

# Purple Star Campus Designation (PSCD) Exemplar Resource

**25-26 Application Window**



# Presenters



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Highly Mobile and At-Risk Student Programs



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Highly Mobile and At-Risk Student Programs



## Objectives for Today's Presentation



Preview the Purple Star Campus Application Process



Guide LEAs through the Application Questions to support the completion of the 25-26 PSCD Application



Provide an Exemplar with sample responses with each Application Question

A young girl with brown hair in a ponytail, wearing a white ribbed sweater, is holding a small American flag. She is touching the face of a soldier in a camouflage uniform. The soldier is wearing a matching camouflage cap. The background is a clear blue sky. The word "Introductions" is overlaid in large blue text on a semi-transparent white box.

# Introductions



# Overview: Before You Begin



**Resources** are available for reference to assist you with the application process, including recorded training, checklists, and rubrics. [PSCD Webpage](#)



A [PDF copy of the application](#) is provided to help you plan out your responses (**recommended**).



Applications **MUST** be submitted through the **Qualtrics Survey Link** to be considered for the 25-26 PSCD.



The **25-26 PSCD Application** will be submitted by LEAs who are applying for PSCD using evidence/artifacts from implementation during the **24-25 School Year**.

# Overview: What is New?

The system will **delete/remove** any **duplicate** and/or **incomplete** applications if **inactive for 2 weeks** during the application window.



Please check your **district and campus names and numbers** carefully before submitting.

Once deleted, those applications **cannot** be recovered.



If you submit, but **later need to make changes or edits**, please email **MILITARY INBOX**.

We can send you a **unique link** to your original submitted application.

If you submit a new application entry, **you may risk** the system deleting the wrong duplicated entry.



For file upload, please compile **all evidence into one PDF file** for submission.

We recommend building your evidence into a **PowerPoint deck** with clear titles, descriptions, etc. for each piece of evidence and then converting it into one PDF document.

# Identifying Questions



## District/Campus Identification Questions

- Enter your email address in case follow-up is needed
- Using drop-down menu, select:
  - ESC region
  - LEA Name and Number
- Begin typing your Campus Name or Number and select the correct one from the drop-down menu



**IMPORTANT: Before proceeding, ensure that these information is correct**

### **\*WHAT'S NEW\***

- There will be a box where you can submit **additional information** regarding your campus
- SUCH AS: If your campus houses multiple buildings with the same CDN





# Did your campus previously receive the PSCD?



Respond with  
YES or NO



Previous PSCD  
Awardees List

Campuses that received the PSCD in the **2024-25 SY** **DO NOT** need to apply until Spring 2026.

[2024-25 Purple Star  
Campus Designation  
Awardees](#)

To qualify as a PSC, a campus must designate a campus-based staff member as a military liaison

Provide the campus-based military liaison point of contact information:



A woman in a military uniform is hugging a young girl from behind. The woman is wearing a camouflage uniform and a matching cap. The girl is wearing a white sweater and has her arms around the woman's neck. The background is a clear blue sky. The text is overlaid on a semi-transparent white box with a black border.

**How does the campus military liaison  
serve as the point of contact and  
work collaboratively between  
military-connected students and their  
families, and the campus?**

## Military Liaison as Point of Contact (POC)

- Provide **description** of the roles/responsibilities of the Military Liaison as the POC
  - Identification of MCS
  - Advocate for MCS
  - Connect MCS with resources
  - Support MCS through transitions
- Be detailed and specific
- Highlight collaboration (who, what, when, how)
- Response should align to current information (e.g., should not be copy and paste response from a previous PSCD application submissions)



## Example Responses – POC role

The Military Liaison supports military-connected students and their families by serving as a point of contact and working collaboratively between military connected students and their families, maintaining familiarity with enrollment process, records transfer, existing community resources and student supports. Both Mrs. \_\_\_\_\_ and Ms. \_\_\_\_\_ provide services to military connected students to help them adjust to their new school community and will also support the unique situations they may face as children of parents who serve. Our counseling guidance classes, individual and small group counseling sessions help our students connect with each other and provide skills to help them adjust. We focus on promoting a sense of belonging and resiliency. We invite their parents to join us in our monthly Parent Cafecito so that they too can develop a sense of belonging in the parent arena and at the same time develop a system support. Both counselors are available to answer questions and concerns and to help our students and their parents adjust. The counselors will also increase their scope of reference in the area of military children by selecting materials and increasing their knowledge in topics based on unique needs, including high mobility, connecting students with relevant campus-based programs, and by attending professional development to learn and understand topics related to the transition of military connected students and their families.

As the campus military liaison, I collaborate with the PEIMS clerk to identify, verify, and code any recently enrolled students with a military connection. Students and families are provided a tour of the school campus by a military-connected student, if possible. New students are informed about the resources available on campus to provide them with the best possible help. In addition, we connect them with helpful information regarding our school processes and educational resources to ensure a smooth transition. As the military liaison, I advocate for our military families with our school administration and our teachers. At the beginning of the year, I notify all teachers who have a military-connected student in their class. I work in collaboration with the District Parent and Family Engagement Team to provide insight and support when handling their unique needs and challenges. Professional Development for staff has been provided so that they may also be equipped to serve this diverse population of students best. District-wide, we work to ensure that our military-connected program provides the services and support in order for students to be successful. As new students who are military-connected arrive on our campus, this procedure is repeated throughout the year.

A woman in a military uniform is shown from the chest up, holding a small American flag. She is wearing a camouflage uniform and a matching cap. Her hair is pulled back, and she is looking down at the flag. The background is a clear blue sky.

**How does the campus military liaison maintain familiarity with enrollment processes, records transfer, existing community resources, and student supports?**

- Provide **description** of how the campus military liaison maintains familiarity with:
  - Enrollment processes
  - Records transfer
  - Existing community resources
  - Student supports

- Be detailed and specific
- Address all 4 areas
- Response should align to current information (e.g., should not be copy and paste response from a previous PSCD application submissions)



## Example Responses – Maintain Familiarity

The campus military liaison is familiar with the enrollment process and record transfer and will be able to help them with this process. She is responsible for ensuring that a comprehensive guidance program is provided and shared with the students. She is familiar with the process to obtain resources when necessary. The attendance secretary will assist the liaison in ensuring that the new families are identified and provided for. Both school counselors advocate for services needed for the military connected student. Familiarity with the enrollment processes, record transfers, existing community resources and student support is maintained through an easily accessible school webpage.

The parent confirms their military connection at the time of the student's enrollment. The family will be connected to services and assistance by the PEIMS clerk/registrar, who will also notify the military liaison. The campus regularly verifies that students with military connections are receiving help and that their student information system code has been correctly entered. Upon enrolling, teachers receive notification, and records are checked. According to their level, students can receive educational assistance that helps them develop intellectually, socially, and emotionally. Parents/guardians are provided a Welcome Guide that contains many helpful QR codes and links to transportation, food service, mentoring, ParentSquare (our district communication app), Skyward (SIS), Local/District Area Resources, Counseling Resources, and Mental Health Resources.

The military liaison met with the District Military Liaison to go over policies and procedures from the school district, as well as worked collaboratively with the district and campus registrar to ensure that her lists were up to date, ensure that she could advocate for students through the enrollment process, offer supports and community through campus specific events, and met with student groups to continuously better herself and the processes that were in place.





How does the campus military liaison ensure military-connected students are identified and properly coded in PEIMS?

## Proper Identification and PEIMS Coding

- Provide **description** of the process the campus military liaison takes to ensure MCS are identified and properly coded in PEIMS
  - Enrollment process (MSI questions)
  - Additional staff that may support coding efforts
  - Specific roles/responsibilities of Military liaison in the process
- Be detailed and specific
- Highlight any collaboration efforts (e.g., who, how, etc.)
- Response should align to current information (e.g., should not be copy and paste response from a previous PSCD application submissions)

## Example Responses – PEIMS Coding

Collaborating with, working closing with and consulting with the campus clerk who handles enrollment and verifying that all the pertinent information is accurate and current ensures that military connected students are identified and properly coded in PEIMS. When the parents complete the registration and data verification, the attendance clerk and counselor are able to select their military connection and other specific information needed for the District's Federal Impact Survey. The information is confirmed and entered into PEIMS and we are able to run reports to verify the information.

As part of the new student enrollment process at ISD, there is a section for our military-connected families to complete. Based on the information provided, the PEIMS clerk will notify me of any applications where the military-connected families section has been checked. As the campus military liaison, I will verify the information provided and code the student as a military-connected student. If during the year we learn that a student qualifies as a military-connected student, I will reach out to parents to provide information on the district military-connected program and ask for permission to identify them as a military-connected student.

While this is primarily in the hands of the registrar, the campus military connected liaison works to ensure that ALL students who may not have been labeled are properly identified by speaking with staff members throughout the year and with students directly. If students are not identified initially, the MC liaison worked to make sure that a new "Special Populations Enrollment Form" was completed by the parent/guardian and updated in PEIMS. Part of this was educating parents who may have not filled out the form upon previous enrollment which was done by speaking with parents of students who identified themselves as Military Connected.



A woman in a military uniform is hugging a young girl from behind. The woman is wearing a camouflage uniform and a matching cap. The girl has her arms around the woman's neck. The background is a clear blue sky.

**How does the campus military liaison determine campus-based supports and services available to military-connected students based on their unique needs, including their high mobility?**



## Determine campus-based supports and services

- Provide detailed **description** of how the campus military liaison determines campus-based supports and services for MCS
  - How are MCS's unique needs considered or impacted?
  - How often?
  - Tools or resources used?
  - Specific roles/responsibilities of Military liaison in the process
- Be detailed and specific
- Highlight any collaboration efforts (e.g., who, how, etc.)
- Response should align to current information (e.g., **should not** be copy and paste response from a previous PSCD application submissions)

## Example Responses – Determine Supports

Needs assessments are sent to the campus teachers, staff and parents at the beginning of the school year and are also provided to those involved with new students as they register. The information gathered helps determine what services are needed. Small group counseling groups are provided which help in transitioning into our community. Some group topics are self-esteem, resilience, positive self-concept, managing emotions, grief and loss, motivation to succeed and appreciation of other cultures. The students are provided with "survival kits" which contain useful everyday school information. Both counselors consult with parents and teachers to help determine what specific services may help the military-connected families.

I advise parents and guardians to the ISD Military Family Support website to learn about support resources available to military families when I introduce myself as the campus military liaison. Working with the PEIMS clerk, we review the student's file to determine any special services needed or whether the student has ever received them at another school. Teachers and/or parents can share any concerns students may have as the school year goes on. After that, a group on campus will meet to talk about the services and assistance we can provide the students to help them achieve academic success. Services and support will be modified to meet the individual needs of each child.

At the beginning of every school year Ms. \_\_\_\_\_ and the The Counseling Department conduct a needs assessment that asks for student input, including our military-connected students. The needs assessment contains questions about topics for our guidance lessons and small groups. Ms. \_\_\_\_\_ and the Counseling Department review the results and then plan for guidance lessons, small group topics, and schoolwide activities based on the needs of our students. At the end of the year, Ms. \_\_\_\_\_ and the counselors ensure that military-connected students receive a final report card and have conversations with the parents to make sure the student does not lose any high school credits they have earned or will earn the next year. Ms. \_\_\_\_\_ and the counselors communicate with parents about the Interstate Compact and the students educational rights.



**How does the campus military liaison assist in coordinating campus-based programs relevant to military-connected students?**

## Coordinating campus-based programs

- Provide detailed **description** of how the campus military liaison assists in coordinating campus-based programs relevant to MCS
  - How are MCS's unique needs considered or impacted?
  - Tools or resources used?
  - Additional staff that may support coordination efforts
  - Specific roles/responsibilities of Military liaison in the process
- Be detailed and specific
- Highlight any collaboration efforts (e.g., who, how, etc.)
- Response should align to current information (e.g., **should not** be copy and paste response from a previous PSCD application submissions)



## Example Responses – Coordinate Programs

The campus military liaison serves as a point of contact and is a member of both the school military committee and the military liaison committee. She learns of campus based programs that are being offered which are relevant to military connected students and she coordinates these with the students' schedules. She helps in offering professional development opportunities for the staff on issues related to military connected students.

We have several extracurricular activities and student-led groups that they can join, such as AFJROTC, Robotics, UIL, FLAG team, and Student Council, Scholarship Walk, Bataan Walk, and 9/11 Remembrance to name a few. We all work together to create a positive environment where all students feel included. As the military liaison, I am in charge of a couple of these programs. I also work with staff to make sure that they are aware of who our military-connected students are so that they can help include them in their programs. As an AFJROTC instructor, we constantly stress the importance of our military and their families.

The MC liaison personally plans events for military-connected students in conjunction with the campus principal and the district liaison. These events are based off of direct feedback describing what is wanted and would be helpful from MC students and parents at the campus level.





**Does the campus military liaison attend professional development or training annually to learn and understand topics related to the transition of military-connected students and their families?**

# Annual PD and Training Opportunities



CAN BE A LIST,  
SHOULD INCLUDE:



TOPIC/TITLE OF PD  
OR TRAINING



DATE

## Example Responses – Annual PD/Training

Topic Date Helping Students with High Risks Issues August 23,2023 High Risk Behavior Training August 23,2023 Trauma Informed Decisions a PBIS Introduction August 23,2023 Becoming Trauma Informed August 23,2023 Purple Star Kick Off September 15,2023 Behavioral Threat Assessment October 31,2023 Panorama Results and Student Talk October 8,2023 Purple Star Training April 10,2024

Yes. Type, Topic, Date -Training, "Understanding and Supporting Military Connected Families"-October 26, 2023 -Video and Reflection, "Bullying and Military Connected Children"-December 2, 2023 -Video and Reflection, "Creating a Community of Care for Military Connected Children"-March 23, 2024 - Email-"Military Child Month"-Email to staff to explain and support our MC families-March 31, 2024

Yes Beginning of the Year Counselor Staff Development, Purple Star Kickoff presented through Zoom by the Grants Department. September 15, 2023 Military-Connected: Youth in Caregiver Roles & Supporting Military Children and Youth Through School Transitions Foundations presented by MCEC. October 12, 2023 Student 2 Student presented by MCEC. October 13, 2023



**The campus-based military liaison  
must have facilitated a PD  
opportunity for staff members.**

# Facilitated PD Opportunity



TOPIC



LEARNING  
OBJECTIVES



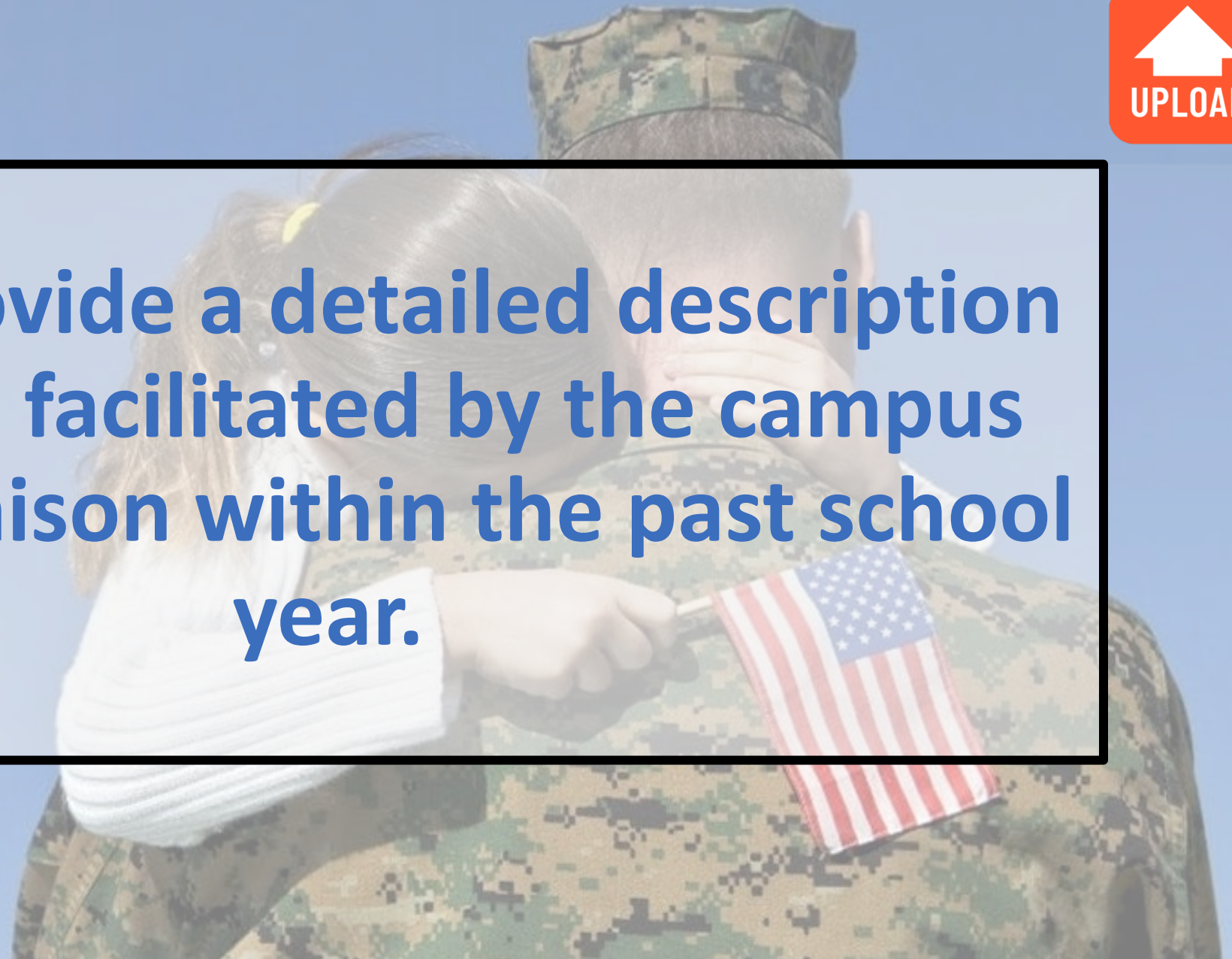
DATE



# Example Responses – Facilitated PD

Topic	High Risks Behaviors
Learning objectives	To improve the school climate, improve academic achievement, develop caring relationships and to reduce the frequency of behavioral outburst and behavior referrals.
Date	August 23.2023
Topic	What does it mean to be a Purple Star Designated Campus?
Learning objectives	What is a Purple Star School? How does it help military-connected students and families? What are the requirements?
Date	August 7, 2023
Topic	Educators Guide to Helping Students with High-Risk Issues & Becoming Trauma Informed
Learning objectives	Prevention of Child Abuse, Mental Health Issues, Substance Abuse Awareness, Human Trafficking, Bullying & Cyberbullying, Dating Violence, Protective Factors & Best Practices. Defining What Trauma Is, How Trauma Impacts the Brain, Learning, and Behavior, How Trauma Impacts Students in the Classroom, Being Trauma Informed and Building Social Emotional Learning Capacity, How to Support a Highly Emotional Child
Date	August 22, 2023, October 10, 2023

**Please provide a detailed description of the PD facilitated by the campus military liaison within the past school year.**



## Facilitated PD Opportunity Description

- Provide **details** of the facilitated PD you would like to highlight for the application
  - The focused PD **should be the same PD** you choose to provide evidence for further in the application.
  - Specific **contributions and impact** of Military liaison in the process
- Be detailed and specific
  - Highlight any collaboration efforts (e.g., who, how, etc.)
  - Response should align to current information (e.g., should not be copy and paste response from a previous PSCD application submissions)

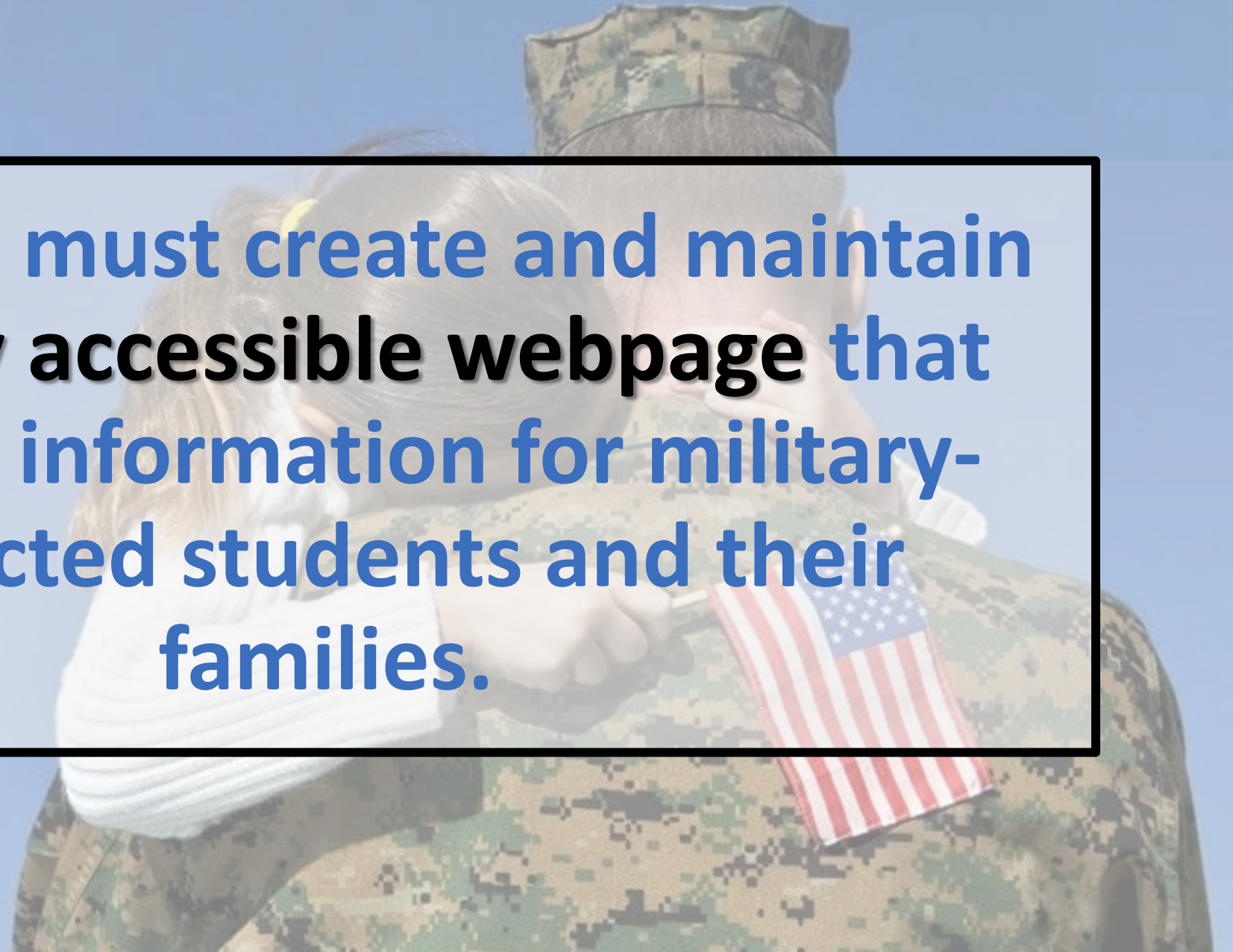
## Example Responses – PD Description

"Becoming Trauma Informed "educates the school staff on how trauma can affect children and how it can directly influence their learning and emotional and physical behavior. Ways to connect with these students by providing positive, meaningful relationships are explored. After completing this training, the staff are able to identify the signs of traumatic stress and how different types of traumas can affect the brain. The staff learns how to use social emotional learning, Panorama in their classrooms to provide support to students who may have experience trauma. Emphasis is placed on the importance of providing a structures environment to support the students. The different types of traumas are discussed, and we also discuss how some students may experience secondary trauma from a parent who suffers from PTSD from their time in the service.

A professional development was presented to school staff at the beginning of the year, on the importance of identifying and supporting our military-connected students and families. During this time teachers were given their lists of students that were military-connected. We discussed the unique challenges these students face (high mobility, deployment, death, creating and establishing friendships, social-emotional issues, etc.). Leading in to Month of the Military Child, there is a professional development meeting the first week of April, including a slideshow explaining Purple Up Day and why we celebrate it. This slide is also emailed to teachers for reference in the future. As the military liaison when I have a PD during the year I go over what I learned with staff and remind them that I am here if and when needed for our military-connected students.



**A campus must create and maintain an easily accessible webpage that includes information for military-connected students and their families.**





- Please **provide the URL** for the webpage that serves as a resource for military-connected students and their families.
- If the campus links to a district-maintained page, the link **must be present** on the campus website.
- Must have evidence that the webpage is maintained and updated regularly.



### NOTE:

- If no website is included, your application **will not** receive consideration for the PSCD.

## The webpage must include information required by TAC, §61.1063

- Relocation Information (i.e., introductions to the school environment and process, enrollment information in extracurricular activities and clubs, tutoring opportunities, student code of conduct, and contact information of pertinent school staff).
- A checklist of required documentation needed to enroll at the campus.
- Eligibility requirements for free public school prekindergarten for a child of an active duty member of the armed forces, national guard, or reserve component of the armed forces who is ordered to active duty by proper authority.
- Information on course sequences, advanced classes available on campus, and information on the Interstate Compact on Educational Opportunity for Military Children.
- Eligibility, application, and referral information offered specifically to military-connected families for counseling and support services on or off a military installation.
- Contact information and duties of the campus-based military liaison.
- Other

A young girl with brown hair in a ponytail, wearing a white ribbed sweater, is holding a small American flag. She is standing in front of a soldier in a camouflage uniform and cap. The background is a clear blue sky. The text is overlaid on a semi-transparent white box with a black border.

**A campus must demonstrate they  
have a campus transitional program  
supported by a campus-based staff  
member.**

## Campus Transition Program

- Provide the campus-based staff member who support campus transition programming:



### NOTE:

- This may or may not be the same campus-based staff member that is designated as the campus-based military liaison.





Introductions to school environment and processes



Organize and host newcomer social events



Facilitate guided tours of the campus



Accompany new students to lunch the first week of school.

**Provide a detailed description of the campus transition program activities held throughout the school year.**

## Campus transition program activities

- Include **descriptions** of any student-led events that occurred within the last school year
  - Explain the campus transition program activities' **impact** on military-connected students.
  - Specific **contributions and impact** of Military liaison in the process
- Be detailed and specific
  - Highlight any collaboration efforts (e.g., who, how, etc.)
  - Response should align to current information (e.g., should not be copy and paste response from a previous PSCD application submissions)

## Example Responses – Campus Transition Program Activities Description

Student Council: The Student Council members are nominated and chosen by the students. They represent the students and are their voice with Administration. They help promote a friendly, welcoming atmosphere for all students and their families. They participate in school functions and help provide a sense of inclusiveness. During assemblies, they lead the Pledge. They also serve as greeters and help guide new families as they tour the school. Student Led Conferences The teacher models what a conference looks like and talks with the students about their self-responsibility as students. The students demonstrate self-responsibility as they discuss their report card with their parents. They explain the “why” of their grades and also the ratings on their school behavior.

Our Student 2 Student Transition Program started after Ms. [redacted] and her team received training in October 2023. Ms. [redacted] immediately began organizing and planning the program, starting with that training. The S2S program started with eight students and has grown to over 75 students in April. When any new student, especially a military-connected student, enrolls at Our ISD, Ms. [redacted] and the counselors go through the New Student Binder, carefully following the new registration checklist to ensure that the student is placed in the correct classes and receives the proper support. Once the actual registration process is complete, the counselor selects a S2S member who will be a good fit for the new student. The S2S member takes the student on a campus tour including the library, nurse’s office, counseling office, gym, and cafeteria, answers any questions they may have, and delivers the new student to their first class. When it is time for lunch, the S2S member picks the new students up from class and invites them to sit with them at lunch the first week or until the new student finds a friend to sit with. We have 30 students who are trained by Ms. [redacted] and the other counselors utilizing the materials provided by MCEC. S2S members have participated in several school-wide initiatives such as counselor pop-up activities, Random Acts of Kindness Week, Special Olympics, Elementary Transition Camp, Month of the Military Child, and S2S Socials. S2S Socials are held during each lunch period, and S2S members are invited to eat outside in the courtyard, enjoy social time, meet new friends, and play games. As a community service project this year we used some of our S2S leadership team and members to buddy up with some students at the Special Olympics events.



**A campus must participate in at least one of three military-connected student initiatives listed in TAC, §61.1063.**

Please indicate which of the following military-connected student initiative(s) your campus participated in.

## Select **ALL** that applies

*For each that is selected, you will need to provide description*

- A resolution showing support for military connected students and families.
- Participation in Military Child or Military Family month to celebrate, recognize, and support military connected children for their strength and sacrifices.
- Partnership with the nearby installation's School Liaison office to encourage and provide opportunities for active duty members to volunteer in the school, speak at a school assembly, or host a school field trip.

## Example Responses – If you selected RESOLUTION:

Provide a **detailed** description of the **resolution** and **how** your school fulfills the commitments made.

April 2024 Proclamation from [Our ISD] on the Military webpage, The Proclamation describes the valor of the military person and its family who also sacrifice when the student is the “new kid in school ”to the strain of being separated from the parent. Military children often live with uncertainty and fear. We are grateful for the military families, and we pay tribute to the resilient military children.

A Proclamation was developed by our ISD superintendent and posted on our school website on the Military Families information page. The proclamation declares that April be named Month of the Military Child. The month of April is a time to recognize honor, and appreciate the sacrifices, courage, and strength of the families of our military personnel, but especially the children. The district and campus values our Military-connected families and is evident by creating a section on our website dedicated to our Military-connected families and including the proclamation made by our superintendent on our website.

The resolution signed by our principal showed our resolute effort to ensure that all MC families and students at our campus are recognized, and that as a campus we understand the many challenges these families face after serving our nation. We work to ensure that these families are celebrated and honored in all that we do. Our MC campus liaison then worked to get these student and families together throughout the entire year to celebrate and honor their service.

## Example Responses – If you selected MOMC Participation:

Provide a **detailed description of the activities** your campus participated in during **MOMC/Military Family Month** and **explain their impact** on M-C students.

[Our ISD] Panthers and staff participated in Purple Up week, April 15-19 We encouraged the staff to talk to their students about the significance of the impact our service families have in the freedom we all experience. Students and staff were encouraged to wear purple on Purple Up Day April 15,2024. A Purple Up bulletin board was displayed in the main hallway. During counseling guidance classes, we presented a lesson on service and appreciation. PreK–2nd grade students were given the Purple Up for Military Kids, coloring page (Military Child Education Coalition,) The students were asked to color it at home and discuss it with their families.

We will be using the #purpleup4militarykids when we are posting on social media. Highlight April as the month of the military child on our school marquee and in staff/parent newsletters. Military-connected students are recognized with certificates/armbands/stickers Flyers being sent out on social media and through Parent Square.

Month of Military Child Month of the Military Child was kicked off with a video shown in History classes featuring some of our Military-Connected students. The video was about what it is like to have a parent in the military, moving around, and the effects moving has on the kids. It showed the resilience these children have gained. Each Friday and one Thursday, our dance team and band performed as students walked into school, featuring military-style music. We have a banner in the foyer for students and staff to take pictures in front of to support our military-connected students. On Monday, April 15, our staff wore purple for Purple Up! Day.



## Example Responses – If you selected Partnership with Installation:

Provide a **detailed description of your partnership** with the installation's school liaison office, how your campus engaged with active-duty members and/or the installation, and the **impact of these activities** on M-C students.

The campus military liaison also works closely with LAFB's School Liaison office to enhance community-building partnerships with LAFB. The school works with the LAFB Youth Center to assist military-connected students who need child care before or after school. The bus drops students off early and the Youth Center staff comes on-site to collect about 30 students for daily after-school care children from the RBB cafeteria and walk them over to the Youth Center daily during regular school day operations. The Youth Center and RBB School are working together to plan the America's Armed Forces Kid's Color Fun Run event for military-connected students on May 29, 2024. The school also plans and works with the LAFB Lozano Fitness Center across the street from the school to provide a weekly indoor gym experience for students who attend our campus. They also allow us to host school events such as our Veterans Day celebration and to use the LAFB Losano Gym facilities for emergency shelter during Tornado warnings. Mrs. \_\_\_\_\_, the campus military liaison, also works closely with campus staff to acquire active military duty volunteers to assist with the Science Fair as judges, coach the Lego Robotics Team, volunteer as Chess Club players, and volunteer for school beautification projects. She also helps teachers organize field trips to the LAFB Weather Station Field and provides career day presenters from the LAFB Fire Station, Special Forces, and local community government agencies and businesses to bring presentations to the students at RBB. They also work together to host events that expose children to other police or security careers. The most fulfilling event for students this year was the organization of the LAFB Youth Center and RBB School for AMERICA'S ARMED FORCES KIDS COLOR RUN held on Wednesday, May 29 from 8:30-9:30 am at the LAFB Outdoor Track. It brought fun and excitement for all the children. All of these events and opportunities positively impact all military-connected students and their peers by exposing them to the partnerships and relationships between the school district and the LAFB community in providing a well-rounded educational experience for all students that will be memorable and provide educational success.

Our campus partners with the 106th SIG BDE from Ft. Sam Houston. These soldiers come over and mentor our students, support with activities, and serve as role models for our students. The soldiers support with our Bike Rodeo, Trunk or Treat, Veterans Day Celebration, Coat Drive for our students in need of a coat, Reading under the Stars literacy event, Valentine's Day parties, Field and Water Day, EOY 5th grade Awards Ceremony. This gives our military-connected students a sense of belonging and comfort that they are a big part of our campus and they are not alone.



A woman with brown hair in a ponytail, wearing a white ribbed sweater, is hugging a soldier from behind. The soldier is wearing a camouflage uniform and a matching cap. He is holding a small American flag in his right hand. The background is a clear blue sky.

**FILE UPLOAD:**  
**ALL Evidence in ONE PDF File.**



# Required Evidence

PROFESSIONAL  
DEVELOPMENT  
FACILITATED BY  
THE CAMPUS  
MILITARY LIAISON.

CAMPUS  
TRANSITION  
PROGRAM  
ACTIVITIES

MILITARY  
INITIATIVES

**Evidence of the professional development facilitated by the campus military liaison held throughout the school year.**



- Provide evidence of the professional development facilitated by the campus military liaison.
  - Be **detailed** – include description (e.g., title, when, where, impact, etc.)
  - This evidence should be aligned to the FACILITATED PD question of the application.
- Evidence of PD should be included clearly in the FILE UPLOAD question.
  - Can include participant handouts, training materials, trainee assessments, or sign-in sheets.





A professional development was presented to school staff at the beginning of the year, on the importance of identifying and supporting our military-connected students and families. During this time teachers were given their lists of students that were military-connected. We discussed the unique challenges these students face (high mobility, deployment, death, creating and establishing friendships, social-emotional issues, etc.). Leading in to Month of the Military Child, there is a professional development meeting the first week of April, including a slideshow explaining Purple Up Day and why we celebrate it. This slide is also emailed to teachers for reference in the future. As the military liaison when I have a PD during the year I go over what I learned with staff and remind them that I am here if and when needed for our military-connected students.

The training on How to Support Our Military Students and Families occurred on Monday, February 19th, 2024, during a staff working Professional Development day. The Health Careers High School (HCHS) administrative team allowed the MFL to present to the 51 faculty and staff members in attendance about the foundational concerns of our military-affiliated students. The MFL provided Texas and campus-based statistics, reviewed the strengths and challenges of our military families and students, discussed the emotional cycle of deployment, and highlighted several preventative measures to combat behavioral/emotional symptoms that may present in our military-connected students. The HCHS staff and faculty had an opportunity to ask the MFL questions and hear about the Purple Star designation application process.



**Evidence of campus transition  
program activities held throughout  
the school year.**





- Provide evidence of the campus transition program activities reported in the CAMPUS TRANSITION question of the application.
  - Can include RECENT photos, video links, screenshots, social media posts, flyers, newspaper articles, presentations, staff/student training materials, and/or additional LEA program materials.
  - Provide **detailed** description of activity(ies) that **supports** the evidence (see next slide).
- Videos should be hyperlinked from a video-hosting service (e.g., YouTube, Vimeo, Google Drive, etc.)
  - Make sure to share access as appropriate

## Example Description of Evidence: Campus Transition Program Activities



New to [Our ISD] Our New to [Our ISD], newcomers group , learns about their new school, the learning environment and their responsibility as a student and as a member of a group. A “getting to know you “activity allows them to get answers to settle their uneasiness in a new environment. and helps them feel welcomed. This group helps them feel more comfortable and begins creating a sense of belonging. With the help of our student council , they tour the school and visit all the common areas where they may participate such as the playground, the cafeteria, the nurses’ office the counselors’ offices, the library, and our specialized classrooms area. This helps our new students feel welcomed and it also helps relieve some anxiety they may have in joining a new campus.

Our S2S group evidence includes a variety of materials showcasing our active engagement and comprehensive approach. We have a picture of our original S2S members who attended the MCEC training in October, highlighting our commitment from the start. Additionally, there's a graphic used to train new S2S members on their responsibilities when meeting with new students, ensuring consistency and clarity in our mission. Several pictures from S2S social events demonstrate our dedication to creating a welcoming community, while an invitation to one of these events shows our outreach efforts. Lastly, a slide from our S2S training meeting slideshow provides insight into the structured and informative nature of our training sessions.



**Evidence of participation in at least one of three military-connected student initiatives listed in TAC, §61.1063.**





- Provide evidence of campus participation in the military-connected student initiative reported in the MILITARY INITIATIVE question of the application.
  - Can include RECENT photos, video links, screenshots, social media posts, flyers, newspaper articles, sign-in sheets, presentations, and/or additional LEA program materials demonstrating participation in military-connected student initiatives.
  - Provide **detailed** description of initiative that **supports** the evidence (see next slide).
- Videos should be hyperlinked from a video-hosting service (e.g., YouTube, Vimeo, Google Drive, etc.)
  - Make sure to share access as appropriate



Annual Veterans Day Celebration [Our ISD] students, staff and parents participated in our annual Veterans Day Assembly. Our veterans were our guests of honor. Speeches on Freedom and the role the military personnel play in helping the United States maintain our freedom were given. After the assembly , a reception was held for our military guests and their families.

All military-connected students gathered together for a photo after presentation of bracelets/stickers and certificates recognizing each of them

Included are several pictures of faculty and staff wearing their Purple Up! shirt or purple on the designated days. Also included are pictures of the dance team and band performing on Friday's during the month of April. The band played a medley of military style music and the dance team danced as students walked into school on Friday Mornings during the month of April. Finally, a video was created that interviewed several of our military-connected students and their experiences. This video was played for all students on April 1, 2024 during the student's history class.



Ensure that **ALL** required evidence are inputted/combined into **ONE file**, including all images, details, and descriptions



Ensure that the file is **converted** to a PDF File.  
**Check** the final PDF file.



**Upload the PDF File** into the application question titled FILE UPLOAD

A young girl with brown hair in a ponytail, wearing a white ribbed sweater, is holding a small American flag against the back of a soldier in a camouflage uniform. The soldier is wearing a matching camouflage cap. The background is a clear blue sky. The entire scene is framed by a black border.

# **SAMPLE EVIDENCE FILE UPLOAD with all 3 required components**



2025-26 Purple Star Campus Designation (PSCD) Application

# EVIDENCE UPLOAD

Campus Name: [Calibration ISD]

Campus Number: [123456]

# Facilitated Professional Development (PD)



## Transitional Programs

**Student to Student® (S2S)** is a peer-to-peer student-led program that brings military and civilian students together to welcome new students, creates a positive environment for all, supports educational opportunities, builds connections through service, and eases transitions.



Friday, February 16, 2024

Session Name: Serving Military Families Session Time: 11:00  
 Session Leader: Bethany Bishop Session Location: HS Cafe

STAFF MEMBER NAME	POSITION/CAMPUS	SIGNATURE
EPIN ADAMS	ELAR 1st	[Signature]
Stephonne Baisland	ELAR 1st	[Signature]
Jarret Thompson	ELAR 4th	[Signature]
Seagas, Timothy	Social St. / 3rd	[Signature]
Amanda Eagan	NIS/Math/1st	[Signature]
Megan Cooper	NIS/ELAR 5th	[Signature]
Katie Hunter	3 Intermediate	[Signature]
Kylee Shirley	HS	[Signature]
Jamie Herman	JH/Sci	[Signature]
Faily Herzos	JH/	[Signature]
Kelly Thibodeaux	Int. 5	[Signature]
David Lunny	Math HS	[Signature]
Andra Busby	HS	[Signature]
Stephanie Jeffery	HS 20th	[Signature]
Jeff Harrin	HS	[Signature]
Abigail Blake	MS Science	[Signature]
Jeanne Esparca	ELAR 10th	[Signature]
Miranda Ham	6th/MS	[Signature]
Kaline Jensen	HS	[Signature]

## Programs for Support

- Interstate Compact on Educational Opportunity for Military Children (MIC3)  
The Military Compact is focused on the following key topics:
  - Educational records and enrollment
  - Course and program placement and attendance
  - Eligibility (student enrollment and extracurricular participation)
  - Graduation
- Joint Base in San Antonio (JBSA)

MAFRC Calendar of Events



- Aid Societies, Financial Relief
- Air Force Families Forever
- Armed Forces Action Plan
- Casualty Assistance
- Deployment Readiness
- Employment & Career Development
- Exceptional Family Member Program
- Financial Readiness
- Heart Link
- Unit Family Readiness
- Military & Family Life Counselors
- Military Family Team Building
- Personal & Work Life
- Relocation Services
- Resiliency Training
- Survivor Benefit Plan
- Transition Assistance Services
- Volunteer Opportunities

## Definition



## Strengthening Military Student Identification

Texas Education Code § 25.006 requires districts and open-enrollment charter schools to collect data to identify their military-connected student population and submit to the Texas Education Agency.

### Students in K-12th grade:

- Student is a dependent of a current member of one of the following:
  - U.S. military;
  - Texas National Guard (Army, Air Guard, or State Guard); or
  - A reserve force.
- Student is a dependent of a former member of one of the following:
  - U.S. military;
  - Texas National Guard (Army, Air Guard, or State Guard); or
  - A reserve force.
- Student was a dependent of a member of the U.S. military or reserve force who has fallen in the line of duty.

## Who are our Military Children?

- ... move an average of 9 times before graduating
- ... account for 33% of children relocating to a new school setting every year
- ... can move anywhere in the US and in the world
- 30% of military students in Texas are between the ages of 6 and 11 years old



## Comprehensive School Counseling

**Teacher Needs Assessment**

To help the school counselor plan the best activities for this school year, please rate each of the following items below to show how important you feel it is to address the matter with students. Please write a number using the scale provided below in the blank white box to the right of that item that best describes how important that topic is to you.

4= Very important 3= Somewhat important 2= Not very important 1= Not important at all

bethany.bishop@midas.k12.tx.us

CS - Not shared

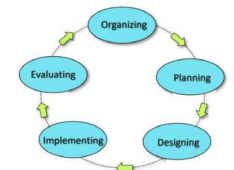
\*Indicates required question

Not knowing how to ask for help with problems at school and/or home

4= Very important 3= Somewhat important 2= Not very important 1= Not important at all

○ 4  
○ 3  
○ 2  
○ 1

The Program Implementation Cycle



Collect and analyze data to determine student and program needs and program goals for the continuous improvement of a balanced comprehensive developmental school counseling program that includes Guidance Curriculum, Responsive Services, Individual Planning, and System Support (TEC §33.005).

## Challenges

- Tension at home
- strain on peer relationships
- adapting to a new school environment
- academic challenges
- student/teacher relationships
- extracurricular activities involvement

## Response Suggestions

- Access to Mental Health Services
- Assign a mentor for check ins
- Transition Programs
- Intervention Services
- Student/teacher relationships
- Encourage students to be involved



# Description of Facilitated PD



- Provide detailed description of the evidence here (e.g., what is it? When? Where? Impact?)
- Supporting Our Military Students and Families PD was presented on February 16, 2024. Included are slides from the presentation and a copy of page 1 of the sign in sheet. We had over 90 attend the facilitated PD and military-connected student program criteria were reviewed, including campus transition programs, local policies and procedures, PSCD, roles and responsibilities of campus-based military liaisons and supportive staff, webpage requirements for military families, opportunities and strategies for participation in November and April military appreciation months.
- This PD provided resources and supports that are important to our military connected students. The more staff we have that are aware and understand the unique needs of this student population, the more we can support their transitions and success.

# Campus Transition Program Activity





# Description of Campus Transition Program Activity



- Provide detailed description of the evidence here (e.g., what is it? When? Where? Impact?)
- A picture of our campus's lunch buddies and recess buddies to Military children. We do this year round at our campus during lunch and recess time. With lunch buddies it helps new military children learn the rules and also helps them make friends.



# Participation in Military-Connected Initiatives









# Description of Participation in Military-Connected Initiatives



- Provide detailed description of the evidence here (e.g., what is it? When? Where? Impact?)
- Our campus organized a campaign selling Purple Up shirts to commemorate Military Child Month, displaying the phrase "Purple Up for Military Child Month." This initiative not only promoted awareness but also served as a gesture of support for military families within the community. All the military kids felt supported when seeing everyone in their purple shirts.
- We take pride in our annual Veterans Day program, which is led by our students. During this program, our student choir performs, and students present informative readings about each branch of the military, accompanied by a student holding a sign representing each branch. Following the program, we host a small reception to further honor our veterans. Additionally, on Military Child Day, we demonstrate our solidarity by wearing purple to show our support for the military children in our school community.



A young girl with brown hair in a ponytail, wearing a white ribbed sweater, is holding a small American flag. She is standing in front of a soldier in a camouflage uniform and cap. The soldier is looking down at the girl. The background is a clear blue sky.

**You have now finished answering the  
final questions for the 25-26 PSCD  
Application.**

## Final Steps for Submitting PSCD Application



To submit your application, click the **SUBMIT SURVEY** button.



After submission, you will have the option to **download a copy of your submission** for your record keeping.



You will receive a **confirmation email** upon successful submission.

## Military Family Resources



- **Email:**  
[militaryconnectedstudents@tea.texas.gov](mailto:militaryconnectedstudents@tea.texas.gov)
- **Website:**  
[Tea.texas.gov/mil](http://Tea.texas.gov/mil)
- **Sign-up for TEA Military Newsletter:**  
<https://public.govdelivery.com/accounts/TXTEA/subscriber/new>