



Hernando School District

School Board Workshop

Agenda - Final

Tuesday, April 22, 2025

2:00 PM

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

CALL TO ORDER

PRESENTATIONS

1. [25-2944](#) Presentation on the Adoption and Purchase of English Language Arts (ELA) Instructional Materials

Attachments: [ELA Adoption Workshop Presentation](#)
[BAFL 2026 Narrative](#)
[myPerspectives FL 2026 Program Description](#)
[Study Sync One-pager Hernando](#)
[Budget Sheet ELA Textbook Adoption](#)

2. [25-2937](#) Board Discussion of the Superintendent's Evaluation

Attachments: [Superintendent Evaluation Timeline 2024-25 as of 02-25-25](#)
[FINAL Evaluation Tool 03-29-16 ACC](#)
[Rubric-Blank 2024-25](#)
[Pinder Superintendent Contract 062524](#)
[Budget Sheet Sept 2021 Revised NO Financial Impact ACC](#)

GENERAL COUNSEL

ADDENDUM ITEMS

GOOD OF THE ORDER/BOARD DISCUSSION

School Board Comments

ADJOURNMENT

The next School Board Meetings are scheduled for May 6, 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 Workshop

Agenda Item # 1. 25-2944

4/22/2025

Title and Board Action Requested

Presentation on the Adoption and Purchase of English Language Arts (ELA) Instructional Materials

Executive Summary

The Director of Elementary Programs, on behalf of the Superintendent of Schools, hereby requests the Board to review the presentation on the adoption and purchase of ELA instructional materials per the Department of Education adoption cycle. A review team consisting of instructional personnel from all schools and district support staff collaborated in the selection of the materials. Florida Statute 1006.28 requires districts to select and provide instructional materials aligned to the Florida Standards for all students. The 2025-2026 ELA adoption is aligned to the new B.E.S.T. standards as required by the Florida State Department of Education.

My Contact

Tiffany Howard
Director of Elementary 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.



HERNANDO SCHOOL DISTRICT

ELA Textbook Adoption Board Workshop

April 22, 2025

Statutory Guidance & State Timeline

1006.28 Instructional Materials

“Adequate instructional materials” means a sufficient number of student or site licenses or sets of materials that are available in bound, unbound, kit, or package form and may consist of hardbacked or softbacked textbooks, electronic content, consumables, learning laboratories, manipulatives, electronic media, and computer courseware or software that serve as the basis for instruction in the core subject areas of mathematics, **language arts**, social studies, science, reading, and literature.

FLORIDA INSTRUCTIONAL MATERIALS ADOPTION SCHEDULE FOR ADOPTION YEARS 2024-2025 THROUGH 2028-2029

| Adoption Year | Subject Area | Specifications and 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 |



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Timeline & Committees

| Task | When |
|--|----------------------------|
| Curriculum Materials Fair | October 2024 |
| Form Committees and send committee members digital preview credentials | November 2024-January 2025 |
| Committee presentations | February 2025 |
| Top two sent to teachers for review | February-March 2025 |
| Public Review | March 2025 |
| Board Workshop and Approval | April-May 2025 |
| Begin ordering | May 2025 |

Committee Members:

Representative from every school

Administrator

ESE & ESOL

Technology

Community Member

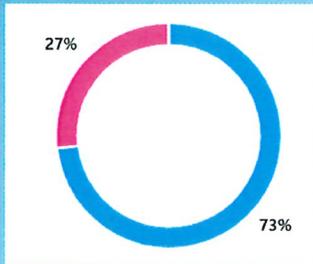


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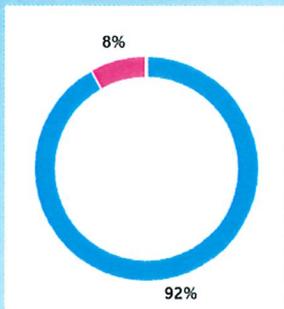
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Elementary

K-2



3-5



About the Programs

Aligned with Science of Reading research, *Benchmark Advance* and *Adelante* are core language arts programs that provide a cohesive structure for the development of literacy skills and content knowledge.

-  Validated research informs teaching and learning.
-  Learning to read involves many connected skills.
- Literacy and language proficiency requires an integration of reading, writing, speaking, listening, viewing, and engagement.
-  The unique needs of all learners is at the center of teaching and learning.

K-2 \$215 per student
3-5 \$200 per student
K-3 Teacher free for 1:18 & 4-5 1:22

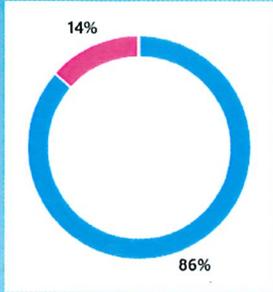


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6-8

Middle School



Bring Literature to Life for Every Learner

Committed to helping you foster an equitable learning environment, *StudySync* is designed to **captivate** with an unparalleled selection of culturally diverse literature, **elevate** with instruction tailored to specific learning needs, and provide flexibility to **create** the ideal classroom experience for you and your students. *StudySync* is a comprehensive ELA curriculum for grades 6–12 that brings literature to life for every learner.

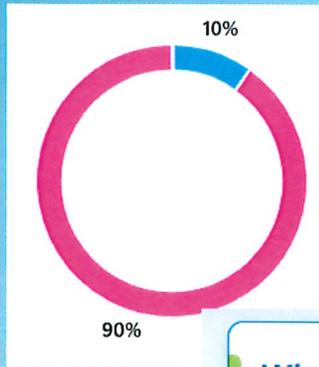
\$172.50 per student
Teacher free for 1:50



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9-12



High School



What is myPerspectives?

myPerspectives® English Language Arts for grades 6–12 is a research-based, comprehensive literacy solution designed to support student learning. Purposeful activities foster student ownership of learning and reflect real-world scenarios with students working in large groups, in smaller teams, and independently.

As students read relevant and diverse texts, have thought-provoking discussions, collaborate with their peers, and hone their communication skills, they will use transferable strategies and develop lifelong learning habits that help them be successful wherever they go.

\$161.50 per student
Teacher free for 1:75



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Questions?



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Thank you



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Florida Benchmark Advance ©2026 is a K-5 standards-based, core ELA program that provides a cohesive framework for the development of literacy skills and content knowledge over time. This framework reflects Science of Reading research about how children learn to read and expand their proficiency in the areas of phonological awareness, phonics and word study, fluency, vocabulary, and comprehension. The goals of Florida Benchmark Advance ©2026 include the following:

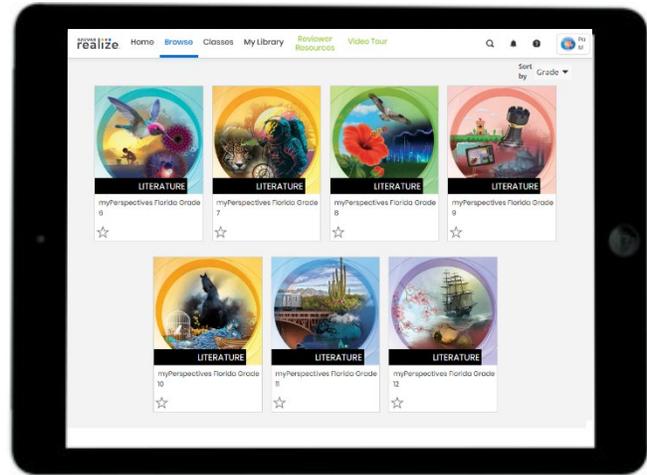
- Build strong literacy foundations through explicit, systematic, spiraled instruction linked to contextualized decoding and encoding practice.
- Develop comprehension and critical thinking skills for analyzing complex texts.
- Build knowledge over time through vertically aligned units that require learners to engage deeply with a topic.
- Expand general and academic vocabulary in support of reading, writing, and constructive conversations around knowledge-based topics.
- Ensure the language and literacy development of English learners through language objectives, differentiated point-of-use scaffolding, and high expectations.
- Provide differentiated resources and instructional practices that ensure accessibility for all learners.
- Support both new and experienced teachers with embedded, multimodal professional learning opportunities.

Florida Benchmark Advance ©2026 enables all students to master rigorous learning goals through strong differentiated instruction, focused English language development, and responsive teaching based on ongoing assessment. The program provides comprehensive resources and effective research-based instruction to support all components of the literacy or biliteracy block. Through targeted lessons that encourage high-level thinking and collaborative conversations students:

- experience explicit, systematic foundational literacy instruction that lays the groundwork for literacy achievement.
- encounter authentic complex texts in multiple formats through read-aloud, building reading foundation lessons, and close reading experiences.
- speak and write about texts to demonstrate understanding.
- engage in process writing of narrative, expository, and argumentative texts-plus poetry.
- transfer skills and knowledge to new contexts during small-group instruction, independent reading, research and inquiry, and culminating writing tasks.

Program Overview

myPerspectives® Florida English Language Arts ©2026 for grades 6–8 and English 1-4 is a research-based, comprehensive literacy solution designed to help educators take literacy learning in Florida to the next level. Precise instruction at the depth of the clarifications prepares students for FAST Reading and B.E.S.T. Writing assessments, and the *Sample Texts Companion* and *Test Prep Workbooks* give students the required practice they need to be successful in meeting grade-level expectations.



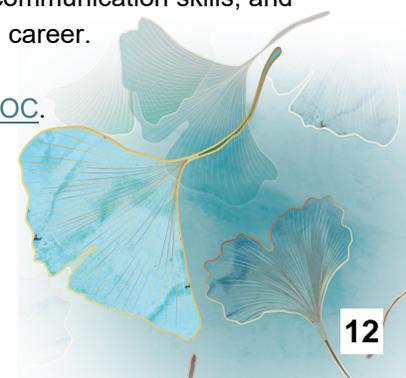
With *myPerspectives Florida*, teachers have access to high quality B.E.S.T. aligned instructional materials and cutting-edge digital tools **to bring students in** with relevant and engaging content; **get students going** with differentiation, support, and scaffolding for ALL learners; **keep students on track** with built-in formative assessments and progress monitoring; and **let students explore, share, and grow** with rigorous and collaborative experiences that hone reading, writing, and speaking and listening skills.

Available in print and digital formats, the program consists of five to six units, each featuring topic-based, multi-genre texts and *Essential Questions*. Each unit incorporates a gradual release instructional model consisting of *Whole-class Learning*, *Peer-Group Learning*, and *Independent Learning*, with the teacher’s role evolving from instructor to facilitator to advisor. Purposeful activities develop student ownership of learning and reflect real-world scenarios, with students working in large groups, in smaller teams, and independently. All readings and activities build to a unit project that allows for student choice and a culminating *Performance-Based Assessment* that requires students to demonstrate their learning.

Built-in differentiation includes support and scaffolding for all learners including English Language Learners with resources such as *Exit Tickets* with remediation, *Language Coach*, *Language Support Lessons*, *Language Lab*, and *Newcomer Development Skills*. A variety of engagement strategies motivate diverse learners and include active learning, digital resources, and collaborative learning opportunities including paired activities, discussion boards, small group work and projects, and more.

myPerspectives Florida is unique in that it values the perspective of the learner, collectively and individually. The program intentionally creates a space for student voice and choice in which students can see themselves reflected in the stories they read and bring their own lived experiences to their learning. Students read and view relevant and diverse texts and media, have thought provoking discussions and collaborate with others, think and analyze ideas from a critical lens, write and respond to questions and prompts using text-evidence and effective communication skills, and develop transferable lifelong learning habits that prepare them to be successful in college and career.

Learn more about *myPerspectives Florida*: [Overview Video](#); Reviewer’s Guide [6-8](#), [9-12](#); [TOC](#).



Welcome Hernando County Educators and Board members to Study Sync 2026

Florida StudySync continues to be grounded in research-based best practices for 6-8 English Language Arts instruction. The latest edition has been enhanced to ensure a solid alignment with B.E.S.T. standards and Science of Reading research. **Feature enhancements and new additions to the program are outlined below:**

| Category | Grades 6-8 |
|-----------------------------|---|
| Explicit Knowledge Building | <ul style="list-style-type: none"> • 2 new text-based Knowledge Building Blasts, per unit • 42 new informational articles (each provided at three distinct Lexile levels) • 9 enhanced Literary Focus lessons |
| | <ul style="list-style-type: none"> • 190 enhanced texts include a new Develop Knowledge or Develop Fluency activity with explicit guidance to the teacher. |
| Vocabulary | <ul style="list-style-type: none"> • 42 enhanced vocabulary lessons create a clearer sequence of explicit vocabulary instruction. • 21 new Vocabulary Practice lessons in every unit. |
| Assessment | <ul style="list-style-type: none"> • 36 new FAST ELA Quizzes (2 per unit) • 18 new B.E.S.T. Writing lessons • 14 new FAST Test Prep skill lessons per grade. |
| Foundational Skills | <ul style="list-style-type: none"> • 41 new Fluency lessons • 9 new Fluency Benchmark assessments (3 per grade level) • 41 new Word Study lessons |
| Additional Enhancements | <ul style="list-style-type: none"> • Expanded selection of LMS integration options • FAST ELA Reading practice tests and skill lessons in print and digital formats • Fast, verbal teacher feedback on writing with the Video Feedback Tool • Ability to customize text selections with the District Administrator Tool |

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 | Instructional Materials | | | | | |
| Account Number | 1100E | 5100 | 5200 | 9410 | 50400 | Sub Project |
| | Fund | Function | Object | Cost Center | Project | |
| Amount | \$ 4,500,000.00 | | | | | |

| | | | | | | | |
|----------------------|----------|------|----------|--------|-------------|---------|-------------|
| 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 Workshop

Agenda Item # 2. 25-2937

4/22/2025

Title and Board Action Requested

Board Discussion of the Superintendent's Evaluation

Executive Summary

Board Member discussion on their individual evaluations of the Superintendent, based on their private meetings with Mr. Pinder.

My Contact

Kelly A. Pogue

Secretary 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.

Superintendent Evaluation Timeline 2024-25

February 2025

February 25, 2025 – Workshop

- Discuss the 2024-25 superintendent evaluation process.
- Provide the evaluation tool and rubric to board members.
- Determine which board member will lead contract negotiations with the Superintendent.
- Board members to meet individually with the Superintendent before **April 21, 2025**, to discuss their evaluation with him.

April 2025

April 21, 2025 – Last day to meet individually with the Superintendent to discuss his evaluation.

April 22, 2025 – Workshop

- Final evaluation discussion.
- Evaluations will become public record.

May 6, 2025 – Regular Meeting

- Agenda item to approve the contract (terms of employment) with the Superintendent.

SUPERINTENDENT'S EVALUATION

Standard 1: LEADERSHIP AND DISTRICT CULTURE

This standard stresses the superintendent's performance in leadership through empowering others, visioning, helping shape school culture and climate, and understanding multicultural and ethnic differences.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

- 1.1 Facilitates a community process to develop and implement a shared vision that focuses on improving student achievement
- 1.2 Promotes academic rigor that focuses on learning and excellence for schools
- 1.3 Creates and supports a community of learners that empowers others to reach high levels of performance to achieve the district's vision
- 1.4 Models learning for staff and students
- 1.5 Promotes understanding and celebrating school/community cultures
- 1.6 Promotes and expects a school-based climate of tolerance, acceptance and civility
- 1.7 Develops, implements, promotes and monitors continuous improvement processes

The superintendent's performance for this standard:

- Outstanding - Consistently exceeds behaviors and skill expectations
- Proficient - Meets most and exceeds some of behaviors and skill expectations
- Needs Improvement – Meets some behaviors and skill expectations, but sometimes falls short

Examples of types of evidence that can be collected by Superintendent: *

- Involving community in planning and problem solving for the schools
- Presentations/materials for community/parent meetings
- District/school improvement plans
- Charts for each school's performance
- Participation rates – other data about school and district family engagement activities
- Evidence of community support and/or engagement

*Items listed are examples that may or may not be included in the Superintendent's annual presentation.

Standard 2: POLICY AND GOVERNANCE

Working with the board to formulate internal and external district policy, defining mutual expectations of performance with the board and demonstrating good school governance to staff, students and the community at large.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

- 2.1 Understands and articulates the system of public school governance and differentiates between policy-making and administrative roles
- 2.2 Establishes procedures for superintendent/board interpersonal and working relationships
- 2.3 Understands and interprets the role of federal, state and regional governments, policies and politics and their relationships to local districts and schools
- 2.4 Uses legal counsel in governance and procedures to avoid civil and criminal liabilities

The superintendent's performance for this standard:

- Outstanding - Consistently exceeds behaviors and skill expectations
- Proficient - Meets most and exceeds some of behaviors and skill expectations
- Needs Improvement – Meets some behaviors and skill expectations, but sometimes falls short

Examples of types of evidence that can be collected by Superintendent: *

- Documented recommendations to the board of policy additions/changes
- Documentation of reviews of all handbooks, procedures, books, etc.
- Documentation of program – compliance audits
- Documentation of legal resources and fees on an annual basis for all litigation

*Items listed are examples that may or may not be included in the Superintendent's annual presentation.

Standard 3: COMMUNICATIONS AND COMMUNITY RELATIONS

This standard emphasizes the skills necessary to establish effective two-way communications not only with students, staff and parents, but also the community as a whole, including beneficial relationships with the media. It also stresses responding to community feedback and building and building community support for the district.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

- 3.1 Develops formal and informal techniques to gain external perceptions of district
- 3.2 Demonstrates effective communication skills (written, verbal and non-verbal contexts, formal and informal settings, large and small groups and one-on-one environments)
- 3.3 Promotes involvement of all stakeholders to fully participate in the process of schooling
- 3.4 Establishes effective school/community relations, school/business partnerships and public service
- 3.5 Understands the role of media in shaping and forming opinions as well as how to work with the media

The superintendent's performance for this standard:

- Outstanding - Consistently exceeds behaviors and skill expectations
- Proficient - Meets most and exceeds some of behaviors and skill expectations
- Needs Improvement – Meets some behaviors and skill expectations, but sometimes falls short

Examples of types of evidence that can be collected by Superintendent: *

- Establishes and maintains proper relationships with news media
- Memos, letters, audio of meetings
- Surveys
- Establish a baseline for data for 3.4 and then chart improvement each year

*Items listed are examples that may or may not be included in the Superintendent's annual presentation.

Standard 4: ORGANIZATIONAL MANAGEMENT

This standard requires the superintendent to gather and analyze data for decision-making and for making recommendations to the board. It stresses the skills necessary to meet internal and external customer expectations and to effectively allocate resources.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

- 4.1 Demonstrates budget management including financial forecasting, planning, cash-flow management, account auditing and monitoring
- 4.2 Develops and monitors long-range plans for school and district technology and information systems, making informed decisions about computer hardware and software, and staff development and training needs
- 4.3 Demonstrates knowledge of school facilities and develops a process that builds internal and public support for facility needs, including bond issues
- 4.4 Establishes procedures and practices for dealing with emergencies such as weather, threats to the school, student violence and trauma

The superintendent's performance for this standard:

- Outstanding - Consistently exceeds behaviors and skill expectations
- Proficient - Meets most and exceeds some of behaviors and skill expectations
- Needs Improvement – Meets some behaviors and skill expectations, but sometimes falls short

Examples of types of evidence that can be collected by Superintendent: *

- Ensures that expenditures are within limits approved by school board
- Budget analysis – monitor reports
- Budget presentations and related materials to school board/community
- External review/audits
- Prepare long/short term plans for facilities and sites
- Ensures maintenance of school property
- Monitors any construction, renovation, or demolition of school facilities
- Analysis of safety and crisis plans (incident reports)
- Develops and monitors school safety plan and policies for safe schools
- Maintains inventory of schools, buildings, grounds

*Items listed are examples that may or may not be included in the Superintendent's annual presentation.

Standard 5: CURRICULUM PLANNING DEVELOPMENT

This standard addresses the superintendent's skills in staying up-to-date in curriculum, teaching, learning and testing theories. It requires the superintendent to make sound recommendations for learning technologies.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you in thinking about the standard.)

- 5.1 Develops core curriculum design and delivery systems based on content and assessment standards and best practices
- 5.2 Establishes curriculum planning to anticipate occupational trends, school-to-career needs
- 5.3 Uses child development and learning theories and the process to create developmentally appropriate curriculum and instruction
- 5.4 Includes the use of computers, the Internet, networking, distance learning and other technologies in educational programming
- 5.5 Assesses student progress using a variety of appropriate techniques
- 5.6 Involves faculty and stakeholders in enhancement and renewal of curriculum to ensure alignment of curriculum, instruction and assessment

The superintendent's performance for this standard:

- Outstanding - Consistently exceeds behaviors and skill expectations
- Proficient - Meets most and exceeds some of behaviors and skill expectations
- Needs Improvement – Meets some behaviors and skill expectations, but sometimes falls short

Examples of types of evidence that can be collected by Superintendent: *

- Documented attendance/lead in developing curriculum plans
- Recommendations to school board of curriculum programs that have proven results
- Documents that assess student performance
- Documents that demonstrate involvement of stakeholders in order to assure alignment of curriculum, instruction, and assessment

*Items listed are examples that may or may not be included in the Superintendent's annual presentation.

Standard 6: INSTRUCTIONAL LEADERSHIP

Standard #5 addresses what is to be taught; this standard emphasizes *how* it should be taught. It emphasizes the skills required to ensure that the most effective teaching techniques are in place and that all instructional resources are used to maximize student achievement. This standard also requires applying research and best practices with respect to diversity sensitivities.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

- 6.1 Collaboratively develops, implements and monitors change process to improve student and adult learning
- 6.2 Implements appropriate safety and security practices in schools
- 6.3 Formulates plan to assess appropriate teaching methods, classroom management and strategies for all learners
- 6.4 Analyzes available instructional resources including applications of technology and assigns them in cost effective and equitable manner to enhance student outcomes
- 6.5 Establishes instructional strategies that include cultural diversity and differences in learning styles
- 6.6 Applies effective methods of providing, monitoring, evaluating and reporting student achievement and uses good research and assessments to improve the learning process
- 6.7 Encourages various staffing patterns, student grouping plans, class scheduling plans, school organizational structures and facilities design processes to support various teaching strategies and desired student outcomes

The superintendent's performance for this standard:

- Outstanding - Consistently exceeds behaviors and skill expectations
- Proficient - Meets most and exceeds some of behaviors and skill expectations
- Needs Improvement – Meets some behaviors and skill expectations, but sometimes falls short

Examples of types of evidence that can be collected by Superintendent: *

- Policy/procedure manuals
- Recommendations to school board on items relating to expenditure of funds for instructional resources – what percentage of budget for these expenditures
- Data by school/district for instructional growth
- Site based management procedures (in place, in writing)
- Attendance at meetings of committees to improve student performance
- Address achievement gaps

*Items listed are examples that may or may not be included in the Superintendent's annual presentation.

Standard 7: HUMAN RESOURCES MANAGEMENT

This standard requires skills in developing and implementing a staff performance evaluation system. It also requires skills in applying ethical, contractual and legal requirements for personnel selection, development, retention, promotion and dismissal.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

- 7.1 Demonstrates use of system and staff evaluation data for personnel policies, decision-making, promotion of career growth and professional development
- 7.2 Identifies and applies appropriate policies, criteria and processes for the recruitment, selection, induction, compensation and separation of personnel with attention to issues of equity and diversity

The superintendent's performance for this standard:

- Outstanding - Consistently exceeds behaviors and skill expectations
- Proficient - Meets most and exceeds some of behaviors and skill expectations
- Needs Improvement – Meets some behaviors and skill expectations, but sometimes falls short

Examples of types of evidence that can be collected by Superintendent: *

- Data related to turnovers of staff – trends
- Documents that show use of data for personnel policies, decision making, professional development
- Documents that support evidence of equity and diversity in all hiring selections, and separations of personnel
- Hiring practices documents – training for new employees, new administrators, etc.

*Items listed are examples that may or may not be included in the Superintendent's annual presentation.

Standard 8: VALUES AND ETHICS OF LEADERSHIP

This standard requires the understanding and modeling of appropriate value systems, ethics and moral leadership. It also requires superintendents to exhibit multicultural and ethnic understanding and to coordinate with social agencies and human services to help students grow and develop as caring, informed citizens.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

- 8.1 Exhibits multicultural and ethnic understanding, sensitivity and respect
- 8.2 Describes role of schooling in a democratic society
- 8.3 Manifests a professional code of ethics and demonstrates personal integrity
- 8.4 Models accepted moral and ethical standards in all interactions
- 8.5 Explores and develops ways to find common ground in dealing with difficult and divisive issues
- 8.6 Promotes the establishment of moral and ethical practices in every classroom, every school and throughout the district

The superintendent's performance for this standard:

- Outstanding - Consistently exceeds behaviors and skill expectations
- Proficient - Meets most and exceeds some of behaviors and skill expectations
- Needs Improvement – Meets some behaviors and skill expectations, but sometimes falls short

Examples of types of evidence that can be collected by Superintendent: *

- 360° Survey

*Items listed are examples that may or may not be included in the Superintendent's annual presentation.

Standard 9: LABOR RELATIONS

This standard requires the superintendent to provide technical advice to the board during labor negotiations, to keep the board apprised of negotiation status, to understand and effectively administer negotiated labor contracts and to keep abreast of legislative changes affecting the collective bargaining process.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

- 9.1 Develops bargaining strategies based upon collective bargaining laws and processes
- 9.2 Identifies contract language issues and proposes modifications
- 9.3 Participates in the collective bargaining processes as determined by the board
- 9.4 Establishes productive relationships with bargaining groups while managing contracts effectively

The superintendent's performance for this standard:

- Outstanding - Consistently exceeds behaviors and skill expectations
- Proficient - Meets most and exceeds some of behaviors and skill expectations
- Needs Improvement – Meets some behaviors and skill expectations, but sometimes falls short

Examples of types of evidence that can be collected by Superintendent: *

- Documents pertaining to collective bargaining
- Documents from memos as relates to bargaining strategies – proposals
- Number of hour Human Resources issues as related to contracts with HUSW, HCTA
- 360° Survey results

*Items listed are examples that may or may not be included in the Superintendent's annual presentation. The Superintendent's Evaluation was board approved at the 04/05/16 meeting (agenda item #1704)

Superintendent's Evaluation Rubric

| |
|--|
| Evaluator: |
| Cycle - From: July 1, 2024 to April 22, 2025 |
| Date of Evaluation Meeting: |

| Standard | Outstanding 3 Points | Proficient 2 Points | Needs Improvement 1 Point | Total Points |
|--|---------------------------------|--------------------------------|--|-----------------------|
| 1: LEADERSHIP AND DISTRICT CULTURE | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 2: POLICY AND GOVERNANCE | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 3: COMMUNICATIONS AND COMMUNITY RELATIONS | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 4: ORGANIZATIONAL MANAGEMENT | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 5: CURRICULUM PLANNING DEVELOPMENT | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 6: INSTRUCTIONAL LEADERSHIP | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 7: HUMAN RESOURCES MANAGEMENT | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 8: VALUES AND ETHICS OF LEADERSHIP | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 9: LABOR RELATIONS | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Summary Overall Rating: | | | | [INSERT TOTAL] |

The overall scores from all Board Members will be averaged to finalize the Superintendent's overall rating score. Any pay increase due to the evaluation of the Superintendent will be paid according to his current contract.

Comments:

[TYPE HERE]

[TYPE HERE]

[TYPE HERE]

[TYPE HERE]

[TYPE HERE]

SUPERINTENDENT EMPLOYMENT AGREEMENT BETWEEN THE HERNANDO COUNTY SCHOOL BOARD AND RAY PINDER

THIS AGREEMENT is made and entered into this 1st day of July, 2024, by and between the SCHOOL BOARD OF HERNANDO COUNTY, FLORIDA ("BOARD"), and body corporate existing under the laws of the State of Florida and RAY PINDER ("PINDER")

WITNESSETH:

WHEREAS, the BOARD, in accordance with its policies, principles and responsibilities and in conformance with the laws of the State of Florida, hereby offers to employ and does hereby employee PINDER to perform the duties of the Superintendent of Schools in and for Hernando County, Florida, and;

WHEREAS, PINDER hereby accepts the offer and agrees to be employed by the BOARD and perform the duties of the Superintendent of Schools in and for Hernando County, Florida; and

WHEREAS, the terms and conditions of this Agreement have been negotiated in a fair, open and honest manner and both parties agree that the following terms, covenants and conditions are to the mutual benefit of both parties;

NOW, THEREFORE, in consideration of the mutual covenants and conditions contained herein, and the mutual consideration and benefits of each, the receipt and sufficiency of which is hereby acknowledged and accepted, the patties hereby by agree to be bound by the terms and conditions set forth above and below:

I. RECITALS

The terms and conditions of this Agreement shall contain that which is set forth above and below. The foregoing recitals are true and correct and are incorporated herein by this reference.

II. TERMS AND CONDITIONS OF EMPLOYMENT

A. Term of Employment

The current term of employment as Superintendent shall continue until the 30th day of June 2025.

B. Contract Extensions.

At or before the July 1, 2024⁵ BOARD meeting, and in conjunction with PINDER'S prior performance evaluations as provided for herein, the BOARD and PINDER shall meet in open session to discuss and determine both parties' intent and interest in extending this Agreement for an additional period.

C. Payment for Services Rendered

The BOARD agrees to pay PINDER during this Agreement a gross base salary of One Hundred Sixty Thousand and 00/100 dollars (\$160,000) per contract year, payable in twenty-six (26) bi-weekly installments.

The BOARD shall provide the Superintendent with a monthly allowance of Six Hundred Fifty and No/100 (\$650.00) Dollars for business use of the Superintendent's automobile which may be used to fund car payment, automobile insurance, care, maintenance, fuel, or travel expenses in the Superintendent's discretion. In addition, for other travel related to the performance of his duties, the Superintendent shall be reimbursed for out of county mileage, lodging, meals, and such other expenses as Florida law permits and shall be paid in accordance with the state law guidelines for such travel for the reimbursement of public employees and officers. The Superintendent shall comply with Florida law and Board policies regarding such reimbursement for out of county travel. This automobile allowance is in lieu of and in place of the provision or use of a School District vehicle and the Superintendent will be permitted the use of a vehicle owned by the Board only in emergencies.

D. Vacation.

PINDER shall earn vacation benefits in the same manner as other BOARD administrative employees. Unused vacation leave may accrue during the term of this Agreement and any renewals or extensions thereof in accordance with applicable Florida law and BOARD policies and/or procedures for all BOARD employees.

The BOARD chair shall have discretion to approve or disapprove the use of vacation/annual leave. Such approval is not to be unreasonably withheld. The approval or disapproval of such leave shall be documented using the same leave forms required of other employees. PINDER shall immediately notify other Board Members of any approved leave under this section. Any application for vacation/annual leave that will exceed two weeks shall be placed on a regular BOARD agenda for approval.

E. Sick Leave

PINDER shall earn sick leave in accordance with the formula set forth in Chapter 1012 Florida Statutes, and BOARD policy. PINDER's earned sick leave shall be cumulative but in no event shall the number of days of his unused earned sick leave exceed the maximum numbers of accumulated sick leave days authorized by applicable Florida law and BOARD policies and/or procedure for all BOARD employees.

The BOARD Chair shall have discretion to approve or disapprove the use of sick leave in accordance with Board Policy. Such approval is not to be unreasonably withheld. The approval or disapproval of such leave shall be documented using the same leave forms required of other employees. PINDER shall immediately notify other Board members of any approved leave.

F. Terminal Pay

PINDER shall be entitled to terminal pay in the same manner as other twelve (12) month administrators, except as otherwise specifically provided herein to the contrary. PINDER shall be entitled to all vacation, sick time and other terminal pay accrued which has been vested during his employment with the BOARD prior to the effective date of this contract without qualification or limitation.

With respect to terminal pay which accrues after the effective date of this contract, PINDER shall be entitled to all vacation, sick time and other terminal pay which accrues during the term of this contract without qualification or limitation.

G. Professional Associations/Meetings.

The BOARD shall pay PINDER's membership dues associated with FADSS. Subject to the approval of the BOARD Chair and in compliance with BOARD policy and statute, PINDER's may attend meetings/conferences held by FADSS. The expense associated with his attendance will be paid by the BOARD in accordance with Florida law, BOARD policy and this Agreement. The BOARD shall not be required to pay any expenses for such meeting unless PINDER has obtained such prior approval from the BOARD Chair.

Attendance at other conference which will take the Superintendent out of the County for a period longer than 24 hours shall also be subject to the approval of the BOARD Chair and reimbursement in accordance with this section.

PINDER shall advise the BOARD members of meetings and conferences under this section and shall inform and report to the BOARD of the nature and extent of his attendance at such professional meetings.

H. Life Insurance

Subject to insurability, the BOARD shall provide PINDER access to Life Insurance benefits by applicable Florida law and BOARD policies and/or procedures for all BOARD employees.

I. Major Medical Insurance

The BOARD shall provide PINDER during the term of this Agreement and any extension or renewal periods thereof, health insurance coverage in the same manner as other twelve (12) month administrators. Insurance for PINDER's spouse or dependents shall be at his expense, at the same rate and under the same eligibility requirements as other BOARD employees.

J. Security Background Screening

The parties agree that PINDER's employment and this Agreement are contingent on his ability to successfully pass the security background screening requirements in accordance with section 1012.32, Florida Statutes, and board policy including but not limited to fingerprinting and a criminal background check. PINDER shall be subject to the same hiring/screening and self-reporting standards as those applied to BOARD instructional personnel.

K. Retirement

PINDER shall be eligible to participate in the Florida Retirement System (FRS). The BOARD shall contribute to the FRS as required by law. PINDER shall be entitled to all the benefits of an administrative twelve (12) month employee in addition to what is provided herein. In addition to the base salary provided above, the BOARD shall contribute to PINDER's 403(b) supplemental retirement investment plan/account a sum equal to 10% of the annual salary being paid by the BOARD to PINDER, beginning July 1, 2024 through the term of the Agreement. PINDER shall be paid his base salary and shall receive his 403(b) BOARD/employer contributions/deposits as set forth in this paragraph of the Agreement over twenty-four (26) payroll periods, unless the Agreement is terminated. The contributions/deposits made into PINDER's 403(b) plan/account and earnings thereon shall immediately become 100% vested with PINDER.

III. TERMINATION OF AGREEMENT

A. Cause.

By a majority vote of its membership, the BOARD shall have the right to terminate this Agreement of employment and to remove PINDER from office for misfeasance, malfeasance or corruption in office, incompetency, insubordination, immorality, breach of contract, substantial deviation for the specific performance standards set forth or incorporated herein, a material breach or violation of the Florida Administrative Code 6B-1.006, or for any other just cause including, but not limited to, violation of State or Federal laws and/or regulations, Board Policy and/or material breach of this Agreement including resignation of his employment without Board agreement as to the terms of such resignation.

Notice shall be provided to PINDER in writing setting forth the cause for termination. This written notice of termination must occur, at a minimum of ninety (90) days prior to the effective date of termination. If PINDER contests the cause for termination, he may request a post-termination hearing on the charges conducted by the BOARD. PINDER must request such hearing within ten (10) days of the date of the notice. The hearing shall be open to the public and in substantial conformity with the provisions of Florida Statute Chapter 120. PINDER shall have the right to be represented by counsel of his choice and at his expense. PINDER shall be responsible for all of his own attorney's fees, expenses and costs at all hearings, levels or appeals.

If termination for cause occurs, no severance payment shall be due.

B. No Cause.

This Agreement may also be terminated without cause under the following circumstances:

- i) Mutual Agreement by and between the BOARD, by a majority vote of its membership, and PINDER.
- ii) PINDER's retirement as defined by the FRS and the FRS Deferred Retirement Option Program.
- iii) Incapacity (physical/mental). Regardless of any Board approved leave, this Agreement shall terminate should there be a medical determination that PINDER is unable to perform the essential functions of his job. A medical examination may be ordered by the BOARD in contemplation of this section as per the provisions of Article VII herein.
- v) Death of PINDER.

C. Severance.

In the event of termination of PINDER, other than for cause pursuant to Section B, the BOARD successor Superintendent shall appoint the Superintendent to the Assistant Superintendent of Business Services and Operations administrative position or a position with a pay grade equivalent or higher to that held by Pinder prior to assumption of duties as Superintendent until June 30, 2027.

IV. OTHER EMPLOYMENT.

PINDER shall devote his full time, skill, labor, effort, and energy to the business of and his employment with the BOARD during the term of this Agreement, and he shall not serve as a paid consultant to other school districts or other educational agencies without the prior written approval of the BOARDCHAIR, unless such consultant services are undertaken on time charged to earned vacation leave and in such manner as not to interfere with the performance of the duties and responsibilities as set forth in this Agreement.

Outside professional activities, if any are performed, shall be disclosed to the BOARD, in writing in advance of performing the same. The BOARD shall not be responsible for reimbursement or any expenses, including per diem for meals and travel. Any such activities shall not violate Sections 112.311 - 112.3261, Florida Statutes, Code of Ethics for Public Officers and Employees.

V. DUTIES OF THE SUPERINTENDENT

During the term of this Agreement, PINDER shall perform all duties, obligations and responsibilities of the Superintendent of Schools in and for

Hernando County, Florida, including, but not limited to, such duties, responsibilities and obligations for superintendents as set forth in Florida Statutes, Florida Department of Education Rules, BOARD policies and the BOARD approved superintendent's job description. PINDER shall comply with all lawful directives issued by the BOARD related to the performance of his duties.

VI. EVALUATION

The BOARD shall provide pinder with periodic opportunities to discuss superintendent relationships and his performance. The BOARD shall evaluate and assess PINDER annually, in conjunction with Sections II.B., and II.C., above, and said evaluation shall occur at a public meeting. Prior to this public meeting, individual Board Members will meet with PINDER to discuss the individual Board Member's evaluation of PINDER and provide him with a copy of said Evaluation Instrument. No other Board Member will be present at the individual conferences and PINDER will not discuss the conferences with other Board Members except at a public meeting. Such evaluation shall be in accordance with School Board policy, and based upon, among other things, performance standards, the powers and duties regarding Superintendents as described in the Florida Statutes and upon the contractual expectations and objectives of the Hernando County School District for each year.

PINDER hereby agrees to conform and abide by the specific performance standards set forth in the evaluation instrument approved by the BOARD. It is understood that this evaluation criteria will be used to gauge PINDER' s performance by the School Board as a whole as well as by its individual Members and that the use of this evaluation instrument ties directly to compensation to which PINDER may be entitled by virtue of his performance. The parties further agree that the evaluation criteria shall not be modified without discussion and input from PINDER at a public meeting.

VII. MEDICAL EXAMINATIONS

The BOARD may require, by a majority vote, that PINDER undergo a physical examination. If so, the BOARD shall pay for PINDER to undergo such examination by his physician relating to his physical capabilities within forty-five (45) days after the BOARD's decision, with the results to be given to the BOARD by the examining physician in the following form:

“It is my opinion after conducting a complete physical examination of the Superintendent of Hernando County Schools that he is (is not) psychically capable of carrying out the duties of Superintendent.”

(Signature of Physician)

The BOARD may require, by a super majority vote, (four or more Board Members) that PINDER shall undergo a mental capability test. If so, the BOARD shall pay for PINDER to undergo such a test relating to is mental capabilities within forty-five (45) days after the BOARD's decision, with the results to be given to the BOARD by the examining physician selected by the BOARD in the following form:

“It is my opinion after conducting a mental capability examination of the Superintendent of Hernando County Schools that he is (is not) mentally capable of carrying out the duties of Superintendent.”

(Signature of Physician)

PINDER states and declares that he has no medical, physical, or mental capability problem that would interfere with his ability to perform his duties hereunder. PINDER also states and declares that he has no legal incapacity, investigation, pending legal matter, or material change in his professional qualifications since being nominated for the Superintendent position by the BOARD.

VIII. RESIDENCY

PINDER shall establish himself as a bona fide resident of Hernando County, Florida upon the commencement of his duties as Superintendent and he shall maintain his residency throughout the entire period of his employment under this Agreement.

IX. MISCELLANEOUS PROVISIONS

A. Venue.

Venue in any dispute involving the parties to this Agreement shall be solely in Hernando County, Florida and the jurisdiction shall be heard solely in the County or Circuit Court of Hernando County, Florida.

B. Construction of Laws.

This Agreement and all of the terms and provisions contained herein shall be interpreted and construed according to the laws of the State of Florida. Should any clause, paragraph or other part of this Agreement be held or declared to be void or illegal for any reason by any court having competent jurisdiction, all other clauses, paragraphs or parts of this Agreement shall nevertheless remain in full force and effect.

C. Entire Understanding

This Agreement contains the entire understanding between the parties and no modification or alteration of this Agreement shall be binding unless endorsed, in writing, by the parties hereto.

D. Headings.

The headings used in this Agreement are for reference only and should not be relied upon or used in the interpretation of the same.

E. Binding Effect.

This Agreement shall not be binding until executed by all parties on the date so indicated below.

F. Attorney's Fees and Costs.

PINDER and the BOARD acknowledge and agree that should there be any dispute regarding this Agreement or PINDER's employment, each party shall bear their own attorneys' fees and costs in connection with any such dispute.

G. Entire Contract.

This Agreement constitutes the entire contract between the parties and shall supersede and replace all prior contracts or understandings, written or oral, including any addendums, relating to the matters set forth herein.

H. **No Construction Against Drafter.**

This Agreement was drafted jointly by Pinder and the Board and, in construing and interpreting this Agreement, no provision of this Agreement shall be construed or interpreted against any Party based upon the contention that this Agreement or a portion of it was purportedly drafted or prepared by that Party.

IN WITNESS WHEREOF, the parties hereto have hereunto executed this Agreement signifying their intent to be bound by the terms and conditions set forth herein and certifying that they possess the authority to bind themselves, their principals, agents and successors.

SIGNED, SEALED AND DELIVERED

IN OUR PRESENCE



RAY PINDER

6/25/24

DATE



LINDA PRESCOTT, School Board Chair

6/25/24

DATE



DAVID M. DELANEY , General Counsel to the Board

6/25/24

DATE

| | | | | | | | | | | | | | |
|-------------------------------------|--|---------------------|--|-------------------------------------|--|--------------------------|--|-----------------|--|-----------------------------|--|-------------|--|
| 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: | <input type="radio"/> |
| New for Current Year: | <input type="radio"/> |
| 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****