



# Hernando School District

## School Board Workshop

### Agenda - Final

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Tuesday, July 28, 2026

2:00 PM

District Office-Board Room  
919 N. Broad Street  
Brooksville, FL 34601

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#### CALL TO ORDER

#### PRESENTATIONS

1. [27-3927](#) Presentation of RoboKind Program Data

**Attachments:** [Robokind Board Presentation - Program Evaluation 7.28.2026](#)  
[Program Evaluation Form - Robokind 7.13.2026](#)  
[Budget Sheet NO Financial Impact ACC](#)

2. [27-3954](#) Presentation on Hernando County School District Bullying Prevention efforts.

**Attachments:** [Bullying Data and Procedures Training](#)  
[Budget Sheet Sept 2021 Revised NO Financial Impact ACC](#)

3. [27-3957](#) Review of the District's Tentative 2025-2026 5-Year Work Plan by Jim Lipsey

**Attachments:** [27-3957 2025-26 Work Plan Presentation](#)  
[27-3957 Budget Sheet NO Financial Impact](#)

#### GENERAL COUNSEL

#### ADDENDUM ITEMS

#### GOOD OF THE ORDER/BOARD DISCUSSION

##### School Board Comments

#### ADJOURNMENT

The next School Board Meetings are scheduled for August 11, 2026:

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.

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# Hernando School District

## School Board Workshop

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**Agenda Item # 1. 27-3927**

7/28/2026

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**Title and Board Action Requested**

Presentation of RoboKind Program Data

**Executive Summary**

The Supervisor of Exceptional Student Education, on behalf of the Superintendent of Schools, hereby requests the Board to review student participation, and utilization, associated with the RoboKind program. The information is intended for program implementation, student engagement, and the impact of RoboKind as a support for students with social communication and behavioral learning needs.

The accompanying data highlights key performance indicators, and overall program utilization. The data reflects the effectiveness of RoboKind in supporting individualized student goals, improving engagement, and enhancing social-emotional learning opportunities.

**My Contact**

Stephanie Doran

Supervisor of Exceptional Student Education

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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.

# Annual Program Evaluation RoboKind Social Communication & Literacy Platform

2025–2026 School Year Overview  
Exceptional Student Education Department

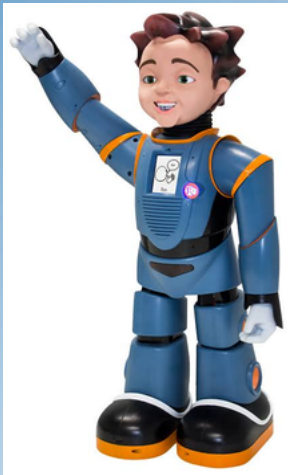
Stephanie Doran, M.Ed.  
Supervisor of Exceptional Student Education

Christina Dancsak; M.S. CCC-SLP  
Speech Language Pathologist (Co-Lead)



Good afternoon. Today I will provide a brief overview of the annual program evaluation for RoboKind, including why the district uses the program, how it supports students with disabilities, implementation data from the 2025–2026 school year, and the department's recommendation moving forward.

# Why RoboKind?



Supporting Students Through Evidence-Based Instruction  
RoboKind provides supplemental instruction in:

- ✓ Social Communication
- ✓ Emotional Regulation
- ✓ Executive Functioning
- ✓ Foundational Literacy & Phonics
- ✓ Conversation Skills

Important:

RoboKind supplements teacher instruction—it does not replace teachers, therapists, or IEP services.



Students with autism and other disabilities often benefit from explicit, structured instruction with repeated opportunities to practice. RoboKind provides another instructional tool for our teachers and therapists to support these skills.

# Who Benefits?



Primary Student Population



Students receiving Exceptional Student Education services with needs in:



Autism Spectrum Disorder  
Social Communication  
Emotional Regulation  
Pragmatic Language  
Executive Functioning  
Foundational Literacy



While the program is most commonly used with students with autism, educators also use it with other students whose IEPs identify similar instructional needs.

# 2025–2026 District Implementation Highlights

- 📍 Participating Schools: 5  
(EK8, Floyd, SHES, PGES, WWHS)
- 🤖 Robot Sessions: 135
- 💻 Avatar Sessions: 119
- 📖 Lessons Delivered: 254
- 📊 Minutes Served: 2,396.8

Implementation increased throughout the school year as educator familiarity with the platform grew.



These data demonstrate that the platform is actively being used by educators across participating schools and has become more integrated into instruction over time.

# Student Engagement

Students Were Engaged During Instruction

Dashboard data showed students most frequently demonstrated:

😊 Happy = 49.8%

😄 Excited = 26.6%

😌 Calm = 15.8%

Why This Matters

Students who are engaged are more likely to participate, practice skills, and benefit from instruction.



Engagement is especially important for students who require explicit instruction in communication and social interaction. Positive engagement supports learning opportunities.

# Student Progress

## RoboKind Lesson Outcomes

- Skilled = 46.08%
- Improving = 39.71%

The Department Reviews Progress Using Multiple Measures

- ✓ RoboKind Data
- ✓ Teacher Observation
- ✓ Classroom Performance
- ✓ IEP Progress



The RoboKind dashboard provides valuable instructional data. We use those data together with classroom performance and IEP progress monitoring to evaluate student growth.



# Why Continue RoboKind?

## Benefits to Students

- ✓ Highly engaging instruction
- ✓ Evidence-based lessons
- ✓ Increased opportunities for practice
- ✓ Explicit social communication instruction

## Benefits to Educators

- ✓ Structured lessons
- ✓ Embedded progress monitoring
- ✓ Flexible robot or avatar instruction
- ✓ Supplemental instructional resource



The value of RoboKind extends beyond technology. It gives educators another evidence-based instructional tool while providing objective implementation data.

# Program Evaluation

## Overall Findings Evaluation Area Status

Program Need  Strong  
Implementation  Strong  
Student Engagement  Strong  
Educator Utilization  Strong  
Fiscal Stewardship  Strong



The department evaluated the program using multiple indicators, including implementation fidelity, educator utilization, student engagement, and instructional data.

# Recommendation

## Exceptional Student Education Department

### Recommends

**\*\*Continue RoboKind\*\***  
2026–2027 School Year

Continue:

- ✓ Annual Program Evaluation
- ✓ Professional Learning
- ✓ Data Monitoring
- ✓ Continuous Improvement



Based on this annual evaluation, the department recommends continuing implementation while maintaining annual evaluation, ongoing professional learning, and continued monitoring of implementation fidelity and student outcomes.

# Thank You

Questions?



# HERNANDO COUNTY SCHOOL DISTRICT EXCEPTIONAL STUDENT EDUCATION DEPARTMENT PROGRAM EVALUATION

## **RoboKind Social Communication and Literacy Platform**

### **2025–2026 Annual Program Evaluation**

Prepared by:

**Stephanie Doran, M.Ed.**

Supervisor of Exceptional Student Education

July 2026

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### **Summary**

The Exceptional Student Education (ESE) Department conducted its annual evaluation of the RoboKind Social Communication and Literacy Platform during the 2025–2026 school year to determine the effectiveness of the program, evaluate implementation fidelity, assess student engagement, and determine whether the program continues to represent a sound instructional investment for Hernando County School District.

RoboKind is an evidence-based supplemental instructional platform that combines facially expressive robotic technology, digital avatars, structured literacy instruction, and social communication curricula to support students with disabilities. The platform was designed specifically to supplement teacher-led instruction by providing engaging, structured lessons in social communication, emotional regulation, executive functioning, conversation skills, and foundational literacy while simultaneously collecting instructional data that educators may use to monitor student progress.

During the 2025–2026 school year, the district continued implementation across participating schools. Program utilization data demonstrates educator implementation, increasing instructional use throughout the school year, balanced utilization of both robotic and avatar instructional platforms, and encouraging student engagement during instructional activities. Dashboard data further indicates that students most frequently demonstrated positive emotional engagement during lessons and that the majority of lesson outcomes were categorized as either "**Improving**" or "**Skilled**" within the RoboKind platform. These data provide evidence that students are actively engaging with instruction while educators receive meaningful progress-monitoring information to support instructional decision making.

It is important to note that RoboKind is **not intended to replace teachers, speech-language pathologists, occupational therapists, or specially designed instruction required through a student's Individualized Education Program (IEP)**. Rather, RoboKind functions as an evidence-based supplemental instructional resource that enhances educator-delivered instruction, increases opportunities for repeated practice, and provides objective implementation data to support instructional planning.

Based upon the findings presented throughout this evaluation, the Exceptional Student Education Department concludes that RoboKind continues to demonstrate positive implementation trends and instructional value as a supplemental intervention for students with disabilities. Continued implementation is recommended while maintaining annual program evaluation, ongoing professional learning, and continued monitoring of student outcomes.

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## **Program Evaluation**

**1. Why is this program being purchased (continued)? What need is the program designed to meet? Provide a description of the program and include relevant data.**

### **Program Need**

Hernando County Schools is committed to providing evidence-based instructional supports that increase student access to curriculum while improving educational outcomes for students with disabilities. Many students served through Exceptional Student Education demonstrate educational needs in social communication, emotional regulation, executive functioning, self-regulation, conversation skills, and foundational literacy that require systematic, explicit, and repetitive instruction beyond traditional classroom methodologies.

Students with Autism Spectrum Disorder, Social Communication Disorder, Developmental Delay, Intellectual Disabilities, Emotional/Behavioral Disabilities, and other communication-related disabilities frequently benefit from highly structured instructional approaches that incorporate visual supports, consistent modeling, immediate feedback, and multiple opportunities for guided practice. These students often require significantly more repetition and explicit instruction before newly learned skills generalize across educational settings.

The district selected RoboKind because it addresses these instructional needs through an engaging technology platform specifically developed for special education environments.

### **Program Description**

RoboKind is an evidence-based instructional platform utilizing interactive facially expressive robots and digital avatars to deliver structured lessons in social communication, emotional regulation, conversational language, executive functioning, and early literacy.

Unlike traditional instructional software, RoboKind integrates multiple evidence-based instructional methodologies into one comprehensive system, including:

- Applied Behavior Analysis (ABA)
- Speech-Language Pathology strategies
- Occupational Therapy principles
- Explicit instruction
- Structured literacy
- Systematic phonics instruction
- Modeling and guided practice
- Repeated opportunities for skill acquisition

The instructional platform provides educators with scripted lessons while simultaneously collecting student performance data that can be used to inform future instructional planning.

Importantly, RoboKind functions as a supplemental instructional support and is **not intended to replace teacher instruction, related services, or specially designed instruction required through a student's IEP.**

### **Why the District Continues the Program**

The Exceptional Student Education Department continues to support RoboKind because the program provides:

- Evidence-based instructional lessons aligned with the needs of students with disabilities.
- High levels of student engagement during instruction.
- Structured opportunities for repeated practice.
- Embedded progress-monitoring tools.
- Consistent instructional delivery across classrooms.
- Supplemental instruction that supports teachers, speech-language pathologists, and related service providers.
- Objective implementation data that assists educators in monitoring instructional fidelity and student participation.

District implementation data further demonstrates sustained educator utilization throughout the 2025–2026 school year, reflecting continued integration of the platform into classroom instruction and related services.

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## **2. Who is the target population?**

RoboKind is designed to support students receiving Exceptional Student Education services whose disabilities impact communication, social interaction, emotional regulation, executive functioning, and/or foundational literacy development.

Within Hernando County Schools, the primary target population includes students ages 3–22 with Autism Spectrum Disorder. However, the platform may also be appropriately utilized with students whose Individualized Education Programs identify instructional needs in pragmatic language, conversational skills, self-regulation, social-emotional learning, executive functioning, or explicit phonics instruction.

The program is implemented across multiple instructional environments, including self-contained classrooms, resource settings, speech-language therapy sessions, and small-group intervention settings where educators determine the curriculum aligns with a student's individualized educational needs.

Because RoboKind supplements rather than replaces direct instruction, educators retain professional responsibility for instructional planning, differentiation, IEP implementation, and ongoing progress monitoring.

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## **3. Is the program in the planning or implementation stage? If implemented, how long has it been in place?**

RoboKind has progressed beyond initial implementation and is currently in the district's ongoing implementation and evaluation phase.

The district initiated pilot implementation during the 2023–2024 school year to evaluate feasibility, educator acceptance, and student engagement. Following successful pilot implementation, the program continued through the 2025–2026 school year with expanded educator familiarity and increased integration into instructional practice.

Throughout the current evaluation period, participating educators engaged in implementation meetings, professional learning opportunities, and ongoing collaboration with RoboKind implementation specialists. As educator familiarity with the platform increased, district dashboard data reflected corresponding increases in instructional utilization and integration into classroom routines.



The district's evaluation indicates that implementation has moved beyond the adoption stage and is now focused on continuous improvement, implementation fidelity, educator utilization, and long-term sustainability.

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#### **4. What resources are needed to support the program (e.g., staff, funding, space, time, technology, etc.)?**

Successful implementation of RoboKind requires a combination of existing district personnel, instructional technology, and ongoing professional learning. One of the strengths of the program is that it is designed to integrate into existing instructional practices without requiring additional instructional positions or significant changes to staffing allocations.

##### **Personnel Resources**

Implementation is supported through existing Exceptional Student Education personnel, including:

- Exceptional Student Education teachers
- Speech-Language Pathologists
- Paraprofessionals
- School-based administrators
- District Exceptional Student Education leadership
- IT Support Personnel (ESE and district based personnel)

Teachers and therapists determine which students will benefit from RoboKind lessons based upon documented instructional needs, Individualized Education Programs (IEPs), and ongoing classroom performance.

##### **Technology Resources**

Successful implementation requires:

- RoboKind facially expressive robot(s)
- RoboKind Avatar platform
- District computers or tablets
- Reliable internet connectivity

- Classroom projection capabilities

Because RoboKind is cloud-based, educators are able to utilize either the physical robot or the avatar platform depending upon instructional setting and scheduling needs.

### **Professional Learning**

Ongoing implementation support includes:

- Initial onboarding and implementation training
- Professional learning sessions throughout the school year
- District implementation meetings
- Technical support provided by RoboKind representatives
- District-level program monitoring

These supports have assisted educators in increasing implementation fidelity and integrating RoboKind into existing instructional routines throughout the 2025–2026 school year.

### **Fiscal Resources**

Program costs include software licensing, robotic instructional devices, and implementation support. Because existing district instructional personnel deliver the lessons as part of their instructional responsibilities, continuation of the program does not require the addition of instructional staff dedicated solely to RoboKind implementation.

The district continues to evaluate the program annually to ensure that expenditures align with measurable instructional value and district priorities.

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## **5. What are the program's intended outcomes?**

The overall purpose of RoboKind is to enhance educational access and instructional engagement for students receiving Exceptional Student Education services by providing structured, evidence-based supplemental instruction.

The district identified the following intended outcomes when implementing the program.

### **Student Outcomes**

The program seeks to improve student performance in several instructional domains, including:

- Social communication

- Pragmatic language
- Conversational skills
- Emotional regulation
- Self-regulation strategies
- Executive functioning
- Foundational literacy
- Phonological awareness
- Early phonics acquisition
- Student engagement during instruction

The curriculum is specifically designed to provide explicit instruction, guided practice, repeated opportunities for skill acquisition, and immediate feedback that support generalization of skills across educational environments.

### **Educator Outcomes**

The program is also intended to support educators through:

- Increased instructional consistency
- Access to structured lesson plans
- Embedded progress monitoring
- Objective lesson performance data
- Increased opportunities for individualized instruction
- Reduced lesson preparation time
- Improved data-informed instructional decision making

### **District Outcomes**

At the district level, RoboKind supports strategic priorities by:

- Increasing access to evidence-based instructional practices.
- Supporting implementation of specially designed instruction.
- Providing objective implementation and utilization data.

- Supporting continuous improvement efforts through measurable program evaluation.
- Promoting consistency across participating schools.

The Exceptional Student Education Department recognizes that student outcomes should be evaluated using multiple data sources, including classroom performance, IEP progress reports, educator observations, and RoboKind dashboard data rather than relying upon a single measure of effectiveness.

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## **6. How does the district plan to progress monitor implementation fidelity and program effectiveness?**

Continuous monitoring of implementation fidelity is essential to determining whether a program is being utilized as intended and whether it continues to provide instructional value.

The district utilizes multiple measures to evaluate RoboKind implementation.

### **Implementation Fidelity**

Implementation fidelity is monitored through:

- RoboKind Dashboard usage reports
- Number of instructional sessions completed
- Robot versus Avatar utilization
- Lesson completion rates
- Educator participation
- Professional learning participation
- District implementation meetings

These measures assist district leadership in determining whether participating educators are integrating the platform into routine instructional practice.

### **Student Engagement**

Student engagement is monitored using RoboKind dashboard metrics, including:

- Student participation
- Lesson completion

- Emotional engagement indicators
- Frequency of instructional use

During the 2025–2026 school year, dashboard metrics reflected positive emotional engagement during lessons, with students most frequently demonstrating happy, excited, and calm emotional states. These indicators suggest that students are actively participating in instructional activities and maintaining engagement throughout lessons.

### **Student Progress**

Student instructional progress is evaluated through multiple measures, including:

- RoboKind lesson performance
- RoboKind progress surveys
- IEP progress monitoring
- Teacher observations
- Speech-language progress
- Classroom performance
- Generalization of learned skills

The district intentionally evaluates RoboKind as one component of a comprehensive instructional program rather than attributing student growth solely to the platform.

### **Continuous Improvement**

District leadership meets periodically with participating educators and RoboKind implementation specialists to review utilization data, identify implementation barriers, share successful practices, and develop recommendations for continued improvement.

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## **7. What criteria will be used to judge the program's performance?**

Program performance is evaluated using multiple indicators that collectively provide a comprehensive picture of implementation and instructional effectiveness.

### **Student Engagement**

Indicators include:

- Student participation

- Lesson completion
- Student emotional engagement
- Frequency of instructional use

Positive engagement is considered an important indicator because sustained attention and active participation are prerequisites for successful learning.

### **Student Progress**

Student progress indicators include:

- RoboKind lesson performance
- Progress survey results
- Demonstrated mastery within instructional modules
- Progress toward IEP goals
- Teacher observations
- Classroom generalization

District dashboard data during the 2025–2026 school year indicated that the majority of student lesson outcomes were categorized as either "**Improving**" or "**Skilled**," suggesting positive instructional response within the RoboKind platform.

### **Program Utilization**

Program performance is also measured through:

- Number of instructional sessions
- Robot utilization
- Avatar utilization
- Educator participation
- School participation
- Professional learning participation

Balanced utilization of both robotic and avatar instructional platforms demonstrates flexibility in implementation and supports integration into a variety of educational settings.

### **Implementation Fidelity**

Successful implementation requires educators to utilize the platform consistently, integrate lessons into instructional programming, and use available progress-monitoring data to inform instructional planning.

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## **8. Describe what the program must accomplish to be considered successful (Return on Investment)**

The district evaluates return on investment by examining both fiscal stewardship and educational value.

While financial cost is an important consideration, the primary purpose of RoboKind is to improve educational opportunities for students with disabilities through evidence-based supplemental instruction.

The program will be considered successful when it demonstrates:

### **Increased Student Engagement**

Students actively participate in instruction and demonstrate sustained attention during learning activities.

### **High Implementation Fidelity**

Participating educators consistently integrate RoboKind into instructional practice and utilize available implementation supports.

### **Positive Student Progress Indicators**

Students demonstrate measurable progress within RoboKind instructional modules while educators utilize dashboard data to inform instruction.

### **Support for Evidence-Based Instruction**

Teachers, speech-language pathologists, and other service providers utilize RoboKind to supplement specially designed instruction using instructional strategies grounded in research-supported practices.

### **Operational Efficiency**

The platform enhances educator capacity by providing structured lessons, embedded progress monitoring, and implementation data without requiring additional instructional personnel.

### **Continuous Program Improvement**

The Exceptional Student Education Department continues to review utilization data annually to determine whether implementation remains aligned with district priorities and continues to provide value to students and educators.

The department recognizes that return on investment extends beyond instructional minutes alone and includes increased educator capacity, enhanced student engagement, improved access to evidence-based instructional practices, and objective data to support educational decision making.

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## 9. Program Evaluation Summary and Recommendation

Following a comprehensive review of district implementation data, educator utilization, student engagement metrics, and available instructional progress indicators, the Exceptional Student Education Department concludes that RoboKind continues to provide meaningful value as a supplemental instructional resource for students receiving Exceptional Student Education services.

Implementation during the 2025–2026 school year demonstrates that participating schools have continued integrating the platform into instructional programming with increasing educator familiarity and utilization. Dashboard data reflects sustained instructional use, balanced implementation of both robotic and avatar instructional platforms, and encouraging student engagement during instructional activities. Internal lesson performance data further indicates that students are demonstrating progress within the platform, with the majority of instructional outcomes categorized as **"Improving"** or **"Skilled."** These findings, while interpreted alongside broader educational measures such as IEP progress and classroom performance, support the continued use of RoboKind as part of the district's comprehensive instructional framework.

The department also recognizes the importance of responsible stewardship of district resources. Annual program evaluation ensures that decisions regarding continuation are based upon implementation fidelity, utilization, educator feedback, student engagement, and measurable instructional indicators. RoboKind has demonstrated its ability to supplement teacher-delivered instruction by increasing opportunities for explicit teaching, repeated practice, and objective progress monitoring without replacing the professional judgment or instructional responsibilities of educators.

### Recommendation

Based upon the evidence reviewed during this annual evaluation, the Exceptional Student Education Department recommends **continuation of the RoboKind Social Communication and Literacy Platform for the 2026–2027 school year**. Continued implementation should include:



- Ongoing professional learning and implementation coaching for educators.
- Annual review of district utilization and engagement data.
- Continued monitoring of implementation fidelity across participating schools.
- Integration of RoboKind data with district IEP progress monitoring and other educational outcome measures.
- Annual reporting to district leadership regarding program effectiveness, fiscal stewardship, and opportunities for continuous improvement.

Continued implementation will enable the district to build upon current successes while maintaining a strong commitment to evidence-based instruction, data-informed decision-making, and improved educational outcomes for students with disabilities.

## APPENDIX B

### PROGRAM EVALUATION DASHBOARD

#### RoboKind Social Communication & Literacy Platform

#### 2025–2026 Annual Evaluation Summary

#### Overall Program Rating

| Evaluation Area             | Rating                       | Summary                                                                                                                                                                                          |
|-----------------------------|------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Program Need                | ● Exceeds Expectations       | Continues to address documented instructional needs for students requiring explicit instruction in social communication, emotional regulation, executive functioning, and foundational literacy. |
| Implementation              | ● Exceeds Expectations       | Successfully implemented across participating schools with increasing educator utilization throughout the school year.                                                                           |
| Student Engagement          | ● Exceeds Expectations       | Dashboard data demonstrates consistently positive student engagement and participation during instructional sessions.                                                                            |
| Student Progress Indicators | ● Meets/Exceeds Expectations | Majority of instructional outcomes within RoboKind were categorized as "Improving" or "Skilled." These indicators are considered alongside classroom performance and IEP progress monitoring.    |
| Implementation Fidelity     | ● Meets Expectations         | Educators participated in implementation support, professional learning, and regular utilization of the platform.                                                                                |
| Fiscal Stewardship          | ● Meets Expectations         | Program continues to utilize existing district personnel while providing supplemental evidence-based instructional resources and embedded progress monitoring.                                   |

| Evaluation Area      | Rating               | Summary                                                                                                                                                       |
|----------------------|----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Return on Investment | ● Meets Expectations | Program demonstrates meaningful instructional value through educator support, student engagement, structured instruction, and measurable implementation data. |

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### Program Highlights

#### Instruction

- ✓ Evidence-based instructional platform
  - ✓ Supplemental social communication curriculum
  - ✓ Explicit phonics instruction
  - ✓ Emotional regulation curriculum
  - ✓ Executive functioning instruction
  - ✓ Structured conversational language practice
  - ✓ Teacher-directed implementation
  - ✓ Embedded progress monitoring
- 

### Student Participation

District dashboard data reflects:

- More than **250 documented instructional sessions**
  - Balanced utilization of both robotic and avatar instructional platforms
  - Consistent educator implementation
  - Increasing instructional utilization during the school year
  - Student participation across multiple instructional modules
-

## Student Engagement

Dashboard indicators demonstrate students most frequently exhibited:

😊 Happy

😄 Excited

😌 Calm

Positive emotional engagement during instructional activities is an important indicator of student readiness to learn and sustained participation in structured instructional opportunities. These observations support the program's role in creating an engaging learning environment for participating students.

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## Student Progress Indicators

District implementation data indicates:

- ✓ Majority of student lesson outcomes categorized as **Improving**
- ✓ Majority of student lesson outcomes categorized as **Skilled**
- ✓ Continued participation across multiple curriculum modules
- ✓ Evidence of instructional growth within RoboKind lessons

The district recognizes that these indicators represent progress within the RoboKind instructional platform and are reviewed in conjunction with classroom performance, educator observations, and IEP progress reports when evaluating overall program effectiveness.

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## Alignment with District Priorities

The RoboKind program supports several district instructional priorities.

- ✓ Improving educational outcomes for students with disabilities
- ✓ Evidence-based instructional practices
- ✓ Specially Designed Instruction (SDI)
- ✓ Social-emotional learning

- ✓ Early literacy development
  - ✓ Data-informed instructional decision making
  - ✓ Increased educator instructional capacity
  - ✓ Continuous improvement through program evaluation
- 

### **Strengths Identified During the Evaluation**

The annual program evaluation identified several notable strengths:

- High levels of student engagement during instructional sessions.
  - Successful integration into existing instructional environments without requiring additional instructional staffing.
  - Supplemental curriculum grounded in recognized evidence-based instructional methodologies.
  - Strong educator access to lesson-specific progress-monitoring data.
  - Flexibility to deliver instruction using either robotic or avatar platforms.
  - Continued growth in educator implementation throughout the school year.
  - Positive collaboration between district staff and RoboKind implementation specialists.
- 

### **Opportunities for Continuous Improvement**

Although the overall evaluation supports continued implementation, the department identified opportunities to further strengthen the program during the 2026–2027 school year.

#### **Professional Learning**

Continue expanding educator training to increase implementation consistency across participating schools.

#### **Data Integration**

Continue integrating RoboKind dashboard metrics with district progress-monitoring practices, IEP goal reporting, and other student outcome measures.

#### **Implementation Fidelity**

Continue monitoring lesson utilization to ensure all participating classrooms are maximizing available instructional resources.

### **Program Evaluation**

Continue annual review of:

- Student engagement
- Educator utilization
- Implementation fidelity
- Student outcome data
- Fiscal stewardship

to support evidence-based decision making.

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### **Department Recommendation**

#### **Recommendation**

Following review of implementation data, educator feedback, dashboard metrics, and student instructional indicators, the Exceptional Student Education Department recommends:

#### **Continue RoboKind Implementation for the 2026–2027 School Year**

with the following priorities:

- Continue district-wide implementation support.
- Maintain annual program evaluation.
- Continue educator professional learning.
- Continue monitoring implementation fidelity.
- Continue evaluating student outcomes using multiple data sources.
- Explore opportunities for strategic expansion where instructional need and implementation capacity support additional deployment.

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### **Overall Conclusion**

### **Overall Evaluation Rating: Highly Effective Supplemental Instructional Program**

The RoboKind Social Communication and Literacy Platform continues to demonstrate strong alignment with the instructional mission of the Exceptional Student Education Department. The program provides educators with an engaging, evidence-based instructional resource that supplements teacher-led instruction while supporting students' development in social communication, emotional regulation, executive functioning, and foundational literacy.

The evaluation indicates that the program is being implemented with increasing consistency, has achieved meaningful educator adoption, and demonstrates encouraging indicators of student engagement and instructional progress. Through ongoing professional learning, continuous monitoring, and annual evaluation, the district is well positioned to ensure RoboKind remains a high-quality instructional resource that supports positive educational outcomes and responsible stewardship of district resources.

## APPENDIX B

### FREQUENTLY ASKED QUESTIONS (FAQS)

#### **RoboKind Social Communication & Literacy Platform**

#### **2025–2026 Program Evaluation**

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##### **1. What is RoboKind?**

RoboKind is an evidence-based supplemental instructional platform designed to support students with disabilities through structured lessons in social communication, emotional regulation, executive functioning, conversational language, and foundational literacy. The platform utilizes both interactive facially expressive robots and digital avatars to increase student engagement while providing educators with embedded progress-monitoring tools.

The curriculum incorporates instructional practices grounded in Applied Behavior Analysis (ABA), speech-language pathology, occupational therapy, structured literacy, and explicit instruction. RoboKind is intended to enhance—not replace—teacher-delivered instruction.

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##### **2. Why did Hernando County Schools purchase RoboKind?**

The Exceptional Student Education Department identified a need for additional evidence-based instructional resources to support students who require explicit instruction in communication, self-regulation, executive functioning, and early literacy.

Students with Autism Spectrum Disorder and other communication-related disabilities often require increased repetition, structured instruction, visual supports, and guided practice to develop and generalize these skills. RoboKind was selected because it provides educators with a structured, engaging instructional platform that supplements classroom instruction while collecting meaningful implementation and student performance data.

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##### **3. Does RoboKind replace teachers or therapists?**

No.

RoboKind is not designed to replace teachers, speech-language pathologists, occupational therapists, behavior specialists, or other instructional staff.

Educators remain responsible for:



- Delivering specially designed instruction
- Implementing Individualized Education Programs (IEPs)
- Monitoring student progress
- Differentiating instruction
- Determining when and how RoboKind lessons are incorporated into instruction

RoboKind serves as an instructional resource that enhances educator capacity by providing structured lessons, engaging instructional activities, and embedded progress-monitoring data.

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#### **4. Which students benefit from RoboKind?**

The platform primarily serves students receiving Exceptional Student Education services who demonstrate instructional needs in areas such as:

- Social communication
- Pragmatic language
- Emotional regulation
- Executive functioning
- Self-regulation
- Conversation skills
- Foundational literacy
- Phonics

Although RoboKind is frequently utilized with students with Autism Spectrum Disorder, it may also benefit students with other disabilities when instruction aligns with identified educational needs documented through the Individualized Education Program (IEP).

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#### **5. How is RoboKind different from traditional educational software?**

Unlike many educational software programs that primarily assess academic knowledge through screen-based activities, RoboKind incorporates interactive robotic technology and digital avatars to create highly engaging instructional experiences.

The platform combines:

- Explicit instruction
- Modeling
- Guided practice
- Immediate feedback
- Repeated opportunities for practice
- Embedded data collection
- Curriculum aligned with evidence-based instructional methodologies

This instructional approach is particularly beneficial for students who require structured teaching and consistent reinforcement.

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## **6. How is student success measured?**

The district evaluates RoboKind using multiple sources of data rather than relying upon a single indicator.

Measures include:

- RoboKind dashboard utilization reports
- Lesson completion
- Student participation
- Student engagement metrics
- Internal RoboKind progress indicators
- Teacher observations
- Classroom performance
- Individualized Education Program (IEP) progress monitoring
- Related service provider observations

The district recognizes that student outcomes should be evaluated comprehensively. RoboKind dashboard metrics provide valuable instructional information but are considered alongside broader educational data when determining program effectiveness.

---

## **7. What evidence supports continued implementation?**

The 2025–2026 annual program evaluation identified several positive implementation indicators.

These include:

- Consistent educator utilization across participating schools
- Balanced use of both robotic and avatar instructional platforms
- High levels of student engagement during lessons
- Positive instructional progress indicators within the RoboKind platform
- Continued educator participation in implementation support and professional learning

These findings support continued implementation while the district continues annual monitoring of educational outcomes and program effectiveness.

---

## **8. How does RoboKind support Individualized Education Programs (IEPs)?**

RoboKind does not replace Individualized Education Programs or the specially designed instruction required through IDEA.

Instead, educators use RoboKind to supplement instruction targeting educational needs identified within a student's IEP.

For example, RoboKind lessons may reinforce instructional goals involving:

- Social communication
- Pragmatic language
- Emotional regulation
- Following directions
- Conversation skills
- Literacy development

Teachers remain responsible for determining instructional appropriateness and documenting progress toward IEP goals using district-approved procedures.

---

## **9. How is fiscal responsibility ensured?**

The Exceptional Student Education Department conducts annual program evaluations to determine whether RoboKind continues to represent an effective use of district resources.

Program evaluation includes review of:

- Implementation fidelity
- Educator utilization
- Student engagement
- Dashboard metrics
- Professional learning
- Student instructional outcomes
- Fiscal stewardship

Annual review allows district leadership to make informed decisions regarding continuation, modification, or expansion of the program.

---

## **10. What makes this program a worthwhile investment?**

The value of RoboKind extends beyond instructional software alone.

The platform provides educators with:

- Evidence-based instructional lessons
- Increased student engagement
- Structured instructional routines
- Embedded progress-monitoring tools
- Objective implementation data
- Flexible instructional delivery through both robots and avatars

Because existing instructional staff implement the lessons within current educational programming, the platform expands instructional opportunities without requiring additional instructional personnel dedicated solely to RoboKind implementation.

---

## 11. What improvements are planned for the 2026–2027 school year?

The Exceptional Student Education Department recommends continued implementation with an emphasis on continuous improvement.

Priority areas include:

- Expanding educator professional learning
  - Increasing implementation fidelity across participating schools
  - Continuing annual program evaluation
  - Integrating RoboKind dashboard data with district progress-monitoring practices
  - Monitoring long-term student outcomes using multiple data sources
  - Sharing effective implementation practices among participating schools
- 

## 12. What is the department's overall recommendation?

Following review of the 2025–2026 implementation data, educator utilization, student engagement metrics, and available instructional progress indicators, the Exceptional Student Education Department recommends **continuation of the RoboKind Social Communication and Literacy Platform for the 2026–2027 school year.**

This recommendation is based on the program's continued alignment with district instructional priorities, evidence-based practices, implementation fidelity, and its demonstrated ability to provide educators with meaningful supplemental instructional resources and objective progress-monitoring data. The department will continue conducting annual evaluations to ensure ongoing effectiveness, accountability, and responsible stewardship of district resources.

## APPENDIX C

### RESEARCH BASE AND EVIDENCE SUMMARY

#### **RoboKind Social Communication & Literacy Platform**

#### **Alignment with Evidence-Based Instructional Practices**

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##### **Purpose**

The purpose of this appendix is to summarize the evidence-based instructional practices incorporated into the RoboKind platform and explain how these practices align with current research in special education, speech-language pathology, literacy instruction, and social-emotional learning.

The Exceptional Student Education Department recognizes that educational technology should serve as a vehicle for delivering high-quality instruction rather than functioning as an instructional replacement. Accordingly, RoboKind is evaluated based upon its ability to support educators in implementing recognized evidence-based instructional practices that improve access to learning for students with disabilities.

---

#### **Evidence-Based Instructional Practices Incorporated Within RoboKind**

##### **Explicit Instruction**

One of the strongest predictors of improved student outcomes for students with disabilities is explicit instruction.

Explicit instruction includes:

- Clearly defined learning objectives
- Teacher modeling
- Guided practice
- Immediate corrective feedback
- Frequent opportunities to respond
- Independent practice
- Continuous progress monitoring

RoboKind lessons follow a highly structured sequence that mirrors these instructional principles by introducing new skills, modeling expected behaviors, providing guided practice, and allowing students repeated opportunities to demonstrate understanding before advancing.

These instructional components are consistent with recommendations from the National Center on Intensive Intervention and the Institute of Education Sciences (IES) Practice Guides for students requiring intensive intervention.

---

## **Applied Behavior Analysis (ABA)**

Applied Behavior Analysis (ABA) is widely recognized as an evidence-based approach for improving communication, social interaction, adaptive behavior, and learning outcomes for many students with Autism Spectrum Disorder.

RoboKind incorporates ABA-informed instructional principles through:

- repetition
- prompting
- reinforcement
- modeling
- systematic instruction
- gradual skill acquisition

While RoboKind is **not an ABA therapy program**, it incorporates instructional practices commonly used within ABA to promote learning and skill development in educational settings.

---

## **Speech-Language Pathology**

Students receiving speech-language services frequently require explicit instruction in:

- conversational language
- turn taking
- greetings
- perspective taking
- pragmatic language

- emotional identification
- social problem solving

The RoboKind social communication curriculum provides structured opportunities for students to practice these skills in a consistent instructional environment.

Speech-language pathologists may use RoboKind lessons to supplement therapy activities while continuing to individualize intervention based upon student needs.

---

## **Occupational Therapy Principles**

Many students receiving occupational therapy require instruction supporting:

- emotional regulation
- executive functioning
- self-monitoring
- coping strategies
- transitions

Several RoboKind instructional modules focus on emotional regulation and self-management strategies that complement classroom instruction and support students in developing independence.

These lessons supplement—not replace—occupational therapy services documented within a student's IEP.

---

## **Structured Literacy**

Current reading research consistently supports systematic, explicit instruction in foundational literacy skills.

RoboKind's literacy modules incorporate structured instructional sequences emphasizing:

- phonological awareness
- phonics
- decoding



- letter-sound correspondence
- repeated practice

These instructional principles are consistent with recommendations identified through the science of reading and structured literacy research.

---

## **Social-Emotional Learning**

Students with disabilities often benefit from explicit instruction in social-emotional competencies.

RoboKind lessons address instructional areas including:

- recognizing emotions
- emotional regulation
- perspective taking
- conversational skills
- self-awareness
- relationship skills

These instructional components align with nationally recognized social-emotional learning competencies and provide educators additional opportunities to reinforce social skills within educational settings.

---

## **Universal Design for Learning (UDL)**

Although RoboKind is not marketed as a Universal Design for Learning platform, several instructional characteristics align with UDL principles.

Examples include:

- ✓ Multiple means of engagement
- ✓ Visual supports
- ✓ Interactive learning
- ✓ Immediate feedback

✓ Flexible instructional pacing

✓ Technology-supported instruction

These features allow educators to increase accessibility for diverse learners while maintaining individualized instructional decision making.

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### **Alignment with IDEA**

The Individuals with Disabilities Education Act (IDEA) emphasizes the use of evidence-based instructional practices designed to provide students with disabilities access to a Free Appropriate Public Education (FAPE).

RoboKind supports—but does not replace—the implementation of specially designed instruction by providing educators with supplemental instructional lessons targeting skills commonly identified within Individualized Education Programs.

The program assists educators in providing additional opportunities for structured practice while maintaining educator responsibility for instructional planning, progress monitoring, and IEP implementation.

---

### **Alignment with Florida's Framework for Effective Instruction**

The instructional design incorporated within RoboKind supports several instructional priorities emphasized throughout Florida's educational framework, including:

- explicit instruction
- data-informed instructional decision making
- differentiated instruction
- student engagement
- progress monitoring
- evidence-based instructional practices

The program complements district instructional initiatives while allowing educators flexibility to determine when and how RoboKind lessons best support student learning.

---

## Research Summary

The annual program evaluation concludes that RoboKind incorporates multiple instructional methodologies that are widely recognized within educational research as effective practices for students with disabilities.

These methodologies include:

- ✓ Explicit Instruction
- ✓ Applied Behavior Analysis-informed instructional practices
- ✓ Structured Literacy
- ✓ Speech-Language instructional strategies
- ✓ Occupational Therapy-informed self-regulation practices
- ✓ Social-Emotional Learning
- ✓ Data-informed instructional decision making

The Exceptional Student Education Department believes the value of RoboKind lies not simply in its technology, but in its ability to deliver these evidence-based instructional practices in a highly engaging format that supports educators and increases opportunities for structured student learning.

---

## References

- Individuals with Disabilities Education Act (IDEA), 20 U.S.C. § 1400 et seq.
- National Center on Intensive Intervention. *Tools Charts and Intensive Intervention Resources*.
- Institute of Education Sciences (IES). *Educator Practice Guides* (relevant guides on foundational reading, behavior, and interventions).
- Council for Exceptional Children (CEC). *High-Leverage Practices in Special Education*.
- American Speech-Language-Hearing Association Practice Portal resources on social communication and autism.
- Collaborative for Academic, Social, and Emotional Learning framework for social-emotional learning.

# HERNANDO COUNTY SCHOOL DISTRICT EXCEPTIONAL STUDENT EDUCATION DEPARTMENT BOARD AT-A-GLANCE

## **RoboKind Social Communication & Literacy Platform**

### **2025–2026 Annual Program Evaluation**

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#### **Purpose of the Program**

RoboKind is an evidence-based supplemental instructional platform that utilizes interactive robotics and digital avatars to enhance teacher-led instruction for students with disabilities. The program is designed to provide structured instruction in social communication, emotional regulation, executive functioning, conversational language, and foundational literacy while equipping educators with embedded progress-monitoring tools.

**The program supplements—but does not replace—teacher instruction, related services, or specially designed instruction required through a student's Individualized Education Program (IEP).**

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#### **Why This Program Matters**

Many students receiving Exceptional Student Education services require:

- ✓ Explicit instruction in social communication
- ✓ Repeated opportunities for guided practice
- ✓ Structured emotional regulation supports
- ✓ Executive functioning instruction
- ✓ Highly engaging instructional environments
- ✓ Data-informed instructional decision making

RoboKind provides educators with an additional evidence-based instructional resource that increases opportunities for practice while collecting meaningful implementation and instructional data.

---

### 2025–2026 Implementation Highlights

| District Metric               | 2025–2026 Outcome                             |
|-------------------------------|-----------------------------------------------|
| Participating Schools         | <b>5 schools</b> (EK8, FES, PGES, SHES, WWHS) |
| Robot Instructional Sessions  | <b>135</b>                                    |
| Avatar Instructional Sessions | <b>119</b>                                    |
| Total Lessons Delivered       | <b>254</b>                                    |
| Lesson Minutes Delivered      | <b>2,396.8 minutes</b>                        |
| Robot Utilization             | <b>53.15%</b>                                 |
| Avatar Utilization            | <b>46.85%</b>                                 |

These implementation data indicate sustained educator utilization and integration of the platform into instructional programming during the 2025–2026 school year.

---

### Student Engagement

District dashboard data indicates students most frequently demonstrated positive emotional engagement during RoboKind instructional sessions.

#### Most Frequently Observed Student Moods

😊 Happy

😄 Excited

😌 Calm

High levels of positive engagement are particularly significant for students with disabilities requiring explicit instruction in communication and self-regulation, as sustained participation is foundational to meaningful learning.

---

## **Student Progress**

Internal RoboKind dashboard data indicates that the majority of instructional outcomes were categorized as:

● **Skilled**

● **Improving**

These indicators reflect student performance within the RoboKind instructional platform and are reviewed in conjunction with classroom performance, educator observations, and Individualized Education Program (IEP) progress monitoring when evaluating overall educational outcomes.

---

## **Evidence-Based Instruction**

RoboKind integrates instructional practices supported by educational research, including:

- Applied Behavior Analysis (ABA)
- Explicit Instruction
- Structured Literacy
- Speech-Language Pathology
- Occupational Therapy principles
- Modeling
- Guided Practice
- Repetition for Skill Acquisition
- Immediate Corrective Feedback

These methodologies align with instructional practices commonly utilized within Exceptional Student Education programs.

---

## **Program Strengths**

During the annual evaluation, the Exceptional Student Education Department identified several notable strengths.

### **Student Outcomes**

- ✓ High student engagement
  - ✓ Structured learning opportunities
  - ✓ Explicit instruction
  - ✓ Increased opportunities for repeated practice
- 

### **Educator Benefits**

- ✓ Built-in progress monitoring
  - ✓ Structured lesson delivery
  - ✓ Flexible robot and avatar implementation
  - ✓ Supplemental evidence-based instructional resource
  - ✓ Objective implementation data
- 

### **District Benefits**

- ✓ Supports existing instructional staff
  - ✓ Promotes instructional consistency
  - ✓ Enhances data-informed decision making
  - ✓ Supports continuous program evaluation
  - ✓ Integrates with existing educational programming
-

## **Continuous Improvement Priorities**

**2026–2027**

The department will continue focusing on:

### **Professional Learning**

Continue supporting educators through implementation coaching and professional development.

---

### **Implementation Fidelity**

Monitor consistent utilization across participating schools.

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### **Student Outcomes**

Continue reviewing RoboKind data alongside:

- IEP progress reports
  - Classroom performance
  - Teacher observations
  - Speech-language progress
  - Literacy performance
- 

### **Program Evaluation**

Continue annual review of:

- utilization
- student engagement
- implementation fidelity
- educator feedback
- instructional outcomes
- fiscal stewardship



---

## Department Recommendation

After reviewing implementation fidelity, educator utilization, dashboard metrics, student engagement, and available instructional progress indicators, the Exceptional Student Education Department recommends:

### Continue RoboKind Implementation

#### 2026–2027 School Year

with continued emphasis on:

- Annual program evaluation
- Professional learning
- Implementation coaching
- Data-informed instructional decision making
- Continuous monitoring of student outcomes

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## Overall Evaluation

| Evaluation Area             | Rating                                                                                     |
|-----------------------------|--------------------------------------------------------------------------------------------|
| Instructional Need          |  Strong |
| Program Implementation      |  Strong |
| Student Engagement          |  Strong |
| Student Progress Indicators |  Strong |
| Educator Utilization        |  Strong |
| Fiscal Stewardship          |  Strong |

**Evaluation Area****Rating**

Return on Investment

 Strong

---

**Final Statement**

The Exceptional Student Education Department concludes that the RoboKind Social Communication and Literacy Platform continues to represent a valuable supplemental instructional resource that supports students with disabilities through engaging, evidence-based instruction. District implementation during the 2025–2026 school year demonstrated increasing educator adoption, strong student engagement, and encouraging instructional progress within the platform. Continued implementation, coupled with annual evaluation and ongoing professional learning, will allow the district to build upon current successes while ensuring responsible stewardship of public resources and a continued commitment to improving outcomes for students with disabilities.

**A. Item Currently Budgeted -**

|                                |   |                            |          |                                           |             |                                |             |                    |   |                                   |
|--------------------------------|---|----------------------------|----------|-------------------------------------------|-------------|--------------------------------|-------------|--------------------|---|-----------------------------------|
| Account Name                   |   | <u>No Financial Impact</u> |          |                                           |             |                                |             |                    |   |                                   |
| Account Number                 |   |                            |          |                                           |             |                                |             |                    |   |                                   |
|                                |   | Fund                       | Function | Object                                    | Cost Center | Project                        | Sub Project |                    |   |                                   |
| Original<br>Approved<br>Budget | + | Budget<br>Amendments       | -        | Expenditures /<br>Encumbrances<br>To Date | =           | Current<br>Available<br>Budget | -           | Present<br>Request | = | Remaining<br>Balance<br>Available |
| \$                             |   | \$                         |          | \$                                        |             | \$                             |             | \$                 |   | \$                                |

|                                |   |                      |          |                                           |             |                                |             |                    |   |                                   |
|--------------------------------|---|----------------------|----------|-------------------------------------------|-------------|--------------------------------|-------------|--------------------|---|-----------------------------------|
| Account Name                   |   |                      |          |                                           |             |                                |             |                    |   |                                   |
| Account Number                 |   |                      |          |                                           |             |                                |             |                    |   |                                   |
|                                |   | Fund                 | Function | Object                                    | Cost Center | Project                        | Sub Project |                    |   |                                   |
| Original<br>Approved<br>Budget | + | Budget<br>Amendments | -        | Expenditures /<br>Encumbrances<br>To Date | =           | Current<br>Available<br>Budget | -           | Present<br>Request | = | Remaining<br>Balance<br>Available |
| \$                             |   | \$                   |          | \$                                        |             | \$                             |             | \$                 |   | \$                                |

**B. Item Currently Not Budgeted -\*\***

|                |      |          |        |             |         |             |
|----------------|------|----------|--------|-------------|---------|-------------|
| Funding Source |      |          |        |             |         |             |
| Account Name   |      |          |        |             |         |             |
| Account Number | Fund | Function | Object | Cost Center | Project | Sub Project |
| Amount \$      |      |          |        |             |         |             |

|                |      |          |        |             |         |             |
|----------------|------|----------|--------|-------------|---------|-------------|
| Funding Source |      |          |        |             |         |             |
| Account Name   |      |          |        |             |         |             |
| Account Number | Fund | Function | Object | Cost Center | Project | Sub Project |
| Amount \$      |      |          |        |             |         |             |

**C. History**

Check one:

Prior Year Budget: ☐New for Current Year: ☐

Prior Year Approved Budget: \$

Prior Year Actual Spent: \$

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



# Hernando School District

## School Board Workshop

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**Agenda Item # 2. 27-3954**

7/28/2026

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**Title and Board Action Requested**

Presentation on Hernando County School District Bullying Prevention efforts.

**Executive Summary**

The Director of Student Services, on behalf of the Superintendent of Schools, hereby requests the opportunity to provide a presentation to the School Board regarding the Hernando County School District's Bullying Prevention Efforts, as previously requested by the Board.

The presentation will provide an overview of the statutory definition of bullying and harassment under Florida law, district bullying data and trends, compliance with Florida's Model Policy, prevention and intervention procedures, staff training, student education and awareness initiatives designed to promote safe, supportive, and inclusive learning environments. The presentation will also include current initiatives and next steps to strengthen bullying prevention and response across the district.

**My Contact**

Jill Kolasa,  
Director of Student Services  
(3525) 797-7008

**2023-28 Strategic Focus Area**

Priority 3: Safe and Healthy Learning Environment

**Financial Impact**

No 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.



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# Hernando County Schools Bullying & Harassment Data, Training & Next Steps

Jill Kolasa, Director  
Angela Miller Royal, Coordinator

# DEFINITION

FL Statute 1006.147 Bullying and harassment :

(a) “Bullying” includes cyberbullying and means systematically and chronically inflicting physical hurt or psychological distress on one or more students

In the context of bullying:

Systematically means the behavior is deliberate, organized, and repeated in a consistent pattern, rather than being random or accidental. The person intentionally targets the same student or group over time.

Chronically means the behavior occurs repeatedly over an extended period of time. It is ongoing or persistent, not a one-time incident.

Together, "systematically and chronically" means:  
Intentionally engaging in repeated actions over time that consistently target and cause physical harm or psychological distress to one or more students.  
This distinction is important because bullying involves a pattern of behavior, whereas a single conflict or isolated incident, while serious, does not typically meet the definition of bullying unless it is severe enough to create a hostile educational environment.

In these incidences, the behavior may be considered Harassment.



**FLDOE**  
**School Environmental Safety Incident Report.**  
**(SESIR) Codes & Definition**

Bullying (BUL) - (intimidating behaviors that are repeated, intentional, and involve a power imbalance) (SESIR Code Definition)

as defined in Section 1006.147

- (a) Systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees.
  
- (b) Bullying includes instances of cyberbullying and may include, but is not limited to, repetitive instances of teasing, social exclusion, threats, intimidation, stalking, physical violence, theft, harassment, public or private humiliation, or destruction of property.

If the physical harm or psychological distress is not the result of systematic or chronic behavior, evaluate for Harassment.

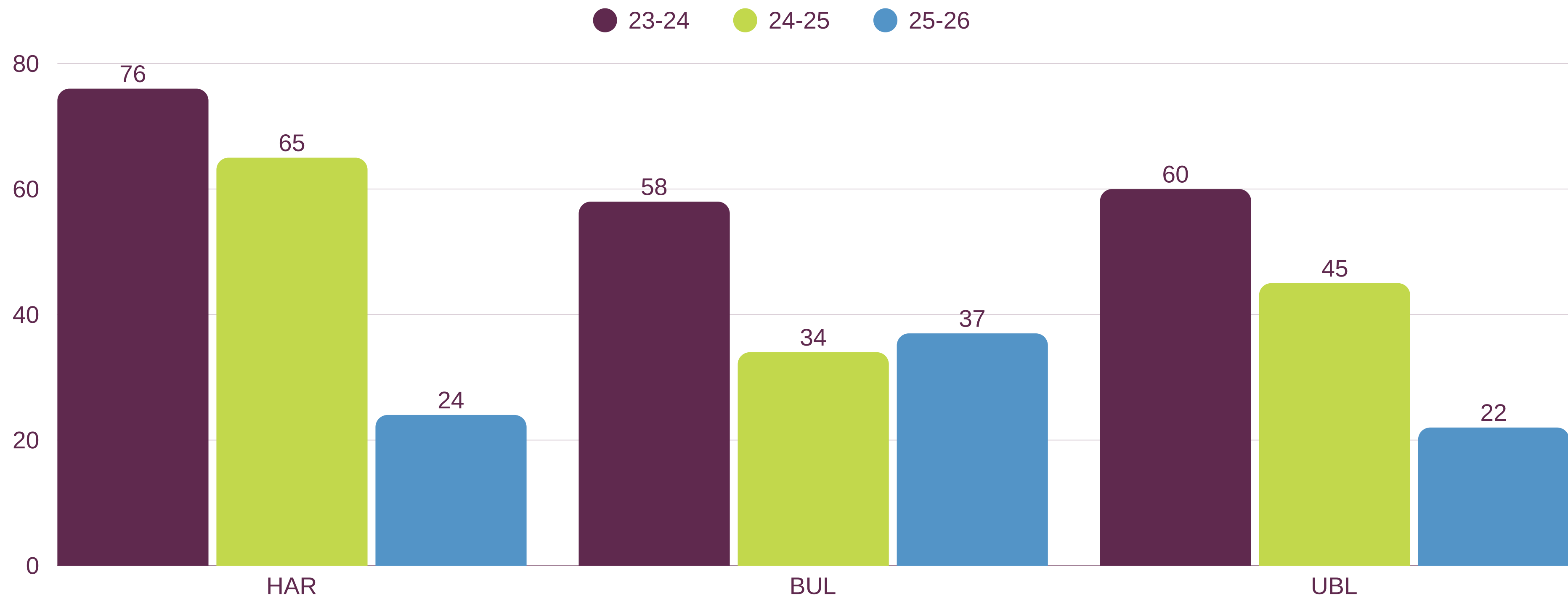
# DEFINITION

Harassment means any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal, or physical conduct directed against a student or school employee that:

1. Places a student or school employee in reasonable fear of harm to his or her person or damage to his or her property;
2. Has the effect of substantially interfering with a student's educational performance, opportunities, or benefits; or
3. Has the effect of substantially disrupting the orderly operation of a school.



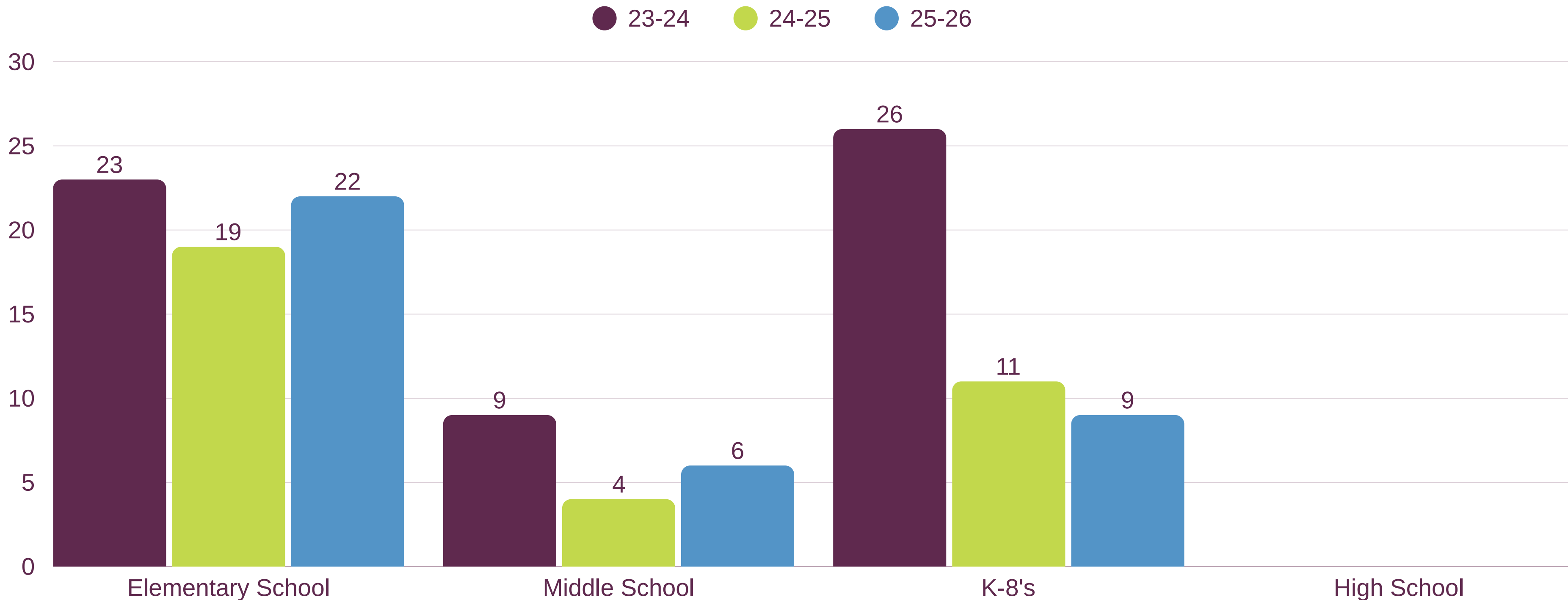
# Breakdown of District Discipline Incidents



Student Discipline



# Bullying Data



## Student Discipline



# Training

- Per FL Statute 1006.147: Staff receive information about bullying/harassment policy and reporting procedures two times a year (fall and spring)
- Per FL Statute 1006.147: Students receive information about bullying/harassment policy and reporting procedures two times a year (fall and spring)
- Per FL Statute 1006.147: Parents receive information about bullying/harassment policy and reporting procedures two times a year (fall and spring)
- Per FL Statute 1006.147: Required documentation submitted to FLDOE that staff, students, parents/guardians have received information regarding the bullying/harassment policy and reporting procedures

# Initiatives

- Antibullying video contest for middle and high schools in spring of 24-25 and 25-26
- District Bullying Prevention Committee meets 3 times a year (school representatives, school board, Student Services, administration, parent)
- Promote district-wide Unity Day, Acts of Kindness Week
- Forms and procedural checklist updated and reviewed annually

# Next Steps

- Bullying Training Presentation: Shared district-wide to all schools for consistent message on bullying/harassment policy and reporting procedures
- Elementary Bullying Prevention Contest fall 2026
- Continued Education and Training for administration, school counselors, school staff and Student Services staff
- Deliberate focus on prevention training, awareness, and increased parent education- (ie. purchasing a evidence based bullying prevention program with mental health allocation funds)

**A. Item Currently Budgeted -**

|                                |   |                      |          |                                           |             |                                |             |                    |   |                                   |
|--------------------------------|---|----------------------|----------|-------------------------------------------|-------------|--------------------------------|-------------|--------------------|---|-----------------------------------|
| Account Name                   |   | No Financial Impact  |          |                                           |             |                                |             |                    |   |                                   |
| Account Number                 |   | Fund                 | Function | Object                                    | Cost Center | Project                        | Sub Project |                    |   |                                   |
| Original<br>Approved<br>Budget | + | Budget<br>Amendments | -        | Expenditures /<br>Encumbrances<br>To Date | =           | Current<br>Available<br>Budget | -           | Present<br>Request | = | Remaining<br>Balance<br>Available |
| \$                             |   | \$                   |          | \$                                        |             | \$                             |             | \$                 |   | \$                                |

|                                |   |                      |          |                                           |             |                                |             |                    |   |                                   |
|--------------------------------|---|----------------------|----------|-------------------------------------------|-------------|--------------------------------|-------------|--------------------|---|-----------------------------------|
| Account Name                   |   |                      |          |                                           |             |                                |             |                    |   |                                   |
| Account Number                 |   | Fund                 | Function | Object                                    | Cost Center | Project                        | Sub Project |                    |   |                                   |
| Original<br>Approved<br>Budget | + | Budget<br>Amendments | -        | Expenditures /<br>Encumbrances<br>To Date | =           | Current<br>Available<br>Budget | -           | Present<br>Request | = | Remaining<br>Balance<br>Available |
| \$                             |   | \$                   |          | \$                                        |             | \$                             |             | \$                 |   | \$                                |

**B. Item Currently Not Budgeted -\*\***

|                |      |          |        |             |         |             |
|----------------|------|----------|--------|-------------|---------|-------------|
| Funding Source |      |          |        |             |         |             |
| Account Name   |      |          |        |             |         |             |
| Account Number | Fund | Function | Object | Cost Center | Project | Sub Project |
| Amount \$      |      |          |        |             |         |             |

|                |      |          |        |             |         |             |
|----------------|------|----------|--------|-------------|---------|-------------|
| Funding Source |      |          |        |             |         |             |
| Account Name   |      |          |        |             |         |             |
| Account Number | Fund | Function | Object | Cost Center | Project | Sub Project |
| Amount \$      |      |          |        |             |         |             |

**C. History**

Check one:

Prior Year Budget: ☐New for Current Year: ☐

Prior Year Approved Budget: \$

Prior Year Actual Spent: \$

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



# Hernando School District

## School Board Workshop

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**Agenda Item # 3. 27-3957**

7/28/2026

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**Title and Board Action Requested**

Review of the District's Tentative 2025-2026 5-Year Work Plan by Jim Lipsey

**Executive Summary**

The Director of Facilities & Construction, on behalf of the Superintendent of Schools, hereby requests the Board review the District's Tentative 2025-2026 5-Year Work Plan before submittal to the Florida Department of Education in accordance with Section 1013.35(2), Florida Statutes.

**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.



# HERNANDO SCHOOL DISTRICT

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Jim Lipsey, School Planner

**Review of District's Tentative 2025-26 Five Year Work Plan**

July 28, 2026



# TENTATIVE DISTRICT FACILITIES FIVE-YEAR WORK PLAN

## PURPOSE

- Identify major repair, renovation and capacity projects needed to maintain the district's educational and ancillary facilities.
- Shared with Department of Education , Legislature, Governor's Office, Division of Community Planning, local governments, to understand the district's various planning and funding needs

## WORK PLAN CATEGORIES

- Revenue
- Expenditures
- Project Schedules
- Tracking
- Planning

# Work Plan Balance

| Item                  | 2025-26<br>Actual Budget | 2026-27<br>Projected | 2027-28<br>Projected | 2028-29<br>Projected | 2029-30<br>Projected | 5 Year Total  |
|-----------------------|--------------------------|----------------------|----------------------|----------------------|----------------------|---------------|
| Net Available Revenue | \$101,165,337            | \$65,812,385         | \$63,432,726         | \$62,266,397         | \$70,723,162         | \$363,400,007 |
| Funded Project Cost   | \$32,000,076             | \$35,846,812         | \$19,032,000         | \$61,450,000         | \$26,600,000         | \$174,928,888 |
| Work Plan Balance     | \$69,165,261             | \$29,965,573         | \$44,400,726         | \$816,397            | \$44,123,162         | \$188,471,119 |

## PROJECTS INCLUDE:

- Maintenance Expenditures (see report pages 2–5)
- Capacity Projects (see report pages 7–9)
  - Expansion Phase 2 & 3 Additions (Years 4 & 5, unfunded)
  - New High School EEE (Year 5, unfunded)
- Non-Capacity Projects (see report pages 9–19)



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Slide 3

# Planning

## CLASS SIZE REDUCTION

- Adjusting school attendance zones to maximize permanent capacity was approved by the School Board in September 2015 and implemented in the 2016-17 school year.
- In January 2024, the School Board gave consensus direction to proceed with Phase 1 of a multi-year expansion plan, with classroom additions at Eastside Elementary School and Winding Waters K-8 / Weeki Wachee High School. However, in January 2025, in response to a modest decline in enrollment, the School Board gave consensus direction to pause future phases of the expansion plan.
- The School Board continues to explore options for adjusting school attendance zones to maximize the utilization of permanent capacity across the district.

## SCHOOL CLOSURES

- Residential growth in Hernando County continues steadily. The School Board has no plans to close any schools during the next five years.



**HERNANDO**  
SCHOOL DISTRICT

Learn it. Love it. Live it.

Slide 4



**HERNANDO**  
**SCHOOL DISTRICT**

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Learn it. Love it. Live it.

**A. Item Currently Budgeted -**

|                                |   |                            |   |                                           |   |                                |   |                    |   |                                   |  |             |
|--------------------------------|---|----------------------------|---|-------------------------------------------|---|--------------------------------|---|--------------------|---|-----------------------------------|--|-------------|
| Account Name                   |   | <u>No Financial Impact</u> |   |                                           |   |                                |   |                    |   |                                   |  |             |
| Account Number                 |   |                            |   |                                           |   |                                |   |                    |   |                                   |  |             |
|                                |   | Fund                       |   | Function                                  |   | Object                         |   | Cost Center        |   | Project                           |  | Sub Project |
| Original<br>Approved<br>Budget | + | Budget<br>Amendments       | - | Expenditures /<br>Encumbrances<br>To Date | = | Current<br>Available<br>Budget | - | Present<br>Request | = | Remaining<br>Balance<br>Available |  |             |
| \$                             |   | \$                         |   | \$                                        |   | \$                             |   | \$                 |   | \$                                |  |             |

|                                |   |                      |   |                                           |   |                                |   |                    |   |                                   |  |             |
|--------------------------------|---|----------------------|---|-------------------------------------------|---|--------------------------------|---|--------------------|---|-----------------------------------|--|-------------|
| Account Name                   |   |                      |   |                                           |   |                                |   |                    |   |                                   |  |             |
| Account Number                 |   |                      |   |                                           |   |                                |   |                    |   |                                   |  |             |
|                                |   | Fund                 |   | Function                                  |   | Object                         |   | Cost Center        |   | Project                           |  | Sub Project |
| Original<br>Approved<br>Budget | + | Budget<br>Amendments | - | Expenditures /<br>Encumbrances<br>To Date | = | Current<br>Available<br>Budget | - | Present<br>Request | = | Remaining<br>Balance<br>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\*\***