, proposed for debarment, declared ineligible, voluntarily excluded from participation in this transaction or otherwise precluded by Florida Statute 287.133 from participating in this contract.

FEDERAL DEBARMENT CERTIFICATION: Certification regarding debarment, suspension, ineligibility and voluntary exclusion as required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR, Part 85, as defined at 34 CFR Part 85, Sections 85.105 and 85.110-(ED80-0013).

a. The prospective lower tier participant certifies, by submission and signature of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.
b. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

PROHIBITION AGAINST CONTRACTING WITH SCRUTINIZED COMPANIES: In accordance with Section 287.135 of the Florida Statutes, "A company that, at the time of bidding or submitting a proposal for a new contract or renewal of an existing contract, is on the Scrutinized Companies with Activities in Sudan List or the Scrutinized Companies with Activities in the Iran Petroleum Energy Sector List, created pursuant to Sections 215.4725 and 215.473 , is ineligible for, and may not bid on, submit a proposal for, or enter into or renew a contract with an agency or local governmental entity for goods or services of $1 million or more." This company is not participating in a boycott of Israel such that is not refusing to deal, terminating business activities, or taking other actions to limit commercial relations with Israel, or persons or entities doing business in Israel or in Israeli-controlled territories, in a discriminatory manner. Section 215.473 defines a company, or affiliates of such entities or business associations, that exists for the purpose of making profit." By submitting a response to this solicitation, a respondent certifies that it and those related entities of respondent as defined above by Florida law are not on the Scrutinized Companies with Activities in Sudan List or the Scrutinized Companies with Activities in the Iran Petroleum Energy Sector List, created pursuant to Sections 215.4725 and 215.473 and is not engaged in business operations in Cuba or Syria. Any respondent awarded a Contract as a result of this solicitation shall be required to recertify at each renewal of the Contract that it and its related entities are not on the Scrutinized Companies with Activities in Sudan List or the Scrutinized Companies with Activities in the Iran Petroleum Energy Sector List and is not engaged in business operations in Cuba or Syria. The School Board may terminate any Contract resulting from this solicitation if respondent or a related entity as defined above is found to have submitted a false certification or been placed on one of the aforementioned lists.

BACKGROUND SCREENING: As required by The Jessica Lunsford Act [s.21 of Ch.2005-28, L.O.F.], if any Contractors' employees/independent Contractors or Subcontractors' employees/independent Contractors **will have access to school grounds when students are present, have direct contact with students, or have access to control of school funds,** such personnel are required to be screened at Level 2, to include fingerprints, statewide criminal and juvenile justice records checks through the Florida Department of Law Enforcement and federal criminal records checks through the Federal Bureau of Investigation. [s. 1012.465, Florida Statutes]

The requirements of this law must be met in order for the School Board to contract with your company. By responding to this Request For proposal, you agree to abide by all Hernando County School Board policies and procedures in regard to The Jessica Lunsford Act. There is a fingerprinting fee associated with these procedures. Refer to the School Board website www.hernandoschools.org, Jessica Lunsford Act. This website is updated as policies and procedures are put in place.

POSSESSION/USE/UNDER THE INFLUENCE OF MIND ALTERING SUBSTANCES: Possession/use and/or being under the influence of any illegal mind altering substances, such as, but not limited to alcohol and/or substances delineated in Chapter 893, Florida Statutes, by Contractors' employees/independent Contractors or its Subcontractors' employees/independent Contractors will not be tolerated on School Board property. If any employee/independent Contractor is found to have brought and/or used or is under the influence of any illegal mind altering substances as described above on School Board property, said employee/independent contractor shall be removed and terminated from the project by the Contractor. If a Subcontractor fails to terminate said employee/independent Contractor, the Contractor shall terminate its agreement with the Subcontractor for the project. If the Contractor fails to terminate said employee/independent Contractor or fails to terminate the agreement with the Subcontractor who fails to terminate said employee/independent Contractor, this Contract may be terminated by the School Board.

DISCRIMINATION: Any entity or affiliate who has been placed on the Florida State's discriminatory vendor list may not submit a proposal on a contract to provide goods or services to a public entity, may not submit a proposal on a contract with a public entity for the construction or repair of a public building or public work, may not submit proposals on leases of real property to a public entity, may not award or perform work as a contractor, supplier, subcontractor, or consultant under contract with any public entity, and may not transact business with any public entity.

DRUG-FREE WORKPLACE CERTIFICATION: Tie proposal preference shall be given to businesses with drug-free workplace programs whenever two or more proposals are equal with respect to price, quality, and service and are received by the state or by any political subdivision for the procurement of commodities or contractual services. Established

procedures for processing tie proposals, as more fully set forth herein, will be followed if none of the tied vendors have a drug-free workplace program.

ACCEPTANCE OF PROPOSALS: The School Board shall be the sole judge as to the acceptability of any and all proposals and the terms and conditions thereof, without qualifications or explanation to proposers. In case of any doubt or difference of opinion as to the items to be furnished hereunder, the decision of the School Board shall be final and binding on both parties.

PERSONAL INJURY AND PROPERTY DAMAGE: The Contractor assumes any and all risk of personal injury and property damage attributable to the willful or negligent acts or omissions of the Contractor and the officers, employees, and agents thereof. The Contractor also assumes such risk with respect to the willful or negligent acts or omissions of persons subcontracting with the Contractor or otherwise acting or engaged to act at the instance of the Contractor in furtherance of this Contractor fulfilling the Contractor's obligations under this contract.

DEFAULT: In the event the proposer fails to enter into a contract with the School Board on the basis of the submitted proposal, such action shall constitute a default of this agreement. Further default may be declared by the School Board if the proposer violates the terms of the proposal document in any manner. Upon default of this agreement and/or any agreement resulting from this agreement, the School Board shall be entitled to pursue all remedies available at law and/or in equity, including, but not limited to, the recovery of damages equaling the difference of the proposal price and the price the School Board subsequently pays to secure performance from other sources. Damages may be assessed and deducted against any funds due and owing to the proposer.

In the event any litigation occurs between the parties as a result of the contract, the prevailing party shall be entitled to recover reasonable attorney's fees and court costs for any such action.

At the discretion of the School Board, any proposer found in default of this agreement and/or any agreement resulting from this agreement, shall be removed from the proposal list for a period of no less than two years from the date of said default. Default under this agreement and/or any other agreement(s) in which the School Board has contracted with the proposer, may also, at the discretion of the School Board, result in termination of any other such agreement(s).

LIABILITY INSURANCE: Where proposers are required to enter or go on to School Board property to deliver materials or perform work or services as a result of a proposal award, the proposer assumes full duty, obligation and expense of obtaining all necessary licenses, permits and insurance. All proposers must comply with the insurance requirements as provided in the proposal documents.

SUBMISSION AND RECEIPT OF PROPOSALS:

a. Unless otherwise specified, proposers must use the form(s) furnished by the School Board. Failure to do so may cause the proposal to be rejected.
b. Original proposals shall include all required attachments and requested documentation.
c. Proposals shall be typewritten or completed in ink.
d. Proposals having erasures or corrections MUST be initialed by the proposer in ink.
e. Proposals must be signed in ink by an officer or employee having the authority to bind the company or firm.
f. The School Board will receive sealed proposals until the date and time indicated on the proposal cover. Proposals must be delivered to the Facilities & Construction Office at the stated address and will be opened at the stated time. The outside of all proposals must be clearly marked with the proposal name and opening date. Proposals received in unidentifiable envelopes are sent at the proposer's risk. Proposals received after the date and time of the proposal opening will be date stamped and returned to the proposer**. It will be the proposers' responsibility to get the proposal to the correct location on time.**
g. For purposes of evaluation, the proposer must indicate any variances from specifications, terms and/or conditions regardless of how slight. If variations are not stated in the proposal, it will be assumed that the product or service fully complies with the specifications, terms and conditions herein.
h. Conflict of interest: The award hereunder is subject to the provisions of Chapter 112, Florida Statutes. All proposers must disclose with their proposal the name of any officer, director or agent who is also an employee of the School Board. Further, all proposers must disclose the name of any School Board employee who owns directly or indirectly an interest in the proposer's firm and/or any affiliates thereof, in excess of 5%. Proposals not complying with the requirements of this section shall not be evaluated and shall be returned to the respective proposer.

SUBMITTAL OF A PROPOSAL: The submittal of a proposal shall constitute an irrevocable offer to contract with the School Board in accordance with the terms of said proposal. The offer may not be withdrawn or altered until or unless rejected or not accepted by the School Board except as provided below. Accuracy of all prices and statements contained in the

proposals is the responsibility of the proposer, and no change or cancellation thereof may be made. The Director of Facilities & Construction or designee reserves the right to ask the proposer for clarification. In addition, facilities staff will review the line-by-line prices. Accuracy of additions and extensions, brands and compliance with all instructions will be reviewed in order to ascertain that the offer is made in accordance with the terms of the Request for Proposal. School officials who find any errors in calculations will make adjustments and corrections. Proposers shall normally be held to their proposal but in the event of an error or if an obvious omission is discovered in a proposal document, proposers may request in writing the opportunity to withdraw their proposal. Proposers shall include in their written request sufficient evidence to document that the error or omission was unintentional. Actual original copies of working papers, calculations, etc., may be required at the Director of Facilities & Construction's discretion to support such a request.

PROPOSAL REJECTION: The School Board reserves the right to reject any and all proposals or parts thereof, and to request re-submission. The School Board further reserves the right to accept a proposal other than the lowest proposal, which in all other respects complies with the invitation to proposal and the proposal document, provided that, in the sole judgment and discretion of the School Board, the item offered at the higher proposal price has additional value or function, including, but not limited to: life cycle costing, product performance, quality of workmanship, or suitability for a particular purpose. Delivery dates, availability of item, or other such values or functions, may justify a difference in the price paid. All proposals shall be evaluated on all factors involved, including the foregoing price, quality, delivery schedules and the like. Purchase orders or contracts shall be awarded to the responsive and responsible proposer whose proposal is determined to be advantageous to the School Board, taking into consideration the factors set forth above and all other factors set forth in the request for proposal as "lowest or lowest and best proposal".

PROPOSAL CHANGES AFTER CLOSING TIME: Proposals may not be changed after the proposal closing time.

CORRECTIONS ON PROPOSALS: Erasures are not acceptable on proposals. If changes are necessary, strike out or draw a line through the incorrect price and write the correct price above. **The proposer must initial all changes.**

ACCEPTANCE OF PROPOSALS: The School Board shall be the sole judge as to the acceptability of any and all proposals and the terms and conditions thereof, without qualifications or explanation to proposers. In case of any difference of opinion as to the items to be furnished hereunder, the decision of the School Board shall be final and binding on both parties.

INDEMNITY: By submitting an RFP response, the Contractor agrees to indemnify and hold harmless the School Board, its officers and employees from liabilities, damages, losses and costs, including, but not limited to, reasonable attorneys' fees, to the extent caused by the negligence, recklessness, or intentional wrongful misconduct of the Contractor and persons employed or utilized by the vendor in the performance of its responsibilities pursuant to this RFP. It is expressly acknowledged that the Contractor is an independent Contractor and, as such, has no authority to act for or on behalf of the Board, or to bind the Board to any contract or in any other manner.

AUDIT PROCEDURES: Invoices submitted by the proposer shall be in sufficient detail for a proper pre-audit and post-audit thereof. The School Board reserves the right to audit prices of items and/or services provided.

FISCAL NON-FUNDING CLAUSE: In the event sufficient budgeted funds are not available, the Facilities & Construction Office shall notify the vendor of such occurrence and the contract shall terminate without penalty or expense to the School Board.

PROPOSAL/PURCHASE ORDER DENIAL: The Contractor certifies that it, or any affiliate obligated to perform under this agreement, is not in arrears for any obligations to the district, county, state or federal government or that otherwise may be deemed irresponsible or unreliable by the Director of Facilities & Construction.

NON-COLLUSION: By submission of the proposal, the proposer certifies that the proposal has been arrived at independently and submitted without collusion with any other proposer, and that the contents of the proposal have not been communicated by the proposer, nor by any one of its employees or agents, to any person not an employee or agent of the proposer or its surety on any bond furnished herewith, and will not be communicated to any person prior to the official opening of the proposal.

TIE ON UNIT PRICE OR PROPOSAL: Should there be a tie on either the unit price (if awarded on a per item basis), sections of the proposal (i.e.: building contracts, or proposals awarded by section) or the whole proposal ("all or none" proposals or service proposals), the deadlock will be decided upon using the following order:

a. Companies who certify they are a drug-free workplace.
b. Companies located in Hernando County, Florida.
c. Companies located in Florida.

d. The company receiving the larger dollar award on other items within the proposal.
e. All else being equal, a coin toss will be made to decide the award.

This does not preclude the possibility of splitting an order if it is in the best interest of the School Board.

ACCURACY OF PROPOSAL DOCUMENTS: Each proposer shall examine all requests for proposal documents and shall judge all matters relating to the adequacy and accuracy of such documents. Any inquiries, suggestions, disputes, or requests concerning interpretation, clarification or additional information pertaining to the invitation for proposal or award shall be made, in writing, to the Hernando County School Board Facilities & Construction Office. The Hernando County School Board shall not be responsible for oral interpretations given by a School Board employee, representative, or others. The issuance of a written addendum is the only official method whereby interpretation, clarification or additional information can be given. If any addenda are issued to this proposal, a good faith attempt will be made to deliver a copy of each to all prospective proposers who picked up forms or were sent an invitation for proposal. However, prior to submitting the proposal, it shall be the sole responsibility of each proposer to check www.publicpurchase.com to determine if addenda were issued and, if so, to obtain such addenda for attachment to the proposal.

TERMS AND CONDITIONS: No additional terms and conditions included with the proposal response shall be evaluated or considered. All such additional terms and conditions shall have no force and effect and are inapplicable to this proposal. If submitted either purposely through intent, design or inadvertently appearing separately in transmitted letters, specifications, literature, price estimates or warranties, it is understood and agreed that the general and special conditions in this proposal solicitation are the only conditions applicable to this proposal and the proposer's authorized signature affixed to the proposer certification page attests to this.

AWARD: The School Board reserves the right to waive minor variations to specifications, informalities, irregularities and technicalities in any proposals, to reject any and all proposals in whole or in part with or without cause, and/or to accept proposals that in its judgment will be the best low proposal meeting specifications and school needs and be in the best interest of the School Board. The School Board further reserves the right to make awards on a multiple, lump sum, or individual item basis or in any manner the School Board deems appropriate.

The School Board further reserves the right to be the final judge of what is considered equal and hold the RFP open for a 90-day period if award is not made on the date specified.

VENUE: The laws of the State of Florida shall govern this contract. Venue shall be in Hernando County, Florida and the sole and exclusive jurisdiction to resolve any disputes arising under the contract shall be in the county or circuit court for the Judicial Circuit in and for Hernando County, Florida.

COMPLIANCE WITH REGULATIONS: Federal, state, county, and local laws, ordinances, rules, and regulations that in any manner affect the items covered herein apply. Lack of knowledge by the proposer will in no way be a cause for relief from responsibility. The proposer shall have in their possession all applicable insurance, permits, licenses, etc., that may be required by federal, state, or county law to furnish services under the scope of this contract. The successful proposer must not be in violation of any zoning or other ordinances in the performance of this contract.

DISCLAIMER: Employees or representatives of the School Board act exclusively as agents for the administration of this agreement and are not personally or collectively liable for any performance or non-performance under this agreement and/or any agreement resulting from this agreement.

CONFLICT OF INTEREST: The award, hereunder, is subject to the provisions of Chapter 112, Florida Statutes. All proposers must disclose with their proposal, the name of any officer, director or agent who is also an employee of the School Board. Further, all proposers must disclose the name of any School Board employee who owns directly or indirectly an interest of five percent (5%) or more in the proposer's firm or any of its branches.

VARIANCE IN CONDITION: Any and all special conditions and specifications, mutually agreed upon and attached hereto that vary from the general conditions shall have precedence.

PUBLIC RECORDS: Florida law provides that municipal records shall at all times be open for personal inspection by any person (Public Records Law, Section 119.01, Florida Statutes). Information and materials received by the School Board in connection with an Invitation to proposal or Request for proposal response shall be deemed to be public records subject to public inspection upon award, recommendation for award, or 30 days after proposal opening, whichever occurs first. However, certain exemptions to the public records law are statutorily provided for in Section 119.07, Florida Statutes. If the proposer believes any of the information contained in his or her response is exempt from the Public Records Law, then the proposer must in his or her response, specifically identify the material which is deemed to be exempt and cite the legal authority for the exemption. The School Board's determination of whether an exemption applies shall be final, and the proposer agrees to defend, indemnify, and hold harmless the School Board and its officers, employees, and agents, against any loss or damages incurred by any person or entity as a result of the School Board's treatment of records as public records. Trade secrets are governed by Florida Statute Chapters 688 and 812. For the purchase of services, the proposer shall also comply with the following requirements of the Florida Public Records Law including: a) keeping and maintaining public records that ordinarily and necessarily would be required by the School Board in order to perform the service; b) providing the public with access to public records on the same terms and conditions that the School Board would provide the records and at a cost that does not exceed the cost provided in this chapter or as otherwise provided by law; c) ensuring that public records that are exempt or confidential and exempt from public records disclosure requirements are not disclosed except as authorized by law; and d) meeting all requirements for retaining public records and transfer, at no cost, to the School Board all public records in possession of the proposer upon termination of the agreement and destroy any duplicate public records that are exempt or confidential and exempt from public records disclosure requirements. All records stored electronically must be provided to the School Board in a format that is compatible with the information technology systems of the School Board.

For questions regarding the contractor's duty to provide public records relating to this contract or the application of Chapter 119 Florida Statutes contact The Hernando County School Board, Florida at (352) 797-7000; www.hernandoschools.org/publicrecords; or 919 North Broad Street, Brooksville, FL 34601.

CONFIDENTIAL, PROPRIETARY OR TRADE SECRET MATERIAL: If the proposer considers any portion of the documents, data or records submitted in response to this solicitation to be confidential, trade secret or otherwise not subject to disclosure pursuant to Chapter 119 Florida Statutes, the Florida Constitution or other authority, the proposer must also simultaneously provide the HCSB with a separate redacted copy of its response. The redacted copy shall contain the HCSB's solicitation name, number, and the name of proposer on the cover, and shall be clearly titled "Redacted Copy." The Redacted Copy shall be provided to the HCSB at the same time proposer submits its response to the solicitation and must only exclude or obliterate those exact portions which are claimed confidential, proprietary, or trade secret.

a. Proposer shall be responsible for defending its determination that the redacted portions of its response are confidential, trade secret or otherwise not subject to disclosure. Further, proposer shall protect, defend and indemnify the HCSB for any and all claims from or relating to proposers determination that the redacted portions of its response are confidential, proprietary, trade secret or otherwise not subject to disclosure.
b. If the proposer fails to submit a Redacted Copy with its response, the Department is authorized to produce the entire documents, data or records submitted by proposer in response to a public records request for these records.

PURCHASE BY OTHER PUBLIC AGENCIES: With the consent and agreement of the Contractor(s), purchases may be made under this proposal by other governmental agencies within the State of Florida. Such purchases shall be governed by the same terms and conditions as stated herein.

Brian Ragan
Director of Facilities & Construction

INSURANCE REQUIREMENTS

Contractor's Liability Insurance

The insurance required shall be written for not less than any limits of liability required by law or those set forth below, whichever is greater, and shall include contractual liability insurance as applicable to the Contractor's obligations under and in conformance to the following sections:

1. "In consideration of $10.00 and other good and valuable considerations, the Contractor agrees to indemnify and save harmless the owner from all suits and actions and all costs and damage to the person or property of another resulting from the performance of the work, or by any Subcontractor to anyone directly or indirectly employed by either of them. The limit of the Contractor liability shall be the limits of liability as stated in the liability insurance policies covering this contract.

2. Certificates of Insurance for each policy shall be transmitted to the Contractor for forwarding to the owner, and any document found to be incomplete or not according to the proper form will be returned as being unsatisfactory. The prescribed form of Certificate of Insurance shall be the AIA Document G705, or other similar form approved by the owner. Coverage cannot be canceled without thirty (30) days' prior Notice to Owner.

3. The Contractor shall purchase and maintain the following minimum insurance from a company or companies properly licensed in the State of Florida and rated A-IX or better by A.M. Best Company and against which the owner will entertain no reasonable objection.

4. Workers' Compensation Insurance: The Contractor shall provide and maintain, during the life of this contract, adequate Workers' Compensation Insurance in accordance with the laws of the State of Florida for all his employees at the site of the project, and if any part of the work is sublet, the contract shall require each of the Subcontractors to maintain such insurance for all of their employees who will be so engaged, unless the Subcontractors' employees are protected by the principal Contractor's Workers' Compensation insurance. All persons employed directly and indirectly on the project site by the Contractor and his/her Subcontractors shall be adequately protected by Workers' Compensation Insurance. The Contractor shall provide employer's liability coverage as part of the Workers' Compensation Insurance with minimum limit of $100,000. Coverage shall be in compliance with statutory limitations in Chapter 440, **Florida Statutes**.

5. Comprehensive Automobile Liability: per person/per occurrence.
   Coverage shall apply (to ALL VEHICLES owned, rented, or used by the Contractor) for the following limits:
   a. Bodily Injury Liability - per person $250,000
      - per occurrence $500,000
   b. Property Damage Liability - per occurrence $250,000
   c. Special Insurance - as required by railroads or others

6. Comprehensive General Liability:
   a. Bodily injury, personal injury, and property damage at $1,000,000 per incident or occurrence and $1,000,000 per claimant.
   b. Blanket Contractual to include comprehensive general liability, products and completed operations liability, and contractual liability.

7. Contingent Liability:
   a. The Contractor shall produce, pay for, and maintain such insurance as will protect the owner from his contingent liability for damages, for injury to the person or property of another which may arise from the operations of all Subcontractors under this Contract. Contractor shall provide Owner's and Contractor's protective liability. The limits of coverage shall be the same as the Contractor's Comprehensive General Liability. The Contractor shall furnish to the owner a letter from Contractor's insurance agent, certifying that the Contractor does carry valid Contractor's Contingent Liability Insurance.

8. Insurance certificates regarding liability coverages, as required by the Contract Documents, shall name Owner as additional insured and shall be provided upon request.

9. Contractor and Subcontractors will be responsible for insurance on their tools and equipment.

1 OVERVIEW

1.1 **Purpose:** The Hernando County School Board, Florida, is seeking proposals from appraisal firms to provide appraisals in Hernando County, Florida for the acquisition of future schools and support facilities, and also for the sale of existing School Board real property.

The recommended award will be to the most qualified firm(s) as determined by an evaluation committee. The final award will be based on School Board approval.

1.2 **Definition:** In this document "Contractor" refers to the successful bidder and "Hernando County School Board" or "HCSB" refers to the owner.

1.3 **District Profile:** The HCSB is located in Hernando County, Florida and serves over 23,000 students. There are currently approximately 3,100 full and part-time employees.

Hernando County, Florida has a total population estimated at 405,000 persons. There are over 472 square miles of land within Hernando County.

2 SCOPE OF SERVICES

The HCSB is seeking proposals from firms to provide appraisals in Hernando County, Florida for the acquisition of property for future schools and support facilities, and also for the sale of existing School Board real property. A maximum of three (3) property appraisal firms will be recommended to the Board. These firms will be used in rotational order by the Facilities & Construction Office.

2.1 **Requirements**: The Contractor shall, on an as needed basis, provide support to the HCSB in performing the following responsibilities:

2.1.1 Establishing the Fair Market Value of various properties in Hernando County, with these considerations:

2.1.1.1 School sites consisting of an aggregation of two (2) or more small tracts, contiguous and with the same highest and best use, will be considered as single, primary site.

2.1.1.2 A single tract consisting of multiple highest and best uses will be considered as separate sites; however, the valuation of such a site may be presented in one (1) appraisal report.

2.1.1.3 The appraiser should apply any appropriate discounts for the bulk purchase of multiple highest and best use parcels from one (1) seller.

2.1.1.4 Appraisals are to consider potential density transfers from wetlands, as allowed by law. However, an appraisal should not consider wetlands as developable lands with no adjustments for mitigation costs, filling, permitting, etc. Appraisers must carefully consider all legal, physical, and economic issues before attributing any value to wetlands.

Time is of the essence in most appraisals. All firms will be required to notify the District's representative, at the time of call-out, if a thirty (30)-day lead-time for delivery of the final report cannot be met. If this lead time cannot be met, the District reserves the right to utilize the services of the next supplier in the rotational order. Any firm declining a School Board project, or which cannot meet a thirty (30)-day lead-time, must so state in writing to the Facilities & Construction Office. A firm declining more than three (3) projects in any year of the contract is subject to being dropped from the rotational order.

3 EVALUATION OF PROPOSALS

3.1 The HCSB expects to consider responses from Proposers who meet the following minimum standards:

3.1.1 Willingness to configure the program to meet the requirements of the HCSB.

3.1.2 Ability to integrate all of the requested criteria.

3.1.3 Documented successful experience in the provision of scope of services contained herein for clients of similar scope and size.

3.1.4 Contact person(s) based in the Hernando County area readily available to service the HCSB on a day-to-day basis. The HCSB reserves the right to approve the contact person(s).

3.1.5 Meet the requirements as outlined in Section 8.3 “Minimum Qualifications/Experience”.

3.1.6 Ability to complete the expected contract term in full compliance with this RFP.

3.2 The following factors will be considered when evaluating proposals. The maximum points designated to each section of the proposal are:

3.2.1 **Experience:** List the government agencies for which your company has provided services in the last five (5) years. List the commercial appraisals your company has performed in the past five (5) years which have been valued in excess of $500,000. Indicate how many years your company has been doing business under its current name and current structure. Provide any additional information regarding your company’s business structure or organization which you feel may help the District understand your experience more fully. **(20 points)**

3.2.2 **Qualifications:** List the names, credentials, and experience of any staff who may be assigned to produce an appraisal under this contract. **(10 points)**

3.2.3 **Demonstrated Knowledge of the Hernando County Market:** Discuss the experience your firm has had in the last ten (10) years with appraisals that conform to the uniform standard of professional appraisal practices in the Hernando County, Florida market. Provide a list and location of applicable appraisals, the entity for which the appraisal was performed, the date of service, and the assessed value of the property. Also describe appraisals of unimproved or improved real property to be sold by a local government. **(25 points)**

3.2.4 **References**: Indicate the length of time the Proposer’s firm has been in business under the current name. Provide three (3) references (preferably governmental) of projects at institutions of comparable size and complexity as the HCSB for whom you have provided similar services. Use form provided on page 14, Section 10. Include name of customer, address, contact name, telephone numbers (including fax number), and email address. Do not include the Hernando County School Board on this list. Please include only references within the last thirty-six (36) months. **(5 points)**

The HCSB reserves the right to contact any and all references and to obtain, without limitation, information on the Proposer’s performance on the listed jobs.

3.2.5 **Quality of Sample Report:** Provide a sample appraisal report by your firm in the past two years. The best sample will have been for real property similar to sites considered by and completed by staff that may be selected to perform for HCSB appraisals. **(15 points)**

3.2.6 **Price/Fees for Services:** This is the expected amount your firm would be compensated for services provided to the HCSB. **(25 points)**

3.3 The award will be made to the Contractor(s) submitting the proposal that best meets the HCSB's specifications and requirements.

3.4 The HCSB intends to have a committee review the proposals and make a recommendation to the HCSB on a firm or firms to provide the services stated within this RFP. The HCSB may negotiate with the selected firm(s) to create a contract for approval by the HCSB. If the HCSB is unable to reach acceptable terms with the higher ranked firm(s), the HCSB may seek to reach acceptable terms with the next highest ranked firm(s) and recommend a contract with that firm(s).

4 ANTICIPATED TIME LINE

April 30, 2020	RFP is Issued
Prior to 1:00 P.M. May 18, 2020	Written Questions Due
May 21, 2020	Addendum Issued (if required) in Response to Questions
Prior to 1:00 P.M. May 29, 2020	Proposal Due Date and Time
June 1, 2020 1:00 P.M.	Distribution of Proposals to Committee Members
June 1, 2020 through June 5, 2020	Individual Committee Member Review of Proposals
TBA	Final Committee Meeting
June 19, 2020	Posting of Recommendations for Award
TBA	School Board Award of Proposal

5 PROPOSAL SUBMISSION FORMAT AND INFORMATION THAT MUST BE SUBMITTED

In order to maintain comparability and consistency in review and evaluation of responses, all proposals shall be organized as specified below. Avoid any elaborate promotional materials and provide only information that is required. All supporting materials should clearly reference the portion of the RFP to which they pertain. Please submit one (1) original along with four (4) exact duplicates. Proposals not meeting the requirements below may be determined to be non-responsive. Non-responsive proposals will receive no further consideration.

5.1 **Table of Contents**: Clearly outline and identify the material and responses by tab and page number. Outline in sequential order the major areas of the proposal, including enclosures. All pages must be consecutively numbered and correspond to the table of contents.

5.2 **Tab 1 - Cover Letter**: Provide a cover letter indicating your firm's understanding of the requirements/scope of services of this specific proposal. Clearly demonstrate your firm's familiarity with the requested services. The letter must be a brief formal letter from the Proposer that provides information regarding the firm's interest in and ability to perform the requirements of this RFP. A person who is authorized to commit the Proposer's organization to perform the services included in the proposal must sign the letter. Indicate the representative authorized to resolve disputes in the event a dispute occurs or a clarification of minor contract terms becomes necessary. Please provide a list of all persons authorized to give presentations for the Proposer. Please provide name, title, address, telephone numbers (including fax) and email address. Include the following form:

5.2.1 Proposal Certification Page 1 (executed)

5.3 **Tab 2 – Qualifications**: Summarize the qualifications of the firm including the licensers and credentials of the firm's principals and the firm's members being proposed to work on HCSB projects. Include the resumes of the key personnel and expand on their experience in the capacity they will be serving. Indicate MAI or SRPA designations if applicable. Where the project team includes subcontractors, qualifications of the proposed subcontractors shall also be provided. Work will not be assigned to subcontractors without written approval from the HCSB.

5.4 **Tab 3 – Company Info/References**: See Section 8, Item 8.4. Indicate the length of time the Proposer's firm has been in business under the current name. Provide three (3) references of projects at institutions of comparable size and complexity as the HCSB for whom you have provided similar services. Use form provided on page 14, Section 10. Include name of customer, address, contact name, telephone numbers (including fax number), and email address. Please include only references within the last thirty-six (36) months.

The HCSB reserves the right to contact any and all references and to obtain, without limitation, information on the Proposer's performance on the listed jobs.

5.5 **Tab 4 - Scope of Services**: The Proposer must acknowledge agreement with the specific requirements of the items in Section 2. Summarize your approach and understanding of the services and any special considerations of which the HCSB should be aware. Also describe appraisals of unimproved or improved real property to be sold by a local government

5.6 **Tab 5 – Pricing**: Complete Section 9, Proposal Form. Firm shall provide compensation amount as indicated by type of transaction. The HCSB reserves the right to negotiate all pricing to include compensation method submitted with the RFP.

5.7 **Tab 6 – Customer Support Services**: Explain your firm's policy regarding quality assurance/quality control.

5.8 **Tab 7 – Sample Appraisal Report:** Insert a sample appraisal report.

5.9 **Tab 8 – Appendices**: The content of this tab is left to the Proposer's discretion. However, the Proposer should limit materials included here to those that will be helpful to the HCSB in understanding the services provided for this specific contract.

6 INSTRUCTIONS TO PROPOSER

6.1 All proposals must be prepared and submitted in accordance with the instructions provided in this RFP. Each proposal received will be reviewed to determine if the proposal is responsive to the submission requirements outlined in the RFP. A responsive proposal is one that follows the requirements of the RFP, includes all documentation, supporting exhibits, is of timely submission and has the appropriate signatures as required on each document. Failure to comply with these requirements may deem your proposal non-responsive.

6.2 The Facilities & Construction Office of the HCSB is responsible for coordinating the issuance and award of the RFP. All communications during the RFP process must be directed to the contact listed below. Communication with any other HCSB employee or any member of the Evaluation Committee will be cause for disqualification from the RFP process. **Any Proposer in doubt as to the true meaning of any part of this RFP or related documents may submit a written request by email or fax for clarification to the Director of Facilities & Construction at the address indicated below prior to 1:00 p.m., May 18, 2020.**

6.2.1 The request must contain the Contractor's name, address, telephone number, facsimile number, and email address.

6.2.2 Prior to submitting the proposal, it shall be the sole responsibility of each proposer to determine if addenda were issued and, if so, to download such addenda from Public Purchase for attachment to the proposal.

6.2.3 After thoroughly reading this RFP, Proposers may direct questions, in writing or email only to:

Brian Ragan, Director
Facilities & Construction Office
The Hernando County School Board, Florida
8016 Mobley Road
Brooksville, FL 34601
Fax: 352-797-7150
E-mail: ragan_b@hcsb.k12.fl.us

6.3 The HCSB will issue responses to inquiries and any other corrections or amendments it deems necessary in written addenda issued prior to the proposal due date. Proposers should not rely on any statements other than those made in this RFP or in any addendum to this RFP. Where there appears to be a conflict between the RFP and any addenda issued, the last addendum issued will prevail. All addenda will be posted and disseminated by Public Purchase (www.publicpurchase.com).

6.4 Four (4) unbound copies plus the original, for a total of five (5) proposals, are to be submitted in sealed envelopes, which bear the name, address and telephone number of the Provider and marked "RFP #17-0282 Real Estate Appraisal Services." (use label provided on first page of RFP)

6.5 The HCSB will receive sealed proposals until the date and time indicated on this proposal cover. Proposals must be delivered to the Facilities & Construction Office at the stated address and will be recorded at the stated time. Proposals must be delivered in sealed envelopes, clearly marked on the outside, as to: proposal name, proposal number and opening date (use label provided on first page of Proposal). Proposals received in unidentifiable envelopes are sent at the Proposer's risk. Proposals received after the date indicated on the proposal cover will be date stamped received and returned to the Proposer. It will be the Proposer's responsibility to get the proposal to the correct location and on time. Please note that the official clock, for the purpose of receiving proposals, is located in the Facilities & Construction Office.

6.6 An officer of the company who is legally authorized to enter into a contractual relationship in the name of the Proposer must sign the proposal.

7 GENERAL TERMS AND CONDITIONS

7.1 The HCSB may, at its sole and absolute discretion, reject any and all, or parts of any and all proposals; re-advertise this RFP; postpone or cancel, at any time, this RFP process; or waive any irregularities in this RFP or in the proposals received as a result of this RFP. The HCSB also reserves the right to request clarification of information from any proposer.

7.2 All expenses involved with the preparation and submission of proposals to the HCSB, or any work performed in connection therewith, shall be borne by the Proposer. No payment will be made for any responses received, any other effort required of or made, or expenses incurred, by the Proposer.

7.3 The HCSB may require Proposers to give oral presentations in support of their proposal or to exhibit capabilities to support their proposal. Proposers will be notified of the date(s) and time(s) of any such oral presentations, if needed.

7.4 Time is of the essence in most appraisals. All firms will be required to notify the District's representative, at the time of call-out, if a thirty (30)-day lead-time for delivery of the final report cannot be met. If this lead time cannot be met, the District reserves the right to utilize the services of the next supplier in the rotational order. Any firm declining a School Board project, or which cannot meet a thirty (30)-day lead-time, must so state in writing to The Facilities & Construction Office. A firm declining more than three (3) projects in any year of the contract is subject to being dropped from the rotational order.

7.5 All engineering data, maps, plans, specifications, drawings, or other School District-furnished property shall remain the exclusive property of the District. The proposer agrees that such School District property will be used for no purpose other than for work for the District under this RFP.

7.6 For each appraisal, it is required that the firm send the Board's designated representative an electronic draft report prior to issuance of the final report. The District will require a final two (2) bound and certified originals, plus one electronic .pdf file.

7.7 This RFP and the related responses of the selected Contractor will constitute the basis of the formal contract between the Contractor and the HCSB. No modification of this RFP except by addendum issued by the HCSB shall be binding on the HCSB.

7.8 No additional terms and conditions included with the RFP response shall be evaluated or considered and any and all such additional terms and conditions shall have no force and effect and are not applicable to this RFP. If submitted either purposely through intent or design or inadvertently appearing separately in transmitted letters, specifications, literature, price estimates or warranties, it is understood and agreed the conditions in this RFP solicitation are the only conditions applicable to this RFP and the Provider's authorized signature affixed to the RFP acknowledgement form attests to this.

7.9 The awards made pursuant to this RFP are subject to the provisions of Chapter 112, Florida Statutes. All proposers must disclose with their proposal the name of any officer, director or agent who is also an employee of the HCSB. Further, all proposers must disclose the name of any HCSB employee who owns, directly or indirectly, an interest of five percent or (5%) more in the Proposer's firm or any of its branches/subsidiaries.

7.10 Should any Provider fail to enter into a contract on the basis of the proposal submitted by said Provider, Provider acknowledges that Provider shall be liable to HCSB for any increased costs incurred by HCSB in obtaining from another provider the same services which are the subject of this proposal.

7.11 The contract terms and conditions stipulated in this Request For Proposal are those desired by the HCSB and preference will be given to those proposals in full or substantial compliance therewith.

7.12 No Proposer may withdraw his or her submittal for a period of 120 days after the date of opening.

8 SPECIAL PROVISIONS

8.1 **Contract Term/Option to Renew**: The initial term of the contract shall be for a three (3) year period following School Board approval.

8.1.1 Anticipated commencement of this contract is June 10, 2020 (tentative).

8.1.2 This contract may be renewed for two (2) additional one (1) year periods provided all terms and conditions remain unchanged and in full force and effect. The option to renew, if exercised, will be executed in the form of a renewal letter, to be issued not sooner than one-hundred twenty days (120) prior to expiration of this contract, nor later than the final day of the contract period. This option to renew requires the mutual agreement of both parties.

8.1.3 It is understood and agreed that this contract may be renewed under the same terms, conditions and specifications governing the original contract, and any request for a change in the contract conditions shall be interpreted as a request not to renew the contract at the end of the current contract period.

8.1.4 Nothing in the proposal shall create, nor shall the contract provide, any obligation on the part of HCSB to use the Proposer for any specific amount of projects or services. The HCSB at all times retains the right to terminate the agreement pursuant to section 8.2.

8.2 **Contract Termination**: The HCSB shall have the right at any time and at all times to terminate this agreement with or without cause, upon written notice of such termination provided not less than 30 days prior to the date that such termination is to be effective, or with such lesser notice as the HCSB may deem appropriate under the circumstances. Such right to terminate this contract without cause is hereby reserved by and to HCSB. In the event HCSB shall elect to terminate this contract without cause, HCSB shall compensate the Contractor for all work and services provided or supplied prior to the date of termination. In the event that an advance notice of termination is given, the Contractor agrees to abide and perform all covenants and provisions of this contract until the date of the termination specified in the written notice of termination. The Contractor shall have no further rights, and HCSB shall have no further obligation to the Contractor subsequent to the date of termination of this contract as specified in the written notice.

8.3 **Minimum Qualifications/Experience**: Contractor shall provide documentation of applicable license and certification as indicated below. The HCSB reserves the right to request documentation at any time during the contract period. The following are minimum qualifications of the successful Contractor:

8.3.1 The existing proposing firm must have been owned or operated by the Proposer for the minimum of the most recent three (3) years. The Proposer's firm must have three (3) or more years' experience as an appraiser.

8.3.2 Documentation of Florida State Certified Real Estate Appraiser license.

8.3.3 Knowledge and experience working in the Hernando County market.

8.4 **References**: Please provide three (3) references of projects at institutions of similar size and complexity as Hernando County School District for whom the Proposer's firm has provided similar services. The Proposer shall complete the Reference Form, Section 10. Include name of customer, address, contact name, telephone numbers (including fax number), and email address. Please include only references within the last thirty-six (36) months. The HCSB may contact these references during the evaluation process. HCSB may utilize information from other references on a Proposer's capability to determine performance history.

8.5 **Contractor's Personnel**: Contractor's staff is to present a professional appearance. Personnel shall be neat, clean, well groomed, properly uniformed and conduct themselves in a respectable and courteous manner while performing duties and while at any HCSB facility.

8.5.1 Qualifications of new people working under this contract will be submitted to the HCSB in writing for approval prior to them conducting any service under this contract. Submit list of all employees that will be working under the current contract and any intention for additional personnel, and back-up personnel for each function.

8.5.2 Effective September 1, 2005, in order to be in compliance with the Jessica Lunsford Act, contractors meeting any of the three criteria listed below will be required to be Level II fingerprinted and screened by our Safety and Security Department which consists of FDLE/FBI search. Criteria:

Be at school when students are present, or
Have direct contact with students, or
Have access to or control of school funds.

If you have no personnel who meet any of the three criteria, the law does not apply to you; therefore, you do not need to take action. There is a fingerprinting fee associated with these procedures.

8.6 **Conflict of Interest:** The Proposer or Proposer's firm cannot submit its own offer or proposal for HCSB property or broker its own property to HCSB while retained by HCSB.

8.7 **Covenant Against Contingent fees:** The Proposer warrants that no person or selling agency has been employed or retained to solicit or secure this Contract upon an agreement or understanding for a commission, percentage, brokerage, or contingent fee, excepting bona fide employees or bona fide established commercial or selling agencies maintained by the Proposer for the purpose of securing business. For breach or violation of this warranty, HCSB shall have the right to annul this Contract without liability or at its discretion, to deduct from the contract price or consideration, or otherwise recover, the full amount of such commission, percentage, brokerage, or contingent fee.

Questions related to this bid should be directed to Brian Ragan, Director of Facilities & Construction via e-mail at ragan_b@hcsb.k12.fl.us.

9 PRICE SHEET

9.1 Appraisal fee, based on highest and best use:

	Per Site
Vacant – Agricultural/Low-Density Residential <= 50 acres	$_____
Vacant – Agricultural/Low-Density Residential > 50 acres	$_____
Vacant – High Density Residential <= 50 acres	$_____
Vacant – High Density Residential > 50 acres	$_____
Vacant – Commercial <= 50 acres	$_____
Vacant Commercial > 50 acres	$_____

9.2 Appraisal fee, based on highest and best use:

	Per Site
Improved -- <= 10 acres and <= 10,000 square foot improved	$_____
Improved -- > 10 acres and <= 10,000 square foot improved	$_____
Improved -- <= 10 acres and > 10,000 square foot improved	$_____
Improved -- > 10 acres and > 10,000 square foot improved	$_____

COMMERCIAL REFERENCES

Company Name: _____

Experience: _____

Indicate below the number of years (minimum of three years) the existing proposing company owned or operated by proposer has been in business providing real estate appraisal services operating as the same legal entity prior to submitting proposal:

Number of months/years: _____

All proposers must have performed verifiable work providing real estate appraisal services as specified herein, within the most recent thirty-six (36) month period of time. Three (3) commercial references of comparable scope are required (preferably governmental).

1. Company Name: _____
   Location of Service: _____
   Dates services were provided: _____
   Type of service provided: _____
   Contact Person: _____
   Title: _____ Telephone ( )
   Email Address: _____ Fax ( )

2. Company Name: _____
   Location of Service: _____
   Dates services were provided: _____
   Type of service provided: _____
   Contact Person: _____
   Title: _____ Telephone ( )
   Email Address: _____ Fax ( )

3. Company Name: _____
   Location of Service: _____
   Dates services were provided: _____
   Type of service provided: _____
   Contact Person: _____
   Title: _____ Telephone ( )
   Email Address: _____ Fax ( )

The School District of Hernando County, Florida
FACILITIES & CONSTRUCTION DEPARTMENT
8016 Mobley Road
Brooksville, FL 34601
Phone: (352) 797-7050

HERNANDO SCHOOL DISTRICT
Learn it. Love it. Live it.

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

June 12, 2025

RE: Bid # **9009-310-2001 Continuing Real Estate Appraisal Services**

Dear Ms. Barry,

The above-mentioned contract is set to expire on June 29, 2025. The Hernando County School District wishes to extend this contract for a period, not to exceed six (6) months, per Florida Statute 287.057(13), with your mutual consent.

If agreeable, the contract will be extended until December 29, 2025. All original terms, conditions, specifications, and pricing shall apply through the extension period.

If Integra Realty Resources-Tampa Bay agrees to this extension period, please indicate below, sign, date and return this form by **July 9, 2025**. To expedite, please email to gutierrez_e@hcsb.k12.fl.us . Your prompt attention to this matter is greatly appreciated.

☒ **YES**, Integra Realty Resources-Tampa Bay agrees to extend the contract Bid # 9009-310-2001 Continuing Real Estate Appraisal Services until December 29, 2025. All original terms, conditions, specifications, and pricing shall apply through the extension period.

☐ **NO**, Integra Realty Resources-Tampa Bay does NOT agree to extend contract Bid # 9009-310-2001 Continuing Real Estate Appraisal Services.

In addition, we require the following documentation:

☒ Completed Certificate of Insurance

☒ Completed Affidavit Regarding the Use of Coercion for Labor and Services (attached)

Authorized Signature:

Kendra Barry	Senior Managing Director
Name (Print)	Title
K Barry	06/16/2025
Authorized Signature	Date

We look forward to our continued working relationship with Integra Realty Resources-Tampa Bay.

Sincerely,

Brian Ragan, Director of facilities & Construction

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.

State of Florida

Affidavit Regarding the Use of Coercion for Labor and Services

Respondent Vendor Name: Realty Valuation Advisors dba Integra Realty Resources-Tampa Bay

Vendor FEIN: 593351207

Vendor's Authorized Representative Name and Title: Kendra Barry Senior Managing Director

Address: 550 N Reo St Suite 220

City: Tampa State: FL ZIP: 33609

Phone Number: 813-287-1000 x 110

Email Address: tampabay@irr.com

Section 787.06(13), Florida Statutes requires all nongovernmental entities executing, renewing, or extending a contract with a governmental entity to provide an affidavit signed by an officer or representative of the nongovernmental entity under penalty of perjury that the nongovernmental entity does not use coercion for labor or services as defined in that statute.

The Hernando County School District, Florida is a governmental entity for purposes of this statute.

As the person authorized to sign on behalf of Respondent, I certify that the company identified does not:

- Use or threaten to use physical force against any person;
- Restrain, isolate, or confine or threaten to restrain, isolate, or confine any person without lawful authority and against her or his will;
- Use lending or other credit methods to establish a debt by any person when labor or services are pledged as a security for the debt, if the value of the labor or services as reasonably assessed is not applied toward the liquidation of the debt, the length and nature of the labor or services are not respectively limited and defined;
- Destroy, conceal, remove, confiscate, withhold, or possess any actual or purported passport, visa, or other immigration document, or any other actual or purported government identification document, of any person;
- Cause or threaten to cause financial harm to any person;
- Entice or lure any person by fraud or deceit; or
- Provide a controlled substance as outlined in Schedule I or Schedule II of s. 893.03 to any person for the purpose of exploitation of that person.

Under penalties of perjury, I declare that I have read the foregoing document and that the facts stated in it are true.

By: K Barry
AUTHORIZED SIGNATURE

Print Name and Title: Kendra Barry Senior Managing Director

Date: 06-13-2025

Approved as to Content & Form
Caroline Mocker, Esq.
Staff Counsel, HCSD
8:46 am, 04/25/2025

The School District of Hernando County, Florida
FACILITIES & CONSTRUCTION DEPARTMENT
8016 Mobley Road
Brooksville, FL 34601
Phone: (352) 797-7050

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

June 12, 2025

RE: Bid # **9009-310-2001 Continuing Real Estate Appraisal Services**

Dear Mr. Talley,

The above-mentioned contract is set to expire on June 29, 2025. The Hernando County School District wishes to extend this contract for a period, not to exceed six (6) months, per Florida Statute 287.057(13), with your mutual consent.

If agreeable, the contract will be extended until December 29, 2025. All original terms, conditions, specifications, and pricing shall apply through the extension period.

If Lee Pallardy, Inc. agrees to this extension period, please indicate below, sign, date and return this form by **July 9, 2025**. To expedite, please email to gutierrez_e@hcsb.k12.fl.us . Your prompt attention to this matter is greatly appreciated.

☒ **YES**, Lee Pallardy, Inc. agrees to extend the contract Bid # 9009-310-2001 Continuing Real Estate Appraisal Services until December 29, 2025. All original terms, conditions, specifications, and pricing shall apply through the extension period.

☐ **NO**, Lee Pallardy, Inc. does NOT agree to extend contract Bid # 9009-310-2001 Continuing Real Estate Appraisal Services.

In addition, we require the following documentation:

☒ Completed Certificate of Insurance

☒ Completed Affidavit Regarding the Use of Coercion for Labor and Services (attached)

Authorized Signature:

James M. Talley, Jr.
Name (Print)

Vice President
Title

Authorized Signature

June 12, 2025
Date

We look forward to our continued working relationship with Lee Pallardy, Inc.

Sincerely,

Brian Ragan, Director of facilities & Construction

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.

State of Florida

Affidavit Regarding the Use of Coercion for Labor and Services

Respondent Vendor Name: Lee Pallardy, Inc.

Vendor FEIN: 59-2552672

Vendor's Authorized Representative Name and Title: James. M. Talley, Jr. Vice President

Address: 609 East Jackson Street, Suite 200

City: Tampa State: Florida ZIP: 33602

Phone Number: (813) 221-3700 x 306

Email Address: jtalley@leepallardyinc.com

Section 787.06(13), Florida Statutes requires all nongovernmental entities executing, renewing, or extending a contract with a governmental entity to provide an affidavit signed by an officer or representative of the nongovernmental entity under penalty of perjury that the nongovernmental entity does not use coercion for labor or services as defined in that statute.

The Hernando County School District, Florida is a governmental entity for purposes of this statute.

As the person authorized to sign on behalf of Respondent, I certify that the company identified does not:

- Use or threaten to use physical force against any person;
- Restrain, isolate, or confine or threaten to restrain, isolate, or confine any person without lawful authority and against her or his will;
- Use lending or other credit methods to establish a debt by any person when labor or services are pledged as a security for the debt, if the value of the labor or services as reasonably assessed is not applied toward the liquidation of the debt, the length and nature of the labor or services are not respectively limited and defined;
- Destroy, conceal, remove, confiscate, withhold, or possess any actual or purported passport, visa, or other immigration document, or any other actual or purported government identification document, of any person;
- Cause or threaten to cause financial harm to any person;
- Entice or lure any person by fraud or deceit; or
- Provide a controlled substance as outlined in Schedule I or Schedule II of s. 893.03 to any person for the purpose of exploitation of that person.

Under penalties of perjury, I declare that I have read the foregoing document and that the facts stated in it are true.

By: _____
AUTHORIZED SIGNATURE

Print Name and Title: James M. Talley, Jr. Vice President

Date: June 12, 2025

Approved as to Content & Form
Caroline Mocker, Esq.
Staff Counsel, HCSD
8:46 am, 04/25/2025

The School District of Hernando County, Florida
FACILITIES & CONSTRUCTION DEPARTMENT
8016 Mobley Road
Brooksville, FL 34601
Phone: (352) 797-7050

HERNANDO SCHOOL DISTRICT

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Board Members: Michelle Bonczek
Susan Duval
Kayce Hawkins

June 12, 2025

RE: Bid # **9009-310-2001 Continuing Real Estate Appraisal Services**

Dear Mr. Tolle,

The above-mentioned contract is set to expire on June 29, 2025. The Hernando County School District wishes to extend this contract for a period, not to exceed six (6) months, per Florida Statute 287.057(13), with your mutual consent.

If agreeable, the contract will be extended until December 29, 2025. All original terms, conditions, specifications, and pricing shall apply through the extension period.

If Tolle Appraisal Service, Inc. agrees to this extension period, please indicate below, sign, date and return this form by **July 9, 2025**. To expedite, please email to gutierrez_e@hcsb.k12.fl.us . Your prompt attention to this matter is greatly appreciated.

☒ **YES**, Tolle Appraisal Service, Inc. agrees to extend the contract Bid # 9009-310-2001 Continuing Real Estate Appraisal Services until December 29, 2025. All original terms, conditions, specifications, and pricing shall apply through the extension period.

☐ **NO**, Tolle Appraisal Service, Inc. does NOT agree to extend contract Bid # 9009-310-2001 Continuing Real Estate Appraisal Services.

In addition, we require the following documentation:

☒ Completed Certificate of Insurance

☒ Completed Affidavit Regarding the Use of Coercion for Labor and Services (attached)

Authorized Signature:

HUGH E. TOLLE PRESIDENT

Name (Print) — Title

Authorized Signature — 6/17/25 Date

We look forward to our continued working relationship with Tolle Appraisal Service, Inc.

Sincerely,

Brian Ragan, Director of facilities & Construction

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.

State of Florida

Affidavit Regarding the Use of Coercion for Labor and Services

Respondent Vendor Name: TOLLE APPRAISAL SERVICE, INC.

Vendor FEIN: 59-2860718

Vendor's Authorized Representative Name and Title: HUGH E. TOLLE, PRES.

Address: 835 NE HIGHWAY 19

City: CRYSTAL RIVER State: FLA ZIP: 34429

Phone Number: 352/563-0222

Email Address: tolleappraisal@hotmail.com

Section 787.06(13), Florida Statutes requires all nongovernmental entities executing, renewing, or extending a contract with a governmental entity to provide an affidavit signed by an officer or representative of the nongovernmental entity under penalty of perjury that the nongovernmental entity does not use coercion for labor or services as defined in that statute.

The Hernando County School District, Florida is a governmental entity for purposes of this statute.

As the person authorized to sign on behalf of Respondent, I certify that the company identified does not:

- Use or threaten to use physical force against any person;
- Restrain, isolate, or confine or threaten to restrain, isolate, or confine any person without lawful authority and against her or his will;
- Use lending or other credit methods to establish a debt by any person when labor or services are pledged as a security for the debt, if the value of the labor or services as reasonably assessed is not applied toward the liquidation of the debt, the length and nature of the labor or services are not respectively limited and defined;
- Destroy, conceal, remove, confiscate, withhold, or possess any actual or purported passport, visa, or other immigration document, or any other actual or purported government identification document, of any person;
- Cause or threaten to cause financial harm to any person;
- Entice or lure any person by fraud or deceit; or
- Provide a controlled substance as outlined in Schedule I or Schedule II of s. 893.03 to any person for the purpose of exploitation of that person.

Under penalties of perjury, I declare that I have read the foregoing document and that the facts stated in it are true.

By: _____

AUTHORIZED SIGNATURE

Print Name and Title: HUGH E. TOLLE, PRES.

Date: 6/17/25

Approved as to Content & Form
Caroline Mocker, Esq.
Staff Counsel, HCSD
8:46 am, 04/25/2025

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

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

A. Item Currently Budgeted -

Account Name

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project

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

Account Name

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project

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

B. Item Currently Not Budgeted -**

Funding Source: 2025-2026 Fiscal Year Budget

Account Name: Various Funding source

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project
1100E/3XXX	XXXX	XXXX	9009	XXXX	

Amount $ 55,000.00

Funding Source

Account Name

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project

Amount $

C. History

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

Prior Year Approved Budget:

Prior Year Actual Spent:

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

Hernando School District

School Board Regular Meeting

Agenda Item # 18. 26-3130 7/29/2025

Title and Board Action Requested
Approve the renewal of the Piggyback with OMNIA Partners, Region 4 Education Service Center (ESC), RFP #21-05, Contract #210501 and #21053: Modular Buildings, Portable Storage and Relocatable Walkways, awarded to Hunter Knepshield Company, Inc. and Williams Scotsman, Inc., and authorize the purchase for an estimated annual amount of $1,000,000.00.

Executive Summary
The Director of Facilities & Construction, on behalf of the Superintendent of Schools, hereby requests the Board approve the renewal of the Piggyback with OMNIA Partners, Region 4 Education Service Center (ESC), RFP #21-05, Contract #210501 and #21053: Modular Buildings, Portable Storage and Relocatable Walkways, awarded to Hunter Knepshield Company, Inc. and Williams Scotsman, Inc., and authorize the purchase for an estimated annual amount of $1,000,000.00.

HCSB Bid #22-155-50 PB RN has been assigned for internal tracking purposes.

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.

PURCHASING AGENDA ITEM

Hernando County School District

School Board Approval Meeting: July 29, 2025

Bid No. 22-155-50 PB RN

Bid Title: Modular Buildings, Portable Storage and Relocatable Walkways

Recommend approval of this agenda item under the specific category below:

☐Lowest Bid(s)	☐Request for Proposal(s)	☐Low Bid(s) Meeting Specification	☐Rejection/Cancellation
☐Revised Award	☒Renewal of Contract	☐Sole Source	☐Re-Award (Partial/Whole)
☐Bid Termination	☐Revisions/Amendments to Bid	☐Bid Extension	☐Emergency
☐Reversed Auction	☒ Piggyback Cooperative (OMNIA)		

Bid Contract Period: 10/01/2025 through 09/30/2026 ☐ N/A – One Time Purchase

Contract Type:

☐ Estimated Dollar Amount	☐ Firm, Fixed Dollar Amount	☐ Firm, Fixed Unit Prices	☒ Firm, Fixed Unit Prices, Hourly Rates, Fees and/or Percentages

Renewal Options:

No. of Terms Remaining	☐ Length of Each Term (month)	☐ Length of Each Term (year)	☒ None	

Rationale/Reason: Renewal of the Piggyback OMNIA Partners/Region 4 Education Service Center (ESC) RFP #21-05 (Contract #210501 & 21053) for Modular Buildings, Portable Storage and Relocatable Walkways. HCSB Bid #22-155-50 PB RN has been assigned for internal tracking purposes.

Bidders Electronically Downloaded From Bidnet Direct Website: n/a	**Bids Received:**	**No Bids:**	**Late Bids:**	**Rejected Bids:**	☒ **N/A – Bids Not Required:** Piggyback

Submitted By: Christopher Reckner
Director of Purchasing & Warehousing

School(s): District Wide

Requested By: Brian Ragan
Director of Facilities & Construction

Department(s): Support Operations

Recommended award, description of items and prices: (See attached)

T/C CODE: 2250

Vendors:

Hunter Knepshield Company, Inc.
Thomas Knepshield
knepjr@iglou.com

Williams Scotsman, Inc.
Jennifer Renz
jennifer.renz@willscot.com

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

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

A. Item Currently Budgeted -

Account Name

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project

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

Account Name

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project

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

B. Item Currently Not Budgeted -**

Funding Source: 2025-2026 Fiscal Year Budget

Account Name: Various Funding Source

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project
3XXX/1100E	7400	XXXX	9009	XXXX	

Amount $ 1,000,000.00

Funding Source

Account Name

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project

Amount $

C. History

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

Prior Year Approved Budget:

Prior Year Actual Spent:

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

Hernando School District

School Board Regular Meeting

Agenda Item # 19. 26-3131 7/29/2025

Title and Board Action Requested

Approve the extension to the piggyback of the State of Florida Department of Management Services, State Purchasing Contract No. 15100000-19-1 for Bulk Fuel, Gasoline and Diesel, awarded to Mansfield Oil Company, Petroleum Traders Corporation and Pro Energy Fleet Fueling, LLC, and approve purchases for an estimated amount of $1,206,000.00.

Executive Summary

The Director of Transportation, on behalf of the Superintendent of Schools, hereby requests the Board Approve the extension to the piggyback of the State of Florida Department of Management Services, State Purchasing Contract No. 15100000-19-1 for Bulk Fuel, Gasoline and Diesel, awarded to Mansfield Oil Company, Petroleum Traders Corporation and Pro Energy Fleet Fueling, LLC, and authorize purchases for an estimated amount of $1,206,000.00. This contract is being extended by the State of Florida for a period of six (6) months.

HCSB Bid No. 25-405-15 PB EXT has been assigned for internal tracking purposes.

My Contact

Ralph Leath
Director of Transportation Department
352-797-7003

2023-28 Strategic Focus Area

Priority 3: Safe and Healthy Learning Environment

Financial Impact

The cost for this Agenda Item is $1,206,000.00. The cost for the previous fiscal year was $888,179.20. 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.

PURCHASING AGENDA ITEM

Hernando County School District

School Board Approval Meeting: July 29, 2025

Bid No. 25-405-15 PB EXT **Bid Title:** Bulk Fuel, Gasoline and Diesel

Recommend approval of this agenda item under the specific category below:

☐Lowest Bid(s)	☐Request for Proposal(s)	☐Low Bid(s) Meeting Specification	☐Rejection/Cancellation
☐Revised Award	☐Renewal of Contract	☐Sole/Single Source	☐Re-Award (Partial/Whole)
☐Contract Termination	☐Amendments to Contract	☒Extension of Contract	☐Emergency
☐Reversed Auction	☒Piggyback (DMS)	☐Responsive/Responsible Bidders	

Bid Contract Period: 07/29/2025 through 12/30/2025 ☐ N/A – One Time Purchase

Contract Type: ☐ Estimated Dollar Amount ☐ Firm, Fixed Dollar Amount ☐ Firm, Fixed Unit Prices ☒ Firm, Fixed Unit Prices, Hourly Rates, Fees and/or Percentages

Renewal Options: No. of Terms Remaining ☐ Length of Each Term (month) ☐ Length of Each Term (year) ☒ None

Rationale/Reason: Piggyback the extension of the Florida Department of Management Services, State Purchasing, Contract No. 15100000-19-1: Bulk Fuel, Gasoline and Diesel, awarded to Mansfield Oil Company, Petroleum Traders Corporation and Pro Energy Fleet Fueling, LLC. HCSB Bid No. 25-405-15 PB EXT has been assigned for internal tracking purposes. This contract is being extended by the State of Florida for a period of six (6) months.

Bidders Electronically Downloaded From Bidnet Direct Website:	**Bids Received:**	**No Bids:**	**Late Bids:**	**Rejected Bids:**	☒ **N/A – Bids Not Required:** Piggyback

Submitted By: Christopher Reckner
Director of Purchasing & Warehousing

School(s): District Wide

Requested By: Ralph Leath
Director of Transportation

Department(s): Support Operations

Recommended award: (See attached)

T/C CODE: 2515

Awarded Vendors:

Mansfield Oil Company
mocbids@mansfieldoil.com

Petroleum Traders Corporation
gnewton@petroleumtraders.com

Pro Energy Fleet Fueling, LLC.
chas@proenergy.us

Pricing is based on Florida State Contract No. 15100000-19-1

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

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

A. Item Currently Budgeted -

Account Name

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project

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

Account Name

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project

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

B. Item Currently Not Budgeted -**

Funding Source: General Fund - Included in the 2025-2026 Budget Request

Account Name: Diesel Fuel

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project
1100	7800	4600	9602	401	

Amount $ 1,200,000.00

Funding Source: General Fund - Included in the 2025-2026 Budget Request

Account Name: Unleaded Fuel

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project
1100	7800	4500	9602	401	

Amount $ 6,000.00

C. History

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

Prior Year Approved Budget: $1,200,000.00 / $6,000.00
Prior Year Actual Spent: $883,839.05 / $4,340.15

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

Hernando School District

School Board Regular Meeting

Agenda Item # 20. 26-3133 7/29/2025

Title and Board Action Requested
Approve renewing the piggyback of Pasco County Schools, Bid No. 22-050-SD: *Electro-Mech Scoreboards*, to Larson Enterprises, Inc., and authorize the purchase of goods and services associated with our Scoreboards on an as-needed basis for an estimated annual spending amount of $75,000.00.

Executive Summary
The Director of Maintenance, on behalf of the Superintendent of Schools, hereby requests the Board approve renewing the piggyback of Pasco County Schools, Bid No. 22-050-SD: *Electro-Mech Scoreboards*, to Larson Enterprises, Inc., and authorize the purchase of goods and services associated with our Scoreboards on an as-needed basis for an estimated annual spending amount of $75,000.00.

HCSB Bid No. 23-287-25 PB RN has been assigned for internal tracking purposes.

My Contact
Joseph Rychcik
Director of Maintenance
8008 Mobley Road
Brooksville, FL 34613

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.

PURCHASING AGENDA ITEM

Hernando County School District

School Board Approval Meeting: July 29, 2025

Bid No. 23-287-25 PB RN **Bid Title:** Electro-Mech Brand Scoreboards

Recommend approval of this agenda item under the specific category below:

☐Lowest Bid(s)	☐Request for Proposal(s)	☐Low Bid(s) Meeting Specification	☐Rejection/Cancellation
☐Revised Award	☒Renewal of Contract	☐Sole Source	☐Re-Award (Partial/Whole)
☐Bid Termination	☐Revisions/Amendments to Bid	☐Bid Extension	☐Emergency
☐Reversed Auction	☒ Piggyback Cooperative		

Bid Contract Period: 07/29/2025 through 06/21/2028 ☐ N/A – One Time Purchase

Contract Type: ☐ Estimated Dollar Amount ☐ Firm, Fixed Dollar Amount ☐ Firm, Fixed Unit Prices ☒ Firm, Fixed Unit Prices, Hourly Rates, Fees and/or Percentages

Renewal Options: No. of Terms Remaining ☐ Length of Each Term (month) ☐ Length of Each Term (year) ☒ None

Rationale/Reason: Piggyback Pasco County Schools, Bid #22-050-SD: Electro-Mech Scoreboards, awarded to Larson Enterprises, Inc. at fixed unit prices. HCSB Bid #23-287-25 PB has been assigned for internal tracking purposes.

Bidders Electronically Downloaded From Public Purchase Website:	**Bids Received:**	**No Bids:**	**Late Bids:**	**Rejected Bids:**	☒ **N/A – Bids Not Required:** Piggyback

Submitted By: Christopher Reckner
Director of Purchasing & Warehousing

School(s): District Wide

Requested By: Joseph Rychcik
Director of Maintenance

Department(s): Support Operations

Recommended award, description of items and prices: (See attached)

T/C CODE: 2325

Larson Enterprises, Inc.

Model #	Description	UOM	Price
LX-3650	Football Scoreboard	Each	$13,000.00
	Shipping	Each	$500.00
	Installation	Each	$1,000.00
LX-3680	Football Scoreboard	Each	$12,800.00
	Shipping	Each	$500.00
	Installation	Each	$1,000.00
LX-3690	Football Scoreboard	Each	$12,500.00
	Shipping	Each	$500.00
	Installation	Each	$1,000.00
LX-1250	Baseball Scoreboard	Each	$5,500.00
	Shipping	Each	$500.00
	Installation	Each	$1,000.00
LX-1260	Baseball Scoreboard	Each	$5,200.00
	Shipping	Each	$500.00
	Installation	Each	$1,000.00
LX-2655	Basketball Scoreboard	Each	$4,050.00
	Shipping	Each	$500.00
	Installation	Each	$1,500.00
LX-2655L	Basketball Scoreboard	Each	$4,650.00
	Shipping	Each	$500.00
	Installation	Each	$1,500.00
SL-400	Wireless System	Each	$800.00
	Shipping	Each	$25.00
	Installation	Each	$150.00

Contact Information:

Name: Todd Larson
Address: 11510 Genter Drive
Spring Hill, FL 34609
Email: tdltv1@gmail.com

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

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

A. Item Currently Budgeted -

Account Name

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project

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

Account Name

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project

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

B. Item Currently Not Budgeted -**

Funding Source: 2025-2026 1/2 Cent Maintenance Account

Account Name: 2025-2026 1/2 Cent Maintenance Account

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project
3983 E	7400	6700	9500	M200	

Amount $ 73,500.00

Funding Source: 2025-2026 Maintenance Electronics General Fund Repairs Account

Account Name: 2025-2026 Maintenance Electronics General Fund Repairs Account

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project
1100E	8100	3500	9501	49500	

Amount $ 1,500.00

C. History

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

Prior Year Approved Budget: $ 245.00

Prior Year Actual Spent: $ 245.00

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

Agenda Item # 21. 26-3134 7/29/2025

Title and Board Action Requested

Approve the renewal of Bid No. 23-968-02 RN: *Electrical Repairs & Services*, awarded to multiple vendors and authorize the purchase of goods and services associated with Electrical Repairs on an as-needed basis for an estimated annual spending amount of $200,000.00.

Executive Summary

The Director of Maintenance, on behalf of the Superintendent of Schools, hereby requests the Board approve the renewal of Bid No. 23-968-02 RN: Electrical Repairs & Services, awarded to multiple vendors, for electrical repairs on as needed basis for an estimated annual spending of $200,000.00.

My Contact

Joseph Rychcik
Director of Maintenance
8008 Mobley Road
Brooksville, FL 34601

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.

PURCHASING AGENDA ITEM

Hernando County School District

School Board Approval Meeting: July 29, 2025

Bid No. 23-968-02 RN **Bid Title:** Electrical Repairs & Services

Recommend approval of this agenda item under the specific category below:

☐Lowest Bid(s)	☐Request for Proposal(s)	☐Low Bid(s) Meeting Specification	☐Rejection/Cancellation
☐Revised Award	☒Renewal of Contract	☐Sole Source	☐Re-Award (Partial/Whole)
☐Bid Termination	☐Revisions/Amendments to Bid	☐Bid Extension	☐Emergency
☐Reversed Auction	☐ Piggyback Cooperative		

Bid Contract Period: 08/16/2025 through 08/15/2026 ☐ N/A – One Time Purchase

Contract Type: ☐ Estimated Dollar Amount ☐ Firm, Fixed Dollar Amount ☐ Firm, Fixed Unit Prices ☒ Firm, Fixed Unit Prices, Hourly Rates, Fees and/or Percentages

Renewal Options:

No. of Terms Remaining	☐ Length of Each Term (month)	☒ Length of Each Term (year)	☐ None
1		1	

Rationale/Reason:

Bidders Electronically Downloaded From Bidnet Direct Website:	**Bids Received:**	**No Bids:**	**Late Bids:**	**Rejected Bids:**	☒ **N/A – Bids Not Required:** Renewal

Submitted By: Christopher Reckner
Director of Purchasing & Warehousing

School(s): District Wide

Requested By: Joseph Rychcik
Director of Maintenance

Department(s): Support Operations

Recommended award, description of items and prices: (See attached)

T/C CODE: 2302

This tabulation establishes a contract with licensed electrical contractors to provide firm, fixed, hourly labor rates for services and firm percentage (%) rates for parts, supplies and materials (unless materials provided by the district), for anticipated projects district-wide, on an as-needed basis. Projects associated with this bid shall not exceed $200,000.00.

Base 3, LLC dba Gibson Electric

Description	Rate
1. Labor Rates (Straight Time) During Normal or Regular Business Hours Monday - Friday, 7:00 AM to 4:00 PM:	
Foreman w/Truck	$ 65.00/Hour
Supervisor w/Truck	$ 75.00/Hour
Journeyman	$ 65.00/Hour
Helper	$ 55.00/Hour
2. Labor Rates Schools not in Session, Nights, Weekends & Holidays:	
Foreman w/Truck	$ 65.00/Hour
Supervisor w/Truck	$ 75.00/Hour
Journeyman	$ 65.00/Hour
Helper	$ 55.00/Hour
3. **Subcontractor - Percentage Mark-Up** If your company utilizes the services of a subcontractor for a particular project or potion thereof, indicate a percentage mark-up which would be added to their cost. This cost mark-up will be included on your quote and invoice for payment to the district. A copy of the subcontractor's invoice may be requested for verification purposes at any time and when requests for payments are deemed excessive. *Note: Subcontractor's services are only allowed with prior written authorization from the Maintenance and/or Facilities Department (per project).*	20 %
4. **Materials & Supplies – Percentage Mark-Up** Indicate your percentage mark-up on manufacturer's list price for parts, supplies & materials, regardless of the manufacturer	20 %
5. **Equipment Rental – Percentage Mark-Up** Indicate your percentage mark-up on the cost of rental equipment that may be needed for certain projects. A copy of the rental invoice may be requested for verification purposes at any time and when requests for payments are deemed excessive. *The use of rental equipment is only allowed with the authorization from the Maintenance and/or Facilities Department (per project).*	20 %

Warranty: Workmanship – 1 Year
Equipment/Materials/Supplies – 1 Year

Contact Information:

Nick Moreno
(352) 351-0145
nmoreno@geflorida.com

J.F. Electric, LLC

Description	Rate
1. Labor Rates (Straight Time) During Normal Or Regular Business Hours Monday - Friday, 7:00 AM to 4:00 PM:	
Foreman w/Truck	$ 70.00/Hour
Supervisor w/Truck	$ 70.00/Hour
Journeyman	$ 70.00/Hour
Helper	$ 70.00/Hour
2. Labor Rates Schools not in Session, Nights, Weekends & Holidays:	
Foreman w/Truck	$ 105.00/Hour
Supervisor w/Truck	$ 105.00/Hour
Journeyman	$ 105.00/Hour
Helper	$ 105.00/Hour
3. **Subcontractor - Percentage Mark-Up** If your company utilizes the services of a subcontractor for a particular project or potion thereof, indicate a percentage mark-up which would be added to their cost. This cost mark-up will be included on your quote and invoice for payment to the district. A copy of the subcontractor's invoice may be requested for verification purposes at any time and when requests for payments are deemed excessive. *Note: Subcontractor's services are only allowed with prior written authorization from the Maintenance and/or Facilities Department (per project).*	20 %
4. **Materials & Supplies – Percentage Mark-Up** Indicate your percentage mark-up on manufacturer's list price for parts, supplies & materials, regardless of the manufacturer	20 %
5. **Equipment Rental – Percentage Mark-Up** Indicate your percentage mark-up on the cost of rental equipment that may be needed for certain projects. A copy of the rental invoice may be requested for verification purposes at any time and when requests for payments are deemed excessive. *The use of rental equipment is only allowed with the authorization from the Maintenance and/or Facilities Department (per project).*	20 %

Warranty: Workmanship - 1 Year
Equipment/Materials/Supplies - 1 Year (or per manufacturer up to 5 years)
Lighting from Tamlight - 5 years

Contact Information:

John Ferrara
(352) 585-0469
Jfelectric52@yahoo.com

MCS of Tampa, Inc.

Description	Rate
1. Labor Rates (Straight Time) During Normal Or Regular Business Hours Monday - Friday, 7:00 AM to 4:00 PM:	
Foreman w/Truck	$ 75.00/Hour
Supervisor w/Truck	$ 75.00/Hour
Journeyman	$ 50.00/Hour
Helper	$ 50.00/Hour
2. Labor Rates Schools not in Session, Nights, Weekends & Holidays:	
Foreman w/Truck	$ 75.00/Hour
Supervisor w/Truck	$ 75.00/Hour
Journeyman	$ 50.00/Hour
Helper	$ 50.00/Hour
3. **Subcontractor - Percentage Mark-Up** If your company utilizes the services of a subcontractor for a particular project or potion thereof, indicate a percentage mark-up which would be added to their cost. This cost mark-up will be included on your quote and invoice for payment to the district. A copy of the subcontractor's invoice may be requested for verification purposes at any time and when requests for payments are deemed excessive. *Note: Subcontractor's services are only allowed with prior written authorization from the Maintenance and/or Facilities Department (per project).*	10 %
4. **Materials & Supplies – Percentage Mark-Up** Indicate your percentage mark-up on manufacturer's list price for parts, supplies & materials, regardless of the manufacturer	15 %
5. **Equipment Rental – Percentage Mark-Up** Indicate your percentage mark-up on the cost of rental equipment that may be needed for certain projects. A copy of the rental invoice may be requested for verification purposes at any time and when requests for payments are deemed excessive. *The use of rental equipment is only allowed with the authorization from the Maintenance and/or Facilities Department (per project)*	10 %

Warranty: Workmanship – 1 Year
Equipment/Materials/Supplies – 1 Year

Contact Information:

GT GONZALEZ, Chief Strategy Officer
813-928-9841
gtgonzalez@mcsoftampa.com

Suncoast Electric, LC

Description	Rate
1. Labor Rates (Straight Time) During Normal Or Regular Business Hours Monday - Friday, 7:00 AM to 4:00 PM:	
Foreman w/Truck	$ 95.00/Hour
Supervisor w/Truck	$ 95.00/Hour
Journeyman	$ 85.00/Hour
Helper	$ 60.00/Hour
2. Labor Rates Schools not in Session, Nights, Weekends & Holidays:	
Foreman w/Truck	$ 142.50/Hour
Supervisor w/Truck	$ 142.50/Hour
Journeyman	$ 127.50/Hour
Helper	$ 90.00/Hour
3. **Subcontractor - Percentage Mark-Up** If your company utilizes the services of a subcontractor for a particular project or potion thereof, indicate a percentage mark-up which would be added to their cost. This cost mark-up will be included on your quote and invoice for payment to the district. A copy of the subcontractor's invoice may be requested for verification purposes at any time and when requests for payments are deemed excessive. *Note: Subcontractor's services are only allowed with prior written authorization from the Maintenance and/or Facilities Department (per project).*	10 %
4. **Materials & Supplies – Percentage Mark-Up** Indicate your percentage mark-up on manufacturer's list price for parts, supplies & materials, regardless of the manufacturer	10 %
5. **Equipment Rental – Percentage Mark-Up** Indicate your percentage mark-up on the cost of rental equipment that may be needed for certain projects. A copy of the rental invoice may be requested for verification purposes at any time and when requests for payments are deemed excessive. *The use of rental equipment is only allowed with the authorization from the Maintenance and/or Facilities Department (per project)*	10 %

Warranty: Workmanship – 1 Year
Equipment/Materials/Supplies – 1 Year

Contact Information:

Mark Schneegas
(352) 573-1214
suncoastelectric@hotmail.com

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

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

A. Item Currently Budgeted -

Account Name

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project

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

Account Name

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project

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

B. Item Currently Not Budgeted -**

Funding Source: 2025-2026 1/2 Cent Maintenance Account

Account Name: 2025-2026 1/2 Cent Maintenance Account

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project
3983 E	7400	6700	9500	M200	

Amount $ 190,000.00

Funding Source: 2025-2026 Maintenance Electricians General Fund Repairs Account

Account Name: 2025-2026 Maintenance Electricians General Fund Repairs Account

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project
1100 E	8100	3500	9508	49500	

Amount $ 10,000.00

C. History

Check one:
Prior Year Budget: ☑
New for Current Year: ☐

Prior Year Approved Budget: $ 39,956.48

Prior Year Actual Spent: $ 39,956.48

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

Agenda Item # 22. 26-3148 7/29/2025

Title and Board Action Requested

Approve the agreement and authorize the purchase of Virtual Curriculum from Florida Virtual School (FLVS) and authorize the issuance of Purchase Orders on an as needed basis for an estimated annual amount of $95,320.00.

Executive Summary

The Principal of Hernando eSchool, on behalf of the Superintendent of Schools, hereby requests the Board to approve the agreement with Florida Virtual School and authorize the purchase of virtual curriculum from FLVS and multiple vendors. Florida Statute 1002.45 requires school districts to make online and distance learning programs available to establish a Distant Virtual Program - Hernando eSchool - through the Florida Virtual School (FLVS) Franchise program and multiple vendors of curriculum.

My Contact

Zana Wiseman, Principal
Hernando eSchool
352-797-7072 Ext. 453

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.

FLORIDA DISTRICT FRANCHISE AGREEMENT
by and between
FLORIDA VIRTUAL SCHOOL
and
THE SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA

This Florida District Franchise Agreement ("Agreement") is entered into by and between Florida Virtual School ("FLVS") and The School Board of Hernando County, Florida ("District"), collectively referred to hereinafter as the "Parties" or "Party."

WHEREAS, FLVS is a corporate body and political subdivision of the State of Florida which serves a component of Florida's Early Learning-20 Education System; and

WHEREAS, the District is a corporate body and political subdivision of the State of Florida which governs and controls the above-named School District; and

WHEREAS, Section 1002.37(2)(i), Florida Statutes, authorizes FLVS to enter into Franchise Agreements with Florida school districts; and

WHEREAS, the Parties find the terms of this Agreement mutually beneficial and in the best interests of the students and families which they both serve.

NOW, THEREFORE, in consideration of the mutual covenants, terms, and conditions set forth herein, and for other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the Parties agree as follows:

INCORPORATION OF RECITALS

The foregoing recitals are true, correct, and incorporated herein by reference.

1. DEFINITIONS

a) "Affiliate" means any person or entity directly or indirectly controlling, controlled by, or under common control of another person or entity. "Control" as used here means the legal, beneficial, or equitable ownership, directly or indirectly, of more than fifty percent (50%) of the aggregate of all voting interest in such entity.

b) "Authorized Third Parties" means any non-employee agent, representative, independent contractor, sub-contractor, or consultant of the District whose duties or services require or include access to or use of the Licensed Materials

on behalf of or at the direction of the District.

c) "Authorized Users" means District personnel directly employed by the District whose duties require or include access to or use of the Licensed Materials.

d) "Billable Enrollment" means any student enrollments designated as "Active" status in the FLVS Virtual School Administrator ("VSA") for a minimum of thirty (30) consecutive days or who achieves twenty percent (20%) completion in any status.

e) "Business Days" means Monday through Friday excluding any day which is a nationally observed holiday in both the United States of America and Canada.

f) "Course Fees" means the license fees to be paid by the District to FLVS, which are described in Section 6, "Fees and Payment" and Appendix A – Course List and Fees of this Agreement.

g) "Confidential Information" means (i) all information of either Party or its Affiliates or of third persons to whom the Party owes a duty of confidence that is marked confidential, restricted, or proprietary, or that may reasonably be considered as confidential from its nature or from the circumstances surrounding its disclosure; and (ii) the Licensed Materials.

h) "Data" means District information entered into the LMS or VSA to include, but not limited to, student, staff, school, and parent information.

i) "Intellectual Property" means proprietary commercial, industrial, and intellectual products and property (both tangible and intangible) as well as proprietary designs, information, processes, ideas, inventions, copyrights, trademarks, service marks, patents, trade secrets, and other legal rights and privileges held by FLVS, including those associated with and/or arising from the Licensed Materials.

j) "Intellectual Property Rights" includes all worldwide intellectual and industrial property rights including all rights in each country to copyrights, trademarks, service marks, patents, inventions, industrial designs, trade secrets, trade dress, and all other proprietary rights.

k) "Learning Management Systems" or "LMS" means the software-based system

that must be utilized to access the Licensed Course Content.

l) "Licensed Course Content" means the courses and course components of the FLVS Course Content in object code format licensed to District hereunder and described in Appendix A of this Agreement and such additional third-party components required as part of the Licensed Course Content.

m) "Licensed Materials" means the Licensed Course Content, LMS, and Virtual School Administrator.

n) "Virtual School Administrator (VSA) License" means the licenses and associated restrictions with respect to the Licensed Virtual School Administrator.

2. LICENSE GRANT

FLVS grants to the District a restricted, non-exclusive, non-transferable license to use the Licensed Materials beginning as of the date upon which the Agreement is fully executed by both Parties and terminating pursuant to Section 3, "Term" of this Agreement. The District acknowledges and agrees that the Licensed Materials may only be accessed and used by Authorized Users and Authorized Third Parties for purposes of academic instruction and assessment of District students in accordance with this Agreement. Any other access or use of the Licensed Materials is strictly prohibited.

3. TERM

The term of this Agreement commences as of the date upon which it is fully executed by both Parties and ends on the term checked below (the "Term"). The District acknowledges that the pricing and course list is subject to modification at the sole discretion of FLVS prior to the start of each academic school year. FLVS shall provide the updated Appendix A - Course List and Fees of this Agreement on or before April 1 prior to the start of each academic school year.

District hereby agrees to the Agreement Term selected below:

__X_ one (1) academic school year term, July 1, 2025 through June 30, 2026

____ three (3) academic school year terms, July 1, 2025 through June 30, 2028

4. DISTRICT OBLIGATIONS

The District shall:

a) Designate a person or persons who shall serve as point(s) of contact as follows: i) District level leader; ii) District virtual school (franchise) leader; and iii) Franchise leader whose primary duty is to supervise, monitor, and evaluate the Franchise teachers and its program. The District level leader and District virtual school (franchise) leader shall be listed in Section 40, “Notice” of this Agreement.

b) Adhere to all branding policies as outlined in the FLVS Branding and Media Policy in Appendix D of this Agreement.

c) Use the FLVS Learning Management System and Student Information System for students enrolled in the Franchise program.

d) Report only Florida Virtual School courses within the Franchise program for Florida Education Finance Program (FEFP) funding.

e) Have approved and processed by FLVS all student transfers between the Parties.

f) Comply with the Academic Integrity policies (see Appendix B of this Agreement) established by FLVS.

g) Provide accurate rosters of teachers, participating in the Franchise, including contact information and subjects they teach, on July 1st and December 1st of each academic year, and provide FLVS with an updated roster whenever the District hires new teachers or teachers leave employment with the District.

h) Require that all teachers complete new teacher training before being placed with students.

i) Require all teachers of new or updated courses complete training on the new or updated course within two (2) weeks of training being made available.

j) Record a course as completed only if a student has taken the final segment exams or the District has documented adherence to local District policy regarding course completion.

k) Maintain all teacher and student email communications within the FLVS LMS.

l) Provide certified teachers in the subject they are teaching or otherwise comply

with Section 1012.42, Florida Statutes, regarding out-of-field instructors. Certification numbers shall be entered and maintained by the District in the FLVS Student Information Management System (VSA) account.

m) Have sole responsibility to comply with all College Board AP regulations and audits. Franchise AP courses not authorized by the College Board may not be offered with the AP label.

n) Have sole responsibility to comply with all AICE regulations and audits. Franchise AICE courses not authorized by Cambridge may not be offered with the AICE label.

o) Participate in end-of-year Franchise evaluations.

p) Participate in Annual Franchise Management Training.

q) Require each teacher teaching FLVS courses to sign Appendix B of this Agreement ("Teacher Acknowledgement Form") and submit all signed forms to FLVS by October 1st of each academic year or within thirty (30) days of the teacher's employment.

r) Achieve an eighty-five percent (85%) or better satisfaction rating or higher as measured by Annual Customer Satisfaction Surveys conducted by FLVS's external vendor.

s) Provide FLVS with notice of any public records request received regarding this Agreement or any services provided thereunder within twenty-four (24) hours of receipt by the District.

t) Apply appropriate corrective or disciplinary action to any teachers providing services pursuant to this Agreement that FLVS identifies as failing to properly deliver the curriculum.

u) Provide a high-resolution vector logo to FLVS by July 30th of each academic year.

v) Use the tagline "Powered by FLVS" when specifically promoting FLVS courses.

w) Encourage instructors and staff to attend FLVS Professional Development offerings and award professional development in-service points upon

completion.

x) Utilize the Salesforce application to access quality assurance documents and submit concern resolutions.

y) Regularly monitor the program and the provision of services under the program for compliance with Florida law and the terms of this Agreement. The scope of monitoring includes, but is not limited to, verifying the following: 1) that the curriculum plan is followed; 2) that students have met graduation requirements set forth in Sections 1002.3105(5), 1003.4281, and/or 1003.4282 (if applicable), Florida Statutes; 3) that FLVS maintains the confidentiality of all education records and the information contained within as per Section 10, "Confidential Information" of this Agreement.

z) District's failure to fulfill the obligations in this Agreement shall result in the action outlined in Appendix C "Steps for Enforcement."

5. FLVS OBLIGATIONS

FLVS shall:

a) Provide a Franchise Operations Manager assigned to support the District.

b) Provide access to the LMS platform.

c) Provide systems training during the academic year terms for Districts, inclusive of VSA, LMS, Web Collaboration Tool, and other systems utilized for student instruction.

d) Provide hosting of courses on the LMS platform.

e) Provide course materials to students which shall be returned to FLVS at the conclusion of the course by the District, unless FLVS has designated the materials as disposable.

f) Provide course updates.

g) Provide Student Information Management System (VSA).

h) Provide Quality Assurance ("QA") Services inclusive of one (1) Classroom Audit and one (1) Completion Audit per instructor, Educator footprints reports upon request, and Quality Assurance training.

i) Conduct Academic Integrity investigations pursuant to FLVS policy as set

forth in Appendix B “Teacher Acknowledgement Form” of this Agreement for referral to the District and any subsequent disciplinary action upon conclusion of the investigation which the District may undertake.

j) Provide monthly parent/student survey results.

k) Provide an Annual Customer Satisfaction Report.

l) Provide Instructor Training for all new course releases.

m) Provide new Instructor Training.

n) Provide a year-end evaluation of the program.

o) Provide Franchise Management Training.

p) Provide syllabus documents for AP courses for use in AP audit process.

q) Provide a co-branded digital flyer*, which is designed and sent to the District by request only, up to three (3) times a year (August, January, and May).

r) Provide access to FLVS video course tours.

s) Provide the Salesforce platform to access QA documents and submit concern resolutions.

**All messaging will be pre-determined and at the discretion of FLVS based on time of year.*

6. FEES AND PAYMENT

The District shall pay to FLVS the Course Fees described in Appendix A “Course List and Fees” of this Agreement, for each Billable Enrollment. The District shall pay for each Billable Enrollment regardless of the student's status upon receipt of invoice. The Course Fees will be invoiced according to the Invoicing Schedule in the table set forth herein and paid pursuant to the provisions of the Local Government Prompt Payment Act after receipt of FLVS’s invoice. The Local Government Prompt Payment Act requires the District to pay correct and undisputed invoices within forty-five (45) days of the District's Accounts Payable Department's receipt of said invoice. The District shall issue a Purchase Order to FLVS prior to the enrollment of students under this Agreement. The District shall not incur any obligation for payment prior to the issuance of a Purchase Order to FLVS. Failure to pay the franchise fees when due shall be grounds for the immediate termination or suspension of all services due by FLVS hereunder.

All overdue (ninety (90)-plus days) accounts are subject to the late fees set forth in the Local Government Prompt Payment Act, Sections 218.70-218.80, Florida Statutes, and may be denied access to FLVS content at the sole discretion of FLVS. Performance of this Agreement will be suspended until payment is received by FLVS.

FLVS Invoicing Schedule for Agreement Billable Enrollments:

Cycle	Enrollment Data Date Range	Invoice Sent to District on or before
Cycle 1	July - Oct	November 30th
Cycle 2	Nov - Feb	March 31st
Cycle 3	Mar - Jun	June 30th
Cycle 4	True-up / Enrollments not captured in previous cycles	July 31st

Billing Contact Personnel:

District	Florida Virtual School
Name: Zana Wiseman	**Name:** Valerie Trammel
Address of School/District: 919 N. Broad Street Brooksville, FL 34610	**Address**: 5422 Carrier Drive, Suite 201 Orlando, Florida 32819
Email: wiseman_z@hcsb.k12.fl.us	**Email:** vtrammel@flvs.net
Telephone No.: 352-797-7072	**Telephone No.:** 352-432-8610

7. SOFTWARE SECURITY

The District will ensure all reasonable measures are taken to protect the Licensed Materials from any unauthorized use. The District shall strictly limit access to the Licensed Materials to Authorized Users and Authorized Third Parties. FLVS will ensure all reasonable measures are taken to protect the District Data while in use at the FLVS site. Reasonable measures are defined as the District Data being stored on a secure server in a secured building behind an internet firewall with role-based level password protection for all access to such Data. Further, Data shall be backed up on a schedule no less stringent than what is used by FLVS.

8. BACKGROUND SCREENING

FLVS agrees to comply with all requirements of Sections 1012.32 and 1012.465, Florida Statutes. All FLVS personnel who, (1) are to be permitted access to the District's school grounds when students are present, (2) will have direct contact with the District's students, or (3) have access or control of District's funds, shall

successfully complete the background screening required by the referenced statutes and meet the standards established by the statutes. FLVS shall bear the cost of acquiring the background screening required by Section 1012.32, Florida Statutes, and any fee imposed to maintain the fingerprints provided with respect to FLVS and its personnel. The Parties agree that the failure of FLVS to perform any of the duties described in this Section shall constitute a material breach of this Agreement entitling the District to terminate immediately with no further responsibilities or duties to perform under this Agreement. To the extent permitted by law, FLVS agrees to indemnify and hold harmless the District, its officers, and employees from any liability in the form of physical or mental injury, death or property damage resulting in FLVS's failure to comply with the requirements of this Section or with Sections 1012.32 and 1012.465, Florida Statutes. Nothing herein shall be construed as a waiver by the District's or FLVS of sovereign immunity or of any rights or limits to liability or damages existing under Section 768.28, Florida Statutes.

9. INTELLECTUAL PROPERTY RIGHTS

The District acknowledges and agrees that all FLVS content, software, courses, graphics, pictures, documents, licenses, designs, and materials, and any and all derivatives thereof (collectively, "Works") made available to the District pursuant to this Agreement are protected via copyrights, trademarks, service marks, patents, trade secrets, and/or other proprietary laws and/or regulations, and FLVS retains all right, title, and interest in and to the Works. The District further acknowledges that it has no ownership of or interest in the Works except as expressly granted in this Agreement.

Absent the express written authorization by and consent of FLVS, the District will not sell, license, sublicense, lease, modify, distribute, copy, reproduce, transmit, publicly display, publicly perform, publish, adapt, edit, or create the Works or any other component of the Licensed Materials. Further, the District will not take or knowingly permit any action or omission that jeopardizes or impairs FLVS's rights in the Works or Licensed Materials. For instance, the District will not: (a) disassemble, reverse compile, reverse engineer, or otherwise attempt to discover the source code of or

trade secrets embodied in the Works; (b) transfer, assign, distribute, rent, sell, or grant sublicenses to or otherwise make available the Works or any element thereof to any third parties; (c) embed or incorporate in any manner the Works or any element thereof into other applications or products belonging to and/or utilized by the District; (d) use or transmit the Works in violation of this any state or federal law or regulation applicable to the terms of this Agreement or the Licensed Materials; (e) access, use, or copy any portion of the Works (including any component of its logic, structure, and architecture) to develop, promote, distribute, sell, or support any other product or service; or (f) remove, obscure, or alter any FLVS symbol, copyright notice, mark, name, logo, tagline, or other similar designation displayed on or through any portion of the Works.

10. CONFIDENTIAL INFORMATION

To the extent permitted by law, each Party agrees to maintain the Confidential Information of the other Party. Each Party shall fully comply with the applicable requirements of Family Education Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g and the federal regulations set forth in 34 C.F.R Part 99, and Sections 1002.22, 1002.221, and 1006.1494, Florida Statutes, and State Board of Education rules 6A-1.0955 and 6A-1.09550, and all applicable laws and regulations regarding the confidentiality of personally identifiable student information and records. This provision shall survive the termination of or completion of all performance or obligations under this Agreement and shall remain fully binding upon both Parties.

For the limited purposes of auditing the implementation of the Agreement and accessing student information, FLVS is hereby designated a school official for the purposes of receiving this limited confidential student information and FLVS shall remain under the direct control of the District with respect to the use and maintenance of the confidential student information. FLVS acknowledges and agrees that it will not disclose the confidential student information to any other person or entity and will only use the confidential student information for the purposes listed above and for no other purpose.

11. CHILDREN'S ONLINE PRIVACY PROTECTION ACT ("COPPA")

The District shall comply with COPPA and all rules promulgated thereunder.

12. E-VERIFY

In accordance with Section 448.095, Florida Statutes, the Parties shall utilize the U.S. Agency of Homeland Security's E-Verify system, https://e-verify.gov/, to verify the employment eligibility of all employees hired during the term of this Agreement. If FLVS enters into a contract with a subcontractor, the subcontractor must provide FLVS with an affidavit stating the subcontractor does not employ, contract with, or subcontract with an unauthorized alien and FLVS shall provide a copy of such affidavit to the School Board upon receipt and shall maintain a copy for the duration of the Agreement. Failure to comply with this provision is a material breach of the Agreement and the School Board may choose to terminate the Agreement at its sole discretion and seek damages pursuant to Florida Statute. By signing below, FLVS affirms that it is registered with and uses the E-Verify system, is otherwise in compliance with section 448.095, Florida Statutes, and acknowledges that it is required to maintain such compliance throughout the term of any agreement entered between the parties.

13. NCAA

The National Collegiate Athletic Association ("NCAA") has specific guidelines regarding the acceptance of distance learning or credit recovery courses for student-athletes. The District accepts responsibility for these criteria to the extent that it uses the Licensed Materials for students who desire to meet NCAA eligibility criteria.

14. DATA/SECURITY BREACH

The Parties acknowledge their respective obligations to comply with all data privacy laws, including Section 501.171, Florida Statutes. Upon knowledge of a data security breach, the breached Party shall notify the other Party immediately, and in no event later than thirty (30) calendar days following a determination of a breach of data security involving the other Party's data. Additionally, each Party shall fully cooperate with the other regarding their respective statutory obligations with respect to security breaches, including all statutory and regulatory notification requirements.

15. WARRANTIES OF FLVS

Limit of Liability

a) For any breach or default by FLVS of any of the provisions of this Agreement, or respect to any claim arising here from or related hereto, FLVS's entire liability, regardless of the form of action, whether based on contract or tort, including negligence, shall in no event exceed (I) the amount paid by the District hereunder for the licensed materials; (II) the amount paid by the District for the renewal service that is the subject of the claim, if the claim relates to a breach or default by FLVS of the provisions of Section 7, "Software Security" of this Agreement; (III) the amount paid by the District for installation service that is the subject of the claim if the claim relates to a breach or default by FLVS by the provisions of this Agreement pertaining to installation service; or (IV) in the aggregate with respect to all claims under or related to this Agreement, the amount paid by the District under this Agreement.

b) FLVS shall in no event be liable for special, incidental, indirect, or consequential loss or damage, lost business revenue, loss of profits, loss of data, failure to realize expected profits or savings, or any claim against the District by another person (even if FLVS has been advised of the possibility of such damage) unless required by law.

c) FLVS shall be liable to the District only as expressly provided in this Agreement, and shall have no other obligation, duty, or liability whatsoever in contract, tort, or otherwise to the District or a third party for any claim, including, not limited to, any liability for negligence. The limitations, exclusions, and disclaimers in this Agreement shall apply irrespective of the nature of the cause of action, demand, or action by the District, including but not limited to, breach of contract, negligence, tort, or any other legal theory and shall survive a fundamental breach or breaches or the failure of the essential purpose of this Agreement or of any remedy contained herein.

16. **INDEMNIFICATION**. To the extent permitted by law, FLVS and the District hereby acknowledge their respective entitlement to sovereign immunity and the limited waiver of sovereign immunity as to certain tort and negligence claims pursuant to

Section 768.28, Florida Statutes. Nothing herein shall be construed as a waiver of any such immunity nor as an agreement by either Party to indemnify or defend the other. Furthermore, nothing herein shall be construed as an obligation of either Party to defend, sue, or consent to be sued by a third party. Rather, FLVS and the District agree to be responsible only for such claims and damages caused by the tortious or otherwise negligent action or inaction of their own officers and employees while functioning within the scope of their official duties, and their respective liability for such damages shall be limited to the amounts set forth in Section 768.28, Florida Statutes.

17. INTELLECTUAL PROPERTY CLAIMS

Notwithstanding the foregoing, FLVS shall have no liability for any claim that is based on (i) the use of other than the latest release and version of the Licensed Materials, if such infringement could have been avoided by the use of the latest versions and release and such version or release had been available to the District for use, (ii) the unauthorized combination of the Licensed Materials with the software, hardware or any other product not specifically provided by FLVS, or (iii) any unauthorized modification to the Licensed Materials or unauthorized use of the Licensed Materials other than as expressly authorized herein or as expressly described or recommended in writing by FLVS.

18. TERMINATION

This Agreement may be terminated by:

a) either Party without cause upon delivery of written notice of intent to terminate this Agreement provided to the other Party not less than thirty (30) days prior to the effective date of such termination, subject to Section 19, “Termination for Convenience” of this Agreement; or

b) written agreement executed by both Parties; or

c) FLVS at any time if the District, upon notice by FLVS and the expiration of a ten (10)-day opportunity to cure period, fails to perform any duties or covenants of this Agreement; or

d) the District at any time if FLVS, upon notice by the District and expiration of a

ten (10) day opportunity to cure period, fails to perform any duties or covenants of this Agreement.

19. TERMINATION FOR CONVENIENCE

Anything to the contrary notwithstanding, the District may terminate this Agreement without cause and for convenience with thirty (30) days prior written notice to FLVS. In the event of a termination for convenience, the District shall pay FLVS for all Billable Enrollments for all service dates up to and including to the date of termination. In the event of such termination, the Parties--by mutual written agreement--may extend the notice of termination period to a time period beyond the thirty (30) day notice period prescribed herein to ensure completion of services and/or to prevent any interruption of instruction and disruption of the delivery of services to the students.

20. RELATIONSHIP OF THE PARTIES

At all times during the term of this Agreement, the Parties shall be considered independent contractors and not employees of each other, and nothing herein shall be deemed to create a joint venture or principal-agent relationship between the Parties. Neither Party is authorized to, nor shall either Party act toward third persons or the public in any manner that would indicate anything other than an independent contractor relationship with the other Party.

21. DISPUTE RESOLUTION

The Parties agree that they will use their best efforts to settle any and all disputes arising out of or in connection with this Agreement, including disputes as to its validity, interpretation, performance, and alleged breach, prior to initiating any legal proceeding, whether judicial or administrative in nature.

22. NO PRESUMED CONSTRUCTION AGAINST DRAFTER(S)

The Parties acknowledge that they have both had an opportunity to craft the terms and scope of this Agreement. Accordingly, each and every term of this Agreement shall be construed in accordance with the fair meaning of such term and there shall be no presumption against either Party for having drafted or participated in the drafting of this Agreement.

23. SEVERABILITY

The terms of this Agreement shall be severable such that, if any term herein is deemed unlawful, invalid, or unenforceable, such term shall not affect the validity and enforceability of any other terms of the Agreement.

24. DISCLAIMER OF OTHER WARRANTIES AND CONDITIONS.

EXCEPT AS EXPRESSLY SET FORTH HEREIN, THERE ARE NO EXPRESS OR IMPLIED WARRANTIES OR CONDITIONS IN RELATION TO THE LICENSED MATERIALS, SUPPORT, OR SERVICES THAT ARE THE SUBJECT MATTER OF THE AGREEMENT, INCLUDING, BUT NOT LIMITED TO, ANY IMPLIED WARRANTIES OR CONDITIONS OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE, OR ANY OTHER IMPLIED WARRANTIES OR CONDITIONS ARISING BY LAW, OR FROM A COURSE OF DEALING OR USAGE OF TRADE. THE LIMITED WARRANTIES SET FORTH ABOVE GIVE THE DISTRICT SPECIFIC LEGAL RIGHTS. THE DISTRICT MAY HAVE OTHER RIGHTS, WHICH VARY FROM JURISDICTION TO JURISDICTION.

25. PUBLIC RECORDS NOTICE

The Parties are required to comply with the Florida Public Records Law, Chapter 119, Florida Statutes, in the performance of their duties under this Agreement. Each Party shall maintain its own respective records and documents associated with this Agreement in accordance with the records retention requirements applicable to public records. Each Party shall be responsible for compliance with any public documents request served upon it pursuant to Section 119.07, Florida Statutes, and any resultant award of attorney's fees for non-compliance with that law. Accordingly, the Parties shall:

a. Keep, maintain, and produce upon request and within a reasonable period of time all data created or collected in the performance of its duties under this Agreement ("Agreement Data") which come within the definition of a "public record" under Chapter 119, Florida Statutes.

b. Provide to each other, upon request and free of charge, a copy of each record which either Party seeks to produce in response to a public records request.

c. Ensure that Agreement Data that are considered exempt under Chapter 119, Florida Statutes, are not disclosed except as authorized by law.

d. Upon completion of their obligations under the Agreement, transfer to each other, at no cost, all Agreement Data in their possession or otherwise keep and maintain such data/records as required by law.

Either Party's failure to comply with the provisions set forth in this Section shall constitute a default and material breach of this Agreement, which may result in immediate termination by the non-breaching Party without penalty to them.

IF THE DISTRICT HAS QUESTIONS REGARDING THE APPLICATION OF CHAPTER 119, FLORIDA STATUTES, OR THE DISTRICT'S DUTY TO PROVIDE PUBLIC RECORDS RELATING TO THIS AGREEMENT, THE DISTRICT SHALL CONTACT FLVS's CUSTODIAN OF PUBLIC RECORDS AT 5422 CARRIER DRIVE, SUITE 201, ORLANDO, FLORIDA 32819, OR AT 407-490-2879, OR AT: custodianofrecords@flvs.net. IN TURN, IF FLVS HAS QUESTIONS REGARDING THE APPLICATION OF CHAPTER 119, FLORIDA STATUTES, OR ITS DUTY TO PROVIDE PUBLIC RECORDS RELATING TO THIS AGREEMENT, FLVS SHALL CONTACT THE DISTRICT'S CUSTODIAN OF PUBLIC RECORDS AT 919 N. Broad Street Brooksville, FL 34601 OR AT 352-797-7000.

26. FORCE MAJEURE

Neither party shall be liable to the other, nor deemed in default under this Agreement to the extent that such party's performance under this Agreement is rendered impossible, impractical, or prevented by reason of force majeure. For purposes of this Agreement, the term "force majeure" means an occurrence that is beyond the control of the party affected and occurs without fault or negligence on behalf of either party. Without limiting the foregoing, force majeure includes acts of

God; acts of the public enemy; war; riots; strikes; labor disputes; civil disorders; fires; floods; hurricanes, epidemics, pandemics, government regulations, and the issuance or extension of existing government orders of the United States, the State of Florida, or local county and municipal governing bodies, which prevents performance of the contract for all or part of the term of the Agreement.

27. NO WAIVER

No delay or failure to act on the part of either Party in exercising any right, power, or privilege under this Agreement shall impair any such right, power, or privilege or constitute a legal waiver or acquiescence regarding any such right, power, or privilege. Nor shall any single or partial exercise of any right, power, or privilege arising from this Agreement preclude any other or further exercise thereof or the exercise of any other right, power, or privilege. No waiver shall be valid and enforceable against either Party unless it is agreed upon in writing that is authorized and signed by the Party against whom enforcement of such waiver is sought.

28. AUDIT RIGHTS

FLVS may audit the use of their Licensed Materials and enrollment at any time while providing service hereunder. FLVS will conduct continuous audits for instructional quality. The results of this audit will be provided to the District and the Florida Department of Education.

29. EMAIL ACCESS

The District is responsible for providing FLVS, upon request, all email correspondence between teacher and student relevant to this Agreement.

30. NON-SOLICITATION AGREEMENT

FLVS and the District agree that during the term of this Agreement, except as provided elsewhere in this Agreement or through mutual consent of both organizations, they shall not directly or indirectly engage, hire, employ, or solicit any employee of the other, or any subsidiary or Affiliate of the other or otherwise induce or attempt to induce any employee of the other to leave employment of the other or alter the employment relationship of any employee with the other.

31. NO WAIVER OF SOVEREIGN IMMUNITY

Nothing herein is intended to serve as a waiver of sovereign immunity by any agency or political subdivision to which sovereign immunity may be applicable or of any rights or limits to liability existing under Section 768.28, Florida Statutes.

32. NON-DISCRIMINATION

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

33. ACCOMMODATIONS FOR STUDENTS WITH EXCEPTIONALITIES

The District is responsible for complying with all federal and state requirements, including IDEA and Section 504 in connection with its use and implementation of the Licensed Materials. Furthermore, the District is responsible for providing any required services to support and accommodate students with special needs. The District acknowledges that virtual learning programs are not appropriate for all students, and it is the District's responsibility to ensure that its delivery and implementation of the Licensed Materials is appropriate for each participating student. FLVS will not be responsible to make such a determination and is not required to make any associated modifications to the Licensed Materials.

34. ENGLISH LANGUAGE LEARNER STUDENTS

The District is responsible for providing appropriate equal access to all students, including ELL students. It is also responsible for ensuring compliance with the Florida META Consent Decree and other federal and state laws and regulations in connection with its use and implementation of the Licensed Materials.

35. ENTIRE AGREEMENT

This document incorporates and includes all prior negotiations, correspondence, conversations, agreements, and understandings applicable to the matters contained herein, and the Parties agree that there are no commitments, agreements, or understandings concerning the subject matter of this Agreement that are not contained in this document. Accordingly, the Parties agree that no deviation from the terms hereof shall be predicated upon any prior representations or agreements,

whether oral or written.

36. AMENDMENTS

With the exception of the annual update to the FLVS Course Offerings and Price List (Appendix A), no modification or alternation in the terms or conditions contained herein shall be effective unless contained in a written Amendment executed by both Parties.

37. COMPLIANCE WITH LAWS

Each Party shall comply with all applicable federal and state laws, codes, rules and regulations in performing its duties, responsibilities, and obligations pursuant to this Agreement.

38. GOVERNING LAW AND VENUE

This Agreement shall be governed by and construed in accordance with the laws of the State of Florida without regard to any choice of law provisions.

39. PARTICIPATION IN SIMILAR ACTIVITIES

This Agreement in no way restricts FLVS or the District from participating in similar activities with other public or private agencies, organizations, and individuals.

40. NOTICE

All notices, demands, and other communications required or permitted pursuant to this Agreement shall be provided in writing and directed to the following contacts:

As to FLVS:

Larry Banks, Sr. Director of Partner Services, Florida
Florida Virtual School
5422 Carrier Drive, Suite 201
Orlando, FL 32819
Email: lbanks@flvs.net and procurement@flvs.net

With a copy to:
Office of General Counsel
Florida Virtual School
5422 Carrier Drive, Suite 201
Orlando, FL 32819
Email: ogc@flvs.net

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As to the District:

Ray Pinder, Superintendent of Schools
Schools District: Hernando County
Address:919 North Broad Street
City/State: Brooksville, FL 34601

With a copy to:
Name/Title: Zana Wiseman/Principal of Hernando ESchool
Address:1070 Varsity Drive
City/State: Brooksville, FL 34601
Email: wiseman_z@hcsb.k12.fl.us

41. AUTHORITY

Each person signing this Agreement on behalf of either Party individually warrants that each has full legal power to execute this Agreement on behalf of the Party for whom each is signing and to bind and obligate such Party with respect to all provisions contained in this Agreement.

42. NO THIRD-PARTY BENEFICIARIES

There are no third-party beneficiaries created or entitled by this Agreement, and only the specific Parties hereto shall have any rights or standing to enforce this Agreement or any provision thereof.

43. NO ASSIGNMENT

This Agreement may not be assigned, transferred, or conveyed in whole or in part by either Party.

44. NO PARTNERSHIP OR JOINT VENTURE

It is understood and agreed that nothing contained in this Agreement shall be deemed or construed as creating a partnership or joint venture between the District and FLVS or any other Party or cause either Party to be responsible in any way for the debts and obligations of the other Party.

(Signatures to follow on next page)

[Signature page to Franchise Agreement between
Florida Virtual School and
The School Board of Hernando County, Florida
Dated Upon Full Execution]

WHEREFORE, the Parties agree upon the foregoing terms and conditions of this Agreement and bind themselves to each other and to the covenants and promises herein stated through each of their authorized representatives/signatories below:

FLORIDA VIRTUAL SCHOOL	
By *(Authorized Signature)* Louis Algaze Digitally signed by Louis Algaze Date: 2025.06.24 18:24:16 -04'00'	Date
Printed Name and Title of Person Signing: Louis J. Algaze, Ph.D. – President and CEO	
Address: 5422 Carrier Drive, Suite 201, Orlando, FL 32819.	
Approved as to legal form and sufficiency by: Karen M. Chastain Digitally signed by Karen M. Chastain Date: 2025.06.23 10:51:49 -04'00'	
FLVS Office of General Counsel	
THE SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA	
By *(Authorized Signature)*	Date
Printed Name and Title of Person Signing: Shannon Rodriguez, Board Chair	
Address: 919 North Broad Street, Brooksville, Florida 34601	
Approved as to legal form and sufficiency by:	
School Board Attorney/Legal Counsel for School Board	

Approved as to Content & Form
Caroline Mockler, Esq.
Staff Counsel, HCSD
7:29 am, 06/16/2025

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APPENDIX A - Course List and Fees
Effective July 1, 2025, to June 30, 2026

The Licensed Materials, which are the subject of the Florida Virtual School (FLVS) Franchise Agreement, including Licensed Course Content, Third Party Components, FLVS Virtual School Administrator, Registration, Student Information System, and the FLVS Learning Management System granted to the District and the fees payable to FLVS are outlined in the following table, "FLVS Course Offerings".

This list includes the most current version of all FLVS courses available for public release, except those still in a pilot or BETA phase of development.

FLVS reserves the right to discontinue the availability of any course listed herein with reasonable notice to the District. In so doing, FLVS will ensure that the students currently in the course are permitted to matriculate and complete the course in which they are currently enrolled.

1. **Fees**

This Course Offering list may be altered based on any additional course releases or enhancements during the year. The Course Catalog may be found at: https://www.flvs.net/high-school-courses.

FLVS Course Offerings	
Course Name *(*Franchise only offering)*	**Price per segment**
ELEMENTARY	
Art - Grade Kindergarten	50.00
Art - Grade 1	50.00
Art - Grade 2	50.00
Art - Grade 3	50.00
Art - Grade 4	50.00
Art - Grade 5	50.00
Elementary Spanish Introductory Level	50.00
Elementary Spanish 1	50.00
Elementary Spanish 2	50.00
Elementary Spanish 3	50.00

Elementary Spanish 4	50.00
Elementary Spanish 5	50.00
Elementary Physical Education K	50.00
Elementary Physical Education 1	50.00
Elementary Physical Education 2	50.00
Elementary Physical Education 3	50.00
Elementary Physical Education 4	50.00
Elementary Physical Education 5	50.00
Elementary Computer Science K	50.00
Elementary Computer Science 1	50.00
Elementary Computer Science 2	50.00
Elementary Computer Science 3	50.00
Elementary Computer Science 4	50.00
Elementary Computer Science 5	50.00
Language Arts - Kindergarten	50.00
Language Arts - Grade One	50.00
Language Arts - Grade Two	50.00
Language Arts - Grade Three	50.00
Language Arts - Grade Four	50.00
Language Arts - Grade Five	50.00
Mathematics - Kindergarten	50.00
Mathematics – Grade One	50.00
Mathematics - Grade Two	50.00
Mathematics - Grade Three	50.00
Mathematics - Grade Four	50.00
Mathematics - Grade Five	50.00
Music - Grade Kindergarten	50.00
Music - Grade 1	50.00
Music - Grade 2	50.00
Music - Grade 3	50.00
Music - Grade 4	50.00
Music - Grade 5	50.00
Science - Kindergarten	50.00
Science – Grade One	50.00
Science – Grade Two	50.00
Science – Grade Three	50.00

Science – Grade Four	50.00
Science – Grade Five	50.00
Social Studies - Kindergarten	50.00
Social Studies – Grade One	50.00
Social Studies – Grade Two	50.00
Social Studies - Grade Three	50.00
Social Studies – Grade Four	50.00
Social Studies – Grade Five	50.00
ENGLISH/LANGUAGE ARTS	
English 1	50.00
English 1 for Credit Recovery*	50.00
English 2	50.00
English 2 for Credit Recovery*	50.00
English 3	50.00
English 3 for Credit Recovery*	50.00
English 4	50.00
English 4 for Credit Recovery*	50.00
English 4: Florida College Prep	50.00
M/J Language Arts 1	50.00
M/J Language Arts 2	50.00
M/J Language Arts 3	50.00
MATHEMATICS	
Algebra 1	50.00
Algebra 1 for Credit Recovery*	50.00
Algebra 1-A	50.00
Algebra 1-A for Credit Recovery	50.00
Algebra 1-B	50.00
Algebra 1-B for Credit Recovery	50.00
Algebra 2	50.00
Calculus Honors	60.00
Geometry	50.00
Geometry for Credit Recovery	50.00
M/J Accelerated Mathematics Grade 7	50.00
M/J Grade 6 Mathematics	50.00
M/J Grade 7 Mathematics	50.00
M/J Grade 8 Pre-Algebra	50.00

Mathematics for College Algebra	60.00
Mathematics for College Liberal Arts	50.00
Mathematics for Data and Financial Literacy	50.00
Pre-Calculus Honors	50.00
Probability & Statistics with Applications Honors	50.00
SCIENCE	
Anatomy and Physiology	50.00
Biology 1	50.00
Biology 1 for Credit Recovery*	50.00
Chemistry 1	50.00
Chemistry 1 for Credit Recovery*	50.00
Earth/Space Science	50.00
Environmental Science (Guy Harvey)	50.00
Forensic Science 1	50.00
Marine Science	50.00
M/J Comprehensive Science 1	50.00
M/J Comprehensive Science 2	50.00
M/J Comprehensive Science 3	50.00
M/J Computer Science Discoveries 1	50.00
M/J Computer Science Discoveries 2	50.00
M/J Earth/Space Science	50.00
M/J Life Science	50.00
M/J Physical Science	50.00
Physical Science	50.00
Physics 1	50.00
SOCIAL STUDIES	
Economics	50.00
Economics for Credit Recovery	50.00
Economics with Financial Literacy	50.00
Holocaust Studies	50.00
M/J Civics	50.00
M/J Civics & Career Planning	50.00
M/J United States History	50.00
M/J United States History & Career Planning	50.00
M/J World History	50.00
M/J World History & Career Planning	50.00

United States Government	50.00
United States Government for Credit Recovery*	50.00
United States History	50.00
United States History for Credit Recovery*	50.00
World History	50.00
World History for Credit Recovery*	50.00
ART/VISUAL ART/MUSIC	
M/J Digital Art and Design 1	50.00
M/J Exploring Music	50.00
M/J Exploring Two-Dimensional Art	50.00
M/J Guitar 1	70.00
M/J Visual Art 1	50.00
M/J Visual Art 2	50.00
CAREER TECHNICAL EDUCATION	
Accounting Applications 1	90.00
Agriscience Foundations 1	50.00
Agriculture Communications 2	50.00
Agriculture Communications 3	50.00
Allied Health Assisting 3	50.00
Applications of Artificial Intelligence	50.00
Artificial Intelligence in the World	50.00
Business Management and Law	50.00
Business Ownership	50.00
Computer & Network Security Fundamentals	80.00
Criminal Justice Operations 1	50.00
Cybersecurity Essentials	50.00
Data Analytics and Database Design	50.00
Digital Information Technology	50.00
Foundations of Curriculum and Instruction	50.00
Foundations of Machine Learning	50.00
Foundations of Programming	50.00
Foundations of Web Design	50.00
Hospitality and Tourism Marketing Management	50.00
Human Growth and Development	50.00
Introduction to Hospitality & Tourism	50.00
Introduction to the Teaching Profession	50.00
Machine Learning and Applications	50.00

M/J Business Keyboarding	50.00
M/J Career Research & Decision Making	50.00
M/J Critical Thinking, Problem Solving, and Learning Strategies	50.00
Coding Fundamentals	50.00
Parenting Skills	50.00
Principles of Entrepreneurship	50.00
Procedural Programming	50.00
Technology for Hospitality and Tourism	50.00
HEALTH/PHYSICAL EDUCATION	
Fitness Lifestyle Design	50.00
Health Science Foundations	50.00
HOPE - Physical Education (Core)	50.00
M/J Comprehensive Physical Education Grade 6/7	50.00
M/J Comprehensive Physical Education Grade 7/8	50.00
M/J Fitness - Grade 6	50.00
Outdoor Education	95.00
Personal Fitness	50.00
WORLD LANGUAGE	
American Sign Language 1	50.00
American Sign Language 2	50.00
American Sign Language 3 Honors	50.00
Chinese 1	50.00
Chinese 2	50.00
Chinese 3 Honors	50.00
Chinese 4 Honors	50.00
French 1	50.00
French 2	50.00
French 3 honors	50.00
French 4 honors	50.00
Hebrew 1	50.00
Hebrew 2	50.00
Latin 1	50.00
Latin 2	50.00
Latin 3 Honors	50.00
Latin 4 Honors	50.00
M/J Spanish, Beginning	50.00

M/J Spanish, Intermediate	50.00
Spanish 1	50.00
Spanish 2	50.00
Spanish 3 Honors	50.00
Spanish 4 Honors	50.00
ADVANCED PLACEMENT COURSES	
Advanced Placement Art History	75.00
Advanced Placement Biology	90.00
Advanced Placement Calculus AB	75.00
Advanced Placement Calculus BC	75.00
Advanced Placement Computer Science A	75.00
Advanced Placement Computer Science Principles	75.00
Advanced Placement English Language and Composition	75.00
Advanced Placement English Literature and Composition	75.00
Advanced Placement Environmental Science	75.00
Advanced Placement Human Geography	75.00
Advanced Placement Macroeconomics	75.00
Advanced Placement Microeconomics	75.00
Advanced Placement Physics 1	90.00
Advanced Placement Precalculus	75.00
Advanced Placement Psychology	90.00
Advanced Placement Spanish Language and Culture	75.00
Advanced Placement Statistics	75.00
Advanced Placement United States Government and Politics	90.00
Advanced Placement United States History	90.00
Advanced Placement World History: Modern	75.00
ELECTIVE COURSES	
Art History and Criticism 1 Honors	50.00
Astronomy / Solar Galactic	50.00
Career Research and Decision Making	75.00
Creative Writing 1	50.00
Critical Thinking and Study Skills	75.00
Digital Art Imaging 1	50.00
Driver Education/Traffic Safety - Classroom	75.00
Geometry for Credit Recovery*	50.00
Guitar 1	70.00

Journalism 1	50.00
Law Studies	50.00
Leadership Skills Development	75.00
Life Management Skills	50.00
M/J Journalism 1	50.00
M/J Peer Counseling 1	75.00
Music of the World	50.00
Peer Counseling 1	75.00
Peer Counseling 2	75.00
Peer Counseling 2 ELL	75.00
Personal Finance and Money Management	50.00
Psychology 1	50.00
Social Media 1	50.00
Theatre, Cinema, & Film Production	50.00
Two-Dimensional Studio Art 1	50.00
CAMBRIDGE AICE COURSES	
Cambridge AICE English General Paper AS Level	95.00
Cambridge AICE Environmental Management AS Level	95.00
Cambridge AICE International History 1 AS Level	95.00
Cambridge AICE Marine Science 1 AS Level	95.00
Cambridge AICE Psychology 1 AS Level	95.00
Cambridge AICE Sociology 1 AS Level	95.00
Cambridge AICE United States History 1 AS Level	95.00

[End of Course List]

APPENDIX B
Teacher Acknowledgement Form

FLVS Mission:
Equip students for success by developing and delivering highly effective digital learning through an intuitive online platform.

FLVS Vision:
Lead online education worldwide with innovative digital solutions that individualize learning for each student.

FLVS Values:
- Excellence – Deliver the best. Always.
- Innovation – Lead transformative learning.
- Community – Build meaningful connections.
- Balance – Embrace flexibility.
- Communication – Listen, share, and collaborate openly.

FLVS Commitment:
The Student is at the center of every decision we make.

FLVS Franchise Policy Guide:
Communication and interaction are at the heart of our success. Research continues to show that Student-Teacher interaction is the key to a successful educational experience. Frequent Student-Teacher communication in the virtual learning environment requires commitment above and beyond the traditional workday by staff, as communication is the critical element to the success of the program. Florida Virtual School's evaluation consistently shows an overwhelming need and appreciation for the frequent communication that is occurring between staff and Students. Voice-to-voice communication and email are considered essential and are expected on a regular basis. Teachers are expected to perform Discussion Based Assessments as scheduled and additional as needed.

Academic Integrity:
Academic Integrity, along with hiring the best and brightest instructional staff, is one of the core values at FLVS. It is one of the most important things we do as a learning organization. Done well, Students will make decisions based on values that will prepare

them as productive, meaningful, and ethical citizens. All Franchise teachers will comply with the FLVS Academic Integrity policies and procedures, which can be found at: https://www.flvs.net/docs/default-source/myflvs/academicintegrity.pdf?sfvrsn=6

Welcome Phone Call:

Prior to being granted access to their online course, students must have a Welcome Phone Call conversation with their instructors. During the initial Welcome Call, instructors will ask for a preferred method of contact. Instructors will make note of the preferred method and communicate student progress accordingly.

Grading Student Work:

1. A major component of proper communication is returning student work in a timely manner. It is the Florida Virtual School's policy that all communication be returned within twenty-four (24) hours. Responding within twenty-four (24) hours does not have to include the grading of all work that was submitted the previous day. It is the responsibility of the instructor to inform students about the expected turnaround time on grading work that has been submitted. All work should be graded within forty-eight (48) hours of submission.

2. Florida Virtual School uses the state-adopted grading scale. Per Section 1003.437, Florida Statutes, Middle and High School (grades 6-12) Grading System:
   a) Grade A equals ninety percent (90%) through one hundred percent (100%).
   b) Grade B equals eighty percent (80%) through eighty-nine percent (89%).
   c) Grade C equals seventy percent (70%) through seventy-nine percent (79%).
   d) Grade D equals sixty percent (60%) through sixty-nine percent (69%).
   e) Grade F equals zero percent (0%) through fifty-nine percent (59%).
   f) W – Student withdrawn during the grace period. No credit awarded.
   g) WF – Student withdraws past grace period with a failing grade at the time of withdrawal. No credit awarded.
   h) WP – Student withdraws past grace period with a passing grade at the time of withdrawal. No credit awarded.
   i) P – Indicates that credit was awarded based on the student passing a state-administered End of Course (EOC) assessment instead of completing one hundred percent (100%) of the course materials. Florida refers to this as a Credit Acceleration Program (CAP) credit. However, Florida has instituted EOC exams for select courses. A final grade issued by FLVS in one (1) of the EOC exam courses may be interpreted differently based on district policies in effect at the time of enrollment and/or completion, and specific requirements per Florida Statute.

Each Florida School District reserves the right to input FLVS statuses into their county transcript system based on their specific student progression plan and/or reporting capabilities.

Final Exam Policy:

The purpose of the final exam is to assist in validating that Students have demonstrated mastery of key course concepts and standards. The final exam, unto itself, is not the sole determiner of Student achievement; however, students are required to take a final exam in all FLVS courses.

For Courses with state-required EOC exams, the District may act in accordance with District policy.

To maintain the integrity of all FLVS grades, instructors may choose to facilitate random oral assessments and/or face-to-face exams.

Minimum Length of Courses:

To ensure that Students are mastering content within their courses, it is important to remember that the fourteen (14) day minimum learning experience for all half-credit courses and a twenty-eight (28) day minimum for all full-credit courses remains in effect. For Students to successfully complete a skill-based course with specific course requirements, such as a time component (i.e., workout logs in Personal Fitness), a longer minimum learning experience may be required.

As noted in the statement above, skill-based courses with a time component require a longer minimum stay. PE courses fall into that category.

Personal Fitness (PF):	Twenty-one (21) Days
Fitness Lifestyle Design (FLD):	Twenty-four (24) Days
Health Opportunities in Physical Education	Twenty-one (21) Days

Documentation of Student Work:

All Student assessment records should be kept in the FLVS course management system. Primarily, Student work will be completed within the course management system. Keep digital documentation of any Student assessments given by phone or in the chat room. Create a system for storing work that would be logical to anyone. Record the assessment grade and comments in the LMS. All email communication with Students must be maintained within the LMS.

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As a Florida District Learning and Service Agreement Teacher, I have read and agree to abide by all FLVS Instructional Polices as found at:
https://docs.google.com/document/d/16OL-brFE9WEwQNwImooAKHW4Yi8e6tv7Rs4ACwTf5Ko/edit?tab=t.0What

Teacher Name	Certification	Areas

Teacher Signature	Date

Franchise Leader	Date

Please submit this form to the Franchise Manager within thirty (30) Business Days of Teacher employment with your Franchise School.

APPENDIX C

Steps for Enforcement

To ensure that its products and services are properly presented, FLVS reserves the right to review both the individual and overall performance of the District. Based on defined expectations for performance and policy/procedure alignment, FLVS will notify the District representative of any discrepancies so that the representative may take immediate action to correct the issue(s). FLVS may assist in providing additional tools and/or training at the expense of the District. Should the discrepancies continue, either with or without remediation, FLVS reserves the right to have a non-performing individual removed from the District program and/or terminate the Agreement with the District.

Step One: Verbal Warning

1. Memo to file summarizing the discussion.
2. The District may file a written document outlining an opposing view with FLVS Franchise Manager, Director, and Chief.
3. Verbal communication with the District Franchise Leader to identify deficiencies with a plan for correction of identified deficiencies to bring the Franchise back into compliance within seven (7) Business Days.
4. If a deficiency is not corrected within seven (7) Business Days with the District back in compliance with the District Agreement, parties involved will attend mandatory training with costs being incurred by the District.

Step Two: Probation

1. Should the discrepancies continue, FLVS will place the District on probation for no longer than one (1) year. This probationary action shall not prevent students currently enrolled in FLVS courses to complete those courses.

APPENDIX D

Florida Virtual School Branding and Media Policy

FLVS Branding Policy:

- Include the registered trademark ® symbol after the first mention of Florida Virtual School or FLVS on all newly created marketing pieces, and include the following trademark statement:

Florida Virtual School and FLVS are registered trademarks of Florida Virtual School, a public school district of the State of Florida.

- "Florida Virtual School" and "FLVS" are the only approved school name and abbreviation. "The Florida Virtual School," "Florida Virtual," and "Florida Virtual Schools" are not approved for use.

- Never use FLVS or Florida Virtual School possessively.

- Provide the FLVS Senior Director of Partner Services with a copy of all new marketing/informational pieces that mention Florida Virtual School or FLVS.

FLVS Media Relations Policy:

- Notify the FLVS Communications Manager and the FLVS Senior Director of Partner Services upon receiving an inquiry from the media, or directly upon completion of an interview if prior notice is not possible.
    - Tania Clow, Communications Manager: 407-513-3627, tclow@flvs.net
    - Larry Banks, Senior Director of Partner Services: 407-484-4031, lbanks@flvs.net

- Media Resources Available:
    - FLVS Newsroom (flvs.net/news) – View news releases, annual reports, district enrollment summary, research documents, and FLVS leadership members.

- When speaking about enrollment numbers, we ask that you clarify that the numbers are for your franchise specifically. If you need current enrollment data for FLVS, please reach out to the FLVS Communications Manager or FLVS Senior Director of Partner Services.

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

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

A. Item Currently Budgeted -

Account Name

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project

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

Account Name

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project

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

B. Item Currently Not Budgeted -**

Funding Source: General Funds-From the to be approved General Funds for 25-26 School Year

Account Name: Fees for Virtual Instruction

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project
1100	5100	3690	7004	00300	

Amount $ 95,320

Funding Source

Account Name

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project

Amount $

C. History

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

Prior Year Approved Budget: $ 110,320

Prior Year Actual Spent: $ 29,498.00

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

Hernando School District

School Board Regular Meeting

Agenda Item # 23. 26-3153 7/29/2025

Title and Board Action Requested
Approve to Reject All Bids for Bid # 26-910-01: Building Official Services.

Executive Summary
The Director of Facilities & Construction, on behalf of the Superintendent of Schools, hereby requests the Board reject all bids for Bid # 26-910-01: Building Official Services. Since we did not receive a minimum of two (2) responsive/responsible bidders, it is in the best interest of the district to reject all bids and issue a revised solicitation at a later date.

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.

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

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

A. Item Currently Budgeted -

Account Name: No Financial Impact

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

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

Account Name

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

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

B. Item Currently Not Budgeted -**

Funding Source

Account Name

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

Amount $

Funding Source

Account Name

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

Amount $

C. History

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

Prior Year Approved Budget: $_____

Prior Year Actual Spent: $_____

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

Hernando School District

School Board Regular Meeting

Agenda Item # 24. 26-3156 7/29/2025

Title and Board Action Requested

Approve the 2025-2026 Dual Enrollment (DE) Articulation Agreement Between the University of South Florida (USF) and the Hernando County School District and Issuance of Purchase Orders in an Estimated Annual Amount of $12,000.00

Executive Summary

The Supervisor of College and Career Programs, on behalf of the Superintendent of Schools, hereby requests the Board to approve the 2025-2026 DE Articulation Agreement between USF and the Hernando County School District. Florida Statute 1007.21 mandates school districts and local public postsecondary institutions to enter into an agreement for the purpose of establishing guidelines for implementing the program for eligible students. The agreement will provide a seamless transition into postsecondary education and permit eligible students an opportunity to earn both high school and postsecondary education credits. The purchases will be made on an as needed basis.

My Contact

Beth Lastra
Supervisor of College and Career Programs
352-797-7000 ext. 70474
lastra_b@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.

Docusign Envelope ID: 58B36AA1-5C7B-4114-912D-243E7A9BFFA0

DUAL ENROLLMENT ARTICULATION AGREEMENT BETWEEN THE UNIVERSITY OF SOUTH FLORIDA AND THE
Hernando County School District
For instruction that may include courses taught on high school campuses

THIS AGREEMENT is made and entered into on July 29, 2025 by and between University of South Florida Board of Trustees, a public body corporate ("USF") and the Hernando County School District ("HCSD") for the purpose of enabling dual enrollment courses to provide educational opportunities for eligible and qualified public school students in Hernando County. This agreement shall serve as the Dual Enrollment Articulation Agreement pursuant to Section 1007.271, Florida Statutes. USF and HCSD are each a "Party" and collectively the "Parties."

I. TERM

This Agreement, which pertains to fall and spring semesters (**not summer term**), shall be effective as of July 1, 2025 and shall continue until June 30, 2026, unless terminated or amended pursuant to the provisions in this Agreement. This Agreement may be renewed on an annual basis by mutual written consent. If this Agreement is to be renewed, it shall be reviewed on an annual basis at least ninety (90) days prior to the beginning of the USF fall semester to ensure continuing compliance with state law and applicable dual enrollment requirements.

II. DUAL ENROLLMENT

A. Dual enrollment courses are courses taught to high school students for which the students receive both high school credit and college credit, regardless of location or mode of delivery. Therefore, USF's dual enrollment courses must simultaneously fulfill Florida high school curriculum requirements and meet USF requirements for general education or specific majors. Grade level enrollment is left to the discretion of the school district.

B. Early admission dual enrollment pursuant to Section 1007.271, F.S. requires a separate agreement; it is not a part of this agreement.

C. Courses eligible for dual enrollment must meet the following criteria:
   1. Be listed within the statewide course description and numbering system on the current Dual Enrollment Course - High School Subject Area Equivalency List https://www.fldoe.org/policy/articulation/
   2. Fulfill requirements of an associate of arts or baccalaureate degree;
   3. Apply toward the student's high school diploma and replace high school courses in the same discipline that otherwise would have been taken
   4. Be approved by HCSD and USF as an acceptable dual enrollment course.

Appendix A lists the links for USF dual enrollment courses approved for delivery on high school campuses.

D. Courses

1. Courses are not eligible for dual enrollment if they (1) contain college preparatory instruction and other forms of pre-collegiate instruction or developmental education, (2) are physical education courses that focus on the physical execution of a skill rather than the intellectual attributes of the activity, or (3) are not specified in the *State of Florida Dual Enrollment Course – High School Equivalency List.*

2. Some USF dual enrollment courses require either prerequisite work and/or higher standardized test scores. The USF Course Inventory stipulates the prerequisites for every course in the USF catalog: https://usfweb.usf.edu/academic-programs/course-inventory; **Appendix B** lists mathematics general education courses that have elevated test score requirements.

3. Dual enrollment courses are available on any campus of USF or its online platform. Dual enrollment registration is limited to unfilled courses.

4. Students are limited by USF to no more than three (3) dual enrollment courses per semester. In addition, any co-courses such as labs up to three credits. New students with no dual enrollment experience are limited to two (2) courses.

5. HCSD may place other restrictions on students taking courses for dual enrollment credit.

6. All dual enrollment courses must be at least three (3) college credits. Dual enrollment courses and high school credit earned are designated by the Florida Department of Education's statewide course numbering system and the State of Florida Articulation Coordinating Committee as published in the *Dual Enrollment Course-High School Subject Equivalency List.* HCSD shall assign high school credit upon successful course completion and accept the post-secondary courses toward meeting requirements of Section 1003.43, Florida Statutes.

7. For high school students in HCSD, selected lower-level dual enrollment courses are also available on one or more high school campuses. HCSD high school students who are not enrolled in USF's dual enrollment course are not allowed in the classroom in which instruction is being provided to dual enrollment students.

8. Dual enrollment courses taught at a HCSD high school are taught by teachers who have been credentialed by USF for college instruction and have been granted a courtesy faculty appointment by the appropriate USF academic unit, and thus are subject to USF's regulations, policies, and procedures.

9. Students may earn no more than fifty five (55) total credits applicable toward an Associate of Arts degree or a Bachelor's degree on a high school campus.

10. The number of courses a student may take could be less than the limits set by USF above at the discretion of the school or school district not USF.

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III. INITIAL ELIGIBILITY

https://www.usf.edu/early-university-programs/dual-enrollment/requirements-and-deadlines.aspx

Students participating in dual enrollment courses must meet these initial eligibility requirements.

A. 3.5 cumulative weighted high school GPA, as provided on the student transcript at time of application.
B. Meet minimum standardized test scores as outlined in **Appendix B**.
C. Approval by their high school counselor or other school administrator

IV. APPLICATION

A. Process

https://www.usf.edu/early-university-programs/dual-enrollment/admission-process.aspx

1. Students who meet the initial eligibility can apply for admission to USF dual enrollment by following the step-by-step instructions located on the website, which include activation of a USF Net ID and obtaining a U number (see above).
2. School counselors should follow the follow the step-by step instructions for completing the course approval form that must accompany each student's application. (See above).
3. Students continuing in dual enrollment do not reapply, but they and their counselors must submit a course approval form every term to be registered in courses.

B. Deadline

1. The initial application process requires two submissions in sequence.

Term or Semester	Student Application Deadline	School Course Approval
For Fall enrollment	On or before June 1	On or before June 15
For Spring enrollment	On or before November 15	On or before November 15

2. Students apply only once, but if they do not enroll in the term for which they were admitted, they must reapply.
3. School counselors must submit course approval forms for students every term they wish to be enrolled.

C. Determination

The Director of USF Early University Programs makes the final decision for admission approval to the dual enrollment. Denial of admissions will be communicated to both the student and the high school administrator.

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D. Course Registration

1. Students who have received approval to take a USF course online or a USF course on any USF campus will register themselves when the non-degree seeking registration window opens. School counselors shall advise students accordingly.
   Fall Registration: Late July or Early August. Spring Registration: Late November or Early December. (Students are responsible for **checking important dates (See https://www.usf.edu/registrar/calendars/) to know when to register**).
2. Students taking **USF courses on their high school campus** do not have to register their high school campus course. USF administrative staff will courtesy register students who are taking courses on their high school campus.
3. The school counselor will be notified after registration has been completed via email.
4. The school counselor is responsible for advising students to log into Canvas/Oasis Students must log into Canvas the day before or on the first class meeting to ensure the course is available in Canvas. If not, the student must be added. coordinators/counselors will notify the EUP office of any errors or changes during drop/ add week. After Drop/Add week, students cannot be added or dropped from registered classes.

V. CONTINUING ELIGIBLITY

https://www.usf.edu/early-university-programs/dual-enrollment/requirements-and-deadlines.aspx

A. Students must earn at least a "C" (2.0) in dual enrollment courses.
B. Students must also maintain a weighted 3.3 GPA on high school transcripts, including dual enrollment course final grades.
C. Students who maintain a GPA of 2.0 or higher after accruing six (6) credit hours may be allowed to take up to eleven (11) credit hours per semester during future terms.
D. Students who receive a "C-", "D", "F", or "W" in any given course as designated on the USF transcript, will not be eligible for dual enrollment the subsequent fall or spring semester only if their USF GPA falls below a 2.0.
E. Courses may not be reattempted for dual enrollment credit. Students who have earned a grade below C in a course, may retake that course and utilize the university's grade forgiveness policy only one time. The retake must be approved by the Director of Early University Programs and the Grade Forgiveness Request Form must be sent to the registrar by the student. https://www.sarasotamanatee.usf.edu/academics/academic-resources/academic-advising/grade-forgiveness.aspx
F. All courses that are retaken under grade forgiveness are at the student's expense.

VI. COSTS

A. Instruction

1. For instruction that takes place on a USF campus or online, HCSD shall pay USF the standard tuition rate per credit hour. While this rate has not been finalized for the coming year, it is currently $105.07, and is expected to remain that amount until changed by the state.

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2. HCSD shall be responsible for payment of tuition for all students enrolled in coursework at the end of the USF drop/add period (first week of classes). If a student withdraws from a class during the drop/add period, pursuant to USF procedures, HCSD shall not be responsible for the tuition associated with that student's approved withdrawal coursework.
3. USF shall provide an invoice to HCSD no later than the Friday of the eighth week of the semester. HCSD shall render payment within forty-five (45) days.
4. For dual enrollment courses that are taught on a high school campus by USF-credentialed high school faculty who have been granted courtesy faculty appointments at USF, HCSD is not responsible for payment to USF.

B. Instructional Materials
https://www.usf.edu/early-university-programs/dual-enrollment/bookstore-process.aspx

1. HCSD students who are admitted to take dual enrollment courses through USF will be provided required instructional materials free of charge with the expense covered by HCSD.
2. The required materials for every USF course are published on the webpage for each campus bookstore 45 days prior to the start of each term.
3. After the close of dual enrollment admissions, a roster of participating students will be shared with the USF bookstore.
4. When dual enrollment students order their books at a campus store or online, they inform the clerk that they are taking dual enrollment courses so their name on the roster can be confirmed, and they can receive their required materials at no charge.
5. After dual enrollment students have "purchased" their required course materials, the USF bookstore will send an invoice to HCSD.
6. For students taking courses on high school campuses, HCSD will arrange purchasing of texts directly with the bookstore.
7. Detailed purchasing procedures for the school district and students are presented in **Appendix C**. To include ENC select courses that use USF Writes.

C. **DISTRICT/SCHOOL RESPONSIBILITIES**

1. HCSD shall designate a district administrator/coordinator to oversee student participation in USF dual enrollment and coordinate the program's implementation with the USF Office of Early University Programs.
2. Guided by the website (https://www.usf.edu/early-university-programs/index.aspx) HCSD school administrators shall provide information to students and their parents about opportunities for student participation in dual enrollment courses, the advisability and expectations of taking college courses during high school and how to participate in dual enrollment courses.

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3. HCSD school counselors shall work with eligible students on an individual basis to assess their readiness for success in college courses and request appropriate USF courses by the dual enrollment deadline.
4. HCSD school counselors shall guide students in the online application process, which may include assisting the students in submitting immunization or residency records with the application, and verify student eligibility (GPA and test scores) to participate in the dual enrollment.
5. The HCSD school counselors shall be responsible for verifying student eligibility for participation in dual enrollment and approving course selections, as well as monitoring student performance during the semester and for grade transfers to high school reports.
6. Dual enrollment school counselor shall counsel students as needed and revise upcoming schedules for students who cannot continue in dual enrollment.
7. At least one HCSD school counselor will participate in a USF online training module to become familiar with academic procedures that students may need to pursue.

Additional responsibilities for districts delivering USF dual enrollment on school campuses

8. The HCSD dual enrollment administrator/ coordinator shall coordinate scheduling and staffing of dual enrollment course on the high school campuses with the USF Office of Early University Programs.
9. The HCSD dual enrollment administrator/ coordinator shall coordinate annual submission of credential requests and required documents for prospective high school dual enrollment course instructors.
10. HCSD shall ensure that dual enrollment course sections taught on a high school campus contain only USF dual enrollment students and do not include any non-college credit seeking high school students.
11. HCSD shall ensure that instructors of in-schools dual enrollment courses attend a USF faculty orientation and any other trainings required of USF faculty (online) prior to the start of their first semester teaching. These trainings, which are all online, include, but are not limited to, Canvas Orientation, Title IX and Faculty Standards, Mental Health Compliance, etc.
12. HCSD shall ensure that, in the case of a high school dual enrollment instructor's absence, whether temporary or permanent, that the course can continue being taught by a USF-credentialed instructor.
13. HCSD will ensure that high school instructors of dual enrollment classes participate in USF's assessment of student learning outcome activities if a course they teach is required to be assessed as part of a general education assessment plan or a major-specific assessment plan that is implemented by USF. This may involve requiring students to produce specific artifacts/work products that the high school instructors may be required to evaluate using a rubric developed by USF faculty.
14. HCSD shall assure that all dual enrollment course instructors have passed background checks and been authorized to work via e-Verify.

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VII. USF RESPONSIBILITIES

A. Upon request, USF shall meet with students of participating high schools as they complete their dual enrollment application and/or approval forms, and consider course preferences.
B. USF shall courtesy register students for courses taken on their high school campus during the non-degree seeking registration time period or before the start of each term.
C. USF shall monitor student academic performance during participation in the dual enrollment and share information with HCSD, when necessary, to foster student success.
D. USF shall assign a university letter grade to completed coursework.
E. USF shall provide academic information to the HCSD dual enrollment administrator/coordinator within ten (10) business days following the official deadline for USF grade posting about the student(s) who are not eligible for future dual enrollment because grades have fallen below a grade of C / 2.0.
F. USF shall maintain a dual enrollment website that will contain updated information on deadlines, procedures and contact information for the dual enrollment.
G. USF shall submit this Agreement to the Florida Department of Education on an annual basis as required by s. 1007.271(21), F.S.
H. USF shall maintain an Office of Early University Programs, with a director and staff who will coordinate dual enrollment activity with the HCSD dual enrollment administrator.
I. In accordance with s. 448.095, F.S., USF shall assure that all course instructors have passed background checks and been authorized to work via e-Verify (company ID 461791).

VIII. RESPONSIBILITIES TO DISTRICTS DELIVERING USF DUAL ENROLLMENT ON SCHOOL CAMPUSES

J. For dual enrollment courses taught in high schools, the USF Office of Early University Programs, will also coordinate dual enrollment activity with the HCSD dual enrollment administrator/coordinator, participating high school principals, counselors, and instructors of dual enrollment courses.
K. USF shall provide "courtesy faculty appointments" to credentialed HCSD teachers assigned to teach dual enrollment courses on high school campuses to enable their use of Canvas and USF email, and bind those faculty members to USF's regulations, policies, and procedures.
L. USF shall provide approved course syllabi and required texts to the HCSD high school dual enrollment instructors for the coming year before the end date of the district's current year teaching contracts.
M. USF shall deliver an orientation and other faculty training to newly credentialed and assigned teachers online either asynchronously or at an agreed upon time prior to the start of fall classes in HCSD schools.
N. USF shall ensure that all its regulations, policies, and procedures are enforced in dual enrollment courses on the high school campuses, and that student support services comparable to those provided to other non-degree-seeking students at USF are provided to students taking

courses on a high school campus. In the event of a conflict between USF's regulations, policies, or procedures and those of HCSD, USF regulations, policies, and procedures will supersede those of HCSD.

O. USF will assure that if student learning outcomes are assessed in a general education or major-specific course on one or more USF campuses (including online) and that course is offered at a high school as an off-campus instructional site, then the course at that off-campus instructional site will be included in the student learning outcome assessment process.

IX. STUDENT RESPONSIBILITIES COORDINATED BY DISTRICT/SCHOOL

A. The students shall be responsible for following all admissions and self-registration instructions on the dual enrollment website.
B. Students will self-register during the non-degree registration window each semester (See important dates to determine registration window **https://www.usf.edu/registrar/calendars/#fall2021).**
C. Students will get approved courses from their school counselors. Courses offered on a high school campus will be courtesy registered for the student. The student is responsible for USF online or USF Campus course registration.
D. The students will monitor their USF email for important dates and communications.
E. Students shall maintain at least the minimum requirements to continue in the dual enrollment.
F. Students shall be responsible for proper withdrawal from enrolled coursework within the USF drop/add period or otherwise formally withdrawing pursuant to USF guidelines. Students shall meet with their school counselors prior to dropping a course or beginning the withdrawal procedures.
G. If classes are taken on a USF campus, students are solely responsible for transportation to and from the campus. Students taking classes on a USF campus must comply with all USF regulations and policies, as well as the course policies as presented in the syllabus.
H. If classes are taken online, students are responsible for having the appropriate technology. Students taking USF classes online must comply with all USF regulations and policies, as well as the course policies as presented in the syllabus.
I. In accordance with Section 1007.271, Florida Statutes, high school students enrolled in dual enrollment shall be exempt from the payment of registration, tuition, textbooks, laboratory fees and required instructional materials. Students may be responsible for additional fees that may include but are not limited to a USF ID card, library fees, cost of official transcripts, parking fees, calculators, online fees and laptops.

X. GENERAL PROVISIONS

A. Dual Enrollment Transfer Guarantees. The parties must be aware of and comply with the Dual Enrollment Transfer Guarantees, which can be found at: https://info.fldoe.org/docushare/dsweb/Get/Document-6472/hb7059tapb.pdf and on the attached **Appendix D**.
B. Continuity and Compliance. The parties have set forth the terms, conditions and responsibilities in the Agreement in the good faith belief that they are fully in compliance with all legal and accreditation requirements generally applicable to both parties; provided,

however, in the event that either party determines in its sole discretion that the performance of any obligation herein is in violation of such legal or accreditation requirement, the parties agree that such obligation shall be promptly modified to the extent necessary to secure continued compliance with such legal and accreditation requirements. In the event either party determines in its sole discretion that such obligations cannot be modified in a manner to secure continued compliance, either party can terminate this Agreement effective immediately upon written notice.

C. Individual Identification. The parties shall not use the other party's trademarks, trade names, service marks, service names, brand names, domain names, URL's or Logo's or any other licensed mark or intellectual property in any manner without the prior written consent from the other party.

D. Statutes and Laws The parties agree to comply with all applicable federal and state laws and regulations regarding the protection of data security, including without limitation the Family Educational Rights and Privacy Act ("FERPA"), and to work together to facilitate the parties' obligations under those laws and regulations.

E. Amendment. Any amendments or modification to this Agreement shall require written approval from both parties.

F. Termination. This Agreement may be terminated by either party without cause upon ninety (90) days written notice. Any termination will be prospective only and will not apply to students actively enrolled in courses at of the date of the termination notice pursuant to Section L below. The foregoing notwithstanding, either party can terminate this Agreement effective immediately and upon written notice to the other if, in its sole discretion, it concludes that the other institution is incapable of fully performing the services described herein; if the health, safety or welfare of students are endangered for any reason; if the program no longer supports the educational mission of either party or if the other party has acted in violation of applicable law. In the event of time or either party terminating this Agreement, both parties agree that they will cease accepting new students into the program upon termination, but shall use best efforts to provide a "teach out" for existing students. The parties agree they will continue to fulfill each of their respective obligations as set forth in this Agreement for all students that have enrolled and/or been admitted to the program prior to termination, from the time of termination through each student's successful completion of their enrolled course(s). To clarify this provision: it is the intent of the parties that after any termination of this Agreement, the participation of all existing students will continue until they finish the coursework for the applicable semester.

G. Equal Opportunity. The Parties agree not to discriminate based on state and federal law in the performance of the Parties' respective duties, responsibilities and obligations under this Agreement.

H. Indemnification. Each party shall be responsible for the consequences of any act or failure to act on the part of itself, its employees and agents. Accordingly, each party shall be held responsible for its own sole negligence, and each party shall indemnify and hold the other parties harmless from any loss which results therefrom. No party hereto shall assume any responsibility to any other party for the consequences of any act or failure to act of any

person, firm or corporation not a party to the Agreement. Both parties' indemnification shall be limited to the extent provided by section 768.28, Florida Statutes. Nothing contained in the foregoing shall be construed as an explicit or implied waiver of either party's sovereign immunity under Florida Law.

I. Disabilities. Students registered for Dual Enrollment at USF may access services and resources that are available for students with disabilities, which can be found at: https://www.usf.edu/student-affairs/student-accessibility/

J. Dispute Resolution. In the event that a dispute occurs between the parties with regard to the rights or duties created by this Agreement, or in the event of a breach of this Agreement by either party, the parties hereto agree to meet and confer in good faith in an effort to resolve the dispute or issue.

K. Public Records. Both parties are subject to public records requirements pursuant to Chapter 119, Florida Statutes. Each shall maintain records and documents associated with this Agreement and shall respond to public records requests in accordance with the requirements of Chapter 119, Florida Statutes.

L. Notices. All notices and other communications given or made pursuant hereto shall be in writing and shall be deemed to have been duly signed or made as of the date delivered if delivered personally or by overnight courier, when confirmed by telephone if delivered by facsimile, or seven (7) business days after being mailed by express mail international (return receipt requested), to the parties at the following addresses (or at such other address for a party as shall be specified by like notice, except that notices of changes of address shall be effective upon receipt).

M.

The University of South Florida:
Brett E. Kemker, Ph.D.
Interim Regional Chancellor and Vice Provost

8350 N. Tamiami Trail Sarasota, FL 34243 kemker@sar.usf.edu

With Copies to:
Office of the General Counsel
Hilary Black
University of South Florida
4202 E. Fowler Avenue, CGS 301 Tampa, FL 33620
813-974-2131 (office)
813-974-5236 (fax)
hblack@usf.edu

With Copies to:

Hernando County School District

919 North Broad Street

Brooksville, Florida 34601

N. Application of Florida Law. This Agreement, and the application or interpretation hereof, shall be governed exclusively by its terms and by the laws of the State of Florida, without giving effect to any choice of law or conflict of law provision or rule (whether of the State of Florida or any other jurisdiction) that would cause application of the laws of any jurisdiction other than the State of Florida. Each of the parties to this Agreement irrevocably submits to the exclusive jurisdiction of the state courts sitting in Hernando County, Florida, for the purpose of any action arising out of or relating to this Agreement. Each of the parties to this Agreement agrees that a final judgment in such jurisdiction in any action shall be conclusive and may be enforced in other jurisdictions by suit on the judgment or in any other manner provided by applicable law. Each of the parties hereto waives any right to trial by jury with respect to any action related to or arising out of this Agreement or any transaction contemplated hereby.

O. E-Verify Requirement. Both parties warrant they are in compliance with the E-Verify requirements set forth in § 448.095, Florida Statutes and will remain in compliance with such requirements throughout the term of the Agreement and any extensions or renewals thereof. Either party may immediately terminate the Agreement upon notice to the other party if they have a good faith belief that the other party is knowingly in breach of this warranty. The foregoing notwithstanding, in the event of such termination in the middle of a semester, the parties will cooperate to allow students to finish their current coursework without prejudice.

P. Severability. If any term or other provision of this Agreement is invalid, illegal or incapable of being enforced by any rule of law or public policy, all other conditions and provisions of this Agreement nevertheless shall remain in full force and effect so long as the economic or legal substance of the transactions contemplated hereby is not affected in any manner adverse to any party. Upon such determination that any term or other provision is invalid, illegal or incapable of being enforced, the parties shall negotiate in good faith to modify this Agreement so as to effect the original intent of the parties as closely as possible in an acceptable manner to the end that transactions contemplated hereby are fulfilled to the greatest extent possible.

Q. Successors and Assigns. Each and all of the covenants, terms, provisions, and agreements contained in this Agreement shall be binding upon and inure to the benefit of the Parties hereto and, to the extent permitted by this Agreement, their respective successors and assigns. No party may assign this Agreement (by operation of law or otherwise) to any Person without the prior written consent of the other party.

R. Counterparts. This Agreement may be executed in one or more counterparts, each of which shall be deemed an original but all of which shall constitute one and the same instrument and a facsimile or portable document format (PDF) document shall be deemed to be an original signature for all purposes under this Agreement.

S. Entire Agreement. This Agreement represents the entire understanding of the parties with reference to the matters set forth herein.

T. Force Majeure. Neither Party shall be responsible for any failure or delay in its performance under this Agreement due to causes beyond its reasonable control, including but not limited to, labor disputes, strikes, lockouts, shortages of or inability to obtain labor, energy, raw materials or supplies, war, riot, acts of terrorism, civil unrest, pandemics, an act of God (including but not limited to fire, flood, earthquakes or other natural disasters) or governmental action (including but not limited to any law, regulation, Decree or denial of visas or residence permits). In the event that either Party wishes to invoke force majeure, that Party shall within ten (10) calendar days after the occurrence of the event of force majeure has become known to that Party, send written notice of such event to the other Party. In the event that a force majeure event prevents either Party's performance for a period of thirty (30) days, either Party shall be entitled to terminate the Agreement upon written notice to the other Party. The provisions of this paragraph shall not apply to the payment of fees or to any other payments due from either Party or to the Party's obligations to provide assistance to students on-site or to facilitate their return home.

U. Personally Identifiable Information (PII). Postsecondary students taking a dual enrollment course at a college or university site may be required to provide a personal device to access technology components of coursework. In cases where a student does not own a personal device and the student is taking at least one course that requires technology at the college site, the School District will work with the University to ensure the student has appropriate support/access to meet the technology requirements of the coursework.

(Signature page to follow)

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IN WITNESS WHEREOF, the Parties hereto have made and executed this Agreement on the date first above written.

SIGNATURES OF RESPONSIBLE AUTHORITIES

Hernando County School District

Hernando **County, Florida**

By: _____

Name: _____

Title: _____

By: _____

Name: _____

Title: _____

University of South Florida
Board of Trustees, a public body corporate

DocuSigned by:

By: _____

D0547BEB65C6412...

Name: Brett E. Kemker, Ph.D.

Title: Interim Regional Chancellor and Vice Provost

APPROVED AS TO FORM AND LEGAL SUFFICIENCY

Hilary Bl[illegible], JD, MPH
Senior Associate General Counsel - University of South Florida

DS

Approved as to Content & Form
Caroline Mockler, Esq.
Staff Counsel, HCSD
12:28 pm, 06/26/2025

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APPENDIX A

Selecting USF Courses for Dual Enrollment Credit

When selecting USF courses of dual enrollment credit, students and their advisors should consult these two sources for available courses for dual enrollment.

The State of Florida *Dual Enrollment Course High School Subject Equivalency* list:
https://www.fldoe.org/policy/articulation/

The USF course inventory:
https://usfweb.usf.edu/academic-programs/course-inventory

Many USF courses have prerequisites, so students and advisors should always check the course inventory prior to planning a schedule:
Fill in Prefix and Number, scroll down and click SEARCH. Then click on course title.

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Appendix B
Standardized Test Score Requirements

For Dual Enrollment Admission Minimum standardized test scores:

- SAT: 560 on Critical Reading / 530 on Math on SAT (scores taken after March 2016)
- ACT: 21 on Reading / 21 on Mathematics
- CLT 38 Verbal (V + W) / 16 Quantitative (Q math)
- PERT: 123 on Math for MAC 1105 and MAC 2311 and 114 for MAT 1033, MGF 1106/1107, MGF X130/ 106 on Reading *and* 103 Writing.
- CPT: See website for test score requirements
- PSAT/NMSQT or PSAT 10 Regular: Reading (24), Writing/Language (25), Mathematics (24) Digital: Reading and Writing (490), Math (480)

AP, AICE or IB exam scores may take the place of SAT/ACT/PERT scores when allowed by the USF Catalog.

All mathematics, engineering, and natural sciences courses require the student to meet the SAT math score of 530 and/or the ACT math score of 21 and/or PERT Math score of 123 MAC 1105 and MAC 2311 and a score of 114 for MAT 1033, MGF 1106 /1107 or MGF X130 for other disciplines.

All communications, humanities, and social sciences courses require the student to meet the SAT critical reading score of 560 and/or the ACT reading score of 21 and/or PERT reading score of 106 *and* PERT writing score of 103.

If in doubt about what category of scores would be necessary for a certain course, students and counselors should consult with USF staff: dualenrollment@usf.edu

Special Scores Requirements for Math Courses

Students who wish to take an advanced math course without its prerequisite can do so if they qualify by test score (see chart below).

Course Name	Qualify by prerequisite OR by test score		
	Course grade of C or higher:	SAT	ACT
Pre-calculus Algebra and Trigonometry	MAC 1105	≥570	≥24
Business Calculus	MAC 1105 or MAC 1140 or MAC 1147	≥610	≥26
Life Sciences Calculus I	MAC 1147 or MAC 1114	≥670	≥29
Engineering Calculus I	MAC 1147 or (MAC 1114 and MAC 1140)	≥670	≥29
Calculus I	MAC 1147 or (MAC 1114 and MAC 1140)	≥670	≥29

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Appendix C

Procedures for Purchasing Required Course Texts and Materials for Dual Enrollment Courses

https://www.usf.edu/early-university-programs/dual-enrollment/bookstore-process.aspx

Students attending private schools or homeschools

- Students who are admitted to take dual enrollment courses through USF will be provided required instructional materials free of charge with the expense covered by the Florida Dual Enrollment Scholarship Plan.
- The required materials for every USF course are published on the webpage for each campus bookstore 45 days prior to the start of each term.
- After the close of dual enrollment admissions, a roster of participating students will be shared with the district/charter school and the USF bookstore.
  When dual enrollment students order their books at a campus store or online, they inform the clerk that they are taking dual enrollment courses so their name on the roster can be confirmed, and they can receive their required materials at no charge.

Students attending high schools of public school districts or public charter schools when taking courses on a USF campus or from USF online (not on their high school campus)*

- Public school districts and charter schools are required by law to pay for the required course materials needed by dual enrollment students.
- Students must obtain their required course materials from one of the USF bookstores unless unavailable there.
- Students must take care to limit purchases to the course's required materials. Sometimes professors list materials that are "recommended," "suggested," or "optional"; these are NOT covered by the schools or districts; neither are shipping charges. The cost of unrequired materials not paid for by the school district may be placed on a student's USF account as money owed, impeding their future course registration.
- Student who request home delivery for materials ordered online must pay the delivery charge.
- After dual enrollment students are registered, both schools and bookstores are notified of the students' courses.
- When ordering texts or other required materials, dual enrollment students must identify their school district and provide their USF U-number.
- After drop/add week, the bookstores send invoices to the school districts for the appropriate purchases made by the students on their dual enrollment list.
- For step-by-step details of this process: https://www.usf.edu/early-university-programs/dual-enrollment/bookstore-process.aspx
- Students taking dual enrollment classes on their high school campus are provided texts for the duration of the course by their school district.

Contact information for all USF bookstores

USF Tampa Campus	**USF St. Petersburg Campus**	**USF Sarasota-Manatee Campus**
Manager:Scott Christopher Website:USFBookstore.com Email: s.christopher@follett.com	Manager: Bryan Bell Website:USFBookstore.com Email:b.bell@follett.com	Manager: Peter McClain Website: USFBookstore.com Emailp.mcclain@follett.com

https://www.usf.edu/early-university-programs/dual-enrollment/bookstore-process.aspx

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Appendix D

DUAL ENROLLMENT TRANSFER GUARANTEES

The dual enrollment program provides high school student with an opportunity to take challenging courses and accelerate education opportunities. It has great potential to further engage and motivate students to pursue academically rigorous courses that capture their interests. Successful completion of dual enrollment courses allows eligible high school students to simultaneously earn high school core or elective credit and postsecondary credit toward a career certificate, an associate degree, or a baccalaureate degree.

Dual enrollment courses receive the same weighting for the high school grade point average as Advanced Placement (AP), International Baccalaureate (IB), and Advanced International Certificate of Education (AICE) courses. In addition, dual enrollment courses that meet core state university admission requirements in English/Language Arts, Mathematics, Natural Sciences, Social Sciences, or World Languages shall receive the same weighting as AP, IB, and AICE courses in the calculation of the high school grade point average used for admission decisions.

Students should understand, however, that dual enrollment courses are college-level courses, and the amount of work and rigor of content in dual enrollment courses may be much greater than in high school courses. In addition, dual enrollment course grades become a part of a student's permanent college transcript and are calculated in the student's permanent postsecondary grade point average. Poor performance in dual enrollment courses may affect university admissions and financial aid. It is important to do well in these courses to realize the benefits of dual enrollment.

Dual enrollment course selection is important. By choosing courses wisely, students can reduce the time it takes to complete this undergraduate college degree. Students should consult with their school counselor, who must approve their course selections each term. All degree programs require general education coursework; however, students should pursue these credits at USF only is they are not accessible as need by the student at the community/state college that serves the student's area.

Florida dual enrollment college credit will transfer to any Florida public college or university offering the Statewide Course Number System course number, and must be treated as though taken at the receiving institution. However, if students do not attend the same college or university where they earned the dual enrollment credit, the application of transfer credit to general education, prerequisite, and degree programs may vary at the receiving institution. Private and out-of-state colleges and universities may or may not grant college credit for courses taken through dual enrollment.

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DUAL ENROLLMENT ARTICULATION AGREEMENT BETWEEN THE UNIVERSITY OF SOUTH FLORIDA AND Hernando County School District

THIS AGREEMENT is made and entered into on **July 29, 2025** by and between University of South Florida Board of Trustees, a public body corporate (USF) and the Hernando County School District (HCSD), for the purpose of enabling dual enrollment courses to provide educational opportunities for eligible and qualified students, public school students in Hernando County. This agreement shall serve as the Dual Enrollment Articulation Agreement pursuant to Section 1007.271, Florida Statutes. USF and HCSD are each a "Party" and collectively the "Parties."

I. TERM

This Agreement, which pertains to fall and spring semesters (no summer term), shall be effective as of July 1, 2025 and shall continue until June 30, 2026, unless terminated or amended pursuant to the provisions in this Agreement. This Agreement may be renewed on an annual basis by mutual written consent. If this Agreement is to be renewed, it shall be reviewed on an annual basis at least ninety (90) days prior to the beginning of the USF fall semester to ensure continuing compliance with state law and applicable dual enrollment requirements.

II. DUAL ENROLLMENT

A. Dual enrollment courses are taught to public school students, grades 6-12, where students receive high school credit and college credit, regardless of location or modality. USF's dual enrollment courses must simultaneously fulfill Florida high school curriculum requirements and meet USF requirements for general education or specific majors. Grade level enrollment is left to the discretion of the school district.

B. Early admission dual enrollment pursuant to Section 1007.271, F.S. requires a separate agreement; it is not a part of this agreement.

C. Courses eligible for dual enrollment must meet the following criteria:
   1. Be listed within the statewide course description and numbering system or be on the current State of Florida Dual Enrollment Course - High School Subject Area Equivalency List: https://www.fldoe.org/policy/articulation/
   2. Fulfill requirements of an associate of arts or baccalaureate degree;
   3. Apply toward the student's high school diploma and replace high school courses in the same discipline that otherwise would have been taken; and
   4. Be approved by HCSD and USF as an acceptable dual enrollment course.

   Appendix A provides guidance and links for using the FLDOE course equivalency list and the USF course inventory.

D. Courses are not eligible for dual enrollment if they (1) contain college preparatory instruction and other forms of pre-collegiate instruction or developmental education, (2) are physical education courses that focus on the physical execution of a skill rather than

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the intellectual attributes of the activity, or (3) are not specified in the *State of Florida Dual Enrollment Course – High School Equivalency List.*

E. Some USF dual enrollment courses require either prerequisite work and/or higher standardized test scores. The USF Course Inventory stipulates the prerequisites for every course in the USF catalog: https://usfweb.usf.edu/academic-programs/course-inventory; **Appendix B** lists mathematics general education courses that have elevated test score requirements.

F. Dual enrollment courses are available on any campus of USF or its online platform. Dual enrollment registration is limited to unfilled courses.

G. Students are limited by USF to no more than three (3) dual enrollment courses per semester. In addition, any co-courses such as labs are allowed up to (3) three credits. New students with no dual enrollment experience are limited to two (2) courses.

H. HCSD may place other restrictions on students taking courses for dual enrollment credit. All course decisions and enrollment plans are at the discretion of the school district.

I. All dual enrollment courses must be at least three (3) college credits or a co-credit course up to three (3) credits. Dual enrollment courses are published in the Florida Department of Education's statewide course numbering system and the State of Florida Articulation Coordinating Committee published in the *Dual Enrollment Course-High School Subject Equivalency List.* HCSD shall assign high school credit upon successful course completion and accept the post-secondary courses toward meeting requirements of Section 1003.43, Florida Statutes.

J. The number of courses a student may take could be less than the limits set by USF above at the discretion of the school or school district not USF.

III. INITIAL ELIGIBILITY

https://www.usf.edu/early-university-programs/dual-enrollment/requirements-and-deadlines.aspx

Students participating in dual enrollment courses must meet these initial eligibility requirements.

1. 3.5 cumulative weighted high school GPA, as provided on the student transcript at time of application.
2. Meet minimum standardized test scores as outlined in **Appendix B**.
3. Approval by their school counselor or other school administrator

IV. APPLICATION

A. Process: https://www.usf.edu/early-university-programs/dual-enrollment/admission-process.aspx

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1. Students who meet the initial eligibility can apply for admission to USF dual enrollment by following the step-by-step instructions located on the website, which include activation of a USF NetID and obtaining a U number (see above).
2. School counselors should follow the step-by step instructions for completing the course approval form that must accompany each student's application. (See above).
3. Students continuing in dual enrollment do not reapply, but they and their counselors must submit a course approval form every term to be registered in courses.

B. Deadline

1. The initial application process requires two submissions in sequence.

Term or Semester	Student Application Deadline	School Course Approval Form 2
For Fall Enrollment	On or Before June 1st	On or Before June 15th
For Spring Enrollment	On/before November 15	On/before November 15

2. Students apply only once, but if they do not enroll in the term for which they were admitted, they must reapply.
3. School counselors must submit course approval forms for students every term they wish to be enrolled.

C. Determination

The Director of USF Early University Programs makes the final decision for admission approval to the dual enrollment. Denial of admissions will be communicated to both the student and the high school administrator.

D. Course Registration

1. Students who have received approval to take a USF course Online or a USF course on any USF campus will register themselves when the non-degree seeking registration window opens. School counselors shall advise students accordingly. **Fall Registration: Late July or Early August. Spring Registration: Late November or Early December.** (Students are responsible for **checking important dates (See https://www.usf.edu/registrar/calendars/) to know when to register**).
2. Students taking **USF courses on their high school campus, grades 9-12,** do not have to register their high school campus course. USF administrative staff will courtesy register students who are taking courses on their high school campus only.
3. The school counselor will be notified after registration has been completed via email.
4. The school counselor is responsible for advising students to log into Canvas/Oasis Students must log into Canvas the day before or on the first class meeting to ensure the course is available in Canvas. If not, the student must be added. Coordinators/counselors will notify the EUP office of any errors or changes during drop/ add week. After Drop/Add week, students cannot be added or dropped from registered classes.

V. CONTINUING ELIGIBLITY

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https://www.usf.edu/early-university-programs/dual-enrollment/requirements-and-deadlines.aspx

A. Students must earn at least a "C" (2.0) in dual enrollment courses.
B. Students must also maintain a weighted 3.5 GPA on high school transcripts, including dual enrollment course final grades.
C. Students who maintain a GPA of 2.0 or higher after accruing six (6) credit hours may be allowed to take up to eleven (11) credit hours per semester during future terms.
D. Students who receive a "C-", "D", "F", or "W" in any given course as designated on the USF transcript, will not be eligible for dual enrollment the subsequent fall or spring semester. Unless the GPA has been maintained at a 2.0 with other courses.
E. Courses may not be reattempted for dual enrollment credit. Students who have earned a grade below C in a course, may retake that course and utilize the university's grade forgiveness policy only one time. The retake must be approved by the Director of Early University Programs and the Grade Forgiveness Request Form must be sent to the registrar by the student. https://catalog.usf.edu/content.php?catoid=21&navoid=3364#grade-forgiveness-policy
F. All courses that are retaken under grade forgiveness are at the student's expense.

VI. COSTS

A. Instruction

1. For instruction that takes place on a USF campus or Online, HCSD shall pay USF the standard tuition rate per credit hour. While this rate has not been finalized for the coming year, it is currently $105.07, and is expected to remain that amount until changed by the state.
2. HCSD shall be responsible for payment of tuition for all students enrolled in coursework at the end of the USF drop/add period (first week of classes). If a student withdraws from a class during the drop/add period, pursuant to USF procedures, HCSD shall not be responsible for the tuition associated with that student's approved withdrawal coursework.
3. USF shall provide an invoice to HCSD no later than the Friday of the eighth week of the semester. HCSD shall render payment within forty-five (45) days.

B. Instructional Materials
https://www.usf.edu/early-university-programs/dual-enrollment/bookstore-process.aspx

1. HCSD students who are admitted to take dual enrollment courses through USF will be provided required instructional materials free of charge with the expense covered by HCSD.
2. USF Writes is embedded in the USF learning platform and is a required textbook for select ENC courses. The School District can arrange to pay for the resource or advise students to select another course. Invoices are not available for these materials.
3. The required materials for every USF course are published on the webpage for each campus bookstore 45 days prior to the start of each term.

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3. After the close of dual enrollment registration a roster of participating students will be shared with the USF bookstore.
4. When dual enrollment students order their books at a campus store or online, they inform the clerk that they are taking dual enrollment courses so their name on the roster can be confirmed, and they can receive their required materials at no charge.
5. After dual enrollment students have "purchased" their required course materials, the USF bookstore will send an invoice to HCSD.
6. Detailed purchasing procedures for the school district and students are presented in **Appendix C** and on the Early University Programs Website (https://www.usf.edu/early-university-programs/dual-enrollment/bookstore-process.aspx).

VII. DISTRICT/SCHOOL RESPONSIBILITIES

A. HCSD shall designate a dual enrollment administrator/coordinator to oversee all student participation in USF dual enrollment and with the USF Office of Early University Programs.
B. Guided by the website (https://www.usf.edu/early-university-programs/index.aspx) HCSD school administrators shall provide information to students and their parents about opportunities for student participation in dual enrollment courses, the advisability and expectations of taking college courses during high school and how to participate in dual enrollment courses.
C. HCSD school counselors shall work with eligible students on an individual basis to assess their readiness for success in college courses and request appropriate USF courses by the dual enrollment deadline.
D. HCSD school counselors shall guide students in the online application process, which may include assisting the students in submitting immunization or residency records with the application, and verify student eligibility (GPA and test scores) to participate in the dual enrollment.
E. The HCSD school counselors shall be responsible for verifying student eligibility for participation in dual enrollment and approving course selections, as well as monitoring student performance during the semester and for grade transfers to high school reports.
F. Dual enrollment school counselor shall counsel students as needed and revise upcoming schedules for students who cannot continue in dual enrollment.
G. At least one HCSD school counselor will participate in a USF online training module to become familiar with academic procedures that students may need to pursue.

VIII. USF RESPONSIBILITIES

A. Upon request, USF shall meet with students as they complete their dual enrollment applications and/or approval forms, and consider course preferences.
B. USF shall courtesy register students for courses being taken on their high school campus during the non-degree seeking registration time period or before the start of each term.

C. USF shall monitor student academic performance during participation in dual enrollment and share information with HCSD, when necessary, to foster student success.
D. USF shall assign a university letter grade to completed coursework.
E. USF shall provide academic information to the HCSD dual enrollment administrator within ten (10) business days following the official deadline for USF grade posting about the student(s) who are not eligible for future dual enrollment because grades have fallen below a grade of C / 2.0.
F. USF shall maintain a dual enrollment website that will contain updated information on deadlines, procedures and contact information for the dual enrollment.
G. USF shall submit this Agreement to the Florida Department of Education on an annual basis as required by s. 1007.271(21), F.S.
H. USF shall maintain an Office of Early University Programs, with a director and staff who will coordinate dual enrollment activity with the HCSD dual enrollment administrator.
I. In accordance with s. 448.095, F.S., USF shall assure that all course instructors have passed background checks and been authorized to work via e-Verify (company ID 461791).

IX. STUDENT RESPONSIBILITIES COORDINATED BY DISTRICT

A. The students shall be responsible for following all admissions and self-registration instructions on the dual enrollment website.
B. Students will self-register during the non-degree registration window each semester (see important dates to determine registration window- **https://www.usf.edu/registrar/calendars/).**
C. Students will get approved courses from their school counselors. Courses offered on a high school campus will be courtesy registered for the student. The student is responsible for online or USF Campus course registration.
D. The students will monitor their USF email for important dates and communications.
E. Students shall maintain at least the minimum requirements to continue in the dual enrollment.
F. Students shall be responsible for proper withdrawal from enrolled coursework within the USF drop/add period or otherwise formally withdrawing pursuant to USF guidelines. Students shall meet with their school counselors prior to dropping a course or beginning the withdrawal procedures.
G. If classes are taken on a USF campus, students are solely responsible for transportation to and from the campus. Students taking classes on a USF campus must comply with all USF regulations and policies, as well as the course policies as presented in the syllabus.
H. If classes are taken online, students are responsible for having the appropriate technology. Students taking USF classes online must comply with all USF regulations and policies, as well as the course policies as presented in the syllabus.
I. In accordance with Section 1007.271, Florida Statutes, public school students enrolled in dual enrollment shall be exempt from the payment of registration, tuition, textbooks, laboratory fees and required instructional materials. Students may be responsible for

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additional fees that may include but are not limited to a USF ID card, library fees, cost of official transcripts, parking fees, calculators, online fees and laptops.

X. GENERAL PROVISIONS

A. Dual Enrollment Transfer Guarantees. The parties must be aware of and comply with the Dual Enrollment Transfer Guarantees, which can be found at: https://info.fldoe.org/docushare/dsweb/Get/Document-6472/hb7059tapb.pdf and on the attached **Appendix D**.

B. Continuity and Compliance. The parties have set forth the terms, conditions and responsibilities in the Agreement in the good faith belief that they are fully in compliance with all legal and accreditation requirements generally applicable to both parties; provided, however, in the event that either party determines in its sole discretion that the performance of any obligation herein is in violation of such legal or accreditation requirement, the parties agree that such obligation shall be promptly modified to the extent necessary to secure continued compliance with such legal and accreditation requirements. In the event either party determines in its sole discretion that such obligations cannot be modified in a manner to secure continued compliance, either party can terminate this Agreement effective immediately upon written notice.

C. Individual Identification. The parties shall not use the other party's trademarks, trade names, service marks, service names, brand names, domain names, URL's or Logo's or any other licensed mark or intellectual property in any manner without the prior written consent from the other party.

D. Statutes and Laws The parties agree to comply with all applicable federal and state laws and regulations regarding the protection of data security, including without limitation the Family Educational Rights and Privacy Act ("FERPA"), and to work together to facilitate the parties' obligations under those laws and regulations.

E. Amendment. Any amendments or modification to this Agreement shall require written approval from both parties.

F. Termination. This Agreement may be terminated by either party without cause upon ninety (90) days written notice. Any termination will be prospective only and will not apply to students actively enrolled in courses at of the date of the termination notice pursuant to Section L below. The foregoing notwithstanding, either party can terminate this Agreement effective immediately and upon written notice to the other if, in its sole discretion, it concludes that the other institution is incapable of fully performing the services described herein; if the health, safety or welfare of students are endangered for any reason; if the program no longer supports the educational mission of either party or if the other party has acted in violation of applicable law. In the event of time or either party terminating this Agreement, both parties agree that they will cease accepting new students into the program upon termination, but shall use best efforts to provide a "teach out" for existing students. The parties agree they will continue to fulfill each of their respective obligations as set forth in this Agreement for all students that have enrolled and/or been admitted to the program prior to termination, from the time of termination through each student's successful completion of their enrolled course(s). To clarify this

provision: it is the intent of the parties that after any termination of this Agreement, the participation of all existing students will continue until they finish the coursework for the applicable semester.

G. Equal Opportunity. The Parties agree not to discriminate based on state and federal law in the performance of the Parties' respective duties, responsibilities and obligations under this Agreement.

H. Indemnification. Each party shall be responsible for the consequences of any act or failure to act on the part of itself, its employees and agents. Accordingly, each party shall be held responsible for its own sole negligence, and each party shall indemnify and hold the other parties harmless from any loss which results therefrom. No party hereto shall assume any responsibility to any other party for the consequences of any act or failure to act of any person, firm or corporation not a party to the Agreement. Both parties' indemnification shall be limited to the extent provided by section 768.28, Florida Statutes. Nothing contained in the foregoing shall be construed as an explicit or implied waiver of either party's sovereign immunity under Florida Law.

I. Disabilities. Students registered for Dual Enrollment at USF may access services and resources that are available for students with disabilities, which can be found at: https://www.usf.edu/student-affairs/student-accessibility/

J. Dispute Resolution. In the event that a dispute occurs between the parties with regard to the rights or duties created by this Agreement, or in the event of a breach of this Agreement by either party, the parties hereto agree to meet and confer in good faith in an effort to resolve the dispute or issue.

K. Public Records. Both parties are subject to public records requirements pursuant to Chapter 119, Florida Statutes. Each shall maintain records and documents associated with this Agreement and shall respond to public records requests in accordance with the requirements of Chapter 119, Florida Statutes.

L. Notices. All notices and other communications given or made pursuant hereto shall be in writing and shall be deemed to have been duly signed or made as of the date delivered if delivered personally or by overnight courier, when confirmed by telephone if delivered by facsimile, or seven (7) business days after being mailed by express mail international (return receipt requested), to the parties at the following addresses (or at such other address for a party as shall be specified by like notice, except that notices of changes of address shall be effective upon receipt).

The University of South Florida:
Brett E. Kemker, Ph.D.
Interim Regional Chancellor and Vice Provost

8350 N. Tamiami Trail Sarasota, FL
34243 kemker@sar.usf.edu

With Copies to:
Office of the General Counsel

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Hilary Black
University of South Florida
4202 E. Fowler Avenue, CGS 301
Tampa, FL 33620
813-974-2131 (office)
813-974-5236 (fax)
hblack@usf.edu

With Copies to:
Hernando County School District
919 North Broad Street
Brooksville, Florida 34601

M. Application of Florida Law. This Agreement, and the application or interpretation hereof, shall be governed exclusively by its terms and by the laws of the State of Florida, without giving effect to any choice of law or conflict of law provision or rule (whether of the State of Florida or any other jurisdiction) that would cause application of the laws of any jurisdiction other than the State of Florida. Each of the parties to this Agreement irrevocably submits to the exclusive jurisdiction of the state courts sitting in Hernando County, Florida, for the purpose of any action arising out of or relating to this Agreement. Each of the parties to this Agreement agrees that a final judgment in such jurisdiction in any action shall be conclusive and may be enforced in other jurisdictions by suit on the judgment or in any other manner provided by applicable law. Each of the parties hereto waives any right to trial by jury with respect to any action related to or arising out of this Agreement or any transaction contemplated hereby.

N. Severability. If any term or other provision of this Agreement is invalid, illegal or incapable of being enforced by any rule of law or public policy, all other conditions and provisions of this Agreement nevertheless shall remain in full force and effect so long as the economic or legal substance of the transactions contemplated hereby is not affected in any manner adverse to any party. Upon such determination that any term or other provision is invalid, illegal or incapable of being enforced, the parties shall negotiate in good faith to modify this Agreement so as to effect the original intent of the parties as closely as possible in an acceptable manner to the end that transactions contemplated hereby are fulfilled to the greatest extent possible.

O. Successors and Assigns. Each and all of the covenants, terms, provisions, and agreements contained in this Agreement shall be binding upon and inure to the benefit of the Parties hereto and, to the extent permitted by this Agreement, their respective

successors and assigns. No party may assign this Agreement (by operation of law or otherwise) to any Person without the prior written consent of the other party.

P. Counterparts. This Agreement may be executed in one or more counterparts, each of which shall be deemed an original but all of which shall constitute one and the same instrument and a facsimile or portable document format (PDF) document shall be deemed to be an original signature for all purposes under this Agreement.

Q. Entire Agreement. This Agreement represents the entire understanding of the parties with reference to the matters set forth herein.

R. Force Majeure. Neither Party shall be responsible for any failure or delay in its performance under this Agreement due to causes beyond its reasonable control, including but not limited to, labor disputes, strikes, lockouts, shortages of or inability to obtain labor, energy, raw materials or supplies, war, riot, acts of terrorism, civil unrest, pandemics, an act of God (including but not limited to fire, flood, earthquakes or other natural disasters) or governmental action (including but not limited to any law, regulation, Decree or denial of visas or residence permits). In the event that either Party wishes to invoke force majeure, that Party shall within ten (10) calendar days after the occurrence of the event of force majeure has become known to that Party, send written notice of such event to the other Party. In the event that a force majeure event prevents either Party's performance for a period of thirty (30) days, either Party shall be entitled to terminate the Agreement upon written notice to the other Party. The provisions of this paragraph shall not apply to the payment of fees or to any other payments due from either Party or to the Party's obligations to provide assistance to students on-site or to facilitate their return home.

S. Personally Identifiable Information (PII). Students taking a dual enrollment course at a post-secondary site may be required to provide a personal device to access technology for coursework. If the student does not own a personal device and is taking at least one course that requires technology, the School District will work with the post-secondary institution to ensure the student has the support/access to meet the technology requirements of coursework.

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IN WITNESS WHEREOF, the Parties hereto have made and executed this Agreement on the date first above written.

SIGNATURES OF RESPONSIBLE AUTHORITIES

Hernando County School District
Hernando **County, Florida**

By: _____

Name: _____
Title: _____

By: _____
Name: _____
Title: _____

University of South Florida
Board of Trustees, a public body corporate

By: DocuSigned by: _____
D05478EB65C6412...

Name: Brett E. Kemker, Ph.D.
Title: Interim Regional Chancellor and Vice Provost

APPROVED AS TO FORM AND LEGAL SUFFICIENCY
Hilary Black, JD, MPH
Senior Associate General Counsel – University of South Florida

DS

Approved as to Content & Form
Caroline Mockler, Esq.
Staff Counsel, HCSD
12:28 pm, 06/26/2025

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APPENDIX A

Selecting USF Courses for Dual Enrollment Credit

When selecting USF courses of dual enrollment credit, students and their advisors should consult these two sources for available courses for dual enrollment.

The State of Florida *Dual Enrollment Course High School Subject Equivalency* list:

https://www.fldoe.org/policy/articulation/

The USF course inventory:

https://usfweb.usf.edu/academic-programs/course-inventory

Many USF courses have prerequisites, so students and advisors should always check the course inventory prior to planning a schedule:
Fill in Prefix and Number, scroll down and click SEARCH. Then click on course title.

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APPENDIX B
Standardized Test Score Requirements

For Dual Enrollment Admission Minimum standardized test scores:

- SAT: 560 on Critical Reading / 530 on Math on SAT (scores taken after March 2016)
- ACT: 21 on Reading / 21 on Mathematics
- CLT: 38 Verbal (V + W)/ 16 Quantitative (Q math)
- PERT: 123 on Math for MAC 1105 and MAC 2311 and 114 for MAT 1033, MGF 1106/1107, MGF X130/ 106 on Reading and 103 Writing.
- CPT: See Website for test score requirements
- PSAT/NMSQT or PSAT 10 Regular: Reading (24), Writing/Language (25), Mathematics (24) Digital: Reading and Writing (490), Math (480)

AP, AICE or IB exam scores may take the place of SAT/ACT/PERT scores when allowed by the USF Catalog.

All mathematics, engineering, and natural sciences courses require the student to meet the SAT math score of 530 and/or the ACT math score of 21 and/or PERT Math score of 123 for MAC 1105 and MAC 2311 or a score of 114 for MAT 1033, MGF 1106 / 1107, MGF X130 for other courses.

All communications, humanities, and social sciences courses require the student to meet the SAT critical reading score of 560 and/or the ACT reading score of 21 and/or PERT reading score of 123 *and* PERT writing score of 103.

If in doubt about what category of scores would be necessary for a certain course, students and counselors should consult with USF staff: dualenrollment@usf.edu

Special Scores Requirements for Math Courses

Students who wish to take an advanced math course without its prerequisite can do so if they qualify by test score (see chart below).

Course Name	Qualify by prerequisite OR by test score		
	Course grade of C or higher	SAT	ACT
Precalculus Algebra and Trigonometry	MAC 1105	≥570	≥24
Business Calculus	MAC 1105 or MAC 1140 or MAC 1147	≥610	≥26
Life Sciences Calculus I	MAC 1147 or MAC 1114	≥670	≥29
Engineering Calculus I	MAC 1147 or (MAC 1114 and MAC 1140)	≥670	≥29
Calculus I	MAC 1147 or (MAC 1114 and MAC 1140)	≥670	≥29

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Appendix C

Procedures for Purchasing Required Course Texts and Materials for Dual Enrollment Courses

https://www.usf.edu/early-university-programs/dual-enrollment/bookstore-process.aspx

Students attending private schools or homeschools

- Students who are admitted to take dual enrollment courses through USF will be provided required instructional materials free of charge with the expense covered by the Florida Dual Enrollment Scholarship Plan.
- The required materials for every USF course are published on the webpage for each campus bookstore 45 days prior to the start of each term.
- After the close of dual enrollment admissions, a roster of participating students will be shared with HCSD and the USF bookstore.
- When dual enrollment students order their books at a campus store or online, they inform the clerk that they are taking dual enrollment courses so their name on the roster can be confirmed, and they can receive their required materials at no charge.

Students attending high schools of public school districts or public charter schools when taking courses on a USF campus or from USF online (not on their high school campus)*

- Public school districts and public charter schools are required by law to pay for the required course materials needed by dual enrollment students.
- Students must obtain their required course materials from one of the USF bookstores unless unavailable there.
- Students must take care to limit purchases to the course's required materials. Sometimes professors list materials that are "recommended," "suggested," or "optional"; these are NOT covered by the schools or districts; neither are shipping charges. The cost of unrequired materials not paid for by the school district may be placed on a student's USF account as money owed, impeding their future course registration.
- Student who request home delivery for materials ordered online must pay the delivery charge.
- After dual enrollment students are registered, both schools and bookstores are notified of the students' courses.
- When ordering texts or other required materials, dual enrollment students must identify their school district and provide their USF U-number.
- After drop/add week, the bookstores send invoices to the school districts for the appropriate purchases made by the students on their dual enrollment list.
- For step-by-step details of this process: https://www.usf.edu/early-university-programs/dual-enrollment/bookstore-process.aspx
- Students taking dual enrollment classes on their high school campus are provided texts for the duration of the course by their school district.

Contact information for all USF bookstores

USF Tampa Campus	**USF St. Petersburg Campus**	**USF Sarasota-Manatee Campus**
Manager:Scott Christopher Website:USFBookstore.com Email: s.christopher@follett.com	Manager: Bryan Bell Website:USFBookstore.com Email:b.bell@follett.com	Manager: Peter McClain Website: USFBookstore.com Emailp.mcclain@follett.com

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Appendix D

DUAL ENROLLMENT TRANSFER GUARANTEES

The dual enrollment program provides students in grades 6-12 an opportunity to take challenging courses and accelerate education opportunities. It has great potential to further engage and motivate students to pursue academically rigorous courses that capture their interests. Successful completion of dual enrollment courses allows eligible high school students to simultaneously earn high school core or elective credit and postsecondary credit toward a career certificate, an associate degree, or a baccalaureate degree.

Dual enrollment courses receive the same weighting for the high school grade point average as Advanced Placement (AP), International Baccalaureate (IB), and Advanced International Certificate of Education (AICE) courses. In addition, dual enrollment courses that meet core state university admission requirements in English/Language Arts, Mathematics, Natural Sciences, Social Sciences, or World Languages shall receive the same weighting as AP, IB, and AICE courses in the calculation of the high school grade point average used for admission decisions.

Students should understand, however, that dual enrollment courses are college-level courses, and the amount of work and rigor of content in dual enrollment courses may be much greater than in high school courses. In addition, dual enrollment course grades become a part of a student's permanent college transcript and are calculated in the student's permanent postsecondary grade point average. Poor performance in dual enrollment courses may affect university admissions and financial aid. It is important to do well in these courses to realize the benefits of dual enrollment.

Dual enrollment course selection is important. By choosing courses wisely, students can reduce the time it takes to complete this undergraduate college degree. Students should consult with their school counselor, who must approve their course selections each term. All degree programs require general education coursework; however, students should pursue these credits at USF only is they are not accessible as need by the student at the community/state college that serves the student's area.

Florida dual enrollment college credit will transfer to any Florida public college or university offering the Statewide Course Number System course number, and must be treated as though taken at the receiving institution. However, if students do not attend the same college or university where they earned the dual enrollment credit, the application of transfer credit to general education, prerequisite, and degree programs may vary at the receiving institution. Private and out-of-state colleges and universities may or may not grant college credit for courses taken through dual enrollment.

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EARLY ADMISSION DUAL ENROLLMENT ARTICULATION AGREEMENT BETWEEN THE UNIVERSITY OF SOUTH FLORIDA AND Hernando County School District

THIS AGREEMENT is made and entered into on **July 29, 2025** by and between University of South Florida Board of Trustees, a public body corporate (USF) and the Hernando County School District (HCSD) for the purpose of enabling early admission dual enrollment for eligible and qualified high school students to attend USF fulltime during their senior year. This agreement shall serve as the Early Admission Dual Enrollment Articulation Agreement pursuant to Section 1007.271, Florida Statutes. USF and HCSD are each a "Party" and collectively the "Parties."

I. TERM

This Agreement shall be effective as of July 1, 2025 and shall continue until June 30, 2026, unless terminated or amended pursuant to the provisions in this Agreement. This Agreement may be renewed on an annual basis by mutual written consent. If this Agreement is to be renewed, it shall be reviewed on an annual basis at least ninety (90) days prior to the early admission deadline to ensure continuing compliance with state law and applicable dual enrollment requirements.

II. EARLY ADMISSION DUAL ENROLLMENT

A. DEFINITION

According to 1007.271, Florida Statutes, Subsection 10, early admission is a form of dual enrollment through which eligible secondary students enroll in a postsecondary institution on a full-time basis in courses that are creditable toward the high school diploma and the associate or baccalaureate degree. A student must enroll in a minimum of 12 college credit hours per semester or the equivalent to participate in the early admission program; however, a student may not be required to enroll in more than 15 college credit hours per semester or the equivalent. Students enrolled pursuant to this subsection are exempt from the payment of registration, tuition, and laboratory fees.

B. Courses taken for dual enrollment credit by early admission students are approved by HCSD and USF, as meeting the following criteria:

1. They are listed within the statewide course description and numbering system on the current State of Florida Dual Enrollment Course - High School Subject Area Equivalency List https://www.fldoe.org/policy/articulation/
2. They fulfill requirements of an associate of arts or baccalaureate degree;
3. They fulfill requirements of the Florida high school diploma and replace high school courses in the same discipline that otherwise would have been taken.

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C. Courses are not eligible for inclusion in dual enrollment if the course contains college preparatory instruction and other forms of pre-collegiate instruction or developmental education, as well as physical education courses that focus on the physical execution of a skill rather than the intellectual attributes of the activity and courses not specified in the Dual Enrollment Course - High School Subject Area Equivalency List https://www.fldoe.org/policy/articulation/

D. Some USF courses require either prerequisite work and/or higher standardized test scores. The USF Course Inventory stipulates the prerequisites for every course in the USF catalog. https://academicplanning.usf.edu; Appendix A illustrates the kind of courses that may have elevated requirements.

E. Early admission students must take 12-15 credits each semester. This usually equates to 4-5 courses per term plus co-courses as required.

F. Early admission students may enroll in dual enrollment courses that are offered on any USF campus or by USF online. Early admission courses are not delivered on high school campuses.

G. Dual enrollment courses and high school credit earned are designated by the Florida Department of Education's statewide course numbering system and the State of Florida Articulation Coordinating Committee as published in the *Dual Enrollment Course-High School Subject Equivalency List.* HCSD shall assign high school credit upon successful completion and accept the post-secondary courses toward meeting requirements of Section 1003.43, Florida Statutes.

III. ELIGIBILITY

HCSD students may be excused from the last two semesters of their high school experience if USF accepts them for early admission. To be eligible to participate in early admission at USF the student must do the following:

A. Have already completed the equivalent of the junior year of high school requiring only one additional year to complete high school graduation requirements.
B. Have a high school grade point average of 3.8 or better as determined by current high school transcripts, unless homeschooled. Homeschooled students must meet all other requirements
C. Have SAT, ACT, or CLT scores that meet these minimums:
SAT: overall 1300, with at least 580 in Critical Reading and 580 in Mathematics
ACT: composite score of 29 with no less than a score of 29 English
CLT: 38 Verbal (V+W) / 16 Quantitative (Q math) Total score 92
NOTE: (USF does not accept PERT scores for early admission);
scores are also required for course placement in some math courses, see **Appendix B**.
D. Submit a completed USF Online Application for Admission as an Undergraduate student.
E. Submit a completed Early Admission Approval Form 1.

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IV. APPLICATION PROCESS

A. The Student:
   1. Initiates the application process by contacting the school counselor, coordinator or homeschool or PEP administrator that will inform the Early University Programs Office about the student's intent.
   2. Follow the instructions for early admission provided on the website **See** (https://www.usf.edu/early-university-programs/early-admission/index.aspx), which provide the steps for application:
      a. Parent/Guardian and student submit the undergraduate application with all required documentation (test scores, residency, immunization, unofficial high school transcripts) electronically to the Office of Admission when prompted.
      b. Parent/Guardian and student begin the early admissions process by completing forms found on the website. This alerts the Early University Programs Office.

B. The School Counselor/Homeschool or PEP Administrator:
   1. The school counselor, coordinator or homeschool or PEP administrator completes the early admissions approval forms with the student.
      a. verifying required test scores and required GPA, and
      b. providing a list of remaining high school graduation requirements (if any)
   2. The school counselor, coordinator or homeschool or PEP administrator submits the approval form electronically to the USF Early University Programs Office.

C. Deadline
   All required forms for applying to Fall early admission must be submitted to the USF Office of Early University Programs **on or before March 1st of the student's junior year.** All applications for Fall early admission must be completed and submitted by **March 1st.** This includes sending official "partial" high school transcripts, official college transcripts from all schools attended, and required test scores **to the USF Office of Admissions. Students should start applying in the fall of their Junior Year (Sept 1).** This ensures all test scores, transcripts, and paper work are submitted on time.

D. Determination
   The Director of USF Early University Programs evaluates all applications for early admissions. Any application that is deemed "denial of admission" will be communicated to the student, school counselor/coordinator, homeschool, or PEP administrator.

V. CONTINUING ELIGIBLITY

A. During their early admission year, students must maintain at least a "C" (2.0) unweighted USF GPA for their dual enrollment courses to continue eligibility in the program.
B. Students must also maintain a weighted 3.5 GPA on high school transcripts that include the dual enrollment course final grades.
C. Grades of "C-", "D", "F", or "W" will not be counted for dual enrollment credit.
D. A student who earns a grade of "C-", "D", "F", or "W" in fall semester will not be able to continue in early admission during spring semester.

VI. COSTS

A. Cost of Instruction

1. Public Schools and Charter Schools

i. Early Admission students do not pay for tuition or academic fees.
ii. HCSD shall pay USF the undergraduate base tuition rate per credit hour for students participating in USF early admission.
iii. HCSD shall be responsible for payment of tuition ($105.07 per credit) for all students enrolled in coursework at the end of the USF drop/ add period. If a student withdraws during the drop/add period, pursuant to USF procedures HCSD shall not be responsible for the tuition associated with that student's approved withdrawal coursework.
iv. USF shall provide an invoice to HCSD approximately (45) days after the first week of classes. HCSD shall render payment within thirty (30) days after received the invoice.

2. Private Schools, Homeschooled Students, and PEP Students

i. The Florida Dual Enrollment Scholarship Plan shall be responsible for payment of tuition for all students enrolled in coursework at the end of the USF drop/add period (first week of classes).

B. Cost of Instructional Materials

1. Public Schools and Charter Schools

i. See https://www.usf.edu/early-university-programs/dual-enrollment/bookstore-process.aspx
ii. Public school districts and charter schools are required by law to pay for the required course materials needed by early admission dual enrollment students.
iii. Students must obtain their required course materials from one of the USF bookstores unless unavailable there. Public Schools and Charter Schools will pay for USF Writes should that resource be required in the ENC courses or students can take alternate courses.
iv. Students must take care to limit purchases to the course's required materials. Sometimes professors list materials that are "recommended," "suggested," or "optional"; these are NOT covered by the schools or districts; neither are shipping charges. The cost of unrequired materials not paid for by the school district may be placed on a student's USF account as money owed, impeding their future course registration.
v. Students may request home delivery for materials ordered online, but they must pay the delivery charges.

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2. Private Schools, Homeschooled Students and PEP Students

   i. See https://www.usf.edu/early-university-programs/dual-enrollment/bookstore-process.aspx
   ii. Students who are admitted taking dual enrollment courses through USF will be provided required instructional materials free of charge with the expense covered by the Florida Dual Enrollment Scholarship Plan. Unless the course requires USF Writes. This resource will be paid by the Private School or Homeschool or PEP Administrator not the student.
   iii. The required materials for every USF course are published on the webpage for each campus bookstore 45 days prior to the start of each term.
   iv. After the close of dual enrollment admissions, a roster of participating students will be shared with the USF Follett Bookstore.
   v. When dual enrollment students order their books at a campus store or online, they inform the clerk that they are taking dual enrollment courses so their name on the roster can be confirmed, and they can receive their required materials at no charge.

C. Process

1. Each semester, after early admission students are registered, the bookstore is notified by USF of the students courses.
2. When ordering texts or other required materials, dual enrollment students must identify where they attend school and provide their USF U-number.
3. After drop/add week, the bookstore will send invoices to the school districts and charter schools for the appropriate purchases made by the students on their dual enrollment list.
4. USF will send the captured costs from homeschool and private schoolsto the Department of Education for reimbursement from the Dual Enrollment Scholarship Plan.
5. Detailed purchasing procedures for the school, district, and students are presented in Appendix C and on the Dual Enrollment website.

See: https://www.usf.edu/early-university-programs/dual-enrollment/bookstoreprocess.aspx

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VII. DISTRICT/CHARTER SCHOOLS/PRIVATE SCHOOLS/HOMESCHOOL OR PEP ADMINISTRATORS RESPONSIBILITIES

A. HCSD shall provide information to students and their parents about USF's early admissions program to include the website, email address, and key deadlines to be aware of to begin the process of applying.
B. HCSD shall verify student eligibility to participate in early admission.
C. HCSD shall work with students to guide in the online application process. This includes assisting students' with immunization records, residency records and test scores for the students to upload during the application period.
D. HCSD shall guide students to information about how to obtain required instructional materials.
E. HCSD shall maintain communication with USF staff to facilitate student success as an early admission student.
F. HCSD shall provide appropriate high school credit for coursework satisfactorily completed by students participating in early admission.

VIII. USF RESPONSIBILITIES

A. USF staff shall provide guidance to students and school counselors in application and registration process.
B. USF shall monitor student academic performance during their early admission year, and share information with HCSD, when necessary, to ensure student success.
C. USF shall assign a university letter grade to completed USF coursework.
D. USF shall provide academic information to the HCSD dual enrollment administrator within ten (10) business days following the official deadline for USF grade posting about the student(s) who are not eligible for future dual enrollment because grades have fallen below a grade of C / 2.0.
E. USF shall maintain a Dual Enrollment/Early Admission website that will contain updated information on deadlines, procedures and contact information.
F. USF shall submit this Agreement to the Florida Department of Education on an annual basis as required by 1007.271(21), F.S.
G. USF shall maintain an Office of Early University Programs, with a director and staff who will coordinate dual enrollment activity with the HCSD district administrator.
H. USF shall assure that all course instructors have been authorized to work via e-Verify and background checks.

IX. STUDENT RESPONSIBILITIES

A. Students shall maintain at least the minimum requirements to continue in early admission through fall and spring semesters.
B. Students will check USF communications regularly in their USF email account

C. Students will self-register for approved courses in the registration window found under important dates on the registrar's website.
D. Students will communicate regularly with the USF advisor.
E. Student shall get approved courses from their school counselors/coordinators/or homeschool administrator. The student is responsible for online or USF Campus course registration.
F. If classes are taken on a USF campus, students are solely responsible for transportation to and from the campus. Students taking classes on a USF campus must comply with all USF regulations and policies, as well as the course policies as presented in the syllabus.
G. If classes are taken online, students are responsible for having the appropriate technology. Students taking USF classes online must comply with all USF regulations and policies, as well as the course policies as presented in the syllabus.
H. Students shall be responsible for proper withdrawal from enrolled coursework within the USF drop/add period or otherwise formally withdrawing pursuant to USF guidelines. Students shall confer with their school counselors prior to dropping a course or beginning the withdrawal procedures.
I. Although early admission students are exempt from the payment of registration, textbooks, tuition, laboratory fees and required instructional materials, they may be responsible for additional fees that may include but are not limited to a USF ID card, library fees, cost of official transcripts, parking fees, calculators, online fees and laptops.

X. GENERAL PROVISIONS

A. Dual Enrollment Transfer Guarantees. The parties must be aware of and comply with the Dual Enrollment Transfer Guarantees, which can be found at: https://info.fldoe.org/docushare/dsweb/Get/Document-6472/hb7059tapb.pdf and on the attached Appendix D.
B. Continuity and Compliance. The parties have set forth the terms, conditions and responsibilities in the Agreement in the good faith belief that they are fully in compliance with all legal and accreditation requirements generally applicable to both parties; provided, however, in the event that either party determines in its sole discretion that the performance of any obligation herein is in violation of such legal or accreditation requirement, the parties agree that such obligation shall be promptly modified to the extent necessary to secure continued compliance with such legal and accreditation requirements. In the event either party determines in its sole discretion that such obligations cannot be modified in a manner to secure continued compliance, either party can terminate this Agreement effective immediately upon written notice.
C. Individual Identification. The parties shall not use the other party's trademarks, trade names, service marks, service names, brand names, domain names, URL's or Logo's or any other licensed mark or intellectual property in any manner without the prior written consent from the other party.
D. Statutes and Laws The parties agree to comply with all applicable federal and state laws and regulations regarding the protection of data security, including without

limitation the Family Educational Rights and Privacy Act ("FERPA"), and to work together to facilitate the parties' obligations under those laws and regulations.

E. Amendment. Any amendments or modifications to this Agreement shall require written approval from both parties.

F. Termination. This Agreement may be terminated by either party without cause upon ninety (90) days written notice. Any termination will be prospective only and will not apply to students actively enrolled in courses at of the date of the termination notice pursuant to Section L below. The foregoing notwithstanding, either party can terminate this Agreement effective immediately and upon written notice to the other if, in its sole discretion, it concludes that the other institution is incapable of fully performing the services described herein; if the health, safety or welfare of students are endangered for any reason; if the program no longer supports the educational mission of either party or if the other party has acted in violation of applicable law. In the event of time or either party terminating this Agreement, both parties agree that they will cease accepting new students into the program upon termination, but shall use best efforts to provide a "teach out" for existing students. The parties agree they will continue to fulfill each of their respective obligations as set forth in this Agreement for all students that have enrolled and/or been admitted to the program prior to termination, from the time of termination through each student's successful completion of their enrolled course(s). To clarify this provision: it is the intent of the parties that after any termination of this Agreement, the participation of all existing students will continue until they finish the coursework for the applicable semester.

G. Equal Opportunity. The Parties agree not to discriminate based on state and federal law in the performance of the Parties' respective duties, responsibilities and obligations under this Agreement.

H. Indemnification. Each party shall be responsible for the consequences of any act or failure to act on the part of itself, its employees and agents. Accordingly, each party shall be held responsible for its own sole negligence, and each party shall indemnify and hold the other parties harmless from any loss which results therefrom. No party hereto shall assume any responsibility to any other party for the consequences of any act or failure to act of any person, firm or corporation not a party to the Agreement. Both parties' indemnification shall be limited to the extent provided by section 768.28, Florida Statutes. Nothing contained in the foregoing shall be construed as an explicit or implied waiver of the either parties' sovereign immunity under Florida Law.

I. Disabilities. Students registered for Dual Enrollment at USF may access services and resources that are available for students with disabilities, which can be found at: https://www.usf.edu/student-affairs/student-accessibility/

J. Dispute Resolution. In the event that a dispute occurs between the parties with regard to the rights or duties created by this Agreement, or in the event of a breach of this Agreement by either party, the parties hereto agree to meet and confer in good faith in an effort to resolve the dispute or issue.

K. Public Records. Both parties are subject to public records requirements pursuant to Chapter 119, Florida Statutes. Each shall maintain records and documents associated with this Agreement and shall respond to public records requests in accordance with the requirements of Chapter 119, Florida Statutes.

L. Notices. All notices and other communications given or made pursuant hereto shall be in writing and shall be deemed to have been duly signed or made as of the date delivered if delivered personally or by overnight courier, when confirmed by telephone if delivered by facsimile, or seven (7) business days after being mailed by express mail international (return receipt requested), to the parties at the following addresses (or at such other address for a party as shall be specified by like notice, except that notices of changes of address shall be effective upon receipt).

The University of South Florida:
Brett E. Kemker, Ph.D.
Interim Regional Chancellor and Vice Provost,

USF 8350 N. Tamiami Trail Sarasota, FL
34243 Email: kemker@usf.edu

With Copies to:
Office of the General Counsel
Hilary Black
4202 E. Fowler Avenue, CGS 301 Tampa,
FL 33620
813-974-2131 (office)
813-974-5236 (fax)
hblack@usf.edu

With Copy to: (optional)
Hernando County School District
919 North Broad Street
Brooksville, Florida 34601

M. Application of Florida Law. This Agreement, and the application or interpretation hereof, shall be governed exclusively by its terms and by the laws of the State of Florida, without giving effect to any choice of law or conflict of law provision or rule (whether of the State of Florida or any other jurisdiction) that would cause application of the laws of any jurisdiction other than the State of Florida. Each of the parties to this Agreement irrevocably submits to the exclusive jurisdiction of the state courts sitting in Hernando County, Florida, for the purpose of any action arising out of or relating to

this Agreement. Each of the parties to this Agreement agrees that a final judgment in such jurisdiction in any action shall be conclusive and may be enforced in other jurisdictions by suit on the judgment or in any other manner provided by applicable law. Each of the parties hereto waives any right to trial by jury with respect to any action related to or arising out of this Agreement or any transaction contemplated hereby.

N. Severability. If any term or other provision of this Agreement is invalid, illegal or incapable of being enforced by any rule of law or public policy, all other conditions and provisions of this Agreement nevertheless shall remain in full force and effect so long as the economic or legal substance of the transactions contemplated hereby is not affected in any manner adverse to any party. Upon such determination that any term or other provision is invalid, illegal or incapable of being enforced, the parties shall negotiate in good faith to modify this Agreement so as to effect the original intent of the parties as closely as possible in an acceptable manner to the end that transactions contemplated hereby are fulfilled to the greatest extent possible.

O. Successors and Assigns. Each and all of the covenants, terms, provisions, and agreements contained in this Agreement shall be binding upon and inure to the benefit of the Parties hereto and, to the extent permitted by this Agreement, their respective successors and assigns. No party may assign this Agreement (by operation of law or otherwise) to any Person without the prior written consent of the other party.

P. Counterparts. This Agreement may be executed in one or more counterparts, each of which shall be deemed an original but all of which shall constitute one and the same instrument and a facsimile or portable document format (PDF) document shall be deemed to be an original signature for all purposes under this Agreement.

Q. Entire Agreement. This Agreement represents the entire understanding of the parties with reference to the matters set forth herein.

R. Force Majeure. Neither Party shall be responsible for any failure or delay in its performance under this Agreement due to causes beyond its reasonable control, including but not limited to, labor disputes, strikes, lockouts, shortages of or inability to obtain labor, energy, raw materials or supplies, war, riot, acts of terrorism, civil unrest, an act of God (including but not limited to fire, flood, earthquakes or other natural disasters) or governmental action (including but not limited to any law, regulation, Decree or denial of visas or residence permits). In the event that either Party wishes to invoke force majeure, that Party shall within ten (10) calendar days after the occurrence of the event of force majeure has become known to that Party, send written notice of such event to the other Party. In the event that a force majeure event prevents either Party's performance for a period of thirty (30) days, either Party shall be entitled to terminate the Agreement upon written notice to the other Party. The provisions of this paragraph shall not apply to the payment of fees or to any other payments due from either Party or to the Party's obligations to provide assistance to students on-site or to facilitate their return home.

S. Personally Identifiable Information (PII). Students taking a dual enrollment course at a post-secondary site may be required to provide a personal device to access technology for coursework. If the student does not own a personal device and is taking at least one course that requires technology, the School District will work with the post-secondary institution to ensure the student has the support/access to meet the technology requirements of coursework.

IN WITNESS WHEREOF, the Parties hereto have made and executed this Agreement on the date first above written.

SIGNATURES OF RESPONSIBLE AUTHORITIES

Hernando County School District
Hernando **County, Florida**

By: _____

Name: _____
Title: _____

By: _____

Name: _____
Title: _____

University of South Florida
Board of Trustees, a public body corporate

DocuSigned by:
By: _____
D05478EB65C6412...

Name: Brett E. Kemker, Ph.D.
Title: Interim Regional Chancellor and Vice Provost

APPROVED AS TO FORM AND LEGAL SUFFICIENCY
Hilary Black, JD, MPH
Senior Associate General Counsel – University of South Florida

DS

Approved as to Content & Form
Caroline Mockler, Esq.
Staff Counsel, HCSD
4:26 pm, 06/26/2025

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APPENDIX A

Selecting USF Courses for Dual Enrollment Credit

When selecting USF courses of dual enrollment credit, students and their advisors should consult these two sources for available courses for dual enrollment.

The State of Florida *Dual Enrollment Course High School Subject Equivalency* list:
https://www.fldoe.org/policy/articulation/

The USF course inventory:
https://usfweb.usf.edu/academic-programs/course-inventory

Many USF courses have prerequisites, so students and advisors should always check the course inventory prior to planning a schedule:
Fill in Prefix and Number, scroll down and click SEARCH. Then click on course title.

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APPENDIX B

STANDARDIZED TEST SCORES

For students to be considered for early admission they must have standardized test scores (SAT CLT, and/or ACT) that meet these minimum standards:

SAT: overall 1300, with at least 580 in Critical Reading and 580 in Mathematics
ACT: composite score of 29 with no less than a score of 29 English
CLT: 38 Verbal (V+W) / 16 Quantitative (Q math) Total 92

All English and humanities courses require the student to meet the SAT critical reading score of 560 and/or the ACT reading score of 21.

All science and math courses require a minimum SAT math score of 530 and/or ACT math score of 21. Students who wish to take an advanced math course without its prerequisite can do so if they qualify by test score (see chart below).

Course Name	Pre-req courses C or higher	SAT New ST12	ACT	New CPT - AAF Next Gen	CPT College Level - Math
Precalculus Algebra and Trigonometry	MAC 1105	570	24	276	60
Business Calculus	MAC 1105 or MAC 1140 or MAC 1147	610	26	250	78
Life Sciences Calculus I	MAC 1147 or MAC 1114	670	29	280	90
Engineering Calculus I	MAC 1147 or (MAC 1114 and MAC 1140)	670	29	280	90
Calculus I	MAC 1147 or (MAC 1114 and MAC 1140)	670	29	280	90

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Appendix C

PROCESS FOR PUBLIC OR PUBLIC CHARTER SCHOOL STUDENTS TAKING USF COURSES ON A USF CAMPUS OR ONLINE. (Students do not pay for textbooks. The School District pays for textbooks).

- Go to the **USF bookstore website**
- Input your University ID Number in the section labeled "Shop by Student ID"
- On the next page, select the appropriate campus and term
- Look up the required materials for each of your courses
    - Unless noted by the professor, USF allows you to select any new or used book (digital or hard copy); however school districts may stipulate preferred options. Please check with your school counselor to see whether school/district has instructions pertaining to the types of books you should purchase or rent.
    - o Professors sometimes list "suggested" or "recommended" materials; however schools/ districts only pay for required course materials, and students will be billed for the purchase of anything that is not listed as "required."
- Once you have selected all required materials for all of your classes, you should continue to the Order Summary screen.
- At Order Summary, review your order and follow the prompts to checkout.
- You may request home delivery for materials ordered online, but to do so you must pay the delivery charges when you place the order. Books can be picked up at a USF bookstore free-of-charge.
- You will have money assigned to your account to cover the costs of your books and materials. If after you re-enter your University ID during checkout, you find that you are still being prompted to pay, it means that you have exceeded the expected cost of your required texts. Please email both the bookstore managers (**nando@usf.edu** and **k.troyli@follett.com**) for prompt assistance in expanding this allowance as needed.

PROCESS FOR PRIVATE SCHOOL OR HOMESCHOOL STUDENTS TAKING USF COURSES ON A USF CAMPUS OR ONLINE

DON'T GET CHARGED!!!! NOTE: DUAL ENROLLMENT STUDENTS WILL BE BILLED FOR ANY RECOMMENDED MATERIALS THAT THEY ADD TO THEIR CART. ONLY PURCHASE REQUIRED MATERIALS.

- Students who are admitted to take dual enrollment courses through USF will be provided required instructional materials free of charge with the expense covered by the Florida Dual Enrollment Scholarship Plan.
- Students will use the financial aid prepaid accounts for purchase. For questions, please see contacts below.
- The required materials for every USF course are published on the webpage for each campus bookstore 45 days prior to the start of each term.

PROCESS FOR PUBLIC SCHOOL STUDENTS TAKING USF COURSES ON THEIR HIGH SCHOOL CAMPUS(Not eligible for Early Admissions)

- Students taking dual enrollment courses on their high school campuses are provided by the school with a copy of the text to use for the semester. Students return their texts at the end of term.
- By June 1, the school district will provide the USF Follett bookstore of the campus in its region with its textbook order for the next year. The bookstore places the order with the publisher.
- When the ordered texts are delivered, the bookstore delivers them to the district office. The books remain the property of the school district for reuse in dual enrollment courses.

CONTACT INFORMATION FOR ALL USF BOOKSTORES

USF Tampa Campus	**USF St. Petersburg Campus**	**USF Sarasota-Manatee Campus**
Manager:Scott Christopher Website:USFBookstore.com Email: s.christopher@follett.com	Manager: Bryan Bell Website:USFBookstore.com Email:b.bell@follett.com	Manager: Peter McClain Website: USFBookstore.com Emailp.mcclain@follett.com

https://www.usf.edu/early-university-programs/dual-enrollment/bookstore-process.aspx

Docusign Envelope ID: 58B36AA1-5C7B-4114-912D-243E7A9BFFA0

Appendix D

DUAL ENROLLMENT TRANSFER GUARANTEES

The dual enrollment program is an opportunity to take challenging courses and accelerate education opportunities. With hundreds of dual enrollment courses available, there is great potential to further engage and motivate students to pursue academically rigorous courses that capture their interests. Successful completion of dual enrollment courses allows eligible high school students to simultaneously earn high school core or elective credit and postsecondary credit toward a career certificate, an associate degree, or a baccalaureate degree.

Dual enrollment courses will receive the same weighting for the high school grade point average as Advanced Placement (AP), International Baccalaureate (IB), and Advanced International Certificate of Education (AICE) courses. In addition, dual enrollment courses that meet core state university admission requirements in English/Language Arts, Mathematics, Natural Sciences, Social Sciences, or World Languages shall receive the same weighting as AP, IB, and AICE courses in the calculation of the high school grade point average used for admission decisions.

Students should understand, however, that dual enrollment courses are college-level courses, and the amount of work and rigor of content in dual enrollment courses may be much greater than in high school courses. In addition, dual enrollment course grades become a part of a student's permanent college transcript and are calculated into the student's permanent postsecondary grade point average. Poor performance in dual enrollment courses may affect university admissions and financial aid. It is important to do well in these courses to realize the benefits of dual enrollment.

Course selection is important for the dual enrollment student since different programs at a college require different courses to complete the certificate or degree. By choosing courses wisely, students can reduce the time it takes to complete a program after high school graduation. Some students are even able to complete their college certificate or degree at the same time they graduate from high school. Students who don't know what they want to study in college should consult with an advisor to consider focusing on completing general education requirements in communications, mathematics, social sciences, natural sciences, and humanities. All degree programs require general education coursework and, while there is some variation from institution to institution, there are general education courses that are common among most, if not all, institutions.

Florida dual enrollment college credit will transfer to any Florida public college or university offering the Statewide Course Numbering System course number, and must be treated as though taken at the receiving institution. However, if students do not attend the same college or university where they earned the dual enrollment credit the application of transfer credit to general education, prerequisite, and degree programs may vary at the receiving institution. Private and out-of-state colleges and universities may or may not grant college credit for courses taken through dual enrollment.

July 2012

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

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

A. Item Currently Budgeted -

Account Name _____

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project

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

Account Name _____

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project

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

B. Item Currently Not Budgeted -**

Funding Source: To be included in the 2025-2026 Fiscal Year Budget

Account Name: Vo Tech Ed Dues & Fees Dual Enrollment

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project
1100E	5300	7300	9410	53200	

Amount $ 12,000.00

Funding Source _____

Account Name _____

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project

Amount $ _____

C. History

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

Prior Year Approved Budget: $ 5,000.00
Prior Year Actual Spent: $ 5,000.00

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

Hernando School District

School Board Regular Meeting

Agenda Item # 25. 26-3158 7/29/2025

Title and Board Action Requested
Approve the First Amendment to the 2023-2025 Dual Enrollment (DE) Articulation Agreement Between the University of Florida (UF) and the Hernando County School Board and Issuance of Purchase Orders in an Estimated Annual Amount of $12,000.00

Executive Summary
The Supervisor of College and Career Programs, on behalf of the Superintendent of Schools, hereby requests the Board to approve the First Amendment of the 2023-2025 Dual Enrollment (DE) Articulation Agreement between the University of Florida (UF) and the Hernando County School Board, which includes renewing the agreement for an additional two-year period from July 1, 2025 through June 30, 2027. Florida Statute 1007.271 mandates school districts and local public postsecondary institutions to enter into an agreement for the purpose of establishing guidelines for implementing the program for eligible students. The agreement will provide a seamless transition into postsecondary education and permit eligible students an opportunity to earn both high school and postsecondary educational credits.

The original agreement was approved at the May 9, 2023 Board meeting.

My Contact
Beth Lastra
Supervisor of College and Career Programs
352-797-7000 ext. 70474
lastra_b@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.

FIRST AMENDMENT TO DUAL ENROLLMENT AGREEMENT

This First Amendment to Dual Enrollment Agreement is made and entered into by and between:

THE SCHOOL BOARD OF HERNANDO COUNTY
(hereinafter referred to as "SBHC"
a body corporate and political subdivision of the State
of Florida, whose principal place of business is
919 North Broad Street, Brooksville, Florida 34601
and

THE UNIVERSITY OF FLORIDA BOARD OF TRUSTEES
(hereinafter referred to as "UF" or "University")
A public body corporate member of the State University System
of Florida whose principal place of business is
235 Tigert Hall (P.O. Box 113175), Gainesville, Florida 32611

WHEREAS, UF and SBHC entered into a Dual Enrollment Agreement for a term beginning July 1, 2023 and continuing until June 30, 2025("Agreement"); and

WHEREAS, Section I of the Agreement provides that it may be renewed for one additional two-year period by mutual written agreement of the parties; and

WHEREAS, the parties desire to renew the Agreement for an additional two-year period through this First Amendment to Dual Enrollment Agreement ("First Amendment").

NOW THEREFORE, in consideration of the premises and of the mutual covenants contained herein and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties agree as follows:

1.01 **Recitals**. The parties agree that the foregoing recitals are true and correct and that such recitals are incorporated herein by reference.

1.02 **Term of Agreement**. Pursuant to Section I of the Agreement, the parties hereby agree to renew the Dual Enrollment Agreement for an additional two-year period from July 1, 2025 ("Effective Date") through June 30, 2027.

1.03 **Order of Precedence among Agreement Documents**. In the event of conflict between the provisions of the Agreement and the provisions contained herein, the provisions of the following documents take precedence in this order:

a) This First Amendment; then
b) The Agreement.

1.04 **Other Provisions Remain in Force**. Except as expressly provided herein, all other portions of the Agreement remain in full force and effect.

1.05 **Authority.** Each person signing this First Amendment on behalf of either party individually warrants that he or she has full legal power to execute this First Amendment on behalf of the party for whom he or she is signing, and to bind and obligate such party with respect to all provisions contained in this First Amendment.

IN **WITNESS WHEREOF,** the parties hereto have made and executed this First Amendment on the Effective Date.

THE SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA:

Witnesses:

By: _____
Shannon Rodriguez, Board Chair

By: _____
Superintendent of Schools

By: _____

Date: _____

Approved as to Content & Form
Caroline Mockler, Esq.
Staff Counsel, HCSD
12:29 pm, 06/26/2025

THE UNIVERSITY OF FLORIDA BOARD OF TRUSTEES:

By: _____
Nico L. Rose, Assistant Provost
for Teaching and Technology

Date: _____

By: _____
Dr. Brian Harfe, Interim Associate Provost
for Teaching and Technology

Date: _____

By: _____
Dr. Joseph Glover, Provost

Date: _____

Approved as to Form and Legality
Office of the General Counsel
University of Florida

By: _____
Colin Mailloux, Senior Counsel

Date: _____

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

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

A. Item Currently Budgeted -

Account Name _____

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project

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

Account Name _____

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project

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

B. Item Currently Not Budgeted -**

Funding Source: To be included in the 2025-2026 Fiscal Year Budget

Account Name: Vo Tech Ed Dues & Fees Dual Enrollment

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project
1100E	5300	7300	9410	53200	

Amount $ 12,000.00

Funding Source _____

Account Name _____

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project

Amount $ _____

C. History

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

Prior Year Approved Budget: $_____

Prior Year Actual Spent: $_____

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

Agenda Item # 26. 26-3163 7/29/2025

Title and Board Action Requested

Approve the agreement and authorize the purchase of third-party Title I instructional services for Hernando County private school students from FACTS Education Solutions, LLC, for an estimated annual spending amount of $108,324.50.

Executive Summary

The Director of Federal Programs on behalf of the Assistant Superintendent of Teaching and Learning, hereby requests the Board approve the Agreement with FACTS Education Solutions, LLC for the purchase of instructional services to be provided to students at Notre Dame Catholic School. Providing Title I, Part A equitable services to eligible students in privates schools is a requirement of the Every Student Succeeds Act (ESSA), formerly No Child Left Behind (NCLB) federal law. These funds include instructional and parent engagement costs for each eligible school.

My Contact

Magen Schlechter
Director of Federal Programs
919 N. Broad Street
Brooksville, FL 34601
352-797-7000 ext. 295
schlechter_m@hcsb.k12.fl.us

2023-28 Strategic Focus Area

Priority 1: Student Success

Financial Impact

Title I Grant Funds - $108,324.50 (cost for the agenda item). See attached budget sheet.
Notre Dame Catholic School - $108,324.50

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.



PROFESSIONAL SERVICES AGREEMENT

THIS PROFESSIONAL SERVICES AGREEMENT ("Agreement") by and between **Hernando County Public Schools** ("District") and **FACTS Education Solutions, LLC.** ("Company") (each individually a "Party" and, collectively, the "Parties") is entered into as of the last signature date affixed hereto ("Effective Date") and shall be as follows:

1. **SERVICES AND SCOPE**: This Agreement sets forth general provisions under which the Company will provide certain educational programming and other Services utilizing funds ("Title Funds") under Titles I, II, and IV of the Every Student Succeeds Act ("ESSA") to the District and/or the District's affiliated schools (each a "Participating Entity" and, collectively, "Participating Entities") pursuant to the Schedule of Services and all terms and conditions, attachments, exhibits, and addenda (each, an "Attachment" and, collectively, the "Attachments") hereto, which are hereby incorporated into this Agreement by this reference (each a "Service" and, collectively, the "Services"). Any additional services requested by a Participating Entity beyond the Services contemplated by this Agreement shall be procured by the Participating Entity at its own separate and additional expense, but shall otherwise, as applicable, be subject to the terms and conditions of this Agreement.

   In providing the Services, the Company shall comply with all requirements under Title I of the Elementary and Secondary Education Act., 20 U.S.C. § 6301 *et. seq*, as amended, and corresponding regulations, 34 C.F.R. Part 200, applicable to the Services. The Company shall recruit, retain or employ, compensate, train, evaluate, supervise, and, if necessary, discipline and/or discharge the personnel performing the Services under this Agreement. Neither the Company nor any personnel of the Company shall be considered an employee of the District or any Participating Entity for any purpose. All personnel of the Company shall be qualified and appropriately licensed to perform the Services, and shall perform the Services in accordance with the standards of their respective professions. The Company shall ensure that all personnel performing Services under this Agreement have been subjected to satisfactory criminal background checks and child and dependent adult abuse and sexual registry background checks in accordance with the District's procedures prior to performing the Services.

   The District and the Participating Entity receiving the Services will, as applicable, select children and/or educators or other professionals to receive the Services consistent with ESSA and other law. The Services provided to Participating Entities shall be under the control and supervision of the District, and the Company shall deliver the Services in accordance with the direction of the District. The District may request to observe the Company's delivery of the Services at the Participating Entities' premises at any time they are being provided, and the Company shall make reasonable efforts to accommodate such requests. The Company shall make reasonable efforts to respond to questions and provide other information regarding the Services as reasonably requested from time to time by the District.

2. **REQUESTING SERVICES**: The Services and fees contracted as of the date of this Agreement are outlined in the applicable Attachments. At any time, a completed Schedule of Services for a Participating Entity will be sufficient to incorporate the requested Services into this Agreement.

3. **PARTICIPATION OF SCHOOL DISTRICT'S AFFILIATED SCHOOLS:**

   Participating Entities may choose to receive Services under in this Agreement. Any Participating Entity wishing to receive Services pursuant to this Agreement must obtain prior written authorization from the Company by completing a Schedule of Services. By completing a Schedule of Services and obtaining Company's written authorization to provide the Services to such Participating Entity, this Agreement may be extended to the Participating Entity, allowing it to procure Services in accordance with the Agreement's terms. A Participating Entity that elects to procure Services under this Agreement agrees that it shall be bound by the terms and conditions herein to the same extent as the District.

   District agrees that a Participating Entity may, in its discretion, procure additional Services beyond those provided for by this Agreement, including any Work Orders or other Attachments hereto, including without limitation by (a) extending Services beyond

the originally agreed period, and/or (b) purchasing additional Services from the Company independent of the District or this Agreement; *provided, however* that any such extended or additional Services beyond the scope of this Agreement will be subject to one or more separate agreements between the Company and the applicable Participating Entity, and that payment for such extended or additional Services will not be made using Title Funds, and will instead be owed directly by the Participating Entity to the Company. Such agreements for extended or additional Services beyond the scope of this Agreement shall be exclusively between the Participating Entity and the Company.

4. **CHANGES TO SERVICES**: The Company is responsible for promptly informing the District of any factors that may materially impede the provision of Services or performance under this Agreement. If such circumstances arise, rendering it unfeasible for the Company to meet its obligations herein, the Company may terminate this Agreement without penalty, provided it issues thirty (30) days' prior written notice to the District. The Company shall provide written notification to the District ("Change Notice") of any alterations or reduction of Services which are necessitated by such factors. The District, upon receiving a Change Notice, has fifteen (15) calendar days to submit a written objection ("Change Objection Notice") in good faith, outlining the reasons for objection. Subsequently, the Parties shall engage in good faith discussions during a fifteen (15) calendar day period, known as the "Change Negotiation Period," to strive for a reasonable solution acceptable to the Parties. Should no such agreement be reached, the District reserves the right to terminate this Agreement without penalty, provided written notice is given no later than fifteen (15) calendar days following the final day of the Change Negotiation Period. Failure to submit a Change Objection Notice within the specified timeframe implies acceptance of the changes outlined in the Change Notice, thereby forfeiting the District's right to terminate the Agreement based on said changes.

   In addition, the District must promptly notify the Company of any reductions in current academic year allocation that may impact the execution of this Agreement. In the event of a change in the availability of Title funds, the District must convene a meeting within sixty (60) days involving the Company's designated representative and administration for the Participating Entity to encourage seamless continuity and effective collaboration.

5. **TERM, RENEWAL, AND TERMINATION**: This Agreement will be effective as of the Effective Date. Unless terminated sooner pursuant to the terms of this Agreement, the termination date of this Agreement will be June 30, 2026. The Agreement will renew for successive one (1) year terms ("Renewal Terms") thereafter if the District gives at least sixty (60) days' written notice of its intent to renew the Agreement prior to the expiration of the Initial Term or the Renewal Term, as applicable. Following the Initial Term, either Party may terminate the Agreement, in writing, ninety (90) calendar days in advance of the scheduled termination or renewal date.

6. **PAYMENT TERMS**:

   a. **Amount:** The amount of this contract will be equal to the sum of the purchase orders issued for Services by the District.

   b. **Funding:** The funding for Services provided under this Agreement shall be determined annually based on the amount appropriated to the District by the U.S. Department of Education and/or related funding sources for the Services. No expenditures or transfers of Title Funds appropriated to the District may be made until the amount of funding available for the Services is determined. The amount of Title Funds available shall be determined and communicated to the Company on or about June 30th of each year this Agreement remains in effect. In accordance with law, the District shall reserve a portion of the Title Funds for administrative costs. The remaining amount of Title Funds shall be allocated to the Services. In the event that the funds are not appropriated or are otherwise unavailable, the Company reserves the right to terminate the Agreement upon written notice to the District. Said termination shall not be deemed a breach of the Agreement. Upon receipt of the written notice, the Company shall cease all work associated with the Agreement. Should such an event occur, Company is entitled to compensation for all goods and services delivered as of the termination date.

   c. **Payment Schedule:** Fees owed to the Company shall be paid on a monthly basis as actual Services are rendered by Company. Company shall submit an invoice to the District for actual Services provided in the prior month, and each invoice shall be due and payable by the District thirty (30) days after receipt of such invoice from Company.

7. **DEFAULT**:

a. **Payment**: In the event that payment owed by the District becomes more than ninety (90) calendar days past due, the Company may, at its sole option and discretion, elect to terminate this Agreement.

b. **Material Breach**: If either Party refuses or fails to perform any material obligation under this Agreement (a "Breach"), and fails or refuses to correct the Breach within thirty (30) calendar days after receipt of written notice of the Breach from the nonbreaching Party, the nonbreaching Party may terminate this Agreement by sending an additional written notice stating the effective date of termination.

c. **Insolvency**. Either Party may terminate this Agreement immediately upon written notice to the other Party if the other Party becomes the subject of a proceeding under state or federal law for relief of debtors or if an assignment is made for the benefit of creditors, or if the District does not receive the Title Funds needed to pay for the Services.

8. **CONFIDENTIAL BUSINESS INFORMATION**: During the term of this Agreement and for three (3) years after termination or expiration of this Agreement, each Party agrees not to disclose Confidential Information obtained from the other Party to any person or entity. As used herein, "Confidential Information" means information that is identified (orally or in writing) as confidential or is of such a nature that a reasonable person would understand such information to be confidential. Confidential Information shall not include information: 1) generally known to the public; 2) already known, through legal means, to the Party receiving the information; 3) legally obtained from a third-party; or 4) independently developed by a Party without use of the other Party's Confidential Information. Notwithstanding anything to the contrary herein, the Parties may disclose Confidential Information which is required to be disclosed by government order, court order, or subpoena, provided that the Party making the disclosure takes reasonable means to prevent the extent of disclosure (*e.g.*, by making the disclosure subject to a protective order). In the event that either Party is required to disclose confidential information about the other Party pursuant to a judicial or government order, such Party will, to the extent permitted by law or the applicable order, promptly notify the other Party to allow intervention in response to such order.

9. **CONFIDENTIALITY AND COMPLIANCE WITH STUDENT DATA PRIVACY LAWS:**

a. The Parties acknowledge and agree that the Company is acting solely as a service provider to the District under this Agreement, and the District has the sole and exclusive authority to determine the purposes and means of the processing of (i) nonpublic personal information ("NPI") as defined in Subtitle A of Title V of the Gramm-Leach Bliley Act, 15 U.S.C. §§ 6801 *et seq.*, and all implementing regulations thereof ("GLBA") and (ii) any personally identifiable information ("PII") contained in any education record as may be protected by the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g and the regulations promulgated thereto ("FERPA"). NPI and PII as defined under the GLBA and FERPA, respectively, are hereafter referred to collectively as "Personal Data". Further, the District has the sole and exclusive authority and responsibility to determine the purposes of, and means of complying with, the Children's Online Privacy Protection Act of 1998, 15 U.S.C. §§ 6501 *et seq.*, and all implementing regulations thereof ("COPPA").

b. Insofar as the provision of Services require the Company receive, process, or use students' Personal Data, the Company's processing and/or use of such Personal Data will, as applicable, comply with the GLBA, FERPA, and other federal and state data protection laws or regulations as may be in effect from time to time.

c. The District agrees that it will comply with any and all privacy, Personal Data protection, and transparency-related obligations (including, without limitation, displaying any and all relevant and required privacy notices or policies) and shall have any and all required legal bases in order to collect, process, and transfer to the Company the Personal Data and to authorize the processing by the Company of the Personal Data which is authorized in this Agreement. In addition, and except as otherwise expressly agreed upon between the Parties in a writing, the District agrees, represents, and warrants that it shall be responsible for obtaining all consents required under the GLBA and FERPA and shall immediately communicate any revocation of such consents to the Company in writing.

d. In addition, it is understood that the District will interact with the Company's systems and access information through password-protected websites. The District agrees to protect and safeguard, and not to disclose, the user IDs, passwords or Personal Data

to any third-parties or unauthorized personnel and will notify the Company immediately in writing if an unauthorized person obtains access to them. The District will also notify the Company if a user ID and password is no longer needed by a representative of the District, or if any representative of the District has left its employee, so that the Company can deactivate and disable such person's access credentials.

e. FERPA permits the District to disclose PII relating to students to other school officials. For the purposes of this Agreement, the District has determined that the Company, its officers, directors, employees, agents, and subcontractors providing Services under this Agreement are "other school officials" and as such, the District may disclose PII to the Company as it determines is necessary for the delivery of the Services under this Agreement. Specifically, the District has determined that the Company, its directors, officers, employees, agents, and subcontractors providing Servicers under this Agreement are each a "contractor" as defined by 34 CFR § 99.31(a)(1)(i)(B). All PII and Personal Data provided by the District to the Company or received or created by the Company relating to any student who participates in any activity conducted by the Company pursuant to this Agreement will belong to the District and the District will at all times have access to such information. The Company shall utilize PII and Personal Data provided by the District for the Services, as described herein, and for no other reason. Neither Party shall release any student's Personal Data or PII to any other third party without the express consent of the District. The Company agrees that all PII and Personal Data relating to any participating student or parent received from the District under this Agreement shall remain confidential and not be disclosed to any third party without the prior written consent of such student's parent(s) or legal guardian(s), as applicable.

The Company acknowledges and agrees that the District shall make the final determination whether PII is necessary to deliver the Services under the Agreement, or whether aggregate data is sufficient. The Company is and will remain under the direct control of the District with respect to use and maintenance of education records. The Company will comply fully with the requirements of 34 CFR § 99.33(a) governing use and redisclosure of PII from educational records. All disclosures of PII from an education record that is made by the District to the Company will be subject to the requirements of 34 CFR § 99.34. The Company shall not copy or otherwise remove any student Personal Data from any electronic device owned or controlled by the District or any Participating Entities without the District's prior written authorization. The Company shall, within thirty (30) days after the earlier of the expiration or termination date of this Agreement, return to the District all original Personal Data and hard copies thereof in its possession and shall also purge and delete all electronic copies thereof from its files and systems which it received from the District pursuant to this Agreement; *provided, however*, that the Company may retain any documents and materials which contain PII, NPI, and Personal Data beyond the expiration of this Agreement to the extent the Company determines, in its sole and reasonable discretion, that such retention is necessary to satisfy the Company's legal requirements, including without limitation the Company's obligation to retain documents for purposes of regulatory examinations and audits. To the extent the Company retains such materials beyond the expiration of this Agreement, it shall maintain the confidentiality and privacy of such materials, as well as the NPI, PII, and Personal Data they contain, if any, to the same degree as if the Agreement were still in effect.

10. **INDEMNIFICATION; CONTROL OF DEFENSE**: Except as provided for herein, each Party (the "Indemnifying Party") shall indemnify, defend, and hold the other Party, its designees, and its respective officers, directors, employees and agents (collectively, "Indemnified Parties") harmless from and against any and all claims, demands, losses, costs, expenses, obligations, liabilities, damages, recoveries and deficiencies, including reasonable attorneys' fees and costs, incurred or suffered by any of the Indemnified Parties arising out of, in connection with or resulting from any third-party claim or allegation arising from negligence of the Indemnifying Party or intentional misconduct by the Indemnifying Party in the performance of this Agreement, or from a breach of the Indemnifying Party's representations and warranties under this Agreement. The Indemnifying Party shall defend the Indemnified Parties in any proceeding alleging the third-party claims or allegations listed above, at the Indemnifying Party's sole cost and expense. The Indemnifying Party will have the option to select and provide legal counsel for that defense. If the Indemnified Parties want additional counsel of its choosing, the costs and expenses of the additional counsel will be Indemnified Parties' responsibility, and the Indemnifying Party will have no obligation to pay additional counsel. The Indemnifying Party's counsel will lead, direct and manage the litigation, and will ensure the Indemnified Parties' additional counsel receives adequate information to monitor the litigation.

11. **LIMITATION OF LIABILITY; LIMITATION ON ACTIONS**: TO THE FULLEST EXTENT PERMITTED BY LAW, BUT IN NO WAY LIMITING THE COMPANY'S OBLIGATION TO REMIT ALL FUNDS COLLECTED AND DUE TO THE DISTRICT OR THE DISTRICT'S OBLIGATION TO PAY FEES TO THE COMPANY, THE AGGREGATE LIABILITY OF A

PARTY WILL BE LIMITED TO DAMAGES NOT TO EXCEED THE COMPANY'S NET REVENUE UNDER THIS AGREEMENT FOR THE TWELVE (12) MONTH PERIOD IMMEDIATELY PRECEDING THE DATE THE CLAIM AROSE. IN NO EVENT WILL EITHER PARTY BE LIABLE TO THE OTHER FOR LOSS OF DATA, LOST PROFITS, BUSINESS INTERRUPTION, OR OTHER SPECIAL, INCIDENTAL, CONSEQUENTIAL, PUNITIVE, INDIRECT, OR SPECULATIVE DAMAGES ARISING FROM ANY CLAIM OR ACTION HEREUNDER WHETHER BASED IN CONTRACT, TORT, OR OTHER LEGAL THEORY, EVEN IF ADVISED OF THE POSSIBILITY OF SUCH DAMAGES.

12. **WARRANTY**: EXCEPT AS OTHERWISE PROVIDED HEREIN, AND SUBJECT TO APPLICABLE LAW, THE COMPANY DOES NOT MAKE ANY EXPRESS OR IMPLIED WARRANTIES, REPRESENTATIONS, OR ENDORSEMENTS WHATSOEVER WITH RESPECT TO THE SERVICES.

13. **OWNERSHIP**: All rights, title, and interest in and to the educational material, tests, assessments, and instructional content developed in whole or in part by the Company (collectively referred to as "Content"), including any related tools, Integration Connectors, modifications, and other technology or portions thereof, as well as the associated copyright, patent, trademark, trade secret, and all other proprietary rights therein, and any derivative works created from them (collectively, "IP Rights"), shall exclusively belong to the Company, its licensors, and contractors (as designated by the Company) from the moment of conception, creation, or fixation of any of the foregoing in a tangible medium of expression. The District explicitly acknowledges that it shall not acquire any rights or interest therein, and waives any future claim to such Content or IP Rights. All rights not expressly granted under this Agreement are reserved by the Company.

14. **CONTENT WARRANTY**: The District will be solely responsible for providing all District Content. The District will be solely responsible for ensuring the appropriateness of any data provided by the Company at the request of the District (for example, on a form created by the District, if applicable). The District grants to the Company all necessary proprietary rights and licenses in and to the District Content solely as necessary for the Company to provide the Services for the District. The District hereby represents and warrants that it will not provide District Content that: (a) infringes or violates any third-party's intellectual property rights, publicity/privacy rights, law or regulation; (b) contains any viruses or programming routines intended to damage, surreptitiously intercept or expropriate any system, data or personal information; or (c) is materially false, misleading or inaccurate. The District further represents and warrants that it will not request data from End Users: (a) the storage of which would violate applicable laws and regulations; or (b) that the District would not ordinarily store unencrypted on its own servers. The Company may take remedial action if District Content violates this Section 14; *provided, however*, that the Company is under no obligation to review District Content or data for accuracy, potential liability, or compliance with this Section. The District will defend, indemnify and hold harmless the Company, its officers, directors, employees, agents, and contractors from and against any and all losses, costs, damages, liabilities or expenses (including without limitation reasonable attorneys' fees) incurred or arising from any claim by a third party arising out of the District Content.

15. **FORCE MAJEURE**: The Company shall not be liable or responsible to the District nor be deemed to have defaulted under or breached this Agreement, for any failure or delay in fulfilling or performing any term of this Agreement, when and to the extent such failure or delay is caused by or results from acts beyond the Company's reasonable control, including, without limitation: (i) acts of God; (ii) flood, fire, earthquake or explosion; (iii) war, invasion, hostilities (whether war is declared or not), terrorist threats or acts, riot, or other civil unrest; (iv) changes in applicable law; (v) actions, embargoes or blockades in effect on or after the date of this Agreement; (vi) action by any governmental authority; (vii) national or regional emergency; (viii) strikes, labor stoppages, or slowdowns or other industrial disturbances; (ix) shortage of adequate power or transportation facilities; or (x) pandemics.

16. **COMPLIANCE WITH LAW; INDEMNIFICATION**: Each Party will comply with applicable federal, state and local laws, rules, and regulations ("Laws") in the performance of each Party's respective obligations under this Agreement, including but not limited to laws governing consumer protection. By way of example, but in no way limiting the preceding, some states prohibit surcharges on credit and debit card transactions. To the extent that the District chooses to accept cards and elects to impose a convenience fee, the District assumes all liability for that choice. Absent legal advice provided to the District that such Laws do not apply to the District, the Company's general recommendation is that institutions in these states should not impose a convenience fee or surcharge (*i.e.,* such institutions should choose the discount fee option or not offer cards as a payment type). The District will indemnify and hold the Company harmless from and against any and all claims, liabilities, losses, damages, costs, and expenses, including reasonable attorney's fees, asserted against or incurred by the Company under federal, state or local laws as a result of the Company complying with any instruction or directive by the District.

17. **BRANDING AND INTELLECTUAL PROPERTY**: Each Party will retain its ownership and intellectual property rights with regard to its copyrights, trademarks, service marks, registered marks, patents, pending patents, trade secrets, and any other forms of intellectual property. Neither Party will have any ownership interest in the intellectual property of the other Party. In no way limiting the foregoing, the Company grants the District permission to display its logo during the term of this Agreement provided that the District agrees to use the most current logo supplied by the Company and to display such logo on its website in a position where users will reasonably be able to find it and use it to link to the Company's website.

18. **RELATIONSHIP**: Nothing contained herein is intended to create the relationship of a partnership, joint venture, or employer-employee. In performing this Agreement, the Company, as well as its officers, directors, employees, agents, representatives, and subcontractors, will act as independent contractors and not as employees or representatives of the District. The Company will be solely responsible for and will promptly pay all federal, state, and municipal taxes, chargeable or assessed with respect to its employees and subcontractors, including but not limited to social security, unemployment, federal and state income tax withholding and other taxes, and will hold the District harmless on account thereof.

19. **SEVERABILITY**: If any provision of this Agreement is held to be invalid or unenforceable by a court of competent jurisdiction, the remaining provisions will nevertheless remain in full force and effect. The Parties agree to negotiate in good faith a valid and enforceable substitute provision.

20. **SURVIVAL:** The terms of Sections 8, 9, 10, 11, 12, 13, and 14, as well as the Parties' respective representations and warranties, shall survive the termination or expiration of this Agreement for a period of four (4) years.

21. **HEADINGS**: The Section headings of this Agreement are for reference only and are not to be construed as terms.

22. **WAIVER**: Neither Party's failure to exercise its rights hereunder will constitute or be deemed a waiver or forfeiture of such rights.

23. **ENTIRE AGREEMENT**: This Agreement, together with all attachments, including but not limited to Service-specific Terms and Conditions, addenda, District's Standard Addendum and attachments, and Schedule of Services, represents the entire agreement between the Parties as to the matters set forth and supersedes all prior discussions or understandings between them. This Agreement may only be modified or amended in writing signed by authorized representatives of each Party. In the event there is any conflict between the terms of this Agreement and the terms of any Attachment, the order of precedence is as follows: District's Standard Addendum (including Federal Terms and Conditions), Affidavits, PUR 1355, attachments signed by both parties, this Agreement, addenda, and Schedule of Services.

24. **ASSIGNMENT**: This Agreement shall be binding upon and inure to the benefit of the Parties and their respective successors and permitted assigns. No Party shall have the right to assign this Agreement or any of its rights or obligations hereunder, in whole or in part, without the prior written consent of the other Party, provided that such consent shall not be unreasonably withheld, conditioned or delayed. Notwithstanding the foregoing, either Party may, without the prior consent of the other Party, assign its rights and obligations hereunder (a) to any Affiliate of the assigning Party or (b) in connection with the sale or transfer of all or substantially all of the assigning Party's assets, the acquisition in one or a series of transactions by a person or group of fifty percent (50%) or more of the beneficial ownership of the assigning Party, or a consolidation, business combination, merger, or similar transaction. As it pertains to the Company, "Affiliate" shall mean any entity, individual, firm, or corporation, directly or indirectly, through one or more intermediaries, controlling, controlled by, or under common control with Nelnet, Inc.

25. NOTICES: Any noticer required to be given under this Agreement shall be in writing and shall be duly served when it has been hand delivered to the addressees set out below, or shall have been deposited, duly registered or certified, return receipt requested, in a United States Post Office addressed, or via overnight delivery, to the Party at the following addresses:

If to Company: Elizabeth Shelton
121 S 13th Street
Lincoln, NE 68508

If to District: Magen Schlechter
919 N. Broad Street
Brooksville, FL 34601

Copies to: Superintendent
919 N. Broad Street
Brooksville, FL 34601

26. **NO THIRD-PARTY BENEFICIARIES**: Nothing in this agreement shall be deemed or construed to create any third-party beneficiaries or otherwise give any third-party any claim or right of action against a Party.

27. **GOVERNING LAW**: This Agreement shall be deemed to have been made in the State of Nebraska and shall be construed, interpreted, and governed by the laws of the State of Nebraska.

28. **AUTHORITY**: Each Party, and each person executing this Agreement on behalf of a Party, represent and warrant that it, he, or she has full legal power to enter into (in the case of a Party) and execute (in the case of a person executing) this Agreement, and to bind and obligate such Party with respect to all provisions hereof.

AUTHORIZED SIGNATURES

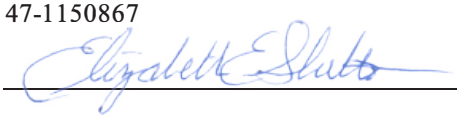
Hernando County Public Schools

_____

Print Name _____

_____
Title
Signature Date _____

FACTS Education Solutions, LLC
47-1150867



Print Name Elizabeth Shelton

Accounts & Contracts
Title
Signature Date 7/2/2025

DSITRICT INFORMATION
Mailing Address
919 N. Broad Street
Brooksville, FL 34601

Corporate Headquarters:
FACTS Education Solutions, LLC
121 South 13th Street
Lincoln, NE 68508
866.315.1263

Approved as to Content & Form
Caroline Mockler, Esq.
Staff Counsel, HCSD
2:48 pm, 07/01/2025

ATTACHMENT A

TERMS AND CONDITIONS

1. **DEFINITIONS**:

   a. "**Agreement**" means the Professional Services Agreement executed between the District and the Company (collectively, "**the Parties**") which incorporates all applicable attachments, including Schedule of Services and Terms and Conditions.
   b. "**Confidential Information**" has the same meaning as set forth in the Agreement as well as all trade secrets, business and financial information, computer software, machine and operator instructions, business methods, procedures, know-how, and other information that relates to the business or technology of either Party and is marked or identified as confidential, or disclosed in circumstances that would lead a reasonable person to believe such information is confidential. The Company's hosted system, applications, and all Documentation will be considered the Company's Confidential Information, notwithstanding any failure to mark or identify it as such.
   c. "**Documentation**" means documentation made available to the District by the Company with respect to the system but excludes any marketing or promotional materials.
   d. "**Intellectual Property Rights**" means any and all existing or future worldwide copyrights, trademarks, service marks, trade secrets, patents, patent applications, know-how, moral rights, contract rights, and other proprietary rights, and all registrations, applications, renewals, extensions, and combinations of the foregoing.
   e. "**District Content**" means any data or content that is submitted by the District and collected and stored on the Company's system including forms, procedure documents, templates and student lists
   f. "**Schedule of Services**" means that list of Services and pricing (each as defined in the applicable Schedule of Services), completed and executed by the Parties, which accompanies these Terms and Conditions and is incorporated into the Agreement between the Parties.
   g. **"Qualifying Students" means students determined by the district to qualify for Title I or Title IVA services**
   h. **"Services"** mean certain educational programming and other professional services provided by the Company and paid for by Title Funds under the ESSA to the District and/or any Participating Entities pursuant to the Agreement, along with any Schedule of Services, these Terms and Conditions, and any additional Attachments. To the extent any capitalized terms in this definition are not defined elsewhere in these Terms and Conditions, they shall have the meaning given to them in the Agreement.
   i. **"Student Records"** shall constitute, if applicable, all Company tests, attendance records, and student diagnostic summaries. Any records that are directly related to a student and are maintained by an educational institution or a party acting on behalf of the institution. Student records can include: grades, transcripts, class lists, course schedules, health records, discipline files, attendance records, awards, and degrees earned.
   j. **Title Student program** means a customized ESSA Title I supplemental instruction program designed specifically for Title I students, in alignment with consultations held with the applicable Local Education Agency (LEA) and officials of the District and/or Participating Entity/ies.
   k. **"Teachers"** means educators employed by the District or Participating School.
   l. **"Title I Teachers"** means educators employed by Company to provide Title I services to students

2. **SCOPE OF SERVICES**:

   a. **Title Student program**

   Instructional Services

Company offers a customized ESSA Title I supplemental instruction program designed specifically for Title I eligible students, in alignment with consultations held with officials of the District and/or Participating Entity/ies. Our services are coordinated to supplement classroom instruction, with a focus on improving student academic performance in reading, language arts, math, or other subjects approved by the District. ESSA Title IV services are designed to support the three priority content areas: well-rounded educational opportunities, safe and healthy students, and effective use of technology.

i. Company Responsibilities:

The company agrees to undertake the following in connection with the Services:

1. Company will provide a menu of programmatic options to determine the best instructional model and effective instructional strategies based upon student needs for improved academic performance.
2. Company will provide supplemental instructional services that best meet the instructional needs of the Title I eligible students which may include summer school.
3. Company will schedule supplemental instructional services outside of core academic instruction time. Supplemental instructional models are inclusive of, yet not restricted to

    a) One-on-one and/or Small group intervention
    b) Extended day (before/after school) and/or weekend
    c) Tutoring
    d) Virtual instruction
    e) Blended learning
    f) Direct instruction
    g) Summer school
    h) Enrichment programs
    i) Combination of models

ii. Company will provide supplemental curricula aligned to state standards and supported by evidence-based studies in accordance with ESSA guidelines and will be secular, neutral, and non-ideological.

iii. **District Responsibilities**

The District agrees to:

1. Provide the Company with a list of Title I eligible students for participation including complete names and grade levels .
2. Provide the Company with a schedule of required meetings to discuss Services .
3. Pay compensation to the Company using Title Funds for the provision of Services as required herein, as well as required by the Agreement, Schedule of Services(s), and any other Attachments.

iv. **Title I Teachers:**

1. Company agrees to take full responsibility for the hiring, training, supervising, and providing ongoing professional development, as well as terminating, Title I Teachers providing Services, ensuring the effective implementation of the program.
2. Company will use reasonable efforts to recruit Title I teachers with a minimum of three years teaching experience and/or educational background aligned with the expectation of the District in Title I content areas.
3. The Company will endeavor to collaborate with the principal or a delegate of the applicable Participating Entity in order to generate a list of potential Title I teacher candidates, with final hiring decisions resting with Company.
4. The Company shall ensure that all personnel performing Services under this Agreement have been cleared criminal background checks and child and dependent adult abuse and sexual registry background checks in accordance with the District's procedures prior to performing the Services.
5. Company ensures that Title I teachers receive appropriate training in the utilization of its Title I program services, web-based instructional program, assessments, technology tools, management system, reporting system, and evidence-based instructional strategies and methodologies.
6. Company ensures Title I teachers develop schedules, take attendance, conduct pre and post assessments of each student, develop individualized student learning plans, create and deliver lesson plans, communicate with general education classroom teachers, parents and school administrators.

Professional Development Services

The Company will deliver tailored professional development sessions either onsite or virtually for Teachers administrators, and instructional support staff. The focus is on developing and implementing instructional strategies and systemic improvements aimed at increasing student academic achievement. The professional learning sessions will concentrate on specific topic area(s) in consultation with the District and participating entities. Evaluations from professional development events will be distributed via email upon the completion of each session to assess its effectiveness.

v. **Company Responsibilities:**

7. Company is responsible for providing professional development services focused on developing strong teachers, instructional support staff and leaders, including induction and mentoring, transformative school leadership support, and meaningful evaluation and support for educators to enhance their skills and performance.
8. Professional development opportunities are customized to address the specific needs of school educators, Professional development is grounded in research and led by industry professionals, content specialists and coaches to facilitate continuous growth among educators.
9. Professional development provided by Company are secular, neutral, and non-ideological.
10. Professional development includes an evaluation of the services delivered and summary shared with the District.

vi. **District Responsibilities**:

1. Provide an approval process for professional development services, including a timeline for approval and any applicable forms, to secure funding for the requested event(s).
2. Provide contact information for accounts payable department, including a secondary contact.
3. Pay compensation to the Company using Title Funds for the provision of Services as required herein, as well as required by the Agreement, Schedule of Services(s), and any other Attachments.

b. **Procurement of Goods as a Service:**

In addition to the Services outlined above, the Company may also provide procurement of goods as a service upon request by the District and/or Participating Entity. Such additional services shall be subject to negotiation and agreement between the Company and the District and/or Participating Entity, and any associated costs shall be borne by the District and/or Participating Entity.

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PROGRAM EVALUATION/EVALUATION OF SERVICES

Form Completed by: Magen Schlechter, Director of Federal Programs Date: June 2025

1. Why is this program being purchased? What need is the program designed to meet? Provide a description of the program and include any relevant data.

   Eligible private schools throughout the Hernando County School District can opt to participate in the Title I, Part A (TIPA) program. For the 2024-2025 school year, four schools (Esther's School – Spring Hill, Reach Academy, Hernando Christian Academy, Lifeline University, Little Wings of Prayer School, Notre Dame Catholic School, Queen of All Saints Academy, and West Hernando Christian School) participated in the Title I, Part A program. In consultation with each private school, instructional services in reading and mathematics, provided by FACTs Management, LLC teachers, were agreed upon as the expenditure at Notre Dame Catholic School.

   Each private school receives a different Title I, Part A allocation, as determined by school enrollment. As the number of eligible students fluctuates from school year to school year, available funds may increase or decrease.

   Title I, Part A program intends to help close the achievement gap. The supplemental services provided by FACTs Management, LLC to private schools throughout the HCSD focus on small-group instruction in reading and/or mathematics. A state-certified teacher employed by Catapult Learning provides on-site direct instruction to eligible students with the greatest need for supplemental support.

2. Who is the target population?

   To qualify to receive supplemental reading and/or mathematics tutoring from Catapult Learning, students must meet specific eligibility requirements. The student(s) must reside in the school zone of a public school eligible to receive Title I, Part A funding, regardless that they are attending a private school. District Title I schools include BES, DES, DSPMS, EES, EK8, FCMS, JDFES, MES, PGES, SHES, SES, WES, and WHMS. Additionally, students must demonstrate an academic need. Academic needs are determined by referencing school-based progress monitoring tests and/or teacher referrals.

3. Is the program in the planning or implementation stage? If it has been implemented, how long has it been in place?

   The partnership between the Hernando County School District and FACTs Management is new, with one year of services completed. During the 2024-2025 academic school year, we collaboratively decided that Notre Dame Catholic School would continue using FACTs Management services.

PROGRAM EVALUATION/EVALUATION OF SERVICES

4. What resources are needed to support the program (e.g., staff, funding, space, time, technology, etc.)?

Year	Resources	Department	Cost
2024-2025	*FACTs Management Instructional Services (teachers): professional-technical services*	Federal Programs	$106,550.00

5. What are the program's intended outcomes?

As agreed upon during consultation between the Hernando County School District and each private school, annual progress will be determined by evaluating students' progress on standardized assessments, progress monitoring assessments, and program-specific pre and post-assessments, with at least 50% of students making gains. Assessments differ at each school, as neither FACTs Management nor the Hernando County School District mandates testing for private schools.

6. How do you plan to progress monitor fidelity and effectiveness of the program?

Per the FACTs Management agreement, Instructional reports will be periodically delivered to the Supervisor of Federal Programs as described below:

1. Assessment Results: Pre-test results for all eligible Title I students are shared and discussed at Winter consultation meetings. End-of-year results will be shared and discussed at Summer consultation meetings and used to identify best practices and drive future implementation protocols.

2. Progress Reports: During the school year, Catapult shall prepare and deliver three reports on the progress of each child enrolled in the Program. The private school and Catapult designee will discuss the best mode for distribution to parents and families.

3. Intervention Report: Catapult shall submit a written report describing the interventions provided and results of such interventions for students the District has determined need additional support and intervention.

4. End of Year Report: The End of Program Report will provide a cumulative summary of the students served, the overall instructional gains of students, and the parent and school staff interactions throughout the school

PROGRAM EVALUATION DATA SUMMARY

(Please provide an overview of the data presented and speak to any increases, decreases, outliers, etc.)

Program results from the 2024-2025 school year for i-Ready Reading (Notre Dame Catholic School) indicate an 86% gain in student achievement. At Notre Dame Catholic School, the FACTS Learning teacher was on-site five days per week, working a full-time teacher schedule. For Mathematics, those students using i-Ready Math produced 96% learning gains.



Title I Services End-of-Year Report
Notre Dame Catholic - Hernando County, FL
05/09/2025

Executive Summary

FACTS Education Solutions, LLC, (FACTS Ed) is pleased to submit this report of services delivered to non-public schools in Hernando County.

Beginning in 2014, FACTS Education Solutions, LLC has provided non-public schools with Title I instructional services to more than 11,000 eligible students across 63 LEAs in 22 states and deliver professional development services to over 25,000 teachers and administrators. We provide Title services, such as instruction, counseling, professional development, coaching, and parental engagement and other extended instructional services, to non-public schools throughout the United States and Puerto Rico. FACTS Ed is highly qualified to provide Title I services for non-public school students. We successfully serve students in both single gender and co-educational schools and in Jewish, Catholic, Lutheran, Christian, Islamic and non-denominational schools. We have vast experience in managing programs and funds for federal education programs, including Title I, Title II, ESSA, ESSER, CARES Act, and most recently EANS federal fund distribution in states across the country.

The FACTS Ed team's greatest desire is to partner with schools to meet the needs of students. Our interventionists work to have an immediate impact on students, closing their skills' gaps and advancing toward grade level mastery. Complementing the work with students, our presenters and coaches work to enhance the quality of teaching and leadership practices, ultimately supporting administrators and teachers in their ability to elevate the learning experience for all children.

FACTS Ed offers supplemental instruction, academic intervention and professional development services, customized to meet the needs of students, parents, administrators and teachers.

Thank you for the opportunity to work with you to change the trajectory of each student's life.

Contact Us

FACTS Education Solutions, LLC
121 S 13th Street
Lincoln, NE 68508

Marcey Ayers, Regional Vice President
mayers@factsmgt.com
Phone: 402.486.5935

Mark Schilmoeller, Managing Director Operations
Mark.Schilmoeller@nelnet.net
Phone: 402.325.7535

Title I Instructional Services

Introduction

As an experienced provider of Title I services, we draw upon our successful experience establishing and coordinating services for eligible students enrolled in non-public schools. Our program exists because we believe that every child should be able to read, write, and discover. Competent and confident fluency in Literacy and Comprehension, Expression, and Numeracy expands opportunities for each student to achieve and make their dreams possible.

We work in partnership with the Local Educational Agency (LEA) and school administrators, classroom teachers and parents/families in designing, delivering, and monitoring Title I programs based upon the academic needs of eligible non-public school students.

FACTS Ed collaborates with the private school officials to determine the best resources to meet the needs of the identified students. FACTS Ed has many direct instruction and digital learning program partners; in consultation with the private school, we select a program to best meet the needs of the eligible students and is compliant with ESSA federal, state, and local regulations.
FACTS Ed will provide the necessary software, apps, and digital resources to successfully implement the intervention services. FACTS Ed's instructional staff will implement and manage the digital and web-based resources for instruction and management reports.

FACTS Education Solutions utilizes a Blended Learning solution to close students' skills gaps. Our blended learning model lets students learn through direct instruction from a highly qualified Interventionist and digital learning which targets each student's specific skills gaps. Our Interventionists determine the right balance of direct instruction and digital learning based on the needs of each student served. This schedule is modified to ensure students are receiving the type of learning – direct or digital – that is most effective in closing their skills' gaps.



The students have access to online supplemental language arts/reading, mathematics, science, and/or social studies instructional programs inclusive of pre- and post-assessments, lessons, reinforcement activities and progress reports. Each qualified student has a personalized ID to access the program during the instructional session. The instructional resources are individualized based upon each student's diagnostic results. The supplemental program delivers motivating and engaging learning experiences for eligible students. The lessons and activities are delivered with high-quality content with unprecedented breadth and depth across the essential skills and adapt as students develop competency and master content. Most software used includes downloadable print resources for direct instruction.



Our interventionists develop lessons aligned to grade-level standards and use research-based and best practice strategies to deliver lessons that provide students with the opportunity to progress and master concepts and skills. Lesson content is driven by the specific skills' gaps of the students. Interventionists may also work with students on various digital learning platforms to move them through a series of objective-focused lessons to achieve mastery in each of those objectives. On each platform, students take the provider's assessment to develop an individualized student-learning path; this assessment is adaptive, meaning that it will move the students through a more and less challenging series of questions depending on their answers to each of those questions. In addition to engaging online content for students, teachers can download resources from each platform to use with students during direct instruction.

Direct Services to Students: Instructional Services

Student Enrollment and Services Delivered

In the 2024-2025 school year, FACTS **delivered instructional services to 53 unique students and 73 duplicated students** at Notre Dame Catholic School. All future analyses in this report will reflect the duplicate count. Services were delivered to students in grades K-7 by interventionist, Suzette Harris; the breakdown of students served per grade level are shown in Table 1.

Table 1. School Year Student Enrollment Breakdown by Grade 2024-2025

Students Served by Grade Level for School Year Programs					
	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade
School Year	7	5	12	5	8

	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade	
School Year	9	5	2	0	

FACTS collaborated with Notre Dame Catholic to provide Title I services to eligible non-public school students during the school year, from September 4, 2024 through May 9, 2025. A detailed breakdown of services is provided in Table 2.

Table 2. Instructional Services Summary 2024-2025

Start Date	End Date	# of Instructional Days	# of Sessions Delivered
09/04/2025	05/09/2025	131	2670

INSTRUCTIONAL SERVICES MODEL

FACTS Educational Services utilizes a **Blended Learning** solution to close students' skills gaps**.** Our blended learning model affords students the opportunity to learn through ***direct instruction*** from a trained Interventionist as well as through ***digital learning*** which targets each student's specific skills' gaps. Our Interventionists determine the right balance of direct instruction and digital learning based on the needs of each student served.

Direct Instruction

Our interventionists design and teach standards-aligned, skills-based lessons. Interventionists select research-based and best practice strategies from our standards-aligned *Toolkits* as well as use downloadable resources found on the digital learning platform.

Digital Learning

FACTS Educational Services are partners with multiple providers for digital learning. On each digital platform, students complete the provider's assessment in order to produce an individualized student learning plan. Interventionists establish the digital learning environment and monitor student engagement and learning. **Teachers serving students at Notre Dame Catholic used iReady Personalized Instruction with students in grades K-7.** To learn more about this digital learning platform, go to: Personalized Learning in Reading and Mathematics| i-Ready

School Year Assessment Results

Assessment is a critical component of Title I instructional services which aim to provide data that supports teachers in narrowing the achievement gap. Assessment scores serve as a tool to identify skill gaps in student skills and guide instructors to develop instructional strategies tailored to the students' needs. Moreover, these outcomes confirm whether students are progressing towards grade-level expectations. FACTS is deeply committed to this process, thus strongly encourages assessing students three times a year. The results from these student assessments are then used to monitor progress and guide instruction.

During the 2024-2025 school year, student academic progress was gauged through the iReady assessment for grades K-7. I-Ready is an adaptive online assessment that measures student learning through scaled scores and percentile ranks. As scaled scores are continuous and independent, they were used to analyze student data, monitor student progress, and deduce the program's impact on student achievement. Assessment scores by grade-level were provided in two content areas: reading and math. Tables 3 and 4 offer a summary of student i-Ready outcomes for grades K-7.

To compute student growth, pretest scores were subtracted from posttest scores. Consequently, growth measures are only available for students with at least two assessment data points. Results indicate that students receiving Title I instruction exhibited growth in both reading and math. **On average, students gained 25 scaled points in reading and 14 scaled points in math.**

A detailed breakdown of performance by subject and grade-level can be found in Tables 3 and 4.

Table 3. Reading Assessment Outcomes for i-Ready, School Year 2024-2025

	Reading Assessment Outcomes for Students with 20 Sessions or Greater														
		Pre Reading					Post Reading					Reading Gains			
Grade	N	Mean	SD	PR	Min	Max	Mean	SD	PR	Min	Max	Mean	SD	Min	Max
K	6	381.83	21.99	78	354	409	422.33	47.28	72	385	505	40.5	41.33	-5	103
1	5	417.6	9.37	64	411	433	454.4	12.88	51	440	469	34.8	11.69	20	49
2	6	457.17	31.64	53	413	505	487	14.44	39	467	499	29.83	20.94	-6	57
3	3	513.33	20	62	493	533	493.67	30.92	33	458	555	-19.67	58.18	-75	41
4	6	531	10.11	47	498	569	557.33	26.61	53	514	590	26.33	3.23	16	36
5	4	539.75	38.45	39	487	577	561.5	32.97	41	534	608	21.75	27.42	-5	56
6	4	555.25	32.37	36	513	591	564.5	31.93	35	521	593	8.25	9.03	-2	20
7	1	554	0	26	554	554	612	0	55	612	612	58	0	58	58

Table 4. Math Assessment Outcomes for i-Ready, School Year 2024-2025

Math Assessment Outcomes for Students with 20 Sessions or Greater															
		Pre Math					Post Math					Math Gains			
Grade	N	Mean	SD	PR	Min	Max	Mean	SD	PR	Min	Max	Mean	SD	Min	Max
K	6	353.83	9.41	71	345	372	382	16.41	67	364	409	28.17	20.33	2	60
1	1	397	0	86	397	397	395	0	36	395	395	-2	0	-2	-2
2	10	405.2	23.82	56	349	439	434.2	15.46	60	420	447	29	21.22	4	80
3	3	431.67	17.62	62	413	448	446.67	26.96	46	433	470	15	10.44	3	22
4	6	441.83	7.03	43	433	454	465.5	10.91	50	448	474	23.67	16.27	-6	41
5	6	464.83	12.81	52	450	481	468.17	29.53	42	438	494	3.33	13.46	-15	21
6	4	484	10.92	55	471	494	485.75	13.18	44	468	498	1.75	21.75	-26	27
7	2	500	4.24	66	497	503	513.5	2.12	66	512	515	13.5	2.12	12	15

Students also made a lot of progress towards their annual growth goal which was set by their current grade-level and the expected growth based on their baseline placement level. **The median percentage progress overall was 86% in Reading, and 96% in Math.**

A detailed breakdown of performance by subject and grade-level can be found in Tables 5 and 6.

Table 5. Reading Assessment: Diagnostic Growth

Reading Assessment: Annual Typical Growth Progress				
		Annual Grow		
Grade	N	Progress (%)	% Met	% Improved Placement
K	6	107	60	60
1	5	74	0	100
2	6	77	33	67
3	3	0	33	33
4	6	135	100	50
5	4	113	50	50
6	4	46	25	25
7	1	341	100	100

Placement Distribution
Reading Pre to Post Assessment

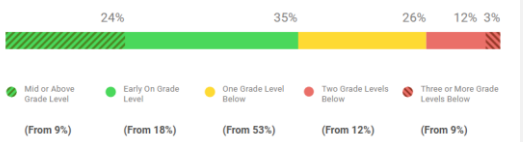
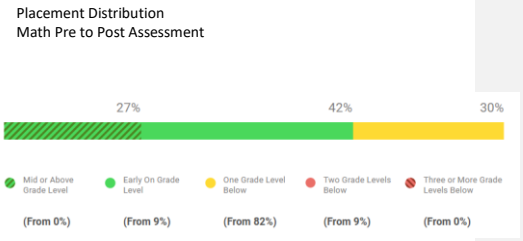


Table 6. Math Assessment: Diagnostic Growth

	Reading Assessment: Annual Typical Growth Progress			
		Annual Grow		
Grade	N	Progress (%)	% Met	% Improved Placement
K	6	66	25	100
1	1	179	100	100
2	10	104	50	90
3	3	77	0	33
4	6	126	80	80
5	6	64	50	25
6	4	40	25	50
7	2	113	100	100



A second analysis examined students' academic gains by grade level. The outcome of this analysis is displayed in Figures 1 and 2. These figures indicate that students scale scores tend to increase consistently with higher grade placements through seventh grade. For students in grade K-7, outcomes reveal that the magnitude of the students' gains is inversely related to their grade placement. As grade placement rises, students tend to make smaller gains over the course of the year.

Figure 1. Student Reading Pre and Post Scores for School Year 24-25

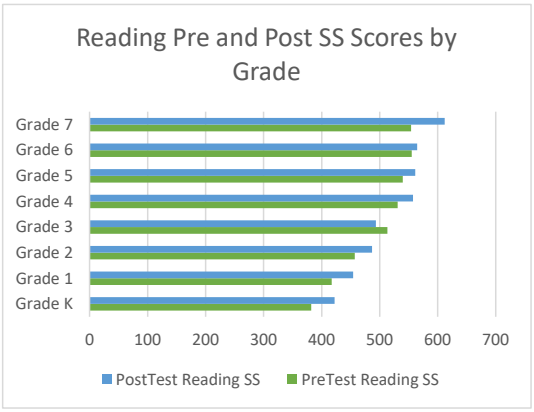
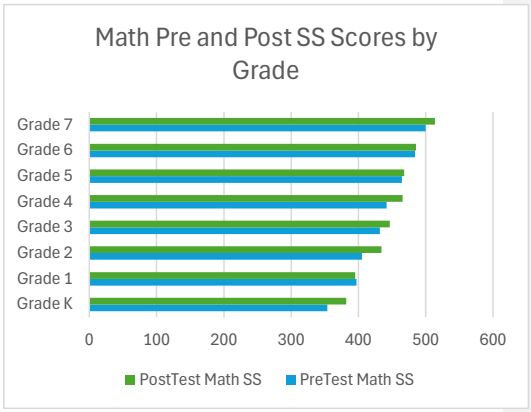


Figure 2. Student Math Pre and Post for School Year 24-25



Supports Delivered to FACTS Title I Interventionists

FACTS is on a mission to change the trajectory of a child's life by providing instructional services to students who are struggling academically. These services are delivered directly by highly qualified interventionists. To fulfill this mission, FACTS is dedicated to developing these interventionists through continuous and ongoing professional learning opportunities and onsite supports.

Bi-Monthly Program-wide + On-Demand Virtual Trainings

FACTS provides interventionists with two monthly training sessions: one focusing on direct-instruction topics, and the other on digital learning and assessment topics. Each of these trainings are conducted on a digital platform and lasts for 45 minutes. Furthermore, these sessions are recorded and made available for interventionists to access on-demand. The table below provides information on the training topics and the attendance of the Title I interventionist.

Table 7. FACTS Bi-Weekly Virtual + On-Demand Training in School Year 2024-2025

Bi-Monthly Trainings Offered to Interventionists			
Training Title	**Training Length**	**Date Delivered**	**Interventionist in Attendance**
Number Talks & Mental Math	45 min	08/20/2024	Y
Reading Instructional Strategies the Work for Upper Elementary and Middle School Students	45 min	08/20/2024	Y
SEL in the Classroom: Strategies and Implementation	45 min	08/23/2024	Y
Behavior Management Strategies for Strong Class Culture	45 min	09/03/2024	Y
Designing a Culture that Supports Blended Learning	45 min	09/17/2024	Y
Constructing Success Criteria from Learning Objectives	45 min	10/08/2024	Y
Instructional Planning with Initial Student Data	45 min	10/22/2024	Y
Progress Monitoring Using Formative Assessment	45 min	11/05/2024	
Blended Learning: Making It Student-Centered	45 min	11/19/2024	
Post Assessment: What Now?	45 min	12/03/2024	
Exploring Metacognitive Strategies for Effective Learning	45 min	12/17/2024	
Providing Explicit Feedback	45 min	01/07/2025	
Taking Action with Mid-Year Student Data	45 min	01/21/2025	Y
Revisiting Student Goals	45 min	02/04/2025	Y
Making the Most of Digital Tools	45 min	02/18/2025	Y
Developing Student Self-Efficacy	45 min	03/04/2025	Y
Blended Learning: Student Voice and Choice	45 min	03/18/2025	Y
Reflecting on Student Accomplishments to Maintain Motivation	45 min	04/08/2025	
Providing Explicit Feedback from Formative Assessments	45 min	04/15/2025	Y
Future Planning: Leveraging Year-End Data	45 min	04/29/2025	

Commented [PR1]: Add old PDs of date delivered (viewed)/reviewed

Monitoring Visits

FACTS complements the delivery of rigorous instructional services with a high standard of compliance and support. FACTS ensures that all Title I programs align with FACTS' standards for high-quality services, as well as local, state, and federal laws. To uphold this standard, FACTS has an area supervisor to conduct on-site monitoring visits. During these visits, the supervisor observes compliance, meets with the school leadership team, checks in with interventionists, and conducts session walkthroughs.

FACTS supervisor, Paige Roland, carried out program monitoring visits. Further information about these visits can be found in Table 8 below. A sample site visit report can be viewed in Appendix C.

Table 8. Monitoring Visits 2024-2025

School Name	Supervisor	Visits	Visits	Visits
Notre Dame Catholic	P. Roland	8/27/2024	10/01/24	11/06/24

School Name	Supervisor	Visits	Visits	Visits
Notre Dame Catholic	P. Roland	1/24/25	2/27/25	5/08/25

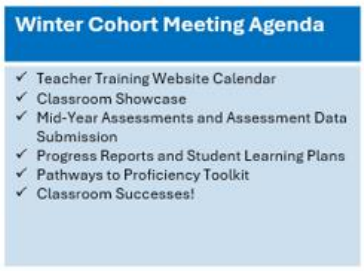
Cohort Meetings

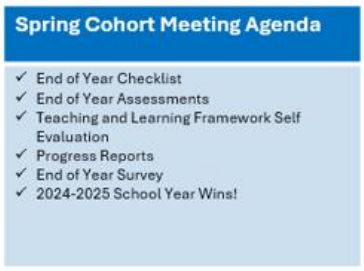
FACTS teachers are also encouraged to participate in cohort meetings. These meetings are led by the FACTS Education Services Quality Manager and serve as a forum where teachers can share their achievements with colleagues. Moreover, these cohort meetings provide a safe space for instructors to discuss challenges and seek support from colleagues. Cohort meetings are led by Heather Crawford, Education Quality Manager and Ryan Cooney, Account Manager and supported by Paige Roland, Digital Learning Specialist, Dan Leibel, Direct Instruction Specialist, and Jessica Hagedorn, TITAN student information system Specialist. Each cohort meeting lasts approximately 45 minutes. Detailed information on these meetings can be found in Table 9 below.

Table 9. Florida Cohort Meetings School Year 2024-2025

Cohort Meeting	Date(s)
Winter	January 30, 2025
Spring	April 25, 2025

Cohort meeting agendas covered the following topics:





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APPENDIX A

School Year iReady Reading Growth Scores

Student	Grade	Pre SS	Pre PR	Post SS	Post PR	Change
Bravo-Lazaro, Eric	K	390	93	385	37	-5
Carpenter, Ellie	K	354	67	385	64	31
Cloutier, Blake	K	373	51	449	89	76
Harberts, Henry	K	402	96	505	99	103
Lankamer, Heidi	K	409	84	416	70	7
Siler, Jayla	K	363	78	394	72	31
Caramanello, Angelina	1	433	99	465	59	32
Duke, Scarlett	1	411	63	440	40	29
Rollins, Grayson	1	420	56	469	63	49
Rollins, Jackson	1	413	39	443	42	20
Scrozynski, Mia	1	411	63	455	51	44
Foss, Liam	2	505	84	499	47	-6
McGeehan, Madeleine	2	413	26	470	28	57
Schultz, Alexander	2	468	59	496	45	28
Smith, Danielle	2	469	60	495	44	26
Vera, Michael	2	435	41	467	26	32
Zandecki, Emma	2	453	50	495	44	42
McGeehan, Mason	3	533	76	458	14	-75
Rollins, Ariella	3	514	61	555	69	41
Spalding, William	3	493	48	468	17	-25
Babino, Giovanna	4	498	29	514	28	16
Barkley, Mina	4	511	34	545	43	34
Correa, Gianni	4	532	51	561	53	29
Harberts, Victoria	4	534	52	556	50	22
Lima Cruz, Stephanie	4	542	58	578	66	36
Velasquez, Jason	4	569	59	590	75	21
Caglione, Avaleene	5	577	55	608	73	31
Knapp, Serenity	5	556	49	561	38	5
Martin, Alexis	5	539	38	534	24	-5
Satiriou, Constantino	5	487	14	543	28	56
Farrell, Layla	6	591	61	593	51	-2
Reina, Alana	6	513	15	521	14	8
Santander, Sophia	6	563	40	583	43	20
Silverman, Violet	6	554	26	561	30	7
Carnegie, Bryson	7	554	26	612	55	58

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APPENDIX B

School Year i-Ready Math Growth Scores

Student	Grade	Pre SS	Pre PR	Post SS	Post PR	Change
Bravo-Lazaro, Eric	K	352	74	375	53	23
Carpenter, Ellie	K	354	77	376	79	22
Cloutier, Blake	K	345	62	364	34	19
Harberts, Henry	K	349	69	409	93	60
Lankamer, Heidi	K	372	73	374	51	2
Wright, Sylvia	K	351	72	394	94	43
Duke, Scarlett	1	397	86	395	36	-2
Foss, Liam	2	410	69	433	56	23
Klein, Madison	2	411	71	447	81	36
Kouts, Alice	2	413	73	442	73	29
Lopez, Ashlyn	2	349	6	429	51	80
McGeehan, Madeleine	2	409	68	429	51	20
Rivera-Bennett, Aubree	2	415	33	420	39	5
Smith, Danielle	2	410	69	435	60	25
Tran-Jones, Jaxton	2	383	29	420	39	37
Velasquez, Gabriel	2	439	67	443	75	4
Zandecki, Emma	2	413	73	444	76	31
Brisco, Nola	3	413	36	433	28	20
McGeehan, Mason	3	434	64	437	33	3
Arias Silva, Maria (Celeste)	3	448	85	470	77	22
Babino, Giovanna	4	438	40	456	35	18
Barkley, Mina	4	433	33	474	59	41
Downing, Marcus	4	454	62	448	38	-6
Harberts, Victoria	4	443	32	472	55	29
Klein, Emma	4	440	43	469	50	29
Lima Cruz, Stephanie	4	443	47	474	60	31
Caglione, Avaleene	5	450	35	471	39	21
Figueroa, Talia	5	477	71	494	77	17
London, Noel	5	453	38	438	16	-15
Lopez, Aliena	5	481	62	478	47	-3
Montanez, Alizeah	5	469	59	467	44	-2
Toia, Anthony	5	459	45	461	29	2
Farrell, Layla	6	492	69	493	50	1
Fix, Annabella	6	471	45	498	56	27
Santander, Sophia	6	479	54	484	42	5
Silverman, Violet	6	494	51	468	28	-26
Adkins-Swartz, Jack	7	503	70	515	68	12
Carnegie, Bryson	7	497	61	512	63	15

APPENDIX C
Title I Services Visit Checklist

FACTS Educational Services National Program Visit Checklist

Date of Visit	11/06/2024
Supervisor Name	Paige Roland
School Name	Notre Dame Catholic
City	Spring Hill
State	FL
Principal/Building Administrator Name	Florie Buono
Title I Teacher(s)	Sue Harris
Program Type (Direct Instruction Only or Blended Learning)	Blended Learning
Digital Learning Platform (if applicable)	iReady
Subject Area(s)	Math/Reading
Average Group Size	6
School-Wide Assessment	NWEA MAP, TerraNova
Grade Level(s) Served	Kindergarten, 1, 2, 3, 4, 5, 6, 7
Operational Checklist	✓ Student permission slips (one per student; aligns with current roster of Title I students receiving academic services) ✓ Student folders showing progression of skill acquisition over time (one per student with named/dated work) ✓ Student folders and permission slips are kept in a locked/secured cabinet/drawer ✓ Classroom set-up is conducive to small group and digital learning instruction (if applicable)

	✓ The classroom is academically focused (i.e., Word Walls, anchor charts, rules and procedures, etc.) ✓ TITAN is up to date with attendance and lesson plans ✓ Title I materials are appropriately stored/labeled (if applicable)
Comments/Concerns	N/A
Academic Checklist	✓ Classroom time is spent on academically focused topics and is secular/non-ideological ✓ Teacher differentiates instruction throughout lesson when appropriate ✓ Teacher is enthusiastic and motivates students with positive reinforcement/growth mindset language ✓ Teacher gives clear directions for assignments/tasks ✓ Transitions between activities are smooth and timely ✓ Group instruction is focused on standards related to students' skills' gaps: Title I teachers are using classroom teacher requests, digital learning platform results, or school-wide assessment data to drive direct instruction
Comments/Concerns.	Students worked through a teacher-directed math lesson on adding 2-digit and 1-digit numbers. Teacher used manipulatives, number lines and response boards with students. Two students seemed disengaged and behavior was addressed. Teacher used positive reinforcement and reflection for next time.
Follow Up Items	Suggested having students work in pairs and setting ground rules. Students would be responsible to their partner, and if not, can transition into a different activity and suggest to revisit partner work in the future. Gives students clear concise expectations and responsibility to themselves and partner. Also discussed different ways to incorporate student engagement into lessons that provide student choice and voice so it has a foundation in the academics (ie. Letting students share out personal experiences relevant to the lesson). Also incorporating Success Criteria PD documents when developing lesson learning goals and aligned activities/assessment.

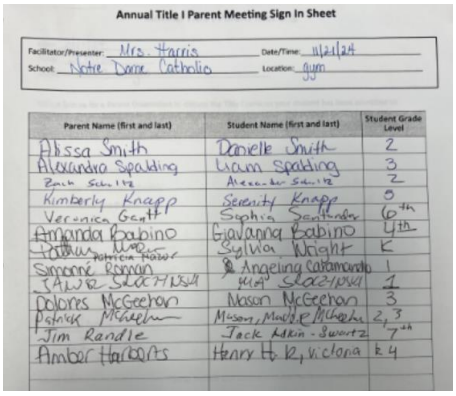
APPENDIX D
Title I Annual Meeting Print Materials

As part of federal regulations, Title I teachers are required to hold an Annual Title I Parent Meeting at their school site for parents of students participating in Title I services. The purpose of the Title I annual parent meeting is to provide information to parents of participating children about the program and their right to be involved in their child's education.

This school year, the FACTS interventionist at Notre Dame Catholic, Suzette Harris, held two events for parents to discuss the program and their student(s) progress in the winter and the spring.

Parent sign-in sheets for both events can be found in Figures 1 and 2 below.

Figure 1. November 21, 20 24 Parent Meeting Sign-In Sheet



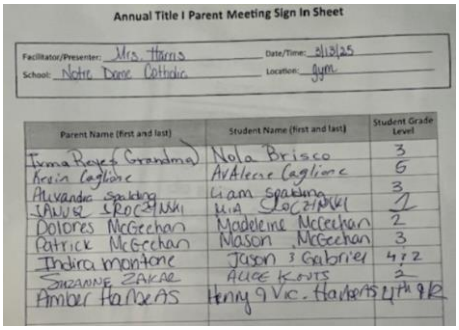
Annual Title I Parent Meeting Sign In Sheet

Facilitator/Presenter: Mrs. Harris Date/Time: 11/21/24

School: Notre Dame Catholic Location: gym

Parent Name (first and last)	Student Name (first and last)	Student Grade Level
Alissa Smith	Danielle Smith	2
Alexandra Spalding	Liam Spalding	3
[illegible]	[illegible]	2
Kimberly Knapp	Serenity Knapp	5
Veronica Genff	Sophia Santander	6th
Amanda Babino	Giavanna Babino	4th
[illegible]	Sylvia Wright	K
Simone Roman	Angelina Catamondo	1
[illegible]	[illegible]	1
Dolores McGeehan	Mason McGeehan	3
Patrick McGeehan	[illegible]	2, 3
Jim Randle	Jack Allen - Swartz	7th
Amber Harbers	Henry H. K, Victoria	K 4

Figure 2. March 13, 2025 Parent Meeting Sign-In Sheet

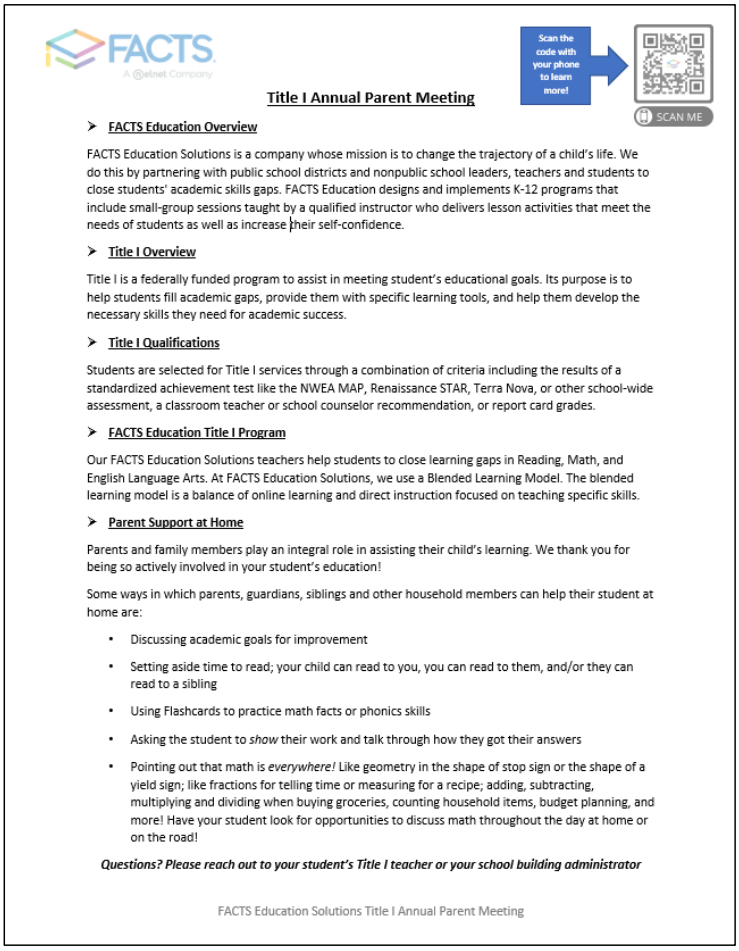


Annual Title I Parent Meeting Sign In Sheet

Facilitator/Presenter: Mrs. Harris Date/Time: 3/13/25

School: Notre Dame Catholic Location: gym

Parent Name (first and last)	Student Name (first and last)	Student Grade Level
Irma Reyes (Grandma)	Nola Brisco	3
Kasia Caglione	AvAlexa Caglione	6
Alexandra Spalding	Liam Spalding	3
[illegible]	[illegible]	1
Dolores McGeehan	Madeleine McGeehan	2
Patrick McGeehan	Mason McGeehan	3
Indira Montone	Jason & Gabriel	4 & 2
SUZANNE ZAKAE	ALICE KENTS	2
Amber Harbers	Henry & Vic. Harbers	4th & K



FACTS
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SCAN ME

Title I Annual Parent Meeting

- **FACTS Education Overview**

FACTS Education Solutions is a company whose mission is to change the trajectory of a child's life. We do this by partnering with public school districts and nonpublic school leaders, teachers and students to close students' academic skills gaps. FACTS Education designs and implements K-12 programs that include small-group sessions taught by a qualified instructor who delivers lesson activities that meet the needs of students as well as increase their self-confidence.

- **Title I Overview**

Title I is a federally funded program to assist in meeting student's educational goals. Its purpose is to help students fill academic gaps, provide them with specific learning tools, and help them develop the necessary skills they need for academic success.

- **Title I Qualifications**

Students are selected for Title I services through a combination of criteria including the results of a standardized achievement test like the NWEA MAP, Renaissance STAR, Terra Nova, or other school-wide assessment, a classroom teacher or school counselor recommendation, or report card grades.

- **FACTS Education Title I Program**

Our FACTS Education Solutions teachers help students to close learning gaps in Reading, Math, and English Language Arts. At FACTS Education Solutions, we use a Blended Learning Model. The blended learning model is a balance of online learning and direct instruction focused on teaching specific skills.

- **Parent Support at Home**

Parents and family members play an integral role in assisting their child's learning. We thank you for being so actively involved in your student's education!

Some ways in which parents, guardians, siblings and other household members can help their student at home are:

- Discussing academic goals for improvement
- Setting aside time to read; your child can read to you, you can read to them, and/or they can read to a sibling
- Using Flashcards to practice math facts or phonics skills
- Asking the student to *show* their work and talk through how they got their answers
- Pointing out that math is *everywhere!* Like geometry in the shape of stop sign or the shape of a yield sign; like fractions for telling time or measuring for a recipe; adding, subtracting, multiplying and dividing when buying groceries, counting household items, budget planning, and more! Have your student look for opportunities to discuss math throughout the day at home or on the road!

Questions? Please reach out to your student's Title I teacher or your school building administrator

FACTS Education Solutions Title I Annual Parent Meeting

APPENDIX D

Title I Annual Meeting Print Materials



State of Florida

Affidavit Regarding the Use of Coercion for Labor and Services

Respondent Vendor Name: FACTS Education Solutions, LLC

Vendor FEIN: 47-1150867

Vendor's Authorized Representative Name and Title:

Address: 121 S 13th Street Suite 201

City: Lincoln State: NE ZIP: 68508

Phone Number: 402.486.5935

Email Address: mayers@factsmgt.com

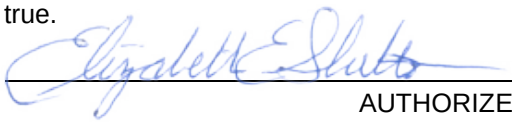
Section 787.06(13), Florida Statutes requires all nongovernmental entities executing, renewing, or extending a contract with a governmental entity to provide an affidavit signed by an officer or representative of the nongovernmental entity under penalty of perjury that the nongovernmental entity does not use coercion for labor or services as defined in that statute.

The Hernando County School District, Florida is a governmental entity for purposes of this statute.

As the person authorized to sign on behalf of Respondent, I certify that the company identified does not:

- Use or threaten to use physical force against any person;
- Restrain, isolate, or confine or threaten to restrain, isolate, or confine any person without lawful authority and against her or his will;
- Use lending or other credit methods to establish a debt by any person when labor or services are pledged as a security for the debt, if the value of the labor or services as reasonably assessed is not applied toward the liquidation of the debt, the length and nature of the labor or services are not respectively limited and defined;
- Destroy, conceal, remove, confiscate, withhold, or possess any actual or purported passport, visa, or other immigration document, or any other actual or purported government identification document, of any person;
- Cause or threaten to cause financial harm to any person;
- Entice or lure any person by fraud or deceit; or
- Provide a controlled substance as outlined in Schedule I or Schedule II of s. 893.03 to any person for the purpose of exploitation of that person.

Under penalties of perjury, I declare that I have read the foregoing document and that the facts stated in it are true.

By: 

AUTHORIZED SIGNATURE

Print Name and Title: Elizabeth Shelton--Accounts and Contracts

Date: 6/5/2025

Approved as to form & content for HCSD:
Kevin M. Sullivan
Attorney, BGR&H
12:27 pm, Aug 13, 2024

HERNANDO SCHOOL DISTRICT
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Federal Terms & Conditions

Provisions for Non-Federal Entity Contracts Under Federal Awards (Appendix II to 2 CFR Part 200)

All purchases made by a non-Federal entity under a Federal award must contain provisions covering the following, as applicable. These provisions are required and apply under certain conditions when federal funds are expended to make purchases by the Hernando County School District.

1. **EQUAL EMPLOYMENT OPPORTUNITY:**
Except as otherwise provided under 41 CFR, Part 60, this section applies to federally assisted construction contracts. If applicable, the Contractor agrees to comply with the provisions of 41 CFR, Part 60-1.4(b) during the performance of this contract. The provisions may be found in Attachment A to these Federal Terms and Conditions.

2. **DAVIS-BACON ACT:**
(34 CFR 80.36(i)(5)): All vendors, contractors and subcontractors must comply with the Davis-Bacon Act (40 U.S.C. 276a to 276a–7) as supplemented by Department of Labor regulations (29 CFR part 5). (Construction contracts in excess of $2,000 awarded by grantees and subgrantees when required by Federal grant program legislation). (Applies to construction contracts in excess of $2,000 awarded by the district and subgrantees when required by Federal grant program legislation).

3. **COPELAND "ANTI-KICKBACK" ACT:**
(34 CFR 80.36(i)(4)): All vendors, contractors and subcontractors must comply with the Copeland "Anti-Kickback" Act (18 U.S.C. 874) as supplemented in Department of Labor regulations (29 CFR part 3). (Applies to all contracts and subgrants for construction or repair).

4. **CONTRACT WORK HOURS & SAFETY STANDARDS ACT:**
(34 CFR 80.36(i)(6)): All vendors, contractors and subcontractors must comply with Sections 103 and 107 of the Contract Work Hours and Safety Standards Act (40 U.S.C. 327–330) as supplemented by Department of Labor regulations (29 CFR part 5). (Applies to all construction contracts awarded by the district and subgrantees in excess of $2000, and in excess of $2500 for other contracts, which involve the employment of mechanics or laborers).

5. **RIGHTS TO INVENTIONS MADE UNDER A CONTRACT OR AGREEMENT:**
If the Federal award meets the definition of "funding agreement", the recipient or sub-recipient must comply with the requirements of 37 CFR Part 401 "Right to Inventions Made by Nonprofit Organization and Small Business Firms Under Government Grants, Contracts and Cooperative Agreement s", and any implementing regulations issued by awarding agency.

6. **CLEAN AIR ACT**
(34 CFR 80.36(i)(12)): All vendors, contractors and subcontractors must comply with all applicable standards, orders, or requirements issued under section 306 of the Clean Air Act (42 U.S.C. 7401-7671q.), section 508 of the Clean Water Act (33 U.S.C. 1251-1387), Executive Order 11738, and Environmental Protection Agency regulations (40 CFR part 15).(Applies to contracts, subcontracts, and subgrants of amounts in excess of $100,000).

7. **BYRD ANTI-LOBBYING AMENDMENT:**
Contractors that apply or solicitation for an award of $100,000 or more must file the required certification. Each tier certifies to the tier above that it will not and has not used Federal appropriated funds to pay any person or organization for influencing or attempting to influence an officer or employee of any agency, a member of Congress, officer or employee of Congress, or an employee of a member of Congress in connection with obtaining any Federal contract, grant or any other award covered by 31 U.S.C. 1352. Each tier must also disclose any lobbying with non-Federal funds that takes place in connection with obtaining any Federal award. Such disclosures are forwarded from tier to tier up to the non-Federal award.

8. RECOVERED MATERIALS:
Section 6002 (EPA) 40 CFR Part 247: For contracts using Federal funding, Contractor and subcontractor agree to comply with Section 6002 of the Solid Waste Disposal Act, as amended by the Resource Conservation and Recovery Act, and the regulatory provisions of 40 CFR, Part 247. In the performance of this contract and to the extent practicable, the Contractor and subcontractors are to procure items containing the highest percentage of recovered materials as designated by the Environmental Protection Agency (EPA) under 40 CFR, Part 247 whenever the purchase price of the item exceeds $10,000 or the value of the quantity acquired during the preceding fiscal year exceeded $10,000.

9. FEDERAL DEBARMENT CERTIFICATION:
Certification regarding debarment, suspension, ineligibility and voluntary exclusion, as required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR, 85, defined at 34 CFR Part 85, Section 85.105 and 85.110-(ED80-0013).

A. *The prospective lower tier ($25,000) participant certifies, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.*

B. *Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall provide an explanation.*

10. ADMINISTRATIVE, CONTRACTURAL OR LEGAL REMEDES:
If the vendor/contractor fails to perform to the district's satisfaction any material requirement of the contract or is in violation of a material provision of the contract, the district shall provide written notice to the contractor requesting that the breach or noncompliance be remedied within a set time frame outlined. Nonperformance by a vendor /contractor is any failure to follow the terms, conditions, and/or specifications as outlined in the contract.

11. HATCH ACT:
(5U.S.C. 1501-1508 AND 7324-7328: The vendor/contractor will comply with the provisions of the Hatch Act, which limits the political activities of employees whose principle employment activities are funded in whole or in part with federal funds.

12. CONTRACT TERMINATION FOR CONVENIENCE:
The Superintendent (or designee) reserves the right to terminate a vendor's contract in whole or in part when it is determined in its sole discretion that it is in the district's best interest to do so. The Superintendent (or designee) will notify the vendor of the intent to terminate, in writing, at least (30) days prior to the effective date of the termination, and the contract will officially terminate at the end of the (30) day grace period. The vendor shall not be entitled to recover any cancellation charges or lost profits.

13. CONTRACT TERMINATION FOR CAUSE:
The Superintendent (or designee) reserves the right to terminate a vendor's contract for just cause, without penalty. The Superintendent (or designee) will notify the vendor of the intent to terminate, in writing, at least (30) days prior to the effective date of the termination, and the contract will officially terminate at the end of the (30) day grace period. The vendor may request reconsideration of this decision in writing at any time during the 30 day grace period. The request must be addressed to the Director of Finance & Purchasing who will initiate an internal review of the matter. If the vendor's input is required as part of the reconsideration process, the vendor will be notified when and where to appear. Requests for reconsideration received after the (30) day grace period will be denied. Upon termination of a contract, the Board reserves the right to rescind and re-award a contract to the next low bidder, if determined to be in the best interest of the district to do so.

Provisions for Non-Federal Entity Contracts Under Federal Awards
(Federal Program Requirements - USDA)

In addition to the contract provisions required under Appendix II to 2 CFR, Part 200, these provisions are required by the United States Department of Agriculture ("USDA"), as applicable, when federal funds are expended to make purchases by the Hernando County School District.

14. **RECORDS RETENTION:**
(34 CFR 80.36(i)(11)): All vendors, contractors and subcontractors must retain all records pertaining to this contract for three years after the District makes final payments and all other pending matters are closed.

15. **CIVIL RIGHTS:**
The Vendor shall comply with Title VI of the Civil Rights Act of 1964, as amended; USDA regulations implementing Title IX of the Education Amendments; Section 504 of the Rehabilitation Act of 1973; Age Discrimination Act of 1975; 7 C.F.R. Parts 15, 15a, and 15b; and FNS Instruction 113-1, Civil Rights Compliance and Enforcement—Nutrition Programs and Activities, and any additions or amendments.

16. **BUY AMERICAN:**
(7 CFR PART 210.21 (D)) - Section 104(d) of the William F. Goodling Child Nutrition Reauthorization Act of 1998 (Public Law 105-336) added a provision, Section 12(n) to the NSLA (42 USC 1760(n)), the District is required to purchase, to the maximum extent practicable, domestic commodity or product. Section 12(n) of the NSLA defines "domestic commodity or product" as an agricultural commodity that is produced in the United States and a food product that is processed in the United States using substantial agricultural commodities that are produced in the United States. "Substantial" means that over 51 percent of the final processed product consists of agricultural commodities that were grown domestically. Products from Guam, American Samoa, Virgin Islands, Puerto Rico, and the Northern Mariana Islands are allowed under this provision as territories of the United States. The Buy American provision (7 CFR Part 210.21(d)) is one of the procurement standards the District must comply with when purchasing commercial food products served in the school meals programs.

17. **ENERGY POLICY AND CONSERVATION ACT:**
Contractor and Subcontractor agree to comply with mandatory standards and policies relating to energy efficiency as contained in the state energy conservation plan issued in compliance with the Energy Policy and Conservation Act (Pub. L. 94-163, 89 Stat. 871).

18. **DISCOUNTS, REBATES, AND CREDITS:**
The vendor shall disclose all discounts, rebates, allowances, and incentives received by the company from its suppliers. All goods, services, or monies received as the result of any equipment or USDA Food rebates shall be credited to the District's nonprofit food service account.

HERNANDO SCHOOL DISTRICT
Learn it. Love it. Live it.

Provisions for Non-Federal Entity Contracts Under Federal Awards
(Federal Program Requirements - FEMA)

In addition to the contract provisions required under Appendix II to 2 CFR, Part 200, these provisions are required by the Federal Emergency Management Agency ("FEMA"), as applicable, when federal funds are expended to make purchases by the Hernando County School District.

19. ACCESS TO RECORDS:
The following access to records requirements apply to this contract:

a. The Contractor agrees to provide the District, the State of Florida, the FEMA Administrator, the Comptroller General of the United States, or any of their authorized representatives access to any books, documents, papers, and records of the Contractor which are directly pertinent to this contract for the purposes of making audits, examinations, excerpts, and transcriptions.

b. The Contractor agrees to permit any of the foregoing parties to reproduce by any means whatsoever or to copy excerpts and transcriptions as reasonably needed.

c. The Contractor agrees to provide the FEMA Administrator or his authorized representatives access to construction or other work sites pertaining to the work being completed under the contract.

20. DHS SEAL, LOGO, AND FLAGS:
The Contractor shall not use the Department of Homeland Security ("DHS") seal(s), logos, crests, or reproductions of flags or likenesses of DHS agency officials without specific FEMA preapproval.

21. COMPLIANCE WITH FEDERAL LAW, REGULATIONS, AND EXECUTIVE ORDERS:
This is an acknowledgment that FEMA financial assistance will be used to fund the contract only. The Contractor will comply with all applicable federal laws, regulations, executive orders, FEMA policies, procedures, and directives.

22. NO OBLIGATION BY FEDERAL GOVERNMENT:
The Federal Government is not a party to this contract and is not subject to any obligations or liabilities to the non-Federal entity, contractor, or any other party pertaining to any matter resulting from the contract.

23. PROGRAM FRAUD AND FALSE OR FRAUDULENT STATEMENTS OR RELATED ACTS:
The Contractor acknowledges the 31 U.S.C. Chap. 38 (Administrative Remedies for False Claims and Statements) applies to the Contractor's actions pertaining to this contract.

Approved as to Content & Form
Caroline Mocker, Esq.
Staff Counsel, HCSD
10:23 am, 04/29/2025

By signing of this document, the vendor/contractor understands and certifies that they are in compliance with and/or will comply with, all the terms and conditions as specifically stated, where applicable. The vendor/contractor understands that Federal Funding Provisions apply to all contracts where Federal funds are used as a source for the purchase of goods and services. The contract/vendor awarded must not take exception to any part of these regulations.

Company Name (Print): FACTS Education Solutions, LLC Date: 6/5/2025

Authorized Signature: Elizabeth Shelton

Printed Name: Elizabeth Shelton

Title: Accounts & Contracts

STANDARD ADDENDUM TO AGREEMENTS WITH
THE HERNANDO COUNTY SCHOOL BOARD

WHEREAS, the undersigned has entered into an Agreement or Contract (hereinafter Agreement) with the Hernando County School Board; and,

WHEREAS, the Agreement sets forth the general terms and conditions of the relationship between the parties; and,

WHEREAS, the undersigned acknowledges that the School Board is the contracting authority for the Hernando County School Board and there are certain standard contract terms expected to be in every agreement by the School Board; and,

WHEREAS, the undersigned hereby agrees that these standard terms are part of the Agreement with the School Board.

1. The Contractor hereby agrees to indemnify, defend and hold the School Board harmless from and against any and all damages of any nature whatsoever which are caused or materially contributed to by the negligent, reckless or intentional acts of the Indemnifying Party.

2. To the extent that the agreement requires the School Board to indemnify Contractor, it shall only be to the extent of the limits set forth in section 768.28(5), Florida Statutes. and then only for the negligent or wrongful act or omission of any officer or employee of the School Board acting within the scope of the officer's/employee's office or employment under circumstances in which the state or such agency or subdivision, if a private person, would be liable to the claimant. Further, except as specifically provided herein, the School Board does not waive any defense of sovereign immunity. It is further understood and agreed by the parties to this agreement that no officer or employee may be held personally liable except as provided by section 768.28 (9), Florida Statutes. Notwithstanding the foregoing, the School Board intends to avail itself of the benefits of section 768.28 and of other statutes and common law governing sovereign immunity to the fullest extent possible. However, in no event will the School Board's liability under this provision exceed the sum of the lesser of the following: (a) the amount paid by the School Board to Contractor or (b) the amounts identified as statutory limits pursuant to section 768.28, Florida Statutes. if applicable. Nothing in this Agreement is intended to inure to the benefit of any third party for the purpose of allowing any claim which would otherwise be barred under the doctrine of sovereign immunity or by operation of law.

3. The parties agree to each pay their own attorneys' fees and costs relating to the negotiation of the Agreement and this Addendum and in relation to any action to enforce the terms of either document.

4. As may be applicable, all persons providing goods or services to the School Board pursuant the Agreement shall undergo the necessary background screening described in section 1012.465, Florida Statutes at their own cost before coming onto School Board property.

5. If the Agreement requires the expenditure of funds for more than one fiscal year, the Agreement shall be subject to termination by the School Board without cause upon a thirty (30) day notice.

6. Any conflict between the terms of this Addendum and the parties original Agreement or subsequent modifications thereof are to be resolved in favor of this Addendum.

7. The Agreement and this Addendum are to be construed in accordance with the laws of the State of Florida, and the parties hereby agree that performance of the terms and provisions of the Agreement are to be performed solely within the State of Florida. The Parties agree that the Circuit Court for the Fifth Judicial Circuit, Hernando County, Florida (hereinafter "Court"), shall have sole and exclusive jurisdiction to enforce the terms of this Agreement, notwithstanding any provisions in the Agreement to the contrary, and the Parties further agree that they will present any disputes under this Agreement, including, without limitation, any claims for breach or enforcement of this Agreement, exclusively to the Court.

8. The payment obligation of the School Board created by the Agreement is conditioned upon the availability of funds that are appropriated or allocated for the payment of services or products. If such funds are not allocated and available, the Agreement may be terminated by the School Board at the end of the period for which funds are available. The School Board shall notify the Contractor at the earliest possible time before such termination. No penalty shall accrue to the School Board in the event this provision is exercised, and the School Board shall not be obligated or liable for any future payments due or for any damages as a result of such termination.

9. If, and to the extent the agreement provides for the payment of any applicable sales taxes, the Parties acknowledge that the School Board is an entity which is exempt from the same as provided by section 212.08(6), Florida Statutes.

10. The Parties agree that in the event Contractor files for bankruptcy, insolvency or receivership during the term of this agreement, the School Board may, at its option, terminate and cancel said contract, in which event all rights hereunder shall immediately cease and terminate.

11. Neither party shall be liable to the other, nor deemed in default under this Agreement to the extent that such party's performance under this Agreement is rendered impossible, impractical, or prevented by reason of force majeure. For purposes of this Agreement, the term "force majeure" means an occurrence that is beyond the control of the party affected and occurs without fault or negligence on behalf of either party. Without limiting the foregoing, force majeure includes acts of God; acts of the public enemy; war; riots; strikes; labor disputes; civil disorders; fires; floods; hurricanes, epidemics, pandemics, government regulations, and the issuance or extension of existing government orders of the United States, the State of Florida, or local county and municipal governing bodies, which prevents performance of the contract for all or part of the term of the Agreement.

12. Notwithstanding any provision to the contrary in the agreement, all payments due from the School Board for non-construction services hereunder shall be governed by the provisions

of Chapter 218, Florida Statutes.

13. If, and to the extent that the agreement provides for reimbursement of travel and related expenses, the Parties agree that such reimbursements shall be subject to the reimbursement schedules contained in Section 112.061, Florida Statutes.

14. Contractor confirms that neither it nor its principals are suspended, debarred, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this contract by any governmental department or agency. This certification is a material representation of fact upon which reliance will be placed when the School Board executes this agreement. If it is later determined that Contractor knowingly rendered an erroneous certification, in addition to the other remedies available to School Board, School Board may terminate the Agreement for default by Contractor.

15. E-Verify. Pursuant to section 448.095, Florida Statutes, Contractor shall use the U.S. Department of Homeland Security's E-Verify system https://e-verify.uscis.gov/emp, to verify the employment eligibility of all employees hired during the term of this Agreement. If Contractor enters into a contract with a subcontractor, the subcontractor must provide Contractor with an affidavit stating the subcontractor does not employ, contract with, or subcontract with an unauthorized alien and the Contractor shall provide a copy of such affidavit to the School Board upon receipt and shall maintain a copy for the duration of the Agreement. Failure to comply with this provision is a material breach of the Agreement and the School Board may choose to terminate the Agreement at its sole discretion and seek damages pursuant to Florida Statute. By signing below, Contractor affirms that it is registered with and uses the E-Verify system, is otherwise in compliance with section 448.095, Florida Statutes, and acknowledges that it is required to maintain such compliance throughout the term of any Contract entered between the parties.

16. Public records compliance provisions. Any confidentiality provisions in the Agreement shall be read in harmony with Florida's Public Records Act, Chapter 119, Florida Statutes. No provisions in the Agreement can be exercised to frustrate the requirements of the law for the release of records. The parties recognize that the School Board is a governmental entity, subject to Florida law regarding public access to records under Florida Statute, Chapter 119. As such, the Parties agree that only such information as is exempt and confidential under the provisions of law shall be considered confidential under the Term of this agreement and Any confidentiality provisions in the Agreement shall be read in harmony with Florida's Public Records Act, Chapter 119, Florida Statutes. No provisions in the Agreement can be exercised to frustrate the requirements of the law for the release of records. To the extent Contractor provides School Board any information which it believes is confidential or exempt, Contractor shall notify School Board of the specific information that it believes is confidential, as well as the basis for the exemption. Additionally, to the extent that the Contractor has any obligation to act in agency for the School Board, it shall maintain its records subject to section 119.0701, Fla. Stat. If and to the extent that contractor has access to any other confidential information regarding the School Board (such as security information as contemplated by section 119.071(c), Fla. Stat.), the Contractor agrees to use reasonable measures to maintain the confidentiality of such information.

17. To the extent Contractor maintains information that is subject to a public record request, it shall provide the public access to such records in accordance with, and subject to the applicable statutory terms and fees. Failure to do so will be considered a material breach of the original Agreement resulting in immediate termination with no penalty to School Board, and Contractor will indemnify and hold the School Board harmless for any and all damages and expenses suffered as a result of the material breach and contract termination. Contractor must comply with Florida public records laws, including but not limited to chapter 119, Florida Statutes and section 24 of article I of the Constitution of Florida, and specifically agrees to:

a. Keep and maintain public records required by the School Board in order to perform the service under this agreement; and

b. Upon request from the School Board's custodian of public records, provide the School Board with a copy of the requested records or allow the records to be inspected or copied within a reasonable time at a cost that does not exceed the cost provided in chapter 119, Florida Statutes, or as otherwise provided by law; and

c. Ensure that public records that are exempt or confidential and exempt from public records disclosure requirements are not disclosed except as authorized by law for the duration of the contract term and following completion of the contract if the contractor does not transfer the records to the School Board; and

d. Upon completion of the contract, transfer, at no cost, to the School Board all public records in possession of the contractor or keep and maintain public records required by the School Board to perform the service. If the contractor transfers all public records to the School Board upon completion of the contract, the contractor shall destroy any duplicate public records that are exempt or confidential and exempt from public records disclosure requirements. If the contractor keeps and maintains public records upon completion of the contract, the contractor shall meet all applicable requirements for retaining public records. All records stored electronically must be provided to the School Board, upon request from the School Board's custodian of public records, in a format that is compatible with the information technology systems of the School Board.

IF THE CONTRACTOR HAS QUESTIONS REGARDING THE APPLICATION OF CHAPTER 119, FLORIDA STATUTES, TO THE CONTRACTOR'S DUTY TO PROVIDE PUBLIC RECORDS RELATING TO THIS CONTRACT, CONTACT THE CUSTODIAN OF PUBLIC RECORDS AT 919 N. BROAD STREET, BROOKSVILLE, FL 34601, Ellerman_a@hcsb.k12.fl.us or (352) 797-7009.

Notwithstanding any other provisions of law or statutory interpretation, failure of the Contractor to abide by the terms of these public records provisions shall be deemed a material breach of this agreement and the School Board may enforce the terms of this provision in the form of a court proceeding and shall, as a prevailing party, be entitled to reimbursement of all reasonable attorney's fees and costs associated with that proceeding. This provision shall survive any termination or expiration of the contract.

18. If the Contractor receives any student information / records as a result of this agreement, it will maintain any such information / records as confidential and will not release same to any third parties without the express written approval of the School Board, except third parties who are essential to Contractor's delivery of its services to the School Board and who are bound to maintain the confidentiality of student information/records, and prohibited from unauthorized redisclosure of such information. Furthermore, Contractor agrees to maintain and utilize all such student information/records in accordance with the FERPA regulations and only as provided for in the Agreement and this Addendum. If student information/records are requested by way of subpoena or court order, Contractor shall notify the School Board of such request in writing including a copy of the subpoena or order and shall otherwise comply with the FERPA regulations.

19. Contractor agrees to execute an Affidavit Regarding the Use of Coercion for Labor and Services as required by section 787.06(13), Florida Statutes.

20. If the Contractor receives access to an individual s personal identifying information as a result of this agreement, Contractor agrees to provide the School Board with an affidavit signed by an officer or representative of the Contractor under penalty of perjury attesting that the Contractor does not meet any of the criteria in section 287.138(2)(a) to (c), Florida Statutes.

21. Contractor acknowledges that it will comply with all applicable Florida and Federal laws, ordinances, rules and regulations.

Signed and dated by authorized representatives as provided below:

Contractor:

Printed Name: Elizabeth Shelton
Title: Accounts & Contracts
Date: 6/17/2025

Approved as to Content & Form
Caroline Mockler, Esq.
Staff Counsel, HCSD
2:24 pm, 06/16/2025

Complete Section A or B; and C

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

A. Item Currently Budgeted -

Account Name: Title I, Part A

Account Number	Fund	Function	Object	Cost Center	Project	Sub Project
	4210E	5100	3120	9462	82600	09999

Original Approved Budget	+ - Budget Amendments	- Expenditures / Encumbrances To Date	= Current Available Budget	- Present Request	= Remaining Balance Available
$ 399,632.07	$	$ 292,289.07	$ 107,343.00	$ 107,342.99	$ .01

Account Name: Title I, Part A

Account Number	Fund	Function	Object	Cost Center	Project	Sub Project
	4210E	6150	3120	9462	82600	09999

Original Approved Budget	+ - Budget Amendments	- Expenditures / Encumbrances To Date	= Current Available Budget	- Present Request	= Remaining Balance Available
$ 3,367.52	$	$ 2,386.00	$ $981.52	$ $981.51	$ .01

B. Item Currently Not Budgeted -**

Funding Source: _____

Account Name: _____

Account Number	Fund	Function	Object	Cost Center	Project	Sub Project

Amount $ _____

Funding Source: _____

Account Name: _____

Account Number	Fund	Function	Object	Cost Center	Project	Sub Project

Amount $ _____

C. History

Check one:
Prior Year Budget: ☑
New for Current Year: ☐

Prior Year Approved Budget: $ 101,007.64
Prior Year Actual Spent: $ 97,565.72

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

Hernando School District

School Board Regular Meeting

Agenda Item # 27. 26-3164 7/29/2025

Title and Board Action Requested
Approve the third Amendment to the Agreement with J. E. Dunn Construction Co., for construction goods and services for the 30 Classroom Addition for Winding Waters K-8 School/Weeki Wachee Hich School and authorize the purchase of construction goods and services for $6,025,587.00.

Executive Summary
The Director of Facilities & Construction, on behalf of the Superintendent of Schools, hereby requests the Board approve the third Amendment to the Agreement with J. E. Dunn Construction Co., for construction goods and services for the 30 Classroom Addition for Winding Waters K-8 School/Weeki Wachee Hich School and authorize the purchase of construction goods and services for $6,025,587.00.

This final GMP Amendment Number 3 is being executed for the upgrade of the Central Energy Plant.

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.

AIA® Document A133® – 2019 Exhibit A

Guaranteed Maximum Price Amendment

This Amendment dated the Twenty-ninth day of July in the year Two-thousand Twenty-five , is incorporated into the accompanying AIA Document A133™–2019, Standard Form of Agreement Between Owner and Construction Manager as Constructor where the basis of payment is the Cost of the Work Plus a Fee with a Guaranteed Maximum Price dated the Thirtieth day of July in the year Two-thousand Twenty-four (the "Agreement")
(In words, indicate day, month, and year.)

for the following **PROJECT:**
(Name and address or location)

Winding Waters K8/Weeki Wachee High School
30 Classroom Addition & CEP Upgrades
12150 Vespa Way
Weeki Wachee, FL 34614

THE OWNER:
(Name, legal status, and address)

Hernando County School District
8016 Mobley Road
Brooksville, FL 34601

THE CONSTRUCTION MANAGER:
(Name, legal status, and address)

J. E. Dunn Construction Company
5411 Sky Center Drive, Suite 200
Tampa, FL 33607

TABLE OF ARTICLES

A.1 GUARANTEED MAXIMUM PRICE

A.2 DATE OF COMMENCEMENT AND SUBSTANTIAL COMPLETION

A.3 INFORMATION UPON WHICH AMENDMENT IS BASED

A.4 CONSTRUCTION MANAGER'S CONSULTANTS, CONTRACTORS, DESIGN PROFESSIONALS, AND SUPPLIERS

ARTICLE A.1 GUARANTEED MAXIMUM PRICE

§ A.1.1 Guaranteed Maximum Price

Pursuant to Section 3.2.6 of the Agreement, the Owner and Construction Manager hereby amend the Agreement to establish a Guaranteed Maximum Price. As agreed by the Owner and Construction Manager, the Guaranteed Maximum Price is an amount that the Contract Sum shall not exceed. The Contract Sum consists of the Construction Manager's Fee plus the Cost of the Work, as that term is defined in Article 6 of the Agreement.

ADDITIONS AND DELETIONS:
The author of this document may have revised the text of the original AIA standard form. An *Additions and Deletions Report* that notes revisions to the standard form text is available from the author and should be reviewed. A vertical line in the left margin of this document indicates where the author has added to or deleted from the original AIA text.

This document has important legal consequences. Consultation with an attorney is encouraged with respect to its completion or modification.

AIA Document A201™–2017, General Conditions of the Contract for Construction, is adopted in this document by reference. Do not use with other general conditions unless this document is modified.

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§ A.1.1.1 The Contract Sum is guaranteed by the Construction Manager not to exceed Twenty-seven million Six-hundred sixty-nine thousand Four-hundred nine dollars and zero cents ($ 27,669,409.00), subject to additions and deductions by Change Order as provided in the Contract Documents.

§ A.1.1.2 Itemized Statement of the Guaranteed Maximum Price. Provided below is an itemized statement of the Guaranteed Maximum Price organized by trade categories, including allowances; the Construction Manager's contingency; alternates; the Construction Manager's Fee; and other items that comprise the Guaranteed Maximum Price as defined in Section 3.2.1 of the Agreement.
(Provide itemized statement below or reference an attachment.)

This partial GMP amendment is GMP Amendment Number 3 and is for the remainder of the work shown on the plans & specifications for the Central Energy Plant upgrades. GMP Amendment 3 is further itemized in the attached GMP 3 Proposal titled CEP Upgrades and dated July 9, 2025, consisting of 183 pages. **The amount shown in Article A.1.1.1 above includes both GMP amendments 1, 2 and 3. The amount of GMP Amendment 3 is $6,025,587.00**

§ A.1.1.3 The Construction Manager's Fee is set forth in Section 6.1.2 of the Agreement.

§ A.1.1.4 The method of adjustment of the Construction Manager's Fee for changes in the Work is set forth in Section 6.1.3 of the Agreement.

§ A.1.1.5 Alternates
§ A.1.1.5.1 Alternates, if any, included in the Guaranteed Maximum Price:

Item	Price
N/A	

§ A.1.1.5.2 Subject to the conditions noted below, the following alternates may be accepted by the Owner following execution of this Exhibit A. Upon acceptance, the Owner shall issue a Modification to the Agreement.
(Insert below each alternate and the conditions that must be met for the Owner to accept the alternate.)

Item	Price	Conditions for Acceptance
N/A		

§ A.1.1.6 Unit prices, if any:
(Identify the item and state the unit price and quantity limitations, if any, to which the unit price will be applicable.)

Item	Units and Limitations	Price per Unit ($0.00)
N/A		

ARTICLE A.2 DATE OF COMMENCEMENT AND SUBSTANTIAL COMPLETION
§ A.2.1 The date of commencement of the Work shall be:
(Check one of the following boxes.)

[X] The date of execution of this Amendment.

[ ] Established as follows:
(Insert a date or a means to determine the date of commencement of the Work.)

If a date of commencement of the Work is not selected, then the date of commencement shall be the date of execution of this Amendment.

§ A.2.2 Unless otherwise provided, the Contract Time is the period of time, including authorized adjustments,

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allotted in the Contract Documents for Substantial Completion of the Work. The Contract Time shall be measured from the date of commencement of the Work.

§ A.2.3 Substantial Completion

§ A.2.3.1 Subject to adjustments of the Contract Time as provided in the Contract Documents, the Construction Manager shall achieve Substantial Completion of the entire Work:
(Check one of the following boxes and complete the necessary information.)

[ ] Not later than ( ) calendar days from the date of commencement of the Work.

[X] By the following date: August 31, 2026

§ A.2.3.2 Subject to adjustments of the Contract Time as provided in the Contract Documents, if portions of the Work are to be completed prior to Substantial Completion of the entire Work, the Construction Manager shall achieve Substantial Completion of such portions by the following dates:

Portion of Work	Substantial Completion Date
Classroom Building (GMP #2)	May 27, 2026
Central Energy Plant (GMP #3)	August 31, 2026

§ A.2.3.3 If the Construction Manager fails to achieve Substantial Completion as provided in this Section A.2.3, liquidated damages, if any, shall be assessed as set forth in Section 6.1.6 of the Agreement.

ARTICLE A.3 INFORMATION UPON WHICH AMENDMENT IS BASED

§ A.3.1 The Guaranteed Maximum Price and Contract Time set forth in this Amendment are based on the Contract Documents and the following:

§ A.3.1.1 The following Supplementary and other Conditions of the Contract:

Document	Title	Date	Pages
Phase 3 GMP Proposal	CEP Upgrades Guaranteed Maximum Price	July 9, 2025	183

§ A.3.1.2 The following Specifications:
(Either list the Specifications here, or refer to an exhibit attached to this Amendment.)

Per Listing of Documents in GMP 3 Proposal

Section	Title	Date	Pages

§ A.3.1.3 The following Drawings:
(Either list the Drawings here, or refer to an exhibit attached to this Amendment.)

Per Listing of Documents in GMP 3 Proposal

Number	Title	Date

§ A.3.1.4 The Sustainability Plan, if any:
(If the Owner identified a Sustainable Objective in the Owner's Criteria, identify the document or documents that comprise the Sustainability Plan by title, date and number of pages, and include other identifying information. The Sustainability Plan identifies and describes the Sustainable Objective; the targeted Sustainable Measures; implementation strategies selected to achieve the Sustainable Measures; the Owner's and Construction Manager's roles and responsibilities associated with achieving the Sustainable Measures; the specific details about design reviews, testing or metrics to verify achievement of each Sustainable Measure; and the Sustainability Documentation required for the Project, as those terms are defined in Exhibit C to the Agreement.)

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User Notes: (6874f39898674aea4cefb6f1)

Title	Date	Pages
N/A		

Other identifying information:

§ A.3.1.5 Allowances, if any, included in the Guaranteed Maximum Price:
(Identify each allowance.)

Item	Price
Per Section Three of GMP Proposal	Per Section Three of GMP Proposal

§ A.3.1.6 Assumptions and clarifications, if any, upon which the Guaranteed Maximum Price is based:
(Identify each assumption and clarification.)

THIS IS A PARTIAL GMP FOR THE COMPLETION OF THE CENTRAL ENERGY PLANT AS LISTED IN GMP 3 ESTIMATE Owner and Construction Manager agree that a forthcoming Change Order will be issued to address results of the pre-audit of the GMP currently being conducted by CRI Advisors, LLC

§ A.3.1.7 The Guaranteed Maximum Price is based upon the following other documents and information:
(List any other documents or information here, or refer to an exhibit attached to this Amendment.)

The amount listed in this GMP amendment includes GMP Amendment 1 dated July 30, 2024 and GMP Amendment 2 dated March 11, 2025.

ARTICLE A.4 CONSTRUCTION MANAGER'S CONSULTANTS, CONTRACTORS, DESIGN PROFESSIONALS, AND SUPPLIERS

§ A.4.1 The Construction Manager shall retain the consultants, contractors, design professionals, and suppliers, identified below:
(List name, discipline, address, and other information.)

As listed in Section 7 of GMP Proposal

This Amendment to the Agreement entered into as of the day and year first written above.

OWNER *(Signature)*	**CONSTRUCTION MANAGER** *(Signature)*
(Printed name and title)	CURTIS DELADUIL, VICE PRESIDENT *(Printed name and title)*

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User Notes: (6874f39898674aea4cefb6f1)

SHOP DRAWING DOCUMENT REVIEW

The review of this document has been limited to conformance with the general design concept and intent, and general compliance with the contract documents. The General Contractor shall be responsible for confirming and correlating all quantities, dimensions, fabrication, materials and methods and means of construction. The General Contractor shall be responsible for coordination of this trade with all other applicable trades. No change shall be allowed in the contract sum by this review, unless authorized by a separate change order.

X	NO EXCEPTIONS TAKEN		
	MAKE CORRECTIONS AS INDICATED		
	REJECTED		REVIEWED
	RESUBMIT	COPIES	FOR RECORD
DATE	2.24.25	REVIEWED BY:	STRATUS

LOG NO: List of Documents

ZYSCOVICH, LLC

3505 E. FRONTAGE ROAD SUITE 125, TAMPA, FLORIDA 33607
TEL: 305-372-5222 FAX: 305-577-4521

JE DUNN® CONSTRUCTION

SECTION FIVE

LIST OF DOCUMENTS

Winding Waters K-8 / WWHS Central Plant Redesign and Renovation
List of Drawings, Specifications and Addenda
JED Project Number - 24033900
April 28, 2025

	Construction Documents 04/25/25
Date Received	**4/28/2025**

Sheet	Description	Issue Date
	CIVIL	
C01.0	GENERAL NOTES	4/25/2025
C01.1	GENERAL NOTES	4/25/2025
C02.0	EXISTING CONDITIONS	4/25/2025
C03.0	EROSION CONTROL AND DEMO PLAN	4/25/2025
C03.1	SWPP	4/25/2025
C03.2	EROSION CONTROL DETAILS	4/25/2025
C04.0	SITE AND GRADING PLAN	4/25/2025
C05.0	CIVIL DETAILS	4/25/2025
C05.1	CIVIL DETAILS	4/25/2025
C05.2	CIVIL DETAILS	4/25/2025
	ARCHITECTURAL	
GN-000	COVER PAGE	4/25/2025
GN-100	ABBREVIATIONS, DRAWING INDEX, GEN NOTES	4/25/2025
AD-201	OVERALL CEP DEMO PLAN	4/25/2025
A-101	ARCHITECTURAL CEP SITE PLAN	4/25/2025
A-201	OVERALL CEP PLAN	4/25/2025
A-401	EXISTING BLDG. #4 ROOF PLAN	4/25/2025
A-420	ROOF AND INFILL DETAILS	4/25/2025
A-501	EXISTING CEP ELEVATIONS	4/25/2025
	STRUCTURAL	
S101	GENERAL STRUCTURAL NOTES	4/25/2025
S102	WIND DESIGN DATA AND LOAD SCHEDULE	4/25/2025
S200	OVERALL SITE PLAN	4/25/2025
S201	FOUNDATION / SLAB-ON-GRADE PLAN	4/25/2025
S301	TYPICAL DETAILS	4/25/2025
S401	SECTIONS AND DETAILS	4/25/2025
S501	ELEVATIONS	4/25/2025
	MECHANICAL	
M-000	LEGEND-MECHANICAL	4/25/2025
M-100	OVERALL DEMOLITION CEP PLAN - MECHANICAL	4/25/2025
M-101	DEMOLITION CEP PLAN - MECHANICAL	4/25/2025
M-201	OVERALL CEP PLAN - MECHANICAL	4/25/2025
M-202	CEP PLAN - MECHANICAL	4/25/2025
M-401	ENLARGED CEP PLANS - MECHANICAL	4/25/2025
M-701	CONTROLS - MECHANICAL	4/25/2025
M-801	SCHEDULES - MECHANICAL	4/25/2025
M-901	DETAILS - MECHANICAL	4/25/2025
M-902	DETAILS - MECHANICAL	4/25/2025

Winding Waters K-8 / WWHS Central Plant Redesign and Renovation
List of Drawings, Specifications and Addenda
JED Project Number - 24033900
April 28, 2025

		Construction Documents 04/25/25
	Date Received	**4/28/2025**
Sheet	**Description**	**Issue Date**
	ELECTRICAL	
E-000	LEGEND - ELECTRICAL	4/25/2025
E-001	NOTES - ELECTRICAL	4/25/2025
E-002	SCHEDULES - ELECTRICAL	4/25/2025
E-100	OVERALL DEMOLITION CEP - ELECTRICAL	4/25/2025
E-101	DEMOLITION PLAN CEP - ELECTRICAL	4/25/2025
E-201	OVERALL CEP PLAN - ELECTRICAL	4/25/2025
E-202	CEP PLAN - ELECTRICAL	4/25/2025
E-501	RISER DIAGRAM SCHEDULE - ELECTRICAL	4/25/2025
E-502	RISER DIAGRAM - ELECTRICAL	4/25/2025
E-601	PANEL SCHEDULES - ELECTRICAL	4/25/2025
E-901	DETAILS - ELECTRICAL	4/25/2025
END OF DRAWING LOG		

Winding Waters K-8 / WWHS Central Plant Redesign and Renovation
List of Drawings, Specifications and Addenda
JED Project Number - 24033900
April 28, 2025

	Construction Documents 04/25/25
Date Received	**4/28/2025**

Section Number	Section Name	Issue Date
	PROJECT MANUAL (Specifications)	
	DIVISION 00	
00 00 00	COVER	4/25/2025
00 01 10	TABLE OF CONTENTS	4/25/2025
00 43 20	CONSTRUCTION MANAGER STANDARD SPECIFICATIONS	4/25/2025
	DIVISION 01	
01 11 00	SUMMARY	4/25/2025
01 25 00	SUBSTITUTION PROCEDURES	4/25/2025
01 26 00	CHANGE AND CLARIFICATION PROCEDURES	4/25/2025
01 29 00	PAYMENT PROCEDURES	4/25/2025
01 30 00	ADMINISTRATIVE REQUIREMENTS	4/25/2025
01 33 00	SUBMITTAL PROCEDURES	4/25/2025
01 41 00	REGULATORY REQUIREMENTS	4/25/2025
01 42 00	SPECIFICATION LANGUAGE, DEFINITIONS, STANDARDS AND ABBREVIATIONS	4/25/2025
01 45 00	QUALITY REQUIREMENTS	4/25/2025
01 50 00	TEMPORARY FACILITIES AND CONTROLS	4/25/2025
01 57 19	TEMPORARY ENVIRONMENTAL CONTROLS	4/25/2025
01 58 00	PROJECT SIGN	4/25/2025
01 60 00	PRODUCT REQUIREMENTS	4/25/2025
01 61 16	VOLATILE ORGANIC (VOC) CONTENT RESTRICTIONS	4/25/2025
01 70 00	EXECUTION AND CLOSEOUT REQUIREMENTS	4/25/2025
01 74 19	CONSTRUCTION WASTE MANAGEMENT AND DISPOSAL	4/25/2025
01 77 00	CLOSEOUT PROCEDURES	4/25/2025
01 77 00A	CONTRACTORS CLOSEOUT DOCUMENT CHECKLIST	4/25/2025
01 77 00B	OWNER TRAINING LOG	4/25/2025
	DIVISION 02	
	Not Used	
	DIVISION 03	
03 05 16	UNDERSLAB VAPOR RETARDER	4/25/2025
03 20 00	CONCRETE REINFORCEMENT	4/25/2025
03 30 00	CAST-IN-PLACE CONCRETE	4/25/2025
03 45 00	PRECAST CONCRETE EQUIPMENT PADS	4/25/2025
	DIVISION 04	
	Not Used	
	DIVISION 05	
	Not Used	
	DIVISION 06	
	Not Used	

Winding Waters K-8 / WWHS Central Plant Redesign and Renovation
List of Drawings, Specifications and Addenda
JED Project Number - 24033900
April 28, 2025

	Construction Documents 04/25/25
Date Received	**4/28/2025**

Section Number	Section Name	Issue Date
	DIVISION 07	
07 46 46	FIBER-CEMENT SIDING	4/25/2025
07 50 00	ROOFING SYSTEM WARRANTIES	4/25/2025
07 54 16	THERMOPLASTIC MEMBRANE ROOFING	4/25/2025
07 54 16A	ROOF ASSEMBLY AND ANCHORAGE SUBMITTAL	4/25/2025
07 62 00	SHEET METAL FLASHING AND TRIM	4/25/2025
07 92 00	JOINT SEALANTS	4/25/2025
	DIVISION 08	
	Not Used	
	DIVISION 09	
09 22 36	LATH AND ACCESSORIES	4/25/2025
09 24 00	CEMENT PLASTERING	4/25/2025
09 91 13	EXTERIOR PAINTING	4/25/2025
09 91 23	INTERIOR PAINTING	4/25/2025
	DIVISION 10	
	Not Used	
	DIVISION 11	
	Not Used	
	DIVISION 12	
	Not Used	
	DIVISION 13	
	Not Used	
	DIVISION 14	
	Not Used	
	DIVISION 21	
	Not Used	
	DIVISION 22	
	Not Used	
	DIVISION 23	
23 01 00	GENERAL MECHANICAL PROVISIONS	4/25/2025
23 05 00	BASIC MECHANICAL MATERIALS AND METHODS	4/25/2025
23 05 15	INSTRUCTIONS AND MAINTENANCE MANUALS	4/25/2025
23 05 19	FLOW METERS AND GAUGES	4/25/2025
23 05 20	PIPING SYSTEMS - FLUSHING AND CLEANING	4/25/2025
23 05 21	THERMOMETERS	4/25/2025
23 05 22	FLOW STATIONS, VENTURI TYPE	4/25/2025
23 05 23	VALVES, COCKS AND SPECIALTIES - HVAC SYSTEMS	4/25/2025
23 05 24	AIR CONTROL EQUIPMENT - HYDRONIC SYSTEMS	4/25/2025
23 05 29	HANGERS AND SUPPORTS	4/25/2025
23 05 35	ELECTRIC MOTORS, HIGH EFFICIENCY TYPE	4/25/2025
23 05 48	VIBRATION ISOLATION EQUIPMENT	4/25/2025
23 05 53	IDENTIFICATION OF HVAC SYSTEMS AND EQUIPMENT	4/25/2025
23 05 93	PERFORMANCE VERIFICATION, PRELIMINARY	4/25/2025
23 05 94	PERFORMANCE VERIFICATION, FINAL	4/25/2025

Winding Waters K-8 / WWHS Central Plant Redesign and Renovation
List of Drawings, Specifications and Addenda
JED Project Number - 24033900
April 28, 2025

	Construction Documents 04/25/25
Date Received	**4/28/2025**

Section Number	Section Name	Issue Date
23 07 00	HVAC INSULATION	4/25/2025
23 08 00	COMMISSIONING OF HVAC	4/25/2025
23 09 23	DIRECT DIGITAL CONTROL SYSTEM	4/25/2025
23 09 25	VARIABLE FREQUENCY DRIVE	4/25/2025
23 21 13	PIPING SYSTEMS - HVAC WATER	4/25/2025
23 21 23	HYDRONIC PUMPS	4/25/2025
23 23 13	REFRIGERANT PIPE, VALVES AND SPECIALTIES	4/25/2025
23 25 00	WATER TREATMENT SYSTEMS - CHILLED WATER	4/25/2025
23 31 00	DUCTWORK	4/25/2025
23 64 26	AIR COOLED, ROTARY-SCREW WATER CHILLERS	4/25/2025
23 81 26	CONDENSING UNITS - AIR COOLED-HERMETIC	4/25/2025
23 81 27	AIR HANDLING UNITS, SPLIT SYSTEM	4/25/2025
	DIVISION 24	
	Not Used	
	DIVISION 25	
	Not Used	
	DIVISION 26	
26 05 19	LOW VOLTAGE ELECTRICAL POWER CONDUCTORS AND CABLES	4/25/2025
26 05 26	GROUNDING AND BONDING FOR ELECTRICAL SYSTEMS	4/25/2025
26 05 29	HANGERS AND SUPPORTS FOR ELECTRICAL SYSTEMS	4/25/2025
26 05 33.13	CONDUITS FOR ELECTRICAL SYSTEMS	4/25/2025
26 05 33.16	BOXES FOR ELECTRICAL SYSTEMS	4/25/2025
26 05 33.23	SURFACE RACEWAYS FOR ELECTRICAL SYSTEMS	4/25/2025
26 05 53	IDENTIFICATION FOR ELECTRICAL SYSTEMS	4/25/2025
26 05 83	WIRING CONNECTIONS	4/25/2025
26 21 00	LOW-VOLTAGE ELECTRICAL SERVICE ENTRANCE	4/25/2025
26 24 13	SWITCHBOARDS	4/25/2025
26 27 13	ELECTRICITY METERING	4/25/2025
26 27 26	WIRING DEVICES	4/25/2025
26 28 16.13	ENCLOSED CIRCUIT BREAKERS	4/25/2025
26 28 16.16	ENCLOSED SWITCHES	4/25/2025
26 43 00	SURGE PROTECTIVE DEVICES	4/25/2025
	DIVISION 27	
	Not Used	
	DIVISION 28	
	Not Used	
	DIVISION 29	
	Not Used	
	DIVISION 30	
	Not Used	

Winding Waters K-8 / WWHS Central Plant Redesign and Renovation
List of Drawings, Specifications and Addenda
JED Project Number - 24033900
April 28, 2025

	Construction Documents 04/25/25
Date Received	**4/28/2025**

Section Number	Section Name	Issue Date
	DIVISION 31	
31 10 00	SITE CLEARING	4/25/2025
31 20 00	EARTHWORK	4/25/2025
31 22 13	ROUGH GRADING	4/25/2025
31 23 16	EXCAVATION	4/25/2025
31 23 19	DEWATERING AND BEDDING	4/25/2025
31 23 23	BACKFILLING	4/25/2025
31 23 33	TRENCHING	4/25/2025
31 25 00	EROSION AND SEDIMENTATION CONTROLS	4/25/2025
31 40 00	SHORING, BRACING AND UNDERPRINNING	4/25/2025
	DIVISION 32	
32 13 10	CONCRETE SITE WORK	4/25/2025
32 13 13	CONCRETE PAVING	4/25/2025
32 16 16	CONCRETE CURBS AND GUTTERS	4/25/2025
32 31 13	CHAIN LINK FENCES AND GATES	4/25/2025
32 84 00	IRRIGATION	4/25/2025
32 90 00	PLANTING	4/25/2025
32 92 23	SODDING GRASS AND LANDSCAPING	4/25/2025
	DIVISION 33	
	Not Used	
	APPENDICIES	
	Not Used	
END OF SPECIFICATION LOG		

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

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

A. Item Currently Budgeted -

Account Name

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project

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

Account Name

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project

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

B. Item Currently Not Budgeted -**

Funding Source: 2025-2026 Fiscal Year budget

Account Name: Half Cent Funds- GMP Amendment WWK8/WWHS 30 Classroom (Central Energy Plant) Project

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project
3XXXE	7400	6XXX	9009	MXXXX	

Amount $ 6,025,587.00

Funding Source

Account Name

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project

Amount $

C. History

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

Prior Year Approved Budget:

Prior Year Actual Spent:

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

Agenda Item # 28. 26-3165 7/29/2025

Title and Board Action Requested

Approve piggybacking U.S. Communities, National IPA & NCPA, wholly owned subsidiaries of OMNIA Partners Public Sector, Contract No. 2021002788, RFP No. 001811, Print Goods & Services, and approve the master agreement with Ricoh USA, Inc. for the 60-month leasing of multi-function copier devices district-wide and authorize spending for an estimated $522,683.57 annually.

Executive Summary

The Director of Purchasing & Warehousing, on behalf of the Superintendent of Schools, hereby requests the Board approve the piggybacking of U.S. Communities, National IPA & NCPA, wholly owned subsidiaries of OMNIA Partners Public Sector, Contract No. 2021002788, RFP No. 001811, Print Goods & Services, and approve the master agreement with Ricoh USA, Inc. for the 60-month leasing of multi-function copier devices district-wide. The 60-month lease agreement expenditure is as follows:

District Fleet Lease:	$16,966.80 monthly (10.44% savings from previous contract)
District Fleet Usage:	$10,000.00 monthly (estimated)
CPC:	$.0034 B&W/$.040 Color
Print Shop Lease:	$7,766.26 monthly (19.83% savings from previous contract)
Print Shop Usage:	$6,000.00 monthly (estimated)
CPC:	$.0032 B&W/$.040 Color
Food & Nutrition:	$907.20 monthly (10% savings from previous contract)
Food & Nutrition Usage:	$250.00 monthly (estimated)
CPC:	$.0034 B&W/$.040 Color

The cost per copy (CPC) includes toner cartridges, staples, service, maintenance, parts and labor.

The district will also be exercising the $1 buyout option with our ending lease agreement, for 45 low volume multi-function units. These units will be utilized district-wide where needed. The CPC for these units (attached) will include all toner, staples, service, maintenance, parts and labor. Ricoh will arrange for the pickup and redistribution of each of these 45 units, at no charge, during the initial launch of the new contract.

Included with the new lease agreement, Ricoh will remove old equipment, deliver, install and set up all new equipment, transfer any internal ID codes, and train staff. Ricoh will also provide a hard drive surrender certification, which will erase the memory on all old equipment.

The budget sheet includes spending for 2025-2026 fiscal year, which is prorated and reflects five (5) months of payments under the current/ending contract. The new contract rates begin December 1, 2025.

HCSB Bid No. 26-015-05 PB has been assigned for internal tracking purposes.

My Contact
Christopher Reckner
Director of Purchasing & Warehousing
(352) 797-7060

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.

RICOH

Ricoh USA, Inc.
300 Eagleview Blvd #200
Exton, PA 19341

OMNIA Partners Public Sector Master Lease Agreement

Number: MLA35441852

CUSTOMER INFORMATION

Full Legal Name: SCHOOL BOARD OF HERNANDO COUNTY				
Address: 8050 MOBLEY RD				
City: BROOKSVILLE	State: FL	Zip: 34601-9061	Contact: JULIE CIRRINCIONE	Telephone Number: (352)-797-7060
Federal Tax ID Number* *(Do Not Insert Social Security Number)*	Facsimile Number		E-mail Address: CIRRINCIONE_J@HCSB.K12.FL.US	

*Not required for State and Local Government entities.

This OMNIA Partners Public Sector Master Lease Agreement ("Lease Agreement") has been written in clear, easy to understand English. When we use the words "you", "your" or "Customer" in this Lease Agreement, we mean you, our customer, as indicated above. When we use the words "we", "us" or "our" in this Lease Agreement, we mean Ricoh USA, Inc. ("Ricoh") or, if we assign this Lease Agreement or any Schedules executed in accordance with this Lease Agreement, pursuant to Section 13 below, the Assignee (as defined below). Our corporate office is located at 300 Eagleview Blvd #200, Exton, PA 19341.

1. Agreement. This Lease Agreement is executed pursuant to the contract by and between Ricoh USA, Inc. and The Regents of the University of California, a California public corporation ("UC") on behalf of the University of California; and National Intergovernmental Purchasing Alliance Company, a Delaware corporation d/b/a OMNIA Partners, Public Sector Omnia. and all public agencies, non-profits and higher education entities ("Participating Public Agencies"), having a Purchasing Agreement number 2021002788 and the contract period is from January 15, 2021 to January 14, 2026 (the "Contract Period"), including any and all exercised renewal periods, (the "Contract"). Notwithstanding the foregoing, any Schedule entered into during the Contract Period shall continue in full force and effect for the entire lease term set forth in the Schedule. We agree to lease or rent, as specified in any equipment schedule executed by you and us and incorporating the terms of this Lease Agreement by reference (a "Schedule"), to you, and you agree to lease or rent, as applicable, from us, subject to the terms of this Lease Agreement and such Schedule, the personal and intangible property described in such Schedule. The personal and intangible property described on a Schedule (together with all attachments, replacements, parts, substitutions, additions, repairs, and accessories incorporated in or affixed to the property and any license or subscription rights associated with the property) will be collectively referred to as "Product." The manufacturer of the tangible Product shall be referred to as the "Manufacturer." To the extent the Product includes intangible property or associated services such as periodic software licenses and prepaid data base subscription rights, such intangible property shall be referred to as the "Software."
2. Schedules; Delivery and Acceptance. This Lease Agreement shall consist of the terms and conditions of the Contract and this Lease Agreement and any Schedule issued pursuant thereto. As it pertains to this Lease Agreement, the order of precedence of the component parts of the Lease Agreement shall be as follows: (a) the terms and conditions of this Lease Agreement and Schedule issued pursuant thereto, and (b) the terms and conditions of the Contract. The foregoing order of precedence shall govern the interpretation of this Lease Agreement in cases of conflict or inconsistency therein. Each Schedule that incorporates this Lease Agreement shall be governed by the terms and conditions of this Lease Agreement and the Contract, as well as by the terms and conditions set forth in such individual Schedule. Each Schedule shall constitute a complete agreement separate and distinct from this Lease Agreement and any other Schedule. In the event of a conflict between the terms of this Lease Agreement and any Schedule, the terms of such Schedule shall govern and control, but only with respect to the Product subject to such Schedule. The termination of this Lease Agreement will not affect any Schedule executed prior to the effective date of such termination. When you receive the Product, you agree to inspect it to determine it is in good working order. Scheduled Payments (as specified in the applicable Schedule) will begin on the Product delivery and acceptance date ("Effective Date"). You agree to sign and return to us a delivery and acceptance certificate (which, at our request, may be done electronically) within three (3) business days after any Product is installed.
3. Term; Payments.
   (a) The first scheduled Payment (as specified in the applicable Schedule) ("Payment") will be due on the Effective Date or such later date as we may designate. The remaining Payments will be due on the same day of each subsequent month, unless otherwise specified on the applicable Schedule. To the extent not prohibited by applicable law, if any Payment or other amount payable under any Schedule is not received within ten (10) days of its due date, you will pay to us, in addition to that Payment, a one-time late charge of 5% of the overdue Payment (but in no event greater than the maximum amount allowed by applicable law). To the extent not prohibited by applicable law, you agree to pay $25.00 for each check returned for insufficient funds or for any other reason.
   (b) In the event that Customer terminates the Maintenance Agreement (as hereunder defined) between Customer and the Servicer relating to the Product provided hereunder due to a material breach by Servicer of its service obligations, including any Product service levels specified therein, which remained uncured for thirty (30) days following written notice of breach (in the manner expressly permitted by and in accordance with such Maintenance Agreement), Ricoh shall use reasonable efforts to assist Customer in selecting a replacement Servicer. This Section 3(b) shall not alter, restrict, diminish or waive the rights, remedies or benefits that Customer may have against Servicer under the Maintenance Agreement.
   (c) A Schedule may be terminated in whole or in part by the Customer in accordance with this Section 3(c) whenever the Customer shall determine that such a termination is in the best interest of the Customer. Any such termination shall be effected by delivery to Ricoh, at least thirty (30) working days prior to the effective date of such termination date, of a notice of termination specifying the extent to which performance shall be terminated. In the event of such termination, Customer agrees to return the Product to us in the manner required under Section 14 of this Lease Agreement and to pay to us (as compensation for loss of our bargain and not as a penalty), with respect to such terminated Product, financed Software and any Software Licenses, an amount which shall be equal to the monthly Payment for such Product, financed Software and/or Software License, as applicable, times the number of months remaining in the term of such Schedule (or any renewal of such Schedule) and/or any financing agreement with respect to the financed Software and/or Software License, plus any other amounts then due and payable under this Lease Agreement, Schedule and/or financing agreement with respect to such Product, Software and/or Software License, including, but not limited to, any lease payments and maintenance payments. Ricoh shall supply the Customer with the actual number of Payments remaining and the total amount due, and the Customer shall be relieved of all unpaid amounts for anticipated profit on unperformed services under any Maintenance Agreement (including any amount included in the monthly Payment that is attributable to maintenance, supplies, or any other service cost).

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(d) You also agree that, except (a) as set forth in Section 18 below entitled "State and Local Government Provisions" and (b) for the best interest of the Customer as set forth in Section 3(c), THIS IS AN UNCONDITIONAL, NON-CANCELABLE AGREEMENT FOR THE MINIMUM TERM INDICATED ON ANY SCHEDULE TO THIS LEASE AGREEMENT. All Payments to us are "net" and unconditional and are not subject to set off, defense, counterclaim or reduction for any reason. You agree that you will remit payments to us in the form of company checks (or personal checks in the case of sole proprietorships), direct debit or wires only. You also agree that cash and cash equivalents are not acceptable forms of payment for this Lease Agreement or any Schedule and that you will not remit such forms of payment to us. Payment in any other form may delay processing or be returned to you. Furthermore, only you or your authorized agent as approved by us will remit payments to us.

4. Product Location; Use and Repair. You will keep and use the Product only at the Product Location shown in the applicable Schedule. You will not move the Product from the location specified in the applicable Schedule or make any alterations, additions or replacements to the Product without our prior written consent, which consent will not be unreasonably withheld. At your own cost and expense, you will keep the Product eligible for any Manufacturer's certification as to maintenance and in compliance with applicable laws and in good condition, except for ordinary wear and tear. You shall engage Ricoh, its subsidiaries or affiliates, or an independent third party (the "Servicer") to provide maintenance and support services pursuant to a separate agreement for such purpose ("Maintenance Agreement"). You may make alterations, additions or replacements (collectively, "Additions") and add Software to the Product provided that such Additions and Software do not impair the value or originally intended function or purpose of the Product and is not subject to any lien or security interest in favor of any other party; provided, further, that you remove such Additions and Software at your own cost and expense at the expiration or termination of the applicable Schedule. All Additions and Software which are not removed at the expiration or termination of the applicable Schedule will become part of the Product and our property at no cost or expense to us. We may inspect the Product upon proper notice to the customer at any reasonable time during normal working hours.
5. Taxes and Fees. To the extent not prohibited by applicable law and unless and to the extent you are exempt and provide a valid exemption certificate to us, in addition to the payments under this Lease Agreement, you agree to pay all taxes (other than property taxes), assessments, fees and charges governmentally imposed upon our purchase, ownership, possession, leasing, renting, operation, control or use of the Product. If we are required to pay upfront sales or use tax and you opt to pay such tax over the term of the lease and not as a lump sum at lease inception, then you agree to pay us a "Sales Tax Administrative Fee" equal to 3.5% of the total tax due per year, to be included as part of the Payment. A valid sales and use tax exemption certificate must be provided to us within ninety (90) days of the first invoice to receive a credit/waiver of sales tax.
6. Warranties. We transfer to you, without recourse, for the term of each Schedule, any written warranties made by the Manufacturer or Software Supplier (as defined in Section 10 of this Lease Agreement) with respect to the Product leased or rented pursuant to such Schedule. YOU ACKNOWLEDGE THAT YOU HAVE SELECTED THE PRODUCT BASED ON YOUR OWN JUDGMENT AND YOU HEREBY AFFIRMATIVELY DISCLAIM RELIANCE ON ANY ORAL REPRESENTATION CONCERNING THE PRODUCT MADE TO YOU. However, if you enter into a Maintenance Agreement with Servicer with respect to any Product, no provision, clause or paragraph of this Lease Agreement shall alter, restrict, diminish or waive the rights, remedies or benefits that you may have against Servicer under such Maintenance Agreement. WE MAKE NO WARRANTY, EXPRESS OR IMPLIED, AS TO ANY MATTER WHATSOEVER, INCLUDING, BUT NOT LIMITED TO, THE IMPLIED WARRANTIES OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE. AS TO US AND OUR ASSIGNEE, YOU LEASE OR RENT THE PRODUCT "AS-IS." The only warranties, express or implied, made to you are the warranties (if any) made by the Manufacturer and/or Servicer to you in any documents, other than this Lease Agreement, executed by and between the Manufacturer and/or Servicer and you. YOU AGREE THAT, NOTWITHSTANDING ANYTHING TO THE CONTRARY, WE ARE NOT RESPONSIBLE FOR, AND YOU WILL NOT MAKE ANY CLAIM AGAINST US FOR, ANY CONSEQUENTIAL, SPECIAL, OR INDIRECT DAMAGES.
7. Loss or Damage. You are responsible for any theft of, destruction of, or damage to the Product (collectively, "Loss") from any cause at all, whether or not insured, from the time of Product delivery to you until it is delivered to us at the end of the term of the Schedule. You are required to make all Payments even if there is a Loss. You must notify us in writing immediately of any Loss. Then, you shall be responsible to either (a) repair the Product so that it is in good condition and working order, eligible for any Manufacturer's certification, (b) pay us the amounts specified in Section 12 below, or (c) replace the Product with equipment of like age and capacity.
8. Liability and Insurance. You agree to maintain insurance, through self-insurance or otherwise, to cover the Product for all types of loss, including, without limitation, theft, in an amount not less than the full replacement value and you will name us as an additional insured and loss payee on your insurance policy. In addition, you agree to maintain comprehensive public liability insurance, which, upon our request, shall be in an amount acceptable to us and shall name us as an additional insured. Such insurance will provide that we will be given thirty (30) days advance notice of any cancellation. Upon our request, you agree to provide us with evidence of such insurance in a form reasonably satisfactory to us. If you fail to maintain such insurance or to provide us with evidence of such insurance, we may (but are not obligated to) obtain insurance in such amounts and against such risks as we deem necessary to protect our interest in the Product. Such insurance obtained by us will not insure you against any claim, liability or loss related to your interest in the Product and may be cancelled by us at any time. You agree to pay us an additional amount each month to reimburse us for the insurance premium and an administrative fee, on which we or our affiliates may earn a profit. In the event of loss or damage to the Product, you agree to remain responsible for the Payment obligations under this Lease Agreement until the Payment obligations are fully satisfied.
9. Title; Recording. We are the owner of and will hold title to the Product (except for any Software). You will keep the Product free of all liens and encumbrances. Except as reflected on any Schedule, you agree that this Lease Agreement is a true lease. However, if any Schedule is deemed to be intended for security, you hereby grant to us a purchase money security interest in the Product covered by the applicable Schedule (including any replacements, substitutions, additions, attachments and proceeds) as security for the payment of the amounts under each Schedule. You authorize us to file a copy of this Lease Agreement and/or any Schedule as a financing statement, and you agree to promptly execute and deliver to us any financing statements covering the Product that we may reasonably require; provided, however, that you hereby authorize us to file any such financing statement without your authentication to the extent permitted by applicable law.
10. Software or Intangibles. To the extent that the Product includes Software, you understand and agree that we have no right, title or interest in the Software, and you will comply throughout the term of this Lease Agreement with any license and/or other agreement ("Software License") entered into with the supplier of the Software ("Software Supplier"). You are responsible for entering into any Software License with the Software Supplier no later than the Effective Date; provided, however, if you do not enter into the Software License, then we may choose not to lease such Software to you under this Lease Agreement.
11. Default. Each of the following is a "Default" under this Lease Agreement and all Schedules: (a) you fail to pay any Payment or any other amount within thirty (30) days of its due date, (b) any representation or warranty made by you in this Lease Agreement is false or incorrect and/or you do not perform any of your other obligations under this Lease Agreement or any Schedule and/or under any other agreement with us or with any of our affiliates and this failure continues for thirty (30) days after we have notified you of it, (c) a petition is filed by or against you or any guarantor under any bankruptcy or insolvency law or a trustee, receiver or liquidator is appointed for you, any guarantor or any substantial part of your assets, (d) you or any guarantor makes an assignment for the benefit of creditors, (e) any guarantor dies, stops doing business as a going concern or transfers all or substantially all of such guarantor's assets, or (f) you stop doing business as a going concern or transfer all or substantially all of your assets.
12. Remedies. If a Default occurs, we may do one or more of the following: (a) we may cancel or terminate this Lease Agreement and/or any or all Schedules; (b) we may require you to immediately pay to us, as compensation for loss of our bargain and not as a penalty, a sum equal to: (i) all past due Payments and all other amounts then due and payable under this Lease Agreement or any Schedule; and (ii) the present value of all unpaid Payments for the remainder of the term of each Schedule plus the present value of our anticipated value of the Product at the end of the initial term of any Schedule (or any renewal of such Schedule), each discounted at a rate equal to 3% per year to the date of default, and we may charge you interest on all amounts due us from the date of default until paid at the rate of 1.5% per month, but in no event more than the maximum rate

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permitted by applicable law. We agree to apply the net proceeds (as specified below in this Section) of any disposition of the Product to the amounts that you owe us; (c) we may require you to deliver the Product to us as set forth in Section 14; (d) to the extent not prohibited by applicable law, we or our representative may peacefully repossess the Product without a court order (it being agreed that we will provide you with written notice of Default prior to initiating recovery of the Product and will endeavor to contact you telephonically to schedule a convenient time to recover the Product); (e) we may exercise any and all other rights or remedies available to a lender, secured party or lessor under the Uniform Commercial Code ("UCC"), including, without limitation, those set forth in Article 2A of the UCC, and at law or in equity; (f) we may immediately terminate your right to use the Software including the disabling (on-site or by remote communication) of any Software; (g) we may demand the immediate return and obtain possession of the Software and re-license the Software at a public or private sale; (h) we may cause the Software Supplier to terminate the Software License, support and other services under the Software License, and/or (i) at our option, we may sell, re-lease, or otherwise dispose of the Product under such terms and conditions as may be acceptable to us in our discretion. If we take possession of the Product (or any Software, if applicable), we may sell or otherwise dispose of it with or without notice, at a public or private disposition, and to apply the net proceeds (after we have deducted all costs, including reasonable attorneys' fees) to the amounts that you owe us. You agree that, if notice of sale is required by law to be given, five (5) days' notice shall constitute reasonable notice. If applicable, you will remain responsible for any deficiency that is due after we have applied any such net proceeds. To the extent permitted by applicable law, in the event an action is brought to enforce or interpret this Lease Agreement, the prevailing party shall be entitled to reimbursement of all costs including, but not limited to, reasonable attorney fees and court costs incurred.

13. Ownership of Product; Assignment. YOU HAVE NO RIGHT TO SELL, TRANSFER, ENCUMBER, SUBLET OR ASSIGN THE PRODUCT OR THIS LEASE AGREEMENT OR ANY SCHEDULE WITHOUT OUR PRIOR WRITTEN CONSENT (which consent shall not be unreasonably withheld). You agree that we may sell or assign all or a portion of our interests, but not our obligations, in the Product and/or this Lease Agreement or any Schedule without notice to you even if less than all the Payments have been assigned. In the event the remit to address for Payments is changed during the term of this Lease Agreement or any Schedule, then Ricoh or the Assignee will provide notice to you. In that event, the assignee (the "Assignee") will have such rights as we assign to them but none of our obligations (we will keep those obligations) and the rights of the Assignee will not be subject to any claims, defenses or set offs that you may have against us. No assignment to an Assignee will release Ricoh from any obligations Ricoh may have to you hereunder. The Maintenance Agreement you have entered into with a Servicer will remain in full force and effect with Servicer and will not be affected by any such assignment. You acknowledge that the Assignee did not manufacture or design the Product and that you have selected the Manufacturer, Servicer and the Product based on your own judgment.

14. Renewal; Return of Product. UNLESS EITHER PARTY NOTIFIES THE OTHER IN WRITING AT LEAST THIRTY (30) DAYS, BUT NOT MORE THAN ONE HUNDRED TWENTY (120) DAYS, PRIOR TO THE EXPIRATION OF THE MINIMUM TERM OR EXTENSION OF SUCH SCHEDULE, AFTER THE MINIMUM TERM OR ANY EXTENSION OF ANY SCHEDULE TO THIS LEASE AGREEMENT, SUCH SCHEDULE WILL AUTOMATICALLY RENEW ON A MONTH-TO-MONTH BASIS; PROVIDED, HOWEVER, THAT AT ANY TIME DURING ANY MONTH-TO-MONTH RENEWAL, WE HAVE THE RIGHT, UPON THIRTY (30) DAYS NOTICE, TO DEMAND THAT THE PRODUCT BE RETURNED TO US IN ACCORDANCE WITH THE TERMS OF THIS SECTION 14. Notwithstanding the foregoing, nothing herein is intended to provide, nor shall be interpreted as providing, (a) you with a legally enforceable option to extend or renew the terms of this Lease Agreement or any Schedule, or (b) us with a legally enforceable option to compel any such extension or renewal. At the end of or upon termination of each Schedule, you shall immediately make arrangements to have the Product subject to such expired Schedule picked up by us (or our designee), in as good condition as when you received it, except for ordinary wear and tear. Ricoh (or our designee) shall bear shipping charges. You must pay additional monthly Payments at the same rate as then in effect under a Schedule, until (i) you provide notice to us prior to the expiration of the minimum term or extension of any Schedule and (ii) the Product is picked up by us or our designees and is received in good condition and working order by us or our designees. Notwithstanding anything to the contrary set forth in this Lease Agreement, the parties acknowledge and agree that we shall have no obligation to remove, delete, preserve, maintain or otherwise safeguard any information, images or content retained by or resident in any Products leased by you hereunder, whether through a digital storage device, hard drive or other electronic medium ("Data Management Services"). If desired, you may engage Ricoh to perform Data Management Services at then-prevailing contracted rates pursuant to your Maintenance Agreement or other agreement with Ricoh. You acknowledge that you are responsible for ensuring your own compliance with legal requirements in connection with data retention and protection and that we do not provide legal advice or represent that the Products will guarantee compliance with such requirements. The selection, use and design of any Data Management Services, and any decisions arising with respect to the deletion or storage of data, as well as the loss of any data resulting therefrom, shall be your sole and exclusive responsibility

15. Miscellaneous. It is the intent of the parties that this Lease Agreement and any Schedule shall be deemed and constitute a "finance lease" as defined under and governed by Article 2A of the UCC. ORAL AGREEMENTS OR COMMITMENTS TO LOAN MONEY, EXTEND CREDIT OR TO FORBEAR FROM ENFORCING REPAYMENT OF A DEBT INCLUDING PROMISES TO EXTEND OR RENEW SUCH DEBT ARE NOT ENFORCEABLE. YOU AGREE THAT THE TERMS AND CONDITIONS CONTAINED IN THE CONTRACT, THIS LEASE AGREEMENT, AND IN EACH SCHEDULE MAKE UP THE ENTIRE AGREEMENT BETWEEN US REGARDING THE LEASING OR RENTAL OF THE PRODUCT AND SUPERSEDE ALL PRIOR WRITTEN OR ORAL COMMUNICATIONS, UNDERSTANDINGS OR AGREEMENTS BETWEEN THE PARTIES RELATING TO THE SUBJECT MATTER CONTAINED HEREIN, INCLUDING, WITHOUT LIMITATION, PURCHASE ORDERS. Any purchase order, or other ordering documents, will not modify or affect this Lease Agreement or any Schedule, nor have any other legal effect and shall serve only the purpose of identifying the equipment ordered. You authorize us to supply any missing "configure to order" number ("CTO"), other equipment identification numbers (including, without limitation, serial numbers), agreement/schedule identification numbers and/or dates in this Lease Agreement or any Schedule. You acknowledge that you have not been induced to enter into this Lease Agreement by any representation or warranty not expressly set forth in this Lease Agreement. Neither this Lease Agreement nor any Schedule is binding on us until we sign it. ANY CHANGE IN ANY OF THE TERMS AND CONDITIONS OF THIS LEASE AGREEMENT OR ANY SCHEDULE MUST BE IN WRITING AND SIGNED BY BOTH PARTIES. If we delay or fail to enforce any of its rights under this Lease Agreement with respect to any or all Schedules, we will still be able to enforce those rights at a later time. All notices shall be given in writing and sent either (a) by certified mail, return receipt requested, or recognized overnight delivery service, postage prepaid, addressed to the party receiving the notice at the address shown on the front of this Lease Agreement, or (b) by facsimile transmission, with oral confirmation, to the facsimile number shown below such party's signature on this Lease Agreement. Either party may change its address or facsimile number by giving written notice of such change to the other party. Notices shall be effective on the date sent. Each of our respective rights and indemnities will survive the termination of this Lease Agreement and each Schedule. If more than one customer has signed this Lease Agreement or any Schedule, each customer agrees that its liability is joint and several. It is the express intent of the parties not to violate any applicable usury laws or to exceed the maximum amount of time price differential or interest, as applicable, permitted to be charged or collected by applicable law, and any such excess payment will be applied to payments in the order of maturity, and any remaining excess will be refunded to you. We make no representation or warranty of any kind, express or implied, with respect to the legal, tax or accounting treatment of this Lease Agreement and any Schedule and you acknowledge that we are an independent contractor and not your fiduciary. You will obtain your own legal, tax and accounting advice related to this Lease Agreement or any Schedule and make your own determination of the proper accounting treatment of this Lease Agreement or any Schedule. We may receive compensation from the Manufacturer or supplier of the Product in order to enable us to reduce the cost of leasing or renting the Product to you under this Lease Agreement or any Schedule below what we otherwise would charge. If we received such compensation, the reduction in the cost of leasing or renting the Product is reflected in the Minimum Payment specified in the applicable Schedule. To the fullest extent permitted by applicable law, you authorize us or our agent to obtain credit reports and make credit inquiries regarding you and your financial condition and to provide your information, including payment history, to our assignee and third parties having an economic interest in this Lease Agreement, any Schedule or the Product.

16. Governing Law; Jurisdiction; Waiver of Trial By Jury and Certain Rights and Remedies Under The Uniform Commercial Code. YOU AGREE THAT THIS LEASE AGREEMENT AND ANY SCHEDULE WILL BE GOVERNED UNDER THE LAW FOR THE STATE WHERE YOUR PRINCIPAL PLACE OF BUSINESS OR RESIDENCE IS LOCATED. YOU ALSO CONSENT TO THE VENUE AND NON-EXCLUSIVE JURISDICTION OF ANY COURT LOCATED IN THE STATE WHERE

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YOUR PRINCIPAL PLACE OF BUSINESS OR RESIDENCE IS LOCATED TO RESOLVE ANY CONFLICT UNDER THIS LEASE AGREEMENT. TO THE EXTENT NOT PROHIBITED BY APPLICABLE LAW, THE PARTIES TO THIS LEASE AGREEMENT EACH WAIVE THE RIGHT TO TRIAL BY JURY IN THE EVENT OF A LAWSUIT. TO THE EXTENT PERMITTED BY APPLICABLE LAW, YOU WAIVE ANY AND ALL RIGHTS AND REMEDIES CONFERRED UPON A CUSTOMER OR LESSEE BY SECTIONS 508-522 OF ARTICLE 2A OF THE UCC THAT YOU MAY HAVE AGAINST US (BUT NOT AGAINST THE MANUFACTURER OF THE PRODUCT).TO HELP THE GOVERNMENT FIGHT THE FUNDING OF TERRORISM AND MONEY LAUNDERING ACTIVITIES, FEDERAL LAW REQUIRES ALL FINANCIAL INSTITUTIONS TO OBTAIN, VERIFY AND RECORD INFORMATION THAT IDENTIFIES EACH PERSON WHO OPENS AN ACCOUNT. WHAT THIS MEANS FOR YOU: WHEN YOU OPEN AN ACCOUNT, WE WILL ASK FOR YOUR NAME, ADDRESS AND OTHER INFORMATION THAT WILL ALLOW US TO IDENTIFY YOU. WE MAY ASK TO SEE IDENTIFYING DOCUMENTS.

17. Counterparts; Facsimiles. Each Schedule may be executed in counterparts. The counterpart which has our original signature and/or is in our possession or control shall constitute chattel paper as that term is defined in the UCC and shall constitute the original agreement for all purposes, including, without limitation, (a) any hearing, trial or proceeding with respect to such Schedule, and (b) any determination as to which version of such Schedule constitutes the single true original item of chattel paper under the UCC. If you sign and transmit a Schedule to us by facsimile or other electronic transmission, the facsimile or such electronic transmission of such Schedule, upon execution by us (manually or electronically, as applicable), shall be binding upon the parties. You agree that the facsimile or other electronic transmission of a Schedule containing your facsimile or other electronically transmitted signature, which is manually or electronically signed by us, shall constitute the original agreement for all purposes, including, without limitation, those outlined above in this Section. You agree to deliver to us upon our request the counterpart of such Schedule containing your original manual signature.

18. State and Local Government Provisions. If the Customer is a State or political subdivision of a State, as those terms are defined in Section 103 of the Internal Revenue Code, the following additional terms and conditions shall apply:

(a) Essentiality. During the term of this Lease Agreement and any Schedule, the Product will be used solely for the purpose of performing one or more governmental or proprietary functions consistent with the permissible scope of your authority. You represent and warrant that the use of the Product is essential to performing such governmental or proprietary functions.

(b) Non-Appropriation/Non-Substitution. (i) If your governing body fails to appropriate sufficient monies in any fiscal period for rentals and other payments coming due under a Schedule to this Lease Agreement in the next succeeding fiscal period for any equipment which will perform services and functions which in whole or in part are essentially the same services and functions performed by the Product covered by any such Schedule, then a "Non-Appropriation" shall be deemed to have occurred. (ii) If a Non-Appropriation occurs, then: (A) you must give us immediate notice of such Non-Appropriation and provide written notice of such failure by your governing body at least sixty (60) days prior to the end of the then current fiscal year or if Non-Appropriation has not occurred by such date, immediately upon Non-Appropriation, (B) no later than the last day of the fiscal year for which appropriations were made for the rental due under any Schedule to this Lease Agreement (the "Return Date"), you shall make available to us (or our designee) all, but not less than all, of the Product covered by such Schedule to this Lease Agreement, at your sole expense, in accordance with the terms hereof; and (C) any Schedule to this Lease Agreement shall terminate on the Return Date without penalty or expense to you and you shall not be obligated to pay the rentals beyond such fiscal year, provided that (x) you shall pay any and all rentals and other payments due up through the end of the last day of the fiscal year for which appropriations were made and (y) you shall pay month-to-month rent at the rate set forth in any such Schedule for each month or part thereof that you fail to make available to us (or our designee) the Product as required herein. (iii) Upon any such Non-Appropriation, upon our request, you will provide an opinion of independent counsel or other legally designated authority (who shall be reasonably acceptable to us), in form reasonably acceptable to us, confirming the Non-Appropriation and providing reasonably sufficient proof of such Non-Appropriation.

(c) Funding Intent. You represent and warrant to us that you presently intend to continue this Lease Agreement and any Schedule hereto for the entire term of such Schedule and to pay all rentals relating to such Schedule and to do all things lawfully within your power to obtain and maintain funds from which the rentals and all other payments owing under such Schedule may be made. The parties acknowledge that appropriation for rentals is a governmental function to which you cannot contractually commit yourself in advance and this Lease Agreement shall not constitute such a commitment. To the extent permitted by law, the person or entity in charge of preparing your budget will include in the budget request for each fiscal year during the term of each Schedule, respectively, to this Lease Agreement an amount equal to the rentals (to be used for such rentals) to become due in such fiscal year, and will use all reasonable and lawful means available to secure the appropriation of money for such fiscal year sufficient to pay all rentals coming due during such fiscal year.

(d) Authority and Authorization. (i) You represent and warrant to us that: (A) you are a State or political subdivision of a State, as those terms are defined in Section 103 of the Internal Revenue Code; (B) you have the power and authority to enter into this Lease Agreement and all Schedules to this Lease Agreement; (C) this Lease Agreement and all Schedules to this Lease Agreement have been duly authorized, executed and delivered by you and constitute valid, legal and binding agreement(s) enforceable against you in accordance with their terms; and (D) no further approval, consent or withholding of objections is required from any governmental authority with respect to this Lease Agreement or any Schedule to this Lease Agreement. (ii) If and to the extent required by us, you agree to provide us with an opinion of independent counsel or other legally designated authority (who shall be reasonably acceptable to us) confirming the foregoing and other related matters, in form and substance acceptable to us. (iii) You agree to take all required actions and to file all necessary forms, including IRS Forms 8038-G or 8038-GC, as applicable, to preserve the tax exempt status of this Lease Agreement and all Schedules thereto. (iv) You agree to provide us with any other documents that we may reasonably request in connection with the foregoing and this Lease Agreement.

(e) Assignment. You agree to acknowledge any assignment to the Assignee in writing, if so requested, and, if applicable, to keep a complete and accurate record of all such assignments in a manner that complies with Section 149(a) of the Internal Revenue Code and the regulations promulgated thereunder.

IN WITNESS WHEREOF, the parties have executed this Lease Agreement as of the dates set forth below.

THE PERSON SIGNING THIS LEASE AGREEMENT ON BEHALF OF THE CUSTOMER REPRESENTS THAT HE/SHE HAS THE AUTHORITY TO DO SO.

CUSTOMER	**Accepted by: RICOH USA, INC.**
By: X _____ *Authorized Signer Signature*	By: _____ *Authorized Signer Signature*
Printed Name: _____	Printed Name: Robert Griffin
Title: _____ Date: _____	Title: Regional Vice President Date: 6/24/25
Facsimile Number: _____	Facsimile Number: _____

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Approved as to Content & Form
Caroline Mockler, Esq.
Staff Counsel, HCSD
12:16 pm, 06/26/2025

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[FLORIDA]

RICOH

Ricoh USA, Inc.
300 Eagleview Blvd #200
Exton, PA 19341

THIS ADDENDUM (this "Addendum"), dated as of the _____ day of _____, 2025, to that certain Master Lease Agreement no. MLA35441852 (the "Agreement"), dated as of the _____ day of _____, 2025, between Ricoh USA, Inc. ("we" or "us") and SCHOOL BOARD OF HERNANDO COUNTY, as customer ("Customer" or "you").

The parties, intending to be legally bound, agree that the Agreement shall be modified as follows:

1. Section 9 of the Agreement shall be amended by deleting the fourth and fifth sentences of such Section 9 in their entireties.

2. Section 12 of the Agreement shall be amended to add the following sentence at the end thereof:

   "Notwithstanding anything to the contrary contained in this section, upon the occurrence of a Default, we may recover from you all Payments and other amounts to become due by acceleration or otherwise only to the extent permitted by applicable law and only from legally available funds."

3. Section 16 of the Agreement shall be amended by (a) amending and restating the title of such Section to read as follows: "Governing Law."; (b) amending and restating the first sentence of such Section to read as follows: "YOU AGREE THAT THIS LEASE AGREEMENT AND ANY SCHEDULES WILL BE GOVERNED BY THE LAWS OF THE STATE OF FLORIDA."; and (c) deleting the second and third sentences of such Section in their entireties.

4. Section 18(b) of the Agreement shall be amended and restated to read as follows:

   "(b) Non-Appropriation. In the event, notwithstanding your best efforts and exhaustion of all available administrative appeals, you are not allotted funds for a fiscal period and you have no other funds from non-ad valorem sources legally available to be allocated to the payment of your obligations under any Schedule to this Lease Agreement, you may terminate such Schedule effective on the first day of such fiscal period (the "Termination Date"), if we have received written notice from you at least thirty (30) days before the Termination Date. At our request, you shall promptly provide supplemental documentation as to such non-appropriation. Upon the occurrence of such non-appropriation, (i) you shall not be obligated for payment of any rentals and other payments for any fiscal period for which funds have not been so appropriated, and (ii) you shall deliver the Product to us in accordance with Section 14 of this Lease Agreement. We acknowledge that Payments are payable from sources other than ad valorem taxes."

5. Section 18(d) of the Agreement shall be amended by deleting the word "and" immediately following clause (C) of subsection (i) of such Section, and adding the following clauses (E) and (F) at the end of such subsection:

   "; (E) no provision of this Lease Agreement nor any Schedule to this Lease Agreement constitutes a pledge of your taxes or general revenues, and any provision which is so construed by a court of competent jurisdiction is void from the inception of this Lease

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Agreement; and (F) all Payments due under this Lease Agreement and any Schedule for your current fiscal period are within the fiscal budget for such year, are included within an unrestricted and unencumbered appropriation currently available for the lease of the Product and are not in contravention of any applicable limitation of indebtedness."

6. The Agreement shall be amended by adding the following new Section 18(f) immediately after Section 18(e):

"(f) Limitations. The parties intend that the collection of any damages, the exercise of any remedy, the enforceability of any indemnity, and any requirements of Customer relative to non-appropriation set forth in this Lease Agreement and/or any Schedule are subject to any limitations imposed by applicable law."

7. On our behalf, the undersigned under penalty of perjury hereby attests that we do not use coercion for labor or services, as such terms are defined in section 787.06, Florida Statutes.

8. Except to the extent modified by this Addendum, the terms and conditions of the Agreement will remain unchanged and shall continue in full force and effect.

IN WITNESS WHEREOF, each party has caused its duly authorized officer to execute this Addendum, as of the date first written above.

CUSTOMER	**Ricoh USA, Inc.**
X _____	_____ 6/28/25
Authorized Signature Date	*Authorized Signature* Date
	Robert Griffin, RVP
Print Authorized Signer Name Title	Print Authorized Signer Name Title

Approved as to Content & Form
Caroline Mockler, Esq.
Staff Counsel, HCSD
12:17 pm, 06/26/2025

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RICOH

Omnia Partners Public Sector Product Schedule with Purchase Option *(tax exempt)*

Ricoh USA, Inc.
300 Eagleview Blvd #200
Exton, PA 19341

Product Schedule Number: _____

Master Lease Agreement Number: MLA35441852

This Omnia Partners Public Sector Product Schedule with Purchase Option (this "Schedule") is between Ricoh USA, Inc. ("we" or "us") and SCHOOL BOARD OF HERNANDO COUNTY, as customer or lessee ("Customer" or "you"). This Schedule constitutes a "Schedule," "Product Schedule," or "Order Agreement," as applicable, under the Omnia Partners Public Sector Master Lease Agreement (together with any amendments, attachments and addenda thereto, the "Lease Agreement") identified above, between you and _____. All terms and conditions of the Lease Agreement are incorporated into this Schedule and made a part hereof. If we are not the lessor under the Lease Agreement, then, solely for purposes of this Schedule, we shall be deemed to be the lessor under the Lease Agreement. It is the intent of the parties that this Schedule be separately enforceable as a complete and independent agreement, independent of all other Schedules to the Lease Agreement.

CUSTOMER INFORMATION

SCHOOL BOARD OF HERNANDO COUNTY	JULIE CIRRINCIONE
Customer (Bill To) 8050 MOBLEY RD	Billing Contact Name 8050 MOBLEY RD
Product Location Address BROOKSVILLE HERNANDO FL 34601-9061 City County State Zip	Billing Address *(if different from location address)* BROOKSVILLE HERNANDO FL 34601-9061 City County State Zip

Billing Contact Telephone Number	Billing Contact Facsimile Number	Billing Contact E-Mail Address
(352)-797-7061		CIRRINCIONE_J@HCSB.K12.FL.US

PRODUCT DESCRIPTION ("Product")

Qty	Product Description: Make & Model
42	RICOH IM4000
42	RICOH IM7000
1	RICOH IM7000 w/ HOLE PUNCH
4	RICOH PRO8400S
11	RICOH IM370F
8	RICOH IMC4510 w/ HOLE PUNCH

Qty	Product Description: Make & Model

PAYMENT SCHEDULE

Minimum Term *(months)*	Minimum Payment *(Without Tax)*	Interest Rate	Minimum Payment Billing Frequency	Advance Payment
60	$ 16,966.80	8.56 % per annum	☒ Monthly ☐ Quarterly ☐ Other: _____	☐ 1st Payment ☐ 1st & Last Payment ☐ Other: _____

Sales Tax Exempt: ☒ Yes (Attach Exemption Certificate)
I.R.C. Section 103 Interest Tax Exempt: ☐ Yes
Addendum Attached: ☐ Yes (Check if yes and indicate total number of pages: _____)

Customer Billing Reference Number (P.O.#, etc.) _____

TERMS AND CONDITIONS

1. The first Payment will be due on the Effective Date. If the Lease Agreement uses the terms "Lease Payment" and "Commencement Date" rather than "Payment" and "Effective Date," then, for purposes of this Schedule, the term "Payment" shall have the same meaning as "Lease Payment," and the term "Effective Date" shall have the same meaning as "Commencement Date."

2. You, the undersigned Customer, have applied to us to rent the above-described Product for lawful commercial (non-consumer) purposes. **THIS IS AN UNCONDITIONAL, NON-CANCELABLE AGREEMENT FOR THE MINIMUM TERM INDICATED ABOVE**, except as otherwise provided in the Lease Agreement, if applicable. If we accept this Schedule, you agree to rent the above Product from us, and we agree to rent such Product to you, on all the terms hereof, including the terms and conditions of the Lease Agreement. **THIS WILL ACKNOWLEDGE THAT YOU HAVE READ AND UNDERSTAND THIS SCHEDULE AND THE LEASE AGREEMENT AND HAVE RECEIVED A COPY OF THIS SCHEDULE AND THE LEASE AGREEMENT.**

_____
Customer Initials

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3. Purchase Option:

The parties agree that the purchase option for the Product is a $1.00 purchase option plus applicable taxes. In connection with such option, Customer further agrees as follows:

(i) notwithstanding anything to the contrary in the Lease Agreement, with respect to this Schedule only: It is the mutual intention of the parties that Customer shall be considered the owner of the Product (excluding all Software, which is owned and licensed to you by the Software Supplier) for various purposes, including federal income tax purposes, as of the Effective Date. You are entitled to all federal income tax benefits afforded to the owner of the Product, but we shall not be liable to you if you fail to secure or obtain such benefits. You will keep the Product free of all liens and encumbrances. You hereby grant to us a security interest in the Product covered by this Schedule (including any replacements, substitutions, additions, attachments and proceeds) as security for the payment of the amounts due or to become due under each Schedule;

(ii) in the event of default under the Lease Agreement or this Schedule, we may exercise all rights and remedies of a secured party under applicable law, in addition to any and all rights and remedies we may otherwise have under the Lease Agreement, including, without limitation, the right to repossess the Product free and clear of any of your rights and interests in the Product; and

(iii) notwithstanding anything to the contrary in the Lease Agreement, if no default has occurred and is continuing under the Lease Agreement or this Schedule and all of your obligations under this Schedule have been satisfied, we will release any security interest that we may have in the Product, you shall have no obligation to provide any end-of-term notice to us, and this Schedule will terminate and not be renewed.

4. WE MAKE NO REPRESENTATION OR WARRANTY OF ANY KIND, EXPRESS OR IMPLIED, WITH RESPECT TO THE LEGAL, TAX OR ACCOUNTING TREATMENT OF THE LEASE AGREEMENT, THIS SCHEDULE OR THE TRANSACTIONS EVIDENCED THEREBY. YOU ACKNOWLEDGE THAT WE ARE NOT AN AGENT OR A FIDUCIARY OF CUSTOMER. YOU WILL OBTAIN YOUR OWN LEGAL, TAX AND ACCOUNTING ADVICE AND WILL MAKE YOUR OWN DETERMINATION OF THE PROPER TREATMENT OF THE LEASE AGREEMENT AND THIS SCHEDULE.

5. Additional Provisions (if any) are: _____

THE PERSON SIGNING THIS SCHEDULE ON BEHALF OF THE CUSTOMER REPRESENTS THAT HE/SHE HAS THE AUTHORITY TO DO SO.

CUSTOMER	**Accepted by: RICOH USA, INC.**
By: X _____ Authorized Signer Signature	By: Robert Griffin _____ Authorized Signer Signature
Printed Name: _____	Printed Name: Robert Griffin
Title: _____ Date: _____	Title: Regional Vice President Date: 6/18/25

Approved as to Content & Form
Caroline Mockler, Esq.
Staff Counsel, HCSD
2:12 pm, 07/10/2025

Vendor's proposed Purchase Order terms rejected to the extent inconsistent with School Board's purchasing instructions. Purchase subject to terms of School Board Standard Addendum. http://www.hernandoschools.org/departments/purchasing/vendor-information

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RICOH

OMNIA PARTNERS PUBLIC SECTOR
MASTER MAINTENANCE & SALE AGREEMENT

CUSTOMER INFORMATION						
Full Legal Name	SCHOOL BOARD OF HERNANDO COUNTY					
Address	8050 MOBLEY RD					
City	BROOKSVILLE	**State**	FL	**Zip Code**	34601-9061	

This OMNIA Partners Public Sector Master Maintenance & Sale Agreement ("Agreement") sets forth the specific terms and conditions under which Ricoh USA, Inc. ("Ricoh") agrees to sell the specific equipment, software, and/or hardware ("Products") and/or provide the services ("Services") identified on an Order (defined below). This Agreement is executed pursuant to the contract by and between Ricoh and The Regents of the University of California, a California public corporation ("UC") on behalf of the University of California; and National Intergovernmental Purchasing Alliance Company, a Delaware corporation d/b/a OMNIA Partners, Public Sector Omnia. and all public agencies, non-profits and higher education entities ("Participating Public Agencies"), having a Purchasing Agreement number _____ and the contract period is from January 15, 2021 to January 14, 2026 (the "Contract Period"), including any and all exercised renewal periods, (the "Contract"). In order to obtain Products and/or Services from Ricoh hereunder, Customer will either: (i) execute an order form (in a form to be provided and executed by Ricoh) referencing this Agreement; or (ii) issue a purchase order to Ricoh (each, an "Order"). Termination of this Agreement shall not, however, alter or otherwise modify the rights or obligations of the parties with respect to any Order placed and accepted prior to such termination. Each Order is separately enforceable as a complete and independent binding agreement, independent of all other Orders, if any. This Agreement shall consist of the terms and conditions of the Contract and this Agreement. As it pertains to this Agreement, the order of precedence of the component parts of the Maintenance Agreement shall be as follows: (a) the terms and conditions of this Agreement, (b) the terms and conditions of any Order, and (c) the terms and conditions of the Contract. The foregoing order of precedence shall govern the interpretation of this Maintenance Agreement in cases of conflict or inconsistency therein.

Terms applicable to Service transactions only:

1. **Services**. (a) Each Order for Services must identify the specific Services to be performed, including, if applicable, the equipment to be serviced (the "Serviced Products"), the Term (defined in Section 3) of the Service engagement, the location at which Services shall be performed and the applicable Service Charges (defined in Section 4) for such Order. Ricoh will not be responsible to provide Services for Serviced Products in the event the Term and location(s) are not identified on the Order accepted by Ricoh.

(b) For maintenance and repair Services, Ricoh will repair or replace in accordance with the terms and conditions of this Agreement and the manufacturer's specifications, any part of the Serviced Products that becomes unserviceable due to normal usage (other than consumable supplies). Replacement parts will be furnished on an exchange basis and will be new, reconditioned or used. All parts removed due to replacement will become the property of Ricoh.

(c) The maintenance and repair Services provided by Ricoh under an Order will not include the following: (i) repairs resulting from misuse (including without limitation improper voltage or the use of supplies that do not conform to the manufacturer's specifications) or the failure to provide, or the failure of, adequate electrical power, air conditioning or humidity control; (ii) repairs made necessary by service performed by persons other than Ricoh representatives; (iii) unless covered under an extended hour service contract, service calls or work which Customer requests to be performed outside of Normal Business Hours (defined below) and Service calls or work which Customer requests to be performed on Ricoh Holidays (defined below); (iv) removable cassette, copy cabinet, exit trays, or any item not related to the mechanical or electrical operation of the Serviced Products; (v) consumable supplies such as paper, staples, clear toner and white toner, unless expressly provided for in the applicable Order; (vi) repairs, service calls and/or connectivity of attachments not purchased from Ricoh; (vii) any software, system support or related connectivity unless specified in writing by Ricoh; (viii) parts no longer available from the applicable manufacturer; (ix) electrical work external to the Serviced Products, including problems resulting from overloaded or improper circuits; (x) installation or de-installation and/or movement of the Serviced Products from one location to another unless specified in writing by Ricoh; (xi) repairs of damage or increase in service time caused by force majeure events; (xii) reconditioning and similar major overhauls of Serviced Products; (xiii) any obligation to remove, delete, preserve, maintain or otherwise safeguard any information, images or content retained by or resident in any Serviced Products, whether through a digital storage device, hard drive or other electronic medium ("Data Management Services"), unless Customer engages Ricoh to perform such Data Management Services at then-prevailing rates pursuant to an Order for such purpose; and (xiv) engineering changes which provide additional capabilities to the Ricoh Equipment (defined in Section 13) covered herein unless made at Customer's request and paid at Ricoh's applicable time and material rates then in effect. Damage to Serviced Products or parts arising from causes beyond the control of Ricoh are not covered by this Agreement. Ricoh may terminate its Service obligations under any Order for Serviced Products that have been modified, damaged, altered or serviced by personnel other than those employed by Ricoh.

2. **Service Calls**. Unless otherwise specified in an Order, service calls will be made during 9:00am – 5:00pm local service time, Monday through Friday ("Normal Business Hours") at the installation address shown on the applicable Order. Service does not include coverage on Ricoh holidays, which include New Year's Day, Memorial Day, 4th of July, Labor Day, Thanksgiving, the day after Thanksgiving and Christmas Day (collectively, "Ricoh Holidays"). Travel and labor-time for the service calls after Normal Business Hours, on weekends and on Ricoh Holidays, if and when available and only in the event and to the extent that Ricoh agrees to provide such non-standard coverage, will be charged at overtime rates in effect at the time the service call is made. While on-site at any Customer location, Ricoh personnel shall comply with Customer's reasonable policies pertaining to access, security and use of Customer sites and systems, provided that such policies are provided to Ricoh in advance and in writing and do not conflict with the terms and conditions of this Agreement.

3. **Term; Early Termination**. Each Order shall become effective on the delivery and Customer acceptance of the Equipment and/or solution and shall continue for the term specified therein (the "Initial Term") so long as no ongoing default exists on Customer's part. At the expiration of the Initial Term or any renewal term, unless Customer provides written notice of its intention not to renew within thirty (30) days of the expiration of the Initial Term or any renewal term, the Order shall automatically renew on a month-to-month basis (any such renewal period together with the Initial Term, the "Term"). In addition to any other rights or remedies which either party may have under this Agreement or at law or equity, either party shall have the right to cancel the Services provided under this Agreement immediately: (i) if the other party fails to pay any fees or charges or any other payments required under this Agreement when due and payable, and such failure continues for a period of thirty (30) days after being notified in writing of such failure; or (ii) if the other party fails to perform or

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observe any other material covenant or condition of this Agreement, and such failure or breach shall continue un-remedied for a period of thirty (30) days after such party is notified in writing of such failure or breach.

4. **Service Charges**. (a) Service charges ("Service Charges") will be set forth on an Order. Service Charges will not include any charges for repairs or Service that are otherwise covered by the applicable manufacturer's limited warranty during the period covered by any such warranty, to the extent Ricoh has agreed with such manufacturer not to charge a customer for any such charges. Customer acknowledges and agrees that: (i) alterations, attachments, specification changes, or use by Customer of sub-standard supplies that cause excessive service calls may require an increase in Service Charges; (ii) the transfer of the Serviced Products from the location indicated on the applicable Order may result in an increase of Service Charges or the termination of the Order; and (iii) to the extent that Customer requests that Ricoh registers with a third-party vendor prequalification service and Ricoh agrees to register, Customer will be charged for Ricoh's registration and any other related fees for registering with such service and this Agreement shall be the only terms and conditions to govern such registration and service. Customer shall be responsible for any costs related to freight (including fuel surcharges, which may be imposed from time to time), postage/mailing expense (meter rentals) and/or administrative and processing fees and, to the extent Ricoh pays such costs, Customer shall immediately reimburse Ricoh.

(b) Unless otherwise specified in an Order, Service Charges are based on standard 8.5x11 images. Ricoh reserves the right to assess additional images charges for non-standard images, including 11x17 images. Customer acknowledges that pricing is based on the prevailing rates at the time of the Order. Unless otherwise expressly agreed to in writing, if the Term of the Order exceeds twelve (12) months, the Service Charges and any rate expressly set forth in the Order may be increased by Ricoh up to fifteen percent (15%) of the then-current Service Charges and rates annually for each year beyond the initial twelve (12) month period, and Customer expressly consents to such adjustment without additional notice.

5. **Use of Recommended Supplies; Meter Readings**. (a) It is not a condition of this Agreement that Customer use only Ricoh-provided supplies. If Customer uses other than manufacturer-recommended supplies, including paper, developer, toner, and fuser oil, and if such supplies are defective or not acceptable for use on the Serviced Products or cause abnormally frequent service calls or service problems, then Ricoh may, at its option, assess a surcharge or terminate the applicable Order with respect to such Serviced Products. If so terminated, Customer will be offered Service on a "per call" basis at Ricoh's then-prevailing time and material rates. If Ricoh determines that Customer has used more Ricoh-provided supplies than the manufacturer's recommended specifications, then Customer will pay reasonable charges for those excess supplies and/or Ricoh may refuse Customer additional supply shipments.

(b) Customer is required to provide Ricoh actual and accurate meter readings in accordance with the billing schedule set forth on an Order. Ricoh may, at its discretion and dependent upon Serviced Product capabilities, collect remote meter readings and utilize equipment monitoring services using automatic meter reading solutions ("AMR"). This may allow for automated meter reading and submission, automatic placement of low toner alerts, automatic placement of service calls in the event of a critical Serviced Product failure and may enable firmware upgrades. The meter count and other information collected by AMR ("Data") is sent via the internet to remote servers some of which may be located outside the U.S. **AMR cannot and does not collect Customer document content**. Ricoh uses reasonably available technology to maintain the security of the Data; however, Customer acknowledges that no one can guaranty security of information maintained on computers and on the internet. Ricoh retains full rights to the Data (but not Customer documents or information), which it or its authorized third parties may use to service the Serviced Products. Ricoh may also use the Data for its normal business purposes including product development and marketing research, however, the Data will not be provided to any non-Ricoh third party in a form that personally identifies the Customer. Ricoh may dispose of the Data at any time and without notice. AMR technology is the confidential and proprietary information of Ricoh and/or its licensors protected by copyright, trade secret and other laws and treaties. Ricoh retains full title, ownership and all intellectual property rights in and to AMR.

(c) If an actual and accurate meter reading is not supplied to Ricoh in accordance with the billing schedule set forth on an Order, Ricoh may calculate an estimated meter reading from previous meter readings and Customer agrees to pay Service Charges based on such calculated estimate. Appropriate adjustments will be made by Ricoh in a subsequent billing cycle following Customer providing actual and accurate meter readings. If Ricoh contacts Customer to obtain a meter reading, then Ricoh may assess an administrative fee in an amount equal to fifteen dollars ($15.00) per meter reading collected per billing period for the time and expense associated with meter collection activity in addition to the Service Charges. If Ricoh visits Customer location to obtain a meter reading, Ricoh may assess a fee according to the hourly service charge rate.

6. **Connectivity and Professional Services**. Customer may acquire connectivity, IT and professional services from Ricoh ("Professional Services") by executing and delivering to Ricoh an Order setting forth the specific services to be provided. Ricoh shall provide the Professional Services at Customer's location(s) or on a remote basis as set forth in the Order. Customer shall provide Ricoh with such access to its facilities, networks and systems as may be reasonably necessary for Ricoh to perform the Professional Services. Customer acknowledges that Ricoh's performance of the Professional Services is dependent upon Customer's timely and effective performance of its responsibilities as set forth in the Order. Estimated delivery and/or service schedules contained in any Order are non-binding estimates. Intellectual property rights, if any, arising from the Professional Services provided under any Order shall remain the property of Ricoh. Unless connectivity Services are specifically identified in the Order as part of the Services to be performed by Ricoh, Ricoh shall have no obligation to perform and no responsibility for the connection of any hardware or software to any Customer network or system.

7. **Customer Obligations**. Customer agrees to provide a proper place for the use of the Serviced Products, including but not limited to, electric service, as specified by the manufacturer. Customer will provide adequate facilities (at no charge) for use by Ricoh representatives in connection with the Service of the Serviced Products hereunder within a reasonable distance of the Serviced Products. Customer agrees to provide such access to its facilities, networks and systems as may be reasonably necessary for Ricoh to perform its Services, including but not limited to "360 degree" service access to the Serviced Products. Customer will provide a key operator for the Serviced Products and will make operators available for instruction in use and care of the Serviced Products. Unless otherwise agreed upon by Ricoh in writing or designated in the applicable Order, all supplies for use with the Serviced Products will be provided by Customer and will be available "on site" for servicing. Customer agrees that (i) any equipment not serviced by Ricoh which utilizes identical supplies to the Serviced Products must be covered under a separate inclusive non-Ricoh service program; and (ii) any Serviced Products under one Ricoh Service Level may not utilize any supplies provided to other Serviced Products with a different Ricoh Service Level (i.e., no sharing of supplies across different Ricoh Service Levels).

8. **Insurance**. Each party certifies that it maintains, through self-insurance or otherwise, reasonable amounts of general liability, auto and personal property insurance, and workers' compensation insurance in the amount required by law, and that such insurance will remain in effect during the Term of an Order. Such insurance shall be primary and non-contributory. Limits provided may not be construed to limit liability. General liability insurance shall include the other party as an additional insured and contain no exclusions for cross liability between insureds. Upon request, each party agrees to deliver the other party evidence of such insurance coverage. Failure to maintain adequate insurance does not relieve liability under this Agreement.

9. **Indemnification**. Each party ("Indemnifying Party") shall indemnify, defend and hold harmless the other ("Indemnified Party") from all third-party claims incurred by the Indemnified Party arising out of the death or bodily injury of any agent, employee, or business invitee of the Indemnified Party, or the

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damage, loss, or destruction of any tangible property of the Indemnified Party to the extent proximately caused by the negligent acts or omissions or willful misconduct of the Indemnifying Party, its employees, or agents. Without intending to create any limitation relating to the survival of any other provisions of this Agreement, Ricoh and Customer agree that the terms of this paragraph shall survive the expiration or earlier termination of this Agreement. Each party shall promptly notify the other in the event of the threat or initiation of any claim, demand, action or proceeding to which the indemnification obligations set forth in this Section may apply.

Terms applicable to Product sale transactions only:

10. **Order; Delivery and Acceptance**. Each Order for Products must identify the Products, the Product delivery location and the applicable Product charges. Ricoh will not be obligated to sell or deliver Products where such information is not provided in the applicable Order. Customer shall be responsible for all installation, transportation and rigging expenses. Customer agrees to confirm delivery of all Products covered by each Order when the same is delivered by signing a delivery and acceptance certificate or written delivery acknowledgement. Payment for accepted purchased Products will be due and payable in accordance with this Agreement and shall not be contingent on installation of software or performance of Professional Services. Orders shall not be cancelable by Customer following acceptance by Ricoh. Ricoh reserves the right to make Product deliveries in installments. All such installments shall be separately invoiced and paid for when due, without regard to subsequent deliveries. Delay in delivery of any installment shall not relieve Customer of its obligation to accept remaining installments and remit payments as invoiced by Ricoh. Ricoh reserves the right at any time to revoke any credit extended to Customer because of Customer's failure to pay for any Products when due or for any other credit reason.

11. **Title; Risk of Loss**. Unless otherwise agreed upon by both parties in writing, Products are deemed delivered and title passes to Customer: (i) upon delivery by Ricoh to common carrier; or (ii) in the case of an arranged delivery by a local Ricoh installation vehicle, upon delivery by such vehicle to Customer shipping point. Upon delivery in either case, Customer assumes all risk of theft, loss or damage to the Products, no matter how occasioned.

12. **Returns; Damaged Products**. No Products may be returned without Ricoh's prior written consent. Only consumable goods invoiced within sixty (60) days will be considered for return. On authorized returns, Customer agrees to pay a restocking charge equivalent to thirty percent (30%) of the purchase price. Products returned without written authorization from Ricoh may not be accepted by Ricoh and is the sole responsibility of Customer. All nonsaleable merchandise (that has been opened or partially used) will be deducted from any credit due to Customer. All claims for damaged Products or delay in delivery shall be deemed waived unless made in writing and delivered to Ricoh within five (5) days after receipt of Products.

Terms applicable to all transactions:

13. **Warranty**. Ricoh agrees to perform its Services in a professional manner, consistent with applicable industry standards. Ricoh will re-perform any Services not in compliance with this warranty and brought to Ricoh's attention in writing within a reasonable time, but in no event more than thirty (30) days after such Services are performed, which shall be an exclusive remedy for such non-compliance. For any Products manufactured by Ricoh ("Ricoh Equipment"), Ricoh further warrants that, at the time of delivery and for a period of ninety (90) days thereafter the Ricoh Equipment will be in good working order and will be free from any defects in material and workmanship. Ricoh's obligations under this warranty are limited solely to the repair or replacement (at Ricoh's option) of parts proven to be defective upon inspection. The foregoing warranty shall not apply if (a) the Ricoh Equipment is installed, wired, modified, altered, moved or serviced by anyone other than Ricoh, (b) the Ricoh Equipment is installed, stored and utilized and/or maintained in a manner not consistent with Ricoh specifications, (c) a defective or improper non-Ricoh accessory or supply or part is attached to or used in the Ricoh Equipment, or (d) the Ricoh Equipment is relocated to any place where Ricoh services are not available. CUSTOMER ACKNOWLEDGES THAT THE LIMITED WARRANTY CONTAINED HEREIN DOES NOT ASSURE UNINTERRUPTED OPERATION AND USE OF THE RICOH EQUIPMENT. In connection with any other Product sale, Ricoh shall transfer to Customer any Product warranties made by the applicable Product manufacturer, to the extent transferable and without recourse, and Ricoh makes no additional warranty or guaranty with respect to any such third-party Products. Physical or electronic copies of any applicable Product warranty will be delivered by Ricoh to Customer only upon Customer's specific written request. Customer agrees to comply with any applicable license agreement or license terms relating to intangible property or associated services included in any Serviced Products or Products, such as software licenses and/or prepaid data base subscription rights ("Software License"), whether pursuant to written, click-through, shrink-wrap or other agreements for such purpose, with the licensor of the software ("Software Supplier"). Ricoh has no right, title or interest in any third-party software. Customer is solely responsible for entering into Software Licenses with the applicable Software Supplier and acknowledges that its rights and obligations with respect to such software as well as those of the Software Supplier are solely as set forth in such Software Licenses. EXCEPT AS EXPRESSLY SET FORTH IN THIS AGREEMENT, RICOH DISCLAIMS ALL WARRANTIES AND REPRESENTATIONS, EXPRESS OR IMPLIED, OF ANY NATURE WHATSOEVER, INCLUDING BUT NOT LIMITED TO, ANY IMPLIED WARRANTIES OF MERCHANTABILITY, FITNESS FOR USE, OR FITNESS FOR A PARTICULAR PURPOSE.

14. **Limitations**. IN NO EVENT SHALL EITHER PARTY BE LIABLE TO THE OTHER PARTY FOR CONSEQUENTIAL, INCIDENTAL, PUNITIVE OR INDIRECT DAMAGES, EVEN IF SUCH PARTY HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES. EXCEPT FOR CUSTOMER'S PAYMENT OBLIGATIONS HEREIN AND ANY LIABILITY RESULTING FROM THE INDEMNIFICATION OBLIGATIONS SET FORTH IN SECTION 9 HEREIN, THE AMOUNT OF ANY DIRECT LIABILITY OF A PARTY TO THE OTHER OR ANY THIRD-PARTY, FOR ONE OR MORE CLAIMS ARISING FROM OR RELATING TO THIS AGREEMENT, SHALL NOT EXCEED, IN THE AGGREGATE, THE AMOUNT PAID TO RICOH FOR THE PERFORMANCE OF SERVICES UNDER THIS AGREEMENT DURING THE TWELVE-MONTH PERIOD PRECEDING THE DATE ON WHICH THE CLAIM AROSE. IN NO EVENT SHALL RICOH BE LIABLE TO CUSTOMER FOR ANY DAMAGES RESULTING FROM OR RELATED TO ANY FAILURE OF ANY SOFTWARE PROVIDED HEREUNDER, INCLUDING, BUT NOT LIMITED TO, LOSS OF DATA, OR DELAY OF DELIVERY OF SERVICES UNDER THIS AGREEMENT. RICOH ASSUMES NO OBLIGATION TO PROVIDE OR INSTALL ANY ANTI-VIRUS OR SIMILAR SOFTWARE AND THE SCOPE OF SERVICES CONTEMPLATED HEREBY DOES NOT INCLUDE ANY SUCH SERVICES.

15. **Payment; Taxes**. Payment terms are net thirty (30) days. If invoices are unpaid and overdue, Customer agrees to pay Ricoh a late charge of one and one-half percent (1.5%) per month on any unpaid amounts or the maximum allowed by law, whichever is less, and in addition shall pay Ricoh all costs and expenses of collection, or in the enforcement of Ricoh's rights hereunder, including, but not limited to, reasonable internal and external legal costs, whether or not suit is brought. Ricoh has no obligation to use Customer's invoicing or billing portals, processes, methods or invoicing formats specific to Customer billing requirements. All remedies hereunder or at law are cumulative. Except to the extent of any applicable and validated exemption, Customer agrees to pay any applicable taxes that are levied on or payable as a result of the use, sale, possession or ownership of the Products and/or Services covered hereunder, other than income taxes of Ricoh.

16. **Default**. In addition to any other rights or remedies which either party may have under this Agreement or at law or equity, either party shall have the right to cancel the applicable Services specified in an Order made pursuant to this Agreement immediately: (i) if the other party fails to pay any fees or charges or any other payments required under the Order when due and payable, and such failure continues for a period of ten (10) days after being notified in writing of such failure; or (ii) if the other party fails to perform or observe any other material covenant or condition of this Agreement as incorporated into the Order, and such failure or breach shall continue un-remedied for a period of thirty (30) days after such party is notified in writing of such failure or breach; or (iii) if the other party becomes insolvent, dissolves, or assigns its assets for the benefit of its creditors, or files or has filed against it any bankruptcy or reorganization proceeding. Failure to permit Ricoh to repair or replace the Serviced Products shall constitute a material breach of this Agreement and excuse Ricoh from any and all future performance hereunder. Except as expressly permitted by this Agreement, no refund or credit will be given for any early termination of this Agreement or any Order. If Customer defaults in its obligations hereunder, Ricoh may, in addition to any other remedies available at law or equity, require Customer to immediately pay to Ricoh all past due payments under all Orders.

17. **Non-Solicitation; Independent Contractors**. Customer agrees that during the Term of any Order and for a period of one (1) year after termination or expiration of the last Order to be executed hereunder, it shall not directly or indirectly solicit, hire, or otherwise retain as an employee or independent contractor any employee of Ricoh that is or was involved with or part of the Services. The relationship of the parties is that of independent contractors.

18. **Assignment; Force Majeure**. Customer shall neither assign any right or interest arising under this Agreement nor delegate any obligations hereunder, whether voluntarily or by process of law, without the prior written consent of Ricoh. Any such attempted assignment or delegation shall be void. Ricoh shall not be liable for failure to deliver or delays in delivery of Products or Services occasioned by causes beyond Ricoh's control, including without limitation, strikes, lockout, fires, embargoes, war or other outbreak of hostilities, inability to obtain materials or shipping space, receipt of orders in excess of Ricoh's or its supplier's then-scheduled production capacity, machinery breakdowns, delays of carrier or suppliers, governmental acts and regulations, unavailability of Services, personnel or materials or other causes beyond Ricoh's control.

19. **Electronic Signatures**. Each party agrees that electronic signatures of the parties on this Agreement and any Order will have the same force and effect as manual signatures.

20. **Governing Law; Entire Agreement**. This Agreement shall be governed by and construed and interpreted in accordance with the laws of the State where the Customer's principal place of business or residence is located both as to interpretation and performance, without regard to its choice of law requirements. The Uniform Computer Information Transactions Act shall not apply to this Agreement. This Agreement constitutes the entire agreement between the parties with respect to the subject matter contained in this Agreement, supersedes all proposals, oral and written, and all other communications between the parties relating to the Products and Services and may not be amended except in writing and signed by an officer or authorized representative of both parties. Customer agrees and acknowledges that it has not relied on any representation, warranty or provision not explicitly contained in this Agreement, whether in writing, electronically communicated or in oral form. Any and all representations, promises, warranties, or statements by any Ricoh agent, employee or representative, including but not limited to, statements or representations made in sales presentations or sales proposals that differ in any way from the terms of this Agreement shall be given no force or effect. In the event of any conflict or inconsistency betweens the terms and conditions set forth in this Agreement and those contained in any Order, the terms and conditions of the Order shall control; provided, however, purchase orders issued to Ricoh for Products and/or Services, even if they do not expressly reference or incorporate this Agreement, shall: (i) be subject to this Agreement; (ii) serve only to identify the Products and/or Services (along with pricing and quantities) ordered; and (iii) not be deemed to alter or otherwise modify the terms and conditions of this Agreement. The delay or failure of either party to enforce at any time any of the provisions of this Agreement shall in no way be construed to be a waiver of such provision or affect the right of such party thereafter to enforce each and every provision of this Agreement. If any provision of this Agreement is held to be invalid or unenforceable, this Agreement shall be construed as though it did not contain the particular provision held to be invalid or unenforceable. Ricoh may accept any Order under this Agreement by either its signature or by commencing performance (e.g. Product delivery, initiating Services, etc.). Ricoh may accept or reject any order in the exercise of its discretion and may rely upon each order submitted by Customer as a binding commitment. No local, general or trade custom or usage or course of prior dealings between the parties shall be relevant to supplement or explain any term used herein. Ricoh shall comply with all applicable laws in its performance under this Agreement in delivering Products and Services. This Agreement may be executed in one or more counterparts which, taken together, shall constitute one and the same original document. Any notices required under this Agreement should be sent to: Ricoh USA, Inc., 3920 Arkwright Road Macon, GA 31210 Attn: Quality Assurance.

CUSTOMER		**RICOH USA, INC.**	
By:		By:	Robert Griffin
Name:		Name:	Robert Griffin
Title:		Title:	Regional Vice President
Date:		Date:	6/24/25

Approved as to Content & Form
Caroline Mockler, Esq.
Staff Counsel, HCSD
2:14 pm, 07/10/2025

Vendor's proposed Purchase Order terms rejected to the extent inconsistent with School Board's purchasing instructions. Purchase subject to terms of School Board Standard Addendum. http://www.hernandoschools.org/departments/purchasing/vendor-information

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RICOH

ORDER AGREEMENT

Sales Type: LEASE

Master Maintenance and Sale Agreement Number: MMSAP00005237
Master Maintenance and Sale Agreement Date:

EQUIPMENT BILL TO INFORMATION

Customer Legal Name: SCHOOL BOARD OF HERNANDO COUNTY		
Address Line 1: 8050 MOBLEY RD		**Contact:** Julie Cirricione
Address Line 2:		**Phone:** (352)797-7060
City: BROOKSVILLE		**E-mail:** cirricione_j@hcsb.k12.fl.us
ST/Zip: FL / 34601-9061	**County:** HERNANDO	**Fax:**

	PO Included PO#
Yes	Sales Tax Exempt (Attach Valid Exemption Certificate)
	Syndication
	PS Service (Subject to and governed by additional Terms and Conditions)
	IT Service (Subject to and governed by additional Terms and Conditions)

	TS PO# (if applicable) _
	Add to Existing Service Contract #
Yes	Fixed Rate Service Term 60 Months
	Annual Escalation (after initial Fixed term) 15%

This is an Order made pursuant to the terms and conditions of the above referenced Master Agreement(s) between Customer and Ricoh USA, Inc. The signature below indicates that the customer accepts all terms and conditions of the applicable Master Agreement(s) for this sale, all of which are incorporated herein by reference and made part of this Order. This Order is not valid unless and until signed by and Authorized Signatory of Ricoh USA, Inc.

SERVICE INFORMATION

SERVICE BILL TO INFORMATION

Customer Legal Name: SCHOOL BOARD OF HERNANDO COUNTY		
Address Line 1: 8050 MOBLEY RD		**Contact:** Julie Cirricione
Address Line 2:		**Phone:** (352)797-7060
City: BROOKSVILLE		**E-mail:** cirricione_j@hcsb.k12.fl.us
ST/Zip: FL /34601-9061	**County:** HERNANDO	**Fax:**

Service Term (Months)	Base Billing Frequency	Overage Billing Frequency	Service Type
60 Months	MONTHLY	MONTHLY	GOLD

SHIP TO / PRODUCT INFORMATION

Product Description	QTY	Service Level	11 x 17	B/W Allowance *QUARTERLY*	B/W Ovg	Color Allowance *QUARTERLY*	Color Ovg	Service Base *MONTHLY*	Ship To / Equipment Address Contact Info
RICOH IM7000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	885 N BROAD ST BROOKSVILLE FL 34601-2302 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM7000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	13400 ELGIN BLVD SPRING HILL FL 34609-0401 US

									Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM4000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	1036 VARSITY DR BROOKSVILLE FL 34601-2203 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IMC4510 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	.04	$0.00	919 N BROAD ST BROOKSVILLE FL 34601-2397 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IMC4510 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	.04	$0.00	919 N BROAD ST BROOKSVILLE FL 34601-2397 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM4000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	919 N BROAD ST BROOKSVILLE FL 34601-2397 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM4000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	3339 CALIFORNIA ST BROOKSVILLE FL 34604-0676 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM4000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	3339 CALIFORNIA ST BROOKSVILLE FL 34604-0676 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM370F CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	3339 CALIFORNIA ST BROOKSVILLE FL 34604-0676 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM4000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	3339 CALIFORNIA ST BROOKSVILLE FL 34604-0676 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM7000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	919 N BROAD ST BROOKSVILLE FL 34601-2397 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM4000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	13400 ELGIN BLVD SPRING HILL FL 34609-0401 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH PRO8400S CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	4135 CALIFORNIA ST BROOKSVILLE FL 34604-0682 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us

RICOH

RICOH IM7000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	4135 CALIFORNIA ST BROOKSVILLE FL 34604-0682 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM4000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	4135 CALIFORNIA ST BROOKSVILLE FL 34604-0682 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM4000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	4135 CALIFORNIA ST BROOKSVILLE FL 34604-0682 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM7000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	2055 DELTONA BLVD SPRING HILL FL 34606-3216 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM7000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034		0	$0.00	2055 DELTONA BLVD SPRING HILL FL 34606-3216 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM4000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	2055 DELTONA BLVD SPRING HILL FL 34606-3216 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM370F CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	2055 DELTONA BLVD SPRING HILL FL 34606-3216 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM4000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	885 N BROAD ST BROOKSVILLE FL 34601-2302 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM370F CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	19220 YOUTH DR BROOKSVILLE FL 34601-8600 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM7000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	19220 YOUTH DR BROOKSVILLE FL 34601-8600 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM370F CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	19220 YOUTH DR BROOKSVILLE FL 34601-8600 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM7000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	27151 ROPER RD BROOKSVILLE FL 34602-7210 US Julie Cirricione (352)797-7060

									cirricione_j@hcsb.k12.fl.us
RICOH IM4000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	27151 ROPER RD BROOKSVILLE FL 34602-7210 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM4000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	27151 ROPER RD BROOKSVILLE FL 34602-7210 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM4000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	14063 KEN AUSTIN PKWY BROOKSVILLE FL 34613-4904 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM4000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	14063 KEN AUSTIN PKWY BROOKSVILLE FL 34613-4904 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH PRO8400S CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	10252 NORTHCLIFFE BLVD SPRING HILL FL 34608-3616 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH PRO8400S CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	10252 NORTHCLIFFE BLVD SPRING HILL FL 34608-3616 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM7000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	14075 KEN AUSTIN PKWY BROOKSVILLE FL 34613-4904 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM7000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	10252 NORTHCLIFFE BLVD SPRING HILL FL 34608-3616 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM7000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	10252 NORTHCLIFFE BLVD SPRING HILL FL 34608-3616 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM7000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	9412 FOX CHAPEL LN SPRING HILL FL 34606-1215 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM7000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	9412 FOX CHAPEL LN SPRING HILL FL 34606-1215 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM4000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	9412 FOX CHAPEL LN SPRING HILL FL 34606-1215 US

									Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM370F CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	9412 FOX CHAPEL LN SPRING HILL FL 34606-1215 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM370F CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	9412 FOX CHAPEL LN SPRING HILL FL 34606-1215 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM4000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	1070 VARSITY DR BROOKSVILLE FL 34601-2203 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM7000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	111 ERNIE CHATMAN RUN BROOKSVILLE FL 34601-6840 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM7000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	111 ERNIE CHATMAN RUN BROOKSVILLE FL 34601-6840 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM7000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	14075 KEN AUSTIN PKWY BROOKSVILLE FL 34613-4904 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM4000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	111 ERNIE CHATMAN RUN BROOKSVILLE FL 34601-6840 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM4000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	111 ERNIE CHATMAN RUN BROOKSVILLE FL 34601-6840 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM7000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	3139 DUMONT AVE SPRING HILL FL 34609-4236 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM7000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	3139 DUMONT AVE SPRING HILL FL 34609-4236 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM4000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	3139 DUMONT AVE SPRING HILL FL 34609-4236 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us

RICOH

RICOH IM7000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	7175 EMERSON RD BROOKSVILLE FL 34601-5752 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM370F CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	7175 EMERSON RD BROOKSVILLE FL 34601-5752 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM7000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	7175 EMERSON RD BROOKSVILLE FL 34601-5752 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM7000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	4057 CALIFORNIA ST BROOKSVILLE FL 34604-0683 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM7000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	4057 CALIFORNIA ST BROOKSVILLE FL 34604-0683 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM4000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	14075 KEN AUSTIN PKWY BROOKSVILLE FL 34613-4904 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM4000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	4057 CALIFORNIA ST BROOKSVILLE FL 34604-0683 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM4000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	4057 CALIFORNIA ST BROOKSVILLE FL 34604-0683 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM4000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	4057 CALIFORNIA ST BROOKSVILLE FL 34604-0683 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM7000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	14411 KEN AUSTIN PKWY BROOKSVILLE FL 34613-4992 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM7000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	14411 KEN AUSTIN PKWY BROOKSVILLE FL 34613-4992 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM7000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	4100 BARCLAY AVE BROOKSVILLE FL 34609-0862 US Julie Cirricione (352)797-7060

									cirricione_j@hcsb.k12.fl.us
RICOH IM7000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	4100 BARCLAY AVE BROOKSVILLE FL 34609-0862 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM4000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	4100 BARCLAY AVE BROOKSVILLE FL 34609-0862 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM7000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	6001 MARINER BLVD SPRING HILL FL 34609-1314 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM7000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	6001 MARINER BLVD SPRING HILL FL 34609-1314 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM7000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	14075 KEN AUSTIN PKWY BROOKSVILLE FL 34613-4904 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM4000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	6001 MARINER BLVD SPRING HILL FL 34609-1314 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM7000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	3300 MARINER BLVD SPRING HILL FL 34609-2799 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM7000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	3300 MARINER BLVD SPRING HILL FL 34609-2799 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM7000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	3300 MARINER BLVD SPRING HILL FL 34609-2799 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM4000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	3300 MARINER BLVD SPRING HILL FL 34609-2799 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM4000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	3300 MARINER BLVD SPRING HILL FL 34609-2799 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM4000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	11135 QUALITY DR SPRING HILL FL 34609-9605 US

									Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM4000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	11135 QUALITY DR SPRING HILL FL 34609-9605 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM7000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	11135 QUALITY DR SPRING HILL FL 34609-9605 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH PRO8400S CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	12150 VESPA WAY WEEKI WACHEE FL 34614-3062 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM4000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	14075 KEN AUSTIN PKWY BROOKSVILLE FL 34613-4904 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM7000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	12150 VESPA WAY WEEKI WACHEE FL 34614-3062 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM7000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	12150 VESPA WAY WEEKI WACHEE FL 34614-3062 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM7000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	14325 KEN AUSTIN PKWY BROOKSVILLE FL 34613-4907 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM7000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	14325 KEN AUSTIN PKWY BROOKSVILLE FL 34613-4907 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM4000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	14325 KEN AUSTIN PKWY BROOKSVILLE FL 34613-4907 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM4000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	14325 KEN AUSTIN PKWY BROOKSVILLE FL 34613-4907 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM7000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	5400 APPLEGATE DR SPRING HILL FL 34606-4505 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us

RICOH

RICOH IM370F CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	5400 APPLEGATE DR SPRING HILL FL 34606-4505 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM7000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	12240 VESPA WAY WEEKI WACHEE FL 34614-3066 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM7000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	12240 VESPA WAY WEEKI WACHEE FL 34614-3066 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM4000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	14075 KEN AUSTIN PKWY BROOKSVILLE FL 34613-4904 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM4000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	12240 VESPA WAY WEEKI WACHEE FL 34614-3066 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM370F CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	17050 SPRING HILL DR SPRING HILL FL 34604 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM4000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	17050 SPRING HILL DR SPRING HILL FL 34604 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM4000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	17050 SPRING HILL DR SPRING HILL FL 34604 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IMC4510 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	.04	$0.00	919 N BROAD ST BROOKSVILLE FL 34601-2397 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM4000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	919 N BROAD ST BROOKSVILLE FL 34601-2397 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IMC4510 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	.04	$0.00	1036 VARSITY DR BROOKSVILLE FL 34601-2203 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM4000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	1036 VARSITY DR BROOKSVILLE FL 34601-2203 US Julie Cirricione (352)797-7060

									cirricione_j@hcsb.k12.fl.us
RICOH IM4000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	1036 VARSITY DR BROOKSVILLE FL 34601-2203 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM4000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	8016 MOBLEY RD BROOKSVILLE FL 34601-9061 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM7000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	13400 ELGIN BLVD SPRING HILL FL 34609-0401 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IMC4510 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	.04	$0.00	919 N BROAD ST BROOKSVILLE FL 34601-2397 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM7000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	919 N BROAD ST BROOKSVILLE FL 34601-2397 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM370F CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	919 N BROAD ST BROOKSVILLE FL 34601-2397 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IMC4510 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	.04	$0.00	919 N BROAD ST BROOKSVILLE FL 34601-2397 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM7000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	919 N BROAD ST BROOKSVILLE FL 34601-2397 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM370F CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	8008 MOBLEY RD BROOKSVILLE FL 34601-9061 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM4000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	8008 MOBLEY RD BROOKSVILLE FL 34601-9061 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IM4000 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	801 N BROAD ST BROOKSVILLE FL 34601-2302 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IMC4510 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	.04	$0.00	8050 MOBLEY RD BROOKSVILLE FL 34601-9061 US

									Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us
RICOH IMC4510 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	.04	$0.00	919 N BROAD ST BROOKSVILLE FL 34601-2397 US Julie Cirricione (352)797-7060 cirricione_j@hcsb.k12.fl.us

BASIC CONNECTIVITY / PS / IT SERVICES INFORMATION

BASIC CONNECTIVITY / PS / IT Services Description	QTY
[OA]CIP ISF TRAINING M8400 FAMILY WITH GW	1
TS GENERIC BUNDLED SERVICE 60 MONTHS	1
[OA]CIP ISF TRAINING M8400 FAMILY WITH GW	1
[OA]CIP ISF TRAINING M8400 FAMILY WITH GW	1
[OA]CIP ISF TRAINING M8400 FAMILY WITH GW	1
[SOW NO SDA]RICOH PS PROJECT MANAGEMENT-CORE 3 MONTH	165
TS NETWORK & SCAN CONNECT - SEG 5	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 3	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 5	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 5	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 3	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 5	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 3	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 3	1
TS NETWORK & SCAN CONNECT - SEG 5	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 5	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 3	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 6 INCLUDES D6I DIGIMASTER	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 5	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 3	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1

TS NETWORK & SCAN CONNECT - SEG 3	1
TS NETWORK & SCAN CONNECT - SEG 5	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 5	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 3	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN - PRINTER	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN - PRINTER	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 5	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN - PRINTER	1
TS NETWORK & SCAN CONNECT - SEG 5	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 3	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 3	1
TS NETWORK & SCAN CONNECT - SEG 3	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 3	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 6 INCLUDES D6I DIGIMASTER	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 6 INCLUDES D6I DIGIMASTER	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 5	1
TS NETWORK & SCAN CONNECT - SEG 5	1
TS NETWORK & SCAN CONNECT - SEG 5	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 5	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 3	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN - PRINTER	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN - PRINTER	1
TS NETWORK & SCAN CONNECT - SEG 3	1
TS NETWORK & SCAN CONNECT - SEG 5	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 5	1

RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 3	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 3	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 5	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 5	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 3	1
TS NETWORK & SCAN CONNECT - SEG 5	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN - PRINTER	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 5	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 5	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 5	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 3	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 3	1
TS NETWORK & SCAN CONNECT - SEG 3	1
TS NETWORK & SCAN CONNECT - SEG 5	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 5	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 5	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
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RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
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RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 5	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 3	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 5	1

RICOH

RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 5	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 5	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 3	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 3	1
TS NETWORK & SCAN CONNECT - SEG 3	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 3	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 5	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 6 INCLUDES D6I DIGIMASTER	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 5	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 5	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 5	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 5	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 3	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 3	1
TS NETWORK & SCAN CONNECT - SEG 5	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN - PRINTER	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 5	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 5	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 3	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN - PRINTER	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 3	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 3	1

RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN - SEG BC4	1
TS NETWORK & SCAN CONNECT - SEG 3	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN - SEG BC4	1
TS NETWORK & SCAN CONNECT - SEG 3	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 3	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 3	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN - SEG BC4	1
TS NETWORK & SCAN CONNECT - SEG 5	1
TS NETWORK & SCAN - PRINTER	1
TS NETWORK & SCAN - SEG BC4	1
TS NETWORK & SCAN CONNECT - SEG 5	1
TS NETWORK & SCAN - PRINTER	1
TS NETWORK & SCAN CONNECT - SEG 3	1
TS NETWORK & SCAN CONNECT - SEG 3	1
TS NETWORK & SCAN - SEG BC4	1
TS NETWORK & SCAN - SEG BC4	1
TS NETWORK & SCAN CONNECT - SEG 3	1
TS NETWORK & SCAN - SEG BC4	1
TS NETWORK & SCAN - SEG BC4	1
TS NETWORK & SCAN CONNECT - SEG 3	1
TS NETWORK & SCAN CONNECT - SEG 3	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 3	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN - PRINTER	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN CONNECT - SEG 3	1
TS NETWORK & SCAN CONNECT - SEG 5	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1

RICOH

ORDER TOTALS		
Service Type Offerings:	**Product Total:**	
Gold: Includes all supplies and staples. Excludes paper. **Silver:** Includes all supplies. Excludes paper and staples. **Bronze:** Parts and labor only. Excludes paper, staples and supplies.	**BASIC CONNECTIVITY / PS / IT Services :**	
	BuyOut After Promotions:	
Additional Provisions: ***Insert ANY additional provisions here***	**Grand Total: (Excludes Tax)**	

Accepted by Customer	**Accepted: Ricoh USA, Inc.**
By: **X** _____	By: _____
Authorized Signer Signature	*Authorized Signer Signature*
Printed Name: _____	Printed Name: Robert Griffin
Title: _____ Date: _____	Title: Regional Vice President Date: 6/24/25

RICOH

EQUIPMENT REMOVAL/BUYOUT AUTHORIZATION

Customer Name:	SCHOOL BOARD OF HERNANDO COUNTY				
Contact Name:	JULIE CIRRINCIONE			Phone:	(352)-797-7060
Address:	SEE ATTACHED			City:	
State:		Zip:		Fax/Email:	CIRRINCIONE_J@HCSB.K12.FL.US

Make	Model	Serial Number	Machine Status
		SEE ATTACHED LIST	CONTRACT END

This Authorization applies to the equipment identified above and to the following Removal/Buy Out Option

This Authorization will confirm that Customer desires to engage Ricoh USA, Inc. ("Ricoh") to pick-up and remove certain items of equipment that are currently (i) owned by Customer or (ii) leased from Ricoh or other third party (as specified below), and that you intend to issue written or electronic removal requests (whether such equipment is identified in this Authorization, in a purchase order, in a letter or other written form) to Ricoh from time to time for such purpose. Such removal request will set forth the location, make, model and serial number of the equipment to be removed by Ricoh. By signing below, you confirm that, with respect to every removal request issued by Customer (1) Ricoh may rely on the request, (2) the request shall be governed by this Authorization, and (3) Ricoh may accept this Authorization by either its signature or by commencing performance (e.g., equipment removal, initiating Services, etc.). Each party agrees that electronic signatures of the parties on this Authorization will have the same force and effect as manual signature. Notwithstanding the foregoing, the parties acknowledge and agree that Ricoh shall have no obligation to remove, delete, preserve, maintain or otherwise safeguard any information, images or content retained by, in or on any item of equipment serviced by Ricoh, whether through a digital storage device, hard drive or similar electronic medium ("Data Management Services"). If desired, Customer may engage Ricoh to perform such Data Management Services at its then-current rates. Notwithstanding anything in this Authorization to the contrary, (i) Customer is responsible for ensuring its own compliance with legal requirements pertaining to data retention and protection, (ii) it is the Customer's sole responsibility to obtain advice of competent legal counsel as to the identification and interpretation of any relevant laws and regulatory requirements that may affect the customer's business or data retention, and any actions required to comply with such laws, (iii) Ricoh does not provide legal advice or represent or warrant that its services or products will guarantee or ensure compliance with any law, regulation or requirement, and (iv) the selection, use and design of any Data Management Services, and any and all decisions arising with respect to the deletion or storage of any data, as well as any loss of data resulting therefrom, shall be the sole responsibility of Customer, and Customer shall indemnify and hold harmless Ricoh and its subsidiaries, directors, officers, employees and agents from and against any and all costs, expenses, liabilities, claims, damages, losses, judgments or fees (including reasonable attorneys' fees) (collectively, "Losses") arising therefrom or related thereto.

☐ **Equipment Removal (Owned by Customer)**. In addition to the terms and conditions set forth above, the following terms and conditions shall apply for Customer-owned equipment removals: Customer confirms that (1) Customer has good, valid and marketable title to such equipment and has satisfied all payment and other obligations relating to such equipment which may be owing to any third party under applicable lease, financing, sale or other agreements, (2) Customer has obtained any and all necessary consents and approvals required to authorize Ricoh to remove such items of equipment and to take title thereto, and (3) by this Authorization, Customer hereby transfers good and valuable title and ownership to Ricoh to the equipment, free and clear of any and all liens and encumbrances of any nature whatsoever and Customer will cause to be done, executed and delivered all such further instruments of conveyance as may be reasonably requested for the vesting of good title in Ricoh.

☒ **Equipment Removal (Leased by Customer)**. In addition to the terms and conditions set forth above, the following terms and conditions shall apply for equipment removals of equipment leased by Customer: Except for the obligations of Ricoh to pick up and remove the identified equipment, Ricoh does not assume any obligation, payment or otherwise, under any lease agreement, which shall remain Customer's sole responsibility. As a material condition to the performance by Ricoh, Customer hereby releases Ricoh from, and shall indemnify, defend and hold Ricoh harmless from and against, any and all claims, liabilities, costs, expenses and fees arising from or relating to any breach of Customer's representations or obligations in this Authorization or of any obligation owing by Customer under its lease agreement.

☐ **Buy Out Terms**. Upon execution and delivery by Customer of a sale, lease (and related delivery and acceptance certificate), service and/or other agreement ("Agreement") between Ricoh and/or other third party, Ricoh agrees to pay to

(A) ☐ the customer (and Customer hereby agrees to promptly pay such amount to the below named payee ("Payee"), or

(B) ☐ the Payee identified below, an amount ("Buy Out Amount") equal to $_____, to pay off an/or reduce Customer's obligations owing under that certain equipment lease agreement _____for third party lease company ("Third Party Lease") between Customer and Payee relating to the equipment identified in the Third Party Lease.

THIRD PARTY LEASE – COMPANY INFORMATION

Payee Name: Attention To:

Address:

City: State: Zip Code:

☐ W-9 included ☐ Third-Party Quote or Proof of Buy Out Included Mailing Method: (select one) ☐ Mail Check (regular) ☐ Overnight Check

The Buy Out Amount represents the total amount payable by Ricoh for such purpose. Ricoh shall have no obligation, and does not assume any obligation, under the Third-Party Lease. Customer acknowledges that Customer is solely responsible to make payments to the Payee under the Third-Party lease, to return the Equipment at the appropriate time to the appropriate location as determined by the Payee, and to fulfill any and all payment and other obligations under the Third-Party Lease. Customer agrees to indemnify and hold Ricoh harmless from any losses, damages, claims, suits and actions (including reasonable attorneys' fees) arising from the breach by Customer of any of its obligations contained in this authorization and/or the Third-Party Lease.

CUSTOMER

Signature: _____

Name: _____

Title: _____

Date: _____

RICOH USA, INC.

Signature: Robert Griffin

Name: Robert Griffin

Title: Regional Vice President

Date: 6/18/25

Approved as to Content & Form
Caroline Mockler, Esq.
Staff Counsel, HCSD
3:12 pm, 07/09/2025

RICOH

Address	Manufacturer/Model	Mfr SN / Config SN / Equip ID
1036 VARSITY DR, EXCEPTIONAL STUDENT SUPPORT SERVICES, TRP: 04/29/2021, BROOKSVILLE HERNANDO FL 34601-2203	MP4055SP	C320R801355 C83241605 14691948
919 N BROAD ST, PROFESSIONAL DEVELOPMENT, TRP: 04/29/2021, BROOKSVILLE HERNANDO FL 34601-2397	MP4055SP	C320R801133 C83241700 14692300
13400 ELGIN BLVD, TRG: 12/14/2010, SPRING HILL HERNANDO FL 34609-0401	MP7503SP	G660C800033 C83242153 14692587
3300 MARINER BLVD, TRG: 12/14/2010, SPRING HILL HERNANDO FL 34609-2799	MP4055SP	C320R800964 C83241859 14692381
10252 NORTHCLIFFE BLVD, TRG: 02/17/2011, SPRING HILL HERNANDO FL 34608-3616	PRO8300S	3670C600132 C83241746 14691497
3139 DUMONT AVE, TRG: 12/14/2010, SPRING HILL HERNANDO FL 34609-4236	MP7503SP	G660C700015 C83242006 14692544
13400 ELGIN BLVD, TRG: 12/14/2010, SPRING HILL HERNANDO FL 34609-0401	MP7503SP	G660C800034 C83242154 14692580
27151 ROPER RD, TRG: 12/14/2010, BROOKSVILLE HERNANDO FL 34602-7210	MP4055SP	C320R801469 C83241705 14692179
11135 QUALITY DR, TRG: 12/14/2010, SPRING HILL HERNANDO FL 34609-9605	MP4055SP	C320R800808 C83241927 14692457
4135 CALIFORNIA ST, TRG: 09/01/2010, BROOKSVILLE HERNANDO FL 34604-0682	MP4055SP	C320R800789 C83241731 14691827
9412 FOX CHAPEL LN, TRG: 12/14/2010, SPRING HILL HERNANDO FL 34606-1215	MP4055SP	C320R801174 C83241734 14504421
1036 VARSITY DR, EXCEPTIONAL STUDENT SUPPORT SERVICES, TRP: 04/29/2021, BROOKSVILLE HERNANDO FL 34601-2203	MP4055SP	C320R801364 C83241606 14504416
3139 DUMONT AVE, TRG: 12/14/2010, SPRING HILL HERNANDO FL 34609-4236	MP7503SP	G660C800076 C83242002 14692545
5400 APPLEGATE DR, TRG: 12/15/2010, SPRING HILL HERNANDO FL 34606-4505	IM350F	3370P901471 C83241738 14692186
12150 VESPA WAY, TRG: 07/09/2010, WEEKI WACHEE HERNANDO FL 34614-3062	MP7503SP	G660C700021 C83242214 14692559
3339 CALIFORNIA ST, TRANSPORTATION DEPARTMENT, TRP: 04/29/2021, BROOKSVILLE HERNANDO FL 34604-0676	IM350F	3370P901476 C83241740 14691826
4100 BARCLAY AVE, TRG: 12/14/2010, BROOKSVILLE HERNANDO FL 34609-0862	MP4055SP	C320R800856 C83241928 14692484

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19220 YOUTH DR, TRG: 12/15/2010, BROOKSVILLE HERNANDO FL 34601-8600	MP7503SP	G660C800085 C83242003 14692540
12240 VESPA WAY, TRG: 07/05/2011, WEEKI WACHEE HERNANDO FL 34614-3066	MP7503SP	G660C800084 C83242217 14691709
1036 VARSITY DR, EXCEPTIONAL STUDENT SUPPORT SERVICES, TRP: 04/29/2021, BROOKSVILLE HERNANDO FL 34601-2203	MP4055SP	C320R801457 C83241607 14692162
9412 FOX CHAPEL LN, TRG: 12/14/2010, SPRING HILL HERNANDO FL 34606-1215	MP7503SP	G660C800079 C83242010 14692219
14411 KEN AUSTIN PKWY, TRC: 07/17/2009, BROOKSVILLE HERNANDO FL 34613-4992	MP7503SP	G660C700025 C83242212 14692596
14325 KEN AUSTIN PKWY, TRG: 12/14/2010, BROOKSVILLE HERNANDO FL 34613-4907	MP7503SP	G660C800095 C83242215 14692403
111 ERNIE CHATMAN RUN, HERNANDO HIGH SCHOOL, TRP: 04/29/2021, BROOKSVILLE HERNANDO FL 34601-6840	MP7503SP	G660C800046 C83242012 14692326
14325 KEN AUSTIN PKWY, TRG: 12/14/2010, BROOKSVILLE HERNANDO FL 34613-4907	MP7503SP	G660C800091 C83242216 14692089
4057 CALIFORNIA ST, TRC: 04/03/2015, BROOKSVILLE HERNANDO FL 34604-0683	MP7503SP	G660C800065 C83242008 14691685
111 ERNIE CHATMAN RUN, HERNANDO HIGH SCHOOL, TRP: 04/29/2021, BROOKSVILLE HERNANDO FL 34601-6840	MP7503SP	G660C700027 C83242011 14691686
2055 DELTONA BLVD, TRG: 12/14/2010, SPRING HILL HERNANDO FL 34606-3216	MP7503SP	G660C800087 C83242019 14504424
4100 BARCLAY AVE, TRG: 12/14/2010, BROOKSVILLE HERNANDO FL 34609-0862	MP7503SP	G660C700050 C83242005 14692543
111 ERNIE CHATMAN RUN, HERNANDO HIGH SCHOOL, TRP: 04/29/2021, BROOKSVILLE HERNANDO FL 34601-6840	MP4055SP	C320R801467 C83241612 14692167
9412 FOX CHAPEL LN, TRG: 12/14/2010, SPRING HILL HERNANDO FL 34606-1215	MP7503SP	G660C800080 C83242014 14504427
4135 CALIFORNIA ST, TRG: 09/01/2010, BROOKSVILLE HERNANDO FL 34604-0682	PRO8300S	3670C600131 C83241744 14692303
12150 VESPA WAY, TRG: 07/09/2010, WEEKI WACHEE HERNANDO FL 34614-3062	MP7503SP	G660C700005 C83242213 14692597
4057 CALIFORNIA ST, TRC: 04/03/2015, BROOKSVILLE HERNANDO FL 34604-0683	MP4055SP	C320R801237 C83241695 14504420
3300 MARINER BLVD, TRG: 12/14/2010, SPRING HILL HERNANDO FL 34609-2799	MP7503SP	G660C800013 C83242148 14692228

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19220 YOUTH DR, TRG: 12/15/2010, BROOKSVILLE HERNANDO FL 34601-8600	IM350F	3370P901477 C83241711 14692190
6001 MARINER BLVD, TRG: 12/14/2010, SPRING HILL HERNANDO FL 34609-1314	MP4055SP	C320R800966 C83241923 14692390
111 ERNIE CHATMAN RUN, HERNANDO HIGH SCHOOL, TRP: 04/29/2021, BROOKSVILLE HERNANDO FL 34601-6840	MP4055SP	C320R801448 C83241611 14691820
27151 ROPER RD, TRG: 12/14/2010, BROOKSVILLE HERNANDO FL 34602-7210	MP7503SP	G660C700037 C83242013 14692546
17050 SPRING HILL DR, TRX: 01/07/2025, SPRING HILL PASCO FL 34604	IM350F	3370P901398 C83241739 14692128
14075 KEN AUSTIN PKWY, TRG: 12/15/2010, BROOKSVILLE HERNANDO FL 34613-4904	MP4055SP	C320R800991 C83241854 14691669
13400 ELGIN BLVD, TRG: 12/14/2010, SPRING HILL HERNANDO FL 34609-0401	MP4055SP	C320R800982 C83241924 14692458
14075 KEN AUSTIN PKWY, TRG: 12/15/2010, BROOKSVILLE HERNANDO FL 34613-4904	MP7503SP	G660C700024 C83242209 14691708
2055 DELTONA BLVD, TRG: 12/14/2010, SPRING HILL HERNANDO FL 34606-3216	MP4055SP	C320R700981 C83241733 14692129
885 N BROAD ST, TRG: 01/31/2011, BROOKSVILLE HERNANDO FL 34601-2302	MP4055SP	C320R801274 C83241608 14691645
14075 KEN AUSTIN PKWY, TRG: 12/15/2010, BROOKSVILLE HERNANDO FL 34613-4904	MP4055SP	C320R800847 C83241855 14692379
14325 KEN AUSTIN PKWY, TRG: 12/14/2010, BROOKSVILLE HERNANDO FL 34613-4907	MP4055SP	C320R800812 C83241860 14692450
3300 MARINER BLVD, TRG: 12/14/2010, SPRING HILL HERNANDO FL 34609-2799	MP7503SP	G660C800054 C83242147 14692509
17050 SPRING HILL DR, TRX: 01/07/2025, SPRING HILL PASCO FL 34604	MP4055SP	C320R801417 C83241694 14691825
3339 CALIFORNIA ST, TRANSPORTATION DEPARTMENT, TRP: 04/29/2021, BROOKSVILLE HERNANDO FL 34604-0676	MP4055SP	C320R700976 C83241737 14692314
3300 MARINER BLVD, TRG: 12/14/2010, SPRING HILL HERNANDO FL 34609-2799	MP7503SP	G660C800021 C83242149 14692586
7175 EMERSON RD, TRG: 12/15/2010, BROOKSVILLE HERNANDO FL 34601-5752	MP7503SP	G660C700043 C83242007 14504426
6001 MARINER BLVD, TRG: 12/14/2010, SPRING HILL HERNANDO FL 34609-1314	MP7503SP	G660C800077 C83242145 14504438

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17050 SPRING HILL DR, TRX: 01/07/2025, SPRING HILL PASCO FL 34604	MP4055SP	C320R801032 C83241699 14691652
3339 CALIFORNIA ST, TRANSPORTATION DEPARTMENT, TRP: 04/29/2021, BROOKSVILLE HERNANDO FL 34604-0676	MP4055SP	C320R800796 C83241736 14692185
14063 KEN AUSTIN PKWY, TRG: 07/06/2015, BROOKSVILLE HERNANDO FL 34613-4904	MP4055SP	C320R800819 C83241857 14692382
12150 VESPA WAY, TRG: 07/09/2010, WEEKI WACHEE HERNANDO FL 34614-3062	PRO8300S	3670C600098 C83241937 14692459
7175 EMERSON RD, TRG: 12/15/2010, BROOKSVILLE HERNANDO FL 34601-5752	IM350F	3370P801949 C83241629 14692141
11135 QUALITY DR, TRG: 12/14/2010, SPRING HILL HERNANDO FL 34609-9605	MP7503SP	G660C800007 C83242150 14691702
8016 MOBLEY RD, TRG: 12/14/2010, BROOKSVILLE HERNANDO FL 34601-9061	MP4055SP	C320R801263 C83241697 14691653
14411 KEN AUSTIN PKWY, TRC: 07/17/2009, BROOKSVILLE HERNANDO FL 34613-4992	MP7503SP	G660C700032 C83242211 14692514
14075 KEN AUSTIN PKWY, TRG: 12/15/2010, BROOKSVILLE HERNANDO FL 34613-4904	MP7503SP	G660C800101 C83242219 14504444
6001 MARINER BLVD, TRG: 12/14/2010, SPRING HILL HERNANDO FL 34609-1314	MP7503SP	G660C800001 C83242146 14692599
10252 NORTHCLIFFE BLVD, TRG: 02/17/2011, SPRING HILL HERNANDO FL 34608-3616	PRO8300S	3670C600123 C83241745 14691655
5400 APPLEGATE DR, TRG: 12/15/2010, SPRING HILL HERNANDO FL 34606-4505	MP7503SP	G660C800078 C83242069 14504429
12240 VESPA WAY, TRG: 07/05/2011, WEEKI WACHEE HERNANDO FL 34614-3066	MP4055SP	C320R800924 C83241925 14692110
4135 CALIFORNIA ST, TRG: 09/01/2010, BROOKSVILLE HERNANDO FL 34604-0682	MP7503SP	G660C800093 C83242016 14691684
7175 EMERSON RD, TRG: 12/15/2010, BROOKSVILLE HERNANDO FL 34601-5752	MP7503SP	G660C700112 C83242018 14692327
14075 KEN AUSTIN PKWY, TRG: 12/15/2010, BROOKSVILLE HERNANDO FL 34613-4904	MP7503SP	G660C800088 C83242210 14692605
4057 CALIFORNIA ST, TRC: 04/03/2015, BROOKSVILLE HERNANDO FL 34604-0683	MP7503SP	G660C800074 C83242009 14692333
12240 VESPA WAY, TRG: 07/05/2011, WEEKI WACHEE HERNANDO FL 34614-3066	MP7503SP	G660C800099 C83242218 14692515

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14063 KEN AUSTIN PKWY, TRG: 07/06/2015, BROOKSVILLE HERNANDO FL 34613-4904	MP4055SP	C320R800923 C83241858 14692385
4100 BARCLAY AVE, TRG: 12/14/2010, BROOKSVILLE HERNANDO FL 34609-0862	MP7503SP	G660C800081 C83242004 14692334
2055 DELTONA BLVD, TRG: 12/14/2010, SPRING HILL HERNANDO FL 34606-3216	IM350F	3370P901473 C83241743 14691657
11135 QUALITY DR, TRG: 12/14/2010, SPRING HILL HERNANDO FL 34609-9605	MP4055SP	C320R800928 C83241926 14692335
919 N BROAD ST, DIVISION OF TEACHING & LEARNING, TRP: 04/29/2021, BROOKSVILLE HERNANDO FL 34601-2397	MP7503SP	G660C800090 C83242071 14692550
2055 DELTONA BLVD, TRG: 12/14/2010, SPRING HILL HERNANDO FL 34606-3216	MP7503SP	G660C700060 C83242017 14692325
9412 FOX CHAPEL LN, TRG: 12/14/2010, SPRING HILL HERNANDO FL 34606-1215	IM350F	3370P901472 C83241741 14692187
885 N BROAD ST, TRG: 01/31/2011, BROOKSVILLE HERNANDO FL 34601-2302	MP7503SP	G660C800096 C83242015 14504425

CUSTOMER INITIAL _____

RICOH

Omnia Partners Public Sector Product Schedule with Purchase Option *(tax exempt)*

Ricoh USA, Inc.
300 Eagleview Blvd #200
Exton, PA 19341

Product Schedule Number: _____

Master Lease Agreement Number: MLA35441852

This Omnia Partners Public Sector Product Schedule with Purchase Option (this "Schedule") is between Ricoh USA, Inc. ("we" or "us") and SCHOOL BOARD OF HERNANDO COUNTY, as customer or lessee ("Customer" or "you"). This Schedule constitutes a "Schedule," "Product Schedule," or "Order Agreement," as applicable, under the Omnia Partners Public Sector Master Lease Agreement (together with any amendments, attachments and addenda thereto, the "Lease Agreement") identified above, between you and _____. All terms and conditions of the Lease Agreement are incorporated into this Schedule and made a part hereof. If we are not the lessor under the Lease Agreement, then, solely for purposes of this Schedule, we shall be deemed to be the lessor under the Lease Agreement. It is the intent of the parties that this Schedule be separately enforceable as a complete and independent agreement, independent of all other Schedules to the Lease Agreement.

CUSTOMER INFORMATION

SCHOOL BOARD OF HERNANDO COUNTY	JULIE CIRRINCIONE
Customer (Bill To) 8050 MOBLEY RD	Billing Contact Name 8050 MOBLEY RD
Product Location Address BROOKSVILLE HERNANDO FL 34601-9061 City County State Zip	Billing Address *(if different from location address)* BROOKSVILLE HERNANDO FL 34601-9061 City County State Zip

Billing Contact Telephone Number	Billing Contact Facsimile Number	Billing Contact E-Mail Address
(352)-797-7061		CIRRINCIONE_J@HCSB.K12.FL.US

PRODUCT DESCRIPTION ("Product")

Qty	Product Description: Make & Model
1	RICOH IMC4510
22	RICOH IM370F

Qty	Product Description: Make & Model

PAYMENT SCHEDULE

Minimum Term *(months)*	Minimum Payment *(Without Tax)*	Interest Rate	Minimum Payment Billing Frequency	Advance Payment
60	$ 907.20	8.56 % per annum	☒ Monthly ☐ Quarterly ☐ Other: _____	☐ 1st Payment ☐ 1st & Last Payment ☐ Other: _____

Sales Tax Exempt: ☒ Yes (Attach Exemption Certificate)
I.R.C. Section 103 Interest Tax Exempt: ☐ Yes
Addendum Attached: ☐ Yes (Check if yes and indicate total number of pages: _____)

Customer Billing Reference Number (P.O.#, etc.) _____

TERMS AND CONDITIONS

1. The first Payment will be due on the Effective Date. If the Lease Agreement uses the terms "Lease Payment" and "Commencement Date" rather than "Payment" and "Effective Date," then, for purposes of this Schedule, the term "Payment" shall have the same meaning as "Lease Payment," and the term "Effective Date" shall have the same meaning as "Commencement Date."

2. You, the undersigned Customer, have applied to us to rent the above-described Product for lawful commercial (non-consumer) purposes. **THIS IS AN UNCONDITIONAL, NON-CANCELABLE AGREEMENT FOR THE MINIMUM TERM INDICATED ABOVE**, except as otherwise provided in the Lease Agreement, if applicable. If we accept this Schedule, you agree to rent the above Product from us, and we agree to rent such Product to you, on all the terms hereof, including the terms and conditions of the Lease Agreement. **THIS WILL ACKNOWLEDGE THAT YOU HAVE READ AND UNDERSTAND THIS SCHEDULE AND THE LEASE AGREEMENT AND HAVE RECEIVED A COPY OF THIS SCHEDULE AND THE LEASE AGREEMENT.**

_____
Customer Initials

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3. Purchase Option:

The parties agree that the purchase option for the Product is a $1.00 purchase option plus applicable taxes. In connection with such option, Customer further agrees as follows:

(i) notwithstanding anything to the contrary in the Lease Agreement, with respect to this Schedule only: It is the mutual intention of the parties that Customer shall be considered the owner of the Product (excluding all Software, which is owned and licensed to you by the Software Supplier) for various purposes, including federal income tax purposes, as of the Effective Date. You are entitled to all federal income tax benefits afforded to the owner of the Product, but we shall not be liable to you if you fail to secure or obtain such benefits. You will keep the Product free of all liens and encumbrances. You hereby grant to us a security interest in the Product covered by this Schedule (including any replacements, substitutions, additions, attachments and proceeds) as security for the payment of the amounts due or to become due under each Schedule;

(ii) in the event of default under the Lease Agreement or this Schedule, we may exercise all rights and remedies of a secured party under applicable law, in addition to any and all rights and remedies we may otherwise have under the Lease Agreement, including, without limitation, the right to repossess the Product free and clear of any of your rights and interests in the Product; and

(iii) notwithstanding anything to the contrary in the Lease Agreement, if no default has occurred and is continuing under the Lease Agreement or this Schedule and all of your obligations under this Schedule have been satisfied, we will release any security interest that we may have in the Product, you shall have no obligation to provide any end-of-term notice to us, and this Schedule will terminate and not be renewed.

4. WE MAKE NO REPRESENTATION OR WARRANTY OF ANY KIND, EXPRESS OR IMPLIED, WITH RESPECT TO THE LEGAL, TAX OR ACCOUNTING TREATMENT OF THE LEASE AGREEMENT, THIS SCHEDULE OR THE TRANSACTIONS EVIDENCED THEREBY. YOU ACKNOWLEDGE THAT WE ARE NOT AN AGENT OR A FIDUCIARY OF CUSTOMER. YOU WILL OBTAIN YOUR OWN LEGAL, TAX AND ACCOUNTING ADVICE AND WILL MAKE YOUR OWN DETERMINATION OF THE PROPER TREATMENT OF THE LEASE AGREEMENT AND THIS SCHEDULE.

5. Additional Provisions (if any) are: _____

THE PERSON SIGNING THIS SCHEDULE ON BEHALF OF THE CUSTOMER REPRESENTS THAT HE/SHE HAS THE AUTHORITY TO DO SO.

CUSTOMER	**Accepted by: RICOH USA, INC.**
By: X _____ Authorized Signer Signature	By: Robert Griffin _____ Authorized Signer Signature
Printed Name: _____	Printed Name: Robert Griffin
Title: _____ Date: _____	Title: Regional Vice President Date: 6/18/25

Approved as to Content & Form
Caroline Mockler, Esq.
Staff Counsel, HCSD
2:11 pm, 07/10/2025

Vendor's proposed Purchase Order terms rejected to the extent inconsistent with School Board's purchasing instructions. Purchase subject to terms of School Board Standard Addendum. http://www.hernandoschools.org/departments/purchasing/vendor-information

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RICOH

ORDER AGREEMENT

Sales Type: LEASE

Master Maintenance and Sale Agreement Number: MMSAP00005237
Master Maintenance and Sale Agreement Date:

EQUIPMENT BILL TO INFORMATION		
Customer Legal Name: SCHOOL BOARD OF HERNANDO COUNTY		
Address Line 1: 8050 MOBLEY RD		**Contact:** Julie Cirricione
Address Line 2:		**Phone:** (352)797-7060
City: BROOKSVILLE		**E-mail:** cirricione_j@hcsb.k12.fl.us
ST/Zip: FL / 34601-9061	**County:** HERNANDO	**Fax:**

	PO Included PO#		TS PO# (if applicable) _
Yes	Sales Tax Exempt (Attach Valid Exemption Certificate)		Add to Existing Service Contract #
	Syndication	Yes	Fixed Rate Service Term 60 Months
	PS Service (Subject to and governed by additional Terms and Conditions)		Annual Escalation (after initial Fixed term) 15%
	IT Service (Subject to and governed by additional Terms and Conditions)		

This is an Order made pursuant to the terms and conditions of the above referenced Master Agreement(s) between Customer and Ricoh USA, Inc. The signature below indicates that the customer accepts all terms and conditions of the applicable Master Agreement(s) for this sale, all of which are incorporated herein by reference and made part of this Order. This Order is not valid unless and until signed by and Authorized Signatory of Ricoh USA, Inc.

SERVICE INFORMATION			
SERVICE BILL TO INFORMATION			
Customer Legal Name: SCHOOL BOARD OF HERNANDO COUNTY			
Address Line 1: 8050 MOBLEY RD		**Contact:** Julie Cirricione	
Address Line 2:		**Phone:** (352)797-7060	
City: BROOKSVILLE		**E-mail:** cirricione_j@hcsb.k12.fl.us	
ST/Zip: FL /34601-9061	**County:** HERNANDO	**Fax:**	

Service Term (Months)	Base Billing Frequency	Overage Billing Frequency	Service Type
60 Months	MONTHLY	MONTHLY	GOLD

SHIP TO / PRODUCT INFORMATION

Product Description	QTY	Service Level	11 x 17	B/W Allowance *QUARTERLY*	B/W Ovg	Color Allowance *QUARTERLY*	Color Ovg	Service Base *QUARTERLY*	Ship To / Equipment Address Contact Info
RICOH IM370F CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	12240 VESPA WAY WEEKI WACHEE FL 34614-3066 US Julie Cirrincione (352) 797-7060 cirrincione_j@hcsb.k12.fl.us
RICOH IM370F CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	2055 DELTONA BLVD SPRING HILL FL 34606-3216 US

									Julie Cirrincione (352) 797-7060 cirrincione_j@hcsb.k12.fl.us
RICOH IM370F CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	19220 YOUTH DR BROOKSVILLE FL 34601-8600 US Julie Cirrincione (352) 797-7060 cirrincione_j@hcsb.k12.fl.us
RICOH IM370F CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	3139 DUMONT AVE SPRING HILL FL 34609-4236 US Julie Cirrincione (352) 797-7060 cirrincione_j@hcsb.k12.fl.us
RICOH IM370F CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	4057 CALIFORNIA ST BROOKSVILLE FL 34604-0683 US Julie Cirrincione (352) 797-7060 cirrincione_j@hcsb.k12.fl.us
RICOH IM370F CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	27151 ROPER RD BROOKSVILLE FL 34602-7210 US Julie Cirrincione (352) 797-7060 cirrincione_j@hcsb.k12.fl.us
RICOH IM370F CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	14411 KEN AUSTIN PKWY BROOKSVILLE FL 34613-4992 US Julie Cirrincione (352) 797-7060 cirrincione_j@hcsb.k12.fl.us
RICOH IM370F CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	6001 MARINER BLVD SPRING HILL FL 34609-1314 US Julie Cirrincione (352) 797-7060 cirrincione_j@hcsb.k12.fl.us
RICOH IM370F CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	11135 QUALITY DR SPRING HILL FL 34609-9605 US Julie Cirrincione (352) 797-7060 cirrincione_j@hcsb.k12.fl.us
RICOH IM370F CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	4100 BARCLAY AVE BROOKSVILLE FL 34609-0862 US Julie Cirrincione (352) 797-7060 cirrincione_j@hcsb.k12.fl.us
RICOH IM370F CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	7175 EMERSON RD BROOKSVILLE FL 34601-5752 US Julie Cirrincione (352) 797-7060 cirrincione_j@hcsb.k12.fl.us
RICOH IM370F CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	5400 APPLEGATE DR SPRING HILL FL 34606-4505 US Julie Cirrincione (352) 797-7060 cirrincione_j@hcsb.k12.fl.us
RICOH IM370F CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	111 ERNIE CHATMAN RUN BROOKSVILLE FL 34601-6840 US Julie Cirrincione (352) 797-7060 cirrincione_j@hcsb.k12.fl.us

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RICOH IM370F CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	10252 NORTHCLIFFE BLVD SPRING HILL FL 34608-3616 US Julie Cirrincione (352) 797-7060 cirrincione_j@hcsb.k12.fl.us
RICOH IM370F CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	9412 FOX CHAPEL LN SPRING HILL FL 34606-1215 US Julie Cirrincione (352) 797-7060 cirrincione_j@hcsb.k12.fl.us
RICOH IMC4510 CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	.04	$0.00	8050 MOBLEY RD BROOKSVILLE FL 34601-9061 US Julie Cirrincione (352) 797-7060 cirrincione_j@hcsb.k12.fl.us
RICOH IM370F CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	14325 KEN AUSTIN PKWY BROOKSVILLE FL 34613-4907 US Julie Cirrincione (352) 797-7060 cirrincione_j@hcsb.k12.fl.us
RICOH IM370F CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	12150 VESPA WAY WEEKI WACHEE FL 34614-3062 US Julie Cirrincione (352) 797-7060 cirrincione_j@hcsb.k12.fl.us
RICOH IM370F CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	3300 MARINER BLVD SPRING HILL FL 34609-2799 US Julie Cirrincione (352) 797-7060 cirrincione_j@hcsb.k12.fl.us
RICOH IM370F CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	885 N BROAD ST BROOKSVILLE FL 34601-2302 US Julie Cirrincione (352) 797-7060 cirrincione_j@hcsb.k12.fl.us
RICOH IM370F CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	4135 CALIFORNIA ST BROOKSVILLE FL 34604-0682 US Julie Cirrincione (352) 797-7060 cirrincione_j@hcsb.k12.fl.us
RICOH IM370F CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	13400 ELGIN BLVD SPRING HILL FL 34609-0401 US Julie Cirrincione (352) 797-7060 cirrincione_j@hcsb.k12.fl.us
RICOH IM370F CONFIGURABLE PTO MODEL	1	GOLD	Double Click	0	.0034	0	0	$0.00	14075 KEN AUSTIN PKWY BROOKSVILLE FL 34613-4904 US Julie Cirrincione (352) 797-7060 cirrincione_j@hcsb.k12.fl.us

BASIC CONNECTIVITY / PS / IT SERVICES INFORMATION

BASIC CONNECTIVITY / PS / IT Services Description	QTY
TS NETWORK & SCAN - PRINTER	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN - PRINTER	1

RICOH

RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN - PRINTER	1
TS NETWORK & SCAN - PRINTER	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN - PRINTER	1
TS NETWORK & SCAN - PRINTER	1
TS NETWORK & SCAN - PRINTER	1
TS NETWORK & SCAN - PRINTER	1
TS NETWORK & SCAN - PRINTER	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN - PRINTER	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN - PRINTER	1
TS NETWORK & SCAN - PRINTER	1
TS NETWORK & SCAN - PRINTER	1
TS NETWORK & SCAN - PRINTER	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN - PRINTER	1
TS NETWORK & SCAN - PRINTER	1
TS NETWORK & SCAN - PRINTER	1
TS NETWORK & SCAN - PRINTER	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN - PRINTER	1
TS NETWORK & SCAN - PRINTER	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
TS NETWORK & SCAN - PRINTER	1
TS NETWORK & SCAN - PRINTER	1
TS NETWORK & SCAN - SEG BC4	1

ORDER TOTALS

Service Type Offerings:	**Product Total:**	
Gold: Includes all supplies and staples. Excludes paper. **Silver:** Includes all supplies. Excludes paper and staples. **Bronze:** Parts and labor only. Excludes paper, staples and supplies.	**BASIC CONNECTIVITY / PS / IT Services :**	
	BuyOut After Promotions:	
Additional Provisions: ***Insert ANY additional provisions here***	**Grand Total: (Excludes Tax)**	

RICOH

Accepted by Customer	Accepted: Ricoh USA, Inc.
By: **X** _____ *Authorized Signer Signature*	By: _____ *Authorized Signer Signature*
Printed Name: _____	Printed Name: Robert Griffin
Title: _____ Date: _____	Title: Regional Vice President Date: 6/24/25

Approved as to Content & Form
Caroline Mockler, Esq.
Staff Counsel, HCSD
2:14 pm, 07/10/2025

RICOH

EQUIPMENT REMOVAL/BUYOUT AUTHORIZATION

Customer Name:	SCHOOL BOARD OF HERNANDO COUNTY				
Contact Name:	JULIE CIRRINCIONE			Phone:	(352)-797-7060
Address:	SEE ATTACHED			City:	
State:		Zip:		Fax/Email:	CIRRINCIONE_J@HCSB.K12.FL.US

Make	Model	Serial Number	Machine Status
		SEE ATTACHED LIST	CONTRACT END

This Authorization applies to the equipment identified above and to the following Removal/Buy Out Option

This Authorization will confirm that Customer desires to engage Ricoh USA, Inc. ("Ricoh") to pick-up and remove certain items of equipment that are currently (i) owned by Customer or (ii) leased from Ricoh or other third party (as specified below), and that you intend to issue written or electronic removal requests (whether such equipment is identified in this Authorization, in a purchase order, in a letter or other written form) to Ricoh from time to time for such purpose. Such removal request will set forth the location, make, model and serial number of the equipment to be removed by Ricoh. By signing below, you confirm that, with respect to every removal request issued by Customer (1) Ricoh may rely on the request, (2) the request shall be governed by this Authorization, and (3) Ricoh may accept this Authorization by either its signature or by commencing performance (e.g., equipment removal, initiating Services, etc.). Each party agrees that electronic signatures of the parties on this Authorization will have the same force and effect as manual signature. Notwithstanding the foregoing, the parties acknowledge and agree that Ricoh shall have no obligation to remove, delete, preserve, maintain or otherwise safeguard any information, images or content retained by, in or on any item of equipment serviced by Ricoh, whether through a digital storage device, hard drive or similar electronic medium ("Data Management Services"). If desired, Customer may engage Ricoh to perform such Data Management Services at its then-current rates. Notwithstanding anything in this Authorization to the contrary, (i) Customer is responsible for ensuring its own compliance with legal requirements pertaining to data retention and protection, (ii) it is the Customer's sole responsibility to obtain advice of competent legal counsel as to the identification and interpretation of any relevant laws and regulatory requirements that may affect the customer's business or data retention, and any actions required to comply with such laws, (iii) Ricoh does not provide legal advice or represent or warrant that its services or products will guarantee or ensure compliance with any law, regulation or requirement, and (iv) the selection, use and design of any Data Management Services, and any and all decisions arising with respect to the deletion or storage of any data, as well as any loss of data resulting therefrom, shall be the sole responsibility of Customer, and Customer shall indemnify and hold harmless Ricoh and its subsidiaries, directors, officers, employees and agents from and against any and all costs, expenses, liabilities, claims, damages, losses, judgments or fees (including reasonable attorneys' fees) (collectively, "Losses") arising therefrom or related thereto.

☐ **Equipment Removal (Owned by Customer)**. In addition to the terms and conditions set forth above, the following terms and conditions shall apply for Customer-owned equipment removals: Customer confirms that (1) Customer has good, valid and marketable title to such equipment and has satisfied all payment and other obligations relating to such equipment which may be owing to any third party under applicable lease, financing, sale or other agreements, (2) Customer has obtained any and all necessary consents and approvals required to authorize Ricoh to remove such items of equipment and to take title thereto, and (3) by this Authorization, Customer hereby transfers good and valuable title and ownership to Ricoh to the equipment, free and clear of any and all liens and encumbrances of any nature whatsoever and Customer will cause to be done, executed and delivered all such further instruments of conveyance as may be reasonably requested for the vesting of good title in Ricoh.

☒ **Equipment Removal (Leased by Customer)**. In addition to the terms and conditions set forth above, the following terms and conditions shall apply for equipment removals of equipment leased by Customer: Except for the obligations of Ricoh to pick up and remove the identified equipment, Ricoh does not assume any obligation, payment or otherwise, under any lease agreement, which shall remain Customer's sole responsibility. As a material condition to the performance by Ricoh, Customer hereby releases Ricoh from, and shall indemnify, defend and hold Ricoh harmless from and against, any and all claims, liabilities, costs, expenses and fees arising from or relating to any breach of Customer's representations or obligations in this Authorization or of any obligation owing by Customer under its lease agreement.

☐ **Buy Out Terms**. Upon execution and delivery by Customer of a sale, lease (and related delivery and acceptance certificate), service and/or other agreement ("Agreement") between Ricoh and/or other third party, Ricoh agrees to pay to

(A) ☐ the customer (and Customer hereby agrees to promptly pay such amount to the below named payee ("Payee"), or

(B) ☐ the Payee identified below, an amount ("Buy Out Amount") equal to $_____, to pay off an/or reduce Customer's obligations owing under that certain equipment lease agreement _____for third party lease company ("Third Party Lease") between Customer and Payee relating to the equipment identified in the Third Party Lease.

THIRD PARTY LEASE – COMPANY INFORMATION

Payee Name: Attention To:

Address:

City: State: Zip Code:

☐ W-9 included ☐ Third-Party Quote or Proof of Buy Out Included Mailing Method: (select one) ☐ Mail Check (regular) ☐ Overnight Check

The Buy Out Amount represents the total amount payable by Ricoh for such purpose. Ricoh shall have no obligation, and does not assume any obligation, under the Third-Party Lease. Customer acknowledges that Customer is solely responsible to make payments to the Payee under the Third-Party lease, to return the Equipment at the appropriate time to the appropriate location as determined by the Payee, and to fulfill any and all payment and other obligations under the Third-Party Lease. Customer agrees to indemnify and hold Ricoh harmless from any losses, damages, claims, suits and actions (including reasonable attorneys' fees) arising from the breach by Customer of any of its obligations contained in this authorization and/or the Third-Party Lease.

CUSTOMER

Signature: _____

Name: _____

Title: _____

Date: _____

RICOH USA, INC.

Signature: Robert Griffin

Name: Robert Griffin

Title: Regional Vice President

Date: 6/18/25

Approved as to Content & Form
Caroline Mockler, Esq.
Staff Counsel, HCSD
3:13 pm, 07/09/2025

RICOH

Address	Manufacturer/Model	Mfr SN / Config SN / Equip ID
14075 KEN AUSTIN PKWY, TRG: 12/15/2010, BROOKSVILLE HERNANDO FL 34613-4904	IM350F	3370P902318 C83241873 14692447
2055 DELTONA BLVD, TRG: 12/14/2010, SPRING HILL HERNANDO FL 34606-3216	IM350F	3370P902335 C83241878 14692364
4100 BARCLAY AVE, TRG: 12/14/2010, BROOKSVILLE HERNANDO FL 34609-0862	IM350F	3370P902020 C83241972 14691675
111 ERNIE CHATMAN RUN, TRP: 01/22/2020, BROOKSVILLE HERNANDO FL 34601-6840	IM350F	3370P901742 C83241869 14692438
12150 VESPA WAY, TRG: 07/09/2010, WEEKI WACHEE HERNANDO FL 34614-3062	IM350F	3370P902021 C83241933 14692456
5400 APPLEGATE DR, TRG: 12/15/2010, SPRING HILL HERNANDO FL 34606-4505	IM350F	3370P902332 C83241876 14692449
27151 ROPER RD, TRG: 12/14/2010, BROOKSVILLE HERNANDO FL 34602-7210	IM350F	3370P901744 C83241866 14692440
12240 VESPA WAY, TRG: 07/05/2011, WEEKI WACHEE HERNANDO FL 34614-3066	IM350F	3370P901703 C83241934 14692453

Customer Initial _____

RICOH

Omnia Partners Public Sector Product Schedule with Purchase Option *(tax exempt)*

Ricoh USA, Inc.
300 Eagleview Blvd #200
Exton, PA 19341

Product Schedule Number: _____

Master Lease Agreement Number: MLA35441852

This Omnia Partners Public Sector Product Schedule with Purchase Option (this "Schedule") is between Ricoh USA, Inc. ("we" or "us") and SCHOOL BOARD OF HERNANDO COUNTY, as customer or lessee ("Customer" or "you"). This Schedule constitutes a "Schedule," "Product Schedule," or "Order Agreement," as applicable, under the Omnia Partners Public Sector Master Lease Agreement (together with any amendments, attachments and addenda thereto, the "Lease Agreement") identified above, between you and _____. All terms and conditions of the Lease Agreement are incorporated into this Schedule and made a part hereof. If we are not the lessor under the Lease Agreement, then, solely for purposes of this Schedule, we shall be deemed to be the lessor under the Lease Agreement. It is the intent of the parties that this Schedule be separately enforceable as a complete and independent agreement, independent of all other Schedules to the Lease Agreement.

CUSTOMER INFORMATION

SCHOOL BOARD OF HERNANDO COUNTY	JULIE CIRRINCIONE
Customer (Bill To) 8050 MOBLEY RD	Billing Contact Name 8050 MOBLEY RD
Product Location Address BROOKSVILLE HERNANDO FL 34601-9061 City County State Zip	Billing Address *(if different from location address)* BROOKSVILLE HERNANDO FL 34601-9061 City County State Zip

Billing Contact Telephone Number	Billing Contact Facsimile Number	Billing Contact E-Mail Address
(352)-797-7061		CIRRINCIONE_J@HCSB.K12.FL.US

PRODUCT DESCRIPTION ("Product")

Qty	Product Description: Make & Model
1	RICOH PROC7500P
1	RICOH PROC7500P
1	RICOH PRO8420S
1	LOGOJET UVx40R PLUS SE
1	MACH 6 ENVELOPE PRINTER

Qty	Product Description: Make & Model

PAYMENT SCHEDULE

Minimum Term *(months)*	Minimum Payment *(Without Tax)*	Interest Rate	Minimum Payment Billing Frequency	Advance Payment
63	$ SEE ADDENDUM	8.56 % per annum	☒ Monthly ☐ Quarterly ☐ Other: _____	☐ 1st Payment ☐ 1st & Last Payment ☐ Other: _____

Sales Tax Exempt: ☒ Yes (Attach Exemption Certificate)
I.R.C. Section 103 Interest Tax Exempt: ☐ Yes
Addendum Attached: ☒ Yes (Check if yes and indicate total number of pages: 1)

Customer Billing Reference Number (P.O.#, etc.) _____

TERMS AND CONDITIONS

1. The first Payment will be due on the Effective Date. If the Lease Agreement uses the terms "Lease Payment" and "Commencement Date" rather than "Payment" and "Effective Date," then, for purposes of this Schedule, the term "Payment" shall have the same meaning as "Lease Payment," and the term "Effective Date" shall have the same meaning as "Commencement Date."

2. You, the undersigned Customer, have applied to us to rent the above-described Product for lawful commercial (non-consumer) purposes. **THIS IS AN UNCONDITIONAL, NON-CANCELABLE AGREEMENT FOR THE MINIMUM TERM INDICATED ABOVE**, except as otherwise provided in the Lease Agreement, if applicable. If we accept this Schedule, you agree to rent the above Product from us, and we agree to rent such Product to you, on all the terms hereof, including the terms and conditions of the Lease Agreement. **THIS WILL ACKNOWLEDGE THAT YOU HAVE READ AND UNDERSTAND THIS SCHEDULE AND THE LEASE AGREEMENT AND HAVE RECEIVED A COPY OF THIS SCHEDULE AND THE LEASE AGREEMENT.**

_____
Customer Initials

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3. Purchase Option:

The parties agree that the purchase option for the Product is a $1.00 purchase option plus applicable taxes. In connection with such option, Customer further agrees as follows:

(i) notwithstanding anything to the contrary in the Lease Agreement, with respect to this Schedule only: It is the mutual intention of the parties that Customer shall be considered the owner of the Product (excluding all Software, which is owned and licensed to you by the Software Supplier) for various purposes, including federal income tax purposes, as of the Effective Date. You are entitled to all federal income tax benefits afforded to the owner of the Product, but we shall not be liable to you if you fail to secure or obtain such benefits. You will keep the Product free of all liens and encumbrances. You hereby grant to us a security interest in the Product covered by this Schedule (including any replacements, substitutions, additions, attachments and proceeds) as security for the payment of the amounts due or to become due under each Schedule;

(ii) in the event of default under the Lease Agreement or this Schedule, we may exercise all rights and remedies of a secured party under applicable law, in addition to any and all rights and remedies we may otherwise have under the Lease Agreement, including, without limitation, the right to repossess the Product free and clear of any of your rights and interests in the Product; and

(iii) notwithstanding anything to the contrary in the Lease Agreement, if no default has occurred and is continuing under the Lease Agreement or this Schedule and all of your obligations under this Schedule have been satisfied, we will release any security interest that we may have in the Product, you shall have no obligation to provide any end-of-term notice to us, and this Schedule will terminate and not be renewed.

4. WE MAKE NO REPRESENTATION OR WARRANTY OF ANY KIND, EXPRESS OR IMPLIED, WITH RESPECT TO THE LEGAL, TAX OR ACCOUNTING TREATMENT OF THE LEASE AGREEMENT, THIS SCHEDULE OR THE TRANSACTIONS EVIDENCED THEREBY. YOU ACKNOWLEDGE THAT WE ARE NOT AN AGENT OR A FIDUCIARY OF CUSTOMER. YOU WILL OBTAIN YOUR OWN LEGAL, TAX AND ACCOUNTING ADVICE AND WILL MAKE YOUR OWN DETERMINATION OF THE PROPER TREATMENT OF THE LEASE AGREEMENT AND THIS SCHEDULE.

5. Additional Provisions (if any) are: _____

THE PERSON SIGNING THIS SCHEDULE ON BEHALF OF THE CUSTOMER REPRESENTS THAT HE/SHE HAS THE AUTHORITY TO DO SO.

CUSTOMER	**Accepted by: RICOH USA, INC.**
By: X _____ Authorized Signer Signature	By: Robert Griffin _____ Authorized Signer Signature
Printed Name: _____	Printed Name: Robert Griffin
Title: _____ Date: _____	Title: Regional Vice President Date: 6/18/25

Approved as to Content & Form
Caroline Mockler, Esq.
Staff Counsel, HCSD
2:11 pm, 07/10/2025

Vendor's proposed Purchase Order terms rejected to the extent inconsistent with School Board's purchasing instructions. Purchase subject to terms of School Board Standard Addendum. http://www.hernandoschools.org/departments/purchasing/vendor-information

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RICOH

Ricoh USA, Inc.
300 Eagleview Blvd #200
Exton, PA 19341

Variable Payments Addendum

This VARIABLE PAYMENTS ADDENDUM (this "Addendum"), dated as of the ____ day of _____, 2025, is to that certain agreement/product schedule no. _____ - _____ (the "Agreement"), between Ricoh USA, Inc. ("we" or us") and _____ SCHOOL BOARD OF HERNANDO COUNTY_____, as customer ("Customer" or "you").

The parties, intending to be legally bound, agree that the Agreement shall be modified as follows:

1. Notwithstanding anything to the contrary in the Agreement, Customer agrees that the scheduled monthly payments required under the Agreement will vary as indicated below:

STEP	***MONTH***	***PAYMENT***
1	1-3	$9,687.84
2	4-63	$7,644.88
3		
4		
5		
6		
7		
8		

TOTAL TERM: 63 months

2. Except to the extent modified by this Addendum, the terms and conditions of the Agreement will remain unchanged and shall continue in full force and effect.

IN WITNESS WHEREOF, each party has caused its duly authorized officer to execute this Addendum, as of the date first written above.

CUSTOMER

X _____
Authorized Signature Date

_____
Print Authorized Signer Name Title

Approved as to Content & Form
Caroline Mockler, Esq.
Staff Counsel, HCSD
2:15 pm, 07/10/2025

Ricoh USA, Inc.

_____
Authorized Signature Date

_____
Print Authorized Signer Name Title

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RICOH

ORDER AGREEMENT

Sales Type: LEASE

Master Maintenance and Sale Agreement Number: MMSAP00005237
Master Maintenance and Sale Agreement Date:

EQUIPMENT BILL TO INFORMATION

Customer Legal Name: SCHOOL BOARD OF HERNANDO COUNTY		
Address Line 1: 8050 MOBLEY RD		**Contact:** Julie Cirrincione
Address Line 2:		**Phone:** (352)797-7060
City: BROOKSVILLE		**E-mail:** cirrincione_j@hcsb.k12.fl.us
ST/Zip: FL / 34601-9061	**County:** HERNANDO	**Fax:**

	PO Included PO#
Yes	Sales Tax Exempt (Attach Valid Exemption Certificate)
	Syndication
	PS Service (Subject to and governed by additional Terms and Conditions)
	IT Service (Subject to and governed by additional Terms and Conditions)

	TS PO# (if applicable) _
	Add to Existing Service Contract #
Yes	Fixed Rate Service Term 60 Months
	Annual Escalation (after initial Fixed term) 15%

This is an Order made pursuant to the terms and conditions of the above referenced Master Agreement(s) between Customer and Ricoh USA, Inc. The signature below indicates that the customer accepts all terms and conditions of the applicable Master Agreement(s) for this sale, all of which are incorporated herein by reference and made part of this Order. This Order is not valid unless and until signed by and Authorized Signatory of Ricoh USA, Inc.

SERVICE INFORMATION

SERVICE BILL TO INFORMATION

Customer Legal Name: SCHOOL BOARD OF HERNANDO COUNTY		
Address Line 1: 8050 MOBLEY RD		**Contact:** Julie Cirrincione
Address Line 2:		**Phone:** (352)797-7060
City: BROOKSVILLE		**E-mail:** cirrincione_j@hcsb.k12.fl.us
ST/Zip: FL /34601-9061	**County:** HERNANDO	**Fax:**

Service Term (Months)	Base Billing Frequency	Overage Billing Frequency	Service Type
60 Months	MONTHLY	MONTHLY	GOLD

SHIP TO / PRODUCT INFORMATION

Product Description	QTY	Service Level	11 x 17	B/W Allowance *QUARTERLY*	B/W Ovg	Color Allowance *QUARTERLY*	Color Ovg	Service Base *QUARTERLY*	Ship To / Equipment Address Contact Info
QUADIENT MACH 6 TURNKEY SYSTEM W/ MCOLOR 3.0 PRE-LOADED	1			0					8050 MOBLEY RD BROOKSVILLE FL 34601-9061 US Julie Cirrincione (352)797-7060 cirrincione_j@hcsb.k12.fl.us
RICOH PRO8420S CONFIGURABLE PTO MODEL	1	GOLD	SINGLE	0	.0032	0	0	$0.00	8050 MOBLEY RD BROOKSVILLE FL 34601-9061 US

									Julie Cirrincione (352)797-7060 cirrincione_j@hcsb.k12.fl.us
LOGOJET UVX40 PLUS SE	1							$0.00	8050 MOBLEY RD BROOKSVILLE FL 34601-9061 US Julie Cirrincione (352)797-7060 cirrincione_j@hcsb.k12.fl.us
RICOH PROC7500 CONFIGURABLE PTO MODEL	2	GOLD	SINGLE	0	.0032	0	.04	$121.38	8050 MOBLEY RD BROOKSVILLE FL 34601-9061 US Julie Cirrincione (352)797-7060 cirrincione_j@hcsb.k12.fl.us

BASIC CONNECTIVITY / PS / IT SERVICES INFORMATION

BASIC CONNECTIVITY / PS / IT Services Description	QTY
[OA]CIP ISF PPSE TRAINING - C75XX W/ N-50A FIERY	1
[OA] FIERY CLONE CONSULTATION AND SERVICE	1
HYTEC BUNDLE FIERY BACKUP	1
QUADIENT QUADIENT DELIVERY/INSTALLATION - CIP ONLY	1
[OOD]QUADIENT MAINTENANCE INCXYR- CIP ONLY	1
[OA]CIP ISF TRAINING M8400 FAMILY WITH GW	1
[OA] PPSE TRAINING - PLOCKMATIC TIER2 TRAINING	1
HYTEC BUNDLE FIERY BACKUP	1
[OA] FIERY CLONE CONSULTATION AND SERVICE	1
[OA]CIP ISF TRAINING M8400 FAMILY FIERY ADD ON	1
[OA]CIP ISF PPSE TRAINING - C75XX W/ N-50A FIERY	1
[OA] FIERY CLONE CONSULTATION AND SERVICE	1
HYTEC BUNDLE FIERY BACKUP	1
[OA] CIP ISF CERTIFIED OPERATOR TRAINING - 75XX	1
[OA] PPSE TRAINING - PLOCKMATIC TIER2 TRAINING	1
[OOD] FIERY SB SW TERM LAC IMPOSE 5 YEAR DIGITAL INC5YR	2
[OA]PPSE TRAINING - EFI IMPOSE	2
[OOD] FIERY SB SW TERM LAC JOBMASTER 5 YEAR DIGITAL INC5YR	2
LOGOJET STOP STATIC WAND	1
TS GENERIC BUNDLED SERVICE 60 MONTHS	1
[OA] CIP ISF CERTIFIED OPERATOR TRAINING - 75XX	1
[OA]PPSE TRAINING - EFI JOBMASTER	2
[OOD]FIERY ADOBE ACROBAT PRO 2020 OPTION FOR FIERY MAKEREADY (DIGITAL DELIVERY)	2
LOGOJET UV-CURABLE H2GH INK FOR R-SERIES PRINTERS (EXPRESS 30R/UVX40R/PLUS/UVX90R) YELLOW	1
LOGOJET UV-CURABLE H2GH INK FOR R-SERIES PRINTERS (EXPRESS 30R/UVX40R/PLUS/UVX90R) BLACK	1
LOGOJET UV-CURABLE H2GH INK FOR R-SERIES PRINTERS (EXPRESS 30R/UVX40R/PLUS/UVX90R) WHITE	1
LOGOJET UV ADHESION PROMOTER - 250ML - USE TO WIPE NON-POROUS SURFACES FOR BEST ADHESION	1
LOGOJET PRINT HEAD STORAGE SOLUTION FOR H2 & INSPIRA SERIES INK - 1 L	1
LOGOJET UV MAINTENANCE FLUSH SOLUTION FOR ALL H2 AND INSPIRA SERIES INK - 1 LITER	1
LOGOJET MINI-HYGROMETER TO MONITOR ROOM TEMPERATURE AND HUMIDITY	1

RICOH

LOGOJET UV-CURABLE H2GH INK FOR R-SERIES PRINTERS (EXPRESS 30R/UVX40R/PLUS/UVX90R) CYAN	1
QUADIENT DISTRICT ONLY 2HRS TRAINING IX IM IN SERIES M1500-M88I	1
QUADIENT FREIGHT COST - CIP	1
[OOD]LOGOJET UVX40RPL-SE 18X24 UV DIRECT TO SUBSTRATE PRINTER	1
[OA]LOGOJET ONSITE INSTALLATION & TRAINING	1
LOGOJET REUSABLE MULTI MAT 18X24 SIZE FOR FLATBED PRINTING	1
[OOD]LOGOJET PRINT PRO RIP SOFTWARE FOR UVX40R PLUS MODEL	1
LOGOJET UV-CURABLE H2GH INK FOR R-SERIES PRINTERS (EXPRESS 30R/UVX40R/PLUS/UVX90R) MAGENTA	1
LOGOJET UV-CURABLE H2GH INK FOR R-SERIES PRINTERS (EXPRESS 30R/UVX40R/PLUS/UVX90R) CLEAR GLOSS	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
RETURN CHARGE - SEGMENT 1 AND DESKTOP DEVICES	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1
RETURN CHARGE - SEGMENT 2 OR GREATER DEVICES	1

ORDER TOTALS

Service Type Offerings:	**Product Total:**	
Gold: Includes all supplies and staples. Excludes paper. **Silver:** Includes all supplies. Excludes paper and staples. **Bronze:** Parts and labor only. Excludes paper, staples and supplies.	**BASIC CONNECTIVITY / PS / IT Services :**	
	BuyOut After Promotions:	
Additional Provisions: ***Insert ANY additional provisions here***	**Grand Total: (Excludes Tax)**	

Accepted by Customer

By: **X** _____
Authorized Signer Signature

Printed Name: _____

Title: _____ Date: _____

Accepted: Ricoh USA, Inc.

By: Robert Griffin
Authorized Signer Signature

Printed Name: Robert Griffin

Title: Regional Vice President Date: 6/25/25

Approved as to Content & Form
Caroline Mockler, Esq.
Staff Counsel, HCSD
2:16 pm, 07/10/2025

RICOH

EQUIPMENT REMOVAL/BUYOUT AUTHORIZATION

Customer Name:	SCHOOL BOARD OF HERNANDO COUNTY				
Contact Name:	JULIE CIRRINCIONE			Phone:	(352)-797-7060
Address:	SEE ATTACHED			City:	
State:		Zip:		Fax/Email:	CIRRINCIONE_J@HCSB.K12.FL.US

Make	Model	Serial Number	Machine Status
		SEE ATTACHED LIST	CONTRACT END

This Authorization applies to the equipment identified above and to the following Removal/Buy Out Option

This Authorization will confirm that Customer desires to engage Ricoh USA, Inc. ("Ricoh") to pick-up and remove certain items of equipment that are currently (i) owned by Customer or (ii) leased from Ricoh or other third party (as specified below), and that you intend to issue written or electronic removal requests (whether such equipment is identified in this Authorization, in a purchase order, in a letter or other written form) to Ricoh from time to time for such purpose. Such removal request will set forth the location, make, model and serial number of the equipment to be removed by Ricoh. By signing below, you confirm that, with respect to every removal request issued by Customer (1) Ricoh may rely on the request, (2) the request shall be governed by this Authorization, and (3) Ricoh may accept this Authorization by either its signature or by commencing performance (e.g., equipment removal, initiating Services, etc.). Each party agrees that electronic signatures of the parties on this Authorization will have the same force and effect as manual signature. Notwithstanding the foregoing, the parties acknowledge and agree that Ricoh shall have no obligation to remove, delete, preserve, maintain or otherwise safeguard any information, images or content retained by, in or on any item of equipment serviced by Ricoh, whether through a digital storage device, hard drive or similar electronic medium ("Data Management Services"). If desired, Customer may engage Ricoh to perform such Data Management Services at its then-current rates. Notwithstanding anything in this Authorization to the contrary, (i) Customer is responsible for ensuring its own compliance with legal requirements pertaining to data retention and protection, (ii) it is the Customer's sole responsibility to obtain advice of competent legal counsel as to the identification and interpretation of any relevant laws and regulatory requirements that may affect the customer's business or data retention, and any actions required to comply with such laws, (iii) Ricoh does not provide legal advice or represent or warrant that its services or products will guarantee or ensure compliance with any law, regulation or requirement, and (iv) the selection, use and design of any Data Management Services, and any and all decisions arising with respect to the deletion or storage of any data, as well as any loss of data resulting therefrom, shall be the sole responsibility of Customer, and Customer shall indemnify and hold harmless Ricoh and its subsidiaries, directors, officers, employees and agents from and against any and all costs, expenses, liabilities, claims, damages, losses, judgments or fees (including reasonable attorneys' fees) (collectively, "Losses") arising therefrom or related thereto.

☐ **Equipment Removal (Owned by Customer)**. In addition to the terms and conditions set forth above, the following terms and conditions shall apply for Customer-owned equipment removals: Customer confirms that (1) Customer has good, valid and marketable title to such equipment and has satisfied all payment and other obligations relating to such equipment which may be owing to any third party under applicable lease, financing, sale or other agreements, (2) Customer has obtained any and all necessary consents and approvals required to authorize Ricoh to remove such items of equipment and to take title thereto, and (3) by this Authorization, Customer hereby transfers good and valuable title and ownership to Ricoh to the equipment, free and clear of any and all liens and encumbrances of any nature whatsoever and Customer will cause to be done, executed and delivered all such further instruments of conveyance as may be reasonably requested for the vesting of good title in Ricoh.

☒ **Equipment Removal (Leased by Customer)**. In addition to the terms and conditions set forth above, the following terms and conditions shall apply for equipment removals of equipment leased by Customer: Except for the obligations of Ricoh to pick up and remove the identified equipment, Ricoh does not assume any obligation, payment or otherwise, under any lease agreement, which shall remain Customer's sole responsibility. As a material condition to the performance by Ricoh, Customer hereby releases Ricoh from, and shall indemnify, defend and hold Ricoh harmless from and against, any and all claims, liabilities, costs, expenses and fees arising from or relating to any breach of Customer's representations or obligations in this Authorization or of any obligation owing by Customer under its lease agreement.

☐ **Buy Out Terms**. Upon execution and delivery by Customer of a sale, lease (and related delivery and acceptance certificate), service and/or other agreement ("Agreement") between Ricoh and/or other third party, Ricoh agrees to pay to

(A) ☐ the customer (and Customer hereby agrees to promptly pay such amount to the below named payee ("Payee"), or

(B) ☐ the Payee identified below, an amount ("Buy Out Amount") equal to $_____, to pay off an/or reduce Customer's obligations owing under that certain equipment lease agreement _____for third party lease company ("Third Party Lease") between Customer and Payee relating to the equipment identified in the Third Party Lease.

THIRD PARTY LEASE – COMPANY INFORMATION

Payee Name: Attention To:

Address:

City: State: Zip Code:

☐ W-9 included ☐ Third-Party Quote or Proof of Buy Out Included Mailing Method: (select one) ☐ Mail Check (regular) ☐ Overnight Check

The Buy Out Amount represents the total amount payable by Ricoh for such purpose. Ricoh shall have no obligation, and does not assume any obligation, under the Third-Party Lease. Customer acknowledges that Customer is solely responsible to make payments to the Payee under the Third-Party lease, to return the Equipment at the appropriate time to the appropriate location as determined by the Payee, and to fulfill any and all payment and other obligations under the Third-Party Lease. Customer agrees to indemnify and hold Ricoh harmless from any losses, damages, claims, suits and actions (including reasonable attorneys' fees) arising from the breach by Customer of any of its obligations contained in this authorization and/or the Third-Party Lease.

CUSTOMER

Signature: _____

Name: _____

Title: _____

Date: _____

RICOH USA, INC.

Signature: Robert Griffin

Name: Robert Griffin

Title: Regional Vice President

Date: 6/18/25

Approved as to Content & Form
Caroline Mockler, Esq.
Staff Counsel, HCSD
3:13 pm, 07/09/2025

RICOH

Address	Manufacturer/Model	Mfr SN / Config SN / Equip ID
8050 MOBLEY RD, TRC: 07/17/2009, BROOKSVILLE HERNANDO FL 34601-9061	PROC7200S	C850F4A0180 C83238550 14361181
8050 MOBLEY RD, TRC: 07/17/2009, BROOKSVILLE HERNANDO FL 34601-9061	PROC7200S	C850F4A0208 C83238605 14361182
8050 MOBLEY RD, TRC: 07/17/2009, BROOKSVILLE HERNANDO FL 34601-9061	PRO8300S	3670C100004 C83238504 14503933
8050 MOBLEY RD, TRC: 07/17/2009, BROOKSVILLE HERNANDO FL 34601-9061	PRO8320S	3690C400034 C83238586 14503906
8050 MOBLEY RD, TRC: 07/17/2009, BROOKSVILLE HERNANDO FL 34601-9061	SEAL62-OTH	PP2008448090 N/A N/A

CUSTOMER INITIAL _____

Statement of Work

Fleet Refresh

Created for:

Hernando County Schools

June 18, 2025

SOW DR/CPQ #

CPQ-161140

Proprietary & Confidential Information

The enclosed materials are proprietary to RICOH USA, INC. (“Ricoh”), and Ricoh reserves all right, title, and interest in and to such materials. The terms, conditions, and information set forth herein are confidential to Ricoh and may not be disclosed in any manner to any person other than the addressee, together with its officers, employees, and agents who are directly responsible for evaluating the contents of these materials for the limited purpose intended. These materials may not be used in any manner other than for such limited purpose. Any unauthorized disclosure, use, reproduction, or transmission is expressly prohibited without the prior written consent of Ricoh.

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Introduction

RICOH USA, INC. (“Ricoh”) has prepared the following Statement of Work(“SOW”) to detail services for the Fleet Refresh project (the “Project”) at Hernando County Schools (“Customer”).

This SOW outlines the Project scope and costs. The costs outlined in this SOW are based on Ricoh’s experience and preliminary information received from Customer. The information in this SOW supersedes all previous estimates or verbal discussions on the Project. If there are any desired deliverables not listed in this SOW, Ricoh will manage those requests via our Change Control (“CO”) process (which may be billable).

Project Objective

The Ricoh Project Management Office will work with the Customer to:

- Deliver and install up to 131 new Ricoh MFPs at up to 32 Customer locations and remove up to 90 corresponding legacy devices
- Define, manage and communicate activities of the Ricoh project personnel.
- Collaborate with the Customer Project Manager to develop the Project Schedule.
- Ensure all project processes are well defined and communicated.
- Ensure Change Control processes are followed.
- Act as primary point of contact for the Customer Project Manager to ensure that project requirements are met.
- Manage and escalate project issues.
- Provide Project Status Reporting.

Project Scope

Services Included in the Project Scope

Upon receipt of authorization to proceed, the following functions and deliverables will be fulfilled within the scope of the Project. See below under “Services Detail” for a complete description of these tasks.

Customer Locations

The following Customer locations are included in the scope of this Project.

10252 NORTHCLIFFE BLVD, SPRING HILL FL 34608
1036 VARSITY DR, BROOKSVILLE FL 34601
1070 VARSITY DR, BROOKSVILLE FL 34601
111 ERNIE CHATMAN RUN, BROOKSVILLE FL 34601
11135 QUALITY DR, SPRING HILL FL 34609
12150 VESPA WAY, WEEKI WACHEE FL 34614
12240 VESPA WAY, WEEKI WACHEE FL 34614
13400 ELGIN BLVD, SPRING HILL FL 34609
14063 KEN AUSTIN PKWY, BROOKSVILLE FL 34613
14075 KEN AUSTIN PKWY, BROOKSVILLE FL 34613
14325 KEN AUSTIN PKWY, BROOKSVILLE FL 34613
14411 KEN AUSTIN PKWY, BROOKSVILLE FL 34613
17050 SPRING HILL DR, SPRING HILL FL 34604
19220 YOUTH DR, BROOKSVILLE FL 34601
2055 DELTONA BLVD, SPRING HILL FL 34606
27151 ROPER RD, BROOKSVILLE FL 34602
3139 DUMONT AVE, SPRING HILL FL 34609
3300 MARINER BLVD, SPRING HILL FL 34609
3339 CALIFORNIA ST, BROOKSVILLE FL 34604
4057 CALIFORNIA ST, BROOKSVILLE FL 34604
4100 BARCLAY AVE, BROOKSVILLE FL 34609
4135 CALIFORNIA ST, BROOKSVILLE FL 34604
5400 APPLEGATE DR, SPRING HILL FL 34606
6001 MARINER BLVD, SPRING HILL FL 34609
7175 EMERSON RD, BROOKSVILLE FL 34601
8008 MOBLEY RD, BROOKSVILLE FL 34601
801 N BROAD ST, BROOKSVILLE FL 34601
8016 MOBLEY RD, BROOKSVILLE FL 34601
8050 MOBLEY RD, BROOKSVILLE FL 34601
885 N BROAD ST, BROOKSVILLE FL 34601
919 N BROAD ST, BROOKSVILLE FL 34601
9412 FOX CHAPEL LN, SPRING HILL FL 34606

Services Detail / Project Scope

The following are the services and tasks that Ricoh will perform to fulfill the defined deliverables in this SOW (the "Services"). Ricoh shall provide the Services on a remote basis.

1. Project Management

Ricoh will provide a Project Management Resource, throughout the Project lifecycle, to coordinate the delivery and integration of Ricoh components of the solution utilizing the Ricoh Project timeline/schedule and deliverable lists of Ricoh components. This resource will act as a single point of contact for the Customer Project Lead to ensure that Project requirements are met and for reporting and resolution of all Project issues as well as coordinate and manage the activities of Ricoh personnel. The Ricoh Project management resource will review SOW with Customer at Project Kickoff.

This SOW is based on a projected project duration of up to 0 calendar weeks. Scheduling changes may affect the availability of resources for both Ricoh and the Customer and delay the completion of the engagement.

Deliverable(s): SOW review with Customer resources at Project kickoff
Project plan/timeline
Resource Matrix
Issue Log
Installation Checklist

Customer Roles and Responsibilities

Any successful Project is a cooperative effort. With that in mind, the following section provides information on the roles and responsibilities expected of the Customer's Project team. Please note that a single individual may execute the roles and responsibilities listed below. Each role does not necessarily mean that separate Customer resource is required.

Project Sponsor

Customer will provide a designated Project sponsor who will have policymaking and budgetary authority for the Project and will be responsible for the success of the Project (including participation/delegation of status calls and/or review of status reports).

Project Lead

Customer will provide a designated Project lead who will:

- Escalate issues to Customer project sponsor for resolution.
- Attend and participate in project meetings.
- Assist with the success and development of the overall Project plan/timeline and/or implementation schedule.
- Assist with the Change Control process for those tasks that are outside the scope of the Services, and the TDD, including obtaining authorized signatures for COs.
- Provide a list of key resources with their contact information for areas affected by the Project to the Ricoh Project lead prior to the Project kickoff.

Completion Criteria

When the Services or Project detailed in this SOW have been completed and demonstrated through satisfactory UAT or otherwise, the Project will be considered complete and Ricoh will provide to Customer a solutions delivery and acknowledgement, or similar form or document (each a “Completion Notice”). Despite the previous sentence, Ricoh will have fulfilled its obligations under this SOW when any one of the following first occurs:

- Ricoh completes the Services or Project described in this SOW and provides a Completion Notice.
- This SOW is terminated in accordance with the Terms and Conditions applicable to this SOW. In this case, Ricoh will invoice Customer for actual hours worked and expenses incurred up to the date of termination. Hardware and software purchases are governed by their own separate agreements and are not included in this definition.

No later than 5 business days after Customer’s receipt of the Completion Notice, Customer shall: (i) accept the Services or Project by signing the Completion Notice (or so inform Ricoh in other writing, including email); or (ii) if the Project or Services contains material defects or fails to conform to the specifications, reject the Project or Services, in which event, Customer shall provide to Ricoh a reasonably detailed written statement outlining the basis for its rejection. Customers’ failure to respond within the 5-business day period shall be deemed acceptance of the Services and/or Project.

In the event of rejection by Customer and written notice in accordance with the procedure above, Ricoh shall promptly correct the defect set forth in the written statement and redeliver the Project or Services within a reasonable period of time. Customer shall, as soon as reasonably practicable after such redelivery (but in no event later than 5 business days thereafter), accept or reject the redelivery in accordance with the procedure set forth above, which procedure shall be repeated until the Project or Services are accepted in accordance with this section.

Change Control

Changes to the scope of the Project or Services shall be made only in a written CO signed by both parties. Ricoh shall have no obligation to commence work in connection with any change until the fee and/or schedule impact of the change and all other applicable terms are agreed upon by both parties in writing. The following is the process to follow if changes to components within the scope of this SOW are required.

- A CO will be the vehicle for communicating change. The CO must describe the change, the reason for the change, and the effect the change will have on the Project or Services.
- The designated Project lead of the requesting party will review the proposed change and determine whether to submit the request to the other party.
- Both the Ricoh and the Customer Project leads will review the proposed change and approve it for further investigation. Ricoh will specify if there will be any charges for such investigation, which may be incorporated into the CO. The investigation will determine the effect that the implementation of the CO charge will have on price, schedule, and other terms and conditions of this SOW.
- A written CO must be signed by both parties to authorize the implementation of the changes.

Project Assumptions

To execute the Project successfully, several key assumptions have been made:

- All services will be delivered remotely by Ricoh's technical resources unless otherwise noted in this SOW. If in the course of delivering the Services, Ricoh determines that onsite installation or delivery is required additional charges will apply. In addition, if services are delayed or additional hours are incurred due to Customer IT availability, additional charges may apply as determined by the Change Control Process.
- All discussions of Project duration are dependent upon a timely reception of requisite purchase orders (“POs”) and other Customer-generated paperwork necessary to launch the Project or move forward to the next phase.
- Ricoh will start work once this SOW has been signed and a purchasing agreement is received.
- Services provided by Ricoh or its subcontractors will be provided during normal business hours (8:00 am to 5:00 pm) Monday through Friday excluding Ricoh recognized holidays. Required Services provided outside of these hours have not been included in the costs.

Professional Services Fees

This is a fixed fee engagement. In consideration of the Services, Customer shall pay Ricoh the fees in the amounts and at the rates set forth as follows:

> The total Fees for this Project are included in the lease agreement, not including hardware, software, sales tax, or hardware/software technical support. Customer acknowledges and agrees that the Fees for the Services to be provided by Ricoh under this SOW have been established by Ricoh and included in the lease payment set forth in the applicable lease agreement between Customer and Ricoh Financial Services or another third-party lessor, as applicable. The purchase or lease of any hardware or software is independent from this SOW and therefore not contingent on Customer's acceptance of the Services performed.

Payment Schedule

The Fees are included in the lease payment in accordance with payment terms in the applicable lease agreement.

Budget Notes

- All costs are exclusive of applicable taxes.
- This cost is valid for a period of 30 days from the cover date; after this date it may be revised.
- All costs are exclusive of actual travel and living (L&L) expenses incurred except where specifically noted. Actual expenses will be invoiced at the end of each month.

Terms & Conditions:

This SOW is executed pursuant to the contract by and between Ricoh USA, Inc. and The Regents of the University of California, a California public corporation on behalf of the University of California ("UC") on behalf of the National Intergovernmental Purchasing Alliance Company, a Delaware corporation d/b/a OMNIA Partners, Public Sector and all public agencies, non-profits and higher education entities ("Participating Public Agencies"), having a Purchasing Agreement number 2021002788 and the contract period is from January 15, 2021 to January 14, 2026 (the "Contract Period"), including any and all exercised renewal periods, (the "Contract"). Notwithstanding the foregoing, any SOW entered into during the Contract Period shall continue in full force and effect for the entire term set forth in the SOW. This SOW shall consist of the terms and conditions of the Contract and this SOW. As it pertains to this SOW, the order of precedence of the component parts of the SOW shall be as follows: (a) the terms and conditions of this SOW, and (b) the terms and conditions of the Contract. The foregoing order of precedence shall govern the interpretation of this SOW in cases of conflict or inconsistency therein.

1. On-Site Security; Insurance. While on Customer's premises, Ricoh will comply with Customer's reasonable workplace safety and physical security processes and procedures provided by Customer in writing prior to performance of the Services. Each party certifies that it maintains reasonable amounts of general liability, auto and personal property insurance, and workers' compensation insurance in the amount required by law, and that such insurance will remain in effect during the term of this SOW. Upon request, each party agrees to deliver the other evidence of such insurance coverage.

2. Term; Termination. Upon signature by both parties, this SOW shall become effective on the Effective Date and shall continue in effect for the shorter of the period necessary to complete the Services or one year, unless terminated earlier as specified in this Section (the "Term"). Either party shall have the right to terminate this SOW for cause in the event of a material breach by the other party, unless such breach is cured within thirty (30) days of receipt of written notice of such breach. Either party may terminate this SOW immediately for cause upon the commencement of any voluntary or involuntary bankruptcy or insolvency proceeding by or against either party. Ricoh may cancel this SOW, for convenience without cause, upon sixty (60) days prior written notice to Customer. In addition to its other legal remedies, Ricoh may suspend the performance of the Services, stop delivery of products and/or terminate this SOW for any non-payment on Customer's accounts that continues for more than ten (10) days following the due date. In the event a SOW is terminated by Customer without cause or terminated by Ricoh for cause, Customer agrees to pay Ricoh the Fees, materials and reimbursable expenses for all non-defective Services that Ricoh provides through the date of termination. In the event a SOW is cancelled by Ricoh without cause or terminated by Customer for cause, with respect to Services for which Customer has prepaid and which Ricoh has not yet fully provided to Customer, Ricoh will provide Customer with a prorated refund. The obligations of the parties under this SOW that by their nature would continue beyond expiration, termination or cancellation of this SOW shall survive any such expiration, termination or cancellation.

3. Limited Warranty for Services; Limitation of Liability. Ricoh warrants that it will perform the Services (i) in a good and workmanlike fashion, (ii) using reasonable care and skill, and (iii) according to the description contained in this SOW. Customer must report any defects in the Services in writing within sixty (60) days of performance of such Services in order to receive warranty remedies. Ricoh's entire liability, and Customer's exclusive remedy for any breach of this limited warranty shall be Ricoh's reasonable effort to perform corrective work or, if the Services still cannot be completed after commercially reasonable efforts to do so, a refund to Customer of a prorated amount of the Fees and charges attributable to the defective Services. Except as provided above, THE SERVICES, WORK AND DELIVERABLES ARE PROVIDED 'AS IS.' EXCEPT FOR THE LIMITED WARRANTY SET FORTH ABOVE, RICOH DISCLAIMS ALL WARRANTIES EXPRESS OR IMPLIED, INCLUDING ANY WARRANTIES OF UTILITY, MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE, OR ANY WARRANTY ARISING BY COURSE OF DEALING OR PERFORMANCE, OR USAGE OF TRADE. FURTHERMORE, RICOH DOES NOT WARRANT THAT ALL DEFECTS WILL BE CORRECTED, OR THAT ANY SERVICES, PRODUCTS OR PROGRAMS SUPPLIED, INSTALLED OR CONFIGURED BY US WILL OPERATE ON AN UNINTERRUPTED OR ERROR FREE BASIS, OR SHALL FUNCTION OR OPERATE IN CONJUNCTION WITH ANY OTHER PRODUCT OR SYSTEM. IN NO EVENT SHALL RICOH BE LIABLE TO CUSTOMER FOR ANY INDIRECT, SPECIAL OR CONSEQUENTIAL DAMAGES OR LOST PROFITS ARISING OUT OF OR RELATED TO THE SERVICES, THIS SOW OR THE PERFORMANCE OR BREACH HEREOF, EVEN IF RICOH HAS BEEN ADVISED OF THE POSSIBILITY THEREOF. RICOH'S LIABILITY TO CUSTOMER HEREUNDER, IF ANY, SHALL IN NO EVENT EXCEED THE TOTAL OF THE FEES PAID TO RICOH HEREUNDER BY CUSTOMER. IN NO EVENT SHALL RICOH BE LIABLE TO CUSTOMER FOR ANY DAMAGES RESULTING FROM OR RELATED TO ANY FAILURE OF ANY SOFTWARE, INCLUDING, BUT NOT LIMITED TO, LOSS OF DATA OR DELAY OF DELIVERY OF SERVICES UNDER THIS SOW. RICOH ASSUMES NO OBLIGATION TO PROVIDE OR INSTALL ANY ANTI-VIRUS OR SIMILAR SOFTWARE, AND THE SCOPE OF SERVICES CONTEMPLATED HEREBY DOES NOT INCLUDE ANY SUCH SERVICES.

4. IP Matters; Software Licenses; Export Compliance.

a. Ownership of IP Rights. Neither party shall acquire any right, title or interest in or to the other party's intellectual property ("IP") rights including their copyrights, patents, trade secrets, trademarks, service marks, trade names or product names. Subject to payment of all relevant Fees and charges, RICOH hereby grants Customer a worldwide, perpetual, nonexclusive, non-transferable, royalty-free (other than payments identified in this SOW or other transaction documents) license for its internal business purposes only to use, execute, display, perform and distribute (within Customer's organization only) anything developed by RICOH for Customer in

connection with the Services (“Contract Property”), unless otherwise agreed upon in this SOW. RICOH shall retain all ownership rights to the Contract Property. For purposes of clarity this SOW and the foregoing license relates to the professional services only, and software programs shall not be deemed to be deliverables or “Services”. All licensing for RICOH or third-party software shall be as provided in subsection (b), below.

b. Software Licenses. All RICOH and/or third-party software provided by RICOH as part of or in connection with the Services is licensed, not sold, and is subject to both the server, seat, quantity or other usage restrictions set forth the relevant transaction documentation, and to the terms of the respective End User License Agreements, with which Customer agrees to comply. If such software is manufactured by a party other than RICOH, then Customer acknowledges that RICOH is not the manufacturer or copyright owner of such third-party software and that RICOH makes no representations and provides no warranties with respect thereto. RICOH shall make available to the Customer any warranties made to RICOH by the manufacturer of the software and/ or products utilized by RICOH in connection with the Services hereunder, to the extent transferable and without recourse.

c. Export Compliance. Notwithstanding any other provision of this Agreement, Customer shall at all times remain solely responsible for complying with all applicable Export Laws and for obtaining any applicable authorization or license under the Export Laws which arise from Customer’s use of the Services and / or any software or web - based solution provided or contemplated under this SOW. Customer acknowledges and agrees that RICOH may from time to time, in its sole discretion, engage non - U.S. subcontractors to perform any portion of the Services on RICOH’s behalf. Customer represents and warrants to RICOH that it, its employees and agents shall not provide RICOH with or otherwise use in connection with the Services any document, technology, software or item for which any authorization or license is required under any Export Law. Without intending to create any limitation relating to the survival of any other provisions of this SOW, RICOH and Customer agree that the terms of this paragraph shall survive the expiration or earlier termination of this SOW. Each party shall promptly notify the other in the event of the threat or initiation of any claim, demand, action or proceeding to which the indemnification obligations set forth in this Section may apply.

5. Confidentiality and Non - Solicitation.

a. Confidentiality. Except for purposes of this SOW, Ricoh shall not use or disclose any proprietary or confidential Customer data derived from the Services hereunder; provided, however, that Ricoh may use general statistics relating to the Service engagement so long as it does not disclose the identity of Customer or make any reference to any information from which the identity of Customer may be reasonably ascertained. The parties acknowledge and agree that Ricoh shall have no obligation to remove, delete, preserve, maintain or otherwise safeguard any information, images or content retained by, in or on any item of equipment serviced by Ricoh, whether through a digital storage device, hard drive or similar electronic medium (“Data Management Services”). If desired, Customer may engage Ricoh to perform such Data Management Services at its then - current Contract rates. If desired, Customer may engage Ricoh to perform the following Data Management Services, and the parties shall enter into a written work order setting the details of any such engagement:

- **Hard Drive Surrender Service.** Under this option, a Ricoh service technician can remove the hard drive from the applicable equipment (set forth on a work order) and provide Customer with custody of the hard drive before the equipment is removed from the Customer’s location, moved to another department or any other disposition of the equipment. The cost for the Hard Drive Surrender Services shall be as set forth in the Contract.

- **Data Overwrite Security System (DOSS).** DOSS is a Ricoh product designed to overwrite the sector of the hard drive used for data processing to prevent recovery. Additionally, DOSS also offers the option of overwriting the entire hard drive up to nine (9) times.

Notwithstanding anything in this SOW to the contrary, in the event that Customer engages Ricoh to perform any Data Management Services that relate to the security or accessibility of information stored in or recoverable from any devices provided or serviced by Ricoh, including but not limited to any hard drive removal, cleansing or formatting services of any kind, Customer expressly acknowledges and agrees that(i) it is aware of the security alternatives available to it, (ii)it has assessed such alternatives and exercised its own independent judgment in selecting the Data Management Services and determined that such Data Management Services are appropriate for its needs and compliance, (iii)Ricoh does not provide legal advice with respect to information security or represent or warrant that its Data Management Services or products are appropriate for Customer’s needs or that such Data Management Services will guarantee or ensure compliance with any law, regulation, policy, obligation or requirement that may apply to or affect Customer’s business, information retention strategies and standards, or information security requirements. Additionally, Customer expressly acknowledges and agrees that, (a)Customer is responsible for ensuring its own compliance with legal requirements pertaining to data retention and protection, (b)it is the Customer’s sole responsibility to obtain advice of competent legal counsel as to the identification and interpretation of any relevant laws and regulatory requirements that may affect the Customer’s business or data retention, and any actions required to comply with such laws, and (c) the selection, use and design of any Data Management Services, and any and all decisions arising with respect to the deletion or storage of any data, as well as any loss, or presence, of data resulting therefrom, shall be the sole responsibility of Customer.

b. Non - Solicitation. Non - Solicitation. Customer agrees that during the term of the Services and for a period of one (1) year after termination thereof, it shall not directly or indirectly solicit, hire or otherwise retain as an employee or independent contractor any employee of Ricoh that is or was involved with or part of the Services. The foregoing shall not apply provided that the Customer: (a) posts the employment advertisement to the general public; and (b) the employee or independent contractor of the other party independently finds and responds to such employment advertisement, which in turn is the basis for the hiring.

6. General. This SOW and the Contract represents the entire agreement between the parties relating to the subject matter hereof and supersedes all prior understandings, writings, proposals, representations or communications, oral or written, of either party. Only a Change Order in writing executed by authorized representatives of both parties may amend this SOW. Any purchase order, service order or other Customer ordering document will not modify or affect this SOW. All equipment is purchased or leased by Customer pursuant to a separate agreement and are separate and independent obligations of Customer governed solely by the terms set forth in such a separate agreement. This SOW may not be transferred or assigned by Customer without the prior written consent of Ricoh. This SOW shall be interpreted in accordance with the substantive laws of the state where the Customer's principal place of business or residence is located, without regard to principles of conflicts of law. The relationship of the parties is that of independent contractors. Ricoh shall not be responsible for and shall be excused from performance or have reasonable additional periods of time to perform its obligations, where it is delayed or prevented from performing any of its obligations for reasons beyond Ricoh's reasonable control, including, without limitation, acts of God, natural disasters, labor disputes, strikes or unavailability of services, personnel or materials. The parties hereby acknowledge that this SOW may be executed by electronic means through the affixation of a digital signature, or through other such similar electronic means, and any such electronic signature by either party constitutes a signature, acceptance, and agreement as if such had been actually signed in writing by the applicable party.

[Remainder of Page Intentionally Left Blank]

This SOW shall be effective as of the date of execution by both Ricoh and Customer. Scheduling of resources and Project duration estimates can only be provided after this SOW has been signed by both parties. By signing below, the undersigned represent that they are duly authorized to enter into this SOW on behalf of their respective entities.

CUSTOMER ACCEPTANCE

Authorized Signature	Name and Title	Date

RICOH ACCEPTANCE

	Robert Griffin Regional Vice President	6/18/25
Authorized Ricoh Signature	Name and Title	Date

PLEASE PRINT THE NAME AND TITLE OF THE SIGNER IN THE APPROPRIATE SIGNATURE BLOCK.

Approved as to Content & Form
Caroline Mockler, Esq.
Staff Counsel, HCSD
12:18 pm, 06/26/2025

RICOH USA, INC.
3501 East Frontage Road,
Tampa, FL, 33607

Hernando School Districts End of Lease Options

The district has the option to return the current leased Ricoh devices under contract numbers listed below at the end of the lease term or can exercise the $1.00 Buyout option to keep the device. If the district would like to continue with a Maintenance & Supply Agreement below is the Pricing Schedule.

Contract Numbers: 2301055A15
2301055A16
2301055A17
2301055A18

	BW	Color
Current Rates	$ 0.0034	$ 0.0400
New Rates		
Year 1	$ 0.0039	$ 0.0460
Year 2	$ 0.0045	$ 0.0529
Year 3	$ 0.0052	$ 0.0608
Year 4	$ 0.0060	$ 0.0700
Year 5	$ 0.0069	$ 0.0805

Service contract includes all Parts, Toner, Labor and Staples.

At any time, the district can cancel the service contract on any Dollar Buyout equipment upon a 30 day written notice.

Ricoh will relocate machines designated for new schools at no charge to the Hernando County School District.

RICOH USA, INC.
3501 East Frontage Road,
Tampa, FL, 33607

District Fleet		Model	Equipment ID	Serial Number
Title I	Academic Services near room 1-166	MP4055SP	14692301	C83241703
Nature Coast Technical High School	AD Off. 2-009	MP4055SP	14692131	C83241706
Nature Coast Technical High School	Admin 01-018	MP4055SP	14692130	C83241696
School Board Office (Color Copier) with 3-hole punch	Board Office	IMC4500	14691823	C83241717
JD Floyd Elementary School	Break Room Admin Building	MP4055SP	14692152	C83241609
HITV	Communications Dept Room 1-075	IM350F	14692176	C83241710
DS Parrott Middle School	Front Office	IM350F	14692189	C83241712
Chocachatti Elementary School	Front Office	MP4055SP	14691654	C83241732
Eastside Elementary School	Front Office	MP4055SP	14691651	C83241693
Explorer K-8 School	Front Office rm. 002	MP7503SP	14692600	C83242152
Explorer K-8 School	Front Office-Guidance Area	MP7503SP	14504439	C83242151
Transportation Department	Garage Parts Office	MP4055SP	14691496	C83241735
Springstead High School	Guidance	MP4055SP	14692384	C83241856
Human Resources	HR Kitchen	MP7503SP	14692549	C83242068
Human Resources	HR Lobby	IMC4500	14691824	C83241716
Hernando eSchool	In Copier Room	MP4055SP	14692192	C83241610
Purchasing Ricoh Color Copier	In Print Shop	IMC4500	14917898	C83274111
Finance & Purchasing Department	Kitchen	IMC4500	14504418	C83241715
Finance & Purchasing Department	Kitchen	MP7503SP	14504430	C83242070
Office of Safe Schools	Main Hallway	MP4055SP	14692132	C83241704
Academic Services Hallway-Professional Development	Main Hallway outside of the Assessment Dept (from Superintendent)	IMC4500	14691650	C83241718

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Maintenance Department (formerly Safety & Security)	Maintenance front office hallway	MP4055SP	14692182	C83241698
Maintenance Department	Maintenance Inventory Specialist office, in warehouse area of Maintenance Dept	IM350F	14692177	C83241709
West Hernando Middle School	Room 702	MP4055SP	14692383	C83241861
Central High School	Room D111	MP4055SP	14692441	C83241853
Fox Chapel Middle School	Staffing Room 502	IM350F	14692304	C83241742
Student Services Department	Student Services	MP4055SP	14692139	C83241604
Superintendent's Office	Superintendent Suite-Kitchen Area (from Academic Services)	MP4055SP	14691495	C83241701
Technology & Information Services	TIS Kitchen	MP4055SP	14692178	C83241702

Food & Nutrition - Cafeteria		Model	Equipment ID	Serial Number
BES	Cafeteria	IM350F	14691665	C83241879
CES	Cafeteria	IM350F	14691668	C83241877
CK8	Cafeteria	IM350F	14691671	C83241935
DSPMS	Cafeteria	IM350F	14692439	C83241865
EK8	Cafeteria	IM350F	14692444	C83241867
FCMS	Cafeteria	IM350F	14692448	C83241868
FES	Cafeteria	IM350F	14692366	C83241870
FES	Cafeteria	IM350F	14692366	C83241872
MES	Cafeteria	IM350F	14692378	C83241871
PGES	Cafeteria	IM350F	14692212	C83241971
SES	Cafeteria	IM350F	14692468	C83241932
SHES	Cafeteria	IM350F	14692454	C83241931
SHS	Cafeteria	IM350F	14692359	C83241874
WHMS	Cafeteria	IM350F	14692360	C83241875
FNS DO	District Office	IMC4500	14692121	C83241906

Print Shop		Model	Equipment ID	Serial Number
		ROLAND VG2-540		KEI1110

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Approved as to Content & Form

Caroline Mockler, Esq.

Staff Counsel, HCSD

12:20 pm, 06/26/2025

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Hernando School Districts Equipment Return Hard Drive Security Protocol

Ricoh's Erase All Memory Function:

Ricoh's Erase All Memory function overwrites the contents of every region of the drive and initializes the contents of the NV-RAM on the controller as well as the Smart Operation Panel (SOP) in many devices. This renders all data in the internal storage virtually unreproducible and is mainly used at the end of lease of a machine, when a rented machine is returned, or when a machine is discarded. There are up to five possible patterns to choose from when initiating the Erase All Memory function:

- NSA – three (3) passes; twice with random numbers and once with zeros, as defined by the United States National Security Agency (NSA)
- DoD (5220.22-M) – three (3) passes; a random number, then by its complement, then by another random number, as defined by the United States Department of Defense (DoD)
- Random Numbers – multiple (1-9 selectable configuration) passes of random numbers
- BSI/VSITR – Seven (7) passes with the following patterns: 0x00, 0xFF, 0x00, 0xFF, 0x00, 0xFF, 0xAA, defined by the German government
- Secure Erase (ATA) – Data is overwritten using an algorithm that is built into the drive itself

Once completed, most recent models can output a paper confirmation page, including the Model Name, Serial Number, Data/Time, and Erasing Method.

The District will be provided a signed certificate from Ricoh once all the erase functions are completed.

CUSTOMER		RICOH USA, INC.	
Signature:	_____	Signature:	Robert Griffin
Name:	_____	Name:	Robert Griffin
Title:	_____	Title:	Regional Vice President
Date:	_____	Date:	7/10/25

:

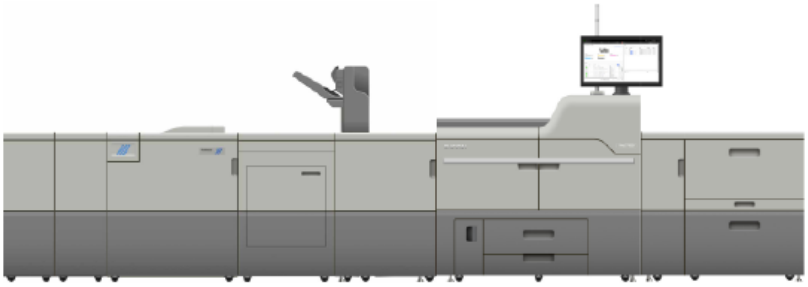
Approved as to Content & Form
Caroline Mockler, Esq.
Staff Counsel, HCSD
12:25 pm, 07/10/2025

Proposal for Digital Production Solutions



RICOH
1 - Pro-C7500S
Digital Production System





RICOH
1 - Pro-C7500S
Digital Production System





RICOH
1- Pro-8420s
Digital Production System



PREPARED BY:
Timothy Washburn
Production Print Executive
RICOH Commercial and Industrial Printing
Phone: (407) 635-6006
Email: Timothy.Washburn@RICOH-USA.com

PREPARED FOR:
Hernando County Schools
Central Printing

July 7, 2025

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Proposed Solution – Configuration A

Ricoh Pro-C7500 Production Color Device





The Ricoh Pro-C7500P is a high end, production-level printing system for Commercial Printers, Implants, CRD's, and Data Centers. With the ability to print 85 pages/minute and output a wide variety of fully finished print applications, your customers can now satisfy the demand for a multitude of finished documents and presentations.

Key Features

- 85-PPM color output speed
- 6,900-sheet paper capacity
- +/- .5mm registration
- Supports up to 400 GSM Duplexed & 470 GSM Simplex
- Coated stock support
- Carbonless support
- Stapler Finisher with 3-Hole Punch
- GBC Stream Punch with 43H-47H Die Set
- EFI Fiery N-50 Controller
- Fiery Impose/JobMaster/Acrobat 2020

Benefits

- Tight registration for easier cutting postcards, business cards, etc.....
- Polymer Toner produces a more "press like" appearance
- TCRU (Trained Customer Replaceable Units) Kits A, B, & D
- GBC Stream Punch saving labor time of punching printed sheets in-line for Coil Bound Booklets.



Images Shown Represent Proposed Configurations

Proposed Solution - Configuration B

Ricoh Pro-C7500 Production Color Device





The Ricoh Pro-C7500P is a high end, production-level printing system for Commercial Printers, Implants, CRD's, and Data Centers. With the ability to print 85 pages/minute and output a wide variety of fully finished print applications, your customers can now satisfy the demand for a multitude of finished documents and presentations.

Key Features

- 85-PPM color output speed
- 6,900-sheet paper capacity
- +/- .5mm registration
- Supports up to 400 GSM Duplexed & 470 GSM Simplex
- Coated stock support
- Carbonless support
- Stapler Finisher with 3-Hole Punch
- Plockmatic 350e, RCTe, Book Fold, Cover Feed, & Face Trimmer
- EFI Fiery N-50 Controller
- Fiery Impose/JobMaster/Acrobat 2020

Benefits

- Tight registration for easier cutting postcards, business cards, etc.....
- Polymer Toner produces a more "press like" appearance
- TCRU (Trained Customer Replaceable Units) Kits A, B, & D
- Professional Full-Bleed Booklets completed in-line with a Square Back Spine.



Images Shown Represent Proposed Configurations

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Proposed Solution

Ricoh Pro 8420S Monochrome Production Device

The Ricoh Pro-8420S is a high end, production-level printing system for Commercial Printers, Implants, CRD's, and Data Centers. With the ability to print 136 pages/minute and output a wide variety of fully finished print applications, your customers can now satisfy the demand for a multitude of finished documents and presentations.

Key Features

- 136-PPM color output speed up to 300gsm
- 5,500/7,700-sheet paper capacity
- +/- .5mm registration
- Supports up to 350gsm
- Coated stock support
- Carbonless support
- EFI Fiery EB-36 Controllers
- 1 – GBC Stream Punch Plus including 2 – Coil 43H-47H Die Sets
- 2 – Stapler Finisher with 3-Hole Punch
- 1 – Plockmatic 350e, Book Fold, PBM Trimmer, & Cover Feeder

Benefits

- Tight registration for easier cutting postcards, business cards, etc.…
- Polymer Toner produces a more "press like" appearance
- TCRU (Trained Customer Replaceable Units) Kits A&B
- GBC Stream Punch saving labor time of punching printed sheets in-line for Coil Bound Booklets.
- Professional Booklets completed in-line with a Square Back Spine & Face Trimmed.



Images Shown Represent Proposed Configurations

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Proposed Solution for Yard Sign and other Applications

LOGOJET UVx40R Plus SE Tabletop UV LED Flatbed Printer



The **LogoJET UVx40R PLUS-SE** (speed-enhanced) tabletop printer has expanded on our award-winning design by including a fourth print head and an expanded imprint size of 18” x 24” for **33% more print area** than our UVx40R-SE model! The added print head enhances white ink opacity and clear gloss options, and the bed size is ideal for printing yard signs. LogoJET’s number-one seller combines industrial-strength components with extended-wear print heads to bring you a powerful and efficient UV-LED printer with a larger capacity, while maintaining a compact size.

- 18” W x 24” L Imprint Area
- CMYK + White + Clear Gloss Ink
- Dual CMYK option for increased speeds
- Automatic Product Height Sensor - up to 5" H
- Built-in vacuum bed
- Rotary 360° Printing Capability
- Speed-Enhanced Bi-directional printing
- Award-Winning Ink & RIP Software

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Financial Considerations – OMNIA PUBLIC SECTOR GPO





Pricing Components

Hernando County Schools

(1) LogoJET UVx40R Plus-SE 18” X 24”

Direct to Substrate Printer

- LogoJET Print Pro RIP Software
- Consumable Parts Adjustment Tool Kit
- 1-Year Limited Warranty (Included)
- Reusable Multi Mat 18” x 24” (2 Needed)
- 1-Year RICOH WF Industry Expert Phone Support Level 1
- Industrial Print Project Management Tier 2
- Stop Static Wand
- Mini-Hygrometer to Monitor Room Temperature & Humidity
- Onsite Installation & Training of New Printer by LogoJET Technician
- Freight & Rigging Included



LogoJET UV-Curable H2GH Ink for R-Series Printers (Express 30R/UVx40R/PLUS/UVx90R) Cyan	H2GHCYAN200-P-DS	$98.00
LogoJET UV-Curable H2GH Ink for R-Series Printers (Express 30R/UVx40R/PLUS/UVx90R) Yellow	H2GHYELLOW200-P-DS	$98.00
LogoJET UV-Curable H2GH Ink for R-Series Printers (Express 30R/UVx40R/PLUS/UVx90R) Magenta	H2GHMAGENTA200-P-DS	$98.00
LogoJET UV-Curable H2GH Ink for R-Series Printers (Express 30R/UVx40R/PLUS/UVx90R) Black	H2GHBLACK200-P-DS	$98.00
LogoJET UV-Curable H2GH Ink for R-Series Printers (Express 30R/UVx40R/PLUS/UVx90R) White	H2GHWHITE200-P-DS	$98.00
LogoJET UV-Curable H2GH Ink for R-Series Printers (Express 30R/UVx40R/PLUS/UVx90R) Clear Gloss	5017010007-DS	$98.00
UV Adhesion Promoter - 250mL - Use to wipe non-porous surfaces for best adhesion (ie. metal, glass, acrylic, ceramic, rubber) 1 Year shelf life	UVAP250-DS	$74.99
UV Maintenance Flush Solution for all H2 & Inspira Series Ink – 1 Liter	LJ-2151UVCleaner	$75.00
UV Metal Adhesion Promoter (100 ml) - 6 Month shelf life	UVAPMET-DS	$60.00

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Overview of the Mach 6 Envelope Printer

- ## Quadient Mach6 Digital Envelope Printer

- The MACH 6 printer leverages Memjet inkjet technology to print on applications beyond envelopes and paper, including various materials up to 3/8” thick. It dramatically improves direct mail marketing and packaging while maintaining an extremely low total cost of ownership. The MACH 6 helps commercial printers expand their offerings for affordable short run color printing jobs while increasing their profitability and productivity.

- Print speed up to 8,000 #10 envelopes per hour
- Full color up to 1600x1600 dpi
- Minimum sheet size 4”x3”
- Max sheet size 17” x 10.5”
- Thickness up to 3/8”
- mColor RIP version 3.0 comes pre-loaded
- Comes with envelope conveyor and stacker
- **Print Head Maximum Width: 8.77”**



MACH 6 with optional conveyor stacker & cabinet base

Actual scan of a full bleed example printed on the MACH 6

Powerful Color Management Tools

Quadient's optional mColor RIP™ & Workflow software delivers the color consistency and accuracy required by creative and production-oriented users alike for their projects and short run print jobs.

This software incorporates color management tools, production job presets, hot folders and the powerful Harlequin® RIP™ engine into one workflow product.

With its easy-to-use job workflow interface, mColor provides the tools to automate production, manage jobs and deliver professional color quality control to the Quadient MACH Series printers.



HARLEQUIN rip

Harlequin® RIP™ Technology

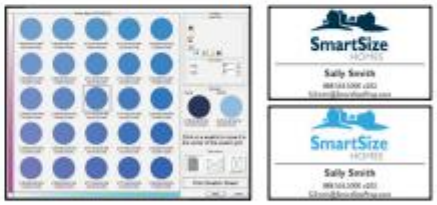
We built mColor based on the state-of-the-art Harlequin® RIP™, the expert printer's choice.

Variable Data Management (VDM)

The VDM module makes variable data printing fast and easy. Merge variable PDFs with static PDFs and other graphics. VDM allows full color management functionality.

Advanced Color Management and Spot Matching

The mColor RIP™ provides the tools to edit spot color without being a color expert.



ICC Profiles

Built-in ICC color profiles ensure the best possible output on a wide variety of papers.

Workflow Productivity

Submit, manage and preview jobs anywhere on the network from a Mac® or PC.

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Financial Considerations – OMNIA PUBLIC SECTOR GPO





Pricing Components

- **(1) MACH 6 Envelope Printer**
  - Envelope conveyor
  - Delivery/Installation
  - Training
  - 12 Months of Maintenance

Hernando County Schools



Equipment Price Breakdown Summary – OMNIA PUBLIC SECTOR GPO

Hernando County Public Schools proposed equipment below using a 60-Month $1.00 Buyout Lease Program.

School/Site	Site Location	New Model	New Monthly Lease Rate	Location Address	City	Zip Code
PRINT SHOP						
Print Shop	SDC	PROC7500 (conf A)	$ 2,160.00	8050 MOBLEY RD	BROOKSVILLE	34601
Print Shop	SDC	PROC7500 (conf B)	$ 2,398.62	8050 MOBLEY RD	BROOKSVILLE	34601
		Maintenance	$ 121.38			
Print Shop	SDC	PRO8420S	$ 1,601.42	8050 MOBLEY RD	BROOKSVILLE	34601
Print Shop	SDC	UVx40R Plus SE	$ 889.40	8050 MOBLEY RD	BROOKSVILLE	34601
Print Shop	SDC	Mach 6 Envelope Printer	$ 524.13	8050 MOBLEY RD	BROOKSVILLE	34601
		MACH 6 Monthly Maintenance Agreement 12-months	$ 71.31			
			$7,766.26			
Usage/Maintenance - New 60-Month Contract (Print Shop):						
$.0032 B&W						
$.0400 Color						
Buyout Units ($1)						
ROLAND VG2-540						

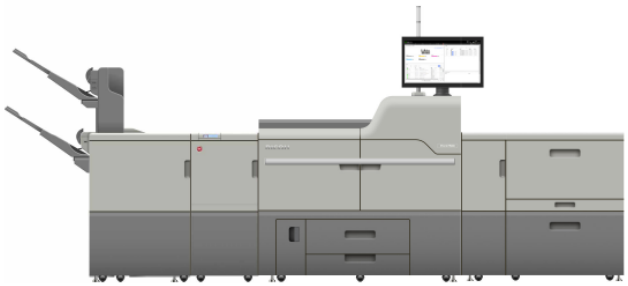
Equipment Configuration Details

- (1) Ricoh Pro-C7500, (1) Vacuum Deck,(1) GBC Stream Punch with 43H-47H Die Set, (1) Stapler Finisher with 3-Hole Punch, (1) N-50 Fiery Controller (1) Impose & JobMaster Licenses for 5yrs, Surge Protectors, & TCRU's A-B-D.
- (1) Ricoh Pro-C7500, (1) Vacuum Deck, (1) Stapler Finisher with 3-Hole Punch, (1) Plockmatic 350e, Book Fold, RCTe, PBM Face Trim, & Cover Feeder (1) N-50 Fiery Controller (1) Impose & JobMaster Licenses for 5yrs, Surge Protectors, & TCRU's A-B-D.
- (1) Ricoh Pro-8420S (1) Vacuum Deck, EB36 Controller, Standard Finisher with 3-Hole Punch, **(1)** GBC Stream Punch with **(**43H-47H Die Set, (1) Plockmatic 350e, Book Fold, Cover Feeder, and PBM Face Trim Surge Protectors, and TCRU's A & B.
- **Quote includes the returning and removing of (2) Pro 7200S, 8300S, (1) 8320S, (1) Seal 62" Laminator, and (1) Xante EnPress Envelope Printer.**
- **The remaining equipment will remain at HCPS for the Roland VG2-540 Roll to Roll Wide Format Printer.**
- **Quote includes delivery & installation**

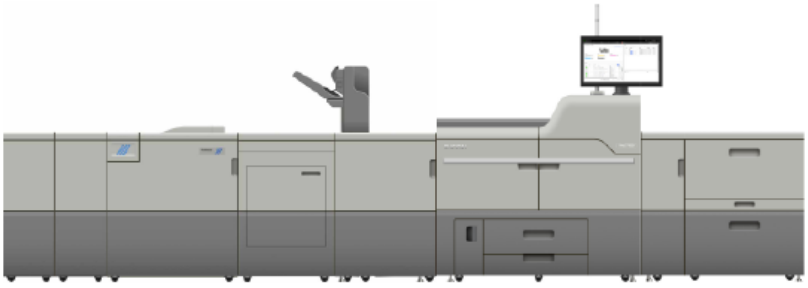
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Please direct any questions on this proposal to:

Mark Casey or Tim Washburn
Email: mark.casey@ricoh-usa.com
Email: timothy.washburn@ricoh-usa.com

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Ricoh's Central Florida Team



Tim Washburn	Production Print Executive	Sales / Account Management / Customer Service	407-635-6006	20+ years of industry experience
Fabian Barbosa	District Sales Manager	*Direct Supervisor*	407.929.2256	20+ years of industry experience
Bill Stinson	Service Manager	*Supports Production Print Customers – Orlando to Gainesville Area*	904.759.6705	25+ years of industry experience
Steve Smith	Service Manager	*Supports Production Print Customers - Tampa Bay Area*	727.534.1547	25+ years of industry experience
Pedro Vasquez	Production Print Solutions Engineer	*Implements software, trains new installs, etc.*	386.507.3930	30+ years of industry experience
Joel Cawthorne	Production Print Solutions Engineer	*Implements software, trains new installs, etc.*	813.373.2050	30+ years of industry experience
Lou Mundy	Solutions Dev. Manager	*Web to Print, MIS, Workflow, etc.*	678.462.2079	20+ years of industry experience
Chris Wysong	Advanced Finishing Specialist	*Duplo, Standard, Roland, Plockmatic, etc.*	678-525-8209	20+ years of industry experience
Garrett King	Sign & Graphics Specialist	*Wide Format – Flatbed Technologies*	478-342-0883	15+ years of industry experience

OUR PORTFOLIO



Hardware

Production print systems that meet all spectra of the market — graphic arts, décor printing, apparel, sign & graphics, critical communications, direct mail and more. All backed by the power of Ricoh's dedicated support team.



Finishing

From cutters and folders to high-speed unwinders and UV coaters, Ricoh has you covered with complete end-to-end systems that improve your productivity, profitability and shorten customer delivery timelines.



Consulting & Professional Services

We ask questions, define objectives, and analyze data with an unbiased perspective to recommend the best solutions. Depending on your needs, we can stay engaged to help you manage them for the long term or develop a plan for you to follow internally.



Software & Solutions

Combining a range Ricoh developed solutions with offerings from a broad selection of partners, we provide an integrated approach for all of your production printing workflows and upstream marketing needs to allow our experts will maximize your efficiency, quality and profitability.

OUR COMMITMENT TO YOU



With Ricoh, you have the support of a trusted partner in your corner — one who shares your goals, understands your long-term vision and is focused on helping you achieve success.

Our dedication to the industry is unwavering, and it shows in the wealth of new technologies we are bringing to market. We are constantly thinking ahead, innovating and devising new ways to provide value and opportunity to you, our customer. This is the essence of Ricoh's Commercial & Industrial Printing Business Group.

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Hernando County School District

Business Solutions Proposal

PREPARED BY:
Mark Casey

Date: 6/12/25

978

Cover Letter

Dear Julie & Chris,

On behalf of your Ricoh team, thank you for meeting with us to discuss your organization's challenges and how we can deliver the solutions that will help propel the District forward and position you for success. Based on our conversations, I have prepared a Like for Like proposal that will assist you in achieving your goals.

Ricoh has transformed the way people live and work with breakthrough technologies and services. Our solutions help you to remove obstacles to sustained growth by optimizing the flow of information and automating antiquated processes to increase productivity.

In addition, our extensive experience in a wide range of industries gives us in-depth knowledge of your unique challenges — and how our services can help overcome them.

We appreciate your time and look forward to helping the District work smarter.

Sincerely,

Mark

Mark Casey
Account Manager
813-261-2068
Mark.Casey@Ricoh-USA.com

IM 4000
Laser Multifunction Printer

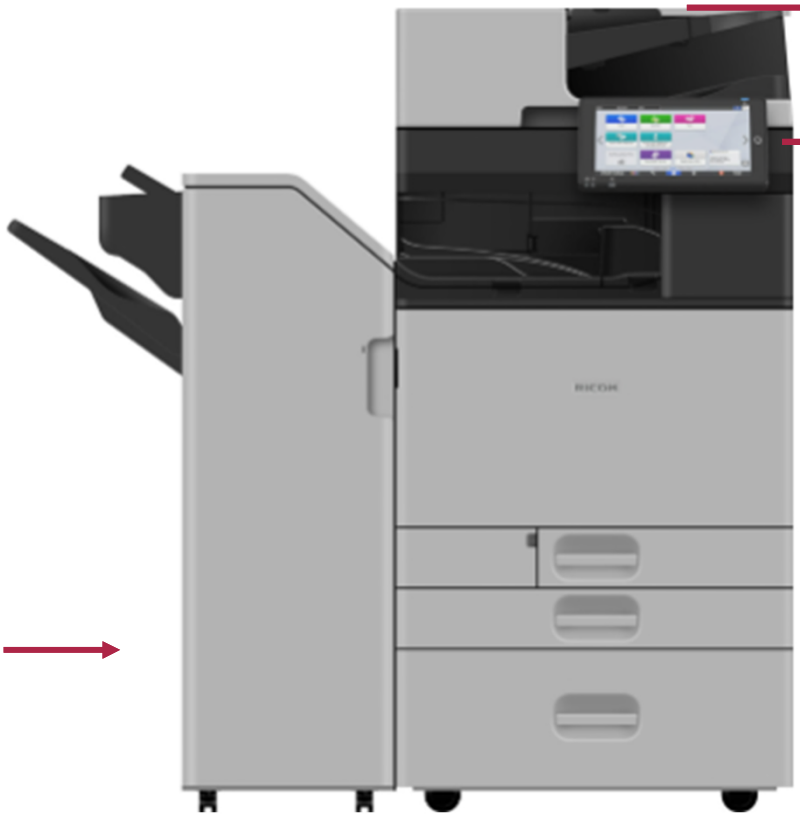


IM 4000
SYSTEM SPECIFICATIONS

Includes:
- ✓ Output speed of 40 page per minute Black & White
- ✓ Copy, Print and Scan
- ✓ 1,000 Sheet Staple Finisher
- ✓ 1200 x 1200 dpi max print resolution
- ✓ Scans speed of 150 impressions per minute (simplex) / 300 impressions per minute (duplex)
- ✓ Paper capacity of 1,200 sheets

Service Includes:
- ✓ All parts, toner, labor and staples
- ✓ Installation and implementation
- ✓ Preventative maintenance
- ✓ 4 hour response time

IM C4510
Color Laser Multifunction Printer



IM C6010
SYSTEM SPECIFICATIONS

Includes:
- ✓ Output speed of 45 page per minute Black & White and Color
- ✓ Copy, Print and Scan
- ✓ 1,000 Sheet Staple Finisher
- ✓ 1200 x 1200 dpi max print resolution
- ✓ Scans speed of 150 impressions per minute (simplex) / 300 impressions per minute (duplex)
- ✓ Paper capacity of 1,200 sheets

Service Includes:
- ✓ All parts, toner, labor and staples
- ✓ Installation and implementation
- ✓ Preventative maintenance
- ✓ 4 hour response time

IM 7000
Laser Multifunction Printer



IM 7000
SYSTEM SPECIFICATIONS

Includes:
- ✓ Output speed of 70 page per minute Black & White
- ✓ Copy, Print and Scan
- ✓ 3,000 Sheet Staple Finisher
- ✓ 1200 x 1200 dpi max print resolution
- ✓ Scans speed of 150 impressions per minute (simplex) / 300 impressions per minute (duplex)
- ✓ Paper capacity of 4,300 sheets

Service Includes:
- ✓ All parts, toner, labor and staples
- ✓ Installation and implementation
- ✓ Preventative maintenance
- ✓ 4 hour response time

Pro 8400S
Laser Multifunction High Volume Printer

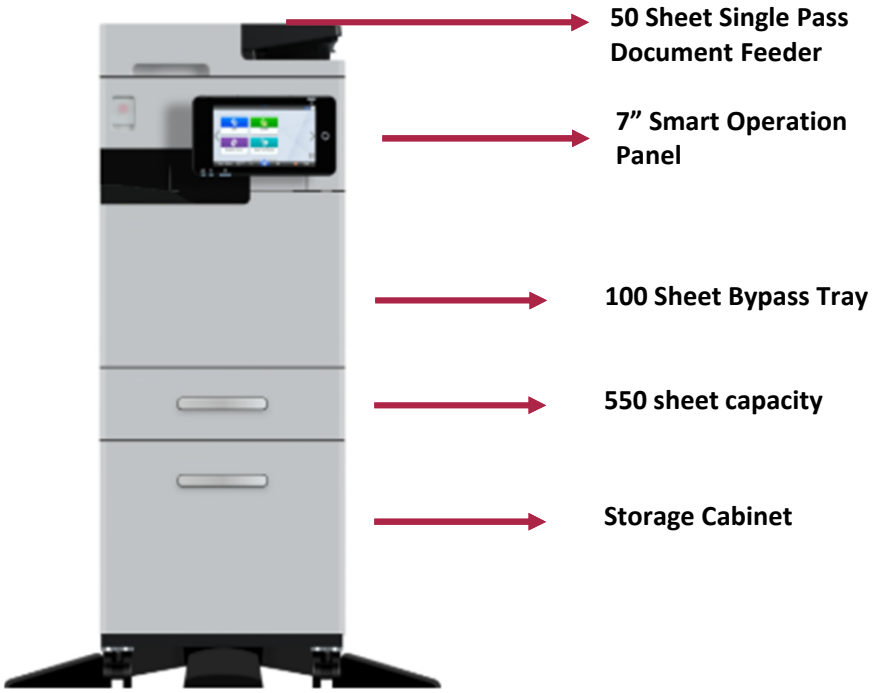


Pro 8400S
SYSTEM SPECIFICATIONS

Includes:
- ✓ Output speed of 96 page per minute Black & White
- ✓ Copy, Print and Scan
- ✓ 3,000 Sheet Staple Finisher
- ✓ 1200 x 1200 dpi max print resolution
- ✓ Scans speed of 150 impressions per minute (simplex) / 300 impressions per minute (duplex)
- ✓ Paper capacity of 4,300 sheets

Service Includes:
- ✓ All parts, toner, labor and staples
- ✓ Installation and implementation
- ✓ Preventative maintenance
- ✓ 4 hour response time

IM 370F
Laser Multifunction Printer



IM 370F
SYSTEM SPECIFICATIONS

Includes:
- ✓ Output speed of 37 page per minute Black & White
- ✓ Copy, Print and Scan
- ✓ 1200 x 1200 dpi max print resolution
- ✓ Paper capacity of 650 sheets

Service Includes:
- ✓ All parts, toner, and labor
- ✓ Installation and implementation
- ✓ Preventative maintenance
- ✓ 4 hour response time

Proposed MFP Pricing

District Fleet			
Model #	**Quantity**	**Unit Price**	**Total Cost**
IM4000	42	$ 152.10	$ 6,388.20
IM7000	42	$ 184.50	$ 7,749.00
IM7000 w/ Hole Punch	1	$ 193.50	$ 193.50
Pro8400	4	$ 274.50	$ 1,098.00
IM370F	11	$ 35.10	$ 386.10
IMC4510 w/ Hole Punch	8	$ 144.00	$ 1,152.00

Proposed 60 Month $1.00 Total Lease Payment:	**$ 16,966.80**

Proposed BW Cost Per Copy/Print:	**$0.0034**
Proposed Color Cost Per Copy/Print:	**$0.0400**

Food Nutrition			
Model #	**Quantity**	**Unit Price**	**Total Cost**
IM370F	22	$ 35.10	$ 772.20
IMC4510	1	$ 135.00	$ 135.00

Proposed 60 Month $1.00 Total Lease Payment:	**$ 907.24**

Proposed BW Cost Per Copy/Print:	**$0.0034**
Proposed Color Cost Per Copy/Print:	**$0.040**

Proposal for Hernando County School District



Leveraging 80+ years of innovation in office technology

Ricoh's industry leading product line is designed to meet the demands of any of our customer's environments. We offer both workgroup multifunctional printers and printers that work seamlessly with our digital workplace solutions and software to allow our clients to create, share and mange their critical business information and documents. **Hernando County School District** can look forward to these benefits:

- Ability to connect to cloud applications
- Lower Total Cost of Ownership (TCO)
- Improved print & scan quality
- Increased document security options
- Reduction in hardware malfunctions, resulting in improved uptime
- Carbon footprint reduction initiatives and transparent sustainability reporting to align with ESG reporting criteria

> ***It's been a total win-win with Ricoh. We've been able to improve our services and the functionality is so much better — and our costs went down..***
>
> **Hatboro-Horsham School District**
> ***Case Study***

RICOH

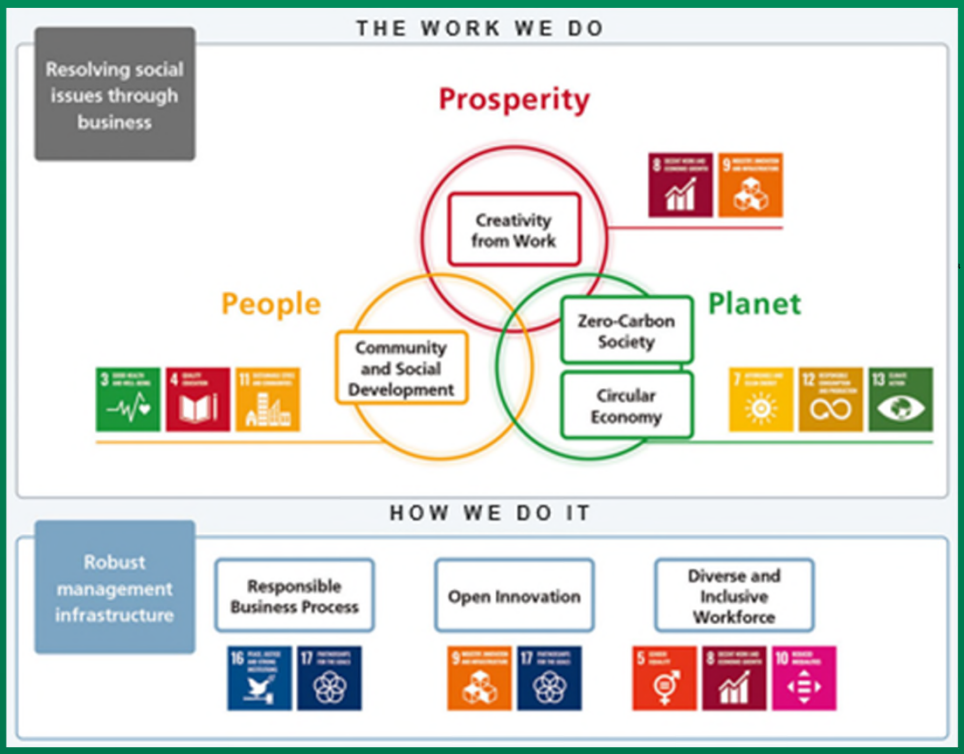


5 decades of environmental sustainability

Our commitment to environmental conservation has been woven into the DNA of our manufacturing, logistics, product use and final disposal processes since 1976. Our ENERGY STAR certified products, services and solutions can assist you in achieving your ESG requirements through eco-friendly procurement, recycling initiatives, reduction in paper and electricity usage, process optimization and carbon footprint reporting.

Accomplishing our ESG promise through 12 focus Sustainable Development Goals (SDGs)

From the start, we have been focused on delivering value through attaining what we call "the Three Ps Balance" or building harmony among People, Prosperity and Planet. At the highest level, our commitments focus around "resolving social issues through business"—and the way we accomplish that is through the foundation of our robust management infrastructure



Learn more: ricoh-usa.com/environment

RICOH

Ricoh USA, Inc. 300 Eagleview Blvd Ste 200, Exton, PA, 19341 | 1-800-63-RICOH

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State of Florida

Affidavit Regarding the Use of Coercion for Labor and Services

Respondent Vendor Name: Ricoh USA

Vendor FEIN: 23-0334400

Vendor's Authorized Representative Name and Title: Robert Griffin, Regional Vice President

Address: 3501 East Frontage Road

City: Tampa State: FL ZIP:

Phone Number:

Email Address: robert.griffin@ricoh-usa.com

Section 787.06(13), Florida Statutes requires all nongovernmental entities executing, renewing, or extending a contract with a governmental entity to provide an affidavit signed by an officer or representative of the nongovernmental entity under penalty of perjury that the nongovernmental entity does not use coercion for labor or services as defined in that statute.

The Hernando County School District, Florida is a governmental entity for purposes of this statute.

As the person authorized to sign on behalf of Respondent, I certify that the company identified does not:

- Use or threaten to use physical force against any person;
- Restrain, isolate, or confine or threaten to restrain, isolate, or confine any person without lawful authority and against her or his will;
- Use lending or other credit methods to establish a debt by any person when labor or services are pledged as a security for the debt, if the value of the labor or services as reasonably assessed is not applied toward the liquidation of the debt, the length and nature of the labor or services are not respectively limited and defined;
- Destroy, conceal, remove, confiscate, withhold, or possess any actual or purported passport, visa, or other immigration document, or any other actual or purported government identification document, of any person;
- Cause or threaten to cause financial harm to any person;
- Entice or lure any person by fraud or deceit; or
- Provide a controlled substance as outlined in Schedule I or Schedule II of s. 893.03 to any person for the purpose of exploitation of that person.

Under penalties of perjury, I declare that I have read the foregoing document and that the facts stated in it are true.

By: Robert Griffin

AUTHORIZED SIGNATURE

Print Name and Title: Robert Griffin, Regional Vice President

Date: 6/19/25

Approved as to Content & Form
Caroline Mocker, Esq.
Staff Counsel, HCSD
8:46 am, 04/25/2025

FOREIGN COUNTRY OF CONCERN ATTESTATION
(PUR 1355)

This form must be completed by an officer or representative of an entity submitting a bid, proposal, or reply to, or entering into, renewing, or extending, a contract with a Governmental Entity which would grant the entity access to an individual's Personal Identifying Information. Capitalized terms used herein have the definitions ascribed in Rule 60A-1.020, F.A.C.

Name of entity is not owned by the government of a Foreign Country of Concern, is not organized under the laws of nor has its Principal Place of Business in a Foreign Country of Concern, and the government of a Foreign Country of Concern does not have a Controlling Interest in the entity.

Under penalties of perjury, I declare that I have read the foregoing statement and that the facts stated in it are true.

Printed Name: Robert Griffin

Title: Regional Vice President

Signature: Robert Griffin Date: 7/10/25

Approved as to Content & Form

Caroline Mocker, Esq.

Staff Counsel, HCSD

8:49 am, 04/25/2025

STANDARD ADDENDUM TO AGREEMENTS WITH
THE HERNANDO COUNTY SCHOOL BOARD

WHEREAS, the undersigned has entered into an Agreement or Contract (hereinafter Agreement) with the Hernando County School Board; and,

WHEREAS, the Agreement sets forth the general terms and conditions of the relationship between the parties; and,

WHEREAS, the undersigned acknowledges that the School Board is the contracting authority for the Hernando County School Board and there are certain standard contract terms expected to be in every agreement by the School Board; and,

WHEREAS, the undersigned hereby agrees that these standard terms are part of the Agreement with the School Board.

1. The Contractor hereby agrees to indemnify, defend and hold the School Board harmless from and against any and all damages of any nature whatsoever which are caused or materially contributed to by the negligent, reckless or intentional acts of the Indemnifying Party.

2. To the extent that the agreement requires the School Board to indemnify Contractor, it shall only be to the extent of the limits set forth in section 768.28(5), Florida Statutes. and then only for the negligent or wrongful act or omission of any officer or employee of the School Board acting within the scope of the officer's/employee's office or employment under circumstances in which the state or such agency or subdivision, if a private person, would be liable to the claimant. Further, except as specifically provided herein, the School Board does not waive any defense of sovereign immunity. It is further understood and agreed by the parties to this agreement that no officer or employee may be held personally liable except as provided by section 768.28 (9), Florida Statutes. Notwithstanding the foregoing, the School Board intends to avail itself of the benefits of section 768.28 and of other statutes and common law governing sovereign immunity to the fullest extent possible. However, in no event will the School Board's liability under this provision exceed the sum of the lesser of the following: (a) the amount paid by the School Board to Contractor or (b) the amounts identified as statutory limits pursuant to section 768.28, Florida Statutes. if applicable. Nothing in this Agreement is intended to inure to the benefit of any third party for the purpose of allowing any claim which would otherwise be barred under the doctrine of sovereign immunity or by operation of law.

3. The parties agree to each pay their own attorneys' fees and costs relating to the negotiation of the Agreement and this Addendum and in relation to any action to enforce the terms of either document.

4. As may be applicable, all persons providing goods or services to the School Board pursuant the Agreement shall undergo the necessary background screening described in section 1012.465, Florida Statutes at their own cost before coming onto School Board property.

5. If the Agreement requires the expenditure of funds for more than one fiscal year, the Agreement shall be subject to termination by the School Board without cause upon a thirty (30) day notice.

6. Any conflict between the terms of this Addendum and the parties original Agreement or subsequent modifications thereof are to be resolved in favor of this Addendum.

7. The Agreement and this Addendum are to be construed in accordance with the laws of the State of Florida, and the parties hereby agree that performance of the terms and provisions of the Agreement are to be performed solely within the State of Florida. The Parties agree that the Circuit Court for the Fifth Judicial Circuit, Hernando County, Florida (hereinafter "Court"), shall have sole and exclusive jurisdiction to enforce the terms of this Agreement, notwithstanding any provisions in the Agreement to the contrary, and the Parties further agree that they will present any disputes under this Agreement, including, without limitation, any claims for breach or enforcement of this Agreement, exclusively to the Court.

8. The payment obligation of the School Board created by the Agreement is conditioned upon the availability of funds that are appropriated or allocated for the payment of services or products. If such funds are not allocated and available, the Agreement may be terminated by the School Board at the end of the period for which funds are available. The School Board shall notify the Contractor at the earliest possible time before such termination. No penalty shall accrue to the School Board in the event this provision is exercised, and the School Board shall not be obligated or liable for any future payments due or for any damages as a result of such termination.

9. If, and to the extent the agreement provides for the payment of any applicable sales taxes, the Parties acknowledge that the School Board is an entity which is exempt from the same as provided by section 212.08(6), Florida Statutes.

10. The Parties agree that in the event Contractor files for bankruptcy, insolvency or receivership during the term of this agreement, the School Board may, at its option, terminate and cancel said contract, in which event all rights hereunder shall immediately cease and terminate.

11. Neither party shall be liable to the other, nor deemed in default under this Agreement to the extent that such party's performance under this Agreement is rendered impossible, impractical, or prevented by reason of force majeure. For purposes of this Agreement, the term "force majeure" means an occurrence that is beyond the control of the party affected and occurs without fault or negligence on behalf of either party. Without limiting the foregoing, force majeure includes acts of God; acts of the public enemy; war; riots; strikes; labor disputes; civil disorders; fires; floods; hurricanes, epidemics, pandemics, government regulations, and the issuance or extension of existing government orders of the United States, the State of Florida, or local county and municipal governing bodies, which prevents performance of the contract for all or part of the term of the Agreement.

12. Notwithstanding any provision to the contrary in the agreement, all payments due from the School Board for non-construction services hereunder shall be governed by the provisions

of Chapter 218, Florida Statutes.

13. If, and to the extent that the agreement provides for reimbursement of travel and related expenses, the Parties agree that such reimbursements shall be subject to the reimbursement schedules contained in Section 112.061, Florida Statutes.

14. Contractor confirms that neither it nor its principals are suspended, debarred, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this contract by any governmental department or agency. This certification is a material representation of fact upon which reliance will be placed when the School Board executes this agreement. If it is later determined that Contractor knowingly rendered an erroneous certification, in addition to the other remedies available to School Board, School Board may terminate the Agreement for default by Contractor.

15. E-Verify. Pursuant to section 448.095, Florida Statutes, Contractor shall use the U.S. Department of Homeland Security's E-Verify system https://e-verify.uscis.gov/emp, to verify the employment eligibility of all employees hired during the term of this Agreement. If Contractor enters into a contract with a subcontractor, the subcontractor must provide Contractor with an affidavit stating the subcontractor does not employ, contract with, or subcontract with an unauthorized alien and the Contractor shall provide a copy of such affidavit to the School Board upon receipt and shall maintain a copy for the duration of the Agreement. Failure to comply with this provision is a material breach of the Agreement and the School Board may choose to terminate the Agreement at its sole discretion and seek damages pursuant to Florida Statute. By signing below, Contractor affirms that it is registered with and uses the E-Verify system, is otherwise in compliance with section 448.095, Florida Statutes, and acknowledges that it is required to maintain such compliance throughout the term of any Contract entered between the parties.

16. Public records compliance provisions. Any confidentiality provisions in the Agreement shall be read in harmony with Florida's Public Records Act, Chapter 119, Florida Statutes. No provisions in the Agreement can be exercised to frustrate the requirements of the law for the release of records. The parties recognize that the School Board is a governmental entity, subject to Florida law regarding public access to records under Florida Statute, Chapter 119. As such, the Parties agree that only such information as is exempt and confidential under the provisions of law shall be considered confidential under the Term of this agreement and Any confidentiality provisions in the Agreement shall be read in harmony with Florida's Public Records Act, Chapter 119, Florida Statutes. No provisions in the Agreement can be exercised to frustrate the requirements of the law for the release of records. To the extent Contractor provides School Board any information which it believes is confidential or exempt, Contractor shall notify School Board of the specific information that it believes is confidential, as well as the basis for the exemption. Additionally, to the extent that the Contractor has any obligation to act in agency for the School Board, it shall maintain its records subject to section 119.0701, Fla. Stat. If and to the extent that contractor has access to any other confidential information regarding the School Board (such as security information as contemplated by section 119.071(c), Fla. Stat.), the Contractor agrees to use reasonable measures to maintain the confidentiality of such information.

17. To the extent Contractor maintains information that is subject to a public record request, it shall provide the public access to such records in accordance with, and subject to the applicable statutory terms and fees. Failure to do so will be considered a material breach of the original Agreement resulting in immediate termination with no penalty to School Board, and Contractor will indemnify and hold the School Board harmless for any and all damages and expenses suffered as a result of the material breach and contract termination. Contractor must comply with Florida public records laws, including but not limited to chapter 119, Florida Statutes and section 24 of article I of the Constitution of Florida, and specifically agrees to:

a. Keep and maintain public records required by the School Board in order to perform the service under this agreement; and

b. Upon request from the School Board's custodian of public records, provide the School Board with a copy of the requested records or allow the records to be inspected or copied within a reasonable time at a cost that does not exceed the cost provided in chapter 119, Florida Statutes, or as otherwise provided by law; and

c. Ensure that public records that are exempt or confidential and exempt from public records disclosure requirements are not disclosed except as authorized by law for the duration of the contract term and following completion of the contract if the contractor does not transfer the records to the School Board; and

d. Upon completion of the contract, transfer, at no cost, to the School Board all public records in possession of the contractor or keep and maintain public records required by the School Board to perform the service. If the contractor transfers all public records to the School Board upon completion of the contract, the contractor shall destroy any duplicate public records that are exempt or confidential and exempt from public records disclosure requirements. If the contractor keeps and maintains public records upon completion of the contract, the contractor shall meet all applicable requirements for retaining public records. All records stored electronically must be provided to the School Board, upon request from the School Board's custodian of public records, in a format that is compatible with the information technology systems of the School Board.

IF THE CONTRACTOR HAS QUESTIONS REGARDING THE APPLICATION OF CHAPTER 119, FLORIDA STATUTES, TO THE CONTRACTOR'S DUTY TO PROVIDE PUBLIC RECORDS RELATING TO THIS CONTRACT, CONTACT THE CUSTODIAN OF PUBLIC RECORDS AT 919 N. BROAD STREET, BROOKSVILLE, FL 34601, Ellerman_a@hcsb.k12.fl.us or (352) 797-7009.

Notwithstanding any other provisions of law or statutory interpretation, failure of the Contractor to abide by the terms of these public records provisions shall be deemed a material breach of this agreement and the School Board may enforce the terms of this provision in the form of a court proceeding and shall, as a prevailing party, be entitled to reimbursement of all reasonable attorney's fees and costs associated with that proceeding. This provision shall survive any termination or expiration of the contract.

18. If the Contractor receives any student information / records as a result of this agreement, it will maintain any such information / records as confidential and will not release same to any third parties without the express written approval of the School Board, except third parties who are essential to Contractor's delivery of its services to the School Board and who are bound to maintain the confidentiality of student information/records, and prohibited from unauthorized redisclosure of such information. Furthermore, Contractor agrees to maintain and utilize all such student information/records in accordance with the FERPA regulations and only as provided for in the Agreement and this Addendum. If student information/records are requested by way of subpoena or court order, Contractor shall notify the School Board of such request in writing including a copy of the subpoena or order and shall otherwise comply with the FERPA regulations.

19. Contractor agrees to execute an Affidavit Regarding the Use of Coercion for Labor and Services as required by section 787.06(13), Florida Statutes.

20. If the Contractor receives access to an individual s personal identifying information as a result of this agreement, Contractor agrees to provide the School Board with an affidavit signed by an officer or representative of the Contractor under penalty of perjury attesting that the Contractor does not meet any of the criteria in section 287.138(2)(a) to (c), Florida Statutes.

21. Contractor acknowledges that it will comply with all applicable Florida and Federal laws, ordinances, rules and regulations.

Signed and dated by authorized representatives as provided below:

Contractor:

Robert Griffin

Printed Name: Robert Griffin
Title: Regional Vice President
Date: 6/19/25

Approved as to Content & Form

Caroline Mocker, Esq.

Staff Counsel, HCSD

8:55 am, 04/24/2025

HERNANDO SCHOOL DISTRICT
Learn it. Love it. Live it.

Federal Terms & Conditions

Provisions for Non-Federal Entity Contracts Under Federal Awards (Appendix II to 2 CFR Part 200)

All purchases made by a non-Federal entity under a Federal award must contain provisions covering the following, as applicable. These provisions are required and apply under certain conditions when federal funds are expended to make purchases by the Hernando County School District.

1. **EQUAL EMPLOYMENT OPPORTUNITY:**
Except as otherwise provided under 41 CFR, Part 60, this section applies to federally assisted construction contracts. If applicable, the Contractor agrees to comply with the provisions of 41 CFR, Part 60-1.4(b) during the performance of this contract. The provisions may be found in Attachment A to these Federal Terms and Conditions.

2. **DAVIS-BACON ACT:**
(34 CFR 80.36(i)(5)): All vendors, contractors and subcontractors must comply with the Davis-Bacon Act (40 U.S.C. 276a to 276a–7) as supplemented by Department of Labor regulations (29 CFR part 5). (Construction contracts in excess of $2,000 awarded by grantees and subgrantees when required by Federal grant program legislation). (Applies to construction contracts in excess of $2,000 awarded by the district and subgrantees when required by Federal grant program legislation).

3. **COPELAND "ANTI-KICKBACK" ACT:**
(34 CFR 80.36(i)(4)): All vendors, contractors and subcontractors must comply with the Copeland "Anti-Kickback" Act (18 U.S.C. 874) as supplemented in Department of Labor regulations (29 CFR part 3). (Applies to all contracts and subgrants for construction or repair).

4. **CONTRACT WORK HOURS & SAFETY STANDARDS ACT:**
(34 CFR 80.36(i)(6)): All vendors, contractors and subcontractors must comply with Sections 103 and 107 of the Contract Work Hours and Safety Standards Act (40 U.S.C. 327–330) as supplemented by Department of Labor regulations (29 CFR part 5). (Applies to all construction contracts awarded by the district and subgrantees in excess of $2000, and in excess of $2500 for other contracts, which involve the employment of mechanics or laborers).

5. **RIGHTS TO INVENTIONS MADE UNDER A CONTRACT OR AGREEMENT:**
If the Federal award meets the definition of "funding agreement", the recipient or sub-recipient must comply with the requirements of 37 CFR Part 401 "Right to Inventions Made by Nonprofit Organization and Small Business Firms Under Government Grants, Contracts and Cooperative Agreement s", and any implementing regulations issued by awarding agency.

6. **CLEAN AIR ACT**
(34 CFR 80.36(i)(12)): All vendors, contractors and subcontractors must comply with all applicable standards, orders, or requirements issued under section 306 of the Clean Air Act (42 U.S.C. 7401-7671q.), section 508 of the Clean Water Act (33 U.S.C. 1251-1387), Executive Order 11738, and Environmental Protection Agency regulations (40 CFR part 15).(Applies to contracts, subcontracts, and subgrants of amounts in excess of $100,000).

7. **BYRD ANTI-LOBBYING AMENDMENT:**
Contractors that apply or solicitation for an award of $100,000 or more must file the required certification. Each tier certifies to the tier above that it will not and has not used Federal appropriated funds to pay any person or organization for influencing or attempting to influence an officer or employee of any agency, a member of Congress, officer or employee of Congress, or an employee of a member of Congress in connection with obtaining any Federal contract, grant or any other award covered by 31 U.S.C. 1352. Each tier must also disclose any lobbying with non-Federal funds that takes place in connection with obtaining any Federal award. Such disclosures are forwarded from tier to tier up to the non-Federal award.

8. RECOVERED MATERIALS:
Section 6002 (EPA) 40 CFR Part 247: For contracts using Federal funding, Contractor and subcontractor agree to comply with Section 6002 of the Solid Waste Disposal Act, as amended by the Resource Conservation and Recovery Act, and the regulatory provisions of 40 CFR, Part 247. In the performance of this contract and to the extent practicable, the Contractor and subcontractors are to procure items containing the highest percentage of recovered materials as designated by the Environmental Protection Agency (EPA) under 40 CFR, Part 247 whenever the purchase price of the item exceeds $10,000 or the value of the quantity acquired during the preceding fiscal year exceeded $10,000.

9. FEDERAL DEBARMENT CERTIFICATION:
Certification regarding debarment, suspension, ineligibility and voluntary exclusion, as required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR, 85, defined at 34 CFR Part 85, Section 85.105 and 85.110-(ED80-0013).

A. *The prospective lower tier ($25,000) participant certifies, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.*

B. *Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall provide an explanation.*

10. ADMINISTRATIVE, CONTRACTURAL OR LEGAL REMEDES:
If the vendor/contractor fails to perform to the district's satisfaction any material requirement of the contract or is in violation of a material provision of the contract, the district shall provide written notice to the contractor requesting that the breach or noncompliance be remedied within a set time frame outlined. Nonperformance by a vendor /contractor is any failure to follow the terms, conditions, and/or specifications as outlined in the contract.

11. HATCH ACT:
(5U.S.C. 1501-1508 AND 7324-7328: The vendor/contractor will comply with the provisions of the Hatch Act, which limits the political activities of employees whose principle employment activities are funded in whole or in part with federal funds.

12. CONTRACT TERMINATION FOR CONVENIENCE:
The Superintendent (or designee) reserves the right to terminate a vendor's contract in whole or in part when it is determined in its sole discretion that it is in the district's best interest to do so. The Superintendent (or designee) will notify the vendor of the intent to terminate, in writing, at least (30) days prior to the effective date of the termination, and the contract will officially terminate at the end of the (30) day grace period. The vendor shall not be entitled to recover any cancellation charges or lost profits.

13. CONTRACT TERMINATION FOR CAUSE:
The Superintendent (or designee) reserves the right to terminate a vendor's contract for just cause, without penalty. The Superintendent (or designee) will notify the vendor of the intent to terminate, in writing, at least (30) days prior to the effective date of the termination, and the contract will officially terminate at the end of the (30) day grace period. The vendor may request reconsideration of this decision in writing at any time during the 30 day grace period. The request must be addressed to the Director of Finance & Purchasing who will initiate an internal review of the matter. If the vendor's input is required as part of the reconsideration process, the vendor will be notified when and where to appear. Requests for reconsideration received after the (30) day grace period will be denied. Upon termination of a contract, the Board reserves the right to rescind and re-award a contract to the next low bidder, if determined to be in the best interest of the district to do so.

Provisions for Non-Federal Entity Contracts Under Federal Awards
(Federal Program Requirements - USDA)

In addition to the contract provisions required under Appendix II to 2 CFR, Part 200, these provisions are required by the United States Department of Agriculture ("USDA"), as applicable, when federal funds are expended to make purchases by the Hernando County School District.

14. **RECORDS RETENTION:**
(34 CFR 80.36(i)(11)): All vendors, contractors and subcontractors must retain all records pertaining to this contract for three years after the District makes final payments and all other pending matters are closed.

15. **CIVIL RIGHTS:**
The Vendor shall comply with Title VI of the Civil Rights Act of 1964, as amended; USDA regulations implementing Title IX of the Education Amendments; Section 504 of the Rehabilitation Act of 1973; Age Discrimination Act of l975; 7 C.F.R. Parts 15, 15a, and 15b; and FNS Instruction 113-1, Civil Rights Compliance and Enforcement—Nutrition Programs and Activities, and any additions or amendments.

16. **BUY AMERICAN:**
(7 CFR PART 210.21 (D)) - Section 104(d) of the William F. Goodling Child Nutrition Reauthorization Act of 1998 (Public Law 105-336) added a provision, Section 12(n) to the NSLA (42 USC 1760(n)), the District is required to purchase, to the maximum extent practicable, domestic commodity or product. Section 12(n) of the NSLA defines "domestic commodity or product" as an agricultural commodity that is produced in the United States and a food product that is processed in the United States using substantial agricultural commodities that are produced in the United States. "Substantial" means that over 51 percent of the final processed product consists of agricultural commodities that were grown domestically. Products from Guam, American Samoa, Virgin Islands, Puerto Rico, and the Northern Mariana Islands are allowed under this provision as territories of the United States. The Buy American provision (7 CFR Part 210.21(d)) is one of the procurement standards the District must comply with when purchasing commercial food products served in the school meals programs.

17. **ENERGY POLICY AND CONSERVATION ACT:**
Contractor and Subcontractor agree to comply with mandatory standards and policies relating to energy efficiency as contained in the state energy conservation plan issued in compliance with the Energy Policy and Conservation Act (Pub. L. 94-163, 89 Stat. 871).

18. **DISCOUNTS, REBATES, AND CREDITS:**
The vendor shall disclose all discounts, rebates, allowances, and incentives received by the company from its suppliers. All goods, services, or monies received as the result of any equipment or USDA Food rebates shall be credited to the District's nonprofit food service account.

HERNANDO SCHOOL DISTRICT
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Provisions for Non-Federal Entity Contracts Under Federal Awards
(Federal Program Requirements - FEMA)

In addition to the contract provisions required under Appendix II to 2 CFR, Part 200, these provisions are required by the Federal Emergency Management Agency ("FEMA"), as applicable, when federal funds are expended to make purchases by the Hernando County School District.

19. ACCESS TO RECORDS:
The following access to records requirements apply to this contract:

a. The Contractor agrees to provide the District, the State of Florida, the FEMA Administrator, the Comptroller General of the United States, or any of their authorized representatives access to any books, documents, papers, and records of the Contractor which are directly pertinent to this contract for the purposes of making audits, examinations, excerpts, and transcriptions.

b. The Contractor agrees to permit any of the foregoing parties to reproduce by any means whatsoever or to copy excerpts and transcriptions as reasonably needed.

c. The Contractor agrees to provide the FEMA Administrator or his authorized representatives access to construction or other work sites pertaining to the work being completed under the contract.

20. DHS SEAL, LOGO, AND FLAGS:
The Contractor shall not use the Department of Homeland Security ("DHS") seal(s), logos, crests, or reproductions of flags or likenesses of DHS agency officials without specific FEMA preapproval.

21. COMPLIANCE WITH FEDERAL LAW, REGULATIONS, AND EXECUTIVE ORDERS:
This is an acknowledgment that FEMA financial assistance will be used to fund the contract only. The Contractor will comply with all applicable federal laws, regulations, executive orders, FEMA policies, procedures, and directives.

22. NO OBLIGATION BY FEDERAL GOVERNMENT:
The Federal Government is not a party to this contract and is not subject to any obligations or liabilities to the non-Federal entity, contractor, or any other party pertaining to any matter resulting from the contract.

23. PROGRAM FRAUD AND FALSE OR FRAUDULENT STATEMENTS OR RELATED ACTS:
The Contractor acknowledges the 31 U.S.C. Chap. 38 (Administrative Remedies for False Claims and Statements) applies to the Contractor's actions pertaining to this contract.

Approved as to Content & Form
Caroline Mocker, Esq.
Staff Counsel, HCSD
10:23 am, 04/29/2025

By signing of this document, the vendor/contractor understands and certifies that they are in compliance with and/or will comply with, all the terms and conditions as specifically stated, where applicable. The vendor/contractor understands that Federal Funding Provisions apply to all contracts where Federal funds are used as a source for the purchase of goods and services. The contract/vendor awarded must not take exception to any part of these regulations.

Company Name (Print): Ricoh USA Date: 7/10/25

Authorized Signature: Robert Griffin

Printed Name: Robert Griffin

Title: Regional Vice President

PURCHASING AGENDA ITEM

Hernando County School District

School Board Approval Meeting: July 29, 2025

Bid No. 26-015-05 PB **Bid Title:** Print Goods & Services

Recommend approval of this agenda item under the specific category below:

☐Lowest Bid(s)	☐Request for Proposal(s)	☐Low Bid(s) Meeting Specification	☐Rejection/Cancellation
☐Revised Award	☐Renewal of Contract	☐Sole/Single Source	☐Re-Award (Partial/Whole)
☐Contract Termination	☐Amendments to Contract	☐Extension of Contract	☐Emergency
☐Reversed Auction	☒Piggyback (Cooperative)	☐Responsive/Responsible Bidders	

Bid Contract Period: 12/01/2025 through 11/30/2030 ☐ N/A – One Time Purchase

Contract Type: ☐ Estimated Dollar Amount ☐ Firm, Fixed Dollar Amount ☒ Firm, Fixed Unit Prices ☐ Firm, Fixed Unit Prices, Hourly Rates, Fees and/or Percentages

Renewal Options: No. of Terms Remaining ☐ Length of Each Term (month) ☐ Length of Each Term (year) ☒ None

Rationale/Reason: Piggyback of U.S. Communities, National IPA & NCPA, wholly owned subsidiaries of OMNIA Partners Public Sector, Contract No. 2021002788, RFP No. 001811, Print Goods & Services, awarded to Ricoh Americas Corporation for the 60-month leasing of multi-function copier devices district-wide.

Bidders Electronically Downloaded From Bidnet Direct Website:	**Bids Received:**	**No Bids:**	**Late Bids:**	**Rejected Bids:**	☐ **N/A – Bids Not Required:**

Submitted By: Christopher Reckner
Director of Purchasing & Warehousing

School(s): District Wide

Recommended award: Ricoh Americas Corporation

T/C CODE: 2605

60-Month Lease Agreement

District Fleet			
NEW Model #	**Quantity**	**Unit Price**	**Total Cost**
IM4000	42	$ 152.10	$ 6,388.20
IM7000	42	$ 184.50	$ 7,749.00
IM7000 (with Hole Punch)	1	$ 193.50	$ 193.50
PRO 8400S	4	$ 274.50	$ 1,098.00
IM370F	11	$ 35.10	$ 386.10
IMC4510 (with Hole Punch)	8	$ 144.00	$ 1,152.00
		TOTAL	$ 16,966.80

Food & Nutrition			
NEW Model #	**Quantity**	**Unit Price**	**Total Cost**
IMC4510	1	$ 135.00	$ 135.00
IM370F	22	$ 35.10	$ 772.20
		TOTAL	$ 907.20

Usage/Maintenance - New 60-Month Contract:

$.0034 B&W

$.0400 Color

Print Shop			
NEW Model #	**Quantity**	**Unit Price**	**Total Cost**
PROC7500 (conf A)	1	$ 2,160.00	$ 2,160.00
PROC7500 (conf B)	1	$ 2,398.62	$ 2,398.62
Maintenance		$ 121.38	$ 121.38
PRO8420S	1	$ 1,601.42	$ 1,601.42
UVx40R Plus SE	1	$ 889.40	$ 889.40
Mach 6 Envelope Printer	1	$ 524.13	$ 524.13
Mach 6 Maintenance 12-months	1	$ 71.31	$ 71.31
		TOTAL	$ 7,766.26

Usage/Maintenance - New 60-Month Contract (Print Shop):

$.0032 B&W

$.0400 Color

HCSB Owned Units
(Buyout of Ending Lease)

Model Number	Quantity
MP-4055SP	16
MP-7503SP	3
MP-7503SP with Hole Punch	1
IM-350F	18
IM-C4500	1
IM-C4500 with Hole Punch	5
Roland VG2-540	1
	45

Usage/Maintenance Agreement				
		B&W		**Color**
Year 1	$	0.0039	$	0.0460
Year 2	$	0.0045	$	0.0529
Year 3	$	0.0052	$	0.0608
Year 4	$	0.0059	$	0.0700
Year 5	$	0.0069	$	0.0805

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

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

A. Item Currently Budgeted -

Account Name

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project

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

Account Name

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project

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

B. Item Currently Not Budgeted -**

Funding Source: Capital - Included in the 2025-2026 Capital Budget Request

Account Name: District Lease Copiers

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project
3710	7400	6420	9215	M207	7301

Amount $ 508,293.17 (Lease & Usage) 2025-2026 Budget Only. Fiscal Years 2026 to 2030 Budget Amount: $488,796.72 (See Attached Budget Explanation)

Funding Source: Federal - Included in the 2025-2026 Food & Nutrition Budget Request

Account Name: Food & Nutrition Lease Copiers

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project
4110	7600	6420	9002	000	7301

Amount $ 14,390.40 (Lease & Usage) 2025-2026 Budget Only. Fiscal Years 2026 to 2030 Budget Amount: $13,886.40 (See Attached Budget Explanation

C. History

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

District Fleet & Print Shop

Prior Year Approved Budget: $ 535,588.20 This includes lease payment and *estimated* usage.
Prior Year Actual Spent: $ 470,671.55 This includes lease payment and *actual* usage.

Food & Nutrition Department

Prior Year Approved Budget: $ 15,096.00 This includes lease payment and *estimated* usage.
Prior Year Actual Spent: $ 14,115.25 This includes lease payment and *actual* usage.

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

Ricoh Multi-Function Devices
District-Wide Contract
Budget Detailed Explanation

2025-2026 - Prorated
(Balance of Old Contract and Beginning of New Contract)

DISTRICT FLEET

Contract Month	Monthly Lease Cost	Monthly Usage Cost (Estimated)
Jul-25	$ 18,944.51	$ 10,000.00
Aug-25	$ 18,944.51	$ 10,000.00
Sep-25	$ 18,944.51	$ 10,000.00
Oct-25	$ 18,944.51	$ 10,000.00
Nov-25	$ 18,944.51	$ 10,000.00
Dec-25	$ 16,966.80	$ 10,000.00
Jan-26	$ 16,966.80	$ 10,000.00
Feb-26	$ 16,966.80	$ 10,000.00
Mar-26	$ 16,966.80	$ 10,000.00
Apr-26	$ 16,966.80	$ 10,000.00
May-26	$ 16,966.80	$ 10,000.00
Jun-26	$ 16,966.80	$ 10,000.00

Fiscal Year 25/26 $ 333,490.15 (Lease & Usage)

PRINT SHOP

Contract Month	Monthly Lease Cost	Monthly Usage Cost (Estimated)
Jul-25	$ 9,687.84	$ 6,000.00
Aug-25	$ 9,687.84	$ 6,000.00
Sep-25	$ 9,687.84	$ 6,000.00
Oct-25	$ 9,687.84	$ 6,000.00
Nov-25	$ 9,687.84	$ 6,000.00
Dec-25	$ 7,766.26	$ 6,000.00
Jan-26	$ 7,766.26	$ 6,000.00
Feb-26	$ 7,766.26	$ 6,000.00
Mar-26	$ 7,766.26	$ 6,000.00
Apr-26	$ 7,766.26	$ 6,000.00
May-26	$ 7,766.26	$ 6,000.00
Jun-26	$ 7,766.26	$ 6,000.00

Fiscal Year 25/26 $ 174,803.02 (Lease & Usage)

FOOD & NUTRITION

Contract Month	Monthly Lease Cost	Monthly Usage Cost (Estimated)
Jul-25	$ 1,008.00	$ 250.00
Aug-25	$ 1,008.00	$ 250.00
Sep-25	$ 1,008.00	$ 250.00
Oct-25	$ 1,008.00	$ 250.00
Nov-25	$ 1,008.00	$ 250.00
Dec-25	$ 907.20	$ 250.00
Jan-26	$ 907.20	$ 250.00
Feb-26	$ 907.20	$ 250.00
Mar-26	$ 907.20	$ 250.00
Apr-26	$ 907.20	$ 250.00
May-26	$ 907.20	$ 250.00
Jun-26	$ 907.20	$ 250.00

Fiscal Year 25/26 $ 14,390.40 (Lease & Usage)

Based on current contract rates. Contract ending November 30, 2025 and new contract begins December 1, 2025 through November 30, 2030.

2026 through 2030

DISTRICT FLEET

Fiscal Year	Yearly Lease Cost	Yearly Usage Cost (Estimated)
2026-2027	$ 203,601.60	$ 120,000.00
2027-2028	$ 203,601.60	$ 120,000.00
2028-2029	$ 203,601.60	$ 120,000.00
2029-2030	$ 203,601.60	$ 120,000.00

TOTAL ANNUALLY $ 323,601.60 (Lease & Usage)

10.44% savings from previous contract.

PRINT SHOP

Fiscal Year	Yearly Lease Cost	Yearly Usage Cost (Estimated)
2026-2027	$ 93,195.12	$ 72,000.00
2027-2028	$ 93,195.12	$ 72,000.00
2028-2029	$ 93,195.12	$ 72,000.00
2029-2030	$ 93,195.12	$ 72,000.00

TOTAL ANNUALLY $ 165,195.12 (Lease & Usage)

19.83% savings from previous contract.

FOOD & NUTRITION

Fiscal Year	Yearly Lease Cost	Yearly Usage Cost (Estimated)
2026-2027	$ 10,886.40	$ 3,000.00
2027-2028	$ 10,886.40	$ 3,000.00
2028-2029	$ 10,886.40	$ 3,000.00
2029-2030	$ 10,886.40	$ 3,000.00

TOTAL ANNUALLY $ 13,886.40 (Lease & Usage)

10% savings from previous contract.

New Contract Lease Pricing

District Fleet	$	16,966.80	monthly
Print Shop	$	7,766.26	monthly
Food & Nutrition	$	907.20	monthly

New Contract - *Estimated* Usage Pricing

District Fleet	$	10,000.00	monthly
Print Shop	$	6,000.00	monthly
Food & Nutrition	$	3,000.00	monthly

Ricoh Multi-Function Devices
District-Wide Contract
Budget Detailed Explanation

	District Fleet				
	Fiscal Year 2025-2026	Fiscal Year 2026-2027	Fiscal Year 2027-2028	Fiscal Year 2028-2029	Fiscal Year 2029-2030
Lease	$ 213,490.15	$ 203,601.60	$ 203,601.60	$ 203,601.60	$ 203,601.60
Usage	$ 120,000.00	$ 120,000.00	$ 120,000.00	$ 120,000.00	$ 120,000.00
TOTAL	***$ 333,490.15***	***$ 323,601.60***	***$ 323,601.60***	***$ 323,601.60***	***$ 323,601.60***

	Print Shop				
	Fiscal Year 2025-2026	Fiscal Year 2026-2027	Fiscal Year 2027-2028	Fiscal Year 2028-2029	Fiscal Year 2029-2030
Lease	$ 102,803.02	$ 93,195.12	$ 93,195.12	$ 93,195.12	$ 93,195.12
Usage	$ 72,000.00	$ 72,000.00	$ 72,000.00	$ 72,000.00	$ 72,000.00
TOTAL	***$ 174,803.02***	***$ 165,195.12***	***$ 165,195.12***	***$ 165,195.12***	***$ 165,195.12***
TOTAL (DISTRICT & PRINT SHOP)	***$ 508,293.17***	***$ 488,796.72***	***$ 488,796.72***	***$ 488,796.72***	***$ 488,796.72***

	Food & Nutrition				
	Fiscal Year 2025-2026	Fiscal Year 2026-2027	Fiscal Year 2027-2028	Fiscal Year 2028-2029	Fiscal Year 2029-2030
Lease	$ 11,390.40	$ 10,886.40	$ 10,886.40	$ 10,886.40	$ 10,886.40
Usage	$ 3,000.00	$ 3,000.00	$ 3,000.00	$ 3,000.00	$ 3,000.00
TOTAL FOOD & NUTRITION	***$ 14,390.40***	***$ 13,886.40***	***$ 13,886.40***	***$ 13,886.40***	***$ 13,886.40***

Hernando School District

School Board Regular Meeting

Agenda Item # 29. 26-3166 7/29/2025

Title and Board Action Requested

Approve the piggybacking of Pinellas County Schools, Bid #21-380-238: Milk, Dairy & Juice Products awarded to M&B Products and authorize the purchase of an estimated $1,000,000.00.

Executive Summary

The Director of Food and Nutrition Services, on behalf of the Superintendent of Schools, hereby requests the Board approval for the renewal of the piggybacking of Pinellas County Schools, Bid #21-380-238: Milk, Dairy & Juice Products, awarded to M&B Products, for an estimated annual expenditure of $1,000,000.00. Milk and dairy products will be delivered by M&B to the school sites bi-weekly. These are products that are used to meet component requirements within the National School Lunch, School Breakfast, After School Snack and After School Nutrition (Supper) Programs and each site. HCSB Bid #22-380-13 PB RN has been assigned for internal tracking purposes.

My Contact

Holly Longo
Director Food and Nutrition Services
352-797-7028 x409

2023-28 Strategic Focus Area

Priority 3: Safe and Healthy Learning Environment

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.

PURCHASING AGENDA ITEM

Hernando County School District

School Board Approval Meeting: July 29, 2025

Bid No. 22-380-13 PB RN **Bid Title:** Milk, Dairy & Juice Products

Recommend approval of this agenda item under the specific category below:

☐Lowest Bid(s) ☐Request for Proposal(s) ☐Low Bid(s) Meeting Specification ☐Rejection/Cancellation
☐Revised Award ☒Renewal of Contract ☐Sole Source ☐Re-Award (Partial/Whole)
☐Bid Termination ☐Revisions/Amendments to Bid ☐Bid Extension ☐Emergency
☒Piggyback Cooperative

Bid Contract Period: 08/01/2025 through 07/31/2026 ☐ N/A – One Time Purchase

Contract Type: ☐ Estimated Dollar Amount ☐ Firm, Fixed Dollar Amount ☒ Firm, Fixed Unit Prices ☐ Firm, Fixed Unit Prices, Hourly Rates, Fees and/or Percentages

Renewal Options: No. of Terms Remaining ☐ Length of Each Term (month) ☐ Length of Each Term (year) ☒ None

Rationale/Reason: Piggyback the renewal of Pinellas County Schools, Bid #21-380-238, Milk, Dairy & Juice Products, awarded to M&B Products. Hernando County School District Bid #22-380-13 PB RN has been assigned for internal tracking purposes.

Bidders Electronically Downloaded From Public Purchase Website: n/a | **Bids Received:** | **No Bids:** | **Late Bids:** | **Rejected Bids:** | ☒ **N/A – Bids Not Required:** Piggyback

Submitted By: Christopher Reckner
Director of Purchasing & Warehousing

School(s): District Wide

Requested By: Holly Longo
Director of Food & Nutrition

Department(s): Food & Nutrition

Recommended award, description of items and prices: (See attached)

T/C CODE: 2213

Deliver milk, dairy products, and individual juice portions to approximately 23 district facilities, county wide. Milk pricing will fluctuate based upon changes in The Federal Marketing Order (FMO). The total price will be comprised of the FMO cost, plus the vendor's firm fixed fee. The vendor's fixed fees and all other dairy products and juice pricing will remain firm for the contract period.

M&B Products, Inc. (V-10598)

Group A – Firm fixed Fees on Milk with Fluctuating Prices Cost

Item Description	Brand/Product Code	Vendor Units Per Case	Dealers Firm Fixed Fee
Milk, White, 1% Low Fat, Half Pint Paper Carton	COOL COW / 1408	56/case	$0.1291/half pint
Milk, Chocolate Flavored, Fat-Free, Half Pint Paper Carton	COOL COW / 1414	56/case	$0.1368/half pint
Milk, White, Skim, Half Pint Paper Carton	COOL COW / 1410	56/case	$0.1274/half pint
Milk, White, Lactose Free, Fat Free, Half Pint Paper Carton	COOL COW / 1449	56/case	$0.1749/half pint
Milk, White, 1% Low Fat, Plastic Gallon	COOL COW / 1708	6/case	$2.42/ gallon
Milk, Strawberry Flavored, Fat Free, Half Pint Echo Park Carton	COOL COW / 1418	56/case	$0.1508/half pint

Group B – Firm Fixed Prices on Other Dairy Products

Item Description	Brand/Product Code	Vendor Units per Case	Firm Unit Prices
Yogurt, Fat Free, Vanilla	COOL COW / 6610	6/case	$3.7962/64 oz. tub
Yogurt, Fruit Flavored, Low Fat or Non-Fat, 4 Ounce Cup	COOL COW / 6600 (STRAWBERRY) COOL COW / 6602 (VANILLA)	96/case	$0.3172/4 oz. cup

Group C – Firm Fixed Prices for Non-Dairy Products

Item Description	Brand/Product Code	Vendor Units per Case	Firm Unit Prices
Juice, Apple, 6 Ounce	MR. J / 2850	64/case	$0.2155/6 oz. carton
Juice Tropical Blend, 6 Ounce	MR. J / 2350	64/case	$0.2189/6 oz. carton
Juice, Grape Blend, 6 Ounce	MR. J / 2650	64/case	$0.2573/6 oz. carton
Juice, Grape Blend, 4 Ounce	MR. J / 2640	96/case	$0.1994/4 oz. carton
Juice, Apple, 4 Ounce	MR. J / 2840	96/case	$0.1671/4 oz. carton
Juice, Tropical Blend, 4 Ounce	MR. J /2340	96/case	$0.1698/4 oz. carton
Juice, Orange, 4 Ounce	MR. J / 2070	96/case	$0.2399/4 oz. carton

Limited Time Offer Juice Products

Item Description	Brand/Product Code	Vendor Units per Case	Firm Unit Prices
Juice, Peach, 4 Ounce	COOL COW / 2942	70/case	$0.1790/4 oz. carton
Juice, Apple - Cherry, 4 Ounce	COOL COW / 3042	70/case	$0.1790/4 oz. carton
Juice, Green Apple, 4 Ounce	COOL COW / 3142	70/case	$0.1790/4 oz. carton
Juice, Strawberry-Kiwi, 4 Ounce	COOL COW / 3242	70/case	$0.1790/4 oz. carton
Juice, Tropical Island Splash, 4 Ounce	COOL COW / 3542	70/case	$0.1790/4 oz. carton

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

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

A. Item Currently Budgeted -

Account Name

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project

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

Account Name

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project

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

B. Item Currently Not Budgeted -**

Funding Source: Food Services - Included in 2025-2026 Requested Budget

Account Name: Food, Milk, Produce

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project
4110E	7600	5700	9002	00100	

Amount $ 1,000,000.00

Funding Source

Account Name

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project

Amount $

C. History

Check one:
Prior Year Budget: ☑
New for Current Year: ☐

Prior Year Approved Budget: $ 1,600,000.00

Prior Year Actual Spent: $ 1,445,735.00

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

Agenda Item # 30. 26-3167 7/29/2025

Title and Board Action Requested
Approve the extension of Bid Contract # 22-961-04 RN EXT: Building Official Services, awarded to M. T. Causley, LLC, and authorize the purchase of services for an estimated spending of $55,000.00.

Executive Summary
The Director of Facilities & Construction, on behalf of the Superintendent of Schools, hereby requests the Board approve the extension of Bid Contract # 22-961-04 RN EXT: Building Official Services, awarded to M. T. Causley, LLC, and authorize the purchase of services for an estimated spending of $55,000.00.

This 6-month extension of the contract, from 07/19/25 to 01/18/26, is allowable per F.S. Statute 287.057(13). All terms, conditions, and pricing shall apply during the extension period.

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.

PURCHASING AGENDA ITEM

Hernando County School District

School Board Approval Meeting: July 29, 2025

Bid No. 22-961-04 RN EXT **Bid Title:** Building Official Services

Recommend approval of this agenda item under the specific category below:

☐Lowest Bid(s) ☐Request for Proposal(s) ☐Low Bid(s) Meeting Specification ☐Rejection/Cancellation
☐Revised Award ☐Renewal of Contract ☐Sole Source ☐Re-Award (Partial/Whole)
☐Bid Termination ☐Revisions/Amendments to Bid ☒Contract Extension ☐Emergency
☐Piggyback Cooperative

Bid Contract Period: 07/19/2025 through 01/18/2026 ☐ N/A – One Time Purchase

Contract Type: ☐ Estimated Dollar Amount ☐ Firm, Fixed Dollar Amount ☐ Firm, Fixed Unit Prices ☒ Firm, Fixed Unit Prices, Hourly Rates, Fees and/or Percentages

Renewal Options: No. of Terms Remaining ☐ Length of Each Term (month) ☐ Length of Each Term (year) ☒ None

Rationale/Reason: 6-month extension of the contract, allowable per Florida Statute 287.057(13).

Bidders Electronically Downloaded From Bidnet Direct Website: n/a	Bids Received:	No Bids:	Late Bids:	Rejected Bids:	☒ N/A – Bids Not Required: Extension
	- 0 -	- 0 -	- 0 -	- 0 -	

Submitted By: Christopher Reckner
Director of Purchasing & Warehousing

School(s): District Wide

Requested By: Brian Ragan
Director of Facilities & Construction

Department(s): Support Operations

Recommended award, description of items and prices: (See attached)

T/C CODE: 2204

This tabulation is to establish a contract with a firm(s) to provide firm hourly rates, to include all supervision, personnel, materials, supplies, equipment, vehicles, etc., in order to provide services as requested, to district sites. All fees, charges and expenses of any kind, (travel time, gas, etc.) shall be included in the hourly rates. No additional costs/expenses shall be permitted, except a stated in the bid documents.

PHASE I

Plan Review	$130.00 / Hour

PHASE 2

Trip Charge (to include first hour of work)*	$130.00 / Hour
Additional Hours after Initial Trip Charge *	$130.00 / Hour
Plan Review / Inspections	$130.00 / Hour
Service Call Charge	$195.00 / Hour – for services provide outside regular business hours

* Note: Trip charge to include round trip from office to job site.

Contact Information:

M.T. Causley, LLC
4000 Central Florida Blvd.
Orlando, FL 32816

Otto Letzelter, Project Manager
(954) 921-7781
oletzelter@safebuilt.com

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

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

A. Item Currently Budgeted -

Account Name

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project

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

Account Name

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project

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

B. Item Currently Not Budgeted -**

Funding Source: Various Funding Source - General Funds, 1/2 Cent, Millage, Impact Fees

Account Name: 6-month extension for Building Official Services

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project
1100E/3XXX	7400	XXXX	9009	XXXX	

Amount $ 55,000.00

Funding Source

Account Name

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project

Amount $

C. History

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

Prior Year Approved Budget:

Prior Year Actual Spent:

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

Hernando School District

School Board Regular Meeting

Agenda Item # 31. 26-3172 7/29/2025

Title and Board Action Requested
Approve the agreement and authorize the purchase of third-party Title I instructional services for Hernando County private school students from Catapult Learning, LLC, for an estimated amount of $294,675.07

Executive Summary
The Director of Federal Programs on behalf of the Assistant Superintendent of Teaching and Learning, hereby requests the Board approve the Agreement with Catapult Learning, LLC for the purchase of instructional services to be provided to students at Esther's School Spring Hill, Hernando Christian Academy, Grace Education Academy, and Little Wings of Prayer. Providing Title I, Part A equitable services to eligible students in privates schools is a requirement of the Every Student Succeeds Act (ESSA), formerly No Child Left Behind (NCLB) federal law. These funds include instructional and parent engagement costs for each eligible school.

My Contact
Magen Schlechter
Director of Federal Programs
919 N. Broad Street
Brooksville, FL 34601
352-797-7000 ext. 295
schlechter_m@hcsb.k12.fl.us

2023-28 Strategic Focus Area
Priority 1: Student Success

Financial Impact
See attached budget sheet.
Title I Grant Funds - $294,675.07 (cost for the agenda item). See attached budget sheet.
Esther's School Spring Hill - $28,819.92
Hernando Christian Academy - $191,458.62
Grace Education Academy - $62,976.98
Little Wings of Prayer - $13,419.55

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.

AMENDMENT No.1 BETWEEN
HERNANDO COUNTY SCHOOL DISTRICT AND
Catapult Learning, LLC

This AMENDMENT No.1 ("**Amendment**") to the Educational Services Agreement between the parties dated August 1st, 2024 (the "**Agreement**"), by and between Catapult Learning, LLC ("**Catapult**") and Hernando County School District ("**District**" or "**Charter**" or "**School**" in accordance with the Agreement), is effective as of August 1st, 2025 ("**Amendment Effective Date**").

The Parties hereby agree to amend the following sections in the Agreement:

1. Section 1 is amended by extending the termination date to June 30, 2026.
2. Section 5 (a) Not To Exceed Amount is increased to $294,675.07
3. Exhibit A is amended by including new funding amounts for each school.

Regular School Year 2025-2026 Nonpublic Schools: Provision of the Fee and Services to Nonpublic Schools is allocated in the following manner:

School List: Total 25-26 allocation: $294,675.07

Professional Technical Services- Supplemental Instruction:

School Name: Little Wings of Prayer Regular Allocation - $11,566.67

Parent and Family Engagement - $121.59

Roll Forward - $1,731.29

TOTAL School Year 25-26 Allocation: $13,419.55

School Name: Esther's School - Spring Hill Regular Allocation - $23,116.81

Parent and Family Engagement - $243.01

Roll Forward - $3,460.10

TOTAL School Year 25-26

Allocation: $28,819.92

School Name: Hernando Christian Academy

Regular Allocation - $165,023.32

Parent and Family Engagement - $1,734.78

Roll Forward - $24,700.52

TOTAL School Year 25-26 Allocation: $191,458.62

School Name: Grace Education Academy Regular Allocation - $54,528.58

Parent and Family Engagement - $286.62 Roll Forward - $8161.78

TOTAL School Year 25-26 Allocation : $62,976.98

All other terms and conditions of the Agreement shall remain the same. Capitalized terms not defined in this Amendment have the meanings set forth in the Agreement. This Amendment may be executed in counterparts, each of which shall be deemed to be an original, but all of which, taken together, shall constitute one and the same agreement.

[SIGNATURES ON NEXT PAGE]

IN WITNESS WHEREOF, the parties hereto have entered into this Amendment as of the Amendment Effective Date first above written.

Hernando County School District

By:

Name:

Title:

Date:

Catapult Learning, LLC

By: Rob Klapper
Rob Klapper (Jul 10, 2025 16:04 PDT)

Name: Rob Klapper

Title: President

Date: 07/10/2025

02082023

Approved as to Content & Form
Caroline Mockler, Esq.
Staff Counsel, HCSD
11:24 am, 07/14/2025

PROGRAM EVALUATION/EVALUATION OF SERVICES

Form Completed by: Magen Schlechter, Director of Federal Programs Date: June 2025

1. Why is this program being purchased? What need is the program designed to meet? Provide a description of the program and include any relevant data.

   Eligible private schools throughout the Hernando County School District can opt to participate in the Title I, Part A (TIPA) program. For the 2024-2025 school year, four schools (Esther's School – Spring Hill, Reach Academy, Hernando Christian Academy, Lifeline University, Little Wings of Prayer School, Notre Dame Catholic School, Queen of All Saints Academy, and West Hernando Christian School) participated in the Title I, Part A program. In consultation with each private school, instructional services in reading and mathematics, provided by Catapult Learning teachers, were agreed upon as the expenditure at Esther's School – Spring Hill, Hernando Christian Academy, Little Wings of Prayer.

   Each private school receives a different Title I, Part A allocation, as determined by school enrollment. As the number of eligible students fluctuates from school year to school year, available funds may increase or decrease.

   Title I, Part A program intends to help close the achievement gap. The supplemental services provided by Catapult Learning, LLC to private schools throughout the HCSD focus on small-group instruction in reading and/or mathematics. A state-certified teacher employed by Catapult Learning provides on-site direct instruction to eligible students with the greatest need for supplemental support.

2. Who is the target population?

   To qualify to receive supplemental reading and/or mathematics tutoring from Catapult Learning, students must meet specific eligibility requirements. The student(s) must reside in the school zone of a public school eligible to receive Title I, Part A funding, regardless that they are attending a private school. District Title I schools include BES, DES, DSPMS, EES, EK8, FCMS, JDFES, MES, PGES, SHES, SES, WES, and WHMS. Additionally, students must demonstrate an academic need. Academic needs are determined by referencing school-based progress monitoring tests and/or teacher referrals.

3. Is the program in the planning or implementation stage? If it has been implemented, how long has it been in place?

   The partnership between the Hernando County School District and Catapult Learning has existed since the 2013-2014 school year. Initially, only Notre Dame Catholic School participated in the Title I, Part A program. Each year the district's federal programs department invites all district non-profit private school administrators to learn about the benefits of participating in the Title I program and available resources. As schools elect to participate in the program, district staff supports the private schools in reviewing student data to determine the best way to expend the funds. During the 2024-2025 academic school year, we collaboratively decided that Esther's School – Spring Hill, Hernando Christian Academy, and Little Wings of Prayer would continue, and our new school Grace Education Academy would start using Catapult services.

PROGRAM EVALUATION/EVALUATION OF SERVICES

4. What resources are needed to support the program (e.g., staff, funding, space, time, technology, etc.)?

Year	Resources	Department	Cost
2013-2014	*Catapult Learning Instructional Services (teachers): professional-technical services*	Federal Programs	$3,594.00
2014-2015	*Catapult Learning Instructional Services (teachers): professional-technical services*	Federal Programs	$43,879.00
2015-2016	*Catapult Learning Instructional Services (teachers): professional-technical services*	Federal Programs	$55,072.00
2016-2017	*Catapult Learning Instructional Services (teachers): professional-technical services*	Federal Programs	$55,042.00
2017-2018	*Catapult Learning Instructional Services (teachers): professional-technical services*	Federal Programs	$65,074.87
2018-2019	*Catapult Learning Instructional Services (teachers): professional-technical services*	Federal Programs	$170,820.00
2019-2020	*Catapult Learning Instructional Services (teachers): professional-technical services*	Federal Programs	$110,980.44
2020-2021	*Catapult Learning Instructional Services (teachers): professional-technical services*	Federal Programs	$247,127.31
2021-2022	*Catapult Learning Instructional Services (teachers): professional-technical services*	Federal Programs	$286,511.72
2022-2023	*Catapult Learning Instructional Services (teachers): professional-technical services*	Federal Programs	$347,666.20
2023-2024	*Catapult Learning Instructional Services (teachers): professional-technical services*	Federal Programs	$412,010.82
2024-2025	*Catapult Learning Instructional Services (teachers): professional-technical services*	Federal Programs	$207,950.00

5. What are the program's intended outcomes?

As agreed upon during consultation between the Hernando County School District and each private school, annual progress will be determined by evaluating students' progress on standardized assessments, progress monitoring assessments, and program-specific pre and post-assessments, with at least 50% of students making gains. Assessments differ at

each school, as neither Catapult Learning nor the Hernando County School District mandates testing for private schools.

6. How do you plan to progress monitor fidelity and effectiveness of the program?

   Per the Catapult Learning agreement, Instructional reports will be periodically delivered to the Supervisor of Federal Programs as described below:

   1. Assessment Results: Pre-test results for all eligible Title I students are shared and discussed at Winter consultation meetings. End-of-year results will be shared and discussed at Summer consultation meetings and used to identify best practices and drive future implementation protocols.

   2. Progress Reports: During the school year, Catapult shall prepare and deliver three reports on the progress of each child enrolled in the Program. The private school and Catapult designee will discuss the best mode for distribution to parents and families.

   3. Intervention Report: Catapult shall submit a written report describing the interventions provided and results of such interventions for students the District has determined need additional support and intervention.

   4. End of Year Report: The End of Program Report will provide a cumulative summary of the students served, the overall instructional gains of students, and the parent and school staff interactions throughout the school year. Catapult shall deliver this report to the District contact and the school principal at the end of the school year.

7. What criteria will be used to judge the program performance?

   A program Summary is compiled annually by Catapult Learning and shared with HCSD Federal Programs Department and private school leadership. Program performance data for the previous school year is collected and analyzed in this Program Summary, which is used to help determine the courses of action outlined in each private school's Service Delivery Plan. From the Catapult Learning professional services contract:
   "Specifically, the District will use the following methods to evaluate the effectiveness of the program implemented as described in this contract and service delivery plan:

PROGRAM EVALUATION/EVALUATION OF SERVICES

- ☐ Comparison of pre-and post-assessment results;
- ☐ Comparison of private school nationally normed test with current year results;
- ☐ Comparison of growth on the STAR assessment for reading and/or math;
- ☐ Review and analysis of survey results conducted with school officials, teachers, and parents; and
- ☐ Review provided services (such as number of students served, hours of service provided, type of service, and student progress).

For students to count within the evaluation, they must have at least 1,200 minutes or 20 hours of instructional services as measured by students' attendance. School logistics and student entry and exit of the program predicate the program design. The program design is dependent on the program plan determined in consultation with the district and private school officials. The calculations are derived from measuring the academic growth change of the administered pre and post-test. The Title I private school Program calendar mirrors the District to the extent possible.

8. Describe what the program must accomplish to be considered successful (Return on Investment).

   As agreed upon during consultation between the Hernando County School District and each private school, annual progress will be determined from students' progress on standardized assessments, progress monitoring assessments, and program-specific pre and post-assessments, with at least 50% of students making gains

9. Is a program evaluation required at this time? If so, complete data summary sheet.

   Yes, a program evaluation is required. Please see the attached data and Data Summary page, as well as the Catapult Learning HCSD Program Summary 2024-2025.

Catapult Learning

Improving Student Performance for Over 40 Years

Hernando County School District

Program Summary

2024-2025

CONTACT US:
info@catapultlearning.com
800.841.8730
catapultlearning.com

Catapult Learning

Thank you for choosing Catapult Learning as your provider for educational support services!

Catapult Learning is dedicated to providing education solutions that generate demonstrable academic achievement and better life outcomes for students, regardless of the learning barriers or other challenges they may face. Our team of over 5,000 educators works to achieve sustained academic gains and build teacher and leadership capacity through evidence-based programs that include student instruction and family support services, professional development, special education and alternative education programs. Utilizing a suite of proprietary, research-based programs, Catapult Learning works with students and teachers in public and nonpublic schools throughout the country and around the globe.

We have been pleased to provide you with quality education services during the 2024-2025 school year and look forward to continuing services with you in the years to come. We encourage you to contact your school partnership's representative with comments or concerns:

Joan Grejdus: 401-330-7303

Instructional services were provided and supported by:

- *Jeanne Brant, Instructional Supervisor*
- *Amber Myers, Area Manager*
- *Katie Littlewood, Regional Director*
- *Joan Grejdus, Territory Vice President*

Funding for services was provided by:

- *Title I*

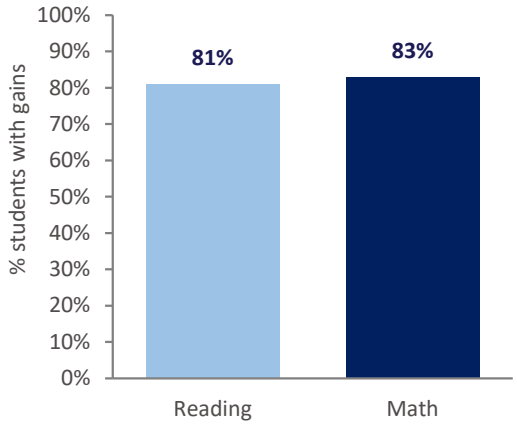
Program Success

During the 2024-2025 school year, Catapult Learning provided services to four schools in the Hernando County School District, including:

93 services in AchieveReading
75 services in AchieveMath
30 services in Tutoring

Test Scores

81% of students demonstrated assessment gains in reading and 83% in math.



Satisfaction

Surveys were completed by two classroom teachers, and 100% agreed that they were satisfied with the in-person Catapult Learning program.

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Appendix A: Achievement Results

Appendix B: Survey Results

Program Descriptions

Instructional services were provided to four schools in the Hernando County School District. In-person services were delivered two to four days a week based on the needs of the students, teacher itineraries, the request of the building principals, and district approval. The length of each session was approximately 45 minutes. The program utilized the following instructional designs during the 2024-2025 school year:

Science of Reading K-2

The AchieveLiteracy Science of Reading Toolkit (SoR Toolkit) provides teachers with a scope and sequence and aligned instructional materials and supplemental resources to support explicit instruction in the areas of phonological awareness, phonics, sight words, and fluency. This toolkit is the primary resource for literacy instruction in K-2, providing targeted learning experiences that build the foundational reading skills necessary to become a fluent reader.
The lessons in this program target the essential foundational reading skills commonly taught in grades K–2. Lessons are organized in a research-based continuum. Teachers use data and input from the classroom teacher to select the appropriate set of skills in the continuum to address the learning needs of their students. Teachers use diagnostic data to identify gaps in foundational reading skills and then monitor progress with a battery of formative assessments. Each Lesson Set includes up to nine days of instruction. Days 1-4 focus on foundational reading skills, including phonological awareness, phonics, sight word recognition, and fluency. Days 5 and 6 focus on reading comprehension and writing. Day 7 is a required Check-In Day for progress monitoring, followed by two Reteach Days. Based on information from the Check-In Day, Days 8 and 9 (the Reteach Days) provide data-driven instructional opportunities for students to practice skills they have not yet mastered.

Instructional Design

Phonological Awareness (PA) instruction supports students who need continued work on phonological awareness skills. Students spend 15 minutes of each foundational day during Lesson Sets 1-16 warming up by learning and practicing essential PA skills. Phonological Awareness practice continues throughout the remainder of the program, but this practice is embedded within the daily phonics instruction, allowing for 5-minutes of explicit PA practice during that instructional routine.

Phonics lessons provide explicit instruction in key phonics skills. During the foundational instruction days, students spend at least 15-20 minutes practicing targeted phonics skills.

Decodable Text lessons happen on the first four foundational instruction days and last 5-10 minutes during Lesson Sets 1-16. In Lesson Sets 17-24, an additional 15-20 minutes of instruction and practice related to sight words, decodable text, and fluency practice is provided to allow the students more opportunities to apply the phonics skills that were explicitly taught, modeled, and practiced in the phonics lessons to a decodable text.

Beyond Foundational Skills

SoR Toolkit lessons focus on foundational reading skills while integrating opportunities for language comprehension that bolster vocabulary, literacy knowledge, writing, and verbal

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reasoning. Each Lesson Set has built-in days for reading comprehension and writing, formative assessment, and re-teach opportunities to practice skills students have yet to master.

AchieveLiteracy 3-8

- Intervention program designed to accelerate students' literacy development and instill a passion for learning.
- Includes a library of culturally-relevant and developmentally-appropriate texts designed specifically for intervention.
- Includes Student Resource Books, take-home books, and student manipulatives
- Delivered in a small-group setting (no more than 8:1 student-to-teacher ratio).
- Developed using proven, research-based routines and strategies to accelerate students' literacy achievement.

Our AchieveLiteracy program provides Catapult Learning teachers with proven research-based lessons that include high-quality routines and strategies to increase independence and accelerate literacy learning. Highly-trained intervention teachers create comfortable and supportive learning environments by modeling and encouraging students to use existing knowledge to understand new concepts. Instructional techniques include providing immediate feedback, choosing appropriate independent-reading and instructional texts based on students' needs, differentiating and scaffolding instruction, as well as explicitly teaching critical thinking skills to increase students' self-confidence, independence, and motivation to read, write, listen, and speak.

AchieveReading™

- Designed to increase struggling students' literacy growth and development.
- Includes a library of fiction and non-fiction trade books to allow the teacher opportunities to choose texts based on students' reading levels, interests, and unique literacy needs.
- Delivered in a small group setting, with no more than an 8:1 student-to-teacher ratio, using proven, research-based literacy instruction, including shared, guided, and close reading techniques

Our AchieveReading program provides Catapult Learning teachers with high-quality, research-based lessons to build learner agency and increase literacy skill development. Highly-trained intervention teachers create comfortable and supportive learning environments by modeling and encouraging students to use existing knowledge to understand new concepts. Instructional techniques include providing immediate feedback, choosing appropriate independent-reading and instructional texts based on students' needs, differentiating and scaffolding instruction, as well as explicitly teaching critical thinking skills to increase students' self-confidence, independence, and motivation to read, write, listen, and speak.

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AchieveMath ™

- Designed to increase struggling students' math skills, number sense, and math fluency.
- Delivered in a small group setting, with no more than an 8:1 student-to-teacher ratio, using proven, research-based math instruction.
- Includes a significant amount of grade-level appropriate manipulatives.
- Correlated to NCTM Standards, and draws upon findings of the National Research Council and the National Math Panel.

AchieveMath provides systematic and explicit instruction to improve students' math skills, math literacy, and confidence. The program assists students in transferring and applying newly learned skills in the classroom. Teachers introduce concepts with concrete manipulatives followed by pictorial representations and algorithms. Math skills are presented sequentially within and across grade levels.

Curriculum

Catapult Learning's instructional curricula is systematic, intensive, and explicit and is built on the critical components of effective programs, as reviewed in current research, including the National Reading Panel and the National Council of Teachers of Mathematics. Core program materials include:

- Proprietary and Third-Party Assessments
- Grade-Appropriate, High Interest Texts developed specifically for intervention (AchieveLiteracy)
- Highly Respected, High Interest Trade Books (AchieveReading)
- Structured Phonics Lessons and Manipulatives
- Systematic and Explicit Literacy Instruction, including Writing
- Explicit and Systematic Math Lessons
- Manipulatives (Math)

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Overview of Services

Catapult Learning provided 207 instructional services to 136 students during the 2024-2025 school year.

School	Literacy	Math	Tutoring	TOTAL
Esthers School Brooksville	7	2	--	**9**
Esthers School Spring Hill	12	13	--	**25**
Hernando Christian School	54	60	39	**153**
Little Wings of Prayer	20	--	--	**20**
TOTAL	**93**	**75**	**39**	**207**

Grade	Literacy	Math	Tutoring	TOTAL
K	8	--	--	**8**
1	10	9	4	**23**
2	19	12	9	**40**
3	16	12	11	**39**
4	8	10	5	**23**
5	15	13	6	**34**
6	8	2	2	**12**
7	5	11	1	**17**
8	4	6	1	**11**
TOTAL	**93**	**75**	**39**	**207**

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Student Count

The table below summarizes the number of students, by grade level, participating in the Catapult Learning program in the Hernando County School District.

Grade	Total # of Students
K	8
1	17
2	22
3	23
4	15
5	21
6	10
7	13
8	7
TOTAL	**136**

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Instructional Sessions

Reading

Instructional Sessions	# of Students	% of Students
1 - 9 Sessions	3	3.2%
10 - 19 Sessions	9	9.7%
20 - 29 Sessions	13	14.0%
30 - 39 Sessions	31	33.3%
40+ Sessions	37	39.8%
TOTAL	**93**	**100%**

Math

Instructional Sessions	# of Students	% of Students
1 - 9 Sessions	18	24.0%
10 - 19 Sessions	8	10.7%
20 - 29 Sessions	7	9.3%
30 - 39 Sessions	17	22.7%
40+ Sessions	25	33.3%
TOTAL	**75**	**100%**

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Program Timeline

	Events:	Date(s) of Occurrence:
START UP	Catapult Learning Opening Staff Meeting/ Pre-service Training	August 2024
	Continuing Staff Training	Monthly
	Catapult Learning Parent Orientation Meeting	Fall 2024
EDUCATION QUALITY	Fall Teacher Conferences	September/October 2024
	Spring Teacher Conferences	February/March 2025
	Formal Lesson Observations	Twice per year per teacher
	School Visits	Ongoing
	Formal Principal Meetings	August 27 – 28, 2024 December 10-11, 2024
INSTRUCTION	Services Begin for Students	August 26, 2024
	Pretests Administered	September 2024
	Staff Development Meetings	Monthly
	Progress Reports distributed to parents	October, January, March, and May
	Parent Conferences	Two requests per student
	Catapult Learning Title I Week	May 2025
	Parent Involvement Workshops	April 2025
	Services End for Students	June 12, 2025

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Achievement Results

Catapult Learning measures student performance by comparing pretest and the posttest score on standardized assessments for enrolled students meeting the following criteria: 1) attended 20 or more instructional sessions, either in person and/or remote and 2) possessed pretest and posttest scores from the same assessment:

Test used	Cycle of testing	Grades tested	Number of students included	
			Reading	Math
Renaissance STAR	Fall-Spring	K - 8	88	46
TOTAL			**88**	**46**

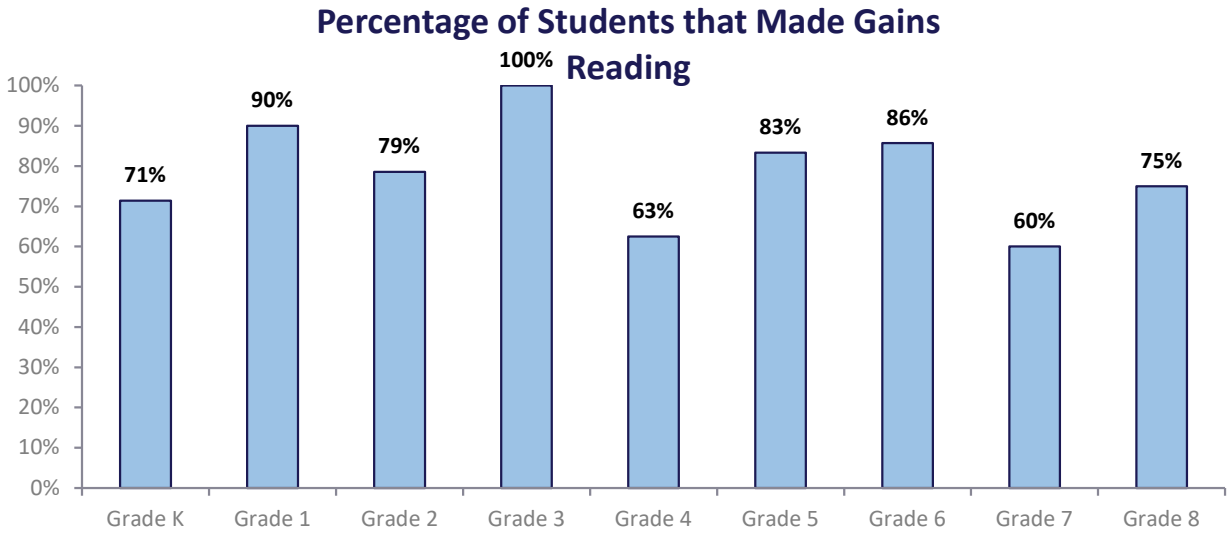
Procedure

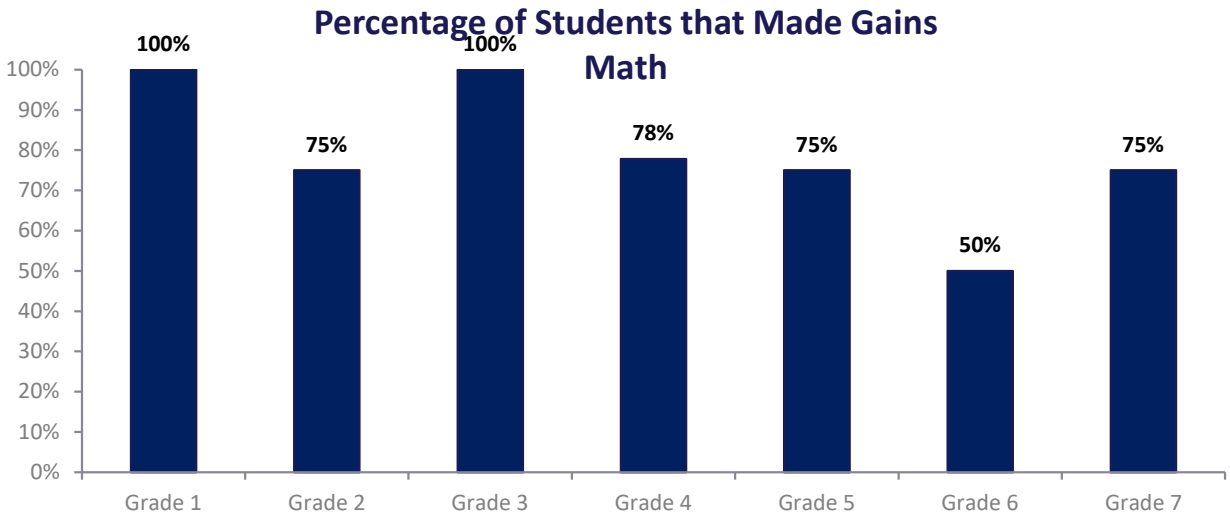
To examine program effectiveness, student assessment gains between pretest and posttest score are reported. Individual test scores were converted from raw scores to scaled scores to determine an average score for the program. Scaled scores place all individual test scores onto a consistent scale and are made available by the assessment provider. They account for variation in test difficulty, and allow for a single continuum of scores so that educators can compare scores across grade levels. With scaled scores, younger students will often have lower scaled score averages than older students by design. When comparing scaled score averages by school or student subgroup, be sure to note student grade levels as well.

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Student Gains

In reading, 81% of students showed gains between pretest and posttest. In math, 83% of students showed gains between pretest and posttest.

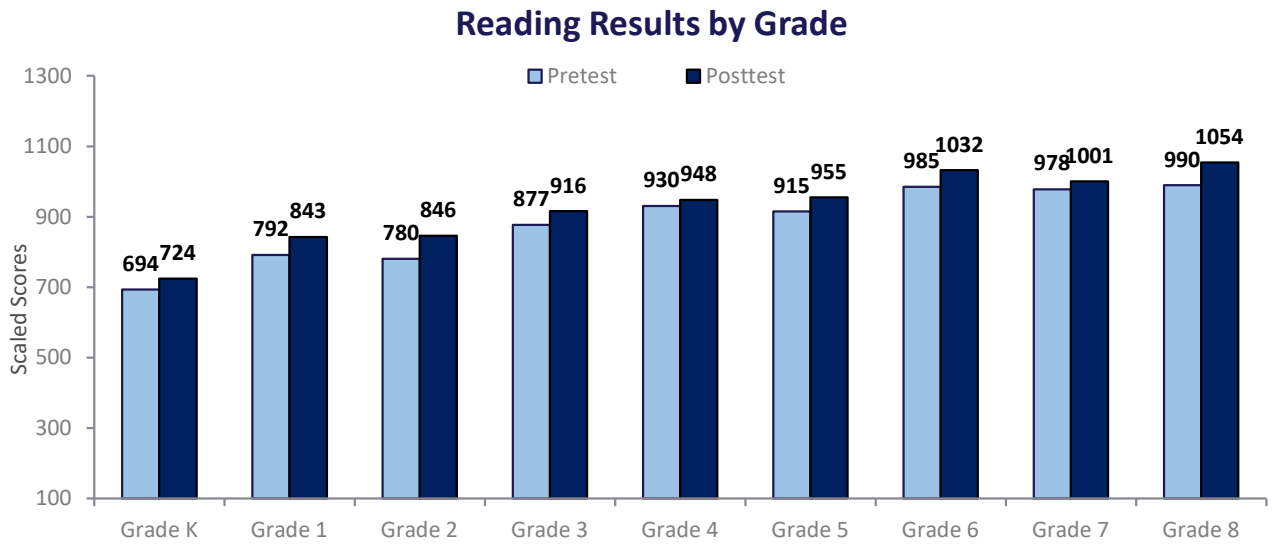




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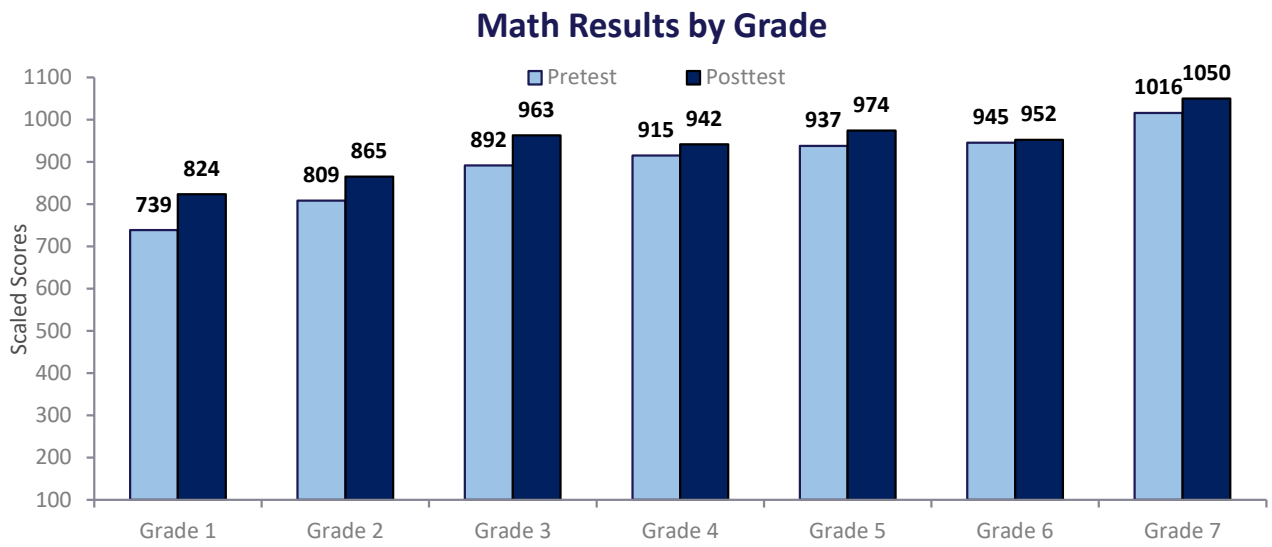
Reading – Renaissance STAR

In reading (n = 88), the difference between the average pre- and posttest scores was 42.3 points.



Math – Renaissance STAR

In math (n = 46), the difference between the average pre- and posttest scores was 47.2 points.



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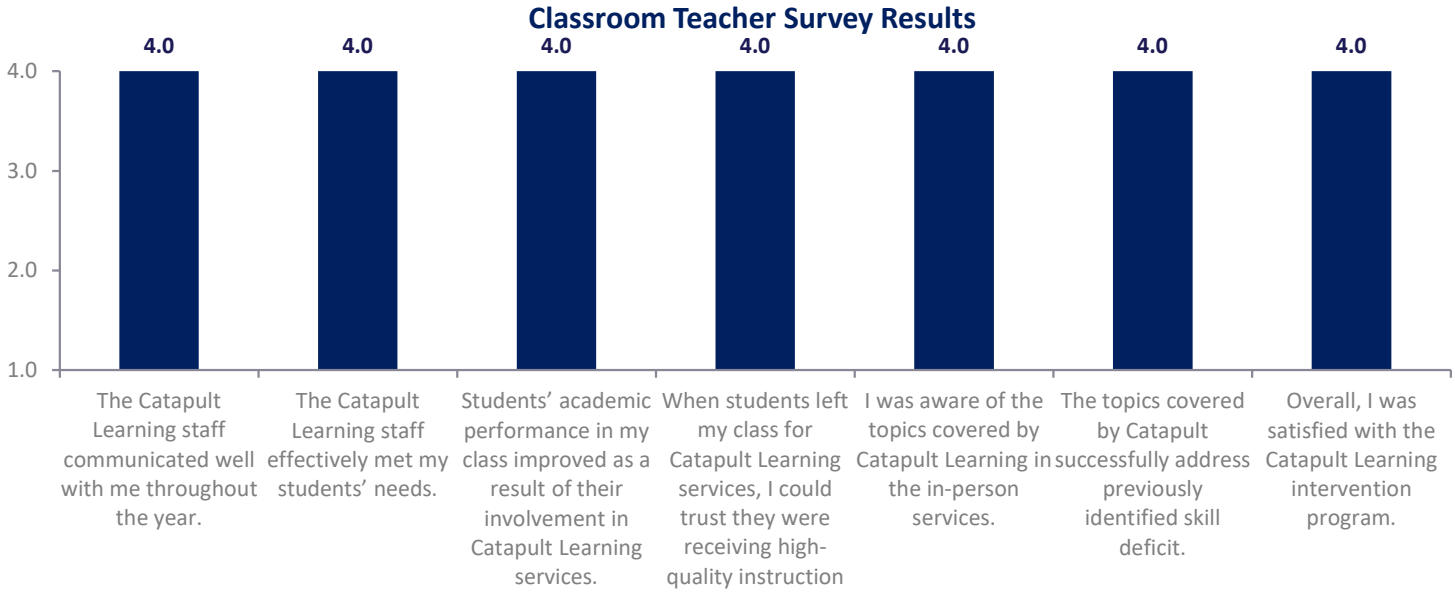
Satisfaction Surveys

Satisfaction survey results were gathered as a means to gain valuable feedback as well as evaluate program success. Item-level survey results can be found in Appendix B.

Classroom Teachers

Classroom Teachers were surveyed near the end of service delivery with a seven-item survey seeking perceptions of Catapult Learning's in-person instructional program. These items were based on a 4-point scale, where 4 represented "Completely Agree" and 1 represented "Completely Disagree."

Surveys were completed by two classroom teachers.



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Parent Involvement

Parent involvement is a critical element in ensuring children's academic success. Efforts were made to involve parents as much as possible in their children's participation in the Catapult Learning program.

- Four parents attended an Annual Title I Meeting, held in the fall at each private school via Zoom or in person.
    - Parents met Catapult Learning staff, viewed the classroom, and received information about the Catapult Learning program.
- Meeting location:
- Individual parent conferences were held with each student's family throughout the program.
- Progress reports were sent to parents four times throughout the program, in October, January, March, and May.
- Parents received newsletters and other helpful materials on a regular basis.
- Catapult Learning Title I Week was held May 12-16. During this week-long event, parents were invited to participate in activities that celebrate and reinforce student learning and achievement. Parents were also encouraged to work with their child at home.
- No parents participated in Catapult Learning Title I Week activities, such as visiting the Catapult Learning classroom as a Guest Reader or Guest Problem Solver.

Parent Involvement Workshops

The following parent involvement workshops were provided as part of the Catapult Learning program:

Parent Involvement Workshop Title	Number of Attendees:	Presenter
Supporting Executive Functioning Skills	0	Hillary Hammond

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Appendix A

Achievement Test Results

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Catapult Learning | Hernando County School District
Program Summary, by school
2024-2025

Reading
Renaissance STAR

School Name	Student Count	Average Pretest Score	Average Posttest Score	Score Difference	Percent of Students Who Gained
Esthers School Spring Hill	22	766.2	792.0	25.8	73%
Hernando Christian School	50	892.0	947.2	55.2	90%
Little Wings of Prayer	16	846.4	871.4	25.0	63%
TOTAL	**88**	**852.3**	**894.6**	**42.3**	**81%**

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Catapult Learning | Hernando County School District
Program Summary, by school
2024-2025

Math

Renaissance STAR

School Name	Student Count	Average Pretest Score	Average Posttest Score	Average Score Difference	Percent of Students Who Gained
Esthers School Spring Hill	11	935.4	949.1	13.7	64%
Hernando Christian School	35	898.8	956.5	57.7	89%
TOTAL	**46**	**907.5**	**954.7**	**47.2**	**83%**

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Catapult Learning | Hernando County School District
Program Summary, by grade
2024-2025

Reading
Renaissance STAR

Grade	Student Count	Average Pretest Score	Average Posttest Score	Score Difference	Percent of Students Who Gained
K	14	693.6	724.4	30.7	71%
1	10	791.9	842.8	50.9	90%
2	14	780.4	846.4	66.1	79%
3	14	876.7	916.1	39.4	100%
4	8	930.1	947.5	17.4	63%
5	12	915.3	954.9	39.6	83%
6	7	985.4	1032.3	46.9	86%
7	5	978.2	1000.6	22.4	60%
8	4	989.8	1053.8	64.0	75%
TOTAL	**88**	**852.3**	**894.6**	**42.3**	**81%**

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Catapult Learning | Hernando County School District
Program Summary, by grade
2024-2025

Math

Renaissance STAR

Grade	Student Count	Average Pretest Score	Average Posttest Score	Score Difference	Percent of Students Who Gained
1	4	738.5	823.8	85.3	100%
2	4	808.5	865.3	56.8	75%
3	11	891.5	962.8	71.3	100%
4	9	914.9	941.7	26.8	78%
5	8	937.4	973.9	36.5	75%
6	2	945.0	952.0	7.0	50%
7	8	1016.0	1049.9	33.9	75%
TOTAL	**46**	**907.5**	**954.7**	**47.2**	**83%**

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Appendix B

Survey Results

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Classroom Teacher Survey

In-Person Services

2024-2025

	Strongly Agree		Agree		Disagree		Strongly Disagree		N/A
	N	%	N	%	N	%	N	%	N
1. The Catapult Learning staff communicated well with me throughout the year.	2	100%	--	--	--	--	--	--	--
2. The Catapult Learning staff effectively met my students' needs.	2	100%	--	--	--	--	--	--	--
3. Students' academic performance in my class improved as a result of their involvement in Catapult Learning services.	2	100%	--	--	--	--	--	--	--
4. When students left my class for Catapult Learning services, I could trust they were receiving high-quality instruction	2	100%	--	--	--	--	--	--	--
5. I was aware of the topics covered by Catapult Learning in the in-person services.	2	100%	--	--	--	--	--	--	--
6. The topics covered by Catapult successfully address previously identified skill deficit.	2	100%	--	--	--	--	--	--	--
7. Overall, I was satisfied with the Catapult Learning intervention program.	2	100%	--	--	--	--	--	--	--

Additional comments or suggestions:

- I would recommend the program to any school I am teaching in. Greatly appreciated and satisfied.

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State of Florida

Affidavit Regarding the Use of Coercion for Labor and Services

Respondent Vendor Name: Catapult Learning, LLC

Vendor FEIN: 73-1685121

Vendor's Authorized Representative Name and Title: Tim Hickey, Assistant Secretary

Address: 150 Rouse Blvd., Suite 210

City: Philadelphia State: PA ZIP: 19112-1901

Phone Number: 215-592-7000

Email Address: Contracts@fullbloom.org

Section 787.06(13), Florida Statutes requires all nongovernmental entities executing, renewing, or extending a contract with a governmental entity to provide an affidavit signed by an officer or representative of the nongovernmental entity under penalty of perjury that the nongovernmental entity does not use coercion for labor or services as defined in that statute.

The Hernando County School District, Florida is a governmental entity for purposes of this statute.

As the person authorized to sign on behalf of Respondent, I certify that the company identified does not:

- Use or threaten to use physical force against any person;
- Restrain, isolate, or confine or threaten to restrain, isolate, or confine any person without lawful authority and against her or his will;
- Use lending or other credit methods to establish a debt by any person when labor or services are pledged as a security for the debt, if the value of the labor or services as reasonably assessed is not applied toward the liquidation of the debt, the length and nature of the labor or services are not respectively limited and defined;
- Destroy, conceal, remove, confiscate, withhold, or possess any actual or purported passport, visa, or other immigration document, or any other actual or purported government identification document, of any person;
- Cause or threaten to cause financial harm to any person;
- Entice or lure any person by fraud or deceit; or
- Provide a controlled substance as outlined in Schedule I or Schedule II of s. 893.03 to any person for the purpose of exploitation of that person.

Under penalties of perjury, I declare that I have read the foregoing document and that the facts stated in it are true.

By: Tim Hickey AUTHORIZED SIGNATURE

Print Name and Title: Tim Hickey, Assistant Secretary

Date: 06 / 30 / 2025

Approved as to Content & Form
Caroline Mocker, Esq.
Staff Counsel, HCSD

Document Ref: 2TQUR-MZ9KR-BJ9W7-RA8UF

CERTIFICATE *of* SIGNATURE

REF. NUMBER
2TQUR-MZ9KR-BJ9W7-RA8UF

DOCUMENT COMPLETED BY ALL PARTIES ON
30 JUN 2025 19:03:44 UTC

SIGNER	TIMESTAMP	SIGNATURE
TIM HICKEY EMAIL TIM.HICKEY@FULLBLOOM.ORG	SENT 30 JUN 2025 17:03:29 UTC VIEWED 30 JUN 2025 19:03:19 UTC SIGNED 30 JUN 2025 19:03:44 UTC	 IP ADDRESS 69.142.88.70 LOCATION SOMERS POINT, UNITED STATES

RECIPIENT VERIFICATION

EMAIL VERIFIED
30 JUN 2025 19:03:19 UTC

HERNANDO SCHOOL DISTRICT
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Federal Terms & Conditions

Provisions for Non-Federal Entity Contracts Under Federal Awards (Appendix II to 2 CFR Part 200)

All purchases made by a non-Federal entity under a Federal award must contain provisions covering the following, as applicable. These provisions are required and apply under certain conditions when federal funds are expended to make purchases by the Hernando County School District.

1. **EQUAL EMPLOYMENT OPPORTUNITY:**
   Except as otherwise provided under 41 CFR, Part 60, this section applies to federally assisted construction contracts. If applicable, the Contractor agrees to comply with the provisions of 41 CFR, Part 60-1.4(b) during the performance of this contract. The provisions may be found in Attachment A to these Federal Terms and Conditions.

2. **DAVIS-BACON ACT:**
   (34 CFR 80.36(i)(5)): All vendors, contractors and subcontractors must comply with the Davis-Bacon Act (40 U.S.C. 276a to 276a–7) as supplemented by Department of Labor regulations (29 CFR part 5). (Construction contracts in excess of $2,000 awarded by grantees and subgrantees when required by Federal grant program legislation). (Applies to construction contracts in excess of $2,000 awarded by the district and subgrantees when required by Federal grant program legislation).

3. **COPELAND "ANTI-KICKBACK" ACT:**
   (34 CFR 80.36(i)(4)): All vendors, contractors and subcontractors must comply with the Copeland "Anti-Kickback" Act (18 U.S.C. 874) as supplemented in Department of Labor regulations (29 CFR part 3). (Applies to all contracts and subgrants for construction or repair).

4. **CONTRACT WORK HOURS & SAFETY STANDARDS ACT:**
   (34 CFR 80.36(i)(6)): All vendors, contractors and subcontractors must comply with Sections 103 and 107 of the Contract Work Hours and Safety Standards Act (40 U.S.C. 327–330) as supplemented by Department of Labor regulations (29 CFR part 5). (Applies to all construction contracts awarded by the district and subgrantees in excess of $2000, and in excess of $2500 for other contracts, which involve the employment of mechanics or laborers).

5. **RIGHTS TO INVENTIONS MADE UNDER A CONTRACT OR AGREEMENT:**
   If the Federal award meets the definition of "funding agreement", the recipient or sub-recipient must comply with the requirements of 37 CFR Part 401 "Right to Inventions Made by Nonprofit Organization and Small Business Firms Under Government Grants, Contracts and Cooperative Agreement s", and any implementing regulations issued by awarding agency.

6. **CLEAN AIR ACT**
   (34 CFR 80.36(i)(12)): All vendors, contractors and subcontractors must comply with all applicable standards, orders, or requirements issued under section 306 of the Clean Air Act (42 U.S.C. 7401-7671q.), section 508 of the Clean Water Act (33 U.S.C. 1251-1387), Executive Order 11738, and Environmental Protection Agency regulations (40 CFR part 15).(Applies to contracts, subcontracts, and subgrants of amounts in excess of $100,000).

7. **BYRD ANTI-LOBBYING AMENDMENT:**
   Contractors that apply or solicitation for an award of $100,000 or more must file the required certification. Each tier certifies to the tier above that it will not and has not used Federal appropriated funds to pay any person or organization for influencing or attempting to influence an officer or employee of any agency, a member of Congress, officer or employee of Congress, or an employee of a member of Congress in connection with obtaining any Federal contract, grant or any other award covered by 31 U.S.C. 1352. Each tier must also disclose any lobbying with non-Federal funds that takes place in connection with obtaining any Federal award. Such disclosures are forwarded from tier to tier up to the non-Federal award.

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8. **RECOVERED MATERIALS:**
Section 6002 (EPA) 40 CFR Part 247: For contracts using Federal funding, Contractor and subcontractor agree to comply with Section 6002 of the Solid Waste Disposal Act, as amended by the Resource Conservation and Recovery Act, and the regulatory provisions of 40 CFR, Part 247. In the performance of this contract and to the extent practicable, the Contractor and subcontractors are to procure items containing the highest percentage of recovered materials as designated by the Environmental Protection Agency (EPA) under 40 CFR, Part 247 whenever the purchase price of the item exceeds $10,000 or the value of the quantity acquired during the preceding fiscal year exceeded $10,000.

9. **FEDERAL DEBARMENT CERTIFICATION:**
Certification regarding debarment, suspension, ineligibility and voluntary exclusion, as required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR, 85, defined at 34 CFR Part 85, Section 85.105 and 85.110-(ED80-0013).

A. *The prospective lower tier ($25,000) participant certifies, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.*

B. *Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall provide an explanation.*

10. **ADMINISTRATIVE, CONTRACTURAL OR LEGAL REMEDES:**
If the vendor/contractor fails to perform to the district's satisfaction any material requirement of the contract or is in violation of a material provision of the contract, the district shall provide written notice to the contractor requesting that the breach or noncompliance be remedied within a set time frame outlined. Nonperformance by a vendor /contractor is any failure to follow the terms, conditions, and/or specifications as outlined in the contract.

11. **HATCH ACT:**
(5U.S.C. 1501-1508 AND 7324-7328: The vendor/contractor will comply with the provisions of the Hatch Act, which limits the political activities of employees whose principle employment activities are funded in whole or in part with federal funds.

12. **CONTRACT TERMINATION FOR CONVENIENCE:**
The Superintendent (or designee) reserves the right to terminate a vendor's contract in whole or in part when it is determined in its sole discretion that it is in the district's best interest to do so. The Superintendent (or designee) will notify the vendor of the intent to terminate, in writing, at least (30) days prior to the effective date of the termination, and the contract will officially terminate at the end of the (30) day grace period. The vendor shall not be entitled to recover any cancellation charges or lost profits.

13. **CONTRACT TERMINATION FOR CAUSE:**
The Superintendent (or designee) reserves the right to terminate a vendor's contract for just cause, without penalty. The Superintendent (or designee) will notify the vendor of the intent to terminate, in writing, at least (30) days prior to the effective date of the termination, and the contract will officially terminate at the end of the (30) day grace period. The vendor may request reconsideration of this decision in writing at any time during the 30 day grace period. The request must be addressed to the Director of Finance & Purchasing who will initiate an internal review of the matter. If the vendor's input is required as part of the reconsideration process, the vendor will be notified when and where to appear. Requests for reconsideration received after the (30) day grace period will be denied. Upon termination of a contract, the Board reserves the right to rescind and re-award a contract to the next low bidder, if determined to be in the best interest of the district to do so.

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Provisions for Non-Federal Entity Contracts Under Federal Awards
(Federal Program Requirements - USDA)

In addition to the contract provisions required under Appendix II to 2 CFR, Part 200, these provisions are required by the United States Department of Agriculture ("USDA"), as applicable, when federal funds are expended to make purchases by the Hernando County School District.

14. **RECORDS RETENTION:**
(34 CFR 80.36(i)(11)): All vendors, contractors and subcontractors must retain all records pertaining to this contract for three years after the District makes final payments and all other pending matters are closed.

15. **CIVIL RIGHTS:**
The Vendor shall comply with Title VI of the Civil Rights Act of 1964, as amended; USDA regulations implementing Title IX of the Education Amendments; Section 504 of the Rehabilitation Act of 1973; Age Discrimination Act of 1975; 7 C.F.R. Parts 15, 15a, and 15b; and FNS Instruction 113-1, Civil Rights Compliance and Enforcement—Nutrition Programs and Activities, and any additions or amendments.

16. **BUY AMERICAN:**
(7 CFR PART 210.21 (D)) - Section 104(d) of the William F. Goodling Child Nutrition Reauthorization Act of 1998 (Public Law 105-336) added a provision, Section 12(n) to the NSLA (42 USC 1760(n)), the District is required to purchase, to the maximum extent practicable, domestic commodity or product. Section 12(n) of the NSLA defines "domestic commodity or product" as an agricultural commodity that is produced in the United States and a food product that is processed in the United States using substantial agricultural commodities that are produced in the United States. "Substantial" means that over 51 percent of the final processed product consists of agricultural commodities that were grown domestically. Products from Guam, American Samoa, Virgin Islands, Puerto Rico, and the Northern Mariana Islands are allowed under this provision as territories of the United States. The Buy American provision (7 CFR Part 210.21(d)) is one of the procurement standards the District must comply with when purchasing commercial food products served in the school meals programs.

17. **ENERGY POLICY AND CONSERVATION ACT:**
Contractor and Subcontractor agree to comply with mandatory standards and policies relating to energy efficiency as contained in the state energy conservation plan issued in compliance with the Energy Policy and Conservation Act (Pub. L. 94-163, 89 Stat. 871).

18. **DISCOUNTS, REBATES, AND CREDITS:**
The vendor shall disclose all discounts, rebates, allowances, and incentives received by the company from its suppliers. All goods, services, or monies received as the result of any equipment or USDA Food rebates shall be credited to the District's nonprofit food service account.

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Provisions for Non-Federal Entity Contracts Under Federal Awards
(Federal Program Requirements - FEMA)

In addition to the contract provisions required under Appendix II to 2 CFR, Part 200, these provisions are required by the Federal Emergency Management Agency ("FEMA"), as applicable, when federal funds are expended to make purchases by the Hernando County School District.

19. ACCESS TO RECORDS:
The following access to records requirements apply to this contract:

a. The Contractor agrees to provide the District, the State of Florida, the FEMA Administrator, the Comptroller General of the United States, or any of their authorized representatives access to any books, documents, papers, and records of the Contractor which are directly pertinent to this contract for the purposes of making audits, examinations, excerpts, and transcriptions.
b. The Contractor agrees to permit any of the foregoing parties to reproduce by any means whatsoever or to copy excerpts and transcriptions as reasonably needed.
c. The Contractor agrees to provide the FEMA Administrator or his authorized representatives access to construction or other work sites pertaining to the work being completed under the contract.

20. DHS SEAL, LOGO, AND FLAGS:
The Contractor shall not use the Department of Homeland Security ("DHS") seal(s), logos, crests, or reproductions of flags or likenesses of DHS agency officials without specific FEMA preapproval.

21. COMPLIANCE WITH FEDERAL LAW, REGULATIONS, AND EXECUTIVE ORDERS:
This is an acknowledgment that FEMA financial assistance will be used to fund the contract only. The Contractor will comply with all applicable federal laws, regulations, executive orders, FEMA policies, procedures, and directives.

22. NO OBLIGATION BY FEDERAL GOVERNMENT:
The Federal Government is not a party to this contract and is not subject to any obligations or liabilities to the non-Federal entity, contractor, or any other party pertaining to any matter resulting from the contract.

23. PROGRAM FRAUD AND FALSE OR FRAUDULENT STATEMENTS OR RELATED ACTS:
The Contractor acknowledges the 31 U.S.C. Chap. 38 (Administrative Remedies for False Claims and Statements) applies to the Contractor's actions pertaining to this contract.

Approved as to Content & Form
Caroline Mocker, Esq.
Staff Counsel, HCSD
10:23 am, 04/29/2025

By signing of this document, the vendor/contractor understands and certifies that they are in compliance with and/or will comply with, all the terms and conditions as specifically stated, where applicable. The vendor/contractor understands that Federal Funding Provisions apply to all contracts where Federal funds are used as a source for the purchase of goods and services. The contract/vendor awarded must not take exception to any part of these regulations.

Company Name (Print): Catapult Learning, LLC Date: 06 / 30 / 2025

Authorized Signature: Tim Hickey

Printed Name: Tim Hickey

Title: Assistant Secretary

Document Ref: 2TQUR-MZ9KR-BJ9W7-RA8UF

CERTIFICATE *of* SIGNATURE

REF. NUMBER
2TQUR-MZ9KR-BJ9W7-RA8UF

DOCUMENT COMPLETED BY ALL PARTIES ON
30 JUN 2025 19:03:44 UTC

SIGNER	TIMESTAMP	SIGNATURE
TIM HICKEY EMAIL TIM.HICKEY@FULLBLOOM.ORG	SENT 30 JUN 2025 17:03:29 UTC VIEWED 30 JUN 2025 19:03:19 UTC SIGNED 30 JUN 2025 19:03:44 UTC	 IP ADDRESS 69.142.88.70 LOCATION SOMERS POINT, UNITED STATES

RECIPIENT VERIFICATION

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FOREIGN COUNTRY OF CONCERN ATTESTATION
(PUR 1355)

This form must be completed by an officer or representative of an entity submitting a bid, proposal, or reply to, or entering into, renewing, or extending, a contract with a Governmental Entity which would grant the entity access to an individual's Personal Identifying Information. Capitalized terms used herein have the definitions ascribed in Rule 60A-1.020, F.A.C.

Name of entity is not owned by the government of a Foreign Country of Concern, is not organized under the laws of nor has its Principal Place of Business in a Foreign Country of Concern, and the government of a Foreign Country of Concern does not have a Controlling Interest in the entity.

Under penalties of perjury, I declare that I have read the foregoing statement and that the facts stated in it are true.

Printed Name: Tim Hickey

Title: Assistant Secretary

Signature: Tim Hickey Date: 06 / 30 / 2025

Approved as to Content & Form

Caroline Mocker, Esq.

Staff Counsel, HCSD

8:49 am, 04/25/2025

Document Ref: 2TQUR-MZ9KR-BJ9W7-RA8UF

CERTIFICATE *of* SIGNATURE

REF. NUMBER
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STANDARD ADDENDUM TO AGREEMENTS WITH THE HERNANDO COUNTY SCHOOL BOARD

WHEREAS, the undersigned has entered into an Agreement or Contract (hereinafter Agreement) with the Hernando County School Board; and,

WHEREAS, the Agreement sets forth the general terms and conditions of the relationship between the parties; and,

WHEREAS, the undersigned acknowledges that the School Board is the contracting authority for the Hernando County School Board and there are certain standard contract terms expected to be in every agreement by the School Board; and,

WHEREAS, the undersigned hereby agrees that these standard terms are part of the Agreement with the School Board.

1. The Contractor hereby agrees to indemnify, defend and hold the School Board harmless from and against any and all damages of any nature whatsoever which are caused or materially contributed to by the negligent, reckless or intentional acts of the Indemnifying Party.

2. To the extent that the agreement requires the School Board to indemnify Contractor, it shall only be to the extent of the limits set forth in section 768.28(5), Florida Statutes. and then only for the negligent or wrongful act or omission of any officer or employee of the School Board acting within the scope of the officer's/employee's office or employment under circumstances in which the state or such agency or subdivision, if a private person, would be liable to the claimant. Further, except as specifically provided herein, the School Board does not waive any defense of sovereign immunity. It is further understood and agreed by the parties to this agreement that no officer or employee may be held personally liable except as provided by section 768.28 (9), Florida Statutes. Notwithstanding the foregoing, the School Board intends to avail itself of the benefits of section 768.28 and of other statutes and common law governing sovereign immunity to the fullest extent possible. However, in no event will the School Board's liability under this provision exceed the sum of the lesser of the following: (a) the amount paid by the School Board to Contractor or (b) the amounts identified as statutory limits pursuant to section 768.28, Florida Statutes. if applicable. Nothing in this Agreement is intended to inure to the benefit of any third party for the purpose of allowing any claim which would otherwise be barred under the doctrine of sovereign immunity or by operation of law.

3. The parties agree to each pay their own attorneys' fees and costs relating to the negotiation of the Agreement and this Addendum and in relation to any action to enforce the terms of either document.

4. As may be applicable, all persons providing goods or services to the School Board pursuant the Agreement shall undergo the necessary background screening described in section 1012.465, Florida Statutes at their own cost before coming onto School Board property.

5. If the Agreement requires the expenditure of funds for more than one fiscal year, the Agreement shall be subject to termination by the School Board without cause upon a thirty (30) day notice.

6. Any conflict between the terms of this Addendum and the parties original Agreement or subsequent modifications thereof are to be resolved in favor of this Addendum.

7. The Agreement and this Addendum are to be construed in accordance with the laws of the State of Florida, and the parties hereby agree that performance of the terms and provisions of the Agreement are to be performed solely within the State of Florida. The Parties agree that the Circuit Court for the Fifth Judicial Circuit, Hernando County, Florida (hereinafter "Court"), shall have sole and exclusive jurisdiction to enforce the terms of this Agreement, notwithstanding any provisions in the Agreement to the contrary, and the Parties further agree that they will present any disputes under this Agreement, including, without limitation, any claims for breach or enforcement of this Agreement, exclusively to the Court.

8. The payment obligation of the School Board created by the Agreement is conditioned upon the availability of funds that are appropriated or allocated for the payment of services or products. If such funds are not allocated and available, the Agreement may be terminated by the School Board at the end of the period for which funds are available. The School Board shall notify the Contractor at the earliest possible time before such termination. No penalty shall accrue to the School Board in the event this provision is exercised, and the School Board shall not be obligated or liable for any future payments due or for any damages as a result of such termination.

9. If, and to the extent the agreement provides for the payment of any applicable sales taxes, the Parties acknowledge that the School Board is an entity which is exempt from the same as provided by section 212.08(6), Florida Statutes.

10. The Parties agree that in the event Contractor files for bankruptcy, insolvency or receivership during the term of this agreement, the School Board may, at its option, terminate and cancel said contract, in which event all rights hereunder shall immediately cease and terminate.

11. Neither party shall be liable to the other, nor deemed in default under this Agreement to the extent that such party's performance under this Agreement is rendered impossible, impractical, or prevented by reason of force majeure. For purposes of this Agreement, the term "force majeure" means an occurrence that is beyond the control of the party affected and occurs without fault or negligence on behalf of either party. Without limiting the foregoing, force majeure includes acts of God; acts of the public enemy; war; riots; strikes; labor disputes; civil disorders; fires; floods; hurricanes, epidemics, pandemics, government regulations, and the issuance or extension of existing government orders of the United States, the State of Florida, or local county and municipal governing bodies, which prevents performance of the contract for all or part of the term of the Agreement.

12. Notwithstanding any provision to the contrary in the agreement, all payments due from the School Board for non-construction services hereunder shall be governed by the provisions

of Chapter 218, Florida Statutes.

13. If, and to the extent that the agreement provides for reimbursement of travel and related expenses, the Parties agree that such reimbursements shall be subject to the reimbursement schedules contained in Section 112.061, Florida Statutes.

14. Contractor confirms that neither it nor its principals are suspended, debarred, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this contract by any governmental department or agency. This certification is a material representation of fact upon which reliance will be placed when the School Board executes this agreement. If it is later determined that Contractor knowingly rendered an erroneous certification, in addition to the other remedies available to School Board, School Board may terminate the Agreement for default by Contractor.

15. E-Verify. Pursuant to section 448.095, Florida Statutes, Contractor shall use the U.S. Department of Homeland Security's E-Verify system https://e-verify.uscis.gov/emp, to verify the employment eligibility of all employees hired during the term of this Agreement. If Contractor enters into a contract with a subcontractor, the subcontractor must provide Contractor with an affidavit stating the subcontractor does not employ, contract with, or subcontract with an unauthorized alien and the Contractor shall provide a copy of such affidavit to the School Board upon receipt and shall maintain a copy for the duration of the Agreement. Failure to comply with this provision is a material breach of the Agreement and the School Board may choose to terminate the Agreement at its sole discretion and seek damages pursuant to Florida Statute. By signing below, Contractor affirms that it is registered with and uses the E-Verify system, is otherwise in compliance with section 448.095, Florida Statutes, and acknowledges that it is required to maintain such compliance throughout the term of any Contract entered between the parties.

16. Public records compliance provisions. Any confidentiality provisions in the Agreement shall be read in harmony with Florida's Public Records Act, Chapter 119, Florida Statutes. No provisions in the Agreement can be exercised to frustrate the requirements of the law for the release of records. The parties recognize that the School Board is a governmental entity, subject to Florida law regarding public access to records under Florida Statute, Chapter 119. As such, the Parties agree that only such information as is exempt and confidential under the provisions of law shall be considered confidential under the Term of this agreement and Any confidentiality provisions in the Agreement shall be read in harmony with Florida's Public Records Act, Chapter 119, Florida Statutes. No provisions in the Agreement can be exercised to frustrate the requirements of the law for the release of records. To the extent Contractor provides School Board any information which it believes is confidential or exempt, Contractor shall notify School Board of the specific information that it believes is confidential, as well as the basis for the exemption. Additionally, to the extent that the Contractor has any obligation to act in agency for the School Board, it shall maintain its records subject to section 119.0701, Fla. Stat. If and to the extent that contractor has access to any other confidential information regarding the School Board (such as security information as contemplated by section 119.071(c), Fla. Stat.), the Contractor agrees to use reasonable measures to maintain the confidentiality of such information.

17. To the extent Contractor maintains information that is subject to a public record request, it shall provide the public access to such records in accordance with, and subject to the applicable statutory terms and fees. Failure to do so will be considered a material breach of the original Agreement resulting in immediate termination with no penalty to School Board, and Contractor will indemnify and hold the School Board harmless for any and all damages and expenses suffered as a result of the material breach and contract termination. Contractor must comply with Florida public records laws, including but not limited to chapter 119, Florida Statutes and section 24 of article I of the Constitution of Florida, and specifically agrees to:

a. Keep and maintain public records required by the School Board in order to perform the service under this agreement; and

b. Upon request from the School Board's custodian of public records, provide the School Board with a copy of the requested records or allow the records to be inspected or copied within a reasonable time at a cost that does not exceed the cost provided in chapter 119, Florida Statutes, or as otherwise provided by law; and

c. Ensure that public records that are exempt or confidential and exempt from public records disclosure requirements are not disclosed except as authorized by law for the duration of the contract term and following completion of the contract if the contractor does not transfer the records to the School Board; and

d. Upon completion of the contract, transfer, at no cost, to the School Board all public records in possession of the contractor or keep and maintain public records required by the School Board to perform the service. If the contractor transfers all public records to the School Board upon completion of the contract, the contractor shall destroy any duplicate public records that are exempt or confidential and exempt from public records disclosure requirements. If the contractor keeps and maintains public records upon completion of the contract, the contractor shall meet all applicable requirements for retaining public records. All records stored electronically must be provided to the School Board, upon request from the School Board's custodian of public records, in a format that is compatible with the information technology systems of the School Board.

IF THE CONTRACTOR HAS QUESTIONS REGARDING THE APPLICATION OF CHAPTER 119, FLORIDA STATUTES, TO THE CONTRACTOR'S DUTY TO PROVIDE PUBLIC RECORDS RELATING TO THIS CONTRACT, CONTACT THE CUSTODIAN OF PUBLIC RECORDS AT 919 N. BROAD STREET, BROOKSVILLE, FL 34601, Ellerman_a@hcsb.k12.fl.us or (352) 797-7009.

Notwithstanding any other provisions of law or statutory interpretation, failure of the Contractor to abide by the terms of these public records provisions shall be deemed a material breach of this agreement and the School Board may enforce the terms of this provision in the form of a court proceeding and shall, as a prevailing party, be entitled to reimbursement of all reasonable attorney's fees and costs associated with that proceeding. This provision shall survive any termination or expiration of the contract.

18. If the Contractor receives any student information / records as a result of this agreement, it will maintain any such information / records as confidential and will not release same to any third parties without the express written approval of the School Board, except third parties who are essential to Contractor's delivery of its services to the School Board and who are bound to maintain the confidentiality of student information/records, and prohibited from unauthorized redisclosure of such information. Furthermore, Contractor agrees to maintain and utilize all such student information/records in accordance with the FERPA regulations and only as provided for in the Agreement and this Addendum. If student information/records are requested by way of subpoena or court order, Contractor shall notify the School Board of such request in writing including a copy of the subpoena or order and shall otherwise comply with the FERPA regulations.

19. Contractor agrees to execute an Affidavit Regarding the Use of Coercion for Labor and Services as required by section 787.06(13), Florida Statutes.

20. If the Contractor receives access to an individual s personal identifying information as a result of this agreement, Contractor agrees to provide the School Board with an affidavit signed by an officer or representative of the Contractor under penalty of perjury attesting that the Contractor does not meet any of the criteria in section 287.138(2)(a) to (c), Florida Statutes.

21. Contractor acknowledges that it will comply with all applicable Florida and Federal laws, ordinances, rules and regulations.

Signed and dated by authorized representatives as provided below:

Contractor:

Rob Klapper
Rob Klapper (Jul 10, 2025 16:04 PDT)

Printed Name: Rob Klapper

Title: President

Date: 07/10/2025

Approved as to Content & Form
Caroline Mockler, Esq.
Staff Counsel, HCSD
2:24 pm, 06/16/2025

Complete Section A or B; and C

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

A. Item Currently Budgeted -

Account Name	Title I, Part A					
Account Number	4210E	5100	3120	9462	82600	09999
	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
$ 399,632.07	$	$ 107,342.99	$ 292,289.08	$ 292,289.07	$ .01

Account Name	Title I , Part A					
Account Number	4210E	5100	3120	9462	82600	09999
	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
$ 3,367.52	$	$ 981.51	$ 2,386.01	$ 2,386.00	$ .01

B. Item Currently Not Budgeted -**

Funding Source _____

Account Name _____

Account Number						
	Fund	Function	Object	Cost Center	Project	Sub Project

Amount $ _____

Funding Source _____

Account Name _____

Account Number						
	Fund	Function	Object	Cost Center	Project	Sub Project

Amount $ _____

C. History

Check one:
Prior Year Budget: ☑
New for Current Year: ☐

Prior Year Approved Budget: $ 203,328.65
Prior Year Actual Spent: $ 203,328.65

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

Agenda Item # 32. 26-3174 7/29/2025

Title and Board Action Requested
Approve the agreement with Renaissance and authorize the purchase of eight thousand six hundred and fifteen (8,615) Accelerated Reading and four hundred-and-fifty (450) STAR Reading licenses for an estimated annual spending amount of $71,986.00.

Executive Summary
The Director of Federal Programs, on behalf of the Assistant Superintendent of Teaching and Learning, hereby requests the Board approve the agreement with Renaissance and authorize the purchase of eight thousand six hundred and fifteen (8,615) Accelerated Reading and four hundred-and-fifty (450) STAR Reading licenses for an estimated annual spending amount of $71,986.00.

My Contact
Magen Schlechter
Director of Federal Programs
919 N. Broad Street
Brooksville, FL 34601
352-797-7000 ext. 295
schlechter_m@hcsb.k12.fl.us

2023-28 Strategic Focus Area
Priority 1: Student Success

Financial Impact
See attached budget sheet.
Title I Grant Funds - (Brooksville Elementary School, Deltona Elementary School, Eastside Elementary School, John D. Floyd Elementary School, Moton Elementary School, Pine Grove Elementary School, Spring Hill Elementary School, Suncoast Elementary School, Explorer K-8 elementary students, Reach Academy $65,000.00
CES School Budget - $6,986.00

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.

Renaissance
2911 Peach Street, Wisconsin Rapids, WI 54494-1905
PO Box 8036, Wisconsin Rapids, WI 54495
Phone: (800) 338-4204 | Fax: (877) 280-7642
Federal I.D. 39-1559474
www.renaissance.com

Quote
Q-150747 v8

Hernando County School District - 72204

Primary Contact
Lauren Blackwell
Email - blackwell_l@hcsb.k12.fl.us
919 N Broad St
Brooksville, FL 34601-2397

Billing Contact
Lauren Blackwell
Email - blackwell_l@hcsb.k12.fl.us
919 N Broad St
Brooksville, FL 34601-2397

Quote Summary

School Count: 10

Renaissance Products & Services Total	$63,218.86
Estimated Sales Tax	$0.00
Shipping Cost	$0.00
Grand Total	**USD $63,218.86**

This quote includes: Accelerated Reader and Star.

By signing below, Customer:

- Acknowledges that the Person signing this Quote is authorized to do so on behalf of Customer.
- Agrees Customer's access to and use of the Products and Services referenced in the Quote (and any other quote issued to Customer during the Subscription Period) are subject to compliance with the Renaissance Terms of Service and License located at https://doc.renlearn.com/KMNet/R62416.pdf, incorporated herein by reference.
- Acknowledges and agrees that the applicable Data Protection Addendum and Privacy Notices located at https://docs.renaissance.com/R62068 are incorporated into this Agreement. Additional information about Renaissance's privacy and security is available at https://www.renaissance.com/privacy/.

To accept this offer and place an order, please sign and return this Quote.

Renaissance will issue an Invoice for this Quote promptly after the date the Order is processed at Renaissance. If Customer requires a purchase order, Customer agrees to provide the purchase order to Renaissance as an attachment to this signed quote. Customer agrees to pay the invoice within 30 days after the Invoice Date.

Customer indicates that no Purchase Order is required, and that Billing Contact information is correct.

Renaissance Learning, Inc.	Hernando County School District
Ted Wolf	By:
Name: Ted Wolf	Name:
Title: Chief Financial Officer	Title:
Date: 09-Apr-2025	Date:

Email: electronicorders@renaissance.com

If changes are necessary, or additional information is required, please contact your account executive John Lundberg at (407) 414-7866. Thank you.

All quotes and orders are subject to availability of merchandise. This Quote is valid for 60 days from the date under Renaissance's signature. Professional development expires one year from purchase date. Alterations to this quote will not be honored without Renaissance

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www.renaissance.com

Quote
Q-150747 v8

approval. Please note: Any pricing or discount indicated is subject to change with alterations to the quote. Tax has been estimated and is subject to change without notice. Unless you provide Renaissance with a valid and correct tax exemption certificate applicable to your purchase of product and the product ship-to location, you are responsible for sales and other taxes associated with this order.

United States government and agency transactions into Arizona: The Tax or AZ-TPT item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the Arizona Transaction Privilege Tax ('TPT'). The incidence of the TPT is on Renaissance Learning for the privilege of conducting business in the State of Arizona. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply.

Hawaii residents only: Orders shipped to Hawaii residents will be subject to the 4.166% (4.712% O'ahu Is.) Hawaii General Excise tax. United States government and agency transactions into Hawaii: The Tax or General Excise Tax item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the Hawaii General Excise Tax. The incidence of the General Excise Tax is on Renaissance Learning for the privilege of conducting business in the State of Hawaii. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply.

New Mexico residents only: Orders shipped to New Mexico residents will be subject to the 5.125% (Location Code: 88-888) Gross Receipts tax. United States government and agency transactions into New Mexico: The Tax or Gross Receipts Tax item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the New Mexico Gross Receipts Tax. The incidence of the Gross Receipts Tax is on Renaissance Learning for the privilege of conducting business in the State of New Mexico. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply. Starting July 1, 2021 New Mexico requires sellers to collect tax on the state and local rate. This varies depending on the city and county.

Students can become their most amazing selves — only when teachers truly shine. Renaissance amplifies teachers' effectiveness in the classroom — transforming data into actionable insights to improve learning outcomes. Remember, we're here to ensure your successful implementation. Please allow 30-90 days for installation and set-up.

Renaissance
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www.renaissance.com

Quote
Q-150747 v8

Quote Details

Suncoast Elementary School

Products & Services	Quantity	Unit Price	Total
Accelerated Reader			
Quote Year 1 01-Aug-2025 – 31-Jul-2026			
Accelerated Reader Subscription	779	$7.52	$5,858.08
		Quote Year 1 Subtotal	**$5,858.08**
		Suncoast Elementary School Total	**$5,858.08**

Spring Hill Elementary School

Products & Services	Quantity	Unit Price	Total
Accelerated Reader			
Quote Year 1 01-Aug-2025 – 31-Jul-2026			
Accelerated Reader Subscription	779	$7.52	$5,858.08
		Quote Year 1 Subtotal	**$5,858.08**
Star Assessments			
Quote Year 1 01-Aug-2025 – 31-Jul-2026			
Star Reading Subscription	450	$5.43	$2,443.50
		Quote Year 1 Subtotal	**$2,443.50**
		Spring Hill Elementary School Total	**$8,301.58**

Pine Grove Elementary School

Products & Services	Quantity	Unit Price	Total
Accelerated Reader			
Quote Year 1 01-Aug-2025 – 31-Jul-2026			
Accelerated Reader Subscription	779	$7.52	$5,858.08
		Quote Year 1 Subtotal	**$5,858.08**
		Pine Grove Elementary School Total	**$5,858.08**

Deltona Elementary School

Products & Services	Quantity	Unit Price	Total
Accelerated Reader			
Quote Year 1 01-Aug-2025 – 31-Jul-2026			
Accelerated Reader Subscription	779	$7.52	$5,858.08
		Quote Year 1 Subtotal	**$5,858.08**
Star Assessments			
Quote Year 1 01-Aug-2025 – 31-Jul-2026			
Star Reading Subscription	400	$5.43	$2,172.00

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Quote
Q-150747 v8

Quote Year 1 Subtotal	**$2,172.00**
Deltona Elementary School Total	**$8,030.08**

John D Floyd Elementary School

Products & Services	Quantity	Unit Price	Total
Accelerated Reader			
Quote Year 1 01-Aug-2025 – 31-Jul-2026			
Accelerated Reader Subscription	779	$7.52	$5,858.08
Quote Year 1 Subtotal			**$5,858.08**
John D Floyd Elementary School Total			**$5,858.08**

Brooksville Elementary School

Products & Services	Quantity	Unit Price	Total
Accelerated Reader			
Quote Year 1 01-Aug-2025 – 31-Jul-2026			
Accelerated Reader Subscription	779	$7.52	$5,858.08
Quote Year 1 Subtotal			**$5,858.08**
Brooksville Elementary School Total			**$5,858.08**

Eastside Elementary School

Products & Services	Quantity	Unit Price	Total
Accelerated Reader			
Quote Year 1 01-Aug-2025 – 31-Jul-2026			
Accelerated Reader Subscription	779	$7.52	$5,858.08
Quote Year 1 Subtotal			**$5,858.08**
Eastside Elementary School Total			**$5,858.08**

Explorer K 8

Products & Services	Quantity	Unit Price	Total
Accelerated Reader			
Quote Year 1 01-Aug-2025 – 31-Jul-2026			
Accelerated Reader Subscription	782	$7.52	$5,880.64
Quote Year 1 Subtotal			**$5,880.64**
Explorer K 8 Total			**$5,880.64**

Moton Elementary School

Products & Services	Quantity	Unit Price	Total
Accelerated Reader			
Quote Year 1 01-Aug-2025 – 31-Jul-2026			
Accelerated Reader Subscription	779	$7.52	$5,858.08

Renaissance
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www.renaissance.com

Quote
Q-150747 v8

Quote Year 1 Subtotal	**$5,858.08**
Moton Elementary School Total	**$5,858.08**

Westside Elementary School

Products & Services	Quantity	Unit Price	Total
Accelerated Reader			
Quote Year 1 01-Aug-2025 – 31-Jul-2026			
Accelerated Reader Subscription	779	$7.52	$5,858.08
Quote Year 1 Subtotal			**$5,858.08**
Westside Elementary School Total			**$5,858.08**

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Approved as to Content & Form
Caroline Mockler, Esq.
Staff Counsel, HCSD
4:44 pm, 07/15/2025

Vendor's proposed Purchase Order terms rejected to the extent inconsistent with School Board's purchasing instructions. Purchase subject to terms of School Board Standard Addendum. http://www.hernandoschools.org/departments/purchasing/vendor-information

Renaissance
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PO Box 8036, Wisconsin Rapids, WI 54495
Phone: (800) 338-4204 | Fax: (877) 280-7642
Federal I.D. 39-1559474
www.renaissance.com

Quote
Q-157810 v3

Chocachatti Elementary School - 928819

Primary Contact
Barbara Hellman
Email - hellman_b@hcsb.k12.fl.us
4135 California St
Brooksville, FL 34604-0682

Billing Contact
Barbara Hellman
Email - hellman_b@hcsb.k12.fl.us
4135 California St
Brooksville, FL 34604-0682

Quote Summary
School Count: 1

Renaissance Products & Services Total	$6,986.00
Estimated Sales Tax	$0.00
Shipping Cost	$0.00
Grand Total	**USD $6,986.00**

This quote includes: Accelerated Reader and Services.

By signing below, Customer:

- Acknowledges that the Person signing this Quote is authorized to do so on behalf of Customer.
- Agrees Customer's access to and use of the Products and Services referenced in the Quote (and any other quote issued to Customer during the Subscription Period) are subject to compliance with the Renaissance Terms of Service and License located at https://doc.renlearn.com/KMNet/R62416.pdf, incorporated herein by reference.
- Acknowledges and agrees that the applicable Data Protection Addendum and Privacy Notices located at https://docs.renaissance.com/R62068 are incorporated into this Agreement. Additional information about Renaissance's privacy and security is available at https://www.renaissance.com/privacy/.

To accept this offer and place an order, please sign and return this Quote.

Renaissance will issue an Invoice for this Quote promptly after the date the Order is processed at Renaissance. If Customer requires a purchase order, Customer agrees to provide the purchase order to Renaissance as an attachment to this signed quote. Customer agrees to pay the invoice within 30 days after the Invoice Date.

Customer indicates that no Purchase Order is required, and that Billing Contact information is correct.

Renaissance Learning, Inc.	Chocachatti Elementary School
Ted Wolf	By:
Name: Ted Wolf	Name: Barbara Hellman
Title: Chief Financial Officer	Title: Bookkeeper
Date: 19-May-2025	Date:

Email: electronicorders@renaissance.com

If changes are necessary, or additional information is required, please contact your account executive John Lundberg at (407) 414-7866. Thank you.

Vendor's proposed Purchase Order terms rejected to the extent inconsistent with School Board's purchasing instructions. Purchase subject to terms of School Board Standard Addendum. http://www.hernandoschools.org/departments/purchasing/vendor-information

Approved as to Content & Form
Caroline Mockler, Esq.
Staff Counsel, HCSD
4:49 pm, 07/15/2025

All quotes and orders are subject to availability of merchandise. This Quote is valid for 60 days from the date under Renaissance's signature. Professional development expires one year from purchase date. Alterations to this quote will not be honored without Renaissance

BES	AP2 - CL	AP3 - CL	AP2 - CIT	AP3 - CIT
K	69%	91%	71%	92%
1	33%	77%	39%	67%
2	42%	60%	43%	66%
3	41%	61%	44%	54%
4	49%	63%	45%	54%
5	30%	38%	22%	29%

CES	AP2 - CL	AP3 - CL	AP2 - CIT	AP3 - CIT
K	85%	98%	86%	98%
1	58%	71%	57%	71%
2	58%	73%	52%	77%
3	71%	85%	64%	84%
4	60%	79%	48%	66%
5	66%	83%	54%	70%

DES	AP2 - CL	AP3 - CL	AP2 - CIT	AP3 - CIT
K	50%	62%	57%	60%
1	24%	43%	27%	39%
2	25%	37%	22%	30%
3	43%	50%	34%	44%
4	31%	46%	24%	31%
5	49%	52%	35%	47%

EES	AP2 - CL	AP3 - CL	AP2 - CIT	AP3 - CIT
K	70%	85%	58%	86%
1	27%	57%	30%	53%
2	34%	55%	28%	60%
3	52%	68%	55%	75%
4	39%	60%	27%	47%
5	33%	46%	35%	43%

JDFES	AP2 - CL	AP3 - CL	AP2 - CIT	AP3 - CIT
K	70%	85%	58%	86%
1	27%	57%	30%	53%
2	42%	53%	34%	50%
3	56%	75%	53%	70%
4	45%	57%	36%	50%
5	33%	46%	35%	43%

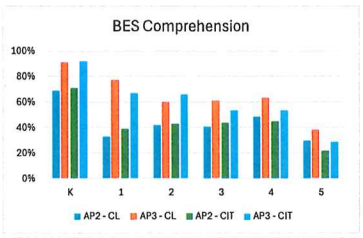
MES	AP2 - CL	AP3 - CL	AP2 - CIT	AP3 - CIT
K	63%	87%	63%	85%
1	39%	55%	45%	47%
2	40%	56%	43%	60%
3	55%	61%	41%	58%
4	45%	46%	37%	42%
5	34%	51%	41%	37%

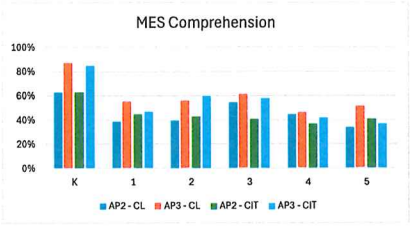
PGES	AP2 - CL	AP3 - CL	AP2 - CIT	AP3 - CIT
K	65%	75%	64%	74%
1	27%	54%	24%	51%
2	34%	48%	36%	52%
3	54%	70%	48%	68%
4	43%	57%	31%	48%
5	53%	58%	41%	52%

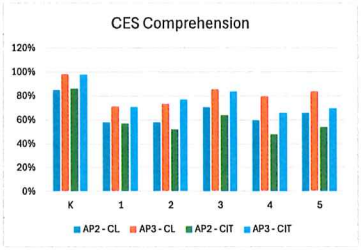
SES	AP2 - CL	AP3 - CL	AP2 - CIT	AP3 - CIT
K	53%	78%	56%	79%
1	35%	46%	32%	41%
2	51%	67%	52%	58%
3	59%	74%	52%	72%
4	58%	68%	45%	64%
5	58%	58%	48%	51%

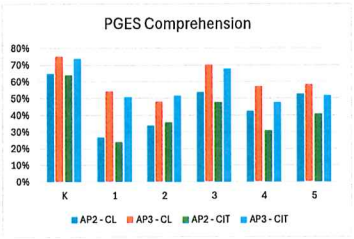
SHES	AP2 - CL	AP3 - CL	AP2 - CIT	AP3 - CIT
K	83%	91%	66%	86%
1	32%	49%	29%	42%
2	31%	48%	38%	54%
3	56%	65%	54%	66%
4	54%	62%	43%	56%
5	44%	57%	37%	58%

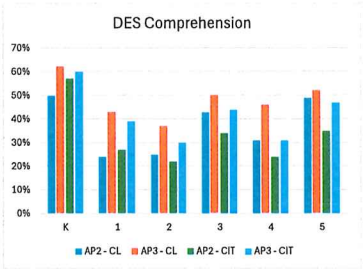
WES	AP2 - CL	AP3 - CL	AP2 - CIT	AP3 - CIT
K	60%	86%	64%	85%
1	37%	63%	31%	70%
2	34%	68%	52%	74%
3	47%	63%	50%	57%
4	56%	60%	44%	58%
5	36%	38%	26%	29%

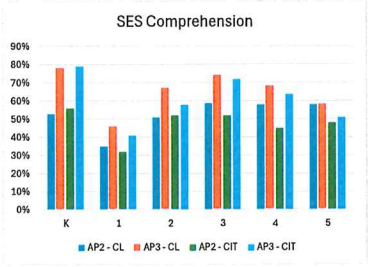


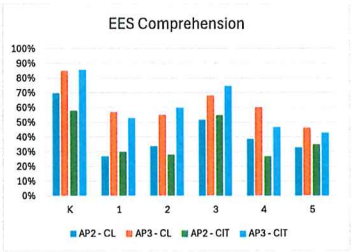


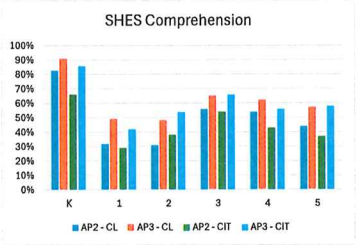


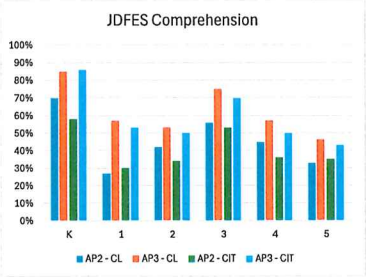


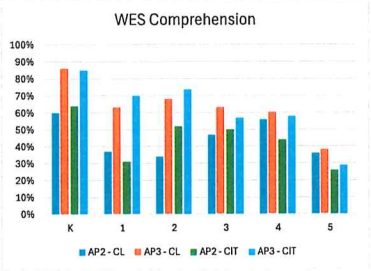












PROGRAM EVALUATION/EVALUATION OF SERVICES

1. Why is this program being purchased? What need is the program designed to meet? Provide a description of the program and include any relevant data.

With a focus on creating a culture for reading, the Accelerated Reader (AR) program supports teachers in guiding students to create personalized reading goals based on their reading skills, engages students by ensuring selected student books match their reading level, provides student practice through quizzes intending to build vocabulary and comprehension, and allows students to see and track their progress. With purposeful goals and encouragement, students can understand their levels and progress with clear progress visualizations, thus motivating them to select books and other appropriate articles to build reading stamina, vocabulary, comprehension, thinking, and analysis skills. The AR program is being purchased as a supplement to encourage reading for pleasure.

2. Who is the target population?

The target population is students K-5 at private school Reach Academy and Brooksville Elementary School, Chocachatti Elementary School, Deltona Elementary School, Eastside Elementary School, John D. Floyd Elementary School, Moton Elementary School, Pine Grove Elementary School, Spring Hill Elementary School, Suncoast Elementary School, Westside Elementary School, and Explorer K-8.

3. Is the program in the planning or implementation stage? If it has been implemented, how long has it been in place?

The AR program has been implemented for several years at the schools mentioned above and will start to be implemented during the 25-26 school year at EK8. Data is available as far back as the 2018-2019 school year that shows the AR program being purchased and implemented.

4. What resources are needed to support the program (e.g., staff, funding, space, time, technology, etc.)?

Year	Resources	Department	Cost
22-23	Access to Library Books with AR level components, Laptop(s) or Desktop(s), Access to AR quizzes	Federal Programs and Chocachatti Elementary School	$54,713.04 (CES excluded)
23-24	Access to Library Books with AR level components, Laptop(s) or Desktop(s), Access to AR quizzes	Federal Programs and Chocachatti Elementary School	$43,275.04 (BES and CES excluded)

24-25	Access to Library Books with AR level components, Laptop(s) or Desktop(s), Access to AR quizzes	Federal Programs and Chocachatti Elementary School	$55,091.60
25-26	Access to Library Books with AR level components, Laptop(s) or Desktop(s), Access to AR quizzes	Federal Programs and Chocachatti Elementary School	$73,000.00

5. **What are the program's intended outcomes?**
   - Improved Reading Skills - fluency, comprehension, and vocabulary
   - Encouraged Reading Practice - engagement and motivation
   - Focused Goals and Accountability - student choice and proficiency-based

6. **How do you plan to progress monitor the fidelity and effectiveness of the program?**
   Referencing school implementation plans, data will be reviewed to determine program use alignment and engagement feedback.

7. **What criteria will be used to judge the program's performance?**
   Student participation and usage data, number of AR nights by school, engagement survey data from staff, students, and families, and i-Ready and FAST (comprehension and vocabulary-focused) learning gains and proficiency data will be used to judge program performance.

8. **Describe what the program must accomplish to be considered successful (Return on Investment).**

   By the end of the school year, a student can maintain an average percentage correct of 85% or higher on Accelerated Reader quizzes by reading for at least 30 minutes daily within their assigned ZPD.

9. **Is a program evaluation required at this time? If yes, provide the data and complete the Data Summary page.**

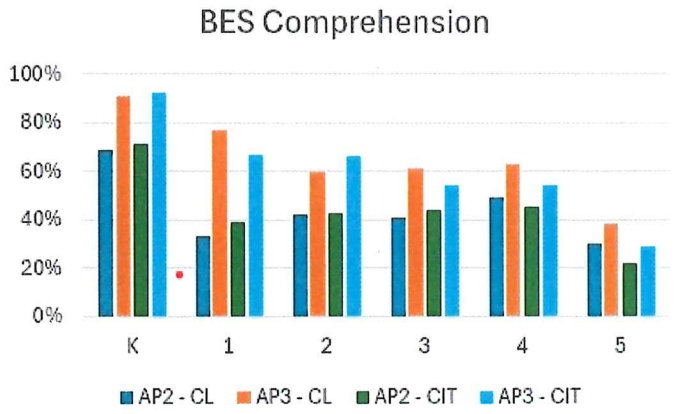
Yes, a program evaluation is required. Please see the attached data and Data Summary page.

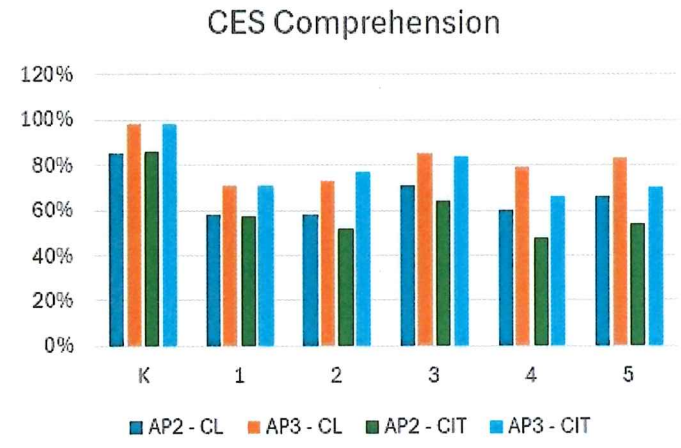
Program Evaluation Data Summary

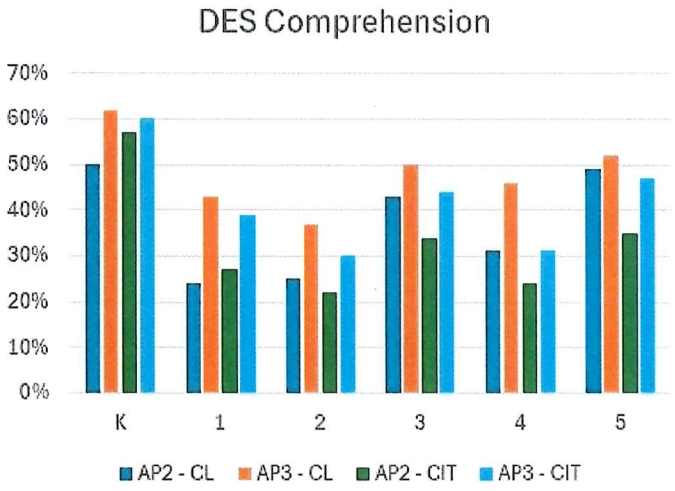
(Please provide an overview of the data presented and speak to any increases, decreases, outliers, etc.)

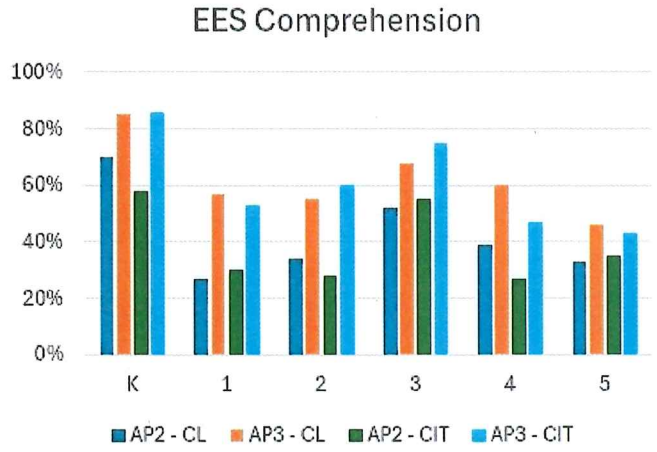
Data indicates that students, at participating schools, in grades K-5 showed growth in reading comprehension in both Literature and Information Text as measured by the i-Ready diagnostic tool.

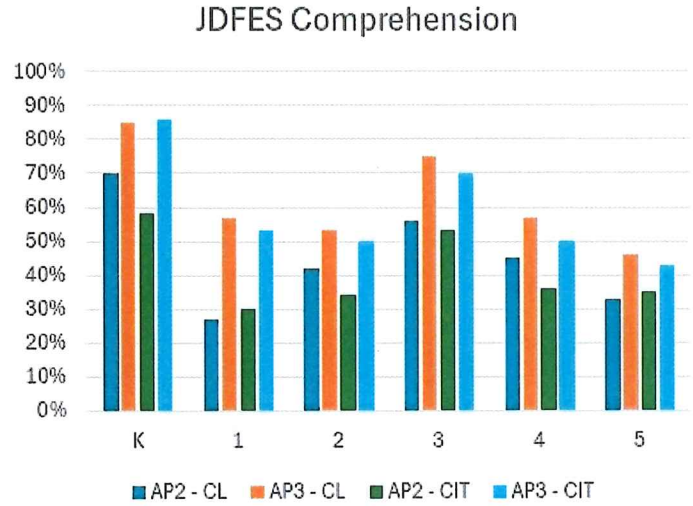
CL – Comprehension Literature
CIT – Comprehension Informational Text
AP2 – Winter
AP3 - Spring

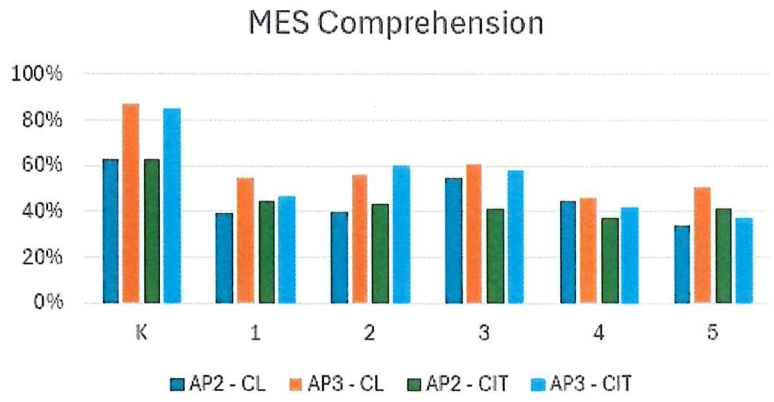


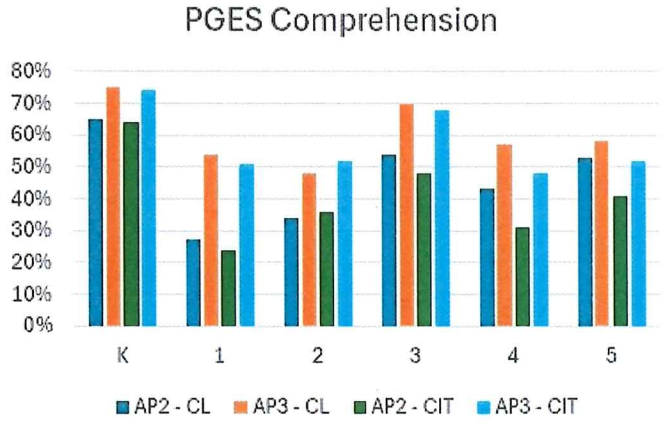


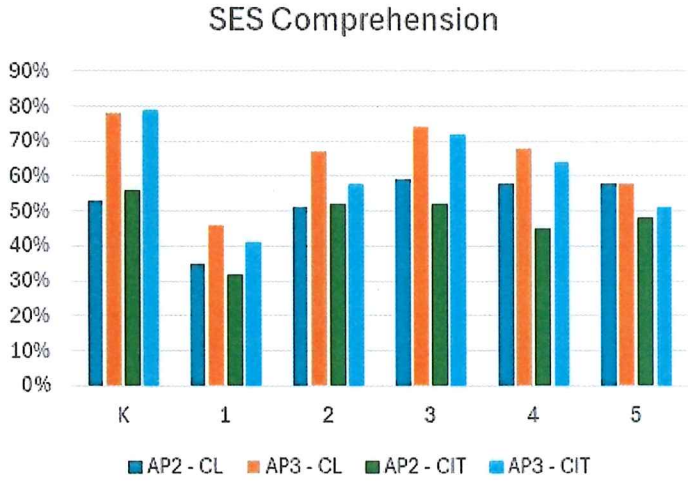

DES Comprehension
70%
60%
50%
40%
30%
20%
10%
0%
K
1
2
3
4
5
AP2 - CL
AP3 - CL
AP2 - CIT
AP3 - CIT

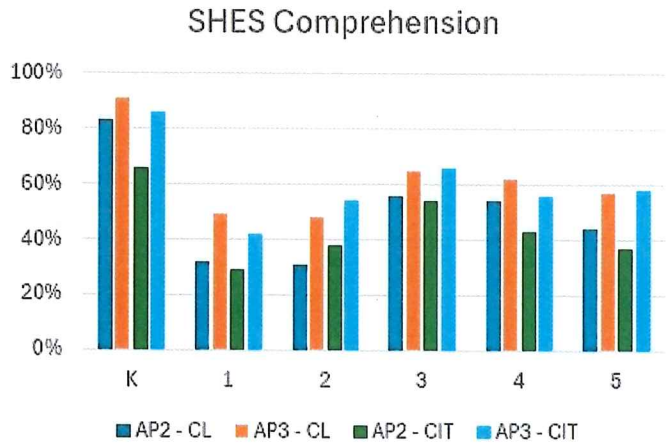

EES Comprehension
100%
80%
60%
40%
20%
0%
K
1
2
3
4
5
AP2 - CL
AP3 - CL
AP2 - CIT
AP3 - CIT

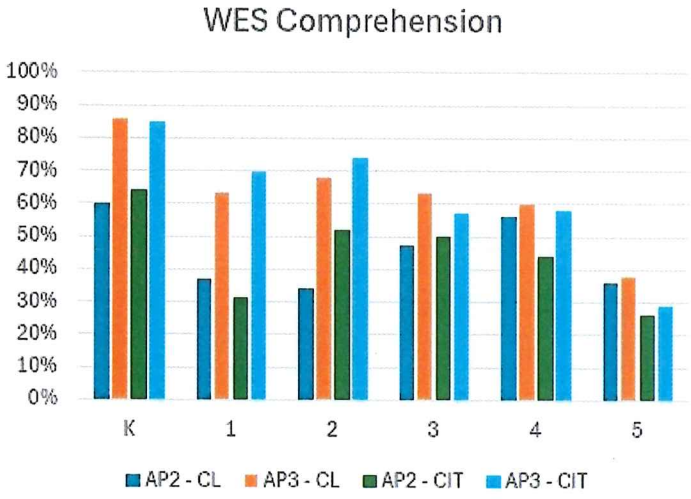

JDFES Comprehension
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
K
1
2
3
4
5
AP2 - CL
AP3 - CL
AP2 - CIT
AP3 - CIT


MES Comprehension
100%
80%
60%
40%
20%
0%
K
1
2
3
4
5
AP2 - CL
AP3 - CL
AP2 - CIT
AP3 - CIT


PGES Comprehension
80%
70%
60%
50%
40%
30%
20%
10%
0%
K
1
2
3
4
5
AP2 - CL
AP3 - CL
AP2 - CIT
AP3 - CIT


SES Comprehension
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
K
1
2
3
4
5
AP2 - CL
AP3 - CL
AP2 - CIT
AP3 - CIT


SHES Comprehension
100%
80%
60%
40%
20%
0%
K
1
2
3
4
5
AP2 - CL
AP3 - CL
AP2 - CIT
AP3 - CIT


WES Comprehension
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
K
1
2
3
4
5
AP2 - CL
AP3 - CL
AP2 - CIT
AP3 - CIT

FOREIGN COUNTRY OF CONCERN ATTESTATION
(PUR 1355)

This form must be completed by an officer or representative of an entity submitting a bid, proposal, or reply to, or entering into, renewing, or extending, a contract with a Governmental Entity which would grant the entity access to an individual's Personal Identifying Information. Capitalized terms used herein have the definitions ascribed in Rule 60A-1.020, F.A.C.

Name of entity is not owned by the government of a Foreign Country of Concern, is not organized under the laws of nor has its Principal Place of Business in a Foreign Country of Concern, and the government of a Foreign Country of Concern does not have a Controlling Interest in the entity.

Under penalties of perjury, I declare that I have read the foregoing statement and that the facts stated in it are true.

Printed Name: Ted Wolf

Title: CFO

Signature: Ted Wolf Date: 5/13/2025

Approved as to Content & Form
Caroline Mocker, Esq.
Staff Counsel, HCSD
9:00 am, 05/16/2025

State of Florida

Affidavit Regarding the Use of Coercion for Labor and Services

Respondent Vendor Name: Renaissance Learning, Inc.

Vendor FEIN: 39-1559474

Vendor's Authorized Representative Name and Title: Ted Wolf, CFO

Address: 2911 Peach Street

City: Wisconsin Rapids State: WI ZIP: 54494

Phone Number: 800-334-4204

Email Address: contracts@renaissance.com

Section 787.06(13), Florida Statutes requires all nongovernmental entities executing, renewing, or extending a contract with a governmental entity to provide an affidavit signed by an officer or representative of the nongovernmental entity under penalty of perjury that the nongovernmental entity does not use coercion for labor or services as defined in that statute.

The Hernando County School District, Florida is a governmental entity for purposes of this statute.

As the person authorized to sign on behalf of Respondent, I certify that the company identified does not:

- Use or threaten to use physical force against any person;
- Restrain, isolate, or confine or threaten to restrain, isolate, or confine any person without lawful authority and against her or his will;
- Use lending or other credit methods to establish a debt by any person when labor or services are pledged as a security for the debt, if the value of the labor or services as reasonably assessed is not applied toward the liquidation of the debt, the length and nature of the labor or services are not respectively limited and defined;
- Destroy, conceal, remove, confiscate, withhold, or possess any actual or purported passport, visa, or other immigration document, or any other actual or purported government identification document, of any person;
- Cause or threaten to cause financial harm to any person;
- Entice or lure any person by fraud or deceit; or
- Provide a controlled substance as outlined in Schedule I or Schedule II of s. 893.03 to any person for the purpose of exploitation of that person.

Under penalties of perjury, I declare that I have read the foregoing document and that the facts stated in it are true.

By: Ted Wolf

AUTHORIZED SIGNATURE

Print Name and Title: Ted Wolf, CFO

Date: 5/13/2025

Approved as to Content & Form
Caroline Mocker, Esq.
Staff Counsel, HCSD
9:00 am, 05/16/2025

STANDARD ADDENDUM TO AGREEMENTS WITH THE HERNANDO COUNTY SCHOOL BOARD

WHEREAS, the undersigned has entered into an Agreement or Contract (hereinafter Agreement) with the Hernando County School Board; and,

WHEREAS, the Agreement sets forth the general terms and conditions of the relationship between the parties; and,

WHEREAS, the undersigned acknowledges that the School Board is the contracting authority for the Hernando County School Board and there are certain standard contract terms expected to be in every agreement by the School Board; and,

WHEREAS, the undersigned hereby agrees that these standard terms are part of the Agreement with the School Board.

1. The Contractor hereby agrees to indemnify, defend and hold the School Board harmless from and against any and all damages of any nature whatsoever which are caused or materially contributed to by the negligent, reckless or intentional acts of the Indemnifying Party.

2. To the extent that the agreement requires the School Board to indemnify Contractor, it shall only be to the extent of the limits set forth in section 768.28(5), Florida Statutes. and then only for the negligent or wrongful act or omission of any officer or employee of the School Board acting within the scope of the officer's/employee's office or employment under circumstances in which the state or such agency or subdivision, if a private person, would be liable to the claimant. Further, except as specifically provided herein, the School Board does not waive any defense of sovereign immunity. It is further understood and agreed by the parties to this agreement that no officer or employee may be held personally liable except as provided by section 768.28 (9), Florida Statutes. Notwithstanding the foregoing, the School Board intends to avail itself of the benefits of section 768.28 and of other statutes and common law governing sovereign immunity to the fullest extent possible. However, in no event will the School Board's liability under this provision exceed the sum of the lesser of the following: (a) the amount paid by the School Board to Contractor or (b) the amounts identified as statutory limits pursuant to section 768.28, Florida Statutes. if applicable. Nothing in this Agreement is intended to inure to the benefit of any third party for the purpose of allowing any claim which would otherwise be barred under the doctrine of sovereign immunity or by operation of law.

3. The parties agree to each pay their own attorneys' fees and costs relating to the negotiation of the Agreement and this Addendum and in relation to any action to enforce the terms of either document.

4. As may be applicable, all persons providing goods or services to the School Board pursuant the Agreement shall undergo the necessary background screening described in section 1012.465, Florida Statutes at their own cost before coming onto School Board property.

5. If the Agreement requires the expenditure of funds for more than one fiscal year, the Agreement shall be subject to termination by the School Board without cause upon a forty-five (45) day notice. If the School Board exercises its right to terminate for convenience, any such termination will not result in any refund or credit for products and services already delivered, or for the remaining balance of any unused subscription period.

6. Any conflict between the terms of this Addendum and the parties original Agreement or subsequent modifications thereof are to be resolved in favor of this Addendum.

7. The Agreement and this Addendum are to be construed in accordance with the laws of the State of Florida, and the parties hereby agree that performance of the terms and provisions of the Agreement are to be performed solely within the State of Florida. The Parties agree that the Circuit Court for the Fifth Judicial Circuit, Hernando County, Florida (hereinafter "Court"), shall have sole and exclusive jurisdiction to enforce the terms of this Agreement, notwithstanding any provisions in the Agreement to the contrary, and the Parties further agree that they will present any disputes under this Agreement, including, without limitation, any claims for breach or enforcement of this Agreement, exclusively to the Court.

8. The payment obligation of the School Board created by the Agreement is conditioned upon the availability of funds that are appropriated or allocated for the payment of services or products. If such funds are not allocated and available, the Agreement may be terminated by the School Board at the end of the period for which funds are available. The School Board shall notify the Contractor at the earliest possible time before such termination. No penalty shall accrue to the School Board in the event this provision is exercised, and the School Board shall not be obligated or liable for any future payments due or for any damages as a result of such termination.

9. If, and to the extent the agreement provides for the payment of any applicable sales taxes, the Parties acknowledge that the School Board is an entity which is exempt from the same as provided by section 212.08(6), Florida Statutes.

10. The Parties agree that in the event Contractor files for bankruptcy, insolvency or receivership during the term of this agreement, the School Board may, at its option, terminate and cancel said contract, in which event all rights hereunder shall immediately cease and terminate.

11. Neither party shall be liable to the other, nor deemed in default under this Agreement to the extent that such party's performance under this Agreement is rendered impossible, impractical, or prevented by reason of force majeure. For purposes of this Agreement, the term "force majeure" means an occurrence that is beyond the control of the party affected and occurs without fault or negligence on behalf of either party. Without limiting the foregoing, force majeure includes acts of God; acts of the public enemy; war; riots; strikes; labor disputes; civil disorders; fires; floods; hurricanes, epidemics, pandemics, government regulations, and the issuance or extension of existing government orders of the United States, the State of Florida, or local county and municipal governing bodies, which prevents performance of the contract for all or part of the term of the Agreement.

12. Notwithstanding any provision to the contrary in the agreement, all payments due

from the School Board for non-construction services hereunder shall be governed by the provisions

of Chapter 218, Florida Statutes.

13. If, and to the extent that the agreement provides for reimbursement of travel and related expenses, the Parties agree that such reimbursements shall be subject to the reimbursement schedules contained in Section 112.061, Florida Statutes.

14. Contractor confirms that neither it nor its principals are suspended, debarred, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this contract by any governmental department or agency. This certification is a material representation of fact upon which reliance will be placed when the School Board executes this agreement. If it is later determined that Contractor knowingly rendered an erroneous certification, in addition to the other remedies available to School Board, School Board may terminate the Agreement for default by Contractor.

15. E-Verify. Pursuant to section 448.095, Florida Statutes, Contractor shall use the U.S. Department of Homeland Security's E-Verify system https://e-verify.uscis.gov/emp, to verify the employment eligibility of all employees hired during the term of this Agreement. If Contractor enters into a contract with a subcontractor, the subcontractor must provide Contractor with an affidavit stating the subcontractor does not employ, contract with, or subcontract with an unauthorized alien and the Contractor shall provide a copy of such affidavit to the School Board upon receipt and shall maintain a copy for the duration of the Agreement. Failure to comply with this provision is a material breach of the Agreement and the School Board may choose to terminate the Agreement at its sole discretion and seek damages pursuant to Florida Statute. By signing below, Contractor affirms that it is registered with and uses the E-Verify system, is otherwise in compliance with section 448.095, Florida Statutes, and acknowledges that it is required to maintain such compliance throughout the term of any Contract entered between the parties.

16. Public records compliance provisions. Any confidentiality provisions in the Agreement shall be read in harmony with Florida's Public Records Act, Chapter 119, Florida Statutes. No provisions in the Agreement can be exercised to frustrate the requirements of the law for the release of records. The parties recognize that the School Board is a governmental entity, subject to Florida law regarding public access to records under Florida Statute, Chapter 119. As such, the Parties agree that only such information as is exempt and confidential under the provisions of law shall be considered confidential under the Term of this agreement and Any confidentiality provisions in the Agreement shall be read in harmony with Florida's Public Records Act, Chapter 119, Florida Statutes. No provisions in the Agreement can be exercised to frustrate the requirements of the law for the release of records. To the extent Contractor provides School Board any information which it believes is confidential or exempt, Contractor shall notify School Board of the specific information that it believes is confidential, as well as the basis for the exemption. Additionally, to the extent that the Contractor has any obligation to act in agency for the School Board, it shall maintain its records subject to section 119.0701, Fla. Stat. If and to the extent that contractor has access to any other confidential information regarding the School Board (such as security information as contemplated by section 119.071(c), Fla. Stat.), the Contractor agrees to use reasonable measures to maintain the confidentiality of such information.

17. To the extent Contractor maintains information that is subject to a public record request, it shall provide the public access to such records in accordance with, and subject to the applicable statutory terms and fees. Failure to do so will be considered a material breach of the original Agreement resulting in immediate termination with no penalty to School Board, and Contractor will indemnify and hold the School Board harmless for any and all damages and expenses suffered as a result of the material breach and contract termination. Contractor must comply with Florida public records laws, including but not limited to chapter 119, Florida Statutes and section 24 of article I of the Constitution of Florida, and specifically agrees to:

a. Keep and maintain public records required by the School Board in order to perform the service under this agreement; and

b. Upon request from the School Board's custodian of public records, provide the School Board with a copy of the requested records or allow the records to be inspected or copied within a reasonable time at a cost that does not exceed the cost provided in chapter 119, Florida Statutes, or as otherwise provided by law; and

c. Ensure that public records that are exempt or confidential and exempt from public records disclosure requirements are not disclosed except as authorized by law for the duration of the contract term and following completion of the contract if the contractor does not transfer the records to the School Board; and

d. Upon completion of the contract, transfer, at no cost, to the School Board all public records in possession of the contractor or keep and maintain public records required by the School Board to perform the service. If the contractor transfers all public records to the School Board upon completion of the contract, the contractor shall destroy any duplicate public records that are exempt or confidential and exempt from public records disclosure requirements. If the contractor keeps and maintains public records upon completion of the contract, the contractor shall meet all applicable requirements for retaining public records. All records stored electronically must be provided to the School Board, upon request from the School Board's custodian of public records, in a format that is compatible with the information technology systems of the School Board.

IF THE CONTRACTOR HAS QUESTIONS REGARDING THE APPLICATION OF CHAPTER 119, FLORIDA STATUTES, TO THE CONTRACTOR'S DUTY TO PROVIDE PUBLIC RECORDS RELATING TO THIS CONTRACT, CONTACT THE CUSTODIAN OF PUBLIC RECORDS AT 919 N. BROAD STREET, BROOKSVILLE, FL 34601, Ellerman_a@hcsb.k12.fl.us or (352) 797-7009.

Notwithstanding any other provisions of law or statutory interpretation, failure of the Contractor to abide by the terms of these public records provisions shall be deemed a material breach of this agreement and the School Board may enforce the terms of this provision in the form of a court proceeding and shall, as a prevailing party, be entitled to reimbursement of all reasonable attorney's fees and costs associated with that proceeding. This provision shall survive any termination or expiration of the contract.

18. If the Contractor receives any student information / records as a result of this agreement, it will maintain any such information / records as confidential and will not release same to any third parties without the express written approval of the School Board, except third parties who are essential to Contractor's delivery of its services to the School Board and who are bound to maintain the confidentiality of student information/records, and prohibited from unauthorized redisclosure of such information. Furthermore, Contractor agrees to maintain and utilize all such student information/records in accordance with the FERPA regulations and only as provided for in the Agreement and this Addendum. If student information/records are requested by way of subpoena or court order, Contractor shall notify the School Board of such request in writing including a copy of the subpoena or order and shall otherwise comply with the FERPA regulations.

19. Contractor agrees to execute an Affidavit Regarding the Use of Coercion for Labor and Services as required by section 787.06(13), Florida Statutes.

20. If the Contractor receives access to an individual s personal identifying information as a result of this agreement, Contractor agrees to provide the School Board with an affidavit signed by an officer or representative of the Contractor under penalty of perjury attesting that the Contractor does not meet any of the criteria in section 287.138(2)(a) to (c), Florida Statutes.

21. Contractor acknowledges that it will comply with all applicable Florida and Federal laws, ordinances, rules and regulations.

Signed and dated by authorized representatives as provided below:

Contractor: Renaissance Learning, Inc.

Ted Wolf

Printed Name: Ted Wolf
Title: CFO
Date: 5/15/2025

Approved as to Content & Form
Caroline Mocker, Esq.
Staff Counsel, HCSD
10:02 am, 05/14/2025

HERNANDO SCHOOL DISTRICT
Learn it. Love it. Live it.

Federal Terms & Conditions

Provisions for Non-Federal Entity Contracts Under Federal Awards (Appendix II to 2 CFR Part 200)

All purchases made by a non-Federal entity under a Federal award must contain provisions covering the following, as applicable. These provisions are required and apply under certain conditions when federal funds are expended to make purchases by the Hernando County School District.

1. **EQUAL EMPLOYMENT OPPORTUNITY:**
Except as otherwise provided under 41 CFR, Part 60, this section applies to federally assisted construction contracts. If applicable, the Contractor agrees to comply with the provisions of 41 CFR, Part 60-1.4(b) during the performance of this contract. The provisions may be found in Attachment A to these Federal Terms and Conditions.

2. **DAVIS-BACON ACT:**
(34 CFR 80.36(i)(5))**:** All vendors, contractors and subcontractors must comply with the Davis-Bacon Act (40 U.S.C. 276a to 276a–7) as supplemented by Department of Labor regulations (29 CFR part 5). (Construction contracts in excess of $2,000 awarded by grantees and subgrantees when required by Federal grant program legislation). (Applies to construction contracts in excess of $2,000 awarded by the district and subgrantees when required by Federal grant program legislation).

3. **COPELAND "ANTI-KICKBACK" ACT:**
(34 CFR 80.36(i)(4))**:** All vendors, contractors and subcontractors must comply with the Copeland "Anti-Kickback" Act (18 U.S.C. 874) as supplemented in Department of Labor regulations (29 CFR part 3). (Applies to all contracts and subgrants for construction or repair).

4. **CONTRACT WORK HOURS & SAFETY STANDARDS ACT:**
(34 CFR 80.36(i)(6))**:** All vendors, contractors and subcontractors must comply with Sections 103 and 107 of the Contract Work Hours and Safety Standards Act (40 U.S.C. 327–330) as supplemented by Department of Labor regulations (29 CFR part 5). (Applies to all construction contracts awarded by the district and subgrantees in excess of $2000, and in excess of $2500 for other contracts, which involve the employment of mechanics or laborers).

5. **RIGHTS TO INVENTIONS MADE UNDER A CONTRACT OR AGREEMENT:**
If the Federal award meets the definition of "funding agreement", the recipient or sub-recipient must comply with the requirements of 37 CFR Part 401 "Right to Inventions Made by Nonprofit Organization and Small Business Firms Under Government Grants, Contracts and Cooperative Agreements", and any implementing regulations issued by awarding agency.

6. **CLEAN AIR ACT**
(34 CFR 80.36(i)(12))**:** All vendors, contractors and subcontractors must comply with all applicable standards, orders, or requirements issued under section 306 of the Clean Air Act (42 U.S.C. 7401-7671q.), section 508 of the Clean Water Act (33 U.S.C. 1251-1387), Executive Order 11738, and Environmental Protection Agency regulations (40 CFR part 15).(Applies to contracts, subcontracts, and subgrants of amounts in excess of $100,000).

7. **BYRD ANTI-LOBBYING AMENDMENT:**
Contractors that apply or solicitation for an award of $100,000 or more must file the required certification. Each tier certifies to the tier above that it will not and has not used Federal appropriated funds to pay any person or organization for influencing or attempting to influence an officer or employee of any agency, a member of Congress, officer or employee of Congress, or an employee of a member of Congress in connection with obtaining any Federal contract, grant or any other award covered by 31 U.S.C. 1352. Each tier must also disclose any lobbying with non-Federal funds that takes place in connection with obtaining any Federal award. Such disclosures are forwarded from tier to tier up to the non-Federal award.

8. RECOVERED MATERIALS:

Section 6002 (EPA) 40 CFR Part 247: For contracts using Federal funding, Contractor and subcontractor agree to comply with Section 6002 of the Solid Waste Disposal Act, as amended by the Resource Conservation and Recovery Act, and the regulatory provisions of 40 CFR, Part 247. In the performance of this contract and to the extent practicable, the Contractor and subcontractors are to procure items containing the highest percentage of recovered materials as designated by the Environmental Protection Agency (EPA) under 40 CFR, Part 247 whenever the purchase price of the item exceeds $10,000 or the value of the quantity acquired during the preceding fiscal year exceeded $10,000.

9. FEDERAL DEBARMENT CERTIFICATION:

Certification regarding debarment, suspension, ineligibility and voluntary exclusion, as required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR, 85, defined at 34 CFR Part 85, Section 85.105 and 85.110-(ED80-0013).

A. *The prospective lower tier ($25,000) participant certifies, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.*

B. *Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall provide an explanation.*

10. ADMINISTRATIVE, CONTRACTURAL OR LEGAL REMEDES:

If the vendor/contractor fails to perform to the district's satisfaction any material requirement of the contract or is in violation of a material provision of the contract, the district shall provide written notice to the contractor requesting that the breach or noncompliance be remedied within a set time frame outlined. Nonperformance by a vendor /contractor is any failure to follow the terms, conditions, and/or specifications as outlined in the contract.

11. HATCH ACT:

(5U.S.C. 1501-1508 AND 7324-7328: The vendor/contractor will comply with the provisions of the Hatch Act, which limits the political activities of employees whose principle employment activities are funded in whole or in part with federal funds.

12. CONTRACT TERMINATION FOR CONVENIENCE:

The Superintendent (or designee) reserves the right to terminate a vendor's contract in whole or in part when it is determined in its sole discretion that it is in the district's best interest to do so. The Superintendent (or designee) will notify the vendor of the intent to terminate, in writing, at least forty-five (45) days prior to the effective date of the termination, and the contract will officially terminate at the end of the forty-five (45) day grace period. The vendor shall not be entitled to recover any cancellation charges or lost profits. If the Customer exercises its right to terminate for Convenience, any such termination will not result in any refund or credit for products and services already delivered, or for the remaining balance of any unused subscription period.

13. CONTRACT TERMINATION FOR CAUSE:

The Superintendent (or designee) reserves the right to terminate a vendor's contract for just cause, without penalty. The Superintendent (or designee) will notify the vendor of the intent to terminate, in writing, at least (30) days prior to the effective date of the termination, and the contract will officially terminate at the end of the (30) day grace period. If notice of termination is sent due to Breach, Customer shall provide Contractor the industry standard 30 days for cure period. The vendor may request reconsideration of this decision in will initiate an internal review of the matter. If the vendor's input is required as part of the reconsideration writing at any time during the 30 day grace period. The request must be addressed to the Director of Finance & Purchasing who

process, the vendor will be notified when and where to appear. Requests for reconsideration received after the (30) day grace period will be denied. Upon termination of a contract, the Board reserves the right to rescind and re-award a contract to the next low bidder, if determined to be in the best interest of the district to do so.

Provisions for Non-Federal Entity Contracts Under Federal Awards
(Federal Program Requirements - USDA)

In addition to the contract provisions required under Appendix II to 2 CFR, Part 200, these provisions are required by the United States Department of Agriculture ("USDA"), as applicable, when federal funds are expended to make purchases by the Hernando County School District.

14. **RECORDS RETENTION:**
(34 CFR 80.36(i)(11)): All vendors, contractors and subcontractors must retain all records pertaining to this contract for three years after the District makes final payments and all other pending matters are closed.

15. **CIVIL RIGHTS:**
The Vendor shall comply with Title VI of the Civil Rights Act of 1964, as amended; USDA regulations implementing Title IX of the Education Amendments; Section 504 of the Rehabilitation Act of 1973; Age Discrimination Act of l975; 7 C.F.R. Parts 15, 15a, and 15b; and FNS Instruction 113-1, Civil Rights Compliance and Enforcement—Nutrition Programs and Activities, and any additions or amendments.

16. **BUY AMERICAN:**
(7 CFR PART 210.21 (D)) - Section 104(d) of the William F. Goodling Child Nutrition Reauthorization Act of 1998 (Public Law 105-336) added a provision, Section 12(n) to the NSLA (42 USC 1760(n)), the District is required to purchase, to the maximum extent practicable, domestic commodity or product. Section 12(n) of the NSLA defines "domestic commodity or product" as an agricultural commodity that is produced in the United States and a food product that is processed in the United States using substantial agricultural commodities that are produced in the United States. "Substantial" means that over 51 percent of the final processed product consists of agricultural commodities that were grown domestically. Products from Guam, American Samoa, Virgin Islands, Puerto Rico, and the Northern Mariana Islands are allowed under this provision as territories of the United States. The Buy American provision (7 CFR Part 210.21(d)) is one of the procurement standards the District must comply with when purchasing commercial food products served in the school meals programs.

17. **ENERGY POLICY AND CONSERVATION ACT:**
Contractor and Subcontractor agree to comply with mandatory standards and policies relating to energy efficiency as contained in the state energy conservation plan issued in compliance with the Energy Policy and Conservation
Act (Pub. L. 94-163, 89 Stat. 871).

18. **DISCOUNTS, REBATES, AND CREDITS:**
The vendor shall disclose all discounts, rebates, allowances, and incentives received by the company from its suppliers. All goods, services, or monies received as the result of any equipment or USDA Food rebates shall be credited to the District's nonprofit food service account.

HERNANDO SCHOOL DISTRICT
Learn it. Love it. Live it.

Provisions for Non-Federal Entity Contracts Under Federal Awards
(Federal Program Requirements - FEMA)

In addition to the contract provisions required under Appendix II to 2 CFR, Part 200, these provisions are required by the Federal Emergency Management Agency ("FEMA"), as applicable, when federal funds are expended to make purchases by the Hernando County School District.

19. ACCESS TO RECORDS:
The following access to records requirements apply to this contract:

a. The Contractor agrees to provide the District, the State of Florida, the FEMA Administrator, the Comptroller General of the United States, or any of their authorized representatives access to any books, documents, papers, and records of the Contractor which are directly pertinent to this contract for the purposes of making audits, examinations, excerpts, and transcriptions.
b. The Contractor agrees to permit any of the foregoing parties to reproduce by any means whatsoever or to copy excerpts and transcriptions as reasonably needed.
c. The Contractor agrees to provide the FEMA Administrator or his authorized representatives access to construction or other work sites pertaining to the work being completed under the contract.

20. DHS SEAL, LOGO, AND FLAGS:
The Contractor shall not use the Department of Homeland Security ("DHS") seal(s), logos, crests, or reproductions of flags or likenesses of DHS agency officials without specific FEMA preapproval.

21. COMPLIANCE WITH FEDERAL LAW, REGULATIONS, AND EXECUTIVE ORDERS:
This is an acknowledgment that FEMA financial assistance will be used to fund the contract only. The Contractor will comply with all applicable federal laws, regulations, executive orders, FEMA policies, procedures, and directives.

22. NO OBLIGATION BY FEDERAL GOVERNMENT:
The Federal Government is not a party to this contract and is not subject to any obligations or liabilities to the non-Federal entity, contractor, or any other party pertaining to any matter resulting from the contract.

23. PROGRAM FRAUD AND FALSE OR FRAUDULENT STATEMENTS OR RELATED ACTS:
The Contractor acknowledges the 31 U.S.C. Chap. 38 (Administrative Remedies for False Claims and Statements) applies to the Contractor's actions pertaining to this contract.

Approved as to Content & Form
Caroline Mockler, Esq.
Staff Counsel, HCSD
2:05 pm, 07/16/2025

By signing of this document, the vendor/contractor understands and certifies that they are in compliance with and/or will comply with, all the terms and conditions as specifically stated, where applicable. The vendor/contractor understands that Federal Funding Provisions apply to all contracts where Federal funds are used as a source for the purchase of goods and services. The contract/vendor awarded must not take exception to any part of these regulations.

Company Name (Print): Renaissance Learning, Inc. Date: 7/17/2025

Authorized Signature: Ted Wolf

Printed Name: Ted Wolf

Title: CFO

Complete Section A or B; and C

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

A. Item Currently Budgeted -

	Account Name	Account Number					
	Title I, Part A	4210E	5100	3690	9462	82600	
		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
$ 166,274.91		$		$		$ 166,274.91		$ 63,728.00		$ 102,546.91

	Account Name	Account Number					
	Title I, Part A	4210E	5100	3690	9462	82600	09999
		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
$ 11,675.49		$		$		$ 11,675.49		$ 822.00		$ 10,853.49

B. Item Currently Not Budgeted -**

Funding Source _____

Account Name _____

Account Number	Fund	Function	Object	Cost Center	Project	Sub Project

Amount $ _____

Funding Source _____

Account Name _____

Account Number	Fund	Function	Object	Cost Center	Project	Sub Project

Amount $ _____

C. History

Check one:
Prior Year Budget: ☑
New for Current Year: ☐

Prior Year Approved Budget: $ 251,585.02
Prior Year Actual Spent: $ 251,585.02

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

Complete Section A or B; and C

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

A. Item Currently Budgeted -

Account Name: Title I, Part A

Account Number	Fund	Function	Object	Cost Center	Project	Sub Project
	4210E	6400	3690	9462	82600	09999

Original Approved Budget	+ / - Budget Amendments	- Expenditures / Encumbrances To Date	= Current Available Budget	- Present Request	= Remaining Balance Available
$ 1,050.00	$	$	$ 1,050.00	$ 450.00	$ 600.00

Account Name: Internal Account Activity Fee

Account Number	Fund	Function	Object	Cost Center	Project	Sub Project
	8010E	9800	3690	0341	91100	

Original Approved Budget	+ / - Budget Amendments	- Expenditures / Encumbrances To Date	= Current Available Budget	- Present Request	= Remaining Balance Available
$ 6986.00	$	$	$ 6986.00	$ 6986.00	$

B. Item Currently Not Budgeted -**

Funding Source: _____
Account Name: _____

Account Number	Fund	Function	Object	Cost Center	Project	Sub Project

Amount $ _____

Funding Source: _____
Account Name: _____

Account Number	Fund	Function	Object	Cost Center	Project	Sub Project

Amount $ _____

C. History

Check one:
Prior Year Budget: ☑
New for Current Year: ☐

Prior Year Approved Budget: $ 251,585.02
Prior Year Actual Spent: $ 251,585.02

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

Hernando School District

School Board Regular Meeting

Agenda Item # 33. 26-3177 7/29/2025

Title and Board Action Requested
Approve the renewal of the piggyback of Charlotte County Public Schools, ITB No. 2425-637AJ, Catalog Discount Bid, awarded to multiple vendors, for the purchase of classroom instructional material and related items, and authorize purchases for an estimated annual spending of $75,000.00

Executive Summary
The Director of Purchasing & Warehousing, on behalf of the Superintendent of Schools, hereby requests the Board approve the renewal of the piggyback of Charlotte County Public Schools, ITB No. 2425-637AJ, Catalog Discount Bid, awarded to multiple vendors, for the purchase of classroom instructional materials and related items and authorize purchases for an estimated annual spending of $75,000.00.

This piggyback will supplement the currently approved Classroom Instructional Materials contract to offer schools and departments a wider selection of products ensuring the best possible price and quality for the district. Purchases will be made utilizing schools and sites approved annual budgets.

HCSB Bid No. 25-785-11 PB RN has been assigned for internal tracking purposes.

My Contact
Christopher Reckner
Director of Purchasing & Warehousing
(352) 797-7060

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.

PURCHASING AGENDA ITEM

Hernando County School District

School Board Approval Meeting: July 29, 2025

Bid No. 25-785-11 PB RN **Bid Title:** Catalog Discount

Recommend approval of this agenda item under the specific category below:

☐Lowest Bid(s)	☐Request for Proposal(s)	☐Low Bid(s) Meeting Specification	☐Rejection/Cancellation
☐Revised Award	☒Renewal of Contract	☐Sole/Single Source	☐Re-Award (Partial/Whole)
☐Contract Termination	☐Amendments to Contract	☐Extension of Contract	☐Emergency
☐Reversed Auction	☒Piggyback (School District)	☐Responsive/Responsible Bidders	

Bid Contract Period: 07/29/2025 through 06/30/2026 ☐ N/A – One Time Purchase

Contract Type: ☐ Estimated Dollar Amount ☐ Firm, Fixed Dollar Amount ☐ Firm, Fixed Unit Prices ☒ Firm, Fixed Unit Prices, Hourly Rates, Fees and/or Percentages

Renewal Options:	No. of Terms Remaining	☐ Length of Each Term (month)	☒ Length of Each Term (year)	☒ None
	2		1	

Rationale/Reason: Renewal of the Piggyback of Charlotte County Public Schools, ITB #2425—637AJ: Catalog Discount Bid. This piggyback will supplement the currently approved contract for Classroom Instructional Supplies, offering schools and site a wider range of vendors and products to ensure the best pricing for the district. HCSB Bid No. 25-785-11 PB RN has been assigned for internal tracking purposes. Spending will be from schools and sites already approved budgets.

Bidders Electronically Downloaded From Bidnet Direct Website: n/a	**Bids Received:**	**No Bids:**	**Late Bids:**	**Rejected Bids:**	☒ **N/A – Bids Not Required:** Piggyback

Submitted By: Christopher Reckner
Director of Purchasing & Warehousing

School(s): District Wide

Requested By: For Use District-Wide by all Schools and Sites.

Recommended award: (See attached)

T/C CODE: 2509

Piggyback Charlotte County Public Schools, ITB #2425-637AJ: Catalog Discount Bid.

This contract will supplement the existing contracts such as the Classroom Instructional Materials contract allowing for a wider range of products and vendors to obtain quotes from, to ensure the best possible pricing and quality for the District. It is intended for incidental (occasional) purchases of less than $10, 000 per order.

- **ACCO Brands USA, Inc.**
  www.gbc.com
  Danielle Bott
  P: 847-796-4972
  Email: danielle.bott@acco.com
  Note: Reference Bid# ITB 2425-637AJ for contract pricing/account setup.
  Example products: Laminating equipment, supplies and services

- **All American Flags and Banners, LLC**
  https://www.allamericanflagsandbanners.com/
  Steve Larrimore
  P: 1-800-521-7659
  aafbsales@gmail.com
  Example Products: Nylon Flags, Banners, Cheer Pops, Canopy Tents, Table/Media Drapes, Flag Pole Accessories/Hardware

- **Carolina Biological Supply**
  www.carolina.com
  P:800-334-5551
  Email: Customer_service@carolina.com
  Note: Reference proposal No. P105926 on Purchase orders
  Example products: science products & supplies

- **Creative Sound and lighting Solutions**
  https://www.creativesoundsolution.com/
  Russell Byas
  P: 239- 443-9648
  russell@creativesoundsolution.com
  Example products: Audio equipment, video equipment, Stage lighting, Acoustical sound treatment, stage curtains

- **Demco, Inc.**
  www.demco.com
  P:800-356-1200
  Email: order@demco.com
  Email: quote@demco.com /800-462-8709 for purchase over $7500
  Note: Discount code # C50403
  Example products: library supplies, classroom supplies

- **Hand2Mind**
  https://www.hand2mind.com/catalogs
  Lee Hughes
  P: 239-243-5645
  Email: lhughes@hand2mind.com
  Example products: Pre-8 math, science, STEM, Literacy and SEL materials

- **MATCO TOOLS**
  www.matcoltools.com
  Donald Ryburn
  P:863-660-3131
  Email: dlryburn@gmail.com
  Example products: Professional automotive tools & parts

- **Pocket Nurse Enterprises LLC**
  www.pocketnurse.com
  Amy Hallstein
  P:724-480-3714
  Email: ahallstein@pocketnurse.com
  Example products: medical supplies, and equipment for education and simulation

- **School Nurse Supply**
  https://schoolnursesupplyinc.com/
  P:800-485-2737
  Deana Anglada
  Email: danglada@schoolnursesupply.com
  Jeff Giesel,
  Email: jgiesel@schoolnursesupply.com
  Example Products: First Aid, Medical supplies and Equipment

- **Stem Education Works**
  https://stemeducationworks.com/
  Sarah Pruitt
  P: 866-783-6109
  Email: sarahpruitt@stemeducationworks.com
  Example products: K-12 STEM curriculum, Technologies, and professional development

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

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

A. Item Currently Budgeted -

Account Name

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project

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

Account Name

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project

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

B. Item Currently Not Budgeted -**

Funding Source: General/Federal/Internal - Part of the 2025-2026 Requested Budget.

Account Name: Classroom Instructional Supplies

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project
1xx/4xx/8xx	5100	5xx/6xx	Various	Various	

Amount $ 75,000.00

Funding Source

Account Name

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project

Amount $

C. History

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

Prior Year Approved Budget: $ 75,000.00

Prior Year Actual Spent: $ 75,000.00

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

Hernando School District

School Board Regular Meeting

Agenda Item # 34. 26-3181 7/29/2025

Title and Board Action Requested

Approve the 2025-2026 Dual Enrollment (DE) Articulation Agreement Between Pasco-Hernando State College (PHSC) and the Hernando County School Board and Issuance of a Purchase Order for an Estimated Annual Amount of $595,303.00

Executive Summary

The Supervisor of College and Career Programs, on behalf of the Superintendent of Schools, hereby requests the Board to approve the 2025-2026 DE Articulation Agreement with PHSC. Florida Statue 1007.21 mandates school districts and local public postsecondary institutions to enter into an agreement for the purpose of establishing guidelines for implementing the program for eligible students. The agreement will provide a seamless transition into postsecondary education and permit eligible students an opportunity to earn both high school and postsecondary education credits. The purchase will be made on an as needed basis.

My Contact

Beth Lastra
Supervisor of College and Career Programs
352-797-7000 ext. 70474
lastra_b@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.

District School Board of Hernando County

and

Pasco-Hernando State College

Dual Enrollment Agreement

2025-2026

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District School Board of Hernando County

And Pasco-Hernando State College

Dual Enrollment Agreement

2025-2026

I. Dual Enrollment Agreement

This Agreement is made by and between the District Board of Trustees of Pasco-Hernando State College, Florida (hereafter "PHSC") and the District School Board of Hernando County (hereafter "HCSB") and is a modification of all existing articulation agreements. This Agreement is intended to implement Florida Statutes, Chapter 1007.271, and State Board of Education Rule 6A-10.024. This Agreement also incorporates the "Statement of Standards"(which can be found at www.fldoe.org under Dual Enrollment Statement of Standards) adopted by the Florida Community College System's Council of Presidents on February 23, 2007. and the Revised/Updated "Statement of Standards" adopted by the Council of Presidents on September 4, 2008, the purposes of which are to "ensure appropriate levels of student achievement and equivalent quality of programs regardless of method of instruction or location of program."

Per Statement of Standards S1, Shared Vision, this Agreement is to be developed, revised, and submitted annually as a means of promoting collaborative strategic planning and effective resource management. Additionally, this Agreement delineates institutional responsibilities to inform students and parents about articulated acceleration program options, eligibility criteria to ensure college readiness, the process for monitoring student performance, and the criteria by which the quality of dual enrollment programs are to be judged. Via the provisions of this agreement, as indicated in Statement of Standards S2, Articulation and Partnership Implementation, the HCSB and PHSC are committed to sharing resources, forming partnerships with private industries, and implementing innovative strategies, student and faculty workshops, and parental involvement activities that serve the needs of our local community. Further, as indicated in Statement of Standards S3, Continuous Improvement, this Agreement outlines strategies for collaborative professional development to improve instructional efficacy, encourage the use of instructional technologies, address critical needs, and support in-service initiatives.

It is also the specific purpose of this Agreement to allow for eligible high school students to enroll in certain college and career-level courses and to receive credit for such courses from both the HCSB and PHSC. Understanding that students at charter schools are public school students, except where noted, the policies, procedures, terms, and conditions which govern the participation and tuition payment arrangements, as stated in this Agreement, shall also apply to all charter school students and charter schools operating within the jurisdiction of the District School Board of Hernando County, FL.

The following terms and conditions shall govern the eligibility and enrollment of the students and the administration of the high school and college courses offered via dual enrollment effective August 2, 2025 and ending August 1, 2026.

Composition of Dual Enrollment Steering Committee

The Dual Enrollment Committee is co-chaired by the Assistant Dean of Accelerated Learning from PHSC and the Supervisor of College and Career Programs from the HCSB. Committee members from PHSC and the HCSB include:

The Dual Enrollment Steering Committee Membership	
Pasco-Hernando State College	Hernando County Public Schools District
Assistant Dean of Accelerated Learning co-chair Vice President, Chief Academic Officer/College Provost Senior Vice President Chief Student Affairs Associate Vice President of Academic Affairs Provost, North Campus Provost, Spring Hill Campus Dean of Arts and Sciences Dean of Nursing and Health Programs Dean of Workforce Development, Career and Technical Education Assistant Vice President of Student Affairs Assistant Vice President of Admissions and Dean of the Office of Enrollment Management Associate Dean of Academic Affairs and Retention Services, North Campus Associate Dean of Academic Affairs and Retention Services, Spring Hill Campus Director of Institutional Technology Associate Dean of Arts and Sciences Assistant Dean of Student Affairs, North Campus Assistant Dean of Student Affairs, Spring Hill Campus Director Testing Services Assistant Director of Career Services Director of Student Financial Services Director of Student Accessibility Services Follett Representative	Supervisor of College and Career Programs, co-chair Director of Student Services College and Career Programs Manager College and Career Programs Assistant College and Career Specialist(s) one (1) high school principal Supervisor of Assessment and Accountability one (1) high school counselor one (1) high school dual enrollment instructor

Role of the Dual Enrollment Steering Committee

The Dual Enrollment Steering Committee meets a minimum of two times annually and more often, if necessary. The role of the Dual Enrollment Steering Committee is to work collaboratively to develop and revise the Dual Enrollment Agreement that exists between PHSC and the School Board. This includes, but is not limited to the following topics:

a. Establishing and maintaining administrative relationships between PHSC and the HCSB.

b. Developing procedures for providing courses at PHSC and on high school campuses.

c. Identifying courses and programs to be offered, and the institutional responsibilities for related costs.

d. Coordinating courses with the high school curriculum.

e. Assuring transferability of courses.

f. Establishing policies and procedures pertaining to articulated Career Academies.

g. Determining procedures to inform students and parents/guardians about dual enrollment eligibility criteria, access, and opportunities.

h. Identifying responsibilities for providing student transportation.

i. Establishing procedures through which academic advisement, guidance, and career planning will occur.

j. Monitoring student progress.

k. Developing a Remedial Reduction Plan and its anticipated outcomes.

l. Coordinating policies regarding services for students with disabilities.

m. Establishing dual enrollment textbook procedures.

n. Determining qualifications, selection, screening, and assessment of instructors; and

Amendments to this Agreement

This agreement, once it has been signed by PHSC and the HCSB and sent to the State, can only be amended in accordance with Florida Rules and will remain in effect throughout the academic year for which it was established. To the extent authorized by Florida law, the parties indemnify and hold harmless each other and/or all of its officers, employees, or agents from any and all suits, claims, demands, actions, causes of actions, judgments, liability, loss, damage, attorney's fees, court costs or expenses of any kind, which each party, its officer, employees or agents, may incur arising from the negligence of the other party during the performance of any provision of this agreement or from the activities of the HCSB and PHSC personnel, students, faculty, as aforesaid under the provisions of the Agreement.

II. Process to Inform Students and Parents of Dual Enrollment Opportunities

Procedures to Notify Students about the Option to Participate

Information pertaining to dual enrollment will be made available by PHSC to students at the college's website, www.phsc.edu.

Each HCSB high school will advertise dual enrollment throughout the school via a variety of technology, including emails to students and use of the high school Instructional Television (ITV) system each semester, posting the information on the school-wide video system, on each individual high school's web page, and making high school public announcements in the morning and in the afternoon. High school personnel direct students to meet with their high school counselor if they are interested in learning more about participation in dual enrollment. High school counselors will review with the student criteria for participation in the dual enrollment program. This will occur during the registration period each semester. High school counselors will advise students and ensure that the selected courses will meet high school graduation requirements.

Procedures to Notify Parents/Guardians about the Availability of the Dual Enrollment Option

Information pertaining to dual enrollment will be made available by PHSC to parents at the college's website (www.phsc.edu).

Parents/guardians will be notified about the option for their child to participate in dual enrollment courses through a variety of means, including quarterly school newsletters, regular individual guidance by high school counselors, annual events and curriculum fairs, and year-round through district and school websites. Information will also be available to parents/guardians at the college's website, PHSC's online College Catalog/Student Handbook and on the HCSB website (hernandoschools.org). Students must also have the approval of a parent or legal guardian and their high school counselor or principal's designee as indicated on the online Dual Enrollment Request Form

III. Courses and Programs Available to Eligible Dual Enrollment Students

Pasco-Hernando State College's District Board of Trustees may establish additional initial student eligibility requirements to ensure student readiness for postsecondary instruction (F.S. 1007.271(3)).

College Credit Courses Available Through Dual Enrollment

Articulation agreements exist that allow students to receive credit toward specific associate degrees, certificates, or selected courses. Current law allows for any course in the Statewide Course Numbering System, except for remedial courses and physical education skills courses, to be offered as dual enrollment. Only college courses as specified in the Florida Department of Education Articulation Coordinating Committee Statewide Agreement for Dual Enrollment Courses - High School Subject Area Equivalency List are eligible for dual enrollment. The most up-to-date Equivalency List can be found at www.fldoe.org Eligible courses may be taken in any format that the College offers them unless otherwise specified in the Agreement. This listing shall be updated from year to year and courses may be added to the list or deleted from the list at the sole discretion of PHSC.

Technical Credit Courses Available Through Dual Enrollment Both on High School Campuses and PHSC Campuses

Career certificate courses offered on either the high school or PHSC campuses will be eligible for dual enrollment status. For every 150 clock hours successfully completed, the student will earn one high school elective credit. Please refer to the Practical Arts section of the Dual Enrollment – High School Subject Area Equivalency List.

Limited Access Programs

Limited access programs are not eligible for dual enrollment. (Dental Assisting, Dental Hygiene, Paramedic, Practical Nursing, Radiography, Registered Nursing, Surgical Technology, Law Enforcement, Corrections, Fire Academy, and Professional Pilot)

Student Participation in Co-Curricular Activities

Dual Enrollment ("DE") students may participate in high school athletic programs at their originating high school but are prohibited by NJCAA rules from participating in collegiate athletic programs. DE students may participate in all other PHSC co-curricular activities.

IV. Procedures for Participation in Dual Enrollment Courses

Process for students and parents/guardians to exercise options to participate in dual enrollment:

- Students meet with high school counselors to verify eligibility, complete online dual enrollment application, provide qualifying test scores, initiate course request, and register for classes.
- Parent/guardian approval is required on course request.

Dual Enrollment Dates and Deadlines

All relevant admissions and registration dates and deadlines pertaining to dual enrollment are available online in PHSC's College Catalog/Student Handbook. Additionally, high school counselors and PHSC academic advisors provide verbal notice to students of relevant dates and deadlines pertaining to dual enrollment. Students are responsible for adhering to all dates and deadlines.

Initial Eligibility for College Level Academic Credit Courses (Includes College Credit ATD, College Credit Certificate, AA, and AS)

As indicated in Florida Statutes, Chapter 1007.271(3) and the Statement of Standards S1, Grade Point Average (GPA), any student enrolling in dual enrollment college credit classes must qualify with a minimum cumulative unweighted high school grade point average (GPA) of 3.0000.

All students who plan to enroll in dual enrollment academic college credit courses must demonstrate college readiness. They may do so either by achieving satisfactory scores on a common placement test, or by earning postsecondary credit for English Composition I and/or college-level Mathematics. A student who takes an Advanced Placement (AP), AICE and/or IB course and passes the corresponding examination for which they will earn postsecondary credit must provide PHSC with the AP, AICE or IB official transcript showing their passing scores to have the credit included on their official PHSC transcript to be used for placement purposes. CLEP test scores may also be used to demonstrate college readiness. The College Board provides official CLEP scores to PHSC. Students should request for scores to be sent to PHSC and the postsecondary credit must be reflected on the student's PHSC record to be used for placement purposes.

A satisfactory score on a common placement test approved by the Florida Department of Education will demonstrate readiness for college level work as established in State Board of Education Rule 6A-10.0315. A complete common placement test score (all subjects: English, Reading, and Mathematics), or a combination of earned postsecondary credit and common placement test scores, must be on file with PHSC prior to the academic advisor approving course requests. At PHSC testing sites, students are permitted two (2) attempts within a two-year period to achieve a satisfactory common placement test score. The first attempt is free and there is a small fee for the second attempt. Students who do not achieve a satisfactory score (test into ENC 1101 in both Reading and English/Sentence Skills) on a common placement test approved by the Florida Department of Education, and have not earned postsecondary credit for ENC 1101, will not be eligible for any dual enrollment academic college credit course.

Additionally, dual enrollment students whose common placement test scores have not placed them into college level coursework in mathematics may take a maximum of 12 college credits that do not have a mathematics prerequisite before providing adequate common placement test scores. If college levels in mathematics are not achieved by the time the student completes 12 college credits, the student will be restricted from continuing as a dual enrollment student.

Students who complete the required credits for the four-year option for high school graduation by the middle of their senior year and elect to stay in high school and who satisfy dual enrollment eligibility requirements may take dual enrollment courses.

Exceptions to Statutorily Mandated Admissions Criteria – College Level Academic Courses

In very rare instances, a student with grave extenuating circumstances may request, via their school counselor, permission to appeal the unweighted 3.0 GPA requirement. Full documentation for the extenuating circumstances must be included with the student's written request. If approved by the high school and school district, the request packet will then be sent to Assistant Dean of Accelerated Learning. The

Assistant Dean of Accelerated Learning will then review the request for final decision, according to College's guidelines regarding extenuating circumstances.

The HCSB and PBSC mutually agree to extend dual enrollment participation for 12th grade students who do not meet all statutory eligibility requirements. The student must be:

- High School Dual Enrollment age-eligible
- Have a 3.0 unweighted high school GPA.
- Attempt all portions of the PERT (or an appropriate placement test equivalent) before registration and after the course concludes.

These students are eligible to take SLS1501 and/or HSC2531 at the high school campuses only.

Initial Eligibility for Career Certificate Dual Enrollment (Postsecondary Adult Vocational, PSAV) Career Certificates

As indicated in Florida Statutes, Chapter 1007.271(3), and the Statement of Standards S1, Grade Point Average, any student enrolling in dual enrollment career-level coursework must have a minimum of a cumulative unweighted high school grade point average of 2.0000 for technical (career) certificate courses.

Students pursuing a 24-credit regular high school diploma, through adult education, and who will not have reached their twenty-second birthday by the last day of class in a particular term, are eligible to enroll in dual enrollment courses on PHSC's campuses.

Exceptions to Statutorily Mandated Admissions Criteria – Career Certificate Courses

A middle school GPA of 3.0000 is acceptable for enrollment in career certificate courses.

Application, Registration Forms and Processes

Prior to applying to PHSC, dual enrollment students must meet with their high school counselor to confirm that they meet eligibility requirements for the dual enrollment program.

Application Deadline:

Students wishing to take dual enrollment courses at the high school campus, PHSC campuses, or through distance education (online) must submit the online application **with a priority deadline of July 15, 2025, and a final deadline of August 1, 2025 for Fall, December 1, 2025 for Spring, and May 4, 2026 for Summer.**

Late applications will not be accepted except under extenuating circumstances (i.e., late change in schools) and may be made only when approved by the Superintendent of Schools or district designee and the PHSC Vice President, Chief Academic Officer, or designee.

Once a new dual enrollment student has completed the online application, PHSC must receive verification of the student's qualifying unweighted high school GPA of 3.0 or higher.

Pasco-Hernando State College (PHSC) has an online Dual Enrollment (DE) application/registration process. Instructions for online application and registration for dual enrollment classes is available on the PHSC website and is provided to the HCSB for distribution.

Dual Enrollment Request Form:

PHSC will provide Hernando County Schools with the link to the online dual enrollment course request form four (4) weeks before dual enrollment registration begins. The signatures of the parent, student, and high school counselor or principal's designee are required on the online Dual Enrollment Request Form.

Applications and Enrollment Request forms will be processed in the order received and may not be processed in time for the registration deadline. Early submission is highly encouraged.

Eligibility for Continued Participation in Dual Enrollment

a. Students seeking to continue enrolling in **academic credit** courses must maintain a minimum 3.0000 unweighted cumulative high school GPA.

b. Students seeking to continue enrolling in **technical credit** courses must maintain a minimum 2.0000 unweighted cumulative high school GPA.

c. Each semester students must have permission from a parent or legal guardian, a high school counselor and a PHSC academic advisor via the online registration process completed.

d. Students must maintain good academic standing which is defined as a 2.0 cumulative GPA for all hours attempted at PHSC. "Attempted" means all credit hours in which students are enrolled after the drop/add deadline date. PHSC evaluates students for academic progress at the end of each semester. Students who do not maintain good academic standing will be notified in writing by PHSC. PHSC's Executive Director of Enterprise Systems will send an electronic report to the HCSB Information Services Department designee at the HCSB Office. In determining academic progress all college credits will be included.

Those students who do not maintain an overall cumulative unweighted 3.0 high school GPA and a 2.0 cumulative GPA in all PHSC dual enrollment courses will not be allowed to continue participating in the dual enrollment program with PHSC. Any requests for exceptions to the 2.0 GPA requirement will require a written letter from the student, documentation supporting grave extenuating circumstances, and approval from the Principal or designee. This formal request for an exception will be submitted to the Executive Vice President, Chief Academic Officer/College Provost, or designee for consideration.

e. High schools will verify a student's high school GPA eligibility for dual enrollment at the end of each high school semester and HCSB will notify PHSC in January and June each year of the names of students who are currently enrolled and did not maintain the unweighted 3.0 high school GPA as required by Florida Statute 1007.271 (3) for continuing participation in dual enrollment. The January list will not affect students currently enrolled in spring term classes, and the June list will not affect students currently enrolled in summer term classes – however, registration in future semesters may be restricted. In very rare instances, a student with grave extenuating circumstances may request, via their school counselor, permission to appeal the unweighted 3.0 GPA requirement. Full documentation for the extenuating circumstances must be included with the student's written request. If approved by the high school and school district, the request packet will then be sent to the Assistant Dean of Accelerated Learning. The Assistant Dean of Accelerated Learning will then review the request for final decision, according to College's guidelines regarding extenuating circumstances.

f. A student must complete his/her initial program of study with PHSC prior to being eligible to take further courses in an additional program of study under the dual enrollment articulation agreement. Students, who complete their program of study while enrolled in the Dual Enrollment Program, may continue to take DE courses to satisfy SUS program prerequisites.

g. A student who withdraws from two college courses in a term will be ineligible for dual enrollment in the subsequent high school semester.

h. A student who is withdrawn by the college from a college course due to non-attendance will be ineligible for dual enrollment in the subsequent high school semester.

V. College Credit Courses Available Through Dual Enrollment on the High School Campuses

Academic college credit or career certificate courses may be provided at each HCSB high school for grades 6, 7, 8, 9, 10, 11, and 12.

SACSCOC Off-Campus Instructional Site 49% Rule

In accordance with the Southern Association of College and Schools Commission on Colleges (SACSCOC) criteria, students cannot earn more than 49% of college credit toward a program (i.e., twenty-nine (29) credit hours towards the AA degree) at a an individual location other than a PHSC campus (e.g., a specific high school campus). To ensure compliance with SACSCOC criteria, Hernando County Schools and PHSC will collaboratively monitor the number of credit hours offered at each individual off-campus instructional site to guarantee that no more than 29 credit hours are offered over the span of four (4) consecutive years, and that no student can attempt more than 49% of his or her college degree at any individual location other than on a PHSC campus or online with PHSC.

Annual Course Requests

The Supervisor of College and Career Programs (Hernando County) will send a request for dual enrollment courses to be taught on the high school campuses for the upcoming academic year to the Assistant Dean of Accelerated Learning for approval by the Associate Vice President of Academic Affairs or designee **by June 30th of each year**. The request for dual enrollment course will list the course prefix, course number, course title, number of sections, and instructor information for each term (fall/spring) by high school. Approved courses will be added to the course schedule.

If a request is received after June 30th, courses cannot be approved for the Fall semester unless an approved instructor leaves before the semester begins.

High School Credit

The courses, with a designated weight of 1.0 as indicated in the Dual Enrollment Course-High School Subject Area Equivalency List shall be eligible to be offered on a high school campus. The Equivalency List is available at fldoe.org. Only PHSC dual enrollment students will be enrolled in dual enrollment courses offered on a high school campus in accordance with SACSCOC policy.

Three-credit (or equivalent) postsecondary courses taken through dual enrollment not listed in the Florida Department of Education Dual Enrollment Course – High School Subject Area Equivalency List, shall be awarded at least 0.5 high school credits (postsecondary courses offered for fewer than three (3) credits may earn less than 0.5 high school credits), as an elective.

Instructors from the HCSB and PHSC will be used to conduct these courses.

PHSC and the HCSB will offer on-campus dual enrollment courses on HCSB campuses in which only HCSB students may enroll during the normal high school day and during normal school periods throughout the academic year. After regular high school hours, PHSC students may attend PHSC courses offered on HCSB campuses.

Students must take dual enrollment courses offered on the high school campus or Hernando eSchool, if they are offered there prior to enrolling in these courses at PHSC.

NOTE: No student will be allowed duplicate credit based on enrollment in both an AP and dual enrollment course per Florida Statutes, Chapter 1007.272. Students who take AP, AICE, or IB classes and achieve a passing score on the corresponding exam are not permitted to take the same course as dual enrollment for a grade. These students must provide PHSC with an official AP, AICE, or IB transcript showing their passing scores to have these scores included in their official PHSC transcript.

Registration of students taking dual enrollment courses held at the high school will be completed electronically in coordination between the HCSB and PHSC data processing departments. Before data transfer, the DE high school instructors will verify the accuracy of their class roster, and high school counselors will ensure that students have completed an Enrollment Request form. All Enrollment Request Forms must have been

approved before registration can occur.

Courses Not Approved for Dual Enrollment on the High School Campuses

Mathematics: MAT1033

**MAT1033 can be taught at the Early College Program high school locations (Hernando and Weeki Wachee High Schools) if the faculty member is credentialled to teach the course and the faculty member is trained on the ALEKS system software.

Natural Sciences: Lab science classes such as: BSC2010/L, BSC2011/L, CHM1025/L, CHM2045/L, CHM2046/L
Courses associated with educational pathways at PHSC's Instructional Performing Arts Center (IPAC): Dance, Music, Theatre, and Digital Media courses.

VI. Registration Policies

Students must meet the stated pre-requisite(s) and/or co-requisite(s) for each course.

Students and high school counselors will select courses for a dual enrollment student; however, it is the responsibility of PHSC to verify that the student meets the requirements for enrollment in a course. PHSC academic advisors will review and verify all grade and pre-requisite requirements prior to approving the courses. If a student does not meet the pre-requisite, whether through a common placement test score or previous coursework, the request will be denied.

Students may only request overrides into full class sections if they are in their final semester of the AA degree and the course is required for graduation.

It is College policy that students cannot join a class that has already started.

High school dual enrollment students must comply with PHSC's and the HCSB's procedures, timelines, and guidelines for adding, dropping, or withdrawing from dual enrollment courses. Dual Enrollment students may not be added to or withdrawn from a course without the signature/approval from the high school counselor. Additionally, students must follow the add/drop semester dates posted by PHSC.

Maximum Course Loads

The maximum student course load in fall (Term I) and spring (Term II) is sixteen (16) credit hours. The maximum course load in summer (Term III) is determined by grade level.

Hernando County DE students may enroll in face-to-face or online sections of courses in Term I or Term II. Hernando County dual enrollment students are permitted to enroll in a 10-week term in the Fall or Spring terms only, if the extenuating circumstances/hardship is approved by their high school principal. The district designee will then communicate with PHSC to ensure the student is enrolled in the 10-week term in a timely manner.

Hernando County dual enrollment students are not eligible for terms shorter than 10 weeks.

Sixth grade through eighth grade students who are eligible to take dual enrollment classes may do so only at the high school and may enroll in up to three (3) credit hours per semester: fall (Term I), spring (Term II)

Ninth grade students who are eligible to take dual enrollment classes can take one course per semester (3-4

credit hours). The course can be at the high school campus or offered online at PHSC. fall (Term I), spring (Term II), and summer (Term III only).

Tenth grade students eligible to take dual enrollment classes may choose to enroll in up to seven (7) credit hours of their maximum course load in sections of courses offered at the high school campus or on PHSC campuses or online in thefall (Term I), spring (Term II),and summer (Term III only).

Eleventh grade students eligible to take dual enrollment classes may enroll in a maximum course load of sixteen (16) credit hours in the fall (Term I) and spring (Term II) semesters and up to eight (8) credit hours in the summer semester (Term III only).

Twelfth grade students eligible to take dual enrollment classes may enroll in a maximum course load of sixteen (16) credit hours in the fall (Term I) and spring (Term II) semesters. They may take dual enrollment classes at the high school, on PHSC campuses, or online. They are not eligible to take dual enrollment classes in the summer of their graduating year.

Allowed Course Attempts

Students will be permitted one attempt per dual enrollment course; thus, grade forgiveness is not permitted for dual enrollment students. A withdrawal from a dual enrollment course will count as an attempt at a course.

In very rare instances, a student with grave extenuating circumstances may request, via their counselor, permission to repeat a previously attempted course. Full documentation of the extenuating circumstances must be included with the student's written request. If approved by the high school, this request packet will then be sent to the Assistant Dean of Student Affairs at the appropriate campus. The Assistant Dean of Student Affairs will then review the request and forward it to the Assistant Vice President of Student Affairs for final decision, according to College guidelines regarding extenuating circumstances. If the repeat attempt is approved through this process, grade forgiveness will occur and the grade from the second attempt will be used when calculating the student's PHSC cumulative GPA.

Weighting of Dual Enrollment Course Grades

Dual enrollment college level academic credit courses will be weighted at 1.0. No HCSB course in Hernando County receives a higher weight per Florida Statutes, Chapter 1007.271(18).

Career certificate courses offered on either the high school or the PHSC campus will be eligible for dual enrollment status. For every 150 clock hours successfully completed, the student will earn one high school elective credit.

Student Grade Distribution

PHSC's Associate Dean of Enterprise Systems will send an electronic file containing dual enrollment students' grades to the HCSB's Information Systems (IS) contact after the College's semester ends.

Upon receiving dual enrollment grades from PHSC's Executive Director of Enterprise Systems, the HCSB's IS contact will enter grades into Skyward, and then send the grades to the high schools electronically. Students may access grades through their PHSC student account, or through Skyward

Assurance of High School Credit and Transferability of Courses

Approved and offered dual enrollment courses will be used to fulfill high school credit graduation requirements or elective credit. All dual enrollment courses offered will meet the guidelines for transferability of credit under Florida Statutes Chapter 1007.271(12).

VII. Plan for Providing Advising and Guidance Services

Academic Advising

High school counselors and or Career Technical Education Specialists together with PHSC academic advisors will provide academic advisement services (i.e., individual and/or classroom guidance, college workshops and college days/nights) on dual enrollment, college majors, and course and program prerequisites, and weighting systems to students. In addition, high school counselors and/or CTE specialists will assist dual enrollment students with consideration of future educational and career planning. Students should check with their high school counselor to ensure that courses taken will meet all requirements for high school graduation and Bright Futures scholarships.

Each dual enrollment student is strongly encouraged to meet with a PHSC academic advisor and a high school counselor prior to registration at least once per semester that the student plans to enroll in dual enrollment courses. Students are advised of the expectations for continued dual enrollment eligibility during these advising sessions. For additional information on program(s) of study, students should refer to Academic Programs in the current PHSC catalog.

College-Level Course Expectations: In accordance with Statement of Standards E2, Early College Course Expectations, students and parents/guardians should be informed by high school counselors and PHSC academic advisors of college-level course expectations. Advising should include, but is not limited to, requirements for PHSC programs, prerequisites for classes, common university transfer requirements, information indicating that registration, drop/add, and withdrawal dates may not be altered; that two to three hours of homework are expected for each hour spent in class, that assignment deadlines are firm, that General Education courses require completion with a grade of "C" or higher and that all grades, including withdrawals, will become part of the student's permanent collegiate, academic transcript. It should be noted that the curriculum offered is a college credit curriculum. Course syllabi are available for students and parents to review during the drop/add period each semester. Course descriptions are available in the online PHSC College Catalog/Student Handbook.

Students seeking their AA degree are encouraged to meet with a PHSC Academic Advisor to ensure they are meeting all requirements for high school and AA degree completion. Each area high school has an assigned Academic Advisor from PHSC that students can meet with virtually, at the high school campus, or at a PHSC campus.

Development of a Student Plan

To have a future goal orientation focus, high school students will develop and follow a four-year program of study leading to college entrance, post-secondary education, or workforce entry.

Using a school district determined platform, students and school counselors will develop a plan, which

may include dual enrollment courses. It is recommended that this plan be updated annually. If a student should develop a plan that will result in an Applied Technology Diploma, an Associate in Science Degree, or an Associate in Arts Degree, academic advisors may contribute to the construction of this student plan as requested by school cou nselors and students. Alternatively, if the student identifies a baccalaureate degree as the student plan objective, the student will be advised by the school counselor and/or career specialists and/or PHSC academic advisor to ensure that courses will meet the General Education requirements and any pre-requisite and/or transfer requirements for entrance into the selected baccalaureate degree program.

VIII. College –Level Course Expectations

Course Content

The Statement of Standards E3, Educational Planning indicates that college course materials and class discussions will be appropriate for college-level instruction and may reflect topics not typically included in secondary courses. Courses will not be modified to the high school level to accommodate variations in student age and/or maturity. It is strongly recommended that the background and maturity level of the student be considered prior to registration in any college credit course. Students and parents/guardians are advised that Pasco-Hernando State College courses, textbooks, materials, and lectures are developed for the adult student, age 18 or older, and will not be modified or changed to accommodate younger students.

Attendance

Students taking classes on PHSC campuses, or online with PHSC, should be aware that faculty are required to take and record class attendance and confirm active participation in online course assignments. Students who fail to attend class for a period of two consecutive weeks, or are not active in an online class, are reported as a W2 using the attendance verification process. This effectively removes the student from the class and the student will not see the course as active in Canvas or have access to the course. The student may not be reinstated by the instructor but may request reinstatement through the Exception Memo process, which would require approval from the instructor and the appropriate dean. Students should contact the Student Affairs/Academic Advising office for guidance.

Note: College-level courses require class attendance and students who miss more than one class period may suffer grade penalties which cannot be made up.

Student Behavior/Suspension Policy

All dual enrollment students must abide by all PHSC policies and procedures including, but not limited to PHSC's Student Code of Conduct as stated in the online PHSC College Catalog/Student Handbook. Students understand that if they violate any items in either the PHSC or HCSB Codes of Student Conduct, they may be denied participation in dual enrollment on both PHSC campuses and HCSB high school campuses.

In accordance with Statement of Standards E1, Classroom Atmosphere, dual enrollment courses taught on a high school campus are expected to achieve and maintain a college- like atmosphere. Students who behave in a manner which is disruptive to the learning environment may be subject to disciplinary action and/or may lose the opportunity to participate in the dual enrollment program.

If the alleged disruption occurs in a dual enrollment class at the high school, the high school administrators may take proper action based on the high school Code of Student Conduct and report the incident and the action taken to the appropriate Assistant Dean of Student Affairs to initiate a PHSC student disciplinary investigation as outlined in the PHSC disciplinary process. Violations of the PHSC Code of Student Conduct whether at PHSC or online, will be addressed and investigated by the Assistant Dean of Student Affairs and Enrollment Management per the PHSC disciplinary procedures. Any safety and security concerns should be addressed immediately by the on-site administrators according to their policies. If there are non-disruption alleged violations of the student Code of

Conduct by a dual enrolled student, the instructor should contact the appropriate Assistant Dean of Student Affairs to initiate an investigation.

Furthermore, when a student is placed in out-of-school suspension from a HCSB high school for any reason, the student will not be permitted to attend dual enrollment classes on the high school campus for the dates indicated in the suspension. The high school principal (or designee) will notify the North Campus Provost or the Spring Hill Campus Provost as appropriate of the student's high school suspension in the case of major offenses. The suspended student will be subject to any penalties noted in the syllabi of the PHSC courses(s) in which he/she is registered. All dual enrollment students shall be required to meet PHSC's Student Code of Conduct as stated in the online PHSC College Catalog/Student Handbook.

If a student has committed an act on the high school campus that constitutes serious threats to school safety [aggravated battery, homicide, armed robbery, possession -use or sale of any explosive, arson device, battery or aggravated, possession- use or sale of narcotic or other controlled substance, possession- use or sale of any firearm, battery on a teacher or other school personnel, sexual battery, victimization, false alarms- including but not limited to, pulling fire alarms] which results in a Level 4 offense, expulsion, or placement in an alternative setting, the student will immediately lose all privilege to participate in the dual enrollment program on the high school campus, PHSC campus and online classes.

The HCSB and PHSC will follow their established appeal process as outlined in the student code of conduct at each institution.

Drop/Add and Audit/Withdrawal Policies and Procedures

As authorized by Florida Statutes, Chapter 1007.272 and in accordance with Statement of Standards S3, Joint AP/Early College-Dual Enrollment, dual enrollment students must comply with the drop/add and withdrawal policies and deadlines published in the online PHSC College Catalog/Student Handbook.

High school dual enrollment students must comply with PHSC's and the HCSB's procedures, timelines, and guidelines for adding, dropping, or withdrawing from dual enrollment courses. Dual Enrollment students may drop classes taken online with PHSC, or on a PHSC campus, through their PHSC student account by the end of the first week of class. After the first week of class, if a student no longer wants to be in a Dual Enrollment class they may withdraw.

Dual Enrollment students may not be added to, or withdrawn from, a course without the signature/approval from the high school counselor. The student must submit the signed withdrawal form to an academic advisor in the PHSC Student Affairs Office for final approval by the published deadline.

Information on the withdrawal process is available on the PHSC website and from academic advisors.

Dual enrollment students will not be permitted to audit any dual enrollment course on either high school or college campuses.

Reporting of Course Withdrawals

PHSC's the Executive Director of Enterprise Systems will notify the Supervisor of College and Career Programs at HCSB via an electronic report every two weeks during and following the withdrawal period of dual enrollment students who have withdrawn from courses.

Requests for corrections of course records, including requests for a late drop or late withdrawal, are to be made within one calendar year of when the grade was assigned to the course. It is the responsibility of the student to bring any errors to the attention of the faculty member as soon as the errors are detected within this one-year period. Students requiring assistance should work with their high school counselor and PHSC academic advisor. Full documentation for the extenuating circumstances must be included with the

student's written request. If approved by the high school, this request packet will then be sent to the Assistant Dean of Student Affairs at the appropriate campus. The Assistant Dean of Student Affairs will then review it and forward it to the Assistant Vice President of Student Affairs for final decision, according to College guidelines regarding extenuating circumstances.

Requests for late add, late drop, or late withdrawal

Under exceptional circumstances, a dual enrollment student may request a late add, a late drop or late withdrawal in accordance with College policy and DBOT Rule 6Hx19-5.08. The student must contact the Assistant Dean of Student Affairs and Enrollment Management and submit the Exception Request form, a letter of explanation, written support from the high school counselor or administrator and any other needed documentation.

If the request is approved by the Assistant Vice President of Student Affairs and Enrollment Management, the student will added, dropped or withdrawn from the class. The College will notify the student and the high school counselor once the process has been completed, regardless of outcome.

Ongoing Monitoring of Students' Progress in Dual Enrollment Courses

If a faculty member has notified the Student Affairs Office of a dual enrollment student who has unexplained absences or is in jeopardy of failure, the PHSC Assistant Dean of Student Affairs, or designee, will attempt to notify the HCSB high school designee (i.e., high school counselor).

Tutoring resources available at PHSC for dual enrollment students include the Academic Success Centers and online tutoring via Canvas.

IX. Early Admission Dual Enrollment

Early Admission (i.e., full-time postsecondary enrollment) allows eligible 12th grade secondary students to enroll full-time (minimum of 12 credit hours per semester and a maximum of 16 credit hours per semester) at PHSC in courses that are creditable toward the high school diploma and the Associate Degree.

Early Admission Students:

a. are not withdrawn from HCSB schools as indicated in the Student Progression Plan's School Procedure Handbook, which can be found at hernandoschools.org.

b. must meet the full-time student status at the college level (a minimum of 12 credit hours per semester).

c. enrolling in dual enrollment college credit courses must qualify with a minimum cumulative unweighted high school GPA of 3.0000 as indicated in Florida Statutes, Chapter 1007.271(3), and the Statement of Standards S1, Grade Point Average.

d. who plan to enroll in dual enrollment academic college credit courses must achieve a satisfactory score (test into ENC1101 in both Reading and English/Sentence Skills and college-level math) on a common placement test approved by the Florida Department of Education which will demonstrate readiness for college level work as established in State Board of Education Rule 6A-10.0315;

e. and must meet the stated pre-requisite(s) and/or co-requisite(s) for each course.

X. Prior Learning Assessments

PHSC can award college credit based on scores from Prior Learning Assessment (PLA) exams meeting requirements set by institutional policy. Exams offered include CLEP, UExcel, Modern States, and DSST.

Students should contact an academic advisor to determine what prior learning assessment options may be available.

XI. Graduating Seniors – Summer Options

Graduating seniors who are currently enrolled as a dual enrollment student and who choose to attend PHSC in Term III or IIIA must submit a Credit Bank re-admission application online. Students must complete and bring the PHSC Graduating Senior Credit Bank Permission Form (SAR-4) with the high school principal's signature to meet with an academic advisor to register for classes. These seniors will be required to meet common placement test score requirements and all course prerequisite requirements prior to enrollment. Graduating senior credit banking cannot be used for dual enrollment courses previously attempted. Students should contact a PHSC Academic Advisor for information on Credit Banking.

Graduating seniors who wish to attend PHSC in Term IIIB and who have previously participated in the Dual Enrollment Program must complete a PHSC Application for Readmission. There is no charge to the dual enrollment student for the readmission application.

NOTE: Seniors (not current or former DE students) who are scheduled to graduate at the end of the high school second semester may enroll in summer term B classes at PHSC. These students will be responsible for the costs of application, tuition, fees, textbooks, and required materials for these summer classes. Summer classes will not be considered as dual enrollment classes and credit earned will not apply towards high school graduation.

XII. Career Certificate Dual Enrollment (Postsecondary Adult Vocational, PSAV)

Criteria for Awarding College Credit from Technical Credit

A student who wishes to petition for articulation of technical credits to PHSC College credits must:

a. Apply for admission and enroll in the equivalent Associate of Science Degree program at PHSC.

b. completes a Petition to Award College Credit from Technical Credit Form (SAR-74A) and receive approval from PHSC's Dean of Workforce Development.

Criteria for Awarding Industry Certification Credit

A student who wishes to petition for award of college credit based upon industry certification must:

a. apply and enroll in one of the approved Associate in Science Degree programs at PHSC.

b. complete a Petition for Certification Credit Form (SAR-74) and receive approval for these credits from PHSC's Dean of Workforce Development, Career, and Technical Education.

Basic Skills Exit Requirements

Florida Administrative Code 6A-10.040 requires students of most career certificate programs to meet specific basic skills requirements in mathematics, language, and reading before being awarded a certificate of completion. PHSC uses the Test of Adult Basic Education (TABE) to assess mastery of these skills. Each program has specific grade-level exit requirements, listed on the *TABE Exit Requirements for Career and Technical Certificate Programs* chart available on the Testing web page at phsc.edu. Students must take all applicable sections of the TABE within the first six weeks of their program unless exempted by demonstrating readiness for college-level work in each subject area as defined in the PHSC College Catalog/Student Handbook.

Students who score below the minimum basic skill levels are advised to meet with a high school counselor to develop a plan focused on achieving their academic needs prior to retaking the TABE.

Students may be retested six weeks after the initial administration of the TABE using an alternate form, then must wait six months before retesting with the same form.

Civic Literacy Requirement

Effective fall 2021, Florida Rule 6A-10.04213 will be updated to align with SB 1108 which amends s. 1007.25, F.S. This amendment will require students initially entering an FCS institution in 2021-22 and thereafter to demonstrate competency in civic literacy by completing a course and passing an approved assessment.

The civic literacy requirement can be met as outlined below. Option

1 - complete a. (course) and b. (assessment)

a. Complete one of the following:

· Successfully pass POS 2041 American Federal Government

· Successfully pass AMH 2020 History of the United States II

· Successfully pass AMH 2020 or POS 2041 via credit-by-exam

Note: If credit by exam is AP or CLEP then see Option 2

b. Achieve Standard Score on the following Assessment

· Florida Civic Literacy Exam (Passing Score=60)

Note: Students who pass the Florida Civic Literacy Exam (FCLE) in high school will still be required to pass an approved course once they enter the Florida College System (FCS).

Option 2 - complete one of the following assessments. Meets both the course and assessment requirement

· Advanced Placement (AP) Test – Government & Politics: U.S. (Passing Score = 3)

· Advanced Placement (AP) Test – U.S. History (Passing Score = 4)

· CLEP American Government (Passing Score = 50)

Students may also elect to complete POS 2041 or AMH 2020 as a transient student online at another institution via the Floridashines transient student request procedure.

Middle and high school students who are dually enrolled (including dual enrollment students who are completing the requirements towards an Associates in Arts degree while in high school) are **not** required to demonstrate postsecondary civic literacy competency. As a result, the postsecondary civic literacy competency requirement is neither a condition of high school graduation nor a requirement for all dual enrollment students (public school, home education, and private school). However, if dual enrollment students plan to matriculate after high school graduation to a Florida College System (FCS) or State University System (SUS) institution to pursue an associate or baccalaureate degree, then they will have to comply with the postsecondary civic literacy competency requirement to obtain those degrees.

XIII. Mechanisms and Strategies for Promoting Career and Technical Education Programs

XIII. Mechanisms and Strategies for Promoting Career and Technical Programs

Career and Technical Certificate Programs

PHSC and the HCSB will promote Career and Technical Education Programs via flyers and brochures, school counselor services, College Nights, Curriculum Fairs, and a College Night on the North Campus. PHSC and School Board websites will provide pertinent related information.

Career Academies

If any provision of the Career Academies section of the Articulation Agreement is inconsistent with or in conflict with any other sections of the Articulation Agreement, as related to Career Academies only, the Career Academy section of the Articulation Agreement will supersede all other sections. Career Academies exist as a small cohort of students working with business partners and local community partners to provide an integrated approach within a rigorous and relevant curriculum focused on research-based best instructional practices.

Career Academies prepare students to meet the demands of a changing workforce while providing the opportunity for successful high school graduation, gainful employment, post-secondary education, and the highest level of industry certification by the State of Florida. Students will be placed in academy courses which will lead to either Agency for Workforce Innovation (AWI) recognized industry certification, Department of Education (DOE) recognized industry certification, post- secondary credit, and/or a state or national license.

Students enrolled in a HCSB Career Academy will qualify for dual enrollment if they achieve a satisfactory score on a common placement test approved by the Florida Department of Education which will demonstrate a student's readiness for college level work.

PHSC and the HCSB will provide opportunities for high school students enrolled in Career Academies to earn academic college credit or technical credit while enrolled in high school. Career certificate courses and academic credit courses are classified as college credit and may be transferred to other colleges and universities. The career certificate courses may be articulated to college credit using current state-wide articulation agreements or local articulation agreements. Credit by industry examination provides for articulation of industry recognized certifications to college credit using standards and criteria set by state-wide or local articulation agreements.

A student must earn a grade of “C” or higher in each technical credit career academy dual enrollment course in which he/she is enrolled to be awarded dual enrollment credit for the course through PHSC. A student earns PHSC technical credit regardless of whether he/she acquires industry certification.

NOTE: Some Career Certificate to Associate in Science statewide articulation agreements require passage of a state licensure examination before credit may be awarded. Students should consult a PHSC academic advisor for further information.

Career Pathways

A Memorandum of Understanding (MOU) has been developed to support and promote the Career Pathways Consortium within the Pasco-Hernando region. The MOU will be reviewed and revised annually.

The Consortium will provide rigorous curriculum integrating academics and career technical education. In addition, the Consortium will enable students to transition secondary educational learning experiences to post-secondary college credit, industry certification and graduation.

The Career Pathways Consortium will provide the following services to HCSB students and PHSC students:

1. Development of Career Pathways and Programs of Study.

2. Coordinate career education activities.
3. Negotiate articulation agreements between secondary and postsecondary institutions.
4. Integrate curriculum development.
5. Promote rigorous and relevant programs of study.
6. Provide Career Pathways information and advisement to parents/guardians, students, and teachers; and
7. Analyze student performance data to evaluate the effectiveness of the Career Pathways and Programs of Study.

The Consortium supports students earning college or technical credit(s) in an approved Associate in Science Degree program.

Mechanisms and Strategies for Promoting Career and Technical Education Programs of Study

The Pasco-Hernando Career Pathways Consortium is responsible for the development of programs of study that align secondary career and technical education programs with postsecondary programs and meet the eligibility criteria of the Carl D. Perkins Act. The Dual Enrollment Steering Committee annually reviews the alignment between CTE and college degree programs along with recognized industry certifications.

Secondary and college instructors review the course content against the state frameworks, level of rigor, and equipment and support materials. In addition, the Florida Career and Professional Education Act (Section 1003.491, Florida Statutes) charges the commissioner of education with annually reviewing K-12 and postsecondary CTE programs to ensure they require high-level skills and to assess alignment of existing offerings with employer demand, postsecondary credentials, and professional industry certifications.

HCSB and PHSC instructional personnel continue to collaborate in the review of courses and the development of articulations that include programs of study leading toward certificates and Associate in Science degrees.

Career Dual Enrollment and CAPE Industry Certifications

Career dual enrollment is provided as a curricular option for students to pursue to earn industry certifications adopted pursuant to section 1008.44, Fla. Stat. which count as credits toward the high school diploma. Students desiring to earn CAPE industry certifications pursuant to s.1008.44 should consult with a PHSC academic advisor to register for the courses necessary to earn a CAPE industry certification.

XIV. Instruction and Faculty Policy and Procedures

Exceptions to Professional Rules, Guidelines, and Expectations Stated in Faculty or Adjunct Faculty Handbook and Student Handbook for the Postsecondary Institution

There are no exceptions to rules, guidelines, and expectations as stated in the faculty or adjunct faculty handbook at this time.

In accordance with Statement of Standards F1, Faculty Credentials, all faculty teaching dual enrollment courses must meet Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) requirements/guidelines for postsecondary instructors in the discipline. PHSC is responsible for ensuring that all dual enrollment courses are taught by qualified faculty in accordance with the requirements noted in the PHSC Faculty Credentials and Qualifications Manual.

Criteria by Which Quality of Dual Enrollment Courses and Programs Will Be Judged and Maintained

Qualification and Selection of Instructors

In accordance with Statement of Standards F1, Faculty Credentials, all faculty teaching dual enrollment

courses must meet Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) requirements/guidelines for postsecondary instructors in the discipline. PHSC is responsible for ensuring that all dual enrollment courses are taught by qualified faculty in accordance with the requirements noted in the PHSC Faculty Credentials and Qualifications Manual. An electronic copy is available for review by contacting the Supervisor of Secondary Programs Curriculum.

Dual Enrollment Adjunct Instructor Application

All prospective dual enrollment instructors must complete a PHSC Dual Enrollment Employment Application for Adjunct Temporary Instructors online choosing the PHSC campus based on location and submit Pre-Qualification Form completed by a HCSB administrator by June 30, 2024. **Applications must be submitted by June 30th for the upcoming school year.**

North Campus application for: prospective instructors at Nature Coast, Central, and Hernando High Schools.

Spring Hill Campus application for: prospective instructors at Springstead and Weeki Wachee High Schools.

Applications will be reviewed by the appropriate dean. This process will allow for pre-qualification of instructors.

As indicated in the Statement of Standards F2, Faculty Transcripts, official postsecondary transcripts for all faculty teaching dual enrollment courses must be on file at PHSC prior to any instructional assignments being made.

Instructors Seeking Additional Course Credentialing

Dual enrollment instructors already credentialed to teach specific courses, who wish to pursue credentialing in additional courses, must submit the Dual Enrollment Instructor Prequalification Form, listing the requested courses, to the Assistant Dean of Accelerated Learning. The form, which is available on the PHSC dual enrollment instructor application webpage, will be forwarded to the appropriate Dean for review.

Responsibilities and Qualifications

Dual enrollment instructors teaching on the high school campus during regular school hours will be required to attend applicable organizational meetings. One such meeting will be an orientation session for adjunct faculty to be held at the beginning of each semester at any PHSC campus. All dual enrollment instructors will be required to attend an adjunct faculty orientation session each semester. As indicated in the Statement of Standards F3, Faculty Handbook, all adjunct faculty members will be provided with an electronic copy of the Full-Time Faculty and Adjunct Faculty Handbook.

It is the responsibility of the high school principal to ensure that high school instructors teaching dual enrollment courses abide by the conditions of this Agreement.

It is the responsibility of the North Campus Provost or the Spring Hill Campus Provost as appropriate to ensure that college instructors teaching courses at the high school abide by the conditions of this Agreement.

Dual enrollment instructors at the high school campus must follow the policies and procedures of Pasco-Hernando State College as it relates to curriculum, grading policies and deadlines. Dual enrollment instructors at the high school campus must utilize IEP/504 plans set in place by the Hernando County School District.

The high school principal (or district designee) will recommend qualified personnel to teach dual enrollment classes held on the high school campuses. These instructors will be mutually agreed upon by the high school principal (or district designee), the appropriate Dean or Campus Provost and the Executive Vice President, Chief Academic Officer/ College Provost. The Executive Vice President, Chief Academic Officer/College Provost must give final approval regarding the academic credentials of the instructor prior to his/her

appointment.

To qualify as an instructor for academic credit courses, a masters' degree from a regionally accredited institution in the teaching discipline or a masters' degree from a regionally accredited institution and 18 graduate hours in the teaching discipline is required. Additional detailed information regarding instructor qualifications is available in the PHSC Faculty Credentials and Qualifications Manual. In the event an approved instructor for a dual enrollment course offered at the high school is unable to continue teaching the course to which he/she is assigned, the high school principal (or district designee) must notify the Executive Vice President and Chief Academic Officer/College Provost within three (3) business days of awareness of the instructor's inability to meet his/her course assignment. It is the responsibility of the high school principal (or district designee) to provide a qualified instructor according to the SACSCOC requirements/guidelines for postsecondary instructors in the discipline for approval to replace the previously assigned instructor. The Executive Vice President and Chief Academic Officer/College Provost must give final approval regarding the academic credentials of the new instructor prior to his/her appointment. If the school district cannot identify a qualified instructor to complete the dual enrollment course, then PHSC will attempt to provide a qualified instructor at the expense of the school district. This instructor, provided by PHSC, must comply with the Hernando County School Board (HCSB) Criminal Background Screening policy, which includes a background check and fingerprinting. If an approved, qualified instructor cannot be identified in a timely manner, then the course will not be taught as a dual enrollment course.

Associated faculty names and social security numbers will be provided after the drop/add period each semester. Employee information provided under this Agreement, including but not limited to social security numbers, is confidential; and the receiving entity shall take all reasonable measures to prevent disclosure of such information to other entities of persons except as required or permitted by law.

College faculty who teach dual enrollment courses on the high school campus are required to undergo background screening conducted in accordance with school district standards. PHSC will be responsible for ensuring that all such employees have been screened by the HCSB prior to being assigned to teach. Although school districts cannot make decisions related to the employment of college instructional staff, they can use the results of the background screening to prohibit such personnel from teaching on the high school campus. If the college instructor is employed by PHSC, the College will assume responsibility for ensuring the screening is done. The HCSB will not assume any responsibility for costs associated with individuals the College provides for instruction except as indicated in IX.1.h.

Assessment of Instructors

a. In accordance with Statement of Standards A2, Course/Instructor Evaluation, dual enrollment courses taught in the high school will be evaluated in the same fashion as courses taught on the College campus.

b. The school principal will inform each instructor, prior to being assigned a dual enrollment class, that he/she will be involved in an evaluation process conducted by PHSC and that this process will not be used to determine the HCSB employment status of the instructor.

c. PHSC will identify the College administrator assigned to conduct the faculty observation at each high school.

d. A PHSC administrator will coordinate a visit to the classroom with the dual enrollment instructor.

e. A copy of the evaluation instrument will be provided to the instructor in advance of the evaluation. In accordance with Statement of Standards F6, Observation/Evaluation of Instruction, the evaluation process,

including the use of PHSC's standard evaluation instruments and any follow-up with the instructor, will be conducted in the same manner as would be the case for any PHSC adjunct faculty member.

f. The principal, PHSC evaluator, and instructor will decide collaboratively how and when the evaluation will be implemented. The discussion should include the following:

1. The time frame within which the Course and Instructor Evaluation by Students will be administered to students and the procedures for data collection.

2. The month(s) of the school year that classroom observations will be conducted and the number of observations to be conducted; and

3. The manner in which the Course and Instructor Evaluation by Students form will be completed and how it will be shared with the instructor.

g. Each instructor will receive a personal copy of the completed Full-Time/Adjunct Faculty Evaluation by Administrator Form (IIN-9).

h. Dual enrollment courses will be taught according to the approved Master Course Outline and course syllabus template which shall be provided by the College for use by each dual enrollment instructor, as noted in Statement of Standards C2, Course Plan and Objectives. PHSC will provide dual enrollment instructors with the Simple Syllabus deadlines and dates upon completion of the annual course request form.

Grade Submission Procedures

In accordance with Statement of Standards C7, Grades, all full-time and adjunct faculty teaching Early College/Dual Enrollment (EC/DE) classes **MUST** observe College procedures/deadlines for submission of grades in appropriate format including PHSC's published date for grade submission. All faculty will be advised of college-wide grading expectations/guidelines prior to teaching an EC/DE course. Final grades for all students shall be reported and submitted online through PHSC's online grade entry process by the faculty member teaching the course. Instructions for grade submission are available from the College. For students taking dual enrollment courses on PHSC's campuses each semester, PHSC shall report student grades, in an electronic format, to the Hernando County Information Services Department designee after the College's semester ends.

College dual enrollment grades may only be changed by using the official PHSC Change of Grade Form (IIN-16). This form may be requested directly from the PHSC Admissions and Student Records Office or any Student Affairs Office. The Change of Grade Form must be competed in its entirety and signed in ink by the dual enrollment instructor. Documentation should be included to justify the change of grade. The Dual Enrollment contact person should forward this form to the Assistant Dean of Student Affairs, who will then forward it to the appropriate academic dean at PHSC for approval and signature. Faculty may not make end-of-term grade changes online.

Faculty teaching classes on PHSC campuses, or online for PHSC, are required to take and record class attendance and confirm active participation in online course assignments. Students who fail to attend class for a period of two consecutive weeks, or are not active in an online class, are to be reported as a W2 using the attendance verification process. The student may not be reinstated by the instructor but may request reinstatement through the Exception Memo process, which would require approval from the instructor and

the appropriate dean. Attendance verification does not apply to dual enrollment courses at the high school campuses or Hernando eSchool.

XV. Administrative Relationships

1. High school principals and College personnel will coordinate curriculum offerings approved as part of this Agreement in accordance with the locally established procedures.

2. College personnel will provide the high school principal with all pertinent information concerning the college course(s) to be offered to high school students.

3. Dual enrollment courses taught by high school instructors will be taught in accordance with the PHSC college calendar. Dual enrollment courses taught by PHSC faculty will be scheduled in accordance with the College's Schedule of Classes or as agreed upon by the proposer and the Executive Vice President and Chief Academic Officer/College Provost.

4. Dual enrollment courses taught on the high school campus during regular school hours will be offered in a manner consistent with the high school calendar. However, drop/add, withdrawal deadlines and final grades will be due based upon the PHSC Academic Calendar unless an alternate date has been mutually agreed upon by PHSC and the HCSB.

5. College instructors will abide by all applicable College rules governing attendance, classroom management and record keeping while conducting courses on the high school campus.

6. In extenuating circumstances, PHSC may provide instructors for courses within a Career Academy or within academic college credit courses offered on HCSB high school campuses, where the HCSB does not have a qualified instructor.

Program Analysis and Review

1. In accordance with Statement of Standards A1, Grade Analysis of Subsequent Course Success, PHSC shall conduct a follow-up analysis of the grades dual enrollment students receive in subsequent courses taken at the College. The purpose of this analysis will be to ensure that the level of preparation and future success of dual enrollment students is comparable to that of non-dual enrollment students. The information shall be shared with the Supervisor of Secondary Programs (or designee) and with the Division of Florida Colleges.

2. PHSC, in accordance with Statement of Standards A4, Grade Comparison of Early Admissions and "Regular" Student Grades, shall also conduct a follow-up study to ensure that grading standards and student learning outcomes for dual enrollment courses are comparable to those evidenced in non-dual enrollment sections of the same course. Results of this analysis shall be shared with the Supervisor of College and Career Programs (or designee) and with the Division of Florida Colleges.

3. Statement of Standards A5, Periodic Review, indicates that the Division of Florida Colleges will conduct a program review of all dual enrollment programs every three years. PHSC will share the results of these reviews with the Supervisor of College and Career Programs (or designee).

XVI. Mechanisms and Strategies for Reducing Incidence of Postsecondary Remediation in Math, Reading and Writing for First-time Enrolled Recent High School Graduates

Remedial Reduction Plan

1. Current Mechanisms Initiated by the HCSB

a. All first through twelfth grade students who are not meeting district expectations in reading, writing, science, and mathematics have a Progress Monitoring Plan that provides strategies for intensive help to meet the expectations.

b. All students are required to master Algebra I EOC or its equivalent to graduate. Effective with the graduating cohort of 2009-2010, students will be required to master both Algebra I and Geometry.

c. A 2.0 GPA is required for graduation.

d. All Level I courses have been eliminated in mathematics and language arts as required for graduation.

e. High school counselors articulate with middle school counselors to facilitate the development of appropriate high school plans for students.

f. All eighth-grade students complete a career plan to guide their academic and career choices in high school.

g. High school students are offered a common placement test approved by the Florida Department of Education for dual enrollment.

2. College Readiness Assessment

Each high school identifies eligible and interested potential dual enrollment students and refers them to a PHSC academic advisor. Those students who plan to enroll in dual enrollment academic college credit courses must achieve a satisfactory score (test into ENC1101 in both Reading and English/Sentence Skills) on a common placement test approved by the Florida Department of Education which will demonstrate readiness for college level work as established in State Board of Education Rule 6A-10.0315.

A complete common placement test score (all subjects: English, Reading, and Mathematics), or a combination of test scores and earned postsecondary credit, must be on file with PHSC prior to the academic advisor approving courses for the term in which the student is enrolling. At PHSC testing sites, students are permitted two (2) attempts to achieve a satisfactory common placement test score. Common placement testing for dual enrollment purposes may be conducted at the high school sites unless otherwise specified in State Board of Education Rule 6A-10.0315.

3. Analysis of Problems and Corrective Actions

a. To identify student needs in reading, writing, science, and mathematics, the HCSB is in the process of identifying and/or developing diagnostic tools.

b. To help students prepare for future careers, the HSCB has developed Academies in each high school that focus on broad career fields and academic achievement.

c. To have a future goal orientation focus, high school students will develop and follow a four-year program

of study leading to college entrance, post-secondary education, or workforce entry.

d. To facilitate the tracking of student progress over time, the HCSB is monitoring and analyzing data to provide intervention programs in reading, writing, science, and mathematics.

e. To provide a curriculum that is both rigorous and relevant, teachers are working on teams to connect academic instruction to real world applications and experience.

f. To strengthen content area instruction, in-service training is provided in reading, writing, science, and mathematics for all teachers.

4. Anticipated Outcomes of Remediation Reduction Efforts

a. There will be a reduction in the number of students not meeting district expectations in reading, writing, science, and mathematics after the Progress Monitoring Plans have been implemented.

b. The content area knowledge of mathematics teachers will be strengthened resulting in an increase in the number of students able to successfully complete Algebra I or its equivalent and meet graduation requirements.

c. A greater percentage of students will meet the higher standards of Level II and Level III courses.

d. Students will focus on post-graduation plans beginning in middle school and continuing throughout high school by taking appropriate academic and career and technical education coursework to achieve those plans.

5. Strategies for Better Preparation of Students upon High School Graduation

a. PHSC will facilitate a common placement test approved by the Florida Department of Education and will provide a list of online resources.

b. Expanded articulation between PHSC Student Affairs staff and HCSB high school counselor staff to include HCSB middle school counselors

c. The HCSB will continue the development and implementation of career-focused programs of study. The HCSB implemented certified Career Academies at each high school that offer distinct career- focused, rigorous, and relevant programs of study.

d. Involvement of PHSC faculty and deans in HCSB committees that address academics, including but not limited to textbook selection, advising, and dual enrollment

e. Meetings with staff from PHSC to address remediation for students who are not college ready

f. The HCSB and PHSC will analyze the cost associated with implementing the postsecondary remedial education reduction plan.

XVII. Institutional Responsibilities for Cost of Dual Enrollment Courses and Programs

Student Supplies

a. Basic instructional supplies will be provided by the HCSB. Lab Manuals are a required text used once by a student and cannot be reused since it is a consumable instructional material.

b. The dual enrollment student may be required to provide, at his or her own expense, additional materials such as: calculators, safety glasses, uniforms, safety shoes, kits, e-Instruction CPS Pulse clickers, clicker licenses and course codes, instruments, reads, mouthpieces, etc.

Instructional Cost Arrangements

a. If the instructor of a dual enrollment course held at a PHSC campus is unable to attend a scheduled class, the College is responsible for making alternate arrangements for the class. The high school will provide a qualified instructor in accordance with SACSCOC requirements/guidelines for postsecondary instructors in the discipline if the high school instructor is unable to attend a scheduled class.

b. Required professional liability insurance for approved courses will be paid by the HCSB. PHSC will bill the HCSB for these fees. This process will be coordinated by PHSC's Assistant Vice President of Academic Affairs, Marketing and Communications, PHSC's Financial Services Office and by the HCSB Director of Finance.

c. When PHSC approves a student to take a credit-by-examination for an approved course, the HCSB will pay this fee. PHSC will bill the HCSB for these fees. This process will be coordinated by PHSC's Assistant Vice President of Academic Affairs, Marketing and Communications, PHSC's Financial Services Office and by the HCBB Director of Finance.

Tuition and Administrative Costs

Pursuant to legislation enacted during the 2013 regular session of the Florida Legislature, the College shall charge, and the School District shall pay from its FEFP allocation for dual enrollment students as follows (these provisions also apply to Charter School students when the Charter School enrollment is included in the School District's FEFP funding calculations):

a. For those students who attend classes on the College's campuses, the College will submit an invoice representing the amount of tuition per credit hour aggregated by the total number of dual enrollment credits being taken on the College's campuses. The tuition per credit hour shall be the standard tuition rate for Florida College System institutions as established by the 2015-2016 General Appropriations Act. The invoice will contain the names, student identification numbers, birth dates, course numbers and titles, and credit hours for each dual enrolled student and will be submitted no later than 45 days following the last day of the "Drop/Add" period for that semester. All amounts shall be remitted to the College by the School District not more than 30 days after the date of submission of the invoice. Such invoices and payments may be submitted electronically. In the event the School District disagrees with the amount invoiced, it shall pay the amount it agrees is due within the time prescribed herein and shall notify the College, in writing, of the basis for disputing the remaining balance. The parties agree to meet and resolve the disagreement as soon as practicable before the end of the College semester for which the invoice was submitted.

b. For those students who attend dual enrollment classes at high school campuses for classes taught by an instructor provided by the College, the College shall invoice the School District no later than thirty days after commencement of those classes. The invoices shall equal the cost to the College of an adjunct instructor teaching an equivalent class on the College campus or the actual cost of the instructor, whichever is less. Such invoices may be submitted electronically. The School District agrees to pay all such invoices within 30 days of submission. In the event the School District disagrees with the amount invoiced, it shall pay the amount it agrees is due within the time prescribed herein and shall notify the College, in writing, of the basis

for disputing the remaining balance. The parties agree to meet and resolve the disagreement as soon as practicable before the end of the College semester for which the invoice was submitted.

c. Subject to annual appropriation in the General Appropriations Act, PHSC shall receive an amount of funding equivalent to the standard tuition rate per credit hour for each dual enrollment course taken by a student during the summer term. All eligible dual enrollment students may participate in summer terms III only.

d. Both the College and the school district acknowledge that certain administrative costs are incurred by each for those students that are not attending classes on the post-secondary campus. In the interest of equity, each party agrees to be responsible for its own administrative costs for these students.

e. For students who attend public charter schools and participate in the Dual Enrollment Program, the College will separately submit an invoice to the public charter school in accordance with the tuition and administrative costs policies, procedures, terms, and conditions.

Textbook Selection

a. In accordance with Statement of Standards C5, Textbooks and Instructional Materials, it will be the responsibility of the HCSB to use PHSC's currently adopted textbooks. Textbook editions used in dual enrollment courses offered at the high school campuses may vary from those editions in use at PHSC as long as the content of the text is comparable to the updated edition and approval has been granted by the Vice President, Chief Academic Officer (or designee).

b. The Supervisor of College and Career Programs will submit a list of proposed courses and recommended textbooks to PHSC for any exceptions by the first working day in June for the following Fall semester, to the Vice President, Chief Academic Officer/ (or designee).

c. The HCSB will be responsible for purchasing, storing, and maintaining textbooks used in the dual enrollment program. Exceptions may be made under unusual circumstances by the mutual agreement of the Superintendent of Hernando County Schools and the President of PHSC.

d. PHSC will provide an electronic list of the currently adopted textbooks in April, July, and November of each year, 30 days prior to the start date of each term to the Supervisor of College and Career Programs from the Follett. Updates of textbook changes can also be viewed online at the PHSC College Store.

e. It is the responsibility of PHSC to review requests for exceptions to the use of PHSC's currently adopted textbooks.

f. In accordance with the guidelines stated above, PHSC, whenever possible, will follow the State Adoption Cycle currently in use by the HCSB.

Policies for Acquiring Textbooks

Students are required to complete the textbook request form through Hernando County Schools in order for textbooks, textbooks access codes, and required materials to be ordered. The students will use their HCSB login credentials to access the form and request materials each semester.

Notification of the availability of the form will be sent out via School Counselors, Parent/Student Square, through Social Media, and any other notification methods available. The form will be open at least two weeks prior to the beginning of the scheduled semester and will close at midnight on the last day of drop/add per PHSC deadlines.

Textbook pick-up is located at Central High School (14075 Ken Austin Pkwy, Brooksville, FL 34613). Scheduled pick-up days and times will be included on the textbook request form. Textbooks and materials **may not** be picked up outside of the posted days and times. Textbooks may only be picked up during the scheduled window of time. Textbook pick-up days will be scheduled the week before the semester starts, the first week of class, and the second week of class. No other pick-up dates will be scheduled.

Students who do not request their textbooks or pick-up during the scheduled dates will not have district provided access to their instructional materials.

Textbook Return Policies

At the end of the semester, all textbooks will be returned during the schedule drop off days at Central High School. The textbook personnel will examine the textbooks and determine their condition. If any of the textbook materials are damaged or lost, the student will be charged a textbook fine. School and/or HCSB district personnel are not held responsible for textbooks dropped off by students outside of the designated drop off days and times.

Since textbook bundles often contain several separate materials and are not sold separately, students will be charged for the total cost of the textbook bundle if any one piece is missing.

Students will not be permitted to check out additional dual enrollment textbooks until all textbooks have been returned and fees paid.

If students choose to drop a course, for those books obtained from PHSC, students must return the bundled textbook to the Hernando County textbook site for credit to the HCSB up to one week following the last day of drop/add for the current semester period. If the student fails to comply, a Notice of Obligation will be issued by the HCSB.

Services to Students with Disabilities

The HCSB is responsible for providing and funding reasonable accommodations for qualified students with documented disabilities (e.g., Individual Educational Plan (TIEP) or 504 Plan), who are enrolled in a PHSC dual enrollment course(s) during regular high school hours on the high school campuses. Instructors that are teaching PHSC dual enrollment classes at a high school campus and/or Hernando eSchool are to follow only the IEP/504 guidelines that are provided from their respective high school. Students with disabilities who are enrolled in dual enrollment courses offered at PHSC sponsored sites (campuses, centers, online and hybrid,) will receive accommodations upon receipt of documentation of a disability that meets PHSC accessibility guidelines.

The HCSB and PHSC will determine what are reasonable accommodations for dual enrollment students at their respective sites. Any costs for interpreters for students with a hearing impairment will be paid 50% by the school district and 50% by PHSC for courses taken at any PHSC campus. Any costs for students with visual impairments will be paid 50% by the school district and 50% by PHSC for courses taken at any PHSC campus. Any PHSC accommodation requests aside from sign language interpreters will need to meet with the guidelines of being considered reasonable by the Director of Student Accessibility Services.

Nothing herein shall make PHSC faculty or staff a party to the IEP/504 nor shall PHSC be given or required to have a TIEP with a dual enrollment student. PHSC's Student Accessibility Services shall work with the School District to determine if accommodations are required under the Americans with Disabilities Act and Section 504 or the Individuals with Disabilities Act.

To receive accommodations, students must self-disclose their disability to a Student Accessibility Services staff member. Information regarding eligibility for instructional and support services can be attained by contacting

the Student Accessibility Services office. Documentation of a student's disability is required before Student Accessibility Services will provide accommodations for each student. Determination of eligibility is the responsibility of PHSC's Director of Student Accessibility Services.

PHSC is an equal access college and does not discriminate against person with disabilities. PHSC, in compliance with Section 504 of the Rehabilitation Act, the Americans with Disabilities Act (ADA) and ADA Amendment Act, makes every reasonable effort to accommodate persons with disabilities. Students requiring any special services or accommodations because of a disability should contact the Student Accessibility Services at the West Campus , an Assistant Coordinator of Student Accessibility Services at any other campus, or the Student Accessibility Services Assistant for additional information about the process or to make an appointment. The College requires documentation of a student's disability before providing accommodations for such disability. Accommodations for students may include but are not limited to use of recording device, use of calculator, use of spell checker/dictionary, note taker, laptop, large print/braille, substitution of written work for oral, adapted test format, time extension on in-class work, lecture outlines, scribe, reduced distraction location for exams, substitution of oral work for written, preferential seating, interpreter, reader, tutor, modified furniture, or course substitution.

Confidentiality: Each party acknowledges that during the term of this agreement both parties will send and receive information on students, which is considered confidential under federal and Florida laws. Each party agrees to protect and hold confidential all such information. Neither party may release any confidential information except by written authorization from the student or unless otherwise authorized or required by law or rules. The College will release appropriate information regarding students attending dual enrollment classes on PHSC campuses to the HCSB only. Parents/guardians will be advised that any information regarding student attendance or performance should be directed to the HCSB.

Main Differences Between High School and College for Students Requesting Accommodations:

Type of Difference	High School	College
Laws	Individuals with Disabilities Education Act (IDEA) entitles or guarantees disabilities services and accommodations to students with disabilities	Under the American with Disabilities Act (ADA) and Sections 504 and 508 of Rehabilitation Act you must meet criteria to be eligible for the services and accommodations
Self-Identification	The school is responsible for identifying a student's disability	The student is responsible for documenting the disability and requesting services
Support	Teachers and parents help you make decisions and ask for help	Student must ask for support and assistance from the Student Accessibility Services Office
Access to Records and Grades	Until you are 18, your parents can access your school grades	Your parents cannot access your school records or grades

	and participate in IEP meetings	without prior written permission

XVIII. Responsibilities for Providing Student Transportation

Students and/or parents/guardians shall provide all student transportation to and from courses taken on PHSC's campuses and sites and shall assume any liability incurred thereby.

DISPUTE RESOLUTION

In the event of a dispute of any or all of an invoice submitted hereunder, the parties agree that the dispute is best resolved between them without involving third parties, including mediators, arbitrators, or the judicial system. To resolve disputes, the parties agree that each will appoint an administrator who is familiar with the terms and implementation of the dual enrollment agreement. These individuals shall meet within 10 days of notice to the other of a dispute and attempt to resolve the issues. Each administrator so appointed shall appear at the meeting with full authority to resolve the issue. In the event the appointed administrators determine that they are unable to reach an agreement, then the School District Superintendent and the President of the College shall meet and resolve the issue. The School District Superintendent and President may bring such administrators as they deem appropriate to the resolution meeting. In the event no resolution is achieved at this level then either party may elect to file a civil action in the appropriate Court.

SIGNATURES ON NEXT PAGE

PASCO-HERNANDO STATE COLLEGE:

_____ _____ 5/22/2025

A...
PASCO-HERNANDO STATE COLLEGE

DATE

Marilyn Pearson-Adams _____ 5/22/2025

Marilyn Pearson Adams, CHAIR
DISTRICT BOARD OF TRUSTEES
PASCO-HERNANDO STATE COLLEGE

DATE

DISTRICT SCHOOL BOARD OF HERNANDO COUNTY:

_____ _____

Ray Pinder, SUPERINTENDENT
DISTRICT SCHOOL BOARD OF HERNANDO COUNTY

DATE

_____ _____

Shannon Rodriguez, CHAIR
DISTRICT SCHOOL BOARD OF HERNANDO COUNTY

DATE

Legal Language Approved by PHSC Legal Counsel

Initials PAN

APPROVED
By nadolsp at 11:49 am, Apr 28, 2025

REVISED: 3/2025

Approved as to Content & Form
Caroline Mockler, Esq.
Staff Counsel, HCSD
4:14 pm, 06/30/2025

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

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

A. Item Currently Budgeted -

Account Name

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project

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

Account Name

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project

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

B. Item Currently Not Budgeted -**

Funding Source: To be included in the 2025-2026 Fiscal Year Budget

Account Name: Vo Tech Ed Dues & Fees Academic Services Dual Enrollment

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project
1100E	5300	7300	9410	53200	

Amount $ 595,303.00

Funding Source

Account Name

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project

Amount $

C. History

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

Prior Year Approved Budget: $575,303.00
Prior Year Actual Spent: $575,303.00

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

Hernando School District

School Board Regular Meeting

Agenda Item # 35. 26-3173 7/29/2025

Title and Board Action Requested

Approval Requested for out of county travel for School Board Member(s) to attend the FSBA Policy Governance and Bargaining 101 forums, September 18-19, 2025, in Gainesville, FL that may exceed $500 per Board Member.

Executive Summary

The Board Chair hereby requests the Board approve out of county travel for School Board Member(s) to attend the FSBA Policy Governance and Bargaining 101 forums, September 18-19, 2025, in Gainesville, FL that may exceed $500 per Board Member. The approximate cost per board member is $900 each.

My Contact

Kelly Pogue
Executive Office Manager to the School Board and General Counsel
Pogue_k@hcsb.k12.fl.us

2023-28 Strategic Focus Area

Other

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.

FLORIDA SCHOOL BOARDS ASSOCIATION
THE VOICE OF EDUCATION IN FLORIDA SINCE 1930

AGENDA

Policy Governance
FSBA Certified Board Member Forum

Hilton, University of Florida, Conference Center
1714 SW 34th Street, Gainesville, FL 32607

Sponsored by: NO KID HUNGRY TPG CULTURAL EXCHANGE

Thursday, September 18, 2025

Empowering School Boards Through Effective Policy Leadership

As the governing body of your school district, your board is accountable to the community—not just for results, but for the vision, values, and direction that drive them. Policy is one of the most powerful tools a board has to lead with purpose. A well-crafted policy sets clear expectations, drives action, and communicates the *why* behind the board's decisions.
Because policy development is a dynamic and continuous process, FSBA's **Policy Forum** is designed to support and strengthen this vital governance role. This full-day session brings together policy experts and experienced FSBA consultants to provide practical tools, fresh insights, and real-world strategies that will help you lead with confidence and clarity.

7:30 - 8:30 am	Continental Breakfast and Networking
	Policy & Governance: Foundations of Leadership
8:30 - 4:00 pm	The Role of Policy in Effective Governance
	Building Better Policy: Development Principles & Practices
	Lunch provided
	Policy Development (Continued)
	Keeping Polices Current: Maintenance & Revision Best Practices

Don't forget to complete the CBM form to earn points!
The CBM form will be emailed to you tomorrow at noon.

Additional funding provided by:
Visit GAINESVILLE Alachua County, FL

FLORIDA SCHOOL BOARDS ASSOCIATION
THE VOICE OF EDUCATION IN FLORIDA SINCE 1930

AGENDA

Bargaining 101

FSBA Certified Board Member Forum

Hilton, University of Florida, Conference Center
1714 SW 34th Street, Gainesville, FL 32607

Sponsored by: NO KID HUNGRY

TPG CULTURAL EXCHANGE

Friday, September 19, 2025

7:30 - 8:30 am Continental Breakfast

8:00 - 11:30 am New and veteran school board members will gain a knowledge base of the role they play in employee bargaining in Florida. Subjects will include:

- Constitution and Statutory Basis
- Roles of the School Board and Superintendent During Bargaining
- Scope of Bargaining
- Negotiation Models
- Executive Session
- Steps in the Process
- Avoiding Trouble

Don't forget to complete the CBM form to earn points!
The CBM form will be emailed to you tomorrow at noon.

Funded in part by Visit Gainesville, Alachua County

Visit GAINESVILLE Alachua County, FL
VisitGainesville.com

Approval requested for out of county travel for School Board Member(s) to attend the upcoming events. Travel is for official school district business and complies with the rules of the State Board of Education.

Please note: board members may or may not attend the following conferences:

Details	Registration Fee	Hotel	Miscellaneous (Mileage, Meals, etc.)	Total
09/18/25: FSBA Policy Forum	$250.00/per board member	Hilton Univ. of FL, Conference Center, 1714 SW 34th St., Gainesville, FL $169/night/per board member Courtyard Marriot, 3700 SW 42nd St., Gainesville, FL $136/night/per board member	Mileage round trip $128.38/per board member Plus per diem expenses if applicable Approx. $160/per board member total	Approx. $900.00/per board member
09/19/23: FSBA Bargaining 101 Forum	$155.00/per board member			

1001.39 District school board members; travel expenses.—

[1](1)In addition to the salary provided in s. 1001.395, each member of a district school board shall be allowed, from the district school fund, reimbursement of travel expenses as authorized in s. 112.061, except as provided in subsection (2). Any travel outside the district shall also be governed by the rules of the State Board of Education.

(2)Each district school board may reimburse a district school board member for travel expenses for travel from the member's residence incurred in the performance of a public purpose authorized by law to be performed by the district school board, including, but not limited to, attendance at regular and special board meetings. Mileage allowance in the amount provided by law for reimbursement of travel expenses, when authorized, shall be computed from the member's place of residence to the place of the meeting or function and return.

History.—s. 51, ch. 2002-387; s. 5, ch. 2018-5.

[1]**Note.**—Section 5, ch. 2018-5, amended subsection (1), effective July 1, 2019, to read:

(1) In addition to the salary provided in s. 1001.395, each member of a district school board shall be allowed, from the district school fund, reimbursement of travel expenses as authorized in s. 112.061, provided that any travel outside the district that exceeds $500 requires prior approval by the district school board to confirm that such travel is for official business of the school district and complies with rules of the State Board of Education. Any request for travel outside the state must include an itemized list detailing all anticipated travel expenses, including, but not limited to, the anticipated costs of all means of travel, lodging, and subsistence. Immediately preceding a request, the public must have an opportunity to speak on the specific travel agenda item.

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

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

A. Item Currently Budgeted -

Account Name _____

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project

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

Account Name _____

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project

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

B. Item Currently Not Budgeted -**

Funding Source: General Funds-From the to be approved General Funds for 25-26 School Year

Account Name: Registration Fees

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project
1100E	7100	7300	9100	40100	

Amount $ 405.00 per member

Funding Source: General Funds-From the to be approved General Funds for 25-26 School Year

Account Name: Out of County Travel

Account Number

Fund	Function	Object	Cost Center	Project	Sub Project
1100E	7100	3330	9100	40100	

Amount $ 480.00 per member

C. History

Check one:
Prior Year Budget: ☑
New for Current Year: ☐

Prior Year Approved Budget: $ 56,154

Prior Year Actual Spent: $ 38,028

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

Hernando School District

School Board Regular Meeting

Agenda Item # 36. 26-3146 7/29/2025

Title and Board Action Requested
Citizen Input on Hernando County School issues on which the School Board customarily takes action (Pink Form - non-agenda items)

Executive Summary
Please see the attached form if you wish to make a presentation before the School Board for matters that pertain to other Hernando County School issues on which the School Board customarily takes actions.

My Contact
Ray Pinder
Superintendent of Schools

2023-28 Strategic Focus Area
Other

Financial Impact
There is no financial impact.

NON-AGENDA ITEM COMMENT FORM FOR SPEAKERS

Failure to complete this form or to sign below will prevent the Citizen Input form from being presented to the Board Chair.

LEGAL NAME/**PRINTED**: _____

LEGAL ADDRESS: _____

PHONE: (_____) _____

Identify topics **not** included on the agenda. Topics need to address educational concerns.

TOPIC: _____

_____

_____

Guidelines:

Limited agenda time and the need to conduct meetings in an orderly fashion require that you adhere to the following Citizen's Input guidelines:

- The speaker will adhere to a three (3) minute time limit per speaker.
- Time may not be yielded to other speakers.
- The Chairperson has the authority to limit discussion if the subject is outside of the authority of the School Board Members regarding an issue that is repetitive or is addressing a legally confidential issue.
- Materials or documents you wish to share with the School Board must be attached to this form.
- The Chairperson may deny all forms submitted after the Board Meeting is called to order.
- The HCSD Code of Civility is in effect at all times (see other side).
- The Board typically does not respond to remarks or questions made during Citizen Comments.

My signature is confirmation that I have read, understand, and agree to abide by all guidelines and HCSD Code of Civility:

Signature of speaker: _____

Chairperson's Approval of form: _____

FOR OFFICE USE ONLY:

Date Received: _____

Time Received: _____

Hernando County School Board
CODE OF CIVILITY

The education of our children depends on the ability of the community, parents and staff to share responsibilities, meaningful communication and welcomed participation. Civility reflects the ability of each person to affirm the collective worth of being respectful.

With that, all persons attending or speaking at a school board meeting shall:

- Listen carefully and respectfully
- Not use any offensive gestures, language or profanity
- Not use any threatening words or actions
- Not display any disruptive behaviors, temper or insulting/demeaning words
- Treat others as they would like to be treated
- Never bully, harass or abuse others

*Any lack of civility by any person will result in that person being directed by the Superintendent, or Chairperson, to leave the premises. Failure to follow a directive will result in law enforcement assistance.

Note: The Board typically does not respond to remarks or questions made during citizen input. While no immediate action will be taken by the Board, the Superintendent may follow up the inquiries/comments by directing staff to intervene.